



Government of Malawi



**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



# THE 2018/19 EDUCATION SECTOR PERFORMANCE REPORT

“STRENGTHENING EDUCATION MANAGEMENT AND ACCOUNTABILITY TO  
IMPROVE LEARNING OUTCOMES FOR ALL“

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
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## LIST OF ACRONYMS

CDSS	Community Day Secondary Schools
CPD	Continuous Professional Development
CPEA	Coordinating Primary Education Advisor
DECs	District Executive Committees
DEM	District Education Manager
DTED	Department of Teacher Education and Development
EMIS	Education Management Information System
EQUALS	Quality and Learning Secondary Project
ESIP	Education Sector Improvement Plan
GER	Gross Intake Rate
HRMD	Human Resource Management and Development
IE	Inclusive Education
MESIP	Malawi Education Sector Improvement Project
MGDS	Malawi Growth and Development Strategy
MoEST	Ministry of Education Science and Technology
NER	Net Intake Rate
NESP	National Education Sector 8
ODL	Open and Distance Learning

OPC	Office of the President and Cabinet
PBF	Performance Based Fund
PCR	Pupil Classroom Ratio
PEA	Primary Education Advisor
PqRT	Pupil Qualified Teacher Ratio
PSIP	Primary School Improvement Programme
PTA	Parents and Teachers Association
SDG	Sustainable Development Goals
SEED	Secondary Education Expansion Project
SIG	School Improvement Grant
SMC	School Management Committee
SSCAR	Secondary School Curriculum and Assessment Reform
SWAp	Sector Wide Approach
TTC	Teacher Training College
TWG	Technical Working Group

## EXECUTIVE SUMMARY

As the Sustainable Development Goal number four (4) states, obtaining quality education necessitates sustainable development where global norm is that access to inclusive education can help equip locals with the tools required to develop innovative solutions to the world's greatest problems.

The Government of Malawi has over time developed legislation, policies, strategies and interventions aimed at broadening the scope of universal education. Some of the interventions and policy frameworks are the Free Primary Education Policy, Education Act (2013), Higher Education Student Loans and Grants Act, Secondary Education Bursary Programme, Primary School Improvement Programme (PSIP), Performance Based Funding Pilot Programme (PBF), Early Grade Reading Activity (EGRA) now rolled out and launched under the National Reading Programme (NRP), Construction and Opening of Community Day Secondary Schools (CDSSs), Keeping Girls in School (KGIS), Strengthening Secondary Mathematics and Science Education (SMASSE), School Feeding Programme, Skills Development Project, Higher Education Science and Technology (HEST) Project, Project to Improve Quality of Education in Malawi (PIEQM), National Inclusive Education Strategy (NIES), National Girls Education Strategies, Keeping Girls in School Programme, Construction of Girls Hostel, the Malawi Education Sector Improvement Project (MESIP), Improving Secondary Education in Malawi (ISEM), Equity with Quality and Learning Secondary Project (EQUALS) and the upcoming Secondary Education Expansion Project (SEED). These were developed under the National Education Sector Plan which expired in 2017/18 and has been extended to 2019/20 as a transition to the new education sector investment plan.

It is worth noting that the Early Grade Learning, Learner Retention, Teaching and Learning Materials, Teacher Management and Development, Decentralization, Education Access and Infrastructure, and Skills Development remain the priority reforms of the sector. In this transitional period as the education situation analysis is underway, it is imperative that this year's Joint Sector Review forum evaluates the

transformation of the education landscape and milestones realized from these investments and consolidate their gains. This report looks at challenges, assumptions, and programmes that have not worked or have resulted in negative learning outcomes and social impacts to inform the new ten-year plan for the sector.

The theme for this 2018/19 JSR is “Strengthening education management and accountability to improve learning outcomes for all.”

In 2018/19 Financial Year (FY), the overall budget for the education sector was MK275.8 billion, of which MK 224.5 billion was for recurrent expenditure and MK51.3 billion was for development outlays. Out of the MK51.3 billion for development projects, Development Budget Part I had a budget provision of MK22.2 billion and Development Budget Part II had a budget provision of MK29.1 billion. Out of the MK29.1 billion under Development Budget Part II, MK7.7 billion was for the education subvented organizations.

The Basic Education Program got the largest share of 62% of the education sector recurrent budget. 85% of the resources under basic education were for salaries and 15% of the resources for other recurrent transactions such as purchase of TLMs and school grants for all the public primary schools countrywide. The Higher Education Programme was allocated of 21%; and Secondary Education Program was allocated 13% of the total recurrent budget and Management and Administration Programme got 3% of the total recurrent budget for the sector. Of the resources allocated to Secondary Education Programme, 64.8% was allocated to the salaries for secondary school teachers.

Enrolment in primary education has been increasing. It is worth noting that enrolment for girls has been growing at a faster rate than that of boys due efforts aimed at reducing girl drop out. Consequently, the number of primary schools has increased by 2.5 percent from 6,201 in 2018 to 6,359 in 2019 and the number of permanent classrooms in public primary schools has increased at an average rate of 2.5 percent since 2015.

Growth in secondary school enrolment is still very slow, with a growth rate of 5.5 percent from 358,033 students in 2015 to 377,731 students in 2019. This shows that enrolment in

secondary education has grown by an annual average rate of only 1.5% for the period. The gender gap (in terms of gender parity index) between enrolled male and female students, however, has improved from 0.88 in 2015 to 0.94 in 2019.

In 2018/19, student enrolment in public universities and colleges increased from 30,975 to 34,167 students, of which 21,246 were males and 13,245 were females. Higher Education Students' Loans and Grants Board has improved retention of needy students at risk of drop-out due to financial limitations. In the year under review, a total of 14,234 students from both public and private universities and colleges applied for loans and 13,035 (8,212 males and 4,823 females) were offered loans.

In the period under review, there were eight public and eight private Teacher Training Colleges (TTCs), providing Initial Primary Teacher Education (IPTE), alternatively called pre-service training. The total bed space for the eight public primary teacher education institutions was 4,490. For the eight private TTCSs, the total bed space was 1,874.

It should be pointed out that the achievements recorded in the education sector were achieved in a period faced with some challenges Cyclone Idai, increasing cost of raw materials for construction, making it difficult for Government and its partners to build more classrooms in the country.

# 1 INTRODUCTION

## 1.1. BACKGROUND TO THE SECTOR

This document reflects numerous consultations, reports and analyses of the implementation of Education Sector's set priorities and reforms in the 2018/19 as outlined in the second Education Sector Implementation Plan (ESIP II).

Education is one of the most vital investments for human and economic development. A strong education system broadens access to opportunities, improves health and bolsters the resilience of communities while fuelling economic growth and development. More importantly, education can bring about a fundamental shift in how one thinks, acts and discharges the responsibilities towards one another. While financial incentives, targeted policies and technological innovation are needed to catalyse new ways of production and consumption, these cannot reshape one's value systems to willingly uphold and advance the principles of sustainable socio-economic development.

The MGDS III emphasizes on education as a key for socio-economic development and industrial growth and facilitates skills development. Skills development provides economic empowerment for different groups of people including women, the youth and persons with disabilities. Thus, the Ministry is geared to set out an ambitious vision to bring about much needed policy change in the education system. While results have not always been encouraging, major improvements have taken place in the policy and planning processes. In this respect, the annual sector reviews and Technical Working Groups have ensured that there is a broad consultative basis for addressing programme and implementation issues.

ESIP has introduced policy improvements in the final phase of NESP 2008-17 implementation. Table 1 outlines the various reforms that are under implementation. ESIP II sets out major policy shifts at primary and secondary levels, that is, tackling high levels

of wastage and shifting the focus from inputs to processes and addressing the key issue of accountability. Change is already underway in key areas such as the strengthening of decentralization through school-based financing, the plan to develop public-private partnerships with local publishers and decentralization of book procurement. All this gives the sector a reason to hope for an improved education system.

**Table 1: Priority Policy Reforms and Programs**

	ESIP II Policy Reform	Actions/Strategies
Basic Education		
1.	Ensure 50% of children reach Std. 4	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 including specialised materials for learners with special educational needs.
		Improve classroom availability through classroom and resource room 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, large print textbooks and Braille textbooks will be funded through PSIP bank-accounts.
		If successful, the pilot will be scaled up, making school-based procurement the primary modality for all TLM provision including those for learners with special needs.
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 and Special Needs Education allowance for those teachers



		for learners with special educational needs.
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
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 F		
1.	Increasing the Quality of Primary Teacher Training	Recruit only the best, most motivated teacher candidates who will be able to teach learners with diverse needs
		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 including inclusive education.
Tertiary Education		

	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.
	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	Establish a management information system that will cover information on all students, human resources

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

## 1.2 STRUCTURE OF THE REPORT

The report is organized around the six thematic groupings of the Education Strategic Plan (ESP) 2010-2020 which are as follows:

- Budget and Expenditure;
- Basic Education;
- Second Education;
- Higher Education;
- Teacher Education; and
- Support Services.

The performance of each sub-sector/programme with respect to key education indicators is reported accordingly in this report.

### 1.3 DATA AND REPORTING

The sources of information used in compiling this report include 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. Some information came from the Malawi National Examinations Board (MANEB), previous ESPRs, ESIP II and Monitoring and Evaluation Framework for ESIP II, Welfare Monitoring Surveys (WMS) as well as interviews of relevant officials, and departments, projects, district reports and many others.

Worth noting is that the key indicators are reported at the national level. This review process will inform development of the realistic annual targets for inclusion in the upcoming National Education Sector Investment Plan scheduled for completion early 2020. Setting of realistic targets will enable the education sector performance review to be more

evidence-based and data driven.

In addition, the data is disaggregated by districts, sex or gender, divisions and proprietary, among other categorizations.

#### 1.4 SCOPE AND OBJECTIVE OF THE REPORT

The objective of this report is to provide detailed progress made in the implementation of the ESIP II policy reforms and programmes between the baseline year of 2011/12 and 2017/18 fiscal year. This analysis aims at enabling stakeholders to make recommendations on corrective measures needed to keep the policy reforms highlighted above on track.

The theme for this year's JSR is "Strengthening education management and accountability to improve learner outcomes for all."

#### 1.5 THE JOINT SECTOR REVIEW (JSR) APPROACH

The Education Joint Sector Review is a process through which the Ministry 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 processes and recommendations that form part of the Programme of Works for the following fiscal year.

The approach improves the dialogue among all stakeholders in education sector and it is essential for aid effectiveness, harmonization, alignment and management of results as well as mutual accountability as is stipulated in the Paris Declaration. Various development partners, civil society organizations and other stakeholders played crucial roles in the education sector in the period under review.

## 2. PROGRESS ON LAST YEAR'S JSR RECOMMENDATIONS

The sector recorded a number of achieve across its subsectors or programmes. The table below provides progress on key targets that were agreed during the 2017/18 JSR.

### Basic Education

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
Review teacher establishments	DEMS to engage DHRMD on establishment review	DHRMD in the process of reviewing establishment	June 2019	Ongoing		
					DEMs	Basic TWG
	Review of the current establishment by DHRMD	Enough new vacancies created for next cohort of TTC graduates.	November 2019	Local govt, DHRMD & Accountant general are engaged.  New establishment might be in effect with the IPTE 12 recruitment	Director of DHRMD	Basic TWG
Review whether	Develop concept note	Concept note	April 2019	From 2020 recruitment	Director of	Teacher

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
recruitment into TTCs should be based not on population densities but on teacher shortages districts.	on selection criteria into TTCs	developed		into TTCs will be based on availability of vacancies in the district. And those recruited will be told before they start training where they will be posted.	DTED	Education TWG
Reduce class sizes in lower standards by redistributing teachers from higher standards to lower standards.	Put measures in place in order to reduce class sizes	Targets communicated to schools	February 2019	PEAs& Head Teachers have been sensitized on the Teacher Deployment strategy to unbundle huge classes in schools.	Director of DBE	Basic TWG
	PEAs and Inspectors to monitor class sizes in standards 1-2. Their monitoring/inspection	DEMs share the collected data with MoEST	April 2019	PEAs sensitized	DEMs Director of DIAS	Basic TWG

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
	tools should include a component on class size					
Introduce standardized tests in standards 2, 4 and 6 (as mandated by the Promotion Policy)	Identify what the core learning outcomes should be for Std. 2, 4 and 6, on which promotion decisions will be based.	Guidelines developed	April 2019	In place, yet to be consolidated	Director of DIAS	Basic TWG, Standards TWG
	Develop national guidelines on how to conduct standardized tests for standards 2, 4 and 6, also specifying the core learning outcomes	Guidelines developed and disseminated	March 2019	Standardised tests were administered in 800 schools in standard 4 in the 8 pilot districts. Standardised tests framework development is in progress	Directors of DIAS and DBE	Basic TWG, Standards TWG
	Train district	Training workshop	March 2019	Waiting for the	Director of	Basic TWG,



Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
	examination committees on the design of standardized tests	for each division done by MANEB		guidelines to be in place	DIAS	Standards TWG
Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
Introduce standardized tests in standards 2, 4 and 6	Develop and distribute sample standardized tests at district level for standards 2, 4 and 6 at the end of school year 18/19	Sample standardized tests administered	July 2019	Done in MESIP schools, yet to be rolled out to other schools	DEMs	Standards TWG, Basic TWG
	Administer standardized tests in schools	Administered in all schools	School year 2019/20	Done in the MESIP districts	Director of DIAS	Basic TWG, Standards TWG
Implement remedial	Disseminate remedial	Guidelines	February	Guidelines	Director of	Basic TWG

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
education, including on numeracy (as mandated by the Promotion Policy)	guidelines as part of the dissemination of the Promotion Policy	disseminated	2019	disseminated to 4 zones in the 8 MESIP districts	DBE	
	Monitor provision of remedial classes as part of monitoring of the implementation of the Promotion Policy	DEMs to report to MoEST on provision of remedial classes	May 2019	Done	Director of DIAS	Basic TWG
Section Heads should be trained in leadership and management skills to capacitate them to effectively support their teachers in their respective sections.	Include training in School Improvement Plans	Training included in the School Improvement Plans	July 2019	Not yet done	DEMs	Basic TWG
Disseminate the Promotion Policy	Disseminate Promotion Policy and	All DEMs, PEA and CPEAs reached	January 2019	Not yet done	Director of DBE	

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
	Implementation Manual at Regional Level					Basic TWG
	Orient schools on Promotion Policy	100% have been oriented	February-March 2019	All 34 DEMS have been oriented on the promotion policy	Director of DBE	Basic TWG
Ensure selective automatic promotion is done in schools	Develop guidelines specifying which exceptional circumstances are acceptable justification for last-resort repetition of Standards 1, 3, 5 or 7	April 2019	March 2019	Not yet done	Directors of DIAS and DBE	Basic TWG
	Implement selective automatic promotion	End of school year 2019/20	July 2020	Not yet rolled out	Directors of DIAS and DBE	Basic TWG
Involve stakeholders	Mobilize chiefs to come	All chiefs have	November	In place in some	DEMs	Basic TWG

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
like chiefs to mobilise communities to send kids to schools	up with by laws	written by-laws	2019	communities		

### Secondary Education

Agreed Action	Sub-Activities	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
Orient teachers on new curriculum target	Hold orientation workshops at cluster level	100% of teachers oriented	November 2019	Not yet done	DTED	Techer Education TWG
Decentralize the procurement of TLMs to school level	Budget for this in the next financial year	TLM procurement decentralized in 2019/20 financial year	July 2019	Being worked on	Director of DSDE	Secondary TWG
Conduct cluster level	Pilot cluster level CPDs	Pilot evaluated	December	Not yet done	DTED	Secondary

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
CPDs for teachers	in 6 districts and evaluate this		2019			TWG
	Roll out cluster based CPD if pilot is successful	Pilot rolled out	2020	Not yet done	DTED	Teacher Education and Secondary TWGs
Introduce grants to schools	Establish funding formula	Grants received by schools	January 2019		Director of DSDE	Secondary TWG
Create an Assessment Framework with national benchmarks for expected learning achievements	Develop Benchmarks for Forms 1-3	Benchmarks for Form 1-3 developed	September 2019	Not yet in place	Director of DIAS	Standards TWG, Secondary TWG

Higher Education

Expand infrastructure	Complete Skills	Skills Development	June 2019	The actual physical	Director of	TTWG
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Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
for public HEIs	Development Project at MZUNI, CHANCO, POLY, LUANAR.	Project completed		progress of the structures is beyond 95%. Chancellor College has achieved 88%, while Lilongwe University of agriculture and Natural Resource (LUANAR) and Mzuzu University (MZUNI) is at 80%.	Higher Education	
Maintain existing infrastructure in HEIs	Maintain existing infrastructure in HEIs	30 percent of infrastructure to be maintained in HEIs	August 2019	About 17% of the existing infrastructure in the HEIs has been refurbished.	Director of Higher Education	TTWG
Provision of grant for expansion of private HEIs	Hold two consultative meetings	Two consultative meetings held	June 2019	This was not done due to the cash flow. The Directorate of Higher	Director of Higher Education	TTWG

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
				Education had no money to support the consultative meetings. But it has been budget in the 2019/2020 to hold the consultative meetings on the same.		
Acquire new equipment for both public and private HEIs	Purchase all budgeted equipment	All budgeted equipment purchased	August 2019	About 49% of the institutions have done the purchase. Worth noting is that most institutions' funding for 2018/19 financial year was inadequate. However, HEST and SDP projects have provided state of the art	Director of Higher Education	TTWG

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
				equipment at CHANCO, POLY and MZUNI		
Consultations on duty free for private HEIs for equipment and materials	Hold interface meeting with Treasurer, MRA and representatives from Ministry of Finance and Economic Planning	Interface meeting held	June 2019	This was not done as it was not budgeted for in the 2018/19 financial year. This to be done in the 2019/2020 Financial Year.	Director of Higher Education	TTWG
Conference on HE	Hold Conference on HE Issues in Malawi in the 21 <sup>st</sup> Century in Mangochi	Conference held	September 2019	This has been planned for October/November, 2019 using the 2019 / 2020 Financial Year's budget.	Director of Higher Education	TTWG



Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
Capacity building for lecturers in both private and public HEIs with Government's support and development partners	Hold an interface meeting with DRHMD	Interface meeting held	June 2019	To be done using the 2019/2020 Financial Year's budget	Director of Higher Education	TTWG
Long distance training for lecturers through ODL/Block release programmes in Malawi or outside	Conduct needs/situational analysis to identify staffing gaps and identify potential providers of required programmes in Malawi or outside.	Needs analysis done	June 2019	Not yet done as the last TWG was in January, 2019	Director of Higher Education	TTWG
Improve conditions of service for staff in both Public and Private HEIs	Continuing with collecting terms and conditions of service for	Collection finalized	June 2019	Work in progress	NCHE	TTWG

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
	staff in both private and public HEIs					
Provision of monetary/non-monetary benefits to attract and retain well qualified staff in HEIs (public and private)	Consultation with Treasury, Ministry of Foreign Affairs and OPC	Consultation done	August 2019	Not yet done	Director of Higher Education	TTWG
Student fees should reflect the cost of training an individual	Hold wider consultation meeting with key stakeholders i.e. Treasury, HEIs, NCHE, MoEST, HESLGB	Consultation done	August 2019	Not yet done	Director of Higher Education	TTWG
Review HESLGB to reach out to students pursuing diploma and	Review the Act for HESLGB. (Concept note was developed by	Act reviewed	August 2019	In Progress	Director of Higher Education	TTWG

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
postgraduate programmes.	World Bank and MOU between Poly and TEVETA has been signed to support diploma students)					
HESLGB budget should be based on and match the number of needy students in HEIs	Hold consultative meeting for HESLGB, HEIs, MoEST, NCHE, Treasury and Ministry of Finance	Meeting held	August 2019	Worked on a new budget but not yet approved however	Director of Higher Education	TTWG
Selecting students to private HEIs on government scholarship	Consultative meeting for HESLGB, HEIs, MoEST, NCHE, Treasury and Ministry of Finance	Meeting done	August 2019	Not yet done	Director of Higher Education	TTWG

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
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#### Teacher Education

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
Operationalized aligned assessment framework for the new IPTE curriculum	Finalize assessment framework	Assessment framework finalized	December 2018	Done by September, 2019	Director of DTED	Teacher Education TWG
	Operationalize assessment framework through the budget	Assessment framework operationalized	December 2018	Not yet done	Director of DTED	Teacher Education TWG
Develop Implementation Strategy for the CPD framework and roll it out in all districts	Develop CPD implementation strategy with M&E Strategy and a budget should be developed and rolled out in all	Implementation strategy developed and rolled out	April 2019	Not yet done. However, CPD framework orientation to maths and science teachers was done through National Divisional	Director of DTED	Teacher Education TWG

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
	districts			<p>Inset in October and December 2018.</p> <p>Piloting of the CPD framework in Mangochi, Salima and Dedza was also done.</p> <p>Five Training Modules were developed in the fourth quarter of 2018-19. The modules will be piloted in Mangochi, Salima and Dedza with technical support from TTCs</p>		
Enhance provision of ODL programmes	Review ODL modules to match with current	Completion of revised ODL	November 2019	Not yet done	Director of DTED	Teacher Education

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
	teacher education philosophy	modules				TWG

### Inclusive Education

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
Target at least 10 districts for the dissemination of the Inclusive Education Strategy and tools, and sensitization for primary, secondary, tertiary institutions	-	Dissemination in 10 Districts.	2018/19-2019/20	Five districts:  Dedza  Mchinji  LL Urban  Mzimba South	Director of DSNE	Crosscutting TWG

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
				Mangochi		
Establish Technical Working Group on IE	Improve coordination between MoEST, MoH, MoGWCD, especially related to assessment and health services	-	2018/19-2019/20	IE TWG established in 2018 and launched on 13 <sup>th</sup> August 2019	Director of DSNE	Crosscutting TWG
	Support assessment teams through increased funding and involvement of MoH to coordinate diagnostic assessment in the districts	-	2018/19-2019/20	IE TWG meeting conducted	Director of DSNE	Crosscutting TWG
	Develop more coordinated monitoring	Quarterly monitoring of all Ministry Inclusive	2018/19-2019/20	Conducted in all Resource centres (160), Inclusive Schools and	Director of DSNE	Crosscutting TWG

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
	approach.	Education programmes		Education project areas (Mangochi, LL city, Mzimba south)		
Development and implementation of a capacity building strategy for training specialist and mainstream teachers for IE	Develop and Implement capacity building strategy	Capacity building strategy finalized	October 2019	Not yet done	Director of DSNE	Crosscutting TWG
	Integrate IE training into CPD framework	IE training included in CPD framework	October 2019	Done together with DTED	Director of DSNE	Crosscutting TWG
	Machinga TTC certificate programme should start training SNE teachers next academic year	200 teachers enrolled in the Machinga TTC certificate programme	October 2019	Budget done, Curriculum and module development not yet completed	Director of DSNE	Crosscutting TWG
	Blended Learning Inclusive Education Course (BLINC) at	150 teachers will be enrolled in BLINC	July 2019	Government approved the budget, the course has been advertised,	Director of DSNE	Crosscutting TWG



Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
	Montfort			Recruitment to be done by November		

#### School Health and Nutrition

Conduct physical and clinical assessments in schools to identify learners with health issues	-	30% of schools visited	November 2019	Ongoing as schools were on holiday and have just opened. Being done in collaboration with MOH across the country. Final report to be presented in November	Deputy Director SHNHA	Crosscutting TWG
Promote HIV and prevention management interventions	Monitor AIDS Toto Clubs	Monitoring done in 40% of primary schools	November 2019	Ongoing and so far, 15% of schools monitored. Will finalise in November	Deputy Director SHNHA	Crosscutting TWG
	Provide nutritional	100% of staff living	Ongoing	Achieved. 100% of all	Deputy	Crosscutting

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
	support at workplace for those living positively (utilizing the 2% OR Policy)	positively supported		staff living positively at headquarters received 3 bags of corn soy blend on monthly basis as well as k5000 for nutritional support	Director SHNHA	ng TWG
	Conduct Annual TLIPO Associations Meeting	One meeting conducted	December 2019	Preparations are on going	Deputy Director SHNHA	Crosscutting TWG
Collaborate with School structures including Mother Groups and partners to provide guidance and counselling on SRHR issues for the in-school learners	-	SRH interventions done in 50% of primary schools	November 2019	Only done in 10% of the schools due to resource constraints	Deputy Director SHNHA	Crosscutting TWG

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
Monitor school WASH facilities to support school health, school meals programme, Menstrual Hygiene Management for mature girls	-	Monitoring done in 50% of schools	November 2019	Monitoring done in 50% of schools under the school feeding program and is on going	Deputy Director SHNHA	Crosscutting TWG
Mobilize more partners to support the school Meals Programme including the Take Home Ration	Conduct an advocacy workshop on financing of school meals programme	Advocacy workshop conducted	November 2019	The advocacy workshop is scheduled in first week of November 2019.	Deputy Director SHNHA	Crosscutting TWG
Conduct deworming to all learners in primary schools		100% of learners dewormed in primary schools	November 2019	Deworming exercise will be done in November 2019 in collaboration with MOH targeting all	Deputy Director SHNHA	Crosscutting TWG

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
				primary schools and secondary schools		
Disseminate the SHN Policy and its Strategy	-	Dissemination done at National level and all the DEC's in 28 districts	November 2019	Dissemination will be done in November 2019	Deputy Director SHNHA	Crosscutting TWG
Disseminate Readmission Policy	-	Dissemination done at National level and all the DEC's in 28 districts	November 2019	Dissemination will be done in October 2019	Deputy Director SHNHA	Crosscutting TWG
Disseminate Revised Mother Group Manual	-	Dissemination done at National level and all the DEC's in 28 districts	November 2019	Dissemination will be done in November 2019	Deputy Director SHNHA	Crosscutting TWG
Disseminate revised National Girls Education Strategy	-	Dissemination done at National level and all the DEC's in 28	November 2019	Dissemination will be done in October 2019	Deputy Director SHNHA	Crosscutting TWG

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
		districts				
Keep Girls in Schools	Promote provision and local production of sanitary towels to girls through mother groups	30% of girls in primary and secondary schools producing and receiving sanitary towels and protected from abuse	Nov 2019	Ongoing and final report to be ready in November 2019	Deputy Director SHNHA	Crosscutting TWG
	Promote proper Menstrual Hygiene Management (MHM) among girls	30% of girls in primary and secondary schools reached	Nov 2019	30% of in schoolgirls reached	Deputy Director SHNHA	Crosscutting TWG
	Prevent GBV, bullying and abuse in schools	30% of girls in primary and secondary schools	Nov 2019	On going	Deputy Director SHNHA	Crosscutting TWG

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
		reached				
Development of the EiE Strategy to guide interventions – in progress	-	Strategy developed	June 2019	In progress  Delayed due to lack of funds	Deputy Director SHNHA	Crosscutting TWG
Disseminate the EiE Strategy at all level in 15 disaster prone districts	-	Strategy developed and disseminated in 15 at District Level	September 2019	Awaiting finalisation of the strategy	Deputy Director SHNHA	Crosscutting TWG
Tree planting in schools to provide windbreak in all 34 education districts	-	All primary schools planting at least 40 trees per school	2018/19-2019/20	Ongoing activity through productive school environment program	Deputy Director SHNHA	Crosscutting TWG
Mobilize partners to attend and contribute in the Crosscutting TWG quarterly	-	Conduct 4 quarterly Crosscutting TWG meetings	2018/19-2019/20	Conducted 2 TWG meetings	Deputy Director SHNHA	Crosscutting TWG

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
meetings						

### Support Services

Hold monthly SEST-DP meetings	-	Meetings held monthly	Start December 2018	Ongoing	Director of Planning	-
Hold TWG meetings every quarter	-	Quarterly TWGs held	Starting December 2018	Meetings are being held	Director of Planning	-
Empower head teachers through training	Introduction of Certification for Leadership for all Heads of Institutions within the Education Sector	Certificate introduced	Start January 2019	Being piloted under the MESIP project	Director of DTED	Teacher Education TWG
Assign key people in the	Create task team for	Task team created	December	Task team in place.	Director of	NESIP

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
Ministry and among Development Partners to oversee the development of the new NESIP. These individuals should be exclusively dedicated to the development of NESIP	NESIP and set down clear timeframes		2018	NESIP under development.	Planning	Task Force, ESIP Steering Committee

#### Vocational Training

Strengthen ODL	Introduce ODL based programmes in technical colleges	Lilongwe, Nasawa, Sochi, Salima Technical Colleges introduce ODL based programmes	January – November, 19	Not done	Director of Technical and Vocational Training (TVT)	Skills TWG
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Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
Build capacity of teachers	Train teachers in the processes of ODL in the four technical colleges	2 teachers at every of the four technical colleges trained	April-November, 19	Not done	Director TVT	Skills TWG
Industrial attachment of students and teachers	Attach (temporarily place) students and teachers in industry	<ul style="list-style-type: none"> <li>50 teachers attached</li> </ul> 1,200 students attached	January 2018-November, 19	<p>Done</p> <p>This is a continuous activity</p>	Director TVT	Skills TWG
Engage industrial experts in teaching	Train industry experts in teaching methodologies	Around 10 of industry experts engaged and trained	January-December, 19	Not done	Director TVT	Skills TWG
Build capacity of teachers	Train teachers in the processes of ODL in the four technical colleges	2 teachers at every of the four technical colleges trained	April-November, 19	Not done	Director TVT	Skills TWG
Industrial attachment of students and teachers	Attach (temporarily place) students and teachers in industry	<ul style="list-style-type: none"> <li>50 teachers attached</li> </ul> 1,200 students	January 2018-November, 19	<p>Done</p> <p>This is a continuous activity</p>	Director TVT	Skills TWG

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
		attached				
Involving Private partnership to created new colleges	Strengthen public-private partnerships in TEVET	Around 4 new private colleges created and registered	January-December, 19	EU has been engaged. Is constructing 10 community colleges  Peoples' Republic of China is constructing 5 community colleges	Director TVT	Skills TWG
TEVET levy	Review the TEVET levy for possible upward adjustment	TEVET levy reviewed	June-December, 19	Review of both TEVET Act and Policy is in progress	Director TVT	Skills TWG
Harmonizing the curriculum of different colleges	Develop a functioning TEVET Curriculum Framework	TEVET Curriculum Framework developed	April-November, 19	TEVET Curriculum Framework not yet developed.  However, some	Director TVT	Skills TWG

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
				curriculum has been harmonised		
Strengthening the coordination of inter-ministerial activities where online ministries can work concurrently.	Enhance inter-ministerial communication of TEVET programmes	Quarterly inter-ministerial meetings held	January-December, 19	One inter-ministerial meeting was held in December, 2019	Director TVT	Skills TWG
Involving the community in running the colleges	Establish Board of Governors for colleges	Stakeholders meeting held	January-December, 19	Process of establishing Board of Governors is in progress. A consultant was engaged to develop ToRs for the establishment of the Boards	Director TVT	Skills TWG
Establishing College Management Committees to check	Develop guidelines for managing the college management	Stakeholders meetings held	May-October, 19	Process of establishing Board of Governors is in progress. A consultant	Director TVT	Skills TWG

Agreed Action	Sub-Activity	Target	Timeframe	Progress	Lead Responsible Person	TWG to follow up
the needs and balances of the colleges.	committee			was engaged to develop ToRs for the establishment of the Boards		

### 3. FINANCING THE EDUCATION SECTOR

The budget allocation to the education sector consists of budget provisions to the Ministry of Education, Science and Technology (Vote 250), Local Councils (Vote 900 series), and the Education Subventions (Vote 275). The budget of the Ministry of Education, Science and Technology includes allocations of salaries for all secondary school teachers, operational budgets for headquarters and its agencies, all secondary schools, the six education divisions, Teacher Training Colleges (TTCs) including Domasi and Nalikule Colleges of Education, and development projects at all levels, that is, primary, secondary, teacher education and higher education. Local councils budget caters for salaries for all primary school teachers and operational costs for all primary schools and this is captured under the budget of local councils in Malawi.

