

**CIVIL SOCIETY COALITION FOR QUALITY BASIC  
EDUCATION  
(CSCQBE)**

**A REPORT ON THE SPOT CHECK EXERCISE FOR  
THE 2004/5 FINANCIAL YEAR**

**HAVE THE RESOURCES TRICKED  
DOWN TO SCHOOLS?**

Prepared by  
Civil Society Coalition for Quality Basic Education

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### **Appendix 1:** Questionnaire used in the Spot Check exercise

# **BUDGET MONITORING SPOT CHECK EXERCISE**

## **EXECUTIVE SUMMARY**

This report presents findings from a spot check exercise which is part of the budget monitoring exercise conducted by Civil Society Coalition for Quality Basic Education (CSCQBE).

The spot check exercise aimed at finding out the status of enrolment, dropout, absenteeism and availability of teaching and learning materials in the first two months of this years' academic year. The exercise further aims at establishing whether resources allocated to the basic education sector in the 2004/5 financial year have reached the schools.

This report presents data analysed from 64 schools out of a sample of 75 schools from five educational divisions across Malawi. Data was also collected from 2 Teacher Training Colleges.

Results presented in the report indicate that that there are general disparities in enrolment of boys and girls; generally there are more boys enrolled in schools than girls and this uneven distribution is even more pronounced in senior classes.

Pupil absenteeism is also another area of concern and this is further aggravated by poverty and hunger especially in the "lean months" of February and March.

In addition to this, the study also found that there is unequal distribution of teachers between rural and urban areas and there are also gender disparities in the distribution between the two locales. Urban areas tend to have more teachers than rural schools. In fact, it was noted that some schools in rural areas do not even have a teacher in some classes, so teachers "float" between classes. In addition to this, female teachers continue to be more concentrated in urban areas thus denying rural girls the much needed role models.

With regards to teacher inspections, it was found that most schools have not yet been visited by a PEA. This is a matter of concern because PEAs assist in monitoring teachers' performance.

On teaching and learning materials, it is sad to report that 92% of all sampled schools had not received any TLMs. The concerned schools reported that this is a major challenge as it makes lesson planning difficult as well as teaching itself.

At the 2 colleges where data was collected, it was found that they have not received adequate teaching and learning materials. Furthermore the

infrastructure existing at the colleges is in a very bad state and requires maintenance as a matter of urgency.

Civil society calls upon government and donors to ensure that there is timely distribution of teaching and learning materials and also renew the call for urgent redress of disparities existing between rural and urban schools.

## 1.0 INTRODUCTION

The Civil Society Coalition for Quality Basic Education (CSCQBE) through its coalition members conducted the spot check survey.

The aim of the exercise was mainly to establish the extent of enrolment, dropout, absenteeism and availability of teaching and learning materials in the first two months of the 2005 academic year. The exercise is part of the Coalitions' Budget Monitoring Initiative which aims at establishing whether resources allocated to the basic education sector have reached the intended schools and also to ascertain if the resources are enough to achieve measurable change in basic education as stipulated by government policies.

## 1.1 METHODOLOGY

### Sampling

This being a spot check exercise 13 districts were selected. From the sampled districts 14 zones were targeted and an average of 6 schools was selected per zone, with the minimum selection of 3 districts in some zones. In total, 75 schools were earmarked for the spot check survey but due to logistical reasons and other problems in the field only 64 schools were covered thus having a 15% non-response rate. The schools that were covered in the study are presented in the table below:

**TABLE 1: NUMBER OF SCHOOLS COVERED IN THE EXERCISE**

District	Zone	No. of schools
Rumphu	Mwazisi	3
Nkhata Bay	Kavuzi	6
Mzuzu city	Zolozolo	6
Dowa	Mtanila	7
Dowa	Mponela	7
Dowa	Boma	5
Mchinji	Mkanda	3
Lilongwe City	Chiwoko	3
Blantyre Rural	Lirangwe	7
Chikwawa	Boma	3
Chikwawa	Mbewe	3
Thyolo	Mpinji	7
Phalombe	Mulomba	4
<b>TOTAL</b>	<b>15 Zones</b>	<b>64</b>

## **Survey instrument**

A special school questionnaire was developed based on the budget monitoring survey questionnaire. This captured information on enrolment, dropouts, absenteeism, teacher salaries, teacher deployment, teacher training, teacher supervision and provision of teaching and learning materials. Another questionnaire was also developed for the teacher training colleges which mainly captured data pertaining to funding and provision of teaching and learning materials.

## **Data collection**

Member organisations from the CSCQBE administered the questionnaire to the desired schools and teacher training colleges in the months of March and April 2005.

## **Limitations**

Some questionnaires had a lot of missing information, especially on enrolment and teacher information and this made analysis of the data difficult since there were few cases available for analysis.

Late submission of completed questionnaires to the CSCQBE secretariat by some member organisations delayed the process of data entry and subsequent analysis. Secondly some member organisations totally failed to submit their questionnaires.

## 2.0 FINDINGS

Results presented in this report are based on 64 schools in 5 educational divisions: Northern, Central East, Central West, South West and Shire Highlands. Data from Blantyre and Kasungu Teachers Training Colleges is also provided.

### 2.1 ENROLLMENT

In the collection of data for the spot check exercise, 9 schools from urban areas were covered and 55 were from rural areas. Due to the disproportionate representation of the schools, most of the analysis will be done according to divisions.

