



USAID | **MALAWI**
FROM THE AMERICAN PEOPLE



Ministry of Education Science and Technology

USAID FUNDED MALAWI TEACHER PROFESSIONAL DEVELOPMENT SUPPORT (MTPDS) PROGRAM

NATIONAL STRATEGY FOR TEACHER EDUCATION AND DEVELOPMENT (NSTED) IMPLEMENTATION STRATEGY

October, 2011

Contract No.: EDH-I-00-05-00026-02
Task Order No: EDH-I-04-05-00026-00

This document was prepared and produced with the support of United States Agency for International Development. It was submitted to Ms. Aabira Sher Afgan, Senior Education Advisor/COTR USAID Funded Malawi Teacher Professional Development Support (MTPDS) Program

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



Republic of Malawi

**NATIONAL STRATEGY FOR TEACHER EDUCATION AND DEVELOPMENT (NSTED)
IMPLEMENTATION STRATEGY**

October, 2011

**Private Bag 328
Lilongwe
Malawi**

Table of Contents

List of Acronyms and Abbreviations	3
1.0 Introduction	4
1.1 Structure of the Implementation Strategy	4
1.2 Background	5
1.3 Purpose	6
1.4 Linkages with other Relevant Government Policies	6
1.5 Key Challenges and Barriers	6
1.6` Problem Statement	7
2.0 The Strategy	8
2.1 Overall Goal	8
2.2 Overall Objectives	8
2.3 Proposed Activities	10
2.4 Logframe	12
3.0 Implementation Guidelines	17
3.1 Institutional Arrangements	17
3.2 Monitoring and Evaluation Arrangements	20
3.3 Major Assumptions	21
4.0 Conclusion	22

List of Abbreviations

AIDS	Acquired Immune Deficiency Syndrome
CHANCO	Chancellor College
CPD	Continuing Professional Development
DBE	Department of Basic Education
DCE	Domasi College of Education
DEM	District Education Manager
DEP	Department of Education Planning
DHE	Department of Higher Education
DIAS	Department of Inspection and Advisory Services
DPSM	Department of Public Service Management
DSEE	Department of Secondary Education
DTED	Department of Teacher Education and Development
EMIS	Education Management Information System
ESIP	Education Sector Implementation Plan
HIV	Human Immunodeficiency Virus
IPTE	Initial Primary Teacher Education
ITE	Initial Teacher Education
JCE	Junior Certificate of Education
MCDE	Malawi College of Distance Education
MGTSC	Malawi Government Teaching Service Commission
M&E	Monitoring and Evaluation
MIE	Malawi Institute of Education
MIM	Malawi Institute of Management
MoEST	Ministry of Education, Science and Technology
MSCE	Malawi School Certificate of Education
MTPDS	USAID Funded Malawi Teacher Professional Development Support
MZUNI	Mzuzu University
NESP	National Education Sector Plan
NPC	National Primary Curriculum
NSTED	National Strategy for Teacher Education and Development
OBE	Outcomes Based Education
PEA	Primary Education Adviser
PSTDP	Public Service Training and Development Policy
PEMA	Principal Education Methods Adviser
PT	Primary Teacher
SEMA	Senior Education Methods Adviser
TDC	Teacher Development Centre
TTC	Teacher Training College
TTI	Teacher Training Institution
TEMIS	Teacher Education Management Information System
USAID	United States Agency for International Development

1.0 INTRODUCTION

1.1 Structure of the Implementation Strategy

This document, The National Strategy for Teacher Education and Development (NSTED) Implementation Strategy, revises and builds upon the Continuing Professional Development (CPD) Strategy for Primary and Secondary School Teachers which was included in the original NSTED document (2007). It has, therefore, closely followed the structure and in some sections the wording used in that document.

The document is divided into four major sections as follows:

i. Introduction

This section has six subsections including structure of the implementation strategy, background information, the purpose of the implementation strategy, linkages with other relevant government policies, key challenges and the problem statement.

ii. The Strategy

The strategy section describes the goal, objectives, justification for the objectives and proposed activities. It also illustrates the relationship between the objectives and the activities through a logical framework.

iii. Implementation Guidelines

This section is divided into three subsections including institutional arrangement, monitoring and evaluation arrangements and major assumptions.

iv. Conclusion

The conclusion emphasises the importance of the strategy and the need to have the outlined activities implemented

1.2 Background

The Ministry of Education, Science and Technology (MoEST) has responsibility for both pre-service and in-service programmes for teachers. Ever since the introduction of Free Primary Education, with the ever increasing demand for education, the teaching force has been in short supply. Due to resource constraints, the Ministry has focused more on increasing the quantity of teachers than on improving the quality of existing teachers. There have, therefore, been few continuing professional development (CPD) programmes for teachers and often these have been donor initiated, uncoordinated and incoherent. In an attempt to address the problem, the Ministry developed the National Strategy for Teacher Education and Development (NSTED) in 2007. The NSTED document was formally approved in July 2008. It has a comprehensive list of policy options and recommendations and was aimed at providing “guidelines for the establishment of a coherent and responsive teacher education and development programme” (NSTED page ii) that would improve both the quantity and quality of teachers in Malawi.

Apparently, in an effort to emphasise the importance of CPD programmes for teachers, a document called “Continuing Professional Development Strategy for Primary and Secondary School Teachers” was developed and included in the NSTED as an appendix. The CPD strategy was aimed at providing “a systematic way for planning, implementation and monitoring of regularized programmes of professional development” (NSTED page 78).