The education subventions in the sector include: The four public universities (University of Malawi, Mzuzu University, Lilongwe University of Agriculture and Natural Resources and Malawi University of Science and Technology), Malawi National Examination Board (MANEB), National Library Services, Malawi Institute of Education, National Council for Higher Education (NCHE), Higher Education Students Loans and Grants Board (HESLGB), Mombera University, and Malawi University Development Programme.

The resources which are allocated to the education sector mainly falls into two major categories, namely: (1) Recurrent budget which comprises Personal Emoluments (PE), and Other Recurrent Transaction (ORT) on one hand; and (2) Development Budget composed of Development Budget Part I which is donor financed, and Development Budget Part II which is financed by the Government.

In 2018/19 Financial Year (FY), the overall government budget for the education sector was MK275.8 billion, of which MK224.5 billion was for recurrent expenditure and MK51.3 billion was for development outlays. Out of the MK51.3 billion for development projects, Development Budget Part I had a budget provision of MK22.2 billion and Development Budget Part II had a budget provision of MK29.1 billion. Out of the MK29.1 billion under Development Budget Part II, MK7.7 billion was to the education subvented organizations.

During the year under review, the Malawi' economy was projected to register a real GDP growth rate of 3.2 percent down from the GDP growth rate of 4.0 percent registered in 2017/18 FY. The Government of Malawi continues to value the education sector as demonstrated by an allocation of 4.0 percent of the country's GDP to the education sector in 2018/19 FY which is however slightly lower than the allocation of 4.3 percent of the country's GDP allocated to the sector in 2017/18 FY. The Government spent 4.4% of GDP on average on education between 2012 and 2019 and this is almost equivalent to 4.5 percent of GDP which Sub-Saharan Africa countries spend on average on education (World Bank<sup>1</sup>). The Table 2 below shows budget allocations to education sector in proportion to the GDP.

**Table 2: Proportions of GDP Spent on Education**

Year	2012/1	2013/1	2014/1	2015/1	2016/1	2017/1	2018/1
	3	4	5	6	7	8	9
Education-sector allocation minus Dev. Part 1	79	102	119	163	179	228	254
GDP	1,717	2,242	2,848	3,521	4,219	5,333	6,275
Percentage of GDP spent on Education	4.60 %	4.50 %	4.20 %	4.60 %	4.20 %	4.30%	4.04 %

Source: Ministry Finance Books

### 3.1. RECURRENT BUDGET ALLOCATIONS

Since 2011, there has been an increase in government spending towards the education sector largely due to donor-pooled resources through the Education Sector-Wide Approach (SWAp) program. The Education SWAp arrangement mandated the Government of Malawi to allocate a minimum of 20% of its discretionary recurrent budget towards the education sector. In order to fulfil this obligation, the sector was allocated a minimum of 23% and a maximum of 26% between 2010/11 and 2014/15 during the period when donors discontinued the E-SWAp arrangement. Although there were no pooled resources from Development Partners, the Government allocated 27% of its voted recurrent budget towards the education sector in 2018/19. Therefore, the trend

analysis in Table 3 below shows that the percentage allocation of total government recurrent expenditure towards education has been over 20% since 2011.

**Table 3: Trends in Recurrent Budget Allocation to Education (MK "billion")**

Financial Year	2010/2011	2011/2012	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Total Recurrent to Education	43,750	49,890	73,430	93,400	112,790	157,869	174,690	207,589	224,545
Total Voted Recurrent Allocation (excludes Statutory Expenditures)	182,580	194,790	321,460	386,220	495,750	582,522	666,255	788,999	840,966
Recurrent allocation as % of total expenditure on education (excluding statutory expenditures)	24	26	23	24	23	27	26	26	27

Source: Ministry of Finance; Financial Statements

However, huge resources allocated to the education sector under recurrent budget were for payment of salaries for primary and secondary school teachers. For example, out of the MK224.5 billion allocated to the education sector, MK144.1 billion was for payment of salaries for both primary and secondary school teachers, representing 64% of the total recurrent resources. On the other hand, non-salary allocations included MK3.16 billion for the purchase of Teaching and Learning (TLMs) for both primary and secondary schools; MK6.4 billion for operations of all secondary schools under the six education divisions; and MK9.5 billion for running of all primary schools in the country.

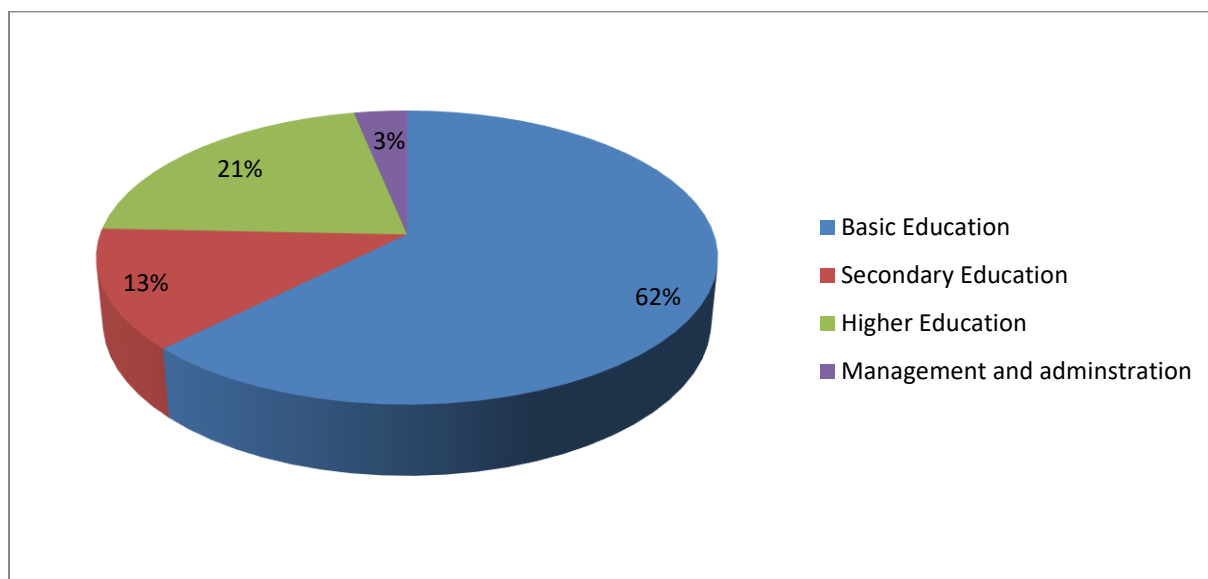
### **Recurrent Budget Allocations to Education Sector Programs for 2018/19 FY**

In 2015/16 FY, the Government changed its budgeting system from Output Based



Budgeting to Program Based Budgeting. As such, allocation of resources in the education sector budget is based on programs. The education sector has four programs namely: Basic Education, Secondary Education, Higher Education, and Management and Administration. Figure 1 below gives analyses of the total budget allocations by program in the education sector in 2018/19 financial year.

Figure 1: proportions of education sector recurrent allocation by program: 2018/19



Source: Ministry of Finance Books and IFMIS

Basic Education Program got the largest share of 62% of the education sector recurrent budget. This allocation was 3 percentage points lower than the 2017/18 allocations, which stood at 65% of the total education recurrent budget. Salaries and Primary School Improvement Program (PSIP) grants took a large portion of the basic education budget. Out of revised budget of MK140.3 billion allocated under basic education, MK119.9 billion was for salaries for the primary school teachers, implying that 85% of the resources under basic education were for salaries and only 15% was for other recurrent transactions such as purchase of TLMS and school grants for all the public primary schools countrywide. Every public primary school receives a minimum school improvement grant (SIG) of MK600,000.00 per year.

It is important to note that movements in SIG is dependent on enrolment, the level of pupil teacher ratio (PTR) and pupil classroom ratio (PCR) and availability of utilities at schools. Hence, SIG grant to public primary schools increases when: (1) Enrolment exceeds a threshold of 1,000 and each additional learner gets MK300; (2) PTR or PCR is above 60:1; and (3) if the school has no water and/or electricity facilities.

The second largest allocation of recurrent budget to the education sector of 21% went to Higher Education in the 2018/19 FY. Substantial resources under Higher Education

Program were mainly allocated to public organizations such as public universities that fall under Vote 275 for subventions. For example, out of the approved recurrent budget of MK47.5 billion, a total of MK43.5 billion was allocated to the public universities, representing 91.6% of the total allocation to the program. The allocations were made to the following: The University of Malawi, Mzuzu University, LUANAR, MUST and student loans. The resources under universities mainly cater for lecturers' personnel emoluments and operational costs of teaching and learning. The remainder equivalent to 8.4 % was allocated to the Department of Higher Education under Vote 250, National Council for Higher Education, National Commission for Science and Technology, Malawi University Development Programme, and Higher Education Student Loans and Grants Board.

In 2018/19 FY, Secondary Education program was allocated 13% of the total recurrent budget to the education sub-sector. This allocation was one percentage point higher than that of the 2017/18 FY which was at 12%. Out of the MK29.6 billion approved allocation, MK19.2 billion was for salaries for secondary school teachers, representing 64.8% of the recurrent budget allocated to the program. The balance of MK10.4 billion was allocated for the Other Recurrent Transactions (ORT) expenses such as purchase of Teaching and Learning Materials and for day-to-day running costs of over 850 public secondary schools and community day secondary schools (CDSSs) across the country. The ORT resources were mainly for (1) the purchase of Teaching and Learning Materials (TLMs) for the new curriculum amounting to MK1.5 billion, out of which MK300 million was for procurement of TLMs for special needs; (2) recurrent operations for six education division offices, all cost centre secondary schools and non-cost centre secondary schools, and payments of bursaries and cash-transfers for needy students in secondary schools amounting to MK6.4 billion.

Management and Administration Program provides supporting services to the three core programs namely: Basic, Secondary and Higher Education Programmes. These supporting services are offered under both Vote 250 and Education Subventions. The services include procurement, finance, audit, planning and policy, administration, human resource management and development. In 2018/19 FY, Management and Administration Program had an approved budget of MK7.2 billion, which included

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personal emoluments and Other Recurrent Transactions.

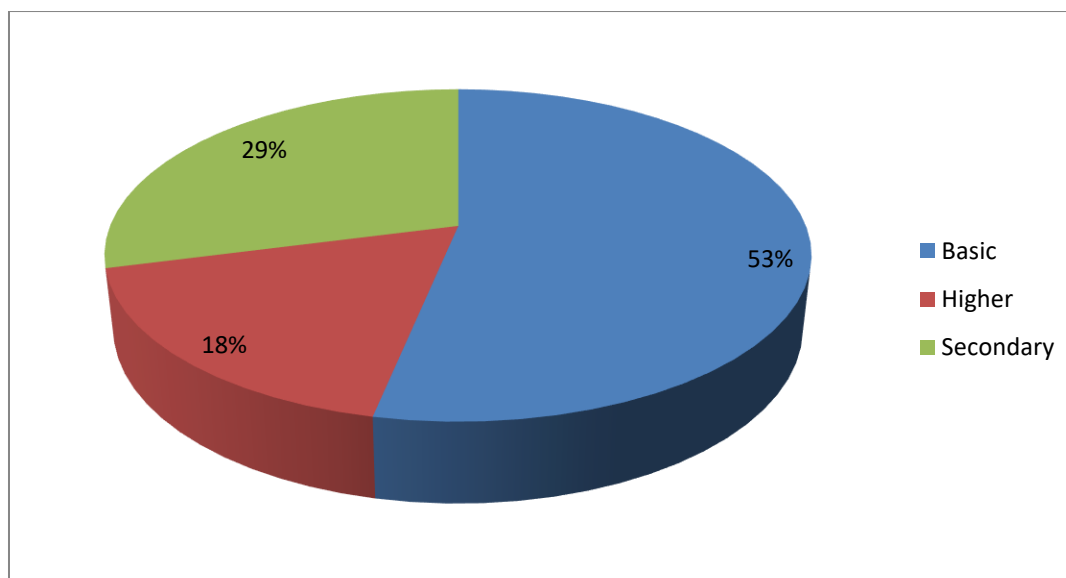
### 3.2. Development Budget Allocations

The 2018/19 approved budget for education sector development projects was at MK43.6 billion, of which MK22.2 billion was for Development Budget Part I and MK21.4 billion was for Development Budget Part II. This budget was revised upwards during the mid-year budget review to MK50.1 billion, comprising MK35.7 billion for Development Budget Part I and MK14.4 billion for Development Budget Part II. However, the approved provision of MK21.4 billion and revised provision of MK14.4 billion for Development Budget Part II in 2018/19 FY did not include Development Budget Part II resources amounting to MK7.7 billion for education subvented organizations.

On the government funded Development Budget resources, a total of MK11.7 billion was used as at 30<sup>th</sup> June 2019 against a revised budget of MK14.4 billion and funding of MK11.7 billion, representing a budget and funding utilizations of 81% and 100%, respectively. On the other hand, a total of MK17 billion of Development Budget Part I was used as at 30th June 2019 against a revised budget of MK35.7 billion and funding of MK17 billion, representing budget and funding utilizations of 79% and 100%, respectively.

The resources under development budget were allocated mainly to the Basic, Secondary and Higher Education Programmes. The figure 2 below shows how the development resources were allocated within the education sector.

**Figure 2: Proportions of Education Sector Development Budget Allocation by Program**



Source: Ministry of Finance Books and IFMIS

The projects under Basic Education Program budget included the Construction of three Primary Teachers Training Colleges in Rumphi, Mchinji and Chikwawa under Part 1 and Part 2, Construction of Primary Schools in urban areas, and the Procurement of Desks. The second largest allocation under Development Budget was directed to the Secondary Education Program supporting the Construction of Girls' Hostels, Rehabilitation of Secondary Schools, Construction of Machinga and Thumbwe Secondary schools, Construction of Science Laboratories and Libraries, and the Purchase of Desks for CDSS.

Thirdly, Higher Education Program was allocated 18% of the Development Budget resources in the 2018/19 FY. The projects under this program included Support to Higher Education, Science and Technology (HEST) for both Part 1 and Part 2, and Construction of Nalikule College of Education.

### 3.3. 2018/19 EDUCATION SECTOR BUDGET PERFORMANCE

**Table 4: Revised Budgets and Funding and Expenditure by June 2019.**

Budget	Approved	Revised	Funding	Funding Gap	Expenditure	% Budget Spent	% Funding Spent	% Budget Spent
Vote 250								
PE	24,187	27,187	27,187	-	27,187	100	100	100
Other Recurrent Transactions (ORT)								
MoEST: HQ & Depts.	6,121	6,121	5,196	925	5,184	85	100	85
Divisions	6,440	6,440	6,318	123	6,139	98	97	95
TTCs	6,037	6,037	5,963	74	5,881	99	99	97
Total ORT MoEST (Vote 250)	18,598	18,598	17,477	1,121	17,204	94	98	93
Total Recurrent for Vote 250	42,785	45,785	44,664	1,121	44,390	98	99	97
Development								
Dev. Part 1 MoEST	22,204	35,652	16,964	18,689	16,964	79	100	79
Dev. Part 2 MoEST	21,400	14,400	11,730	2,670	11,728	81	100	81
Total Vote 250 Development	43,604	50,052	28,693	21,359	28,692	57	100	57
Total for Vote 250	86,389	95,837	73,357	22,480	73,082	77	100	76
DEMs								
PE	119,900	119,900	119,900	-	119,900	100	100	100
DEMs ORT	9,535	9,535	9,535	-	9,535	100	100	100
Total for DEMs	129,435	129,435	129,435	-	129,435	100	100	100
Subventions								

Budget	Approved	Revised	Funding	Funding Gap	Expenditure	% Budget Spent	% Funding Spent	% Budget Spent
Recurrent	52,325	57,001	57,001	-	57,001	100	100	100
Development	7,700	7,700	7,200	500	5,647	94	78	73
Total for Subventions	60,025	64,701	64,201	500	62,648	99	98	97
Total for Education Sector	275,849	289,973	266,993	22,980	265,165	92	99	91

Source: Integrated Financial Management Information System (IFMIS) as of 30<sup>th</sup> June 2019.

### Budget and Funding Utilization

Of the revised PE budget of MK27.2 billion, funding as at 30<sup>th</sup> June 2019 was MK27.2 billion and MK27.2 billion was spent, representing budget and funding utilizations of 100% and 100%, respectively.

As regards ORT for Vote 250, a total of MK17.2 billion was spent as at 30<sup>th</sup> June 2019 against a budget and funding provisions of MK18.6 billion and MK17.5 billion, respectively, implying that 93% of the annual budget and 98% of the funding was utilized. Major expenses under Vote 250 budget included the following: (1) MK32.3 million was utilized for the purchase of TLMs for Primary Schools, and MK1.2 billion was utilized for the purchase of TLMs for Secondary Schools; (2) MK1.1 billion was for provision of bursaries and cash transfers to students in public secondary schools in the six education divisions and at Kamuzu Academy.

Out of the MK9.5 billion ORT resources appropriated to the education districts in the country, a total of MK9.5 billion was funded and spent as at 30<sup>th</sup> June 2019, representing budget and funding utilizations of 100% and 100%, respectively.

Out of the revised budget of MK64.7 billion for sub-vented organizations in 2018/19 FY, funding as at 30<sup>th</sup> June 2019 was MK64.2 billion and expenditure was MK62.6 billion,

representing a budget and funding utilizations of 98% and 97%, respectively.

The approved budget for education sector development projects in 2018/19 FY was MK43.6 billion, of which MK22.2 billion was for Development Budget Part I and MK21.4 billion was for Development Budget Part II. This budget was revised upwards during mid-year budget review to MK50.1 billion, of which MK35.7 billion was for Development Budget Part I and MK14.4 billion was for Development Budget Part II. On Government funded Development Budget resources, a total of MK11.7 billion was used as at 30th June 2019 against a revised budget provision of MK14.4 billion and funding of MK11.7 billion, representing budget and funding utilizations of 81% and 100%, respectively. Similarly, on Development Partners funded Development Budget resources, a total of MK17 Billion was used as at 30th June 2019 against a revised budget provision of MK35.7 billion and funding of MK17 billion, representing budget and funding utilizations of 79% and 100%, respectively. Resources under development budget did not include development budget resources for education subvented organizations that had a revised budget provision of MK7.2 billion, of which MK5.6 billion was funded and spent, representing budget and funding utilizations of 78% and 100%, respectively. The overall budget provision for development projects that included subvented organizations was at MK57.2 billion, and MK34.7 was funded and spent, representing budget and funding utilizations of 61% and 100%, respectively.

Overall, the education sector spent MK265 billion out of the revised budget of MK290 billion and funding was at MK267 billion in 2018/19 FY. This represents budget and funding utilizations of 91% and 99%, respectively. The summary of individual project performance in terms of expenditure is outlined in the table below.



**Table 5: Development Part 1 & 2 Budget Performance per Project**

Project	Approved (000,000)	Revised (000,000)	Funding (000,000)	Exp. (000,000)	Funding Utilization (%)	Budget Utilization (%)
007 - Construction of 3 Teacher Training Colleges for Primary School Teachers	9,068	9,068	1,121	1,121	100	12
016 - Support to Higher Education, Science and Technology (HEST)	1,382	4,395	4,395	4,395	100	100
019 - Education Services Joint Fund	8,301	8,301	-	-	0	0
020 - Nutrition and Access to Primary Education	1,451	1,451	-	-	0	0
022 - Malawi Education Sector Improvement Project	1,000	11,436	11,436	11,436	100	100
023 - Equity with Quality and Learning at Secondary	1,000	1,000	368	368	100	37

Project	Approved (000,000)	Revised (000,000)	Funding (000,000)	Exp. (000,000)	Funding Utilization (%)	Budget Utilization (%)
Schools						
o60 - Construction of Girls' Hostels	5,000	3,500	3,648	3,648	100	104
o66 - Rehabilitation of Secondary Schools	4,500	500	373	373	100	75
o78 - Construction of Primary Schools (and provision of equipment	4,500	4,500	3,010	3,010	100	67
o86 - Construction of Secondary TTC in Lilongwe	-	500	267	267	100	53
o95 - Construction of 3 Teacher Training Colleges for Primary School	1,000	1,000	911	911	100	91
102 - Support to Higher Education, Science and Technology (HEST)	-	1,000	984	984	100	98

Project	Approved (ooo,ooo)	Revised (ooo,ooo)	Funding (ooo,ooo)	Exp. (ooo,ooo)	Funding Utilization (%)	Budget Utilization (%)
106 - Construction of Machinga Secondary School	700	200	432	432	100	216
107 - Construction of Science Laboratories and Libraries	1,000	500	464	464	100	93
108 - Desks for Primary and CDSSs	4,000	2,000	977	977	100	49
109 - Construction of Tumbwe Secondary School	700	700	663	663	100	95
Total	43,603	50,052	29,050	29,049	100	58
Subvented Organizations -Development Part 2						
Malawi University of Science and Technology (MUST)	500	400	200	200	100	50
Lilongwe University of Agriculture and Natural Resources	1,000	900	900	900	100	100

Project	Approved (000,000)	Revised (000,000)	Funding (000,000)	Exp. (000,000)	Funding Utilization (%)	Budget Utilization (%)
(LUANAR)						
Mzuzu University (MZUNI)	500	500	500	500	100	100
Chancellor College	500	500	500	500	100	100
Mombera University	2,500	2,500	2,447	2,447	100	98
Public University	500	500	500	500	100	100
Completion of Chancellor College	700	500	350	350	100	70
Mzuzu University Library	500	500	150	150	100	30
Malawi National Examination Board (MANEB) Marking Centre	500	400	-	-	0	0
ex-contractor into student	200	200	100	100	100	50
Malawi Institute of Education (MIE)	300	300	-	-	0	0
Total Development Budget for Subvented Organizations	7,700	7,200	5,647	5,647	100	78
Total	51,303	57,252	34,697	34,695	100	61

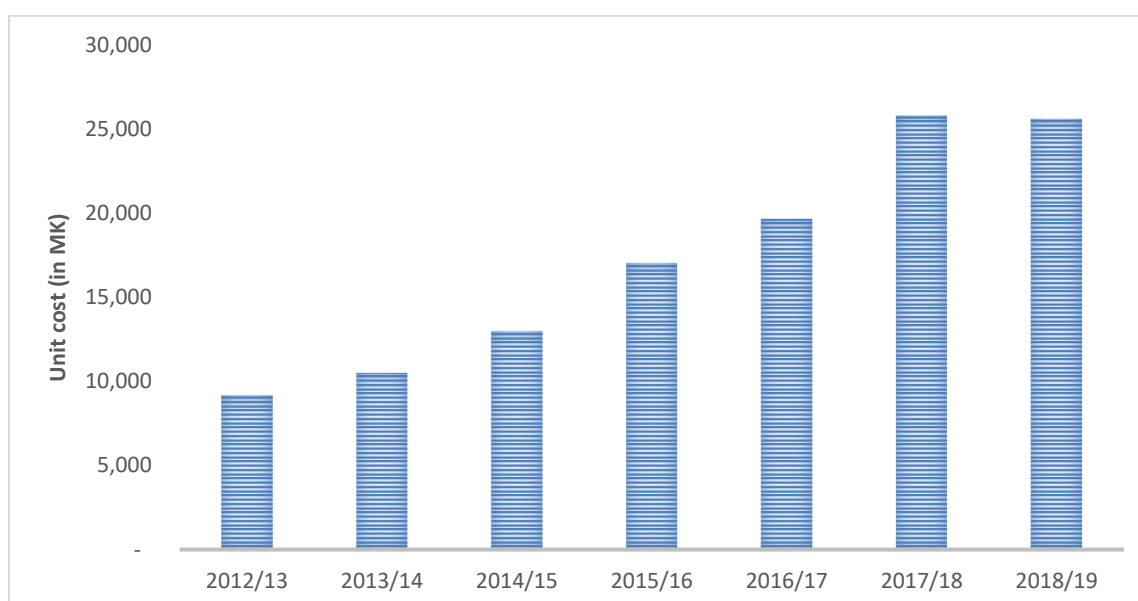
Project	Approved (ooo,ooo)	Revised (ooo,ooo)	Funding (ooo,ooo)	Exp. (ooo,ooo)	Funding Utilization (%)	Budget Utilization (%)
Development Budget						

Source: Integrated Financial Management Information System (IFMIS) as of 30<sup>th</sup> June 2019

### Trend of Primary Education Recurrent Unit Costs (2012/13-2018/19)

The recurrent primary unit cost has increased by 178.8 percent from MK9,186 to MK25,612 between 2012/13 FY and 2018/19 FY. The largest chunk of the primary unit cost caters for teachers' salaries. The unit cost for 2018/19 FY also included the cost of training primary school teachers in the nine public Teacher Training Colleges. The Figure 3 below shows the trends of recurrent primary unit cost from 2012/13 to 2018/19 FY.

Figure 3: Trend of Recurrent Unit Cost in Primary Education (2012/13 to 2018/19)

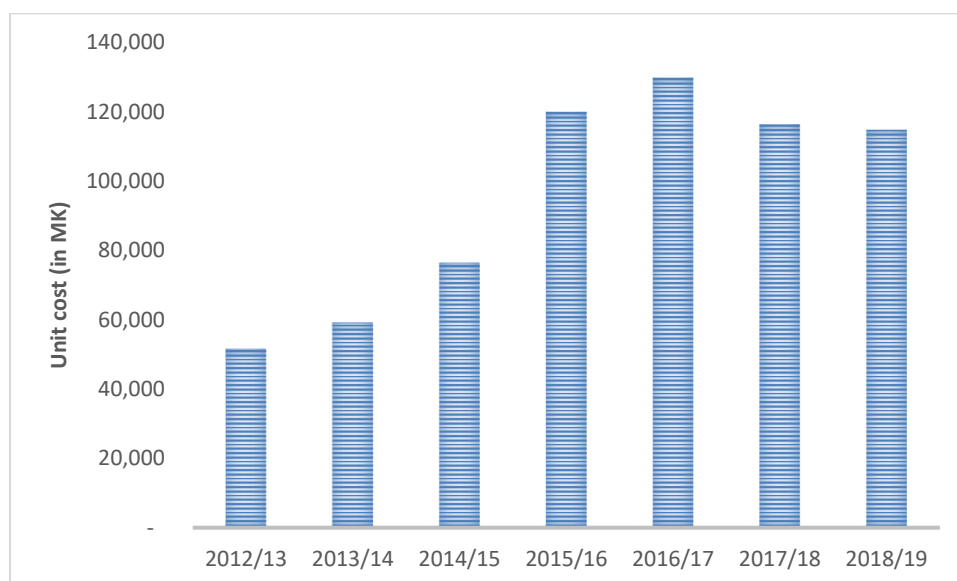


Source: Ministry of Finance Books and IFMIS

### **Trend of Secondary Education Unit Costs (2012/13-2018/19)**

The recurrent unit cost of teaching and learning in secondary schools per learner per year has gradually increased from MK51,664 in 2012/13 FY to MK129,867 in 2016/17 FY, representing growth rate of 151.4 percent over the period. However, this dropped from MK129,867 in 2016/17 FY to MK114,815 in 2018/19 FY and this was attributable to an increased enrolment in public secondary schools. As is the case with primary education recurrent unit cost, the largest proportion of the unit cost for secondary education was for payment of teachers' salaries. This means that a small proportion is left for the day to day operations of over 850 public secondary schools in Malawi. Below in Figure 4 are the trends of secondary recurrent unit costs from 2012/13 to 2017/18 FY.

**Figure 4: Trend of Unit Cost in Secondary Education (2012/13 to 2018/19)**



Source: Ministry of Finance Books and IFMIS

Note: Enrolment figures only include students in public schools.

Going forward, there is need to increase the resources going to the primary and secondary programs.

### **Major Programme Achievements in the 2018/19 Budget by Programme**

Below are some of the major outputs which the four programmes achieved using resources allocated in each of the programme in 2018/19 financial year:

#### *Basic Education*

- Recruited and deployed 8,434 (IPTE 10, 11 and ODL 5) primary school teachers nationwide;
- Promoted 15,491 primary school teachers to various grades (J, I, and H);
- Enrolled 4,831 IPTE<sub>14</sub> student teachers at 100% bed capacity in all the Teacher Training Colleges;
- Started the construction of 14 new primary schools in urban centres. Specifically, 5 in Blantyre; 5 in Lilongwe; 2 in Zomba; and 2 in Mzuzu. Overall, most sites are at superstructure level, and progress is at around 40%;

- Started construction of 3 Teachers' Training Colleges in Chikwawa, Mchinji, and Rumphi and progress is at an average of 45% in all the three sites;
- Procured and distributed 55,150 double seater desks to primary schools nationwide;
- Procured iron sheets worthy MK100 Million for rehabilitation of disaster affected schools;
- The Gender Parity Index is currently at 1 signifying equality in enrolment rate between boys and girls; and
- Procured TLMs for primary schools worth MK658 million. This is over and above the MK1.1 billion which has been remitted directly to the councils for procurement of TLMs.