One of the goals agreed in Dakar, Senegal was  
*"eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality"*

This is 2005 and as world leaders from around the year meet later in the year they will not escape the fact that countries have collectively failed to keep this promise.

Table 2 shows the number of pupils by gender in all divisions and the most notable thing is that there is still a gender imbalance in the schools. Girls are still lagging behind in terms of enrolment at the schools.

**TABLE 2: OVERALL ENROLLMENT BY GENDER IN EACH DIVISION**

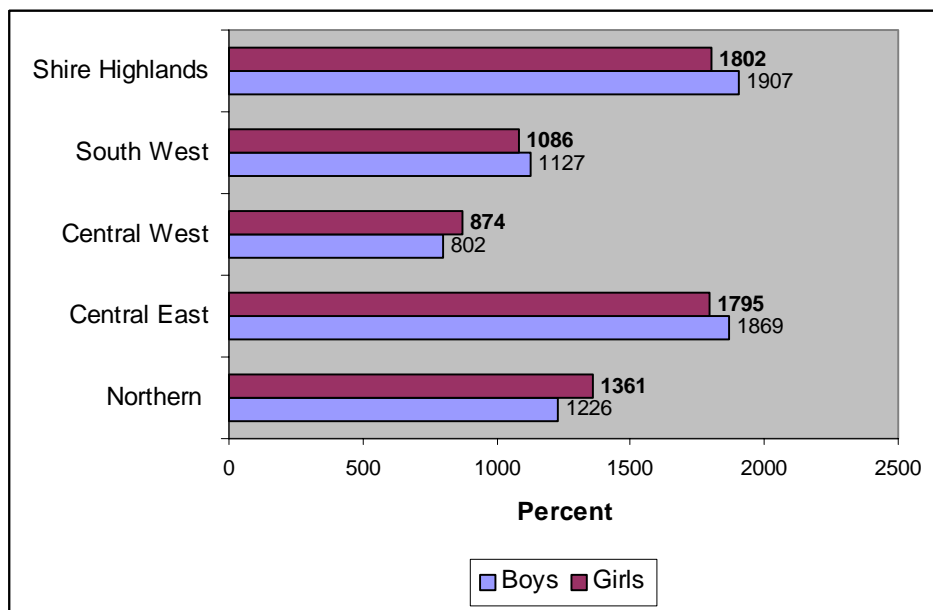
<b>DIVISION</b>	<b>No. Of schools</b>	<b>No. of boys</b>	<b>No. of girls</b>	<b>TOTAL</b>	<b>Percentage of girls</b>
Northern	15	8167	7262	15429	47.1
Central East	19	7561	8353	15914	52.5
Central West <sup>1</sup>	6	5254	5417	10671	50.8
South West	13	5532	5163	10695	48.3
Shire Highlands	11	7260	7220	14480	49.9
<b>AVERAGE</b>					<b>49.8</b>

<sup>1</sup> Data on enrolment based on results from 3 schools only

From the above table, it can be noted that in Central East and Central West Divisions, girls outnumber boys. In the Northern division, it is noted that a high number of girls enrol in standard 1 but there is a high attrition rate. As such, it displays a general low enrolment of girls. This finding correlates with EMIS data from Ministry of Education, which indicated that the percentage of girls in schools in the Northern region is 48.9%.<sup>2</sup>

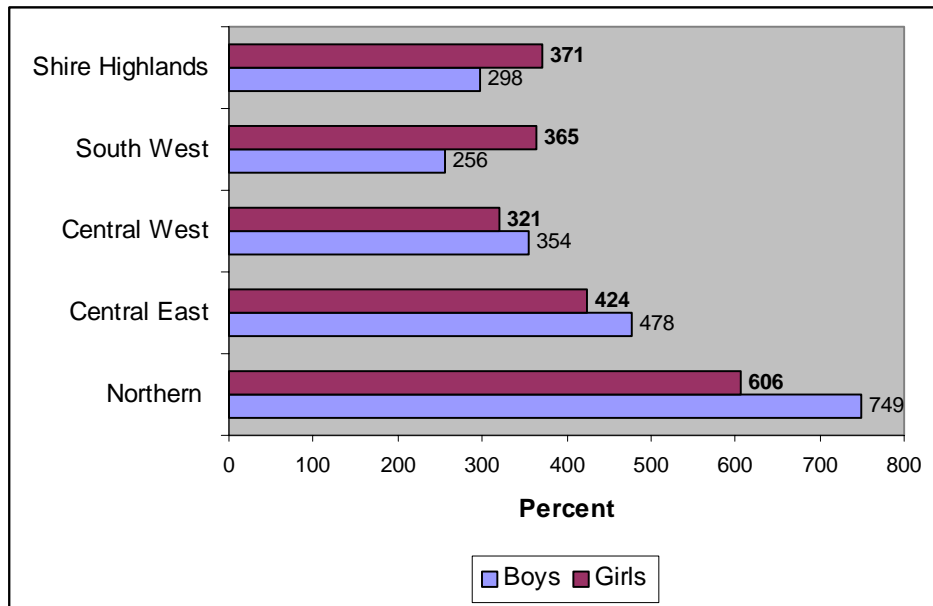
Furthermore it is noted that most schools registered a high number of pupils in standard one, although the figures start declining as pupils progress to the senior classes as can be noted in Figures 1 and 2. As noted, it is only the Shire Highlands and South West divisions that show a slightly high number of girls in standard 8, in the rest of the educational divisions, the proportion of girls is low compared to that of boys.

