

Deutsche Gesellschaft für Internationale Zusammenarbeit
(GIZ) GmbH

Continuous Professional Development in Early Grade Learning at public Teachers Training Colleges in Malawi

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Acronyms and Abbreviations

BEP	Basic Education Programme
CPD	Continuous Professional Development
EGL	Early Grade Learning
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
GRP	Gender Response Protocol
IPTE	Initial Primary Teacher Education
MIE	Malawi Institute of Education
MoEST	Ministry of Education, Science and Technology
NRP	National Reading Programme (USAID-Funded)
SME	Science and Mathematics Education
TOT	Training of Trainers
TTC	Teacher Training College
USAID	United States Agency for International Development

Continuous Professional Development in Early Grade Learning at Public Teachers Training Colleges in Malawi

Executive Summary

Malawi's Ministry of Education, Science and Technology, through the Malawi Institute of Education, has embarked on a process to review the initial primary teacher education curriculum to improve the quality of lesson delivery in the classroom, resulting in the improvement of learning outcomes for children. Through a survey conducted by MIE, it was found that teacher trainers lack understanding and experience with teaching early grade learners (specifically with Standards 1 and 2 pupils). MIE, with technical and financial support from GIZ, created a continuous professional development programme to train teacher training college lecturers on Early Grade Learning practices and to provide practical experience on how to implement these strategies. The cascade training model was used to deliver nation-wide influence and the implementation was divided into three components to allow opportunities for practice and use of the information obtained. The result of this training was measured through base line and end line surveys, which indicated that the CPD helped to provide an overall increase in EGL comprehension amongst lecturers at all 8 public TTCs in Malawi. This early grade learning training was linked to the implementation of Malawi's new Initial Primary Teacher Education curriculum, thus making a long lasting impact on early grade education for years to come.

1. Background Information

1.1 Alignment to Existing Malawi Government Education Policy

The current Education Sector Implementation Plan (ESIP II 2013/14 – 2017/18) outlines the reforms needed for Malawi to achieve equitable access to education and improve quality, governance and management in the sector (Annex 4, page 113). It articulates the reform agenda to address the key challenges of the education sector. One of the key reform areas addressing quality of education is a focus on the early primary school years. This requires a significant shift in the perception and the relevance of lower primary years and its significance for quality basic education. Previous and current initiatives, such as the USAID-sponsored Malawi Early Reading Implementation Activity (MERIT) and the Malawi Institute of Education-implemented Strengthening Early Grade Reading in Malawi (SEGREM), started developing approaches and strengthening concepts on the teaching and learning of reading in the infant and junior sections in primary schools. Furthermore, the ESIP II outlines policy

priorities for primary teachers in Malawi, which focus on “increasing the quality” of Primary Teacher Training (Annex 4, p 181).

As part of the policy priority, the MoEST, through the MIE, has embarked on a process to review the IPTE curriculum. The aim of this review is to align the IPTE curriculum with the revised national primary school curriculum to improve the quality of lesson delivery in the classroom, resulting in the improvement of learning outcomes for children. The curriculum review would also lead to improved methods of teacher preparation, which will result in reflective teachers and promote lifelong learning.

A survey conducted by MIE demonstrated lack of personal experience of teaching young learners (particularly in Standards 1 and 2) by TTC lecturers. As stated by MIE’s EGL Coordinating Team, TTC lecturers and teachers “often lack particular strategies and practical guidance for teaching young learners in these circumstances” (Annex 2: A Final Report on Early Grade Learning Continuing Professional Development for Teacher Training College in Malawi, page 28). Teaching in lower primary classes requires specific challenges. These class sizes are the highest in the education sector, children come from varying backgrounds and the age range is significant. These are the critical years in a child’s cognitive development. Therefore, it is crucial to develop a deeper understanding of how children learn in the early years of primary school and how teachers can be guided to teach more effectively.

1.2 Alignment to the Objectives of GIZ BEP

The current GIZ Basic Education Programme runs from the beginning of November 2014 until the end of October 2018. BEP (2014-18) focused on improving the quality in primary education and was comprised of three components:

1. Teacher management
2. Initial education of primary teachers, including a review of the curriculum
3. Inclusive education and Information Communication Technology

Within the second field of action, improving Teacher Education quality focused on the use of Continuous Professional Development opportunities for lecturers, with an emphasis on key aspects of Early Grade Learning (“Lecturers enhance their knowledge of early grade learning in key subjects” BEP 2014-2018).

The output indicator aimed for: “140 of 178 trained lecturers at 8 public TTCs enhance their knowledge of early grade learning (classes 1-3) in the following subjects: Mathematics, English, Chichewa and Foundation Studies by 2 points in each subject on a 5-point scale.”

2. Report Methodology

This report is based on data, insight and observations gathered from a variety of sources. GIZ consultants compiled the data sets from a baseline survey and an end line survey to produce both quantitative and qualitative assessments on the impact of the CPD. CPD field reports from MIE subject officers and monitors were collected throughout the training cycle. Feedback from the participants was gathered during reflection meetings. Observations made during monitoring visits by the GIZ consultant were, also, included.

3. Design of the CPD

This training was developed based on the results of a baseline delivered October 2016. The development process began on the 18th of January 2017. The components of the training were selected based on the areas that TTC lecturers demonstrated a need for improvement. To increase lecturers' exposure to EGL teaching, it was determined that a practice-based approach of training would be appropriate. Further explanation of the base line can be found in section 3.1 Base Line Survey. A small development team was identified to begin the creation process. To be sensitive of gender balance, this team consisted of both female and male participants; 2 females (1 TTC lecturer and 1 MIE officer) and 3 male (2 TTC lecturers and 1 MIE director) were present, in addition to 2 female GIZ representatives (the technical advisor and consultant).

3.1 Base Line Survey

Through a base line survey distributed at all eight public TTCs in Malawi, conduct by MIE and GIZ October 2016, it was discovered that TTC lecturers often do not have personal experience teaching infant years, hence being inexperienced on appropriate ways to teach early grades.

Each college submitted between 18 and 29 completed questionnaires, which were used for the data analysis process. A total of 179 surveys were completed. The survey consisted of questions related to early grade teaching approaches for different subject areas. For questions relating to Foundation Studies, lecturers on average received a score of 25.9 points out of 49 points. Concepts found within Foundation Studies are crosscutting, thus these questions were

distributed to all lecturers, regardless of their specialisation. For subject-specific questions, only lecturers with that area of specialisation were expected to complete the corresponding questions. Language lecturers were asked to complete the English and Chichewa section. Language lecturers on average received 20.2 points out of 39 in the English and Chichewa section. Mathematics lecturers were asked to complete the Mathematics section. Mathematics lecturers on average received 11.3 points out of 21.

These results revealed that TTC lecturers were able to demonstrate theoretical knowledge on early grade learning. Lecturers received high marks in questions relating to theoretical knowledge of learning psychology, language-specific learning psychology and knowledge of how children learn numeracy skills. The survey, however, revealed low scores on questions relating to the implementation of early grade knowledge, how children learn in infant sections, differentiation of tasks for learning diversity and managing large classes.

Therefore, five key areas were selected to address lecturers' lack of experience and practice in:

1. How children learn in infant sections
2. The teaching and organizing of large classes
3. How to effectively use resources
4. How to assess young learners
5. Differentiation and learners' diversity

3.2 Objectives of the CPD

The overall objectives of the CPD were sighted on

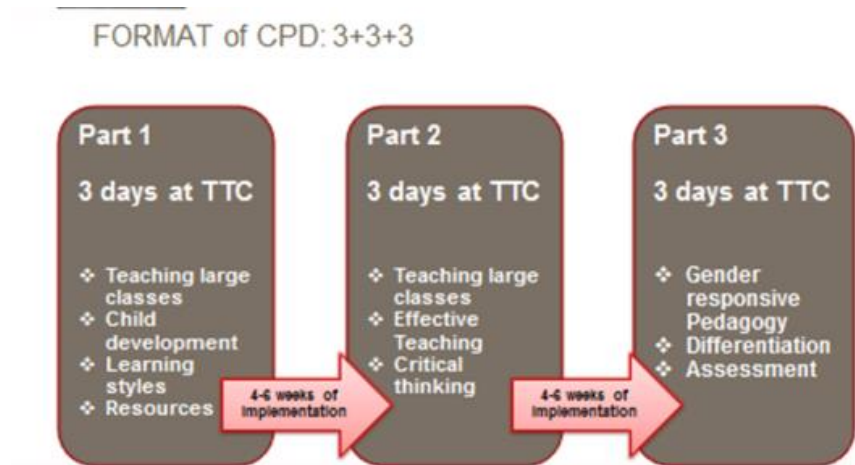
1. Enhancing expertise and extending practice in Early Grade Learning with the emphasis on Literacy and Numeracy
2. Deepening the understanding of how children learn in the early primary years and which classroom practices should be emphasised

3.3 Approach and Methodology

This CPD emphasised appropriate classroom practices for use with early grade learners, to move beyond theoretical knowledge and towards implementation. It, also, highlighted the need for college lecturers and student teachers to regularly and actively utilise said classroom practices to combat the lack of personal experience teaching infant years that the large majority of lecturers have. The CPD was designed to be practice-based with the incorporation of reflective tasks, lesson observations and model teaching.

3.4 Format and Content of CPD

The knowledge gap and lack of personal experience with EGL revealed by the base line survey stirred the decision to conduct a 3 + 3 + 3 workshop model, allowing time for content presentation, reflection, practice and implementation of the EGL strategies.



The key areas of focus included teaching large classes, learning styles, resource development and utilization (for literacy and numeracy), the reflective cycle, critical thinking, differentiation, stages of development and assessment—all of which had an emphasis of EGL approaches and methods as a crosscutting topic.

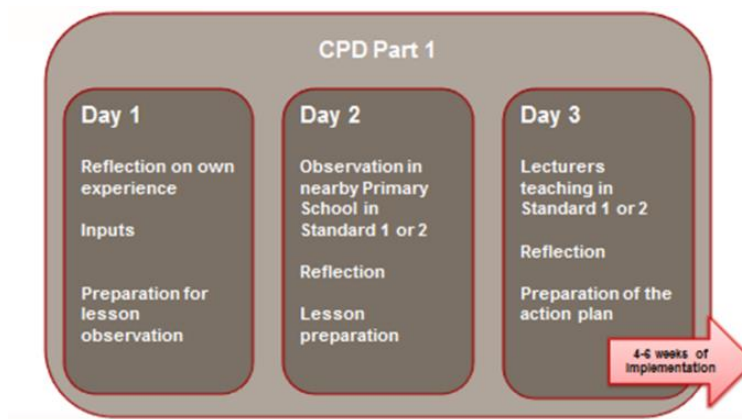
3.5 Guiding Principles for CPD

The CPD for TTC lecturers was designed to match the new IPTE curriculum, by emphasizing Early Grade Learning in Foundation Studies, English, Chichewa and Numeracy. The CPD include practice-based and reflective elements and was in line with the new Teacher Education Philosophy, “To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners’ diversity.”

3.6 Integration of Teaching Experience

As mentioned before, reflection and practice were to be engrained into the CPD development. This was accomplished through the use of practice-based techniques, such as the analysis of learners’ textbooks, the use of case studies and the authentic teaching of primary learners at demonstration schools. Classroom teaching was followed up with effective feedback and self-reflection. Prior to entering the classroom, lesson observations at the demonstration schools were conducted to allow lecturers to witness useful EGL techniques. Upon completion of the first CPD, lecturers were asked to develop an action plan on how to share what was learned with student teachers.

The module below demonstrates the continuous inclusion of reflection elements throughout the learning and training process.



4. Implementation of CPD

The implementation of the CPD began with a trialling of the practices. There was need to assure that the practice-based approach and the division of the training into three periods would be a practical approach for TTCs to coordinate. Once the pilot and revision of the training were completed, the development team moved forward with the national roll out to reach the remaining public TTCs, along with the introduction of the training to private TTCs across Malawi. The roll out was organised into two phases, with a mixture of public and private schools visited during each phase. The dates for these phases were coordinated with consideration for the academic calendar as each CPD was held on college campuses and required the visitation of primary school classes.

4.1 Pilot

A trial test was conducted in Bembeke, Malawi with the support of St. Joseph's TTC. A total of 28 participants were among the trainees representing the Mathematics, Foundation Studies and Languages departments. This pilot served as a critical element in the development of the CPD. It was unveiled that lecturers needed to have clear guidance on the expectations on the implementation phase for the distribution of the key topics to the student teachers. It needed to be emphasised that lecturers should be using the same practice-based training model when training the student teachers, which would include the teaching experiences at primary schools, the use of interactive exercises and reflections on the key concepts. Crucial adjustments were made to the training model through the use of this pilot. For example, fundamental topics like those relating to literacy and numeracy were allotted additional time for practice within the workshop. The pilot was an important component in the development of the CPD and is recommended for any future training programme's development. View section 8.2 Effective Design additional explanation.

4.2 National Roll Out

The national roll out was structured into two phases. Phase A consisted of TTCs in the Southern region: Maryam TTC (private), Phalombe TTC, Blantyre TTC and Chiradzulu TTC). Phase B focused predominantly on TTCs in the Central and Northern Regions: Machinga TTC, Karonga TTC, Kasungu TTC, Lilongwe TTC, Alma TTC (private), Loudon TTC (private), Mzimba TTC (private), Chilanguma TTC (private), Amalika TTC (private), Emmanuel TTC (private) and DAPP Dowa TTC (private). While the initial target was public TTCs, MoEST expressed interest for the extension of this training to private TTCs to create continuity amongst all teacher trainers.

Each phase began with a five-day training of trainers workshop hosted in Domasi, Malawi. Each public TTC was asked to send four representatives from their college, a mathematics lecturer, a language lecturer, foundation studies lecturer and the college's CPD coordinator. Private TTCs were invited to bring only two representatives due to their limited number of lecturers and smaller enrolment numbers. An intensified simulation of the practice-base, reflective CPD was delivered during these training days. Presentations were given to provide lecturers with the base knowledge. Activities were orchestrated to allow lecturers an opportunity to become familiarised with and gain the skill sets needed to then replicate the training at their appointed TTCs. This training of trainers model resembled the cascade model of training that most TTC lecturers are familiar with. Thus the expectation of replicating the trainings at their appointed TTCs was well received by the participants.

4.3 Training of Trainers

After completion of the training of trainers, the participants from each college returned to their respective institutions to begin the implementation of the training for their colleges' lecturers. These participants were responsible for coordinating the location, refreshments, invitations and training delivery. GIZ provided funding for the refreshments, printed copies of the training resources and standard stationary. The principals from all public teacher training colleges had agreed at the start of the EGL programme to meet the lunch demands, either through the circulation of allowances or catering services.

Master trainers, MIE officials and members of the core development team were assigned TTCs to observe during the delivery of the training to assure the quality of the trainings. They were given monitoring sheets to guide their observations and were expected to verify that the content of the college-based CPD was relevant and reflected the information given

during the TOT. Master trainers made sure the CPD followed the agenda and were delivered in a timely fashion. They watched for the use of engaging, interactive and practice-based activities.

To further support the implementation of the training, each TTC was expected to design and coordinate an action plan for instilling EGL practices at their institution. The action plan served as an indicator of what was happening “on the ground” post-training. This served as a strong guiding tool for the institutions that completed their plans, as Phalombe TTC did. Phalombe TTC lecturers organised a college-wide implementation of EGL practices through coordinated lesson observations and the creation of EGL-appropriate resources in accordance to their action plan.

Lack of supervision for the implementation of these plans led to many lecturers not creating time in their academic schedules to complete the activity. By the date of the reflection meeting for Group B several weeks after their college-based training, none of the TTCs in the group had completed their action points.

A level of accountability would have strengthened this component. Action plans were not collected; instead, they were left at the colleges for the lecturers’ use. There was no follow-up or communication between MIE, the core development team or the master trainers in the weeks between the different sections of the CPD. Involvement of the principals in the supervisory role would have increased the probability for the completion of these plans.

4.4 Reflection Meetings

Reflection meetings were held as opportunities for the implementers of the college-based CPDs to provide feedback to the master trainers and the core development team. They were held after the CPD were hosted with enough spacing to allow the participants opportunities to reflect on the content and to implement their action plans.

Several TTCs reported the difficulty of conducting the facilitation through PowerPoint presentations and videos because of the lack of technological resources, such as projectors, speakers and electricity. The availability of all relevant lecturers was not consistent due to other organisation’s programmes, despite the core development team’s effort to work with MIE to best select the dates for these trainings. A recommendation by Group B was to host the CPDs during the academic holiday to avoid conflicts with other activities; however, this

would not allow for the lecturers to observe lessons at the demonstration schools, a key element of the CPD.

One point of constructive feedback from Group A was the need for additional preparation time between the TOT and the college-based CPD. This was taken into account and remedied for the second phase of the roll out. TTC lecturers were armed with an observation sheet to guide their discussions during visits to the demonstration schools to observe infant section lessons. Facilitators expressed difficulties keeping lecturers focused on the behaviours and practices of the students, rather than on the teachers. The observation sheet was modified to incorporate wording that would better steer the participants.

Despite these challenges, the lecturers from Group A reported success in the delivery of the content to both student teachers and lecturers. Group B found that the participants were willing to partake in the various activities and were attentive during the presentations. Both groups claimed that the lecturers were able to grasp the core knowledge of the content.

During the reflection meeting for Group B, the biggest commentary revolved around the lack of allowances provided to the lecturers. This concern overshadowed discussions on the quality of the content and the training delivery. This negatively impacted the effectiveness of the meeting as “other matters [were] not coming out,” as expressed by the late Mrs. Eve Chinguwo, former Senior Curriculum Specialist at MIE. Few points of constructive feedback were discussed because of this. This behaviour suggests that the reflective meetings were not effective. A better approach for feedback would be reports from each TTC after each phase of the training. This would, also, be a more cost-effective activity, as no costs would be accrued for the reports to be submitted via email to MIE.

4.5 Significance of Approaches for Monitoring and Implementation

To reach a national audience, the cascade model with the use of master trainers, the training of trainers and the training of relevant subject lecturers allowed for the distribution of EGL information to be cost-effective and timely. Lecturers are accustomed to gaining information through this approach, as it is frequently utilised by MIE. It was the appropriate training model for this project.

To assure the quality of this national roll out, monitoring from various angles was necessary. A MIE subject officer or a core development team member attended each CPD to observe and offer support at the training. These individuals were required to submit a report after each

training component. While it was worthwhile to have these individuals present at the trainings, it is necessary to give clear guidelines on the expectation of their attendance at the CPDs and of the content of their reports. The reporting style varied person-to-person, which made utilisation of their reports difficult for comparing one TTC observation to another.

Having the monitors created a level of accountability, assuring that each TTC completed the training as expected. It also allowed for a trained individual with significant exposure to the EGL content to intervene in the presentations, if delivered below standard. Each TTC created an action plan, which was to be completed during the period between each CPD interval. It would have been helpful if MIE had done a more thorough follow-up on each college's plan. This could be done through correspondence with the colleges' principals and CPD coordinators.

Removing reflection meetings from future CPD programmes is advisable. The cost of gathering all the lecturers together was not worthwhile. The feedback and reflection points could have been shared to MIE and the core development team through a report. The request for a report should be accompanied by clear and detailed explanations of the expected content.

5. Capacity Building and Sustainability

Capacity building and sustainability were key features to the development of this CPD. It was critical to create an environment that would allow for EGL practices and trainings to continue post the completion of this project.

5.1 Use of Local Teacher Trainers

The use of lecturers as facilitators allowed the sustainability component of this CPD to be internalised into the programme. Lecturers representing various TTCs were included in the core facilitation team. They were selected based on recommendations from the principals of their TTC. Lecturers were involved in the development and implementation of the pilot programme in Bembeke and throughout the national training roll out. Having TTC lecturers working alongside international consultants and MIE officials gave the core facilitation team access to knowledge about the realistic expectations of TTC implementation practices and teaching methods. It was critical to have this insight, as the lecturers are best familiar with the internal affairs of the colleges.

In turn, the lecturers gained skills on programme development and research, with a strong emphasis on the use of practice-based approaches. Prior to, lecturers were accustomed to

presentations that do not require audience participation. During the development and research periods, lecturers were guided on creating and engraining activities that would support critical thinking and active involvement. Their mastery of these concepts qualified the lecturers to maintain supporting roles during the national roll out of the EGL CPD as monitors and master trainers.

5.2 Mass Training

The training of training sessions provided opportunities for EGL components to be shared to mass audiences. Each TTC, public and private, gained 2-4 EGL trained individuals. The trained lecturers are resources to both their fellow lecturers and student teachers.

5.3 EGL Specialisation

Involving both MIE subject officers and TTC lecturers allowed these individuals to gain exposure to a newly introduced area of specialisation for the nation. These individuals developed a unique profile that supports their career development, as is further highlighted as a success of the CPD programme in section 8.2 Impact on the Development Team.

6. Quantitative Analysis

The reporting and analysis of the quantitative analysis was compiled and written by Dr. Boran Altincicek (Consultant) in the report titled Endline Survey and Impact Analysis for a Continuous Professional Development in Early Grade Learning at public Teachers Training Colleges in Malawi (Annex 3, page 48).

6.1 Methodology

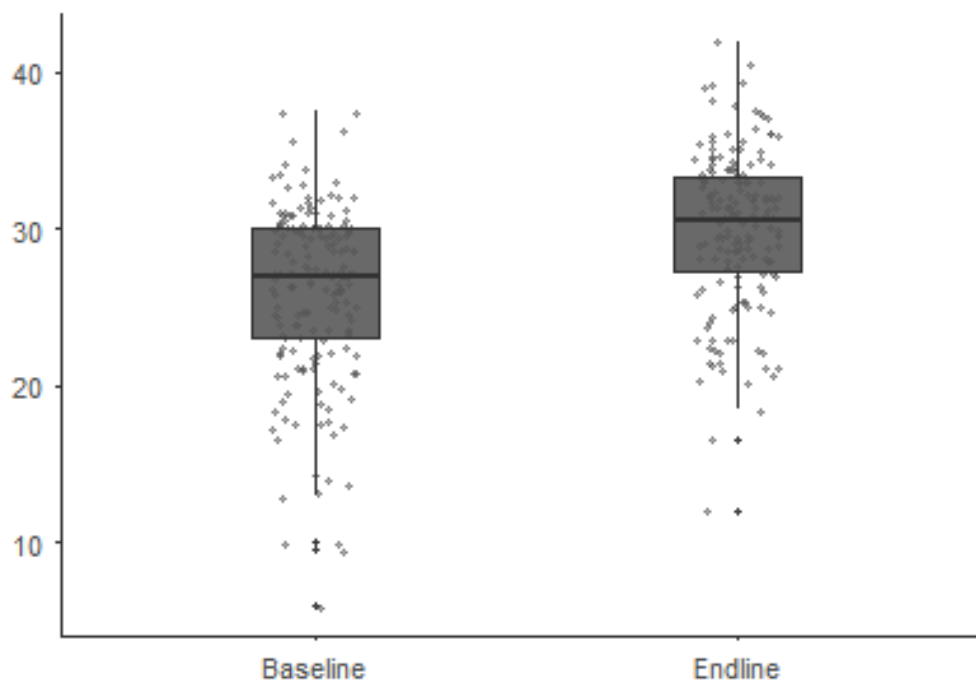
A structured questionnaire to assess knowledge of TTC lecturers on Foundation Studies, Languages (English, Chichewa) and Mathematics was developed by MIE in cooperation with GIZ. In the base line survey, 179 participating lecturers at all public TTCs filled a questionnaire on their knowledge of EGL individually. After receiving trainings, a sample of 182 lecturers voluntarily filled the same questionnaire. The data collection for the base line was performed November 2016 and the end line was done June 2018. Data entrance of filled questionnaires was done with the software ODK and data was analyzed with the statistical software R. Potential limitation of study: A non-response bias is possible, if the non-response is unequal among the participants regarding exposure and/or outcome. (Annex 3, page 57)

6.2 Results of Survey

For complete assessment of the study's results, please view the report Endline Survey and Impact Analysis for a Continuous Professional Development (CPD) in Early Grade Learning (EGL) at public Teachers Training Colleges (TTCs) in Malawi (Annex 3, page 53).

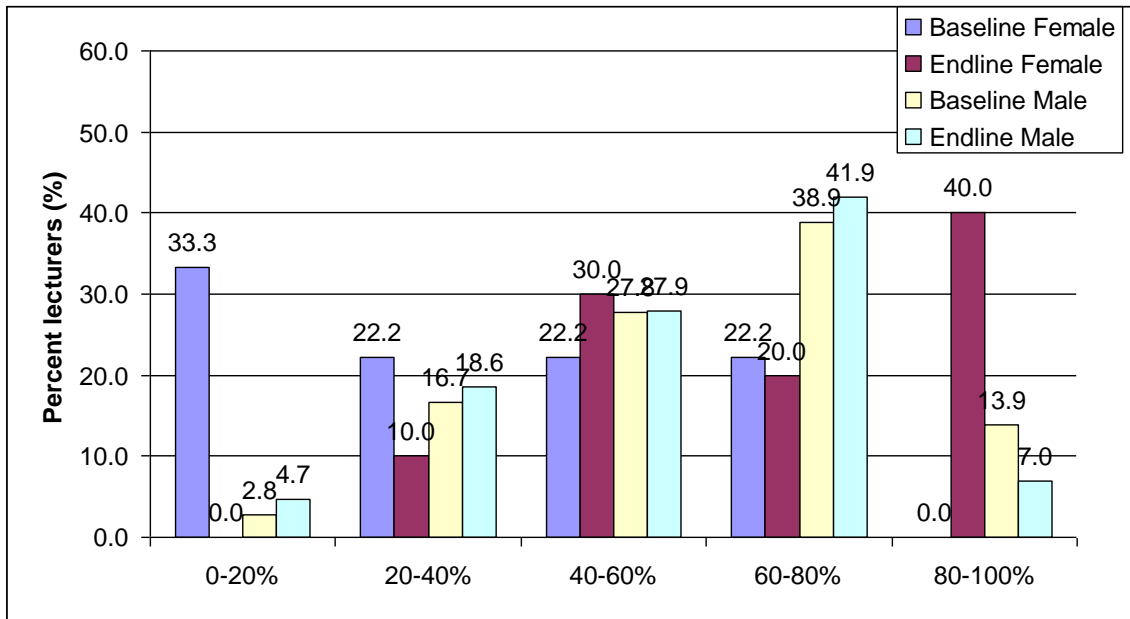
In summary, the results show a shift in overall understanding of the EGL concepts introduced through the survey, indicating an improvement in EGL knowledge. Even the lowest scoring participants show an increase in knowledge compared to the base line.

When reviewing the result's breakdown via subject areas, Foundation Studies shows the most significant increase in comprehension, with a 5-point increase in the end line survey. There was a 1.7-point increase in the language component and a 0.7-point increase in the mathematics component.



The figure above depicts the Foundation studies scores shown for the base line and end line. Values of single lecturers are indicated by dots and the totals by a boxplot diagram. The black lines indicate the median values, the boxes the interquartile ranges of values (25% to 75%), and the whiskers the minimum and maximum values (Annex 3, page 56).

There was a significant difference between scores of male and female mathematics lecturers in the base line survey, which was not found in the end line as indicated in the figure below. It is likely that the found difference in the base line survey occurred only by change due to the small numbers of female mathematics lecturer (Annex 3, page 74).



7. Qualitative Analysis

To gain a narrative to accompany the quantitative results of the end line survey, five additional questions were asked of the participants.

7.1 Additional Questions

The questions included the following:

1. From your point of view after participating in this CPD, which topic did you master best as a result of this CPD? Please explain.
2. From your point of view after participating in this CPD, which topic do you wish to have additional technical resources on?
3. From your point of view after participating in this CPD, what 3 words would you use to describe the content from this EGL CPD?
4. What impact has this training had on your teacher training college?
5. How do you think the use of the topics from this training will support education in Malawi?

Participants were free to create their own responses rather than selecting items from a list of choice.

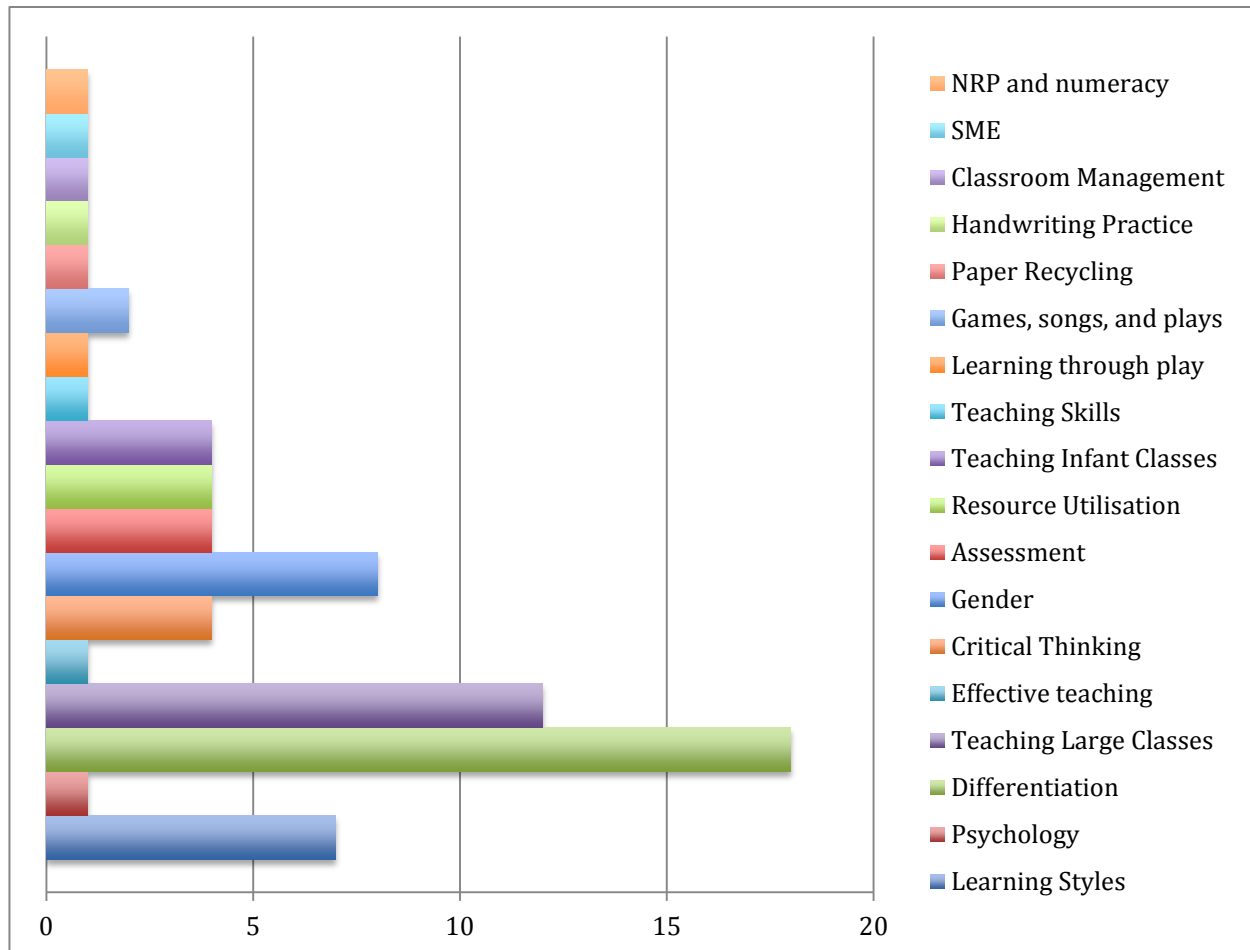
7.2 Methodology

The data was compiled based on the word frequency and the recurrence of main ideas presented by the participants. A count was taken for the number of times a word or group of

words appeared. The word or groups of words with the highest and second highest counts were then selected. The figures were entered into graphics using Microsoft Excel.

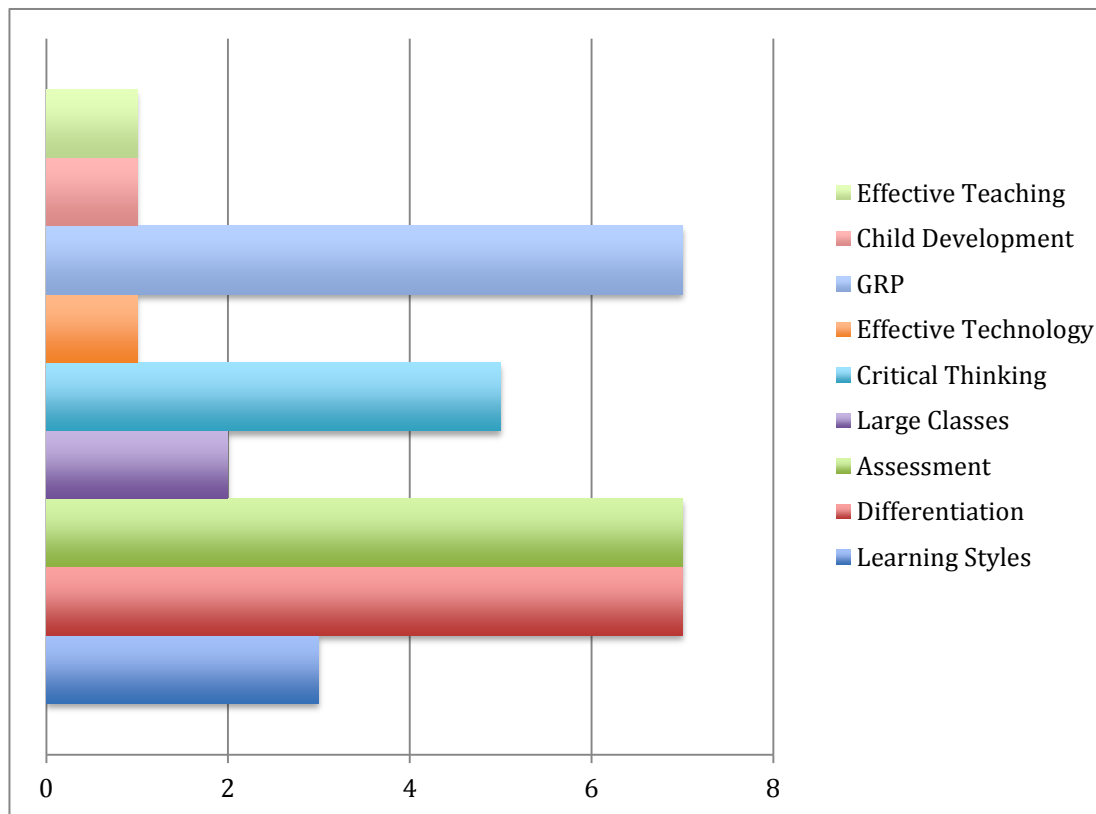
7.3 Results and Analysis

Question 1: From your point of view after participating in this CPD, which topic did you master best as a result of this CPD? Please explain.



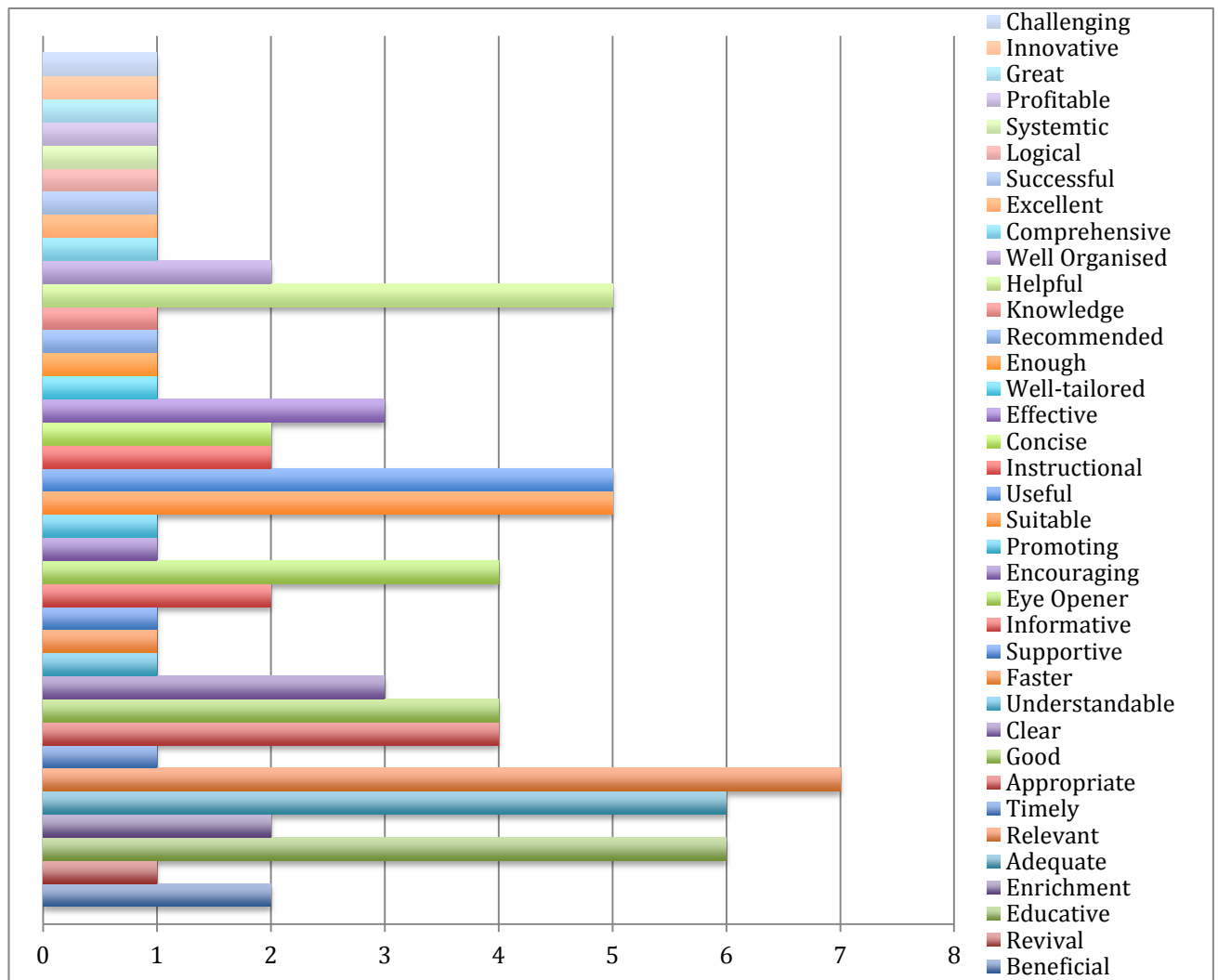
The qualitative study suggests that TTC lecturers believe they have mastered differentiation and the teaching of large classes. Topics such as effective teaching and classroom management demonstrated extremely low frequencies, suggesting that lecturers do not feel they have fully grasped these areas of the EGL CPD. Future trainings focused on Gender, Classroom Management and Learning Psychology may help fill this knowledge gap.

