



**Government of the Republic of Malawi**

**National Education Policy**

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## **Foreword**

The National Education Policy (NEP) is the Government of Malawi's document that spells out Government policy on education. It outlines the sector's priorities and defines the country's education policies that will guide the development of the education sector in Malawi. The Government recognizes that education is the backbone for socio-economic development, economic growth and a major source of economic empowerment for all people especially women, the youth and the physically challenged. It also has a strong impact on literacy; behavior in terms of reproductive, maternal and child health; and on knowledge of HIV and AIDS. The policy also subscribes itself to the Sector Wide Approach (SWAp) to development, planning and financing of the education sector in line with the Malawi Development Assistance Strategy and Sector Working Group Guidelines.

The NEP is designed to respond to the Malawi Growth and Development Strategy II and various related national regional and international policies and protocols on education. The policy recognizes that Early Childhood Development (ECD) and Early Childhood Education (ECE), primary and secondary education are critical foundations to further education. It further recognizes the importance of inclusion of special needs education, out-of-school youth education (complementary basic education) and adult literacy in the education sector. The NEP attempts to define the provision of quality education in a holistic manner through expanded access and equity, improved quality and relevance, and improved governance and management.

Furthermore, the NEP recognizes the government's commitment to related international protocols such as the Education for All (EFA), Jomtien (1990), Millennium Development Goals (MDGs) (2000) and Sustainable Development Goals (2015) which recognize the importance of making education available to all. It is, therefore, expected that the coming together of all key players in the education sector will make a significant difference in and to Malawi, and thereby respond to the national and international aspirations and expectations. By building an educated and highly skilled population, Malawi will not only achieve accelerated economic growth and development, but it will also aim towards the achievement of the Sustainable Development Goals.

The Government is committed to spearheading the implementation of specific strategies and focused actions pursued to ensure that the NEP becomes the centre of the education sector. I, therefore, call upon all stakeholders and development partners to use the NEP as a guideline for education interventions on skills development among Malawians.

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## **Preface**

The Malawi education system has since independence been guided by development policies and plans which have always been linked to National Development Policies and manpower studies and surveys. The Education Development Survey (1964), first Education Plan (1973 – 1980) and the second Education Sector Development Plan (1985 - 1995), the Policy and Investment Framework (PIF) (2000), and the National Education Sector Plan (NESP) 2008-2017, have helped in fulfilling the aspirations of the national education's long term vision and provision of guidelines for education development. Despite this development, it is critical to highlight that education planning has been done without a comprehensive policy framework. Thus, there is need for clear policy articulation for proper guidance of the sector, hence the development of the National Education Policy (NEP).

The formulation of this policy was an extensive consultative process which included key stakeholders that helped to identify key issues that needed special attention. The development of the policy also incorporated guiding principles and contents of the already developed frameworks contained in several documents guiding the nation's course of development and programs. The NEP is intended to stand out as one guiding living document to inform the education system in all its obligations to achieving relevant and equitable education. It is, therefore, critical for all sectors of the economy to play their roles towards the realization of the policy's objectives. The critical roles of local communities, development partners, religious organizations and the private sector are recognized.

Mrs. Lonely Magreta  
**Secretary for Education, Science and Technology**

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## Acronyms

CBE	Complementary Basic Education
CPD	Continued Professional Development
CDSS	Community Day Secondary School
DTEVET	Department of Technical Entrepreneurial and Vocational Education and Training
ECD	Early Childhood Development
ECE	Early Childhood Education
EFA	Education for All
EMIS	Education Management Information System
FPE	Free Primary Education
ICT	Information and Communication Technology
MANEB	Malawi National Examinations Board
MCC	Malawi Correspondence College
MGDS II	Malawi Growth and Development Strategy II
MIE	Malawi Institute of Education
MNLS	Malawi National Library Service
MSCE	Malawi School Certificate of Education
MoEST	Ministry of Education Science and Technology
MTEF	Medium Term Expenditure Framework
NEP	National Education Policy
NESP	National Education Sector Plan
NGO	Non-Governmental Organization
ODL	Open and Distance Learning
OVC	Orphan and Vulnerable Children
PIF	Policy Investment Framework
SADC	Southern Africa Development Cooperation
SNE	Special Needs Education
STI	Science, Technology and Innovation
SWAP	Sector Wide Approach
TEVET	Technical Entrepreneurial Vocational Education and Training
TEVETA	Technical Entrepreneurial Vocational Education and Training Authority
TQF	Technical Qualification Framework
TSC	Teaching Service Commission
TTC	Teacher Training College
UNESCO	United Nations Educational, Scientific and Cultural Organization

## Glossary

Continuous Professional Development:	A structured approach to learning to help ensure competence in practice, taking in knowledge, skills and practical experience.
Early Childhood Education:	It is a term that refers to educational programs and strategies geared toward children from birth to the age of eight. Early childhood education often focuses on guiding children to learn through play. The term often refers to preschool or infant/child care programs.
Education Sector Wide Approach:	It is the modality of funding that pulls together the government, the development partners and other stakeholders in the education sector
Enrollment:	The total number of pupils/students who have registered in a class or school during the current school year.
Free Primary Education:	Primary education which is tuition free
Net enrolment ratio:	The number of children of official primary school - age who are enrolled in primary education as a percentage of the total children of the official school age population.
Open day secondary school:	Secondary schools that operate at various centers including existing secondary schools and are managed by Malawi College of Distance Education as part of open learning
Open and distance learning:	Open learning and distance education refers to approaches to learning that focus on freeing learners from constraints of time and place while offering flexible learning opportunities. And /or any educational process in which all or most of the teaching is conducted by someone geographically removed from the learner, with all or most of the communication between teachers and learners being

conducted through electronic or print media.

Out- of- school- youth education:	boys and girls who belong to any of the categories; a) 7-14 years old who are not enrolled; b) 15-24 years old, not enrolled, not employed and not a tertiary level graduate who are provided with complementary basic education or vocational skills and training.
Primary cycle:	It constitutes standards 1 to 8
Primary Education Advisor:	An education officer who is responsible for advisory services in schools at zonal level
Pupil Classroom Ratio:	The average number of pupils/students per classroom in primary/secondary education in a given school year
Pupil Teacher Ratio:	The proportion of the number of filled authorized positions for teachers at a certain level in a given year to the enrollment at the same level in the same year.
Special Needs Education:	A system for providing a conducive learning environment for learners who may require extra support in order to achieve maximum potential
Inclusive Education:	Practice within a system of education which responds to a wide range of diversity of learners' needs mostly arising from exclusion factors such as (but not limited to) disability, race, religion, poverty, psycho-social issues, and other difficult circumstances
Tertiary Education:	The level of education covering post-secondary and higher education.
National Education Standards:	Expected outcomes, educational experiences and achievements which key stakeholders,



such as students, parents and carers, expect from all education providers in public and private institutions through proper leadership, management and teaching processes which are essential to the achievement of those outcomes

## **1.0 Introduction**

The National Education Policy spells out Government of Malawi's aspirations on education. The policy seeks to ensure that students are equipped with knowledge, skills, values, expertise, competencies to perform effectively as citizens, and to contribute to their self development including character building, patriotism, self reliance, ethnic tolerance, spirit of leadership, national unity and development of principles of good governance. In addition, the policy will promote a multidisciplinary approach to science and technology education with particular emphasis on basic knowledge, life skills and scientific literacy, modern science, scientific research and innovation as well as preparation for the world of work. Furthermore the policy advocates for an increased female participation in education and sciences.

The policy defines the country's education policies and outlines the priorities that will guide the development of the education sector in Malawi. The Government of Malawi recognizes that education is the backbone for socio-economic development; it also has a strong impact on literacy, behavior in terms of reproductive, maternal and child health and on knowledge of HIV and AIDS. The NEP is aligned to the Government of Malawi policy of poverty reduction and addresses national educational goals as outlined in Vision 2020 and MGDS II. By building an educated and highly skilled population, Malawi will achieve accelerated economic growth and development.

## **1.1 Background**

In Malawi, the education sector has since independence been guided by National Development Policies and manpower surveys and studies.

The Education Development Survey (1964) aimed at determining Malawi's education needs for social and economic progress. Furthermore, the survey advanced approaches for attaining certain targets besides stating financial commitments and new projects such as the realization of the University of Malawi.

The first formal Education Plan (1973 – 1980) was aimed at providing guidelines for education development on primary, secondary and teacher education. An addendum on technical and vocational training was adopted in 1976. Despite not incorporating all sub-sectors of the formal education system, it provided the first real attempt at planning for the evolution of education system since the introduction of formal education in Malawi.

The second Education Sector Development Plan (1985 – 1995) incorporated all levels of formal education as well as various parastatal organizations associated with the MOEST at that time. The overall objective of the Plan was to consolidate policies so that a proper balance is maintained in the levels of physical and human resources allocated to all levels of the education system.

In 1994, after the political transition from one party to multi party system, the Government introduced Free Primary Education (FPE) policy to increase access to basic education in the country. This policy was instituted in line with the new Constitution of the Republic of Malawi in which issues of increasing access to education have been articulated.

Due to other policy implications emanating from the introduction of FPE, the Policy and Investment Framework (PIF) was developed and this guided the education sector development and Medium Term Expenditure Framework (MTEF) from 2000 to 2010.

## **1.2 Linkages with other Relevant Policies**

The National Education Policy is linked to other relevant policies in that it is designed to respond to the Constitution of the Republic of Malawi which recognizes that all persons are entitled to education. It also aligns itself to the Education for All (EFA, 2000) goals and other international declarations such as Jomtien (1990), Dakar (1991), Ouagadougou (1993) and Copenhagen and Beijing (1995), and the Sustainable Development Goals (2016) which recognize the importance of making education available to all. The Policy is aligned to the Vision 2020 and the Malawi Growth and Development Strategy II (MGDS II) which is the current medium term national development strategy. The Policy further recognizes the Policy and Investment framework (2000) and the current National Education Sector Plan (2008). The NEP is also closely linked to

the National Gender Policy, National Youth Policy, National Disability policy, National Policy on Early Childhood Development (ECD) and the National HIV and AIDS Policy.

### **1.3 Defining the Problem**

Malawi has experienced some major changes in education over the past decade. Many of these changes were triggered by policy shifts, notably the introduction of Free Primary Education (FPE) 1994 which led to significant increase in school enrollment from 1.9 million in 1993/94 to 2.9 million in 1994/95. Additionally, the FPE was instituted without an overall and articulated education policy framework.

The successes that have resulted from the implementation of the FPE policy have not been matched by associated successes in other aspects of education. Specifically, measured from the angles of quality and efficiency, the education sector in Malawi is not delivering as required and expected. Analyses have pointed to problems of inequality, inefficiency (resulting to very low competition rates) and overall low learning outcomes at the various levels of the sector. All these have been attributed to the absence of a well-articulated policy for the sector.

The transition to multiparty dispensation has also resulted into the education sector experiencing the emergence of private institutions many of which are substandard. Furthermore, due to the absence of a well-defined education policy, multiple key players in the education sector have not been well coordinated and the management and governance of the sector leave a lot to be desired. Additionally, the roles and responsibilities of the various key stakeholders have not been clearly defined thereby prompting non-conformity to set standards among stakeholders.

While all these developments were taking place the HIV and AIDS pandemic was also taking a toll on the human resources in the education sector. This resulted into worsening of pupil: teacher ratio, and also comprised the management and governance of the education system.

It is against this background that the National Education Policy has been developed.

## **1.4 Purpose of the Policy**

The purpose of the policy is to guide and provide a coordinated approach to the development of the education system for relevant knowledge, skills, competencies and values necessary for the socio-economic development of the nation.

## **2.0 Broad Policy Directions**

### **2.1 Policy Vision**

To enhance the role of education as a catalyst for socio - economic development.

### **2.2 Policy Goal**

To promote equitable access to education and improve relevance, quality and governance and management of the education sector. This will ultimately contribute to sustainable socio-economic development and poverty reduction.

### **2.3 Policy Outcome**

An equitable and relevant education system that is well governed and managed.

### **2.4 Policy Objectives**

The objectives of the policy are:

- i To create an enabling environment for the expansion of equitable access to education for **all** Malawians;
- ii To improve quality and relevance of education to meet socio-economic development needs of the nation; and
- iii To improve the operations and efficiency of the education system through good governance and management in order to deliver education services efficiently and effectively.

## **3.0 Policy Priority Areas**

To achieve its objectives, the NEP is framed on seven priority areas namely:

- i. Quality, accessible and equitable basic education
- ii. Accessible and quality secondary education
- iii. Quality teacher education (primary and secondary)
- iv. Quality and equitably accessed TEVET; and
- v. Quality and equitably accessed higher education
- vi. Quality and equitably accessed open and distance learning
- vii. Enhanced Science, Technology and Innovation in Education

These priority areas are based on the five education sub-sectors and they are all accompanied by policy statements.

### **3.1 Priority Area 1: Quality, accessible and equitable basic education**

Basic education includes Early Childhood Development (ECD) and Early Childhood Education (ECE), Out- of- School Youth Education, Adult Literacy, Complementary Basic Education (CBE) and Primary Education. Responsibility of basic education falls under three different ministries. The MOEST is responsible for formal primary education. ECD, ECE and Adult Literacy programs fall under the Ministry of Gender, Children, Disability and Social Welfare while the Out-of-School Youth Education program is under the Ministry of Youth Development and Sports. The purpose of basic education is to equip its recipients with basic knowledge and skills to allow them to function as competent and productive citizens in a free society.

#### **3.1.1 Early Childhood Development and Early Childhood Education**

Early Childhood Development and Early Childhood Education are largely provided in the ECD Centres. However, the major challenges in the provision of ECD and ECE have had to do with different curricular being offered by different institutions, untrained caregivers, under resourced centres and, uncoordinated ECD and ECE activities

## **Policy Statements**

In order to contribute towards improvement of early childhood development and early childhood education situation in Malawi, this policy will ensure that:

- i. Antenatal and postnatal care is promoted
- ii. Provision of psychosocial care for holistic development of the children is enhanced
- iii. There is increased access to high quality early learning and stimulation services for children
- iv. ECD and ECE partnership, networking, collaboration and coordination are strengthened
- v. Acceptable standards of care and support, early learning and development are adhered to
- vi. Negative socio-economic factors affecting early childhood development and education are addressed
- vii. Adequate resources for ECD and ECE activities are provided at all levels
- viii. Children are protected from all forms of abuse and discrimination
- ix. Protection of children in difficult circumstances is strengthened
- x. Malnutrition and micronutrient deficiencies are reduced
- xi. Access to safe drinking water and adequate sanitation is promoted

### **3.1.2 Out- of- School Youth Education**

Education is a major priority in the development of young men and women, not simply because young people are often connected to the education system, but because it is through education that young women and men can be better prepared for life. The personal development of the individual young person, along with the development of local communities and the country as a whole is inextricably linked to the provision of quality, relevant and well-managed education.