**FIGURE 1: PUPIL ENROLMENT IN STANDARD 1 BY GENDER**



<sup>2</sup> Government of Malawi, Ministry of Education, Education Statistics 2004, 11

**FIGURE 2: PUPIL ENROLMENT IN STANDARD 8 BY GENDER**

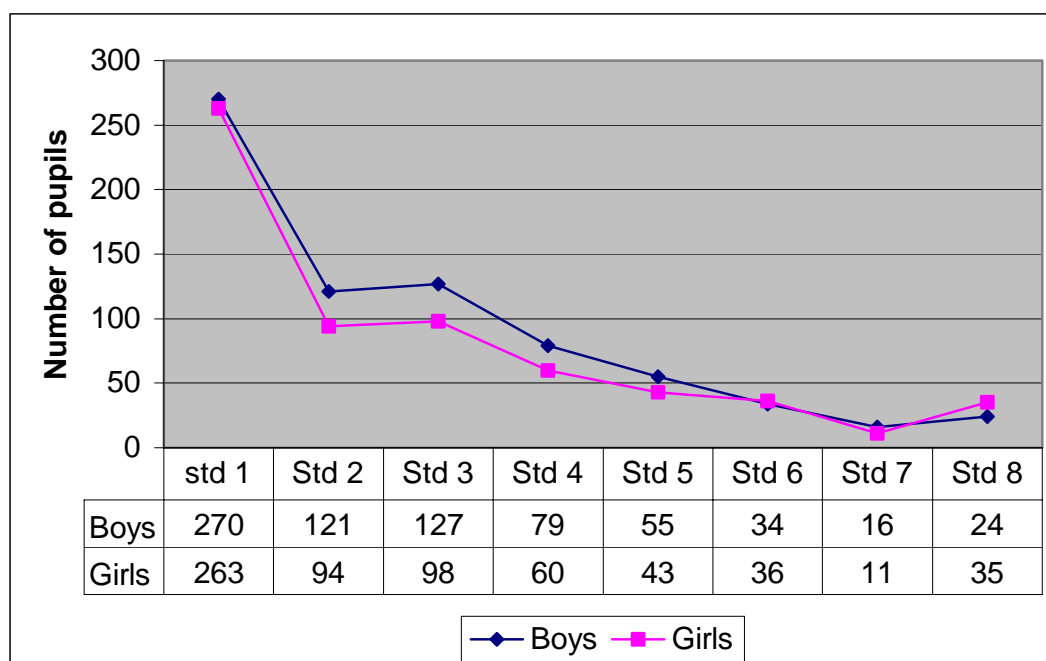


## 2.2 PUPIL DROP OUT

The findings revealed that out of the 64 schools sampled, 45 schools experienced dropouts, although in other schools it was found that teachers found it difficult to report pupils who were not reporting for classes as having dropped out since there are many factors that influence one's attendance to class. They further reported that one may miss out of a term but may return to school the following term thus making it difficult to declare the absentees as having dropped out.

Figure 3 below shows that dropout rates are generally high for boys with the exception in standard 6 and 8 where it shows that drop out rates are slightly higher for girls. However, caution has to be taken when looking at these rates because in absolute terms when compared with enrolment rates, it will be noted that in actual fact girls are the ones who are dropping out of schools more than boys.

**FIGURE 3: OVERALL DROP OUT RATES BY GENDER**



**TABLE 3: DROP OUT RATES BY LOCALE**

Locale	No. of boys	No. Of girls	Total number of pupils	% girls drop out
Rural	637	584	1221	47.8
Urban	92	56	148	37.8
<b>TOTAL</b>	<b>729</b>	<b>640</b>	<b>1369</b>	<b>46.7</b>

As noted in Table 3 above, there is high attrition rate of girls in rural schools.

### 2.3 ABSENTEEISM

57 schools reported that at the time of the interview (March) they experience pupil absenteeism. This tallies with a study done by the CSCQBE in 2004, which established that absenteeism in school is high as it ranges from 35% - 70%.<sup>3</sup>

This study also established that absenteeism is still a problem and reasons for absenteeism are more or less similar to those found in the previous study.

