



PUBLIC SECTOR REFORMS SECRETARIAT

MINISTRY OF EDUCATION

AUGUST 2020 – JUNE 2022

OCTOBER 2020



Ministry of Education



HIS EXCELLENCY
DR. LAZARUS MCCARTHY CHAKWERA
PRESIDENT OF THE REPUBLIC OF MALAWI

The Government of Malawi is committed to improving the welfare of the people of Malawi and to transforming the country to achieve the middle-income country status. This will require a public service that is fit for purpose, results oriented and high performing to facilitate positive transformation of the economy and modernization of the country.

The Reforms Performance Contracts will be used as mechanism to transform all public sector institutions to high performing institutions that will deliver quality services to the public and effectively implement policies and programmes that will contribute to the achievement of the national transformational agenda.

The Reforms being implemented by Ministries, Local Councils, Parastatals Organizations and Constitutional Bodies are in line with the Vision and Mission of the Public Service which mainly seeks to provide services to the public in an efficient, effective and responsive manner in order to satisfy national aspirations in accordance with the Malawi Constitution.

My Government hereby commits its total support to the Ministry by providing resources (financial, human and material) necessary for effective implementation of this Agreement. Ministries will be able to understand and translate people's needs into policies and programmes and services to achieve '***a better Malawi.***'

Ministerial Statement of Commitment



Hon. Agnes NyaLonje
Minister of Education

I, **Agnes NyaLonje**, Minister of Education commits myself towards the full implementation of the focus areas for reforms in the Ministry of Education, as outlined in the Performance Contract Document.

This Performance Contract (*hereinafter referred to as "Contract"*) is entered into between the Government of the Republic of Malawi (*hereinafter referred to as GoM*) represented by His Excellency the President of Private Bag 301, Capital City, Lilongwe 3, of the one part, and the Minister, Ministry of Education, Private Bag 328, Lilongwe 3, of the other part.

WHEREAS:

The Government is committed to ensuring that services in Ministry of Education are well managed, supported and are cost effective in delivery quality services to the public in line with provisions of the constitution of the Republic of Malawi.

The Government recognises that the Ministry of Education holds a vital key to improving public service delivery through promotion of quality education irrespective of race, gender, ethnicity, religion or any other discriminatory characteristics

The purpose of this Performance Contract is to establish the basis for ensuring efficient and effective services are delivered to Malawians in line with the provisions of the Constitution of the Republic of Malawi, the Public Service Act and relevant Acts; and by requiring the

Ministry to raise standards of performance and behaviour of public servants within its jurisdiction in order to have a well-informed, knowledgeable, technologically driven nation.

The Ministry will also focus on:

1. Increasing access to education at all levels;
2. Improving the quality and relevance of education at all levels;
3. Improving the governance and management of education at all levels.

This Contract therefore represents a basis for continuous provision of a vibrant and competitive education system as Government endeavours to meet the needs and expectations of the Malawian people. This contract forms the basis for the evaluation of the Ministry's agreed Key Performance Indicators.

COMMITMENT BY THE MINISTRY OF EDUCATION

The Ministry of Education on behalf of Public Institutions in the Education sector commits itself towards the full implementation of the focus areas for reforms in the Education sector as outlined in the Performance Contract documents for Parastatal Organizations in the Education sector. The institutions are as follows:

1. Higher Education Students' Loans and Grants Board (HESLGB)
2. Lilongwe University of Agriculture and Natural Resources (LUANAR)
3. Malawi College of Accountancy (MCA)
4. Malawi Institute of Education (MIE)
5. Malawi Institute of Management (MIM)
6. Malawi National Examinations Board (MANEB)
7. Malawi University of Science and Technology (MUST)
8. Mzuzu University (MZUNI)
9. National Commission for Science and Technology (NCST)
10. National Commission for UNESCO
11. National Council for Higher Education (NCHE)
12. National Library Services (NLS)
13. University of Malawi (UNIMA)

PART I: MANDATE, VISION, MISSION, AND STRATEGIC OBJECTIVES

a) MANDATE

To promote education in Malawi irrespective of race, gender, ethnicity, religion or any other discriminatory characteristics.

b) VISION

A vibrant and competitive education system.

c) MISSION

To provide quality education and training to the nation through the development of need-based curricula and application of science, technology and innovative techniques for sustainable socio-economic development.

d) STRATEGIC OUTCOMES

- i. Improved equitable access to education at all levels
- ii. Improved quality and relevance of education at all levels
- iii. Improved governance and management of education at all levels
- iv. Improved utilisation of science, technology and innovation

PART II: COMMITMENTS AND RESPONSIBILITIES OF THE ORGANISATION

1. Developing and implementing the Strategic Plan of the Ministry, linked to National policy documents such as Malawi Growth and Development Strategy (MGDS) III, National Education Policy, National Education Sector Plan and others;
2. Linking strategic objectives to areas of focus in the planning instruments;
3. Ensuring appropriate work plans are developed on the basis of the strategic plan;
4. Quarterly Reporting of Education Sector Reform Progress to PSR Secretariat; and
5. Conducting formal in-house evaluation at the end of each year and reporting on the results, together with evidence.

