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Ministry of Education Science and

USAID FUNDED MALAWI TEACHER PROFESSIONAL DEVELOPMENT SUPPORT PROGRAM

The National Strategy for Teacher Education and Development (NSTED) Implementation Plan

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LIST OF ABBREVIATIONS

DEP	Department of Education Planning
DIAS	Department of Inspection and Advisory Services
DPSM	Department of Public Service Management
DTED	Department of Teacher Education and Development
ESIP	Education Sector Implementation Plan
ITE	Initial Teacher Education
MK	Malawi Kwacha
MoEST	Ministry of Education, Science and Technology
MTPDS	USAID Funded Malawi Teacher Professional Development Support Program
NESP	National Education Sector Plan
NSTED	National Strategy for Teacher Education and Development
PEA	Primary Education Adviser
PT	Primary Teacher
TDC	Teacher Development Centre
USAID	United States Agency for International Development

The National Strategy for Teacher Education and Development (NSTED) Implementation Plan

1.0 INTRODUCTION

1.1 Background

Under Result 1: Strengthened Teacher Support, Policy and Management Systems; the USAID-funded Malawi Teacher Professional Development Support (MTPDS) program is required to assist the Ministry of Education, Science and Technology (MoEST) to develop an NSTED Policy Framework, NSTED Implementation Strategy and NSTED Implementation Plan. These documents should be treated as a series and the development of NSTED Implementation Plan, therefore, follows the development of these other two documents

Since some of the recommended strategies contained in the NSTED have already been implemented, the NSTED Policy Framework covered only those not yet implemented. The Ministry already developed a Continuing Professional Development (CPD) Strategy for Primary and Secondary School Teachers which was included in the NSTED document as Appendix G. The NSTED Implementation Strategy is a revised version of that strategy which focuses on six priority strategies from the NSTED. The six priority strategies include the following:

- 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 and
- vi. Make school improvement plans which include CPD mandatory.

These were identified through a USAID Funded MTPDS program-led review of the NSTED document in August 2010 and were endorsed by the Ministry as priorities among the NSTED recommendations that were yet to be implemented. The revised CPD strategy has been called the NSTED Implementation Strategy.

This implementation plan covers the same six NSTED recommendations listed above. Like the strategy, it is linked to the NSTED Policy Framework.

1.2 Purpose of the NSTED Implementation Plan

The purpose of this implementation plan is to translate the identified NSTED priority recommendations into activities that can be implemented and thereby assisting the Ministry in actualising the implementation of the NSTED. This implementation plan should not be seen as a replacement of the Teacher Education section of the Education Sector Implementation Plan (ESIP) but as a supplement to it since it covers activities which have not been included in the ESIP.

1.3 Structure of the NSTED Implementation Plan

The structure of this implementation plan is derived from the ESIP. The ESIP has six major sections:

- A. Situation Analysis,
- B. Education Sector Reform and Strategic Priorities,
- C. Institutional Framework and Capacity Development,
- D. Sector and Sub-sector Activities,
- E. Financing, and
- F. Monitoring and Evaluation Framework.

The section on teacher education is a sub-section of section D.

The NSTED Implementation Plan covers only the Primary Teacher Education sub-sector activities. It has been divided into five main sections:

- i. Introduction,
- ii. Goals and Objectives,
- iii. Linkages with NESP Goals,
- iv. Activity Matrix
- v. Resource Mobilization.

The NSTED Implementation Strategy, which is a separate document, includes a section on monitoring and evaluation arrangements and for that reason that section has not been repeated here.

While the ESIP covers the period from 2009 to 2013, this implementation plan covers the period from 2012 to 2017. It could, therefore, also be used as a resource to inform the revision of the ESIP.

