



This action is funded by the European Union

ANNEX 2

of the Commission Decision on the Annual Action Programme 2015 in favour of the Republic of Malawi to be financed under the 11th European Development Fund

Action Document for Improving Secondary Education in Malawi (ISEM)

INFORMATION FOR POTENTIAL GRANT APPLICANTS

WORK PROGRAMME FOR GRANTS

This document constitutes the work programme for grants in the sense of Article 128(1) of the Financial Regulation (Regulation (EU, Euratom) No 966/2012), applicable to the EDF by virtue of Article 36 of Regulation (EU) 2015/323 in the following sections concerning calls for proposals: 5.4.1. "Grants – call for proposals" (direct management).

1. Title/basic act/ CRIS number	Improving Secondary Education in Malawi (ISEM) CRIS number: MW/FED/037-756 Financed under 11 th European Development Fund (A envelope)			
2. Zone benefiting from the action/location	Malawi The action shall be carried out at the following location: all over Malawi, with a project team based in Lilongwe.			
3. Programming document	11 th EDF – National Indicative Programme 2014-2020			
4. Sector of concentration/ thematic area	Focal Sector 3 – Secondary Education and Vocational Education and Training			
5. Amounts concerned	Total estimated cost: EUR 36,500,000 Total amount EDF contribution: EUR 36,000,000 This action is co-financed by potential grant beneficiaries for an indicative amount of 500,000 EUR.			
6. Aid modality(ies) and implementation modality(ies)	Project Modality - Direct management grants – call for proposal and procurement of services - Indirect management with the Government of Malawi			
7. DAC code(s)	11320 – Secondary Education			
8. Markers (from CRIS DAC form)	General policy objective	Not targeted	Significant objective	Main objective

	Participation development/good governance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Aid to environment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Gender equality (including Women In Development)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Trade Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Reproductive, Maternal, New born and child health	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	RIO Convention markers	Not targeted	Significant objective	Main objective
	Biological diversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Combat desertification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change mitigation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Climate change adaptation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Global Public Goods and Challenges (GPGC) thematic flagship	N/A			

SUMMARY

Secondary Education and Vocational Education and Training is a new focal sector for the European Union (EU) in Malawi. The EU support to secondary education under the 11th European Development Fund (EDF) is foreseen to take place in two phases, the first one being the proposal hereby presented.

Based on the feasibility study carried out as part of the identification and formulation of this programme, it was decided that the support to Malawi's Secondary Education Sector should have a comprehensive approach as the challenges in the sector are multiple.

The proposed EU support for secondary education is aligned with the Government of Malawi's goals of i) increasing access to secondary education through rehabilitation of selected schools, including hostels for girls and structures for students with special needs; ii) improving the quality and relevance of secondary education, by training teachers to achieve at least minimum qualifications; equipping schools with adequate teaching and learning materials; strengthening opportunities for technical training through refurbished and equipped workshops, and technical teacher training; and iii) strengthening the governance of the sector and facilitating the decentralization process for the improvement of the management of secondary schools.

1 CONTEXT

1.1 Country context

The UNDP Human Development Report (2014) states that Malawi, with a population of 15.9 million people, ranks 174 out of 187 countries on the Human Development Index (HDI), the lowest in the Southern Africa Development Community (SADC) region. High population growth (2.87%) with a significant footprint on the environment, a deteriorating education system, a lack of decent work, high levels of unemployment and a HIV/AIDS prevalence with a major impact on health and mortality, are the main determinants for low life expectancy (55.3 years) and widespread poverty. In 2013, it was estimated that 62% of the population lived below the income poverty line and 29.8% lived in severe poverty - the majority of those ultra-poor households (living on USD 1.25 per day or less) are female or child headed households.

The growth in Malawi's Gross Domestic Product (GDP) in 2013 was 5% and the Services sector constituted the largest share of the GDP (51.7%) followed by Agriculture (29.4%) and Industry (18.9%) but in practical terms Malawi's economy remains predominantly agricultural, with about 90% of the population living in rural areas and engaged in household farming. The country depends on substantial inflows of economic assistance from Development Partners (DPs) and it is estimated that more than a quarter of the budget is being funded by external assistance.

As regards the education sector, according to the HDI report, Malawi has an adult literacy rate of 61.3% and the percentage of females and males aged 25+ years that have some secondary education is 39.2% and 58.2% respectively. These are among the worst education statistics of sub-Saharan Africa. In addition, Malawi's population is young – nearly 48% of the population is under 14 years of age which places enormous pressure on social services, and particularly on the education services.

1.1.1 Public Policy Assessment and EU Policy Framework

The Government of Malawi places emphasis on strengthening education and skills development as enshrined in key strategic policy documents, namely the overarching Malawi Growth and Development Strategy II (2011-2016), the sector-specific National Education Sector Plan (2008-2017), and the Education Sector Implementation Plan II (2013-2018).

Malawi's national development plans seek to decrease poverty, increase economic stability and competitiveness and increase opportunities for its citizens to improve their livelihoods. **The Malawi Growth and Development Strategy (MGDS II)** is the overarching strategy for Malawi for the fiscal years 2012-2016 (preparations for a successor strategy have started). It lists six broad thematic areas and the Education, Science and Technology key priority area includes a focus on rehabilitation of existing facilities and the building of new training institutions to 'expand equitable access to education at all levels'. MGDS II also identifies crosscutting issues such as gender and capacity development as a thematic area.

The national sector strategy is defined by the **Education Act (2012)** and the **National Education Sector Plan (NESP) (2008-2017)**, which recognize education as a catalyst for socio-economic development and places a special emphasis on the improvement of Secondary Education. The NESP aims at improving access and equity, quality and relevance, and governance and management in the Education Sector. It outlines the Government of Malawi's commitment to providing its growing population with the opportunity to obtain secondary education, which would prepare students for employment in both the formal and informal sector and for tertiary and higher education. Like other policy documents, the NESP is very ambitious but insufficient funds and shortage of technical expertise have impeded its full implementation.

The Education Sector Implementation Plan II (2013-2018) will be used to deliver on the NESP commitment. Elaborated by the Ministry of Education, Sciences and Technology in June

2014, the ESIP II policy document aims to address the increasing challenges in the education sector. The ESIP II includes the strategic priorities for secondary and teacher education which are focused on three main goals. The first goal is increasing access at the secondary level, which will mainly be done through upgrading of school infrastructure, increasing double shifting and scaling up of Open and Distance Learning Schools. The second goal is to improve the quality of education through teacher training and providing appropriate teaching and learning materials, while the third goal is to improve secondary school management through decentralisation of the administration. Gender and inclusiveness are identified as key issues in each of these areas. Currently, the DPs supporting the education sector in Malawi are committed to assisting the Ministry of Education, Sciences and Technology in the establishment of an ESIP II Steering Committee, in which DPs and the Ministry will join their efforts and technical expertise in order to ensure adequate delivery on the objectives outlined in the ESIP II policy document.