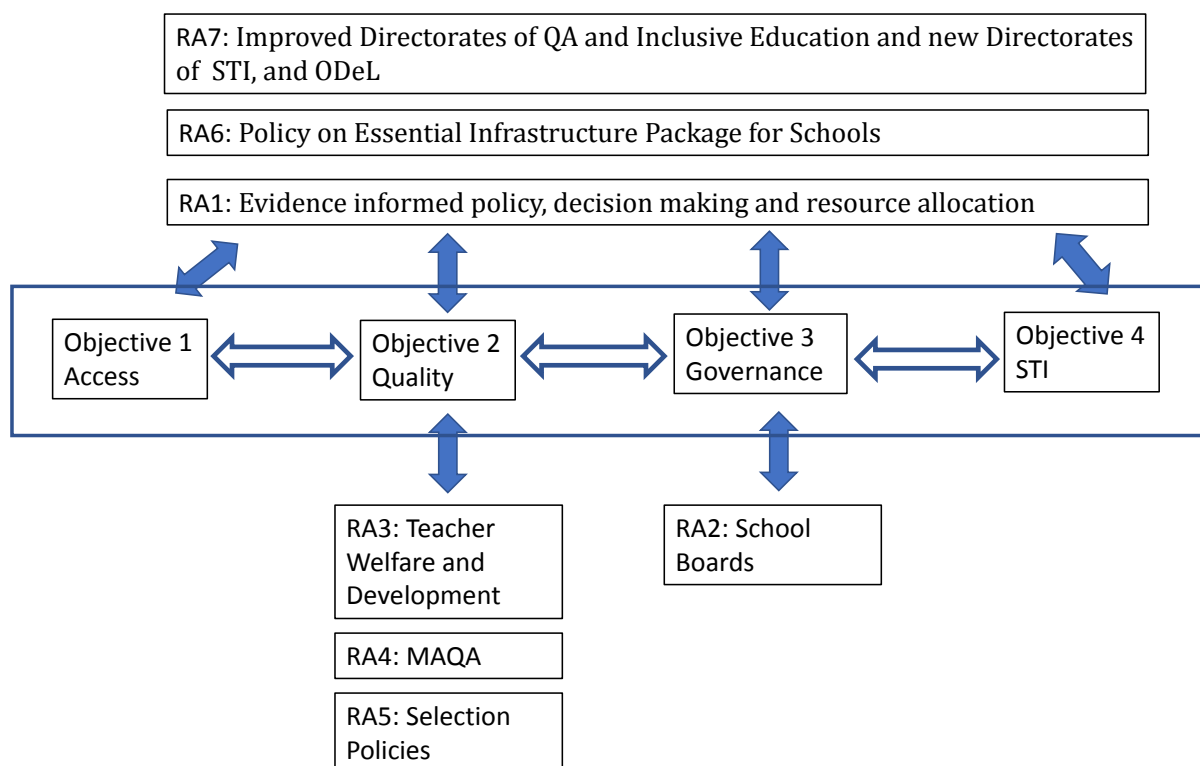
PART III: COMMITMENT AND OBLIGATION OF THE GOVERNMENT

1. Government will commit to fund the Ministry in accordance with the approved budgetary allocations and approved cash flow in a timely manner;
Government will ensure that allocated funds are released and accessible to the Ministry in a timely manner;
2. In cases where Government, due to unforeseen circumstances, is unable to fund according to (1) or (2) above, it will communicate to the Ministry of Education any funding adjustments and the Ministry will adjust its operations accordingly; and
3. Government will ensure that application for approvals are handled timely within the set minimum standard period in line with set procedures and laws (approval for procurement, establishment warrant etc.).

PART IV: FOCUS AREAS FOR REFORMS AND JUSTIFICATIONS

There are seven focus areas highlighted in this section. Some map closely to specific strategic outcomes listed in 1(d) while others are cross-cutting and impact on all four strategic outcomes.

This is illustrated in the figure below



REFORM AREA 1 Promote evidence informed policy and decision making

Issue to be addressed: Policies and associated action may be sub-optimal due to a lack of evidence-based analysis of situations. Furthermore, misallocation and poor allocation of resources may be politically driven rather than needs-driven, facilitated in part by lack of information.

Proposed Outcome of the Reform Area: (i) Improved and complete data sets available for analysis; (ii) improved analysis for policy and associated action; (iii) improved analysis for allocation of human, financial and material resources; and (iv) Personnel audit.

Justification for undertaking the Reform Area: Evidence-based policy and action and evidence-informed allocation of resources will lead to improved decision making throughout the Ministry.

Benefits for Implementing the Reform Area: Improvements in strategy, policy and the effective allocation of resources will lead to improvements in all four Ministry strategic objectives, namely: (i) access; (ii) quality; (iii) governance; and (iv) improved science technology and innovation

REFORM AREA 2: Strengthen School and TTC Governance

Issue to be addressed: Ineffective oversight in education institutions results in poor governance and management.

Proposed outcome:

- (i) Regulated Boards of Governors established for Secondary Schools
- (ii) Regulated Boards of Governors established for TTCs
- (iii) Regulated School Management Committees established for Primary Schools

Justification for undertaking the Reform Area: The Education Act 2013 provides for the establishment of Boards of Governors for secondary schools and TTCs and School Management Committees for Primary Schools. This will enhance accountability, transparency, and local ownership of education institutions.

Benefits for Implementing the Reform Area: Improved performance of education institutions leading to: improved learning outcomes, increased access and equity, improved school management, improved local ownership of schools and colleges and local ability to hold Ministry and Government to account.

REFORM AREA 3: Enhance teacher welfare and development

Issue to be addressed: Low motivation amongst teachers and perceived poor professional standing of teachers in society,

Proposed outcome:

- (i) Improved working conditions for teachers
 - (a) Remote Allowances for Primary School Teachers;
- (ii) Improved processes for promotion
 - (a) Requires Teacher Performance Appraisal System;
- (iii) Diploma/Degree teacher training programmes introduced;
- (iv) Teachers' Council of Malawi established

Justification for undertaking the Reform Area:

There is need to address teachers' concerns across a range of areas that impact on their welfare and professional development and standing. The Teachers' Council is provided for in the Education Act 2013.

Benefits for Implementing the Reform Area: Improved teacher motivation, performance and professionalism, with knock-on effects for improved teaching and learning.

REFORM AREA 4: Establish Malawi Qualifications Authority (MAQA)

Issue to be addressed: There is proliferation of fake qualifications from non-accredited institutions. There is also a large number of professional qualifications issued by national and foreign institutions that require evaluation and validation. Furthermore, there is no formal alignment of TEVET and professional qualifications with academic higher education qualifications, resulting in reduced career mobility.

Proposed outcome of the reform area:

- (i) Establishment of Malawi Qualifications Authority (MAQA)

Justification for undertaking the reform area: There is need for a robust system to validate the quality of national and foreign qualifications and to evaluate the level of those qualifications.

Benefits for implementing the reform area: The Malawi Qualifications Authority will develop a Qualifications Framework that will enable it to validate and assess national and foreign qualifications. The transparency of the framework will strengthen public confidence in qualifications processes. The alignment of technical, professional and academic qualifications will enhance worker and professional mobility between academic, technical and professional disciplines.

REFORM AREA 5: Review Selection Policies for Secondary Schools and Universities

Issue to be addressed: There are inefficiencies and inequities in selection processes at all levels and there are perceptions of regional/political bias within the selection processes, including through the existence of quotas.

Proposed Outcome of the Reform Area:

- (i) Selection policy and practice for secondary schools reviewed and improved as necessary
- (ii) Selection policy and practice for higher education election reviewed and improved as necessary

Justification for undertaking the Reform Area: There is need to ensure that selection processes for secondary and higher education are timely, fair, transparent, accountable and accurate.

Benefits for Implementing the Reform Area: Transparency in the selection process will build public confidence, more equitable access based on merit, and enhanced quality of education.

REFORM AREA 6 Develop and introduce a Policy on Essential School Infrastructure Package

Issue to be addressed: The lack of a standardised school infrastructure package that defines the minimum requirements and standards for a school means that schools are constructed without adequate and necessary structures. For example, some schools are constructed with no teachers' houses, or labs and libraries, or desks and sanitary facilities (water, toilets/pit latrines, and changing rooms). Further, some of the structures put up are substandard and do not take care of the diverse needs of learners. This also results in long delays in construction until schools are able to operate efficiently and effectively, with adverse consequences for all four major Ministry objectives.

Proposed Outcome of the Reform Area: Policy on Essential School Infrastructure Package.

Justification for undertaking the Reform Area: There is a major need to improve the quality of schools and the efficiency and effectiveness by which they are constructed and established.

Benefits for Implementing the Reform Area: Increased access due to more schools being completed and renovated time effectively; enhanced quality of learning due to an improved environment for students and teachers; improved governance and management due to easier, safer and more secure working conditions for both governors and managers; improved science, technology and innovation teaching and learning due to essential laboratory and other infrastructure being made available

REFORM AREA 7: Improve Efficiency and Effectiveness of the Directorates of (i) Inspectorate and Advisory Services and (ii) Inclusive Education; and establish Directorates of (iii) Science, Technology and Innovation and (iv) Open and Distance e-Learning.

Issue to be addressed: Low capacity for essential work in a number of critical areas for the Ministry: (i) quality assurance of educational environment of schools resulting from reduced inspectorate and advisory services; (ii) policy support and action to assist students with various disabilities and impairments; (iii) strategic and policy support for the teaching and learning of Science, Technology, Engineering and Mathematics (STEM) subjects and for Science, Technology and Innovation associated research; and (iv) policy support, expertise and infrastructure to facilitate and enable Open Distance and e-Learning (ODEL) at all levels of the education system, whether ECDE, primary, secondary, tertiary or TEVET level.

