



Government of the Republic of Malawi

National Education Policy (NEP)

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Foreword

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

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

Furthermore, the NEP recognizes the government's commitment to related international protocols such as the Education for All (EFA), Jomtien (1990), Dakar (1991), Ouagadougou (1993) and Copenhagen and Beijing (1995) and Millennium Development Goals (MDGs) which recognize the importance of making education available to all. It is, therefore, expected that the coming together of all key players in the education sector will make a significant difference in Malawi, and thereby respond to the national and international aspirations and expectations. By building an educated and highly skilled population, Malawi will not only achieve accelerated economic growth and development, but it will also aim towards the achievement of the MDGs.

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

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Minister of Education, Science and Technology



Preface

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

The government has identified the education sector as one of the nine priorities among priorities in the nation's development agenda. The government's commitment to the education sector is, therefore, underlined by the increase in funding to the sector. Despite the high proportion of the government budget allocation to education, the demands of expansion and quality education leaves the sector seriously under-funded. However, the cooperating partners have increased their support to the education sector significantly through the Education Sector Wide Approach (ESWAp). The government has also sought and encouraged partnerships with other education providers, most notably, NGOs and religious organizations.

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

MacPhail Magwira (PhD)
Secretary for Education, Science and Technology



List of Abbreviations and Acronyms

AIDS

CBCC	Community Based Childcare Centre
CBE	Complementary Basic Education
CPD	Continued Professional Development
CDSS	Community Day Secondary School
CSS	Conventional Secondary School
DEC	Distance Education Centre
DEM	District Education Manager
DIAS	Directorate of Inspection and Supervision
DTED	Department of Teacher Education
DTEVET	Department of Technical Entrepreneurial and Vocational Education and Training
ECD	Early Childhood Development
EDM	Education Division Manager
EFA	Education for All
EMIS	Education Management Information System
ESIP	Education Sector Implementation Plan
E-SWAp	Education Sector Wide Approach
FPE	Free Primary Education
GABLE	Girls Attainment in Basic Literacy Education
HR	Human Resource
INSET	In-service Training
IPTE	Initial Primary Teacher Education
IRI	Interactive Radio Instruction
JCE	Junior Certificate of Education
MACOHA	Malawi Council for the Handicapped
MANEB	Malawi National Examination Board
MCDE	Malawi College of Distance Education
MDG	Millennium Development Goals
MEP	Malawi Education Policy
MGDS II	Malawi Growth and Development Strategy II
MIE	Malawi Institute of Education
MIITEP	Malawi Integrated In-service Education
MNCU	Malawi National Commission for UNESCO
NALP	National Adult Literacy Programme
MNLS	Malawi National Library Service
MSCE	Malawi School Certificate of Education
MoEST	Ministry of Education Science and Technology
MOLGRD	Ministry of Local Government and Rural Development



MTEF	Medium Term Expenditure Framework
NER	Net Enrolment Ratio
NESP	National Education Sector Plan
NGO	Non-Governmental Organization
ODL	Open Distance Learning
ODSS	Open Day Secondary School
OSS	Open Secondary School
OVC	Orphan and Vulnerable Children
PCR	Pupil Classroom Ratio
PEA	Primary Education Advisor
PIF	Policy Investment Framework
PSLCE	Primary School Leaving Certificate
PTR	Pupil Teacher Ratio
SCAR	Secondary Curriculum and Assessment Review
SHN	School Health Nutrition
SMC	School Management Committee
SNE	Special Needs Education
SSA	Sub-Saharan Africa
SWAP	Sector Wide Approach
TDC	Teacher Development Centre
TEVET	Technical Entrepreneurial Vocational Education and Training
TQF	Technical Qualification Framework
TSC	Teaching Service Commission
TTC	Teacher Training College
TUM	Teachers Union of Malawi
UCE	University Certificate in Education
UNESCO	United Nations Education Scientific and Cultural Organization
UNIMA	University of Malawi