The ESIP II includes three different budgets depending on various funding scenarios. In addition, a Mid-Term Expenditure Framework (MTEF) is elaborated and updated each year during the budget exercise, but its usefulness is somehow constrained by the country's unstable macro-economic situation and by the fluid economic conditions of these last years, which makes planning exercise difficult also on the medium term. In 2013-2014¹, the overall budget allocation to Education in Malawi was MWK 77,435.99 billion (or approximately EUR 151 million) and the foreseen allocation for 2014-15 is MWK 81,680.19 billion (or approximately EUR 160 million)². The education sector was allotted the second highest allocation (after the agriculture sector) of the total national budget, constituting 17.2 % of it. The percentage of this overall budget for education allocated to secondary education was 14% in 2013. In the budget exercise 2013-2014 approximately 88% of the budget was allotted to recurrent expenditures. As regards to the development component about 73% of the budget is provided by DPs.

Through the **Decentralization Policy (1998)** and the **Education Decentralization Plan (2014)**, the Government envisages the establishment of functional structures at the secondary schools which should *inter alia* be responsible for procurement of textbooks and the undertaking of training needs assessments. The revised edition of the **Guidelines for the Management of Education Functions Devolved to District Councils (2014)** offers an overview of the functions, roles and responsibilities of the Ministry of Education, Sciences and Technology and of the District Councils in the process of rolling out the decentralization policy. The policy assigns to the District Councils and the District Education Managers the role of the main interlocutors in charge of disseminating the Ministry of Education, Sciences and Technology policies to all schools in the district. The decentralization process will be rolled out in four phases from 2015 to 2019, but there is still significant progress to be made in terms of strengthening the synergies between the Ministry of Education, Sciences and Technology, local authorities and school management before the decentralisation is a reality.

The proposed programme is in line with the EU **Agenda for Change**³ which promotes support to the education sector as a mean of building the foundations for inclusive growth. This involves supporting an educated population, giving the workforce skills that respond to labour market needs, developing social protection, and reducing inequality of opportunity. The EU is committed to enhance its support for quality education to give young people knowledge and skills to be active members of an evolving society as described in the **Communication on Education and Training in the context of poverty reduction in developing countries**⁴. Through this policy document, EU commits to support education sector reforms and create a suitable environment for policy dialogue. Finally, the approach proposed puts emphasis on

¹ Draft Estimates of Expenditure on Recurrent and Capital Budget for the Financial Year (2014/15) Statistics

² Exchange rate of MWK 510: EUR 1

³ COM (2011)637 final

⁴ COM(2002) 116 final

equitable and quality learning for all. This is one of the inspiring principles of the broad post-2015 development agenda in order to deliver sustainable results in education and beyond.

1.1.2 Stakeholder analysis

The main stakeholder is the Government of Malawi, specifically the **Ministry of Education, Science and Technology**, which is responsible for primary, secondary, higher education and teacher's training. The main directorates in charge are the Directorate of Secondary Education and the Department of Planning which manages the Education Management Information System (EMIS) and prepares statistical reports related to various aspects of the education system. It also prepares education sector plans and implementation plans. The Ministry of Education, Science and Technology also contains a Department for Teachers' Education and Development (DTED) in charge of the design and implementation of policies related to teachers' qualification and skills upgrading⁵. Close and continuous cooperation with the Ministry of Education, Science and Technology is paramount to ensure ownership and sustainability throughout and beyond project implementation.

The **Education Infrastructure Management Unit (EIMU)** under the Ministry of Education, Science and Technology is responsible for directing and managing education infrastructure. This includes the building and rehabilitation of schools. The ISEM programme will work closely with the EIMU in the rehabilitation and building of school structures.

The **Malawi Institute of Education (MIE)** has responsibility for formulating the national education curricula at both primary and secondary levels, evaluating textbooks, teachers' guides and other instructional materials and implementing programmes for continuous professional development of teachers. The programme will work with the MIE to provide orientation for teachers to the new secondary curricula at all levels as well as supporting the printing and dissemination of teaching and learning materials as prepared by the MIE.

The **Domasi College of Education** is one of the constituent colleges of the University of Malawi. It has three faculties - Science, Humanities and Education. The latter has a Department of Teaching Studies, specialized in the training of teachers to a diploma level. The ISEM programme envisages collaborating with the Domasi College of Education with regards to improvement of teachers' pedagogical and subject skills and carrying out diploma trainings for science teachers.

The **Malawi College of Distance Education (MCDE)** is in charge of Open Distance Learning (ODL) and operates the "Open Secondary Schools" programme providing print-based materials for adults or out-of-school youth wishing to complete various secondary school subjects. In 2014, there were approximately 48,000 students registered. Open schools operate in existing schools after school hours where a teacher works with the open school students providing assistance as required. The possibility of supporting IT ODL at the MCDE will be explored through this programme.

There is a significant number of **Civil Society Organizations (CSOs)** such as local and international non-governmental organisations (NGOs) that play an active role in improving the education sector in Malawi in various ways. Many of them focus on primary education, but some are also active in secondary education, technical skills training or providing IT equipment to schools. The CSOs are loosely knit together under the Malawi Council of NGOs (CONGOMA), but in terms of project implementation operate on an independent basis.

Other ministries such as the Ministry of Finance, the Ministry of Labour and Manpower Development, the Ministry of Gender, Children, Disability and Social Welfare, the Ministry of Local Government and the Ministry of Youth, Sports and Culture are also stakeholders in the education sector and will therefore be part of the Project Steering Committee in order to ensure

⁵ While DTED primarily supports teachers' training programmes for primary school level, it can offer its expertise in the design and implementation of similar programmes in the secondary education sector.

that the ongoing consultative processes on the programme's implementation are taking on board the input from a comprehensive range of related Ministries (see point 5.7).

All of the above mentioned stakeholders have participated in the design of the programme during the formulation and identification phases through formal and informal consultations in order to ensure that the programme responds to the needs and demands of the various stakeholders in the sector.

The main beneficiaries of this programme are the teachers and students of the schools that will have facilities rehabilitated or constructed and will be provided with teaching and learning materials. The teachers will also benefit from training opportunities and their enhanced knowledge and technical skills are expected to improve quality of teaching and hence positively affect students learning outcomes. Additional primary beneficiaries are the education sector's central office (Ministry) and district and institutional managers (District Education Managers and Head Masters) who will receive direct technical assistance and will benefit from improved capacity for managing and administering education institutions. The target group is the mass of youth having completed primary education as well as students or drop-outs of secondary education.

Tertiary training institutions, such as Technical Colleges and higher education institutions, will also benefit indirectly as they will receive graduates from secondary education with adequate skills and knowledge to succeed in further education. Secondary school graduates who do not continue to further education will have increased knowledge and skills, including technical skills, to increase employment or self-employment options.