However, a review of the NSTED by the USAID-funded Malawi Teacher Professional Development Support program (MTPDS) in August 2010 revealed that most of the NSTED recommended strategies

that were aimed at improving the provision of CPD to teachers had not yet been implemented. On the other hand most of the recommendations aimed at improving the access to initial teacher education had been implemented. Indeed there has been little progress to date towards the implementation of the CPD strategy.

As stated in the NSTED Framework, the NSTED review identified a total of 13 strategies and policy options that were yet to be implemented. These include the following:

- i. Introduce modular CPD programmes that have accreditation for higher academic qualifications
- ii. Improve facilities in Teacher Development Centers
- iii. Establish a CPD programme aimed at equipping PEAs and senior school staff with supervisory and monitoring skills
- iv. Ensure teachers receive at least 3 days of CPD sessions in a year
- v. Introduce specialized pre-service and inservice training courses for infant and junior stages
- vi. Upgrade JCE holder teachers
- vii. Improve coordination among departments involved in teacher education and development
- viii. Establish a career path that links advancement to Continuing Professional Development
- ix. Make school improvement plans which include CPD mandatory in all schools
- x. Decentralize the Malawi Government Teaching Service Commission (MGSTC) to divisional level
- xi. Link TEMIS with EMIS
- xii. Create ways to periodically cover classes of teachers living with HIV/AIDS
- xiii. Enhance capacity in planning, monitoring and supervision of TTCs

The Ministry confirmed the findings of the review and accepted the recommendation that there was still need to implement the remaining NSTED strategies (MoEST letter to MTPDS, Dec., 21, 2010). In particular the Ministry endorsed the following as its priority strategies for the improvement of teacher education, development and management¹.

- i. Improve coordination between Ministry's institutions and departments with various teacher training and management roles.
- ii. Introduce modular CPD programs that have accreditation for higher teacher academic qualifications.
- iii. Tie Continuous Professional Development (CPD) programmes to career path advancement and rewards/awards.
- iv. Ensure teachers have at least 3 days of CPD sessions in a year.
- v. Train Primary Education Advisers (PEAs) and senior teachers to support CPD.
- vi. Make school improvement plans which include CPD mandatory.

The Ministry also asked MPTDS to provide the necessary technical assistance towards the implementation of these strategies. This implementation strategy is part of providing that technical assistance to the Ministry. It specifically addresses the six strategies and policy options listed above. This document is also a contractual requirement in the MTPDS task order under Result 1: Strengthened Teacher Support, Policy and Management Systems.

¹ Justification for the prioritization is presented in section 2.2.2 below.

1.3 Purpose

The purpose of this document produced under USAID Funded MTPDS Program, is to set out the current priorities of MoEST in implementation of NSTED and thereby to provide a basis for developing an implementation plan for the NSTED strategies. Particular attention is focused on those strategies that are aimed at improving the provision of CPD for teachers and the teacher management systems. This implementation strategy further aims to promote the institutionalization of CPD for teachers and the strengthening of the linkages between pre- and in-service teacher training.

It is important that efforts to improve the supply of teachers in the education system should be accompanied by efforts to improve their quality and the efficiency with which they are managed. It is believed that the implementation of this strategy document will ensure that the teachers are equipped with the necessary professional skills and motivation in executing their work. This should in turn improve the quality of teaching and learning in the classrooms of the schools in the country. Few would wish to dispute the fact that the quality of an education system cannot exceed the quality of its teachers.

1.4 Linkages with other Relevant Government Policies

The National Education Sector Plan (NESP), Education Sector Implementation Plan (ESIP) and the NSTED are the three major policy documents of the MoEST. Currently the NESP is the overarching policy document. It covers the period from 2008 to 2017 and sets out the Government's goals and objectives in the education sector. In particular it sets out goals and objectives for the improvement of teacher education in the areas of access and equity, quality and relevance and governance and management. The ESIP operationalizes the NESP and outlines the approaches for achieving the NESP goals and objectives. It covers a period of five years from 2009 to 2013. The NSTED gives recommendations and policy options for the improvement of provision of teacher education, professional development and management. The three documents are consistent with each other. Therefore, this NSTED Implementation Strategy is consistent with both the NESP and the ESIP

The NSTED Implementation Strategy is also consistent with the Malawi Public Service Training and Development Policy (PSTDP, 2004) which urges government ministries to undertake professional training of their employees. Just as the original CPD Strategy for Primary and Secondary School Teachers this strategy responds to the expectations of the education sector in relation to the provision of programmes of professional development.

1.5 Key Challenges and Barriers

There is one major challenge to efforts aimed at improving teacher education and management systems in the country. The acute shortage of teachers at both the primary and secondary levels of education has resulted in the existence of a large number of untrained and under-qualified teachers in the system. This has necessitated more attention to be given to pre-service or initial teacher education at the expense of life-long professional development programmes. For example, according to the Ministry's statistics (EMIS 2010) the total primary school enrolment in public schools in 2010 was 3,818 829. The total number of teachers was 46,380. This gives a pupil/teacher ratio of about 82. However of the 46,380 teachers, 1,178 are classified as "untrained" and 2,137 as "on training". Therefore the total number of qualified teachers was 43,065. This gives a pupil/qualified teacher ratio of about 89. It is also worth noting that 14,907 of a total of 48,170 (31%) teachers in both public and private schools only had

a Junior Certificate of Education. At secondary school level the statistics show that only 4,712 of a total of 10,951 teachers in both public and private school were trained. This means 6,239 (57%) of teachers in secondary schools in 2010 were untrained. There is, therefore, a huge backlog of teachers that are in need of professional development.