GLOSSARY

Continued Professional Development:	A structured approach to learning to help ensure competence to practice, taking in knowledge, skills and practical experience.
Early Childhood Education:	It is a term that refers to educational programs and strategies geared toward children from birth to the age of eight. Early childhood education often focuses on guiding children to learn through play. The term often refers to preschool or infant/child care programs.
Education Sector Wide Approach:	It is the modality of funding that brings together the government, the development partners and other stakeholders in the education sector
Enrollment:	The total number of pupils/students who have registered in a class or school during the current school year.
Free Primary Education:	Primary education which is tuition free
Junior Certificate of Education:	National examinations which are administered at the end of two years of secondary schooling
Net enrolment ratio:	The number of children of official primary school - age who are enrolled in primary education as a percentage of the total children of the official school age population.
Open day secondary school:	Secondary schools that operate at various centers including existing secondary schools and are managed by Distance Education Center



Open distance learning:	Open learning and distance education refers to approaches to learning that focus on freeing learners from constraints of time and place while offering flexible learning opportunities. And /or any educational process in which all or most of the teaching is conducted by someone geographically removed from the learner, with all or most of the communication between teachers and learners being conducted through electronic or print mediums.
Out- of- school- youth education:	boys and girls who belong to any of the categories; a) 7-14 years old who are not enrolled; b) 15-24 years old, not enrolled, not employed and not a tertiary level graduate.
Primary cycle:	It constitutes standards 1 to 8
Primary education advisor:	An education officer who is responsible for advisory services in schools at zonal level
Primary School Leaving Certificate:	National examination that are administered at the end of primary school cycle
Pupil Classroom Ratio:	The average number of pupils/students per classroom in primary/secondary education in a given school year
Pupil Teacher Ratio:	The proportion of the number of authorized positions for teachers at a certain level in a given year to the enrollment at the same level in the same year.
Special Needs Education:	A system for providing a conducive learning environment for learners who may require extra support in order to achieve maximum potential

Tertiary Education:

The level of education covering post-secondary and higher education.

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1.0 Introduction

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

1.1 Background

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

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

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

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

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



Linkages with other Relevant Policies

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

1.2 Defining the Problem

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

Due to the transition to multiparty dispensation, the education sector experienced the emergence of private institutions many of which are substandard. This is the result of the absence of a comprehensive education policy to guide all stakeholders in the provision of education services and has adversely affected learning outcomes at all levels.

Furthermore, due to the absence of a well defined education policy, different key players in the education sector have not been well coordinated. Additionally, their roles and responsibilities have not been clearly defined thereby prompting non-conformity to set standards among stakeholders.

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

1.3 Purpose of the Policy

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

2.0 Broad Policy Directions

2.1 Policy Vision

To be a catalyst for economic growth and socio-economic development.

2.1 Policy Goal

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

2.2 Policy Outcome

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

2.3 Policy Objectives

The objectives of the policy are:

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

3.0 Policy Priority Areas

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

- i. Quality, Accessible and Equitable Basic Education;
- ii. Accessible and Quality Secondary Education;
- iii. Quality Teacher Education (Primary and Secondary);
- iv. Quality and Equitably Accessed Technical, Entrepreneurial and Vocational Education and Training; and
- v. Quality and Equitably Accessed Higher Education

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

3.1 Priority Area 1: Quality, Accessible and Equitable Basic Education

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

3.1.1 Early Childhood Development

The policy shall ensure that ECD services are promoted in accordance with the National Policy on Early Childhood Development (ECD)

3.1.2 Out- of- School Youth Education

The policy shall ensure that Out of School Youth services are promoted in accordance with the National Youth Policy

3.1.3 Adult Literacy

The policy shall ensure that Adult literacy services are promoted in accordance with the policy direction provided by the relevant stakeholders.

3.1.4 Primary Education

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

The primary cycle is for eight years, from standard 1 to standard 8. At the end of standard 8, learners sit for a standardized national examination called the Primary School Leaving Certificate Examination (PSLCE) which determines their eligibility for secondary education. Historically the provision of primary education was solely undertaken by the government. In 2004, a national policy authorized primary education provision by private institutions; however, private schools play a small role in the provision of primary education as currently less than 10% of total primary education enrolment is attending private schools. The government is still the main provider of primary education.

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

Policy Statements

The policy will ensure that:

- i. national education standards are adhered to in all schools.
- ii. primary school curriculum is relevant and responsive to the needs of the country;
- iii. quality assurance is enhanced;
- iv. free primary education is compulsory and implemented incrementally;
- v. continuous assessment in primary education is enhanced;
- vi. teaching and learning materials are available to all learners;
- vii. a sustainable and effective school health and nutrition programme including HIV/AIDS education services is enhanced
- viii. increased numbers of girls equitably access, participate in, excel and complete primary education

- ix. equitable access to quality and relevant special and inclusive primary education is enhanced
- x. capacity development in primary education is strengthened; and
- xi. governance and management of primary education is enhanced.