1.0 GOAL AND OBJECTIVES

2.1 Goals

Like the NSTED Implementation Strategy the overall goal of the implementation plan is to contribute to the improvement of the quality of education in Malawi through the enhancement of the competency and motivation of teachers. In particular the implementation plan seeks to contribute to:

- Expansion of equitable access to primary school teacher education and development
- Improving quality and relevance of primary school teacher education and development
- Improving governance and management of primary school teachers and their education and professional development

2.2 Objectives

The overall objective of the implementation plan is to assist in the actualisation of the implementation of NSTED. Specifically the implementation of this plan will help to:

- Upgrade under-qualified teachers through distance education and residential programmes
- Institutionalize in-service training for primary school teachers
- Improve management of teacher education and the teachers

2.0 LINKAGES WITH NESP THEMATIC GOALS

The six NSTED priority strategies, listed in section 1.1, above have been classified based on the three NESP thematic goals of: improving access and equity, improving quality and relevance and improving governance and management of education as follows:

NESP Thematic Goal	NSTED Priority Strategy
<ul style="list-style-type: none"> • Improving access and equity 	<ul style="list-style-type: none"> • Introduce modular CPD programs that have accreditation for higher teacher academic qualifications,
<ul style="list-style-type: none"> • Improving quality and relevance 	<ul style="list-style-type: none"> • Ensure teachers have at least 3 days of CPD sessions in a year, • Train Primary Education Advisers (PEAs) and senior teachers to support CPD
<ul style="list-style-type: none"> • Improving governance and management 	<ul style="list-style-type: none"> • Improve coordination between ministry's institutions and departments with various teacher training and management roles, • Tie Continuous Professional Development (CPD) programmes to career path advancement and rewards/awards, • Make school improvement plans which include CPD mandatory.

3.1 Improving Access and Equity

To meet the requirement for trained teachers the Ministry needs to expand access to teacher education through infrastructure development and introduction of alternative modes of training. The ministry has already increased bed space for female students in all public Teacher Training Colleges. In addition a new college has been constructed at Machinga and plans to construct three more colleges are being developed. The Ministry has also introduced non-residential and Open and Distance Learning (ODL) training programmes in which nearly 10,000 IPTE students are currently enrolled. However, all these interventions focus on increasing access to initial teacher education. There is also need to improve access to in-service training or continuous professional development (CPD). Introducing modular CPD courses will improve the teachers' access to CPD.

3.2 Improving Quality and Relevance

In the ESIP, the main focus has been on ensuring the quality of teachers coming out of initial training programmes. Activities to ensure the maintenance of the quality of the teachers already in the field have not been included. It is important to ensure that the products of the various initial training programmes are of good quality, but it is probably just as important to ensure that the teachers in the field continue to be of high quality. A CPD programme aimed at equipping PEAs and senior school staff with supervisory and monitoring skills and a programme that ensures that teachers receive at least 3 days of CPD sessions in a year will help to ensure that the knowledge and skills of teachers in the field are kept regularly updated.

3.3 Improving Governance and Management

The NESP, the ESIP and the NSTED have all pointed out the need for improving the coordination among institutions and organisations that are involved in teacher education and management. In particular the ESIP observes that coordination problems contribute “to challenges being faced in the basic and secondary education level, such as teacher professional road maps, teacher preparation and teacher disciplining among other teachers’ issues.” (MoEST. 2009, p 66). However, despite this observation, for improvement of management of primary school teachers, the only activity included in the ESIP is linking of TEMIS to EMIS which is expected to “assist in decision making on allocation of teachers”. (Ibid, p69). While linking TEMIS to EMIS would help to improve the management of teachers it is also important to have activities that aim at improving the coordination between departments and institutions that are involved in the education and management of teachers, clarifying the teachers’ career path and ensuring that all schools provide school-based CPD to the teachers.

4.0 THE NSTED IMPLEMENTATION PLAN ACTIVITY MATRIX

The following activity matrix is based on Table 9 of the ESIP and follows the same format. However, in line with the NSTED Policy Framework, apart from indicating the relevant NESP Goal, the matrix has also indicated the relevant NESP objective. In addition the goals have been amended to include teacher development and teacher management which was not clearly presented in the ESIP matrix.

The activity matrix covers a 5 year timeframe starting with the financial year 2012-2013. It allocates each of the activities in the NSTED Implementation Strategy to a given year and quantifies the associated outputs and financial costs. Inflation rates are unpredictable in the current economic climate. However, an estimated yearly inflation rate of 7% has been applied to the figures presented. This is based on current published inflation rates.