To overcome this challenge there is need for CPD programmes to be carefully planned and implemented. This strategy is aimed at contributing to such planning process.

1.6 Problem Statement

Due to resource constraints and competing priorities the MoEST has focused more on implementing strategies aimed at increasing supply of teachers at the expense of those strategies that aim at improving the quality of teachers already in the schools. For example, the teacher education section of the Education Sector Implementation Plan (ESIP) lists three strategies for improving the quality and relevance of primary school teachers. Of these, one is about ensuring the quality of teachers coming out of the colleges, another is to do with ensuring the quality of teachers coming out of the ODL programme by providing CPD to tutors, host head teachers and mentors and the last one is about HIV/AIDS awareness (ESIP 2009 -2013). Despite these statements, little effort has so far been made by the Ministry at enhancing the quality of the teachers already in the schools.

In addition there has not been much effort at improving the morale of the teachers through the development of their career path. The NSTED identified the following as the main problems associated with the career structure for teachers in Malawi:

- i. Limited promotions opportunities,
- ii. Unclear criteria for promotion which seem not to recognise performance and professional qualifications obtained after initial training and
- iii. A system of promotional grades that focus on managerial rather than classroom positions

The NSTED then recommended a number of reform measures to address these and other problems involving the governance and management of teachers. However both the NESP and the ESIP make no reference to issues of teacher management. Rather they only refer to the issue of improvement of the governance and management of teacher education. The improvement of the management of teacher education is very important in order to ensure that the teacher training systems are cost effective. However, the impact of improvement in training systems cannot amount to much if the system used for the management of the teachers is inefficient and does not motivate the teachers.

The NSTED also observes that there is very little connection between initial teacher education (ITE) and CPD programmes. Indeed there is very little involvement of TTC lecturers in CPD activities and no CPD programmes are available in TTCs. A lot of synergies can be achieved by harmonising the provision of ITE and CPD. The structures and personnel for ITE can be utilised in the provision of CPD and so can the structures and personnel for CPD be utilised in ITE. The NSTED recommends that: "The roles of college tutors and PEAs need to be redefined to bring about greater integration of the ITE and CPD systems. This should include consideration of TTC tutors' role in CPD." (NSTED, p.18). In addition to redefining the roles of the tutors and PEAs there is also need to redefine the role of the TTCs in CPD. Continuous Professional Development activities include upgrading courses that lead to a higher qualification certificate, short courses, seminars and workshops. With proper arrangements TTCs should be able to provide some of these activities.

One of the results of the lack of linkages between ITE and CPD programmes is that their contents do not reflect each other's experiences. For example, currently MTPDS implementing a pilot programme in the teaching of literacy in Salima and Ntchisi. All the teachers involved in the pilot have been trained and observations so far indicate that the methodology being used is effective. However, with no proper linkage between ITE and CPD there is no channel to ensure that these experiences find their way to the TTCs and influence the content of ITE in the area of teaching of literacy.

There is need therefore to strengthen the linkages between ITE and CPD by redefining the functions of the structures used and the responsibilities of the personnel involved in their provision. There is also need to create a channel through which information can flow between the providers of ITE and CPD.

The major problem therefore is that, despite the development of the NSTED in 2007 and its approval in 2008, no coherent programme of teacher continuing professional development exists. In addition, little effort is being made at addressing the issues that affect the general management of teachers.

2.0 THE STRATEGY

2.1 Overall Goal

The overall Goal of the NSTED Implementation Strategy is to contribute to the improvement of the quality of education through the enhancement of the competency and motivation of teachers in Malawi.

2.2 Overall Objective

The overall objective is to establish a coherent and responsive continuous professional development (CPD) programme for teachers and the improvement of the management of the teachers.

2.2.1 Specific Objectives

The specific objectives of this NSTED Implementation Strategy include to:

- i. Introduce modular CPD programmes that have accreditation for higher teacher academic qualifications.
- ii. Train Primary Education Advisers (PEAs) and senior teachers to support CPD
- iii. Ensure teachers have at least 3 days of CPD sessions in a year
- iv. Improve coordination between ministry's institutions and departments with various teacher training and management roles.
- v. Tie Continuous Professional Development (CPD) programmes to career path advancement and rewards/awards.
- vi. Make school improvement plans which include CPD mandatory.

2.2.2 Justification for the Objectives

It will be noted that the six specific objectives listed above are the same as the six NSTED strategies listed in Section 1.2 as the expressed priorities of the MoEST (MoEST letter to MTPDS, Dec., 21, 2010).

