Ministry of Education Sports and Culture

Malawi Education Sector :

Policy & Investment Framework (PIF)

Revised: January 2001

4. Proposed Policies (2000-2015)

4.1 Basic Education

4.1.3 Equity

(a) Policies

1. Government shall provide an enabling environment for children with special educational needs and for the underprivileged within the conventional school system.

2. Government shall be proactive in its investigation of strategies needing to be introduced, to make education all-inclusive. Specific target groups to include: orphans (especially those whose parents have died of HIV/AIDS); children with special educational needs; girls; and out-of-school youth.

3. Special needs education shall be afforded a priority status with the aim of getting a higher number of pupils with special education needs to complete the primary education cycle.

4.Gender equity shall be promoted by making the school an environment supportive of the needs of both boys and girls. The target is increased and equitable participation of boys and girls in basic education. The MoES&C shall put in place appropriate measures to enhance the participation of girls in basic education. The proportion of female pupils enrolled rises from 48% in 1998 to 50% in 2002.

5. The MoES&C shall devise and implement strategies whereby teachers (including female teachers) are encouraged to teach in remote and difficult areas. The proportion of rural schools meeting the 60:1 pupil ratio will increase from 15% in 1997 to 25% in 2002.

6. The needs of students with severe disabilities shall be addressed through setting up a collaborative framework with other Ministries (e.g. Health and Population, Gender Youth & Community Services and Ministry of Persons with Disabilities) and with civic organisations such as MACOHA by the end of 2000.

(b) Strategies

1. The Government will develop and implement a primary education policy aimed at making education at the primary level all-inclusive.

2. The MoES&C will coordinate a social mobilization campaign targeting socially disadvantaged groups, which will aim to boost the participation of out-of-school youth, girls, orphans (especially those whose parents have died of HIV/AIDS) and children with physical and learning difficulties.

3. Children with mild disabilities will be taught in regular schools, supported by teachers with specific training in special education.

4. The physical design and construction of schools will address the needs of children with special needs.

5. The Government will promote the Community Rehabilitation Strategy in the case of pre-school age children, with the objective of helping families cater for children with special needs, so elder female siblings can be released to attend school.

6.The Special Needs Education Support System will be strengthened.

7. The MoES&C will continue the development of gender sensitive instructional materials, sensitisation of teachers to gender issues and through gender-sensitive approaches to teacher education.

8. Community Based Childcare (CBCQ will be promoted in primary schools.

9. MIE & MANEB will continue to devise strategies to ensure that pupils with special needs are not disadvantaged in their efforts to complete their courses of study.

10.The MoES&C will promote the acceptance and operationalisation of the fact that more equitable education will be provided through enhanced partnerships, especially with local communities.

11.The MoES&C will investigate the options of incentive schemes and improved conditions of service for teachers posted to remote and difficult rural areas.

Primary Teacher Education and Development

4.2.3 Equity

(a) Policies

1. The MoES&C shall put in place appropriate measures aimed at addressing the gender imbalance in teacher supply, provision and deployment.

2. The Government shall make appropriate provision for the training of special education needs' teachers and trainers of special needs teachers.

(b) Strategies

1. The MoES&C will introduce relevant incentives to ensure that more women are recruited as primary school teachers.

2. The Departments for the visually and hearing impaired will continue to train specialist teachers at Montfort College and other relevant institutions.

3. The Department of Teacher Education & Development will enhance the training of specialists in the teaching of children with learning difficulties.

4. Extra training will be given to a number of primary school teachers on how to address the special needs of visually impaired pupils within a conventional classroom setting.

4.3 Secondary Education

4.3.2 Access

(a) Policies

1. The Government shall aim at increasing the percentage of primary school graduates who have access to secondary level education from the current 18% (approximately 200,00) in 1998 to 30% (400,00) by 2012.

2. The MoES&C shall promote a double shift system for those secondary schools that are adequately equipped for such an innovation as a way of expanding access.

3. Secondary schools will be encouraged to run Night Schools where feasible, under clear guidance from MoES&C.

4. The Government shall promote the expansion of the private secondary school sector. The aim is to increase the percentage of private secondary school students from the current 15% to 25% by 2012.

5. The government shall move towards an equitable funding of all secondary education providers in its effort to increase access to secondary education.

(b) Strategies

1. Government, as a priority, will aim at establishing at least one secondary school in every one of the 315 education zones in the country by the end of 2002.

2. The government will enact appropriate legislation and ensure the necessary enabling environment to encourage the provision of quality private secondary education in order to increase the number of students in private secondary schools from approximately 15% in 1998 to 25% by 2012.

3. A comprehensive School Mapping/EMIS exercise will be carried out to determine optimum and equitable placement of secondary education facilities. This exercise will commence in 2000.

4. Access to government secondary schools will be based on the principle of local catchment area recruitment to be implemented for Form I students from 2000.