### *Secondary Education*

- Provided bursaries to 14,499 students and cash transfers to 4,343 students against the targets of 16,000 and 5,000 students, respectively;
- Procured and distributed 35,250 single seater desks and 35,250 chairs to secondary schools;
- MK1.5 billion worth of Teaching and Learning Materials (TLMs) were procured and distributed following the roll-out of the new curriculum of which MK300 million were for students with special needs;
- Rehabilitation of Conventional Secondary Schools in Blantyre, Balaka, Chilumba, Mulanje and Chikwawa. The works included rehabilitation of hostels, administration offices, classroom blocks, and teacher houses. Progress is at an average of 90%;
- Construction of laboratories and libraries in various districts in the country. The works include construction of Laboratories and Libraries blocks in some Community Day Secondary Schools (CDSSs). Works commenced in all the 29 sites and progress is at an average of 45% where most sites are at window level and 2 sites at roofing level;
- Construction of Thumbwe Secondary School in Chiradzulu district. The works include construction of classroom blocks, administration blocks, laboratories,



assembly halls, hostels, maize mills, water works, teachers' houses, and external works including fencing, landscaping and sewer systems. Progress is at an average of 20%;

- Construction of Machinga Secondary School in Machinga District. The works include construction of classroom blocks, administration blocks, laboratories, assembly halls, hostels, maize mills, water works, teachers' houses, and external works including fencing, landscaping and sewer systems. Progress is at an average of 90 %;
- With support from European Union (EU), MoEST has upgraded 21 Community Day Secondary Schools (CDSSs). The works involve construction of classrooms, administration blocks, and laboratories;
- Total number of students with special needs has increased from 5,289 in 2015/16 academic year to 6,118 in 2018/19 academic year, representing a 14% increase;
- Construction of 12 girls' hostels and so far, all 12 hostels are at window level;
- Construction of 10 new secondary schools in Machinga and Balaka districts with support from United States Agency for International Development (USAID);
- The Ministry has provided Continuing Professional Development (CPD) to 2,921 Science and Mathematics secondary school teachers across the country;
- Recruitment of 500 secondary school teachers; and
- Promotion of 4,719 secondary school teachers to various grades (I, G, and F).

### *Higher Education*

- Successfully facilitated the hosting of the 10 Heads of State and Government Summit on Education, Science and Technology, and Innovation; C10 Declaration was produced at the end of a two-day Summit;
- The Ministry has successfully worked with National Council for Higher Education (NCHE) in developing the Higher Education Management Information System;
- Completed the Higher Education, Science and Technology (HEST) Project that has seen the construction of Lecture Theatres, Laboratories, Workshops, Administration Blocks, Open Distance Learning Centres (ODL), ICT Libraries in the seven beneficiary institutions, namely: Mzuzu University, Chancellor College,

Polytechnic, Nasawa Technical College, Soche Technical College, Lilongwe technical College and Salima technical College; .The project has also provided equipment, machinery and trained members of staff;

- The Ministry almost completed the Skills Development Project focussing on the construction of ODeL hub at MZUNI and ODeL centres for MZUNI in Karonga TTC, Lilongwe TTC, Balaka Secondary school and Mulanje Secondary School; MZUNI Tourism and hospitality training centre at 80% completion rate. The Ministry constructed ODeL Hub at LUANAR area 47 which is at 50% completion rate, lecture theatres and laboratories at CHANCO, and workshops, laboratories at Poly; developed and implemented of market relevant programmes in these higher education institutions; trained staff in short and long term trainings; increased access to higher education; and developed tracer studies;
- Developed Strategic Framework for Income Generation in Malawian Higher Education to guide higher education institutions in resource mobilization and income generation;
- Developed with NCHE a Higher Education Financing Information System which has been placed at Higher Education Students Loans and Grants Board;
- Developed the Strengthening Higher Education Access in Malawi Activity (SHEAMA) project which is designed to increase Malawi's skilled and employable (**including self-employment**) workforce by increasing access to work-relevant higher education, especially for adolescent girls and young women (AGYW) and otherwise vulnerable/disadvantaged individuals. It will also improve collaboration among higher education (HE) institutions in Malawi and increase the access, quality, quantity, relevance, and success of Open and Distance Learning (ODL) courses and degrees while improving cost-effectiveness. Five public university (MZUNI, LUANAR, UNIMA- Chanco and Poly & MUST) and industry partners are participating;
- Increased students who receive loans and this has improved access to higher education;
- Successfully delinked the University of Malawi constituent's colleges to three new Universities. Currently, Chancellor College is now University of Malawi, Polytechnic is now Malawi University of Business and Applied Sciences, and

College of Medicine and Kamuzu College Nursing have merged to form Kamuzu University of Health Sciences; and

- The Government of Malawi is constructing Mombera University in Mzimba district which will focus on animal science.

### *Administration and Management*

- Conducted District Education Plans (DEP) reviews to all the 34 Education Districts;
- All districts were supported in the development of Service Charters;
- Procured 2 motor vehicles for each of the six Education Divisions to ease mobility;
- Coordinated and facilitated Institutional Integrity Committee (IIC) activities at Central level and in all the 6 Education Divisions, and 34 Education Districts in the country as part of the Ministry's effort in fighting against corruption;
- Conducted the Education Annual Joint Sector Review for the 2017/18 FY; and
- Facilitated the Technical Working Group meetings.

## **3.4. DEVELOPMENT PARTNERS' SUPPORT TO THE EDUCATION SECTOR**

There has been substantial support from Development Partners that are working in the Education Sector and other domains of the social development sectors that have a bearing on education in Malawi. Between the period of 2014 and 2023 (**9 years**), it is expected that **\$816,987,452**<sup>1</sup> (approximately **MK633,165,275,300.00**) from the traditional<sup>2</sup> donors will be invested in all sub-sectors of the education in Malawi.

Figure 5 below shows that the World Bank Group is expected to provide the highest proportions of all resources amounting to 26 percent of total contributions. The figure

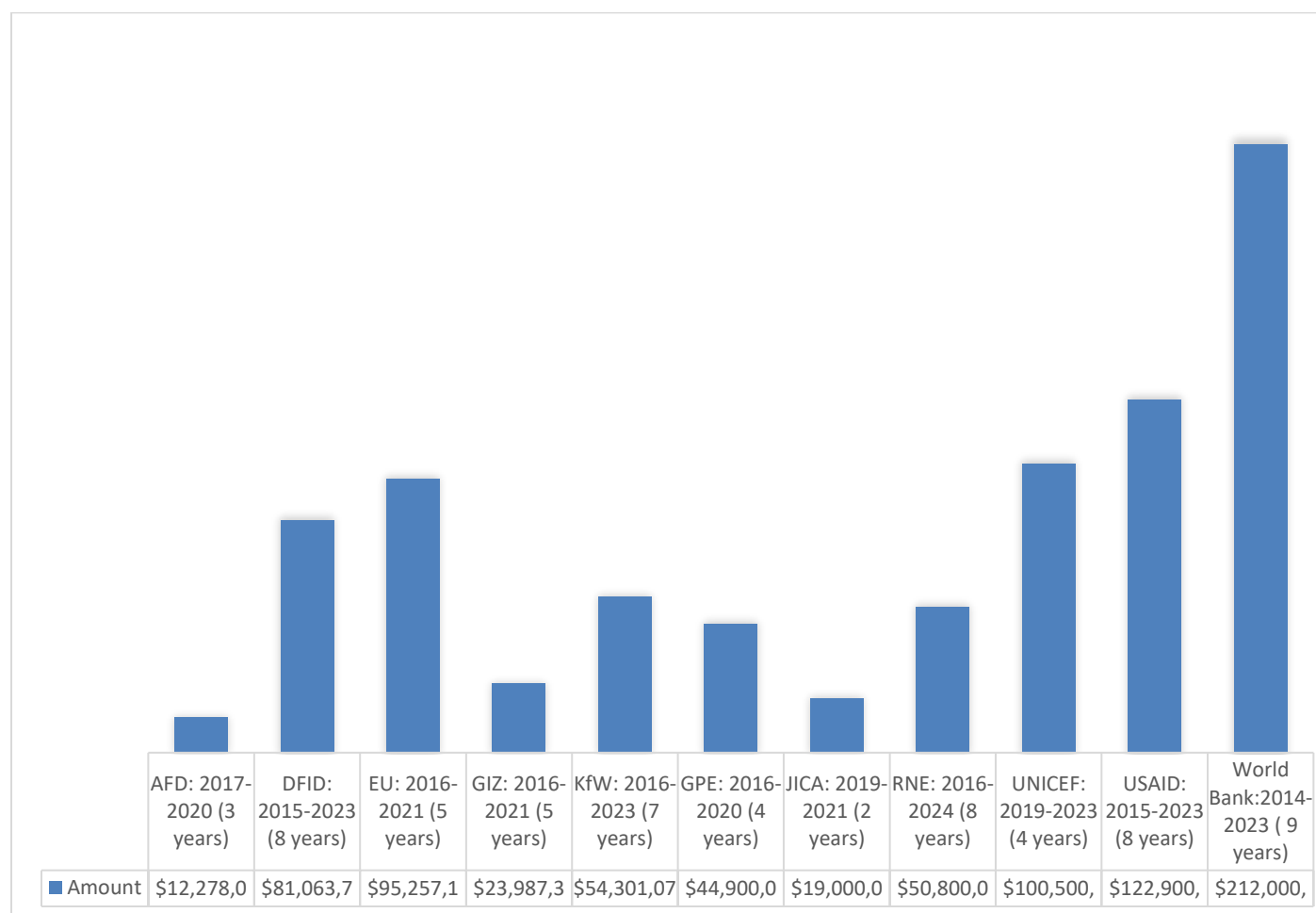
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<sup>1</sup> Disclaimer: This figure represents what was provided for from the Donors and it is possible that other interventions may not have been included

<sup>2</sup> African Development Bank (ADB), Department for International Development (DfID-UK), European Union (EU), Germany (GIZ & KfW), Global Partnership for Education (GPE), Japanese International Cooperation Agency (JICA), Royal Norwegian Embassy (RNE), United Nations International Children's Emergency Fund (UNICEF), United States Agency for International Development (USAID), World Bank (IDA)

further illustrates significant contributions from other development partners to the education budget. For example, USAID, EU, UNICEF and DFID will contribute 15 percent, 12 percent, 12 percent and 10 percent, respectively, towards the education resources. Equally important are the contributions from KfW, Royal Norwegian Government, Global Partnership for Education and JICA.

**Figure 5: Donors overall support to the Education Sector In Malawi between 2014 to 2023**



### Categorization of Donor Support by Key Implementing Partners

Development Partners provide support to the people of Malawi through various modalities to enhance aid effectiveness and improve efficiency in the administration of the interventions. Generally, aid is implemented by the Government through budget support, project implementation units, Common Financing Mechanisms or through Common Fiduciary Oversight Mechanism. It should be known that aid is also implemented through various stakeholders depending on the stakeholder mapping. For example, an intervention can be implemented by the Government and NGOs jointly. Lastly, aid is implemented discretely through the local DP agencies, NGOs and other outsourced service providers such as external consultants.

Table 6: Key Implementer categories of the Aid provided between 2014 and 2023, All are in US Dollars

	MoEST	DP Agencies	Other MDAs	External Technical Assistance (TA)	NGOs, DPs, TAs and GoM	NGOs
AFD	-	-	12,278,099	-	-	-
DFID	-	-	-	-	81,063,779	-
EU	-	20,357,142.86	-	-	74,900,000	-
GIZ	7,654,500	9,642,857.14	-	6,690,000	-	-
KfW	-	-	-	-	54,301,074	-
GPE	44,900,000	-	-	-	-	-
JICA	-	19,000,000	-	-	-	-
RNE	17,000,000	26,000,000	1,800,000	-	6,000,000	-
UNICEF	-	-	-	-	100,500,000	-
USAID	-	-	10,700,000	21,400,000	80,300,000	10,500,000
World Bank	90,000,000	-	122,000,000	-	-	-
Total	159,554,500	75,000,000	146,778,099	28,090,000	397,064,853	10,500,000

Source: Local Education Group

It should be noted that 49% of aid in the education sector will collectively be implemented by NGOs, DP, TAs and Government between 2014 and 2023. About 20% of the aid would be implemented by the Ministry of Education while the other ministries implementing 18% being driven by other Ministries, Departments and Government Agencies (MDAs), implying that about 38% of the aid is primarily implemented by the Government of Malawi in the period under reference. On the other hand, 1% is executed by NGOs, 3% and 9% primarily being implemented through external technical assistance and Donor Agencies, respectively.

What is worth noting with regards to interventions that are primarily being implemented by DP agencies is that US\$26 million worth of aid from the Royal

Norwegian Government is principally being and/or will be implemented by UNICEF, WFP, UNFPA and UNESCO.

### Donor Aid for 2014-2023 by Sub-sector

It should also be noted that interventions are provided to specific sub-sectors in the education sector and sometimes these are provided to two or more sub-sectors. The table below provides a summary of interventions between 2014 to 2023 by the various donors. Please note that 2%, 3%, 6%, 6%, 9% and 13% of the total aid flows for education are standalone interventions entirely for Teacher Training, Higher Education, Primary Education, Tevet, ECD and Secondary Education, respectively, while the remaining 61% of the aid collectively targets two or more sub-sectors.

**Table 7: Distribution of Donor Support by Sub-sector, Amounts in US Dollars**

c							Cross
	ECD	Primary	Secondary	Higher Ed	TEVET/Skills Dev.	Teacher training	sectoral / sub-sectoral
AFD: 2017-2020 (3 years)	-	-	-	-	12,278,099	-	-
DFID: 2015-2023 (8 years)	10,063,779	-	-	-	-	-	71,000,000
EU: 2016-2021 (5 years)	-	-	-	-	35,900,000	-	59,357,142.86
GIZ: 2016-2021 (5 years)	-	-	-	-	-	-	23,987,357.14
KfW: 2016-2023 (7 years)	-	-	-	-	-	-	54,301,074
GPE: 2016-2020 (4 years)	-	44,900,000	-	-	-	-	-
JICA: 2019-2021 (2 years)	-	-	-	-	-	19,000,000	-
RNE: 2016-2024 (8 years)	-	3,000,000	-	1,800,000	-	-	46,000,000
UNICEF: 2019-2023 (4 years)	-	-	-	-	-	-	100,500,000
USAID: 2015-2023 (8 years)	-	4,500,000	13,900,000	10,700,000	-	-	93,800,000
World Bank:2014-2023 (9 years)	60,000,000	-	90,000,000	12,000,000	-	-	50,000,000
Total	70,063,779	52,400,000	103,900,000	24,500,000	48,178,099	19,000,000	498,945,574

Source: Local Education Group

## 4. SECTOR PERFORMANCE

### 4.1. PRIMARY EDUCATION

#### *Access and Equity*

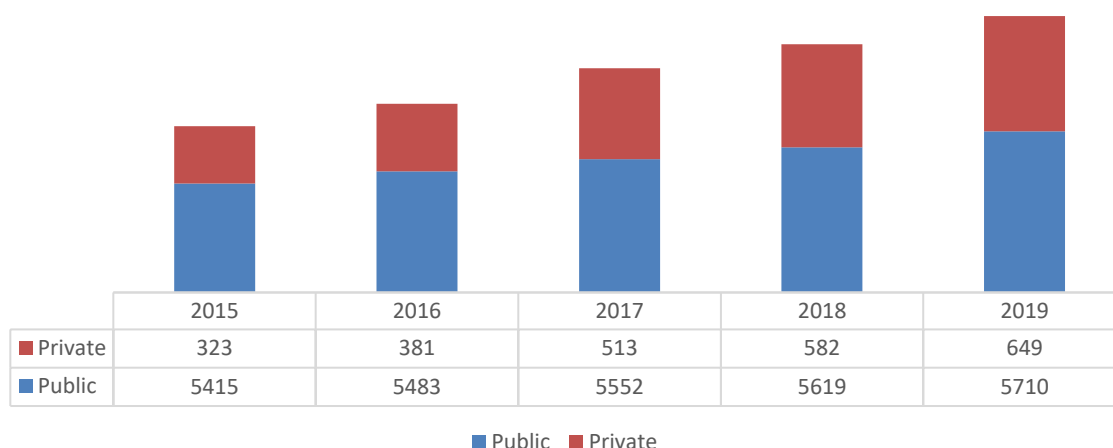
Access and equity are one of the thematic areas of the National Education Sector Plan (NESP) running from 2009 to 2018 and extended to 2010. The focus of this theme is to increase access of all school-going children to primary education by ensuring that there are enough schools and classrooms. Indicators that are used to measure progress in equitable access to primary schools include the following: Number of primary schools, number of classrooms, pupil classroom ratio, enrolment of boys and girls, gross and net enrolment ratios (by sex), number of orphans enrolled, number of special needs children enrolled and gender parity index. This section gives assessment made on the above indicators since the last JSR in 2018.

#### *Number of Primary Schools*

The number of primary schools has increased by 2.5 percent from 6,201 in 2018 to 6,359 in 2019. The share of private primary schools has also increased from 9.4 percent in 2018 to 10.2 percent in 2019, indicating an increasing role of private sector in the provision of primary education. This positive trend has been observed since 2015 as shown in figure 5 below.

**Figure 6: Number of Primary Schools by Type**



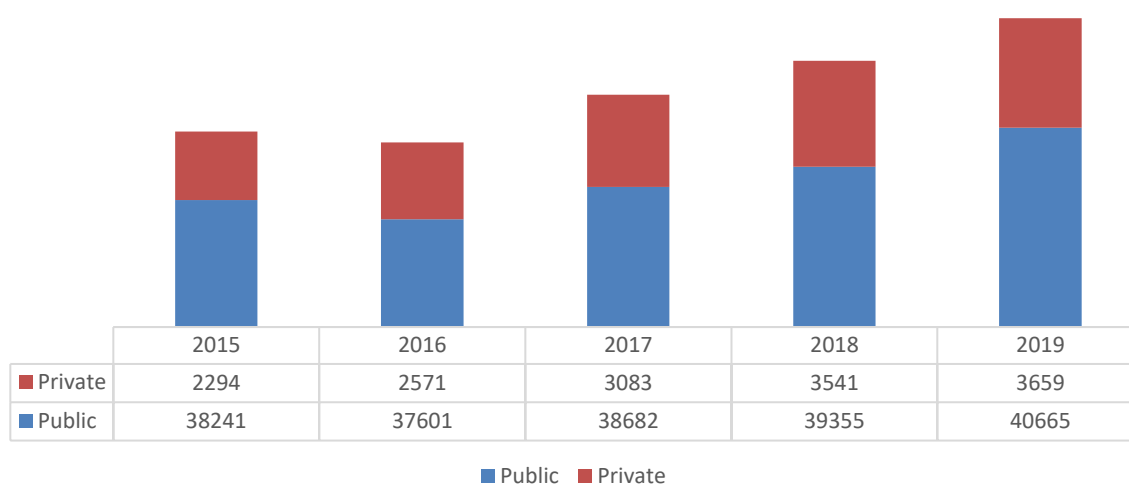


Source: EMIS 2019

### Classrooms

The number of permanent classrooms in public primary schools has been increasing since 2015 at an average rate of 2.5 percent. There were 44,324 permanent classrooms in 2019 as compared to 42,896 in 2018, representing a 3.3 percentage growth.

**Figure 7: Number of Permanent Classrooms by Proprietor**

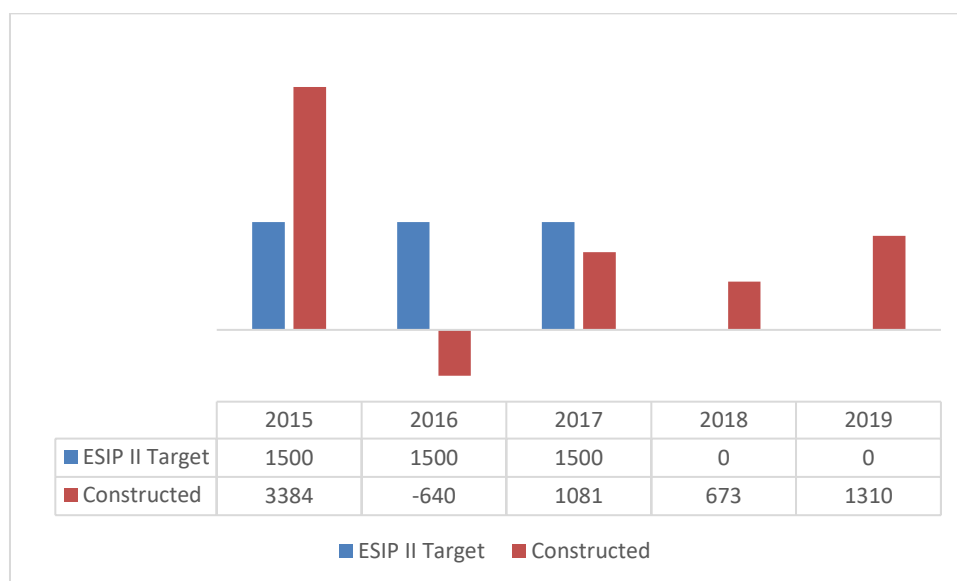


Source: EMIS 2019

In 2015, the target on classrooms for ESIP II was to construct 1,500. However, the sector

managed to construct 3,384 classrooms as shown in Figure 7 below. The trend is not demonstrating positive growth. For example, the negative growth of 640 classrooms in 2016 is largely due loss of 640 permanent classrooms to the natural disaster in some parts of the country. It is important to note that construction of classrooms has remained below the target of 1500 classrooms for 2018 and 2019. Furthermore, worth noting is that the target of 1,500 was based on economic environment and prospective fiscal provisions. However, the need is far greater, than the ESIP targets.

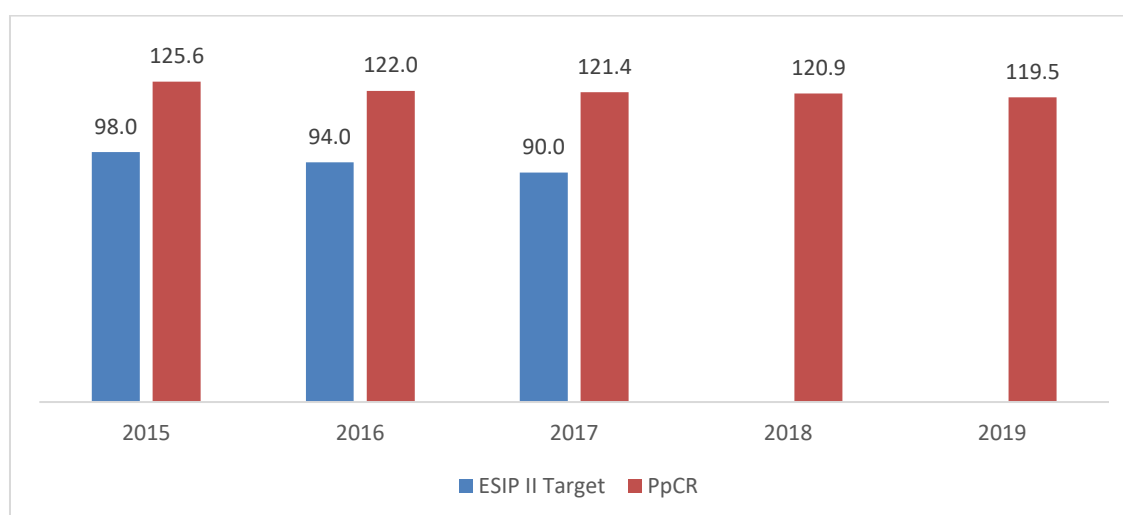
**Figure 8: Number of Permanent Classrooms Constructed Against ESIP II Targets**



Source: EMIS 2019

The shortage of classrooms in almost all public primary schools is one of the main challenges in the education sector and this is shown by the high pupil permanent classroom ratio (PpCR). The figure 8 below shows that the ESIP II target has not been met in both years.

**Figure 9: Pupil Permanent Classroom Ratio against the ESIP II Target**

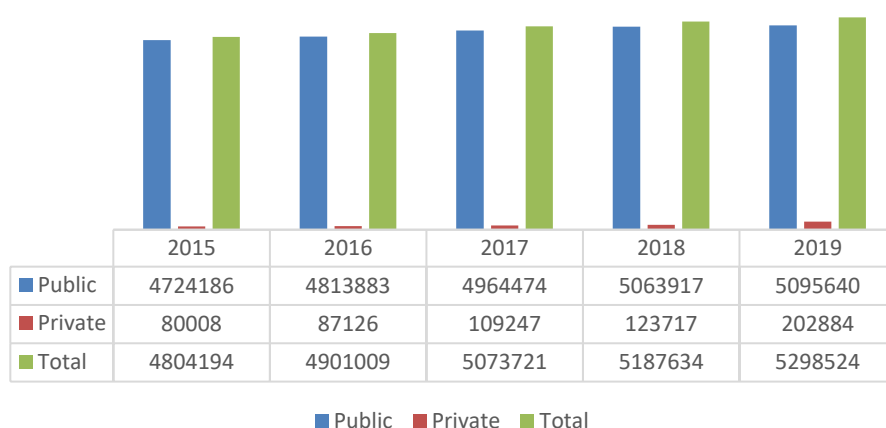


Source: EMIS 2019

## Enrolment

Total enrolment in public and private primary schools in Malawi has grown at a relatively stable average rate of 2.5% per year over the last five years. The enrolment has grown by about 13% or by 600,000 learners during this period. Public primary school enrolment grew at an average rate of 1.9 per year while private school enrolment grew at an average of 27.9 percent per year during this period.

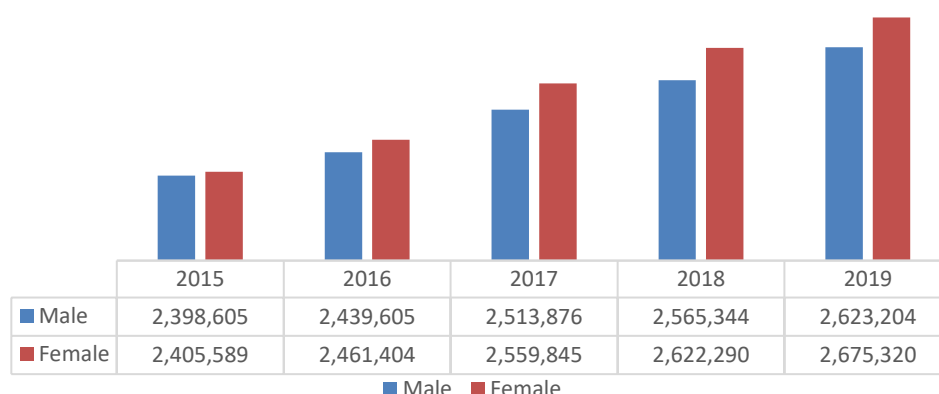
**Figure 10: Trends in Gross Enrolments**



Source: EMIS 2019

Annual analysis shows that enrolment for girls has been growing at a higher rate compared to that of boys. Enrolment for girls grew at an average rate of 2.7 percent while that of boys grew at an average rate of 2.3 percent. This could be attributed to a multitude of girl child interventions in primary schools by stakeholders, but it could also be a result of implementing the National Girls Education Strategy.

Figure 11: Enrolment by Sex, 2015-2019



Source: EMIS 2019

There has been a shift in the learner enrolment in the senior primary school level. Of late, more girls are now enrolled than boys in this section as shown in the figure below. The figure captures the details of the change over 10 years' period. For example, there were 51.5 percent of girls as opposed to 48.5 of boys in the senior primary school section in 2019, while in 2014 girls were 49.7 of total enrolment in senior primary school section.

Figure 12: Percentage distribution of learners in senior section by sex

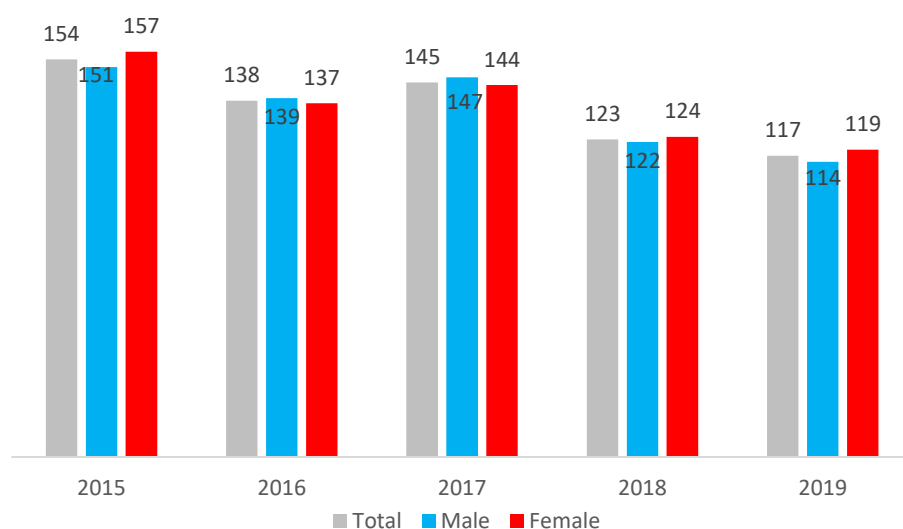


Source: EMIS 2019

## Gross Intake Rate

The Gross intake rate is also termed as Apparent Intake Rate (AIR). This is the total number of new entrants in standard one regardless of age and this is expressed as a percentage of the population of official primary school-registration age. The number of new entrants into primary school has been going down since 2015 as shown in the figure below.