Here the list has been rearranged to follow the order in which they appear in the NSTED Policy Framework. It is believed that the achievement of these objectives will result in the institutionalisation of a coherent and responsive continuing professional development programme for teachers and improvement of the system for management of the teachers. Following is the rationale or justification for each of the six objectives

i. Modular CPD programmes

It is difficult to release many teachers to attend upgrading courses at the same time since this would create serious staffing problems in the schools. Modular CPD programmes are amenable to distance learning approaches which would allow the teachers to do the courses without having to stop teaching. Their introduction would therefore increase access to CPD for the teachers without exacerbating staffing problems.

ii. Training of PEAs and senior teachers

Training of PEAs and senior teachers in the facilitation of CPD and ensuring that each teacher has at least three days of CPD would ensure the quality of the CPD activities that take place at Teacher Development Centres (TDCs), school clusters and schools. It is important that the quality of such activities should be guaranteed since the aim is that they should result in improved performance of the teachers in the classrooms.

iii. Ensuring that each teacher at least 3 days of CPD sessions in a year

In every profession it is important for the practitioners to share experiences and update their knowledge and skills. An arrangement in which every teacher is guaranteed at least 3 days of CPD sessions in a year will ensure that the teachers have the opportunity to meet as professionals and share experiences. It will also ensure that their knowledge and skills are updated regularly.

iv. Improving coordination between departments and institutions

To a large extent the existing incoherence of teacher education programmes can be attributed to poor coordination among the departments and institutions that are involved in teacher education. For example, the NSTED laments the fact that, while there is a functional relationship between the current IPTE program and CPD in that the students stay in colleges for one year and spend another year in schools doing their teaching practice, there is no deliberate effort to use the existing CPD structure, i.e. TDCs, to provide support to them while they are in the schools. There is need to improve the coordination of the departments and institutions by clarifying their roles in teacher education and development. In addition there is also need to strengthen the linkages between programmes and structures for pre-service training and those for in-service training. Lack of coordination among departments that manage teachers also results in unnecessary delays in processing of matters affecting teachers such recruitment, promotions and determination of discipline cases. With improved coordination these matters should be processed more quickly and efficiently

v. Linking progression through career path to CPD

A clear career path that is linked to the participation of the teachers in CPD activities will improve the motivation of the teachers for their work in general and for CPD activities in particular. This should end up in improved teaching and learning in the schools.

vii. Inclusion of CPD activities in school improvement plans

Finally, inclusion of CPD activities in school improvement plans will ensure that CPD activities receive necessary attention and funding. It will help to institutionalise school-based CPD activities.

2.3 Proposed Activities

To achieve the objectives listed in Section 2.2.1, the following activities are proposed:

2.3.1 Objective 1: *Introduce modular CPD programmes that have accreditation for higher teacher academic qualifications*

Activities:

- i. Conduct a documented needs assessment
- ii. Engaged Teacher Training Institutions design modular CPD diploma and degree courses based on the findings of the needs assessment
- iii. Select teachers to undertake the various courses
- iv. Pay fees for the teachers taking the courses
- v. Train the teachers

2.3.2 Objective 2: *Establish CPD programme for PEAs and senior school staff to equip them with supervisory and monitoring skills*

Activities

- i. Engage MIE and DCE to develop headship certificate and inspection and supervision diploma course respectively
- ii. Ensure courses have proper accreditation with both the institutions and government
- iii. Support teachers and PEAs to take the courses
- iv. Develop and implement the programmes

2.3.3 Objective 3: *Ensure teachers have at least 3 days of CPD sessions in a year*

Activities:

- i. Train PEAs, SEMAs, PEMAs and Senior teachers in CPD facilitation
- ii. Set CPD standards in terms of content, duration and level of facilitator
- iii. Provide CPD to every teacher for at least 3 days per year
- iv. Establish a system for monitoring CPD activities in TDCs, school clusters and schools
- v. Initiate the accreditation of CPD activities and their contribution to teachers' career path progression

2.3.4 Objective 4: *Improve coordination among departments and institutions involved in teacher education, development and management*

Activities:

- i. Determine the competencies that define a trained teacher
- ii. Clarify the roles and responsibilities of the various departments and institutions
- iii. Sensitise all departments and institutions about their roles and responsibilities
- iv. Carryout a capacity gap analysis of various departments and institutions
- v. Fill the identified capacity gaps
- vi. Review the ITE curriculum to include any identified extra competencies
- vii. Establish CPD units in teacher training institutions
- viii. Increase the participation of teacher training institutions lecturers in CPD programmes
- ix. Ensure pre-service training content reflects experiences and best practices identified in CPD programmes

2.3.5 Objective 5: Establish a teachers' career path that links advancement to CPD**Activities:**

- i. Establish more posts at PT3 (TK), PT2 (TJ) PT1(TI)and P8 (PH) levels
- ii. Create primary education management positions e.g. head teacher, deputy head teacher,
- iii. Ensure all established positions are filled
- iv. Determine competencies required for the various positions
- v. Engage relevant institutions to develop courses to prepare candidates for various managerial positions
- vi. Ensure teachers receive training for the various positions
- vii. Establish an appraisal system to be used in the promotion process
- viii. Introduce CPD data into TEMIS to facilitate monitoring

2.3.6 Objective 6: Make inclusion of CPD in school improvement plans mandatory**Activities:**

- i. Train head teachers in drawing up school improvement plans
- ii. Ensure that schools have school improvement plans

2.4 Logframe

The following logframe illustrates the relationship between the goal, objective and activities outlined above. The allocation responsibility for each action is defined in the “Institutional Arrangements” section below. The timing cost and persons responsible for each of these activities will be described in the accompanying NSTED Implementation Plan.