Human resource development is an important ingredient towards economic growth and development that would help in poverty reduction. Thus, any nation ignoring this and failing to invest in its people, particularly the young children, can be seen not serious about national development and poverty reduction.

Although a good number of children enroll in schools, the primary school system continues to be inefficient. This inefficiency results in learner absenteeism which eventually leads to school drop-out. Almost half of the standard one enrolment does not survive up to standard five (EMIS 2014). Problems of orphanage, poverty, and indeed overall disadvantaged households means that many of the learners drop out of school before acquiring basic literacy, numeracy and life skills that are necessary for their productive contribution in society. In response to the high learner drop out and as part of Government's efforts to achieve Education for All, the Ministry introduced Complementary Basic Education (CBE). CBE is non-formal education offered to children, who never attended school or who dropped out of the formal school before successful completion of the first five years of the primary school cycle and before attaining a sustainable level of literacy, numeracy and other basic skills.

### **Policy Statements**

In order to contribute towards improvement of education situation in Malawi, the National Education Policy on out of school youth will ensure that:

- i Periodic review of education curricula for both formal and non-formal sector is undertaken to meet the changing needs of youth in the rapidly changing world and labour market demands in urban and rural areas
- ii An adequate and appropriate human, financial and material resources to improve quality of education of out of school youth in Malawi is allocated
- iii A literacy and numeracy programme for out of school youth is established to meet literacy and numeracy needs among the youth that have never been to or dropped out of school and cannot return to formal education system
- iv Maintenance and expansion programme for educational facilities to accommodate the needs of increasing number of school-going youth including purposely built girls' boarding facilities, more especially in rural areas, is established
- v Guidance and Counselling are mainstreamed in school curricula; and that these are provided as a service in all schools and in other out-of-school learning structures
- vi Science and Technology is popularized in all out of school learning centres
- vii An award scheme for gifted youth in the field of science and technology is established. Outstanding contributions to Science and Technology by youth are awarded and documented for wide publicity



### 3.1.3 Adult Literacy

To promote delivery of adult literacy services to all communities and equip adults with specialized knowledge, skills, attitudes and techniques to independently engage in listening, speaking, reading, writing, numeracy, technical and critical thinking in order to contribute to the national development process.

There is generally poor participation especially by men resulting in overall low coverage of adult literacy programmes. The resources level for this sub-sector is also very low.

The policy will ensure that:

- i. The delivery of adult literacy services are responsive to learners' needs in different settings and capable of responding to emerging demands in a rapidly changing environment
- ii. Accessibility to adult learners services is increased
- iii. Comprehensive post literacy programmes for reinforcing and sustaining literacy and lifelong education are enhanced.
- iv. Financial resources for the delivery of adult literacy services are increased
- v. Participation of the public and private sector in the delivery of adult literacy is promoted
- vi. A 10-month learning cycle, as an indicative minimum period required for the delivery of adult literacy programmes is enforced
- vii. Adult Literacy curriculum encompasses contemporary development issues and is inclusive
- viii. The use of local languages is promoted in the delivery of adult literacy programmes
- ix. The remuneration to both public and non state actors is at least equivalent to the minimum wage
- x. Adult trainers have the appropriate qualifications and experience and that the trainers are continuously upgraded
- xi. Men and women are equally participating in adult literacy classes
- xii. Teaching and learning materials are available for adult learners
- xiii. There is linkage between post literacy and formal education and/or formal training

### **3.1.4 Primary Education**

Primary education is the longest existing sub-sector attended by the largest number of learners. The fundamental objective of primary education is to inculcate basic literacy, numeracy and life skills, and it is recognized as the foundation for other education levels. The official entry age to primary education is 6 years, meaning that the expected primary school going age population is within the range of 6 and 13 years. However, because of late entry into the system and high class repetition rates, the system is also characterized by a significant percentage of children who are over the official maximum age of 13.

At the end of standard 8, learners sit for a standardized national examination called the Primary School Leaving Certificate Examination (PSLCE) which determines their eligibility for secondary education. Historically the provision of primary education was solely undertaken by the Government. In 2004, a national policy authorized primary education provision by private institutions; however, private schools play a small role in the provision of primary education as currently less than 10% of total primary education enrolment is attending private schools. The Government also subsidizes primary education in assisted primary schools through teachers, finances whilst ownership is largely with religious organizations.

Primary education in Malawi was made free in 1994 during which tuition fees in all public primary schools were abolished and wearing of school uniform in such schools was no longer compulsory. The introduction of free primary education in Malawi brought itself a lot of challenges in the education system, especially in the primary sub-sector itself. FPE had put a lot of pressure in the distribution of teaching and learning materials, availability of adequate qualified teachers, class space and provision of adequate sanitary facilities. After twenty years since the introduction of free primary education, the sub-sector has not fully overcome these challenges. The notable consequence of these challenges has been the low quality of primary education which has also negatively affected the learning outcomes, learner retention (especially girls), promotion rates to upper classes and the transition rate to secondary education.

### **Policy Statements**

The policy will ensure that:

- i. National education standards are adhered to in all schools
- ii. Primary school infrastructure meet minimum standards
- iii. Primary school curriculum is relevant and responsive to the needs of the country
- iv. English is the medium of instruction in standards 1 to 8
- v. Quality assurance (inspection and advisory) is enhanced
- vi. Free primary education is compulsory to both boys and girls and implemented incrementally
- vii. Continuous assessment in primary education is enhanced
- viii. Teaching and learning materials are available to all learners
- ix. A sustainable and effective school health and nutrition programme including HIV/AIDS education services and reproductive health for adolescents are enhanced
- x. Increased numbers of girls equitably access, participate in, excel and complete primary education
- xi. Equitable access to quality and relevant special and inclusive primary education is enhanced
- xii. Capacity development in primary education is strengthened
- xiii. Governance and management of primary education is enhanced

### **3.2 Priority Area 2: Accessible and quality secondary education**

Secondary education in Malawi runs for four years, with two years of junior secondary and two year for senior secondary. After the four years, the students sit for a Malawi School Certificate Examination (MSCE).

The introduction of Free Primary Education in Malawi in 1994 resulted in a large increase in primary enrolments and this has put pressure on places for secondary education which has not expanded at the same rate as the primary sub-sector. Transition rate to form one is 46 percent (EMIS Analysis, 2011). There are also disparities according to gender (in favour of boys), location of schools, income of parents and/or guardians and physical ability of students. Orphans and other vulnerable children (OVCs) are also disadvantaged.

The Community Day Secondary Schools (CDSSs), through which expansion in enrollment was effected, take in most of the students, and yet they are relatively poorly resourced in terms of quality of teachers, availability of teaching and learning materials and requisite infrastructure. Governance and management of secondary education has some challenges because of understaffing, unavailability of laboratories, inadequate funding, limited classroom capacity, lack of relevant and responsive curriculum and poor management of resources. Complementary schemes which have been introduced to increase access to secondary education have not been fully developed for example Open and Distance Learning (ODL) and double-shift system. Community participation in the decentralized setting at the secondary school level is also poor.

### **Policy Statements**

The policy will ensure that:

- i. Equitable access to secondary education is increased
- ii. Increased numbers of girls equitably access, participate in, excel and complete secondary education
- iii. Equitable access to quality and relevant special and inclusive secondary education is enhanced
- iv. A comprehensive response to HIV and AIDS is coordinated and sustained
- v. Secondary schools meet minimum infrastructure standards
- vi. Quality assurance (inspection and advisory) and quality of secondary education is enhanced
- vii. Efficient and effective mechanisms for resource management is reinforced

- viii. Governance and management of secondary education is improved
- ix. Secondary school curriculum is relevant and responsive to the needs of the country

### **3.3 Priority Area 3: Quality Teacher Education (Primary & Secondary)**

Teacher education in Malawi addresses two key areas: primary and secondary teacher needs. The primary teacher training is two year long, leading into a certificate in primary school teaching. The secondary teacher training has two levels: diploma (three years) and degree (four years). The diploma is a minimum qualification required for teaching in secondary schools. .

Rapid expansion of primary and secondary schools has caused a high demand for trained primary and secondary school teachers. The supply of the trained primary and secondary school teachers from Teacher Training Colleges (TTCs) and universities has not been able to respond to the demand. The major problem under access and equity is the high demand for teachers and low capacity to supply them. For instance, the increase in the number of primary school teachers has not been satisfactory, especially female teachers. There is also lack of qualified special needs lecturers and necessary facilities in teacher training colleges.

In addition, there has not been a notable increase in the number of students studying secondary teacher education in all universities in Malawi. Enrolment for females in secondary teacher training institutions has been declining since 2008. In all the colleges, special needs education (SNE) is not adequately covered.

The provision of quality and relevant teacher education at both primary and secondary levels has faced many challenges. Such challenges include: inadequate Continuous Professional Development programmes (CPD) for practising teachers; inadequate resources in teacher training colleges; and the unattractive nature of teaching profession in Malawi compared to other jobs.

The problem with regards to governance and management of teacher education mainly lies in poor coordination between or among institutions dealing with recruitment, training, deployment and career path. In addition, managers of teacher training institutions are not adequately prepared for managerial positions.

### **Policy Statements**

The policy will ensure that:

- i. Equitable access to teacher education is improved
- ii. Teacher training institutions meet minimum infrastructure standards
- iii. Increased numbers of female teacher trainees equitably access, participate in, excel and complete teacher training
- iv. A comprehensive response to HIV and AIDS is coordinated and sustained
- v. Special and inclusive education is mainstreamed
- vi. Teacher education is relevant and responsive to the needs of the country
- vii. Quality assurance and quality in teacher education is enhanced
- viii. Efficient and effective mechanisms for resource management is reinforced
- ix. Governance and management of teacher education is enhanced

### **3.4 Priority Area 4: Quality and equitably accessed Technical, Entrepreneurial and Vocational Education and Training (TEVET)**

TEVET in Malawi is provided in public and private institutions. It enrolls parallel and generic students. TEVET aims at orienting training to the needs of the labour market in addressing technical and vocational skills requirements. It is based on the wish of the Government to broaden public attention to the entire spectrum of formal, non-formal and informal TEVET provision and learning, and to create mechanisms for integration and effective coordination of the different TEVET sub-systems. Based on the recognition of the role the TEVET sub-sector

plays in the economy, the education sector will continue to provide qualified and competent skilled workforce to meet the needs of the economy.

TEVET in Malawi faces challenges related to access and equity such as limited access for females and vulnerable groups. In addition, training is seen to be more favourable to those with access to postal and modern communication services and those who can meet costs associated with attendance of interviews, because transport costs are not reimbursed. TEVET also faces the lack of recognition for the informal sector skills development; and in addition, it has inadequate infrastructure, inappropriate tools and equipment.

Quality and relevance entails provision of TEVET based on standards according to industry demands. Provision of TEVET in Malawi is highly diverse, fragmented and uncoordinated. This is manifested by the existence of multiple curricula and qualifications; outdated curricula and lack of constant contact with the private sector. This has limited the relevance of the curriculum to address the needs of the economy, and has weakened mechanisms to properly enforce the TEVET Qualifications Framework (TQF).

Governance and management are identified by the existence of institutions such as the TEVET Authority (TEVETA), Department of Technical, Entrepreneurial and Vocational Education and Training (DTEVET) in the ministry responsible for TEVET; including industry and training providers. Effective implementation of TEVET programmes has been affected by challenges associated with governance and management of which among others are: lack of autonomy among public TEVET providers; lack of capacity and poor coordination among Government ministries providing TEVET.

### **Policy Statement**

The policy will ensure that:

- i. Equitable access to TEVET programs is increased
- ii. TEVET is mainstreamed in the main education system

- iii. A comprehensive response to HIV and AIDS is coordinated and sustained
- iv. Capacity development in TEVET is enhanced
- v. Quality assurance and quality of TEVET is enhanced
- vi. TEVET institutions meet minimum required standards
- vii. Resource management in TEVET is improved
- viii. Increased numbers of female students equitably access, participate in, excel and complete Technical, Entrepreneurial and Vocational Education and Training
- ix. Equitable access to quality and relevant special and inclusive education is enhanced
- x. Governance and management of TEVET is improved
- xi. Curricula and certification are harmonized.

### **3.5 Priority Area 5: Quality and equitably accessed Higher Education**

Higher education in Malawi is an important component of the entire education system because of its role in creating and advancing new knowledge and skills through teaching and research. Higher education also produces people who have the high level skills that are critical to Malawi's socioeconomic development and the implementation of National Development Policies in a global society. Higher education in Malawi is provided by both public and private universities and colleges which are scattered across the country.

The Government of Malawi acknowledges the significance of producing adequate skilled and qualified human capital to meet the development goals of the country. As such, higher education will continue to play a key role in the generation of new knowledge and strengthening of skills. The provision and expansion of higher education will continue to rely on both Government and other stakeholders.



Higher education is faced with challenges that affect access and equity. Enrolment of students in higher education system in Malawi is the lowest in the SADC region. Enrolment of females is much lower compared to that for males. In addition, those who are physically challenged are very few in the system. Very few students from low-income families access higher education. Institutions of higher learning face a number of challenges that could hamper the achievement of national development policies. Such challenges include: insufficient qualified staff; inadequate teaching and learning resources; irregular reviews of curriculum; and low and uncoordinated research output. Mismatch between higher education outputs and needs of the industry.

Higher education institutions also face a number of governance and management challenges which have affected their performance. Such challenges include weaknesses and deficiencies in the management systems; nonexistent performance management systems to assess the performance of lecturers and other staff; weak systems for accountability of locally generated resources; highly subsidized higher education; and inadequate investment in infrastructure and rehabilitation.

### **Policy Statements**

The policy will ensure that:

- i. Equitable access to higher education is expanded
- ii. Higher education institutions meet minimum standards
- iii. Higher education is of quality, relevant and responsive to the needs of the country
- iv. Increased numbers of female students equitably access, participate in, excel and complete higher education
- v. Equitable access to quality and relevant special and inclusive higher education is enhanced
- vi. A comprehensive response to HIV and AIDS is coordinated and sustained

- vii. Capacity development in higher education is enhanced
- viii. Resource management in higher education is improved; and
- ix. Governance and management of higher education are enhanced

### **3.6 Priority Area 6: Quality and equitably accessed Open and Distance Learning**

The Government of Malawi introduced Open and Distance Learning in 1965 under the Malawi Correspondence College (MCC). This was the first local chapter on ODL because prior to this set up, Malawians were advancing their studies through correspondence colleges from the region (Zimbabwe, Zambia, Tanzania and South Africa) and even the United Kingdom.