Figure 13: Gross intake rate 2015-2019



Source: EMIS 2019

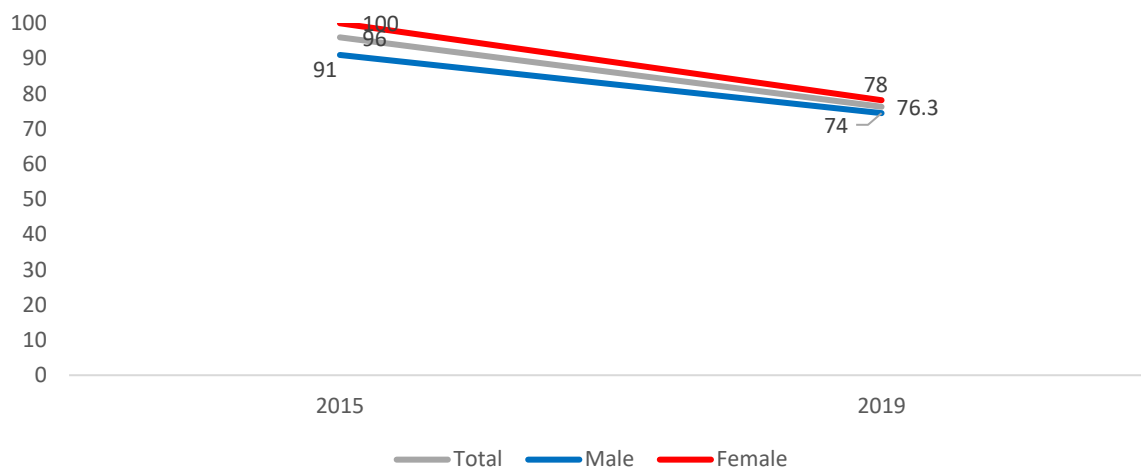
There has been a decline of 37% in the general intake rate between 2015 and 2019, which possibly suggests a decline in overage and under age learners entering into standard 1.

## Net Intake rate

This is the total number of new entrants who are 6 years old in standard one expressed as a percentage of the population of learners of official school age (excluding repeaters of 6 years of age). This indicator measures access to primary education by pupils at their official school age. The results show high degree of access for learners of 6 years old. However, girls have a higher net intake rate than boys. However, the rates of girls and boys are almost converging with the disparity of 2.3 in 2019. Overall, it is observed that

the number of new entrants at official primary school going age has been going down since 2015 as depicted in the figure below.

**Figure 14: Net intake rate**



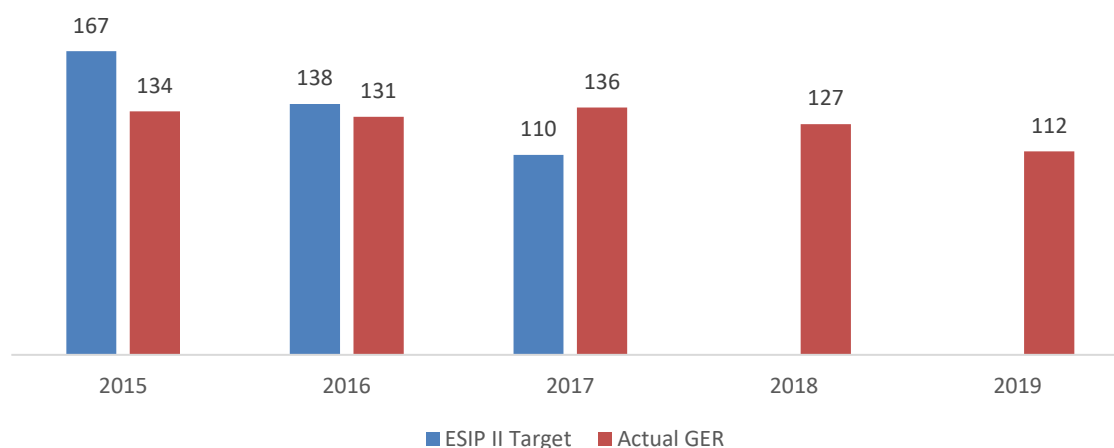
Source: EMIS 2019

### *Primary Gross Enrolment Rate (GER)*

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

Figure 16 below shows that the ESIP II target were not met in its four-year period and continues to miss the set targets to-date. However, the declining trend shows that there are fewer underage and overage in the system and this could be attributed to compliance with the school entry age policy.

Figure 15: Trend in GER against ESIP Target

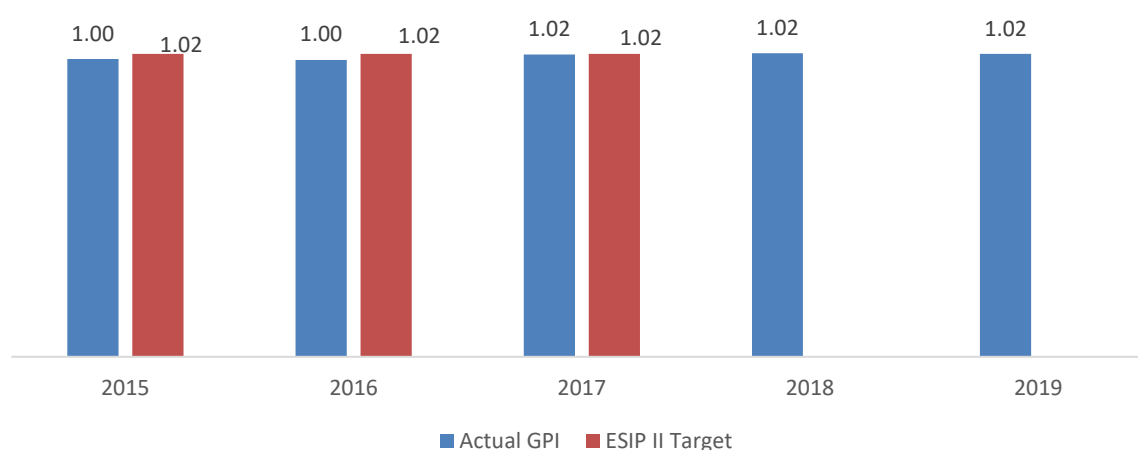


Source: EMIS 2019

### Gender Parity Index (GPI) For Primary Enrolment

GPI for primary enrolment is the ratio of female to male learners enrolled into primary schools. GPI of 1 reflects a situation of equality between boys and girls enrolled while a GPI of 0 is an indication of highest disparity between boys and girls. The 2019 value for GPI value for 2019 is at 1.02 indicating that more girls than boys were enrolled into primary school.

Figure 16: GPI for Primary



Source: EMIS 2019

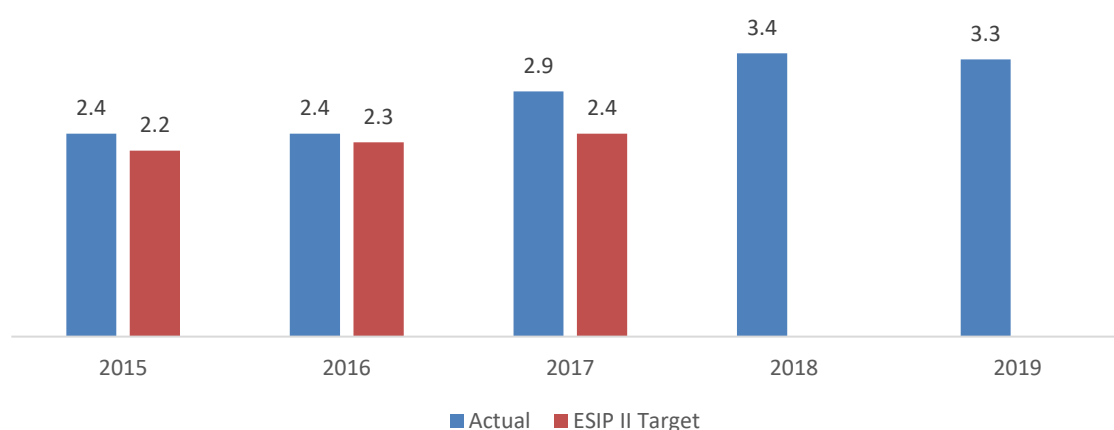


The ESIP II GPI target was set at 1.02 in 2017 because the population of girls among the official school age population was higher than that of boys by 0.02%. The Figure above compares the trend of GPI for primary enrolment with the ESIP II targets and the ESIP II target was met in 2017 and has remained stable since then.

### Percentage of Special Needs Education (SNE) Learners Enrolled

The National Education Sector Plan (NESP) stresses on providing equal access to education. This includes provision of equal access to learners with special education needs. Progress towards the achievement of this objective is assessed by looking at the percentage of special needs students that are enrolled in primary school each year. The percentage is then compared to what is the target in ESIP II. Figure below shows that the target was met in 2017 and the percent continues to rise after the ESIP II period.

Figure 17: Percentage of SNE learners in primary



Source: EMIS 2019

## Quality and Relevance

Quality of education is 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”<sup>3</sup>. Empirical evidence from studies and literature

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<sup>3</sup> Raising School Quality in Developing Countries: What Investments Boost Learning?, World Bank Discussion  
88

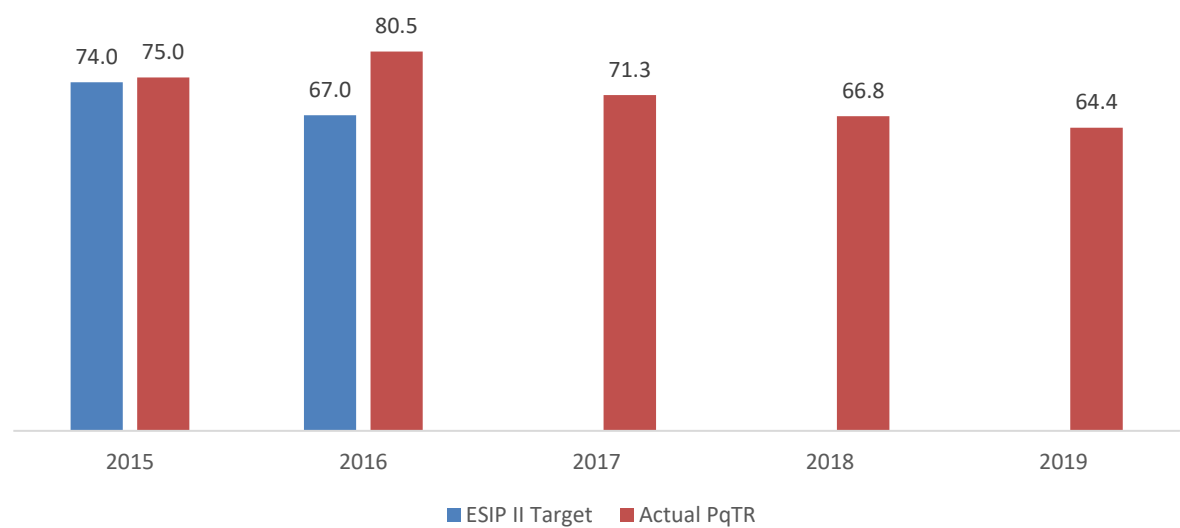
suggests that access to textbooks and writing materials, and teacher quality consistently influence learner achievement. Some indicators that have been used to track the quality of primary education in Malawi as detailed below.

*Pupil qualified Teacher Ratio*

A teacher is said to be qualified in Malawi if he/she has received the minimum organized teacher training (pre-service or in-service) that is required for teaching at the primary education level.

Low pupil-qualified teacher ratio enhances individual learner attention by teachers, and this contributes to an increase in learner achievement. The figure below shows that PqTR has been decreasing since 2017. However, the ratio is still higher as one teacher is supposed to attend to 60 learners.

**Figure 18: Pupil Qualified Teacher Ratio against ESIP II Targets**

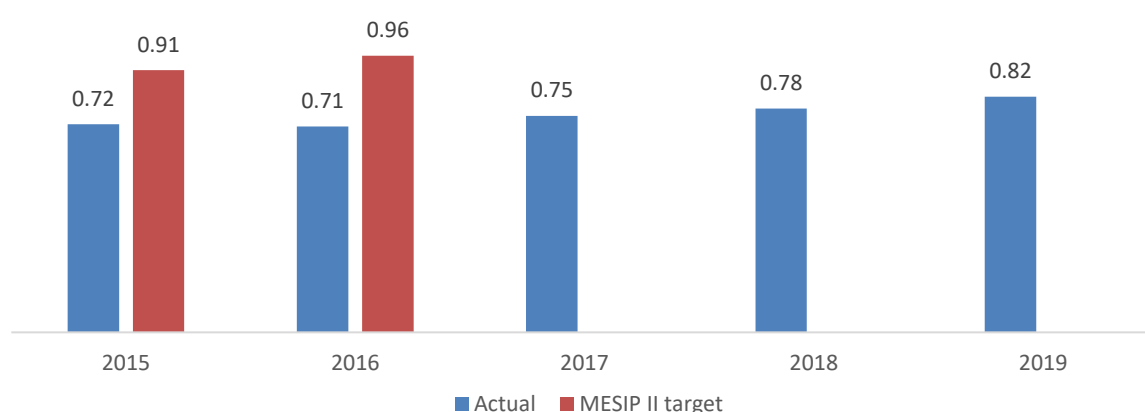


Source: EMIS 2019

### 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 this 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 it was planned that by the end of ESIP II in 2017, the GPI should be at 1.0. However, this target has been missed since the GPI is at 0.82. Despite this, the GPI is steadily increasing since 2017.

**Figure 19: GPI for Primary School Qualified Teachers.**

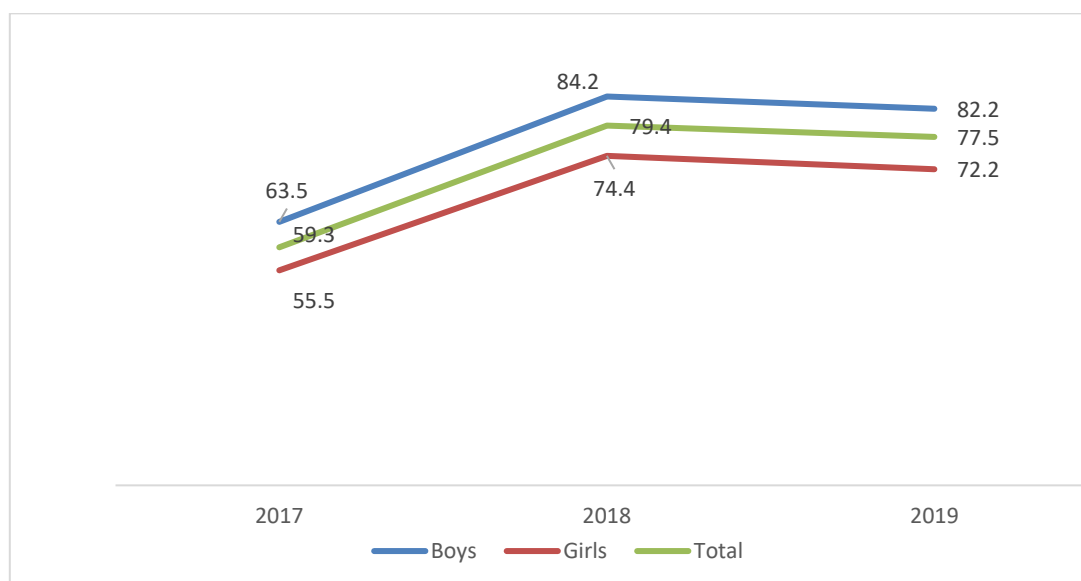


Source: EMIS 2019

### Primary School Leaving Certificate Examination.

Primary School Leaving Certificate Examination (PSLCE) is used to assess learning outcomes at the end of eight year primary education. A three year observation from 2017 to 2019 indicates a significant increase in PSLCE pass rates from 59.3% in 2017 to 79.4% in 2018 representing a 20.1 percentage points increase and from 2018 to 2019 the pass rate dropped to 77.5%. The same trend was observed for both, boys and girls. However the pass rates for boys were higher in the years under review and increase in pass rates for girls between 2017 and 2018 was lower than the increase for boys. Boys pass rate increase by 20.7 percentage points while that of girls increased by 18.9 percentage points. The pass rates decreased by almost 2 percentage points for both boys and girls from the year 2018 to 2019. The figure below shows the PSLCE from 2017 to 2019.

Figure 201: GPI for Primary School Qualified Teachers



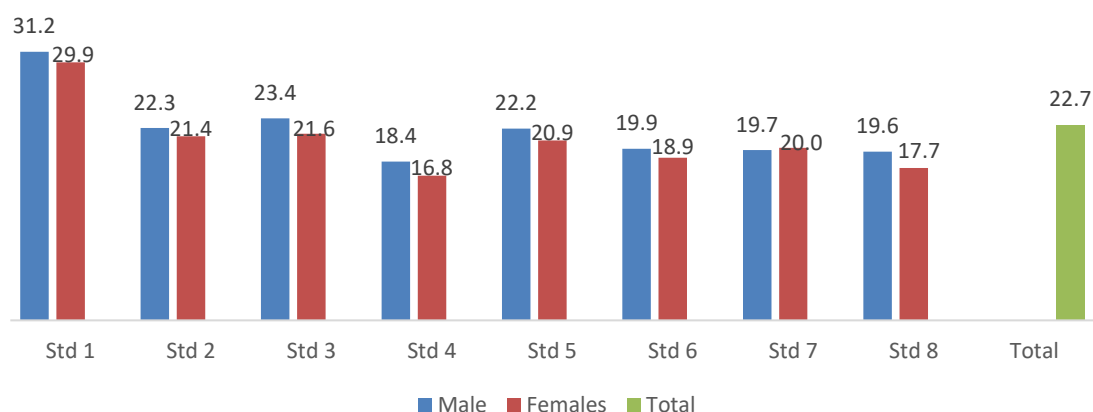
## Efficiency of Primary Education

Efficiency is how best resources are utilised to achieve set goals. Efficiency helps stakeholders and the general public understand how the education system utilizes the limited resources and time. There are some rates that are commonly used to measure the efficiency of the education system in producing graduates of an education cycle. A learner has three paths in a school calendar, the learner has to be promoted to the next grade, repeat a grade or drop-out, and complete a grade.

### *Repetition Rate for Boys and Girls*

Repetition rate is defined as the total number of learners who were enrolled in the same grade in 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. Therefore, this misinforms school access, thus revealing issues of internal efficiency in the education system. This drains resources as learners stay longer than expected in one class. Repetition is a big challenge in early grades and it reduces in magnitude as one progresses to higher grades as shown below.

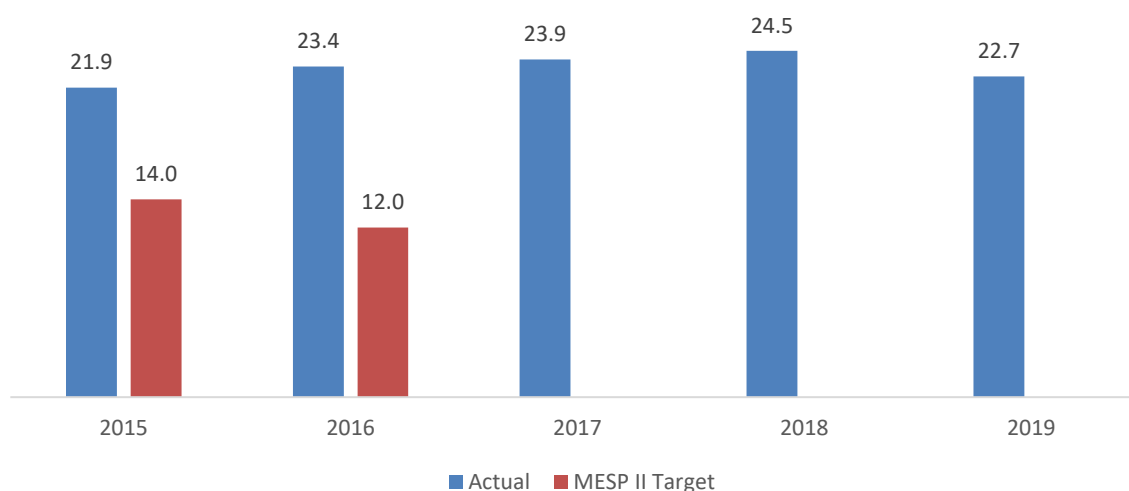
**Figure 21: Repetition Rates by Standard**



Source: EMIS 2019

The figure 21 below shows that repetition rates have been quite high throughout the period from 2015 to 2019 against the set targets for 2015 and 2016 of 14 and 12, respectively. This suggests a high wastage of resources in the primary education system in Malawi.

**Figure 22: Repetition rates**



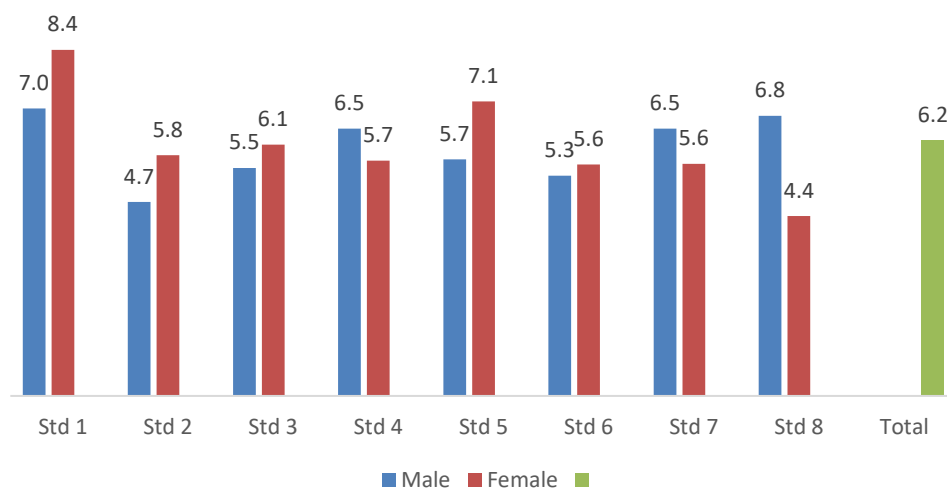
Source: EMIS 2019

### *Dropout Rate for Boys and Girls*

Dropout rates for primary school males and females have remained very high

throughout the period under review. The figure below shows distribution of dropouts by gender. In lower primary school section, females have a higher drop-out rates than males. However, in the senior primary school section, males have a higher drop-out rates than females.

**Figure 23: Dropout Rates by Grade**



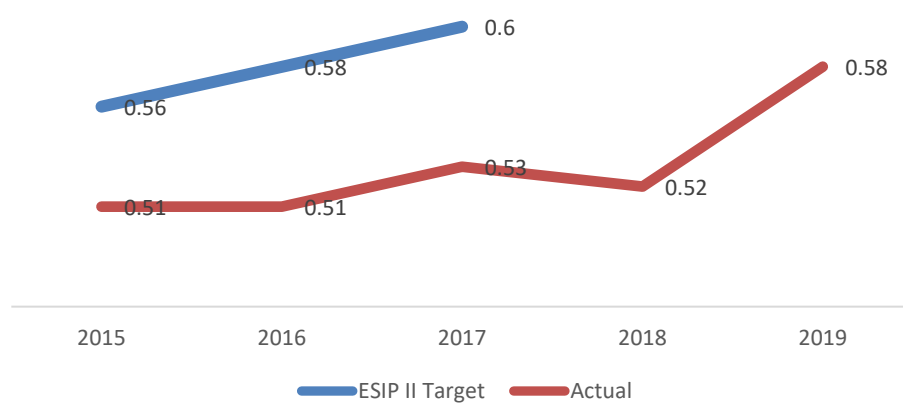
Source: EMIS 2019

### *Primary Completion Rate*

Primary completion rate is the percentage of students completing the last year of primary school. It is calculated by subtracting the number of repeaters in a grade from the total number of students in the last grade of primary school, dividing by the total number of children of official graduation age. This indicator, which monitors education system coverage and student progression, intends to measure human capital formation and the quality and efficiency of the school system. Primary completion rate focuses on the share of children who ever complete the cycle, and this 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. The analysis in the figure below shows that in Malawi, primary completion rate has remained very low over the ESIP II period although the rate slightly improved from 0.51 in 2015 to 0.58 in 2019.

Figure 24: Primary Completion Rates Against ESIP II Targets



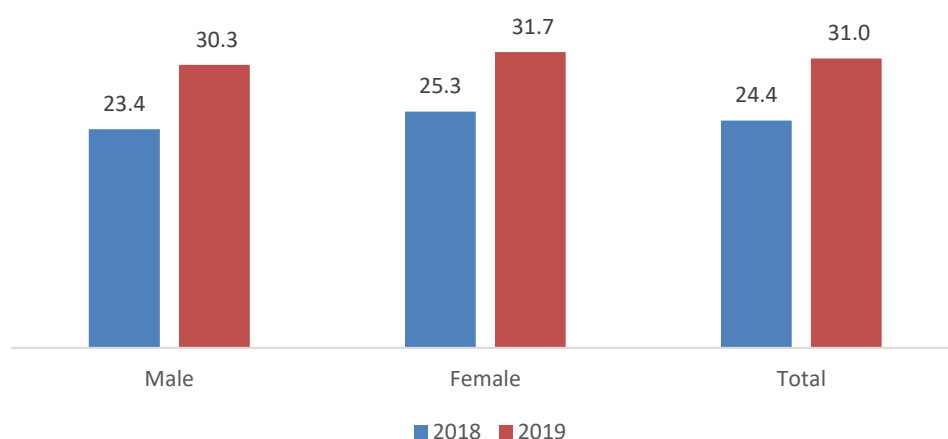
Source: EMIS 2019

## 4.2. Early Childhood Development

Early childhood development (ECD) programs aim at providing the developmental support for children in their early years of life so that they can acquire the necessary skills for realizing their potential (Agbenyega, 2013). In addition, ECD helps to protect child rights and foster full cognitive, emotional, social and physical development (UNICEF, 2017). Services for ECD are categorized into two levels. In Malawi, the first level is for children aged 0-2 years in baby care centres and is usually offered by the private sector. The second level is for children aged 2-5 years and this is provided by both private and public sectors. The public sector provides pre-school education through Community Based Child Care Centres (CBCCs).

The Figure below shows that the number of new entrants with ECD back-ground has increased by 6.6 percent from 2018 to 2019. Though an increase is shown between the years, the figures are still below the ESIP II targets set in 2015 to 2017 which were 34 percent for 2015, 37 percent for 2016 and 40 percent for 2017.

**Figure 25: Percentage Distribution of Learners With ECD**



Source: EMIS 2019



### 4.3. COMPLEMENTARY BASIC EDUCATION

From 2012 to 2015, CBE was implemented in 600 learning centres in ten districts of Kasungu, Ntchisi, Salima, Lilongwe RW, Lilongwe RE, Phalombe, Nsanje, Chikwawa, Mwanza and Dedza. The programme provided access to basic education to a total of 21,850 out of school children and youth (11,130 females and 10,720 males).

Table 6 shows that CBE coverage increased from the 15 in 2006-2008 to 240 learning centres 2008-2011 period and this is expected to grow further to 480 CBEs in 2018-2020 period. In the same vein, the number of learner improved from 450 in 2006-2008 to 17,800 in 2015-2018 period. The number of CBE learning centres reached a maximum in 2012 when the programme was handed over to the Ministry of Education, Science and Technology in the Directorate of Basic Education.

**Table 8: Number of learners in CBE Centers**

Year	Number of centers	Total Number of learners	Females	Males
2006-2008	15	450	313	137
2007-2009	102	3,060	1,600	1,000
2008-2011	240	7,200	3,780	3,420
2012-2015	600	21,850	11,130	10,720
2015-2018	540	17,800	9,234	8,566
2018-2020	480	15,912	8,492	7,420
TOTALS	1977	66,272	34,549	31,723

Source: Basic Education Directorate

The number of learning centres began to decrease from 600 in 2015 to 480 in 2018/19. Consequently, the number of out of school children that were reached with the programme also decreased from 21850 in 2015 to 15912 in 2019/20 academic year. The decrease in the number of learning centres is due to funding cuts after GIZ handed over CBE implementation to the Ministry, which then adapted the implementation model to match with its resource envelope. Currently, CBE is implemented in Blantyre Rural,

Mulanje, Balaka, Mangochi, Ntcheu, Dowa, Dedza, Salima, Mchinji and NKhotakota.

CBE has enabled more than 50% of CBE completers to go back to continue with their education in various primary schools while the others continue to live productive lives in their communities using the livelihood skills gained from the programme. In July 2018, 8,650 completers (4,550 females and 4,100 males) went back to primary school.

Local non-governmental organisations such as Volunteer Services Overseas (VSO), CARE Malawi, Centre for Youth and Civic Education (CYECE) and Jesuit Refugee Service (JRS) also provide CBE in Malawi.

VSO is providing access to basic education with a focus on ICT to 6,865 learners (3,450 females and 3,415 males). They are currently implementing the programme in Lilongwe Rural West and Ntcheu.

CARE Malawi is implementing CBE in addition to a life skills package to a total of 4,370 adolescents, of whom 2990 are females and 1380 are males. CARE is implementing in Kasungu and Salima.

CYCE is implementing CBE in Salima and Lilongwe Rural East to a total of 1,361 learners, of whom 832 are females and 529 are males.

JRS began offering CBE in 2016 in Neno and has provided access to basic education to both Malawians and refugees. A total of 417 female and 224 male adolescents have benefited from the project and 105 were mainstreamed into formal primary school education.

#### 4.4. SECONDARY EDUCATION

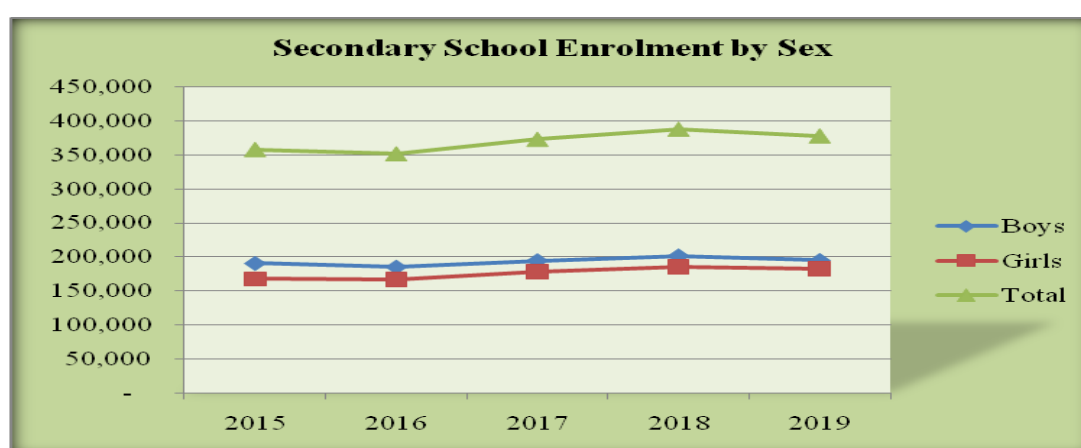
Two major policy changes have happened in the secondary education sub-sector within the past few years. The first one is the abolition of Junior Certificate of Education examinations (JCE) in 2016 and the second one is the abolition of tuition fees, textbook revolving fund and general purpose fund in all public secondary schools in 2018. The objective was to improve efficiency and increase access, respectively. . The introduction of free secondary education is a global commitment of SDG 4.1 which states that “Ensure that all boys and girls complete free equitable and quality primary and secondary education”.