Question 2: From your point of view after participating in this CPD, which topic do you wish to have additional technical resources on?



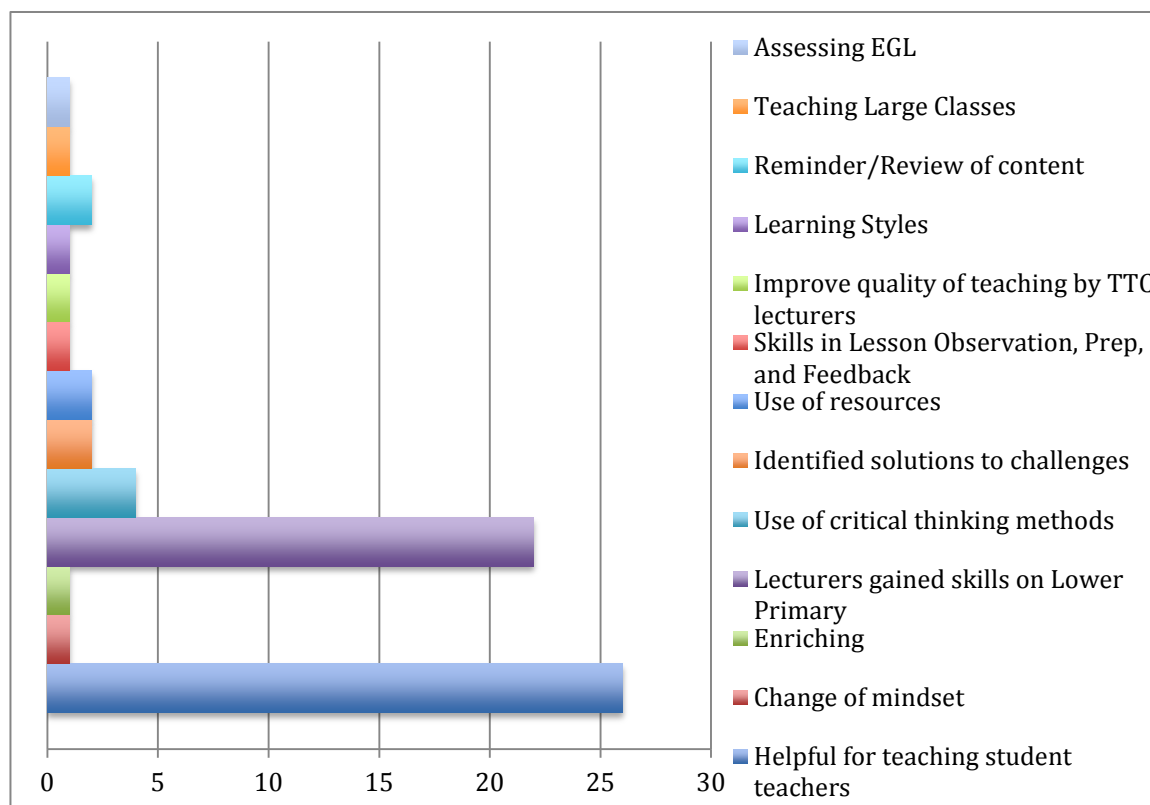
Lecturers wish to receive technical resources focused on differentiation, assessment and gender responsive pedagogy. This is of particular interest as the baseline indicated that differentiation and assessment would be the areas of biggest demand. Therefore, the creation of resource materials based on these stated interests may be a way forward for future EGL-focused projects.

Question 3: From your point of view after participating in this CPD, what 3 words would you use to describe the content from this EGL CPD?



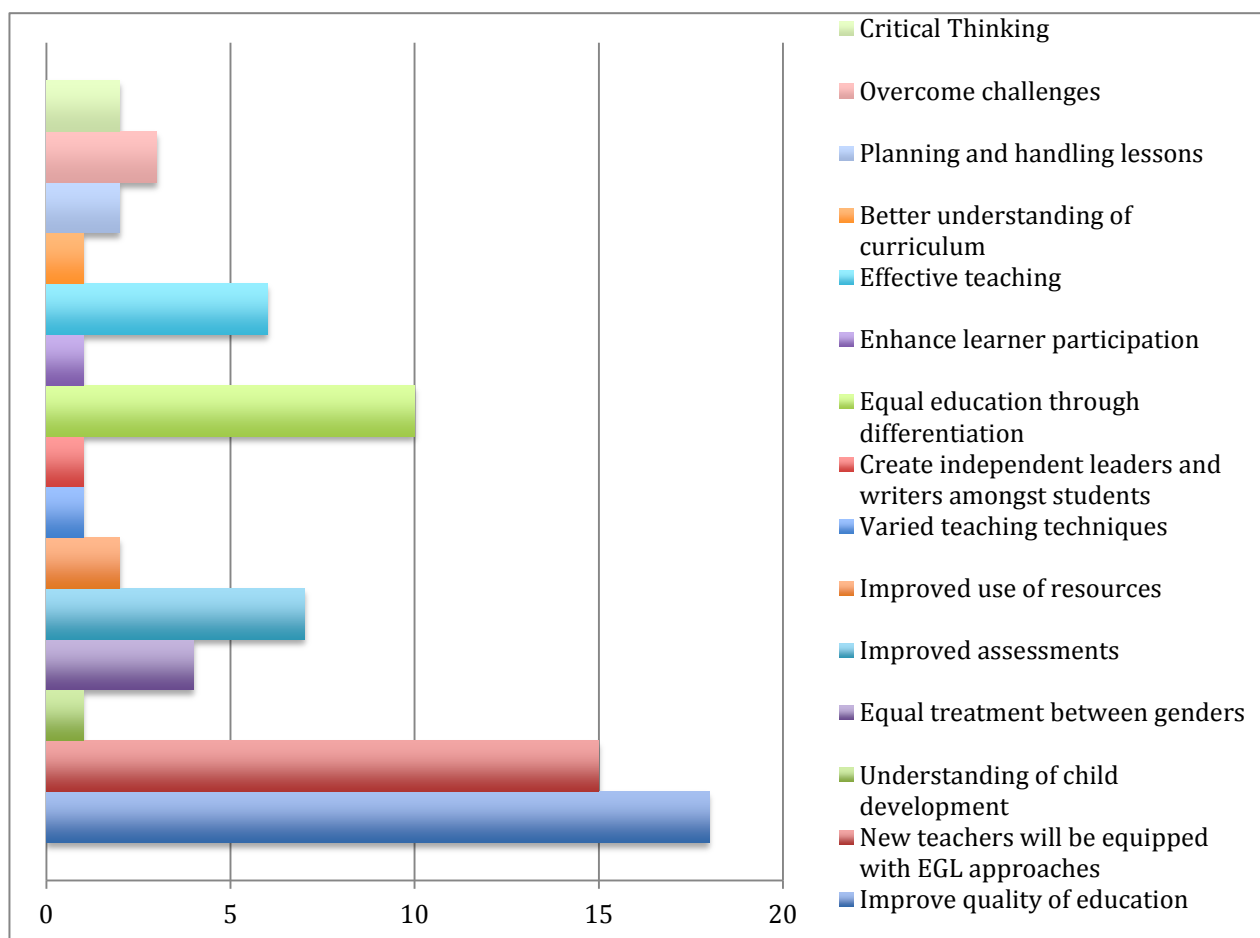
No negative or disapproving words were used to describe the content from the EGL CPD. The top three adjectives used were “relevant,” “adequate” and “educative.” There was one occurrence of a participant who choose to elaborate on his or her answer by suggesting that it would be “‘helpful’ if motivation is considered,” referring to the provision of allowances.

Question 4: What impact has this training had on your teacher training college?



TTC lecturers feel this CPD will assist them most with the teaching student teachers about EGL. Lecturers express that they have, also, been able to gain skills for use with Lower Primary students. One participant shared that “Already, student teachers are demonstrating the skills learned at the demonstration school.”

Question 5: How do you think the use of the topics from this training will support education in Malawi?



A large number of the participants feel that the CPD will have a lasting impact on the Malawian education system by improving the quality of education and equipping new teachers with EGL approaches.

8. Successes

This section highlights additional successes and positive impacts of the EGL CPD.

8.1 Awareness of EGL in Malawi

Prior to this training, the concept of EGL did not exist in TTCs in Malawi. The lecturers and student teachers had been exposed to EGR, but were not familiar with the general concepts needed for teaching young learners concepts beyond reading. Sister Lizzy, principal of St. Joseph's TTC, highlighted this point when she expressed her initial thoughts about seeing an email about the training for EGL. She thought the acronym was miswritten, because she was accustomed to seeing EGR but not EGL. Thanks to this training, EGL is now an

institutionalized term. The concepts from this training were linked to the incoming Initial Primary Teacher Education curriculum and is being utilised with the current cohort, IPTE 13.

There is heightened understanding that young learners need specialised focus. Prior to this training, more energy was placed on older learners, specifically on Standard 8 learners in rushed attempts to prepare them for national exit exams. There is, now, a newfound importance on setting an initial foundation for their learning. This accomplishment meets the ESIP II Education Sector Plan for Malawi and also written in MIE's action plan for their 2017 policy strategies, where EGL was described as one of areas of focus (Annex 4, page 113).

8.2 Effective Design

The roll out of this college-based EGL programme allowed for this training to be cost-effective. Additionally, having the trainings at the colleges removed the need for logistical coordination. By having TTCs contribute financially to this endeavour through the provision of lunch, the budget was able to allow for additional training to be delivered beyond the eight public TTCs initially targeted and included the eight private TTCs. A total of sixteen TTCs received this important professional development; these sixteen schools represent all of the TTCs in the nation.

Taking the time to pilot the CPD was worthwhile. Many core elements were highlighted during the pilot period, which helped steer the design towards an efficient programme. For example, the integration of teachers of the nearby schools was reflected on during this trial period and added on to the finalised design of the CPD. The roll out's cascade model allowed for a share of responsibility between GIZ, MIE and the national TTCs, as each entity took on certain aspects of the costs and the coordination. This allowed the local stakeholders to have more ownership within the project scheme. Additionally, the design of the CPD with the inclusion of the TOT allowed for more individuals to receive specialised training with the support of MIE. The monitoring at TTC-level helped further certify the delivery of high-calibre presentations.

8.3 Impact on Core Development Team

It is worth noting the personal successes of the core development team members as a result of their participation in this programme. A female lecturer demonstrated strengthened skills in presentation delivery and the use of practice-based activities. She expressed her joy of gaining deep knowledge on EGL practices, something that was unknown to her prior to this initiative. She is now pursuing a Master's Degree. Two of the male lecturers were given opportunities to interview for an EGL coordinator position with MIE. One was appointed the

position while the other was upgraded as lecturer for Nalikule College of Education. Specialisation in EGL is in increasing demand; these individuals' role in the creation and implementation of the EGL CPD makes them highly valued.

8.4 Capacity Building of New MIE Officers

MIE documented the impact of the CPD on its newest officers in the report A Final Report on Early Grade Learning Continuing Professional Development for Teacher Training College in Malawi (Annex 2, page 35). The close involvement of MIE staff members in DSTD and DCD “helped them in the mastery of some skills such as facilitation, planning and monitoring skills” (Annex 2, page 35). These officers were involved in the facilitation process and were able to provide additional support to the TTCs when visiting for observations.

8.5 EGL as Part of the IPTE Curriculum Implementation

The scheduling of this CPD within the development period of the new IPTE curriculum allowed a linkage to be formed with the first academic term that the revised curriculum was used. Elements from the CPD were included in the curriculum, such as video resources and written training materials. The topic of Handling Large Classes in Infant Sections and Critical Thinking was included in the second orientation for the review of the new curriculum. MIE selected video clips and materials developed by the EGL core development team to orient the TTCs. Because the EGL CPDs were designed to include reflective practices and lesson modeling, the project's resources are useful tools that follow the goals of the new Teacher Education philosophy, “To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners' diversity”. Additionally, MIE has tentatively planned to create a resource book, which will follow the examples of the EGL CPD materials.

8.6 Additional Successes as Highlighted by MIE

MIE documented the successes of the programme in the report A Final Report on Early Grade Learning Continuing Professional Development for Teacher Training College in Malawi, (Annex 2, page 28). In summary, the Malawian stakeholder viewed the training materials and resources as adequate and that the trainings at the colleges were delivered well. The planned topics were all presented and completed in a timely fashion, allowing facilitators to gain the needed EGL skills. There was an appreciation for bringing TTC lecturers together with primary school teachers for the CPD. Lastly, MIE noted the synergy between the CPD and the newly reviewed IPTE curriculum.

9. Difficulties

The programme faced a few challenges during the implementation period. The presence of other organisations and their CPDs made it difficult to assure that each TTC had all lecturers from the Mathematics, Foundation Studies and Languages department present at one time. This was particularly true with Languages lecturers, as there was an outside National Reading Programme (USAID-funded) activity occurring concurrently with the EGL programme. Other conflicts presented themselves internally, such as other CPDs scheduled by the TTC.

The decision to host the CPD on the campuses of the colleges provided many difficulties. There were several occurrences of lecturers leaving the trainings to attend to other work matters. A key element of the CPD were the visits to the public primary schools for observations and model teaching which would require the training to occur during the academic year to be in session. It had been agreed upon by all of the principals of the TTCs that the lecturers from the two departments not involved in the training (Expressive Arts and Social Studies) would assure that the school schedule would continue uninterrupted. This assurance worked with during the pilot at St. Joseph's TTC. However, for some TTCs the scheduling of the CPD during the academic year led to disruptions to student teachers' classes. Sufficient internal management and adequate planning are required to have the CPD occur without disturbing the normal class period for student teachers.

Another major difficult were the lunch allowances. MIE had a one-day meeting with the TTC principals and DTED before the start of the EGL CPD roll out. There, they agreed on the modalities of each TTC. GIZ would take the responsibility of providing funding for refreshments, printed documents and stationary items for all the colleges. The TTCs, using their internally assigned CPD budget, would provide the lecturers with lunch allowances or catered meals. Lecturers reported dissatisfaction when provided with catered meals rather than a financial sum. Some TTCs were not timely with the distribution of the funds. At one TTC, this disturbance resulted in lecturers refusing to host and attend the CPD at their institution until provided with the allowance. This exaggerated response was isolated to one TTC. Other TTCs merely expressed their disappointments to the core development team.

The use of action plans as a monitoring tool needed improving. A level of accountability would have strengthened this component. Action plans were not collected; instead, they were left at the colleges for the lecturers' use. There was no follow-up or communication between MIE, the core development team or the master trainers in the weeks between the different

parts of the CPD. Involvement of school administration in the supervisory role and the increase of MIE staffers in communication with the administration would have increased the probability for the completion of these plans.

Lastly, a need for more structure in the reporting guidelines presented itself after the first training component. This was noted both from the reports produced by the TTCs and the reports submitted by monitors. The initial reports simply gave general explanations of the sessions that occurred, rather than an analysis of the quality of the presentation delivery. A feedback checklist was later produced to assist in the effort of quality reporting and proved to be a useful tool for those that utilized it. Providing detailed expectations and guides on what is expected from reports would be useful at the start of any future programme.

10. Recommendations

The conclusion of the EGL CPD programme demonstrated that the practice-based, cascade training model was an efficient way to increase knowledge of early grade practices to TTC lecturers across the country. This programme's design for sustainability and capacity building has made long-lasting impacts on the lecturers involved. It is strongly suggested that this model is replicated for future trainings.

To continue the national effort for EGL work, the creation of a resource book would be of great use. This book creation was proposed by MIE to supplement the teaching and use of EGL for both lecturers and student teachers. It highlights that the programme's objectives were well received by the local stakeholders. The content of the resource book should include differentiation, assessment and gender response, as these topics were areas of interest for the participants.

Annex 1

List of Participants and TTCs

Core Development Team

Gabriel Chamdimba, Luke Eliya, Eneya Phiri, Getrude Mbale, Andrews Nchessie, Evelyn Lemani, Davd Kaambankanje, Catrin Anderer, Deborah Rodríguez García

MIE Coordinating Team

Yaphet Daires, Moses Nkhoma, Grace Kuchekekana, Enock Chingondo, Dr. Grames Chirwa

Phase A: TTCs Visited

Maryam TTC (private), Phalombe TTC, Blantyre TTC, Chiradzulu TTC

Phase B: TTCs Visited

Machinga TTC, Karonga TTC, Kasungu TTC, Lilongwe TTC, Alma TTC (private), Loudon TTC (private), Mzimba TTC (private), Chilanguma TTC (private), Amalika TTC (private), Emmanuel TTC (private), DAPP Dowa TTC (private)

TTC Facilitators for Phase A

Facilitator	Teacher Training College
Mrs. Engellina Ndala	Maryam Girls'
Mrs. Lucy Boatman	Maryam Girls
Mr. Andrews Nchessi	Phalombe
Mr. Paul Dzimbiri	Phalombe
Mr. Morphings Banda	Phalombe
Mrs. Elita Chagona	Phalombe
Mrs. Mercy Chiwenga Chisale	Chiradzulu
Mrs. Alice Chitunga	Chiradzulu
Mr. Jephthah Soko	Chiradzulu
Mr Mark Mahamba	Chiradzulu
Mrs. Stella Sitima Chauluka	Blantyre
Mr. Eneya Phiri	Blantyre
Mr. George Magareta	Blantyre
Mrs. Judith Ndalawesa	Blantyre

List of TTC Facilitators for Phase B

Participant	Teacher Training College
Bilima Kervn	Alma

Masala Chrissy	DAPP Amalika
Mbewe Adams	DAPP Amalika
Chadzandiyani Timothy	DAPP Chilangoma
Nkhoma Fabiano	DAPP Chilangoma
Malata Habil	DAPP Dowa
Soko Dannie	DAPP Dowa
Kalumphalinga Blessings	DAPP Mzimba
Mwangolera Brewster	DAPP Mzimba
Ching'oma Hardwick	Emmanuel PVT
Mphwina Phunziro	Emmanuel PVT
Phiri Florence	Karonga
Banda Blessings	Karonga
Mbizi Alstarico	Karonga
Zimba James	Karonga
Mwanyongo Ndamyo	Kasungu
Sichinga Ireen	Kasungu
Kaunda Mixco	Kasungu
Khaki Lovemore	Kasungu
Njiragoma Beatrice	Lilongwe
Tauzi – Ngwira Mercy	Lilongwe
Pongolani George	Lilongwe
Tambala Amos	Lilongwe
Chirwa Devlin	Loudon
Jere Transizio	Loudon
Tembwe Elymas	Machinga
Chipeta Gentry	Machinga
Idrusi Benson	Machinga
Nachuma Gift	Machinga



Malawi Institute of Education

(Department of School and Teacher Development)

A final report on Early Grade Learning Continuing Professional Development
for Teacher Training College in Malawi

By

Early Grade Learning Coordinating Team

July 2018

The current Education Sector Implementation Plan (ESIP II 2013/14 – 2017/18) outlines the reforms for Malawi to achieve equitable access to education and improve quality, governance and management in the education sector. It articulates the reform agenda to address the key challenges of the education sector. It provides an outline of strategies to be conducted, indicators to be monitored and the anticipated cost associated with the implementation of the policy. The current reform agenda is backed by strong political will as evidenced by the passing of the Education Act and the recently endorsed Education Sector Implementation Plan II.

One of the key reform areas addressing quality of education is to focus on the early primary school years. Teaching in lower primary classes poses very particular challenges. On the one hand, class sizes are the highest in the education sector, children come from varying backgrounds and the age range is significant. On the other hand, teachers often lack particular strategies and practical guidance to teach young learners in these circumstances. Therefore, it is crucial to develop a deeper understanding of how children learn in the early years of primary school and how teachers can be guided to teach more effectively.

In the current process of reviewing the Initial Primary Teacher Education (IPTE) curriculum it was highlighted by many stakeholders, that one of the major weaknesses in the existing curriculum is the missing focus on Early Grade Learning (EGL). So it is strongly recommended to strengthen EGL in the new design of IPTE:

“The key essentials areas that the IPTE must not miss be Early Grade Learning, Numeracy, Literacy, and Foundation Studies. The emerging issues such as IE be integrated across subjects.” (Symposium recommendation 2016)

With regard to early learning, most of the lecturers in Teacher Training Colleges (TTCs) don’t have personal experiences in teaching young learners (especially in Standards 1 -3). A small survey at 8 public TTCs showed that the awareness of the special challenges in EGL at TTC level is very low. For a successful IPTE curriculum implementation an accompanying Continuing Professional Development (CPD) / training for TTC lecturer was developed.

Malawi Institute of Education (MIE) and GIZ conducted a pilot test of an early grade learning continuing professional development (EGL CPD) training model at St. Joseph’s Teacher Training College (TTC) in 2017.

Objectives of the CPDs

The CPDs that were conducted in the TTCs had the following objectives:

- Enhancing expertise on literacy, numeracy and education foundation for TTC lecturers on early grade learning.
- Extending practice in early grade learning with emphasis in literacy and numeracy.
- Deepening the understanding of how children in the early primary years behave and which classroom practices should be used and emphasised.
- Assisting lecturers to adapt skills and knowledge in their lessons of which in turn will help the student teachers to demonstrate the same to primary school learners at the demonstration schools and during their teaching practicum.

Target group for Early Grade Learning CPD.

The EGL CPD was targeting a number of personnel for its smooth implementation. The following group of people were involved:

- The CPD coordinator at each TTC and lecturers from the following departments: Education Foundation Studies, Literacy and Numeracy
- Head teachers or Deputy Head teachers of nearby primary schools to the TTC involved in the programme or demonstration primary schools.
- Primary school teachers especially the ones teaching in Standards 1 and 2 which is the targeted group for EGL
- Primary Education Advisors (PEAs) from the zone where the primary schools and TTC are based
- Development team members and MIE officers who were supporting EGL activities in the EGL CPD centres
- GIZ education technical advisors based at the public TTCs
- Monitors from MIE including the Executive Director who were monitoring EGL activities at the TTCs

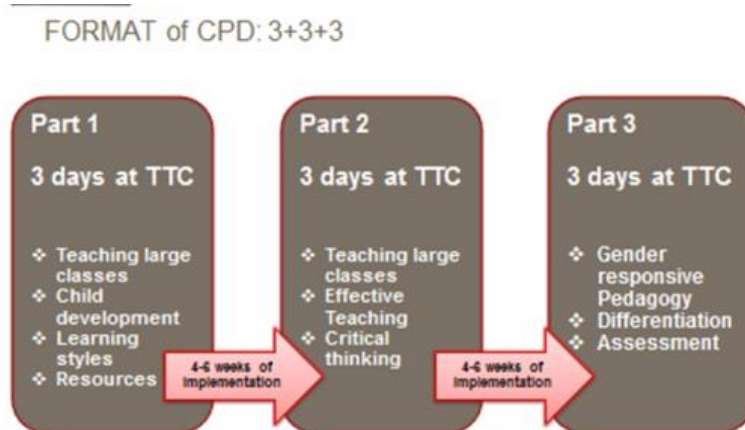
Approach and Methodology

Rather than focusing solely on theory, the pilot CPD emphasized appropriate classroom practices for the learners, in addition to the need for student teachers and TTC lecturers to regularly and actively practice said classroom practices. This focus came about as an approach for addressing key areas affecting the quality of education delivered in primary schools especially in early grade classes. Through a baseline survey distributed at all the public TTCs in Malawi, conducted by MIE and GIZ in October 2016, it was discovered that TTC lecturers often do not have personal experience teaching infant years, hence being inexperienced on appropriate ways to teach early grades. The problem also is reflected on student teachers and experienced teachers graduating from the colleges. Theoretical knowledge is certainly present in the lecturers, however, in the case of questions concerning the implementation of this knowledge, gaps become clear. Through these findings, it was determined that 5 key areas needed to be addressed. Lecturers need to become experienced and well-practiced on:

1. How children learn in infant sections
2. The teaching and organizing of large classes
3. How to effectively use resources
4. How to assess young learners
5. Differentiation and learners' diversity

Format and Content of the CPD

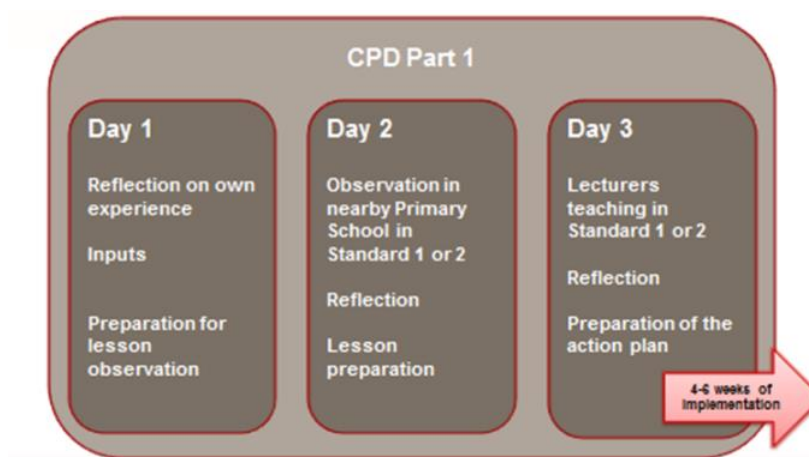
The knowledge gap and the lack of personal experience on EGL led to the decision to conduct a 3 + 3 + 3 workshop model, allowing time for content presentation, reflection, practice, and implementation of the EGL strategies. A trial test was conducted in Bembeke, with the support of St. Joseph's TTC.



A total of 28 participants were among the trainees, from the Mathematics department, the Education Foundation Studies department and the languages department. The key areas of focus included: teaching large classes, learning styles, resource development and utilization (for literacy and numeracy), the reflective cycle, critical thinking, differentiation, stages of development, and assessment—all of which had an emphasis of EGL approaches and methods as a crosscutting topic.

Guiding Principles for the CPD

The CPD for TTC lecturers corresponds with the new IPTE curriculum, by emphasizing Early Grade Learning in Education Foundation Studies, English, Chichewa and Numeracy. The CPD also includes practice-based and reflective elements, and will be in-line with the new Teacher Education Philosophy: *‘To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners’ diversity’*. The module in the figure below (taken from the design of the first component of the CPD) demonstrates the continuous inclusion of reflection and practical elements throughout the learning and training process.



INTEGRATION OF TEACHING EXPERIENCE INTO THE CPD

Integration of Teaching Experience

The integration of teaching experience was one of the key guiding principles for the CPD. As mentioned, reflection and practice were also engrained into the CPD development. Included in this concept were the use of practice-based techniques such as the analysis of student textbooks, the use of case studies, and the authentic teaching of primary learners at demonstration schools within the TTC vicinity. Classroom teaching by the participants and class teachers was followed up with effective feedback and self-reflection. Before participants (TTC lecturers) put to practice the daily content, lesson observations at the demonstration schools were conducted to allow lecturers to witness current practices in early year's classes. Upon completion of the first CPD, lecturers were asked to develop an action plan on how to share what was learned with student teachers. The action plan was constantly checked on CPD 2 and CPD 3.

Rolling out of Early Grade Learning Continuing Professional Development to all TTCs in Malawi

The rolling out programme for Early Grade Learners continuing professional development (EGL CPD) followed a successful pilot testing done at St Joseph's TTC in Bembeke, Dedza.

Upon analysing the findings of the trials at the aforementioned Teacher Training College; it was agreed that the programme should go to other TTCs as the results were positive. The programme started with a briefing meeting of Principals and CPD Coordinators from some selected TTCs including St Josephs on 2nd November, 2017 at MIE. The aim was to brief the principals on what went on during the pilot phase. The colleges who were involved were: Blantyre TTC, Chiradzulu TTC and Phalombe TTC.

Presentations were made by different people who included: officers from Department of School and Teacher Development, (DSTD) who included Catrin Anderer and the then Director of DSTD (Mrs Evelyn Lemani), Gertrude Mbale, Gabriel Chamdimba, Principal of St Josephs & lecturers from St Joseph's TTC who were present on the day. The sole purpose of presentations was to highlight the principals and coordinators on what was done during the three CPDs conducted at St. Joseph's TTC and the successes that were achieved and not forgetting the challenges encountered.

After spending some time deliberating, the principals agreed with the rolling out plan. They gave a go ahead with the programme. Preparatory meeting was held at MIE in order to prepare for the training of Trainers (EGL CPD Facilitators) coming in December, 2017. The meeting was held on Wednesday - 2nd November, 2017 in the MIE Boardroom. The participants were MIE officers, GIZ Technical Advisor on Basic Education and Early Grade Learning Facilitators. It was agreed that the teacher training colleges should be divided into two groups which were group A and group B. Teacher training colleges in group A were: Blantyre, Chiradzulu, Maryam Girls' and Phalombe. Group B comprised of the following TTCs: Alma, DAPP Amalika, DAPP Chilangoma, DAPP Dowa, DAPP Mzimba, Emmanuel, Karonga, Kasungu, Lilongwe, Loudon and Machinga. It should be noted that each TTC was asked to send 4 lecturers to be trained as facilitators for EGL CPD activities.

TOT for EGL CPD Facilitators

Training of Trainers workshop for College based Facilitators in group A on EGL was held at MIE from 11th – 15th December, 2017. The Trainers were MIE officers and lecturers who were part of the development team during the pilot phase. The group comprised of CPD Coordinators and one lecturer in each of the following depts.: EFS, Literacy and Numeracy from the TTCs in group A. There were 14 lecturers who attended the first training as shown in the appendices.

They covered all the nine topics which form the content of the EGL. In addition, they observed lessons at Domasi Government FP School delivered by teachers in Standards 1 and 2. This was done on the third day of the training. On the fourth day, the participants chose amongst themselves lecturers to teach in Standard 1 and 2. A total of 14 Facilitators were trained on how they can conduct EGL CPD in their TTCs. The TTCs in question were: Blantyre, Chiradzulu, Phalombe & Maryam Girls.

The training of Trainers workshop for Teachers' Training Colleges in group B was conducted from 22nd – 26th January, 2018. The TTCs in question were: Alma, DAPP Amalika, DAPP Chilangoma, DAPP Dowa, DAPP Mzimba, Emmanuel, Karonga, Kasungu, Lilongwe, Loudon and Machinga.

The aim of the workshop was to equip the participants with quality facilitating skills which they will use in the forthcoming EGL CPDs. The programme followed was the same as the one used by TTCs in group A. There were 30 lecturers who were equipped with facilitation skills from both public and private TTCs. The programme and list of participants are attached to the appendices. It should be noted that all the topics in the EGL were covered within five – day period agreed to do the activity. There were four sessions in each day of the workshop. Participants were given plenty of time to contribute and share information that will be vital to the smooth running of the programme

Early Grade Learning Continuing Professional Development Programme

The early grade learning continuing professional development programme was designed to be done in three phases with each phase taking three days. The first phase of the EGL CPD for group A followed the first training of facilitators. That is from 18th – 20th December, 2017 at each of the four TTCs in group A. The topics that were covered in the first phase were: Stages of Child Development, Learning Styles, Teaching Large Classes and Resource Utilisation in Literacy and Numeracy. Apart from the exposition of the above topics; the lecturers together with other participants did lesson observation on the second day at the demonstration primary or nearby primary school to the college in Standards 1 and 2. So on the first day in the last session, they discussed the lesson observation sheet which they will use at the primary school during the lesson observation. The lesson observation was done by following the lesson observation sheet. In the afternoon of the second day, the lecturers together with other participants developed lesson plans and resources that were used on the third day. The lecturers were asked to prepare lessons either in Chichewa or English and also Mathematics.

On the third day, the lecturers identified or volunteered to teach at the primary schools in Standards 1 and 2; presented the lessons they prepared on day 2 afternoon. The other lecturers and participants were observers. They were asked to use the lesson observation sheet which had elements focussing on the topics they covered during the CPD. Lastly the participants developed Action plans which they will use to train the student teachers from the time of development to the time when they will have the second CPD.

The first phase of EGL CPD for TTCs in group B was held from 30th January, 2018 to 1st February, 2018 in seven centres. The centres were as follows: DAPP Amalika, DAPP Chilangoma, Machinga, Lilongwe (Lilongwe TTC + DAPP Dowa TTC and Emmanuel TTC), Kasungu, Alma (DAPP Mzimba TTC, Alma TTC and Loudon). However, some challenges were faced with the arrangement especially on transport for taking lecturers from some TTCs to EGL CPD centre. For example, at Alma TTC where there was Loudon TTC. The money that was allocated for fuel for the TTC was not enough so it was agreed to change in the next CPD. The programme used in the EGL CPD for group B was the same as the one used by group A.

The second phase of EGL CPD for TTCs in group A was held from 21st - 23rd February, 2018 and for group B was held from 20th - 22nd March, 2018. There were four centres in group A and eight centres in group B. The topics presented were: Reflection of first CPD, Methods used in teaching large classes, Critical thinking and Effective teaching. The 2nd phase of EGL CPD for TTCs in group B was held in eight centres which were identified from The topics presented were: Reflection of first CPD, Methods used in teaching large classes, Critical thinking and Effective teaching. The programme followed the same pattern of the first CPD whereby lesson observation by lecturers was done on day 2 followed by lesson delivery by lecturers themselves in Standards 1 and 2 on day 3. The subject observed and taught were: English or Chichewa and Mathematics

On the last day, they developed Action Plans to be implemented between the time of development to the last phase of the CPD. In some TTCs the action plans were developed in departments. For example; Literacy, Numeracy, Education Foundation Studies and Primary schools.

The third phase of EGL CPD was scheduled as follows: TTCs in group A was scheduled to take place from 8th May, 2018 to 10th May, 2018. However, due to other programmes taking place in the TTCs, there were some changes in TTCs such as Chiradzulu and Phalombe. As for Blantyre and Maryam Girls TTCs, the EGL CPD took place on the agreed dates. The same was for TTCs in group B. The EGL CPD for TTCs in group B was scheduled to take place from 5th June, 2018 to 7th June, 2018. The topics that were covered in this CPD were: Assessment, Differentiation and Gender Responsive Pedagogies. The programme was the same as the one used during the last two CPDS. On the second day the participants went to the primary schools to observe class teachers teach the young ones. The lecturers did observations on how the areas being looked at were incorporated in the lesson and how the learners behaved in line with these three areas. On the third day lecturers were asked to teach the learners while others were observing.

Reflection meetings held at Malawi Institute of Education

The first reflection meeting for TTCs in Group A on Early grade CPDs was conducted on 19th February, 2018, while the second one for group B took place on 9th March, 2018 at MIE campus. The participants were the CPD coordinators from the TTCs. The first meeting involved CPD coordinators from Phalombe, Chiradzulu, Blantyre and Mariam TTCs, while the second meeting had coordinators from Lilongwe, Machinga, Loudon, Chilangoma, Karonga, Emmanuel, Kasungu, Dowa, Amalika and Alma TTCs. MIE officers including the EGL coordinating team, two GIZ officers, Deborah Rodriguez and Catrin Anderer were also present. The objective of the meeting was to establish the successes and challenges of the first CPDs. From the challenges and successes, the team would then come up with recommendations and ways of how best they would improve the coming CPDs. The meeting would also look at the impact of the CPDs at college level.

During this meeting, the following were the areas of focus

- Facilitators. Coordinators had to analyse how effective the facilitators were in terms of delivery of the content.
- Facilitation/Presentation. How the presentations were made?
- Content. How relevant was the content?
- Methodologies. How effective were the methods during presentations?
- Time Management. How time was managed by both the participants and the facilitators
- Participation. How active were the participants?

The following were the outcomes of the meetings.

- The program needed to include more demonstration schools and not only one school
- CPDs had not be conducted during the school calendar, more especially within the term and not during examinations period
- The EGL coordinating team had to be informing the TTC principals well in advance to avoid program crashes at the colleges
- The CPDs preparations by facilitators had to be given enough time
- The print outs had to be sent to the TTCs in advance.

Capacity Building for new Malawi Institute of Education Officers in the DSTD

The process of training lecturers has accrued many benefits to almost all EGL stakeholders such as the TTCs lecturers, the student teachers, the early grade learners, the TTC demonstration primary schools' teachers, the Primary Education Assistant, the school head teachers and the MIE staff and the EGL monitors.

It is the purpose of this paper to highlight benefits that EGL has brought to its stakeholders. The MIE members of staff in DSTD and DCD in particular were involved in the TOT at the MIE campus which helped them in the mastery of some skills such as facilitation, planning and monitoring skills. Some new MIE members were also involved in the facilitation of EGL.

In addition, the training in the TTC for three days saw the MIE staff providing some technical support. This means that they were to be residents there. This enabled the participants to be assisted fully.

Furthermore, this activity has exposed new MIE staff to work in a busy and a new environment. Other than this, the going out to the TTCs which are located in almost all parts of Malawi has exposed the MIE staff to interact with different people in different places. The TTCs were both the public and the private which were divided into two groups, that is, group A and group B.

Group A comprised Phalombe, Chiradzulu, Blantyre and Maryam while group B were DAPP chilangoma, DAPP Amalika, Dowa, Alma, DAPP Mzimba, Karonga, Kasungu, Lilongwe, DAPP Emmanuel, Machinga, st Joseph TTCs. The table below shows the MIE staff and the college they were assigned to:

Table 1. EGL Phases for group A

No	Name	Phase 1 in TTCs	Phase 2 in TTCs	Phase 3 in TTCs
1	Enock Chingondo	Maryam Girls/Blantyre	Maryam Girls	Phalombe
2	Yaphet Daires	Chiradzulu	Phalombe	Maryam Girls
3	Moses Nkhoma	Phalombe	Blantyre	Blantyre
4	Grace Kucherekana	Blantyre	Chiradzulu	

Table 2. EGL Phases for group B

No	Name	Phase 1 in TTC	Phase 2 in TTCs	Phase 3 in TTCs
1	Enock Chingondo	Machinga	Karonga	Loudon
2	Yaphet Daires	Karonga	DAPP Chilangoma	Kasungu
3	Moses Nkhoma	Lilongwe	DAPP Chilangoma	Chilangoma DAPP
4	Grace Kucherekana	Kasungu	Lilongwe TTC	Karonga

Successes and Challenges of the Early Grade Learning CPD

Successes

The early grade learning continuing professional development registered a number of successes as alluded to by the lecturers themselves. Some of the successes were:

- 1) There was active participation by the lecturers and other participants present in the CPD activities.
- 2) There was good representation on the part of lecturers from the three departments involved in the training together with head teachers, and primary school teachers

- 3) Training materials and resources were adequate and present in most of the centres. The se ensured smooth running of the EGL CPD activities in most of the centres.
- 4) Has brought team work spirit on the part of lecturers and teachers as well as they are able to do the planning and teaching together
- 5) The content that was incorporated in the CPDs was very ideal and meaningful as it has helped them to understand individual differences for example, among learners
- 6) The CPDs have promoted interactions among lecturers and primary school teachers thereby promoting a good working environment.
- 7) Has enhanced capacity building for the facilitators as they are able to gain facilitation skills through the training they received and experience they got from the facilitations.
- 8) The organisation of the materials and the CPDs were in line with the IPTE curriculum that has just been reviewed recently.
- 9) All areas planned to be covered in the CPDs were adequately covered during all the three phases of the CPDs.
- 10) The EGL CPDs has brought new knowledge and skills in terms of how they can handle student teachers in preparing them to handle young learners and also they have primary school teachers who were involved in the trainings to competently handle the learners thereby enhancing quality education in their schools.
- 11) Most of the TTCs provided necessary support in particular from the management hence ensuring successful implementation of the CPDs

Challenges

The implementation of the early grade learning continuing professional development faced a number of problems starting from the planning stage up to the last CPD despite registering a number of successes. Some of the problems faced included:

- 1) Overlapping of activities in colleges. Since the CPDs were taking place in the colleges whereas the classes were in session; lecturers were sneaking out of the CPD rooms on the pretext of attending student teachers in class. In some cases, it was genuine but others it was not true.
- 2) Power outages. Most of the centres were experiencing electricity blackouts and they had no backup generators. As a result, this created difficult situations in presentation of the materials to the participants by facilitators because most of the presentations were on PowerPoint.
- 3) Lack of some resources by TTCs such as: LCD projectors, TV screens, speakers and portable boards plus computers. This created challenges in presenting some items that needed to be beamed using projectors.
- 4) Allowances. The issue of allowances was a hot debate in all the TTCs. The participants were looking to be given allowances by MIE even though the programme was taking place in their respective colleges. Sometimes this laid to the delays in starting of the CPDs.
- 5) Absenteeism. The CPD was taking place when schools were in session as a result some lecturers were not attending the CPD on the pretext of assisting student teachers
- 6) Unwilling to teach at the primary school by some lecturers. For example, one of the lecturers from Karonga TTC who was supposed to teach in Standard 2 at Ipyana did not show up at eleventh hour hence this created a problem as there was need to find

replacement. It seems that lecturers have negative attitude with notion of modelling. They have not accepted this thing.