Goal, Objective, Outputs and Activities	Indicators	Means of Verification	Risks and Assumption
Goal: To contribute to the improvement of the quality of education through the enhancement of the competency and motivation of teachers in Malawi.	<ul style="list-style-type: none"> Increase in number of teachers performing well in the classrooms Enhanced teacher motivation 	Inspection reports	
Objective: To establish a coherent and responsive continuous professional development programme for teachers and the improvement of the management of the teachers.	<ul style="list-style-type: none"> Institutionalised CPD programme for teachers in training institutions, TDCs, school clusters and schools Improved teacher management system 	<ul style="list-style-type: none"> Reports from training institutions Inspection reports Opinion surveys 	
Outputs:			
1. Modular CPD courses that have accreditation for higher teacher academic qualifications	<ul style="list-style-type: none"> 100 teachers undertaking upgrading courses with various training institutions per year from 2012 	Reports from training institutions DEMs and head teachers	Availability of necessary human resource in the training institutions and availability of funds in MoEST CPD budget
2. PEAs and senior teachers trained in supporting CPD for teachers	<ul style="list-style-type: none"> 315 PEAs, 5,500 head teachers and 16,500 senior teachers trained end of 2013 	Reports from DEMs and head teachers	Availability of funds in MoEST budget particularly at the DEM's office
3. Institutionalized CPD programme through which each teacher has at least 3 days of CPD sessions per year	<ul style="list-style-type: none"> All teachers are attending at least 3 days of CPD sessions in a year 	Reports from PEAs	Availability of both human and financial resources for CPD activities at TDCs, school clusters and schools and ability to capture data related to those activities
4. Improved coordination between departments and institutions	<ul style="list-style-type: none"> Reduced time taken to resolve matters affecting 	<ul style="list-style-type: none"> Reports from DEMs and head teachers 	Readiness of the departments and institutions to cooperate

Goal, Objective, Outputs and Activities	Indicators	Means of Verification	Risks and Assumption
involved in teacher education and management	teachers such appointment, promotion and discipline <ul style="list-style-type: none"> Stronger linkages between pre-service and in-service training 	<ul style="list-style-type: none"> Reports from training institutions 	
5. Career path progression of teachers linked to their completion of CPD courses	<ul style="list-style-type: none"> Recognition of qualifications obtained through CPD in promotions 	Advertisements for various promotion positions	DPSM is willing to establish the relevant position in the career path.
6. Mandatory inclusion of CPD in school improvement plans	<ul style="list-style-type: none"> Existence of SIPs which reflect school-based CPD activities annually 	Inspection reports	
Activities			
Activities for Output 1: Modular CPD courses that have accreditation for higher teacher academic qualifications			
1.1 Conduct a documented needs assessment	Existence of a needs assessment report	Copies of the assessment report	Availability capacity to conduct the needs assessment.
1.2 Engage training institutions to design modular diploma and degree courses based on the needs assessment	Modular CPD programmes initiated at MZUNI, DCE, MIE and Chancellor College by 2012/2013 academic year	Copies of course outlines for the various courses in the training institutions	Availability of necessary human resource and expertise in the training institutions
1.3 Select teachers to take the training every year	List of selected teachers	Copies of the lists of selected teachers	
1.4 Pay the fees for the teachers taking the courses	Budget allocation	Inspection of budget statements	Readiness of government to take the training of the teachers as priority
1.5 Train the teachers	List of trained teachers	Named of trained teachers and their schools	Willingness of the teachers to take the course
Activities for Output 2 : Trained PEAs and senior teachers			
2.1 Engage MIE and DCE to design and develop headship and inspection and supervision courses	Meetings of a task force for the establishment of the programme	Minutes and reports of meetings	Availability of funds for the meetings
2.2 Ensure courses have proper accreditation with both the	Proposals submitted to DPSM by February 2012	Copies of the submissions	Both the institutions and government will approve the

Goal, Objective, Outputs and Activities	Indicators	Means of Verification	Risks and Assumption
institutions and government			accreditation of the courses
2.3 Support teachers and PEAs to take the courses	Budget allocation for payment of fees for the training of PEAs, SEMAs, PEMAs and senior teachers	Inspection of budget statements	Availability of necessary funds in relevant MoEST departments
2.4 Develop and implement the courses	Existence of the courses at MIE and DCE by the beginning of the 2012/2013 academic year	Names of teachers and PEAs taking the courses	Availability of necessary human resource and expertise at MIE and DCE
Activities for Output 3: Institutionalized CPD programme through which each teacher has at least 3 days of CPD sessions per year			
3.1 Train Education Advisers and Senior teachers in CPD facilitation	30 Education advisors and 70 head teachers and senior teachers trained every year from August 2012	Names of the PEAs, head teachers and senior teachers trained	Availability of necessary funds in MoEST budget
3.2 Set CPD standards in terms of content, duration and level of facilitator	CPD standards established by August 2012	Copies of the standards	Availability of expertise in relevant departments
3.3 Provide CPD to every teacher for at least 3 days per year	Existence of regular CPD activities in TDCs, cluster centres and schools	Records of the activities and participants	Availability of budgetary allocations for CPD activities at TDCs, cluster centres and schools
3.4 Establish a system for monitoring CPD activities in TDCs, school clusters and schools	Existence of a functional monitoring and evaluation system September 2012	Monitoring and evaluation reports	Availability of expertise in relevant departments i.e., DTED and DIAS
3.5 Initiate the accreditation of CPD activities and their contribution to teachers' career path progression	Proposals submitted to DPSM by February 2012	Copies of the submitted proposals	Government will approve the accreditation of the courses
Activities for Output 4: Improved coordination between departments and institutions involved in teacher education and management			
4.1 Determine the competencies that define a trained teacher	List of agreed competencies for a trained teacher drawn by October, 2011	Copies of list of competencies	Agreement on the competencies by the relevant departments and institutions
4.2 Clarify the roles and responsibilities of the various departments and institutions	Clarified roles and responsibilities agreed upon and documented by November, 2011	List of agreed roles and responsibilities for the departments and institutions	Agreement on the roles and responsibilities by the various departments and institutions