1.1.3 Priority areas for support/problem analysis

Malawi has some of the worst education statistics of sub-Saharan Africa and the secondary education sector is characterized by substantial challenges with regards to *equitable access*, *quality and relevance*, and *governance of the sector*. Furthermore, Malawi's education sector is relatively complex and in secondary education alone there are 6 different kinds of secondary schools⁶. The best schools are the Government Secondary Schools and the Conventional Day or Boarding Secondary Schools which are the most privileged in terms of human resources and funds. The 1994 reform, which provided free primary education in Malawi and thus increased primary school level enrolment rates, created an increased gap between the number of learners that complete primary school and the number of places available in secondary school. In response to this need, Community Day Secondary Schools (CDSSs) were constructed in a precipitated manner resulting in compromised quality of these schools in terms of infrastructure, equipment and human resources. The CDSSs therefore stand in contrast to the prestigious, better funded and equipped Government Secondary Schools, Conventional Day and Boarding Secondary Schools. Considering that the CDSSs cater for the majority of the student body and are heavily under resourced, this programme will focus mainly on supporting these schools.

Equitable access to secondary school is a major issue and in 2012-2013 only 260,000 students, 32% of those who passed the primary school exams, were admitted to secondary school, which is the lowest rate in the SADC region. This is essentially due to lack of intake facilities and inadequate infrastructure is a major obstacle to increase access to secondary education. Admission is based on best results from the primary school exams. The student-classroom ratio is 60:1 and the classroom congestion leads to lower learning achievements⁷. This programme will therefore rehabilitate and expand a number of CDSSs in order to increase access to education in these schools. Furthermore, secondary school enrolment continues to be

⁶ 1/ Government Secondary schools (4), 2/ Conventional Government Day Secondary Schools (60), 3/ Government Boarding Secondary Schools (41), 4/ Community Day Secondary Schools (582), 5/ Open Secondary schools (158) and 6/ Private Secondary schools (163). MoEST data from 2015.

⁷ ESIP II, p. 29

dominated by boys and the Gender Parity Index (GPI) currently stands at 0.82. Nevertheless, the GPI has improved partially due to the bursary and cash transfer schemes and the Government of Malawi has been taking measures to raise the level of education success of the adolescent girls as identified through the Millennium Development Goals (MDGs) Acceleration Framework.⁸ There is also a need to cater for and improve access of learners with special learning needs and the so called vulnerable groups⁹. The ISEM programme will support inclusive education for girls and vulnerable groups through a variety of interventions including providing girls' hostels and adequate school infrastructure, implementing a bursary and bicycle support scheme and awareness raising campaigns.

The *quality of secondary education* is low and retention and completion levels in secondary education are a challenge. In 2013, only 52.48% of students who sat for the final senior secondary Malawi School Certificate of Education (MSCE) passed. The quality and relevance is compromised by insufficient learning and teaching materials, as well as by low quality of teaching given the difficulties faced by teachers to obtain an adequate qualification or to upgrade their skills. Untrained secondary school teachers make up 42.5% of the total number of teachers at the secondary school level¹⁰ and the numbers of untrained teachers at the CDSSs is significantly higher than at Conventional Schools (Government Day or Boarding Schools), given that the latter can provide superior conditions for teachers than the CDSSs. The quality of the teaching and learning processes are also compromised by the rolling out of the recently renewed secondary school curricula and the ability of secondary schools to teach it. Hence as a priority area for support, the current programme will help to implement the new curriculum as well as to train and upgrade teachers, especially in technical subjects and mathematics, sciences and Information and communication technology (ICT).

In addition to the general lack of equipment or teaching and learning materials, CDSSs need computer and laboratory equipment to ensure that the science and ICT related subjects are taught in an adequately equipped school environment. Furthermore, there are currently 12 Government Secondary Schools with technical workshops teaching technical drawing, wood work and metal work. However, the majority of these workshops are not functional due to the poor state of their infrastructure and outdated equipment. The Secondary Schools with Technical Workshops also lack sufficient scientific and technical equipment such as desktop computers to support specialized training with relevant technical software, and laboratory equipment.

As regards *sector governance*, weak school management combined with an overly centralized education management system does not permit effective resource allocation. Plans to introduce the decentralization of school management have met operational and financial challenges in these years and there is need of allocating human and financial resources to improve both the decentralization of school management and the capacity building processes related to it. The Ministry of Education, Science and Technology has already started this process at the primary level; the Primary School Improvement Project is piloting a decentralised management approach and the plan is to extend this approach to secondary education. The ISEM programme will provide support to the provision of decentralization guidelines, training and briefing activities in the related communities. Through policy dialogue a strong emphasis will be put on the implementation of the decentralisation policy and the Technical Assistance will assist the decentralisation process with the rolling out at central level, education division, and district and school level. This will also include support to local authorities and schools managers.

Finally, the public finance management issues require special attention, especially following the 2013 unveiled weaknesses in the Government's Public Finance Management (PFM)

⁸Malawi's MDG Acceleration Framework is part of the UNDP's global MDG Acceleration Framework (MAP) initiative <http://www.undp.org/content/dam/undp/library/Poverty%20Reduction/MDG%20Strategies/MAF%20Report%20Dec%202011.pdf>

⁹ Vulnerable groups are considered to be consisted of socially and economically disadvantaged students (girls/women and orphans included) and students with special learning needs.

¹⁰ UNICEF Malawi Statistics. Source: http://www.unicef.org/infobycountry/malawi_statistics.html

framework in terms of inadequate financial management systems, controls and insufficient means of accountability. Therefore, this programme envisages providing technical assistance to support the Government with capacity development in terms of PFM-related activities such as expenditure controls and budget execution, enhancing budget credibility, reporting, transparency and accountability.

Considering the foregoing and based on the feasibility study carried out as part of the identification and formulation of this programme, it has been decided that the programme should have a holistic approach to supporting Malawi's Secondary Education Sector in order to have maximum impact and tackle the many challenges facing secondary education. This programme will therefore support all three pillars of the priorities defined by the Government of Malawi, namely increased access, improved quality and better management of secondary schools.

2 RISKS AND ASSUMPTIONS

Risk	Risk level	Mitigating measure
Financial constraints may make it difficult for the Government's recurrent budget to recruit the necessary number of teachers or to continue making additional commitments.	High	Sustainability strategies will be factored in from the start of the intervention as part of the Technical Assistance. Furthermore, through policy dialogue a strong emphasis will be put on the Government's responsibility to recruit currently available trained teachers, pay and retain them.
Assumption		
The Government of Malawi is committed to making changes in education and to strengthen the education sector's capacity, and will allocate the necessary funds to recruit the teachers needed and ensure their timely payment and retention.		
Risk	Risk level	Mitigating measure
Senior stakeholders at the Ministry of Education, Science and Technology will be reluctant to forego authority and lack of human and financial capacities could hamper the implementation of the decentralisation process.	Medium	Support to the decentralisation process should fully analyse the benefits and risks of decentralisation and ensure that monitoring roles are clearly defined. It is crucial that all relevant stakeholders are engaged in the process and a senior stakeholder should be identified to champion the approach thus mitigating the risk of resistance. Building capacities at local level (district officers and schools managers) will ease the phasing in of the process.
Assumption		
Key stakeholders support the implementation of the decentralisation strategy to strengthen the management and governance of secondary education institutions and the central planning unit at the Ministry of Education, Science and Technology has the capacity to assist in these new developments.		
Risks	Risk level	Mitigating measure
Due to recurrent budget constraints, teachers lack training in the new secondary school curriculum and most schools do not have the facilities to implement it,	Medium	Providing Technical Assistance at the Ministry of Education, Science and Technology, rehabilitation of school facilities and support for teacher training are key components for mitigating the risk.