The activities in the matrix are the same as those in the Logframe and Institutional Arrangements presented in the NSTED Implementation Strategy on pages 11 – 15 and 16 -18 respectively. The Logframe details the goals, indicators, risks, and assumptions for each activity. The Institutional arrangements describe the allocation of responsibilities while the NSTED implementation Plan provides timeframes and estimated costs for each activity.

NSTED Implementation Plan Activity Matrix

NSTED Strategy	Activities	Quantified Outputs					Estimated Costs (MK000)					Notes on costs	
		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
NESP Goal 1: Expand equitable access to primary school teacher education and development													
Objective 1: Upgrade under qualified teachers through distance education and residential programmes (NESP, page 20)													
1.1.1 Introduce modular CPD programs that have accreditation for higher academic qualifications	1.1.1.1 Conduct a documented needs assessment	1 Report					6,000						The estimated cost is for engaging consultant to conduct the needs assessment.
	1.1.1.2 Engage training institutions to design modular diploma and degree CPD courses based on needs assessment	Courses at 3 colleges					500						The cost is for a workshop to involve Chancellor College, DCE and Mzuzu University which are expected to design modular courses in year 1.
	1.1.1.3 Select 100 teachers to take the training every other year	100		100		100	No cost		No cost		No cost		The selection will not involve any additional cost to the officers concerned. It is assumed that each course will take 2 years to complete.
	1.1.1.4 Pay the fees for the 100 teachers taking the courses ¹	100	100	100	100	100	20,000	21,400	22,898	24,501	26,216		100 teachers will be sponsored per year to continue their 2 year courses. Each will receive MK 200,000 per year.
	1.1.1.5 Train the teachers	100	100	100	100	100	No Extra cost	No extra cost	No extra cost	No extra cost	No extra cost		It is assumed that any extra cost the training institutions may incur because of the

¹ The fees are based on the current average fees for parallel programmes in the University of Malawi which is MK100, 000 per semester.

NSTED Strategy	Activities	Quantified Outputs					Estimated Costs (MK000)					Notes on costs	
		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017		
													introduction of these courses will be offset by the fees they will charge.
Subtotals for Strategy							26,500	21,400	22,898	24,501	26,216		121,515
NESP Goal 2: Improve quality and relevance of primary school teacher education and development													
Objective 1: Institutionalize in-service training for primary and secondary school teachers (NESP p 20)													
2.1.1 Establish a CPD programme aimed at equipping PEAs and senior school staff with supervisory and monitoring skills	2.1.1.1 Engage MIE and DCE to design and develop inspection and supervision courses ²	Meetings					No extra cost						It is assumed that the cost of the meetings will be part and parcel of the operations costs of the relevant departments
	2.1.1.2 Ensure accreditation of courses	Negotiations with DPSM					No cost	No cost	No cost	No cost	No cost		It is assumed that no extra cost will be needed since the task will be included in the core duties of officers.
	2.1.1.3 Support 100 PEAs and head teachers to take the courses at MK100,000 per candidate per year	100 teachers	100 teachers	100 teachers	100 teachers	100 teachers	10,000	10,700	11,449	12,250	13,108		The cost is estimated at MK100,000 per year per participant in year one,
	2.1.1.4 Develop and implement the courses	Courses at MIE and DCE				Revised courses	4,500			1,717			Cost estimated for workshops for designing and revising the courses in supervision and monitoring.
Subtotals for Strategy							14,500	10,700	11,449	13,968	13,108		63,724
2.1.2 Ensure	2.1.2.1 Train 315 PEAs,	22,315			22,315		168,000			205,807			The cost is estimated

² The assumption is that 3 workshops will be needed to develop the courses. Based on current prices the cost of a workshop involving 30 people at MIE is about MK1, 500,000. The estimate for 2015/2016 is for a workshop to review the courses