Goal, Objective, Outputs and Activities	Indicators	Means of Verification	Risks and Assumption
4.3 Sensitise all departments and institutions about their roles and responsibilities	Sensitization meetings conducted by December, 2011	Reports of sensitization meetings	Availability of funds for the sensitisation meetings
4.4 Carry out a capacity gap analysis of various departments	Gap analysis report produced by December 2011	Copies of the gap analysis report	Availability of funds for the gap analysis
4.5 Fill the identified gaps	At least 50% of gaps filled by September 2012	Reports and records from the relevant departments	Availability of funds for filling the identified position gaps
4.6 Review ITE curriculum to include any identified extra competencies	Revised ITE curriculum by 2012/2013 academic year	Copies of the revised curriculum	Funds for the review of the curriculum
4.7 Establish CPD units in teacher training institutions	CPD units established in all public TTCs by 2012/2013 academic year	Checking the existence of the units in TTCs	Availability of the necessary human resource in the colleges
4.8 Increase the participation of teacher training institutions lecturers in CPD programmes	Increased participation of TTC lecturers in CPD programmes	Reports from TTCs	Time for the lecturers to take part in CPD programmes
4.9 Ensure pre-service training content reflects experiences and best practices identified in CPD programmes	ITE curriculum which includes best practices identified in CPD programmes	Copies of the revised curriculum	Implementers of CPD programmes share experiences with ITE institutions
Activities for Output 5: Career path progression of teachers linked to their completion of CPD courses			
5.1 Establish more posts at PT3 (TK), PT2 (TJ) PT1(TI)and P8 (PH) levels	Existence of more positions at the various primary school grades by December 2012	Inspection of number of positions for every position	Willingness of DPSM to establish the extra positions
5.2 Create primary education management positions e.g. head teacher , deputy head teacher	Existence of the managerial positions	Primary education organisation structure	Willingness of DPSM to create the extra positions
5.3 Ensure all established positions are filled	Number of filled positions	List of names of those that fill the positions	Availability of funds in MoEST budget
5.4 Determine competencies required for the various positions	List of competencies	Copies of list of the competencies	Availability of expertise to determine the competencies
5.5 Engage relevant institutions to design courses for the various	Existence of courses for various managerial positions at primary	Copies of course outlines	Availability of human resource and expertise in training institutions

Goal, Objective, Outputs and Activities	Indicators	Means of Verification	Risks and Assumption
positions	and secondary school levels in training institutions by start of the 2012/ 2013 academic year.		
5.6 Ensure teachers receive training for the various positions,	Number of teachers enrolled for the training by the 2012/2013 academic year	List of trained teachers and their schools	Availability of funds for the training
5.7 Establish an appraisal system for promotion to the various positions	Existence of an appraisal system by June 2012	List of teachers that have been appraised	Availability of expertise in DPSM
5.8 Introduce CPD data into TEMIS to facilitate monitoring	Teacher CPD related questions included in TEMIS/EMIS questionnaire by April 2012	Copies of TEMIS/EMIS questionnaire	Availability of expertise in the EMIS section of the MoEST.
Activities for Output 6: Mandatory inclusion of CPD in school improvement plans			
6.1 Train head teachers in drawing up school improvement plans	All head teachers trained in the development of school development plans by September 2012	List of head teachers trained and their schools	Availability of funds for the training
6.2 Ensure that schools have school improvement plans	A MoEST circular to all schools issued by October 2012	Copies of the circular	

3.0 IMPLEMENTATION GUIDELINES

The NSTED represents the ministry's desire to bring about meaningful improvement in the way it provides education, professional development and management services to teachers. However its effectiveness will depend on the extent to which the strategies and policy options outlined in it are implemented. As has already been stated, the Ministry has already gone a long way in implementing the strategies and policy options aimed at improving access to primary teacher education. In particular the Ministry has carried out expansion of some TTCs to increase the enrolment of female students. All public TTCs now enrol non-residential students in addition to residential ones. Plans to build three more colleges are at an advanced stage and the ODL programme is now fully operational. However without a complementary focus on CPD and the implementation of the activities outlined in this implementation strategy the main objective of establishing a coherent teacher education programme will not have been achieved.

These guidelines are aimed at assisting the Ministry in ensuring proper implementation of the activities outlined above. They are divided into three parts: Institutional Arrangements, Monitoring and Evaluation Arrangements and Major Assumptions.

3.1 Institutional Arrangements

The implementation of the activities outlined here will involve the collaboration and cooperation of many departments and institutions. However it is important that for each activity there should be a lead a department or institution. The tables below show the lead and supporting departments and institutions for each activity. The classification of the departments is based on their prescribed functions as outlined in the 2005 Functional Report of the Ministry (DHRMD, 2005).