which may cause additional delays in the implementation.		
Assumption		
The Ministry of Education, Science and Technology has the capability to implement the new secondary education curricula.		
Risk	Risk level	Mitigating measure
The Government lacks the financial capacity to support the measures necessary to increase the number of enrolments which will also affect female students and other vulnerable groups.	Medium	Upgrading of infrastructure as well as increased focus on double shifting, will increase access. With rehabilitation of structures, accessibility for girls and students with special needs will be provided. Other specific activities focus on attracting and retaining female students and other vulnerable groups to increase their access, retention and completion rates.
Assumption		
The Government of Malawi will support the strategies to promote equitable and gender-based access to secondary education and to increase the overall number of students, giving particular attention to girls.		
Risk	Risk level	Mitigating measure
Decreasing DP support and Government budget constraints, coupled with increasing demographic pressure, could lead to a worsening of the current completion rates from primary education.	Medium	While this factor is out of the scope of this programme, coordination with the Government and DPs supporting primary education will be maintained to ensure the necessary human and financial capacities for the sector. The programme's envisaged support for planning and budgeting may help in optimising utilisation of resources.
Assumption		
Through Government strategies and DP support, completion rates of primary school will be improved (both in general and specifically for girls), thereby increasing the number of potential students for secondary education.		

3 LESSONS LEARNT, COMPLEMENTARITY AND CROSS-CUTTING ISSUES

3.1 Lessons learnt

The EU has not had any significant prior involvement in the education sector in Malawi. However, lessons learned from other projects in Malawi and from other DPs (see more information on DPs' support below) show the importance of coordinating efforts by both Government and DPs in order to avoid duplication of activities, building on results achieved and increasing synergy.

As a general rule, it is critical to have clear agreements between the stakeholders about the planned interventions, the results to be attained, and the milestones or indicators used to measure success. Without this understanding, a programme can flounder or deviate from the main objectives. Establishing clear governance structures and well-defined agreements will enable all stakeholders to participate fully and to assure that all parties are accountable for

attaining the planned results. This will be done through Project Steering Committee (PSC) meetings¹¹ and technical working groups.

Another lesson is the need to attend to issues of governance and management of schools. A school managed in an effective way is more sustainable and in a better position to utilize newly trained teachers and new equipment or structures. Furthermore, it is important to take into account that if schools are to retain both girls and boys, supportive processes (such as girls' clubs and mother groups) and appropriate structures (latrines, hostels etc.) must go hand in hand with teacher training and other interventions, such as the EU-funded WASH programme mentioned in point 3.2.

Finally, sustainability is a key issue and the inclusion of the new activities, programmes and processes into regular budgets of the Government of Malawi and sector plans is essential. Furthermore, monitoring and review of each component is critical to ensure that the results from these activities are durable and replicable. Specific strategies will be developed to ensure that the infrastructure, the equipment and the furniture supplied will be taken care on a whole-of-life basis, and proper maintenance plans will be prepared and followed. The decentralisation process should increase the chances that the physical assets will be properly managed as the administrators of the targeted schools will be trained and financially empowered to efficiently manage resources and facilities.

3.2 Complementarity, synergy and donor coordination

Malawi's education sector has been supported by various DPs since the introduction of free education in 1994. Most of this support has been focused on the primary level while at secondary level DPs involvement has been limited. Apart from a few minor projects, main DP support to secondary education is currently provided by the Japan International Cooperation Agency (JICA), the World Bank and the UK Department for International Development (DfID).

JICA provides support to in-service teacher training, particularly in science, and infrastructure support. With the Strengthening Mathematics and Science in Secondary Education programme III (SMASSE 2013-2017), JICA supports the strengthening of science education through provision of teaching aids and teacher upgrading. JICA is also constructing a new secondary Teachers Training College that is due to open in 2016. Through the CDSS upgrading initiative, JICA has rehabilitated 12 CDSSs and has plans to upgrade a further 11. The rehabilitation of schools under ISEM will be coordinated with the JICA constructions.

Through their 'Keeping Girls in School Programme', DfID provides support to girls in secondary school via a GBP 9.5 million Scholarship Programme which assists girls who dropped out to return and complete their exams and a Bursaries Programme that gives support for tuition, uniforms, school books, etc. Furthermore, UNICEF and United States Agency for International Development (USAID) are also supporting girls' education on a smaller scale through such mechanisms as bursaries, cash transfers and support groups. In addition, DfID and the EU are implementing the Water, Sanitation and Health (WASH) initiative constructing 3000 latrines at CDSSs in cooperation with UNICEF.

The World Bank is planning to increase training for secondary school language and science teachers through an ODL programme at diploma and degree level. Furthermore, the World Bank is the supervising entity for the Global Partnership for Education (GPE) 'Project to improve Education quality in Malawi' (PIEQM) which supports primary education. The application for the next GPE loan of USD 44.9 million is planned to be submitted in September 2015 and would be allocated to the improvement of early grade learning in Malawi.

¹¹ See point 5.7

The ISEM programme will be complemented by the new EU Skills and Technical Education Programme (STEP) which will be implemented simultaneously. STEP focuses on improving the quality of and access to Vocational Education and Training. The new secondary curricula gives emphasis to technical education in schools and focuses on science and mathematics knowledge which in turn enhances the quality of graduates moving into tertiary science and technology education. Under ISEM workshops in secondary schools (wood work, metal work and technical drawing) will be rehabilitated and equipped in order to make them functional again. This will give valuable technical skills to the students and links to the focus on the construction sector in STEP. STEP also includes components focused on the in-service upgrading of technical teachers, pre-service degree training for new teachers, and the renovation and equipping of technical schools. Thus in terms of knowledge and skill training these two programmes are closely linked and synergies between them will be ensured throughout the implementation.

The Education Sector Working Groups and the Technical working groups are the dialogue platforms to monitor the Education Sector Wide Approach (SWAp). A Joint Sector Review is held annually, the latest having taken place in November 2014. However, the Education SWAp has lost some of its momentum due to the Government's financial management difficulties and as a result of having several donors opting out for a more project oriented approach to ensure greater fiscal accountability. The programme will provide technical assistance to support the efforts of the Ministry of Education, Science and Technology and of DPs to revitalize the existing SWAp structures. Furthermore, it will be ensured that the ISEM PSC informs the SWAp structures about programme progress and monitoring in order to enhance coordination. The alignment of the PSC with the existing platforms is also expected to contribute to the strengthening of the policy dialogue in the Education Sector.

Bi-monthly meetings of DPs supporting the education sector are held to ensure coordination. This DPs group is currently being chaired by JICA and co-chaired by Germany. During the identification and formulation phase of this programme, numerous meetings have been held with other DPs in order to ensure alignment between programmes and possible synergies between the various interventions in the sector.

