



Malawi Government

MINISTRY OF EDUCATION  
SCIENCE AND TECHNOLOGY



**NATIONAL STRATEGY ON  
INCLUSIVE EDUCATION  
2017-2021**





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SCIENCE AND TECHNOLOGY**

# **NATIONAL STRATEGY ON INCLUSIVE EDUCATION**

**2017-2021**



# ***“TOWARDS AN INCLUSIVE EDUCATION SYSTEM IN MALAWI”***

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## Foreword

I am delighted to endorse this National Inclusive Education Strategy (NIES) which has been developed to promote government policy on Inclusive Education. The Strategy is linked to the Sustainable Development Goal number four (4) that commits all governments to implement an inclusive, equitable and quality education and lifelong learning for all.

The development of the strategy is therefore supporting a major reform towards Inclusive Education which enables all children and young people to learn together in the same environment without discrimination rather than in segregated schools and colleges. Inclusive Education is both a human rights and developmental approach supporting the view that all children and young people belong together irrespective of their individual differences based on race, gender, disability, social status, religious beliefs or otherwise. This is in line with the 1994 UNESCO's Salamanca Statement that emphasizes that all children and young people have a right to attend schools in their local neighbourhoods. The same is stipulated in the 2007 UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2013 Malawi Education Act, 2012 Disability Act and the 2013 Gender Equality Act among others. Furthermore the strategy is designed to respond to the goals and objectives of the National Education Sector Plan (NESP,) 2008 – 2017), which adheres to the Malawi Growth and Development Strategy II (MGDS II).

I recognize that teachers, parents and communities question the relevance of inclusive education to children and young people with severe disabilities and learning difficulties. Through this strategy, the government stands to preserve special schools and resource centres and use them as a resource to promote inclusive education. However this will be done with strong collaboration with mainstream schools in a bid to uphold social inclusion. At the same time, this strategy mainstreams special needs education interventions into the general education programmes and activities to promote Inclusive Education. This entails redefining the roles of Special Needs Education department, District Education Offices, Education Division Offices, Specialist Teachers, regular teachers, special schools, resource centres, mainstream schools and colleges so that they align to inclusive education principles and demands.

My Ministry is also aware of the challenges that come with inclusive education concerning teaching methods, teaching, learning and assessment resources, assistive devices, communication, physical environment, negative attitude, safety of learners, distance to schools and cost implications. This can be addressed by Continuous Professional Development, provision of inclusive pre-service teacher training, improving the learning environment with the right designs and adaptations, use of



locally available materials and establishment of partnerships with various education stakeholders. In addition, community engagement and advocacy can play a critical role.

In effect, it is expected that this National Inclusive Education Strategy will increase learner enrolment and reduce drop out rates of marginalized children and young people such as those with disabilities, girls in difficult circumstances, those from poor households, street children among others. The Strategy will also help to increase numbers and capacity of specialist teachers and regular teachers to effectively respond to learner diversity, improve schools and colleges to be inclusive by using model schools and colleges in selected places, reduce stigma and discrimination and promote an inclusive data management system. Furthermore, it will strengthen identification and assessment of deprived learners, management of their cases and referral to appropriate service providers.

The Government ascertains its commitment to spearheading the implementation of the focused actions to ensure that the NIES takes centre stage in the education sector. I, therefore, call upon all education departments in my Ministry, non state actors and all stakeholders to use the NIES as a guiding framework for implementation of inclusive education in Malawi.

God Bless Mother Malawi.



Hon. Dr. Emmanuel Fabiano, M.P.

**MINISTER OF EDUCATION, SCIENCE AND TECHNOLOGY**

## Preface

The National Inclusive Education Strategy translates the inclusive education policy statement of the National Education policy (2016) into a plan of action to achieve increased access to equitable and relevant quality education for all learners in Malawi. The National Education Policy recognizes the importance of promoting inclusive education in the education sector.

The introduction of Free Primary Education (FPE) Policy in 1994 that led to the tripling of primary enrollment has consequently brought about many of the challenges the sector is currently experiencing to achieve inclusive education. These include: unstimulating classroom environment, large class sizes, inadequate qualified teachers, shortage of teaching, learning and assessment resources, increased absenteeism and dropout rate. In addition, many more children face exclusion within the education system, learning in segregated institutions, discriminated against in their school environment, or taught by teachers who are unable or, in some cases, unwilling to meet their different learning needs. In these cases education systems prevent deprived children from accessing their human rights to education.

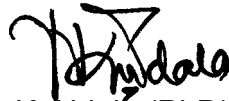
Despite significant progress made in mitigating these challenges, the country still faces a decline in internal efficiency of the education system and children's learning outcomes. This has also negatively affected deprived children including girls, children with disabilities, children from ultra-poor households, street children and those with other learning difficulties, both in rural and urban areas.

While some policies and strategic planning tools governing provision of inclusive education have been developed by Government over the years, these tend to be severely under-resourced or poorly managed, causing a disconnect between existing policies and the actual practice.

Stakeholders in the education sector in Malawi have tried to intervene on inclusive education. However, there has been no framework to guide the implementation of inclusive practices. Overtime, it has been realized that inclusive education is important for both learners with and without special educational needs. In an effort to create a desired child friendly learning environment, MoEST has developed a five-year National Inclusive Education Strategy; which presents the policy direction that MoEST and other key education stakeholders will follow in the next five years..

The National Inclusive Education Strategy has covered the following areas; introduction, strategy priority areas, strategies for the implementation of inclusive education in Malawi, roles of stakeholders in inclusive education, implementation plan for the NIES, Monitoring and Evaluation Framework and Monitoring and Evaluation Framework and Budget.

The development of this strategy was very consultative within and beyond the education sector to promote ownership and endorsement of the final product. Therefore, it is envisaged that the National IE Strategy is a reflection of a consensus struck among all the stakeholders. It is the hope of the Ministry to share with others the inclusive principles and many practical ideas that have been identified to aid educators and communities on the best global practices, and tips in the preparation and implementation of inclusive programs and activities in education.



K. Ndalá (PhD)

**SECRETARY FOR EDUCATION, SCIENCE AND TECHNOLOGY**

## Abbreviations and Acronyms

CBCC	:	Community Based Child Care Centres
CBE	:	Complementary Basic Education
CIEM	:	Consortium on Inclusive Education in Malawi
CPD	:	Continuous Professional Development
CSO	:	Civil Society Organisations
DEM	:	District Education Manager
DEP	:	Directorate of Education Planning
DHRMD	:	Department of Human Resource Management and Development
DIAS	:	Directorate of Inspection and Advisory Services
DP	:	Development Partners
DPO	:	Disabled Peoples Organisations
DSNE	:	Directorate of Special Needs Education
DTED	:	Department of Teacher Education and Development
ECD	:	Early Childhood Development
EMIS	:	Education Management Information System
ESIP	:	Education Sector Implementation Plan
FBO	:	Faith Based Organisations
JFA	:	Joint Financing Agreement
MANEB	:	Malawi National Examinations Board
MGDS	:	Malawi Growth and Development Strategy
MIE	:	Malawi Institute of Education
MoEST	:	Ministry of Education Science and Technology
MoGCDSW	:	Ministry of Gender, Children, Disability and Social Welfare
NESP	:	National Education Sector Plan
NCHE	:	National Council for Higher Education
NGO	:	Non-Governmental Organisation
PEA	:	Primary Education Advisor
PSIP	:	Primary School Improvement Programme
SEN	:	Special Educational Needs
SHN	:	School Health and Nutrition
SIG	:	School Improvement Grant
SMC	:	School Management Committee
SNE	:	Special Needs Education
TDC	:	Teacher Development Centre
TEVET	:	Technical Entrepreneurial and Vocational Education and Training
UNESCO	:	United Nations Education Scientific and Cultural Organisation
UNICEF	:	United Nations Children's Fund

## **Acknowledgements**

MoEST wishes to acknowledge a number of stakeholders who have contributed towards the development of this National Inclusive Education Strategy.

Sincere gratitude is conveyed to the District Education Managers (DEMs), Education Division Managers (EDMs), all Directorates in the MoEST and other line ministries for their inputs and insights at various levels.

The strategy has been made possible through the integration of ideas from a wide range of stakeholders, including Development Partners (DPs), Civil Society Organisations (CSOs), Faith Based Organisations (FBOs), Disabled Peoples Organisations (DPOs), learners, parents, academia, teachers and lecturers.

We also acknowledge UNICEF Malawi , Save the Children Malawi and other Non Governmental Organizations (NGOs) for the financial and technical support towards the development of the strategy.

Finally, MoEST is grateful to all officials at all levels of involvement for their invaluable help and support which has made this exercise a great success. This work would not have been possible without the dedication, support and help of people too numerous to mention.