However, with major global and national policy reforms and advancement in technology, the focus on ODL is broader and covers all education sub sectors.

Open and Distance Learning is faced with a number of challenges that affect access and equity, quality and governance and management. The existing education institutions are not able to meet the current and future labour market and human capital demands. In addition, the current ODL institutions have rigid governance and management structures that do not allow for efficiency, flexibility and expeditious responses often required by contemporary ODL systems. In terms of the provision of access and equitable education, the challenges include: limited equitable access and mobility for students; poor and inadequate information and communication technology (ICT) infrastructure; lack of common and flexible approach to admission; limited, unreliable and expensive internet connectivity or facilities; inability to provide inclusive education.

Despite these challenges, the Ministry will endeavor to increase enrolment at all levels by making ODL accessible to all eligible learners.

#### **Policy Statements**

The policy will ensure that:

- i. Equitable access to ODL for learners at all levels is expanded

- ii. Efficient governance structures and management systems for ODL institutions are developed;
- iii. Appropriate funding mechanisms for ODL provision are enhanced
- iv. National ODL academic programmes are harmonized and aligned to regional and international programmes
- v. Use of ICT is enhanced

### **3.7 Priority Area 7: Science, Technology and Innovation in Education**

Science, Technology and Innovation (STI) is the driver for economic development and an important instrument in the search for sustainable development and poverty reduction. Malawi, therefore, needs to continue harnessing STI in order to drive national development objectives and processes. Vision 2020 envisages Malawi as a technologically driven middle income economy while the Malawi Growth and Development Strategy (MGDS) II addresses STI activities with the purpose of enhancing the contribution of research, science and technology to national productivity and competitiveness.

The area of science and technology in education face a number of challenges. There is unsatisfactory enrolment in science and technology at universities and research institutions thus affecting recruitment of new researchers, qualified teachers or new recruits in the teaching profession in the scientific and technological subjects. It also affects the labour market in terms of qualified work force.

#### **Policy Statements**

The policy will ensure that:

- i. Adequate qualified manpower of various skills in required numbers in the education system are developed and modernized;
- ii. The education system is restructured and expanded using science and technology tools at all levels;

- iii. Institutions of higher learning integrate the national science and technology efforts into the development of new products and the provision of essential services;
- iv. Adequate, secure and attractive employment opportunities and conditions with a view to retaining existing human resources, attracting high calibre personnel and reversing brain drain are provided;
- v. Adequate science and technology teaching/ learning facilities and materials in schools, colleges are provided
- vi. Gender equity and equality in the learning and application of Science, Technology and Innovation with special emphasis on girls, youth and special needs students are promoted.

#### **4.0 Implementation Arrangements**

Implementation arrangements are presented under three sub-topics: Institutional Arrangements; Implementation Plan; and Monitoring and Evaluation.

#### **4.1 Institutional Arrangements**

The implementation institutional framework for this policy is geared towards ensuring that the public sector assumes a leading role while realizing the increased role of partners, private sector, NGOs and the community members.

The Ministry of Education, Science and Technology will coordinate the effective and efficient planning and implementation of the policy. Among other things, the ministry will:

- i. Formulate into programmes the major development priorities indicated in the policy
- ii. Monitor and evaluate on periodic basis the progress made in meeting policy goals
- iii. Determine policy outcome indicators and plans

- iv. Assist districts to develop plans in relation to the policy priorities
- v. Establish development programs which will take care of capacity development in the context of aligning technical assistance with associated commodity aid, training requirements and improved structural and systemic approaches in the execution of the policy
- vi. Liaise with universities, colleges, and other appropriate institutions and organizations to develop and implement programmes and other relevant issues; and
- vii. Take necessary measures to ensure effective and efficient implementation of the policy.

The Malawi Institute of Education (MIE) will develop and evaluate the school curriculum and coordinate in-service teacher training.

The Malawi National Examinations Board (MANEB) will administer national examinations and develop examination syllabuses for all examinable subjects.

The Malawi National Commission for UNESCO will link government ministries, the intellectual and civil societies with UNESCO.

The Malawi National Library Services (MNLS) will have the responsibility of promoting, establishing, equipping and managing national libraries.

Teaching Service Commission (TSC) will take into account professional development programs, teacher recruitment, promotions, and discipline.

Development partners and non-governmental organizations with potential interest will cooperate with the Government in effective and efficient implementation of the policy.

The Ministry of Health will be responsible for prevention, detection, and implementation of health interventions.

The Ministry of Information and Civic Education will be responsible for initiating awareness raising on key issues of the policy.

The Ministry of Youth Development and Sports will be responsible for youth empowerment and the promotion of sporting activities, recreation and provision of sporting facilities to Malawi youth.

The Ministry of Gender, Children, Disability and Social Welfare will be responsible for mainstreaming gender issues, safe guarding children and provide early childhood education and adult literacy programs in the implementation of the policy. It will also advocate for equalization of opportunities and rights of persons with disabilities.

The Ministry of Finance, Economic Planning and Development will be responsible for funding education programmes and related services.

The Ministry of Local Government and Rural Development will integrate education activities into district development plans to promote decentralization.

The Ministry of Lands and Housing will provide advice on education infrastructure design.

Office of the Director of Public Procurement will be responsible for procurement oversight.

The National Audit Office will be responsible for oversight of prudent use of resources.

Universities and Colleges will ensure equitable access to higher education facilities for all eligible Malawians.

Communities, families and parents will provide general management of schools, mobilize resources, and provide learners with their physical and social needs.

Human Rights Institutions will provide advocacy for human rights, promotion and protection of the rights of the child.

#### **4.2 Implementation Plan**

MoEST will be responsible for translating this policy into strategies and plans and ensure implementation of such plans in partnership with all stakeholders.

A detailed implementation plan is contained in the Implementation, Monitoring and Evaluation Strategy.

#### **4.3 Monitoring and Evaluation**

The MoEST and other key stakeholders shall all be responsible for monitoring the implementation of policy from time to time, guided by the Monitoring and Evaluation Framework contained in the *Implementation, Monitoring and Evaluation Strategy* document that accompanies this policy. The Planning Directorate shall take the full responsibility of leading the monitoring and evaluation of this policy in collaboration with all the relevant stakeholders at all levels of the education system.

In addition, the *Education Sector Research, Monitoring and Evaluation Framework* for ESIP II shall be utilized in tracking some of the key indicators of the implementation plan of this policy on annual basis.

It is expected that the policy shall be evaluated every five years to measure impact of the implemented policy statements.

## **5.0 IMPLEMENTATION, MONITORING AND EVALUATION STRATEGY**

### **5.1 Introduction**

This strategy will operationalize the National Education Policy (NEP). It has strategies, an implementation plan matrix and a Monitoring and Evaluation Framework.

### **5.2 Strategies For Policy Priority Areas**

The NEP has the following five policy priority areas: Basic Education, Secondary Education, Teacher Education, Technical Education, Vocational and Entrepreneurial and Training and Higher Education

#### **5.2.1 Policy Priority Area 1: Quality, Accessible and Equitable Basic Education**

**5.2.2 Policy Objective 1:** Ensure that all primary schools adhere to national education standards

##### **5.2.2.1 Strategies**

1. Accelerate classroom and teacher house construction
2. Align standard designs for school infrastructure with the norms and Guidelines for the construction of primary schools
3. Establish mechanisms for primary schools to meet minimum infrastructure standards
4. Develop registration system for teachers and schools
5. Promote implementation of child-friendly schools to ensure that classroom congestion is reduced
6. Adopt modern construction technologies which are efficient and effective
7. Develop a strategy on infrastructure development

**5.2.3 Policy Objective 2:** Ensure that primary school curriculum is relevant and responsive to the needs of the country

##### **5.2.3.1 Strategies**

1. Implement a primary school curriculum that promotes critical thinking and provides skills that would economically empower primary school leavers and provides continuity to assist students at post-primary level
2. Enforce English as a language of instruction in all subjects except Chichewa
3. Promote early grade reading
4. Re introduce gender sensitive vocational skills in primary education
5. Enforce physical Education in primary schools



#### 5.2.4 **Policy objective 3:** Enhance quality assurance

##### 5.2.4.1 **Strategies**

1. Strengthen and maintain a quality assurance mechanism for primary schools
2. Monitor performance to strengthen internal efficiency in primary education
3. Reduce teacher absenteeism in schools

#### 5.2.5 **Policy objective 4:** Enhance governance and management of primary education

##### 5.2.5.1 **Strategies**

1. Devolve finances, teaching and learning materials, human resource management and development, planning, infrastructure development and management, Monitoring and Evaluation (M&E) to the district assemblies
2. Encourage community participation in education school management
3. Encourage schools to belong to a zone and to have an SMC and PTA as governing bodies.
4. Develop School Improvements Plans (SIPs)
5. Develop five-year education plans in all districts
6. Mainstream disaster risk management in planning and budgeting for continued learning sessions in areas affected by emergencies
7. Roll out mother groups to all primary schools
8. Encourage private schools to provide annual data to the MoEST

#### 5.2.6 **Policy objective 5:** Implement compulsory primary education incrementally.

##### 5.2.6.1 **Strategies**

1. Maintain tuition fee free primary education
2. Enforce minimum age entry of 6 years to primary education
3. Remove barriers to universal access to primary education
4. Provide equitable access to quality education to all school-going age children
5. Enforce systematic transition within basic sub sectors.

#### 5.2.7 **Policy Objective 6:** Enhance continuous assessment in primary education.

##### 5.2.7.1 **Strategies**

1. Entrust MANEB with the management, security and administration of Primary School Leaving Certificate Examination (PSLCE)

2. Develop a National Continuous Assessment System to determine minimum learning requirements at all standards in primary schools
3. Institutionalize the National Continuous Assessment Policy

5.2.8 **Policy objective 7:** Ensure that teaching and learning materials are available to all learners

#### 5.2.8.1 Strategies

1. Provide national curriculum textbooks on the market for the public and private sector
2. Provide teaching and learning materials to public primary schools
3. Align the supply chain of primary school textbooks to Procurement Act and Donor Partner's procurement guidelines
4. Decentralize fully procurement of teaching and learning materials to districts.

5.2.9 **Policy objective 8:** Increase number of girls to equitably access, participate in, excel and complete primary education

#### 5.2.9.1 Strategies

1. Re-admit teenage mothers and responsible school boys
2. Promote gender equity, including support and retention of girls in schools
3. Address gender equity issues among teachers
4. Provide safe water and gender responsive sanitary facilities in primary schools

5.2.10 **Policy Objective 9:** Provide equitable access to quality, relevant special and inclusive primary education

#### 5.2.10.1 Strategies

1. Institutionalize special needs education in primary education
2. Undertake inclusive education in the mainstream primary schools

5.2.11 **Policy Objective 10:** Enhance a sustainable and effective school health and nutrition programme including HIV/AIDS education services

#### 5.2.11.1 Strategies

1. Promote school environments where learners are enlightened on sanitation, mental health and diseases including HIV and AIDS.
2. Promote awareness of conservation of the environment

3. Provide Life Skills Education, voluntary HIV-testing, guidance and counselling services to all learners including victims of drug and substance abuse and victims of gender based violence.
4. Scale up school health and nutrition and HIV programmes
5. Scale up guidance and counselling in schools

## **5.2.12 Policy Objective 11: Strengthen capacity development in primary education**

### **5.2.12.1 Strategies**

- xiv. Provide adequate and appropriate resources for primary education.
- xv. Build capacity of primary school teachers including those in special needs education
- xvi. Encourage private sector participation in primary education.
- xvii. Diversify and equitably distribute resources for basic education across the nation
- xviii. Mobilize resources from development partners and the private sector
- xix. Spend financial resources in accordance with the Public Financial Management Act, Treasury Instructions and other agreed conditions
- xx. Establish education personnel promotion that is performance-based
- xxi. Develop career path for the teaching profession.
- xxii. Establish school teacher positions in accordance with prevailing pupil/teacher ratio
- xxiii. Review teachers' establishments at school level
- xxiv. Reinforce efficient and effective mechanisms for resource management in primary education

## **5.3 Policy Priority Area 2: Accessible and Quality Secondary Education**

### **5.3.1 Policy Objective 1: Improve equitable access to secondary education**

#### **5.3.1.1 Strategies**

1. Increase enrolment of the secondary school age group
2. Enhance learning opportunities for all
3. Increase the number of secondary school spaces
4. Provide safe and gender responsive sanitary facilities
5. Maximize the use of existing infrastructure through the use of double shifting and open and distance learning.
6. Strengthen public-private partnerships in providing secondary school education
7. Expand secondary education activities through complementary schemes

### **5.3.2 Policy Objective 2:** Enhance quality assurance and quality of secondary education

#### **5.3.2.1 Strategies**

1. Equitably deploy qualified teachers
2. Provide adequate and relevant teaching and learning materials
3. Review and implement a relevant and responsive secondary curriculum
4. Periodically conduct inspection and supervision of secondary education
5. Enhance access and use of ICT in secondary schools
6. Improve the teaching and learning environment in secondary schools.
7. Enhance Continuous Professional Development (CPD) opportunities for secondary school teachers.
8. Provide appropriate incentives to retain teachers in the teaching profession.
9. Monitor learning achievement at the secondary education level.
10. Convert four national secondary schools into high schools which could offer A levels

### **5.3.3 Policy objective 3:** Improve governance and management of secondary education

#### **5.3.3.1 Strategies**

1. Decentralize management in secondary schools system
2. Improve the conditions of service for secondary school teachers
3. Develop a comprehensive secondary school education management information system
4. Initiate and institutionalize Secondary School Improvement Programme (SSIP)
5. Improve regulatory frame work on stakeholder participation in the delivery of secondary education
6. Institutionalize community participation in secondary schools
7. Increase funding levels to secondary education
8. Strengthen capacity of secondary education governance and management at all levels
9. Increase awareness of education policies
10. Improve accountability and transparency in secondary education

### **5.3.4 Policy objective 4** Secondary schools meet minimum infrastructure standards

#### **5.3.4.1 Strategies**

1. Accelerate expansion and upgrading of Community Day Secondary Schools

2. Align standard designs for school infrastructure with the Norms and Guidelines for the construction of secondary schools
3. Establish mechanisms for secondary schools to meet minimum infrastructure standards
4. Develop registration system for old and new schools
5. Promote community participation in the construction of school infrastructure
6. Adopt modern construction technologies which are efficient and cost effective

**5.3.5 Policy objective 5:** Increase numbers of girls equitably access, participate in, excel and complete secondary education

#### **5.3.5.1 Strategies**

1. Re-admit teenage mothers and responsible school boys
2. Promote gender equity, including support and retention of girls in schools
3. Address gender equity issues among teachers
4. Provide safe water and gender responsive sanitary facilities in secondary schools
5. Promote gender awareness
6. Institutionalise Mother groups in CDSSs