3.3 Cross-cutting issues

The proposed interventions take into account the following cross-cutting issues:

Good governance: The intention is to improve governance of the sector through capacity building both at central level (Ministry of Education, Science and Technology) and at district and school level as well as supporting the decentralised management approach. Strengthening the governance at school level will allow for greater exercise of local decision-making which will increase the ability to manage schools in a more timely and effective manner.

Gender: Through interventions which address infrastructural issues (latrines, girls' hostels, etc.), this programme will increase girls access to inclusive education. EU assistance will also be focused on the formation of mother groups and other social support clubs for girls as well as awareness raising campaigns on girls' right to education. Finally, improving access for girls and disadvantaged youth will be supported through bursary and bicycle schemes.

Environment: Environmental issues relating to water, health and sanitation are pertinent to the education sector. The need for clean water and adequate toilets at schools is important. Many secondary schools do not have a reliable water supply or sufficient toilets for the students, particularly girls. Addressing the issues of water and sanitation will help to make schools a healthier and more environmentally friendly environment. As the programme will refurbish laboratories and provide laboratory equipment, simple systems for proper and practical management of chemical wastes will be set up. Environmental issues will be taken into consideration in the rehabilitation and construction of school buildings. Environmentally friendly construction techniques will be examined as well as the possibility of providing solar

power to schools lacking main grid electric supply. Environmental awareness will be part of the orientation package to teachers when the new secondary curriculum is introduced and also be part of the management training for head masters and school committees.

HIV/AIDS: Malawi has a significant HIV and AIDS problem, which will be addressed in this programme through the revised secondary education curriculum which includes a life skills course. The possibility of setting up or supporting HIV/AIDS awareness clubs at secondary schools will also be further explored during the implementation phase.

4 DESCRIPTION OF THE ACTION

4.1 Objectives/results

The overall objective is to contribute to the strengthening of Malawi's education sector and its capacity to satisfy the economy's need for educated youth through expansion and improvement of equitable access to inclusive quality education.

Specific objective 1: Promote equitable access to secondary education.

Result 1.1: *Infrastructure of selected secondary schools is upgraded.*

Result 1.2: *Enrolment, retention and completion rates at secondary schools, particularly for female and vulnerable students, are increased.*

Specific objective 2: Improve the quality and relevance of secondary education.

Result 2.1: *The implementation of the new secondary education curricula is supported.*

Result 2.2: *Secondary Schools are provided with appropriate learning and teaching resources.*

Result 2.3: *Teachers' pedagogical and technical skills are improved.*

Specific objective 3: Strengthen the governance and management capacity of secondary education institutions including at division, district and school level.

Result 3.1: *The Ministry of Education, Science and Technology is supported in improving the governance and management of the sector.*

Result 3.2: *The decentralized approach to the management of secondary schools is implemented.*

4.2 Main activities

Activities linked to Result 1.1: The programme envisages improving the infrastructure of 20 selected CDSSs with upgraded facilities (classrooms, administration blocks, laboratories, teachers' houses, hostels and water and sanitation facilities). The schools have been selected jointly by the Ministry of Education, Science and Technology and the EU Delegation based on clear and objective criteria such as state of the infrastructure, number of students enrolled, catchment area of the school and geographical location. This activity is expected to decrease the student-classroom ratio and to increase access to secondary school. Furthermore, during the rehabilitation of facilities a special focus will be maintained on ensuring that the infrastructure is adequate for female students (latrines, girls' hostels etc.) and for students with special learning needs in order to increase participation of these groups. Additionally, the programme envisages supporting the retention of teachers, through the construction/rehabilitation of teachers' houses, especially in rural areas where teachers' accommodation is often an issue. The 12 secondary schools with technical workshops will also have their workshop rehabilitated in order to make them functional and allow for technical training in these schools. A number of contractors will be selected to carry out the works and external supervision will be provided by

consultants. When appropriate, the upgrading of schools could be done in coordination with the community Local Development Funds (LDF)¹² activities.

Activities linked to Result 1.2: Enrolment, retention and completion rates for female and vulnerable students will be improved through awareness raising campaigns, bursary support and, for those living long distance from school, through a bicycle support scheme. Other activities aimed at reducing the dropout rate of girls and other vulnerable groups will include increased counselling, peer support groups, and targeted initiatives to bring back drop-outs. These activities and others that might be proposed by the implementing partners will be elaborated in close collaboration with the school managers, teachers, students and the local community. This result will be pursued through a call for proposals and a consultant will be recruited to prepare the guidelines and provide guidance to the prospective applicants during the application phase, and to a certain extent during implementation of the activities.

Activities linked to Result 2.1: Due to recurrent budget constraints, teachers lack access to training in the new secondary schools curriculum and schools often lack the resources and facilities to implement it. Therefore, the ISEM programme will contribute to the rolling out of the Secondary School Curriculum Reform's reestablishment and implementation through organizing orientation on the new curricula teachers' workshops and training for trainers and providing new curricula booklets covering all secondary school subjects as well as new curricula orientation teacher manuals. Furthermore, the possibility of rolling out IT based ODL will be explored. Technical Assistance and Programme Estimates will be used to implement activities under this result.

Activities linked to Result 2.2: The 20 CDSSs selected for rehabilitation and the 12 Secondary Schools with Technical Workshops will be provided with relevant teaching and learning materials, furniture and equipment to make their facilities functional. Furthermore, this will include the supply of text books, science kits, equipment for the laboratories and computers to support an e-learning environment in the selected schools. The improvement of the teaching and learning facilities of the workshops allows for creating synergies and linkages with the EU Skills and Technical Education Programme (STEP), through providing a larger pool of secondary school pupils with access to technical training. Activities under this result will be implemented with the support of the Technical Assistance team and through Programme Estimates. Text books, furniture and equipment will be procured through international or local supply tenders.

Activities linked to Result 2.3: The improvement of teachers' pedagogical and subject skills will be provided through in-service and formal training courses. Unqualified teachers will be supported to achieve a teaching diploma and qualified teachers will receive short-term upgrading including training in science and technical skills. Technical Assistance and Programme Estimates will be used to implement activities under this result.

Activities linked to Result 3.1: In order to improve the management and governance of the sector, support will be provided to build capacity at the Ministry of Education, Science and Technology. This will include assistance to the preparation and rolling out of the decentralisation process of the management of the schools. In addition, the Ministry of Education, Science and Technology as a part of the Government system as a whole, has been faced with challenges related to its planning, budgeting and public finance management capacities. Therefore, the programme will ensure that the Ministry is supported in enhancing its capacity to manage public funds efficiently at central level to allow better use of funds at decentralized level. Technical Assistance and Programme Estimates will be used to implement activities under this result.

¹² LDFs are community-based organizations that work with the government to implement various projects such as the building of schools blocks and other structures. Government provides funding and the local committee provides the workers. Materials are purchased locally to increase cost effectiveness.