### Secondary school Enrolment

#### *Trend in Enrolment by Type of School and by Gender,*

Growth in secondary school enrolment is still very slow, with a growth rate of 5.5 percent from 358,033 students in 2015 to 377,731 students in 2019. This shows that enrolment in secondary education has grown by an annual average rate of only 1.5% over the period under review.

**Figure 26: Secondary School Enrolment Trend by Gender**

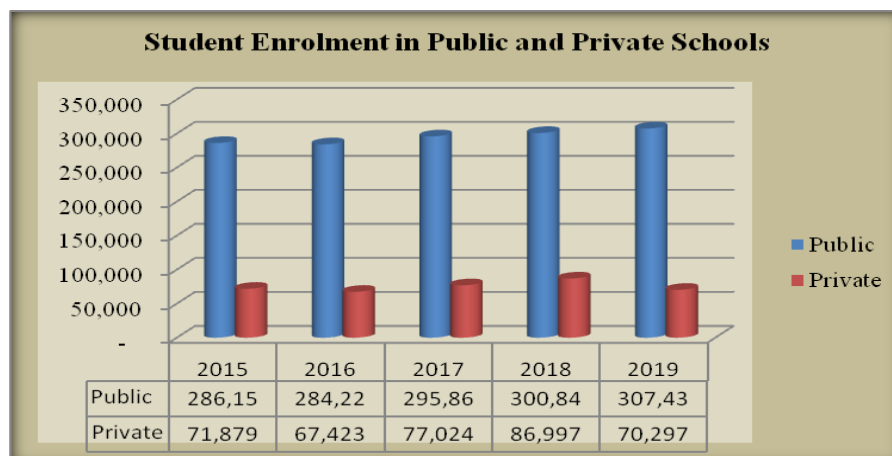


Source: EMIS 2019

The gender gap (in terms of gender parity index) between enrolled male and female students, however, has improved from 0.88 in 2015 to 0.94 in 2019. If this trend is maintained in the coming years, enrolment parity will be achieved by 2023. Student

enrolment in private secondary schools steadily increased between 2016 and 2018. However, this significantly declined from 86,997 in 2018 to 70,297 in 2019 as shown in the figure below 25.

**Figure 27: Distribution of Students in Public and Private Secondary Schools**



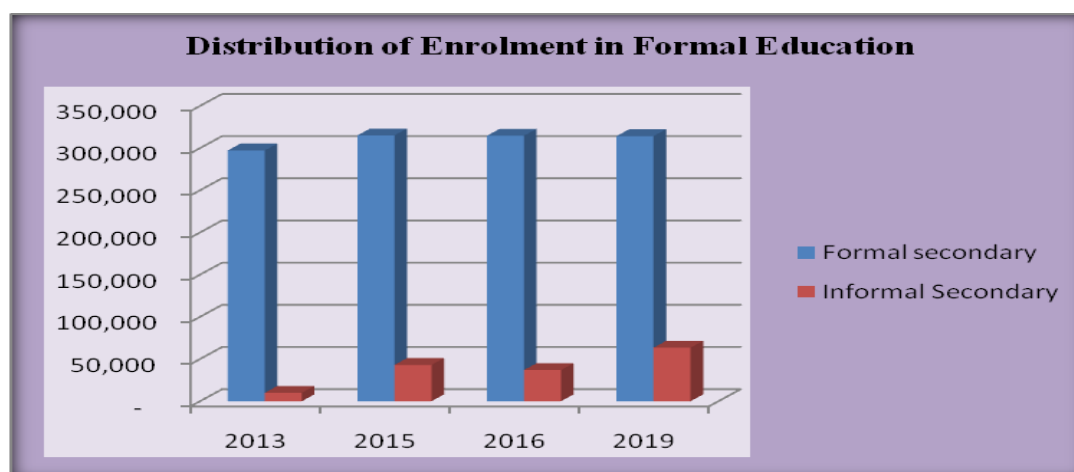
Source: EMIS 2019

The declining number of students enrolling in private secondary schools could be attributed to high school fees charged by the private secondary schools. There are chances that students are now switching from private secondary schools to open (informal) secondary schools.

#### *Percentage of Students Attending Formal Secondary Schools (SDG Indicator 4.1)*

Because of inadequate secondary space, not all students who pass Primary School Leaving Certificate examinations are selected to public secondary schools. A lot of learners are left out due to space limitations in the public secondary schools. Hence, those who can afford, choose to enrol their wards in private secondary schools. The rest enrol in open secondary schools that are operated by Malawi College of Distance Education (MCDE). This is an informal arrangement between parents and the schools, and they are operated within school premises after regular students have finished their classes.

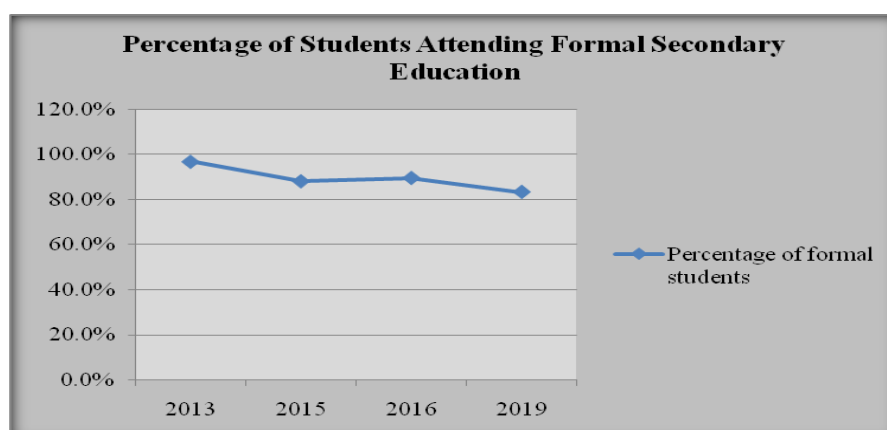
Figure 28: Trend in Formal and Informal Secondary Enrolment



Source: EMIS 2019

The number of students attending informal secondary education is growing steadily as shown in the figure above. This is because open secondary schools also cater for those who already sat for MSCE but did not do well and those who left school but now want to upgrade themselves. The percentage of students attending formal education is, therefore, declining as shown in Figure 27 below.

Figure 29: Percentage of Students Attending Formal Secondary Education



Source: EMIS 2019

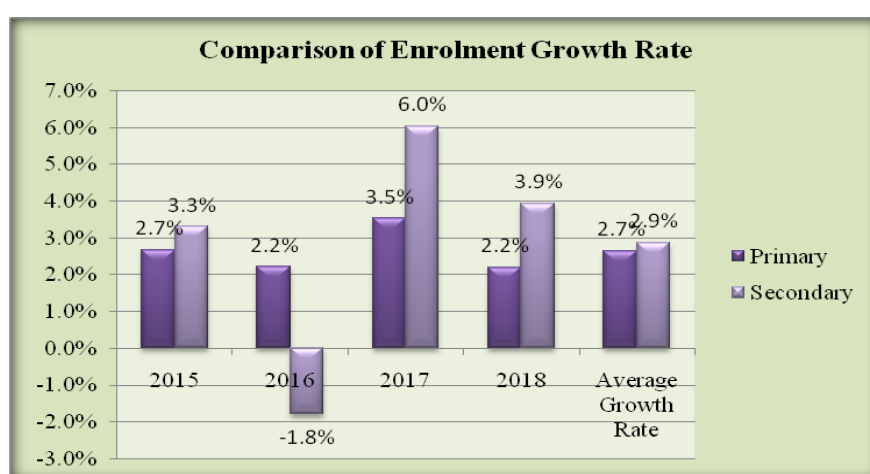
Formal secondary education is not keeping up with the growing demand for secondary education. There is overcrowding in most open secondary school classes. Hence, there is need for more informal/open secondary school centres, which are becoming more

popular because of their informal and flexibility nature.

### *Comparison of Annual Growth Rates in Enrolment for Primary and Secondary Education*

Although actors in primary and secondary education sub-sectors seem to operate in isolation of each other, there are very strong linkages between the two. The transfer of knowledge done at primary school needs to be continued at a deeper level at secondary school level for almost all the subjects. It is important, therefore, that enrolment growth in secondary should be at par or higher than that of primary education.

**Figure 30: Primary and Secondary Enrolment Growth Rates**



Source: EMIS 2019

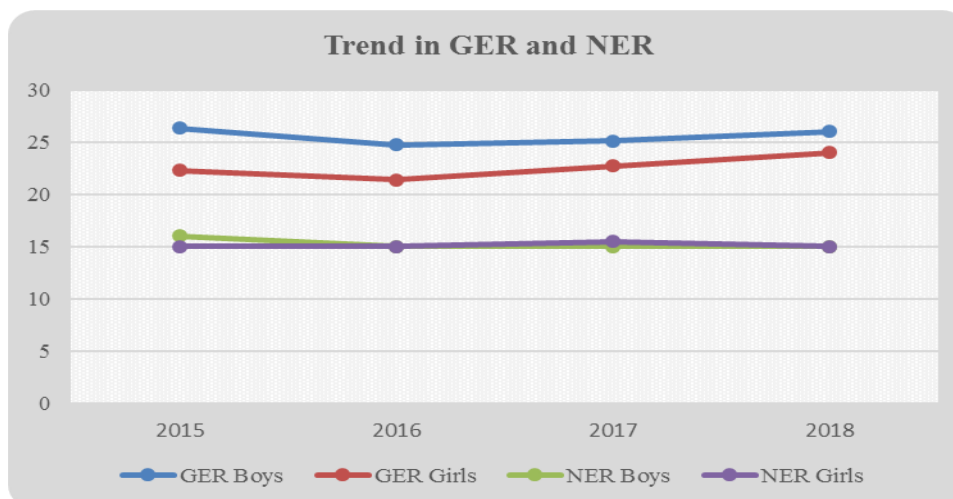
Analysis of enrolment trends for primary and secondary education between 2015 and 2018 shows that enrolment in secondary education is growing at an average rate of 2.9% per year compared to an average rate of 2.7% for primary education. This is a good picture as it shows that more primary school graduates are getting absorbed into the secondary sub-sector. However, more should be done to increase secondary enrolment since the rising growth rates in enrolment will put pressure at both primary and secondary school levels on infrastructure needs.

### *GER and NER for Secondary Education: Comparison between Boys and Girls*

There is a significant gap between the gross enrolment rate (GER) and the net enrolment rate (NER) for secondary education, and this shows that a large proportion of students are not within the recommended secondary school age (14-17 years). The gap between

GER and NER has been widening between 2016 and 2018 as shown in Figure 29 below. This could be attributed to the rising enrolment in open (informal) secondary schools as discussed above.

**Figure 31: Secondary GER and NER for Boys and Girls**



Source: EMIS 2019

The figure above shows that while GER has been rising, NER has been constant at around 15%. This may mean that not enough interventions have been made to increase enrolment of the right-aged students in regular secondary schools or the interventions are there, but they have not worked. However, it is also interesting to note that the gender gap in GER is getting smaller with GER for female students rising at a faster rate, especially from 2016. There is no gender gap in NER, which is very encouraging.

### *Number of Secondary Schools*

With the recently implemented tuition free policy, the secondary school enrolment will continue to rise. This will require a corresponding increase in both the number of secondary schools and an increase in the number of infrastructures within existing secondary schools. The newly launched construction of 250 secondary schools under the USA funded project is very timely as it tallies very well with the tuition free policy in increasing the number of learning spaces in secondary schools across the country.

Total number of secondary schools, as shown in Figure 30 below has declined from 1,454 in 2015 to 1,451 in 2019. While the number of public secondary schools has increased from

1,094 to 1,150 representing an average annual growth rate of 1.3%, the number of private secondary schools has drastically declined from 360 to 301, representing an average annual growth rate of negative 3.3%.

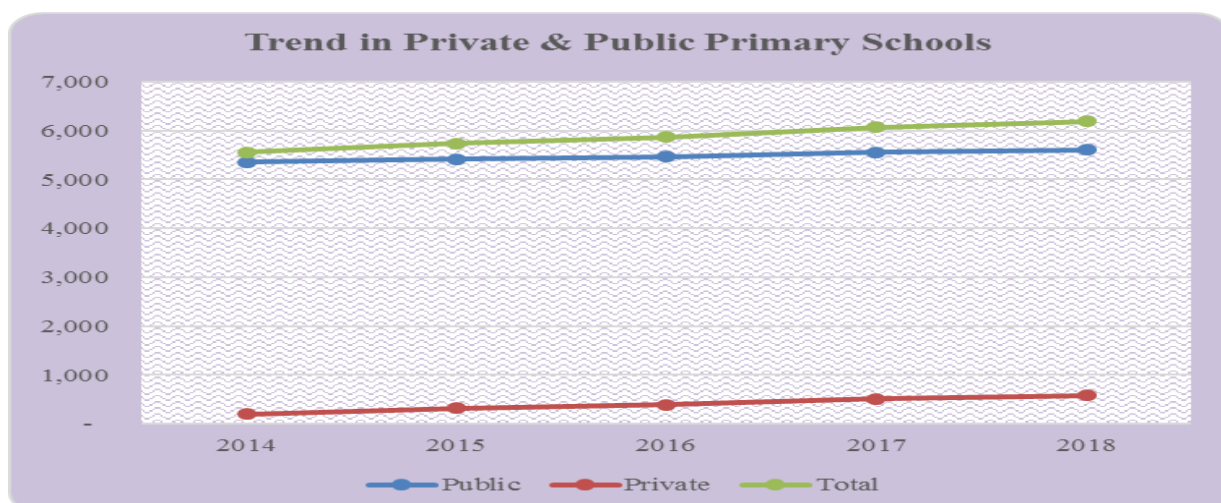
Figure 32: Trend in Total Number of Secondary Schools



Source: EMIS 2019

The declining number of private secondary schools could be attributed to the closure of some sub-standard secondary schools operated by private individuals. The story is different in the primary education sub-sector where the numbers of both private and public primary schools have been increasing.

Figure 33: Trend in the Number of Public and Private Primary Schools



In a reversal of the secondary school scenario, annual average growth rate in the number of private primary schools is much higher at 31.4% than the growth rate of only 2.7% for

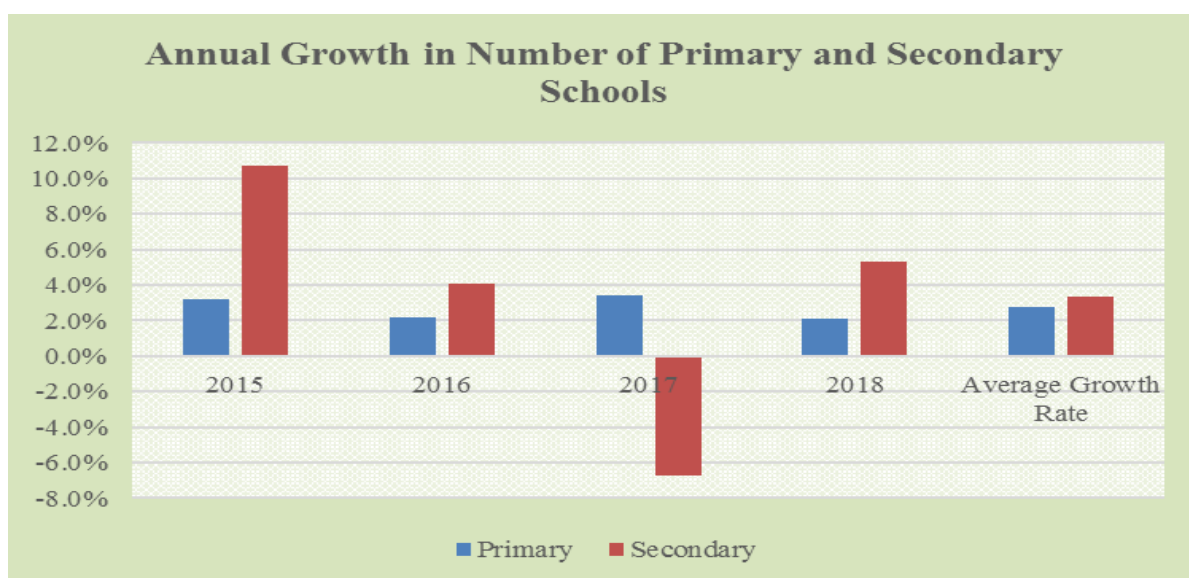


public primary schools. This is a clear indication that private actors are more interested in operating in primary education, explain the switching pattern from providing secondary to primary education.

### *Comparison of Growth in Primary Schools with That of Secondary Schools - In Terms of Number of Schools*

Comparison of the trend in the growth of secondary schools with that of primary schools for a period of 4 years from 2015 to 2018 (Figure 32). Generally, there are higher growth rates for secondary schools than those for primary schools, except for 2017 when the growth rate for secondary schools plummeted to negative 6.9 percent (see Figure 32).

**Figure 34: Comparison of Growth Rates in Primary & Secondary Schools**



Source: EMIS 2019

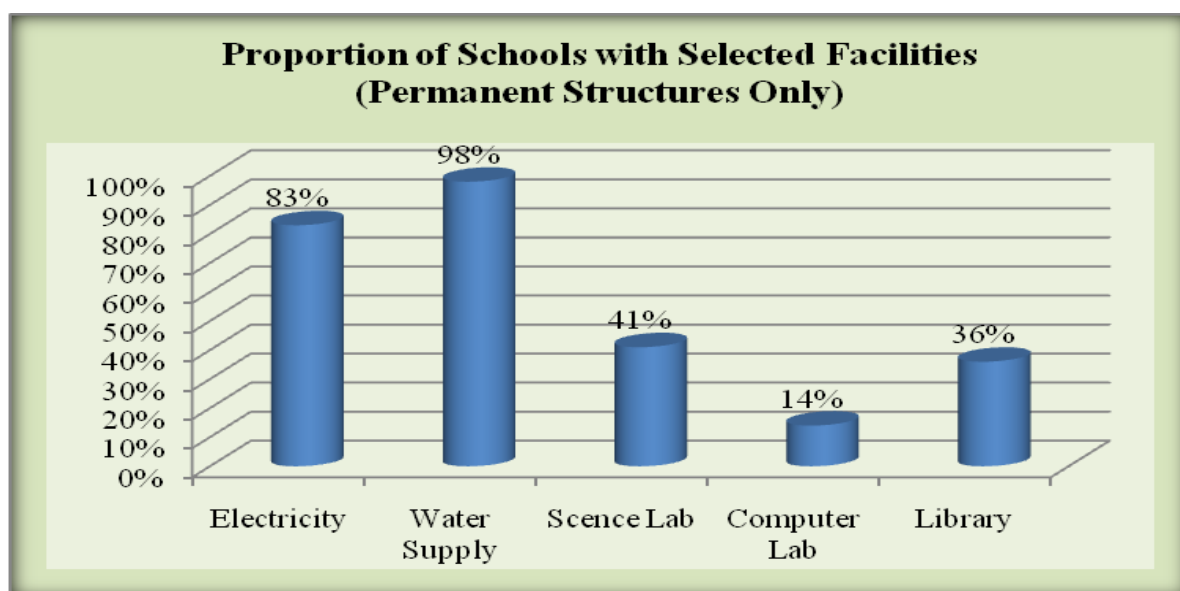
While rates for both primary and secondary schools are increasing, the number of secondary schools is increasing at a faster rate than that of primary schools on average. This is an ideal situation because the increasing secondary school enrolment is taken care of by the significant rising number of secondary schools in the country.

### *Proportion of Schools with Access to Electricity; Internet for Pedagogical Purposes; and Computers for Pedagogical Purposes- SDG 4(a)*

Available EMIS data did not provide information on proportion of schools that have

access to internet and computers for pedagogical purposes. As a result, a proxy indicator for computer and internet access is the availability of a computer laboratory. The information reported here is for 2018. In Malawi, most secondary schools do not have science and computer laboratories as well as libraries despite that these are essential facilities for the achievement of quality secondary education.

**Figure 35: Schools with Essential Facilities**



Source: EMIS 2019

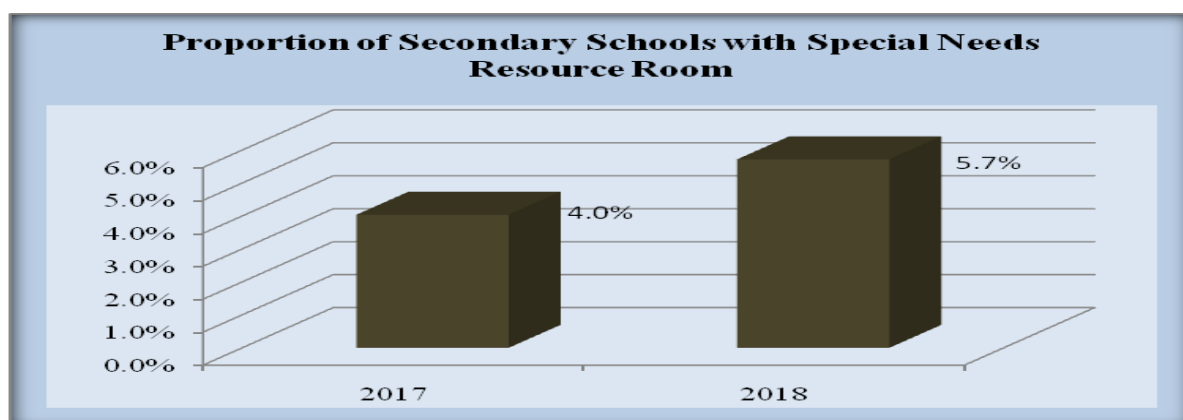
In 2018, 83% of secondary schools had access to electricity and this is an improvement as in 2017 only 75% of the schools had electricity. The source of electricity for over 60% of the schools is ESCOM. Almost all secondary schools (98%) have a supply of water mainly from two sources, that is, tap water and borehole. This is very encouraging as there is great improvement from 2017 in terms of the percentage of schools with no access to water. The proportion has improved from 12% in 2017 to 2% in 2018. It is still very important to target and assist the schools that represent the 2% immediately. A school cannot operate without a good supply of water.

#### *Proportion of Schools with Access to Adapted Infrastructure and Materials for Students with Disabilities - SDG 4(a)*

Although data for the number of schools with adaptable infrastructure and number of schools that have adequate materials for SNE students was not readily available, the

presence of a special needs resource room at a school already says a lot about the needs of SNE students.

**Figure 36: Availability of Special Needs Resource Rooms**



Source: EMIS 2019

Special needs resource rooms give space where a special education programme can be delivered to an SNE student individually or in a small group. With the availability of SNE secondary schools and unclear policy guidelines that all secondary schools should have SNE resource centres, the proportion of secondary schools with SNE resource centres is low. It is important to note in figure above that although the proportion slightly grew between 2017 and 2018, it is too small to have any impact on national goals.

## **Gender Equality – SDG 4.5**

### *Eliminate Gender Disparities in Education and Ensure Equal Access to All Levels of Education*

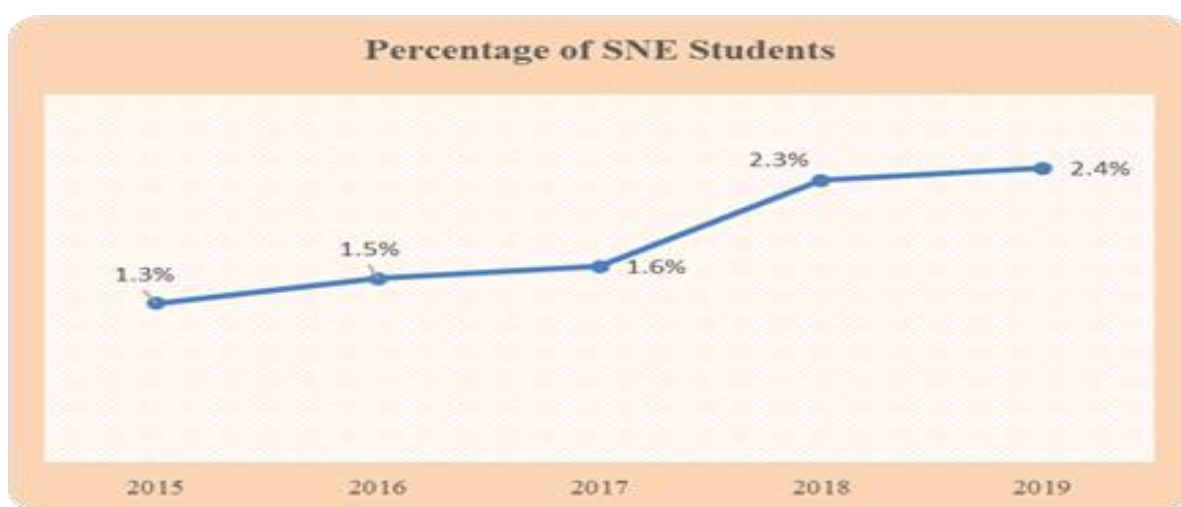
The Government through the Ministry of Education, Science and Technology, in collaboration with its stakeholders, is already very active in ensuring gender equality at secondary school level. Among others, the Ministry is implementing Re-admission Policy where female students who dropped out of school because of pregnancy are allowed back into the education system after delivering their babies. A total of 2,818 students were readmitted in secondary schools across the country in 2019. The Ministry is also implementing an Inclusive Education Policy and it is developing special education centres to cater for students with disabilities. It also arranges for special support for

students with disabilities during examinations so that they do not in any way become disadvantaged.

### Number of Students with Special Education Needs

The proportion of students with special needs education (SNE) has been on the rise throughout the period under review (2015 to 2019). This has grown from 1.3% in 2015 to 2.4% in 2019, representing an increase of 1.1 percentage points.

Figure 37: Proportion of SNE Students Enrolled



Source: EMIS 2019

There is even a significant rise of between 2017 and 2018 from 1.6% to 2.3% and this could be attributed to the increased availability of SNE friendly infrastructure such as ramps and supply of SNE teaching and learning materials at secondary school level. Although EMIS collects data on enrolment of SNE students and type of disability, there are still data gaps that affect the quality of analysis of secondary SNE.

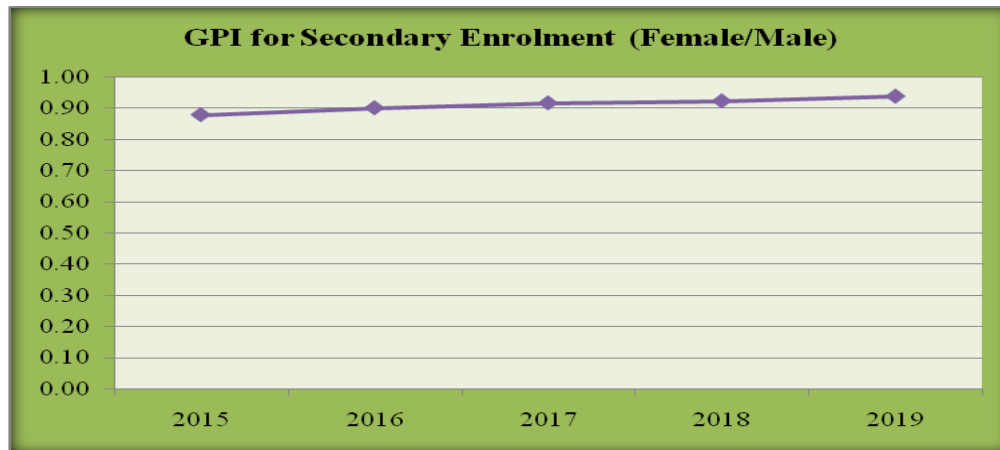
### *Parity Indices for Enrolment: (SDG 4(A) “Gender Gap”*

The gender parity index helps us measure the progress towards gender parity in education. The recommendation under SDG 4.5 is to apply the gender parity index to all education indicators.

Although much progress has been done in gender parity at primary school level, at

secondary level this remains a great challenge. There are still more male than female students. However, the gap is getting narrow, moving towards parity as indicated in the figure below.

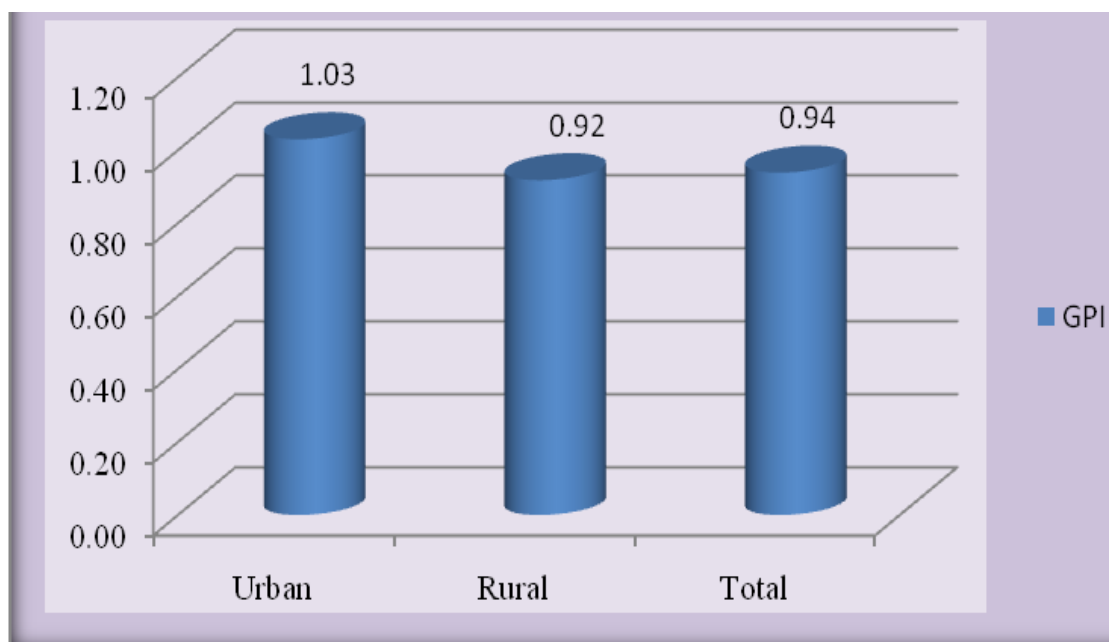
Figure 38: Trend in GPI for Enrolment



Source: EMIS 2019

However, there is a difference in the GPI for schools within the city councils (urban) and those within the district councils. Figure 35 below shows that city schools are more patronized by female students while “rural” schools have more male students.