NSTED Strategy	Activities	Quantified Outputs					Estimated Costs (MK000)					Notes on costs
		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
teachers receive at least 3 days of CPD sessions in a year	5,500 head teachers and 16,500 senior teachers in CPD facilitation	trained			trained							based on an average of MK1, 500 /participant per day for 5 days. The training at TDCs and cluster centres
	2.1.2.2 Set standards for CPD delivery	Documented CPD standards					500					The cost is for workshops to develop the standards. 2 workshops would be needed in 2012
	2.1.2.3 Provide CPD to every teacher for at least 3 days per year	50,000 trained	50,000 trained	50,000 trained	50,000 trained	50,000 trained	150,000	160,500	171,735	183,756	196,619	The CPD sessions will be in schools or cluster centres and the cost is estimated at MK500 per session per participant
	2.1.2.4 Monitor CPD activities in TDCs, school clusters and schools – 3 monitoring exercises per year	3 Field visits for every PEA	3 Field visits for every PEA	3 Field visits for every PEA	3 Field visits for every PEA	3 Field visits for every PEA	3,150	3,371	3,606	3,859	4,129	Each of the 315 PEAS will be allocated an annual budget of MK 10,000 for fuel for the exclusive purpose of CPD monitoring.
	2.1.2.5 Ensure CPD activities are accredited and contribute to teachers' career progression	Accreditation guidelines negotiated with DPSM					No cost	No cost	No cost	No cost	No cost	It is assumed that the negotiations will not require extra cost as it will be incorporated into the core duties of the relevant officers.
Subtotal for Strategy							321,650	163,871	175,341	393,423	200,748	1,255,033
NESP Goal 3: Improve governance and management of Primary School Teachers and their Education and Professional Development												
Objective 1: Improve management of the provision of teacher education and the management of teachers (NESP p20)												
3.1.1 Improve coordination among departments and	3.1.1.1 Determine the competencies that define a trained teacher	These activities are expected to be completed by end of 2011 with					No cost to MoEST					The activities are being funded by USAID through the MTPDS

NSTED Strategy	Activities	Quantified Outputs					Estimated Costs (MK000)					Notes on costs
		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
institutions involved in teacher education and development	3.1.1.2 Clarify the roles of the various departments and institutions	support from the USAID funded MTPDS					No cost to MoEST					The activities are being funded by USAID through the MTPDS
	3.1.1.3 Sensitize departments and institutions about their roles and responsibilities						No cost to MoEST					The activities are being funded by USAID through the MTPDS
	3.1.1.4 Carry out a capacity gap analysis of the various departments & institutions	1 Report					6,000					The estimated cost is for the hiring of a consultant
	3.1.1.5 Fill the identified capacity gaps	The numbers can only be determined after the gap analysis. However there will clearly be need to create at last 100 additional positions for PEAs in DIAS					73,986	79,165	84,707	90,636	96,981	The cost estimate indicated is for 100 PEAs at a salary of MK739, 860 per year. However the actual cost will depend on the number and the grades of the positions to be filled. However
	3.1.1.6 Review ITE curriculum to include any identified extra competencies	10 Revised subject syllabuses	1,200 syllabuses and 5,000 books for learners	4,500	46,438	49,689	53,167	56,889	The cost in 2012/2013 is for workshops to revise the syllabuses and the learners' manuals. In the following year the cost is for printing the syllabuses and learners manuals. Thereafter only the learners' manuals will require reprinting. Printing cost			

NSTED Strategy	Activities	Quantified Outputs					Estimated Costs (MK000)					Notes on costs
		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
												is estimated at MK700 per book.
	3.1.1.7 Establish CPD units in all 6 public teacher training institutions ³	6					3,000	107	114	123	131	In the first year the cost is for office equipment and operations while in the subsequent years it is for operations only
	3.1.1.8 Increase teacher training lecturers' participation in CPD programs	Increased participation of TTC lectures in CPD					No extra cost	No extra cost	No extra cost	No extra cost	No extra cost	To be incorporated into the routine work of lecturers
	3.1.1.9 Ensure pre-service training content reflects experiences and best practices from CPD programs. At least one revision per year	1	1	1	1	1	No extra cost	No extra cost	No extra cost	No extra cost	No extra cost	To be incorporated into the routine work of lecturers
Subtotal for Strategy							76,986	125,710	134,510	143,926	154,001	635,133
3.1.2 Establish a career path that links advancement to CPD	3.1.2.1 Establish more PT3, PT2, PT1,P8 posts	5000					No extra cost	No extra cost	No extra cost	No extra cost	No extra cost	Establishing the posts will be part of the routine work of officers in DPSM
	3.1.2.2 Create primary education management grades e.g. Deputy head teacher	11,000					No extra cost	No extra cost	No extra cost	No extra cost	No extra cost	Establishing the posts will be part of the routine work of officers in DPSM
	3.1.2.3 Ensure all established positions are filled	16,000 ⁴					2,646,000	2,831,220	3,029,405	3,241,464	3,468,366	The estimated cost is based on the average difference between the