- 7) Punctuality on starting time and during break time was also a problem. This was observed on the first day as the activities started late (around 9am). It was also observed that during break time people were coming late although we had time keeper. This was normally observed on the part of the lecturers
- 8) Some facilitators were not prepared to do the facilitation. This was evidenced at Chiradzulu TTC where one of the facilitators was not committed to do the facilitation instead it was the MIE officer who was present at the centre who did the facilitation.
- 9) Some facilitators were not prepared by going through the slides. Instead they were just reading what has been written on the slides.

Conclusion

Basing on the evidences gathered during this CPDs from various centres; the programme is effective as the participants appreciated much on the impact that the intervention is doing to their teaching profession. The lecturers feel that EGL CPD has helped in coming up with innovation which helps them understand how early grade learners behave in class and what interventions they can bring in order to make the student teachers understand their learners and apply appropriate approaches to ensure that effective teaching and learning process takes place in class as teaching is a two-way process. However as much as possible the lecturers appreciate the efforts being applied; they want the MIE and GIZ pay them allowances for attending the EGL CPDs. So there is need for clarification on how allowances are disbursed so that this issue should be solved once and for all. Otherwise this issue will keep on resurfacing at each EGL CPD that will be coming in future as there is no clear direction on how this issue will be sorted out.

Recommendations

- 1) EGL CPDs should be conducted during holidays and away from the colleges to allow maximum participation of lecturers although this will lead to some problems with the teaching programme.
- 2) There is need to increase the number of days of doing the CPD from three to at least four. This will give more time to cover the EGL content adequately.
- 3) There is need for spot visits or spot check monitoring and continuous support to the programme to ensure that it does not die a natural death.
- 4) There is need for colleges to be uniform in dealing with allowance issues. There is need for proper communication from MIE and the colleges on how to deal with issue which kept on resurfacing in each CPD
- 5) There is need for most of the lecturers to change their mindset. Most of the lecturers showed negative attitude towards the programme. There is need for them to look at it with a positive attitude as it will help to improve their teaching skills towards the student teachers.

APPENDENCES

Appendix 1

List of TTC Facilitators for Group A

Code	Name of Participant	Sex	Teacher Training College
01	Mrs. Engellina Ndala	F	Maryam Girls'
02	Mrs. Lucy Boatman	F	Maryam Girls
03	Mr. Andrews Nchessi	M	Phalombe
04	Mr. Paul Dzimbiri	M	Phalombe
05	Mr. Morphings Banda	M	Phalombe
06	Mrs. Elita Chagona	F	Phalombe
07	Mrs. Mercy Chiwenga Chisale	F	Chiradzulu
08	Mrs. Alice Chitunga	F	Chiradzulu
09	Mr. Jephthah Soko	M	Chiradzulu
10	Mr Mark Mahamba	M	Chiradzulu
11	Mrs. Stella Sitima Chauluka	F	Blantyre
12	Mr. Eneya Phiri	M	Blantyre
13	Mr. George Magareta	M	Blantyre
14	Mrs. Judith Ndalawesa	F	Blantyre

List of TTC Facilitators for Group B

Code	Name of Participant	Sex	Teacher Training College
01	Bilima Kervn	M	Alma
02	Masala Chrissy	F	DAPP Amalika
03	Mbewe Adams	M	DAPP Amalika
04	Chadzandiyani Timothy	M	DAPP Chilangoma
05	Nkhoma Fabiano	M	DAPP Chilangoma
06	Malata Habil	M	DAPP Dowa
07	Soko Dannie	M	DAPP Dowa
08	Kalumphalinga Blessings	M	DAPP Mzimba
09	Mwangolera Brewster	M	DAPP Mzimba
10	Ching'oma Hardwick	M	Emmanuel PVT
11	Mphwina Phunziro	M	Emmanuel PVT
12	Phiri Florence	F	Karonga
13	Banda Blessings	M	Karonga
14	Mbizi Alstarico	M	Karonga
15	Zimba James	M	Karonga
16	Mwanyongo Ndamyo	F	Kasungu
17	Sichinga Ireen	F	Kasungu

18	Kaunda Mixco	M	Kasungu
19	Khaki Lovemore	M	Kasungu
20	Njiragoma Beatrice	F	Lilongwe
21	Tauzi – Ngwira Mercy	F	Lilongwe
22	Pongolani George	M	Lilongwe
23	Tambala Amos	M	Lilongwe
24	Chirwa Devlin	M	Loudon
25	Jere Transizio	M	Loudon
26	Tembwe Elymas	F	Machinga
27	Chipeta Gentry	M	Machinga
28	Idrusi Benson	M	Machinga
29	Nachuma Gift	M	Machinga

Appendix 2

Lesson observation sheets

Sheet 1

Initial Primary Teacher Education Early Grade Learning Continuing Professional Development Training of Trainers workshop Malawi Institute of Education

Name of Observer:

Date:

Standard:

Subject:

Rating Scale: 1-Yes, most of the time 2-Yes, sometimes. 3-No, not frequently. 4. No, not at all.

Component	Rating	Evidence <i>(Please provide evidence for each question.)</i>
Presentation: Do learners appear to understand all activities presented?		
Interaction: Are learners able to interact with each other and the teacher? If so, how do they interact?		
Setting the Stage: Prior to presenting new information, how are learners' interest captured?		
Input: How do learners react to opportunities for participation?		
What types of activities do they seem to enjoy most?		
Learning Styles: Observe the individual behaviors of the learners (e.g. drawing in notebooks, singing, physical movement, etc.). Based on their behaviors, what learning styles have you been able to see? Explain with evidence from your observations.		
Do activities throughout the lesson accommodate different learning styles?		
Stage of Development: Observe the physical and verbal characteristics of the learners (e.g. tracing lines, object classification, competencies in sports, eager to accomplish skills, want of recognition). Based on those characteristics, what stage of development are most of the learners? Explain with evidence from your observations.		

Communication: Do learners understand the language of instruction?		
What language do learners use to respond to activities?		
Learner Actions: How are learners engaged in the lesson?		
What ways are learners' attentions successfully captured?		
Use of Resources: Are learners able to interact with resources?		
If so, are the resources adequate and relevant for use by the learners (based on their stage of development)?		
Are the resources appealing to different learning styles?		

Sheet 2

Name of observer:

Date:

Class observed: Std.

Time of observation: to.....

Learning area being observed:

Critical thinking and Effective teaching

The questions in this section primarily focuses on but not limited to the following areas: teacher knowledgeability on learners and how they learn, teacher knowledge on the content and how to teach it, teacher planning and implementation on effective teaching and learning, ability of teacher to create a supportive and safe learning environment, teacher ability to assess, provide feedback and reporting on learners learning.

Ratings: Exceed expectation – 4, Meet expectations – 3, Need improvement – 2, Unacceptable – 1, Not Observed -0.

Item	4	3	2	1	0	Description/Comments
How were learners welcomed at the door?						
How did the teacher engage the learners at the beginning of the lesson?						
Good classroom management through the lesson						
Non-verbal communication used by the teacher						
Ways the teacher models questioning/thinking from various perspectives						

There is evidence of higher order thinking and learning (predict, imagine, analyze, synthesize, etc.).							
Use of research based or supplementary materials in the class							
Technology is incorporated in the class							
Variety of instruction strategies are used in the class							
Learners based instructions are evident in activities							
Critical thinking skills are encouraged							
What techniques were used to ensure that all learners were engaged throughout the lesson?							
How did the teacher encourage learners to make sense of their learning?							
All learners are engaged and active							
Teacher solicit learners input							
Teacher is acting like a facilitator and support learners							
How does the teacher negotiate the learning with the learners?							
How does the teacher seek, acknowledges or builds on what the learners already know and can do							
How is the lesson connected and relevant to the learner's personal experience?							
Are opportunities created for assessing or evaluating learners learning?							
How does the teacher provide feedback to individual learners on their learning?							
Teacher is knowledgeable on lesson content							
Lesson concepts are related to learners real life experience							
Teacher select learning experiences appropriate to							

level of learning							
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Sheet 3

<p align="center">Initial Primary Teacher Education Early Grade Learning Continuing Professional Development Training of Trainers workshop Malawi Institute of Education</p>

Name of Observer:

Date:

Standard:

Subject:

Rating Scale: 1-Yes, most of the time 2-Yes, sometimes. 3-No, not frequently. 4. No, not at all.

Component		
Gender:		
Where both girls and boys involved in lesson activities?		
Is the classroom situation conducive for both boys and girls?		
Where they both engaged in leadership roles?		
How was the siting plan?		
Differentiation: Focus on learners and observe different ability of the learners		
How are "slow learners" engaged in the lesson?		
How are "averaged learners" engaged in the lesson?		
How are "fast learners" engaged in the lesson?		
Type of differentiations used by the teacher?		
Enrichment work used for differentiation?		
Using tiered (scaled up) activities?		
Re-teach other learners?		
Assessment		
What kind of assessment methods were		

used in the lesson?		
How did the teacher handle learners' errors?		
What kind of feedback was given to the learners?		

Appendix 3

EGL CPD Centres

TTCs in Group A	TTCs in Group B
Blantyre TTC	Alma + DAPP Mzimba TTCs
Chiradzulu TTC	DAPP Amalika TTC
Maryam Girls TTC	DAPP Chilangoma TTC
Phalombe TTC	Karonga TTC
	Kasungu TTC
	Lilongwe + Emmanuel + DAPP Dowa TTCs
	Loudon TTC
	Machinga TTC

Appendix 3

Evaluation form for the ToT



Malawi Institute of Education

Evaluation of the Training of Trainers

College based CPD “Early Grade Learning”

Rating Scale

1 – YES, fully agree

2 – YES, most of the time

3 – NO, not very often

4 – NO, not at all

TOT Content

1. The content of the TOT is relevant for implementing the revised IPTE curriculum.	1 2 3 4
---	---------

TOT Design

2. The TOT allowed me to better prepare/plan the training for my colleagues at my TTC.	1 2 3 4
3. The TOT activities allowed me to learn more skills for delivering the training at the TTC.	1 2 3 4
4. The TOT activities in this week gave me sufficient time to present, participate and to give and get feedback.	1 2 3 4
5. The level of engagement in this TOT was appropriate.	1 2 3 4
6. The content for this TOT was....	<input type="checkbox"/> a. Too short <input type="checkbox"/> b. adequate <input type="checkbox"/> c. Too long

CPD Presentations

The presentations were well prepared.	
---------------------------------------	--

1. IPTE Curriculum Linkage	1 2 3 4
2. Large Classes	1 2 3 4
3. Stages of Child development	1 2 3 4
4. Learning styles	1 2 3 4
5. Numeracy & Resources	1 2 3 4
6. Literacy & Resources	1 2 3 4
7. Critical thinking	1 2 3 4
8. Effective Teaching	1 2 3 4
9. Gender Responsive Pedagogy	1 2 3 4
10. Differentiation	1 2 3 4
11. Assessment	1 2 3 4
Comments/Suggestions for the presentation	

TOT Results

1. I will be able to use methods/approaches that I learned in this TOT to deliver the training at my colleges.	1 2 3 4
2. I reflected on challenges in Early Grade Learning and was able to discuss strength/difficulties with my TOT colleagues.	1 2 3 4
3. I discussed how children learn and I was able to deepen my understanding of learning styles.	1 2 3 4
4. I reflected my experiences in observing and teaching (even in a group) young learners and discussed difficulties.	1 2 3 4

TOT Improvement

Comments/ Suggestions for improving the TOT in EGL
--

Thank you!

Please return this form to one of the instructors at the end of the TOT.

Report

Endline Survey and Impact Analysis for a Continuous Professional
Development (CPD) in Early Grade Learning (EGL) at public Teachers
Training Colleges (TTCs) in Malawi

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For

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Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)
GmbH

07.08.2018

Lilongwe, Malawi

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Acronyms and Abbreviations

ANOVA	Analysis of variance
CPD	Continuous Professional Development
EGL	Early Grade Learning
ESIP	Education Sector Implementation Plan
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
IPTE	Initial Primary Teacher Education
MIE	Malawi Institute of Education
N	Number
ODK	Open Data Kit
SD	Standard Deviation
TTC	Teacher Training College

1. Background information

The current Education Sector Implementation Plan (ESIP II 2013/14 – 2017/18) outlines the reforms for Malawi to achieve equitable access to education and improve quality, governance and management in the sector. It articulates the reform agenda to address the key challenges of the education sector. It provides an outline of strategies to be conducted, indicators to be monitored and the anticipated cost associated with the implementation of the policy. The current reform agenda is backed by strong political will as evidenced by the passing of the Education Act and the recently endorsed Education Sector Implementation Plan II.

One of the key reform areas addressing quality of education is to focus on the early primary school years. Teaching in lower primary classes poses very particular challenges. On the one hand, class sizes are the highest in the education sector, children come from varying backgrounds and the age range is significant. On the other hand, teachers often lack particular strategies and practical guidance to teach young learners in these circumstances. Therefore it is crucial to develop a deeper understanding of how children learn in the early years of primary school and how teachers can be guided to teach more effectively.

The new Initial Primary Teacher Education curriculum is now emphasizing on Early Grade Learning (EGL). In order to address some of these EGL issues Malawi Institute of Education (MIE) in cooperation with GIZ have conducted an Early Grade Learning Continuous Professional Development (EGL CPD) training for all public and private TTCs. This CPD has the objective of enhancing the expertise of TTC lecturers on EGL, with a strong focus on literacy and numeracy. TTC lecturers who participate in this training are expected to have a deeper understanding of how children learn in the early primary years. Of note, this CPD training was part of the implementation of the revised IPTE curriculum.

Rather than focusing solely on theory, this CDP taught lecturers how to use appropriate classroom practices and how to support teachers to use them regularly and actively in the classroom. This focus came in order to address key areas affecting the quality of education delivered in primary schools.

Through a baseline survey distributed at all the public TTCs in Malawi, conducted by MIE and GIZ October 2016, it was discovered that TTC lecturers often do not have personal experience teaching infant years, hence being inexperienced on appropriate ways to teach early grades. Theoretical knowledge is certainly present, however, in the case of questions concerning the implementation of this knowledge, gaps become clear. Through these findings, it was determined that 5 key areas needed to be addressed. Lecturers need to become experienced and well-practiced on:

1. How children learn in infant sections
2. The teaching and organizing of large classes
3. How to effectively use resources

4. How to assess young learners
5. Differentiation and learners' diversity

This knowledge gap and the lack of personal experience on EGL was leading to the decision to conduct a 3 + 3 + 3 workshop model, allowing time for content presentation, reflection, practice, and implementation of the EGL strategies.

The upcoming report will analyze the progression of knowledge by TTC lecturer according to the topics during the intervention. The report will compare the results of base and end line and will provide findings of the success (or not success of the intervention).

Alignment to GIZ BEP offer

Under component B "Teacher Education" an output indicator refers to this area of work:

Output indicator B.2 of the GIZ offer:

"140 of 178 trained lecturers at 8 public TTCs enhance their knowledge of early grade learning (classes 1-3) in the following subjects: Mathematics, English, Chichewa and Foundation Studies by 2 points in each subject on a 5-point scale."

Baseline value: Pre-test prior to the training, 8 TTCs, 356 lecturers in all, 50% take part in the training programme

Target value: Post-test; 140 of 178 participating lecturers; 2 points each on a 5-point scale (0= no increase in knowledge, 5= substantial increase in knowledge)

Means of verification

Level of knowledge determined on the basis on a pre-test and post-test for all participants, documentation of the training module; participant lists; certificates

2. Methodology

A structured questionnaire to assess knowledge of TTC lecturers on Foundation Studies, Languages (English, Chichewa) and Mathematics has been developed by GIZ in cooperation with Malawi Institute of Education (MIE) (Annex A). In the baseline survey, 179 participating lecturers at all public TTCs were filled a questionnaire on their knowledge of EGL individually. After receiving trainings a sample of 182 lecturers filled voluntarily the same questionnaire. The data collection for the baseline was performed November 2016 and for the endline June 2018. Data entrance of filled questionnaires was done with the software ODK and data was analyzed with the statistical software R. Assessment of points was done according to the form in Annex B and the syntax shown in Annex C.

Potential limitation of study: A non-response bias is possible, if the non-response is unequal among the participants regarding exposure and/or outcome.

3. Results

A total of 179 filled questionnaires from lecturers from 8 public TTCs from the baseline survey and 182 from the endline survey were analysed (Table 1). The distribution of the filled questionnaires by TTCs is shown in table 1.

Table 1. Surveyed lecturers per public TTC.

TTC	Baseline	Endline
Blantyre	21	21
Chiradzulu	18	8
Karonga	29	19
Kasungu	19	31
Lilongwe	24	24
Machinga	29	25
Phalombe	21	33
St. Joseph's	18	21

Of all lecturers, 34% (61) were female and 66% (118) male in the baseline survey and 36% (66) were female and 64% (116) male in the endline survey (table 2).

Table 2. Surveyed lecturers per gender.

gender	Baseline	Endline
female	61	66
male	118	116

Of respondents, 22% (40) were language lecturers, 25% (45) were mathematics lecturers and 53% (94) of other subjects in the baseline survey and 34% (62) were language lecturers, 29% (53) were mathematics lecturers and 37% (67) of other subjects in the endline survey (table 3).

Table 3. Surveyed lecturers disaggregated by studied field.

studied field	Baseline	Endline
other subjects	94	67
language	40	62
mathematics	45	53

Of respondents, 92% (167) participated at the first CDP, 96% (175) at the second CDP and all except one at the third CDP (181) (table 4).

Table 4. Surveyed lecturers disaggregated by participation at the three CPDs.

participation at the three CPDs	Endline
First CDP	167

participation at the three CPDs	Endline
Second CDP	175
Third CDP	181

3.1. Foundation Studies

The Foundation Studies part was applicable for all lecturers. In total, the questionnaire for this part was composed of 18 questions (numbered 1 to 9 with sub-questions). The maximal reachable points were 49. On average, lecturers scored 25.9 points (median: 27, SD: 5.5) in the baseline survey and 30.0 points (median: 30.8, SD: 5.2) in the endline survey (Figure 1 and 2).

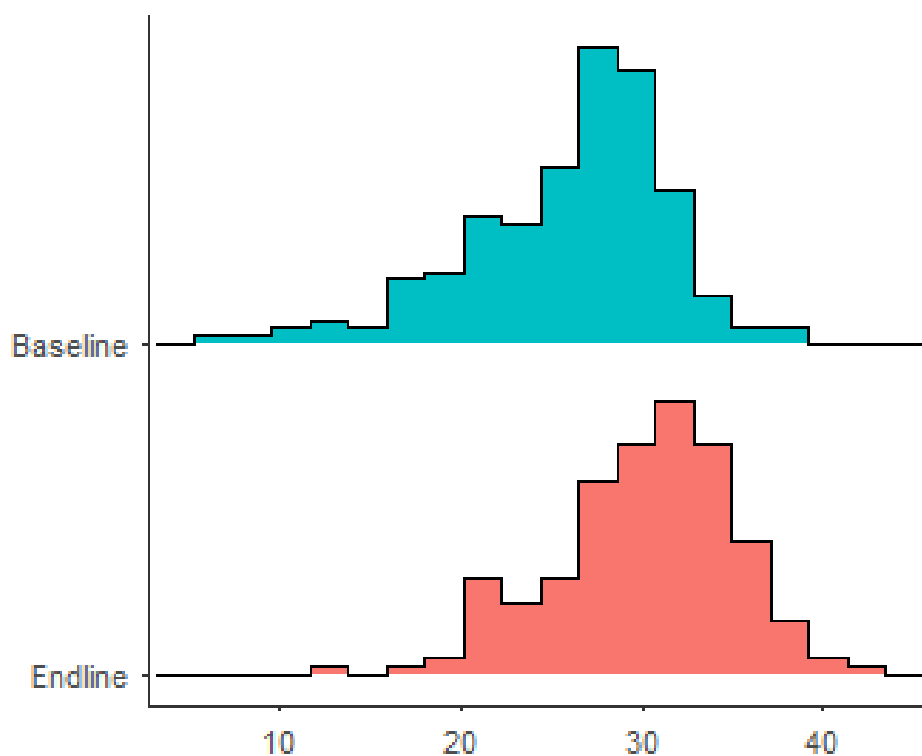


Figure 1. Histograms of scores for foundation studies for the baseline and endline, respectively. Values of single lecturers are shown in a histogram.

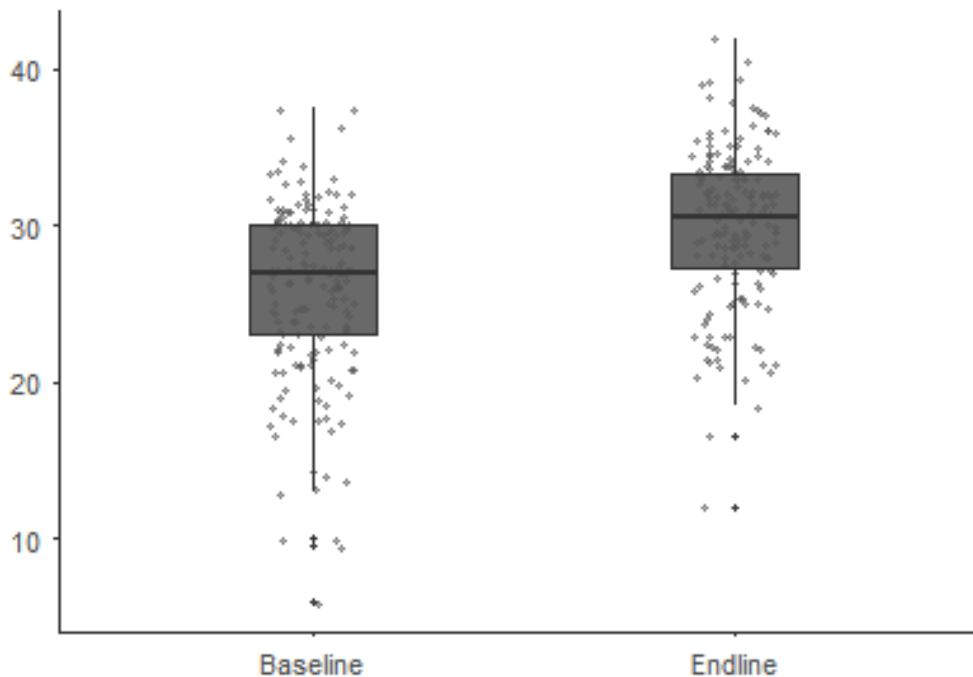


Figure 2. Foundation studies scores shown for baseline and endline. Values of single lecturers are indicated by dots and the totals by a boxplot diagram. The black lines indicate the median values, the boxes the interquartile ranges of values (25% to 75%), and the whiskers the minimum and maximum values.

When calculating statistical linear regression models, we found strong evidence for significant differences between scores from the baseline and endline of plus 3.9 points for foundation studies (95% Confidence Interval CI of plus 2.8 to 5.0 points, $p < 0.001$).

We found no evidence for significant differences between male and female lecturers in their Foundation Studies scores ($p = 0.8$). However, we found some evidence for a slightly better performance of Machinga lecturers when compared to lecturers from the other TTCs with on average 2.3 points higher scores (95% CI of plus 0.2 to 4.5 points, $p = 0.03$) (Figure 3 and 4).

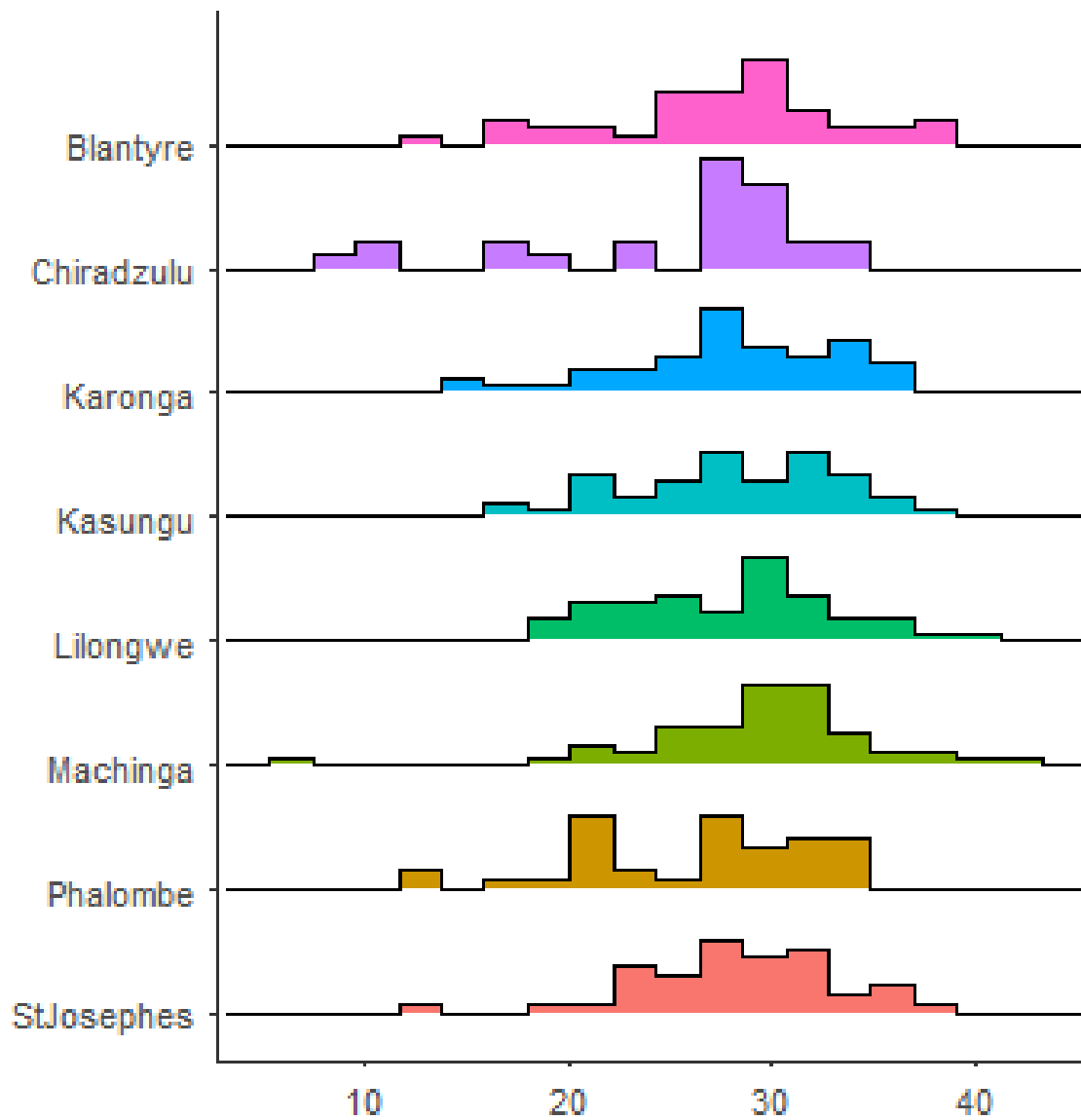


Figure 3. Histograms of scores for foundation studies for the TTCs, respectively. Values of single lecturers are shown in a histogram.

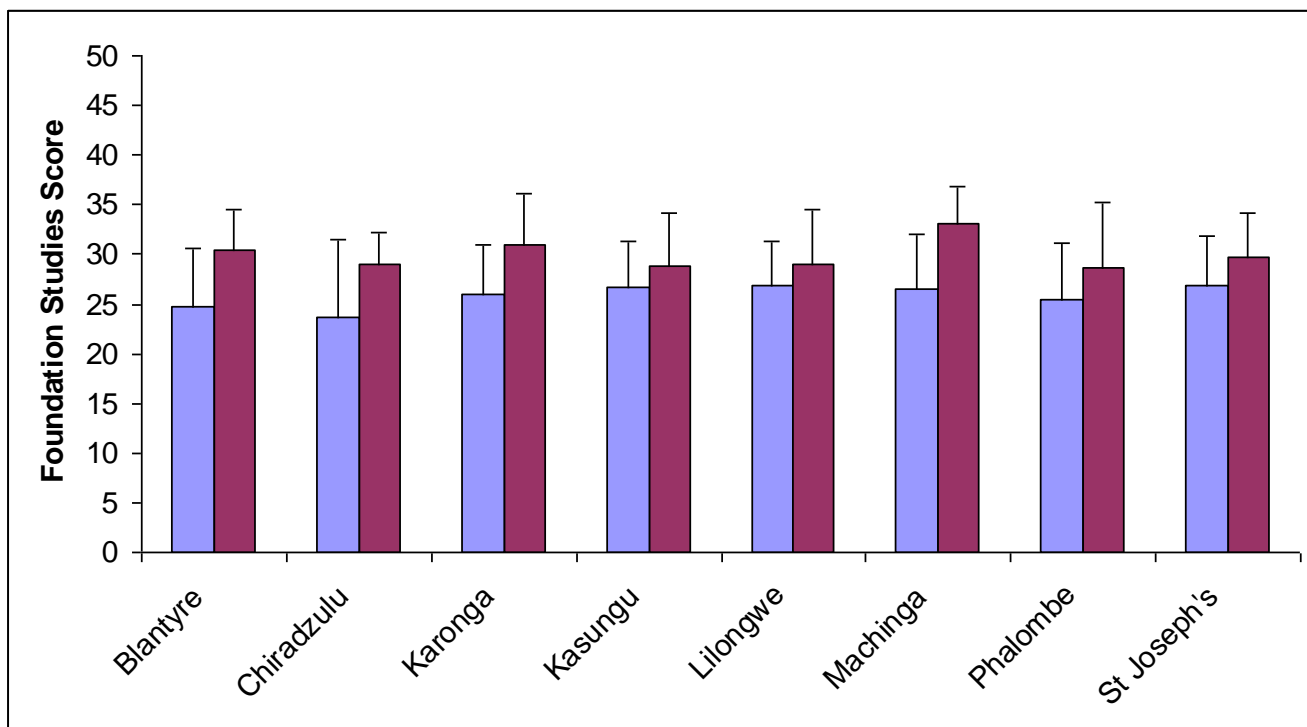


Figure 4. Barplots of mean values and standard deviation as error bars disaggregated by TTC. Blue represents baseline values and violet endline values,

Output indicator B.2 of the GIZ programme is:

“140 of 178 trained lecturers at 8 public TTCs enhance their knowledge of early grade learning (classes 1-3) in the following subjects: Mathematics, English, Chichewa and Foundation Studies by 2 points in each subject on a 5-point scale.”

Regarding the Foundation Studies, on average lecturers (N=179) reached 25.9 points in the baseline survey. The difference to the maximal points of 49 is 23.1 points. Assuming a linear scale, two points at a 5-point scale would represent $23.1/5 \times 2 = 9.2$ points.

Therefore, the target could be to score more than $23.1 + 9.2$ points = 32.3 points.

The proportion of ‘140 of 178 trained lecturers at 8 public TTCs’ would represent 78.65% of all trained lecturers.

All trained lecturer: 60 out of 182 reached 32.3 points or more (or 33%).

Selecting only the 78.65% of best performing trained lecturer would be the 143 out of 182. From these 60 out of 143 reached 32.3 points or more (or 42%).

3.2. Language (English and Chichewa)

The language part was applicable for English and Chichewa lecturers only. In total, 13 questions (numbered 12 to 14 with sub-questions) on English and Chichewa were included in the questionnaire. The maximal reachable points were 39.

On average, language lecturers scored 20.2 points (median: 21.5, SD: 7.1) in the baseline and scored slightly higher with 21.7 points (median: 22.0, SD: 5.5) in the endline (Figure 5).

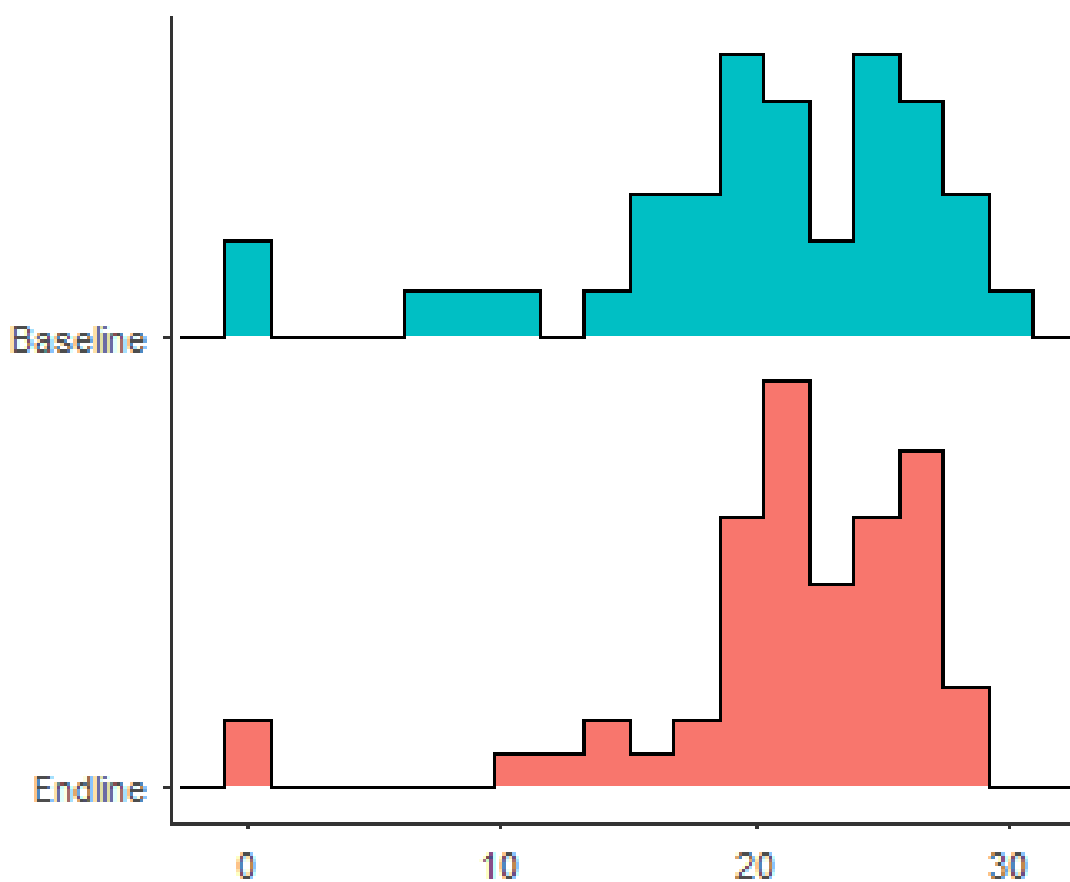


Figure 5. Histograms of scores for language studies for the baseline and endline, respectively. Values of single lecturers are shown in a histogram.

When calculating statistical linear regression models, we found an average of 1.4 points higher scores from the endline when compared to the baseline, but which was not statistically different (95% CI of minus 1.2 to plus 4.0 points, linear regression, $p=0.28$).

We found no evidence for significant differences between male and female lecturers in their language scores ($p=0.17$). However, we found some evidence for a worse performance of Lilongwe lecturers when compared to lecturers from the other TTCs with on average 8 points lower scores (95% CI of minus 12 to minus 3 points, $p<0.001$). However, this result should be taken with care, since the difference is mostly due to the fact that some language lecturer in Lilongwe just didn't fill out the language part of the questionnaire, which resulted in zero points in this part (Figure 6).