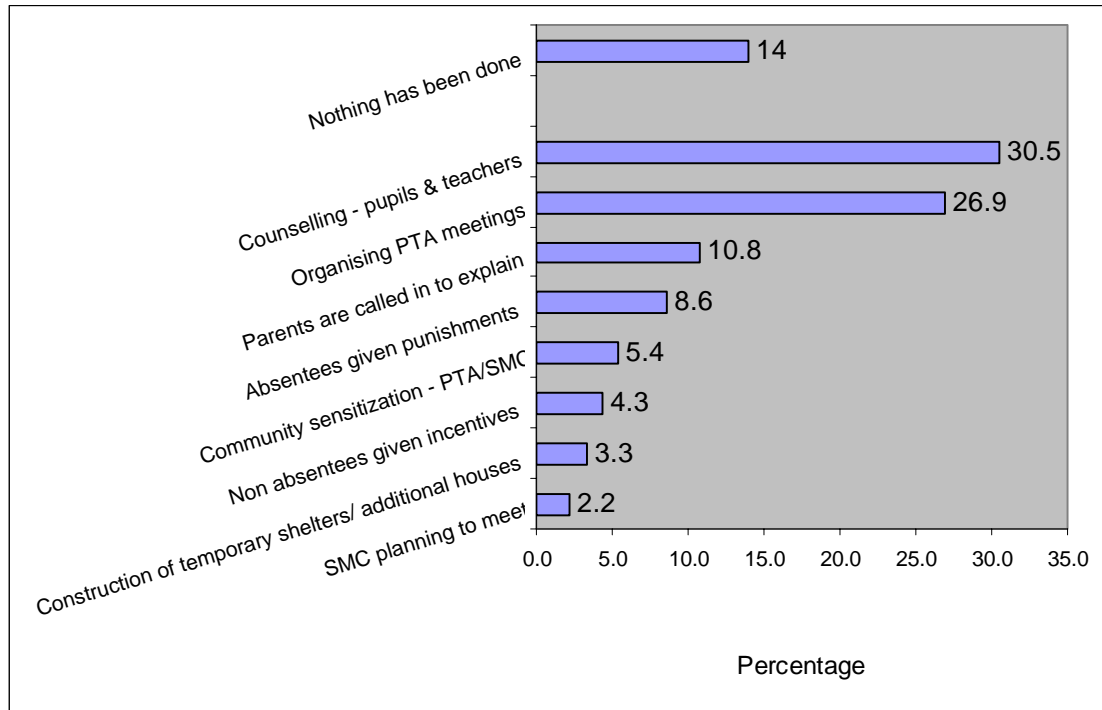
<sup>3</sup> CSCQBE, 2004, A report on pilot project to address absenteeism in primary schools in Malawi

## **Factors contributing to absenteeism**

- 18% reported it is because of hunger that they fail to go to school especially during the month of February. On the one hand, they may be hungry to go to school; while on the other hand, they say that they fear that once they go to school, they may miss out on the food that others eat at home.
- 12.6% said that absenteeism is due to lack of parental encouragement
- Another 12.6% reported that poverty was the contributing factor
- 9.9% reported that it is due to lack of interest in school and laziness
- 8.7% do not regularly attend classes because of household chores
- 7.7% reported that the weekly markets contribute to absenteeism as children are either sent to sell things, or go to assist parents or they just abscond classes so that they go to the markets
- 7.1% are absent due to illnesses
- 6% reported that absenteeism is because of casual labour, especially in estates and farms
- 5% said that because of rains and poor bridges for crossing, pupils fail to get to school
- 3.8% reported that absenteeism is due to orphan hood which is also often linked with poverty
- Lack of infrastructure to accommodate all pupils was also cited as one reason (2.7%)
- Others said lack of school resources was the problem (2.2%), while for others it was the lack of teachers (1.0%)

Furthermore, the findings tried to establish the role of school management committees in curbing pupil absenteeism. 51 schools reported that the school management committee has taken some action while 13 schools said that they have not yet done anything to address the problem.

**FIGURE 4: Measures that the school management committee has put in place to curb absenteeism**



### 3.0 TEACHERS

The study also sought to find out the number of teachers that the schools have. A general observation is that most rural schools have inadequate teachers and some schools do not even have a teacher in other classes. In such classes, teachers 'float', those from other classes teach the classes that do not have a single teacher. An example of such schools is presented in the table below.

**TABLE 4: SCHOOLS THAT HAVE CLASSES WITHOUT A TEACHER**

School	Zone	District	Classes without any teacher
Kampata	Mkanda	Mchinji	Std 2, std 3, std 4
Nambera	Mkanda	Mchinji	Std 4, std 5
Chisasa <sup>4</sup>	Kavuzi	Nkhatabay	Std 3, std 4, std 5
Susa	Kavuzi	Nkhatabay	Std 3, std 4
Nkhokoma	Kavuzi	Nkhatabay	Std 3, std 4, std 5, std 6, std 7
Maonga	Mpinji	Thyolo	Std 4
Namsomba	Mulomba	Phalombe	Std 4
Mbira Junior	Lirangwe	Blantyre rural	Std 4
Nangulutiche	Lirangwe	Blantyre rural	Std 4, std 6
Katete II	Lirangwe	Blantyre rural	Std 5, std 7

### 3.1 Female teachers' distribution

It is further noted that rural areas seem to have a high distribution of female teachers in junior classes (std 1-4) compare to the distribution in senior classes. In contrast, urban schools have a high concentration of female teachers across all class strata as shown in Table 5 and Table 6 below.

**Table 5: Overall distribution of teachers per class by locale**

	Std 1		Std 2		Std 3		Std 4		Std 5		Std 6		Std 7		Std 8	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Rural	28	74	26	62	35	46	26	46	36	35	46	25	56	17	64	14
Urban	0	68	0	64	3	70	4	63	7	60	8	49	9	46	21	27

**TABLE 6: DISTRIBUTION OF TEACHERS BY LOCALITY**

Location	No. Of schools	No. female teachers	No. male teachers	% female teachers
Rural	55	322	320	50.2
Urban	9	447	52	89.6

From table 6 it is seen that rural schools have an average of 5.8 female teachers per school compared to urban schools which have an average of 49.7 teachers per school. It has been previously documented that most female teachers do not

<sup>4</sup> The school has std 1 – 6 with only 3 teachers, one of whom is in training

find the rural environment favourable to their stay. As a result, female teachers shy away from rural schools and in other cases, when they get married, they tend to follow their husbands thus creating a gender gap in the rural areas. This is a problem that government urgently needs to address because girls in rural areas are lacking role models; hence it comes as no big surprise when most girls drop out of school.

