

MALAWI EDUCATION SECTOR REFORM (MESRP) 2010-2013 PERFORMANCE ASSESSMENT REPORT

A. Programme overview

Goal	Achievement of MDGs 2 and 3 - universal primary education, and gender parity in primary and secondary schools.
DFID specific Triggers	<p><u>DFID and other leading donors have negotiated benchmarks</u> with Government of Malawi (GoM) for programme implementation and performance monitoring, with three key budget commitments and spending targets agreed as follows:</p> <ul style="list-style-type: none"> • % of the discretionary GoM budget to be allocated and spent on education, each year from 2010/11, with donor funds additional; • % of the education budget to be spent on primary education by 2013 (50% in 10/11, 55% in 11/12 and 60% in 12/13); • % of funding to the recurrent education budget released by Ministry of Finance within the year (80% in 10/11, 85% in 11/12, 90% in 12/13). <p>DFID disburses <u>half its annual Sector Budget Support (SBS) contribution</u> (£7 million), as soon as the budget reflecting these spending targets is approved by Parliament, usually in <u>July</u> each year.</p>
SWAP Policy targets	<p>MoEST and donors are jointly committed to nine key reforms specified in the Education Sector Implementation Plan (ESIP) document:</p> <ul style="list-style-type: none"> • Accelerated construction and rehabilitation of school infrastructure • Reduced primary Gross Enrolment Ratios (GERs) and increased Net Enrolment Ratios (NERs) towards 100% • Gender parity in primary and secondary school enrolment • Reduced Pupil: Teacher Ratios (PTRs) in primary schools • Better measurement and monitoring of learning outcomes • Systematic and regular inspection of all educational institutions • Greater decentralisation of management and financing of primary education • Improved efficiency through reduced repetition and dropout rates • Increased role for the private sector and private financing <p>DFID disburses <u>half of its annual Sector Budget Support contribution</u> (£7 million) in <u>January</u> of each financial year if the Education Joint Sector Review (JSR) concludes that satisfactory progress is being made on these key reforms.</p>

B. Performance on DFID triggers on budget allocation and spend (including donor resources)

Trigger/target	2010/11	2011/12	2012/13 (July)	Source of data
National budget allocation to education sector	24% ((against target of 20%)	26% (against target of 20%)	24% ((against target of 20%)	National budget and MOEST
National education budget allocated to primary	55%	55.7% ((against target of 55%)	60.6% ((against target of 60%)	National budget and MOEST

C. Progress on the ESIP Reform Agenda policy targets (after JSR 2010)

Reform Agenda policy target	New evidence and current assessment of progress	Conclusion
1. Accelerated construction and rehabilitation of school infrastructure	Contracts awarded for 186 classrooms in Dec 2010; other contracts delayed by procedural errors; Audit of the Education Infrastructure Management Unit (EIMU) completed; new school mapping exercise being commissioned.	Poor progress
2. Reduced primary GERs and increased NERs (towards 100%)	New 2009/10 Education Management Information System (EMIS) data shows negligible change in GER and NER, but increase in total enrolment from 3.67m to 3.87m (200,000 children).	Satisfactory
3. Gender parity in primary and secondary school enrolment	No reference to gender parity in primary and secondary education. quarterly reports; construction of seven girls' hostels in 'day' secondary schools is continuing.	Partially satisfactory
4. Reduced Pupil:Teacher Ratios in primary schools (esp. in Stds 1-3)	New 2009/10 EMIS data collected in May-June 2010 does not include the 4000 student teachers on Open and Distance Learning (ODL) scheme so does not yet show as a fall in PTRs; 6000 more now being recruited; 4800 student teachers in training in Teacher Training Colleges; delays in payments of salaries and rural teachers' allowances; Pensions Bill causing many teachers to retire early.	Good progress
5. Better measurement and monitoring of learning outcomes	USAID project is piloting Early Grade Reading (EGRA) and Early Grade Mathematics Assessment (EGMA); UNICEF is offering new support to develop national assessment system.	Poor progress
6. Systematic and regular inspection of all educational institutions	120 secondary schools and 58 private training institutions inspected in from Oct.-Dec. 2010; 32 new inspectors trained.	Satisfactory
7. Decentralization of management and financing of primary education	1032 schools in 6 Districts now getting School Improvement Grants; training underway for 6 more Districts in 2011/12; school improvement planning and financial management guidelines finalised.	Partially satisfactory
8. Improved efficiency through reduced repetition and dropout rates	Guidelines on repetition and class sizes revised and refined; management team in MoEST still want further changes.	Poor progress
9. Increased role for the private sector and for private financing	School loans trust abolished and student loans now administered by Malawi Savings Bank; World Bank leading study on policy options in higher education, including financing options.	Poor progress