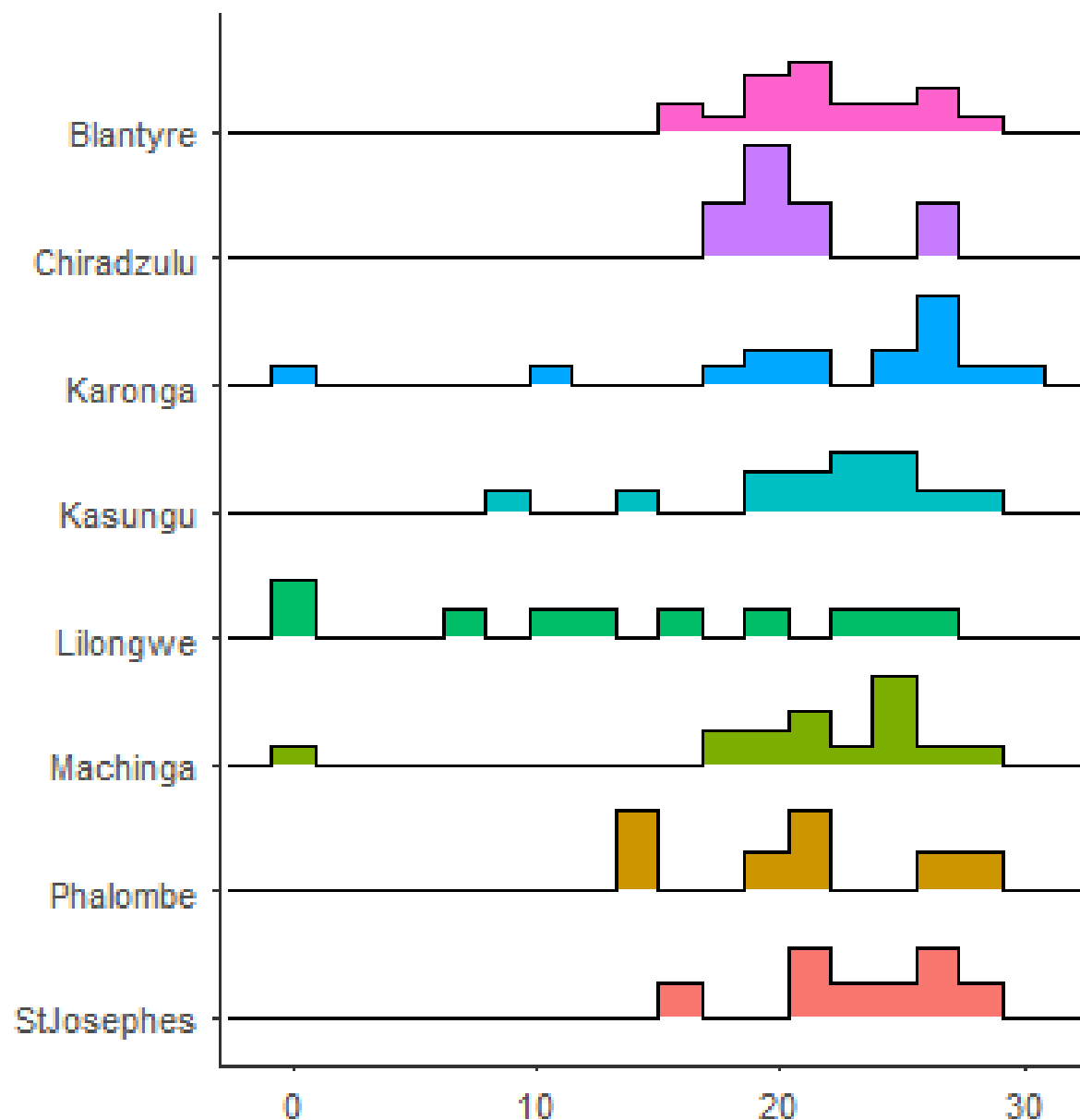


Figure 6. Histograms of scores for labguage studies for the TTCs, respectively. Values of single lecturers are shown in a histogram.

Regarding the Language Studies, on average lecturers reached 20.2 points in the baseline survey. The difference to the maximal points of 39 is 18.8 points. Assuming a linear scale, two points at a 5-point scale would represent $18.8/5 \times 2 = 3.76 \times 2 = 7.5$ points.

Therefore, the target could be to score more than $20.2 + 7.5$ points = 27.7 points.

All trained lecturer: 4 out of 62 reached 27.7 points or more (6.5%).

Selecting only the 78.65% of best performing trained lecturer would be the 49 out of 62. From these 4 out of 49 reached 27.7 points or more (8.2%).

Of note, the calculation of the percentage of best performing lecturers, which scored on average 23.9 points (increase by only 1 point on a 5-point linear scale), revealed that this would represent 47% of trained lectures or 23 out of 49.

3.3. Mathematics

The mathematics part was applicable for mathematics lecturers only. In total, 9 questions on Mathematics (numbered 15 to 21 with sup-questions) were included in the questionnaire. The maximal reachable points were 21.

On average, mathematics lecturers scored 11.3 points (median: 12, SD: 4.1) in the baseline and scored slightly higher with 12.0 points (median: 13, SD: 4.0) in the endline (Figure 7).

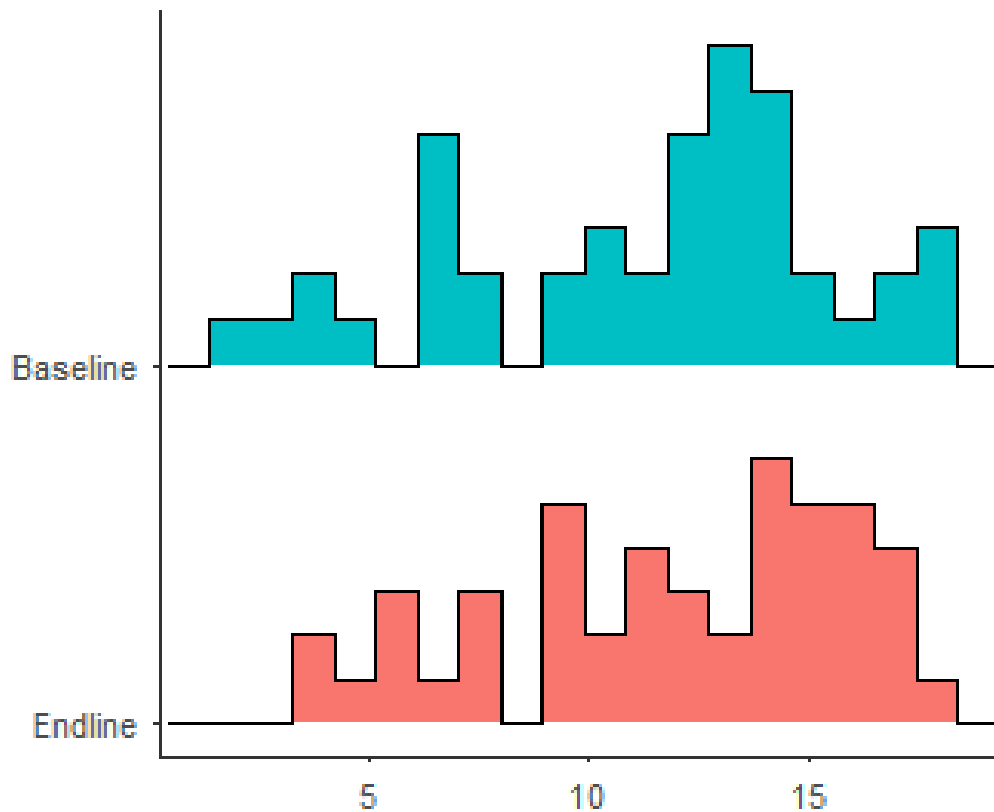


Figure 7. Histograms of scores for mathematics studies for the baseline and endline, respectively. Values of single lecturers are shown in a histogram.

When calculating statistical linear regression models, we found no evidence for significant differences between the scores from the baseline and endline of on average plus 0.6 points (95% CI of minus 1.4 to plus 2.0 points, linear regression, $p=0.7$).

We found no evidence for significant differences between male and female lecturers in their language scores ($p=0.23$) and no significant differences between the TTCs ($p=0.45$).

Regarding the Mathematics Studies, on average lecturers reached 11.3 points in the baseline survey. The difference to the maximal points of 21 is 9.7 points. Assuming a linear scale, two points at a 5-point scale would represent $9.7/5$ times $2 = 1.9$ times $2 = 3.8$ points.

Therefore, the target could be to score more than $11.3 + 3.8$ points = 15.1 points.

All trained lecturer: 13 out of 53 reached 15.1 points or more (24.5%).

Selecting only the 78.65% of best performing trained lecturer would be the best 42 out of 53. From these 13 out of 42 reached 15.1 points or more (31%).

Of note, the calculation of the percentage of best performing lecturers, which scored on average 13.2 points (increase by only 1 point on a 5-point linear scale), revealed that this would represent 57% of trained lectures or 24 out of 42.

3.4. Hypotheses by GIZ Adviser

1.) 'Specialized teachers (language and mathematics lecturer) score higher points in the Foundation Studies compared to the other lecturers.'

When calculating statistical linear regression models to compare the three groups of lecturers, which studied general or other topics, language or mathematics, respectively, we found evidence for significant differences between scores from the language lecturers and the lecturers of other topics of plus 2.5 points for foundation studies (95% Confidence Interval CI of plus 0.7 to 4.3 points, $p < 0.01$) (Figure 8).

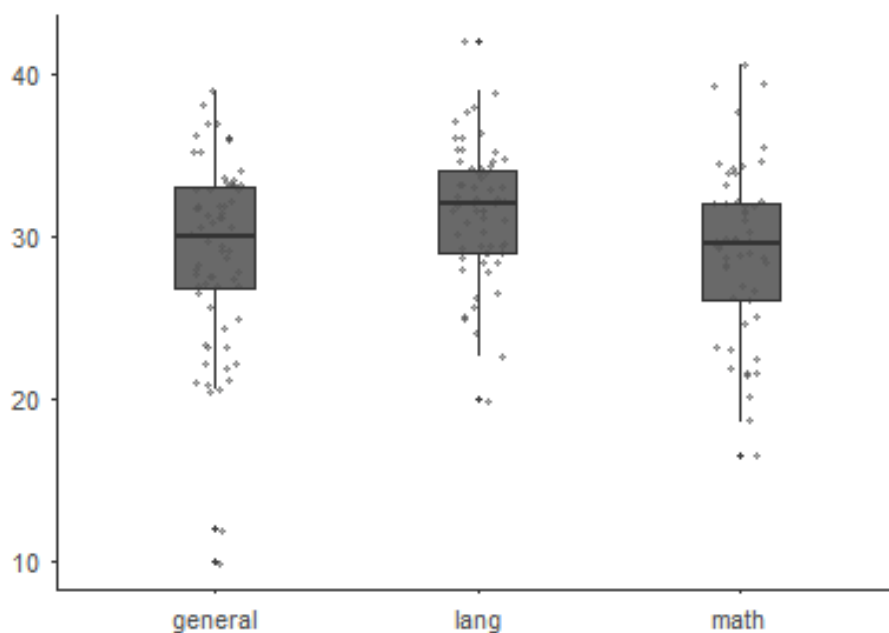


Figure 8. Foundation studies scores shown for lecturers studied general (or other), language or mathematics topics, respectively. Values of single lecturers are indicated by dots and the totals by a boxplot diagram.

2.) 'Teachers scoring higher in the language or mathematics part score higher in the Foundation Studies as well.'

Supporting this hypothesis, we find a significantly positive correlation between higher scores for mathematics and Foundation studies (linear regression, $p < 0.05$) (Figure 9).

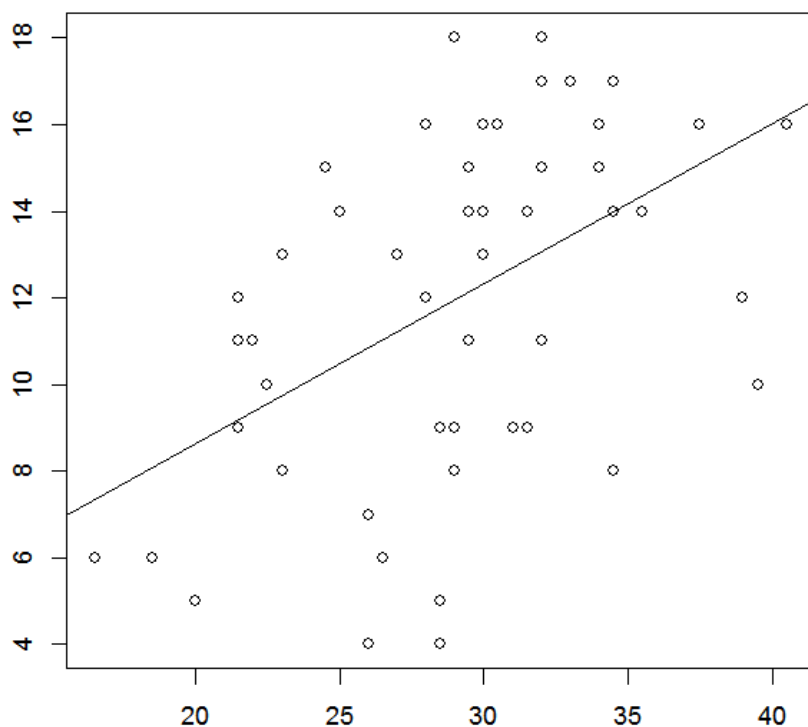


Figure 9. Score values for mathematics part (y-axis) correlate positively with Foundation studies scores (x-axis).

In regard to language scores and the scores from the Foundation Studies, we find significant correlation between higher points for language and Foundation studies (linear regression, $p < 0.05$) (Figure 10).

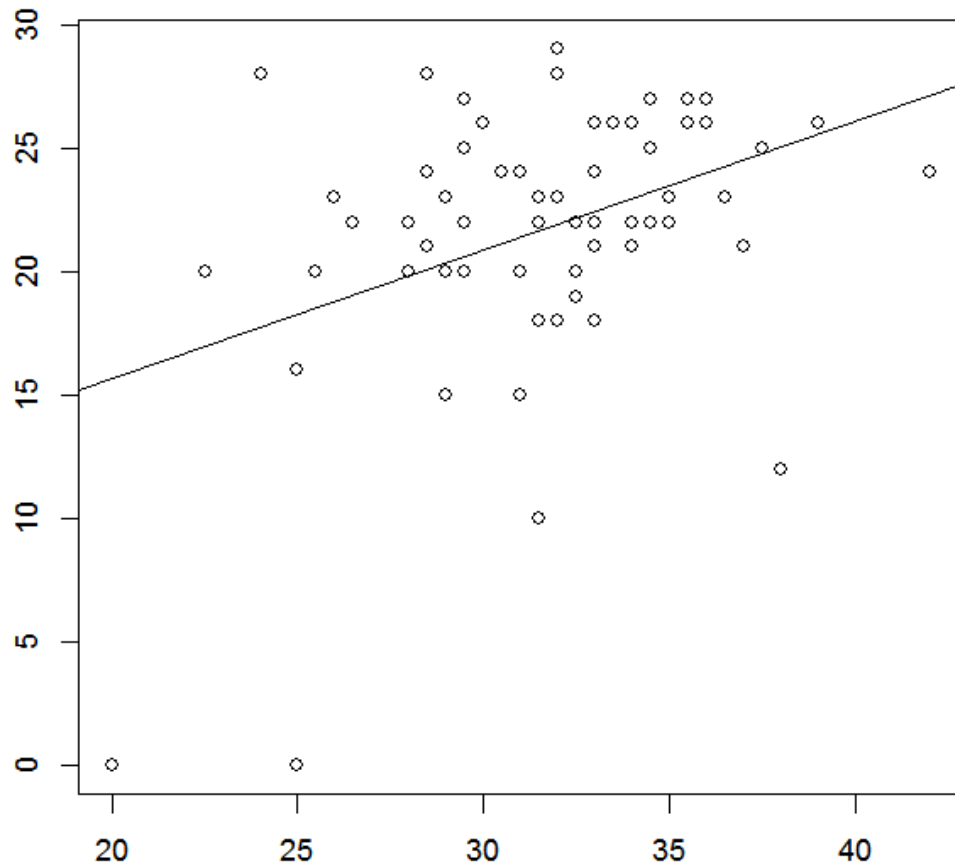


Figure 10. Score values for language part (y-axis) correlate significantly with Foundation studies scores (x-axis).

3.) 'Lecturers are performing better when they have participated in all three CPD parts.'

In total, 162 out of 182 lecturers participated in all three CDPs.

Lecturers, which missed at least one CDP (n=20) scored 29.2 ± 4.6 points and lecturers participating in all three CDPs (N=162) scored 30.0 ± 5.2 points. Although there is a slightly higher score the difference is not statistically different (Welch Test, $p=0.5$).

Supplementing information 1: Best performance of lecturers per question

To show which questions have been correctly answered by lecturers the percentages of lectures receiving full points per question are summarized in table 2.

Table 2: Percentage of lecturers receiving full points by questions. For questions see Annex A.

q1	65% baseline versus 91% endline
q2	28% baseline versus 24% endline
q3	11% baseline versus 12% endline
q4	16% baseline versus 18% endline
q5a	35% baseline versus 37% endline
q5b	63% baseline versus 75% endline
q5c	18% baseline versus 68% endline
q5d	77% baseline versus 71% endline
q5e	80% baseline versus 84% endline
q5f	26% baseline versus 24% endline
q6	19% baseline versus 20% endline
q7	10% baseline versus 8% endline
q8a	10% baseline versus 39% endline
q8b	5% baseline versus 10% endline
q9a	55% baseline versus 65% endline
q9b	46% baseline versus 55% endline
q9c	21% baseline versus 40% endline
q9d	72% baseline versus 82% endline

language teacher specific question:

q12a	48% baseline versus 55% endline
q12b	75% baseline versus 69% endline
q12c	75% baseline versus 76% endline
q13a	73% baseline versus 84% endline
q13b	43% baseline versus 37% endline
q13c	75% baseline versus 81% endline
q13d	18% baseline versus 3% endline

q13e 45% baseline versus 44% endline
 q14a 13% baseline versus 13% endline
 q14b 43% baseline versus 76% endline
 q14c 40% baseline versus 39% endline
 q14d 5% baseline versus 3% endline
 q14e 45% baseline versus 52% endline

mathematics teacher specific question:

q15 73% baseline versus 87% endline
 q16 4% baseline versus 4% endline
 q17a 38% baseline versus 47% endline
 q17b 38% baseline versus 49% endline
 q17c 47% baseline versus 53% endline
 q18 60% baseline versus 36% endline
 q19 96% baseline versus 94% endline
 q20 27% baseline versus 23% endline
 q21 38% baseline versus 49% endline

Supplementing information 2: Questions per topic

1. **Learning psychology:** These questions/statements measure lecturer's knowledge of learning psychology: 1, 5e, 9a, 9b, 9c

Table 3: Percentage of lecturers receiving full points by questions. For questions see Annex A.

q1 65% versus 91%
 q5e 80% versus 84%
 q9a 55% versus 65%
 q9b 46% versus 55%
 q9c 21% versus 40%

-> higher percentages of lectures with highest scores in endline when compared to baseline

2. **Knowledge of how children learn:** The questions/statements measure lecturer's knowledge of how children learn in early years (or how learning takes place in infant section): 2, 3, 5d, 5f

Table 4: Percentage of lecturers receiving full points by questions. For questions see Annex A.

q2	28% versus 24%
q3	11% versus 12%
q5d	77% versus 71%
q5f	26% versus 24%

-> similar percentages of lectures with highest scores in endline when compared to baseline

3. **Handling or managing large classes:** The questions/statements measure lecturer's knowledge of handling or managing large classes: 4, 5a, 6, 7

Table 5: Percentage of lecturers receiving full points by questions. For questions see Annex A.

q4	16% versus 18%
q5a	35% versus 37%
q6	19% versus 20%
q7	10% versus 8%

-> similar percentages of lectures with highest scores in endline when compared to baseline

4. **Differentiation:** The questions/statements measure lecturer's knowledge of differentiation.
5b, 5c, 8

Table 6: Percentage of lecturers receiving full points by questions. For questions see Annex A.

q5b	63% versus 75%
-----	----------------

q5c 18% versus 68%
q8 1.7% versus 2.2%

-> higher percentages of lectures with highest scores in endline when compared to baseline

5. How children learn languages topics (only including language teachers):

A) **languages subject specific learning psychology** 12a, 12b, 13c

Table 7: Percentage of lecturers receiving full points by questions. For questions see Annex A.

q12a 48% versus 55%
q12b 75% versus 69%
q13c 75% versus 81%

-> slightly higher percentages of lectures with highest scores in endline when compared to baseline

B) **reading** 13a; 13b, 13d, 13e, 14c

Table 8: Percentage of lecturers receiving full points by questions. For questions see Annex A.

q13a 73% versus 84%
q13b 43% versus 37%
q13d 18% versus 3%
q13e 45% versus 44%
q14c 40% versus 39%

-> similar percentages of lectures with highest scores in endline when compared to baseline

C) **writing**: 14a, 14b, 14d, 14e

Table 9: Percentage of lecturers receiving full points by questions. For questions see Annex A.

q14a	13% versus 13%
q14b	43% versus 76%
q14d	5% versus 3%
q14e	45% versus 52%

-> similar percentages of lectures with highest scores in endline when compared to baseline

6. **How children learn numeracy skills** (only including mathematics teachers): 15, 16, 17, 18, 19, 20, 21

Table 10: Percentage of lecturers receiving full points by questions. For questions see Annex A.

q15	73% versus 87%
q16	4% versus 4%
q17	22% versus 42%
q18	60% versus 36%
q19	96% versus 94%
q20	27% versus 23%
q21	38% versus 49%

-> similar (some higher some lower) percentages of lectures with highest scores in endline when compared to baseline

Supplementing information 3: Distribution of lecturers' scores in relation to the respective score percentage

The distribution of lecturer scoring in the Foundation Studies in 5 percent categories is shown in figure 4.

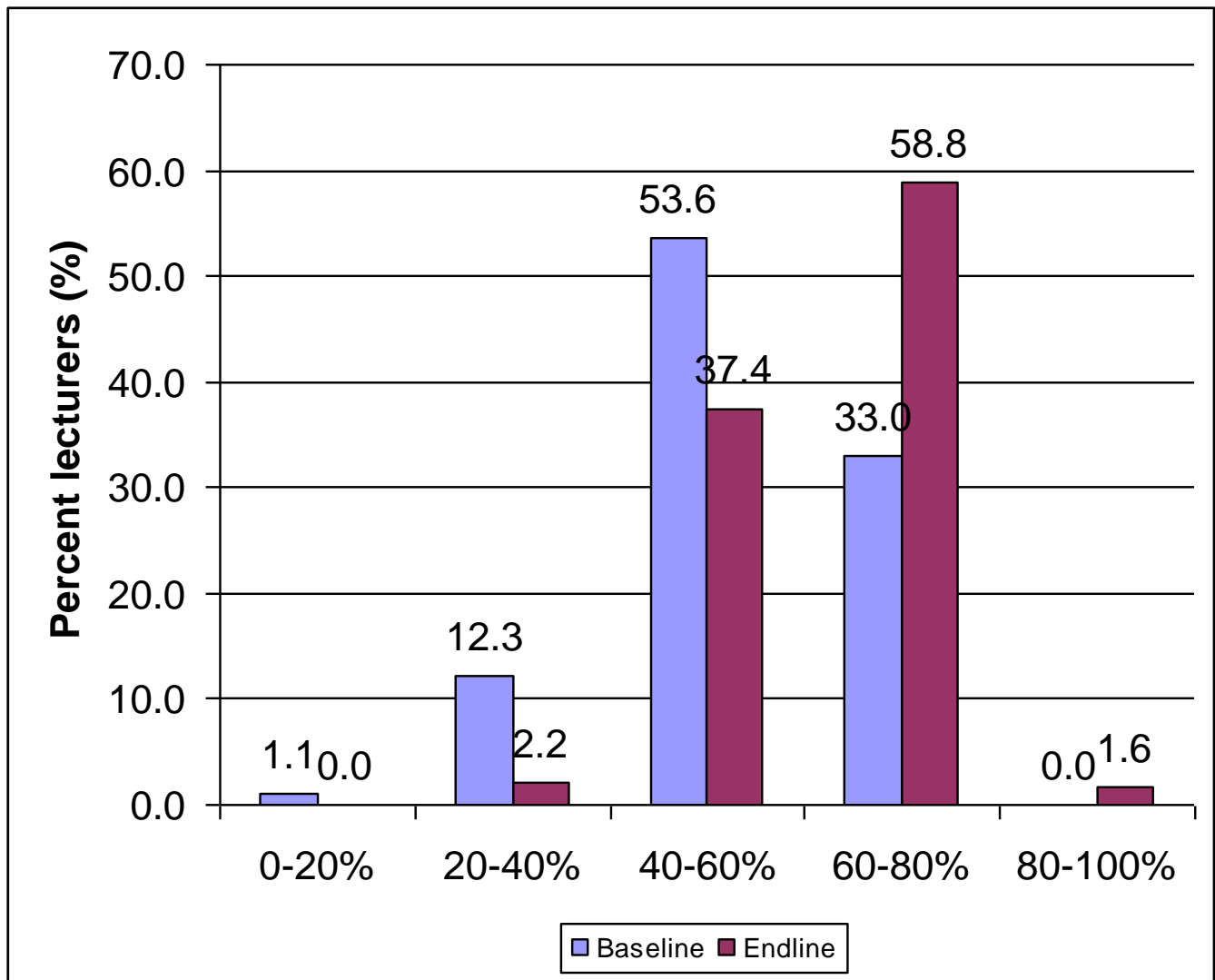


Figure 4. Distribution of lectures in Foundation Studies relating to their scores in percent (Chi-squared test, $p < 0.001$)

The distribution of lecturer scoring in the Languages is shown in figure 5.

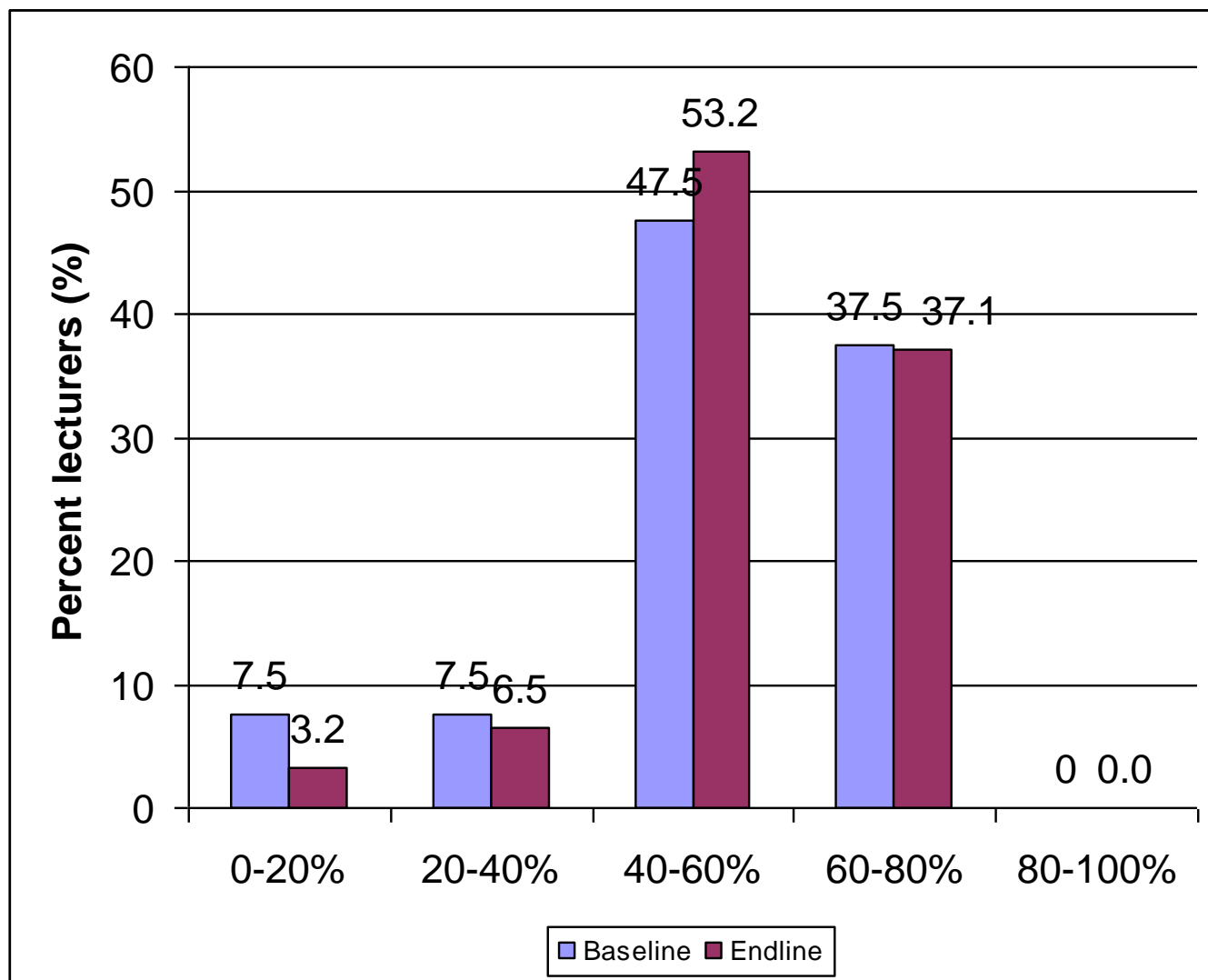


Figure 5. Distribution of lectures in Languages relating to their scores in percent. (Chi-squared test, $p = 1$)

The distribution of lecturer scoring in Mathematics is shown in figure 6.

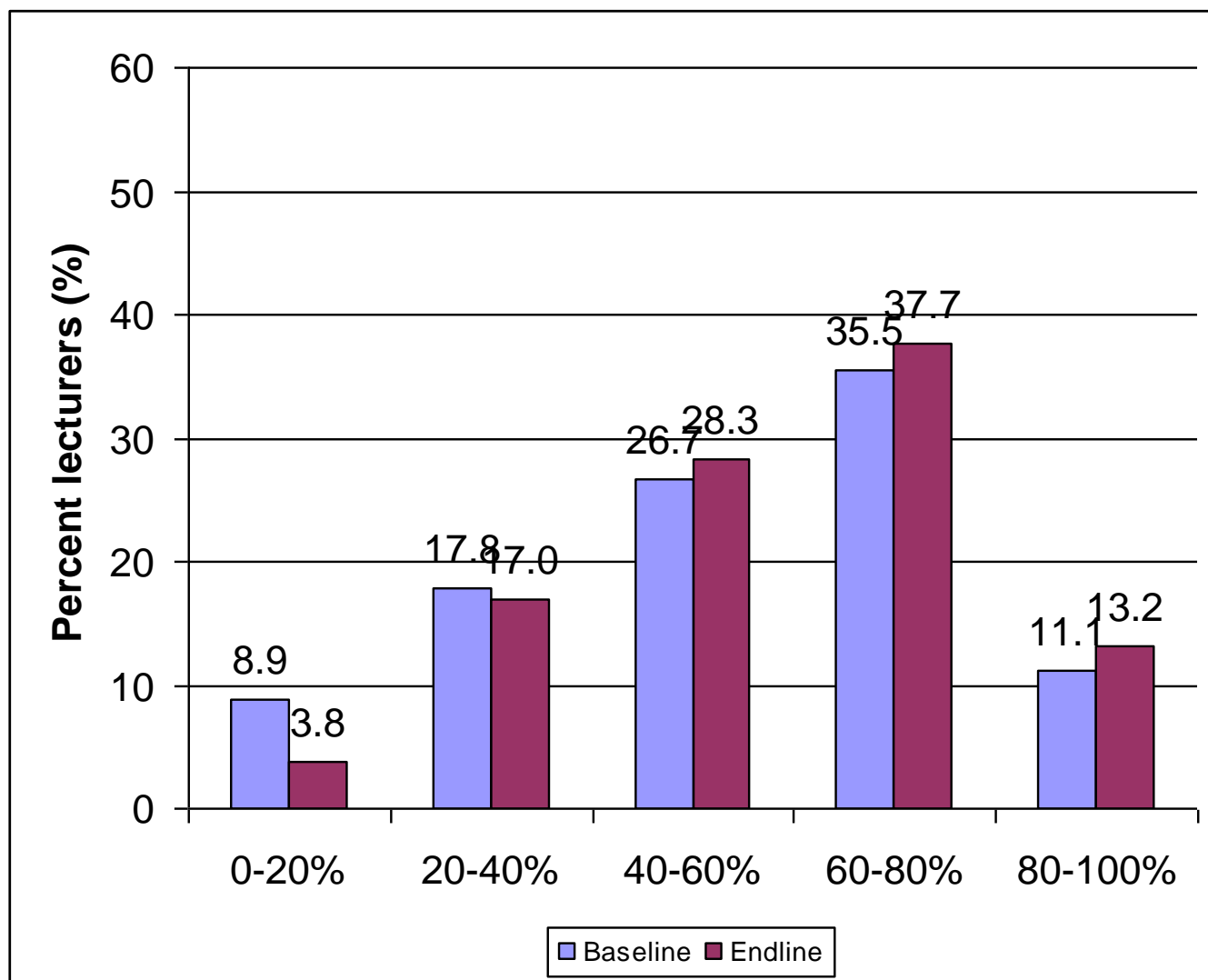


Figure 6. Distribution of lectures in Mathematics relating to their scores in percent. (Chi-squared test, $p = 0.9$)

Since there was a significant difference between scores of male and female mathematics lecturers in the baseline survey but not anymore in the endline, the distribution is shown disaggregated by gender in figure 7. It is likely that the found difference in the baseline survey occurred only by change due to the small numbers of female mathematics lecturer.

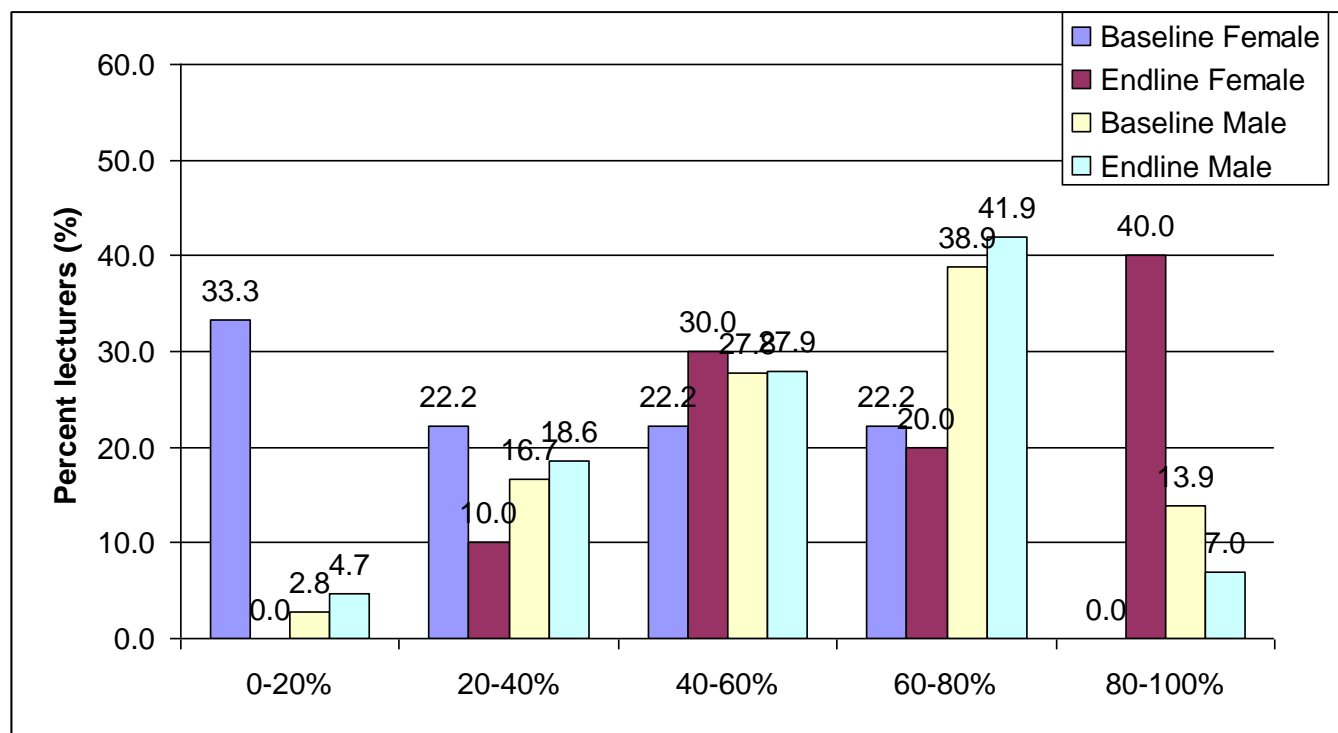


Figure 7. Distribution of lectures in Mathematics relating to their scores in percent disaggregated by gender and baseline or endline.

4. Annexes

Annex A

Baseline Questionnaire for TTC Lecturers

Introduction

Malawi Institute of Education (MIE) on behalf of the Ministry of Education Science and Technology has been tasked to review the Initial Primary Teacher Education (IPTE) curriculum in order to enhance the quality in Initial Teacher Education. Therefore, the new IPTE Programme will emphasize on Early Grade Learning (EGL) in Foundation Studies, English, Chichewa and Numeracy. For a successful IPTE curriculum implementation, an accompanying Continuous Professional Development (CPD) for TTC lecturers will be organized and developed by MIE supported by GIZ/Germany.

To develop a CPD training which is tailored best to the needs of the TTC lecturers we kindly request you to answer the following questions. This questionnaire will help us to assess your current knowledge and ideas in various subjects with regards to EGL. Based on these findings we will develop a suitable up to date training for you.

All questions are focusing on teaching and learning in Standards 1 -3.

The questionnaire should take 40–50 minutes and you should complete it by yourself.

- ⇒ Please tick one appropriate answer option in the checkboxes.
- ⇒ If multiple responses can be ticked, it will be explicitly stated. Example: Please tick all that is relevant.
- ⇒ Please be open and honest in your answers. If you are not sure of an answer please mark 'don't know' rather than guess.

We

The last section (page 9-13) contains one part for language lectures and one part for mathematic lectures. Please choose the part which fits for you most.

really appreciate your time and effort. Thank you very much!

Information that you provide will be treated confidentially.

Demographic data and background information

1a. Name of TTC: _____

1b. Sex

- ☐ Female
- ☐ Male

1c. For encoding

First Letter of your first name _____ First letter of your surname _____

Last letter of your first name _____ Last letter of your surname _____

2. Professional Background:

- ☐ **I have** teaching competence in the primary school in the infant section. How many years? _____
- ☐ **I do not have** teaching competence in the primary school in infant section.
- ☐ **I have** participated in CPDs for Teaching Early Years on:
 - ☐ The National Reading Program
 - ☐ EGRA or SEGREM
 - ☐ Numeracy (eg 100 cell project)
 - ☐ Others (please specify) _____
- ☐ **I do not have** participated in CPDs for Teaching Early Years.

3. Which subjects did you major study / specialize in college? _____

1. Tick the right answer!

The three main learning styles include:

- Cognitive, Theoretical, Literal
- Visual, Kinesthetic, Auditory
- Interconnected, Cross-cutting, Independent
- Group work, Pair work, Individual work
- I don't know.

2. Tick one answer you prefer most!

All subjects in the infant section of the primary school are responsible for teaching children to learn to read.

- I fully agree, because reading is a cross cutting issue.
- I fully agree, because teaching in year 1-3 has to focus strongly on reading skills as a key essential competence.
- I partly agree, of course reading is important. However other subjects like Music and Arts and life skills need the same emphasis.
- I don't agree, it is part of language subjects in the curriculum and has to be placed in Chichewa and English. All other subjects have to emphasis on their own content aspects.
- I don't know.

3. Tick one answer you prefer most!

An introduction to letters by a teacher is needed for learners to master knowledge about new letters.

- I fully agree, because it is important that all children have a structured introduction obtained.
- I fully agree, because then children will write letters properly and will know the initial letter sound.
- I fully agree, but I don't assume that all children have learned it after the introduction.
- I fully agree, that is the way to learn reading.
- I don't know.