## Vision

The vision of the National Inclusive Education Strategy:

“An education system that promotes access, participation and achievement of diverse learners at all levels by 2022”

## Mission

To provide quality and relevant inclusive education to learners with diverse needs.

## Goal

The goal of the strategy is to ensure that learners with diverse needs in Malawi have equitable access to quality education in inclusive settings at all levels through the removal of barriers to learning, participation, attendance and achievement.

## Core values

This strategy will be guided by the following principles.

- **Learner Diversity:** The strategy accommodates all learners irrespective of any individual differences.
- **Partnership:** This strategy encourages networking and collaboration of stakeholders as one way of strengthening efforts aimed at improving efficiency of the education system and its structures.
- **A twin-track approach to service delivery:** This strategy stresses the need for educating all learners in an inclusive setting; however, some learners with SEN will continue receiving their education in special settings as the system moves towards full inclusion.
- **Community participation and engagement:** This strategy emphasizes on the involvement and participation of parents, families and communities in the implementation of inclusive education.

## Executive Summary

The Government of Malawi through the Ministry of Education, Science and Technology (MoEST) has developed this National Inclusive Education Strategy to promote equitable access to quality education at all levels. The strategy outlines expected outcomes to be achieved in a 5 year period.

The goal of this strategy is to ensure that learners with diverse needs in Malawi have equitable access to quality education in inclusive settings at all levels. It builds on existing initiatives taking place in the education sector. The strategy responds to the goals and objectives of the National Education Sector Plan (NESP 2008 – 2017), which adheres to the Malawi Growth and Development Strategy (MGDS II) (2011-2016).

The strategy has been drawn from various literature on inclusive education, including the Malawi Growth and Development Strategy (MGDS) II, Sustainable Development Goals (SDGs), United Nations (UN) based best practices and protocols, international conventions, international and local statutes and instruments, among other literature, which promote the right to education for all.

The strategy identifies factors and levels that tend to exclude children from and within the education system and how these can be overcome in a bid to achieve real inclusive education. The strategy emphasizes on the need for all learners to learn in inclusive settings. The national strategy emphasizes on the need for networking and collaboration of players, and community participation.

The book is organized into seven main sections: Part I: Introduction, Part II: Strategy Priority Areas, Part III: Strategies for the Implementation of Inclusive Education in Malawi, Part IV: Roles of Stakeholders in Inclusive Education, Part V: Implementation of the National Inclusive Education Strategy, Part VI: Monitoring and Evaluation Framework and Part VII: Costing and Work Plan of the National Inclusive Education Strategy.

Part I, focuses on the overview, concept of inclusive education, exclusion and factors that exclude learners from the education system. Part II outlines the eight key priority areas, while part III focuses on the associated strategic outcomes. Part IV assigns roles to various stakeholders in delivering inclusive education, where as part V dwells on the participation, collaboration and cooperation of different players within identified time lines. Part VI looks at how tracking and monitoring of the overall implementation of the strategy will be done and finally, part VII describes the associated costs required to execute the National Inclusive Education Strategy as well as the implementation schedule and expected deliverables per year.

## 1. Introduction

The Government of Malawi is committed to promoting equitable access to relevant and quality education at all levels, namely Early Childhood Development, Primary Education, Secondary Education, and Tertiary Education. Over the years, the Education Sector has been facing challenges of equity, access, quality, relevance governance and management<sup>1</sup>.

As a response to the challenges facing the education sector, the Ministry of Education, Science and Technology has developed this National Inclusive Education Strategy (NIES). This is in response to the national education goals and objectives of promoting equity, access, quality, relevance, governance and management. Furthermore, it responds to the UN conventions and agreements to which Malawi is party to. This NIES is a medium-term intervention aimed at promoting quality inclusive education at all education levels. It has a five-year lifespan from 2017 to 2021.

The NIES builds on existing interventions, strategies and policies. These are, but not limited to the following: Free Primary Education (FPE), Complementary Basic Education (CBE), Child Friendly Schools (CFS), Primary School Improvement Programme (PSIP), Community Based Childcare Centres (CBCCs), Special Needs Education programmes, Inclusive Education projects, School Health and Nutrition, Community Based Rehabilitation (CBR) programmes, the National Education Standards (NES), Advocacy and Communications Strategy for Early Childhood Development in Malawi, Malawi Education Sector Improvement Project (MESIP), National Girls' Education Strategy (NGES), and National Social Support Programme such as cash transfers, bursaries and loans.

The development of the NIES was informed by a situational analysis and the review of related literature. Data was generated through consultative meetings with a wide range of stakeholders at national, divisional, district, zonal, school and community levels. Stakeholders including: Directors, Division and District Managers, Primary Education Advisors, Head teachers, Teachers, Learners, Parents and Community Leaders. Views were also obtained from Disability Service Providers, Civil Society Organisations (CSOs), Faith Based Organisations (FBOs), the Academia, and Development Partners.

This National Inclusive Education Strategy begins with an overview of the education sector, which is followed by a brief explanation of the status of inclusive education in Malawi. This is followed by an outline of the strategic framework, which comprises vision, mission, purpose, guiding principles, objectives, strategies, activities, implementation plan and the monitoring and evaluation framework.

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<sup>1</sup>Educator Sector Performance Report, 2013-2014



## 1.1. Overview of the Education Sector in Malawi

The education sector in Malawi comprises of five sub-sectors. These are: Basic Education which consists of Early Childhood Development, Complementary Basic Education, Adult Literacy and Primary Education; Secondary Education, Teacher Education, Tertiary Education (Universities, Technical and Vocational Education) and cross cutting services<sup>2</sup>. The sector also provides various forms of special provisions for disadvantaged and vulnerable children and youths, including those with Special Educational Needs (SEN) and orphans.

From 2011 to 2016 the education sector has made some strides in areas of access, equity and gender parity in basic education sub-sector. At ECD level, there has been an increase in access to services. The Net Enrolment Rate (NER) for ECD has moved from 32% in 2011 to 40% in 2015. This suggests that 60% of ECD-aged children are still not accessing the services in the country<sup>3</sup>. The low participation rate at this level has implications for the development of cognitive skills in the early years of the learning cycle. This is evident in poor learning outcomes at primary school level.

At CBE level, the enrolment has almost doubled between 2014 and 2015 from 21,000 to 40,000 learners<sup>4</sup>. CBE is an important initiative to address issues of drop out and bring back learners into mainstream education. Despite yielding good results, the initiative is available in a few selected districts. This leaves out many drop outs in other districts; hence, perpetuating inequalities in education.

The primary education sub-sector registered an increase in the number of primary schools from 5,395 in 2011 to 5,864 in 2016, which represents 8.7% growth rate. The enrolment has increased from 4,034,220 (2,033,711 girls) in 2011 to 4,901,009 (2,461,404 girls) learners in 2016. Furthermore, the enrolment of learners with special educational needs in primary education in 2016 was 120,007 comprising 57,655 girls and 62,362 boys; the proportion of SNE learners slightly increased from 2.16% in 2011 to 2.4% in 2016. The population of orphans was at 411,804 comprising 202,996 girls and 208,808 boys.

Enrolment in secondary schools have been increasing over the years. According to EMIS data, enrolment has increased from 260,064 in 2012 to 351,651 in 2016 with the total number of girls as 166,588. Out of the total enrolment, 1.5% represented learners with special educational needs, while 12.2% were orphans.

Despite the progress made so far, the education sector faces a myriad of challenges to achieve the set national educational goals and objectives. These are: gender inequality

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<sup>2</sup>ESIP II 2013-2017

<sup>3</sup>EMIS Bulletins of 2011-2016

<sup>4</sup>The 2014/15 Education Sector Performance Report

in senior primary classes as well as post primary and tertiary levels, inequitable access for disadvantaged and vulnerable children, high-pupil classroom ratios, poor transition rates from primary to secondary and low learning outcomes, among others. It is a cause for concern that access to education continues to be a challenge to learners with diverse needs. Yet, education is a basic human right and a tool for realising other rights. This strategy seeks to address the challenges that have been highlighted above.

## 1.2. The Concept of Inclusive Education in Malawi

The concept of ‘Inclusive Education’ is relatively new all over the world including Malawi. For along time, Malawi has been associating Inclusive Educaiton with learners with SEN and disabilities. However, in this strategy the term “inclusive education” has been defined as a process of reforming the education system, cultures, policies and practices to address and respond to diverse needs of all learners<sup>5</sup>.