Proposed outcome of the reform area; Functional review of the directorates of (i) Inspection and Advisory Services and (ii) Inclusive Education; and the establishment of directorates for (iii) science technology and innovation; and (iv) open distance and e-learning.

Justification for undertaking the reform area: There is need to improve strategy development, policy and activity-based support to improve the four areas outlined above.

Benefits for implementing the reform area: Improved, quality-assured teaching with enhanced equitable service provision for students with disabilities. There will be improved national performance in STEM subjects and scientific research, innovation and entrepreneurial economic development, with closer collaboration with NCST. These benefits will be further enhanced by improved utilisation of ODEL leading to increased access to high quality education and lifelong learning.

PART V: OPERATIONAL MATRIX

Reform Area 1: Promote evidence informed policy and decision making

OUTCOME	OUTPUTS	PLANNED ACTIVITIES	KEY PERFORMANCE INDICATOR	TARGET	EXPECTED COMPLETION PERIOD	EXPECTED BENEFIT	CRITICAL SUCCESS FACTOR	LEAD PERSON
1.1 Improved data sets available for analysis	Data sets containing key information about schools, colleges, ECD and universities, ongoing projects, financing and budget assembled	Collection of additional data required e.g. from MANEB and NCHE, and assembly of complete data	Complete data set available and accessible	1	Dec 2020	Data set available for analysis	Availability of data	Director of Planning
	Data sets assembled into district and division blocks	Mapping of data sets on to Education districts and divisions	Data set mapped on to Education districts and divisions	1	Dec 2020	Data available for analysis by districts and divisions	Quality of Data set available	
	Visualisation of data sets against map of Malawi defining constituencies, districts and divisions	Develop programme for visualisation of data	Visualisation programme available	1	Jun 2021	Easy visualisation of national data	Technical ability to develop visualising programme	
	Web enabling of collated data and analysis	Data and MoE analyses made accessible via the web	Data sets available and accessible via the web	1	Jun 2021	Data and analysis available for review and further analysis by academics and public leading to improved national debate.	Technical ability to web enable data	
1.2 Improved policy and associated action	Guidelines developed for data utilisation in analytical report writing and preparation of policy briefs	Draft the guidelines Undertake expert consultations on draft guidelines Finalise guidelines	Guidelines available	1	March 2021	Facilitation of analysis and dissemination	Quality of input into guidelines	Director of Planning
	Policy and strategy briefs developed	Use guidelines as basis for policy and strategy briefs	Policy and strategy briefs	multiple	March 2021 and ongoing	Improved national debate and decision making	Quality of briefs	

OUTCOME	OUTPUTS	PLANNED ACTIVITIES	KEY PERFORMANCE INDICATOR	TARGET	EXPECTED COMPLETION PERIOD	EXPECTED BENEFIT	CRITICAL SUCCESS FACTOR	LEAD PERSON
	Policies developed	Finalise policies	Policies	multiple	March 2021 and ongoing	Improved decision making based on improved policies	Quality of policies	
1.3 Improved allocation of human, financial and material resources	Guidelines for data utilisation in financial analysis (including requirements of TLM, infrastructure, human resources etc.) report writing and finance allocation	Draft the guidelines	Guidelines available	1	March 2021 and ongoing	Facilitation of analysis and dissemination	Quality of input into guidelines	Director of Planning
		Undertake expert consultations on draft guidelines						
		Finalise guidelines						
	Financial and budget analyses undertaken	Use guidelines as basis for analyses and presentation	Financial and budget analytical reports	multiple	March 2021 and ongoing	Improved national debate and decision making	Quality of briefs	
	Decisions of finance and budget allocations made	Finalise documentation and take decision	Financial and budget documentation	multiple	March 2021 and ongoing	Improved decision making based on improved financial analyses and reports	Quality of financial analyses and reports	
1.4 Personnel audit	Personnel audit for Vote 250	Assembly of data from various cost centers and central documentation	Data acquisition completed	1	October 2020		Acquisition of complete data set	Director Human Resource Management
		Data Analysis and Report Writing	Data analysis and Report writing done	1	November 2020		Quality of data	
		Report Submission	Report Submitted	1	November 2020	Improved personnel planning and effective allocation of finances	Quality of audit	

Reform Area 2: Strengthen School and TTC Governance

OUTCOME	OUTPUTS	PLANNED ACTIVITIES	KEY PERFORMANCE INDICATOR	TARGET	EXPECTED COMPLETION PERIOD	EXPECTED BENEFIT	CRITICAL SUCCESS FACTOR	LEAD PERSON
2.1 Regulated Boards of Governors established for Secondary Schools	Draft Guidelines for the establishment of Board of Governors for secondary schools developed (including draft budget)	Review existing documents related to the establishment of Board of Governors for secondary schools, including current guidelines, and draft guidelines	Draft guidelines	1	December, 2020	Document that is a basis for high quality discussion and review	Availability of preparatory documents	Director of Secondary Education
	Revised and finalised guidelines (including revised budget) after Stakeholder review	Stakeholder consultation, Guideline revision and Guideline finalisation	Revised and finalised guidelines	1	March 2021	Document ready for rollout	Quality of -Draft -Stakeholder consultation	
	Board Orientation / Training Manual developed	Develop Board Orientation / Training Manual	Orientation / Training Manual	1	April 2021	Boards well managed	Quality of Manual	
	Allocation of budget	Allocation in 2021-2022 budget	Budget allocated	1	June 2021	Finances available	Finance and political prioritisation	
	Boards established	Boards rolled out and trained	Percentage of schools with Boards	70% of all schools	October 2021	Improved governance and management of secondary schools	Engagement of local communities	
2.2 Regulated Boards of Governors established for Teacher Training Colleges	Draft Guidelines for the establishment of Board of Governors for TTCs developed (including draft budget)	Review existing documents related to the establishment of Board of Governors for TTCs and draft guidelines	Draft guidelines	1	December, 2020	Document that is a basis for high quality discussion and review	Availability of preparatory documents	Director of Teacher Education and Development
	Revised and finalised guidelines (including revised budget) after Stakeholder review	Stakeholder consultation, Guideline revision and Guideline finalisation	Revised and finalised guidelines	1	March 2021	Document ready for rollout	Quality of -Draft -Stakeholder consultation	

OUTCOME	OUTPUTS	PLANNED ACTIVITIES	KEY PERFORMANCE INDICATOR	TARGET	EXPECTED COMPLETION PERIOD	EXPECTED BENEFIT	CRITICAL SUCCESS FACTOR	LEAD PERSON
	Board Orientation / Training Manual developed	Develop Board Orientation / Training Manual	Orientation / Training Manual	1	April 2021	Boards well managed	Quality of Manual	
	Allocation of budget	Allocation in 2021-2022 budget	Budget allocated	1	June 2021	Finances available	Finance and political prioritisation	
	Boards established	Boards rolled out and trained	Percentage of TTCs with Boards	100% of all TTCs	October 2021	Improved governance and management of TTCs	Engagement of TTCs	
2.3 Established Primary School Management Committees	Draft Guidelines for the establishment of Primary School Management Committees developed (including draft budget)	Review existing documents related to the establishment of Primary School Management Committees, including training manual, and draft guidelines	Draft guidelines	1	December, 2020	Document that is a basis for high quality discussion and review	Availability of preparatory documents	Director of Basic Education
	Revised and finalised guidelines (including revised budget) after Stakeholder review	Stakeholder consultation, Guideline revision and Guideline finalisation	Revised and finalised guidelines	1	March 2021	Document ready for rollout	Quality of - Draft - Stakeholder consultation	
	Revised SMC training manual	Conduct a review and revision of SMC training manual	Revised training manual	1	April 2021	SMCs well managed	Quality of manual	
	Allocation of budget	Allocation in 2021-2022 budget	Budget allocated	1	June 2021	Finances available	Finance and political prioritisation	