4. Tick one answer you prefer most!

In the management of a large class of learners in standards 1 -3, it is best to focus

- on discipline and regulations to keep behavior under control.
- on group work in order to keep all children busy.
- on positive remarks to keep behavior under control.
- on songs and repetition (repeat in a choir) to keep behavior under control.
- I don't know.

5. Please tick the response which best describes your understanding of the statements.

	Completely false	Somewhat false	Somewhat true	Completely true	I don't know
Displaying class rules on the wall within a classroom is an effective strategy for classroom management in infant sections.					
Giving more than one assignment of different difficulties is an acceptable way to challenge fast learners.					
Differentiation is the process of teaching different subject areas to a group of students.					
Playing educational games allows learners to explore new ideas within the content.					
Playing educational games with student teachers is a waste of the limited time they have at the TTCs.					
Errors should not be tolerated in the infant classes and should always be corrected so that children do not memorize anything wrong from the beginning.					

6. Tick the best answer according your understanding of the statements below.

The following technique can be best used for teaching very large (100+ learners) classes in Standards 1-3:

- ☐ Quick Write
- ☐ Role Play
- ☐ Simulation
- ☐ Speeches
- ☐ I don't know.

7. Tick all that apply!

What are the specific challenges for teachers to assess young learners in Standards 1-3?

- ☐ Learners' absenteeism
- ☐ Creation of assessment tools
- ☐ Learners' ability to read and write
- ☐ Not enough marking time
- ☐ Lack of children's motivation
- ☐ Large number of learners in classes

8. In the current IPTE programme 'interest centers' are recommended to be established in the classroom. With regards to your experience, what are the purposes and strengths to establishing this classroom corners/ interest centers?

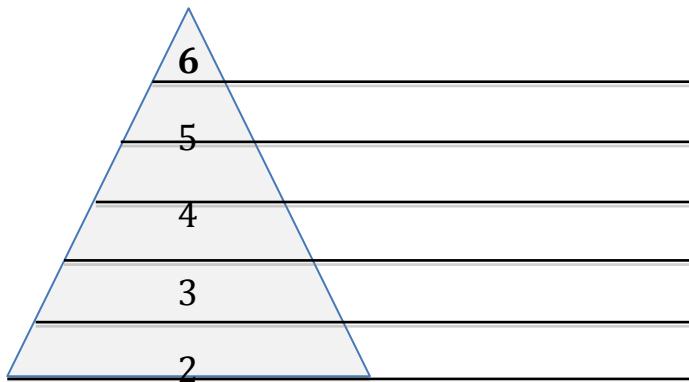
Purposes:

Strengths:

9. BLOOM'S Taxonomy

a) Please list Bloom's cognitive levels according to their intellectual requirements next to the pyramid below!

<i>Synthesis</i> <i>Evaluation</i> <i>Knowledge</i> <i>Comprehension</i> <i>Application</i> <i>Analysis</i>



b) Please number the learners activity according to Bloom's cognitive levels!

- Explaining/interpreting the meaning of material _____
- Using a concept or principle to solve a problem _____
- Remembering facts, terms, concepts, definitions _____
- Making a judgment based on a pre-established set of criteria _____
- Producing something new or original from component parts _____
- Breaks learned information into its parts to best understand that information. _____

c). Write 2 verbs for each level, which illustrate the tasks in the table below. Select verbs listed below.

define, list, identify, label, name, justify, judge, who, when, where, what, explain, predict, interpret, infer, summarize, convert, translate, give example, develop, formulate, apply, solve, show, modify, discriminate demonstrate, compute, compare, contrast, criticize, distinguish, design, construct, paraphrase, imagine, create, evaluate, critique, recommend, which would be better?

	Synthesis	Evaluation	Knowledge	Comprehension	Application	Analysis
Verbs						

d) Bloom identified three domains of educational activities or learning (Bloom 1956)
One of those three are the cognitive levels. What are the remaining two learning domains that Bloom describes?

10.

This section contains the part for language lectures.

Please assess the topics regarding how important they are for you.

(0 = not so important for me 10 = very important)

The current planning for the training at TTC level should include the following topics

- Challenges teachers meet in teaching early grade learners numeracy /literacy
- Strategies to address the challenges
- How can children acquire literacy at an early age?
- How can children acquire numeracy at an early age?
- What are the key competencies that teachers need in order to effectively teach literacy and numeracy?
- What strategies can teachers use to support learners with different learning needs?
- What strategies can teachers use to manage and develop lessons for young learners in a large class?

11. From your point of view:

Which other topics should not be missed in a successful CPD for Early grade learning?

12. Please tick the response which best describes your understanding of the statement.

	Completely false	Somewhat false	Somewhat true	Completely true	I don't know
When teaching vocabulary from a story, primary teachers should select a few (about 5) new words rather than all unfamiliar words from the story.					
Games and songs can be used to teach specific language elements like grammar or comprehension to primary level students.					
Comprehension and vocabulary are necessary for understanding in mathematics.					

13. Please tick the answer you agree with to the following statements regarding language learning in infant sections.

	I fully agree	I partly agree	I do not agree	I strongly disagree	I don't know
A prerequisite for successful learning of reading and writing is a positive perception of the social function of writing and reading.					
In general children best learn reading and writing with use of their own vocabulary.					
In general children learn more successfully when lessons are systematic and well structured.					
In general children should only be confronted with "simple", true-to-speech words at the beginning of the literary vocation.					
For children, it is easier to classify Chichewa language into syllables rather than perceive each singular sounds.					

14.

This section contains the part for mathematic lectures.

Please tick the answer you agree with to the following statements regarding how to learn spellings in infant sections.

	I fully agree	I partly agree	I do not agree	I strongly disagree	I don't know
Orthographic correctness is more important than spontaneous writings in infant sections.					
Orthographical errors are not deficits, but need to be developed as an approximation to the orthography.					
In the context of the acquisition of literacy, a systematic elaboration of linguistic peculiarities and spelling phenomena should always take place.					
In general children are self-controlled through orthographic regularities by frequent free writing.					
The appropriation of a vocabulary adapted to the systematics (for example word-families, orthographic regularities, etc.) is conducive.					

15. Tick the right answer!

In order to acquire a solid concept of numbers, it is important that learners in the classroom

- ☐ Regularly count.
- ☐ Learn to write numbers in the correct order.
- ☐ Deal regularly with money.
- ☐ Handle and interact with objects.
- ☐ I don't know.

16. Tick the right answer!

In order to attain an adequate knowledge on modelling numbers, lessons in standard 1 should be focused on

- ☐ Natural numbers
- ☐ Integers
- ☐ Ordinal numbers
- ☐ Cardinal numbers
- ☐ Rational numbers
- ☐ I don't know.

17. The American learning psychologist *J. Bruner* recommends to follow the three learning levels: enactive, iconic, and symbolic.

Describe the three steps with the following equation: $3 + 5 = 8$.

18. Tick all the right answers!

In order to develop number sense, it is important that learners in infant classes

- ☐ are confident in writing numerals and in counting objects.
- ☐ understand how numbers relate to one another.
- ☐ extend their mathematical thinking by memorizing number facts.
- ☐ connect numbers to their own real-life experiences.
- ☐ I don't know.

19. Please explain the following situation!

A learner submits these incorrect solutions to the problems below:

$49 + 1 = 59$; $50 + 3 = 80$.

These errors show that the child is unaware of....

20. Tick all the right answers!

Which difficulties do children have in learning Mathematics in early years?

- ☐ to identify numbers in different representations
- ☐ to develop different appropriate mathematical solving strategies
- ☐ to demonstrate and to explain their mathematical strategies verbally
- ☐ to detect patterns/analogies in numbers
- ☐ to raise curiosity towards mathematical questions
- ☐ to recognize and draw numbers
- ☐ I don't know.

21. Tick all the right answers!

Which strategies help children to advance from counting numbers to mental calculation/arithmetic?

- ☐ Memorize number facts
- ☐ Skip-counting
- ☐ Reduce use of learning aids
- ☐ Explore number patterns and relationships
- ☐ Compose and recompose different arrangements and representations of numbers (Part-part-whole-awareness)
- ☐ I don't know.

THANK YOU ! ☺

WITH ANSWERS AND POINTS

Baseline Questionnaire for TTC Lecturers

Introduction

Malawi Institute of Education (MIE) on behalf of the Ministry of Education Science and Technology has been tasked to review the Initial Primary Teacher Education (IPTE) curriculum in order to enhance the quality in Initial Teacher Education. Therefore, the new IPTE Programme will emphasize on Early Grade Learning (EGL) in Foundation Studies, English, Chichewa and Numeracy. For a successful IPTE curriculum implementation, an accompanying Continuous Professional Development (CPD) for TTC lecturers will be organized and developed by MIE supported by GIZ/Germany.

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All questions are focusing on teaching and learning in Standards 1 -3.

The questionnaire should take 40–50 minutes and you should complete it by yourself.

- ⇒ Please tick one appropriate answer option in the checkboxes.
- ⇒ If multiple responses can be ticked, it will be explicitly stated. Example: Please tick all that is relevant.
- ⇒ Please be open and honest in your answers. If you are not sure of an answer please mark 'don't know' rather than guess.

We really appreciate your time and effort. Thank you very much!

The last section (page 9-13) contains one part for language lectures and one part for mathematic lectures. Please choose the part which fits for you most.

Information that you provide will be treated confidentially.

Demographic data and background information

1a. Name of TTC: _____

1b. Sex

- ☐ Female
- ☐ Male

1c. For encoding

First Letter of your first name _____ First letter of your surname _____

Last letter of your first name _____ Last letter of your surname _____

2. Professional Background:

- ☐ **I have** teaching competence in the primary school in the infant section. How many years? _____
- ☐ **I do not have** teaching competence in the primary school in infant section.
- ☐ **I have** participated in CPDs for Teaching Early Years on:
 - ☐ The National Reading Program
 - ☐ EGRA or SEGREM
 - ☐ Numeracy (eg 100 cell project)
 - ☐ Others (please specify) _____
- ☐ **I do not have** participated in CPDs for Teaching Early Years.

3. Which subjects did you major study / specialize in college? _____

1. Tick the right answer!

The three main learning styles include:

- ☐ Cognitive, Theoretical, Literal
- ☐ Visual, Kinesthetic, Auditory (3 points)
- ☐ Interconnected, Cross-cutting, Independent
- ☐ Group work, Pair work, Individual work
- ☐ I don't know.

2. Tick one answer you prefer most!

All subjects in the infant section of the primary school are responsible for teaching children to learn to read.

- ☐ I fully agree, because reading is a cross cutting issue. (1 point)
- ☐ I fully agree, because teaching in year 1-3 has to focus strongly on reading skills as a key essential competence. (3 points)
- ☐ I partly agree, of course reading is important. However other subjects like Music and Arts and life skills need the same emphasis.
- ☐ I don't agree, it is part of language subjects in the curriculum and has to be placed in Chichewa and English. All other subjects have to emphasis on their own content aspects.
- ☐ I don't know.

3. Tick one answer you prefer most!

An introduction to letters by a teacher is needed for learners to master knowledge about new letters.

- ☐ I fully agree, because it is important that all children have a structured introduction obtained. (1 point)
- ☐ I fully agree, because than children will write letters properly and will know the initial letter sound. (1 point)
- ☐ I fully agree, I don't assume that all children have learned it after the introduction. (3 points)
- ☐ I fully agree, that is the way to learn reading.
- ☐ I don't know.

4. Tick one answer you prefer most!

In the management of a large class of learners in standards 1 -3, it is best to focus

- on discipline and regulations to keep behavior under control.
- on group work in order to keep all children busy (1 point)
- on positive remarks to keep behavior under control (3 points)
- on songs and repeat in a choir to keep behavior under control (1 point)
- I don't know.

5. Please tick the response which best describes your understanding of the statements.

	Completely false	Somewhat false	Somewhat true	Completely true	I don't know
Displaying class rules on the wall within a classroom is an effective strategy for classroom management in infant sections.	-	1	2	1	-
Giving more than one assignment of different difficulties is an acceptable way to challenge fast learners.	-	-	2	3	-
Differentiation is the process of teaching different subject areas to a group of students.	3	-	-	-	-
Playing educational games allows learners to explore new ideas within the content.	-	-	1	3	-
Playing educational games with student teachers is a waste of the limited time they have at the TTCs.	3	1	-	-	-
Errors should not be tolerated in the infant classes and should always be corrected so that children do not memorize anything wrong from the beginning.	3	1	-	-	-

6. Tick the best answer according your understanding of the statements below.

The following technique can be best used for teaching very large (100+ learners) classes in Standards 1-3:

- ☐ Quick Write
- ☐ Role Play
- ☐ Simulation (3 points)
- ☐ Speeches
- ☐ I don't know.

7. Tick all that apply!

What are the specific challenges for teachers to assess young learners in Standards 1-3?

- ☐ Learners' absenteeism
- ☐ Creation of assessment tools
- ☐ Learners' ability to read and write
- ☐ Not enough marking time
- ☐ Lack of children's motivation (1 point)
- ☐ Large number of learners in classes (1 point)

8. In the current IPTE programme 'interest centers' are recommended to be established in the classroom. With regards to your experience, what are the purposes and strengths to establishing this classroom corners/ interest centers?

Purposes:

More resources /material /

Extra space in the class room for learners to learn on their own

Strengths:

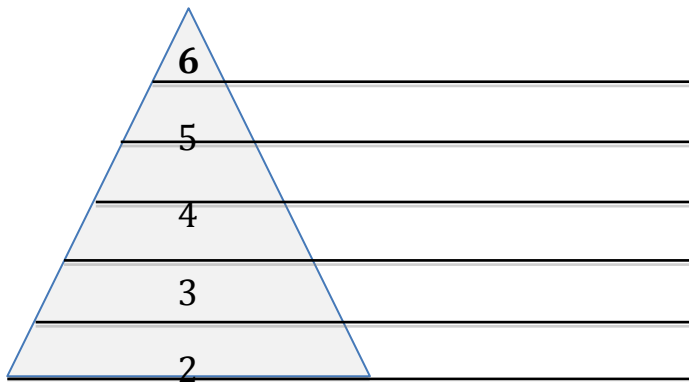
Possibilities to handle and see objects in reality

Differentiation for fast learners

9. BLOOM'S Taxonomy

a) Please list Bloom's cognitive levels according to their intellectual requirements next to the pyramid below!

<i>Synthesis</i> <i>Evaluation</i> <i>Knowledge</i> <i>Comprehension</i> <i>Application</i> <i>Analysis</i>



b) Please number the learners activity according to Bloom's cognitive levels!

- Explaining/interpreting the meaning of material _____
- Using a concept or principle to solve a problem _____
- Remembering facts, terms, concepts, definitions _____
- Making a judgment based on a pre-established set of criteria _____
- Producing something new or original from component parts _____
- Breaks learned information into its parts to best understand that information. _____

c). Write 2 verbs for each level, which illustrate the tasks in the table below. Select verbs listed below.

define, list, identify, label, name, justify, judge, who, when, where, what, explain, predict, interpret, infer, summarize, convert, translate, give example, develop, formulate, apply, solve, show, modify, discriminate demonstrate, compute, compare, contrast, criticize, distinguish, design, construct, paraphrase, imagine, create, evaluate, critique, recommend, which would be better?

	Synthesis	Evaluation	Knowledge	Comprehension	Application	Analysis
Verbs						

Level	Bloom's cognitive level	Student Activity	Find some verbs to define the tasks (eg. list, summarize, create...)
1	Knowledge	c	define, list, identify, label, name, who, when, where, what
2	Comprehension	a	explain, predict, interpret, infer, summarize, convert, translate, give example, paraphrase
3	Application	b	apply, solve, show, modify, demonstrate, compute
4	Analysis	f	compare, contrast, criticize, discriminate, distinguish
5	Synthesis	e	design, construct, develop, formulate, imagine, create
6	Evaluation	d	evaluate, justify, judge, critique, recommend, which would be better?

Tasks A = Max. 3 points (½ point for each)

Tasks B = Max. 3 points (½ point for each)

Tasks C = Max. 3 points (¼ point for each)

If they have written more than 2 words, please count only the first 2 words.

**d) Bloom identified three domains of educational activities or learning (Bloom 1956)
One of those three are the cognitive levels. What are the remaining two learning
domains that Bloom describes?**

One of the words:

Psychomotor domain (action-based), psychomotor: manual or physical skills (skills)

(1 point)

**Affective domain (emotive-based), affective: growth in feelings or emotional areas
(attitude or self)**

(1 point)

10. Please assess the topics regarding how important they are for you.
(0 = not so important for me 10 = very important)

The current planning for the training at TTC level should include the following topics

- Challenges teachers meet in teaching early grade learners numeracy /literacy
- Strategies to address the challenges
- How can children acquire literacy at an early age?
- How can children acquire numeracy at an early age?
- What are the key competencies that teachers need in order to effectively teach literacy and numeracy?
- What strategies can teachers use to support learners with different learning needs?
- What strategies can teachers use to manage and develop lessons for young learners in a large class?

11. From your point of view:

Which other topics should not be missed in a successful CPD for Early grade learning?

This section contains the part for language lectures.

12.

Please tick the response which best describes your understanding of the statement.

	Completely false	Somewhat false	Somewhat true	Completely true	I don't know
When teaching vocabulary from a story, primary teachers should select a few (about 5) new words rather than all unfamiliar words from the story.	-	-	1	3	-
Games and songs can be used to teach specific language elements like grammar or comprehension to primary level students.	-	-	1	3	-
Comprehension and vocabulary are necessary for understanding in mathematics.	-	-	1	3	-

13. Please tick the answer you agree with to the following statements regarding language learning in infant sections.

	I fully agree	I partly agree	I do not agree	I strongly disagree	I don't know
A prerequisite for successful learning of reading and writing is a positive perception of the social function of writing and reading.	3	1	-	-	-
In general children best learn reading and writing with use of their own vocabulary.	1	3	-	-	-
In general children learn more successfully when lessons are systematic and well structured.	3	1	-	-	-
In general children should only be confronted with "simple", true-to-speech words at the beginning of the literary vocation.	-	-	1	3	-
For children, it is easier to classify Chichewa language into syllables rather than perceive each singular sounds.	3	1	-	-	-

14. Please tick the answer you agree with to the following statements regarding how to learn spellings in infant sections.

	I fully agree	I partly agree	I do not agree	I strongly disagree	I don't know
Orthographic correctness is more important than spontaneous writings in infant sections.	-	-	1	3	-
Orthographical errors are not deficits, but need to be developed as an approximation to the orthography.	3	1	-	-	-
In the context of the acquisition of literacy, a systematic elaboration of linguistic peculiarities and spelling phenomena should always take place.	3	1	-	-	-
In general children are self-controlled through orthographic regularities by frequent free writing.	-	-	1	3	-
The appropriation of a vocabulary adapted to the systematics (for example word-families, orthographic regularities, etc.) is conducive.	3	1	-	-	-

15. Tick answer!

the right

In order to acquire a solid concept of numbers, it is important that learners in the classroom

- ☐ Regularly count. (1 point)
- ☐ Learn to write numbers in the correct order. (-)
- ☐ Deal regularly with money. (-)
- ☐ Handle with objects. (3 points)
- ☐ I don't know.

16. Tick the right answer!

In order to attain an adequate knowledge on modelling numbers, lessons in standard 1 should be focused on

- ☐ Natural numbers
- ☐ Integers
- ☐ Ordinal numbers
- ☐ Cardinal numbers (3 points)
- ☐ Rational numbers
- ☐ I don't know.

17. The American learning psychologist *J. Bruner* recommends to follow the three learning levels: enactive, iconic, and symbolic.

Describe the three steps with the following equation: $3 + 5 = 8$.

Step one: solve the problem by handling with real objects/ actions

Step two: solve the problem by drawing / with pictures/

Step three: solve the problem with figures or numbers

Each 2 points (max. 6 points)

18. Tick all the right answers!

In order to develop number sense, it is important that learners in infant classes

- ☐ are confident in writing numerals and in counting objects.
- ☐ understand how numbers relate to one another. (1 point)
- ☐ extend their mathematical thinking by memorizing number facts.
- ☐ connect numbers to their own real-life experiences. (1 point)
- ☐ I don't know.

19. Please explain the following situation!

A learner submits these incorrect solutions to the problems below:

49 +1=59; 50 +3=80.

These errors show that the child is unaware of....

Place value system or decimal system (2 points)

20. Tick all the right answers!

Which difficulties do children have in learning Mathematics in early years?

- ☐ to identify numbers in different representations (1 point)
- ☐ to develop different appropriate mathematical solving strategies
- ☐ to demonstrate and to explain their mathematical strategies verbally (1 point)
- ☐ to detect patterns/analogies in numbers (1 point)
- ☐ to raise curiosity towards mathematical questions
- ☐ to recognize and draw numbers
- ☐ I don't know.

21. Tick all the right answers!

Which strategies help children to advance from counting numbers to mental calculation/arithmetic?

- ☐ Memorize number facts
- ☐ Skip-counting
- ☐ Reduce use of learning aids
- ☐ Explore number patterns and relationships (1 point)
- ☐ Compose and recompose different arrangements and representations of numbers (Part-part-whole-awareness) (1 point)
- ☐ I don't know.

THANK YOU ! ☺

Annex C

#R script for assessment of data

```
db = file.choose()
```

```
dataset = read.csv(db,header=TRUE)
```

```
utils::View(dataset)
```

```
summary(dataset)
```

```
names(dataset)
```

```
table(dataset$ttc)
```

```
table(dataset$gender)
```

```
table(dataset$ttc, dataset$gender)
```

```
#change NAs into 0 if neccessary
```

```
dataset[is.na(dataset)] <- 0
```

```
#q1 learn_style 3
```

```
dataset$q1<-ifelse(dataset$learn_style == 2, 3, 0)
```

```
#q2 3
```

```
dataset$q2<-0
```

```
dataset$q2[dataset$infant_learn == 1] <- 1
```

```
dataset$q2[dataset$infant_learn == 2] <- 3
```

```
#q3 3
```

```
dataset$q3<-0
```

```
dataset$q3[dataset$infant_learn2 == 1] <- 1
```

```
dataset$q3[dataset$infant_learn2 == 2] <- 1
```

```
dataset$q3[dataset$infant_learn2 == 3] <- 3
```

```
#q4 3
```

```
dataset$q4<-0
```

```
dataset$q4[dataset$infant_learn3 == 1] <- 0
```

```
dataset$q4[dataset$infant_learn3 == 2] <- 1
```



```

dataset$q4[dataset$infant_learn3 == 3] <- 3
dataset$q4[dataset$infant_learn3 == 4] <- 1
#q5 17
dataset$q51<-0
dataset$q51[dataset$state..class_rules == 1] <- 0
dataset$q51[dataset$state..class_rules == 2] <- 1
dataset$q51[dataset$state..class_rules == 3] <- 2
dataset$q51[dataset$state..class_rules == 4] <- 1

dataset$q52<-0
dataset$q52[dataset$state..assign == 1] <- 0
dataset$q52[dataset$state..assign == 2] <- 0
dataset$q52[dataset$state..assign == 3] <- 2
dataset$q52[dataset$state..assign == 4] <- 3

dataset$q53<-0
dataset$q53[dataset$state..differen == 1] <- 3

dataset$q54<-0
dataset$q54[dataset$state..educ_games == 3] <- 1
dataset$q54[dataset$state..educ_games == 4] <- 3

dataset$q55<-0
dataset$q55[dataset$state..educ_games2 == 1] <- 3
dataset$q55[dataset$state..educ_games2 == 2] <- 1

dataset$q56<-0
dataset$q56[dataset$state..educ_error == 1] <- 3
dataset$q56[dataset$state..educ_error == 2] <- 1

```

```
dataset$q5<-  
  dataset$q51+dataset$q52+dataset$q53+dataset$q54+dataset$q55+dataset$q  
  56
```

```
#q6 3
```

```
dataset$q6<-0  
dataset$q6[dataset$large_class == 3] <- 3
```

```
#q7 2
```

```
dataset$q71<-0  
dataset$q71[dataset$q7..q7_5 == 'yes'] <- 1  
dataset$q72<-0  
dataset$q72[dataset$q7..q7_6 == 'yes'] <- 1  
dataset$q7<- dataset$q71+dataset$q72
```

```
#q8 4
```

```
dataset$q81<-0  
dataset$q81[dataset$q8..q8_1 == 'yes'] <- 1  
dataset$q82<-0  
dataset$q82[dataset$q8..q8_2 == 'yes'] <- 1  
dataset$q83<-0  
dataset$q83[dataset$q8..q8_3 == 'yes'] <- 1  
dataset$q84<-0  
dataset$q84[dataset$q8..q8_4 == 'yes'] <- 1  
dataset$q8<- dataset$q81+dataset$q82+dataset$q83+dataset$q84
```

```
#q9 11
```

```
dataset$q9a1<-0  
dataset$q9a1[dataset$blooms..level1 == 3] <- 0.5  
dataset$q9a2<-0  
dataset$q9a2[dataset$blooms..level2 == 4] <- 0.5  
dataset$q9a3<-0
```

```

dataset$q9a3[dataset$blooms..level3 == 5] <- 0.5
dataset$q9a4<-0
dataset$q9a4[dataset$blooms..level4 == 6] <- 0.5
dataset$q9a5<-0
dataset$q9a5[dataset$blooms..level5 == 1] <- 0.5
dataset$q9a6<-0
dataset$q9a6[dataset$blooms..level6 == 2] <- 0.5
dataset$q9a<-
  dataset$q9a1+dataset$q9a2+dataset$q9a3+dataset$q9a4+dataset$q9a5+data
  set$q9a6

```

```

dataset$q9b1<-0
dataset$q9b1[dataset$blooms2..level1b == 4] <- 0.5#com
dataset$q9b2<-0
dataset$q9b2[dataset$blooms2..level2b == 5] <- 0.5#appl
dataset$q9b3<-0
dataset$q9b3[dataset$blooms2..level3b == 3] <- 0.5#know
dataset$q9b4<-0
dataset$q9b4[dataset$blooms2..level4b == 2] <- 0.5#ev
dataset$q9b5<-0
dataset$q9b5[dataset$blooms2..level5b == 1] <- 0.5#sy
dataset$q9b6<-0
dataset$q9b6[dataset$blooms2..level6b == 6] <- 0.5#ana
dataset$q9b<-
  dataset$q9b1+dataset$q9b2+dataset$q9b3+dataset$q9b4+dataset$q9b5+dat
  aset$q9b6

```

```

dataset$q9c1<-0
dataset$q9c1[dataset$blooms3..level1c == 5] <- 0.5
dataset$q9c2<-0
dataset$q9c2[dataset$blooms3..level2c == 6] <- 0.5
dataset$q9c3<-0
dataset$q9c3[dataset$blooms3..level3c == 1] <- 0.5

```

```

dataset$q9c4<-0
dataset$q9c4[dataset$blooms3..level4c == 2] <- 0.5
dataset$q9c5<-0
dataset$q9c5[dataset$blooms3..level5c == 3] <- 0.5
dataset$q9c6<-0
dataset$q9c6[dataset$blooms3..level6c == 4] <- 0.5
dataset$q9c<-
  dataset$q9c1+dataset$q9c2+dataset$q9c3+dataset$q9c4+dataset$q9c5+data
  set$q9c6

```

```

dataset$q9d1<-0
dataset$q9d1[dataset$bloom4..bloom4_1 == 'yes'] <- 1
dataset$q9d2<-0
dataset$q9d2[dataset$bloom4..bloom4_2 == 'yes'] <- 1
dataset$q9d<-dataset$q9d1+dataset$q9d2

```

```

dataset$q9<-dataset$q9a+dataset$q9b+dataset$q9c+dataset$q9d

```

```

#q10
#q11

```

```

#q12 9
dataset$q121<-0
dataset$q121[dataset$lang1..a_lang1 == 3] <- 1
dataset$q121[dataset$lang1..a_lang1 == 4] <- 3
dataset$q122<-0
dataset$q122[dataset$lang1..a_lang2 == 3] <- 1
dataset$q122[dataset$lang1..a_lang2 == 4] <- 3
dataset$q123<-0
dataset$q123[dataset$lang1..a_lang3 == 3] <- 1
dataset$q123[dataset$lang1..a_lang3 == 4] <- 3
dataset$q12<- dataset$q121+dataset$q122+dataset$q123

```

#q13 15

dataset\$q131<-0

dataset\$q131[dataset\$lang2..b_lang1 == 1] <- 3

dataset\$q131[dataset\$lang2..b_lang1 == 2] <- 1

dataset\$q132<-0

dataset\$q132[dataset\$lang2..b_lang2 == 1] <- 1

dataset\$q132[dataset\$lang2..b_lang2 == 2] <- 3

dataset\$q133<-0

dataset\$q133[dataset\$lang2..b_lang3 == 1] <- 3

dataset\$q133[dataset\$lang2..b_lang3 == 2] <- 1

dataset\$q134<-0

dataset\$q134[dataset\$lang2..b_lang4 == 3] <- 1

dataset\$q134[dataset\$lang2..b_lang4 == 4] <- 3

dataset\$q135<-0

dataset\$q135[dataset\$lang2..b_lang6 == 1] <- 3

dataset\$q135[dataset\$lang2..b_lang6 == 2] <- 1

dataset\$q13<-

dataset\$q131+dataset\$q132+dataset\$q133+dataset\$q134+dataset\$q135

#q14 15

dataset\$q141<-0

dataset\$q141[dataset\$lang3..c_lang1 == 3] <- 1

dataset\$q141[dataset\$lang3..c_lang1 == 4] <- 3

dataset\$q142<-0

dataset\$q142[dataset\$lang3..c_lang2 == 1] <- 3

dataset\$q142[dataset\$lang3..c_lang2 == 2] <- 1

dataset\$q143<-0

dataset\$q143[dataset\$lang3..c_lang3 == 1] <- 3

dataset\$q143[dataset\$lang3..c_lang3 == 2] <- 1

dataset\$q144<-0

dataset\$q144[dataset\$lang3..c_lang4 == 3] <- 1

```

dataset$q144[dataset$lang3..c_lang4 == 4] <- 3
dataset$q145<-0
dataset$q145[dataset$lang3..c_lang5 == 1] <- 3
dataset$q145[dataset$lang3..c_lang5 == 2] <- 1

dataset$q14<-
  dataset$q141+dataset$q142+dataset$q143+dataset$q144+dataset$q145

#q15 3
dataset$q15<-0
dataset$q15[dataset$numer == 1] <- 1
dataset$q15[dataset$numer == 4] <- 3

#q16 3
dataset$q16<-0
dataset$q16[dataset$numer2 == 4] <- 3

#q17 6
dataset$q171<-0
dataset$q171[dataset$bruner..brun1_1 == 'yes'] <- 2
dataset$q172<-0
dataset$q172[dataset$bruner..brun1_2 == 'yes'] <- 2
dataset$q173<-0
dataset$q173[dataset$bruner..brun1_3 == 'yes'] <- 2
dataset$q17<-dataset$q171+dataset$q172+dataset$q173

#q18 2
dataset$q181<-0
dataset$q181[dataset$brun_2..brun2_2 == 'yes'] <- 1
dataset$q182<-0
dataset$q182[dataset$brun_2..brun2_4 == 'yes'] <- 1
dataset$q18<-dataset$q181+dataset$q182

```

```

#q19 2
dataset$q191<-0
dataset$q191[dataset$brun3..brun3_1 == 'yes'] <- 2
dataset$q192<-0
dataset$q192[dataset$brun3..brun3_2 == 'yes'] <- 0
dataset$q19<-dataset$q191+dataset$q192

#q20 3
dataset$q201<-0
dataset$q201[dataset$brun_4..brun4_1 == 'yes'] <- 1
dataset$q202<-0
dataset$q202[dataset$brun_4..brun4_3 == 'yes'] <- 1
dataset$q203<-0
dataset$q203[dataset$brun_4..brun4_4 == 'yes'] <- 1
dataset$q20<-dataset$q201+dataset$q202+dataset$q203

#q21 2
dataset$q211<-0
dataset$q211[dataset$brun_5..brun5_4 == 'yes'] <- 1
dataset$q212<-0
dataset$q212[dataset$brun_5..brun5_5 == 'yes'] <- 1
dataset$q21<-dataset$q211+dataset$q212

#all q ohne 10 and 11 sind offene fragen oder Meinungen
dataset$q_all<- 0
dataset$q_all<-
  dataset$q1+dataset$q2+dataset$q3+dataset$q4+dataset$q5+dataset$q6+data
  set$q7+dataset$q8+dataset$q9
dataset$q_all
mean(dataset$q_all, na.rm=T)
sd(dataset$q_all, na.rm=T)

```

```

median(dataset$q_all, na.rm=T)
summary(dataset$q_all)
length(dataset$q_all)
plot(dataset$q_all)

lm1<-
  lm(dataset$q_all~dataset$gender+dataset$studied+dataset$ttc+dataset$teaching_comp)
summary(lm1)
anova(lm1)
library(car)
Anova(lm1)
plot(dataset$q_all ~ dataset$gender)
points(jitter(dataset$q_all) ~ dataset$gender)
library(car)
scatterplot(dataset$q_all ~ dataset$gender)
lm2<-step(lm1)
plot(dataset$q_all ~ dataset$ttc)
points(jitter(dataset$q_all) ~ dataset$ttc)
scatterplot(dataset$q_all ~ dataset$ttc)


dataset$q_lang<- dataset$q12+dataset$q13+dataset$q14
dataset$q_lang[dataset$studied=='lang']
mean(dataset$q_lang[dataset$studied=='lang'], na.rm=T)
sd(dataset$q_lang[dataset$studied=='lang'], na.rm=T)
median(dataset$q_lang[dataset$studied=='lang'], na.rm=T)
summary(dataset$q_lang[dataset$studied=='lang'])
length(dataset$q_lang[dataset$studied=='lang'])
plot(dataset$q_lang[dataset$studied=='lang'])
lm1<-
  lm(dataset$q_lang[dataset$studied=='lang']~dataset$gender[dataset$studied=='lang']+dataset$ttc[dataset$studied=='lang']+dataset$teaching_comp[dataset$studied=='lang'])
summary(lm1)

```



```

anova(lm1)
library (car)
Anova(lm1)
plot(dataset$q_lang[dataset$studied=='lang'] ~
      dataset$gender[dataset$studied=='lang'])
points(jitter(dataset$q_lang[dataset$studied=='lang']) ~
        dataset$gender[dataset$studied=='lang'])
scatterplot(dataset$q_lang[dataset$studied=='lang'] ~
             dataset$gender[dataset$studied=='lang'])
lm2<-step(lm1)
plot(dataset$q_lang[dataset$studied=='lang'] ~
      dataset$ttc[dataset$studied=='lang'])
points(jitter(dataset$q_lang[dataset$studied=='lang']) ~
        dataset$ttc[dataset$studied=='lang'])
barplot(tapply(dataset$q_lang[dataset$studied=='lang'],
               dataset$ttc[dataset$studied=='lang'], mean))

dataset$q_math<-
  dataset$q15+dataset$q16+dataset$q17+dataset$q18+dataset$q19+dataset$q
  20+dataset$q21
dataset$q_math
dataset$q_math[dataset$studied == 'math']
mean(dataset$q_math[dataset$studied == 'math'], na.rm=T)
sd(dataset$q_math[dataset$studied == 'math'], na.rm=T)
median(dataset$q_math[dataset$studied == 'math'], na.rm=T)
summary(dataset$q_math[dataset$studied == 'math'])
length(dataset$q_math[dataset$studied == 'math'])
lm1<-
  lm(dataset$q_math[dataset$studied=='math']~dataset$gender[dataset$studie
  d=='math']+dataset$ttc[dataset$studied=='math']+dataset$teaching_comp[dat
  aset$studied=='math'])
summary(lm1)
anova(lm1)
library (car)
Anova(lm1)

```

```
plot(dataset$q_math[dataset$studied=='math'] ~  
      dataset$gender[dataset$studied=='math'])  
points(jitter(dataset$q_math[dataset$studied=='math']) ~  
       dataset$gender[dataset$studied=='math'])  
scatterplot(dataset$q_math[dataset$studied=='math'] ~  
            dataset$gender[dataset$studied=='math'])  
lm2<-step(lm1)
```

EDUCATION SECTOR IMPLEMENTATION PLAN (ESIP) II



ACTION PLAN 2015/16 – 2017/18

1st July 2015

*Ministry of Education,
Science and Technology*

P/Bag 328

Lilongwe

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Introduction

The ESIP II (2015-2018), like its predecessor (ESIP I – 2008-2013) translates the broad development objectives of the National Education Sector Plan -NESP (2008-2018) into implementation plans organised as sub-sector programmes, with detailed objectives, targets, activities and budgets. ESIP II constitutes a realistic blueprint to improve the quality of education in Malawi, which can be fully implemented using the scarce financial and human resources available.

The purpose of this document, the ESIP II Action Plan ('15/16-'17/18), is to provide a range of strategies to realise the key reforms set out in ESIP II. Such strategies are then translated into detailed activities that address a reform's aligned capacity gaps, regularly inform key stakeholders, have a monitoring and evaluation strategy, and lastly are costed out with a stipulated plan on their financing. As such, each activity is deeply institutionalised across MoEST departments, divisions and districts. By working closely with all stakeholders, gradually developing the policy framework, and by continuously assessing handbooks, guidelines and manuals, it will ensure reform progress that is realistic and sustained.

The ESIP II action plan starts from the foundation that any plan is only as good as its successful implementation. It thus responds to ESIP I's main lessons, ensuring it is:

1. Not over-ambitious (prioritizing reform areas, strategies and activities),
2. Within its human capacity (sufficient time and capacity to implement reforms);
3. Focusing on communicating the need for all reforms to stakeholders; and
4. Measuring reform progress with a clear M&E framework with targeted data collection;
5. Within its financial scope (overall realistic financial framework).
6. Assessing risks and providing up-front mitigation measures to address these.

Prioritising reforms to prevent over-ambition

ESIP II provides a much greater coherence between its comprehensive sector-wide analysis, its policy identification and policy programs. This allows a focus on key priority issues, even if this means not being able to address all the problems facing the sector. To further assist prioritisation for purposes of this action plan, ESIP II is divided into seven thematic areas:

- 1. Early Grade Learning*
- 2. Teacher Training, Development and Management*
- 3. Learner Retention*
- 4. Decentralisation of Salaries and School Improvement Grants*
- 5. Decentralisation of Teaching and Learning Materials*
- 6. Education Access and Infrastructure*
- 7. Skills Development*

This cross-departmental focus on strategic objectives will assist in solving broader problems. For instance, by addressing issues of teaching and learning materials from primary, secondary and teacher education together, it will allow for more efficient and harmonised procurement systems. Similarly, issues around teacher management or learner retention should be addressed in a holistic manner, which these new themes will better facilitate.

