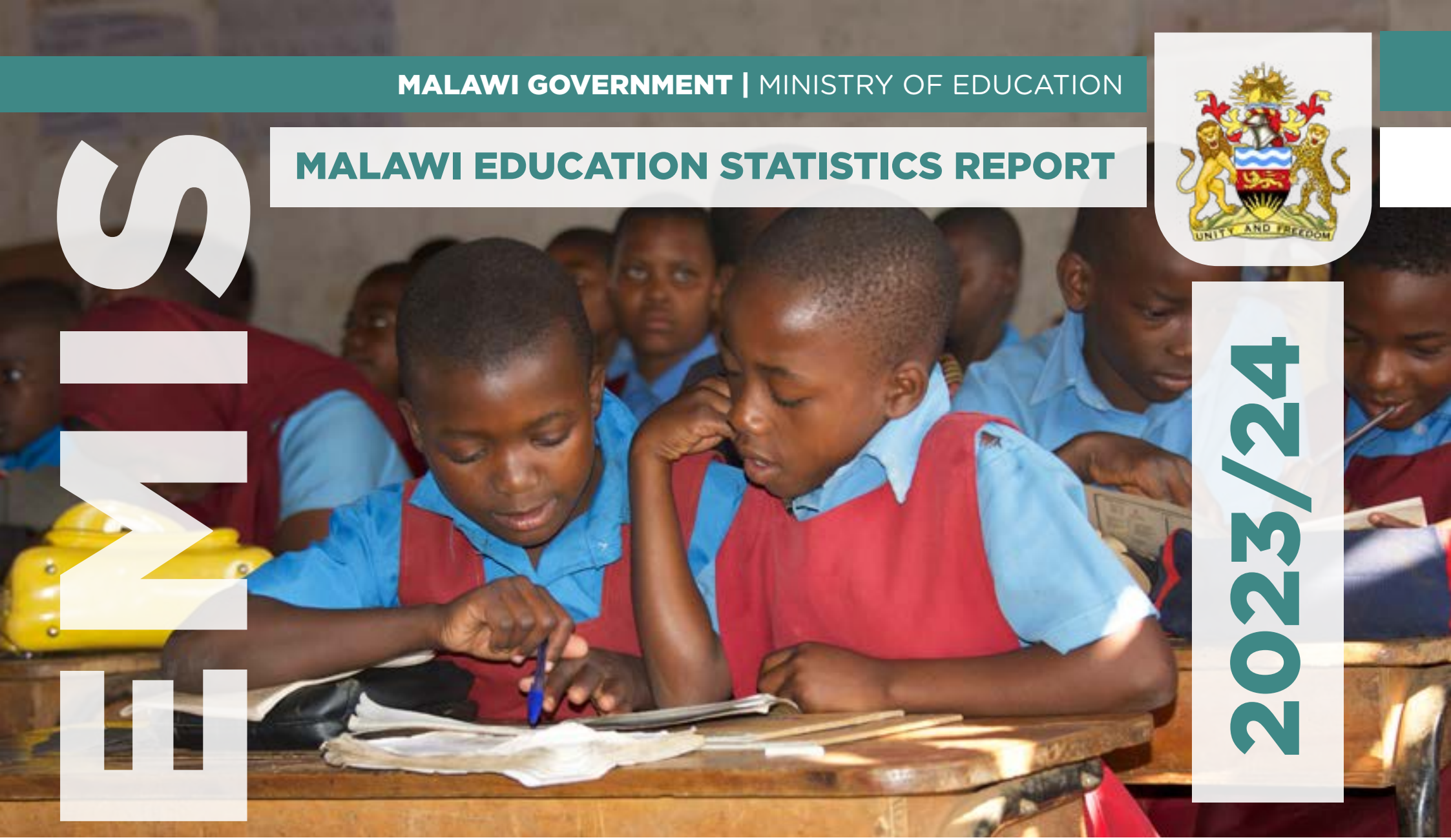
MALAWI GOVERNMENT | MINISTRY OF EDUCATION

EMIS

MALAWI EDUCATION STATISTICS REPORT



2023/24

Education Management Information System

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EDUCATION MANAGEMENT INFORMATION SYSTEM (EMIS)

FOREWORD

The theme for Africa Day 2024 is "Education Fit for the 21st Century: Building Resilient Education Systems for Increased Access to Inclusive, Lifelong, Quality and Relevant Learning in Africa" The theme came about following the global Summit on Transforming Education convened by the United Nations Secretary General in 2022 and resonates well with the National Education Sector Investment Plan (NESIP) thematic areas on access, equity, quality and relevance.

Similarly, Malawi 2063 singles out Education and Skills Development which endeavors to educate and train a highly knowledgeable people with relevant quality education that incorporates a strong element of academic excellence and technical and vocational skills fit for the labour market, entrepreneurship and implementation of the country's vision, MW 2063.