5. New day secondary schools and classrooms will be constructed on the basis of the school mapping exercise. Specific targets to be budgeted for each year for the period 2001 to 2012.

6. The double-shift system will be expanded to cover 15% of all urban schools; the process to start from 2001.

7. Policy dialogue and collaboration between the MoES&C and the private sector will be strengthened through support to PRISAM.

8. CSSs and CDSSs will be fused into Government Day Schools where possible. Divisional Offices will be expected to produce a plan by 2002.

9. The Government will make adequate provision for mildly disabled students within the regular school system in order to increase their intake from the current number of 1,000 to 2,000 by the end of 2012.

10. The MoES&C will devise a mechanism for guiding the determination of secondary schools, which may have the potential to implement double shifting by the end of 2000.

4.3.3 Equity

(a) Policies

1. Appropriate affirmative action measures shall be taken to increase the number of girls gaining access to and completing secondary education from 39% in 1998 to 50 % by 2012.

2. The MoES&C shall put in place appropriate financially related measures aimed at assisting students from low socio - economic groups to gain access to and complete secondary studies by 2012.

3. The needs of seriously disabled students shall be addressed through setting up a collaboration framework with other Ministries (e.g. Health, Gender Youth & Community Services and Ministry of Persons with Disabilities) and with civic societies such as MACOHA by 2000.

(b) Strategies

1. A bursary system targeting needy students will be put in place by 2001.

2. The current bursary system will be expanded to include all students from low socio-economic groups, with particular emphasis on students with special education needs by 2002.

3. Designs of secondary school infrastructure will be revised with the aim of making them usable by students with special education needs, by the end 2000.

4. All teacher trainees will receive a minimum of one module on the teaching of students with special education needs by 2002.

4.4 Secondary Teacher Education and Development

4.4.3 Equity

(a) Policies

1. The MoES&C shall ensure that there is gender parity in the recruitment of trainees and in the appointment of positions at training institutions.

2. The MoES&C shall make appropriate provision for the training of Special Needs teachers and teacher trainers.

(b) Strategies

1 . The MoES&C will introduce the bursary system to target needy students with special emphasis on females and students with disabilities beginning 2000.

2. The MoES&C will increase the bed space in TTCs with the aim of enhancing the enrollment of female teacher trainees. By 2002, female trainees will comprise 50% of the total TTC enrollments.

4.5 Tertiary Education

4.5.3 Equity

(a) Policies

1. Tertiary institutions shall take appropriate action aimed at increasing the proportion of female students in tertiary institutions from the current 28% of total enrolment to 50% by 2012.

2. Tertiary institutions shall take appropriate measures with the aim of increasing the proportion of female students in non-traditional areas from 28% to 40% of female enrolment by 2012.

3. Tertiary institutions shall aim at increasing the participation of students from disadvantaged groups (geographical, physical disabilities and socioeconomic groups) to at least 15 % of the total enrolment by 2012.

(b) Strategies

1. Tertiary institutions will introduce scholarship awards for needy female students in non-traditional disciplines such that by 2012 females benefiting from the scholarships represent IO% of the full time students.

2. The gender and outreach unit at Chancellor College will commence the production and distribution of materials and organization of public lectures on gender issues for all tertiary institutions by 2002.

3. Tertiary education institutions will be required to introduce gender sensitization programmes for teaching and research staff, administrators and students by 2002.

4. Tertiary institutions will be required to introduce scholarship awards for needy students such that by 2012 this category of students will represent 5 % of full time enrolment.

5. By 2002, tertiary education institutions will have put in place a quota system on the admission of students from educationally disadvantaged regions.

6. Selected tertiary institutions will be required to mount accreditation programmes with qualified diploma level institutions as a way of expanding access in areas outside of the major urban centres. Such accreditation programmes to be in place by 2005.

7. Tertiary education institutions will aim at getting most of their physical facilities to be accessible to students with special education needs by 2007.

Table 6.11: Investment Expenditure Requirements

Type of Investment	**Details**	**Time-frame**	**Total Cost US$ million**	**Cost per year US$ million**
Basic Education				
1. New Classrooms (disabled friendly) with furniture	100 per annum (15000 total)	1998-2012	320.7	21.4
2. New Latrines	3000 per annum	1998-2012	Incl.above	Incl.above
3. New Teachers houses	500 per annum	1998-2012	Incl.above	Incl.above
4.New Pre-school facilities	330 rooms per annum (5000 total)	1998-2012	37.5	2.5
Tertiary				
1. IT centers	Equipment required for the IT centres to be established in every college	2000-01	0.5	0.25
2. Gender studies unit	Equipment required for unit to be based at Chancellor college	2000-01	0.09	0.045
3. Buildings to be made	Every college to	2000-	0.06	0.02

disabled friendly.	modify physical facilities to cater for the needs of those with disabilities	2005		