### 1.2.1. Exclusion From and Within the Education System

Exclusion exists at all levels: early childhood development, primary, secondary and tertiary levels. The table below exemplifies groups of children/learners who are often excluded from and within the education system:

Table 1-1: Categories of Learners to be Excluded from the Education System

<b>GROUPS OF CHILDREN LIKELY TO BE EXCLUDED FROM AND WITHIN THE EDUCATION SYSTEM</b>	
<ul style="list-style-type: none"> <li>• Children with disabilities</li> <li>• Children from poor families</li> <li>• The girl-child</li> <li>• Orphans</li> <li>• children on the streets</li> <li>• children who head households</li> <li>• child labourers</li> <li>• children suffering from chronic diseases</li> <li>• Malnourished children</li> <li>• Children who are gifted and talented</li> <li>• Children with albinism</li> </ul>	<ul style="list-style-type: none"> <li>• Children in gender biased families/communities</li> <li>• Children from geographically disadvantaged areas</li> <li>• Abused and neglected children</li> <li>• Children living with and affected by HIV/AIDS</li> <li>• Children displaced or affected by natural calamities e.g. droughts, floods</li> <li>• Children of parents with disabilities</li> <li>• Working children</li> <li>• Children in conflict with the law</li> <li>• Teenage/adolescent mothers</li> </ul>

<sup>5</sup>UNESCO (2001) Open file on inclusive education. Paris: UNESCO

### **1.2.2. Factors that Exclude Learners from and Within the Education Sector in Malawi**

Factors that either exclude learners from and/or within the education system include:

- Inaccessible school infrastructure, including classrooms, sanitation facilities, water points, playgrounds and fences around the schools.
- Negative attitudes and cultural beliefs.
- Lack of counselling and psychosocial support services at school and community levels
- Disparities in the provision of social support such as cash transfer and bursaries.
- Teachers' lack of experience, skills and knowledge to teach diverse classrooms e.g. use of sign language, curriculum differentiation skills.
- Stigma and discrimination
- Lack of appropriate assistive devices
- Lack of learning support / teaching assistants
- Lack of early identification, assessment and intervention services
- Teachers lacking motivation.
- Inadequate teaching-learning and specialized materials.
- Understaffing, large class sizes and inadequate numbers of classrooms in schools.
- Poverty.
- Long distance to schools.
- Limited capacity for inclusive education at different levels.
- Need for inclusive education guidelines and code of ethics

An effective education system should be responsive to learner diversities and discourage exclusion. It is in this regard, that MoEST has developed this strategy to address inequalities in education and improve quality at all levels.

### **1.2.3. Capacity for Inclusive Education in Malawi**

MoEST has the mandate to promote inclusive education at all education levels. However, the success of inclusive education in Malawi depends on a number of factors including human, financial and materials resources, legislation and policy frameworks; curriculum and pedagogy, training and support for teachers, access to school infrastructures as well as attitudinal barriers<sup>6</sup>. In addition, the administrative support systems and structures of MoEST at all levels are significant to the implementation of inclusive education in Malawi. The current management systems and structures at headquarters, division, district and zonal levels need to be strengthened and realigned to inclusive education since services such as planning, procurement, accounting, school inspection and advisory and capacity building of teachers affect the implementation of inclusive education.

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<sup>6</sup>WHO & World Bank (2011) World Report on Disability. WHO

A well trained personnel is an important aspect of inclusive education. These include teachers, caregivers and support staff. According to education data<sup>7</sup>, there are 71,394 and 14, 497 primary and secondary school teachers, respectively. At primary education level, representing a teacher: learner ratio of 1:68, and 1:65 at secondary education level. At ECD level, there are only 32,500 care givers. Going by the number of teachers and caregivers, there is need for additional well-trained personnel to implement inclusive education at all levels, successfully. Analysis of existing teacher education programmes for primary and secondary education has shown that both initial and continuing professional development rarely prepares teachers to teach inclusively<sup>8</sup>.

Further analysis reveals that existing teacher education programmes focus more on special needs education rather than inclusive education. Similarly, most of the caregivers have no training and work on voluntary basis. The shortage of well-qualified personnel at basic as well as secondary education compromises quality of education for all. There is need to build capacity for inclusive education at all levels in Malawi, so that Teacher Training Colleges (TTCs) and Montfort College can intergrate inclusive education into the existing curricula. A more inclusive education system requires teachers and caregivers who have knowledge, skills, values and beliefs to enable them to teach learners with diverse needs.

School infrastructure is another important aspect in inclusive education. These include: classrooms, sanitation facilities, play grounds as well as water points. Studies have shown that school infrastructure has direct impact on access, quality and equity of education. Extant data indicates that school infrastructure in Malawi still remains a challenge. This is evident from the shortage of classrooms, sanitation facilities, water points as well as play grounds within the education sector. EMIS data indicates that there is a shortage of toilets in the schools, particularly for girls<sup>9</sup>. The absence of sanitation facilities such as toilets and water creates unhealthy and uncomfortable environments, especially for girls and those with disabilities. EMIS data still indicates that the classrooms in most secondary schools are overcrowded. All new infrastructure development, should have child, disability and gender friendly designs. In addition to contractors, communities and councils need to know the importance of Child, Disability and Gender Friendly Infrastructure.

#### **1.2.4. Legal and Policy Frameworks that support Education for All**

This strategy responds to both local and international conventions which promote the right to education for all. Below are some of the international instruments to which Malawi is party to.

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<sup>7</sup>EMIS 2015

<sup>8</sup>Consortium for Inclusive Education Malawi (CIEM), 2013

<sup>9</sup>EMIS 2015

#### 1.2.4.1. International Protocols and Conventions

- **UN Convention on the Rights of the Child (1989)** outlines the right to education for all children to achieve the greatest degree of self-reliance and social integration.
- **African Charter on the Rights and Welfare of the Child (1999)** commits members of the African Union to realise the right for every child to education.
- **UN Convention on the Rights of Persons with Disabilities (2006)** Article 24 of the convention recognizes the right of persons with disabilities to education in an Inclusive Education system. In addition, the following international instruments though not binding are critical to the development of inclusive education.
- **Jomtien World Declaration on Education for All (1990)** highlights the commitment to a child-centred pedagogy where individual differences are accepted as a challenge and not as a problem.
- **Salamanca Statement and Framework for Action (UNESCO, 1994)** reinforces schools' obligation to accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.
- **Dakar Education For All Framework for Action (UNESCO, 2000)** highlights the importance of Inclusive Education, and reiterates that “the inclusion of children with various educationally disadvantaged positions, such as children with special educational needs, from ethnic minorities, remote communities, and others excluded from education, must be an integral part of strategies to achieve universal primary education”.
- **UN Sustainable Development Goals (2015)** promotes access and affordable education for all boys and girls at all levels including vocational training for vulnerable groups. It further emphasizes on the need to build conducive learning environments and upgrade existing education facilities for them to be child, disability and gender sensitive.

#### 1.2.4.2. National Legal and Policy Frameworks

**The Constitution of the Republic of Malawi (1995)** provides for the right to education for all citizens. Chapter IV, Section 20 prohibits discrimination of any form.

**Child Care, Protection and Justice Act (2010)** makes provision for child care and protection and for child justice; and for matters of social development of the child and for connected matters.

**The Disability Act (2012)** prohibits discrimination of persons with disabilities in education and training. It states that, “Government shall recognize the rights of persons with disabilities to education on the basis of equal opportunity and ensure an inclusive education system and lifelong learning”.

**The Education Act (2013)**; stipulates that education in Malawi, should be for all people irrespective of any discriminatory characteristics such as race, disability, ethnicity or gender. It strives for accessible, equitable, relevant and inclusive education.

**Vision 2020** represents Malawi's long term development strategy. Chapter 7, Section 7.2.2 of the vision makes a provision for inclusion of learners with disabilities at all levels of education. It sets strategic options with regard to the improvement of SNE and thus ensures appropriate designs to cater for people with disabilities.

**Malawi Growth and Development Strategy II (2011-2016)** provides priority areas and strategies for addressing prevailing development challenges. The document commits GoM to promoting an enabling environment for girls and learners with SEN. In addition, it acknowledges the challenges being faced in including children with SEN in mainstream schools.

**The National Education Strategic Plan (NESP, 2008-2017)** addresses the issue of both equity and access to education. NESP commits GoM to addressing most of the challenges relating to education, including those related to learners with SEN.

**Special Needs Education Implementation Guidelines (2008)** recognizes education as a basic human right. It focuses on eight priority areas: early identification, assessment and intervention, advocacy, care and support, management, planning and financing, access, quality, equity and relevance.

**National Education Standards-Primary and Secondary Education (2015)** specify expected outcomes for learners which should be delivered by all education providers in public and private institutions.

**National Policy on the Equalization of Opportunities of Persons with Disabilities (2006)** supports and encourages inclusive education, provision of assistive devices, adaptation of communication systems, training of specialist teachers, inclusion of SNE in teacher training curriculum and establishment of accessible resource rooms in schools.

**National Policy on Early Childhood Development (2006)** has a number of guiding principles one of which is that "No child shall be discriminated on the basis of age, sex, race, health status, economics, religious or political affiliation in the provision of ECD services by any organization". However, the policy lacks commitment to inclusive education by failing to provide implicit provisions for early intervention in ECD for children with diverse needs. This denies CBCCs the opportunity to contribute to inclusive education practices.