**5.3.6 Policy objective 6:** Coordinate and sustain a comprehensive response to HIV and AIDS

#### **5.3.6.1 Strategies**

1. Promote school environments where students are enlightened on sanitation, mental health and diseases including HIV and AIDS.
2. Promote awareness of conservation of the environment
3. Provide Life Skills Education, voluntary HIV-testing, guidance and counselling services to all students including victims of drug and substance abuse and victims of gender based violence.
4. Scale up HIV and AIDS programmes including sexual reproductive health
5. Scale up guidance and counselling in secondary schools

**5.3.7 Policy Objective 7:** Provide equitable access to quality, relevant special and inclusive secondary education

#### **5.3.7.1 Strategies**

1. Institutionalize special needs education in secondary education
2. Scale up inclusive education in the conventional secondary schools

**5.3.8 Policy Objective 8:** Ensure that the secondary school curriculum is relevant and responsive to the needs of the country

**5.3.8.1 Strategies**

1. Enforce physical education in secondary schools
2. Introduce other internationally recognised languages in the school curriculum
3. Revive and promote technical subjects in secondary education

**5.4 Policy Priority Area 3: Quality Teacher Education (Primary and Secondary)**

**5.4.1 Policy objective 1:** Expand equitable access to teacher education

**5.4.1.1 Strategies**

1. Construct, expand and rehabilitate physical infrastructure
2. Institutionalize alternative modes of teacher training (that includes those with special needs).
3. Facilitate public/ private partnership
4. Integrate Special Needs Education support system into the teacher development program
5. Establish additional Teacher Development Centres (TDCs)
6. Increase the supply of teachers in the secondary education sector

**5.4.2 Policy objective 2:** Enhance functional quality assurance and quality of teacher education

**5.4.2.1 Strategies**

1. Regularly review teacher education curriculum to align it to school curricula
2. Integrate ICT in TTCs
3. Periodically conduct inspection of teacher training institutions
4. Provide relevant teaching and learning materials for use in TTCs
5. Develop a set of Continuous Professional Development (CPD) programmes / courses
6. Provide CPD to all instructional leaders (head teachers, teachers and mentors)
7. Review IPTE program
8. Improve coordination between MoEST and institutions that train secondary school teachers
9. Adhere to stipulated quality standards of teachers coming out of the training programs

**5.4.3 Policy objective 3:** Increase numbers of female teacher trainees and serving teachers to equitably access, participate in, excel and complete teacher training

**5.4.3.1 Strategies**

1. Address gender imbalance in teacher supply, provision and deployment
2. Promote gender equity in teacher recruitment, promotion and training
3. Promote gender equity in CPD
4. Intergrate gender issues in teacher training curriculum

**5.4.4 Policy Objective 4:** Coordinate and sustain a comprehensive response to HIV and AIDS

**5.4.4.1 Strategies**

1. Provide students and staff with information on HIV and AIDS
2. Provide care and support for HIV and AIDS infected and affected students

**5.4.5 Policy objective 5:** Governance and management of teacher education

**5.4.5.1 Strategies**

1. Improve teacher management information system to assist decision-making on allocation of new teachers.
2. Strengthen management of cluster centres
3. Explore and institute different modes of financing teacher training programmes
4. Strengthen teacher education policy implementation
5. Improve management of Teacher Training Colleges
6. Improve coordination of departments and institutions involved in teacher education

**5.5 Policy Priority Area 4: Quality and Equitably Accessed Technical, Entrepreneurial and Vocational Education and Training**

**5.5.1 Policy Objective 1:** Expand equitable access to TEVET

**5.5.1.1 Strategies**

1. Construct, expand and rehabilitate existing physical infrastructure in TEVET institutions
2. Maximize use of existing infrastructure
3. Involve private sector in provision of TEVET
4. Provide On-the-Job-Training (OJT) programmes

5. Provide TEVET through E-learning and Open and Distance Learning (ODL)

## **5.5.2 Policy objective 2:** Enhance quality assurance and quality of TEVET

### **5.5.2.1 Strategies**

1. Train and recruit qualified instructors in public technical colleges
2. Develop a market responsive TEVET curriculum framework
3. Strengthen the Inspection and Advisory section in DTVT
4. Develop TEVET Management Information System (TEVET MIS)
5. Harmonise the different TEVET curricula
6. Harmonize TEVET assessment and certification system
7. Improve the Apprenticeship System

## **5.5.3 Policy objective 3** Coordinate and sustain a comprehensive response to HIV and AIDS

### **5.5.3.1 Strategies**

1. Provide students and staff with information on HIV and AIDS
2. Provide care and support for HIV and AIDS infected and affected students
3. Provide voluntary HIV-testing, guidance and counselling services.

## **5.5.4 Policy objective 4** Increase numbers of female students to equitably access, participate in, excel and complete Technical, Entrepreneurial and Vocational Education and Training

### **5.5.4.1 Strategies**

1. Address gender imbalance in the supply, provision and deployment of instructors
2. Promote gender equity in the recruitment, promotion and training of instructors
3. Promote gender equity in CPD
4. Intergrate gender issues in the TEVET training curriculum

## **5.5.5 Policy objective 5:** Improve governance and management of TEVET

### **5.5.5.1 Strategies**

1. Establish a private public advisory council for TEVET
2. Increase funding to Technical colleges
3. Review the regulatory framework on stakeholder participation on the delivery of TEVET
4. Establish a monitoring and evaluation system for TEVET
5. Change mindset of the general public (perception and image) on TEVET
6. Develop coordination framework between ministries and other stakeholders



7. Enhance devolution of governance and management functions of public TEVET institutions.
8. Promote public-private partnership (PPP)

## **5.6 Priority Area 5: Quality and Equitably Accessed Higher Education**

### **5.6.5 Policy Objective 1: Expand equitable access to higher education**

#### **5.6.5.1 Strategies**

1. Provide targeted scholarships and loans to needy students in both accredited public and private universities.
2. Encourage alternative modes of higher education provision
3. Provide special needs programs and related resources and facilities
4. Increase enrolment at graduate and post graduate levels
5. Improve enrolment of disadvantaged students

### **5.6.6 Policy objective 2: Ensure that higher education institutions meet minimum standards**

#### **5.6.6.1 Strategies**

1. Establish legal frameworks in all higher education institutions
2. Provide higher education institutions with adequate and appropriate infrastructure and facilities for delivery of quality education
3. Provide high quality and standards
4. Establish regional centre of excellence in the country
5. Establish external quality control and accreditation (National Quality Assurance Framework)

### **5.6.7 Policy Objective 3: Ensure that higher education is of high quality, relevant and responsive to the needs of the country**

#### **5.6.7.1 Strategies**

1. Promote science and technology programmes in all higher education institutions
2. Develop higher education institution programmes that are relevant to the prevailing needs of the nation
3. Encourage credit-hour system that promotes transferability of students between accredited institutions

4. Promote the development of postgraduate programmes in institutions of higher learning to support generation of new knowledge
5. Strengthen functional quality assurance of higher education institutions
6. Review curricula according to national development priorities
7. Enhance technical competence for science technology & innovation
8. Improve usage and access of ICT

**5.6.8 Policy objective 4:** Increase numbers of female students to equitably access, participate in, excel and complete higher education

**5.6.8.1 Strategies**

1. Promote gender equity in student admission
2. Promote gender equity in the recruitment, promotion and training of university academic staff and support staff
3. Encourage higher participation of female students in science related courses

**5.6.8 Policy objective 5:** Enhance equitable access to quality and relevant special and inclusive higher education

**5.6.8.1 Strategies**

1. Expand the provision of special and inclusive education in higher education institutions
2. Build capacity to ensure adequate support to students with disabilities
3. Upgrade infrastructure to ensure that it is disability friendly

**5.6.9 Policy objective 6:** Coordinate and sustain a comprehensive response to HIV and AIDS

5.6.9.1 Strategies

1. Provide students and staff with information on HIV and AIDS
2. Provide care and support for HIV and AIDS infected and affected students
3. Provide voluntary HIV-testing, guidance and counselling services.

**5.6.10 Policy Objective 7:** Improve governance and management of higher education

**5.6.10.1 Strategies**

1. Strengthen higher education ICT and management information system
2. Establish an overarching public university Act
3. Establish centralized student admission system for all higher education institutions (public and private)
4. Strengthen a productive human resource management system
5. Promote decentralization and autonomy of higher education institutions
6. Create conducive environment for research and development
7. Encourage cost sharing in all public universities
8. Improve the linkage between higher education institutions and the relevant private sector through PPPs
9. Enhance interface between government and private institutions
10. Finalise outsourcing of non core activities all public universities

**5.6.11 Policy Objective 8:** Enhance capacity development in higher education

**5.6.11.1 Strategies**

1. Promote private sector involvement in higher education
2. Strengthen capacity building and professionalism of both private and public institutions of higher education
3. Encourage collaboration in areas of mutual interest between accredited private and public higher education institutions
4. Establish public and private university colleges in accordance with guidelines and provisions of National Council for Higher Education (NCHE)
5. Improve resource management in higher education
6. Strengthen human resource management system
7. Develop capacity of academic staff and higher education directorate staff

**5.6.12. Policy Priority 6:** Quality and Equitably accessed Open Distance and Learning

**5.6.13 Policy Objective 6.1:** Expand equitable access to learners at all levels

**5.6.13.1 Strategies**

1. Increase number of ODL institutions
2. Increase teaching and learning resources in ODL institutions
2. Develop responsive and efficient learner support systems with strong guidance and counseling services.

**5.6.14 Policy Objective 6.2** Efficient governance structures and management systems for ODL institutions are developed;

**5.6.14.1 Strategies**

1. Recruit relevant human resource in governance, coordination, leadership, and change management for ODL programmes and services.

2. Enforce guidelines for effective and efficient utilization of financial resources.
3. Develop responsive and efficient learner support systems with strong guidance and counseling services.
4. Develop responsive and efficient learner mobility management systems in line with regional and international protocols on education and training.
5. Develop responsive and efficient Monitoring and evaluation systems for ODL activities.

**5.6.15 Policy Objective 6.3** Enhance appropriate funding mechanisms for ODL provision

**5.6.15.1 Strategies**

1. Set-up an appropriate funding mechanism for ODL provision.
2. Promote mechanisms for resource mobilization through PPPs for ODL activities.
3. Create a conducive environment for self sustenance of ODL institutions.

**5.6.16 Policy Objective 6.4** Harmonize and align national ODL academic programmes to regional and international programmes

**5.6.16.1 Strategies**

1. Establish an ODL regulatory and standards committee which will work in collaboration with ODL institutions.
2. Develop an ODL regulatory framework.
3. Harmonize national ODL programmes in terms of admission requirements and curriculum standards.
4. Link structures to facilitate credit transfers from one ODL institution to another.
5. Establish links among institutions within and outside the SADC region
6. Develop and promote ODL learner exchange programmes.
7. Establish shared satellite centres to provide resources and learner support services

**5.7 . Priority Area 7: Science, Technology and Innovation in Education**

**5.7. 1 Policy Objective 7.1:** Develop and modernize adequate qualified manpower of various skills in required numbers in the education system especially for Science, Engineering, Technology and Innovation (SETI);

**5.7.1.1 Strategies**

1. Ensure that all pre-schools provide toys and other relevant learning materials with S&T content;
2. Strengthen S&T education through training of more teachers in S&T;
3. Introduce specialization in the teaching of science subjects;

4. Strengthen university faculties in S&T fields to enable them produce MSc and PhD graduates on an annual basis;
5. Establish scholarships for undergraduate and postgraduate studies in priority areas of science and technology;
6. Designate an appropriate institute to train laboratory technicians and assistants to manage science and technology laboratories;
7. Monitor and evaluate the performance of S&T education
8. Give awards for S&T excellence.

**5.7.2 Policy Objective 7.2:** Restructure and expand the education system using science and technology tools at all levels;

5.7.2.1 Strategies

1. Introduce and intensify computer lessons in schools
2. Intensify art, craft and design;
3. Promote awareness of science, technology and innovation;
4. Review the science curriculum to include practical components;
5. Promote use of ICT in Open and Distance Learning (ODL)

**5.7.3. Policy Objective 7.3:** Institutions of higher learning integrate the national science and technology efforts into the development of new products and the provision of essential services;

5.7.3.1 Strategies

1. Ensure adequate funding for research and training in tertiary institutions;
2. Strengthen links between industry and the university community through industry involvement in the establishment of college-based innovation centers, the design of curricula, and the conducting of graduate research projects that address local problems and industrial needs;
3. Promote research results dissemination fora in the universities;
4. Monitor and evaluate research outputs in the institutions of higher learning;
5. Give awards for S&T excellence.

**5.7.4 Policy Objective 7.4: Provide adequate, secure and attractive employment opportunities and conditions with a view to retaining existing human resources, attracting high calibre personnel and reversing brain drain**

5.7.4.1 Strategies

1. Ensure adequate funding for research and training in tertiary institutions;
2. Give awards for S&T excellence.

**5.7.5 Policy Objective 7.5: Provide adequate science and technology teaching/ learning facilities and materials in schools and colleges**

5.7.5.1 Strategies

1. Provide adequate teaching and learning materials for the science and technology subjects
2. Increase funding through traditional and non-traditional sources such as endowment funds and community contributions;
3. Promote the use of Teaching and Learning Using Locally Available Resources (TALULAR)

**5.7.6 Policy Objective 7.6: Promote gender equity and equality in the learning and application of Science, Technology and Innovation with special emphasis on girls, youth and special needs students**

5.7.6.1 Strategies

1. Promote affirmative action on selection of students for the science and technology courses
2. Encourage remedial courses for sciences for female and special needs students
3. Give awards for S&T excellence.