³ According to DTED the current average teaching load for the TTCs is very low an indication that the colleges are over staffed. Therefore the introduction of a CPD unit might not require recruitment of new staff. It might require just designating one of the lecturers at each college as a CPD coordinator and providing them with an office and equipment.

⁴ This number is a total of the output for Activity 3.1.2.1 and the output for Activity 3.1.2.2.

NSTED Strategy	Activities	Quantified Outputs					Estimated Costs (MK000)					Notes on costs
		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
												annual salaries of the various grades. Currently this is MK165, 375. ⁵
	3.1.2.4 Determine competencies required for the various positions	Meetings					No extra costs					The meetings will not require extra costs apart from the officers time
	3.1.2.5 Engage relevant institutions to design courses for the various positions	Meetings					No extra costs					The meetings will not require extra costs and the activity will be incorporated into the officers routine work.
	3.1.2.6 Ensure teachers receive training for the various positions		100	100	100	100		10,700	11,449	12,250	13,107	The assumption is that the training will take place in institutions such DCE, MIE and Chancellor college. The cost is therefore estimated at MK100,000 per participant per year
	3.1.2.7 Establish an appraisal system for promotion to the various positions	Meetings					No extra cost					The meetings will not require extra costs and the activity will be incorporated into the officers routine work.
	3.1.2.8 Introduce CPD data into TEMIS to facilitate monitoring	Activity is being done under MTPDS and is expected to finish end of 2011					No extra cost to MoEST					This activity is fully funded by USAID through MTPDS

⁵ Currently the annual salaries at PT4, PT3, PT2, PT1, P8 are 253,548; 331164; 462,588; 739,860; 915,048 Malawi Kwacha respectively. (Source: Telephone conversation with MoEST Chief Human Resource Manager)

NSTED Strategy	Activities	Quantified Outputs					Estimated Costs (MK000)					Notes on costs
		2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
Subtotal for strategy						2,646,000	2,841,920	3,040,854	3,253,714	3,481,474	15,263,962	
3.1.3 Make school improvement plans which include CPD mandatory in all schools	3.1.3.1 Train heads of schools in development of school improvement plans	5,500					41,500					The cost is estimated based on an average of MK1, 500 per participant per day for five days. The training will take at TDCs
	3.1.3.2 Ensure that schools have school improvement plans	Circular to schools					No cost					
Subtotal for strategy						41,500					41,500	
Total estimated resource requirement for all objectives = MK 17,380,867,000 (Approximately US\$ 105,339, 000. @ US\$1 = MK165)												

5.0 RESOURCE MOBILISATION

The implementation of the activities outlined here will require that the necessary resources are made available. This section discusses issues related to the mobilization of human resources, time, and financial resources.

5.1 Human Resources

Proper implementation of the activities outlined in this implementation plan will require that the various departments and institutions have adequate staff with the relevant expertise. It will be necessary, therefore to carry out a capacity gap analysis of the relevant departments and institutions, particularly DTED, DIAS, MIE and DEP, in relation to their ability to perform the responsibilities allocated to them as outlined in the institutional arrangements section of the NSTED Implementation Strategy. Any identified gaps in terms of numbers of personnel and expertise will need to be filled.