In the first five years of MW 2063 implementation, the education sector has had to allocate most of its resources towards the implementation of MIP 1 priority interventions to ensure that NESIP targets are met. The success of the NESIP 2020-2030 and attainment of MIP-1 priority interventions for the education sector therefore relies to a large extent on the provision of timely, quality and reliable data for evidence based decision making and management of both strategies and interventions. In this regard, the Directorate of Education Planning annually collects data that culminates into the Education Statistics Bulletin and this bulletin provides education statistics that is used to measure education sector performance and provide evidence for future policy direction and implementation of activities.

This year's report also underscores our resilience and determination in the face of challenges, including the recovery efforts from the disasters. The Ministry continues on its journey of improving its Education Management Information System (EMIS) which serves as the backbone of education data. All partners are therefore being called upon for continued provision of technical and financial support in driving our shared mission to achieve national educational aspirations.

I would like to therefore urge all stakeholders to utilise the statistics in this bulletin.

Madalitso Kambauwa-Wirima, MP

MINISTER OF EDUCATION

PREFACE

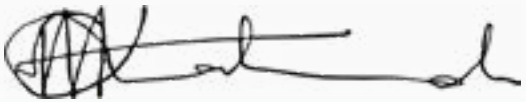
Every year, the Ministry of Education conducts the Annual School Census to collect data for the education sector. The Annual School Census provides an opportunity for the Ministry to analyse the extent to which its annual and long-term objectives are being achieved. This bulletin has been developed as a product of the 2023/24 Annual School Census.

The main objective of the bulletin is to provide a basis for timely and evidence-based decision making. It also provides a basis for tracking the progress of targets for various education departments as spelled out in the NESIP 2020-2030 and also provides data for the education system's research, monitoring, and evaluation.

This bulletin is divided into four main chapters. The first three chapters cover each level of education which includes Primary Education, Secondary Education and Tertiary Education. Finally, the fourth chapter presents information on Education expenditure.

Let me thank the Director of Education Planning Mrs. Victoria Geresomo, Deputy Directors of Education Planning; Mr. James Namfuko, Mr. Edwin Kanyoma and Mr Chipiliro Thombozi who played a leading role in the process of data collection, cleaning, analysis, and report writing. I would further like to express my gratitude to the following technical officers; Lanken Nkhata, Chandiwira Nyirenda, Griffin Mulula and all officers from the EMIS unit, Lowland Sakala and James Changadeya from the Budget Unit, all District Directors of Education and Youth/Chief Education Officers, all Head Teachers and Heads of Institutions, District, Zonal and Cluster EMIS officers for their input during the whole process of developing the bulletin.

Finally, I would like to thank the Government of Malawi for the financial support in coming up with this important bulletin. .



Mangani Chilala Katundu, PhD

SECRETARY FOR EDUCATION

Summary of Education Indicators

ACCESS INDICATORS	2022/23	2023/2024
Total Primary Enrollment	5,298,456	5,420,159
Boys	2,604,493	2,661,303
Girls	2,693,963	2,758,856
Total Primary Public-School Enrolment	5,120,080	5,222,759
Boys	2,516,869	2,564,565
Girls	2,603,211	2,658,194
Total Primary Private School Enrolment	178,376	197,400
Boys	87,624	96,738
Girls	90,752	100,662
New Entrants into Primary (Standard 1)	658,313	641,613
Boys	332,597	323,510
Girls	325,716	318,103
Total Secondary enrollment	485,650	538,800
Boys	245,959	270,141
Girls	239,691	268,659
Total Secondary Public-School Enrolment	384,656	419,377
Boys	197,115	212,702
Girls	187,541	206,675
Total Secondary Private School Enrolment	100,994	119,423
Boys	48,844	57,439
Girls	52,150	61,984
Total Public TTC Enrollment (IPTE)	7,154	5,428
Boys	3,371	2,820
Girls	3,783	2,608

Total Number of Primary schools	6,954	7,117
Public	5,878	5,919
Private	1,076	1,198
ACCESS INDICATORS	**2022/23**	**2023/2024**
Total Number of Secondary schools	1,774	1,916
Public (government and religious)	931	972
Private	424	483
Open day sec Schools	419	461
Gross Intake Rate Primary	119.4	115.2
Boys	120.8	116.8
Girls	118.0	113.5
Net Intake Rate Primary	79.4	81
Boys	78.8	80.7
Girls	79.9	81.2
Gross enrolment rate Primary	128	129
Boys	125.6	126.5
Girls	130.4	131.5
Net enrolment rate Primary	91	89
Boys	88	86
Girls	93	92
Gross enrolment rate secondary	26.1	27.5
Boys	27.1	27.6
Girls	25.2	27.4
Net enrolment rate Secondary	17	16.8
Boys	16.9	16.9
Girls	17.1	16.6

QUALITY INDICATORS	2022/23	2023/24
Pupil-Teacher Ratio- Primary	61	62
Pupil Qualified Teacher Ratio- Primary	64	65
Pupil permanent classroom ratio- Primary	103	105
Pupil permanent Classroom Ratio (PpCR)- Secondary	63	70
Pupil permanent Classroom Ratio (PpCR)- Public Secondary	63	81
Pupil permanent Classroom Ratio (PpCR)- Private Secondary	63	47