## 6.0 IMPLEMENTATION PLAN MATRIX

<b>Policy Priority Area 1: Quality, Accessible And Equitable Basic Education</b>			
<b>Policy Statement 1:</b> National education standards are adhered to in all schools			
<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>
Ensure that all schools adhere to national education standards	1. Accelerate classroom and teacher house construction	MoEST, District Councils, Buildings Department, other stakeholders	On-going
	2. Align standard designs for school infrastructure with the norms and guidelines for the construction of primary schools	MoEST, Other Stakeholders, Buildings Department	On-going
	3. Establish mechanisms for primary schools to meet minimum infrastructure standards	MoEST, Other Stakeholders	2013-14
	4. Develop registration system for teachers and schools	MoEST, TUM, ISAMA, PRISAM, TSC	2013-2015
	5. Promote implementation of child-friendly schools to ensure that classroom congestion is reduced	MoEST and other relevant stakeholders	On-going
	6. Adopt modern construction technologies which are efficient and effective	MoEST, Buildings department, District Councils and other stakeholders	On-going
<b>Policy Statement 2:</b> Primary school curriculum is relevant and responsive to the needs of the country			
<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>
Ensure that primary school curriculum is relevant and	1. Implement a primary school curriculum that promotes critical thinking and provides skills that would	MoEST, MIE, MANEB and other	On-going

responsive to the needs of the country	economically empower primary school leavers and provides continuity to assist students at post-primary level	stakeholders	
	2. Enforce English as a language of instruction in all subjects except Chichewa	MoEST, TTCs, MIE and other stakeholders	On-going
	3. Promote early grade reading	MoEST, TTCs, MIE and other stakeholders	On-going
	4. Re-introduce gender sensitive vocational skills in primary education	MoEST, Ministry of Labour, TEVETA	2013-2015
	5. Enforce physical education in primary schools	MoEST, Schools	2013 -2015
<b>Policy Statement 3:</b> quality assurance is enhanced			
<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>
Enhance functional quality assurance in primary education	1. Strengthen and maintain a quality assurance mechanism for primary schools	MoEST	On-going
	2. Monitor performance to strengthen internal efficiency in primary education	MoEST and other stakeholders	On-going
	3. Reduce teacher absenteeism	MoEST and other stakeholders	On-going
<b>Policy Statement 4:</b> Governance and management of primary education is enhanced			
<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>
Enhance governance and management of primary education	1. Devolve finances, teaching and learning materials, (PE) human resource management and development, planning, infrastructure development and management, Monitoring and Evaluation (M&E) to the district assemblies	MoEST, DHRMD, Accountant General, Treasury, Ministry of Local Govt. & Rural Development, NLGFC, Local Councils	On-going
	2. Encourage community participation in education school management	MoEST and other stakeholders	On-going
	3. Encourage schools to belong to a zone and to have an SMC and PTA as governing bodies	MoEST and other stakeholders	On-going



	4. Develop School Improvements Plans (SIPs)	MoEST and Local Councils	On-going
	5. Develop five-year education plans in all districts	MoEST and Local Councils	On-going
	6. Mainstream disaster risk management in planning and budgeting for continued learning sessions in areas affected by emergencies	MoEST, OPC and other Stakeholders	On-going
	7. Roll out mother groups to all primary schools	MoEST and Other Stakeholders	2013-2015
	8. Encourage private schools to provide annual data to the MoEST	MoEST	On-going
<b>Policy Statement 5 :</b> Free primary education is compulsory and implemented incrementally			
<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>
Implement compulsory primary education incrementally	1. Maintain tuition fee free primary education	MoEST and other stakeholders	On-going
	2. Enforce minimum age entry of 6 years to primary education	MoEST	On-going
	3. Remove barriers to universal access to primary education	MoEST and other stakeholders	On-going
	4. Provide equitable access to quality education to all school-going age children	MoEST and other stakeholders	On-going
	5. Enforce systematic transition within basic sub sectors	MoEST, Ministry of Gender, Ministry of Youth	On-going
<b>Policy Statement 6:</b> Continuous assessment in primary education is enhanced			
<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>
Enhance continuous assessment in primary education.	1. Entrust MANEB with the management, security and administration of Primary School Leaving Certificate Examination	MoEST, MANEB, Ministry of Home Affairs, Ministry of Defence	On-going

	2. Develop a National Continuous Assessment System to determine minimum learning requirements at all standards in primary schools	MoEST, MIE	2013-2015
	3. Institutionalize National Continuous Assessment Policy	MoEST, MANEB, MIE and other stakeholders	2014 -2017
<b>Policy Statement 7:</b> Teaching and learning materials are available to all learners			
<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>
Ensure that teaching and learning materials are available to all learners	1. Provide national curriculum textbooks on the market for the public and private sector	MoEST, MIE	On-going
	2. Provide teaching and learning materials to public primary schools	MoEST, MIE	On-going
	3. Align the supply chain of primary school textbooks to Procurement Act and Donor Partner's procurement guidelines	MoEST, ODPP	On-going
	4. Decentralize fully procurement of teaching and learning materials to districts.	MoEST, Treasury, Local Councils, NLGFC, Ministry of Local Govt.	By 2015
<b>Policy Statement 8:</b> A sustainable and effective school health and nutrition programme including HIV/AIDS education services is enhanced			
<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>
Enhance a sustainable and effective school health and nutrition programme including HIV/AIDS education services	1. Promote school environments where learners are enlightened on sanitation, mental health and diseases including HIV and AIDS	MoEST, MoH, OPC and other stakeholders	On-going
	2. Promote awareness of conservation of the environment	MoEST, MoEPD, Ministry of Natural Resources	On-going

	3. Provide Life Skills Education, voluntary HIV-testing, guidance and counselling services to all learners including victims of drug and substance abuse and victims of gender based violence	MoEST, MIE, Ministry of Health and other stakeholders	On-going
	4. Scale up school health and nutrition and HIV programmes	MoEST, OPC and other stakeholders	By 2017
	5. Scale up guidance and counselling in schools	MoEST and other stakeholders	By 2017

**Policy statement 9:** increased numbers of girls equitably access, participate in, excel and complete primary education

<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>
Increase numbers of girls to equitably access, participate in, excel and complete primary education	1. Provide safe water and gender responsive sanitary facilities in primary schools	MoEST and other stakeholders	On going
	2. Readmit teenage mothers and responsible school boys	MoEST and other stakeholders	On going
	3. Promote gender equity including support and retention of girls in schools	MoEST and other stakeholders	Ongoing
	4. Address gender equity issues among teachers and in classroom	MoEST and other stakeholders	Ongoing

**Policy Statement 10:** equitable access to quality and relevant special and inclusive primary education is enhanced

	1. Institutionalize special needs education in primary education	MoEST and other stakeholders	Ongoing
	2. Undertake inclusive education in the mainstream primary schools	MoEST and other stakeholders	Ongoing

**Policy Statement 11:** Capacity development in primary education strengthened

<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>
Strengthen capacity	1. Provide adequate and appropriate	MoEST and other	On-going

development in primary education	resources for primary education	stakeholders	
	2. Build capacity of primary school teachers including those in special needs education	MoEST and other stakeholders	On-going
	3. Encourage private sector participation in primary education	MoEST and other stakeholders	On-going
	4. Diversify and equitably distribute resources for basic education across the nation	MoEST	On-going
	5. Mobilize resources from development partners and the private sector	MoEST, Treasury	On-going
	6. Spend financial resources in accordance with the Public Financial Management Act, Treasury Instructions and other agreed conditions	MoEST, Treasury	On-going
	7. Establish education personnel promotion that is performance-based	MoEST, DHRMD, Local Councils	On-going
	8. Develop career path for the teaching profession	MoEST, DHRMD, TSC, Treasury	By 2017
	9. Establish school teacher positions in accordance with prevailing pupil/teacher ratio	MoEST, DHRMD, TSC, Treasury	On-going
	10. Review teachers' establishment at school level	MoEST, DHRMD, TSC, Treasury	On-going
	11. Reinforce efficient and effective mechanisms for resource management in primary education sub sector	MoEST, Local Councils	On-going

<b>Policy Priority Area 2: Accessible and Quality Secondary Education</b>			
<b>Policy Statement 1: Equitable access to secondary education is expanded</b>			
<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>
Increase equitable access to secondary education	1. Enhance learning opportunities for all	MoEST and other stakeholders	On-going
	2. Increase enrolment of the secondary school age group	MoEST and other stakeholders	On-going
	3. Increase the number of secondary school spaces	MOEST and other stakeholders	On-going
	4. Provide safe and gender responsive sanitary facilities	MoEST and other stakeholders	On-going
	5. Maximize the use of existing infrastructure through the use of double shifting and open and distance learning	MoEST and other stakeholders	On-going
	6. Strengthen public-private partnerships in providing secondary school education	Public and private organizations, MoEST and other stakeholders	On-going
	7. Expand secondary education activities through complementary schemes	MoEST and other stakeholders	On-going
<b>Policy Statement 2: Quality assurance and quality of secondary education is enhanced</b>			
<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>
Enhance functional quality assurance and quality of secondary education	1. Equitably deploy qualified teachers	MoEST, DHRMD, MoF	On-going
	2. Provide adequate and relevant teaching and learning materials	MoEST and other stakeholders	On-going
	3. Review and implement a relevant and responsive secondary curriculum	MoEST, MIE and other stakeholders	On-going
	4. Periodically conduct inspection and supervision of secondary education	MoEST	On-going
	5. Enhance access and use of ICT in	MoEST, OPC(E-	On-going

	secondary schools	government)	
	6. Improve the teaching and learning environment in secondary schools.	MoEST and other stakeholders	On-going
	7. Enhance Continuous Professional Development (CPD) opportunities for secondary school teachers	MoEST	On-going
	8. Provide appropriate incentives to retain teachers in the teaching profession	MoEST and other stakeholders	On-going
	9. Monitor learning achievement at the secondary education level	MoEST, MANEB and other stakeholders	On-going
	10. Convert four national secondary schools into high schools which offer A levels	MoEST	2015 -2017
<b>Policy Statement 3:</b> Increased numbers of girls equitably access, participate in, excel and complete secondary education			
<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Time frame</b>
Increase numbers of girls to equitably access, participate in, excel and complete secondary education	1. Re-admit teenage mothers and responsible school boys	MoEST and other stakeholders	Ongoing
	2. Promote gender equity, including support and retention of girls in secondary schools	MoEST and other stakeholders	Ongoing
	3. Provide safe water and gender responsive sanitary facilities in secondary schools	MoEST and other stakeholders	Ongoing
	4. Promote gender awareness	MoEST and other stakeholders	Ongoing
	5. Address gender equity issues in classroom and among teachers	MoEST and other stakeholders	By 2017
	6. Institutionalise Mother groups in CDSSs	MoEST and other stakeholders	By 2017
<b>Policy Statement 4:</b> Equitable access to quality and relevant special and inclusive secondary education is enhanced			
<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Time frame</b>

Enhance equitable access to quality and relevant special and inclusive secondary education	1. Institutionalize special needs education in secondary education	MoEST, DPs and other stakeholders	On going
	2. Scale up inclusive education in the conventional secondary school	MoEST and other stakeholders	

**Policy Statement 5:** A comprehensive response to HIV and AIDS is coordinated and sustained

Objective	Strategy	Responsibility	Time frame
Coordinate and sustain a comprehensive response to HIV and AIDS	1. Promote school environments where students are enlightened on sanitation, mental health and diseases including HIV and AIDS.	MoEST, DPs and other stakeholders	On going
	2. Promote awareness of conservation of the environment	MoEST, DPs and other stakeholders	By 2017
	3. Provide Life Skills Education, voluntary HIV-testing, guidance and counselling services to all students including victims of drug and substance abuse and victims of gender based violence.	MoEST, DPs and other stakeholders	On going
	4. Scale up HIV and AIDS programmes including sexual reproductive health	MoEST, DPs and other stakeholders	By 2017
	5. Scale up guidance and counselling in secondary schools	MoEST, DPs and other stakeholders	By 2017

**Policy Statement 6:** Governance and management of secondary education improved

Objective	Strategy	Responsibility	Timeframe
Improve governance and management of secondary education	1. Decentralize management in secondary schools system	MoEST and other stakeholders	On-going
	2. Improve the conditions of service for secondary school teachers	MoEST and other	On-going

		stakeholders	
	3. Develop a comprehensive secondary school education management information system	MoEST and DPs	2013-15
	4. Initiate and institutionalize Secondary School Improvement Programme (SSIP)	MoEST and other stakeholders	2013-16
	5. Improve regulatory frame work on stakeholder participation in the delivery of secondary education	MoEST and other stakeholders	On-going
	6. Increase funding levels to secondary education	MoEST, MoF, DPs and other stakeholders	On-going
	7. Strengthen capacity of secondary education governance and management at all levels	MoEST and other stakeholders	On-going
	8. Increase awareness of education policies	MoEST and other stakeholders	On-going
	9. Improve accountability and transparency in secondary education	MoEST and other stakeholders	On-going

**Policy statement 8: Secondary school curriculum is relevant and responsive to the needs of the country**

<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>
Ensure that the secondary school curriculum is responsive and relevant to the needs of the country	1.Revive and promote technical subjects in secondary schools	MoEST	2015 - 2017
	2.Enforce physical education in secondary schools	MoEST	2015 - 2016
	3.Introduce other internationally recognized languages in the secondary school curriculum	MoEST	2015 - 2017

**Policy Priority Area 3: Quality Teacher Education (Primary and Secondary)**

**Policy Statement 1:** Equitable access in teacher education is improved

<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>
Expand equitable access to teacher education	1. Construct, expand and rehabilitate physical infrastructure	MoEST and other stakeholders	On-going
	2. Institutionalize alternative modes of teacher training (that includes those with special needs)	MoEST and other stakeholders	On-going



	3. Facilitate public/ private partnership	MoEST and other stakeholders	On-going
	4. Address gender imbalance in teacher supply, provision and deployment	MoEST and other stakeholders	On-going
	5. Integrate Special Needs Education support system into the teacher development programs	MoEST and other stakeholders	On-going
	6. Establish additional Teacher Development Centres (TDCs)	MoEST	2014-17
	7. Increase the supply of teachers in the secondary education sector	MoEST and other stakeholders	On-going
<b>Policy Statement 2:</b> Increased numbers of female teacher trainees and serving teachers to equitably access, participate in, excel and complete teacher training			
Increase numbers of female teacher trainees to equitably access, participate in, excel and complete teacher training	1. Address gender imbalance in teacher supply, provision and deployment	MoEST, DPs and other stakeholders	By 2018
	2. Promote gender equity in teacher recruitment, promotion and training	MoEST, DPs and other stakeholders	On going
	3. Promote gender equity in CPD	MoEST, DPs and other stakeholders	On going
	4. Integrate gender issues in teacher training curriculum	MoEST, DPs and other stakeholders	By 2016
<b>Policy Statement 3:</b> A comprehensive response to HIV and AIDS is coordinated and sustained			
<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>
Coordinate and sustain a comprehensive response to HIV and AIDS	1. Provide students and staff with information on HIV and AIDS	MoEST, DPs and other stakeholders	On going
	2. Provide care and support for HIV and AIDS infected and affected students	MoEST, DPs and other stakeholders	Ongoing