**National Youth Policy (2013)** provides interventions for both in school and out of school youths.

**National Gender Policy (2011)** seeks to mainstream gender issues in the national development process to enhance participation of boys and girls, women and men for the attainment of sustainable and equitable development.

The above instruments portray an environment favourable for the implementation of inclusive education in Malawi.

## **2. Strategy Priority Areas**

The strategy identifies the 8 key areas to be addressed in order to make inclusive education a reality in Malawi. These are:

- i. Capacity for Inclusive Education
- ii. Governance and Management of Inclusive Education
- iii. Learner identification and assessment
- iv. Inclusive Education Management Information System
- v. Teacher Education and Motivation
- vi. Partnerships for inclusive education
- vii. Enabling environment for teaching and learning
- viii. Financing Inclusive Education

## **3. Strategies for the Implementation of Inclusive Education in Malawi**

This section provides strategic outcomes, strategies and activities to guide the implementation of inclusive education in the country.

### 3.1. Strategic Outcomes

Table 3-1: Outcomes, strategies and activities.

Strategic Issue(s)	Outcome	Strategy	Activity
Capacity for IE	Increased capacity for IE	<p>Create awareness on IE</p> <p>Increase human capacity for IE</p>	<ul style="list-style-type: none"> <li>• Prepare IE awareness raising tools e.g. manual, brochures, radio/TV programmes.</li> <li>• Orient teachers, caregivers, teacher educators, education managers, inspectors, advisors, PEAs, community members and learners on IE.</li> <li>• Review the role of the Department of Special Needs Education, Department of Teacher Education and Development, , special schools and units, and Montfort SNE College</li> <li>• Review the job description for specialist teachers</li> <li>• Train and recruit teachers, caregivers and support assistants for IE</li> <li>• Support mobility of itinerant teachers</li> </ul>
Governance and Management of IE	Improved governance and management of IE.	Strengthen governance and management of IE	<ul style="list-style-type: none"> <li>• Draft policy statement on IE and circulate to schools, Advocate for IE functions to be incorporated in the functional review</li> <li>• Disseminate IE strategy and monitor implementation;</li> <li>• Establish an interministerial TWG on IE</li> <li>• Train school managers and administrators on IE management and administration.</li> </ul>
Learner identification,	Enhanced skills in	Strengthen the	<ul style="list-style-type: none"> <li>• Develop identification tools for assessing learners with diverse needs.</li> </ul>



Strategic Issue(s)	Outcome	Strategy	Activity
assessment and case management	learner identification, assessment	identification system for diverse learners.  Equip educators with skills in assessment and curriculum differentiation.	<ul style="list-style-type: none"> <li>• Set up a referral system to facilitate clinical and psychosocial assessments, as well as case management.</li> <li>• Train caregivers, teachers, and teacher educators on the use of learner diversity assessment tools.</li> <li>• Procure appropriate assistive devices e.g. wheel chairs, hearing aids, magnifiers.</li> </ul> <ul style="list-style-type: none"> <li>• Train educators on assessment and curriculum differentiation to suit learners with diverse needs;</li> </ul>
Inclusive Education Management Information System	Developed Inclusive Education Management Information System	Ensure availability of reliable and accurate data for planning, monitoring, evaluation and resourcing of inclusive education within EMIS.	<ul style="list-style-type: none"> <li>• Review data collection tools.</li> <li>• Train EMIS staff at national, district and zonal levels in inclusive data management.</li> <li>• Orient educators and administrators on inclusive data collection.</li> <li>• Collect data on learners with diverse needs and disaggregate it based on emerging learning needs.</li> <li>• Orient educators and administrators on the analysis of data and interpretation and use of results</li> <li>• Procure and install Virtual Private Network (VPN) to link national data base with all districts</li> <li>• Support phased mobile Information Technology to transfer data from schools to DEMS and headquarters</li> <li>• Strengthen record management at school level on learning needs.</li> </ul>
Teacher education and	Improved teacher	Develop effective teacher	<ul style="list-style-type: none"> <li>• Review both pre-service and special needs teacher education curricula in alignment with the principles and practices of</li> </ul>

Strategic Issue(s)	Outcome	Strategy	Activity
motivation	education and motivation for IE	and caregiver skills for inclusive education.	<p>inclusive education.</p> <ul style="list-style-type: none"> <li>• Develop inclusive education training manual for ECD, primary and secondary teacher education.</li> <li>• Conduct CPDs for teacher educators on IE</li> <li>• Develop modules for inclusive education for Early Childhood Development, teacher training colleges and universities.</li> <li>• Engage writers and publishers to produce IE supplementary materials.</li> </ul>
		Introduce rewarding system for educators in ECD, primary and secondary schools	<ul style="list-style-type: none"> <li>• Introduce a rewarding system for educators and caregivers.</li> <li>• Create more established post for specialist teachers, providing more opportunities for training and development of career path.</li> <li>• Promote professional development for IE.</li> </ul>
Partnerships for IE	Improved partnerships for IE at different levels.	Establish networking, coordination and collaboration of players in IE	<ul style="list-style-type: none"> <li>• Map and develop inclusive education directory of stakeholders in Malawi.</li> <li>• Create committees and appoint focal persons to coordinate, regulate, evaluate and report implementation of inclusive education at national, division, district, zone and school levels.</li> <li>• Hold quarterly meetings for stakeholders on IE at different levels.</li> <li>• Support advocacy groups within CSOs for IE.</li> <li>• Conduct collaborative research on IE (including tracer studies for students and graduates with disabilities) with government, corporate sector, DPs, DPOs, CSOs and the academia.</li> </ul>
		Empower parents and	<ul style="list-style-type: none"> <li>• Develop awareness training manual for IE.</li> <li>• Train SMCs, PTAs and mother groups on their role to support</li> </ul>

Strategic Issue(s)	Outcome	Strategy	Activity
		community leaders to promote IE	IE. <ul style="list-style-type: none"> <li>• Train and sensitize community leaders on their role to support IE</li> <li>• Train communities and parents on safeguarding children with albinism;</li> </ul>
Enabling environment for teaching and learning	Improved teaching and learning environment	Adapt existing curriculum, methodology, teaching and learning materials to incorporate IE.  <ul style="list-style-type: none"> <li>• Equip educators, caregivers, learners, school communities with knowledge and skills to support inclusive education</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a handbook on curriculum differentiation.</li> <li>• Procure inclusive teaching and learning materials in different formats e.g. braille, large print textbooks</li> <li>• Provide and train sign language interpreters, braille transcribers and note takers.</li> <li>• Finalize and disseminate sign language dictionary.</li> </ul> <ul style="list-style-type: none"> <li>• Train teachers in inclusive psychosocial support, child protection and life skills development.</li> <li>• Disseminate Child Protection policy to stakeholders.</li> <li>• Orient learners on child safeguarding rights, life skills and protection issues</li> <li>• Re-orient teachers on the code of conduct.</li> <li>• Train learners and teachers on peer-to peer learning and support.</li> </ul>
		Construct and Rehabilitate infrastructure, water and sanitation facilities	<ul style="list-style-type: none"> <li>• Conduct national physical audit exercise to establish whether the infrastructures and facilities are child, disability and gender friendly .</li> <li>• Disseminate and distribute guidelines for physical access for buildings and facilities to district councils and other relevant institutions.</li> <li>• Rehabilitate and/ or construct education infrastructure – toilets, urinal areas, playgrounds, water points and resource centres.</li> </ul>

Strategic Issue(s)	Outcome	Strategy	Activity
			<ul style="list-style-type: none"> <li>• Establish pre-vocational skills units at resource centres and special schools</li> <li>• Develop and disseminate guidelines for inclusive model resource centres.</li> <li>• Construct a college to be a specialized institute on Inclusive Education</li> </ul>
Financing Inclusive Education	Increased funding for IE	Mobilize resources for IE	<ul style="list-style-type: none"> <li>• Develop a resource mobilization strategy for IE.</li> <li>• Disseminate the resource mobilization strategy on IE to Government, DPs, NGOs, and the private sector.</li> <li>• Advocate and lobby for adequate resources for IE.</li> </ul>

## **4. Roles of Stakeholders in Inclusive Education**

The success of IE largely depends on support from different players and stakeholders. These include but not limited to the following: Government of Malawi, NGOs, DPs, CSOs, FBOs, academia, the corporate sector and learners, parents and local community.