3.1.1 Introduce modular CPD programmes that have accreditation for higher qualifications

Activities	Lead Dept./Institution	Supporting Dept./Institution
i. Conduct a documented needs assessment	DTED	DIAS
ii. Engage training institutions to design modular diploma and degree CPD courses based on the needs assessment findings	DTED,	DIAS, DHE
iii. Select teachers to take the training every year	DTED,	DBE, DHE, DPSM
iv. Pay fees for the teachers taking the courses	DTED	DPSM
v. Train the teachers	DCE, MZUNI, CHANCO	

3.1.2 Establish CPD programme for PEAs and Senior School staff to equip them with supervisory and monitoring skills

Activities	Lead Dept./Institution	Supporting Dept./Institution
i. Engage MIE and DCE to develop headship certificate and inspection and supervision diploma courses respectively	DIAS	DTED
ii. Ensure courses have proper accreditation with both the institutions and government	DPSM	DTED, MIE, DCE
iii. Support teachers and PEAs to take the courses	DPSM	DTED, DIAS
iv. Develop and implement the courses	MIE, DCE	DTED, DIAS

3.1.3: Ensure teachers have at least 3 days of CPD sessions in a year

Activities	Lead Dept./Institution	Supporting Dept./Institution
i. Train PEAs, SEMAs, PEMAs and Senior teachers in CPD facilitation	DTED	DIAS
ii. Set CPD standards in terms of content, duration and level of facilitators	DIAS	DTED
iii. Provide CPD to every teacher for at least 3 days per year	DTED	DIAS (PEAs) DTED, DBE, DIAS
iv. Establish a system for monitoring CPD activities in TDCs, school clusters and schools	DPSM	
v. Initiate the accreditation of CPD activities and their contribution to teachers' career path progression	DIAS,	DTED, EMIS

3.1.4 Improve coordination among departments and institutions involved in teacher education, development and management

Activities	Lead Dept./Institution	Supporting Dept./Institution
i. Determine competencies that define a trained teacher	DIAS	DTED, DBE, MIE
ii. Clarify the roles and responsibilities of the various departments and institutions	DIAS	DTED, DBE, MIE
iii. Sensitise all departments and institutions about their roles and responsibilities	DIAS	DTED
iv. Carryout a capacity gap analysis of the various departments and institutions	DPSM	DIAS DTED
v. Fill the identified capacity gaps	DPSM	DIAS, DTED
vi. Review ITE curriculum to include identified extra competencies	MIE	DIAS, DTED, TTIs
vii. Establish CPD units or sections teacher training institutions	DTED	DIAS
viii. Increase participation of teacher training institution lecturers in CPD programmes	DTED	MIE, TTIs
ix. Ensure pre-service training content reflects experiences and best practices identified in CPD programmes	DTED	MIE, DIAS, TTI

3.1.5 Establish a teachers' career path that links advancement to CPD

Activities	Lead Dept./Institution	Supporting Dept./Institution
i. Establish more posts at PT3 (TK), PT2 (TJ) PT1(TI)and P8 (PH) levels,	DPSM	DBE, DBE, DEP
ii. Create Primary education management positions e.g. head teacher, deputy head teacher	DPSM	DBE
iii. Ensure all established positions are filled	DPSM	DBE, MGTSC
iv. Determine competencies that will define a phase leader, head teacher PEA, DEM, etc.	DIAS,	DTED, DBE, DPSM
v. Engage relevant institutions to come up with courses for the various managerial positions,	DTED	DIAS, DPSM
vi. Ensure teachers receive training for the various positions	DTED	DPSM DBE
vii. Establish an appraisal system for promotion to the various positions	DPSM	DIAS, DTED
viii. Introduce CPD data into TEMIS to facilitate monitoring	DEP (EMIS)	DTED

3.1.6 *Make inclusion of CPD in school improvement plans mandatory*

Activities	Lead Dept./Institution	Supporting Dept./Institution
i. Train head teachers in drawing up school improvement plans	DTED	DIAS ,DBE
ii. Ensure that schools have school improvement	DBE	DIAS

3.2 Monitoring and Evaluation Arrangements

Monitoring and evaluation are essential activities in any programme. There will be need to put in place a carefully planned monitoring and evaluation programme for the activities outlined in this strategy. The guidelines and procedures laid out in this document can only be actualized through systematic plans with clear targets that are consistent with the goals and objectives of the NESP. The logical framework presented above which defines indicators for each activity and output will form the foundation for monitoring and evaluation arrangements.

3.2.1 *Monitoring and evaluation responsibilities*

While each implementing institution and department will need to monitor and evaluate its involvement in the programmes, Department of Inspection and Advisory Services (DIAS), Department of Education Planning (DEP) and the Malawi Institute of Education (MIE) will play major roles in the monitoring and evaluation of the entire initiative. It is the responsibility of DIAS to provide quality assurance services and technical advice to the Ministry on the content and implementation of education programmes. The department therefore needs to play a leading role in monitoring and evaluating the delivery of the activities outline in this strategy particularly with respect to their impact on the teaching and learning in the classrooms.

In a related initiative MTPDS is providing technical support to DIAS in the development and implementation of a Monitoring and Evaluation Framework and Strategy for the National Primary Curriculum (NPC). This M&E Framework presents indicators, instruments and an implementation plan for a sample-based evaluation of 13 indicators identified by the MoEST to be most fundamental to measuring the implementation of NPC including:

- % of teacher receiving initial orientation to the NPC
- % of teachers receiving additional CPD training beyond initial orientation
- Frequency of teacher supervision and support at school level
- % of teachers observed to be using defined Outcomes Based Education teaching competencies.

The DEP has a major role in determining the Ministry's development programmes. It will be important for the department to monitor and evaluate the activities to determine whether they are providing value for money. Finally MIE needs to evaluate the implementation of the various CPD curricular to determine their relevance. In addition such, evaluation is important since it informs decisions on future curriculum reviews. The table below shows the various monitoring and evaluation areas and the responsible departments or institutions.