In view of this, it is the recommendation of the CSCQBE that there should be a policy in place that will ensure that people know in advance when applying for teaching posts that they will be working at a particular school, be it in the rural or urban area. In this case, the female teachers will know in advance that their services are required in rural areas.

Table 7 below further gives an indication of the number of teachers in each division as well as the teacher pupil ratio.

**TABLE 7: DISTRIBUTION OF TEACHERS BY DIVISION**

<b>DIVISION</b>	<b>Schools</b>	<b>Female teachers</b>	<b>Male teachers</b>	<b>Qualified teachers</b>	<b>Teachers in training</b>	<b>Unqualified teachers</b>	<b>Total No. of teachers</b>	<b>Pupil Teacher Ratio</b>
Northern	15	187	77	229	31	4	264	<b>1:58</b>
Central East	19	124	110	204	22	8	234	<b>1:68</b>
Central West <sup>5</sup>	6	27	69	87	7	2	96	<b>1:111</b>
South West	13	68	78	116	23	7	146	<b>1:73</b>
Shire Highlands	11	55	79	106	22	6	134	<b>1:108</b>

On average, the national pupil teacher ratio in this sample is 1:77 and from the above table it is noted that the Pupil teacher ratio in all educational divisions except the Northern region has exceeded the recommended 1:60.

### **3.2 Special needs teachers**

Of all the 64 schools, only one school (Nachipere F. P School in Thyolo) indicated to have one male special needs education teacher.

<sup>5</sup> Information based on data from 2 schools

### 3.3 New teachers

With regard to new teachers, 27 schools indicated to have received a new teacher. 8 urban schools reported to have received new teachers while 19 schools in rural areas also reported to have received new teachers.

### 3.4 Teacher Salaries

All teachers reported to have received their salaries for the month of February 2005, although there were about 13 teachers who reported to have some salary arrears.

At Magantha Primary in Mponela, some teachers have not received their arrears since June last year when they upgraded and passed.

### 3.5 Teacher promotions

Only 6 schools reported to have had teachers who had been promoted. 3 of these schools were in urban areas and the majority of those promoted were females. The promotions were on the grades of PT2 and PT3.

### 3.6 Teacher absenteeism

Absenteeism is not only a problem with pupils but with teachers as well. 44 schools reported that they experience teacher absenteeism and various reasons were given for this as highlighted below:

**TABLE 8: REASONS FOR TEACHER ABSENTEEISM**

<b>REASON</b>	<b>PERCENTAGE</b>
Illness	41.8
Attending funerals	24.1
Distance to schools (lack of houses so teachers rent houses far from school)	11.4
Nursing sick relatives	7.6
Own income generating activities	6.3
Laziness	3.8
attending of meetings	1.3
lack of teaching materials,	1.3
collecting salaries	1.3
Drunkenness	1.3

## 4.0 Teaching and Learning Materials

### 4.1 Textbooks

At the time of the exercise, the school had been in session for almost a term. It is therefore worrying to find that out of 64 schools, only 6 reported to have received any textbooks. 5 schools reported to have received textbooks from government while 1 school reported to have received from Donors.

**TABLE 9: SCHOOLS WHICH RECEIVED SOME TEXTBOOKS FROM GOVERNMENT SINCE JANUARY 2005<sup>6</sup>**

School	Zone	District	Type of textbooks
Nambera	Mkanda	Mchinji	42 Life skills textbooks for standard 1 86 Life skills textbooks for standard 2 10 Life skills textbooks for standard 3 20 Life skills textbooks for standard 5
Lameke	Mkanda	Mchinji	Received life skills books but quantities were not mentioned
Satemwa	Mpinji	Thyolo	40 Chichewa textbooks for standard 6 10 Mathematic textbooks for standard 7 40 Chichewa textbooks for standard 7 20 Chichewa textbooks for standard 8 20 English textbooks for standard 8
Namitete	Mpinji	Thyolo	1 social studies textbook for standard 5 1 Social studies textbook for standard 6
Chiputula	Zolozolo	Mzuzu	2 Life skills books for standard 5 3 Social studies textbooks for standard 6

Some schools reported that some classes do not even have a single text book. Some of these schools are:

**TABLE 10: SCHOOLS WITHOUT TEXT BOOKS IN OTHER SUBJECTS**

School	Classes without textbooks	Subject
Chamalaza, Mzuzu	Standard 3 & 4	English, Chichewa & General studies
Mponela II, Mponela	Standard 6,7,& 8	Chichewa
Nauchi, Mponela	Standard 1 – 8 Standard 7	English Chichewa
Kalipindire, Mponela	Standard 7	Chichewa
Mtiti school, Dowa	Standard 7, 8	Chichewa & Social studies
Simbi School, Dowa	Standard 2, 6	Chichewa
Chiyola Junior	Standard 6	Chichewa

Although some schools received textbooks, all schools in the survey reported that the textbooks are not enough. Those that did not receive are using

<sup>6</sup> Some indicated that the books were from Malawi Institute of Education

textbooks from previous years and apparently most of these are tattered and many pupils share one textbook.