### **4.1. Ministry of Education, Science and Technology**

The MoEST shall take a leading role in management, coordination and regulation the implementation of inclusive education to ensure quality service delivery. In particular, the units within the Ministry shall perform the following roles and responsibilities:

#### ***Headquarters***

- Reinforce existing education policies and laws to embrace inclusive education principles.
- Transform the current education system into a unified system which can respond to the needs of all learners.
- Lobby Ministry of Finance to allocate more resources for inclusive education.
- Strengthen supervision, monitoring and evaluation of inclusive education to ensure quality and relevance.
- Strengthen collaborative research and documentation in the area of inclusive education.
- Strengthen national and international partnerships in the implementation of IE
- Ensure the incorporation of inclusive education indicators in the Education Management Information System.
- Ensure that the national curricula at all education levels respond to diverse needs of learners
- Strengthen capacity building in the education sector on inclusive education
- Strengthen referral systems at all levels to respond to learner diversity.
- Develop annual work plan for implementation of NIES.
- Strengthen the coordination role of the Department of Special Needs Education.
- Establish pre-vocational skills units at resource centres and special schools.
- Decentralized management of IE services to the local authorities. Budget and expenditure tracking of IE interventions at local authorities.
- Conduct tracer studies for graduates with disabilities and ensure equity in training and employment prospects by liaising with relevant authorities

#### ***Education Division Offices***

- Coordinate inclusive education activities in the division.
- Report on IE issues to MoEST headquarters.
- Provide advisory and inspection services in the division with emphasis on IE.
- Monitoring inclusive education activities in the division

- Collaborate with DEMs in identification of IE students in secondary schools and allocation to schools with child, disability and gender friendly environments and/or near resource centres
- Ensure that secondary schools are incorporating Inclusive Education in teaching and learning and other day-to-day activities.
- Develop annual work plan for implementation of NIES

### ***District Education Offices***

- Ensure the district education plans, programmes and budgets are inclusive.
- Ensure equitable deployment of specialist teachers across the education zones
- Strengthen the capacity of district education management and supervisory teams on IE.
- Coordinate and regulate the implementation of IE in the district.
- Collect data on IE in the district and facilitate flow of data between schools and MoEST headquarters;
- Submit quarterly reports on IE to headquarters.
- Ensure accessibility of school infrastructure and facilities.
- Coordinate assessment and referral activities.
- Coordinate collaboration between special schools and mainstream schools.
- Develop annual work plan for implementation of NIES

### ***Education Zone Offices***

- Provide supervisory, advisory and mentorship services to teachers on IE.
- Advise other stakeholders in the zone on IE.
- Maintain data on learners with diverse needs.
- Guide head teachers on the identification of learners with diverse needs.
- Ensure equitable distribution of teachers in the zone.
- Promote reflective teaching in pursuit of IE.
- Coordinate school screening activities.
- Conduct regular school based and zonal based CPDs on IE.
- Ensure that master trainers are inducted on IE.
- Set up IE teams at school and zonal levels.
- Develop annual work plan for implementation of NIES

### ***Mainstream Schools***

- Enroll and teach learners with diverse needs.
- Identify learners with diverse needs.
- Document and keep records on learners with diverse needs.
- Provide appropriate care and support to learners with diverse needs.
- Make assessment referrals where necessary.
- Collaborate with local communities on IE issues.
- Create enabling environments for diverse learners.
- Conduct school-based CPDs.
- Incorporate NIES in school planning.

- Establish and/or strengthen child, protection mechanisms to ensure rights of learners with diverse needs are safeguarded
- Provide remedial lessons to learners with diverse needs that have transitioned to mainstream schools and the existing learners with diverse needs.

### ***Special Schools and Resource Centres***

- Build necessary skills, like Braille/Sign language, daily living skills, language skills for students with diverse needs.
- Build skills for mainstream teachers to teach and manage learners with diverse needs.
- Provide technical support on assessment of learners with diverse needs.
- Conduct collaborative screening exercises in schools.
- Collect data on learners with diverse needs.
- Establish and/or strengthen child, protection mechanisms to ensure rights of learners with diverse needs are safeguarded
- Collaborate closely with parents in developing individualized education plans and in supporting learning of learners with diverse needs.
- Promote pre-vocational skills in resource centres and special schools.

Link learners that are not able to transition to mainstream schools with TEVET institutes and other relevant institutions.

### ***Learners***

- Provide peer to peer support.
- Identify peers who dropped out of school and those who have never been to school.
- Identify and suggest solutions to barriers to learning and participation.
- Report any cases of abuse or discrimination to parents, community leaders as well as school management.
- Participate in the promotion of inclusive education through awareness raising.

### ***Tertiary Education Institutions***

- Ensure learning institutions cater to the needs of diverse students with regards to infrastructure, curriculum, teaching and learning
- Use affirmative action on selection criteria for girls and students with disabilities and adopt non discrimination policies to ensure equitable access to tertiary education
- Support research activities on issues of IE
- Strengthen student support services for inclusive teaching and learning

#### **4.2. Malawi Institute of Education**

- Ensure the national curricula at all educational levels are responsive to the needs of diverse learners.
- Conduct in-service training for teachers and administrators on inclusive education.
- Coordinate the process of developing teaching and learning materials to ensure inclusivity.
- Provide leadership on text book evaluation to ensure inclusivity.

Provide guidance on the choice of supplementary text books for IE.

#### **4.3. Malawi National Examinations Board**

- Develop and conduct inclusive examinations at primary, secondary, teacher education levels and technical and vocational training in different formats to respond to learner diversity .
- Collect data on candidates with diverse needs to inform the development of examination items and determine special provisions.
- Engage SNE and IE experts in the setting of examination items, invigilation and marking.
- Develop guidelines for inclusive assessment modes.

#### **4.4. Ministry of Health**

- Conduct early identification and early intervention services. Conduct regular school clinics to identify children with health problems and disabilities.
- Provide micronutrients, deworming, eye screening and other health services to affected learners
- Use community based rehabilitation approaches to enhance inclusive education.
- Conduct growth monitoring and assessment for ECD aged children
- Provide psychosocial support to vulnerable children.
- Sensitize students on where to access pediatric and youth friendly health services
- Facilitate or provide appropriate assistive devices to learners with disabilities.
- Conduct trainings to teachers and parents in different areas of disability.
- Provide guidance and counselling services.
- Facilitate linkage to appropriate referral services.

#### **4.5. Ministry of Gender, Children, Disability and Social Welfare**

- Provide inclusive ECD services to children with diverse needs.
- Strengthening protection and safeguarding of children.
- Provide psychosocial support to children.
- Provide social support programmes e.g. Cash Transfers and busarries.
- Rehabilitation of children who are in conflict with the law as well as street children.



- Strengthen the roles and activities of Malawi Council for the Handicapped (MACOHA) and other relevant parastals for rehabilitation services.
- Strengthen the roles and activities of approved schools for diversion and reformatory services.

#### **4.6. Disability and Psychosocial Service Providers**

- Provide rehabilitation services, inclusive vocational skills and training.
- Facilitate provision of assistive devices.
- Provide psychosocial support services.
- Provide screening and referral services.
- Provide medical services to children with diverse needs
- Conduct awareness raising on issues affecting IE

#### **4.7. Civil Society Organisations including NGOs, the Private Sector, DPOs and FBOs**

- Lobby and advocate for IE and complement implementation of NIES.
- Lobby for inclusive policies and practices within the education sector.
- Support government in the provision of inclusive vocational skills training and capacity building.
- Assist government in resource mobilization.
- Mobilize and educate communities on IE.
- Support collaborative research into issues on IE.
- Uphold implementation of child, gender and disability friendly policies and practices, including appropriate language and designs at school and community.

#### **4.8. Development Partners**

- Provide technical, material and financial support to implement inclusive education activities at all levels of education
- Promote better coordination strategies among partners to avoid duplications in inclusive education programmes, wastage of resources and inefficiency.
- Create a forum where different partners in inclusive education can share experiences in the implementation of inclusive education.
- Support research activities in order to improve the delivery of inclusive education.

#### **4.9. Parents and Community**

- Promote care and support services.
- Assist in identification of children with diverse needs.
- Protect children from abuse and violence
- Encourage all children to go to and remain in school till completion.
- Help their wards with their homework.
- Contribute to individualized education plans and support in learning of their wards with diverse needs
- Participate in school improvement and rehabilitation activities.
- Advocate the interest of the wards at the school level

#### 4.10. Political, traditional and religious leaders

- Mobilise the community to participate in the development of the school e.g. moulding bricks, construction of accessible classrooms and sanitation facilities.
- Enforce legislation, and by-laws that aim to promote IE.
- Sensitize parents on the importance of inclusive education

### 5. Implementation of the National Inclusive Education Strategy

The implementation of the strategy will involve the participation, collaboration and cooperation of different players within and outside the education sector. The classification of the key responsible players is based on their mandates. The matrix provided indicates outcomes, strategies, responsible players and the timeframe to achieve the overall goal of the strategy.