Figure 39: Comparison of Urban and Rural GPI for Enrolment (2019)



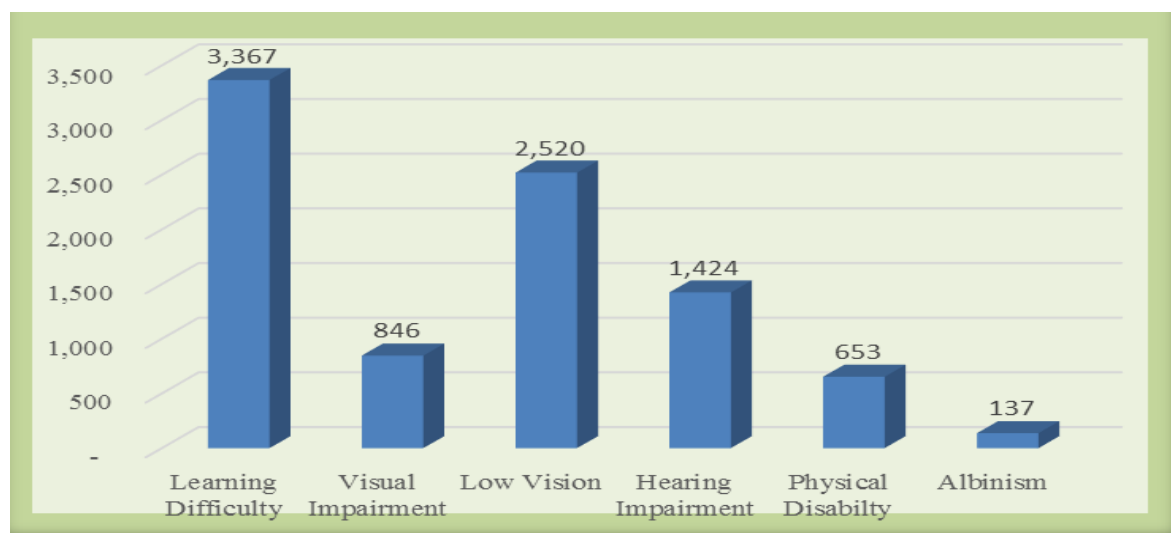
Source: EMIS 2019

The total enrolment for schools in the rural areas as represented by schools within district councils (proxy) and this was 304,327 in 2019 while enrolment for urban/city council schools was at 73,404. This gives a rural-urban parity for secondary enrolment of 4.15. There is a huge imbalance between urban and rural secondary school enrolment, and this is not surprising because about 80% of the population in Malawi lives in the rural area. As such, there are more secondary schools in rural areas than in the urban areas. The rural/urban parity is not a problem at all for Malawi. However, a more meaningful analysis would compare the proportion of rural/urban population of the secondary school age students with the proportion of the rural/urban parity for enrolment that has been calculated above.

### Inclusion of learners with diverse needs

Among diverse needs that potentially exclude learners from attaining education achievements, there are six categories available in EMIS which are: Learning difficulty, visual impairment, deaf/blind, hearing impairment, physical disability and albinism. The figure below shows the prevalence of learning difficulty among learners in primary education that would interfere with attainment of the desirable learning outcome.

Figure 40: Diverse needs of learners in secondary education



Source: EMIS 2019

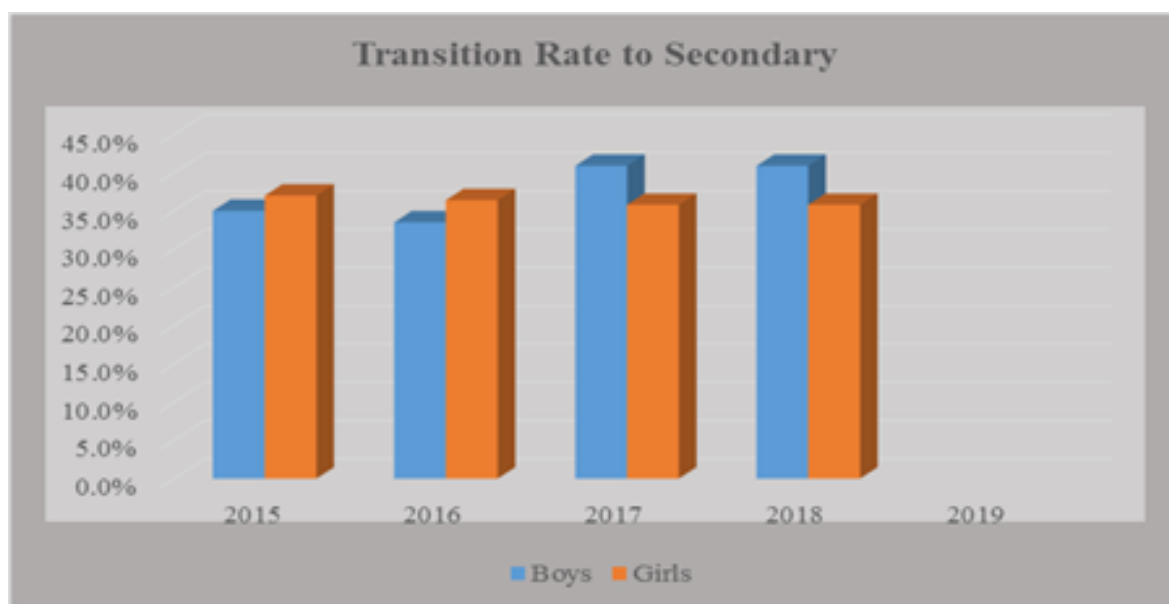
The fact that the number of students with learning difficulties is significant strengthens

the argument made earlier that all secondary schools need to have an SNE resource room.

### Transition Rate to Secondary Education

In an ideal situation, all learners who graduate from primary education should progress to secondary schools. However, this is often not the case in Malawi due to space limitations. In some countries, almost all students enrolled in primary education can expect to move onto secondary education even when NER at primary is relatively low. Examples are Djibouti and Saudi Arabia with primary school NERs of below 60%. At the other extreme, we have countries like Malawi which have managed to raise primary enrolment to almost 100%. but where the expansion of secondary education is still lagging behind with an NER at 15% between 2015 and 2018. Disparities between male and female students exists. For example, between 2015 and 2016 the rate for female students was higher than that of boys.

Figure 41: Trend in Transition Rate to Secondary by Gender

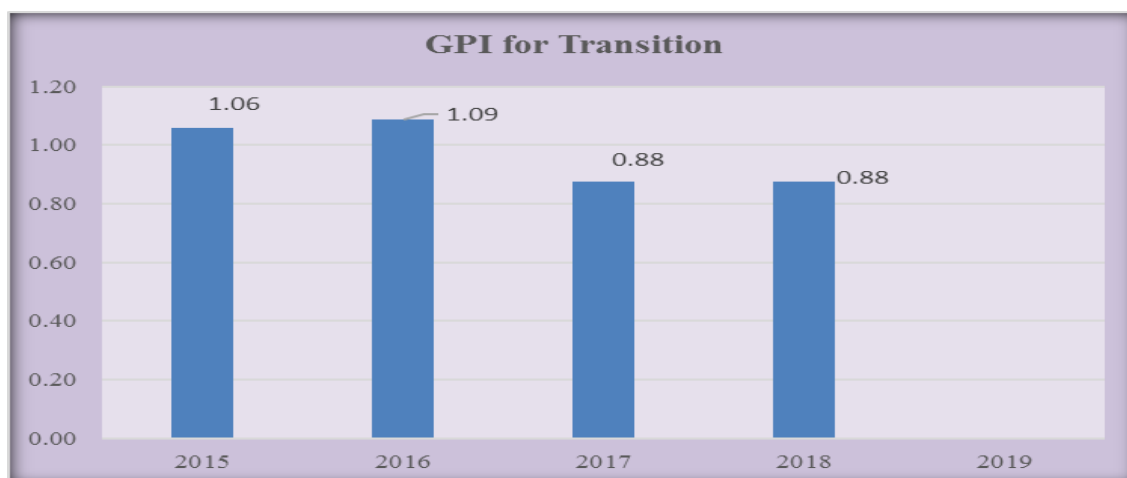


Source: EMIS 2019

The rates are below 50% for the whole period under review. There are different factors that limit the number of students who access secondary education in Malawi. For example, inadequate spaces and poor performance at Primary School Leaving Certificate

of Education (MSCE) examinations are some of the major factors. GPI for transition rates to secondary schools between 2015 and 2018 are shown in Figure below.

**Figure 42: Trend in GPI for Transition to Secondary Schools**



Source: Calculated from EMIS 2019

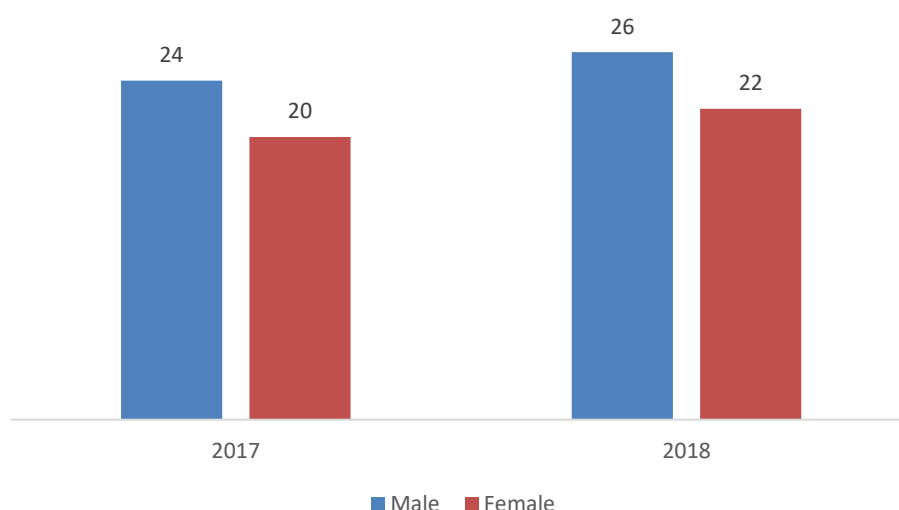
In 2015 and 2016, progression from primary to secondary schools favoured female students while in 2017 and 2018 it was in favour of male students. It maybe interesting to note that during this period, the National Girls Education Strategy had expired, implying that there was no specialized action plan for girls.

### **Completion Rates: SDG 4.1**

Secondary school completion rates slightly improved for both male and female students between 2017 and 2018 as shown in the figure below.



**Figure 43: Secondary Completion Rate by Gender**



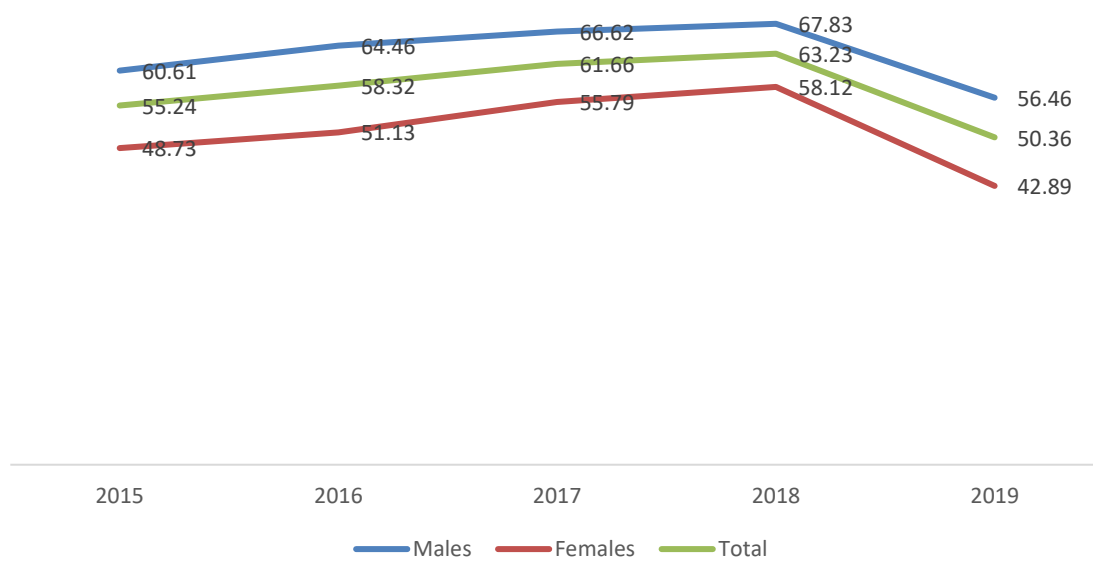
Source: EMIS 2019

For both years, the completion rates of male students are higher than those of female students, indicating that more female than male students are dropping out of secondary education.

### **MSCE Pass rates**

From the chart below, it can be seen that MSCE pass rates were steadily increasing by an average of 2.7 percent from 2016 up to 2018. However, the pass rates dropped drastically in 2019 by 12 percentage points. The cause of the sharp decline in the pass rates has not yet been established although some are speculative that students were examined on what they had learned over a 4-year period unlike before where MSCE examinations focused mainly on senior secondary syllabus.

Figure 44: MSCE pass rates



## 4.5. HIGHER EDUCATION

### 4.5.1. Access and Equity

#### *Higher Education Enrolment*

One of the key priorities in the NESP is to increase access to higher education. In view of this, the Ministry seeks to double enrolment in higher education institutions by 2020. As such, in 2018/19, student enrolment in public universities and colleges increased from 30,975 to 34,167 students (21,246 males and 13,245 females), reflecting a growth of 10.3 percent as depicted in the table below.

**Table 9: Undergraduate and Postgraduate Enrolments in Public Higher Education Institutions (HEIs)**

Year	Undergraduate				Postgraduate				Grand Totals	
	2017/18		2018/19		2017/18		2018/19		Total	Total
Institution	Male	Female	Male	Female	Male	Female	Male	Female	2017/18	2018/19
UNIMA	7,157	5,448	7,124	5,308	548	421	806	482	13,574	13, 720
MZUNI	2,493	1,445	4,120	2,706	-	-	220	95	3,938	7,141
LUANAR	7,396	3,409	6,718	3,149	125	73	128	74	11,003	10,069
MUST	893	305	1,196	461	102	21	102	21	1,321	1,780
DOMASI	409	354	484	368	-	-	-	-	763	852
NALIKULE	230	146	348	257	-	-	-	-	376	605
TOTAL	18,578	11,107	19,990	12,249	775	515	1,256	996	30,975	34,167

Source: HEIs

In addition to routine student intakes, enrolment in public universities and colleges has greatly increased due to a general growth in other modes of learning such as weekend classes and ODL platforms.

There has also been increased access to higher education through introduction of the following new programmes in various institutions under annex 2.

In addition, most of the public universities and colleges carried out different activities

to expand access to higher education through infrastructure development. It should be noted that to increase access to higher education further, the Government of Malawi through the Ministry of Education, Science and Technology is establishing Mombera University in Mzimba district in the Northern Region, which will offer undergraduate and postgraduate programmes in Animal Sciences and Veterinary Medicine. So far, construction of access roads has been completed and currently construction of main buildings has commenced.

In the 2018/19 fiscal year, National Council for Higher Education facilitated the 2018/19 harmonised selection to public universities. Out of 23,775 eligible candidates, 5,925 were selected to the four public universities (LUANAR 1,120, MUST- 528, MZUNI, 979, UNIMA, 3,298), indicating that only 25% got selected to public universities. It can be noted in the table above, the pattern of student enrolment at undergraduate and postgraduate level showed a higher enrolment of males than that of females.

The private universities and colleges in Malawi operate under the Association of Private Universities (APUMA). These include DMI St. John the Baptist, African Bible College, Catholic University of Malawi, Pentecostal Life University, Malawi Assemblies of God University, University of Livingstonia and Nkhoma University, among others.

**Table 10: Student Enrolment and Staff Profiles in private institutions**

Institution	Enrolment		
	Male	Female	Total
Pentecost Life University	1,189	1,427	2,616
Malawi Assemblies of God University	521	450	971
Daeyang University	331	258	589
Nkhoma University	385	315	700
ABC University	240	120	360
DMI St John the Baptist University	1,098	925	2,023

Institution	Enrolment		
	Male	Female	Total
Catholic University of Malawi	1,134	974	2,108
University of Livingstonia	1,124	817	1,941
Total	5,637	4,971	10,608

\*The summation is vertical only

The table above indicates that student enrolment in the private universities and it is observed in this table that the enrolment is still low. The low enrolment in private universities could mainly be attributed to high cost fees.

### *Student Loans, Scholarships and Grants*

Access to higher education was enhanced through student loans, scholarships and grants from organisations and individuals such as the Higher Education Students' Loans and Grants Board (HESLGB). In addition to increasing access, the Board has improved retention of needy students at risk of dropping out due to financial limitations. In the year under review, a total of 14,234 students from both public and private universities and colleges applied for loans and 13,035 (8,212 males and 4,823 females) were offered loans. The table below shows the number of loan beneficiaries per institution.

**Table 11: Loan Beneficiaries from HESLGB**

Name of College/University	Loan Beneficiaries by sex			Percentage (%) of the Students Recommended against Applied
	Male	Female	Total	
African Bible College	10	6	16	64
Chancellor college	1413	853	2,266	92
College of Medicine	386	239	625	97
Catholic University	84	55	140	90
Daeyang University	32	28	60	98

Name of College/University	Loan Beneficiaries by sex			Percentage (%) of the Students Recommended against Applied
	Male	Female	Total	
DMI - St. John of God the Baptist	55	41	96	91
Domasi College of Education	208	85	293	95
Kamuzu College of Nursing	179	579	759	95
Lilongwe University of Agriculture and Natural Resources	1713	752	2,466	91
Malawi Assemblies of God University	20	22	42	86
Malawi Adventist University	53	41	93	90
Malawi College of Accountancy	24	6	30	91
Malawi University of Science and Technology	907	237	1,146	98
Mzuzu University	1,160	885	2,158	90
Nalikule College of Education	124	52	176	66
Nkhoma University	74	48	122	87
Pentecostal Life University		10	10	34
Polytechnic	1,634	773	2,407	97
University of Livingstonia	136	111	247	87
<b>Grand Total</b>	<b>8,212</b>	<b>4,823</b>	<b>13,035</b>	<b>92</b>

Source: HESLGB 2018/2019 Loan Screening report

The Higher Education Students' Loans and Grants Board (HESLGB) increased access to the higher education in Malawi by extending the loans to students in the private universities and colleges as well. The table below shows the number of students that applied and got loans approved from private universities and colleges.

**Table 12: Number of students that applied and approved from private universities and colleges.**

Name of College/ University	Applied		Recommended	
	Number	Total Amount (MK'ooo)	Number	Total Amount (MK'ooo)
ABC	25	31,958	16	7,520
CUNIMA	155	159,265	140	56,300
DAEYANG	61	67,503	60	27,000
DMI	106	84,230	96	40,910
MAGU	49	51,254	42	17,430
MAU	103	110,533	93	37,200
MCA	33	33,829	30	12,000
NKHOMA	140	121,269	122	42,700
PLU	29	23,115	10	3,060
UNILIA	285	289,793	247	116,584
ALMA	2	505		
APG	1	1,850		
BIU	1	1,800		
EKWENDENI	3	2,572		
EXPLOITS	1	770		
HOLY FAMILY	2	2,320		
ICMB	1	292		
MIJ	1	700		
MIT	4	4,452		
MULANJE MISSION	3	3,410		
SHAREWORLD	1	940		
ST. JOSEPH	3	2,936		
ST LUKE	1	840		
UNICAF	1	1,845		
UBS	1	840		
ZTC	2	920		
<b>Grand Total</b>	<b>1,014</b>	<b>999,741</b>	<b>856</b>	<b>360,704</b>

Source: HESLGB 2018/2019 Loan Screening report

HESLGB bailed out 1,244 students who were at the verge of withdrawing due to lack of tuition fees using the funds that were recovered from the former beneficiaries and the investment income in the year under review. This was done in order to ensure that no student drops out of school due to lack of fees.

**Table 13: Number of Students Bailed out and Amounts per University/ College**

Name of College/ University	Number of Students	Amount Paid (MWK)
CHANCO	124	16,156,550
POLY	247	36,050,000
MZUNI	33	13,910,000
LUANAR	133	45,800,625
MUST	707	183,713,110
TOTALS	1,244	295,630,285

Source: HESLGB

HESLGB employed the following strategies in order to increase access to higher education through loans:

1. Introduced an online application system and Student Finance Management Information System (SFMIS) to widen access and speed up the loan application process;
2. Improved accessibility of loan application forms by decentralizing their availability through District Education Managers, cluster head teachers, faith leaders and National Libraries; and
3. Increased awareness of the existence of the Board and its operations through stakeholder meetings involving District Commissioners, District Education Managers, Secondary School Head Teachers, Traditional Authorities, Leaders of Faith Based Education Organizations and Leaders of other Civil Society Organizations working in the education sector, orientation of Secondary School students, orientation of University students, mounting of billboards, radio and newspaper adverts, production of brochures, newsletter, car stickers, annual reports, banners, flyers, calendars, golf shirts and other HESLGB branded materials

HESLGB has the following strategic outlook in order to continue contributing to the increase in access to higher education in Malawi:



- Introduction of HESLGB Meritorious Presidential Grants in 2019/2020 financial year to best performing students who are pursuing the following prioritised programmes: Information Communication and Technology (ICT), Energy Engineering, Medicine, Mining Engineering, Education Science (mathematics, chemistry, physics, biology), Nursing and mid-wifely, Tourism/Hospitality, Agriculture/Food Security and Value-Adding programs;
- HESLGB intends to lobby the National Assembly to review the HESLGB Act. This has been necessitated by the fact that the Act left out some students such as those that are pursuing diploma programs.

**Table 14: Loan Beneficiaries from HESLGB**

Name of Institution	Loan Beneficiaries by sex		Total Loan Beneficiaries
	Male	Female	
Chancellor College	974	536	1,510
College of Medicine	336	201	537
Catholic University of Malawi	44	46	90
St. Luke Daeyang University	14	14	28
DMI Saint John of God University	14	11	25
Domasi College of Education	148	26	174
Kamuzu College of Nursing	132	394	526
Lilongwe University of Science and Natural Resources	1,147	526	1,673
Malawi Assemblies of God University	16	24	40
Malawi Adventist University	23	18	41
Malawi University of Science & Technology	560	119	679
Mzuzu University	891	513	1,404
Nalikule College of Education	87	19	106

Name of Institution	Loan Beneficiaries by sex		Total Loan Beneficiaries
	Male	Female	
Nkhoma University	31	14	45
Malawi Polytechnic	1,253	1,091	2,344
University of Livingstonia	54	41	95
Totals	5,724	3,593	9,317

Source: HESLGB

In addition to the loans from HESLGB, there were several scholarships, grants and awards that public institutions secured in the year 2018/19 and these have led to an increase in the number of beneficiaries as detailed in the table below.

**Table 15: Scholarship and award Beneficiaries in HEIs**

Institution	Sponsors	Male	Female	Total
UNIMA Chancellor College	HEST, Ministry of Gender, Soko Fund, Nchima Trust, J'Africa, TEST, Alimahomed Hassan Trust, National Bank of Malawi, Hope for the Blind, Dossan Trust, FDH Bank, Standard Bank, NICO, Warm Heart Foundation, Edward Chiwaula, Thindwa Scholarship, Campfed and Individual Sponsors	67	63	130
UNIMA – The Polytechnic	HEST, Soko Fund, Nchima Trust, Total Malawi limited, National Bank of Malawi, Alimahomed Hassan Trust, TEST, Polytechnic Alumni Association, ESCOM, David Livingstone Memorial Awards, NICO, FDH Bank, SHOPRITE, Liwonde National Park,	330	88	418

Institution	Sponsors	Male	Female	Total
UNIMA – Kamuzu College of Nursing	ELMA, Clinton Health Access Initiative (CHAI), Global Aids Inter-faith Alliance (GAIA), Global Fund, Tertiary Education Scholarship Trust (TEST), Nchima Trust, Alimahomed Hassan Trust, Islamic Zakaat Fund, Soko Fund, Rab Processors, FDH Bank, David Livingstone Memorial Clinic Awards, NORHED and Individual Sponsors	82	217	299
UNIMA – College of Medicine	Ring Foundation, Med to Medic, Islamic Zakaat Fund, Alimahomed Hassan Trust, Rab Processors, Edith Ntila Foundation, Nchima Trust, National Aids Commission, Ministry of Health, Soko Fund, Combine Cargo, Dossani Trust, FDH Bank, TEST, Pharmanova Limited, Chemicals and Marketing Limited, FMB Bank, Prof. Broadhead, Mary Pomery, Dr. Chioza Bandawe, Individual Sponsors, ELMA foundation, NICO, Kwacha foundation, ACEPHEM, CDC-IMEM, Sight savers, NORHED. There is Hope Foundation.	194	126	320
Mzuzu University	National Bank of Malawi, Standard Bank Limited, Clinton Health Access Initiative, Soko Fund, NAC, NEPI, Edith Ntila, Luke International, HEST, World Learning/USAID, David Livingstone Memorial Fund, Alimahomed Hassan Trust, Med to Medic, Care Scholarship, TEST, Individual Sponsors, Old Mutual, MZUNI Alumni	17	27	44
Lilongwe University of Agriculture and Natural Resources	JTI, Norwegian Government, Standard Bank, National Bank of Malawi, NBS, TEST, J'Africa, Old Mutual, Watipa, Terrastone, Department of Human Ecology, Islamic Zakat Fund, AliMahamed Hassan Trust and Individual	63	105	168

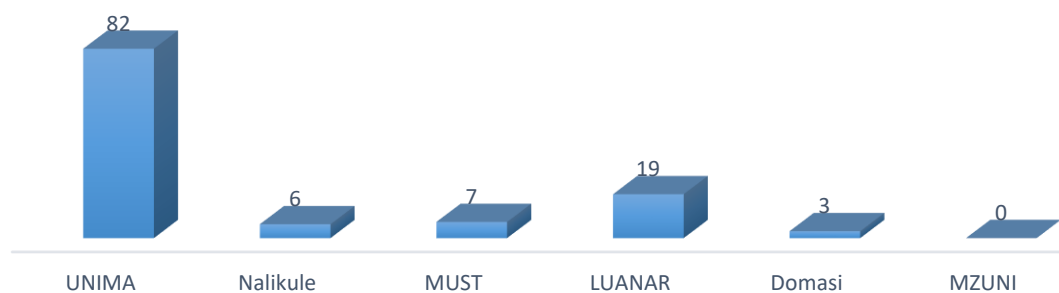
Institution	Sponsors	Male	Female	Total
	sponsors			
Malawi University of Science and Technology	Alimahomed Hassan Trust, TEST, FDH Bank, National Bank of Malawi, MUST Scholarship Fund, My Buck Banking Corporation, Standard Bank Limited, Roza Mbilizi, Madrihna, First Capital Bank, Islamic Zakaat Fund, Sheama	273	31	304
Domasi College of Education	Alimahomed Hassan Trust, Islamic Zakaat Fund, Rab Processors, First Presbyterian of Urbana (USA),	10	1	11
Nalikule College of Education	Individual sponsors, Islamic Zakaat Fund, Star Fish Fund, Sukambisi Trust Fund	3	4	7
Total		1,039	662	1,701

Source: HESLGB

### *Equity/Inclusive Education*

In the 2018/19 fiscal year, public and private institutions of higher education had a total of 117 students with special needs as depicted in figure below. Of all public and private universities, the University of Malawi had enrolled the highest number of students with special needs (82) the majority of whom (42) were enrolled at Chancellor College. A mention should be made that MZUNI did not provide statistics for this category.

Figure 45: Enrolment of Students with Special Needs



Source: HEIs

The table below summarises the enrolment of students with special needs by category of disability and gender of the students.

Table 16: Category of students with special needs

Institution	Category of Disability														Total # of Students with Disabilities
	Albinism		Total Blindness		Low Vision		Physical Impairment		Hearing Impairment		*Health Condition		Speech Impairment		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
**UNIMA	4	5	17	14	5	1	8	2	6	2	10	8	1	1	84
NALIKULE	0	0	0	0	1	0	2	0	2	0	1	1	0	0	7
MUST	1	0	0	0	2	0	1	0	2	1	0	0	2	1	10
LUANAR	0	0	0	0	5		3	1	1	0	11	0	0	0	21
DOMASI	2	1	2	0	1	0	0	0	0	0	2	0	0	0	8

Institution	Category of Disability														Total # of Students with Disabilities
	Albinism		Total Blindness		Low Vision		Physical Impairment		Hearing Impairment		*Health Condition		Speech Impairment		
MZUNI	0	0	3	0	0	0	0	0	0	0	0	0	0	0	3
Total	7	6	22	14	14	1	14	3	11	3	24	9	3	2	133

Source: HEIs

\*It should be noted that health condition was not well defined and therefore it just included all students with various health conditions that may have adverse impact on their learning.

\*\*The UNIMA data excludes College of Medicine.

Most institutions of higher education have mainstreamed special needs education into their programmes. Teacher Education Programmes at UNIMA, LUANAR, Domasi College of Education and Nalikule College of Education have a Special Needs Education course streamlined as one of the core education foundation courses for all pre-service teachers and master's programmes in education. The following are some of the notable strides made towards promoting inclusive education and support for students with special needs:

- Chancellor College, Domasi College of Education and Nalikule College of Education have got Special Needs Units and resource rooms for students with special needs. Chancellor College has improved the infrastructure for the Special Needs Unit while Domasi College of Education has commenced construction of a new unit to enhance the learning environment; and
- Deliberate admission policies for students with disabilities have been put in place at the University of Malawi, Domasi and Nalikule Colleges of Education while

MUST is in the process of developing one.

## **Quality and Relevance**

### *Relevance*

To remain relevant, public universities have in the year under review developed programmes and revised curriculum to be responsive to the industry needs and stakeholders' interest. Informed by results of tracer studies and employer satisfaction surveys, new programmes have been introduced and some existing programmes have reviewed. The universities have further linked with stakeholders to improve relevance of programmes by structuring students learning experience with laboratory sessions, field visits, practical assignments and industrial attachments. One of the unique programme improvements undertaken in all public universities has been the incorporation of entrepreneurship and ethics courses in existing programmes or fully developed entrepreneurship academic programmes both at undergraduate and postgraduate levels.