#### 4.2 Teachers' guides

As with textbooks, only 5 schools reported to have received any teachers' guides from government while 2 schools reported to have received from Donors. It is also the same schools that got textbooks that reported to have received some teachers' guides.

**TABLE 11: SCHOOLS THAT RECEIVED TEACHERS GUIDES BETWEEN JAN – MARCH 2005**

School	Zone	District	Type of textbooks
Kampata	Mkanda	Mchinji	2 social studies guides for standard 5 2 Social studies guides for standard 6
Lameke	Mkanda	Mchinji	General studies guides for standard 1 General studies guides for standard 2 Life skills guides for standard 4 Social studies guides for standard 7 Chichewa guides for standard 8 General studies guide for standard 8 <sup>7</sup>
Satemwa	Mpinji	Thyolo	1 Life skills guide for standard 3 1 Life skills guide for standard 4 1 Life skills guide for standard 5
Namitete	Mpinji	Thyolo	1 social studies guide for standard 5 1 Social studies guide for standard 6
Chiputula	Zolozolo	Mzuzu	Social studies guide for standard 5 Social studies guide for standard 6

Some examples of how critical the situation on teachers guides are given below.

- *Chamalaza School in Mzuzu, reported that teachers guides were supplied more than 3 years ago.*
- *at Madisi primary, the inadequate teachers guides are taken to the TTC and once they are given to student teachers they are taken as private property*
- *Chisasa in Nkhata Bay – teachers have to borrow from neighbouring schools and this makes planning difficult*

A question that arises from all this is: How are teachers supposed to teach and plan their lessons without these guides? Government needs to seriously look at this issue.

<sup>7</sup> Amounts that were received were not recorded

### 4.3 Other Teaching and Learning Materials

18 schools reported to have received any other teaching and learning materials from government and the distribution is as follows:

**TABLE 12: DISTRIBUTION OF OTHER TEACHING AND LEARNING MATERIALS**

School	Zone	District	Materials received
Chilinde	Chiwoko	Lilongwe City	<ul style="list-style-type: none"> <li>• Exercise books</li> <li>• Chalk</li> <li>• Flip charts</li> <li>• Red pens<sup>8</sup></li> </ul>
Mlodza	Chiwoko	Lilongwe City	<ul style="list-style-type: none"> <li>• Exercise books</li> <li>• Chalk</li> <li>• Red pens</li> </ul>
Chiwoko	Chiwoko	Lilongwe City	<ul style="list-style-type: none"> <li>• Exercise books (enough for whole term)</li> <li>• Chalk – 11 cartons of 30 boxes each</li> <li>• Red pens</li> </ul>
Kavuzi	Kavuzi	Nkhata Bay	<ul style="list-style-type: none"> <li>• 4 Chalk boards</li> </ul>
Kaning'ina	Kavuzi	Nkhata Bay	<ul style="list-style-type: none"> <li>• 4 chalk boards</li> </ul>
Chisasa	Kavuzi	Nkhata Bay	<ul style="list-style-type: none"> <li>• 4 Chalk boards</li> </ul>
Susa	Kavuzi	Nkhata Bay	<ul style="list-style-type: none"> <li>• 4 Chalk boards</li> </ul>
Nkhokoma	Kavuzi	Nkhata Bay	<ul style="list-style-type: none"> <li>• 4 Chalk boards</li> </ul>
St Peters	Zolozolo	Mzuzu city	<ul style="list-style-type: none"> <li>• 23,250 exercise books of 40 pages</li> <li>• 174 boxes white chalk</li> <li>• 58 boxes coloured chalk</li> </ul>
Masasa	Zolozolo	Mzuzu city	<ul style="list-style-type: none"> <li>• 17,057 exercise books of 40 pages</li> <li>• 129 boxes white chalk</li> <li>• 43 boxes coloured chalk</li> <li>• 88 Red pens</li> <li>• 43 Schemes of work</li> <li>• 22 Registers</li> <li>• 43 Mark books</li> </ul>
Chamalaza	Zolozolo	Mzuzu City	<ul style="list-style-type: none"> <li>• 4758 exercise books (40 pages)</li> <li>• 42 boxes white Chalk</li> </ul>
Chiputula	Zolozolo	Mzuzu City	<ul style="list-style-type: none"> <li>• 25,044 exercise books of 40 pages</li> <li>• 204 boxes of white chalk</li> <li>• 68 boxes coloured chalk</li> </ul>
Zolozolo	Zolozolo	Mzuzu City	<ul style="list-style-type: none"> <li>• 19,320 exercise books of 40 pages</li> <li>• 144 boxes white chalk</li> <li>• 48 boxes coloured chalk</li> </ul>
Mzuzu CCAP	Zolozolo	Mzuzu City	<ul style="list-style-type: none"> <li>• 13512 exercise books</li> <li>• 179 boxes chalk</li> </ul>
Namalindi	Boma	Chikwawa	<ul style="list-style-type: none"> <li>• 3000+ exercise books</li> <li>• 1 Carton chalk</li> </ul>
Ng'onga	Lirangwe	Blantyre Rural	<ul style="list-style-type: none"> <li>• 4 chalk boards</li> </ul>
Mbira Junior	Lirangwe	Blantyre Rural	<ul style="list-style-type: none"> <li>• 4 chalk boards</li> </ul>
Nangulukutiche Junior	Lirangwe	Blantyre Rural	<ul style="list-style-type: none"> <li>• 3 chalk boards</li> </ul>

<sup>8</sup> The school did not record the number of materials received

From the above table it can be seen that there is an inequitable distribution of resources between urban and rural schools. Urban school got a lot of materials while those in the rural areas received Chalk boards only.