This document is also structured alongside these themes, and so each chapter also provides a breakdown by theme. The one exception lies with the seventh theme, Skills Development. This area is particularly distinct, including a project on technical colleges, a project on higher education skills development, the Ministry of Labour's Technical and Vocation Training organisation TEVET, and the central coordinating role of MoEST's department for Higher Education. As such, for the purposes of brevity, a separate document is under preparation and will be ready at a later stage, which harmonises these activities.

The other six themes are described in greater detailed in ***Chapter 2: Description of Strategies to Realize Key Reforms***, which highlights the individual strategies identified to implement each of the key reforms set out in ESIP II. This chapter also summarises the full overview of reform activities, as described in Annex 1.

Ensuring sufficient human capacity and support to implement reforms

While prioritisation is important, no reform will be implemented unless there are designated individuals with sufficient capacity to coordinate and follow up on all the necessary activities. A new implementation arrangement adopted as part of the ESIP II action plans is therefore that designated MoEST professionals are made responsible and accountable for each reform's progress. These 'Component Managers' are seconded from their original position and will each oversee an ESIP II Theme. These will ensure reform activities in the action plan are carried out, and offer regular updates on policy reform progress through timely reports and data-sharing.

Alongside designated staff at central level, there is also need for targeted capacity-building that is specific across a wide range of MoEST activities undertaken over the next few years to ensure all actors are capable to deliver on their responsibilities. ***Chapter 3: Capacity Development Strategy*** provides a clear overview of all such activities, broken down by themes.

Communicating the importance of reforms to all stakeholders

Education reforms cannot be implemented without the extensive support of a wide range of stakeholders. As such, under ESIP II, Government of Malawi commits itself to have a clear dialogue with (head) teachers, parents and local communities across the country. Hence, a large number of targeted campaigns are required, described in

Chapter 4: Communication Strategies/Targeted Campaigns, to inform the wider public of policy shifts and facilitate additional discussions.

Measuring reform progress with a clear M&E framework with targeted data collection

To assess progress on ESIP II goal and objectives, each reform has both an outcome and a process indicator attached to them. While a large share of this data is already routinely collected, several additional indicators are proposed. In **Chapter 5: Monitoring and Evaluation of Key Reforms**, all these indicators and associated data collection activities are summarised in greater detail.

Realistic overall financial framework

To ensure that the ESIP II key reforms are implementable, the availability of adequate resources is undoubtedly a prerequisite. As such, ESIP II has been developed with a realistic medium-term financial framework that has erred on the side of caution on terms of government support and assistance from its various Development Partners. In **Chapter 6: Cost of Key Reforms /Financing**, the overall cost is set out for all of the activities described throughout this Action Plan, divided along the six thematic areas. For each area, the total amount of Government of Malawi resources devoted has been identified across the three financial years ('15/16, '16/17 and '17/18). However, in order to realise the goals set out in ESIP II, additional support is urgently needed from the Development Partners. As such, in developing the ESIP II action plan, a 'mapping exercise' was undertaken to assess the resources available from the development, which are linked to the overall activities set out in the different thematic areas.

Mitigating potential risks towards implementing policy reforms

While there is no such thing as a fool-proof plan, it is only by preparing oneself for all the potential risks and threats towards implementing policy reforms that change is best

realised. In *Chapter 7: Risk Assessment/Mitigation Measures*, risks are set out in general terms and for each of the thematic areas. Detailed mitigation measures are then suggested to avoid such risks.

In conclusion, ESIP II is providing an ambitious agenda for policy-reform while focusing on what is feasible given financial and human capacity constraints. By addressing the necessary reforms at primary and secondary levels, the groundwork is thus being laid for Malawi to move towards quality education for all.

Description of Strategies to Realize Key Reforms

Early Grade Learning

The ESIP II stipulates the provision of all Malawian children with education to reach agreed learning standards in basic education. It further proposes that education should ensure 50% of children reach the desirable standard 4 literacy and numeracy levels by 2017. Previous years saw an extensive range of activities on ‘Early Grade Reading’ (EGR). The success of such a holistic approach to improve literacy has been widely accepted (e.g. focusing on curriculum and time spent learning, adequate teaching and learning materials, teacher training and community involvement). MoEST wants to build on this approach, scale it up to all schools and integrate a numeracy element into it. To achieve this, a number of reforms have been proposed.

The first strategy is on time spent on learning. Under this strategy, MoEST will lengthen the school day from the current three hours to four hours with a greater focus on both literacy and numeracy. A second strategy aims to increase access to teaching and learning materials. To achieve this, the policy recommends production of supplementary materials. This element has proposed to develop supplementary readers and numeracy workbooks and make them available to schools.

There is also a strong need to institutionalize Continuous Professional Development for all primary teachers handling learning areas in literacy and numeracy in standards 1 to 4 both at school and zonal level. Borrowing from “Early Grade Reading”, a new training program will have to be designated specifically to numeracy. CPD will enable teachers to share best practices as they strive to improve their performance and consequently improve quality of teaching and learning.

The policy also recommends encouraging participation of parents and the communities in early grade learning. Teachers are encouraged to start giving feedback to the parents and guardians for joint counselling where necessary. Parents and guardians are also encouraged to take part in production of teaching and learning materials for early grade learning.

Teacher Training, Development and Management

Learning always starts with a motivated teacher who has the appropriate skills, resources and incentives to deliver the curriculum. The ESIP II covers a wide range of issues pertaining to teachers, including the endowment of initial teaching skills,

improving continuous professional development as well as managing teachers' professional welfare throughout their careers.

The key strategies adopted in the action plan can be divided into four main parts: improving teacher motivation, ensuring teachers are available in classrooms, providing adequate time teaching in the classroom and finally to improve teachers' initial skill set.

In order to improve teacher performance, time spent on teaching and learning and eventually achieving good quality education at all levels, MoEST will conduct an action research study in order to explore practical non-financial ways to motivate teachers which presumably is one of pre-requisites for improved performance. In addition, MoEST will adopt some practical non-financial teacher incentives as proposed in previous studies as well as in other strategy documents such as the National Strategy for Teacher Education and Development. Following this, a new comprehensive, transparent framework on teacher promotion and assessment will be introduced with a possibility of linking the teachers' promotion route to attendance in CPD activities. Similarly, teachers' promotion routes will also be aligned to an enforced and enhanced performance appraisal system which is already in place. This will then be followed up with a national communication strategy through various appropriate media and fora so as to ensure that all principals, lecturers, head teachers, teachers, parents, communities and other relevant stakeholders are aware of the career path that every teacher can expect.

Additional emphasis will also be placed on ensuring that sufficient teachers are available in every classroom, including in rural, hard-to-fill, and high-risk school environments. A critical step to realise this is to ensure that all teachers' human resource recordkeeping is digitalized and integrated in a functional and decentralised Human Resource Management Information System.

Then, to increase the quality of both primary and secondary teacher training while improving the financial independence of the training institutions, cost-sharing for student teachers and outsourcing of all non-core functions will be introduced and enhanced. This will ensure that only the most serious-minded and motivated student teachers will apply for enrolment to be trained as teachers. The Primary Teacher Education program will be upgraded from certificate to Diploma level in order to equip teachers with adequate knowledge and skills appropriate for the 21st century. At the same time, the upgrade will ensure an alignment of the country's primary teacher training to practices within the SADC block and even beyond. MoEST will also ensure that apart from introducing other specialities such as SNE, secondary teacher training curriculum in both public and private institutions will be harmonized to achieve consistency in required knowledge and skills.

This will also be achieved through an enhanced public-private partnerships through collaboration with the country's National Council for Higher Education.

Finally, improving teacher skills is a lifelong endeavour. As such, continuous professional development will be reinforced through institutional-based CPD across the teaching profession. In this case, in order for the program to reach out to as many teachers as possible, an ODL approach of delivery will be adopted.

Learner Retention

The introduction of Free Primary Education (FPE) has resulted into more children being enrolled in primary schools than ever before. Unfortunately, most of them dropout of school even before they acquire the basic literacy and numeracy skills. The dropout rate is at 12.3% for girls and 8.6% for boys and, according to ESIP II this need to be scaled down to 8% for girls and 6% for boys by 2017. Other than this, the primary education system is also experiencing high repetition rate, which currently is estimated at 25% and needs to be scaled down to 10% by the same year, 2017. The secondary school sub-sector is also being faced with similar challenges. Due to poverty and with the advent of HIV and AIDS, more children are orphaned and therefore unable to pay for secondary school education.

According to ESIP II, both the high dropout and high repetition rate are economically wasteful and unsustainable and therefore need to be addressed promptly. A number of strategies have therefore been identified so as to address both the high dropout and the high repetition rate experienced by both the primary and secondary sub sector throughout the country.

These strategies among other things include the introduction of penalties to schools that do not comply with the guidelines on promotion and repetition as well as the provision of remedial lessons to weak learners in their schools. The other strategy is to provide incentives to schools and teachers that will put extra effort in addressing the issues causing high dropout and repetition rate in their respective schools as well as those who will provide remedial lessons to the weak learners to minimize repetition incidences. Incentives will be paid through the Primary School Improvement Programme (PSIP) and this will be done under the Performance Based Financing (PBF) mechanism, working alongside the thematic area of Decentralisation of Salaries and School Grants (see 2.4).

Complementary Basic Education (CBE) will be used to provide accelerated learning opportunities to the over-aged children who drop out of school education and it will be done using the after-school modality. A combination of a study visit and extensive consultations on the new model after an initial pilot will allow MoEST to avoid problems faced by the after-school modality in neighbouring countries.

For the purpose of improving retention and transition between Early Childhood Development (ECD) and primary education, the cluster system will be used and for secondary education, bursaries and cash transfers will be provided to needy students, particularly the girls. The Ministry will also ensure the adherence of the readmission policy through the mother groups.

Decentralization of Salaries and Grants

The transferring additional responsibilities and resources from the central office to the District, Zone and School-level has been an on-going process. This is one of the key strategies in ESIP II to ensure resources are delivered in the most cost-effective, efficient and transparent ways. Therefore, over the course of ESIP II, the finance department will decentralize all salary and other non-central payment requests to the district level, thus severely reducing delays and errors in salary payments and other transactions. In addition, a central focus will be placed on empowering School Management Committees (SMCs) in Primary Schools and Board of Governors in Secondary Schools.

Key strategies to deliver on this substantial task include the continuous liaison with the Ministry of Finance and the National Local Governance Finance Committee to best facilitate the decentralisation of teacher salaries and to ensure that the Integrated Financial Monitoring Information Systems (IFMIS) at District and National level are harmonized. Both tasks will be vital to monitor and ensure teachers' salaries and other bills are paid on time.

An annual communication strategy on the Primary School Improvement Program (PSIP) and school responsibilities will be devised for all DEMs, (head) teachers, parents and communities. By providing more information to schools directly, including text messages for head teachers, funding abuses and delays can be avoided.

Lastly, building on the success of the PSIP, a Secondary School Improvement Program (SSIP) will be introduced that connects a strong Board of Governors to critical training on finance and procurement and active community participation.

Decentralization of Teaching and Learning Materials

To tackle the urgent need for Teaching & Learning Materials (TLMs) in primary and secondary schools, The ESIP II proposes to build on existing structures to decentralize the procurement and distribution of all TLMs including Special Needs equipment at primary and secondary levels.

Decentralising TLMs will build on the initial success of school-based management from the PSIP. In this regard, the MoEST will from September, 2015, engage in a pilot on school-based procurement of primary textbooks. This will have two major objectives. Firstly, it aims to evaluate whether providing funding directly to school PSIP bank-accounts offers a reliable and effective mechanism to provide access to textbooks, including for hard-to-reach schools. Secondly, to ensure textbook affordability, the pilot also aims to entice private publishers to produce textbooks to ensure price competition and increase school choice over textbook titles. Based on the results from the pilot, the ESIP II proposes to channel all resources on TLMs including furniture through the local councils. Under this newly conceived system, the primary textbook market will be liberalised (as is already the case in the secondary sub-sector) so that not only MIE can produce books, but private publishers can offer competing books based on Malawi's curriculum. Schools then receive a textbook budget and can procure textbooks and other TLMs directly from local book shops and book fairs, which will be in line with their requirements and these will ultimately be distributed directly to schools.

To this effect, the MoEST is planning to develop a handbook on decentralized procurement of primary school TLMs which will essentially prescribe all the processes and description of the primary school TLMs. This new system will ensure that sufficient textbooks will be available every year, at the start of the school year.

At secondary school level, in an effort to reinvigorate and strengthen its system of school-based procurement of TLMs, from financial year 2015/16 onwards, MoEST will dedicate all funding for TLMs to its system of direct supply through national approved textbook retailers. This is envisaged to significantly improve the availability and timing of the supply of TLMs, while also strengthening a decentralised system with greater choice for all secondary schools.

Thus during the ESIP II period, the Textbook Revolving Fund (TRF) shall be scaled up and will be the primary source of funds for the procurement of secondary school

TLMs. This requires GoM to revise upwards secondary school fees which will essentially see significant rise in the TRF. There shall be a Board of Governors established to oversee the expedition of procurement of TLMs at secondary level. Procurement of science kits will at the moment still be handled centrally since it.

Education Access and Infrastructure

To improve education access, particularly in Secondary Education, ESIP II has a range of policy reform initiatives to ensure that by 2017 the transition rate from primary to secondary education is increased to 50% of pupils. In addition, there are a number of urgent infrastructural targets to be made, including the upgrading of Community Day Secondary Schools (CDSSs), the construction of classrooms, additional teacher houses, sanitation facilities and girls' hostels.

A number of strategies will be employed in the Primary sub-sector. Construction of new classrooms and rehabilitation of existing ones that are in bad shape will be done. Teachers' houses in rural areas will be constructed and solar powered to attract Teachers in those areas.

The Basic Education sub-sector as one way of trying to ensure 50% of pupils reach the standard 4 literacy numeracy levels will require school feeding structures to be constructed so that pupils should be attracted to remain in school. ECD centres will also have to be integrated into primary schools to ensure transition and continuity. Support structures will have to be constructed to support this programme. Sanitary facilities will be constructed and rehabilitated in all schools that shall be user friendly to children with special needs. In addition, structures for school feeding programme shall also be constructed.

Eleven secondary schools have been earmarked to be turned into double shifts. In addition, sanitary services will be improved and added to these schools. Five teachers' houses per school will be constructed to accommodate the increased workload. Selected CDSSs will have to be upgraded and fully rehabilitated where as in other 300 CDSSs (100 per year) will need to have a block each comprising of a laboratory and library. Other conventional secondary schools will have to be rehabilitated as well. Construction of two new boarding secondary schools (Machinga and Thumbwe) will be completed and further two new secondary schools will be constructed. The ministry also intends to continue rehabilitating the existing national and conventional secondary schools across the country.

All old public TTCs will be rehabilitated and where there is need, new Staff houses will be constructed to increase capacity. The ministry shall also consider constructing a demonstration primary school one each at Machinga TTC and Phalombe TTC. The construction of 3 Public Primary TTCs (Rumphi, Mchinji and Chikwawa) will be done during the same period with funding from the Arab Bank for all civil works and with funding from Malawi Government for operations. Construction of a TTC for secondary school teachers at Nalikule in Lilongwe will also be completed during the same period. Domasi College of Education shall also be expanded.

Lastly, the Special Needs Education Institute (SNE) will be constructed in Lilongwe during the same period and a number of resource centres will be rehabilitated both at Primary, Secondary and Tertiary Education Sub-sectors.

1.1. Skills Development

ESIP II recognizes the importance of improving Skills Development in Technical Vocational and Entrepreneurial Training (TEVET) and Higher Education sub-sectors for job creation and employability of graduates. To realize this objective, it is essential to increase access, market relevance and results orientation of supported skills development institutions. Ultimately, this will contribute towards the development of human capital so as to promote economic and social development and reduce poverty.

In order to have a functioning skills development system, an overarching higher education act will be adopted that governs all higher learning institutions. Public policies that enable additional resource mobilisation will also be reviewed so that they address inherent financial constraints and move towards cost sharing.

ESIP II will also increase access to skills development institutions in their respective catchments per 100,000 beings. Expanding Access will be realized through accelerating construction through Public Private Partnerships and Introducing ODL and e-learning modes. In supplement, the Implementation plan also intends to increase access to ICT services. To enhance Equal Participation regardless of gender, disability or social and economic status, a ‘bridging program’ will be developed that supports girls and students from disadvantaged backgrounds and provide support facilities for people with disabilities.

Lastly, the action plan also highlights the importance of revising curricula, conducting tracer studies and enhancing industrial engagements to improve the proportion of graduates that are absorbed in the productive sector.

Capacity Development Strategy

The Education Sector Capacity Development Strategy (2013) was developed by the Ministry of Education, Science and technology after a long period of extensive research and participatory consultation process at national, district and institutional levels, and supported by the Education Development Partners. Selected parts of the strategy are summarized here, others are further expanded under for each of the ESIP II Themes. All essential capacity-development activities were included, costed out and integrated into Annex 1.

General Capacity Development

To ensure there is adequate systematic capacity to successfully implement the ESIP II, strong central leadership is required to lead and coordinate the various required initiatives. Yet, several capacity challenges have at times prevented this from happening. For instance, MoEST is deeply burdened by insufficient established positions and the persistence of vacancy rates. As such, central staff is often overburdened with daily operations, leaving insufficient time to pursue ESIP II key reforms. In addition, institutional learning is sometimes limited as central actors work in silos so that critical information does not reach the intended actors and room for integrated cross-departmental strategies is limited.

There is also a lack of incentives to attract, recruit and motivate potential staff and to retain good existing staff in the sector. In addition, there is no effective career development schemes for different cadres in the education sector.

An important step to improving central leadership and coordination has been made by appointing various coordinators ('Component Managers') to each of the thematic areas of ESIP II in order to follow up on the implementation process. This ensures that selected actors follow up and coordinate key reforms, while others can then concentrate better on daily operations. Each CM will also facilitate the interaction and collaboration between departments on strategic areas (e.g. bringing together lessons from Primary and Secondary sub-sectors on textbook procurement). Successful achievement of this endeavour will also require building capacities of the CMs themselves, and as such all CMs will be undertaking a short-term in-country course in project management, leadership and management from the Malawi Institute of Management (MIM). In addition, by sharing an office, these CMs will also ensure that all overlapping strategies will be coordinated and that ESIP II reform activities are shared across the whole Ministry.

To complement efforts of newly appointed CMs, a critical need for Technical Assistance exists. This applies to each of the ESIP II themes (e.g. specialized TA working alongside the CM on learner retention to help implement its specific ESIP II reforms) and on cross-cutting areas (e.g. financial oversight, procurement, monitoring and evaluation). To assist donors, an overall proposal will be developed highlighting where technical assistance is needed most.

Measures to address other central level capacity challenges include advocating for an adequate number of established positions, instituting an effective recruitment, placement and deployment system for staff; instituting appropriate incentive schemes; developing career paths for different cadres and instituting career counselling schemes to attract, motivate and retain staff; and having in place effective recognition and rewards system for rewarding good performance by staff.

Early Grade Learning

The main element of the “Maziko a Kuwerenga” (Foundations of Literacy) program used in the last few years to improve Early Grade Reading is the explicit building of teachers’ capacity to deliver literacy classes. Similarly, under ESIP II, the focus to improve lower standard literacy and numeracy will be to train teachers on early grade literacy and numeracy, and subsequently orient PEAs to support teachers through targeted coaching lessons.

The Department for Inspection and Advisory Services (DIAS) will be responsible for identifying the existing performance gaps, issue recommendations on the type of trainings required, and initiate the contracting out of targeted in-service trainings to designated training organisations. DIAS’ extensive reach from headquarters down to divisions, districts and zonal level provides it with best capacity to oversee early grade learning in-service trainings.

PEAs will also be given the additional responsibility to collecting data on teacher attendance and 'Time Spent Learning' for every single schools. Together with findings from school inspections, this will be turned into user-friendly reports and shared with these local stakeholders, to discuss progress and initiate local discussions on possible solutions to improve education quality. To ensure consistency and quality of data collection, the PEAs will be receiving targeted trainings from the EMIS section. Additional support from District and Zonal EMIS officers might be required to produce user-friendly school reports.

Lastly, to promote active participation of communities in Early Grade Learning of the children, a training manual will be developed and used to sensitise communities and facilitate better parental feedback to schools.

Teacher Training, Development and Management

While teacher training in itself is a crucial capacity development initiative, additional explicit activities have been included to improve in-service teacher education for all sub-sectors. Under ESIP II, a comprehensive CPD framework will be developed to institutionalize, harmonise and further scale-up CPD, which will also contribute towards teachers' promotion, retention and motivation. For instance, extra emphasis will be placed on in-service training of targeted areas such as Science and Mathematics through the SMASSE program in order to support the new secondary school curriculum. There will also be an emphasis on building capacities of teachers of other learning areas at both levels including emerging issues. In addition, the action plan explicitly targets teachers' motivational problems so as to improve teaching capacity, time spent on teaching and learning. Life-long as well as self-learning will also be supported to improve teacher capacity. This will be achieved through academic sponsorship programs for individual best performing teachers, best performing school staff and by developing and disseminating primary and secondary teacher training management handbooks.

Learner Retention

In order to ensure that all key stakeholders understand and support the various activities to improve learner retention and reduce pupil repetition and dropout, there is need for more sensitization campaigns and trainings. This will ensure that all activities under learner retention are effectively implemented and that they yield desired results. Actors such as DEMs, PEAs, Head teachers, teachers, SMCs, PTAs and Mother Groups need to be trained in such areas as:

- Performance Based Financing.
- The after-school modality of CBE.
- The EDC pedagogy for lower primary school teachers.

Training of lower primary teachers in toy and playing material making

While formal trainings can support the capacity of communities to participate in school-level activities, additional informal campaigns are also essential for communities to understand their urgency. As such, workshops will be held at the council with chiefs from traditional authorities (TA) to translate essential ESIP II

reforms on repetition, promotion, dropout and girls' re-admission policy into local by-laws and create council-level campaigns.

Decentralisation of Salaries and School Improvement Grants

In order to decentralise teachers' establishment to the district level, an integrated training program will be put in place to train finance officers and human resources officers. In addition, targeted trainings in 'Leadership and Management' will be offered to DEMs, PEAs and Head teachers.

Lastly, trainings in finance and procurement for the School Management Committees and Parent Teacher Associations will continue to take place under the PSIP, while additional trainings and capacity-building will be instituted under the newly devised Secondary School Improvement Program (SSIP). This will strengthen the capacity for school-based management, while simultaneously allowing communities to hold SMCs to account.

Decentralisation of TLMs

In order to ensure all key reforms of the decentralization of TLMs are effectively implemented, a targeted capacity development program has been developed. Initially, there will be a wide scale dissemination of the newly devised guidelines on Teaching and Learning Materials. This will ensure that all key stakeholders are well conversant with the new procedures and consequently fully understand what is entailed to develop, procure and deliver TLMs. Additionally, there shall be need to conduct trainings on the handbooks for both school based primary and secondary procurement of TLMs. Various key stakeholders at local levels will also continue to be trained on financial management, procurement and planning. The keys stakeholders will be Education Division managers, Education Methods Advisors, division planners, District Education Managers, Primary Education Advisors, head teachers and Teachers, PTAs, School Management Committees, clusters and Communities. The MoEST headquarters will primarily facilitate all capacity development efforts to ensure that decentralization of TLMs is effectively and fully expedited by the end of the ESIP II period.

Education Access and Infrastructure

The Education Infrastructure Management Unit (EIMU) has been faced with significant capacity constraints to deliver on the large required number of infrastructure projects. As such, in recent years, construction has increasingly relied on the modality of the Local Development Fund (LDF), which produces faster results but faces capacity constraints to ensure quality delivery of infrastructure.

As such, under ESIP II, neither EIMU nor LDF will be relied upon solely. Instead, infrastructural project management will be done by the EIMU, assisted by the Local Development Fund and the Buildings Department in the Ministry of Housing. However, construction itself will be done through out-sourcing of both the design and construction management of these works to consultants, as well as the actual construction work to contractors. Yet, even with this approach, there is need to have enough technical personnel at EIMU in order to supervise the consultants' work as well as manage the preliminary issues such as land and soil surveys, compensations, provision of water and electricity to sites, environmental impact assessments, etc. There is an urgent need to fill the existing vacancies at EIMU in order for the EIMU to successfully play its role. In addition, EIMU should be allowed to have technical officers on temporary arrangement when there is an urgent need of such officers. The corresponding activities to respond to these capacity development issues can be found in the annex.

Communication Strategies/Targeted Campaigns

While ESIP II sets out a range of vital reforms for the education sector, it still requires an explicit commitment from Government of Malawi to start the dialogue with (head) teachers, parents and local communities across the country. As such, a large number of activities include an element of targeted campaigning, fora facilitating additional discussions on reforms and the distribution of policy guidelines, manuals and handbooks. Annex 1 provides a complete overview of all such elements, costed out and in detailed form. This section will simply summarize selected parts of the thematic communication strategies and campaigns.

General Communication Strategy/Targeted Campaigns

As noted in ESIP II's title: "Empowering the School", MoEST intends to provide a far greater emphasis on working directly with communities in order to implement key reforms. To do so, targeted campaigns to explain reforms and convince communities of their importance are vital. Hence, an overall different 'communication strategy' will be adopted over the course of ESIP II, as is clear from the different 'targeted campaigns' below. For instance, the newly established 'Education Councils' provide a unique opportunity for the education sector to utilize a powerful and culturally sensitive group of District Education Managers, Members of Parliament and traditional leaders (chiefs). A resolute step will be taken to ensure these councils deliver the key messages from ESIP II to the local community, help implement reforms and monitor progression.

A second major change will be to provide easy access to policy guidelines, handbooks and manuals. As part of the newly designed MoEST official website, all essential documents will be included. This portal will be updated regularly to ensure everyone will always be able to download the most recent, essential files directly.

Thirdly, alongside long and complex guidelines, MoEST will ensure all schools are aware of changes by producing an easily understandable poster that informs each primary and secondary school of key ESIP II reforms and what will be expected of them in the next three years (see learner retention).

Technical Working Group Meetings

The major communication channel for policy discussion are Technical Working Group (TWG) meetings. TWGs comprise of a minimum of 10 and maximum of 15 individuals from relevant departments and institutions. TWG members oversee and ensure implementation of related activities, meet monthly and discuss progress on issues and compile reports for Secretariat to consolidate and submit to the Steering Committee and Joint Sector Review.

In previous years, TWG were structured on sectoral basis (e.g. Basic, Secondary, Teacher Training etc.). As part of the ESIP I review, it was discovered that these TWGs often met infrequently. Key actors were often absent (e.g. discussions on textbook procurement in the Basic Education TWG could be stalled as Procurement was unavailable and unaware which TWGs meetings were directly relevant to them). Similarly, different TWGs provided conflicting recommendations (due to the overlap, for instance, of Basic Education TWG and the Inspection and Advisory Services TWG).

For the abovementioned reasons, MoEST will adjust the system, so each ESIP II thematic area will have its own TWG. With the Component Manager as the secretariat, this offers a direct forum across sub-sectors to discuss reform progress to all stakeholders on a related strategic target (e.g. teaching and learning materials). This will allow additional learning across sub-sectors and allow different actors within a department to specialize on different areas (e.g. one member within the Basic directorate can focus on early grade learning, another on learner retention etc.). In addition, three original TWGs remain as they were, related to cross-cutting issues (including school feeding), human resources and administration, and finance and procurement. As such, the new TWGs will now be:

1. EARLY GRADE LEARNING TWG
2. LEARNER RETENTION TWG
3. TEACHING AND LEARNING MATERIALS TWG
4. TEACHER MANAGEMENT AND DEVELOPMENT TWG
5. SKILLS DEVELOPMENT TWG
6. DECENTRALIZATION TWG
7. EDUCATION ACCESS AND INFRASTRUCTURE TWG
8. CROSS CUTTING TWG
9. HUMAN RESOURCE AND ADMINISTRATION TWG
10. FINANCE & PROCUREMENT TWG

Early Grade Learning

To improve public awareness of the importance of Early Grade Learning, and demonstrate initial improvements made, a number of elements are proposed as communication strategies.

Firstly, PEA will be conducting regular meetings with different stakeholders such as chiefs, educationists, local NGOs, parents and guardians. Based on the inspection visits

and the targeted collection of key indicators (e.g. time spent learning, teacher attendance), user-friendly reports will be produced and shared with these local stakeholders, to discuss progress and initiate local discussions on possible solutions to improve education quality.

Secondly, to highlight the importance of early grade learning and share initial successes, MoEST will be slotting adverts on both public and private owned radios and print media.

Thirdly, selected schools will be conducting open days and reading fairs to showcase progress made to parents and the local community, especially on early grade reading.

Teacher Training, Development and Management

The most important communication strategy associated with improved teacher management will be an integrated national campaign on the new comprehensive, transparent framework on teacher promotion and assessment. This will take place through various appropriate media and fora to ensure that all principals, lecturers, head teachers, teachers, parents, communities and other relevant stakeholders are aware of the career path that every teacher can expect.

To provide positive reinforcement of teachers and education in the media, each district will initiate a campaign on their best performing teachers. In addition, a best school of the year award will be issued. These will provide an example of educational excellence in Malawi.

Lastly, a number of guidelines will be revised and disseminated across schools. These include guidelines to monitoring teacher performance, on rural teacher allowances and on the enrolment of primary teacher trainees.

Learner Retention

To ensure that local leaders, (head) teachers, parents and communities understand the urgency of learner retention, and to provide culturally sensitive information to different communities, councils will work together with chiefs from traditional authorities (TA) and translate essential ESIP II reforms on repetition, promotion, dropout and girls' re-admission policy into local by-laws and create council-level campaigns.

To ensure that schools are aware of ESIP II's main messages, posters will be printed for all primary and secondary schools. In primary schools it will highlight their key targets

(e.g. on time spent learning, teacher attendance, repetition) and provide clear messages on schools' financial entitlements from the PSIP and additional performance-based incentives. For secondary schools, posters will focus mainly on issues of access (e.g. double-shifting and girls' readmission policy) and improved school management (the role of board of governors).

Decentralisation of Salaries and School Improvement Grants

The decentralisation of salaries is a reform that involves the close coordination of a number of Ministries (i.e. MoEST, DHRMD, MoF, Accountant General, NLGFC, PPC and LDF. Dialogue will be pursued through the GoM inter-ministerial committee, while MoEST will report back to its own stakeholders through the Technical Work Group on Decentralisation.

An annual communication strategy on the Primary School Improvement Program (PSIP) and school responsibilities will be devised for all DEMs, (head) teachers, parents and communities. By providing more information to schools directly, including text messages for head teachers, funding abuses and delays can be avoided.

Lastly, the development of a Secondary School Improvement Program (SSIP) will also be accompanied by a new campaign that explains the importance of Board of Governors and active community participation for all secondary schools.

Decentralisation of TLMs

To ensure the smooth transition to a decentralized mode of textbook procurement, all primary and secondary schools will receive a copy of the newly devised Guidelines and Handbook for management of teaching and learning materials.

In pilot schools' communities, targeted trainings together with a newspaper article and radio advertising will ensure head teachers, teachers, parents and local communities will understand the new system in detail.

The procurement process will be published in line the defined guidelines in the Public Procurement Act 2003.

Education Access and Infrastructure

The new focus on out-sourcing of education construction design and management to consultants, and actual construction work to contractors, will require close supervision from the EIMU. Yet, all concerned directorates will also be involved in the implementation

of the projects. District Education Managers and Division Managers through Division Committees will need to be part of the appraisal and monitoring processes. These committees can be involved in awareness campaigns on the projects underway.

EIMU will also create a Facebook page to share photos and regular updates to communicate what is happening and provide important media coverage for school construction works.

The Technical Working Groups on education access and infrastructure will meet regularly such that updates are being made and everyone is in the know.

Monitoring and Evaluation of Key Reforms

General Monitoring and Evaluation

In the ESIP II M&E Framework, each reform is aligned with key selected outcome indicators. By developing the ESIP II action plan, all reforms have been broken up into strategies, which were then turned into activities. Then, to measure how well these proposed activities are implemented each has its own process indicators. As such, each reform has both an outcome target (directly from the ESIP II M&E framework) and several process targets (linked to each activity). Annex 1 in this document thus shows complete overview of strategies, activities and process indicators. However, for the sake of brevity, it does not reflect each strategy's outcome indicator. However, table 5.1 on the next page shows a clear overview of each reform, linked to its various strategies and the initially proposed outcome indicators from the ESIP II M&E framework.

The following sections will provide a clearer overview of the thematic focus to assess policy reform progress, monitoring and evaluation, and data collection. As such, each Component Manager will be responsible and able to measure how well its reforms are progressing. Yet, there is also a need for a comprehensive, overall evaluation of ESIP II. This will take place, as was the case under ESIP I, through an annual Joint Sector Review.

Early Grade Learning

To intensify monitoring and evaluation, continuous assessment will be intensified at a school level. In addition, MoEST will continue with administration of end of term examination and finally the policy recommends the introduction of evaluation at the end of cycle at standard four. Thus there will be a standardized test developed which will be administered to a sample of learners in standard four and this will mirror the Monitoring Learning Achievement (MLA) format. This activity will be done annually. It is believed that such an evaluation will give feedback to the introduced reform and where needs arises improvement will be made.

In addition, PEAs will also be given the additional responsibility to collecting data on teacher attendance and 'Time Spent Learning' for every single schools. This will subsequently be integrated into the EMIS database and published annually so that all actors within the Education sector have access to the data and specific districts and schools can be targeted for a response to improve early grade learning, teacher attendance or time spent learning.

Teacher Training, Development and Management

For teacher training, development and management, monitoring and evaluation features mainly under various activities touching on Open and Distance Learning,

Continuing Professional Development, new teacher promotion and career path strategies. The monitoring activities are also aimed at checking the extent to which the set ESIP II M&E targets are achieved along each policy reform area. It is envisaged that the planned monitoring and evaluation activities in the action plan for this theme will ultimately generate relevant data for measuring anticipated successes and failures during the implementation of the ESIP II period.

TABLE 5.1 ESIP II Policy Reforms, Strategies and M&E Outcome Indicators

Policy Reform	Strategy	M&E Indicator	Target 2015/16	Target 2016/17	Target 2017/18
Ensure 50% of children reach Std. 4 literacy/numeracy	Increase support to teachers to support Early Grade Learning	% Std. 4-8 Children with Std. 4 Literacy, Numeracy	35%	42.50%	50%
	Promote active participation of communities in Early Grade Learning of the children				
	Increase provision of TLMs				
	Improve and institutionalise assessment of learning at Std.4.	National Std. 4 Basic Skills Test Implemented	Developed	Training Done	Implemented
	Increase time spent on literacy and numeracy	Average Learning Time for Lower Standards	3 hours	4 hours	4 hours
Attain motivated, high performing teaching staff through robust teacher management	Develop a common appraisal framework for teachers promotion routes	New framework for teacher assessment and promotion For this strategy another type of indicator might be needed than a framework	Developed	Implemented	Implemented
	Teacher motivation through non-financial ways				
	Information on teacher attendance and clear disciplinary measures are further institutionalized through community monitoring and incorporated into EMIS				
Improve qualified teacher management and deployment	Review policies on teacher promotion path	Primary pupil qualified teacher ratio	74:1	67:1	60:1
	Recruit newly qualified teachers on a contract to teach in rural schools				
	Review rural allowances for all teachers				
	Deploy sufficient numbers of teachers in schools				
Increase the Quality of Primary Teacher Training	Improve primary teacher training				
	Improve secondary teacher training				
	Institutionalise ODL programmes in teacher education institutions				
	Institutionalise SNE programmes in all teacher education institutions				
Improve quality management and quality of pre-service teacher education.	Develop additional teacher education material including cross-cutting issues, teaching and learning methods	% of Student-Teachers with +70 Score in Mathematics and English	18%	22%	25%
	Reviewing primary teacher training curriculum				
	Reviewing secondary teacher training curriculum				
	Implementation of teacher training management handbook				
	Upgrade Primary Teacher Education to Diploma programme				
	Improve efficiency in teacher training	% of TTCs with outsourced	100%	100%	100%

Improve quality of management and quality of in-service teacher education	Develop CPD framework for all sub sectors	catering, security, gardening and cleaning			
	Reinforce school based CPD at all levels and all subjects				
Ensure that pupil dropout is reduced to 6% for boys and 8% for girls, repetition is reduced to 10% for all schools by 2017	Implement guidelines on Promotion and Repetition of primary school learners in standards 1 to 8 and introduce penalties for non-compliance	Average repetition rate for boys, girls	boys19%, girls18%	boys15%, girls14%	boys10%, girls10%
	Introduce remedial education in primary schools				
	Incentivise reduction in repetition by increasing PSIP grants to schools achieving greatest % reduction in repetition				
	Use CBE to provide accelerated learning to over aged children	Average dropout rate for boys, girls	7.5%boys, 10%girls	7%boys, 9%girls	6%boys, 8%girls
	Support cluster system to improve transition and continuity between learning phases from ECD, Primary				
	Ensure adherence to MoEST's Readmission policy in all schools				
	Scale up provision of WASH facilities and knowledge in schools				
	Improve delivery of secondary school bursaries and cash transfers to the OVCs	No. of students who receive bursaries	12,000	12,000	12,000
ESIP II Planning and Budgetary Management	Decentralize payroll management to the districts	No. of districts directly paying salaries	0	15	28
Improved management through higher school funding and decentralisation	Strengthen school-based management (primary)	% of School Management Committees (re) trained in finance and procurement	50%	75%	100%
	Scale up resources for implementation of PSIP				
Improving Secondary School Management	Strengthen school-based management (Secondary)	% of Secondary Schools with a Secondary School Improvement Program	0%	80%	80%
	Introduce Secondary school improvement Programme				
	Strengthen Governance and Management of Special Needs Education				
Decentralization of TLMs including SNE TLMs	1. Mobilization of resources	Pupil Textbook ratio	2:1	1:1	1:1
	2. Development of Standards for management of Primary School TLMs				
	3. Dissemination of guidelines for management of primary TLMs				
	4. Capacity development of school leadership and teachers in Procurement, Provision, use and storage of TLMs				
	5. Piloting of the Procurement of TLMs including SNE TLMs				
	6. Development and supply of TLMs				
	7. Development and supply of TLMs (Furniture)	Pupil desk ratio	2:1	2:1	2:1
	8. Setting up a distribution network for TLMs (Textbooks)	% of schools with school based TLM procurement	60%	80%	100%
	9. Coordination of the Decentralization of				

	TLMs				
Classroom availability	Construction of new primary classrooms using cost effective technologies and modalities	No. of Primary School classrooms constructed	1200	1200	1200
Teachers availability in primary schools	Construction of new teachers' houses using cost effective technologies and modalities	No. of teachers houses constructed	1000	1000	1000
Improving Access to Basic Education	Rehabilitation and maintenance of existing educational infrastructures	No. of classrooms/ infrastructures rehabilitated	34	68	102
	construct ECDs in selected primary schools and upgrade selected ECDs to accommodate junior primary structures	No. of schools with ECD centres constructed	6	6	6
	construct facilities for school feeding programme	No. of facilities constructed	80	80	80
	Rehabilitate resource centres for students with special needs	No. of resource centres rehabilitated	12	24	36
Improving Access to Secondary Schooling	Turning some schools to double shift	No. of sanitary facilities constructed	44	44	44
		No. of staff houses constructed	30	0	30
	Rehabilitation of conventional secondary schools	No. of secondary schools rehabilitated	5	10	24
	Rehabilitation and upgrading of selected CDSS	No. of CDSSs rehabilitated and upgraded	20	20	20
Improving Quality and Equity in Secondary Schooling	Construction of laboratory and library block in 100 CDSS	No. of Laboratory and Library blocks rehabilitated	100	100	100
	Construction of new conventional secondary schools	No. of secondary schools constructed	2	3	0
	Construction of girls hostels in day secondary schools using cost effective technologies and modalities	No. of girls hostels constructed	12	12	12
	Rehabilitation and refurbish existing schools to make them user friendly for students with special needs	No. of schools rehabilitated and furnished	20	10	10
	Construct and rehabilitate sanitary facilities in both CDSS and other day secondary schools	No. of sanitary facilities rehabilitated	20	20	20
	To increase the capacity of training Colleges	No. of staff houses and demonstration schools constructed	3	3	1
Increasing Quality of Primary Teacher Training	Construction of 3 additional public primary TTCs	No. of public TTCs constructed	3	3	0
	Construction of Special Needs Institute	No. of special needs Institute constructed	1	1	0
Improving Access to Secondary Teacher training	Construction Lilongwe Secondary TTC	No. of secondary schools TTCs constructed	1	0	0

Specific activities have been included in the action plan to monitor the evaluation of issues including teacher education curriculum review processes, assessment frameworks, CPD endeavours, teacher deployment mechanisms, non-financial teacher motivation and promotion career paths.