Table 5-1: Priority Areas for IE

<b>Priority Area 1: Capacity for Inclusive Education</b>			
<b>Outcome</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Time Frame</b>
1. Increased capacity for IE	1.1. Create awareness on IE	MoEST, CSOs, NGOs, DPOs and CBOs	2017-2021
	1.2. Increase human capacity for IE	MoEST, MoGCDSW, DPs	2017-2020
<b>Priority Area 2: Governance and Management of Inclusive Education</b>			
2. Improved governance and management of IE	2.1. Strengthen governance and management of IE	MoEST, MoGCDSW, PTAs, SMCs, Mother Groups, Board of Governors, University Council, College Principals	2017 - 2021
<b>Priority Area 3: Learner Identification and Assessment</b>			
3. Enhanced skills in learner identification and assessment	3.1. Strengthen the identification system for diverse learners	MoH, MoEST, DEMs Office, EDMs Office, TTCs, HEIs, MoGCDSW	2017 – 2020
	3.2. Equip educators with skills in	MoEST, MIE, TTCs	

	assessment and curriculum differentiation		
<b>Priority Area 4: Inclusive Education Management Information System</b>			
4. Develop Inclusive Education Management Information System	4.1. Ensure availability of reliable and accurate data for planning, monitoring, evaluation and resourcing of inclusive education within EMIS	MoEST, DPs, Resource Centre	2016 -2010
<b>Priority Area 5: Teacher Education and Motivation</b>			
5. Improved teacher education and motivation for IE	5.1. Develop effective teacher education programmes for IE	MoEST, MoGCDSW, DPs, NGOs, Private Sector, FBOs, NCHE, MIE, Universities, TTCs	2016 - 2020 2016 - 2020
	5.2. Introduce rewarding system for teachers and caregivers	MoEST, MoGCDSW, Private Sector, FBOs, NGOs, DPs	
<b>Priority Area 6: Partnerships for Inclusive Education</b>			
6. Improved partnerships for IE	6.1. Establish networking coordination and collaboration of IE players	MoEST, MoGCDSW, DPs, DPOs, CSOs, TTCs, Universities	2016 2020
	6.2. Empower parents and community leaders to promote IE	MoEST, NGOs, CSOs, DPs, DPOs, MoGCDSW, Private Sector	2016 2020
<b>Priority Area 7: Enabling environment for inclusive education</b>			

7. Improved teaching and learning environment	7.1. Adapt existing curriculum, methodology, teaching and learning materials to incorporate IE	MoEST, MoGCDSW, NGOs, DPs, DPOs, Private Sector, MIE, MANEB, HEIs	2016 - 2020
	7.2. Equip educators caregivers, learners and communities with knowledge and skills to support IE	MoEST, MoGCDSW, NGOs, DPs, DPOs, Private Sector, MIE, MANEB, HEIs	2016 - 2020
	7.3. Construct and rehabilitate infrastructure, water points sanitation facilities and resource centres	MoEST, MoGCDSW, NGOs, DPs, DPOs, Private Sector, FBOs, District Councils	2016 - 2020
<b>Priority Area 8: Financing Inclusive Education</b>			
Increased funding for IE	8.1. Mobilize resources for IE	MoEST, MoGCDSW, NGOs, DPs, DPOs, Private Sector, FBOs, Ministry of Finance	2016 - 2020

## 6. Monitoring and Evaluation Framework

This framework has been developed to easily track the overall implementation of the strategy. It has indicators and targets on which the progress will be measured. This will assist in monitoring the planned activities and documentation of the outcomes at national, divisional, district, zonal and school levels.

MoEST will collaborate with other ministries, NGOs, CSOs, DPOs, and DPs to ensure effective implementation of this framework. Furthermore, the Ministry will be responsible for monitoring the implementation of the strategy at all education levels in collaboration with district education management team. It will ensure that the contents of the strategy are mainstreamed in the education budgets, strategic and routine programmes at all education levels.

District education plans, programmes and budgets will be aligned to this strategy. The DEM's office will draw monitoring and evaluation plans from this strategy for effective implementation. The office will be required to conduct regular meetings, and submit quarterly reports to Ministry headquarters.

At school level, head teachers and SMCs will be responsible for managing the implementation of IE in collaboration with key stakeholders. They will be assisted by the PEAs to draw inclusive school improvement plans from the district inclusive education plan.

Mid-term evaluation will be carried out by MoEST in collaboration with other education stakeholders to review the relevance, efficiency and effectiveness of the strategy. The final evaluation will be conducted at the end of the five-year period to determine the impact of the strategy on the education system in relation to IE principles. The table below outlines M&E framework for the implementation of the strategy.

<b>Impact</b>	<b>Improved Literacy Levels for All Malawians irrespective of any discriminatory characteristics</b>
<b>Strategic Outcome 1.0</b>	<b>Increased capacity for Inclusive Education</b>
<b>Outcome Target 1.1</b>	<b>Learners with SEN in primary education increased from 2.4% to 2.7% by 2021</b>
<b>Outcome Target 1.2</b>	<b>Learners with SEN in secondary education increased from 1.5% to 2.0% by 2021</b>
<b>Outcome Target 1.3</b>	<b>Student with SEN in tertiary education increased</b>
<b>Outcome Target 1.4</b>	<b>Vulnerable learners in the education system increased at all levels</b>

Output No.	Indicator	Baseline (2016)	Output Targets				
			2017	2018	2019	2020	2021
Output 1	Number of SNE learners in primary schools	120,007	123,607	127,315	131,135	133,233	135,008
Output 2	Number of orphans in primary schools	411,804	430,000	445,000	460,000	485,000	500,000
Output	Number of street school age children supported	N/A	6,000	5,000	4,000	3,000	3,000
Output 3	Number of SNE learners in secondary schools	5,289	6,200	7,200	8,400	9,800	11,000
Output 4	Number of secondary school learners receiving bursaries and cash transfers each year	14,449	16,500	18,000	19,500	21,000	22,500
Output 5	Percentage of needy students with access to university loans per year	50%	52%	55%	60%	65%	70%

Output No.	Indicator	Baseline (2016)	Output Targets				
			2017	2018	2019	2020	2021
Output 6	Percentage of SNE and OVC students enrolled in higher education institutes	N/A	1%	1%	1.1%	1.2%	1.2%
Output 7	Number of resource centres constructed for primary schools per year	2	1	1	1	1	1
Output 8	Number of resource centres constructed for secondary schools	0	1	1	1	1	1
<b>Strategic Outcome 2</b>							
<b>IE strategy adopted in all primary and secondary schools in Malawi by 2021</b>							
Output 1	Number of educational districts in which NIES is disseminated	0	0	34	0	0	0
Output 2	Number of Inclusive Education TWG meetings held per year	4	4	4	4	4	4
Output 3	Number of schools monitored for implementation of NIES (Primary & Secondary Schools)	150	200	250	300	350	400

Output No.	Indicator	Baseline (2016)	Output Targets				
			2017	2018	2019	2020	2021
<b>Strategic Outcome 3</b>	<b>Enhanced skills in learner identification and assessment</b>						
<b>Outcome Target 3.1</b>	<b>Increased number of SEN learners identified</b>						
Output 1	Number of learners screened for SEN per year	1247	1,260	1,300	1,400	1,500	1,600
Output 2	Number of cases referred for clinical and psychosocial assessment set up (same learners that have been screened)	N/A	1,260	1,300	1,400	1,500	1,600
Output 3	Number of assessment centres established in TDCs and resource centres per year		50	50	50	50	50
<b>Strategic Outcome 4</b>	<b>Develop an Inclusive Education Management Information System</b>						
<b>Outcome Target 4.1</b>	<b>Inclusive education indicators availed</b>						
Output 1	IE data collection tool developed	-	IE Template				
Output 2	Annual Data Collection			Census Report	Census Report	Census Report	Census Report
Output 3	IE Management Information System Operationalized						IEMIS functional
<b>Strategic Outcome 5</b>	<b>Improved teacher education and motivation for inclusive education</b>						
<b>Outcome Target 5.1</b>	<b>Inclusive teacher training improved and/or mainstreamed in TTCs</b>						
Output 1	SNE institute constructed	-	Preparatory works finalized	Commencement of construction	Ongoing construction	Ongoing construction	Launch of SNE institute



Output No.	Indicator	Baseline (2016)	Output Targets				
			2017	2018	2019	2020	2021
Output 2	teacher education curriculum reviewed to incorporate inclusiveness	-		Curriculum reviewed			
Output 3	Number of teacher educators undergoing CPD on IE			200	200	200	200
<b>Strategic Outcome 6</b>							
<b>Improved partnerships for inclusive education at all levels</b>							
<b>Outcome Target 6.1</b>							
<b>Increased number of stakeholders involved in inclusive education</b>							
Output 1	Number of primary schools (including learners, teachers, SMC, PTA, Mother Groups and community members) sensitized on IE		200	200	200	200	200
Output 2	Number of secondary schools (including learners, teachers, Board of Governors, PTA and community members) sensitized on IE		100	100	100	100	100
	Number of Tertiary education Institutions (including learners, teachers, Board of Governors, PTA and community members) sensitized on IE		48		48		