<b>Policy Statement 4: Quality assurance and quality of teacher education is enhanced</b>			
<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>
Enhance functional quality assurance and quality of teacher education	10. Regularly review teacher education curriculum to align it to school curricula	MoEST and other stakeholders	On-going
	2. Integrate ICT in TTCs	MoEST, OPC and other stakeholders	On-going
	3. Periodically conduct inspection of teacher training institutions	MoEST	On-going
	4. Provide relevant teaching and learning materials for use in TTCs	MoEST and other stakeholders	On-going
	5. Develop a set of Continuous Professional Development (CPD) programmes / courses	MoEST and other stakeholders	On-going
	6. Provide CPD to all instructional leaders (head teachers, teachers and mentors)	MoEST and other stakeholders	On-going
	7. Review IPTE program	MoEST, MIE and other stakeholders	2014-15
	8. Include cross cutting issues in teacher training programs	MoEST, MIE and other stakeholders	On-going
	9. Improve coordination between MoEST and institutions that train secondary school teachers	MoEST and other stakeholders	On-going
	10. Adhere to stipulated quality standards of teachers coming out of the training programs	MoEST and other stakeholders	On-going
<b>Policy Statement 5: Governance and management of secondary education is improved</b>			
<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>
Improve governance and management of	1. Improve teacher management	MoEST	2014-15

secondary education	information system to assist decision-making on allocation of new teachers		
	2. Strengthen management of cluster centres	MoEST	On-going
	3. Explore and institute different modes of financing teacher training programmes	MoEST, DPs, Private sector organizations	On-going
	4. Strengthen teacher education policy formulation and implementation	MoEST	On-going
	5. Improve management of Teacher Training Colleges	MoEST	On-going
	6. Improve coordination of departments and institutions involved in teacher education	MoEST	On-going
<b>Policy Priority Area 4: Quality and Equitably Accessed Technical, Entrepreneurial and Vocational Education and Training</b>			
<b>Policy Statement 1: Equitable access to TEVET Expanded</b>			
<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>
Expand equitable access to TEVET	1. Construct, expand and rehabilitate existing physical infrastructure in TEVET institutions	MoL, DPs and other stakeholders	On-going
	2. Maximum use of existing infrastructure through the introduction of weekend classes and open and distance learning	MoL, TEVETA, MoEST	On-going
	3. Involve private sector in provision of TEVET	MoL, Private sector, TEVETA	On-going
	4. Provide On-the-Job-Training (OJT) programmes	MoL, Private sector stakeholders and TEVETA	On-going
	5. Provide TEVET through E-learning and Open and Distance Learning (ODL)	MoL, Private sector stakeholders and TEVETA	On-going
<b>Policy Statement 2: Functional quality assurance and quality of TEVET enhanced</b>			
<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>

Enhance functional quality assurance and quality of TEVET	1. Train and recruit qualified instructors in public technical colleges	MoL, MoF and other stakeholders	On-going
	2. Develop a market responsive TEVET curriculum framework	MoL, MIE, TEVETA, MoEST	2014-16
	3. Strengthen the Inspection and Advisory section in DTVT	MoEST, MoL	On-going
	4. Develop TEVET Management Information System (TEVET MIS)	MoL, OPC and other stakeholders	2014-16
	5. Harmonise the different TEVET curricula	MoL, MIE, TEVETA, MoEST	On-going
	6. Harmonize TEVET assessment and certification system	MoL, MIE, TEVETA, MoEST	On-going
	7. Improve the Apprenticeship System	MoL, MIE, TEVETA, MoEST	On-going
<b>Policy statement 3:</b> A comprehensive response to HIV and AIDS is coordinated and sustained			
Coordinate and sustain a comprehensive response to HIV and AIDS	1. Provide students and staff with information on HIV and AIDS	MoL, TEVETA and other stakeholders	On going
	2. Provide care and support for HIV and AIDS infected and affected students	MoL, TEVETA and other stakeholders	By 2016
	3. Provide voluntary HIV-testing, guidance and counselling services.	MoL, TEVETA and other stakeholders	On going
<b>Policy Statement 4:</b> Increased numbers of female students to equitably access, participate in, excel and complete Technical, Entrepreneurial and Vocational Education and Training			
<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>
Increased numbers of female students to equitably access, participate in, excel and complete Technical,	1. Address gender imbalance in the supply, provision and deployment of instructors	MoL and other stakeholders	ongoing

Entrepreneurial and Vocational Education and Training			
	2.Promote gender equity in the recruitment, promotion and training of instructors	MoL and other stakeholders	Ongoing
	3.Promote gender equity in CPD	MoL and other stakeholders	Ongoing
	4.Intergrate gender issues in the TEVET training curriculum	MoL and other stakeholders	By 2017

**Policy Statement 5:** Governance and management of TEVET improved

Objective	Strategy	Responsibility	Timeframe
Improve governance and management of TEVET	1. Establish a private public advisory council for TEVET	MoL, TEVETA, Private sector , other stakeholders	2014-16
	2. Increase funding to technical colleges	MoL, MoF, DPs	On-going
	3. Review the regulatory framework on stakeholder participation on the delivery of TEVET	MoL, TEVETA, Private sector , other stakeholders	2014-15
	4. Establish a monitoring and evaluation system for TEVET	MoL, TEETA and other stakeholders	2014-15
	5. Change mindset of the general public (perception and image) on TEVET	MoL, and other stakeholders	On-going
	6. Develop coordination framework between ministries and other stakeholders	MoL, and other stakeholders	On-going
	7. Enhance devolution of governance and management functions of public TEVET institutions	MoL, and other stakeholders	On-going
	8. Promote public-private partnership (PPP)	MoL, and other stakeholders	On-going

**Priority Area 5: Quality and Equitably Accessed Higher Education**

**Policy Statement 1:** Equitable access to higher education is increased

<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>
Increase equitable access to higher education	1. Provide targeted scholarships and loans to needy students in both accredited public and private universities	MoEST, Private Sector, Private and Public Universities	Ongoing
	2. Encourage alternative modes of higher education provision	MoEST, Public and Private Universities	On-going
	3. Provide special needs programs and related resources and facilities	MoEST, Private institutions	On-going
	4. Increase enrolment at graduate and post graduate levels	MoEST, Public Universities, Private Sector	On-going
	5. Improve enrolment of disadvantaged students	MoEST, Public and Private Universities	On-going
<b>Policy Statement 2:</b> Higher education institutions meet minimum standards			
Ensure that higher education institutions meet minimum standards	1. Establish legal frameworks in all higher education institutions	MoEST, NCHE, Public and Private Universities	2013-2015
	2. Provide higher education institutions with adequate and appropriate infrastructure and facilities for delivery of quality education	MoEST, private institutions, DPs	On-going
	3. Establish centres of excellence in the country	MoEST, NCHE	By 2017
	4. Establish external quality control and accreditation (National Quality Assurance Framework)	MoEST, NCHE, Public and Private Universities	By 2017
<b>Policy Statement 3:</b> Higher education is of high quality, relevant and responsive to the needs of the country			
<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>
Ensure that Higher education is of high quality, relevant and responsive to the needs of the country	1. Promote science and technology programmes in all higher education institutions	MoEST, NCHE, National Research Council, NCST	On-going
	2. Develop higher education institution programmes that are relevant to the	MoEST, NCHE, The Private	On-going

	prevailing needs of the nation	Sector Public and Private Universities	
	3. Encourage modular system that promotes transferability of students between accredited institutions	MoEST, NCHE, Public and Private Universities	By 2015
	4. Promote the development of postgraduate programmes in institutions of higher learning to support generation of new knowledge	MoEST, NCHE, Public and Private Universities	On-going
	5. Strengthen functional quality assurance of higher education institutions	NCHE	On-going
	6. Enhance technical competence for science technology, innovation, entrepreneurship and ethics	MoEST, NCHE, NCST	On-going
	7. Improve access and usage of ICT	NCHE, MoEST, MoI, OPC, Public and Private Universities	On-going
<b>Policy Statement 4:</b> Increased numbers of female students to equitably access, participate in, excel and complete higher education			
<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>
Increase numbers of female students to equitably access, participate in, excel and complete higher education	1.Promote gender equity in student admission	University Councils	Ongoing
	2.Promote gender equity in the recruitment, promotion and training of university academic staff and support staff	University councils or NCHE	Ongoing
	3.Encourage higher participation of female students in science related courses	Universities	Ongoing
<b>Policy Statement 5:</b> Equitable access to quality and relevant special and inclusive higher education is enhanced			
<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>

Enhance equitable access to quality and relevant special and inclusive higher education	1. Expand the provision of special and inclusive education in higher education institutions	Universities, MoEST and other stakeholders	On going
	2. Build capacity to ensure adequate support to students with disabilities	Universities and other stakeholders	Ongoing
	3. Upgrade infrastructure to ensure that it is disability friendly	Universities and other stakeholders	By 2018
<b>Policy Statement 6:</b> A comprehensive response to HIV and AIDS is coordinated and sustained			
<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>
Coordinate and sustain a comprehensive response to HIV and AIDS	1. Provide students and staff with information on HIV and AIDS	Universities, DPs, NAC and other stakeholders	Ongoing
	2. Provide care and support for HIV and AIDS infected and affected students	Universities, DPs, NAC, NAC and other stakeholders	Ongoing
	3. Provide voluntary HIV-testing, guidance and counselling services.	Universities, DPs, NAC and other stakeholders	Ongoing
<b>Policy Statement 7:</b> Governance and management of higher education is improved			
<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>
Improve governance and management of higher education	1. Strengthen higher education ICT and Management Information System	NCHE, MoEST, MoI, OPC, Public and Private Universities	On-going
	2. Establish centralized student admission system for all higher education institutions (public and private)	NCHE, MoEST, Public and Private Universities	2013-15
	3. Strengthen human resource management system	NCHE, MoEST, Public and Private Universities, DHRMD	On-going



	4. Promote decentralization and autonomy of higher education institutions	NCHE, MoEST, Public and Private Universities	On-going
	5. Create conducive environment for research and development	MoEST, NCHE, National Research Council, NCST	On-going
	6. Encourage cost sharing in all public universities (individuals, government, guardians and industry)	MoEST, NCHE, Public and Private Universities, Private Sector, General Public	On-going
	7. Improve the linkage between higher education institutions and the relevant private sector through PPPs	MoEST, NCHE, Public and Private Universities, Private Sector,	On-going
	8. Enhance interface between government and private institutions	MoEST, NCHE, Public and Private Universities, Private Sector,	2013-14
	9. Redirect resources towards core business 10. Introduce performance based funding 11. improve resource management in higher education	MoEST, NCHE, Universities, Private Sector,	On-going

**Policy Statement 8:** Capacity development in higher education is enhanced

Objective	Strategy	Responsibility	Timeframe
Enhance capacity development in higher education	1. Strengthen capacity building and professionalism of both private and public institutions of higher education	MoEST, NCHE, Public and Private Universities, Private Sector, DPs	On-going
	2. Encourage collaboration in areas of mutual interest between accredited private and public Higher Education	MoEST, NCHE, Public and Private Universities,	2014

	institutions		
	3. Ensure that public and private university colleges are established and recognized in accordance with guidelines and provisions of National Council for Higher Education.	MoEST, NCHE, Public and Private Universities,	2014
	4. Develop capacity of academic staff and directorate staff	MoEST, NCHE, Public and Private Universities, Private Sector	2014

<b>Policy Priority Area 6: Quality and Equitably Accessed Open and Distance Learning</b>			
<b>Policy Statement 1: Equitable access to learners at all levels is expanded</b>			
<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>
1. Expand equitable access to learners at all levels	1. Increase number of ODL institutions	MoEST, P&PI	2015/2016
	2. Increase teaching and learning resources in ODL institutions	MoEST, P&PI	2015/2016

<b>Policy Statement 2: Efficient governance structures and management systems for ODL institutions are developed</b>			
<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Time Frame</b>
2. Develop an efficient governance structures and management systems for ODL institutions	1. Recruit relevant human resource in governance, coordination, leadership, and change management for ODL programmes and services.	MoEST, OPC, P&PI	Ongoing
	2. Enforce guidelines for effective and efficient utilization of financial resources.	MoEST, MoEPD, MoF, P&PI	Ongoing
	3. Develop responsive and	MoEST, P&PI	2015
		MoEST, DHRMD, P&PI	2015/2018
		MoEST, P&PI	2015/2016

	<p>efficient learner support systems with strong guidance and counseling services.</p> <p>4. Develop responsive and efficient learner mobility management systems in line with regional and international protocols on education and training.</p> <p>5. Develop responsive and efficient ODL audit systems.</p>		
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**Policy Statement 5:** An appropriate funding mechanism for ODL provision is enhanced

5. Ensure an appropriate funding mechanism for ODL provision	1. Set-up an appropriate funding mechanism for ODL provision.	MoEST, P&PI	2015-2016
	2. Promote mechanisms for resource mobilization through PPPs for ODL activities.	MoEST P&PI	2015-2017
	3. Create a conducive environment for self sustenance of ODL institutions.	MoEST, P&PI	2015-2017

**Policy Statement 4:** National ODL academic programmes are harmonized and aligned to regional and international programmes

4. Harmonize and align national ODL academic programmes to regional and international programmes	1. Establish an ODL regulatory and standards committee which will work in collaboration with ODL institutions.	MoEST, P&PI	2015-2016
	2. Develop a regulatory framework.	MoEST, MoJ, P&PI	2016
	3. Harmonize national ODL programmes in terms of admission requirements and curriculum standards.	MoEST P&PI	2015/2016
	4. Link structures to facilitate credit transfers from one ODL institution to another.	MoEST, P&PI	2015-2017
	5. Establish links among institutions within and outside the SADC region	MoEST MoEST, MoF, MoHA	2015-2017 2015-2017 Ongoing
	6. Develop and promote ODL learner exchange programmes.	MoEST, P&PI	
	7. Establish shared satellite centres to provide resources and		

	learner support services		
<b>Policy Priority Area 7: Science, Technology and Innovation in Education</b>			
<b>Policy Statement 1:</b> Adequate qualified manpower of various skills in required numbers in the education system are developed and modernized;			
<b>Objective</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Timeframe</b>
1. Develop and modernize adequate qualified manpower of various skills in required numbers in the education system especially for Science, Engineering, Technology and Innovation (SETI);	1. Ensure that all pre-schools provide toys and other relevant learning materials with S&T content;	MoEST, Min. of Gender	2015-2020
	2. Strengthen S&T education through training of more teachers in S&T;	MoEST	2015-2020
	3. Introduce specialization in the teaching of science subjects;	MoEST	2015-2020
	4. Strengthen university faculties in S&T fields to enable them produce PhD and MSc. graduates on an annual basis;	MoEST	2015-2020
	5. Establish scholarships for undergraduate and postgraduate studies in priority areas of science and technology;	MoEST	2015-2020
	6. Designate an appropriate institute to train laboratory technicians and assistants to manage science and technology laboratories;	MoEST	2015-2020
	7. Monitor and evaluate Research, Science and Technology in schools and colleges	MoEST	2015-2020
	8. Give awards for S&T excellence.	MoEST, NCST	2015-2020