The National Council for Higher Education (NCHE) will conduct Graduate Tracer Study with public and private universities, whose outcomes include assessment of relevance of the programmes being offered in higher education in Malawi. In addition, NCHE through the NESCO - Chenzhen Project held a number of workshops for public and private universities on higher education on the following areas:

1. Curriculum development;
2. Quality Assurance Handbook development; and
3. NCHE mandate awareness MOEST Report.

### *Quality Assurance*

Quality assurance structures have been made fully functional at UNIMA, MZUNI, MUST, LUANAR, Domasi College of Education and Nalikule College of Education. These include quality committees, offices of directors of quality assurance, support personnel and supporting policy guidelines.

The Council and the Ministry of Education Science and Technology (MoEST) embarked on capacity building for staff of the two institutions to put them on the same footing on quality assurance and enhancement initiatives. The staff from NCHE and MoEST attended the Capacity Building Meeting for Quality Assurance in Higher Education in SADC” in April 2019 in Lusaka, Zambia.

As part of capacity building in quality assurance, UNESCO organised a 10-week training on External Quality Assurance for Higher Education in the SADC. Three officers from NCHE, one from public Universities and one from private Universities attended the training.

NCHE also sent its two quality assurance specialists for an attachment to Zimbabwe National Higher Education Council (ZIMCHE) from 3rd to 14th June 2019 as part of improving its services in quality assurance.

The following higher education institutions (HEIs) have been accredited by the Government of Malawi through the National Council for Higher Education and these are as follows:

**Table 17: Accredited public higher education institutions**

NAME OF INSTITUTION	LOCATION	VALIDITY PERIOD	
		FROM	TO
College of Medicine, University of Malawi	Blantyre, Lilongwe, Mangochi	24/10/2016	23/10/2023
Kamuzu College of Nursing, University of Malawi	Lilongwe, Blantyre	13/10/2017	12/10/2024
The Polytechnic, University of Malawi	Blantyre	9/3/2018	8/3/2025
Malawi University of Science and Technology (MUST)	Thyolo	24/10/2016	23/10/2023



NAME OF INSTITUTION	LOCATION	VALIDITY PERIOD	
		FROM	TO
Mzuzu University (MZUNI)	Mzuzu	13/10/2017	12/10/2024
Lilongwe University of Agriculture and Natural Resources (LUANAR)	Bunda, NRC, City Campus	22/12/2017	21/12/2024
Malawi College of Accountancy (MCA)	Blantyre, Lilongwe	22/12/2017	21/12/2024
Malawi Institute of Management (MIM)	Lilongwe	29/10/2018	28/10/2025

Source: NCHE

**Table 18: Accredited private higher education institutions**

NAME OF INSTITUTION	LOCATION	VALIDITY PERIOD	
		FROM	TO
Catholic University of Malawi (CUNIMA)	Montfort Campus	24/10/2016	23/10/2023
DMI St John the Baptist University	Mangochi, Lilongwe	24/10/2016	23/10/2023
Nkhoma University (NKHUNI)	Nkhoma, Lilongwe	24/10/2016	23/10/2023
Daeyang University (DU)	Lilongwe	16/03/2017	15/03/2024
University of Livingstonia (UNILIA)	Laws, Ekwendeni	16/03/2017	15/03/2024
Pentecostal Life University (PLU)	Sogecoa Golden Peacock, Lilongwe	3/7/2017	2/7/2024

NAME OF INSTITUTION	LOCATION	VALIDITY PERIOD	
		FROM	TO
Malawi Assemblies of God University (MAGU)	Lilongwe	3/7/2017	2/7/2024
Malawi Adventist University (MAU)	Lakeview, Malamulo	3/7/2017	2/7/2024
Management College of Southern Africa (MANCOSA)	ODEL Programmes	3/7/2017	2/7/2024
African Bible College (ABC)	Lilongwe	22/12/2017	23/12/2024
Exploits University (EU)	Lilongwe, Blantyre	28/06/2019	27/06/2026
University of Lilongwe (UNILIL)	Lilongwe	28/06/2019	27/06/2026
Millennium University (MU)	Blantyre	28/06/2019	27/06/2026

Source: NCHE

### *Human Capacity Building*

In a quest to improve quality of human capacity, the public universities continued conducting staff training and development activities such as short-term and long-term courses. In this regard, several academic staff underwent training at masters and PhD levels as shown table below.

**Table 19: Capacity Building in HEIs**

Institution	Staff in PhD Training	Staff in master's Training	Total
Chancellor College	35	11	46
College of Medicine	3	5	8
Kamuzu College of Nursing	15	1	16
The Polytechnic	13	11	24
Mzuzu University	46	5	51
LUANAR	35	12	47
MUST	19	27	46
Domasi College of Education	4	14	18
Nalikule College of Education	3	5	8
Grand Total	173	91	264

Source: HEIs

In the year under review, the statistics of academic staff members was as is shown in the table below. Efforts were made, subject to availability of funds and scholarships, to improve the percentage of PhD holders among academic members of staff. The breakdown given below reflects the efforts to improve number of academic staff members with the relevant qualification to enhance quality assurance.

**Table 20: Staff Profile in Public HEIs by Qualification**

Institution	Staff with PhD	Staff with master's degree
Chancellor College	131	114
College of Medicine	44	87
Kamuzu College of Nursing	30	47

Institution	Staff with PhD	Staff with master's degree
The Polytechnic	47	196
Mzuzu University	35	134
LUANAR	102	51
MUST	27	55
Domasi College of Education	7	31
Nalikule College of Education	2	30

Source: HEIs

The number of academic staff with Doctor of Philosophy and doctorate degrees in private universities is still low. Hence, there is an urgent need to increase the number of staff with Doctor of Philosophy or doctorate degrees in these institutions in order to attain high quality of higher education in Malawi.

**Table 21: Staffing profile in Private Universities**

Institution	Staff Profile		
	PhD	Masters	Total
Pentecost Life University			26
Malawi Assemblies of God University	3	1	4
Daeyang University	1	18	19
Nkhoma University	4	15	19
ABC University	7	10	17
DMI St John the Baptist University	6	57	63
Catholic University of Malawi	8	50	58
University of Livingstonia	6	36	42
Total	35	187	248*

## Infrastructure Development

To improve quality of services and provide the conducive teaching and learning environment, higher education institutions implemented various infrastructure development projects. These projects have enhanced the quality of education offered. The table below outlines major infrastructure development projects undertaken during the period under review.

**Table 22: Infrastructure Development**

Project	Institution	Current Status	Source of funding
Business Centre and Teaching Complex	LUANAR	30% works completed	LUANAR
Construction of Hostel Block	LUANAR	Completed and in use	Norwegian Government
Construction of a Multi-purpose Hall	LUANAR	85% works completed	Petroleum Importers Limited and FDH Bank
Construction of Teaching Complex A	LUANAR	65% works completed	Norwegian Government
Construction of Teaching Complex B	LUANAR	95% works completed	Malawi Government
Construction of ODL hub at Bunda Campus	LUANAR	Completed	World Bank/Skills Development Programme
Construction of ODL Centre in Area 47	LUANAR	50% works completed	World Bank
Construction of Biotechnology Laboratory	LUANAR	Completed and in use	IFAD
Construction of New library complex	MZUNI	Design works approved	Malawi Government
Construction of Choma campus	MZUNI	Design works approved,	Malawi Government

Project	Institution	Current Status	Source of funding
		Compensation to displaced people done	
Construction and rehabilitation of campus access roads, streetlights and car parks	MZUNI	Completed	World bank
Construction of ODeL satellite centres in Karonga, Lilongwe, Balaka and Mulanje	MZUNI	Completed awaiting furnishing	World Bank
Construction of female hostels	MZUNI	Completed	CHAI
Construction of Tourism & Hospitality management Laboratory	MZUNI	80% works completed	World Bank
Rehabilitation works of 2 Lecture theatres, 2 Library floors, Classrooms and laboratories	UNIMA Chancellor College	– Completed	Malawi Government/PSIP
Rehabilitation of Water Reservoir	UNIMA Chancellor College	– Completed	AfDB HEST Project
Rehabilitation of Special Needs section	UNIMA Chancellor College	– Completed	World Bank/SDP
Construction of ICT/ Business Centre Complex and Chemistry laboratories	UNIMA Chancellor College	– Completed	AfDB HEST Project

Project	Institution	Current Status	Source of funding
Construction of 4 Lecture Theatres (with the capacity of 350 each) and a Biology laboratory building	UNIMA Chancellor College	– Completed	World Bank/SDP
Construction of Deanery Office Complex	UNIMA Chancellor College	– Completed	UNIMA Chancellor College –
Construction of Office Complex for Centre for Social Research	UNIMA Chancellor College	– Completed	UNIMA Chancellor College –
Construction of Department of Political and Administrative Studies Office Complex	UNIMA Chancellor College	– 70% work completed	UNIMA Chancellor College –
Construction of Department of Economics Office Complex and Resource Centre	UNIMA Chancellor College	– Phase 1 completed, phase 2 in progress	Malawi Government/PSIP
Construction of reading terraces	UNIMA Chancellor College	– constructed awaiting fixing of canopy and chairs	Malawi Government-PSIP
Rehabilitation of hostels	UNIMA Chancellor College	– Completed	Malawi Government-PSIP
Rehabilitation of sports facilities and access roads	UNIMA Chancellor College	– Completed	Malawi Government-PSIP
Rehabilitation and	UNIMA	– 80% works	UNIMA –

Project	Institution	Current Status	Source of funding
conversion of an old residential house to state-of-the-art guest house	Chancellor College	completed	Chancellor College
Rehabilitation of Chirunga Early Childhood Development Centre	UNIMA – Chancellor College	Rehabilitation works completed, new construction at design stage	UNIMA – Chancellor College
Construction of ICT Centre, Business Centre, ODL Centre, Offices, Auditorium and Research Rooms	UNIMA – The Polytechnic	All completed and handed over to Poly. Yet to procure ICT equipment for ODL once funded	AfDB HEST Project
Construction of Engineering Laboratories and workshops, Computer Suit and Offices	UNIMA – The Polytechnic	All completed and handed over to Poly.	AfDB HEST Project
Construction of Computer Numerical Control Laboratory	UNIMA – The Polytechnic	All completed and handed over to Poly	Ministry of Education/European Union Project
Construction of Mining Laboratory, Advanced Physics/Chemistry Laboratory, 2 Lecture Theatres and Workshops	UNIMA – The Polytechnic	All completed and handed over done in August 2019	World Bank/SDP
Rehabilitation of 10 laboratories and	UNIMA – The Polytechnic	Completed	World Bank/SDP



Project	Institution	Current Status	Source of funding
workshops			
Acquisition of land for construction of Mzuzu campus	UNIMA – The Polytechnic	Existing structures rehabilitated and in use	UNIMA – The Polytechnic
Procurement of furniture for staff and students as follows:			
Library chairs and desks			UNIMA – The Polytechnic
Student class chairs and desks	UNIMA – The Polytechnic	All furniture procured	Malawi Government (PSIP)
Hostel chairs			
Laboratory stools			
Lecture theatre chairs			
Office chairs and desks			
Construction of students' hostels through Public Private Partnership (PPP)	UNIMA – The Polytechnic	Design works ready	MMDI-MPUSAP
Construction of Computer Suit, rehabilitation of Lecture Rooms, Offices, Boardrooms, Recreation Rooms	UNIMA – The Polytechnic	Rehabilitation works completed	Malawi Government (PSIP)
Construction of Engineering Workshops	MUST	Works completed	Malawi Government (PSIP)
Construction of Sewage ponds	MUST	Completed	Malawi Government (PSIP)
Construction of access road to the University	MUST	Completed	Malawi Government (Road Fund Administration)

Project	Institution	Current Status	Source of funding
Construction of students' accommodation	MUST	Completed	Malawi Government (PSIP)
Construction of six Laboratories, 2 Lecture Theatres, 6 Female Hostels, Office Block, Library, Special Needs Education Unit	DOMASI	Design works completed, contract signed in Japan and Japanese the contractor is on the ground to commence construction works	Japanese International Cooperation Agency (JICA)
Construction of College Clinic	DOMASI	Design works completed and contractor identified	Domasi College of Education
Construction of campus access road	NALIKULE	Completed	Malawi Government/PSIP
Installation of Solar Electricity Facilities	NALIKULE	In progress	Malawi Government/PSIP
Construction of Sports Facilities	NALIKULE	In progress	Malawi Government/PSIP

Source: HEIs

### *Establishment of Centres of Excellence*

Some of the priority areas in the National Education Policy deal with enhancing quality and improving equitable access to higher education. To achieve these, establishment of centres of excellence is one of the strategies that higher education institutions are encouraged to implement.

**Table 23: Centres of Excellence**

Institution	Name of Centre of Excellence	What the Centre Does
College of Medicine	Africa Centre of Excellence in Public Health and Herbal Medicine (ACEPHEM)	enhancing postgraduate training and research in public health and herbal medicine
	Centre of Excellence in Water and Sanitation (WATSAN)	Improving the effectiveness of sanitation, hygiene and water supply interventions
Mzuzu University	Testing and Training Centre for Renewable Energy and Technologies (TCRET)	Offering training in renewable energy technologies
LUANAR	Africa Centre of Excellence (ACE) in Aquaculture and Fisheries Science (ACE-AquaFish)	Addressing specific development challenges facing the region by offering graduate training in master's and PhD degrees
	Centre for Environmental Affairs	Looks at environmental issues such as environment impact assessment work
Catholic University of Malawi	Centre for social Theological Studies	Looks at social issues affecting people in the country
	Management Resource Centre	Offers management information to people

Source: HEIs

## **Governance and Management**

Several activities have been conducted under governance and management as outlined below.

### *Outsourcing of Services*

In the previous year of report, the public universities and the Colleges of Education outsourced the following services: Catering, Landscaping, Security, Medical Scheme, Insurance Brokage and Cleaning. In that year, the legal services were out sourced in the public universities while the Colleges used Government legal services. In the year under report, the institutions have continued using the outsourced services in order to concrete on the core business of the organisation.

### *Staff Establishment Control System*

The Universities embarked on the development and implementation of governance systems to improve quality and efficiency. One of such systems developed in the year 2018/19 is the Staff Establishment Control System. However, the constituent colleges of the University of Malawi have been developing the establishment control systems for the new universities in preparation for their delinking from the University of Malawi. Mzuzu University has embarked on developing the system while LUANAR is exploring the possibility of developing staff establishment control system.

### *Performance Management System*

Institutions of higher education are required to put in place systems that can ensure that the education offered is of high quality. One such system is the performance management system, which is now functional in some of the public universities such as LUANAR, MUST, Nalikule College of Education and Domasi College of Education which localised guidelines from the Government to implement the PMS at the colleges in the year under review.

Some of the constituent colleges of the University of Malawi have developed their Performance Management System ready for piloting. Specifically, the system is ready at the Polytechnic. Mzuzu University has worked with the Department of Human Resource Management and Development (DHRMD) to develop their PMS.

Table 24: Status quo on the performance management system in different institutions.

Institution	Status
College of Medicine	A system is in place and will be linked to promotion
Malawi College of Accountancy	A system is place and it feeds into staff promotions
The Polytechnic	A system has been developed but it is yet to be piloted
Mzuzu University	There is no system place, but plans are there to develop one
Kamuzu College of Nursing	A system is in place and it feeds into staff promotion
Domasi College of Education	The College uses government performance agreement and appraisal system
LUANAR	A system is in place, but it is not linked to promotions
Nalikule College of Education	The College is in the process of developing a system
Daeyang University	A system is in place which feeds into staff promotions and renewal or non-renewal of contract
DMI St John the Baptist University	A system known is in place and is linked to job retention and promotion
Malawi Assemblies of God University	A system is in place and it feeds into promotions
Catholic University of Malawi	A system is in place with notches for good performance attached
Malawi Adventist University	A system is in place through which staff is evaluated
University of Livingstonia	A system is in place and it is linked to promotions

Institution	Status
Pentecostal Life University	A system is in place and it feeds into staff promotion

### *Gender Policy*

Attainment of gender balance remained one of the governance and management issues which institutions of higher education had been addressing over the period. All the public universities implemented the Gender Policies which were in existence.

### *Resource Mobilisation*

The public institutions conducted several resource mobilisation activities. During the period under review Lilongwe University of Agriculture and Natural Resources, the University of Malawi, Malawi university of Science and Technology and Mzuzu University generated significant resources contributing 52%, 33.5%, 26% and 25%, respectively, to their total income.

**Table 25: Self-generated funds and tuition fees in HEIs**

University/College	Average Self-Generated Funds as percentage (%) of Total Funds	Tuition Fees as percentage (%) of Total Funds
*University of Malawi	33.5	20.5
Mzuzu University	25	22
LUANAR	52	18
MUST	26	11
Domasi College of Education	3	19
Nalikule College of Education	3.3	14.6

\*The data is average for Chancellor College and Polytechnic only

### *Recurrent Subsidy Per Student*

The table below shows the recurrent subsidy per student tuition fees. LUANAR, MUST and UNIMA have among the highest levels of subsidies per student of MK4.1 million, 4.0 million and 3.7 million, respectively, while Domasi college of Education and MZUNI have the lowest levels of subsidies per student amounting to MK1.2 million and MK1.9 million, respectively.

**Table 26: Recurrent Subsidy per Student**

University/College	Recurrent subsidy per student (MWK)
University of Malawi	3,681,544.00
Mzuzu University	1,850,000.00
LUANAR	4,133,539.43
MUST	3,984,943.00
Domasi College of Education	1,249,588.03
Nalikule College of Education	2,150,000.00
Average	2,841,602.41

### *Higher Education Management Information System (HEMIS)*

The National Council for Higher Education has through the Skills Development Project finalised development of the web-based Higher Education Management Information System (HEMIS). As part of preparations to operationalise the system and institute ownership, NCHE conducted three key trainings for management of higher education institutions (public and private), users (administrators and data clerks) and NCHE team to offer technical backstopping to higher education institutions. The institutions have begun inputting data in readiness for the launch of HEMIS.

### *Delinking of University of Malawi Constituent Colleges*

University of Malawi (UNIMA) has been operating on federal system of management in which the University Office in Zomba provides overall leadership of the constituent

colleges. In 1996, UNIMA Council engaged the Malawi Institute of Management (MIM) to undertake a Reform Study for the University to determine how best to ensure efficiency. One of the recommendations made was to decentralize powers from the centre to the periphery.

When the Government introduced reforms in 2014, UNIMA chose delinking of the University as one of its reform agenda. Consequently, the President of the Republic of Malawi, His Excellency Professor Arthur Peter Mutharika, in his capacity as Chancellor of the University of Malawi, appointed a Taskforce in November 2017 to lead the delinking process and establish new universities. After thorough consultations with stakeholders, three fully fledged universities have been established as follows:

- Chancellor College to become University of Malawi;
- Polytechnic to become Malawi University of Business and Applied Sciences (MUBAS); and
- College of Medicine and Kamuzu College of Nursing to become Kamuzu University of Health Sciences (KUHE).

Bills for the establishment of the three Universities were passed in Parliament in March 2019 and His Excellency the State President, Professor Arthur Peter Mutharika assented to them in April 2019. What remains is to put in place governance structures for the operationalisation of the three universities. These include recruitment of Acting Vice Chancellors and appointment of University Councils.

### *Streamlining the Regulatory Framework*

#### Higher Education Qualifications Framework (HEQF)

NCHE has developed the Higher Education Qualifications Framework (HEQF) which has been aligned to the SADC Qualifications Framework. The HEQF will at a later stage be incorporated into the National Qualifications Framework (NQF) once this is finalised.



### Higher Education Overarching Bill (HEOB)

The Ministry of Education, Science and Technology (MoEST), Ministry of Justice and Constitution Affairs (MoJ&CA) and NCHE have finalised consultative meetings on formulation of a Higher Education Overarching Bill (HEOB), Higher Education Levy (HEL) and NCHE Regulations. The draft documents were presented to the HEOB Taskforce comprising the Vice Chancellors and the University Registrars who endorsed them. The draft documents are being finalised for submission to MoEST for onward transmission to MoJ&CA for drafting.

## 4.6. TEACHER EDUCATION

The Department of Teacher Education and Development (DTED) has in the past year conducted several activities in pursuit of improving teacher education in Malawi. Some of the activities are the following: Extending the in-service training on Mathematics and Science under the SMASSE program to other subject areas; development, dissemination and rolling out of CPD Framework to key stakeholders across Malawi; improving quality of science and mathematics instruction in community day secondary schools; increasing access to secondary education in selected remote areas; improving quality management and quality of pre-service teacher education, and increasing equitable number of qualified primary, secondary and special needs teachers, among others.

In the sections below, there is a discussion on the implementation of the said activities in detail. The discussion also highlights challenges and recommendations in the area under review.

### **4.6.1. The extension of the in-service training on Mathematics and Science under the SMASSE programme to other subject areas.**

243 SMASSE trainers of trainers from all six education divisions underwent five days training at Nalikule College of Education in the first quarter of 2018/19 financial year. The training was aimed at enhancing community of practice of teachers through Lesson Study. Through this process, it is hoped that Continuing Professional Development (CPD) of teachers will be strengthened at grass root level. Other means of solidifying the Lesson Study practice such as round table discussions were presented by professors from Fukui University, Japan through Japan International Cooperation Agency (JICA).

2,671 teachers joined the INSET for mathematics and science in designated 19 INSET centres across all six education divisions where the curriculum followed was the one used at National INSET Centre, Nalikule College of Education.

Classroom lesson observations were conducted in two education divisions, South East Education Division (SEED) and Central West Education Divisions (CWED) in the fourth quarter of 2018/19 FY. The exercise was aimed at monitoring progress being made by

the mathematics and science teachers on the quality of lessons taught, and checking school action plans on how they are getting themselves established to practice Lesson Study at school level.

#### **4.6.2. Continuous Professional Development Framework**

The dissemination of CPD Framework was successfully done to mathematics and science teachers countrywide through both National and Divisional INSETs in October and December 2018. After the CPD Framework approval and piloting had started in the three designated districts of Mangochi, Salima and Dedza, it was finally launched at an International Conference by Ministry of Education, Science and Technology (MoEST) through Directorate of Teacher Education and Development with support from UNESCO and UNICEF. Through UNESCO funded Norwegian Teacher Initiative (NTI) Project, DTED has undertaken a survey seeking views from various stakeholders on what it could take to develop a standalone national teacher policy in Malawi.

Five training modules were developed in the fourth quarter of 2018/19 and these will be implemented in all districts starting with the three UNICEF pilot districts of Mangochi, Salima and Dedza with technical support from Teacher Training Colleges (TTCs) and financial support from UNICEF to the pilot districts.

#### **4.6.3. Reforms Under Teacher Training for Secondary School Curriculum and Assessment**

In order to check the quality of instruction in science and mathematics, the tools for classroom lesson observations were drafted in the fourth quarter of the FY 2018/19 and are pending refining. Instructional materials that were developed by SMASSE were revised to align them with the revised secondary school curriculum and assessment. The orientation materials for the sciences and mathematics that were developed by Malawi Institute of Education (MIE) are under review. All these are geared to achieve quality instruction of the underlined subjects.

The preparation of the training of school managers and instructional leadership is in progress. Two training institutions have been identified and these are Staff

Development Institute (SDI) and Malawi Institute of Management (MIM). The selection of the two was based on their experience and execution plan. However, SDI was tasked to lead the teams from the two institutions in the execution of the training.

The following were the challenges incurred:

- Delayed implementation of scheduled activities was a challenge; and
- Unavailability of resources that are required for some designated activities during preparatory sessions affect the entire process.

The Sub-Sector developed three modules and subsequent induction of 48 district CPD trainers and 3,000 secondary school teachers in all subjects across the six education divisions.

#### **4.6.4. Review of the IPTE curriculum**

In the 2017/18 FY, prior to the FY under review, all TTC lecturers were oriented on the revised IPTE curriculum on the first four modules that had been fully reviewed. The orientation meant that TTCs were now ready to use the revised curriculum to train IPTE 13 student teachers that started their studies in January 2018. The process of developing and refining the remaining two modules continued in the 2018/19.

The completion of the remaining modules was followed by the orientation of all TTC lecturers from both public and private colleges. This was done in the first half of 2018/19. MIE in collaboration with DTED, DIAS and BASIC led the review process and the coordination and facilitation of the orientation workshops that were conducted in the TTCs. GIZ and UNICEF have been critical in providing technical and financial support. By the time the year 2018/19 was winding up, all the TTCs had been fully equipped to effectively and efficiently use the curriculum to train the current cohort of IPTE 15.

In addition, DTED completed the Assessment Framework Guidelines that all TTCs will be using in the administration of both formative and summative assessments. The approval and launch of the guidelines are yet to take place in the year 2019/20. Noteworthy, there were enormous differences from one TTC to the other in the absence

of the guidelines in the manner that TTCs managed all matters that pertained to assessments at all levels.

However, there is need to regularly monitor the implementation of the revised IPTE curriculum and check how effectively the revised curriculum is being implemented and supported by all relevant stakeholders.

#### **4.6.5. Introduction of Diploma Program for Primary Teacher Education**

With regards to the introduction of a diploma program for Primary Teacher Education DTED engaged consultants that investigated the diploma options for primary teacher education under the banner “*Options for a diploma qualification in the primary education sub-sector in Malawi*”. The consultancy was in response to a policy paper that was drafted in October 2017 by DTED on “Improvement of Primary Teacher Qualification through the introduction of a diploma course in Teacher Training Colleges”. The policy paper strongly advocates for the upgrading of the current primary teacher education certificate program to a diploma qualification as this would motivate teachers and raise the quality of the education system in Malawi.

During the stakeholder consultations, the following four diploma programmes emerged as possible options for the introduction in the primary education sub-sector:

- Full-time generic pre-service diploma programme;
- Add-on pre-service diploma programme for IPTE graduates;
- Upgrading in-service diploma programme for serving teachers; and
- Upgrading in-service diploma programme for serving school managers in school leadership & education management.

However, the options were validated and approved by MoEST’s management in April 2018, and that there is high political will to implement the diploma program, nothing was done in the year 2018/19. DTED, as a lead Directorate, is yet to strategize on the way forward, especially through the engagement of relevant stakeholders who can technically and financially support the processes more especially considering the observations that the consultancy highlighted.

#### **4.6.6. Introduction of Board of Governors in all Teacher Training Institutions**

This strategy was to introduce board of governors (BOG) in all teacher-training institutions to assist in the governance and management of the TTCs through the engagement of selected key stakeholders. The guidelines to govern the process of instituting these BOGs were gazetted in the year 2018/19; but these are not yet ready for use by the TTCs.

#### **4.6.7. Improve Quality Management and Quality of Pre-Service Teacher Education.**

##### *Review of the IPTE Assessment Guidelines*

The IPTE Assessment Guidelines have been launched and will be in operation in the 2019/20 school year. The IPTE Assessment Guidelines include 40% of continuous assessment grade for year 1 terms 1 and 2, year 2 terms 2 and 3 while year 1 term 3 and year 2 term 1, assessment will include assessment of School Experience Journal (SEJ) tasks which will be done by the mentor teacher and the head teacher and the assessment of teaching practice which will be moderated by MANEB.

The student teachers will be assessed by MANEB during their year 2 term 3 period on their year 2 terms 2 and 3 modules with a weighting of 40% of the total course work. To ensure that the continuous assessment (CA) activities between and among TTCs are comparable, the assessment committees of all TTCs will need to hold some meetings where CA activities will have to be standardised with support from MANEB, MIE, DIAS and DTED.

The administration and management of CA is in the hands of the lecturers, but these will need to be monitored by the MoEST and MANEB officials as well as the TTC management and the examination committee at regular times.

#### **4.6.8. Increase Equitable Number of Qualified Primaries, Secondary and Special Needs Teachers**

Over the period of the National Education Sector Plan (NESP), the main purpose of

primary teacher training has been to increase output to reduce the pupil qualified teacher ratio. In the period under review, there are eight (8) public and eight (8) private Teacher Training Colleges (TTCs) that are providing Initial Primary Teacher Education (IPTE) or Pre-service training. The total bed space for the eight public primary teacher education institutions is 4,490. For the eight private TTCs, the total bed space is 1,874. The tables below provide information about the public and private TTCs on their total capacity to recruit trainee teachers.

**Table 27: Public and Private TTCS bed capacity by Sex**

Teacher Training College	College Bed Capacity	Males	Females
<b>Public</b>			
Karonga	540	150	390
Kasungu	690	390	300
Lilongwe	720	360	360
St. Josephs	600	-	600
Machinga	560	280	280
Phalombe	280	140	140
Chiradzulu	560	280	280
Blantyre	540	270	270
Sub- Total	4490	1870	2620
<b>Private</b>			
ALMA	250	125	125
DAPP- Amalika	160	80	80
DAPP - Chilangoma	192	96	96
DAPP – Dowa	256	128	128
DAPP - Mzimba	256	128	128
Emmanuel	190	95	95
Loudon	320	160	160
Maryam Girls	250	-	250
Sub- Total	1874	812	1062

Teacher Training College	College Bed Capacity	Males	Females
Grand Total	6364	2682	3682

Source: DTED

In the 2017/18 Education Sector Performance Report (ESPR), it was recorded that between the first and third quarter of that Financial Year, construction of three (3) additional TTCs in Rumphi, Mchinji and Chikwawa had begun.

It is pleasing to note that there has been good progress at Rumphi and Mchinji TTCs where the progress was at about 45% and 40% completion rates, respectively. For Chikwawa TTC, it was still behind relative to the other sites. This could be because construction commenced five weeks behind the schedule as highlighted in the 2017/18 ESPR. Now, Chikwawa TTC is at 37% completion rate.

It is anticipated that construction of the three additional TTCs with a capacity of 600 each, an additional 1,800 trainee teachers will be recruited in the 2020/21 academic year. This will increase the annual recruitment from 6,364 to 8,164.



## SUMMARY OF PERFORMANCE OF KEY PRIMARY SCHOOL INDICATORS FOR 2016/17, 2017/18, 2018/19 ACADEMIC YEARS

The following table presents a summary of performance on Key Primary School Indicators for the 2018/19 academic year. Data from academic years 2017/18 and 2016/17 is also presented to demonstrate the progress that has been made across the three academic years.