Activities linked to Result 3.2: In order to support the Ministry's objective of decentralizing its approach of managing secondary school, ISEM will provide technical support to develop guidelines for the decentralization process, produce training manuals, and organize trainings for school managers and Education Officers at least for the 20 selected CDSSs. Furthermore, the related communities of the CDSSs will benefit from briefing activities about the governance of the schools, the decentralization process and strengthening of accountability at education division, district and school level. The programme envisages contributing to the development and strengthening of the capacities of the local government personnel with regards to the decentralization process. Finally, the implementing and monitoring of the decentralized governance procedures in the 20 selected CDSSs will be supported. Activities will be implemented by means of Programme Estimates and Technical Assistance.

The activities under results 1.2, 2.1, 2.2 and 2.3 will mainly focus on the districts and on the schools which will benefit from the rehabilitation (see result 1.1) in order to maximise the impact of the various components of the programme. However, whenever possible other districts could be included as well.

4.3 Intervention logic

Based on the sector analysis and risk assessment, the intervention logic and key assumptions behind the identified results and activities are that by implementing the specific activities as outlined above, equitable access as well as quality of Secondary Education should be improved. This will in turn lead to a strengthened Secondary Education Sector, which improves and expands the skilled workforce, thereby enforcing the economy and supporting Malawi's overall development goals. The interventions in this programme are complementary to the support given through STEP to increase the skilled labour force.

The main changes are intended to ensure that the Secondary Education Sector manages to adequately provide absorption from primary education to quality secondary education, while strengthening equity through increasing participation rates of girls and students with special learning needs. This will happen by designing a comprehensive approach tackling the issues of the insufficient supply of qualified teachers and inadequate basic infrastructure and teaching and learning materials, poor learning achievements with only about half of the students passing end-of-cycle examinations.

Given the current situation, the learning achievements in Secondary Education and the insufficient and inadequate infrastructure facilities are impeding enrolment and equity education and by improving these two factors it is assumed that the associated change processes will eventually take place. Nevertheless, it is a given that the challenge is enormous and this programme is only part of the development, which in order to succeed, must also be supported by other key stakeholders, such as the Government of Malawi, the other DPs, the civil society and the local communities.

5 IMPLEMENTATION

5.1 Financing agreement

In order to implement this action, it is foreseen to conclude a financing agreement with the partner country, referred to in Article 17 of Annex IV to the ACP-EU Partnership Agreement.

5.2 Indicative implementation period

The indicative operational implementation period of this action, during which the activities described in section 4.2 will be carried out and the corresponding contracts and agreements implemented, is 60 months from the date of entry into force of the financing agreement.

Extensions of the implementation period may be agreed by the Commission's authorising officer responsible by amending this decision and the relevant contracts and agreements; such

amendments to this decision constitute a non-substantial amendment in the sense of Article 9(4) of Regulation (EU) 2015/322.

5.3 Implementation of the budget support component

Not applicable for this programme.

5.4 Implementation modalities

5.4.1 Grants: call for proposals: Improving equitable access to secondary education and the quality of education as described in section 4.2. Results 1.2 (direct management)

(a) Objectives of the grants, fields of intervention, priorities of the year and expected results:

- To improve the participation and performance of girls and disadvantaged students in secondary education
- To develop and implement social support mechanisms that will help to improve the performance of the target groups
- To provide bursaries and bicycles to selected students

(b) Eligibility conditions

- Local (Malawian) legal entities (civil society, education bodies, private sector companies and associations)
- International (and inter-governmental) organisations
- Co-applicants of those defined as eligible above
- National and international NGOs

(c) Essential selection and award criteria

The essential selection criteria are financial and operational capacity of the applicant. The essential award criteria are relevance of the proposed action to the objectives of the call; design, effectiveness, feasibility, sustainability and cost-effectiveness of the action.

Subject to information to be published in the call for proposals, the indicative amount of the EU contribution per grant is between EUR 300,000 and 1,000,000 and the grants may be awarded to sole beneficiaries and to consortia of beneficiaries (coordinator and co-beneficiaries). The indicative duration of the grant (its implementation period) is 12-36 months.

(d) Maximum rate of co-financing

The maximum possible rate of co-financing for grants under this call is 80%.

In accordance with Articles 192 of Regulation (EU, Euratom) No 966/2012 applicable by virtue of Article 17 of the Annex to Regulation (EU) 2015/323, if full funding is essential for the action to be carried out, the maximum possible rate of co-financing may be increased up to 100%. The essentiality of full funding will be justified by the Commission's authorising officer responsible in the award decision, in respect of the principles of equal treatment and sound financial management.

(e) Indicative trimester to launch the call: 2nd quarter of 2016.

5.4.2 Procurement (direct management)

Subject	Type	Indicative number of contracts	Indicative trimester of launch of the procedure
Studies	Services	2	4 th quarter 2015

Procurement are described in section 4.2 Results 1.2 and 2.2. These procurements concern: a) a Framework Contract for the elaboration of guidelines and preparation for the call for proposals, including support to the grant applicants during the process; b) a Framework

Contract for developing technical specifications of the furniture, equipment and textbooks to be supplied.

5.4.3 Indirect management with the Government of Malawi

A part of this action, with the objective of improving the learning environment at Community Day Secondary Schools by upgrading the infrastructure and providing teaching and learning aids and resources, as described in section 4.2. Results 1.1, 2.1, 2.2, 2.3, 3.1 and 3.2, may be implemented in indirect management with the Government of Malawi in accordance with Article 58(1)(c) of the Regulation (EU, Euratom) No 966/2012 applicable by virtue of Article 17 of the Annex to Regulation (EU) 2015/323 according to the following modalities:

The partner country will act as the contracting authority for the procurement and grant procedures. The Commission will control ex ante all the procurement procedures except in cases where programme estimates are applied, under which the Commission applies ex ante control for procurement contracts above EUR 50,000 (or lower, based on a risk assessment) and may apply ex post control for procurement contracts up to that threshold. The Commission will control ex ante the contracting procedures for all grant contracts.

Payments are executed by the Commission except in cases where programmes estimates are applied, under which payments are executed by the partner country for ordinary operating costs, direct labour and contracts below EUR 300,000 for procurement and up to EUR 100,000 for grants.

The financial contribution covers for an indicative amount of 500,000 EUR the ordinary operating costs incurred under the Programme Estimates.

In accordance with Article 190(2)(b) of Regulation (EU, Euratom) No 966/2012 and Article 262(3) of Delegated Regulation (EU) No 1268/2012 applicable by virtue of Article 36 of Regulation (EU) 2015/323 and Article 19c(1) of Annex IV to the ACP-EU Partnership Agreement, the Government of Malawi shall apply procurement rules of Chapter 3 of Title IV of Part Two of Regulation (EU, Euratom) No 966/2012. These rules, as well as rules on grant procedures in accordance with Article 193 of Regulation (EU, Euratom) No 966/2012 applicable by virtue of Article 17 of Regulation (EU) 2015/323, will be laid down in the financing agreement concluded with the Government of Malawi.

5.5 Scope of geographical eligibility for procurement and grants

The geographical eligibility in terms of place of establishment for participating in procurement and grant award procedures and in terms of origin of supplies purchased as established in the basic act and set out in the relevant contractual documents shall apply.