Monitoring and evaluation area	Lead Dept./ Institution	Supporting Dept./Institution
Curricula <ul style="list-style-type: none"> • Relevance of CPD content (Curricula) • Effectiveness of CPD materials 	MIE	DIAS
Implementation <ul style="list-style-type: none"> • Effectiveness of the implementation structures • Efficiency of the implementation structure 	DEP	DIAS, DTED
Impact/outcome <ul style="list-style-type: none"> • Impact on the participants • Impact on learners in school 	DIAS	MIE

Monitoring and evaluation of the activities will be on-going. There will be need for continued collaboration between DIAS, MIE, DTED and DEP to ensure effective monitoring and evaluation of all the activities. Relevant human and financial resources will have to be made available for the exercise. For example, in DIAS the PEAs will be crucial to ensuring that M&E takes place. It is important to ensure that every zone has a PEA and that the necessary funds for fuel for their motorcycles are made available to them. In addition the PEAS will need to allocate specific time for monitoring and supervising of CDP activities in schools.

It will also be important for CPD implementing institutions to provide details of programmes delivered and participants to relevant departments for further monitoring of both performance of the individuals and overall impact of the programmes.

3.3 Major Assumptions

Proper implementation of these activities is based on a number of assumptions mostly relating to the availability of human and financial resources and the readiness of the teachers to participate in CPD programmes. In particular the assumptions include the following:

3.3.1 Availability of resources necessary for CPD provision

There is need to ensure that both financial and human resources necessary for the provision of CPD are available. The ministry through relevant departments will need to:

- a) Budget for professional development of teachers both at national and local levels every year and
- b) Make efforts to provide the human resources necessary for systematic management and implementation of the programmes of professional development at both national and local levels.

3.3.2 Quality and relevance of the CPD programmes

The NSTED emphasises on the need for proper accreditation of the CPD programmes for the teachers since they are to be tied to their career progression. It will be important therefore for the Ministry to ensure that the programmes are of high quality and are relevant to the teachers' careers. The Ministry will need to:

- a) Specify to providers appropriate CPD programmes
- b) Define standards and evaluation criteria for CPD delivery
- c) Develop instrumentation and evaluation procedures for M&E in CPD
- d) Coordinate, monitor, and evaluate CPD programmes being provided by various providers.

3.3.3 Readiness of teachers to participation in local CPD programmes

Often teachers do not take seriously CPD activities that take place at local venues such as schools, school cluster centres or TDCs. However, it is important for teachers to participate in these CPD activities. This helps them to update their knowledge and skills. The Ministry will have to:

- a) Make the participation in local CPD activities a requirement for every teacher and
- b) Ensure that the teachers' participation in local CPD activities will contribute to their career progression.

3.3.4 Teachers' participation in CPD for upgrading, promotion or specialization.

Upgrading and promotional courses usually require that participants pay some fees. Often teachers fail to enrol for upgrading courses because they are unable to pay the fees. However there have also been cases where teachers have enrolled for any course regardless of whether or not it is related to their professional responsibilities. The Ministry will need to:

- a) Develop criteria for the teachers' eligibility for support in the various programmes,
- b) Develop rules and regulations that will govern the conduct of the teachers during and after the training,
- c) Approve the courses and the participating teachers in liaison with the training institutions ,
- d) Support the participation of all eligible and approved participants and
- e) Discourage teachers from enrolling into upgrading programmes which are not relevant to their professional responsibilities by refusing to support those that do so.

3.3.5 Recognition of successful completion of a CPD programme

Often, after the successful completion of the various courses, teachers have not been accorded the expected promotion promptly. In addition, sometimes teachers have not been assigned responsibilities that reflect the courses they undertook. This has resulted in their frustration and leaving the profession. The ministry will need to ensure that upon completion of their training teachers are:

- a) Upgraded or promoted accordingly and promptly and
- b) Assigned appropriate roles and responsibilities, as soon as feasible.

4.0 CONCLUSION

As it has already been stated, the NSTED review, under USAID Funded MTPDS Program in collaboration with MoEST, identified a total of 13 recommendations and policy options that were yet to be implemented. It is hoped that all those will be implemented. However this strategy focussed only on the six recommendations and policy options which were identified as the priorities by the Ministry. It is believed that the implementation of this strategy will help to establish a coherent program of teacher

education and development and improve the responsiveness of the Ministry's teacher management system. The Ministry is making great efforts to improve the supply of teachers in the education system. However, unless efforts are also made to improve the quality of the teachers and the effectiveness of the system used to manage them the impact of the improved supply of teachers on the teaching and learning that goes on in the schools will be minimal. It is hoped therefore that the Ministry will take implementation of this strategy as a priority among its priorities. To help the Ministry actualise the implementation of this strategy an implementation plan will be developed.

Bibliography

1. Ministry of Education, Science and Technology (2011), Education Statistics 2010
2. Ministry of Education, Science and Technology (2008), National Strategy for Teacher Education and Development
3. Government of the Northwest Territories (2007) Strategy for Teacher Education In the Northwest Territories 2007-2015 (www.ece.gov.nt.ca)
4. Department for International Development (2003), Tools for Development (<http://webarchive.nationalarchives.gov.uk>)
5. Department of Human Resource Management and Development (DHRMD) 2005, Report of the Functional Review of the Ministry of Education, Science and Technology