#### **4.4 Supervision of Teachers**

Performance appraisal is an important component that ensures that service provision is of high quality. Primary Education Advisors (PEAs) are required to visit a school at least three times in a year. In the sampled schools, 35 schools reported to have been visited by a PEA. 8 of the nine schools in urban areas were visited while 27 schools (out of 55) in rural areas were visited indicating that in rural areas there is a problem; PEAs are not frequently visiting the schools.

From the 35 schools, 22 schools were visited at least once and 6 schools were visited twice, the rest more than 3 times. The main reasons for the PEAs visits were:

- 49.0 % - Supervision of teachers
- 25.5 % - Inspections
- 9.8 % - To check teachers records
- 5.9 % - Advisory

5 schools indicated that the PEAs had gone to collect data at the schools, for fact finding, Life skills supervision and for professional development of teachers.

Among the divisions the most supervision was done in the Central West Division while the least supervision was done in the South West division. It is possible that the 3 schools covered in Central West division had more visits from PEAs because all are in urban areas, therefore accessibility was easier.

#### **5.0 Teachers Training Colleges**

##### **5.1 College Funding**

The colleges seem not to have complete details of their funding and this can be attributed to poor record keeping. Details of how the colleges were funded in the 2004/5 Financial year are provided below.

**TABLE 13: BUDGET ALLOTATIONS TO THE TTCs**

	<b>Estimated amount</b>	<b>Amount allocated</b>	<b>Amount received so far</b>
<b>Kasungu Teachers Training College<sup>9</sup></b>			
Teaching and Learning Materials	Not Available	Not Available	<b>MK 6, 000,000.00<sup>10</sup></b>
Boarding	Not Available	Not Available	
Administration	Not Available	Not Available	
Other (specify)	Not Available	Not Available	
<b>Blantyre Teachers Training College</b>			
Teaching and Learning Materials	From Ministry	From Ministry	From Ministry
Boarding	<b>MK 25, 988,000.00</b>	<b>MK 25,988,000.00</b>	<b>MK 8, 427,991.15</b>
Administration	<b>MK 9, 606,700.00</b>	<b>MK 6, 281,700.00</b>	<b>MK 2, 797,011.02</b>
Other (specify)		<b>MK 295, 000.00</b>	

## 5.2 Any other teaching and learning materials

From the Teachers Training Colleges, only Blantyre TTC reported to have received some teaching and learning materials. The items received were:

- 1186 Exercise books
- 300 Markers
- 260 boxes of chalk
- 32 Folders
- 90 cello tapes
- 100 reams chart papers

The received materials were said not to be enough as the college has got almost 600 students. At Kasungu TTC it was indicated that they buy TLMs from the allocated funds and DTED supplies materials for teaching practice only.

## 5.3 Boarding and administration

Blantyre TTC indicated that there is need for more funding so that they can be able to maintain the existing structures. The situation is even worse at Kasungu TTC. Apparently water and sanitation maintenance was last done in 1988. As such the pipes are worn out leading to leakage of water. Equally the sewer is in a bad state and the lavatories need heavy maintenance. This has resulted in a situation whereby both students and tutors use the six pit latrines the college has and these serve to a population of 540 students. This is unsanitary and unhealthy and it's a problem that needs to be addressed urgently.

<sup>9</sup> The TTC doesn't know how much allocation they got; they were verbally told by Dept Of Teacher Education that their allocation was out but the actual amount was not given

<sup>10</sup> No breakdown of money given and there was no funding in Sept and October, funding is regular but fluctuates

## **6.0 RECOMMENDATIONS**

The analysis presented above has indicated a number of issues that need to be addressed quickly.

### **Issues of Enrolment**

- ☞ To ensure gender parity, there is need for political commitment to ensure that more girls enrol and remain in schools.
- ☞ Primary education should be made compulsory and community leaders should take a leading role by ensuring that all children of school going age in their villages are going to school.
- ☞ To retain the girl child at school, government should ensure that equal deployment of female teachers in rural and urban schools as female teachers act as role models to girls

### **Absenteeism**

- ☞ Community sensitisation of parents, pupils and estate owners on the importance of sending children to school
- ☞ Extension of school feeding programmes to all schools in Malawi since most pupils do not go to school due to hunger. In fact news that the World Bank will from July 2005 embark on the provision of school health nutrition packages for all primary schools is a welcome development and other development partners can also assist in stepping up these efforts.
- ☞ Government should make areas that are inaccessible during rainy weather accessible by building bridges
- ☞ Government and communities should put up structures that can protect pupils from adverse weather conditions

## **Teachers**

- ☞ On deployment, Malawi could take lessons from other countries like Botswana by introducing compulsory posting of teachers, decentralising recruitment of teachers so that they apply to the districts they are needed and also by providing special allowances as well as accelerated promotions for teachers serving in remote areas.
- ☞ In addition, to reduce pupil teacher ratio so that the 60:1 ratio is achieved, government must train at least 7,500 teachers yearly for the next 3 years.
- ☞ On teacher salaries – government should make it a priority to pay up all teachers who have salary arrears

## **Teaching and Learning Materials**

- ☞ In every budget Teaching and Learning Materials are budgeted for and yet they do not reach the school, when they do reach the schools, it is not in good time. Government and civil society must monitor the supplies unit to ensure that they deliver the materials in good time.