The Commission's authorising officer responsible may extend the geographical eligibility in accordance with Article 22(1)(b) of Annex IV to the ACP-EU Partnership Agreement on the basis of urgency or of unavailability of products and services in the markets of the countries concerned, or in other duly substantiated cases where the eligibility rules would make the realisation of this action impossible or exceedingly difficult.

5.6 Indicative budget

Module	Amount in EUR	Third Party Contribution (in EUR)
5.4.1 Call for proposals: Improving equitable access to secondary education and the quality of education (direct management) – Result 1.2	2,000,000	500,000
5.4.2 Procurement (direct management) - Results 1.2 and 2.2.	400,000	
5.4.3 Indirect management with Government of Malawi - Results 1.1, 2.1, 2.2, 2.3, 3.1, 3.2	30,950,000	
- Result 1.1 Rehabilitation of Infrastructure	16,500,000	
- Result 1.1 Supervision of rehabilitation	1,500,000	
- Results 2.1, 2.3, 3.1 and 3.2 Services Indirect Management with ex ante controls (TA)	3,000,000	
- Results 2.1, 2.3, 3.1 and 3.2 Programme Estimates	4,000,000	
- Result 2.2 Supplies of learning and teaching materials and equipment	5,950,000	
5.9-5.10 Evaluation and audit	500,000	
5.11 Communication and visibility	150,000	
Contingencies	2,000,000	
Total	36,000,000	500,000

5.7 Organisational set-up and responsibilities

A Project Steering Committee (PSC) will be set up for the programme. The PSC will be composed of the main stakeholders and counterparts of the programme and meet at least bi-annually or more often if needed. The chair of the PSC will be the Ministry of Education, Science and Technology and members will include the Ministry of Finance (the National Authorising Officer Support Unit), the Ministry of Labour and Manpower Development, the Ministry of Gender, Children, Disability and Social Welfare, the Ministry of Youth, Sports and Culture, the Ministry of Local Government, the Education Infrastructure Management Unit (EIMU), and representative(s) of Local Government and CSO as well as the EU. The Steering Committee will be the body responsible for the general oversight, policy guidance and monitoring of the programme. Besides the PSC, technical working group meetings will be held regularly.

It is foreseen to recruit a small team of Technical Assistance to assist the Ministry of Education, Science and Technology with the implementation of the activities foreseen in indirect management with the Government of Malawi. The Ministry should ensure that the necessary human resources are in place prior to this programme in order to ensure ownership of the programme and that the planned capacity building exercises can be implemented.

The EU Delegation will ensure the overall supervision and monitoring of the programme, will be in charge of the policy dialogue and interact with all relevant stakeholders.

5.8 Performance monitoring and reporting

Monitoring, review and evaluation of sector performance in regards to the Secondary Education sub-sector in Malawi is mainly carried out by the Ministry of Education, Science and Technology through their EMIS which provides annual education statistics. In addition, performance monitoring in line with the logical framework matrix will be carried both by the beneficiaries of grants and by the programme itself.

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its results (outputs and direct outcomes) as measured by corresponding indicators, using as reference the logical framework matrix. The report shall be laid out in such a way as to allow monitoring of the means envisaged and employed and of the budget details for the action. The final report, narrative and financial, will cover the entire period of the action implementation.

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

Results Oriented Monitoring (ROM) missions may be undertaken. The OVIs specified in the Logical framework will be the monitoring indicators.

5.9 Evaluation

Having regard to the importance of the action, a mid-term evaluation and a final evaluation will be carried out for this action or its components via independent consultants contracted by the Commission.

The mid-term evaluation will be carried out for problem solving and learning purposes, in particular with respect to future EU interventions in the sector. The final evaluation will be carried out for accountability and learning purposes at various levels (including for policy revision), taking into account in particular the fact that support to Education is a new focal sector for the EU in Malawi.

The Commission shall inform the implementing partner at least 2 months in advance of the dates foreseen for the evaluation missions. The implementing partner shall collaborate efficiently and effectively with the evaluation experts, and inter alia provide them with all necessary information and documentation, as well as access to the project premises and activities.

The evaluation reports shall be shared with the partner country and other key stakeholders. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, in agreement with the partner country, jointly decide on the follow-up actions to be taken and any adjustments necessary, including, if indicated, the reorientation of the project.

Indicatively, two contracts for evaluation services shall be concluded under a Framework Contract in 2017 and 2019.

5.10 Audit

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audits or expenditure verification assignments for one or several contracts or agreements.

Indicatively, one contract for audit services shall be concluded under a Framework Contract in 2016.

5.11 Communication and visibility

Communication and visibility of the EU is a legal obligation for all external actions funded by the EU.

This action shall contain communication and visibility measures which shall be based on a specific Communication and Visibility Plan of the Action, to be elaborated at the start of implementation and supported with the budget indicated in section 5.6 above.

In terms of legal obligations on communication and visibility, the measures shall be implemented by the Commission, the partner country, contractors, grant beneficiaries and/or entrusted entities. Appropriate contractual obligations shall be included in, respectively, the financing agreement, procurement and grant contracts, and delegation agreements.

The Communication and Visibility Manual for European Union External Action shall be used to establish the Communication and Visibility Plan of the Action and the appropriate contractual obligations.

A contract shall be concluded for the implementation of the communication and visibility plan and activities for both this programme as well as the STEP programme which will be implemented simultaneously. The indicated budget of 150,000 EUR shall cover the visibility and communication for both programmes.

APPENDIX – INDICATIVE LOG FRAME MATRIX

The activities, the expected outputs and all the indicators, targets and baselines included in the log frame matrix are indicative and may be updated during the implementation of the action without an amendment to the financing decision. The indicative log frame matrix will evolve during the lifetime of the action: new lines will be added for listing the activities as well as new columns for intermediary targets (milestones) when it is relevant and for reporting purpose on the achievement of results as measured by indicators.

	Intervention logic	Indicators	Baselines (incl. reference year)	Targets (incl. reference year)	Sources and means of verification	Assumptions
Overall objective: Impact	Malawi's capacity to satisfy the economy's need for educated youth is improved through a strengthened secondary education sector.	- Adult literacy rate (% ages 15 and older)** - Population with at least some secondary education (% aged 25 and above)	- Baseline 2014: Literacy rate: 61.4 % - Baseline 2014: Population with at least some secondary education: 8.6 %	Target for 2020 to be confirmed	Human Development Report EMIS statistics, Government and international reports	The Government of Malawi will remain committed and will have the necessary financial and human resources to implement the secondary education strategy.
Specific objective(s): Outcome(s)	S.O 1: Improved equitable and gender-based access to secondary education	- Number of students enrolled in public, private or open secondary schools*/** - Gender Parity Index (GPI)* - Transition rate from primary school to secondary school	- Baseline 2012: Students enrolled: 260,081 - Baseline 2012 GPI: 0.82 - Baseline 2012: transition rate: 32 %	- NESP target 2017: 486,706 students - ESIP Target 2020: GPI 1 - ESIP Target 2017: 50%	Annual EMIS statistics collected by the Ministry of Education, Science and Technology, NESP monitoring reports	Efforts to provide additional incentives to female students and disadvantaged students will be reflected in increased and improved opportunities for them in the secondary education system.
	S.O. 2: Improved the quality and relevance of secondary education	- Pass rate of MSCE disaggregated by sex (secondary education completion rate)*/** - Student/Qualified Teacher ratio (SQTR)*	- Baseline 2012/13: MSCE pass rate: 52.48 % (female students 45.47%) - Baseline 2012: SQTR:46:1	- Pass rate NESP Target 2018: 85% - ESIP II 2018 target: SQTR 40:1	Annual EMIS statistics collected by the Ministry of Education, Science and Technology	Investment in training for teachers and secondary school equipment will increase the quality and relevance of secondary education.
	S.O. 3: Strengthened governance and management capacity of secondary education institutions	- Status of decentralisation process to education institutions	Baseline 2014: Decentralisation policy in place, but implementation plan not yet rolled out	Target 2020: Decentralisation policy implemented according to the four year plan outlined in the Education Decentralization Plan.	Ministry of Education, Science and Technology Decentralization progress reports	Continued support from the Ministry of Education, Science and Technology to the decentralisation to education institutions.
	Intervention logic	Indicators	Baselines (2015)	Targets (2020)	Sources and means of verification	Assumptions