OUTCOME	OUTPUTS	PLANNED ACTIVITIES	KEY PERFORMANCE INDICATOR	TARGET	EXPECTED COMPLETION PERIOD	EXPECTED BENEFIT	CRITICAL SUCCESS FACTOR	LEAD PERSON
	Boards established	Boards rolled out and trained	Percentage of Primary Schools with Management Committees	70% of all Primary Schools	October 2021	Improved governance and management of primary schools	Engagement of local communities	

Reform Area 3: Enhance teacher welfare and development

OUTCOME	OUTPUT	PLANNED ACTIVITIES	KEY PERFORMANCE INDICATOR	TARGET	EXPECTED COMPLETION PERIOD	EXPECTED BENEFIT	CRITICAL SUCCESS FACTOR	LEAD PERSON
3.1 Improved Working Conditions for Teachers								
3.1(a) Remote Allowances for Primary School Teachers	Report on validation of primary schools	Conduct validation of schools to assess which should benefit from the remote allowance, scheme	Report on validation process that recommends number of schools that qualify	1	September, 2020	Schools categorised to qualify for allowance enabling implementation planning	Quality of data and resources for study	Director of Basic Education
	Supplement Report with allowance scenarios costed	Conduct a costing exercise for remote allowance scenarios	Supplement report on costing of various remote allowance scenarios	1	October, 2020	Financial requirement for implementation determined	Quality of data and resources for study	
	Intra-government agreement on optimal scenario and cost	Consultative meetings with TUM, Treasury, Ministry of Justice, LGSC, MoLGRD, DHRMD	Agreement on scenario to be adopted	1	March, 2021	Agreement will enable movement to implementation	Engagement of participants	
	Allocation of budget	Allocation in 2021-2022 budget	Budget allocated	1	June 2021	Finances available	Finance and political prioritisation	
	Remote allowance scheme implemented	Implement the remote allowance scheme	Number of schools receiving reviewed remote allowance.	100% of agreed number	July 2021	- Improved teacher motivation - Improved learner achievement		
3.2 Improved Processes for Teacher Promotion	Task Force on Teacher Promotion and Teacher Appraisal (chaired by Director HRM)	Appoint a Task Force on Teacher Promotion and Teacher Appraisal	Task Force appointed	1	October 2020	Facilitation of criteria and implementation for teacher promotion and appraisal	Engagement of Task Force Members	Secretary for Education

OUTCOME	OUTPUT	PLANNED ACTIVITIES	KEY PERFORMANCE INDICATOR	TARGET	EXPECTED COMPLETION PERIOD	EXPECTED BENEFIT	CRITICAL SUCCESS FACTOR	LEAD PERSON
	Consultative paper on teacher promotion (including cost of implementation)	Task Force to develop a consultative paper on teacher promotion outlining existing rules, the extent to which they have been implemented and recommendations for future criteria, policies and action for (a) primary and (b) secondary teachers.	Consultative paper	1	November 2020	Document can facilitate consultation on the topic	Quality of paper	Director of Human Resources Management
	Revised paper after review by Senior Management Team (including cost of implementing)	Paper presented to, and reviewed by, senior management	Revised paper	1	November 2020	Document can facilitate consultation on the topic	Quality of review and revised document	
	Revised paper after stakeholder consultation (including cost of implementing)	Paper discussed by stakeholders	Revised and finalised paper	1	January 2020	Engagement and buy-in from key stakeholders	Quality of paper and consultation	
	Budget incorporates increased costs	Incorporate costs into appropriate budgets (Ministry and DoLGRD)	Budget 2021-2022 incorporates costs	1	June 2020	Finances available to implement process	Quality of paper and justification for revised process	
	Implementation of promotion processes at primary and secondary level.	Training and roll out of new promotion processes			July 2021 to June 2022	Improved motivation and retention of teaching staff plus improved succession planning	Quality of process and training	
3.2 (a) Teacher Performance Appraisal System	Proposal Paper developed on Teacher Performance Appraisal System (with any cost	Task Force develops background document on teacher performance appraisal System for primary	Proposal paper on Teacher Performance Appraisal System developed	1	May 2021	Document can facilitate implementation	Availability of funds	

OUTCOME	OUTPUT	PLANNED ACTIVITIES	KEY PERFORMANCE INDICATOR	TARGET	EXPECTED COMPLETION PERIOD	EXPECTED BENEFIT	CRITICAL SUCCESS FACTOR	LEAD PERSON
	implications for implementing e.g. for dissemination and training)	and secondary teachers.						
	Revised paper after review by Senior Management Team	Paper presented to, and reviewed by, senior management	Revised proposal paper	1	May 2021	Document can facilitate implementation	Quality of review and revised document	
	Any cost implications included in 2021-2022 budget	Ensure costs incorporated into 2021-2022 budget	Budget allocated for activity	1	June 2021			
		Conduct training of stakeholders on the Teacher Performance Appraisal System to Management (TPAS)	Percentage of identified stakeholders trained	100	July 2021 to September 2021	Implementation facilitated	Commitment of Divisions to the system	
		Implementation of the Teacher Performance Appraisal System (TPAS)	Percentage of education districts using TPAS	100	September 2021- June 2022	Improved teacher and school performance management	Commitment of Divisions to the system	
3.3 Diploma and Degree Programs for Primary School Teachers in TTCs introduced	Draft Position Paper produced (including implementation plan and cost implications)	Develop and table Position Paper before senior management for input and adoption	Position paper developed	1	November 2020	Facilitates development of proposal	Quality of paper	Director of Teacher Education and Development
	Revised paper after review and sign-off by Senior Management (including implementation plan and cost implications)	Develop draft Cabinet Paper on Diploma and Degree proposal with appropriate input from other ministries	Drafted Cabinet Paper	1	January 2021	Facilitates proposal development	Quality of proposal	

OUTCOME	OUTPUT	PLANNED ACTIVITIES	KEY PERFORMANCE INDICATOR	TARGET	EXPECTED COMPLETION PERIOD	EXPECTED BENEFIT	CRITICAL SUCCESS FACTOR	LEAD PERSON
	Cabinet approval of proposal	Present Paper to Cabinet for approval	Cabinet Paper submitted for approval	1	March 2021	Approval for implementation	Quality of proposal	
	Costs for implementation included in 2021/2022 budget	Ensure costs included in 2021/2022 budget	Budget allocation available	1	June 2021	Implementation facilitated	Finance and political will	
	Implementation of diploma / degree programmes initiated	As per implementation plan	As per implementation plan	1	July 2021 onwards	- Improvement of quality of teachers and learning outcomes. - Attract better qualified students into primary teaching - Teacher stability at primary level - Malawi's teacher education will be at par to other SADC countries	Quality of implementation plan and finances	
3.4 Teachers' Council established	Steering Committee established to oversee development and implementation of Council	Establish a Steering Committee	Steering Committee established	1	October 2020	Facilitate development of Teachers Council of Malawi	Commitment of Steering Committee members	Secretary for Education
	Paper developed on the establishment of TCM (include implementation plan and cost implications)	Steering Committee to develop a paper on establishment of TCM	Paper developed	1	November 2020	Facilitation of OPC approval to proceed	Quality of document	Director DIAS
	Revised paper after review by Senior Management of Ministry	Paper revised and signed off by Senior Management of Ministry	Revised paper approved by Senior Management	1	November 2020	Facilitation of OPC approval to proceed	Quality of document	