**Policy Statement 2:** The education system is restructured and expanded using science and technology tools at all levels

2. Restructure and expand the education system using science and technology tools at all levels	1. Introduce and intensify computer lessons;	MoEST	2015-2020
	2. Intensify art, craft and design;	MoEST	2015-2020
	3. Promote awareness of Science, technology and innovation;	MoEST, NCST	2015-2020
	4. Review the science curriculum to include practical components	MoEST	2015-2020
	5. Promote use of ICT in Open And Distance Learning (ODL)	MoEST	2015-2020

**Policy Statement 3:** Institutions of higher learning integrate the national science and technology efforts into the development of new products and the provision of essential services;

3. Institutions of higher learning integrate the national science and technology efforts into the development of new products and the provision of essential services;	1. Ensure adequate funding for research and training in tertiary institutions;	MoEST	2015-2020
	2. Strengthen links between industry and the university community through industry involvement in establishment of college-based innovation centers, the design of curricula, and conducting graduate research projects that address local problems and industrial needs;	MoEST, Industries, colleges	2015-2020
	3. Promote research results dissemination fora in the universities;	colleges	2015-2020
	4. Monitor and evaluate the research outputs in the institutions of higher learning	MoEST	2015-2020
	5. Give awards for S&T excellence.	MoEST, NCST	2015-2020

**Policy Statement 4:** Adequate, secure and attractive employment opportunities and conditions with a view to retaining existing human resources, attracting high calibre personnel and reversing brain drain are provided

4. Provide adequate, secure and attractive employment opportunities and conditions with a view to retaining existing human resources, attracting high calibre personnel and reversing brain drain	1. Ensure adequate funding for research and training in tertiary institutions	MoEST, Colleges	2015-2020
	2. Provide equipment for R&D activities	MoEST, colleges	2015-2020
	3. Give awards for S&T excellence.	MoEST, colleges	2015-2020
<b>Policy Statement 5:</b> Adequate science and technology teaching/ learning facilities and materials in schools, colleges are provided			
5. Provide adequate science and technology teaching/ learning facilities and materials in schools and colleges	1. Provide adequate teaching and learning materials for the science and technology subjects;	MoEST, Colleges	2015-2020
	2. Increase funding through traditional and non-traditional sources such as endowment funds and community contributions;	MoEST, Colleges, communities	2015-2020
	3. Promote the use of TALULAR	MoEST, Colleges	2015-2020
<b>Policy Statement 6:</b> Gender equity and equality in the learning and application of Science, Technology and Innovation with special emphasis on girls, youth and special needs students are promoted			
6. Promote gender equity and equality in the learning and application of Science, Technology and Innovation with special emphasis on girls, youth and special needs students	1. Promote affirmative action on selection of female and special needs students for the science and technology courses	MoEST, Colleges	2015-2020
	2. Encourage remedial courses for sciences for the female and special needs students	MoEST, Colleges	2015-2020
	3. Give awards for S&T excellence	MoEST, Colleges, NCST	2015-2020

## **MONITORING AND EVALUATION FRAMEWORK**

<b>Policy Priority Area 1: Quality, Accessible And Equitable Basic Education</b>						
<b>Outcome 1:</b> Adherence to national education standards for primary schools enhanced						
<b>Objective</b>	<b>Output</b>	<b>Performance Indicator</b>	<b>Target</b>	<b>Baseline</b>	<b>Source of Verification</b>	<b>Assumptions/ Risks</b>
To ensure that all schools adhere to national education standards	Mechanisms for minimum infrastructure standards established	Guidelines for minimum infrastructure in place	1	0	Basic education	Availability of data
	Standard designs aligned to norms and guidelines	Number of standard designs aligned to norms and guidelines	All	0	EIMU	Availability of data; Capacity
<b>Outcome 2:</b> A responsive and relevant primary school curriculum						
To ensure that primary school curriculum is relevant and responsive to the needs of the country	Regular review of curriculum	Frequency of curriculum review	Once in every 10 years	PCAR 2012	MIE	Continuously changing environment
<b>Outcome 3:</b> A quality assurance system enhanced						
To enhance a functional quality assurance in primary education	Quality assurance mechanism strengthened	Mechanism for monitoring quality assurance in place	1	0	DIAS and M&E	Coordination between DIAS, Basic and M & E



<b>Outcome 4: An improved governance and management of primary education</b>						
To improve governance and management of primary education	Community participation in primary education encouraged	Percentage of schools with functioning PTA and SMC committees	100%	70%	EMIS	Reliability and availability of data
<b>Outcome 5: Compulsory free primary education</b>						
To implement compulsory primary education incrementally	Enrolment increased	Net Enrolment Rate	100%	87%	WMS	Enforcement of penalty for compliance
		GPI	1.0	1.0	EMIS	
		Percentage of drop-out learners re-admitted	100%	10%	CBE Reports	
<b>Outcome 6: Continuous assessment improved</b>						
To enhance continuous assessment in primary education	National assessment system developed and institutionalized	National assessment system in place	1	0	MIE and MANEB	Coordination between MANEB and Basic
		Percentage of schools using new assessment system	100%	0		
<b>Outcome 7: Improved availability of teaching and learning materials</b>						
To ensure that teaching and learning materials are available to all learners in	Pupil-textbook ratio improved	Pupil-textbook Ratio	1:1	1:2	EMIS	Procurement system of the MoEST

primary schools						
<b>Outcome 8:</b> Increased number of girls to equitably access, participate in, excel and complete primary education						
To increase number of girls equitably access, participate in, excel and complete primary education	Enrolment of girl learners increased	GPI	1.0	1.0	EMIS M&E Framework	Availability of resources
	Enrolment of disadvantaged learners increased	Percentage of OVC learners	100%	50%		
	Teen mothers readmitted	Percentage of teen mothers re-admitted	100%	80%	Monitoring reports	Willingness of school administrators to re admit teen mothers
<b>Outcome 9:</b> Provide equitable access to quality, relevant special and inclusive primary education						
To provide equitable access to quality , relevant special and inclusive primary education	Enrolment of disadvantaged learners increased	Percentage of SNE learners	100%	40%	EMIS M&E Framework	Capacity to implement
	Inclusive education mainstreamed	Percentage of schools adopting inclusive education	100%	40%		Capacity to mainstream inclusive education
<b>Outcome 10:</b> Enhanced sustainable and effective school health and nutrition programme including HIV/AIDS education services						
Enhance sustainable and effective school health and	Sustainable SHIN programme enhanced	Percentage of schools implementing SHIN programme	100%	60%	Monitoring reports	Availability of resources

nutrition programme including HIV/AIDS education services						
	School environments promoted	Percentage of schools with improved environment	100%	50%	EMIS, M &E framework	Capacity to implement
	LSE, HIV/AIDS testing and guiding and counselling services provided	Percentage of schools provided with services	100%	40%		

**Policy Priority Area 2: Accessible and Quality Secondary Education**

**Outcome 1: Access to quality education improved**

<b>Objective</b>	<b>Output</b>	<b>Performance Indicator</b>	<b>Target</b>	<b>Baseline</b>	<b>Source of Verification</b>	<b>Assumptions/ Risks</b>
To increase equitable access to secondary education	Secondary school enrolment increased	Secondary school enrolment	486,706	260,064	EMIS	Availability of secondary spaces
	Bursaries and cash transferred to needy students in public secondary schools provided	Number of beneficiary students	60,000	12,000	Disbursement Reports , EMIS	Availability of funds
	Public secondary schools constructed, maintained and rehabilitated	Number of public secondary schools constructed	6	2	Physical progress reports	Availability of funds; capacity constraints

		Percentage of public secondary schools maintained and rehabilitated	100%	10%		
	Safe and gender responsive sanitary facilities provided	Percentage of public secondary schools with safe and gender responsive facilities	100%	70%	Monitoring reports	Availability of funds
	The use of existing infrastructure through the use of double shifting and open and distance learning maximized.	Number of schools practicing double shift	10	6	EMIS	Availability and willingness of teachers
	PPP in the provision of secondary education enhanced	Number of accredited private secondary schools	300	159	EMIS	High demand for secondary education
<b>Outcome 2: Functional quality assurance and quality of secondary education improved</b>						
<b>Objective</b>	<b>Output</b>	<b>Performance Indicator</b>	<b>Target</b>	<b>Baseline</b>	<b>Source of Verification</b>	<b>Assumptions/ Risks</b>
To improve functional quality assurance and	Number of qualified teachers increased	Student Qualified Teacher Ratio (SQTR)	35:1	46:1	EMIS	Availability of funds;

quality of secondary education	Adequate teaching and learning materials distributed to all public secondary schools	Student-textbook ratio	1:1	3:1	EMIS	Inefficient procurement procedures
	Secondary school curriculum reviewed	Reviewed Curriculum	Review after 10 years	Curriculum review in process	MIE Reports	Capacity to review; Availability of funds
	Secondary schools regularly inspected and supervised	Percentage of secondary schools inspected and supervised	100%	80%	Inspection reports	Availability of funds and inspectors
	ICT integrated in secondary education	% of secondary schools with ICT facilities	100%	30%	Monitoring reports,	Availability of funds
	Continuous Professional Development (CPD) opportunities for secondary school teachers enhanced	Number of teachers trained in CPD	1,200	0	CPD Training reports	Availability of CPD training plan
	Teachers retained	Retention rate	100%	85%	EMIS	Availability of incentives to retain teachers
	Learning achievement at the secondary education level improved	JCE pass rates	100%	67%	MANEB	Improved learning environment
MSCE pass rate		100%	55%			
<b>Outcome 3:</b> Increased number of girls to equitably access, participate in, excel and complete secondary education						
To increase number of girls equitably access, participate in, excel and	Enrolment of girl learners increased	GPI	1.0	0.8	EMIS	Availability of resources
	Enrolment of disadvantaged learners	Percentage of disadvantaged boys and	100%	80%	Monitoring reports of bursaries	Availability of resources

complete secondary education	increased	girls learners				
	Teen mothers readmitted	Percentage of teen mothers re-admitted	100%	80%	Monitoring reports	Willingness of school administrators to readmit teen mothers
<b>Outcome 4:</b> Provide equitable access to quality, relevant special and inclusive secondary education						
To provide equitable access to quality, relevant special and inclusive secondary education	special needs education in secondary education institutionalized	Percentage of SNE learners	100%	40%	EMIS	Capacity to implement
	inclusive education in the conventional secondary schools scaled up	Percentage of schools adopting inclusive education	100%	30%	Monitoring reports	Capacity to implement
<b>Outcome 5:</b> Enhanced sustainable and effective school health and nutrition programme including HIV/AIDS education services						
To enhance sustainable and effective school health and nutrition programme including HIV/AIDS education services	Life Skills Education, voluntary HIV-testing, guidance and counselling services to all students provided	Percentage of schools provided with services	100%	40%	EMIS, Monitoring reports	Availability of resources
	Guidance and counselling scaled up	Percentage of schools with guidance and counselling services	100%	60%	Monitoring reports	Capacity to implement
<b>Outcome 6 :</b> Governance and management of secondary education improved						

<b>Objective</b>	<b>Output</b>	<b>Performance Indicator</b>	<b>Target</b>	<b>Baseline 2013</b>	<b>Source of Verification</b>	<b>Assumptions/ Risks</b>
To improve governance and management of secondary education	Secondary management functions fully decentralized	Number of secondary management functions devolved	All key management functions	0	SWG reports	Willingness to devolve management functions
	Key staff trained on management of secondary education	Percentage of staff trained	100%	50%	Training reports	Availability of funds
	Secondary school teachers' conditions of service reviewed	Reviewed conditions of service document	1	0	Review reports	Availability of capacity
	Secondary school education management information system (SEMIS) developed	SEMIS in place	1	0	SWG reports	Availability of human and financial capacity to develop SEMIS
	Secondary School Improvement Programme (SSIP) instituted	Percentage of schools with SSIP	100%	0	M&E Framework	Availability of funds
	Regulatory framework on stakeholder participation reviewed	Reviewed regulatory framework in place	1	0	Review Reports	Availability of capacity
	Increase funding levels to secondary education	Percentage of funds allocated to secondary sub-sector	25 %	20%	ESPR, SWAp Reports	Political will
<b>Policy Priority Area 3: Quality Teacher Education (Primary and Secondary)</b>						

<b>Outcome 1: Access to teacher education expanded</b>						
<b>Objective</b>	<b>Output</b>	<b>Performance Indicator</b>	<b>Target</b>	<b>Baseline</b>	<b>Source of Verification</b>	<b>Assumptions/ Risks</b>
To expand equitable access to teacher education	Physical infrastructure, constructed, expanded and rehabilitated	Number of TTCs	13	7	EMIS	Availability of funds
		Number of TTCs rehabilitated	7	0	EIMU reports	
	Enrolment increased	Teacher student enrolment	18,000	12,839	EMIS	Availability of resources
	Public private partnership in the provision of teacher education enhanced	Number of accredited private teacher training colleges	6	4	EMIS	Conducive environment for private sector involvement
	Gender balance in teacher supply and deployment improved	GPI for primary school teachers	1	0.58	EMIS	Availability of incentives for female teachers
	SNE support system integrated into the teacher development programs	SNE mainstreamed curriculum in place	1	0	MIE Reports	Capacity to mainstream SNE in teacher education
	Teacher Development Centres established	Number of TDCs	445	340	M&E reports	Availability of Funds
Number of new TDCs resourced		105	0			



	Supply of teachers in secondary education increased	Number of education students enrolled	4,150	1,000	EMIS	Availability of placements
		Number of private schools offering secondary teacher training	5	0		
<b>Outcome 2:</b> Increased numbers of female teacher trainees and serving teachers to equitably access, participate in, excel and complete teacher training						
To increase numbers of female teacher trainees and serving teachers to equitably access, participate in, excel and complete teacher training	gender imbalance addressed	Percentage of male and female teachers trained, deployed	100%	80%	EMIS	Availability of females in the eligible population
	gender issues intergrated in curriculum	Reviewed curriculum	0	1	Document produced	Availability of resources
<b>Outcome 3:</b> Coordinated and sustained comprehensive response to HIV and AIDS						
To coordinate and sustain comprehensive response to HIV and AIDS	Students and staff oriented	Percentage of male and female students, and staff oriented	100%	100%	Monitoring reports	Availability of resources
	care and support for HIV and AIDS infected and affected students	Percentage of students supported	100%	50%	Monitoring reports	Availability of resources

	provided					
<b>Outcome 4:</b> Quality assurance and quality of teacher education improved						
<b>Objective</b>	<b>Output</b>	<b>Performance Indicator</b>	<b>Target</b>	<b>Baseline</b>	<b>Source of Verification</b>	<b>Assumptions/ Risks</b>
To enhance quality assurance and quality teacher education	Teacher education curriculum aligned to school curricula	Reviewed teacher education curriculum	1	0	MIE reports	Availability of funds and capacity
	ICT integrated in TTCs	% of schools with ICT facilities	100%	40%	Monitoring reports,	Availability of funds and capacity
	Teacher training institutions periodically inspected	% of teacher training colleges inspected	100%	50%	Inspection reports	Availability of funds and inspectors.
	Relevant TLMs provided to TTCs	Number of handbooks distributed	74,000	62,000	Monitoring reports	Availability of funds
	A set of Continuous Professional Development (CPD) programmes / courses developed	Number of new CPD courses developed	5	0	SWG TWG Reports	Availability of funds
		Number of CPD manuals developed	48,000	0		
	All institutional leaders provided with CPD	Percentage of college managers provided with CPD	100%	50%	DTED TWG and SWG Reports	Availability of funds and human capacity
		Percentage of college lecturers provided with CPD	100%	30%		