5.2 Time

Sometimes program activities are not implemented because the relevant officers do not find time to implement them. For example, the PEAs are expected to make at least three visits to each school in their zones per term to provide advisory and supervision services to the teachers. In 2010 there were a total of 5392 primary schools (MoEST 2011). Officially there are 315 PEAs and this gives a ratio of about one PEA to every 17 schools. Since a school term is about three months, ideally there is enough time for the PEAs to visit each school in their zones three times in a term as per the requirement. In practice, however, some schools have not been visited by the PEAs for a whole year. This is a result of several factors but one major factor is the fact that the PEAs tend to be involved in many activities that are not part of their core business. This problem is not only with the PEAs. Other similar examples can be found in other departments and institutions whereby officers fail to perform core business duties because they are involved in other activities.

The activities allocated to the various departments and institutions in the institutional arrangement section of the NSTED Implementation Strategy are not extra to their core business. They are part and parcel of their core business. It will be necessary therefore for the departments and institutions to ensure that the activities detailed here are included in their programmes of work and that such programmes of work are adhered to.

5.3 Financial Resources

The ESIP financial resource requirements projections for the Ministry for the period 2009 to 2013 does not include estimates for the activities included in this implementation plan. The projections are shown in Table 1 below:

Table 1: Summary of Total Required Resources by Sub-sector 2009-2013

Education Sub-sector	Annual Financial Projections (MK000)			
	2009/2010	2010/2011	2011/2012	2012/2013
Basic Education	28,747,935	31,197,357	35,693,166	37,806,857
<i>Out of School Youth</i>	<i>472,964</i>	<i>1,023,434</i>	<i>1,513,841</i>	<i>1,889,021</i>
<i>Adult Literacy</i>	<i>71,950</i>	<i>71,850</i>	<i>72,850</i>	<i>76,850</i>
<i>Early Childhood Development</i>	<i>219,021</i>	<i>243,198</i>	<i>255,975</i>	<i>250,261</i>
<i>Primary Education</i>	<i>27,984,000</i>	<i>29,858,875</i>	<i>33,850,500</i>	<i>35,590,725</i>
Secondary Education	7,689,697	6,865,012	6,747,078	7,105,544
Teacher Education	4,018,704	2,776,352	1,786,136	1,000,818
Technical and Vocational Training	584,531	909,605	1,366,166	1,439,762
Higher Education	7,385,000	7,697,382	7,038,752	7,285,595
Administration and Support	1,250,100	1,680,300	1,856,800	1,327,800
Grand Total	49,675,967	52,806,308	56,344,898	57,294,176

Source: Education Sector Implementation Plan (ESIP) 2009 -2013, Table 13, p87.

As can be seen from the table the resource requirements for teacher education were projected at about 4, 3, 2 and 1 Billion Malawi Kwacha for 2009/2010, 2010/2011, 2011/2012, and 2012/2013 respectively. This represents about 8%, 5%, 3% and 2% of the total requirements for each year. The ESIP does not give an explanation for this declining trend in the in the resource requirements for teacher education. However, in further tables the ESIP separates the requirements in terms of recurrent and capital costs. Table 2 shows the figures for the teacher education.

Table 2: Financial Resource Requirement Projection for Teacher Education

Resource Category	Annual Financial Projections (MK000)			
	2009/2010	2010/2011	2011/2012	2012/2013
Recurrent costs	2,948,704.35	1,571,252.42	1,621.435.66	826,517.85
Capital Costs	1,070,000.00	1,205,100.00	164,700.00	174,300.00
Total	4,018.704	2.776.352	1,786,136	1,000,818

Source: ESIP Tables 13, 15, 17.

The capital costs are mainly costs for construction of new TTCs or the expansion of old ones. The trend shown in the table for capital costs reflects the Ministry's TTC construction programme. According to the ESIP the Ministry planned to construct 2 TTCs over a five-year period starting from 2009. The estimated cost for this was 2 Billion Malawi Kwacha spread equally over 2009/2010 and 2010/2011 financial years. It will be seen from the Table that the recurrent costs requirements drop drastically between 2009/2010 and 2010/2011 from about 3 Billion to 1.6 Billion Malawi Kwacha. Officials at both the Department of Education Planning and Department of Teacher Education and Development could not explain this change. However, recurrent costs mainly include salaries and other operational costs. The change could be reflecting some projected changes in those areas.