OUTCOME	OUTPUT	PLANNED ACTIVITIES	KEY PERFORMANCE INDICATOR	TARGET	EXPECTED COMPLETION PERIOD	EXPECTED BENEFIT	CRITICAL SUCCESS FACTOR	LEAD PERSON
	Authorisation by OPC to proceed with establishment of TCM	Ministry to prepare authorisation request from OPC	OPC authorisation granted	1	December 2020	Facilitation of OPC financing and TCM establishment	Quality of document	
	Budget resources available in 2021/2022 budget	Work to ensure resources available in 2021/2022 budget	Budget to incorporate resources for TCM establishment	1	June 2021	Finances to facilitate establishment of TCM	Quality of argument, Finance and political will	
	Road map developed	Development of Roadmap requiring regional consultations	Roadmap	1	November 2020	Facilitate implementation of TCM	Quality of Roadmap and consultations	
	Information on TCM disseminated	Dissemination of TCM-related information.	Dissemination undertaken	6	December 2020	Facilitate implementation of TCM	Quality of documents and consultations	
	Board members appointed in line with 2013 Education Act	Work with appropriate authorities for appointment of Board	Board appointed	1	February 2021	- Teachers registered and licensed to teach; - Continuous professional development promoted; - Professional and ethical standards promoted - Teachers motivated	Quality of Board and implementation process	

Reform Area 4: Establish Malawi Qualifications Authority (MAQA)

OUTCOME	KEY OUTPUTS BY THE ORGANISATION	PLANNED ACTIVITIES	KEY PERFORMANCE INDICATOR	TARGET	EXPECTED COMPLETION PERIOD	EXPECTED BENEFIT	CRITICAL SUCCESS FACTOR	LEAD PERSON
MAQA Established through enactment of MAQA Bill	Document outlining implementation plan and financial implications of MAQA Bill prepared	MoE prepares document outlining costs	Document outlining implementation plan and financial implications of MAQA Bill prepared	1	October, 2020	Facilitation of approval of budgetary resources and enactment of MAQA Bill	Quality of document	Director DIAS
	MAQA Bill reviewed by MOJ	Draft MAQA Bill resubmitted to MoJ for vetting	MAQA Bill submitted to MoJ	1	October, 2020	Facilitate enactment of MAQA Bill	Quality of Draft Bill	
	MAQA Bill revised to incorporate MoJ comments	MoE incorporates comments from MoJ	Final MAQA Bill submitted to MoJ	1	October, 2020	Facilitate enactment of MAQA Bill	Quality of Draft Bill	
	MAQA Bill approved by MoJ	MoE resubmits Bill to MoJ	MAQA Bill approved by MoJ	1	November 2020	Facilitate enactment of MAQA Bill	Quality of Draft Bill	
	MAQA Bill approved by Cabinet	MoE facilitates the submission of draft MAQA Bill to Cabinet with covering document that includes financial implications of the Bill	MAQA Bill approved by Cabinet	1	December 2020	Facilitate enactment of MAQA Bill	Quality of Draft Bill and supporting documentation	
	MAQA Bill approved by Parliament	MoE facilitates the submission of draft MAQA Bill to Parliament	MAQA Bill approved by Parliament	1	January 2021	Facilitate implementation of MAQA	Quality of Draft Bill and supporting documentation	
	Budget for MAQA secured	MoE facilitates budget availability for MAQA	MAQA budget incorporated in 2021/2022 budget	1	June 2021	Facilitate implementation of MAQA	Quality of Draft Bill and supporting documentation	

OUTCOME	KEY OUTPUTS BY THE ORGANSIATION	PLANNED ACTIVITIES	KEY PERFORMANCE INDICATOR	TARGET	EXPECTED COMPLETION PERIOD	EXPECTED BENEFIT	CRITICAL SUCCESS FACTOR	LEAD PERSON
	Appointment of MAQA Board	MoE facilitates Appointment of MAQA Board	MAQA Board appointed	1	July 2021	National Qualifications Framework will be established that will enhance public confidence in national and international qualifications and professional mobility between academic, technical and professional disciplines	Quality of implementation plan	

Reform Area 5: Review Selection Policies for Secondary Schools, Teacher Training Colleges and Universities

OUTCOME	KEY OUTPUTS BY THE ORGANSIATION	PLANNED ACTIVITIES	KEY PERFORMANCE INDICATOR	TARGET	EXPECTED COMPLETION PERIOD	EXPECTED BENEFIT	CRITICAL SUCCESS FACTOR	LEAD PERSON
5.1 Selection policy and practice for secondary schools reviewed and improved as necessary	Document reviewing policy and practice of Form One selection and placement of students in secondary schools providing options for possible improvement	Prepare Review document with options for improvement	Review document available with options	1	December, 2020	Facilitate Improved equitable access to quality education	Quality of document	Director Secondary education
	Revise policy and practice based on consultation	Undertake consultations	Develop recommendations for revised policy and practice based on consultations	1	March 2021	Facilitate Improved equitable access to quality education	Quality of document	
	Implement Revised policy and practice	Implement recommendations	Revised Policy and Practice	1	July 2021	Improved equitable access to quality education	Quality of revised policy and practice	

OUTCOME	KEY OUTPUTS BY THE ORGANSIATION	PLANNED ACTIVITIES	KEY PERFORMANCE INDICATOR	TARGET	EXPECTED COMPLETION PERIOD	EXPECTED BENEFIT	CRITICAL SUCCESS FACTOR	LEAD PERSON
5.2 Selection policy and practice for Higher Education reviewed and improved as necessary	Develop consultation document reviewing policy and practice of University selection and outlining issues requiring discussion	Prepare consultation document,	Consultation document	1	January 2021	Facilitation of review	Quality of document	Director of Higher Education
	Revise policy and practice based on consultation	Undertake consultations	Develop recommendations for revised policy and practice based on consultations	1	April 2021	Facilitate Improved equitable access to quality education	Quality of document	
	Implement Revised policy and practice	Implement recommendations	Revised Policy and Practice	1	June 2021	Improved equitable access to quality education Students selected on merit and consideration on students, vulnerable youth, gender and students with special needs	Quality of revised policy and practice	

Reform Area 6: Develop a Policy on Essential Infrastructure Package for Schools

OUTCOME	KEY OUTPUTS BY THE ORGANISATION	PLANNED ACTIVITIES	KEY PERFORMANCE INDICATOR	TARGET	EXPECTED COMPLETION PERIOD	EXPECTED BENEFIT	CRITICAL SUCCESS FACTOR	LEAD PERSON
Policy on Essential School Infrastructure Package for primary and secondary schools	Review document of school infrastructure requirements	Review existing documents on norms and guidelines for primary and secondary schools infrastructure	Review report for Primary and Secondary schools	1	March 2021	Facilitation of policy	Facilitation of policy	Deputy Director EIMU
	Budget for activity	Develop activity budget	Budget for Activity	1	December 2020	Facilitation of policy	Availability of funds	
	Consultative Report	Undertake stakeholder consultations	Report on consultations	1	April 2021	Facilitation of policy	Quality of document and consultations	
	Revised draft document with norms and guidelines	Prepare revised document based on consultations	Revised draft document	1	May 2021	Facilitation of policy	Quality of document	
	Validation of revised draft document	Conduct validation for the draft norms and guidelines	Report on validation	1	May 2021	Facilitation of policy	Quality of document and validation	
	Norms and Guidelines Approved by Management	Presentation of revised norms and guidelines to management	Management approved norms and guidelines	1	June 2021	Facilitation of policy	Quality of documentation	
	Norms and Guidelines endorsed by LEG	Presentation of norms and guidelines to LEG for endorsement	LEG ratified Norms and Guidelines	1	July 2021	Provision of quality teaching and learning environment	Quality of documentation	

Reform Area 7: Improving the Efficiency and Effectiveness of the Directorates of Quality Assurance, Science and Technology, Inclusive Education, and Open and Distance e-Learning.