Outputs	1.1 Infrastructure of selected secondary schools is upgraded	1.1.1 # of Community Day Secondary Schools (CDSS) rehabilitated 1.1.2 Pupils/Classroom ratio in the 20 CDSSs rehabilitated* 1.1.3 # of Secondary Schools with Technical Workshops rehabilitated	1.1.1 0 CDSS rehabilitated 1.1.2 Pupils/Classroom ratio Baseline 2012: 55:1 1.1.3 0 Secondary Schools with Technical Workshops rehabilitated	1.1.1 20 CDSS rehabilitated 1.1.2 NESP Target 2020: Pupils/Classroom 40:1 1.1.3 12 Secondary Schools with Technical Workshops rehabilitated	Programme's own monitoring mechanisms.	Macroeconomic factors will remain relatively stable during implementation.
	1.2 Enrolment, retention and completion rates at secondary schools, particularly for female and vulnerable students, are increased	1.2.1 # of bursaries awarded to female and disadvantaged students 1.2.2 # of bicycles awarded to female and disadvantaged students 1.2.3 # of counselling and guidance programmes implemented 1.2.4 # of grants awarded	1.2.1 0 bursaries awarded 1.2.2 0 bicycles awarded 1.2.3 0 counselling and guidance programmes implemented in secondary schools 1.2.4 0 grants awarded	1.2.1 and 1.2.2 Targets for bursaries and bicycles to be defined during the preparation of Call for Proposal*** 1.2.3 Counselling and guidance programmes implemented in 20 CDSSs 1.2.4 Minimum 3 grants awarded	Programme's own monitoring mechanisms.	Female and disadvantaged students are receptive to the incentives.
	2.1 The implementation of the new secondary education curricula is supported	2.1.1 # of booklets with new curricula printed out and distributed to secondary schools* 2.1.2 # of teachers' manuals provided* 2.1.3 # new curricula orientation workshops organized* 2.1.4 # Training of Trainers (ToT) workshops organized* 2.1.5 Status of Feasibility Study of IT ODL	2.1.1 Baseline 2015: 0 booklets printed or distributed 2.1.2 Baseline 2015: 0 teachers' manuals provided 2.1.3 Baseline 2015: no workshops organized 2.1.4 Baseline 2015: No ToT workshops organized 2.1.5 No Feasibility Study of IT ODL carried out	2.1.1 Target to be determined at the beginning of the implementation phase*** 2.1.2 Target to be determined at the beginning of the implementation phase*** 2.1.3 Target to be determined at the beginning of the implementation phase*** 2.1.4 Target to be determined at the beginning of the implementation phase*** 2.1.5 Feasibility Study of IT ODL carried out	Malawi Institute of Education (MIE) statistics	The MIE, the Ministry of Education, Science and Technology as well as other key stakeholder will collaborate with the implementation of the new curricula and all the necessary stakeholders participate in the harmonisation of procedures.

	2.2 Secondary Schools are provided with appropriate learning and teaching resources	2.2.1 # of CDSS equipped with appropriate furniture and equipment* 2.2.2 # of Technical Workshops with functional and equipped workshops* 2.2.3 # of textbooks provided to students at CDSSs and Secondary schools with technical workshops*	2.2.1 Baseline 2015: 0 CDSS equipped 2.2.2 baseline 2015: 0 Workshops furnished or equipped 2.2.3 0 textbooks provided	2.2.1 20 selected CDSS equipped with appropriate furniture and equipment 2.2.2 12 Technical Workshops facilities equipped 2.2.3 Target to be determined at the beginning of the implementation phase***	School reports and inspection records.	The Government of Malawi continues to support maintenance of new equipment and other materials provided to schools.
	2.3 Teachers' pedagogical and technical skills are improved	2.3.1 # of unqualified teachers trained** 2.3.2 # of qualified teachers upgraded**	2.3.1 Baseline 2015: 0 unqualified teachers trained 2.3.2 Baseline 2015: 0 qualified teachers upgraded	2.3.1 Target to be determined at the beginning of the implementation phase*** 2.3.2 Target to be determined at the beginning of the implementation phase***	Programme's own monitoring mechanisms.	The Government of Malawi continues to support teacher upgrading, particularly in science, math and technical subjects.
	3.1 The Ministry of Education, Science and Technology is supported in improving the governance and management of the sector	3.1.1 # of coordination meetings held with relevant stakeholders* 3.2.1 # of meetings held on improvement of planning and financing	3.1.1 Baseline 2015: 0 meetings 3.2.1 Baseline 2014: 0 meetings	3.1.1 Target 2020: 4 meetings/year 3.2.1 Target 2020: At least 1 meeting/month	Programme's own monitoring mechanisms.	The appropriate human and financial resources are available for the implementation of the decentralisation process.

	3.2 The decentralized approach to the management of secondary schools is implemented	3.2.1 # number of district officers and head masters trained on the decentralization process*/** 3.2.2 # of briefing activities organized in the related communities of the 20 selected CDSSs 3.2.3 # of CDSSs in which decentralised governance procedures have been implemented and monitored 3.2.4 # of Capacity Development/Awareness raising workshops organized for the Ministry of Education, Science and Technology and local government personnel	3.2.1 Baseline 2015: no training has been provided 3.2.2 Baseline 2015: 0 briefing activities organized 3.2.3 Baseline 2015: 0 CDSSs 3.2.4 Baseline 2014: 0 Capacity Development /Awareness raising workshops organized	3.2.1 Target to be determined at the beginning of the implementation phase*** 3.2.2 Target to be determined at the beginning of the implementation phase*** 3.2.3 : 20 CDSSs 3.2.4 Target to be determined at the beginning of the implementation phase***	Programme's own monitoring mechanisms.	
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* Indicator included in the NIP

** Indicator included in the EU Results Framework

*** Certain targets of the program activity will be determined at the beginning of the implementation phase in order to allow harmonisation and alignment with similar activities implemented by other actors in the sector.