The ESIP does not indicate the proportion of salary costs in the estimated recurrent costs. However, in general, salaries take over 70% of the education budget. It is likely therefore that about the same proportion of the estimated recurrent costs for teacher education would be for salaries. This would leave very little for actual teacher education activities and particularly for teacher CPD activities. Indeed of particular concern is the fact even in the little that was projected for CPD activities there was none for activities targeting the teachers that are already in the field. The ESIP shows that in each year from

2009/2010 to 2012/2013 the Ministry planned to spend a total of MK195 000,000 for CPD for primary school teachers but the activities are only aimed at ensuring the quality of incoming teachers. The activities include: CPD for IPTE and ODL tutors (MK30 Million), CPD for head teachers and mentors of ODL students (MK120 Million) and recruitment of SNE teachers (MK45 Million) (MoEST, 2009, p69).

Based on the estimated costs shown in the activity matrix the total annual financial resource requirements for the activities for the period 2012 to 2017 are as shown in Table 3.

Table 3: Summary of Cost Estimates for the Activities based on NSTED Strategies

NSTED Strategy	Annual Financial Resource Projections (MK000)					Sub-total
	2012/13	2013/14	2014/15	2015/16	2016/17	
1.1.1. Introduction of modular CPD programmes	26,500	21,400	22,898	24,501	26,216	121,515
2.1.1 CPD Programs for PEAs, head teachers and senior teachers	14,500	10,700	11,449	13,967	13,108	63,724
2..1.2 Provision of 3 days of CPD per year to all teachers	321,650	163,871	175,341	393,423	200,748	1,255,033
3.1.1 Improving coordination between departments and institutions	76,986	125,710	134,510	143,926	154,001	635,133
3.1.2 Linking CPD to career path	2,646,000	2,841,920	3,040,854	3,253,714	3,481,474	15,263,962
3.1.3 Ensure schools have school improvement plans	41,500					41,500
Total	3,127,136	3,163,601	3,385,052	3,829,531	3,875,547	17,380,867

The ESIP Funding Gap Analysis for 2009 showed that there was no funding gap for teacher education for that year. The total requirement of MK4 Billion was funded with 1.3 Billion from Government provision and 2.7 Billion from other sources including donors. Recent analyses are not available. Table 3 shows that based on current prices it would require a total of MK3,127,136,000 (US\$19.0 Million), MK3,3,163,601, 000 (US\$19.2Million), MK3,3,385,052,000 (US\$20.5 Million) MK3,829,531,000 (US\$23.2 Million) and MK3,875,547,000 (US\$23.5 Million)to implement the activities in 2012/2013, 2013/2014, 2014/2015, 2015/2016 and 2016/2017 financial years respectively. It is obvious that the Ministry will need the support of donors in order to implement these activities. Needless to say the donors can only come in if the Ministry indicates its commitment to the implementation of the activities by including them in its plans and budget allocation. Given the financial constraints within which both the Ministry and the donors operate it will be necessary for the Ministry to prioritise the activities.

6.0 Conclusion

The development of the NSTED Implementation Plan was a continuation of a process that started with a review of the NSTED document. The review identified a total of 13 strategies and policy options recommendations that were still outstanding. A policy framework covering those 13 strategies was drafted to initiate discussion on how and why they should be implemented. The drafting of the framework was followed by the development of an implementation strategy for 6 of the 13 strategies that were endorsed by the Ministry as priorities. The implementation plan is an attempt to help the

Ministry actualise the implementation of the 6 priority strategies. As was stated in the NSTED Strategy the implementation of the activities outlined in these documents can result in the improvement of competency and motivation of the teachers. It can also enhance the image of the teaching profession and reduce teacher attrition rates. Most importantly the implementation of these activities will contribute to the improvement of the quality of teaching and learning going on in the schools.

It is believed therefore that both the Ministry and the development partners will commit themselves to ensuring that these activities are implemented.

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