OUTCOME	KEY OUTPUTS BY THE ORGANISATION	PLANNED ACTIVITIES	KEY PERFORMANCE INDICATOR	TARGET	EXPECTED COMPLETION PERIOD	EXPECTED BENEFIT	CRITICAL SUCCESS FACTOR	LEAD PERSON
7.1 Directorate of Quality Assurance strengthened through functional review	Functional Review with appropriate costing of recommendations	Conduct Functional Review with necessary desk review and consultative meetings, including financial and budgetary analyses	Functional Review document	1	March 2021	Plans laid for improved quality assurance of teaching and learning through DIAS with a defined budget allocated for 2021-2022	Quality of Review	Director Quality Assurance
7.2 Directorate of Inclusive Education strengthened through functional review and development of Inclusive Education Policy	Functional Review with recommendations and appropriate costings of recommendations	Conduct Functional Review with necessary desk review and consultative meetings, including financial and budgetary analyses	Functional Review document	1	March 2021	Plans laid for improved inclusive education through DIE with a defined budget allocated for 2021-2022	Quality of Review	Deputy Director, Inclusive Education
	Inclusive Education Policy developed (with implementation plan and costing)	Develop an Inclusive Education Policy with necessary desk review and consultative meetings, including financial and budgetary analyses	Inclusive Education Policy developed	1	July 2021	Learners with Special Educational Needs identified and recruited in special and inclusive environments with budgetary resources allocated	Quality of Policy Document	

OUTCOME	KEY OUTPUTS BY THE ORGANISATION	PLANNED ACTIVITIES	KEY PERFORMANCE INDICATOR	TARGET	EXPECTED COMPLETION PERIOD	EXPECTED BENEFIT	CRITICAL SUCCESS FACTOR	LEAD PERSON
7.3 Directorate of Science, Technology and Innovation created	Establishment positions for directorate created	Creation of Establishment warrant No. 1 of 2020 / 2021	Positions of Directorate created	1	August 2020	Facilitation of Directorate staffing		Director, HRMD
	Positions created through Establishment warrant No. 1 of 2020/2021 filled	Recruitment of Director	Director position filled	1	November 2020	Operational Directorate	Quality of recruitment	
7.4 Directorate of Open Distance and e-Learning	Establishment positions for directorate created	Creation of Establishment warrant No. 1 of 2020 / 2021	Positions of Directorate created	1	August 2020	Facilitation of Directorate staffing		Director, HRMD
	Positions created through Establishment warrant No. 1 of 2020/2021 filled	Recruitment of Director	Director position filled	1	November 2020	Operational Directorate	Quality of recruitment	

Reforms Progress Tracking

No	Reform Area	Key Outputs	Time Frame		Progress Status			Lead Person
			Start Date	End Date	Completed	In Progress	No progress	
1	Promote evidence informed policy and decision making	Data sets containing key information about schools, colleges, ECD and universities, ongoing projects, financing and budget assembled	November 2020	Dec 2020				Director of Education Planning
		Data sets assembled into district and division blocks	November 2020	Dec 2020				
		Visualisation of data sets against map of Malawi defining constituencies, districts and divisions	April 2021	Jun 2021				
		Web enabling of collated data and analysis	May 2021	Jun 2021				

		Guidelines developed for data utilisation in analytical report writing and preparation of policy briefs	January 2021	March 2021				
		Policy and strategy briefs developed	January 2021	March 2021 and ongoing				
		Policies developed	January 2021	March 2021 and ongoing				
		Guidelines for data utilisation in financial analysis (including requirements of TLM, infrastructure, human resources etc.) report writing and finance allocation	January 2021	March 2021 and ongoing				
		Financial and budget analyses undertaken	January 2021	March 2021 and ongoing				
		Decisions of finance and budget allocations made	January 2021	March 2021 and ongoing				
		Personnel audit for Vote 250	October 2020	November 2020				Director of Human Resource Management

2	Strengthen School and TTC Governance	Draft Guidelines for the establishment of Board of Governors for secondary schools developed (including draft budget)	November 2020	December 2020				Director of Secondary Education
		Revised and finalised guidelines (including revised budget) after Stakeholder review	January 2021	March 2021				
		Board Orientation / Training Manual developed	March 2021	April 2021				
		Allocation of budget	May 2021	June 2021				
		Boards established	July 2021	October 2021				
		Draft Guidelines for the establishment of Board of Governors for TTCs developed (including draft budget)	November 2020	December, 2020				Director of Teacher Education and Development
		Revised and finalised guidelines (including revised budget) after Stakeholder review	January 2021	March 2021				
		Board Orientation / Training Manual developed	March 2021	April 2021				
		Allocation of budget	May 2021	June 2021				

	Boards established	July 2021	October 2021				
	Draft Guidelines for the establishment of Primary School Management Committees developed (including draft budget)	September 2020	December, 2020				Director of Basic Education
	Revised and finalised guidelines (including revised budget) after Stakeholder review	January 2021	March 2021				
	Revised SMC training manual	January 2021	April 2021				
	Allocation of budget	April 2021	June 2021				
	Report on validation of primary schools	July 2020	September 2020				Director of Basic Education
	Supplement Report with allowance scenarios costed	August 2020	October 2020				
	Intra-government agreement on optimal scenario and cost	November 2020	March 2021				
	Allocation of budget	April 2020	June 2021				
	Remote allowance scheme implemented	June 2021	July 2021				
3	Enhance teacher welfare and development						

	Task Force on Teacher Promotion and Teacher Appraisal (chaired by Director HRM)	August 2020	October 2020				Director of Human Resources Management
	Consultative paper on teacher promotion (including cost of implementation)	September 2020	November 2020				Director of Human Resources Management
	Revised paper after review by Senior Management Team (including cost of implementing)	October 2020	November 2020				
	Revised paper after stakeholder consultation (including cost of implementing)	December 2020	January 2021				
	Budget incorporates increased costs	May 2020	June 2020				
	Implementation of promotion processes at primary and secondary level.	July 2021	June 2022				
	Proposal Paper developed on Teacher Performance Appraisal System (with any cost implications for implementation and dissemination and training)	February 2020	May 2021				

		Revised paper after review by Senior Management Team	March 2021	May 2021				
		Any cost implications included in 2021-2022 budget	May 2021	June 2021				
		Stakeholders trained on the Teacher Performance Appraisal System (TPAS)	July 2021	September 2021				
		Draft Position Paper produced (including implementation plan and cost implications)	October 2020	November 2020				Director of Teacher Education and Development
		Revised paper after review and sign-off by Senior Management (including implementation plan and cost implications)	December 2020	January 2021				
		Cabinet approval of proposal	February 2021	March 2021				
		Costs for implementation included in 2021/2022 budget	March 2021	June 2021				
		Implementation of diploma / degree programmes initiated	June 2021	July 2021 onwards				