Output No.	Indicator	Baseline (2016)	Output Targets				
			2017	2018	2019	2020	2021
Output 3	Number of review meetings conducted for Government, DPs, CSOs and other stakeholders		4	4	4	4	4
<b>Strategic Outcome 7</b>							
<b>Outcome Target 7.1</b>							
<b>All schools in Malawi have disability, child and gender friendly environments</b>							
Output 1	Number of teachers trained in psycho social support, child protection, life skills development, and the code of conduct per year	n/a	2,000	2,000	2,000	2,000	2,000
Output 2	Percentage of primary schools with disability, child and gender friendly infrastructure	n/a	20%	25%	30%	35%	40%
Output 3	Percentage of secondary schools with disability, child and gender friendly infrastructure	n/a	20%	25%	30%	35%	40%
<b>Strategic Outcome 8</b>							
<b>Outcome Target 8.1</b>							
<b>Inclusive education activities adequately funded</b>							
Output 1	Resource mobilization strategy for IE developed	-		1			
Output 2	Percentage of NIES activities funded	60%	15%	20%	25%	25%	25%



## 7. Costing and Programme of Works for NIES

### 7.1. Costing of the NIES

Activities	Costing for Y1	Costing for Y2	Costing for Y3	Costing for Y4	Costing for Y5
<b>1. Improved capacity for inclusive education</b>	<b>1,370,308,600</b>	<b>1,202,240,000</b>	<b>1,205,775,800</b>	<b>1,073,778,600</b>	<b>1,114,993,800</b>
Orient teachers, caregivers, teacher educators, lecturers, education managers, community members and learners on IE-DEMs	16,710,000	-	16,710,000	-	16,710,000
Orient teachers, caregivers, teacher educators, lecturers, education managers, community members and learners on IE-Primary	76,448,000	90,782,000	90,782,000	-	-
Orient teachers, caregivers, teacher educators, lecturers, education managers, community members and learners on IE-Secondary	75,804,200	75,804,200	75,804,200	75,804,200	75,804,200
Orient teachers, caregivers, teacher educators, lecturers, education managers, community members and learners on IE-Tertiary	24,505,200	-	24,505,200	-	24,505,200
Prepare IE awareness raising tools	178,866,800	-	-	-	-
Review the role of the Department of Special Needs Education, Department of Teacher Education and Development, special schools and units, and Montfort SNE College	-	37,679,400	-	-	-
Train and recruit teachers, caregivers and support assistants for IE	997,974,400	997,974,400	997,974,400	997,974,400	997,974,400
<b>2. Improved Governance and management of inclusive education</b>	<b>500,705,400</b>	<b>454,024,400</b>	<b>454,024,400</b>	<b>454,024,400</b>	<b>454,024,400</b>
Develop and disseminate IE policy guidelines	44,682,200	-	-	-	-
Establish TWG on IE	1,998,800	-	-	-	-
Monitor implementation of IE	19,766,400	19,766,400	19,766,400	19,766,400	19,766,400
Train school managers and administrators on IE management and administration	434,258,000	434,258,000	434,258,000	434,258,000	434,258,000
<b>3. Enhanced skills in learner identification and assessment</b>	<b>28,730,000</b>	<b>722,411,200</b>	<b>693,211,200</b>	<b>537,267,200</b>	<b>537,891,200</b>
Develop identification tools for assessing learners with diverse needs	40,073,200	-	-	-	-

Activities	Costing for Y1	Costing for Y2	Costing for Y3	Costing for Y4	Costing for Y5
Procure assistive devices	392,820,000	432,364,000	403,164,000	321,620,000	322,244,000
Set up a referral system for clinical and psychosocial assessment	21,482,400	-	-	-	-
Train teachers, caregivers and teacher educators on the use of learner diversity assessment and curriculum differentiation	234,588,000	195,880,800	195,880,800	195,880,800	195,880,800
Procure 4 vehicles for outreach clinical assessment		74,400,000	74,400,000		
Conduct clinical assessment	19,766,400	19,766,400	19,766,400	19,766,400	19,766,400
<b>4. Improved Inclusive Education Management Information System</b>	<b>973,251,400</b>	<b>1,030,724,800</b>	<b>624,551,800</b>	<b>624,551,800</b>	<b>664,319,200</b>
Orient teachers and administrators on IE data collection	544,551,800	544,551,800	544,551,800	544,551,800	544,551,800
Procure and install VPN to link national database with all districts	-	240,000,000	-	-	-
Review data collection tools to disaggregate data on learners with diverse needs	39,767,400	-	-	-	39,767,400
Review SNE teacher education curriculum	56,320,000	-	-	-	-
Strengthen record management at school level on learning needs	246,439,200	-	-	-	-
Support Phased Mobile IT to transfer data from schools to DEMs and headquarters	-	160,000,000	80,000,000	80,000,000	80,000,000
Train EMIS staff at national, division, district and zonal levels in IE on data collection, analysis, interpretation and use of results	86,173,000	86,173,000	-	-	-
<b>5. Improved Teacher Education and Motivation for Inclusive Education</b>	<b>458,704,000</b>	<b>8,856,000</b>	<b>103,749,600</b>	<b>-</b>	<b>-</b>
Conduct CPDs for teacher educators on IE	100,749,600	-	100,749,600	-	-
Create more established post for specialist teachers, providing more opportunities for training and development of career path.	1,224,400	-	-	-	-
Develop IE modules for ECD, colleges, TTCs and universities	214,326,000	-	-	-	-
Develop IE training manual for ECD, Primary and Secondary					

Activities	Costing for Y1	Costing for Y2	Costing for Y3	Costing for Y4	Costing for Y5
Teacher Education	87,623,600	-	-	-	-
Engage writers and publishers to produce IE supporting materials	12,162,800	-	-	-	-
Introduce a rewarding system for teachers and caregivers.	-	5,856,000	-	-	-
Promote professional development on IE	4,000,000	3,000,000	3,000,000	-	-
Review SNE teacher education curriculum	38,617,600	-	-	-	-
<b>6. Improved partnerships for inclusive education at different levels</b>	<b>178,052,000</b>	<b>144,949,600</b>	<b>178,400,800</b>	<b>144,543,200</b>	<b>178,749,600</b>
Conduct collaborative research on IE among government, DPs, DPOs, CSOs and academia.	34,032,000	-	34,032,000	-	34,032,000
Create committee and appoint focal persons to coordinate, regulate, evaluate and report implementation of IE at national, division, district, zone and school levels.	-	-	-	-	-
Hold quarterly meetings for stakeholders on IE at different levels	69,975,200	69,975,200	69,975,200	69,975,200	69,975,200
Map and develop a directory for IE stakeholders in Malawi	-	755,200	-	-	-
Support advocacy groups within CSOs for IE	74,044,800	74,219,200	74,393,600	74,568,000	74,742,400
Train communities, SMCs, PTAs and mother groups on their role to support IE	-	-	-	-	-
<b>7. Improved Teaching and Learning Environment</b>	<b>819,520,600</b>	<b>1,277,083,400</b>	<b>1,194,505,800</b>	<b>933,780,200</b>	<b>933,954,600</b>
Conduct national physical audit exercise to establish whether education infrastructure and facilities are child, disability and gender friendly	11,639,200	11,813,600	11,988,000	12,162,400	12,336,800
Develop a handbook on curriculum differentiation	43,417,600	72,365,200	-	-	-
Disseminate Child Protection policy to stakeholders.	-	47,974,000	-	-	-
Finalize and disseminate sign language dictionary	-	99,662,800	-	-	-
Monitor implementation of Inclusive Education	-	-	-	-	-

Activities	Costing for Y1	Costing for Y2	Costing for Y3	Costing for Y4	Costing for Y5
	74,400,000	37,200,000	37,200,000	-	-
Procure inclusive teaching and learning materials in different formats	644,425,000	695,925,000	833,175,000	644,425,000	644,425,000
Provide sign language interpreters, braille transcribers and note takers where need be.	-	-	-	-	-
Train teachers in psycho social support, child protection and life skills development, and the code of conduct	-	-	-	-	-
Train teachers on peer to peer learning and support.	-	46,456,800	46,456,800	46,456,800	46,456,800
Facilitate the development of guidelines on IE infrastructure and sanitation facilities	22,819,400	-	-	-	-
Develop guidelines for inclusive model resource centres	22,819,400	-	-	-	-
Disseminate and distribute guidelines for physical access of building and facilities to district councils and other relevant institutions	-	34,950,000	34,950,000	-	-
Rehabilitate and construct accessible school infrastructure, sanitation facilities and resource centres	-	230,736,000	230,736,000	230,736,000	230,736,000
<b>8. Increased Funding for Inclusive Education</b>	<b>34,190,000</b>	<b>52,770,200</b>	<b>1,892,800</b>	<b>1,892,800</b>	<b>1,892,800</b>
Advocate and lobby for adequate resources for IE	1,892,800	1,892,800	1,892,800	1,892,800	1,892,800
Develop a resource mobilization strategy for IE	-	50,877,400	-	-	-
Disseminate the IE strategy to government and non-state actors	32,297,200	-	-	-	-
<b>Grand Total</b>	<b>5,043,462,000</b>	<b>4,893,059,600</b>	<b>4,456,112,200</b>	<b>3,769,838,200</b>	<b>3,885,825,600</b>
			<b>Overall Cost</b>	<b>MWK 22,048,297,600</b>	
				\$	<b>29,397,730</b>