Learner Retention

In order to realize the targets set in the Learner Retention work plan, there is need for a vibrant monitoring and evaluation system. A number of indicators from the ESIP II have been identified to measure the progress and achievement of Learner retention and these include:

- Dropout rate for both boys and girls.
- Repetition rate for both boys and girls.
- Survival rate at standards 8 for both boys and girls
- Primary completion rate
- PSLCE Pass rate for both boys and girls.

Yet, to measure progress on the newly devised strategies, additional data collection will be required. Some of this will be more qualitative, for instance to evaluate the successfulness of an after-school modality of Complementary Basic Education. Yet, a crucial other strategy will actually complement the data collection for this theme's and other themes' reforms – the performance based PSIP grant. This strategy will provide small amounts to schools after they provided accurate information to DEMs on PSIP funding and expenditure, demonstrate to spend 4 hours per day teaching lower standard pupils, and prove that a maximum of 10% of children repeats a class. This financial benefit will both incentivize schools to adjust their practices, but also put pressure on MoEST to collect reliable data for every school so as to be able to determine whether they are eligible for the additional PSIP performance grant.

Decentralisation of Salaries and School Improvement Grants

The main system used to produce reliable and timely expenditure reports is the Integrated Financial Information Monitoring System (IFMIS). However, at the moment, the districts and the central government use two separate systems which are not directly connected, leading to large delays in producing report and monitoring expenditure. A key reform that will improve this is to facilitate an integrated system that connects the two software packages.

On School Improvement Grants, additional emphasis will be placed on ensuring that all schools regularly report on their PSIP funding and expenditure (further incentivized through the PSIP Performance Grant, see 4.3). Districts are subsequently pushed to deliver reports in time by making the disbursement of the District and Zonal

Improvement Grants quarterly, and ensuring that disbursement is conditional on MoEST receiving reports from all schools.

Decentralisation of TLMs

MoEST shall coordinate the overall process of M&E for the school based procurement of TLMs to ensure that the process is smoothly expedited in its initial stages. Specifically;

- Relevant MoEST department will monitor overall compliance to guidelines on the utilization of funds by schools to purchase the TLMs;
- EDM shall monitor collection and use of Textbook Revolving Fund in secondary schools according to TRF guidelines;
- DEM shall monitor use of school funds for the acquisition of TLMs;
- EDM and DEM shall monitor distribution of teaching and learning materials;
- SMCs and BOGs shall monitor receipt, storage and utilization of teaching and learning materials.
- DIAS in collaboration with DEP, DBE, DSDE, DTVT and DTED shall monitor the use care, storage and maintenance of TLMs.
- Publishers, Booksellers, Producers and Providers of other TLMs shall take responsibility for ensuring that their TLMs are of the right quality and quantity and that the same is successfully delivered to the user schools and colleges
- Relevant MOEST departments shall ensure that all supplies of TLMs meet the required standards.

Education Access and Infrastructure

To ensure that the component is moving in the right direction in implementing vital policy reforms, a number of various indicators and targets have been outlined with apportionment of responsibilities. Collaboration of various activities and dedication of various players will make M&E indicators provided here-in achievable. A number of preparatory project activities; supervision and monitoring visits if done, combined with timely payments and adequate and qualified personnel to manage the projects will make this component achieve the required targets both in numbers and quality.

Cost of Key Reforms /Financing

At the time of developing ESIP II, there was a large uncertainty as to the availability of external DP contributions. As such, the ESIP II financing framework adopted a medium-term financial planning model that was based on three ‘funding scenarios’ (high, medium and low funding) with different assumptions about DP and GoM contributions.

When the ESIP II action plan was developed, the best scenario for revenue projection was found to be the Medium Funding Scenario. Subsequently, the total expenditure for all targets and activities set out in Annex 1 are founded on this scenario’s overall resource envelope containing both Government of Malawi and Development Partner resources.

Then, to provide a detailed assessment of GoM contributions, each ESIP II thematic area brought together all current projected expenditures based on the developed Programs of Work and the GoM budgets of Other Recurrent Transactions (ORT), Local Assemblies (LA) and Development. The gap between estimated cost of reforms and the Government of Malawi expenditures is the additional level of funding required to implement ESIP II.

Comparing the overall budgetary requirements to implement ESIP II with the total commitments from the Government of Malawi, it becomes clear that an overall funding gap exists and so additional resources are urgently required to implement ESIP II. For this reason, while developing the ESIP II action plans, MoEST engaged in bilateral negotiations with all major Development Partners active in the education sector (The World Bank, Government of Norway, Germany, UNICEF, DfID, European Union, USAID, JICA and AfDB). MoEST then mapped out the ESIP II thematic areas and the (indicative) commitments DPs are set out to invest in the Education sector in Financial Year ‘15/16, ‘16/17 and ‘17/18.

General Cost Overview of Key Reforms

Based on the abovementioned exercise, Table 5.1 and 5.2 on the next page set out the overall resources required to implement the key ESIP II reforms. In line with the Medium Funding scenario, Table 5.2 shows that the total reform costs are expected to sum up to USD 60.7 million in 2015/16, USD 66.4 million in 2016/17 and USD 72.5 million in 2017/18. From this, MoEST is currently projected to dedicate USD 27.3 million in 2015/16, USD 27.5 million in 2016/17 and USD 28.1 million in 2017/18.

As such, to adequately implement all ESIP II reforms, MoEST still requires resources through its Development Partners in total of USD 33.4 million in 2015/16, USD 39 million in 2016/17 and USD 44.4 million in 2017/18.

When considering DP commitments, it is vital to distinguish between three separate types. First, some donors support education through other organisations (e.g. financing NGOs to engage in education activities in line with ESIP II). Second, donors also provide targeted support to MoEST activities through earmarked projects (e.g. infrastructure projects). Third, selected donors provide more broad support, which MoEST can programme alongside its own priorities and allocated funding. While GoM is grateful for all three types of support to the education sector, only the latter two types are directly supporting or co-financing MoEST activities and thus assist in reducing the 'funding gap' to implement the ESIP II reforms.

Table 6.1 – Estimated Cost of ESIP II Reforms and

ESIP II Themes and Sub-Themes	<i>Estimated Cost of Reforms in MK Million</i>			<i>GoM Expenditure on Reforms in MK Million</i>			<i>Reform Funding Required in MK Million</i>		
	<i>2015/16</i>	<i>2016/17</i>	<i>2017/18</i>	<i>2015/16</i>	<i>2016/17</i>	<i>2017/18</i>	<i>2015/16</i>	<i>2016/17</i>	<i>2017/18</i>
1. Early Grade Learning	2,031	1,619	1,577	230	252	287	1,801	1,367	1,291
2. Teacher Training, Development and Management	2,341	1,914	1,551	329	336	339	2,012	1,579	1,212
3. Learner Retention	1,808	3,808	4,193	984	1,019	1,062	824	2,789	3,131
4. Decentralisation of Salaries and School Grants	7,222	8,750	9,316	5,579	5,858	6,151	1,643	2,892	3,165
5. Decentralisation of TLMs	5,516	5,617	6,872	2,391	2,152	2,174	3,125	3,465	4,698
6. Education Access & Infrastructure Development	13,352	14,190	16,368	5,000	5,210	5,429	8,352	8,980	10,939
Total	32,269	35,899	39,877	14,513	14,827	15,440	17,756	21,072	24,437

**Table 6.2 – Estimated Cost of ESIP II Reforms and
Reform Funding Required in USD**

ESIP II Themes and Sub-Themes	<i>Estimated Cost of Reforms in USD</i>			<i>GoM Expenditure on Reforms in USD</i>			<i>Reform Funding Required in USD</i>		
	<i>2015/16</i>	<i>2016/17</i>	<i>2017/18</i>	<i>2015/16</i>	<i>2016/17</i>	<i>2017/18</i>	<i>2015/16</i>	<i>2016/17</i>	<i>2017/18</i>
1. Early Grade Learning	3,821,999	2,997,938	2,867,802	432,284	466,896	520,918	3,389,715	2,531,042	2,346,885
2. Teacher Training, Development and Management	4,404,577	3,545,026	2,819,421	619,027	621,352	616,156	3,785,550	2,923,674	2,203,265
3. Learner Retention	3,402,885	7,052,041	7,623,884	1,852,206	1,887,961	1,930,514	1,550,679	5,164,081	5,693,369
4. Decentralisation of Salaries and School Grants	13,589,908	16,204,318	16,937,651	10,498,542	10,847,910	11,183,209	3,091,366	5,356,408	5,754,442
5. Decentralisation of TLMs	10,379,701	10,402,582	12,494,480	4,499,644	3,985,185	3,951,854	5,880,056	6,417,396	8,542,625
6. Education Access & Infrastructure Development	25,126,175	26,278,021	29,760,212	9,409,108	9,648,148	9,870,582	15,717,067	16,629,873	19,889,630
Total	60,725,245	66,479,926	72,503,449	27,310,812	27,457,453	28,073,233	33,414,433	39,022,473	44,430,217

Reform Funding Required in MK Million

Related to the third ‘type’ of donor support described above, table 6.3 highlights the cross-cutting donor commitments earmarked specifically for MoEST activities and is currently still ‘unprogrammed’. This means that, as of now, no specific activities have been selected to be financed through these resources, unlike the DP commitments across the 6 thematic areas.

Here we see Norway is offering USD 5 million, and UNICEF USD 250,000 annually. Germany (through KfW) is providing just above USD 19 million (or €15 million), with decisions still outstanding as to which years such resources will be designated in. In addition Germany dedicated USD 1.3 million in ‘16/17 and ‘17/18 for cross-cutting technical assistance through GIZ. In total, this means that for overall MoEST activities in the first year, almost USD 5.3 million is earmarked, rising to between USD 6.5 and 25.8 million in the outer two years. These resources will thus be essential in helping to reduce the MoEST reform gap of USD 33.4 million in ‘15/16, USD 39 million in ‘16/17 and USD 44.4 million in ‘17/18.

Table 6.3 - Donor Commitments Earmarked for MoEST and Currently ‘Unprogrammed’ Resources in USD

Development Partners (in alphabetical order)	2015/16	2016/17	2017/18
Germany (GIZ)	-	1,293,453	1,283,875
Germany (KfW)	-	19,329,957	
Norway	5,000,000	5,000,000	5,000,000
UNICEF	250,000	250,000	250,000
TOTAL DONOR COMMITMENT	5,250,000	Between 6,543,453-25,873,410	Between 6,533,875-25,863,832
TOTAL MOEST REFORM GAP	33,410,000	39,020,000	44,430,000
MOEST REFORM GAP	3,389,715	2,531,042	2,346,885

Early Grade Learning

From table 5.2, we can see that early grade learning has large up-front costs to initiate new systems and provide initial trainings, followed by lower recurrent expenditure. As such, it is estimated to cost around USD 4 million in the first year, which then tapers off to slightly below USD 3 million in the second and third year.

However, to ensure adequate resources are present for essential activities such as targeted in-service teacher training on early grade learning, substantial investments

will be required from our development partners. Early Grade Learning requires around USD 3.4 million in the first year, and around USD 2.5 million in the years to follow.

Table 6.4 - Donor Commitments for Early Grade Learning in USD

Development Partners (in alphabetical order)	2015/16	2016/17	2017/18
DfID	-	6,235,570	2,438,170
Germany (GIZ)	7,166,672	-	-
GPE	3,333,333	3,333,333	3,333,333
Norway	1,300,000	1,300,000	1,300,000
UNICEF	9,450,000	4,550,000	-
USAID	11,402,000	10,290,000	10,290,000
TOTAL DONOR COMMITMENT	32,652,006	25,708,903	17,361,503
MOEST REFORM GAP	3,389,715	2,531,042	2,346,885

Table 6.3 highlights that there is considerable interest and support from DPs in Early Grade Learning. Following their initial program of 'Early Grade Reading', USAID is the largest supporter with between USD 10.3-11.4 million annually supporting Malawi. Then, UNICEF is also engaged in a range of projects related to Early Grade Learning (USD 9.4 million in '15/16, USD 4.6 million in '16/17 and a yet unclear amount in '17/18). Germany (GIZ) currently only committed to resources in '15/16 (USD 7.2 million), while DfID is providing resources (through USAID) towards Early Grade Learning in the outer two years (USD 6.2 million and 2.4 million respectively). Lastly, both GPE and Norway are also expected to provide targeted funding (USD 3.3 million and 1.3 million annually).

In sum, DPs are in total committing USD 32.7 million in '15/16, 25.7 million in '16/17 and so far commit 17.4 million in '17/18. However, not all of this funds MoEST activities. As such, future negotiations will have to ensure that part of these resources will go towards financing GoM activities and filling the MoEST funding gap.

Teacher Training, Development and Management

Teacher Training, Development and Management also has a large up-front cost, as shown in Table 5.2, requiring USD 4.4 million in '15/16, USD 3.5 million in '16/17 and finally needing around USD 2.8 million in '17/18. From this, the total resource gap follows a similar pattern (USD 2 million in '15/16, 1.6 million in '16/17 and 1.2 million in '17/18).

Four donors have provided their initial commitments for this theme. Though only for '15/16, JICA offers almost USD 3.6 million, with no clear indication for years to follow. In contrast, Germany and the EU committed around USD 3.2 million and 1 million annually, respectively. Lastly, USAID commits just below USD 300,000 on regional teacher development projects.

Table 6.5 - Donor Commitments for Teacher Training, Development and Management in USD

Development Partners (in alphabetical order)	2015/16	2016/17	2017/18
EU	1,042,425	1,099,435	1,091,293
Germany (GIZ)	3,257,578	3,233,632	3,209,687
JICA	3,573,533	-	-
USAID	294,000	294,000	294,000
TOTAL DONOR COMMITMENT	8,167,536	4,627,067	4,594,980
MOEST REFORM GAP	3,785,550	2,923,674	2,203,265

Learner Retention

The area of Learner Retention starts with a small cost of only around 3.4 million as a three-fold pilot will be started in 6 districts focused on remedial education, performance-based incentives and development of district-level bylaws and campaigns with traditional authorities. After the first year, this same combination of activities will then be scaled up to cover all other districts, so as to make important strides towards reducing dropout and repetition rates. As such, the cost also increase to USD 7 million and 7.6 million in the outer two years. A large share of these resources are hoped to come from donors, and MoEST aims to find USD 1.5 million, 5.1 million and 5.7 million respectively across the three years.

In terms of donor commitments, considerable resources have been issued. However, most of these projects are dedicated the 'Keeping Girls in School' program, which also heavily funds organisations outside of Government of Malawi. The largest support here comes from DfID, with USD 16.4 million in '15/16, 15 million in '16/16 and 2.4 million in '17/18. Norway and USAID provide annual support of USD 7 million and 2.6 million, respectively. Yet, direct support for GoM activities for this ESIP II theme will come primary from the GPE, offering 2.3 million every year, and the EU, committing around USD 160.000 annually for learner retention in selected schools.

Table 6.6 - Donor Commitments for Learner Retention in USD

Development Partners (in alphabetical order)	2015/16	2016/17	2017/18
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DfID	16,384,642	14,939,386	2,438,170
EU	156,364	172,029	160,484
GPE	2,333,333	2,333,333	2,333,333
Norway	7,000,000	7,000,000	7,000,000
USAID	2,600,000	2,600,000	2,600,000
TOTAL DONOR COMMITMENT	26,141,006	24,711,415	12,198,654
MOEST REFORM GAP	<i>1,550,679</i>	<i>5,164,081</i>	<i>5,693,369</i>

Decentralisation of Salaries and School Improvement Grants

The second-most expensive theme relates to decentralising salaries and school grants, primarily for including the cost of the PSIP and for initiating a Secondary School Improvement Grant. While additional funding is required to scale up these reforms, MoEST wants ensure the smooth continuation of PSIP by financing it fully through Government of Malawi resources. However, considering the extend of the exercise, additional support is still deeply necessary, requiring USD 3 million for this reform in the first year, 5.4 million in the second year and 5.8 million in the third year.

Table 6.7 shows few donors are currently committing themselves to support decentralisation of salaries and school grants directly. Germany offers the largest support with USD 2.1 million annually in the latter two years. Then, UNICEF provides commitments of USD 1.4 million in '15/16 and 1.1 million in '16/17. The European Union also supports secondary school grants with USD 780.000, 710.000 and 700.000 respectively across the three years.

Table 6.7 - Donor Commitments for Decentralising of Salaries/School Grants in USD

Development Partners (in alphabetical order)	2015/16	2016/17	2017/18
EU	781,819	711,399	706,131
Germany (GIZ)	-	2,134,197	2,118,393
UNICEF	1,395,000	1,085,000	-
TOTAL DONOR COMMITMENT	4,510,152	6,263,930	5,157,857
MOEST REFORM GAP	<i>3,091,366</i>	<i>5,356,408</i>	<i>5,754,442</i>

Decentralisation of TLMs

Teaching and learning materials also make up a significant share of the cost of implementing ESIP II, while the new focus on decentralized procurement will ensure that the resources are better utilized and more TLMs can be financed through the same cost. Between USD 10.4 and 12.5 million is required to ensure schools have the required

textbooks, special needs equipment, furniture and other essential teaching and learning items required to ensure children are given the best learning opportunities. After construction, TLMs are the largest area for which donor funding will be essential. In total, between USD 5.9 and 8.5 million is needed on top of that currently dedicated by Government of Malawi.

Support for TLMs is often a one-off commitment, as shown by AfDB and USAID dedicating USD 13.5 million and 2.5 million respectively in '15/16. The EU provides the bulk of its TLM support in '16/17, with around USD 4.5 million for selected secondary schools. Lastly, GPE provides continued resources for TLMs offering USD 1 million annually.

Table 6.8 – Donor Commitments for Decentralisation of TLMs in USD

Development Partners (in alphabetical order)	2015/16	2016/17	2017/18
EU	260,606	4,527,085	295,291
GPE	1,000,000	1,000,000	1,000,000
USAID	2,500,000	-	-
AfDB	13,500,000	-	-
TOTAL DONOR COMMITMENT	17,260,606	5,527,085	1,295,291
MOEST REFORM GAP	5,880,056	6,417,396	8,542,625

Education Access and Infrastructure

From table 5.1 we can see that the reform with the largest cost is Education Access and Infrastructure, requiring between USD 25.1 to 29.8 million across the three years of ESIP II. A substantial share of this is hoped to come through development partners, with several partners including the European Union and the Arab Bank for Economic Development in Africa (BADEA) already pledging initial commitments but significant contributions are still needed. Table 6.9 shows that this is indeed the case, with JICA dedicating USD 35.6 million for school upgrading, BADEA offering USD 11.3 million annually to construct new primary Teacher Training Colleges and Dfid's one-off commitment of USD 12.6 million to complete selected primary infrastructure. The EU is providing USD 6.8 million, 10 million and 3.9 million across the 3 years, respectively. Lastly, GPE is currently estimated to give around USD 2.5 million towards infrastructural upgrades.

Table 6.9 – Donor Commitments for Education Access and Infrastructure in USD

Development Partners (in alphabetical order)	2015/16	2016/17	2017/18
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BADEA	11,330,000	11,330,000	11,340,000
DfID	12,572,374	-	-
EU	6,840,915	9,959,588	3,851,624
GPE	2,466,667	2,466,667	2,466,667
JICA	35,620,050	-	-
TOTAL DONOR COMMITMENT	68,830,006	23,756,255	17,658,290
MOEST REFORM GAP	<i>15,717,067</i>	<i>16,629,873</i>	<i>19,889,630</i>

In conclusion, ESIP II is providing an ambitious agenda for policy-reform while also focusing on what is feasible given its strong financial constraints. As such, it is only through a coordinated effort between the Ministry of Education and its Development Partners that Malawi can best move towards quality education for all.

Risk Assessment/Mitigation Measures

General Risk Assessment

Alongside specific risks, related to each of the ESIP II reforms, a number of cross cutting risks also exist, which should be addressed separately.

IDENTIFIED RISKS

- Difference agreed on Government of Malawi cashflow and actual flow of funds.
 - GoM unannounced reduction in monthly funding, or severe delays in payment.
- Limited direct financial support from Development Partners for ESIP II
 - DP fiduciary risk concerns may reduce support for GoM's education activities.
 - Inability to develop a donor resource coordination mechanism might lead to excessive support of (e.g. NGOs) rather than GoM activities.
 - Initial delays in developing a mechanism for Common Funding might push DP support towards FY 2016/17, leaving little direct support for FY 2015/16.
- Political resistance to major educational reforms
 - Limited understanding of rationale behind reforms (e.g. reducing repetition) can lead to resistance from political actors, teachers, parents and communities.
- Administrative resistance to major educational reforms
 - Within MoEST - Reforming daily activities of educational departments and institutions can lead to resistance (e.g. devolving activities to the district).
 - Outside MoEST - Several reforms require support and reform from other Ministries (e.g. decentralising salaries, Early Childhood Development, technical education). It can be difficult to coordinate such activities.
- Limited general/technical capacity to deliver on ESIP II reforms
 - Within MoEST, central staff can be overburdened with daily operations, leaving insufficient time to pursue ESIP II reforms. Central actors work in silo so that critical information does not reach the intended actors and room for integrated cross-departmental strategies is limited.

MITIGATION MEASURES

- Additional safeguards are put in place by MoF (e.g. strict adherence to overall GoM resource envelope), that will ensure that MoEST's cashflow can be honoured in full.
- Ongoing negotiations with DPs will lead to the development of a Common Fiduciary Oversight Arrangement (CFOA) that will highlight the necessary steps to be taken to reduce GoM fiduciary risk and convince DPs to financially support MoEST again.

- A task force will ensure rapid development of a Common Funding Mechanism (CFM), to best harmonise activities and funding in the education sector and allow financial support to fund MoEST activities (possibly outside GoM financial systems).
- A range of campaigns are designed explicitly to help explain key reforms to political actors (including traditional authorities), teachers, parents and communities (see §4). Sensitising stakeholders will reduce resistance and help implementation of reforms.
- By reforming TWGs alongside ESIP II themes (see §4.1), initial concerns from all relevant MoEST departments can be identified promptly and addressed directly.
- While MoEST cannot pursue reforms related to external Ministries alone, it can provide continued pressure on the inter-ministerial committee to deliver the necessary changes. For other sections (e.g. ECD), ESIP II advocates integrating this into MoEST to allow for better formal links the education system.

Early Grade Learning

IDENTIFIED RISKS

- Increase time spent learning from 3 to 4 hours in lower standards
 - Might be faced with initial resistance from teachers.
 - Children travelling long distances will come home even later in the day.
- Provide targeted in-service training on early grade reading and numeracy to teachers
 - High turnover of teachers in lower standards might limit scope of trained teachers over time.
 - Currently, no explicit training program is developed for early grade numeracy.
- Additional monitoring from PEAs on 'teacher attendance' and 'time spent learning'
 - Schools might not report sufficient or reliable information.
 - Insufficient time/resources for PEA to visit every school and check accuracy.
 - Insufficient time for PEA/EMIS officers to turn data into user-friendly reports.

MITIGATION MEASURES

- Targeted, multimedia campaigns will be set up targeting local chiefs, educationists, NGOs, parents and guardians. This will help explain the essential need for the proposed extension of the school day for both teachers and pupils.
- Annual in-service training of lower standard teachers, together with training manuals for all schools will ensure continued capacity for early grade learning.
- An early grade numeracy training program, (similar to early grade reading) will be developed, potentially in liaison with experienced partners such as USAID and GIZ.
- A performance-based PSIP grant will be provided for schools that deliver sufficient and reliable information (see Learner Retention).

- Additional technical support from development partners might be needed to train PEAs to produce user-friendly school reports for local communities and parents. The reports will initially be in select schools only and scaled up in later years.

Teacher Training, Development and Management

IDENTIFIED RISKS

- Adopting a new, comprehensive teacher promotion and assessment framework
 - To link CPD to promotion routes requires strong political commitment of all responsible partners.
 - Limited technical and administrative capacity to digitalize all human resource information and establish functioning HRMIS
- Recruitment of teachers in hard-to-fill rural positions
 - Teachers may resist being deployed to designated rural schools while no adequate housing is available.
- Autonomy of secondary teacher education institutions
 - Development of a harmonized teacher education curriculum for the secondary subsector can be hampered by the autonomous status of service providers.
 - Universities and colleges of education may be resistant to have their curricular changed owing to the fact that they are not only autonomous but also because they have their own cycle of curriculum change.

MITIGATION MEASURES

- Provide open dialogue on teacher promotion and assessment with all stakeholders.
- Sensitize responsible stakeholders in the implementation of certain crucial activities.
- Utilise the power of selected stakeholders (e.g. TUM) to push through reforms.
- Additional technical support might be needed and considered through development partners, to digitize all human resources information and establish function HRMIS.
- Continue and intensify construction of teachers' houses especially through LDF.
- By involving the national Council for Higher education, operations in tertiary institutions (e.g. curriculum changes) can be better harmonized.

Learner Retention

IDENTIFIED RISKS

- Reducing repetition from 22% to 10%

- Belief that repetition improves learning from teachers, parents and communities might mean failure to adhere to the circular.
- Reducing dropouts to 6% for boys and 8% for girls
 - Culturally sensitive reasons for dropping out not adequately addressed in current system.

MITIGATION MEASURES

- Replacing repetition with remedial education allows for more targeted approach to assist lower-performing pupils.
- Additional school resources for reducing repetition (performance-based PSIP) and administrative penalties for non-compliant head teachers ensure adequate incentives.
- Campaigns with traditional chiefs through local assemblies, integrated into by-laws, help explain understanding of current problems on learner retention to teachers, parents and local communities and help to implement and monitor proposed reforms.

Decentralisation of Salaries and School Improvement Grants

IDENTIFIED RISKS

- Decentralising salaries requires extensive support and reform from other Ministries.
- Limited monitoring might result in misuse of PSIP funding at school level.
- Insufficient understanding of Board of Governors might reduce their efficiency.

MITIGATION MEASURES

- While MoEST cannot pursue salary decentralisation reforms by itself, it can provide continued pressure on the inter-ministerial committee to pursue necessary changes.
- A performance-based incentive for schools that deliver complete, and accurate information will ensure better information flows.
- PEAs, assisted with District and Zonal EMIS officers are to check data accuracy.
- Explicit media campaign on SSIP and board of governors will improve understanding of the need for improved school management and community involvement.

IDENTIFIED RISKS

- Local Authorities including primary schools may have some deficiencies in expediting some processes on the school based procurement of TLMs.
- Some local publishers may supply irrelevant TLMs to schools.
- Since the textbook budget can be quite significant, schools may misappropriate some procedures on financing.
- Potential coordination challenges among local publishers, book sellers and printers.
- Increased funding for TLMs is not guaranteed.

MITIGATION MEASURES

- The MoEST has planned for intensive orientations and trainings on various processes pertaining to the decentralization of primary TLMs over ESIP II period.
- To ensure there is strict adherence to standards, handbooks and TLM guidelines shall be developed and disseminated for use by all key players.
- The MoEST has put in place measures to ensure financial management and procurement procedures are adhered to in line with GoM procedures.
- The MoEST, the Book Publishers Association of Malawi (BPAM) and the Booksellers Association of Malawi will develop a code of conduct for publishers and book sellers.
- The MoEST will continue lobbying with the treasury to raise the secondary school fees. Additional resources for primary school TLMs are expected to come from selected development partners.

IDENTIFIED RISKS

- The new focus on out-sourcing education construction design and management to consultants, and actual construction work to contractors, might be undermined if remote locations do not have sufficient local contractors to absorb all necessary work.
- The quality of local contractors might not be sufficiently high to ensure sustainable construction of classrooms.

MITIGATION MEASURES

- In cooperation with LDF, the EIMU will undertake a mapping exercise of all qualified local contractors in the new priority areas for classroom construction to ensure quality and availability of local contractors.
- The EIMU, together with all concerned directorates, will be closely involved in the implementation of the projects. District Education Managers and Division Managers through Division Committees will also be part of appraisal and monitoring processes. This assessment of construction projects by local

contractors will ensure sustainable classroom construction will take place in the various priority areas across Malawi.

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ANNEX 1: ESIIP II ACTION PLAN 2015/16 – 2017/18

ESIIP II Theme	ESIIP II Policy Reform	Strategy	Activity	Responsibility	Process Indicator	Process	
						2015/16	2016/17
Early Grade Learning	Ensure 50% of children reach Std. 4 literacy/numeracy	Increase support to teachers to support Early Grade Learning	Develop training manuals	DIAS, MIE	Availability of training manual	100%	
			Orient PEAS on skills for teaching and coaching numeracy and literacy.	DIAS	% of PEAS trained	100%	
			Orient teachers on early grade reading and numeracy	DIAS	% of targeted teachers trained.	50%	
			Monitor implementation of teaching early grade reading and numeracy	DIAS, MIE, Publishers	% of schools and zones conducting CPDs	100%, 30%	
		Improve and institutionalise assessment of learning at std. 4	Monitor end of year assessment by class teachers.	DIAS, MIE	% of teachers trained	100%	
			Monitor administration of continuous assessment	DIAS	# of schools conducting end of year assessment	100%	
			Develop standardised test	DIAS, M&E	A national framework for assessing end of cycle tests (std4) established.	100%	
			Conduct end of cycle assessment	DIAS and MIE	% of schools administering end of cycle tests.	1	
		Increase time spent on literacy and numeracy	<i>Consultative Meeting with different Stakeholder</i>	DIAS	<i># of Consultative Meetings Held</i>	1	
			<i>Review the School Timetabling</i>	DIAS	<i>Reviewed timetable</i>	100%	
			<i>Disseminate the Circular to all Schools</i>	DEMs	<i>% of Schools Receiving Circular</i>	1	
			<i>Monitor and verify 'Time Spent Learning' in all primary schools</i>	DIAS, M&E, Division, DEMs, PEAS	<i>% of Schools Reported on Time Spent Learning</i>	100%	
			<i>Adjust the monitoring instrument used by PEAS</i>	DIAS	<i>Instrument Adjusted</i>		
			<i>Hire Consultant to integrate the PEA data on Time Spent Learning and Teacher Attendance into EMIS Database</i>	DIAS/EMIS	<i>Availability of integrated data</i>	100%	
		Promote active participation of communities in Early Grade Learning of the children	<i>Conduct open days /reading fairs</i>	DIAS, PEAS, Communities	<i>% of schools with open days/reading fairs conducted</i>	100%	
			<i>Ensure teachers provide feedback to parents</i>	DIAS ,PEAS	<i># of training sessions conducted.</i>	3	
			<i>Train parents / communities on how to produce teaching and learning materials</i>	DIAS ,PEAS		25%	
			<i>Develop training manuals</i>	DIAS/Gender	<i>Availability of materials</i>	50%	
		Increase provision of supplementary teaching and learning resources	Monitor effective use of supplementary teaching and learning materials	DIAS, PEAS	# of monitoring visits on the effective usage of TLM's	4	
			Develop supplementary readers and make them available to schools (i.e. decodables and levelled readers)	DIAS , PEAS	% of learners accessing supplementary readers	100%	

		not in ESIP					
		Technical working group meeting on early grade learning	Technical working group meeting on early grade learning	DIAS/BE	# of TWG meetings	100%	
Teacher Training, Development and Management	Attain motivated, high performing teaching staff through robust teacher management	Develop a common appraisal framework for teachers promotion routes	Review existing performance appraisal mechanism	TUM, TSC, HR, DEM, Basic, Sec	# of review workshops	2	
			Enforce performance appraisal for teachers and teacher trainers	TUM, TSC, HR, DEM, Basic, Sec	Performance appraisal framework developed	0	
			Disseminate performance appraisal mechanism for promotion	TUM, TSC, HR, DEM, Basic, Sec	# of dissemination meetings	0	
			Promote teachers and teacher trainers basing on performance	TUM, TSC, HR, DEM, Basic, Sec	% of teachers promoted	0	
		Teacher motivation through non-financial ways	Establish teacher's council	TUM, TSC, HR, DEM, Basic, Sec	Teachers council appointed	0	
			Recognition of best performing teachers per district	TUM, TSC, HR, DEM, Basic, Sec	# of teachers recognised	34	
			Conducting teacher of the year awards	TUM, TSC, HR, DEM, Basic, Sec	# of award ceremonies	1	
			Conducting school of the year awards	TUM, TSC, HR, DEM, Basic, Sec	Number of award ceremonies	1	
			Sponsor high performing teacher and teacher trainers for further education	TUM, TSC, HR, DEM, Basic, Sec	# of teachers and teacher trainers sponsored	5	
			Publish National Examination Results (both primary and secondary) for the ten best districts.	MoEST-MANEB	Ten best districts published	1	
			Sensitize DEMs, HR Officers, EDMs, Head Teachers and teachers on Education policies.	DEP/HR/DoA/Judiciary	# of sensitization meetings held		
			Monitoring and Evaluation of all the activities planned	Component Manager, DBE, Secondary, HR, Administration			
		Improve teacher performance through community monitoring	Sensitise communities on their role in monitoring teacher performance	TUM, TSC, HR, DEM, Basic, Sec	# of sensitization meetings	34	
			Train SMCs and PTA in school monitoring teacher performance	TUM, TSC, HR, DEM, Basic, Sec	% of SMCs and PTAs trained	25%	
			Develop guidelines for monitoring teacher performance	M&E, TUM, TSC, HR, DEM, Basic, Sec	Guidelines developed	0	
			Disseminate guidelines for teacher performance	TUM, TSC, HR, DEM, Basic, Sec	# of dissemination meetings	34	
			Establish a baseline on teacher absenteeism	M&E, TUM, TSC, HR, DEM, Basic, Sec	Baseline established	1	
			Monitor teacher performance	M&E, TUM, TSC, HR, DEM, Basic, Sec	# of monitoring visits	2	

	Develop policy guidelines for establishment of career path for teaching personnel		Sec				
		Review teachers' career path	TUM, TSC, HR, DEM, Basic, Sec	# of review workshops	3		
		Sensitise primary teachers on career path	TUM, TSC, HR, DEM, Basic, Sec	# of sensitization meetings	34		
		Conducting a study tour on teachers' career path within Sub-Saharan region	TUM, TSC, HR, DEM, Basic, Sec	Study tour report	0		
		Conduct induction programmes for newly qualified teachers	TUM, TSC, HR, DEM, Basic, Sec	Number of induction programmes	2		
		Develop guidelines for newly qualified teacher induction	TUM, TSC, HR, DEM, Basic, Sec	Set of guidelines developed	0		
	Improve qualified teacher management and deployment	Sensitise secondary school teachers on their career path	TUM, TSC, HR, DEM, Basic, Sec	# of sensitization meetings	34		
		Review current practices of teacher promotion	TSC, HR, TUM, Basic, Secondary	# of review workshops	5		
		Conduct a study tour on teacher promotion within SADC region	TSC, HR, TUM, Basic, Secondary	Reports of Study tour	1		
		Develop new teacher promotion policies	TSC, HR, TUM, Basic, Secondary	Teacher promotion policy document developed	0		
		Link CPD to teacher promotion path	TSC, HR, TUM, Basic, Secondary	CPD-Promotion framework developed	0		
		Recruit newly qualified teachers on a contract to teach in rural schools	TSC, HR, TUM, Basic, Secondary	# of consultative meetings	3		
		Reinforce implementation of contract agreement to teach in rural schools	TSC, HR, TUM, Basic, Secondary	% of teachers signing contract forms	100%		
		Conduct consultative meetings with stakeholders	TSC, HR, TUM, Basic, Secondary	# of consultative meetings	3		
		Review rural allowances for all teacher	TUM, TSC, HR, DEM	# of consultative meetings	6		
		Review rural allowances guidelines for all teachers	TUM, TSC, HR, DEM	Guidelines document developed	0		
		Disseminate new rural teacher allowance guidelines	TUM, TSC, HR, DEM	# of dissemination meetings	0		
		Develop guidelines for recruitment and deployment of qualified teachers	TUM, TSC, HR, DEM, Basic, Sec	Guidelines document developed	1		
		Deploy qualified teachers basing on district staffing needs	TUM, TSC, HR, DEM, Basic, Sec	% of teachers deployed	100%		
		Monitor deployment of qualified teachers	M&E, TUM, TSC, HR, DEM, Basic, Sec	# of monitoring visits	2		
	Increase the Quality of Primary Teacher	Improve primary teacher training	DTED, HR, TTCs	Set of guidelines developed	1		
		Review selection mechanisms of primary teacher trainees	DTED, HR, TTCs	Selection mechanisms reviewed	1		