	Steering Committee established to oversee development and implementation of Council	September 2020	October 2020				Director DIAS
	Paper developed on the establishment of TCM (include implementation plan and cost implications)	October 2020	November 2020				Director DIAS
	Revised paper after review by Senior Management of Ministry	October, 2020	November 2020				
	Authorisation by OPC to proceed with establishment of TCM	November 2020	December 2020				
	Budget resources available in 2021/2022 budget	February 2021	June 2021				
	Roadmap developed	October 2020	November 2020				
	Information on TCM disseminated	January 2020	December 2020				
	Board members appointed in line with 2013 Education Act	January 2021	February 2021				

4	Establish Malawi Qualifications Authority (MAQA)	Document outlining implementation plan and financial implications of MAQA Bill prepared	August 2020	October, 2020				Director DIAS
		MAQA Bill reviewed by MOJ	September 2020	October, 2020				Director DIAS
		MAQA Bill revised to incorporate MoJ comments	September 2020	October, 2020				Director DIAS
		MAQA Bill approved by MoJ	October 2020	November 2020				Director DIAS
		MAQA Bill approved by Cabinet	November 2020	December 2020				Director DIAS
		MAQA Bill approved by Parliament	December 2020	January 2021				Director DIAS
		Budget for MAQA secured	February 2021	June 2021				Director DIAS
		Appointment of MAQA Board	February 2021	July 2021				Director DIAS
5	Review Selection Policies for Secondary Schools, Teacher Training Colleges and Universities	Document reviewing policy and practice of Form One selection and placement of students in secondary schools providing options for possible improvement	October 2020	December, 2020				Director Secondary education

	Revise policy and practice based on consultation	January 2021	March 2021				Director Secondary education
	Implement Revised policy and practice	April 2021	July 2021				Director Secondary education
	Develop consultation document reviewing policy and practice of University selection and outlining issues requiring discussion	November 2020	January 2021				Director of Higher Education
	Revise policy and practice based on consultation	January 2021	April 2021				Director of Higher Education
	Implement Revised policy and practice	May 2021	June 2021				Director of Higher Education
6	Develop a Policy on Essential Infrastructure Package for Schools	December 2020	March 2021				Deputy Director EIMU
	Budget for activity	December 2020	December 2020				
	Consultative Report	January 2021	April 2021				
	Revised draft document with norms and guidelines	February 2021	May 2021				
	Validation of revised draft document	May 2021	May 2021				

		Norms and Guidelines Approved by Management	June 2021	June 2021				
		Norms and Guidelines endorsed by LEG	July 2021	July 2021				
		Functional Review with appropriate costing of recommendations	January 2021	March 2021				Director DIAS
		Functional Review with recommendations and appropriate costing of recommendations	January 2021	March 2021				Deputy Director, Inclusive Education
		Inclusive Education Policy developed (with implementation plan and costing)	January 2021	July 2021				
		Establishment positions for directorate created	July 2020	August 2020				Director, HRMD
		Positions created through Establishment warrant No. 1 of 2020/2021 filled	September 2020	November 2020				
		Establishment positions for directorate created	July 2020	August 2020				
		Positions created through Establishment warrant No. 1 of 2020/2021 filled	September 2020	November 2020				
7	Improving the Efficiency and Effectiveness of the Directorates of Quality Assurance, Science and Technology, Inclusive Education, and Open and Distance e-Learning.							

PART VI: RESOURCE REQUIREMENTS

OUTPUT(actual tangible deliverables to be produced-product/service)	KEY PERFORMANCE INDICATOR	FINANCIAL REQUIREMENTS(MK)	SOURCES OF FUNDING
Reform Area 1: Promote evidence informed policy and decision making			
Data sets containing key information about schools, colleges, ECD and universities, ongoing projects, financing and budget assembled	Complete data set available and accessible	6,600,000	GoM
Data sets assembled into district and division blocks	Data set mapped on to Education districts and divisions	8,000,000	GoM
Visualisation of data sets against map of Malawi defining constituencies, districts and divisions	Visualisation programme available	41,300,000	GoM
Web enabling of collated data and analysis	Data sets available and accessible via the web	-	GoM
Guidelines developed for data utilisation in analytical report writing and preparation of policy briefs	Guidelines available	56,050,000	GoM
Policy and strategy briefs developed	Policy and strategy briefs	-	GoM
Policies developed	Policies	136,506,667	GoM
Guidelines for data utilisation in financial analysis (including requirements of TLM, infrastructure, human resources etc.) report writing and finance allocation	Guidelines available	56,050,000	GoM

OUTPUT(actual tangible deliverables to be produced-product/service)	KEY PERFORMANCE INDICATOR	FINANCIAL REQUIREMENTS(MK)	SOURCES OF FUNDING
Financial and budget analyses undertaken	Financial and budget analytical reports	170,000,000	GoM
Decisions of finance and budget allocations made	Financial and budget documentation		
Personnel audit for Vote 250	Data acquisition completed	284,000,000	GoM
Sub Total		758,506,667	
Reform Area 2: Strengthen School and TTC Governance			
Draft Guidelines for the establishment of Board of Governors for secondary schools developed (including draft budget)	Draft guidelines	29,000,000	GoM
Revised and finalised guidelines (including revised budget) after Stakeholder review	Revised and finalised guidelines		
Board Orientation / Training Manual developed	Orientation / Training Manual	125,400,000	GoM
Allocation of budget	Budget allocated	-	GoM
Boards established	Percentage of schools with Boards	38,000,000	GoM
Draft Guidelines for the establishment of Board of Governors for TTCs developed (including draft budget)	Draft guidelines	29,000,000	GoM
Revised and finalised guidelines (including revised budget) after Stakeholder review	Revised and finalised guidelines		

OUTPUT(actual tangible deliverables to be produced-product/service)	KEY PERFORMANCE INDICATOR	FINANCIAL REQUIREMENTS(MK)	SOURCES OF FUNDING
Board Orientation / Training Manual developed	Orientation / Training Manual	34,200,000	GoM
Allocation of budget	Budget allocated	-	GoM
Boards established	Percentage of TTCs with Boards	20,200,000	GoM
Draft Guidelines for the establishment of Primary School Management Committees developed (including draft budget)	Draft guidelines	29,000,000	GoM
Revised and finalised guidelines (including revised budget) after Stakeholder review	Revised and finalised guidelines		
Revised SMC training manual	Revised training manual	34,200,000	GoM
Allocation of budget	Budget allocated	-	GoM
Boards established	Percentage of Primary Schools with Management Committees	298,000,000	GoM
Sub Total		637,000,000	
Reform Area 3: Enhance teacher welfare and development			
Report on validation of primary schools	Report on validation process that recommends number of schools that qualify		GoM
Supplement Report with allowance scenarios costed	Supplement report on costing of various remote allowance scenarios	22,440,000	GoM
Intra-government agreement on optimal scenario and cost	Agreement on scenario to be adopted	17,750,000	GoM
		2,000,000	GoM

OUTPUT(actual tangible deliverables to be produced-product/service)	KEY PERFORMANCE INDICATOR	FINANCIAL REQUIREMENTS(MK)	SOURCES OF FUNDING
Allocation of budget	Budget allocated	-	GoM
Remote allowance scheme implemented	Number of schools receiving reviewed remote allowance.		GoM
Task Force on Teacher Promotion and Teacher Appraisal (chaired by Director HRM)	Task Force appointed	-	GoM
Consultative paper on teacher promotion (including cost of implementation)	Consultative paper	15,000,000	GoM
Revised paper after review by Senior Management Team (including cost of implementing)	Revised paper	5,000,000	GoM
Revised paper after stakeholder consultation (including cost of implementing)	Revised and finalised paper		GoM
Budget incorporates increased costs	Budget 2021-2022 incorporates costs	-	GoM
Implementation of promotion processes at primary and secondary level.		30,000,000	GoM