Priority Area 2: Accessible and Quality Secondary Education

Secondary education in Malawi runs for four years, with two years of junior secondary and two for senior secondary. After two years of secondary education, students sit for a Junior Certificate Examinations (JCE), which qualifies them to enter senior secondary. After the other two years, the students sit for a Malawi School Certificate Examination (MSCE).

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

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

Policy Statements

The policy will ensure that:

- i. Equitable access to secondary education is increased;

- ii. Increased numbers of girls equitably access, participate in, excel and complete secondary education
- iii. Equitable access to quality and relevant special and inclusive secondary education is enhanced
- iv. A comprehensive response to HIV and AIDS is coordinated and sustained
- v. Secondary school curriculum is relevant and responsive to the needs of the country;
- vi. Secondary schools meet minimum infrastructure standards;
- vii. Quality assurance and quality of secondary education is enhanced;
- viii. Efficient and effective mechanisms for resource management is reinforced; and
- ix. Governance and management of secondary education is improved.

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

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

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

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

The provision of quality and relevant teacher education at both primary and secondary levels has faced many challenges. Such challenges include: inadequate Continued

Professional Development programmes (CPD) for in-service teachers; inadequate resources in teacher training colleges; and the unattractive nature of teaching profession in Malawi compared to other jobs.

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

Policy Statements

The policy will ensure that:

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

Priority Area 4: Quality and Equitably Accessed Technical, Entrepreneurial and Vocational Education and Training (TEVET)

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

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

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

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

Policy Statement

The policy will ensure that:

- i. Equitable access to TEVET programs is increased;
- ii. TEVET is mainstreamed in the main education system;
- iii. A comprehensive response to HIV and AIDS is coordinated and sustained
- iv. Capacity development in TEVET is enhanced;
- v. Quality assurance and quality of TEVET is enhanced;
- vi. TEVET meets minimum required standards;
- vii. Resource management in TEVET is improved;
- viii. Increased numbers of female students equitably access, participate in, excel and complete Technical, Entrepreneurial and Vocational Education and Training

- ix. Equitable access to quality and relevant special and inclusive education is enhanced
- x. Governance and management of TEVET is improved.

Priority Area 5: Quality and Equitably Accessed Higher Education

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

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

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

Higher education institutions also face a number of governance and management challenges which have affected their performance. Such challenges include weaknesses and deficiencies in the management systems; nonexistent performance management systems to assess the performance of lecturers and other staff; weak systems for

accountability of locally generated resources; highly subsidized higher education; and inadequate investment in infrastructure and rehabilitation.

Policy Statements

The policy will ensure that:

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

4.0 Implementation Arrangements

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

4.1 Institutional Arrangements

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

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

- i. Formulate into programs the major development priorities indicated in the policy;
- ii. Monitor and evaluate on periodic basis the progress made in meeting policy goals;
- iii. Determine policy outcome indicators and plans;
- iv. Assist districts to develop plans in relation to the policy priorities;
- v. Establish development programs which will take care of capacity development in the context of aligning technical assistance with associated commodity aid, training requirements and improved structural and systemic approaches in the execution of the policy;
- vi. Liaise with universities, colleges, and other appropriate institutions and organizations to develop and implement programmes and other relevant issues; and
- vii. Take necessary measures to ensure effective and efficient implementation of the policy.

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

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

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

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

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

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

The Ministry of Persons with Disability and the Elderly will advocate for equalization of opportunities and rights of persons with disabilities.

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

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

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

The Ministry of Gender, Children and Social Welfare will be responsible for mainstreaming gender issues, safe guarding children and provide early childhood education and adult literacy programs in the implementation of the policy

The Ministry of Finance will be responsible for funding education programmes and related services.

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

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

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

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

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

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

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

4.2 Implementation Plan

The Ministry of Education, Science and Technology shall be responsible for translating this policy into strategies and plans and ensure implementation of such plans in partnership with all stakeholders.

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

4.3 Monitoring and Evaluation

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

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

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