D. Progress on the ESIP Reform Agenda policy targets (after JSR 2011)

Reform Agenda policy target	Evidence and assessment of progress in 2010/11	Conclusion
1. Construction and rehabilitation of school infrastructure	Contracts awarded by EIMU for 136 new primary classrooms in Nov. 2010 and for 360 classrooms in March 2011; but only 118 classrooms completed by EIMU, 150 more by Unicef and 30 by the Local Development Fund (LDF), taking total to .300 against ESIP target of 1,500 for 2010/11; new school mapping exercise not yet contracted to determine locations for new schools and new classroom construction; Overall, primary school classrooms not prioritised over other forms of infrastructure; some progress reported in secondary and tertiary education infrastructure.	Poor progress
2. Reduced primary GERs and increased NERs (towards 100%)	2009/10 EMIS data showed no change in GER (at 115%); EMIS data unreliable on NER (83% in 2009 Welfare Monitoring Survey-WMS); no WMS in 2010; Integrated Household Survey data awaited instead; increase in total primary enrolment from 3.87m in 2009/10 and 4.0m in 2010/11; new population projections put the primary school-age (6-13) group at 3.2m in 2011, indicating 800,000 over-aged children in school.	Satisfactory progress
3. Gender parity in primary and secondary school enrolment	Gender parity extended upwards to include slightly more girls than boys in primary Std. 7, as well as Stds 1-6, for the first time in 2010/11; significant increases reported in the number of girls awarded bursaries to attend secondary school (from 4,096 to 4,286); 51% of new intake into Initial Primary Teacher Education (IPTE) full-time programme in TTCs in 2011 is female – more than half for the first time ever; increase from 38% to 40% in the proportion of primary school teachers who are women; Gender Parity Index (GPI) (secondary) up from 0.79 to 0.81.	Good progress
4. Reduced Pupil: Teacher Ratios (PTRs) in primary schools (esp. in Stds 1-3)	Overall national PTR fell slightly from peak of 81:1 in 2009, to 78:1 in 2010/11 (after successive increases each year from 2005 to 2009); 4,000 student teachers on ODL scheme started work in primary schools in Sept. 2010 (and 6,000 more in Sept. 2011); 4,800 student teachers in full-time initial training in TTCs; long delays in deployment of newly-qualified teachers to schools and in adding them to the payroll with correct salaries and allowances.	Satisfactory progress
5. Measurement and monitoring of learning outcomes	Primary and secondary school examinations from Malawi National Exams Board (MANEB) are based on norm-referenced tests that do not measure results and outcomes on a consistent basis from year to year; USAID-funded Malawi Teacher Professional Development project (MTPDS) piloted EGRA and EGMA tests in 2010/11, with very poor results compared to other countries; UNICEF is funding technical assistance to develop a new national assessment system; so some progress in 'measurement' and in 'monitoring', but none evident yet in actual learning outcomes.	Satisfactory progress

6. Systematic and regular inspection of all educational institutions	Recruitment and training of new inspectors in 2009/10 resulted in big increase in the number of primary schools inspected (from 591 to 954) in 2010/11, exceeding target set; also 139 secondary schools inspected, 10 TEVET institutions, and five TTCs (according to annual Education Sector Performance Report-ESPR); but no school inspection reports have been released or published, either for individual schools or for categories of institutions, and there is no evidence of effective impact of inspection on quality of teaching and learning.	Satisfactory progress
7. Decentralization of the management and financing of primary education	Training is now underway for schools in 6 more Districts to receive SIGs in 2011/12; school improvement planning and financial management guidelines finalised, published and used in training courses; larger proportion of the resources for primary education devolved in increased allocations to district councils, under the 2011/12 Budget.	Good progress
8. Improved efficiency through reduced repetition and dropout rates	No progress towards ESIP targets of 15% repetition in 2009/10 and 12% in 2010/11; with repetition rate reported to be 21% in 2009/10; new Guidelines on repetition, promotion and class sizes were developed, refined, approved, and issued in 2010/11; no progress apparent or reported in dropout rates; some reported progress with double-shifting, ie making more effective use of existing teachers and classrooms (in 5% of primary schools).	Poor progress
9. Increased role for the private sector and for private financing	Student Loans Trust abolished in 2010 but no final accounts or audit report yet available and negligible amounts of loans recovered; responsibility for issuance and recovery of student loans was transferred to Malawi Savings Bank – new loans disbursed in 2010/11 but none recovered. Attempt in 2010 to increase university tuition fees from existing rate of £53 (compared with average recurrent unit cost of £2000) failed. World Bank is leading study on policy options in higher education, including financing options; increasing numbers of private institutions and fee-paying ‘parallel’ students, especially at tertiary level (higher, technical and teacher education).	Poor progress