## **Teacher supervision**

- ☞ For teachers to perform well, they need to be monitored. Ministry of Education should ensure that PEAs are visiting the schools and the PEAs should also be provided with the resources that enable them to visit the schools

## **Teachers Training Colleges**

- ☞ The situation at the teachers training colleges is critical and needs to be addressed urgently. Government though the Ministry of Education must maintain the broken down pipes and sewer at Kasungu TTC as the situation at hand is a very big health risk.
- ☞ Government should also seriously ensure that the TLMs reach the TTCs in good time so that teacher training can be effective.

## **CONCLUSION**

The exercise has shown that there is lack of commitment by government in ensuring that pupils and teachers have the necessary resources to use in attaining quality education. It is therefore emphasised that government needs to step up its monitoring of the supplies unit to ensure that resources are reaching their intended beneficiary timely to contribute positively to the development of the country.

Finally, there can be no significant changes in societies and no significant reduction of poverty until pupils receive the quality basic education they need to take their rightful place as equal partners in development.

**APPENDIX 1**  
**CIVIL SOCIETY COALITION FOR QUALITY BASIC EDUCATION**

**SPOT CHECK IN SELECTED PRIMARY SCHOOLS**

This spot check Exercise is part of the CSCQBE Budget Tracking Exercise aimed at finding out whether the resources allocated to the Basic Education in the Financial Year 2004/5 have trickled down to the schools and also whether the resources are enough to facilitate provision of Quality Basic Education as spelled out in the government policies.

**General Information**

Name of School	
Zone	
District	
Division	
Date	

**1. CLASS TEACHER'S SECTION**

Information to be obtained upon request from class teachers.

- a. Total number of pupils enrolled in Std 1-8 at the beginning of 1<sup>st</sup> term in January 2005

Std 1		Std 2		Std 3		Std 4		Std 5		Std 6		Std 7		Std 8	
B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G

- b. Number of pupil absent from school for more than five times since the beginning of the term in January 2005

Std 1		Std 2		Std 3		Std 4		Std 5		Std 6		Std 7		Std 8	
B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G

- c. Number of school drop outs since the beginning of the term in January 2005

Std 1		Std 2		Std 3		Std 4		Std 5		Std 6		Std 7		Std 8	
B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G

- d. Why do you think pupils absent themselves from school especially this time of the year?

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- e. Has the School Management put any measures in place to curb absenteeism? If yes which ones?

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2. **HEAD TEACHER'S SECTION**

a. Number of teachers in each standard by gender

Std 1		Std 2		Std 3		Std 4		Std 5		Std 6		Std 7		Std 8	
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F

b. Has your school received new teachers since the beginning of the year?  
 ..... If yes how many? .....

c. Does your school experience teacher absenteeism? If yes what makes them  
 not to attend school regularly?

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 .....  
 .....  
 .....

d. How many teachers received their full salaries in the month of January  
 and February 2005?

PT 4		PT 3		PT 2		PT 1		PO		P8		Untrained		In training	
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F

e. How many teachers did not receive their salaries in the month of January  
 and February 2005?

PT 4		PT 3		PT 2		PT 1		PO		P8		Untrained		In training	
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F

f. Has any teacher received promotion since January 2005?

PT 4		PT 3		PT 2		PT 1		PO		P8		Untrained		In training	
M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F

3. **TEACHING AND LEARNING MATERIALS**

Fill this section with the help of the Head teacher, Deputy teacher or any Senior teacher at the school.

a. How many of the following textbooks have you received since the opening of the school in January 2005?

	Maths		Chichewa		English		General Studies		Social Studies		Others	
	Govt	Donor	Govt	Donor	Govt	Donor	Govt	Donor	Govt	Donor	Govt	Donor
Std 1												
Std 2												
Std 3												
Std 4												
Std 5												
Std 6												
Std 7												
Std 8												

b. Looking at the Text books received and those you have in stock, are they enough for the pupils?

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- c. How many of the following teachers' guide have you received from the government/Donors since the opening of the school in January 2005?

	Maths		Chichewa		English		General Studies		Social Studies		Others	
	Govt	Donor	Govt	Donor	Govt	Donor	Govt	Donor	Govt	Donor	Govt	Donor
Std 1												
Std 2												
Std 3												
Std 4												
Std 5												
Std 6												
Std 7												
Std 8												

- d. Comments

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- e. How many of other T/L Materials have you received from the government since starting of the term in January 2005?

Materials	Total Materials received
Exercise books	
Chalks	
Pencils	
Chalk board	
Desks	
Slates	

4. **Teacher Inspection**

Request the visitors' book to establish whether the school has been visited by the Primary Education Advisor (PEA) since the beginning of the term in January 2005.

- a. Has your school been visited so far by the PEA since the beginning of the term in January 2005?

Yes	No

If yes how many times ..... and what was the purpose of the visit?

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**Enumerators Details**

Enumerator's Name	
Enumerators Organisation	
Signature	
Date	