This data has been sourced from the Annual School Census reports and databases from the three academic years. For some compound indicators like the GIR, NIR, GER and NER, supplementary data has been sourced from the 2018 Malawi Population and Housing Census main report.

**Table 28: Summary of Performance of Key Primary School Indicators**

Indicator	2016/17	2017/18	2018/19
Access indicators			
Total Primary Enrolment	5,073,721	5,187,634	5,298,324
Boys	2,513,876	2,565,344	2,623,019
Girls	2,559,845	2,622,290	2,675,305
Total Primary Public-School Enrolment	4,964,474	5,063,917	5,168,169
Boys	2,460,112	2,504,357	2,558,743
Girls	2,504,362	2,559,560	2,609,426
Total Primary Private School Enrolment	109,247	123,717	130,155
Boys	53,764	60,987	64,276
Girls	55,483	62,730	65,879
New Entrants into Primary (standard 1)	802,445	717,277	693,312
Boys	409,754	362,225	346,074
Girls	392,691	355,052	347,238
Total Number of Primary schools	6,065	6194	6359

Indicator	2016/17	2017/18	2018/19
Public	5,552	5611	5710
Private	513	583	649
Gross Intake Ratio Primary	147	123	117
Boys	144	122	114
Girls	145	124	119
Net Intake Rate Primary	92	84	83
Boys	89	82	84
Girls	95	86	82
Gross enrolment rate Primary	136	127	128
Boys	135	125	126
Girls	136	128	130
Net enrolment rate Primary	88	90	91
Boys	87	87	87
Girls	89	92	89
Quality indicators			
Pupil Teacher Ratio- Primary	71.3	66.8	63.1
Pupil Qualified Teacher Ratio- Primary	76.9	70	67.8
Pupil permanent classroom ratio- Primary	121.4	120.9	119.5
Efficiency indicators			
Drop-out proportion primary	4.1	3.2	6
Boys	4	3.1	6
Girls	4.2	3.2	6.4
Repetition rate- Primary	23.9	24.5	22.7
Boys	24.5	25.1	23.2
Girls	23.3	23.9	22.2
Equity indicators			
Gender Parity Index (GPI) for primary enrolment	1.01	1	1.02

Indicator	2016/17	2017/18	2018/19
Percentage of SNE students (Primary)	2.9	3.35	3

Source: EMIS 2019

## ANNEX

### DONOR SUPPORT BETWEEN 2014 TO 2023

Donor	Programme name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
AfDB	Jobs for Youth Project	UA 8,770,071	\$12,278,099	2017-2020	National	GoM					X			Youth Internship, Community Technical Colleges, Youth Incubation	The Jobs for Youth Project seeks to economically empower young women and men for improved employability in decent work and sustainable entrepreneurship in Malawi. The project strengthens the employment and labour market information system in Malawi with regards in particular to the job creation, skills and

Donor	Programme name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
															employability of young people. This includes strengthening the entrepreneurial ecosystem and boosting the growth and development of youth led micro, small and medium enterprises. Overall, the project is expected to create an estimated 17,000 jobs for the youth in Malawi and 6,000 youth owned business.
DFID	Strengthening Malawi's Education	£37,500,000	\$50,000,000	2018-2022	National	GoM (MoEST, MIE and MoLGR		X				X		Early learning (numeracy); Gender;	This programme “systems-approach” to improving education in Malawi by (i) revising the lower primary maths curriculum and supporting teachers to

Donor	Programme name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
	n System					D); Camfed; USAID/ LGAP (DAI); World Bank; TBC								Decentralisation; Data	teach mathematics well so all children in lower primary school learn the basics; (ii) system strengthening so the public sector can deliver education efficiently through local and central government; and (iii) providing targeted support to marginalised girls to help them complete primary and transition to secondary
DFID	Education Support in	£16,590,000	\$21,000,000	2015-2019	National	GoM; USAID/ RTI; IMC Worldwi		X				X		Early learning (literacy); primary	This programme includes £11 million funding towards the National Reading Programme, to support teaching of early grade literacy (Chichewa and

Donor	Programme name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
	Malawi					de;								school infrastructure	English) for students in lower primary school (S1-4) in partnership with the GoM and USAID (TA through RTI). £5.59m over two years on primary school infrastructure (across 28 school sites) to improve teaching and learning conditions for teachers and students in hard to reach rural Malawi.
DFID	TEAM GIRL Malawi	£7,803,407	\$10,063,779	2019-2023	Lilongwe urban, Dedza, Mchinji	Link Community Development;		X						CBE; Gender; Basic Skills	The project will work with up to 5,000 10-19 year old, highly-marginalised and out-of-school girls across three districts in Malawi. The project will delivering literacy and numeracy, and basic life

Don or	Program me name	Budget	Equivale nt USD	Time period (years)	Districts	Key impleme nting partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
						GoM; Charlie Goldsmi th Associat es; Theatre for Change									skills through specifically adapted curriculum in 40 Complementary Basic Education Centres Girls Clubs; Developing and delivering a sexual reproductive health and rights curricula to improve girls' knowledge and understanding of these issues; Working with communities and schools/learning centres to promote girls' education and strengthen school governance to ensure gender equitable education in Malawi; Offering additional financial literacy, vocational and micro-business training



Donor	Programme name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
															to the girls who will also be supported to join village savings to access loans
EU	Improving Secondary Education in Malawi (ISEM)	EUR 36,000,000	\$ 39,000,000	2016-2020	National	GoM/Particip, OXFAM, Edukans Foundations, FIRD			X			X		Infrastructure, Gender, Decentralization	ISEM aims to improve equitable access to quality secondary education in Malawi. Interventions cut across the 3 thematic pillars of; access, quality and governance/management. The programme has expanded 21 CDSSs, providing all essential school infrastructure. It is supporting girls and

Donor	Programme name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
															vulnerable students with bursaries to access secondary education. Teaching and learning materials have also been provided in the 21 CDSSs. ISEM is supporting the decentralisation of secondary education in 6 pilot districts through development of the roadmap, performance management system and also Continuous Professional Development for teachers.

Donor	Program name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
EU	Skills and Technical Education Program (STEP)	EUR 32,600,000	\$ 35,900,000	2016-2020	National	GoM/UNESCO, NGOs, private sector					X			Infrastructure, equipment, Gender; Decentralisation; Teachers' training, Formal and Informal TEVET	The objective of the program is to empower Malawi's Vocational Education and Training sector and its capacity to satisfy the economy's need for skilled professionals. 1. Promote equitable and gender-based access to TEVET: construction/rehabilitation and provision of equipment for 40 workshops in 28 different public TEVET training institutions (such as welding, fabrication, renewable energy, carpentry, electrical installation, bricklaying, plumbing, painting,

Don or	Program me name	Budget	Equivale nt USD	Time period (years)	Districts	Key impleme nting partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
															<p>decoration and tailoring)</p> <p>2. Improving the quality and the relevance of the TEVET offer as to respond to the labour market demand (inclusion of the private sector in the policy dialogue)</p> <p>3. Strengthen the governance and management of TEVET regulatory bodies and training institutions.</p>

Donor	Programme name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
EU/Germany (GIZ)	Nutrition and Access to Primary Education (NAPE)	EUR 28,290,000 (9 mill from GER and 19mill from EU)	\$30,000,000	2016-2021	10 Districts	Implemented through GIZ; MOEST	X	X						Home Grown School Feeding (HGSF), WASH, Health (MDA)	The programme supports the MOEST in implementing Home Grown School Meals approach and supports the schools and communities in providing nutritious school meals in 180 selected schools. The programme focusses on three areas: (1) Increasing the availability of high-quality foodstuffs for preparing school meals; (2) Improving the nutritional knowledge and the hygiene practices of primary school pupils and community

Donor	Program name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
															members; and (3) Developing the capacity of stakeholders.
Germany (GIZ)	Basic Education Program	EUR 7,000,000	\$7,654,500	2018-2021	National	MOEST; Teacher Training Colleges;		X				X		Initial Primary Teacher Education; inclusive education	The current programme phase has the objective to improve the quality of teacher training . To achieve this the program concentrates on the following four output areas : (1) Support to National Standards for Teacher Education (NSTE) -ensuring that internal and external evaluation

Donor	Program name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
															<p>systems have been established.</p> <p>(2) Support to the implementation of the Initial Primary Teacher Training Curriculum and Assessment according to the new teacher education philosophy.</p> <p>(3) Strengthening capacities of Teaching Practice Schools (TPS)</p> <p>(4) Improving information and communication technology as a tool for teaching and learning .</p>

Donor	Programme name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
German y (Kf W)	Improving Primary School Education	EUR 25,000,000	\$26,881,720	2016-2021	Blantyre, Dedza, Ntcheu, Dowa, Lilongwe, Mchinji, Salima	MoEST and GOPA		X				X		Infrastructure	(1) Rehabilitation measures of water supply, sewage system and sanitary facilities at 3 selected TTCs. (2) Construction of new classrooms, construction of hostels for student teachers, construction of new latrines and water supply systems, construction of new houses for teachers, construction of new administration buildings, emergency rehabilitation of existing facilities and procurement of furniture in 60 Teaching Practice Primary Schools (TPSs).



Donor	Program name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
German y (Kf W)	Unlocking Talent: E-Learning for Primary Education	EUR 13,000,000	\$13,978,494	2019-2023	Karonga, Mzuzu, Machinga, Dedza, Ntcheu, Blantyre Rural, Blantyre Urban, Lilongwe Urban, Lilongwe Rural West, Kasungu,	MoEST and VSO		X				X		ICT and Infrastructure	The program will improve literacy and numeracy skills of early grade primary school learners through the provision of digital education technology (i.e. tablets with software powered by solar energy) in learning centres that will be constructed in 178 public primary schools across 15 education districts in Malawi. Tablet computers will also be procured for all public TTCs.

Donor	Program name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
					Phalombe, Zomba rural, Salima, Mangochi, and Chiradzulu										
German (KfW)	Primary School Education Program	EUR 12,500,000	\$13,440,860	2018-2022	National	MoEST, Fiduciary Agent (PwC), and							X	Infrastructure	Financing of education infrastructure and other measures and services agreed under the Education Services Joint Fund (ESJF). Including support for cyclone Idai reconstruction measures in

Donor	Programme name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
	me - German contribution to the ESJF through KfW					Technical Implementation Consultant									affected public primary schools.
GIZ	Basic Education Program me	€ 6,000,000	\$ 6,690,000	2018-2021	National	External consultants/companies to be determined		x				x	N	National Standards for Teacher Education (NSTE), implementation	This programme is focused on improving the quality of teacher education, specifically pre-service training, through (i) developing the capacity of TTCs to implement self-evaluation according to NSTE, (ii)

Donor	Program name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
						ned								ion of Initial Primary Teacher Education (IPTE) curriculum at TTCs, quality of teaching at teaching practice schools (TPSs), ICT	supporting implementation of the revised IPTE curriculum at TTCs, including training lecturers in reflective methodology and assessment procedures, (iii) providing training in mentorship, inclusive education, and methodology to selected TPS teachers, and (iv) helping TTCs to access the ICT-based resources required by IPTE's self-directed learning approach. BEP works at multiple levels of the education system, including with DTED, DIAS, MIE, and MANEB at the national level,

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							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
														for use in IPTE implementation.	as well as with all eight public TTCs and selected TPSs.
Global Partnerships for Education	Malawi Education Sector Improvement Project (MESIP);		\$ 44,900,000	2016-2020	8 districts - Mzimba South, Kasungu, Lilongwe rural west, Machinga,	GoM/MoEST		X						School grants (base and performance based funding); classroom construction	The project development objective is to improve quality, equity and efficiency of primary education in selected districts and schools. The project adopted a pilot model focusing on 8 disadvantaged districts; complemented by a longitudinal

Donor	Program name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
Education	managed by the World Bank				Mangochi, Chikwawa, Dedza and Thyolo.									; school based management and accountability; real-time school data system development ; and systems strengthening to support learning	study (Malawi Longitudinal Schools Survey) conducted by the World Bank with support from the Royal Netherlands Embassy and DFID.

Donor	Programme name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
JICA	Expansion and Upgrading of Domasi College of Education	JP¥1,947,000,000	\$19,000,000	2019 - 2021	National							X			The grant will facilitate construction of new/additional facilities and upgrading some of the existing ones to turn the college into a four-year degree offering institution. Some of the facilities to be constructed include lecture rooms, laboratories, library, administration block and female hostels, plus installation of furniture and equipment.
RNE	Joint UN program for Girls Education	17950000 NOK	\$19,000,000	2017-2019	Salima, Mangochi, Dedza	Joint UN, unicef, WFP,		x	x			x		Home grown school meals, Sexual reproductive	The project aims to improve access, quality and relevance of education for girls and boys in malawi with an implementation focus on the three

Don or	Program me name	Budget	Equivale nt USD	Time period (years)	Districts	Key impleme nting partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
	n					UNFPA								Health component, improving learning outcomes	districts of Salima, Mangochi and Dedza. A holistic approach, main elements are: Home grown school meals, child protection, digital learning, SRHR, comprehensive sexuality education, child friendly health services. The project is be consolidated and implemented through the One UN model.



Donor	Program name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
RNE	MESIP Extended through the Education Sector Joint Fund	160 000 000 nok	\$ 17,000,000	2017-2021	some elements are national, other in districts. Component 1: Rumphi, Mulanje, Nkhonkhotakota, Dowa, Component 2: Mzimba South, Kasungu,	GoM		x				x	X	Follows the GPE MESIP program	The project will assist the Government of Malawi in the implementation of the National Education Sector Plan 2008 - 2018 and the five year Education Sector Implementation Plan 2015-2018. In line with the approved GPE project MESIP, the Grant will be earmarked to address the goals of expanding equitable access to education; improved quality and relevance of education, and; improved governance and management of education through the project that has been established as MESIP Extended

Donor	Programme name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
					Lilongwe Rural West, Dedza, Machinga, Mangochi, Chikwawa, Thyolo										2017 - 2021.
RNE	Follow up ESJF and National Educatio	40 000 000 NOK	\$ 4,000,000	2016-2020	National	Unicef		X	X		X	X			The purpose of the project is to support the implementation of the education sector plan; Malawi Education Sector Improvement Plan II, with a focus on school improvement plans,

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							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
	n Sector Plan														decentralised learning material procurement, continued teacher training and strenghtening of education statistics. And also to follow up the functioning of the Education Sector Joint Fund and the collaboration and capazity building with the government.

Donor	Programme name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
RNE	Unlocking talent through technology in Malawi phase II	2900000 NOK	\$ 3,000,000	2018-2020	Karonga, Machinga, Dedza, Ntcheu, Blantyre Rural, Blantyre Urban, Lilongwe Urban, Lilongwe Rural West, Kasungu, Phalombe,	GoM, VSO		x				x		Digital learning, focus on learning outcomes	The overall goal of Unlocking Talent phase II is to ensure attainment of literacy and numeracy through: 1) consolidate results reached in the 70 schools of phase I of the project, 2) scaling up the intervention into an additional number of school reaching 310 primary schools of Malawi (50 schools for the Norwegian support and the rest by German support through KFW), and 3) further institutionalize the UT by careful integration into the MoEST system.

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							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
					Zomba, Salima, Mangochi and Chiradzulu districts.										
RNE	Comprehensive sexuality Education (to be	3000000 NOK	\$ 3,000,000	2019-2021	National	UNESCO		x				x		Comprehensive sexuality Education	Adolescent and young people in Malawi are empowered, educated, healthy and resilient and have the capacity to reach their full potential through receiving good quality comprehensive sexuality

Donor	Program name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
	signed 10 oct)														education (CSE). The project aims at primary education and will focus on competence building for teachers, capacity building for government at all levels, curriculum and policy development and advocacy for CSE in Malawi.
RNE	World Food Program: School feeding program	2019-2021	\$ 3,000,000	30 000 000 nok in 2018 , maybe new	Southern- and Central regions	GoM, WFP		x						after request from the Malawi government when funds from other	This support will provide a hot breakfast for over 700 000 children at 606 schools and 93 learning centres in 13 of the most vulnerable districts in the Southern- and Central regions of Malawi during the period from March

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							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
				contribution will be made in 2019										donors were unavailable	2019 to October 2019.
RNE	NORHE D	Norad funding , around 18 000 000 each	\$ 1,800,000	running, new call for proposal expected in 2020	National, six projects in Malawi in collaboration with higher education institutions	Universities in Malawi with Norwegian partners				x				Research, institutional collaboration	Global project with 6 programs in Malawi, 3 in health, 1 in education (Teacher education in mathematics, gender focus), 1 in good governance, 1 in agriculture

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							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
RNE	Inclusive Education	Part of a Norad country agreement		2019-2024	Mzimba, Lilongwe City, and Mangochi	Save the Children		x				x		Inclusive education, focus on children living with disabilities	Deprived children learn and develop from a safe and inclusive education system in targeted education zones in Mzimba, Lilongwe City, and Mangochi. Part of a NORAD country agreement. Government systems is strengthened to support Inclusive Education; Teachers support for inclusive education is improved; School-level systems strengthened; learning is generated and data management enhanced.



Donor	Program name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
RNE	Building skills for jobs	Norad funding			Two projects in malawi	TEVETA , Norwegian Association for the Disabled, NOREC, Nkhotakota youth					x			Inclusive education within vocational education in one of the projects, the other purely vocational	Building skills for jobs is a global vocational education fund. Two projects have received funding in Malawi. The projects have a norwegian partner from the private sector and one from the NGO side.

Donor	Program name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
						organization									
UNICEF	Education and Adolescents Programme	US 100.5 mill	\$ 100,500,000	2019-2023	National and 10 districts TBC	MOEST, Ministry of Gender, Ministry of Youth and Sports,	X	X	X		X	X	X	Key Outputs/The mes: Early learning, Primary, Secondary, Alternative Education,	School-age girls and boys (aged 6 up to 18), especially early adolescents (aged 10-14) [in targeted districts], acquire essential learning outcomes & practice skills for life, are safe from exploitation, harmful practices and violence, and benefit from integrated social services. The Program has the following key

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							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
						NGOs								Multi-sectoral services and Participation	priorities/focus: teaching, Learning assessment, Quality School Environment, Adolescent Development and Education data.
USA ID	Malawi Early Grade Reading Improvement Activity (MERIT)	US \$65 million	\$ 65,000,000	2015-2020	National	MoEST, Research Triangle International, DFID		X				X		primary reading - Standards 1-4	Implemented by Research Triangle Institute, MERIT reaches all public primary schools in Malawi to improve reading performance of students in Standards 1-4. MERIT interventions, which include improved classroom support and instructional materials, will improve reading instruction and acquisition in the classroom; increase

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							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
															parental and community engagement in supporting student reading; create safer learning environments for reading; institute pathways for sustainability; and advance USAID/Malawi's priority of integration across programs.

Donor	Program name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
USA ID	Yesani Ophunzi ra (YESA) Assess the Learner	US \$15.3 million	\$ 15,300,000	2018-2022	National	MoEST, Abt Associates		X				X		primary reading, continuous assessment, and remediation for Standards 1-4	YESA, implemented by Abt Associates, will strengthen Malawi's education system to measure student reading progress at national, school, and community levels and use data to inform policy planning, instruction, and remediation activities. YESA will build capacity within existing government and school structures to sustain USAID's national reading program investments. Activities include the institutionalization of regular and systematic national reading

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							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
															assessments; the use of continuous formative and summative assessments by teachers aligned to the reading curriculum; the use of continuous assessment results to support nationwide remediation; and the support by school management committees for increased student reading practice at school, in the community, and at home. In coordination with other related USAID activities, implementation of YESA will result in a more data driven,

Don or	Program me name	Budget	Equivale nt USD	Time period (years)	Districts	Key impleme nting partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
															accountable, and participatory public education system that is better able to improve student reading skills through effective and efficient use of resources.

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							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
USA ID	Strengthening Higher Education Access in Malawi Activity (SHEAMA)	US \$10.7 million	\$ 10,700,000	2018-2020	4-5 universities across Malawi	Arizona State University				X				Higher Education, Open and Distance Learning	The higher education intervention between Arizona State University (ASU) and the University of Malawi (UNIMA), Mzuzu University (MZUNI), Lilongwe University of Agriculture and Natural Resources (LUANAR), and the Malawi University of Science and Technology (MUST) will increase the opportunities for young women and men to attend university or pursue open and distance learning certificate, diploma, and degree programs and focus on high-demand employment



Don or	Program me name	Budget	Equivale nt USD	Time period (years)	Districts	Key impleme nting partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
															subjects and training programs for increased economic impact. Support for shorter term post-secondary training programs will focus on high growth sectors and take into account the needs of Malawian employers or opportunities for self-employment. This will inform ways to support internships and other on-the-job training partnerships, particularly with private companies and local business leaders. The project will also enhance the capacities of Malawian institutions

Donor	Program name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
															of higher learning (universities and colleges) to admit more students, through strategies such as online and distance learning, and to design courses and programs that more directly address the labor market needs in Malawi.
USA ID	Apatseni Mqayi Atsikana Aphunzire	US \$10.5 million	\$ 10,500,000	2016-2020	Phalombe, Chikwawa, Machinga, Balaka, Mzimba North	Save the Children			X			X		Upper Primary and Secondary	AMAA is implemented by Save the Children and supports primary and secondary school girls (and boys) in Phalombe and Chikwawa districts with improved STEM instruction through

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							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
	(AMAA) Give Girls a Chance to learn														teacher training and life skills development through after school activities including soccer. AMAA also works with communities, especially fathers, to reduce structural and cultural barriers that prevent girls from staying and succeeding in school. The project constructed 5 community day secondary schools (CDSSs) in Machinga and 6 CDSSs in Balaka to increase secondary school spaces for girls (and boys) in under-served rural communities. AMAA has constructed 1

Donor	Program name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
															girls' dormitory in Mzimba North, in addition to providing girls' scholarships in all five districts.
USA ID	Secondary Education Expansion for Development	US \$8.7 million	\$ 8,700,000	2019-2022	National, but focus on rural areas to increase access	Tetra Tech			X					Infrastructure and access to secondary school	This award provides engineering oversight services for SEED Phase 1, which is the addition of prefabricated classrooms in urban schools. In addition, it provides site -research, community outreach, architecture and engineering design, procurement, and engineering oversight services for SEED

Donor	Program name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
	(SEED) Architecture and Engineering														Phase 2, which is the construction of new ‘greenfield’ Community Day Secondary schools (CDSS) in rural areas where historically secondary school access has been limited.
USA ID	Secondary Education Expansion for Development	US \$5.2 million	\$5,200,000	2019 - +6 months from Notice to Proceed	4 Urban centers - Lilongwe, Blantyre, Zomba, Mzuzu	FEPS GmbH			X					Infrastructure and access to secondary school	Phase 1 is the design-build construction of pre-fabricated (pre-fab) classroom-blocks and latrines, at 30 Malawi urban CDSSs in Blantyre, Lilongwe, Mzuzu and Zomba. These blocks will expand existing CDSSs and also reduce overcrowding. Construction will be at operational CDSSs on land that has

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							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
	(SEED) Phase 1														previously been approved. This award is implemented by FEPS GmbH.
USA ID	Textbook /Supplementary Reading Printing and Distributing	US \$4.5 million	\$ 4,500,000	2016-2020	National	Kris Offset		X						primary reading - Standards 1-4	To date USAID has procured and distributed, through local Malawian firms, nearly 12 million copies of Standards 1-4 Chichewa and English textbooks for every public primary school student in Malawi and almost 12 million supplementary readers. This award is responsible for the printing, binding, and distribution of developed materials. Through USAID's assistance, a 1:1 ratio of learner books to learners

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							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
															was reached in 2017. Through this award, USAID was able to reprint and distribute between 30-80% of learner books due to normal wear and tear (with amounts varying by Standard and language).
USA ID	Reading for All Malawi (REFAM)	US \$3 million	\$3,000,000	2019-2021	National	Juarez and Associates		X				X		work with the 146 Learning Resource Centers and support to primary	The objectives of the disability and inclusive education program under the NRP are to strengthen the MOEST's capacity to provide reading instruction to children with disabilities in the early grades of primary school, complementing the NRP and MERIT's

Donor	Program name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
														schools to help students with disabilities learn how to read	existing inclusive education support. REFAM will measure the learning progress of children with disabilities and improve the overall reading instruction for Malawian children with disabilities through teacher training, the provision of relevant teaching and learning materials, and coaching/mentoring support of inclusive education teachers working in over 146 primary schools with special needs resource centers. Once the resource center teachers are trained,



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							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
															they will then further extend the reach of the program to teachers at an additional 500 primary schools, thereby achieving their mandate to serve as hubs within the 34 education districts to improve learning for children with disabilities. This award is implemented by Juarez and Associates.

Donor	Program name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
World Bank	Investing in Early Years for Productivity Project (IEYP)		\$ 60,000,000	2019-2023	13 districts - Rumphi, Mchinji, Ntcheu, Mangochi, Machinga, Neno, Chikwawa, Zomba, Likoma, Mwanza, Dowa, Thyolo, Chiradzulu.	GoM/MoGLSW	X							The early childhood education themes covered by the project include early stimulation, early learning through support to 25 Community	The project development objective is to improve coverage and utilisation of early childhood development services with focus on nutrition, stimulation and early learning from conception to 59 months in selected districts of Malawi. The project is multisectoral involving the ministries of agriculture; health and population; local government and rural development ; under the overall coordination of the MGCDWS. It has substantial support going to early childhood education (ECE) with special

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							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
														Based Child Care Centres (CBCCs); Interactive Audio Instruction (IAI); instructor training; CBCC upgrade to model status; and national	focus on the already identified thematic areas. The project has a trustfund supporting the MGCDSW improve the measurement of child developmental outcomes and quality of learning environments.

Don or	Program me name	Budget	Equivale nt USD	Time period (years)	Districts	Key impleme nting partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
														capacity development including diploma and masters programs in ECE technical areas.	

Donor	Program name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
World Bank	Skills Development Project (SDP)		\$ 50,000,000	2014-2019	1 national agency and 4 universities and TEVETA	National Council for Higher Education; University of Malawi Chancellor College and				X	X	X		Science, Technology, Engineering and Mathematical (STEM) and Hospitality higher education undergraduate programs; staff	The project development objective (PDO) is to Increase access, market relevance and results orientation of skills development programs in priority sectors in Malawi. Thematic focus areas include: development of new degree and diploma in STEM fields and hospitality programs in consultation with the private sector; staff development programs (Masters and PHDs) for quality programs; tracer studies for improved relevance; open distance learning (ODL) for improved

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						Polytech nic; Mzuzu Universi ty; Lilongwe Universi ty of Agricult ure and Natural Resource s								development ; campus expansion; tracer studies; reforming the loan scheme; HEMIS; and institutional strengthenin g.	access to higher education in key priority programs; improved beneficiary identification and tracking for the higher education students loan scheme; institutional strengthening and results orientedness

Don or	Program me name	Budget	Equivale nt USD	Time period (years)	Districts	Key impleme nting partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
						(LUANA R); and TEVETA .									

Donor	Program name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
World Bank	Regional Africa Centers of Excellence		\$ 12,000,000	2016-22	2 universities	LUANA R and University of Malawi College of Medicine				X				Fish value chains; adolescent reproductive health; herbal medicines extraction and processing.	The project development objective (PDO) is to promote regional specialization & strengthening the best universities in science, technology, engineering and mathematics. 2 ACE centres for Malawi.. These are: (a) Aquaculture and Fisheries Science (AquaFish) hosted by the Lilongwe University of Agriculture and Natural Resources (LUANAR); and (b) Public Health and Herbal Medicine (ACEPHM) hosted by the University of Malawi College of Medicine. The 2



Don or	Program me name	Budget	Equivale nt USD	Time period (years)	Districts	Key impleme nting partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
															ACEs are part of 24 ACEs in the Eastern and Southern Africa region of the World Bank that are involved in this regional initiative.

Donor	Program name	Budget	Equivalent USD	Time period (years)	Districts	Key implementing partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
World Bank	Education Quality with Equity and Learning at Secondary (EQUALS) Project		\$90,000,000	2019-2025	National & 13 districts for high intensity interventions. The 13 districts are: Kasungu, Salima, Michinji, Lilongwe Rural East, Chitipa, Karonga, Phalombe,	GoM/MoEST			X			X		equitable access and quality of secondary education; secondary math and science instruction; in-service teacher training; school	The project development objective (PDO) is to improve quality of science and mathematics instruction in community day secondary schools and increase access to secondary education in selected remote areas. The project components have both a national and district focus. 13 districts were selected for the high-intensity operations including teacher support program, scholarships, expansion of CDSSs, adolescent health and school related gender based violence.

Don or	Program me name	Budget	Equivale nt USD	Time period (years)	Districts	Key impleme nting partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TEVET/Sk	Teacher	Pooled		
					Mulanje, Zomba rural, Balaka, Chikwawa, Mwanza, Neno.									leadership and management ; EMIS and real time data and information management ; inspection systems strengthenin g; teaching- learning	

Don or	Program me name	Budget	Equivale nt USD	Time period (years)	Districts	Key impleme nting partners	Sub-sector focus (mark a X for all relevant sub sectors)							Other programme themes	Programme description (short paragraph)
							ECD	Primary	Secondary	Higher Ed	TFVET/Sk	Teacher	Pooled		
														technologies including ICT for access and quality .	

## NEW PROGRAMS IN HIGHER EDUCATION

- Diploma in Occupational Health and Safety (UNIMA – The Polytechnic);
- Bachelor of Science in Actuarial Science (UNIMA – Chancellor College);
- Bachelor of Science in Electronics (UNIMA – Chancellor College);
- Bachelor of Science in Physics (UNIMA – Chancellor College);
- Bachelor of Science in Statistics (UNIMA – Chancellor College);
- Bachelor of Science in Mathematics (UNIMA – Chancellor College);
- Bachelor of Arts in Psychology (UNIMA – Chancellor College);
- Bachelor of Arts in Social and Economic History (UNIMA – Chancellor College);
- Bachelor of Arts in Sociology (UNIMA – Chancellor College);
- Bachelor of Arts in Development Economics (UNIMA – Chancellor College);
- Bachelor of Science in Immunology (MUST);
- Bachelor of Science in Medical Imaging (MUST);
- Bachelor of Arts in African Musicology (MUST); and
- Bachelor of Arts in Communication Studies (MZUNI).