		Percentage of PEAS provided with CPD	100% s	25%		
		Percentage of teachers provided with CPD	100%	25%		
	IPTE program reviewed	Reviewed IPTE programme in place	1	0	DTED TWG reports	Availability of funds and human capacity
	Coordination between MoEST and institutions providing secondary teacher training improved	National qualification framework in place	1	0	SWG reports	Availability of funds
		Association of secondary teacher training institutions established	1	0		Cooperation of the private sector
	Stipulated teacher standards adhered to.	Number of teacher trainers trained in Masters and PhD	60	10	DTED TWG meetings	Availability of funds
<b>Outcome 5:</b> Governance of teacher education improved						
<b>Objective</b>	<b>Output</b>	<b>Performance Indicator</b>	<b>Target</b>	<b>Baseline</b>	<b>Source of Verification</b>	<b>Assumptions/ Risks</b>
To improve governance and management of teacher education	Teacher management information system developed	Number of TTCs with upgraded TEMIS Number data offices established	20  13 (6 public & 7 private)	0  0	DTED SWG reports	Availability of funds
	Management of cluster centres strengthened	CPD policy developed	1	0		Availability of funds

		Number of CPD managers trained	1000	125	DTED TWG Reports	
	Different modes of financing teacher training programs explored and instituted	Number of private sector institutions supporting teacher training programmes	10	0	Budget documents	Level of collaboration between government & private sector
	Teacher education policy formulated and implemented	Teacher education policy in place	1	0	DTED TWG reports	Capacity to formulate and develop policy
	Management of teacher training colleges improved	Number of public TTCs with outsourced non-core functions	11	5	TWG & SWG Reports	Willingness of private sector to participate
	Coordination of departments and institutions involved in teacher education improved	Accreditation framework in place	1	0	TWG & SWG Reports	Availability of funds
<b>Policy Priority Area 4: Quality and Equitably Accessed Technical, Entrepreneurial and Vocational Education and Training</b>						
<b>Outcome 1:</b> Access to Technical, Entrepreneurial and Vocational Education and Training improved						
<b>Objective</b>	<b>Output</b>	<b>Performance Indicator</b>	<b>Target</b>	<b>Baseline</b>	<b>Source of Verification</b>	<b>Assumptions/ Risks</b>

To increase equitable access to TEVET	Existing physical infrastructure in TEVET institutions constructed, expanded and refurbished	Number of public technical colleges	8	7	EMIS	Availability of funds
		Number of public technical colleges refurbished	7	4	Monitoring reports	Availability of funds
	Utilization of existing infrastructure maximized	Number of TEVET ODL centres established	7	0	EMIS/ SWG Reports	Capacity to develop ODL modules
	Private sector participation in the provision of TEVET training increased	Number of private TEVET institutions	12	7	EMIS	High demand for training in TEVET

**Outcome 2:** Functional quality assurance and quality of TEVET improved

<b>Objective</b>	<b>Output</b>	<b>Performance Indicator</b>	<b>Target</b>	<b>Baseline</b>	<b>Source of Verification</b>	<b>Assumptions/ Risks</b>
To enhance functional quality assurance of TEVET	Qualified instructors in public technical colleges trained and recruited	Student Qualified Instructor Ratio	20:1	67:1	EMIS	Ability to train and retain staff
	A market responsive TEVET curriculum framework developed	Reviewed Curriculum in place	Review curriculum after 10 years	curriculum review in progress	Review reports	Availability of funds
	TEVET institutions regularly supervised and inspected	Number of annual inspection visits per college	8	4	Inspection reports	Availability of inspectors

<b>Outcome 3:</b> Increased numbers of female students to equitably access, participate in, excel and complete Technical, Entrepreneurial and Vocational Education and Training						
To increase numbers of female students to equitably access, participate in, excel and complete Technical, Entrepreneurial and Vocational Education and Training	Gender imbalance issues addressed	Percentage of female students participating in different courses	100%	40%	Monitoring reports, LIMIS	Availability of females to participate
	Gender issues intergrated in curriculum	Curriculum reviewed	0	1	Document produced	Availability of resources
<b>Outcome 4:</b> Governance of TEVET improved						
<b>Objective</b>	<b>Output</b>	<b>Performance Indicator</b>	<b>Target</b>	<b>Baseline</b>	<b>Source of Verification</b>	<b>Assumptions/ Risks</b>
To improve governance and management of TEVET	A private public advisory council for TEVET established	TEVET advisory council in place	1	0	SWG Reports	Level of coordination between Govt and the private sector
	Funding to public Technical colleges increase	Percentage of budget allocation to the TEVET sub-sector	4%	1%	TEVET TWG reports	Political will; Priorities of the government of the day
	Regulatory framework on stakeholder	Reviewed regulatory framework	1	0	TEVET TWG reports	Availability of funds

	participation on the delivery of TEVET reviewed					
<b>Policy Priority Area 5: Quality and Equitably Accessed Higher Education</b>						
<b>Outcome 1:</b> Equitable access to Higher Education is increased						
<b>Objective</b>	<b>Output</b>	<b>Performance Indicator</b>	<b>Target</b>	<b>Baseline</b>	<b>Source of Verification</b>	<b>Assumptions/ Risks</b>
To increase equitable access to higher education	Equitable enrolment Increased	Number of public and private universities	Public: 8 Private: 20	Public: 3 Private: 12	EMIS/ Higher Education Institutions	Availability of gender sensitive facilities in public universities
		Number of students in public and private universities	25,000	16,948		
		Gender Parity Index	1.0	0.5		
<b>Outcome 2:</b> Minimum standards in higher education institutions adhered to						
To ensure that higher education institutions meet minimum	Quality assurance units established and functional	Percentage of higher education institutions with functional quality assurance units	100%	0	NCHE reports	Limited resources

standards						
<b>Outcome 3: A quality and relevant higher education</b>						
To ensure that higher education is of high quality, relevant and responsive to the needs of the country	Higher education curriculum aligned to the labour market needs	Percentage of university courses aligned to labour market needs	100%	70%	Universities and Private sector reports	Coordination between universities and the private sector
		Percentage of university graduates employed within one year	100%	50%	Labour management information system	Participation of the private sector; Availability of data
<b>Outcome 4: Governance and management of higher education improved</b>						
To improve governance and management of higher education	Autonomy in public universities enhanced	Percentage of public universities that are autonomous	100%	0	Public Universities, NCHE reports	Political will; Ability to generate own funds
<b>Outcome 5: Increased numbers of female students to equitably access, participate in, excel and complete higher education</b>						
To increase numbers of female students to equitably access, participate in, excel and complete higher	Gender equity in student admission promoted	Gender Parity Index	1.0	0.5	EMIS, Universities	Political will
	Increased female participation in science related courses	Percentage of female students enrolled in science related courses	80%	40%	Universities	Availability of female Willingness of



education						females to enrol
<b>Outcome 6:</b> Enhanced equitable access to quality and relevant special and inclusive higher education						
To enhance equitable access to quality and relevant special and inclusive higher education	Provision of SNE and inclusive education expanded	Percentage of SNE students	100%	20%	EMIS, Universities	Availability of resources
		Percentage of students from poor socioeconomic	100%	40%		Universities
	Capacity to support SNE students built		100%	80%		
<b>Outcome 7:</b> Coordinated and sustained comprehensive response to HIV and AIDS						
To coordinate and sustain a comprehensive response to HIV and AIDS	Students and staff oriented	Percentage of male and female students and staff oriented	100%	100%	Universities	Availability of resources
	Voluntary testing and counselling services provided	Percentage of students and staff tested and counselled	100%	80%	Universities	Availability of resources and capacity
	Care and support for HIV infected and affected students provided	Percentage of students and staff supported	100%	50%	Universities	Availability of resources
<b>Outcome 8:</b> Capacity development in higher education enhanced						

To enhance capacity development in higher education	Human and financial resources enhanced	Percentage of education budget allocated to higher education	10%	1%	EMIS, M&E Framework	Availability of resources; Political will
		Number of competitive grants schemes for researchers established	15	0	Higher education institutions	
		% of university lecturers with PhD	80%	20%		
<b>Policy Priority Area 6: Quality and Equitably Accessed Open and Distance Learning</b>						
<b>Outcome 1: Expanded equitable access to learners at all levels</b>						
To expand equitable access to learners at all levels.	Increased admission and enrolment (male and female)	Number of male and female learners	Increase by 50%	47, 500	Statistical records on admission and enrolment	All institutions reporting and submitting records
<b>Outcome 2: An active and responsive governance and management structure and system</b>						
To develop responsive and efficient governance structures and management systems for ODL institutions	Procedures, guidelines and structures. Personnel recruited and placed	Guidelines and structures for governance and management	100% Administration, accounting and personnel structures including Audit set up	As above	Comparative assessment of local and regional ODL institutions	Timely sharing of information on governance and management structures
<b>Outcome 3: An appropriate funding mechanism for ODL.</b>						

To develop an appropriate funding mechanism to streamline budgeting for ODL provision.	Streamlined ODL budget at all levels and ODL institutions PoW for ODL activities	Budget activities for ODL as part of the MCDE cost centre	100% All public institutions and centres	Limited streamlined budget based on primary and secondary education 40% (30%)	Budget estimates and expenditure records	Lumped under other cost centres for primary, secondary and teacher training levels.
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**Outcome 4:** National ODL academic programmes harmonized and aligned to regional and international programmes.

To harmonize and align national ODL academic programmes to regional and international programmes for credit transfer and learner mobility.	Procedures and regulations for credit transfer and mobility. Relation-ships and linkages between institutions and regional centres	Application procedures, regulations, and number of learners mobile	Mobile learners		Commonality of regulations and procedures in the region and international	Misunderstanding and demands arising from variation in determining equivalence
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**Policy Priority Area 7: Science, Technology and Innovation in Education**

Outcome 1: Adequate qualified manpower of various skills

Objective	Output	Performance Indicator	Target	Baseline	Source of Verification	Assumptions/ Risks
To develop and modernize adequate	Toys and other relevant learning	Number of pre-schools	50%	10%	Min, of gender and DST	Availability of resources

qualified manpower of various skills in required numbers in the education system especially for Science, Engineering, Technology and Innovation (SETI);	materials with S&T content are available in pre-schools					
	Increased S&T teachers trained and recruited	Number of S&T teachers			Secondary, DST	Availability of resources
	Increased specialization of teaching of sciences in Colleges	Number of colleges	5	4	Higher education	Availability of resources
	Increased PhD and Msc. Degrees graduates in sciences	Number of graduates annually			Higher education	Availability of resources
	Increased students in sciences accessing scholarships	Number of students	15%	10%	Higher education	Availability of resources
	Trained laboratory technicians and assistants	Number of laboratory technicians and assistants	200	30	Higher education, DST	Availability of resources
	M & E Report on performance of students on annual basis	Number of reports	1	0	DST	Availability of resources
	Awards presented annually	Number of students	12	9	DST	Availability of resources
<b>Outcome 2: Education system expanded and restructured</b>						
Restructure and expand the education system using science	Increased number of schools offering computer lessons	Number of schools	15%	5%	Secondary education	Availability of resources

and technology tools at all levels	Increased number of schools offering art, craft and design	Number of schools	5%	0.5%	Secondary education	Availability of resources
	Career talks conducted on annual basis	Number of schools	10%	0.5%	DST, Secondary education	Availability of resources
	Curriculum reviewed	Report	1	0	DIAS, MIE	Availability of resources
	ICT policy in education developed	ICT Policy	1	0	ICT Directorate	Availability of resources
<b>Outcome 3: New products and services developed</b>						
Institutions of higher learning integrate the national science and technology efforts into the development of new products and the provision of essential services	Adequate funding for research and training	Budget report	1% of total budget		Higher Education	Availability of resources
	Links between industries and academia strengthened	Number of links	10	2	Higher education, Industries, DST	Availability of resources
	Research results disseminated	Number of dissemination fora	2	1	Higher education, Industries, DST, universities	Availability of resources
	M&E visits done	M&E reports	1	0	DST, universities, NCST, NSO	Availability of resources
	Awards presented annually	Number of students	4	0	DST, universities, NCST	Availability of resources
<b>Outcome 4: Existing human resources retained</b>						
<b>Provide</b> adequate, secure and attractive employment opportunities and	Adequate funding for research	Budget report	1% of total budget		Higher Education	Availability of resources
	Laboratories	% of Laboratories	100%		DST, universities,	Availability of

conditions with a view to retaining existing human resources, attracting high calibre personnel and reversing brain drain	equipped				NCST	resources
	Awards presented annually	Number of students	4	0	DST, universities, NCST	Availability of resources
Outcome 5: Adequate science and technology teaching/ learning facilities and materials provided						
Provide adequate science and technology teaching/ learning facilities and materials in schools, colleges	Laboratory equipment, materials and facilities	% of schools	50%	20%	DST, universities, Secondary education	Availability of resources
	Meetings to lobby for funds from communities & partners	Number of meetings	5	0	DST, universities, Secondary education	Availability of resources
	Training workshops on TALULAR annually	Number of training workshops	1	0	DST, universities, Secondary education	Availability of resources
Outcome 6: <b>Promote</b> gender equity and equality in the learning and application of Science, Technology and Innovation with special emphasis on girls, youth and special needs						
<b>Promote</b> gender equity and equality in the learning and application of Science, Technology and Innovation with special emphasis on girls, youth and special needs students	Female and special needs students selected for the science and technology courses	% of students	50%	20%	Universities, Secondary education	Availability of resources

	remedial courses for sciences for the female and special needs students per semester	Number of courses	2	0	Universities	Availability of resources
	Awards presented annually	Number of students	4	0	DST, universities, NCST	Availability of resources