	Training		Enrol primary trainee teachers basing on their home zones	DTED, HR, TTCs	50:50 intake	1	
			Monitor enrolment of primary teacher trainees	DTED, DIAS, AUDIT, TTC	# of M&E reports	4	
			Strengthening partnership between Teaching Practice Schools and primary teacher training institutions	TTCs, DEM, DTED	# of meetings	2	
	Improve secondary teacher training		Develop guidelines for enrolment of secondary teacher trainees	Secondary Directorate, Teacher Education Colleges, DTED, HR	Set of guidelines developed	1	
			Enrol secondary trainee teachers basing on subject specialisation needs	Secondary Directorate, Teacher Education Colleges, DTED, HR	# of enrolled teachers based on specialisation	1	
			Monitor enrolment of secondary teacher trainees	DTED, DIAS, AUDIT, Higher	# of M&E reports	4	
			Introduce new secondary teacher education degree courses in colleges	Higher Education Directorate, Colleges, DTED	# of new sec teacher education degree courses introduced	0	
			Review secondary teacher trainees recruitment modalities	Secondary Directorate, Teacher Education Colleges, DTED	Recruitment modalities document reviewed	1	
			Conduct consultative meetings with teacher training institutions	DIAS, Higher Edu, Secondary Directorate, Teacher Education Colleges, DTED	# of meetings	1	
			Establish partnerships between Teaching Practice Schools and secondary teacher training institutions	Teacher Training Institutions, EDM, Secondary Directorate	# of partnerships established	3	
			Accredit teacher education institutions and their programmes	Teacher Training Institutions, Secondary Directorate, NCHE, DTED	# of institutions and programmes accredited	3	
		Institutionalise ODL programmes in teacher education institutions	Strengthen secondary teacher training through ODL in existing universities	Teacher Training Institutions, Secondary Directorate, NCHE, MCDE, DTED	# of ODL institutions	5	
			Conduct a study to evaluate ODL modes of teacher training	MCDE, DIAS, Colleges, DTED,	Report on the study	0	

				M& E (MoEST)			
			Introduce secondary teacher training through ODL at Lilongwe College of Education	DTED, MCDE, Sec, Higher, DCE, LCE	ODL programmes introduced	0	
	Institutionalise SNE programmes in all teacher education institutions		Conceptualise SNE programme for primary teacher training	DTED, Basic, DCE, Chanco, DIAS, Montfort	Conceptualisation report	0	
			Develop SNE curriculum for primary teacher training	DTED, Basic, DCE, Chanco, DIAS, Montfort	SNE curriculum developed	0	
			Procure SNE equipment for primary teacher training	DTED, Basic, DCE, Chanco, DIAS, Montfort	# of institutions with SNE equipment	0	
			Train primary teacher trainers in SNE	Teacher Training Institutions,	# of SNE teacher trainers	0	
			Upgrade SNE teacher trainers	Teacher Training Institutions,	# of SNE teacher trainers upgraded	0	
			Conceptualise SNE programme for secondary teacher training	DTED, Sec, DCE, Chanco, DIAS, Montfort	Conceptualisation report	1	
			Develop SNE curriculum for secondary teacher training	DTED, Sec, DCE, Chanco, DIAS, Montfort	SNE curriculum developed	1	
			Procure SNE equipment for secondary teacher training	DTED, Sec, DCE, Chanco, DIAS, Montfort	# of institutions with SNE equipment	1	
			Facilitate accreditation of SNE college and its programmes	DTED, NCHE DCE, Chanco, DIAS, Montfort	# of SNE trainers upgraded	1	
			Train secondary teacher trainers in SNE	DTED, Sec, DCE, Chanco, DIAS, Montfort	# of SNE teacher trainers	0	
	Improve quality management and quality of pre-service teacher education.	Develop additional teacher education material including cross-cutting issues, teaching and learning methods	Incorporate emerging issues in secondary teacher education curriculum	DTED, Teacher training institutions, DIAS, MIE	Emerging issues incorporated	1	
			Incorporate emerging issues in secondary teacher education curriculum	DTED, Teacher training institutions, DIAS, MIE	Emerging issues incorporated	0	
		Reviewing primary teacher training curriculum	Review primary teacher education framework	MIE, DTED, TTC, DP, DIAS	Revised framework in place	1	
			Organise primary teacher training curriculum review conceptualisation workshop	MIE, DTED, TTC, DP, DIAS	Conceptualisation workshop report	1	
			Conduct stakeholders analysis for primary teacher	MIE, DTED, TTC,	stakeholders analysis	1	

			training curriculum review	DP, DIAS	conducted		
			Hold primary teacher training curriculum review consultative meetings	MIE, DTED, TTC, DP, DIAS	# of consultative meetings	1	
			Develop primary teacher training courses	MIE, DTED, TTC, DP, DIAS	# of courses developed	0	
			Conduct quality assurance process for primary teacher training courses	MIE, DTED, TTC, DP, DIAS	Quality assurance process conducted	0	
			Review primary teacher training assessment framework	MIE, DTED, TTC, DP, DIAS, MANEB	Assessment framework reviewed	0	
			Harmonise primary teacher training curriculum assessment tools	MIE, DTED, TTC, DP, DIAS	Harmonised assessment tools	0	
		Reviewing secondary teacher training curriculum	Develop a secondary teacher education framework		Revised framework in place	1	
			Organise secondary teacher training curriculum review conceptualisation workshop	MIE, DTED, TTC, DP, DIAS	Conceptualisation workshop conducted	1	
			Conduct stakeholders analysis for secondary teacher training curriculum review	MIE, DTED, TTC, DP, DIAS	stakeholder analysis conducted	1	
			Hold secondary teacher training curriculum review consultative meetings	MIE, DTED, TTC, DP, DIAS	# of consultative meetings	1	
			Develop secondary teacher training courses	MIE, DTED, TTC, DP, DIAS	# of courses developed	0	
			Conduct secondary teacher training quality assurance process	MIE, DTED, TTC, DP, DIAS, NCHE	Quality assurance process conducted	0	
			Review secondary teacher training assessment framework	MIE, DTED, TTC, DP, DIAS, MANEB	Assessment framework reviewed	0	
			Harmonise secondary teacher training curriculum assessment tools	DTED, TTC, DP, DIAS, NCHE	Harmonised assessment tools	0	
		Implementation of teacher training management handbook	Disseminate primary teacher training management handbook	DTED, TTC, DIAS,	# of dissemination meetings	1	
			Develop secondary teacher training management handbook	DTED, TTC, DIAS,	Handbook developed	0	
			Disseminate secondary teacher training management handbook	DTED, TTC, DIAS,	# of dissemination meetings	0	
			Implementation of teacher training management handbook	DTED, TTC, DIAS,	# of colleges receiving handbooks	14	
		Upgrade Primary Teacher Education to Diploma programme	Build capacity of primary teacher trainers	DTED, DCE, Chanco, MZUNI, TTCs, MIE, Higher	# of teacher trainers trained	40	
			Conduct study tour on primary teacher education Diploma programme	DTED, DCE, Chanco, MZUNI, TTCs, MIE, Higher	Study tour report	1	
			Appoint a task force on the reorganisation of TTCs to offer Diploma programme	DTED, DCE, Chanco, MZUNI, TTCs, MIE, Higher	Task force appointed	1	
			Facilitate reorganisation of governance structure colleges to offer Diploma	DTED, DCE, Chanco, MZUNI, TTCs, MIE, Higher	Pilot TTCs reorganised	2	

			Develop Diploma curriculum	DTED, DCE, Chanco, MZUNI, TTCs, MIE, Higher	# of Diploma courses developed	1	
			Deploy qualified teacher trainers to pilot TTCs	DTED, HR	# of qualified teacher trainers deployed	0	
			Implement Diploma programme in two TTCs	TTCs	Diploma programme piloted in two TTCs	0	
		Improve efficiency in teacher training	Introduce cost sharing mechanism in colleges	DTED, TTCs	Cost sharing mechanism in place	1	
			Outsource non-core functions	TTCs	# of colleges outsourcing	8	
			Train college managers	SDI, MIM, HR	# of trained managers	20	
			Introduce a Diploma program for ODL management	MCDE	# of institutions	1	
			Dissemination of inspection reports to stakeholders	DIAS, TTCs, DEMs	# of dissemination meetings	3	
			Review the teaching practice duration	MIE, Colleges,	Teaching practice duration reduced	0	
	Improve quality of management and quality of in-service teacher education	Develop CPD framework for all sub sectors	Conduct stakeholders meeting	DTED, DEMs, DIAS, DP	# of stakeholder meetings	3	
			Developing CPD framework	DTED, DEMs, DIAS, DP	# of CPD meetings	3	
			Implement current CPD programmes using the new framework	DTED, DEMs, DIAS, DP	# of CPD workshops	5	
		Reinforce school based CPD at all levels and all subjects	Monitor school based CPD	DTED, DEMs, DIAS, DP	# of monitoring visits	0	
			Train CPD mentors and committees	DTED, DEMs, DIAS, DP	# of CPD mentors and committees trained	420	
			Build capacity of component managers through short course in project management, leadership and management	MIM	Number of participants	7	
Learner retention	Ensure that pupil dropout is reduced to 6% for boys and 8% for girls, repetition is reduced to 10% for all schools by 2017	Implement guidelines on Promotion and Repetition of primary school learners in standards 1 to 8 and introduce penalties for non-compliance	Review the circular on repetition and improvement of promotion rates in public schools	DBE, Planning	a circular reviewed	1	
			Develop guidelines on promotion, repetition and drop out (based on circular)	DBE, Planning	guidelines developed	1	
			Organize Workshops to disseminate and discuss the circular and guidelines to councils , formulate by-laws and create council-level campaign	DBE, Council	# of workshops organized	34	
			Organize recognition ceremonies for chiefs (TAs) whose schools have performed well on the reduction of dropout and repetition	DBE, DEMs, Councils	# of TAs recognized	6	
		Introduce remedial education	Develop guidelines for remedial education	DBE, Planning	# of guidelines developed	1	
			Disseminate the remedial guidelines	DBE, DEMs	# of districts	34	

		in primary schools	Incentivize standards 1 to 4 teachers on remedial education by paying remedial allowance upon verification by the DEM	SMC, PTA, PEA, Head teacher, DEM	# of districts	6	
			Conduct monitoring visits to remedial classes	M&E, DBE, DEMs	# of schools monitored	60	
		Incentivize reduction in repetition by increasing PSIP grants to schools achieving greatest % in reduction and repetition	Develop a concept note on performance based PSIP on 3 indicators; Providing data, reducing repetition and dropout , improving learning outcomes	DBE, Planning	a concept note developed	1	
			Pilot Performance Based Financing PSIP in the 6 remedial education districts	DBE, DEMs	# of Districts	6	
			Provide Performance Based incentives to best performing schools that give accurate info to DEMs, spent 4 hrs per day learning, and 1 per every 10 children repeat	DBE, DEMs	# of districts	0	
			Monitoring and Evaluation	M&E, DBE, DEMs	# of M&E reports	2	
		Use CBE to provide accelerated learning to over aged children	Pilot after-school modality of Complementary Basic Education	DBE/CBE, DEMs	# of districts	4	
			Consultations on the new model	DBE/CBE, DEMs	# of consultative meetings held	2	
			Study visit to one or two countries that implement CBE using existing structures	DBE, DEMS	# of visits	1	
			Review implementation guidelines(pilot)	DBE/CBE, DEMs	# of guidelines reviewed	1	
			Train teachers and PEAs in the pilot districts	Core Training Group, DBE, PEAs	#of teachers and PEAs trained	240, 20	6
		Support cluster system to improve transition and continuity between learning phases from ECD, Primary	Introduce an ECD class at primary school	ECD section in the Ministry of Gender, and DBE	#of primary schools with ECD classes	100	
			Train lower primary school teachers in ECD pedagogy	ECD section in the Ministry of Gender, and DBE	#of Teacher trained in ECD pedagogy	400	
			Sensitize primary school Head teachers on the presence of the feeder CBCC available around the school.	ECD section in the Ministry of Gender, and DBE	# of Head Teachers sensitized on CBCC clustering	100	
		Ensure adherence to MoEST's Readmission policy in all schools	Coordinate with the education committees, ADCs to organize campaigns on girls education and re-admission policy	DBE, Councils	# of schools	6500	
			Enhance training of mother groups in both primary and in community day secondary schools to provide guidance and counselling to learners, particularly girls	DBE,DSS SHNAH,DEMs	# of mother groups instituted and trained	6500	
		Scale up provision of WASH facilities and knowledge in schools	Organize a workshop to reach to an agreement with selected NGOs to provide sanitary pads to all schools	SHNHA, DBE, DEMs	#of districts	12	

		Improve delivery of secondary school bursaries and cash transfers to the OVCs	Revise guidelines on bursary and cash transfers	DSS, EDM	#of guidelines	1	
			Formulate and train Bursary Committees in all secondary schools	DSS, EDM	# of bursary committees established	1,040	
			Identify beneficiaries and disburse bursaries and cash transfers of beneficiaries	DSS, EDM	#of beneficiaries	12,000	1
		Technical Working Group meeting	Conduct Technical Working Group Meetings	DBE, CM	# of Technical Working Group Meetings conducted	3	
Decentralizing Salaries and School Improvement Grants	ESIP II Planning and Budgetary Management	Decentralize payroll management to the districts	Consult with DHRMD, MoF, E-Gov't, NLGFC, PPC, &LDF (Inter-ministerial Committee).	HR & DoF	# of inter-ministerial meetings held and contents of the reports of the meeting.	3	
			Identification of 2 rooms (server and users office) for the equipment and people working on salaries.	COUNCIL/DEM	# of districts with 2 rooms identified	28	
			Procurement of equipment, networking equipment and furniture	MoEST-DoF-Administration/MoF/MoLGRD	% Equipment bought		
			Establish internet connectivity to main server at Capital Hill - DHMRD & Accountant General.	E-Gov't/Accountant General/DHMRD	# of districts connected		
			Facilitate new establishments in all Councils	DHMRD/HR-ED	# of districts with updated establishments	11	
			Devolve staff, including teachers to fill the establishments in all the Councils.	DHMRD/HR-ED	# of districts with devolved staff		
			Identify and train personnel to work @ DC on the payroll	E-Gov't, DHMRD & HR-ED	# of districts with trained personnel for payroll.		
			Devolve the budget (PE) to the Councils	Education-HR-ICT / DoF/Treasury	# of districts with devolved PE budget		
	Improved management through higher school	Strengthen school-based management	Revise and implement the changes to the National Strategy for Community Participation in the management of Primary schools in Malawi so that it includes emerging issues such as selection criteria for membership in school management structures, e.g.	DBE/DFID	A revised NSCPPSM	1	

	funding and decentralisation	(primary)	SMCs, PTA, Mother Groups, etc.				
			Print and distribute the revised National Strategy for Community Participation in the Management of Primary schools in Malawi.	DBE/DFID	# of		
			Hire consultant to produce a structured course from course materials from MSSSP, Brandon University and other Leadership course outlines available.	Consultant hired	Hire of consultant by GIZ-BEP	1	
			Leadership training for serving heads and their deputies and prospective heads (A module on school records management and use to be included).	BE	# of school managers trained		6
			Design a Leadership training for PEAs and DEMs (to be designed by MIM or any university)	BE	Course Designed	1	
			Leadership training for PEAs and DEMs	BE			
			Lobby (with MIE, DCE, Mzuzu University, UNIMA, etc.) for the establishment of an ODL course in leadership. A course similar to MSSSP or that by Brandon University ending in the award of a Diploma. The possession of such a leadership diploma should confer an advantage to an individual in the event of competition for the post of head teacher.	DBE/HR-Training Officer	# of reports	5	
	Scale up resources for implementation of PSIP		Increase school improvement grants (SIGs) to a minimum of one million kwacha per school to cover among other things disaster preparedness, support for orphans, climate change, etc.	DBE/DEP	# of schools receiving a minimum of one million kwacha		
			Transfer school improvement grants (SIGs) straight to school accounts from National Local Government Finance Committee (NLGFC).	NLGFC/MoF/DEP/DoF	Reports of meetings	3	
			Lobby development partners that use discreet financing to use PSIP model and fund schools directly.	DEP/DBE/DoF	# of DPs using PSIP model of financing	10	
	Improving Secondary School Management	Strengthen school-based management (Secondary)	Leadership training for serving heads and their deputies and prospective heads (A module on school records management and use to be included).	DSE	# of serving heads undergoing leadership training		
			Lobby for the establishment of an ODL course in leadership.	DSE	ODL course established	1	
		Introduce Secondary school improvement Programme	Review SS establishment so it includes the post of a deputy head in SS.	HR/DSE/Moe/DH/MRD	# of deputy head teacher posts created	1720	
			Develop and print materials for implementation of SSIP	DSE	# of materials developed and printed	1720	
			Train relevant stakeholders (Heads deputy heads, PTA, School Board, Mother groups, Chiefs, SEMAs). The training to be conducted by division planners, PEAs and regional coordinators for PSSIP	DSE	# of schools with stakeholders trained.		
			Formulate school Improvement plans to be approved by DEMs by DEM	DEM	# of SS schools with approved SSIPs.		
			Finance, implement and monitor (the SSIP trainers) the SSIG.	DEP/DoF/NLGFC	# of districts financed	6	
	Strengthen Governance		Increase funding for SNE Centres and Resource Centres	DEP/DoF/DDSNE	% of SNE centres with increased funding		

		e and Management of Special Needs Education	Establish more resource centres as specialist teachers become more available.	DDSNE/DBE/DSD E	# of new resource centres established		
			Facilitate new establishments in all Councils	HR-ED/DHMRD/Treasury/DDSNE	# of centres with establishments		
	Enhanced efficiency of Education Service Delivery	Coordinate and strengthen the devolution processes	Increase devolved funds for School Health and Nutrition (SHN) activities to district councils to promote and sustain "Home grown school meals" program.		# of secondary schools	1008	
			Disseminate the Devolution guidelines to all stakeholders	DEP/DBE/DDSE	Dissemination report		
			Conduct inter-ministerial meetings to discuss issues of concern	DoA	# of meetings held	6	
			Conduct Decentralization TWG			4	
			Conduct Sector Working Groups			4	
			Conduct JSRs	DEP/SWAp Secretariat	JSR report	1	
		Disseminate and facilitate the implementation of Service Charter	Seek management approval for the "Draft Service Charter" for the MoEST	DOA-MoEST	Draft approved	1	
			Print the education Service Charter	DOA-MoEST	Printed draft document available		
			Launch the approved education Service Charter.	DOA-MoEST	Charter Launched		
			Disseminate the Charter to all stakeholders.	DOA-MoEST	Charter distributed to all education institutions		
	Decentralization of TLMs	1. Mobilization of resources	1. Developing a total estimated budget for the decentralization of TLMs	MoEST	Total Estimated budget developed	1	
			2. Technical discussion with the MoF and NLGFC on funding modalities	MoF, NLGFC, MoEST	# of meetings conducted	3	
			3. Discussions with the Development partners on tentative commitments	MoF, NLGFC, MoEST, DPs	# of meetings conducted	4	
			4. Sensitization of communities to provide additional resources for teaching and learning materials	MoEST, DEMs, PTAs, SMCs, PEAs	# of sensitization meetings conducted per district	6	
		2. Development of Standards for management of Primary School TLMs	1. Formation of the task force to develop the Guidelines	MoEST, MIE	task forced formed	1	
			2. Engage a consultant to develop the guidelines	MoEST, MIE	# of consultants engaged	2	
			2. conduct consultative meetings with key stakeholders in the MoEST	MoEST, MIE	# of meetings conducted	3	
			3. Consolidation of the guidelines report	MoEST, MIE	guidelines produced	1	
			4. Submission of guidelines for Approval	MoEST, MIE	guidelines approved	1	
		3. Dissemination of primary TLM guidelines	1. Raise awareness, advocacy on the guidelines	MoEST, DEMs, PEAs	# of awareness and advocacy meetings conducted, national and district	1, 3	
			2. Development of school handbook for the procurement of TLMs	MoEST, MIE	School Handbook Developed	1	

		4. Capacity development of school leadership and teachers in Procurement, Provision, use and storage of TLMs	1. Train DEM, PEA, PTA, inspectors, SMC & DEC in procurement, distribution, use and storage of TLMs	MoEST SPU, DEM, ODPP,	# of trainings conducted	1	
		5. Piloting of the Procurement of TLMs including SNE TLMs	Targeting (Districts, Schools)	MoEST, DPs	# of Schools selected	100	
			Organise meeting with publishers	MoEST, DPs	# of meetings conducted	2	
			Contract negotiations with publishers to print Std. 3-5 textbooks	MoEST, DPs	# of meetings conducted	5	
			Develop manuals and guidelines for primary schools	MoEST, DPs	Manuals & guidelines developed	1	
			Complete liberalisation of primary textbook policy	MoEST, DPs	liberation of primary textbooks completed	1	
			Organise meeting DBE training group and procurement	MoEST, DPs	# of meetings conducted	1	
			Print procurement manuals and guidelines for all schools	MoEST, DPs	# of manuals & guidelines printed	5500	
			Organise school trainings in procurement/financial management	MoEST, DPs	# of district trainings conducted	34	
			Newspaper and Radio advertising in pilot schools' community	MoEST, DPs	# of newspaper & radio adverts	4	
			Deposit textbook funding on schools' PSIP Bank account	MoEST, DPs	Funds deposited into PSIP accounts		
			Printers' visits to pilot schools to market textbooks	MoEST, DPs	# of visits conducted	100	
			All pilot school inspected on process, paperwork, books bought	MoEST, DPs	# of inspections conducted	3	
			MoEST Internal Audit to sample pilot schools on procedure	MoEST, DPs	# of audit visits conducted	3	
			Write Phase I report on Primary School-Based Procurement	MoEST, DPs	Report produced	1	
		6. Development and supply of TLMs	1. development of syllabus	MoEST, MIE	syllabus developed	1	
			2. approval of syllabus	MoEST, MIE	syllabus approved	1	
			3. invitation for submission of manuscripts	MoEST, MIE	Tender floated	1	
			4. Transfer of funds to Councils and to School Accounts for payments	NLGC, DEMs, Schools	Amount of Funds transferred to councils	34 districts	
		7. Development and supply of	1. Schools submit requirements to DEMs office	DEMs			
			2. DEMs float tenders	DEMs	Tender floated	1	
			3. Transfer funds to Council (DEMS)	DEMs	Amount of Funds transferred to	1	

	Decentralization of TLMs (Secondary Education) including SNE TLMs	TLMs (Furniture)			councils		
			4. DEMs make payments to directly to suppliers	DEMs	Amount paid		
			5. Furniture supplied to schools through DEMs office	DEMs	# of furniture supplied		
		8. Setting up a distribution network for TLMs (Textbooks)	1. Accreditation of publishers, book sellers and printers	MOEST, MIE	# of book sellers, publishers & sellers accredited		
			3. Develop a code of conduct for publishers and book sellers	MOEST, MIE	Code of conduct developed	1	
		9. Coordination of the Decentralization of TLMs	1. Establishment of a steering committee	MoEST	steering committee established	1	
			1. Conduct study tours on best practices	MoEST	# of study tours conducted	1	
			2. Monitoring of different processes on decentralization	MoEST	# of monitoring visits conducted	12	
			3. Coordination of different meetings	MoEST	# of coordination meetings conducted	4	
			4. consolidation of reports	MoEST	# of reports produced	4	
			5. Financial management and Audit	MoEST, NLGFC, National Audit	# of audits conducted	4	
		1. Mobilization of resources	1. Developing a total estimated budget for the decentralization of TLMs	MoEST	Total Estimated budget developed	1	
			2. Technical discussion with the MoF and NLGFC on funding modalities	MoF, NLGFC, MoEST	# of meetings conducted	3	
			3. Discussions with the Development partners on tentative commitments	MoF, NLGFC, MoEST, DPs	# of meetings conducted	4	
			4. Lobbying with the Government to raise the SDF and the TRF	MoEST	# of meetings conducted	1	
		2. Development of Standards for management of Secondary School TLMs	1. Formation of the task force to develop the Guidelines	MoEST, MIE	task forced formed	1	
			2. Engage a consultant to develop the guidelines	MoEST, MIE	# of consultants engaged	2	
			2. conduct consultative meetings with key stakeholders in the MoEST	MoEST, MIE	# of meetings conducted	3	
			3. Consolidation of the report	MoEST, MIE	guidelines produced	1	
			4. Submission of guidelines for Approval	MoEST, MIE	guidelines approved	1	
		3. Dissemination Secondary TLM guidelines	1. Raise awareness, advocacy on the guidelines	MoEST, EDMs, Inspectors, SEMA	# of awareness and advocacy meetings conducted, national and district	1, 3	
			2. Development of school handbook for the procurement of TLMs	MoEST, MIE	School Handbook Developed	1	
		4. Capacity development of school leadership and	1. Train Divisions, School Management, board of governors, inspectors, advisors in procurement, distribution, use and storage of TLMs	MoEST SPU, DEM, ODP, P,	# of trainings conducted	1	

		teachers in Procurement, Provision, use and storage of TLMs					
		5. Piloting of the Procurement of Secondary School TLMs including SNE TLMs	Targeting (Districts, Schools)	MoEST, DPs	# of Schools selected	100	
			Organise meeting with publishers on Phase I and Phase II	MoEST, DPs	# of meetings conducted	2	
			Contract negotiations with publishers to print textbooks	MoEST, DPs	# of meetings conducted	5	
			Develop manuals and guidelines for secondary schools	MoEST, DPs	Manuals & guidelines developed	1	
			Organise meeting DSE training group and procurement	MoEST, DPs	# of meetings conducted	1	
			Print procurement manuals and guidelines for all schools	MoEST, DPs	Manuals & guidelines printed	1008	
			Organise school trainings in procurement/financial management	MoEST, DPs	# of district trainings conducted	34	
			Newspaper and Radio advertising in pilot schools' community	MoEST, DPs	# of newspaper & radio adverts	4	
			Schools open a separate bank account for SDF and TRF	MoEST, DPs	# of bank account opened	1008	
			publishers visit to all pilot schools to market TLMs	MoEST, DPs	# of visits conducted	50	
			All pilot school inspected on process, paperwork, books bought	MoEST, DPs	# of inspections conducted	3	
			MoEST Internal Audit to sample pilot schools on procedure	MoEST, DPs	# of audit visits conducted	3	
			Write Phase I report on Primary School-Based Procurement	MoEST, DPs	Report produced	1	
		6. Development and supply of TLMs	1. Schools draw their requirements on TLMs, float tenders, Evaluation of bids, awarding of contracts to suppliers, and delivery of TLM	MoEST, EDMs			
		7. Setting up a distribution network for TLMs	1. Accreditation of publishers, book sellers and printers	MOEST, MIE	# of book sellers, publishers & sellers accredited		
			2. Publishing of the list of publishers, book sellers and printers	MOEST, MIE	Code of conduct developed	1	
			3. Develop a code of conduct for publishers and book sellers	MoEST	steering committee established	1	
		8. Coordination of the Decentralization of TLMs	1. Establishment of a board of governors	MoEST	# of study tours conducted	1	
			1. Conduct study tours on best practices	MoEST	# of monitoring visits conducted	12	
			2. Monitoring of different processes on decentralization	MoEST	# of coordination meetings conducted	4	
			3. Coordination of different meetings	MoEST	# of reports produced	4	

			4. consolidation of reports	MoEST, NLGFC, National Audit	# of audits conducted	4	
Education Access and Infrastructure	Classroom availability	Construction of new primary classrooms using cost effective technologies and modalities	Review of drawings	EIMU, LDF, BUILDINGS DEPARTMENT	# meetings	1	
			Identifying of sites for construction of new classrooms	BASIC/PLANNING / DEMs/ EIMU	# of sites identified	187	
			Procurement of contractors	EIMU	# of works contracts awarded	40	
			Construction of classrooms	EIMU/ LDF	# of classrooms constructed	1200	
			Supervision of works	EIMU/ LDF	# of visits	1122	
			Monitoring of works	EIMU/ LDF / PLANNING/ BASIC/ EDUCATION COMMITTEE	# of visits	374	
			Handover of projects	EIMU/LDF	# of classrooms handed over	1200	
	Teachers availability in primary schools	Construction of new teachers' houses using cost effective technologies and modalities	Review of drawings	EIMU, LDF, BUILDINGS DEPARTMENT	# of consultative meetings	1	
			Identifying of sites for construction of new teachers' houses	BASIC/PLANNING	# of sites identified	250	
			Procurement of contractors	EIMU	# of works contracts awarded		
			Construction of teachers' houses	EIMU/ LDF	# of teachers' houses constructed	1000	
			Supervision of works	EIMU/ LDF	# of visits	1122	
			Monitoring of works	EIMU/ LDF / PLANNING/ BASIC/ EDUCATION COMMITTEE	# of visits	374	
			Handover of projects	EIMU/LDF	# of teachers' houses handed over	1000	
	Improving Access	Rehabilitation and maintenance of existing educational infrastructures	Identifying of sites for rehabilitation of existing educational infrastructures	BASIC/PLANNING	# of sites identified	34	
			Procurement of contractors	EIMU	# of works contracts awarded	34	
			Rehabilitation of structures	EIMU/ LDF	# of schools rehabilitated	34	
			Supervision of works	EIMU/ LDF	# of visits	68	
			Monitoring of works	EIMU/ LDF / PLANNING/ BASIC/ EDUCATION COMMITTEE	# of visits	34	
			Handover of projects	EIMU/LDF	# of sites handed over	34	
		construct ECDs in selected	Production of designs	EIMU/ BUILDINGS DEPARTMENT/	Designs produced	1	

	primary schools and upgrade selected ECDs to accommodate junior primary structures		SNE			
		Consultative meetings on review of drawings	EIMU/ SNE/ DEMs/ CSOs	# of meetings	1	
		Identifying of sites for construction of new centres	BASIC/PLANNING/DEMs	# of sites identified	6	
		Procurement of contractors	EIMU	# of works contracts awarded	6	
		Construction of centres	EIMU	# of centres constructed	6	
		Supervision of works	EIMU	# of visits	36	
		Monitoring of works	EIMU / PLANNING/BASIC / EDUCATION COMMITTEE	# of visits	12	
		Handover of projects	EIMU	# of centres handed over	6	
	construct facilities for school feeding programme	Production of designs	EIMU/ BUILDINGS DEPARTMENT/ SNE	Designs produced	1	
		Identifying of sites for construction of new centres	BASIC/PLANNING/DEMs	# of sites identified	80	
		Procurement of contractors	EIMU	# of works contracts awarded	80	
		Construction of facilities	EIMU	# of facilities constructed	80	
		Supervision of works	EIMU	# of visits	160	
		Monitoring of works	EIMU / PLANNING/ BASIC/ EDUCATION COMMITTEE	# of visits	80	
		Handover of projects	EIMU	# of centres handed over	80	
	Improving Access	Rehabilitate resource centres for students with special needs	Production of building documents	EIMU/ BUILDINGS DEPARTMENT/ SNE	Set of drawing produced	1
			Identifying of sites for rehabilitation of centres	SNE/PLANNING/ DEMs	# of sites identified	12
			Procurement of contractors	EIMU	# of works contracts awarded	6
			Rehabilitation of centres	EIMU	# of resource centres rehabilitated	12
			Supervision of works	EIMU	# of visits	24
			Monitoring of works	EIMU / PLANNING/ SNE/ EDUCATION COMMITTEE	# of visits	12
			Handover of projects	EIMU	# of centres handed over	12
	Improving access	Provision of adequate	Review of furniture standards	EIMU/BUILDINGS DEPARTMENT/ LDF/	Furniture standards reviewed	

		furniture and equipment to all new education facilities		PROCUREMENT/ DIAS			
			Provision of furniture specifications	EIMU/LDF	Furniture Specifications provided		
			Procurement of furniture	District Council			
			verification of delivery	SUPPLIES UNIT/BASIC/ EDUCATION COMMITTEE	amount of furniture handed over		
	Improving access to Secondary schooling	Turning some schools to double shift	Identifying of sites for schools to turn into double shift	SECONDARY/ PLANNING/ EIMU	# of sites identified	11	
			Procurement of contractors	EIMU	# of works contracts awarded	11	
			Construction of sanitary facilities	EIMU	# of sanitary facilities constructed	44	
			Supervision of works	EIMU	# of visits	66	
			Monitoring of works	EIMU / PLANNING/ SECONDARY/ SHN/EDUCATION COMMITTEE	# of visits	22	
			Handover of projects	EIMU	# of sanitary facilities handed over	44	
	Improving access to Secondary schooling	Turning some schools to double shift	Identifying of sites for schools to turn into double shift	SECONDARY/ PLANNING	# of sites identified	11	
			Procurement of contractors	EIMU	# of works contracts awarded	11	
			Construction of additional teachers houses	EIMU	# of teachers houses constructed, in # of schools	30, 11	
			Supervision of works	EIMU	# of visits	66	
			Monitoring of works	EIMU / PLANNING/ SECONDARY/ SHN/EDUCATION COMMITTEE	# of visits	22	
			Handover of projects	EIMU	# of staff houses handed over	30	
	Improving access to Secondary schooling	Rehabilitation of conventional secondary schools					
			Identifying of sites for rehabilitation	SECONDARY/ PLANNING/EIMU	# of sites identified	5	
			Procurement of contractors	EIMU	# of works contracts awarded	5	
			Rehabilitation of secondary schools	EIMU	# of schools rehabilitated	5	
			Supervision of works	EIMU	# of visits	168	
			Monitoring of works	EIMU/ PLANNING/ EDM	# of visits	144	
			Handover of projects	EIMU	# of schools rehabilitated	24	
	Improving access to	Rehabilitation and	Identifying of sites for upgrading of CDSS	SECONDARY/ PLANNING/ EDM	# of sites identified	20	

	Secondary schooling	upgrading of selected CDSS	Procurement of contractors	EIMU	# of works contracts awarded	20	
			Upgrading of CDSS	EIMU	# of CDSS upgraded	20	
			Supervision of works	EIMU	# of visits	140	
			Monitoring of works	EIMU/ LDF / PLANNING/ SECONDARY/ EDM	# of visits	60	
			Handover of projects	EIMU	# of CDSS handed over	20	
	Improving Quality and Equity in Secondary Schooling	Construction of laboratory and library block in 100 CDSS	Review of drawings	EIMU, LDF, BUILDINGS DEPARTMENT	Drawings reviewed	1	
			Identifying of sites for construction of new day secondary schools	SECONDARY/ PLANNING	# of sites identified	100	
			Procurement of contractors	EIMU	# of works contracts awarded	100	
			Construction of day blocks	EIMU	# of schools constructed		
			Supervision of works	EIMU	# of visits	3	
			Monitoring of works	EIMU/PLANNING / SECONDARY/ EDM	# of visits	.	
			Handover of projects	EIMU	# of schools handed over		
	Improving Quality and Equity in Secondary Schooling	Construction of new conventional secondary schools	Review of drawings	EIMU, LDF, BUILDINGS DEPARTMENT	Drawings reviewed	1	
			Identifying of sites for construction of new day secondary schools	SECONDARY/ PLANNING	# of sites identified		2
			Procurement of contractors	EIMU	# of works contracts awarded		
			Construction of day secondary schools	EIMU	# of schools constructed		
			Supervision of works	EIMU	# of visits		
			Monitoring of works	EIMU/PLANNING / SECONDARY/ EDM	# of visits		
			Handover of projects	EIMU	# of schools handed over		
	Improving Quality and Equity in Secondary Schooling	Construction of girls hostels in day secondary schools using cost effective technologies and modalities	Review of drawings	EIMU, LDF, BUILDINGS DEPARTMENT	Drawings reviewed	1	
			Identifying of sites for construction of girls hostels	SECONDARY AND PLANNING	# of sites identified	1	
			Procurement of contractors	EIMU	# of works contracts awarded	12	
			Construction of girls hostels	EIMU/LDF	# of girls hostels constructed	24	
			Supervision of works	EIMU/LDF	# of visits	18	
			Monitoring of works	EIMU/ LDF / PLANNING/ SECONDARY/ EDUCATION	# of visits	6	

				COMMITTEE			
			Handover of projects	EIMU/LDF	# of hostels handed over	24	
	Improving Quality and Equity in Secondary Schooling	Rehabilitation and refurbish existing schools to make them user friendly for students with special needs	Consultative meetings on review of drawings	EIMU, LDF, BUILDINGS DEPARTMENT	# of meetings	1	
			Identifying of sites for rehabilitating of schools	PLANNING/SNE	# of sites identified	20	
			Procurement of contractors	EIMU,	# of works contracts awarded		
			Rehabilitate and refurbish schools	EIMU	# of schools refurbished and rehabilitated	20	
			Supervision of works	EIMU	# of visits		
			Monitoring of works	EIMU / PLANNING/ SNE/ EDUCATION COMMITTEE	# of visits		
			Handover of projects	EIMU	# of schools handed over	20	
	Improving Quality and Equity in Secondary Schooling	Construct and rehabilitate sanitary facilities in both CDSS and other day secondary schools	Identifying of sites for schools to rehabilitate	SECONDARY / PLANNING	# of sites identified	20	
			Procurement of contractors	EIMU	# of works contracts awarded	20	
			Rehabilitation of sanitary facilities	EIMU	# of sanitary facilities rehabilitated	20	
			Supervision of works	EIMU	# of visits		
			Monitoring of works	EIMU / PLANNING/ SECONDARY/ SHN	# of visits		
			Handover of projects	EIMU	# of sanitary facilities handed over	20	
	To increase the capacity of training Colleges		Identification of gaps, such as number of houses and missing demonstration schools and rehabilitations required	DTED/ BASIC/ EIMU	# of site surveys made	3	
			Procurement of contractors	EIMU	# of works contracts awarded		
			Construction of staff houses and demonstration schools	EIMU	# of structures constructed/rehabilitated	3 TTCs	3
			Supervision of works	EIMU	# of visits	15	
			Monitoring of works	EIMU / PLANNING/ DTED/ EDUCATION COMMITTEE	# of visits	6	
			Handover of projects	EIMU	# of sites handed over	3	
	Increasing the Quality of Primary Teacher Training	Construction of 3 additional public primary	Procurement of contractors	EIMU	# of works contracts awarded	3	
			Construction of 3 TTCs	EIMU	# of blocks constructed		
			Supervision of works	EIMU	# of visits		
			Monitoring of works	EIMU /	# of visits		

		TTCs		PLANNING/ DTED			
			Handover of projects	EIMU	# of sites handed over		
	Increasing quality of Primary Teacher Training	Construction of Special Needs Institute	Identification of consultants	EIMU	Consultant identified		
			Study tour	EIMU/SNE			
			Review of drawings	EIMU/ BUILDINGS DEPARTMENT	Drawings reviewed	1	
			Procurement of contractors	EIMU	# of works contracts awarded	1	
			Construction of Institute	EIMU	Institute constructed		
			Supervision of works	EIMU	# of visits		
			Monitoring of works	EIMU / PLANNING/ SNE/	# of visits		
			Handover of projects	EIMU	Institute handed over		
	Improving Access to Secondary Teacher training	Construction of Lilongwe Secondary Teacher Training College	Provision of Water	EIMU			
			Provision of electricity	EIMU			
			Provision of MTL	EIMU			
			Construction of TTC	EIMU	TTC constructed		
			Supervision of works	EIMU	# of visits		
			Monitoring of works	EIMU / PLANNING/ DTED	# of visits		
			Handover of projects	EIMU	# of blocks handed over		