## 7.2. Programme of Works for the NIES

Outcome	NIES Activity	Output Indicator	Output Target Y1	Output Target Y2	Output Target Y3	Output Target Y4	Output Target Y5
1. Improved capacity for inclusive education	Prepare IE awareness raising tools	Number of districts reached by IE awareness raising tools	34				-
	Orient teachers, caregivers, teacher educators, lecturers, education managers, community members and learners on IE-Primary	Number of primary schools in which stakeholders (teachers, learners, community members) were oriented on IE	200	200	200	200	200
	Orient teachers, caregivers, teacher educators, lecturers, education managers, community members and learners on IE-Secondary	Number of secondary schools in which stakeholders (teachers, learners, community members) were oriented on IE	150	150	150	150	150
	Orient teachers, caregivers, teacher educators, lecturers, education managers, community members and learners on IE-DEMs	Number of DEMs and EDMs oriented on IE	40	0	40	0	40
	Orient teachers, caregivers, teacher educators, lecturers, education managers, community members and learners on IE-Tertiary	Number of HEI and TTC stakeholders (master trainers, care givers, lecturers) oriented on IE	200		200		200
	Review the role of the Department of Special Needs Education, Department of Teacher Education and Development, special schools	Functional review report	0	1	0	0	0



Outcome	NIES Activity	Output Indicator	Output Target Y1	Output Target Y2	Output Target Y3	Output Target Y4	Output Target Y5
2. Improved Governance and management of inclusive education	and units, and Montfort SNE College						
	Train and recruit teachers, caregivers and support assistants for IE	Number of additional staff trained and recruited for IE	3074	3074	3074	3074	3074
	Develop and disseminate IE policy guidelines	Number of dissemination meetings, workshops, etc.	3	-	-	-	-
3. Enhanced skills in learner identification and assessment	Establish TWG on IE	IE TWG established	1				
	Monitor implementation of IE	Number of M&E activities conducted	2	2	2	2	2
	Train school managers and administrators on IE management and administration	Number of primary schools in which school managers and administrators are trained	200	200	200	200	200
3. Enhanced skills in learner identification and assessment	Develop identification tools for assessing learners with diverse needs	Identification tool developed	1	-	-	-	-
	Set up a referral system for clinical and psychosocial assessment	Referral system set up	1	-	-	-	-
	Train teachers, caregivers and teacher educators on the use of learner diversity assessment and curriculum differentiation	Number of teachers, caregivers and teacher educators trained on the use of learner diversity assessment and curriculum differentiation	200	200	200	200	200
	Procure assistive devices	Number of schools where assistive devices are available	400	400	400	400	400

Outcome	NIES Activity	Output Indicator	Output Target Y1	Output Target Y2	Output Target Y3	Output Target Y4	Output Target Y5
4. Improved Inclusive Education Management Information System	Review data collection tools to disaggregate data on learners with diverse needs	Data collection tool reviewed	1	-	-	-	1
	Train EMIS staff at national, division, district and zonal levels in IE on data collection, analysis, interpretation and use of results	Number of EMIS staff trained in IE	84	442	-	-	-
	Orient teachers and administrators on IE data collection	Number of primary schools in which school managers and administrators are trained on IE data	200	200	200	200	200
	Procure and install VPN to link national database with all districts	Number of district databases linked with national database	6	14	14	-	-
	Support Phased Mobile IT to transfer data from schools to DEMs and headquarters	Number of schools with Phased Mobile IT	-	800	400	400	400
	Strengthen record management at school level on learning needs	Number of schools with updated registers	6509	-	-	-	-
	Review SNE teacher education curriculum	SNE teacher education curriculum review	1	-	-	-	-
	Develop IE training manual for ECD, Primary and Secondary Teacher Education	IE training manual developed	1	-	-	-	-
	Conduct CPDs for teacher educators on IE	Number of teacher educators trained	400	-	400	-	-
	Develop IE modules for ECD, colleges, TTCs and universities	Number of IE modules developed	3	-	-	-	-
5. Improved Teacher Education and Motivation for Inclusive Education							

Outcome	NIES Activity	Output Indicator	Output Target Y1	Output Target Y2	Output Target Y3	Output Target Y4	Output Target Y5
6. Improved partnerships for inclusive education at different levels	Engage writers and publishers to produce IE supporting materials	Number of titles for IE supporting materials produced	3	-	-	-	-
	Introduce a rewarding system for teachers and caregivers.	Rewarding system in place	-	1	-	-	-
	Create more established post for specialist teachers, providing more opportunities for training and development of career path.	Career path in place for specialist teachers	1	-	-	-	-
	Promote professional development on IE	Number of teachers trained on IE (long term - bachelors and masters)	8	6	6	0	0
	Map and develop a directory for IE stakeholders in Malawi	Directory of IE stakeholders developed	-	1	-	-	-
	Create committee and appoint focal persons to coordinate, regulate, evaluate and report implementation of IE at national, division, district, zone and school levels.	Number of schools with a IE focal person appointed	6509	0	0	0	0
	Hold quarterly meetings for stakeholders on IE at different levels	Number of meetings held	4	4	4	4	4
	Support advocacy groups within CSOs for IE	Number of advocacy groups supported	6	-	-	-	-
	Conduct collaborative research on IE among government, DPs, DPOs, CSOs and academia.	Number of collaborative research papers produced	1	-	1	-	1

Outcome	NIES Activity	Output Indicator	Output Target Y1	Output Target Y2	Output Target Y3	Output Target Y4	Output Target Y5
7. Improved Teaching and Learning Environment	Train communities, SMCs, PTAs and mother groups on their role to support IE	Number of primary schools with community, SMCs, PTAs and mother group members trained on their role to support IE	200	200	200	200	200
	Develop a handbook on curriculum differentiation	Handbook developed		1	-	-	-
	Procure inclusive teaching and learning materials in different formats	Number of inclusive teaching and learning materials procured	9000	9000	9000	9000	9000
	Provide sign language interpreters, braille transcribers and note takers where need be.	Number of sign language interpreters, braille transcribers and note takers provided	-	100	100	100	100
	Finalize and disseminate sign language dictionary	Number of dissemination workshops conducted on sign language dictionary	0	3	-	-	-
	Train teachers in psycho social support, child protection and life skills development, and the code of conduct	Number of teachers trained in psycho social support, child protection, life skills development, and the code of conduct	-	1000	1000	1000	1000
	Disseminate Child Protection policy to stakeholders.	Number of workshops held to disseminate child protection policy	-	3	-	-	-
	Monitor implementation of Inclusive Education	Number of schools in which learners are oriented	200	200	200	200	200
	Train teachers on peer to peer learning and support.	Number of teachers trained on peer to peer learning and support	-	1000	1000	1000	1000

Outcome	NIES Activity	Output Indicator	Output Target Y1	Output Target Y2	Output Target Y3	Output Target Y4	Output Target Y5
8. Increased Funding for Inclusive Education	Conduct national physical audit exercise to establish whether education infrastructure and facilities are child, disability and gender friendly	National physical audit exercise report	1	1	1	1	1
	Facilitate the development of guidelines on IE infrastructure and sanitation facilities	Guidelines developed	1	-	-	-	-
	Develop guidelines for inclusive model resource centres	Guidelines developed	1	-	-	-	-
	Disseminate and distribute guidelines for physical access of building and facilities to district councils and other relevant institutions	Number of education districts with guidelines for physical access of school buildings and facilities	6	14	14	-	-
	Rehabilitate and construct accessible school infrastructure, sanitation facilities and resource centres	Number of schools with rehabilitated infrastructure, sanitation facilities and resource centres	50	50	50	50	50
	Develop a resource mobilization strategy for IE	Resource mobilization strategy for IE developed	-	1	-	-	-
	Disseminate the IE strategy to government and non-state actors	Number of meetings and activities		1	1		
	Advocate and lobby for adequate resources for IE	Percentage of NIES activities funded	15%	15%	20%	25%	25%

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