OUTPUT(actual tangible deliverables to be produced-product/service)	KEY PERFORMANCE INDICATOR	FINANCIAL REQUIREMENTS(MK)	SOURCES OF FUNDING
Proposal Paper developed on Teacher Performance Appraisal System (with any cost implications for implementing e.g. for dissemination and training)	Proposal paper on Teacher Performance Appraisal System developed	15,000,000	GoM/LGAP
Revised paper after review by Senior Management Team	Revised proposal paper	-	GoM/LGAP
Any cost implications included in 2021-2022 budget	Budget allocated for activity	-	GoM/LGAP
Stakeholders trained on the Teacher Performance Appraisal System (TPAS)	Percentage of identified stakeholders trained	53,000,000	GoM/LGAP
Draft Position Paper produced (including implementation plan and cost implications)	Position paper developed	20,000,000	GoM
Revised paper after review and sign-off by Senior Management (including implementation plan and cost implications)	Drafted Cabinet Paper	-	GoM
Cabinet approval of proposal	Cabinet Paper submitted for approval	-	GoM
Costs for implementation included in 2021/2022 budget	Budget allocation available	-	GoM
Implementation of diploma / degree programmes initiated	Degree and Diploma programmes in place		GoM
Steering Committee established to oversee	Steering Committee established	5,000,000	GoM/UNICEF

OUTPUT(actual tangible deliverables to be produced-product/service)	KEY PERFORMANCE INDICATOR	FINANCIAL REQUIREMENTS(MK)	SOURCES OF FUNDING
development and implementation of Council			
Paper developed on the establishment of TCM (include implementation plan and cost implications)	Paper developed	6,000,000	GoM/UNICEF
Revised paper after review by Senior Management of Ministry	Revised paper approved by Senior Management		
Authorisation by OPC to proceed with establishment of TCM	OPC authorisation granted	-	GoM/UNICEF
Budget resources available in 2021/2022 budget	Budget to incorporate resources for TCM establishment	-	GoM/UNICEF
Roadmap developed	Roadmap	-	GoM/UNICEF
Information on TCM disseminated	Dissemination undertaken	57,000,000	GoM/UNICEF
Board members appointed in line with 2013 Education Act	Board appointed	8,000,000	GoM/UNICEF
Interim office for TCM established	Interim office in place	24,000,000	GoM/UNICEF
Sub Total		280,190,000	
Reform Area 4: Establish Malawi Qualifications Authority (MAQA)			
Document outlining implementation plan and financial implications of MAQA Bill prepared	Document outlining implementation plan and financial implications of MAQA Bill prepared	60,000,000	GoM

OUTPUT(actual tangible deliverables to be produced-product/service)	KEY PERFORMANCE INDICATOR	FINANCIAL REQUIREMENTS(MK)	SOURCES OF FUNDING
MAQA Bill reviewed by MOJ	MAQA Bill submitted to MoJ	-	GoM
MAQA Bill revised to incorporate MoJ comments	Final MAQA Bill submitted to MoJ	-	GoM
MAQA Bill approved by MoJ	MAQA Bill approved by MoJ	-	GoM
MAQA Bill approved by Cabinet	MAQA Bill approved by Cabinet	-	GoM
MAQA Bill approved by Parliament	MAQA Bill approved by Parliament	-	GoM
Budget for MAQA secured	MAQA budget incorporated in 2021/2022 budget	100,000,000	GoM
Appointment of MAQA Board	MAQA Board appointed	-	GoM
Sub Total		160,000,000	
Reform Area 5: Review Selection Policies for Secondary Schools, Teacher Training Colleges and Universities			
Document reviewing policy and practice of Form One selection and placement of students in secondary schools providing options for possible improvement	Review document available with options	-	GoM
Revise policy and practice based on consultation	Develop recommendations for revised policy and practice based on consultations	42,750,000	GoM
Implement Revised policy and practice	Revised Policy and Practice	-	GoM
Develop consultation document reviewing policy and practice of University selection and outlining issues requiring discussion	Consultation document	-	GoM

OUTPUT(actual tangible deliverables to be produced-product/service)	KEY PERFORMANCE INDICATOR	FINANCIAL REQUIREMENTS(MK)	SOURCES OF FUNDING
Revise policy and practice based on consultation	Develop recommendations for revised policy and practice based on consultations	38,250,000	GoM
Implement Revised policy and practice	Revised Policy and Practice	20,000,000	GoM
Sub Total		101,000,000	
Reform Area 6: Develop a Policy on Essential Infrastructure Package for Schools			
Review document of school infrastructure requirements	Review report for Primary and Secondary school		GoM
Budget for activity	Budget for Activity	190,000,000	GoM
Consultative Report	Report on consultations		
Revised draft document with norms and guidelines	Revised draft document		
Validation of revised draft document	Report on validation		
Norms and Guidelines Approved by Management	Management approved norms and guidelines	-	GoM
Sub Total		190,000,000	
Reform Area 7: Improving the Efficiency and Effectiveness of the Directorates of Quality Assurance, Science and Technology, Inclusive Education, and Open and Distance e-Learning.			
Norms and Guidelines endorsed by LEG	LEG ratified Norms and Guidelines	-	
Functional Review with appropriate costings of recommendations	Functional Review document	30,000,000	GoM

OUTPUT(actual tangible deliverables to be produced-product/service)	KEY PERFORMANCE INDICATOR	FINANCIAL REQUIREMENTS(MK)	SOURCES OF FUNDING
Functional Review with recommendations and appropriate costings of recommendations	Functional Review document		
Inclusive Education Policy developed (with implementation plan and costing)	Inclusive Education Policy developed	200,000,000	GoM
Establishment positions for directorate created	Positions of Directorate created	157,000,000	GoM
Positions created through Establishment warrant No. 1 of 2020/2021 filled	Director position filled		
Establishment positions for directorate created	Positions of Directorate created	100,000,000	GoM
Positions created through Establishment warrant No. 1 of 2020/2021 filled	Director position filled		
Sub Total		487,000,000	
Grand Total		2,613,696,667	

PART VII: FREQUENCY OF MONITORING AND INFORMATION FLOW

The Ministry of Education undertakes to prepare and submit quarterly performance and annual performance reports in the prescribed formats.

PART VIII: DURATION OF IMPLEMENTING REFORM AREAS

The implementation period of the Reform Areas is from 2020 to 2022.

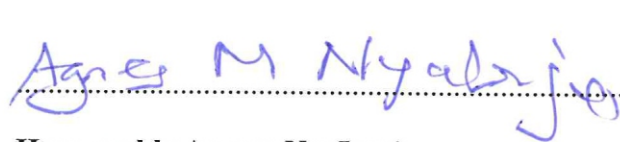
Signed:

.....Date Nov 23, 2020

H.E. Dr. Lazarus McCarthy Chakwera

President of the Republic of Malawi

Signed:

.....Date 23/11/20

Honourable Agness NyaLonje

Minister of Education

Signed:

.....Date.....

H.E. Dr.Lazarus McCarthy Chakwera

President of the Republic of Malawi

Signed:

.....Date.....

Honourable Agness NyaLonje

Minister of Education