EFFICIENCY INDICATORS	2022/23	2023/24
Drop-out proportion primary	4	4.3
Boys	4	4.3
Girls	4	4.3
Drop-out proportion Secondary	5.0	4.96
Boys	4.06	4.08
Girls	5.99	5.85
Survival rate to Standard 5	69	75
Boys	66	71
Girls	71	79
Survival rate to standard 8	39	37
Boys	37	38
Girls	38	36
Completion rates Primary	48	45
Boys	46	43
Girls	50	46
Secondary completion rate	22.3	30.31
Boys	24.0	31.15
Girls	20.6	28.55
Transition rate to secondary	47.2	49.7
Boys	47.4	49.6
Girls	47.0	49.9
Repetition rate- Primary	26	26
Boys	27	27
Girls	26	26

EQUITY INDICATORS	2022/23	2023/24
Gender Parity Index (GPI) for primary enrolment	1.03	1.04
Gender Parity Index (GPI) for secondary enrollment	0.97	0.99
Percentage of SNE students (Primary)	3.7	4
Percentage of SNE students (Secondary)	2.3	2.8

BUDGET	22/23	23/24
Education budget as a percentage of the national Budget	20	16
Primary education budget as a percentage of the total education budget	59	57
Secondary education budget as a percentage of the total education budget	12	15
Higher Education budget as a percentage of the total education budget	24	25
Management and Administration as a percent of the total Education budget	5	3

EDUCATION MANAGEMENT INFORMATION SYSTEM (EMIS)

1.0 | PRIMARY SCHOOL EDUCATION

Primary education constitutes the foundational stage for formal education, serving as a critical component of the nation's educational system upon which all other levels of education are built. It is the sub-sector that enrolls the highest number of learners. To empower the sector in making well-informed decisions regarding policy formulation and planning, the following indicators have been collected:

- School Particulars
- Pupil Information
- Transparency and Accountability
- Infrastructure and Sanitation
- Teaching and Learning Materials
- Teaching and Support Staff

1.1 School Particulars

School particulars are all indicators associated with a school such as,

- Proprietor/Ownership
- Type of institution and school shift
- Distances to the nearest school, DEM's office, and TDC
- Primary School Location and Accessibility during the rainy season
- School inspection and supervisory visits
- External Assistance and Community Participation
- School Health and Nutrition

1.1.1 Primary School Proprietorship

The 2024 Annual School Census classifies educational institutions into two main categories: public and private schools. Public schools encompass institutions established by the government, community organizations, and local education authorities, receiving full support from the government. Religious schools that receive funding from the government and have government teachers are also in this category. Conversely, private schools are founded by individuals or private sector organizations and are independently operated and funded by these entities.

The chart below provides a visual representation of the number of schools documented in the 2024 Annual School Census, categorized by proprietorship. This data offers insights into the distribution of public versus private educational institutions within the census. Notably, understanding the proportion of public to private schools can inform policy decisions, resource allocation, and strategies for educational development.

Figure 1: Percentage Distribution of Schools in Malawi

As depicted in Figure 1 above, public schools make up most primary schools 83% (5,919 of 7,117) of the total schools registered in 2024, while private schools make up the remaining 17% (1,198 of 7,117). These numbers show that the majority of Malawi's primary education is provided by the government.

The 2024 Annual School Census also collected the number of schools available in each division by proprietorship. Figure 2 depicts the number of schools by division and proprietorship.

Figure 2: Number of Schools by Division by Proprietorship

It is evident from Figure 2 that the highest number of public schools are in the Northern Education Division (NED) followed by the Central-Western Education Division (CWED), while the Shire Highlands Education Division (SHED) has the least number of public schools. However, the highest number of private schools are in the Central West Education Division (CWED) while the Shire Highlands Education Division (SHED) has the lowest number of private schools.

The 2024 Annual School Census further collected data on schools by district and proprietorship. Figure 3 shows the results.

Table 1. Number of Schools by district and by proprietorship

Number of Primary Schools by District			
District	**Private**	**Public**	**Grand Total**
Balaka	11	167	178
Blantyre City	264	63	327
Blantyre Rural	47	171	218
Chikwawa	26	182	208
Chiradzulu	6	94	100
Chitipa	9	183	192
Dedza	21	255	276
Dowa	31	246	277
Karonga	17	180	197
Kasungu	13	387	400
Likoma	1	10	11
Lilongwe City	353	59	412
Lilongwe Rural East	86	229	315
Lilongwe Rural West	33	261	294
Machinga	14	191	205
Mangochi	42	316	358
Mchinji	15	217	232
Mulanje	19	169	188
Mwanza	15	58	73
Mzimba North	3	290	293
Mzimba South	6	322	328
Mzuzu City	39	41	80
Neno	8	86	94
Nkhata Bay	10	201	211
Nkhotakota	13	166	179
Nsanje	11	107	118
Ntcheu	9	246	255
Ntchisi	5	152	157
Phalombe	4	91	95

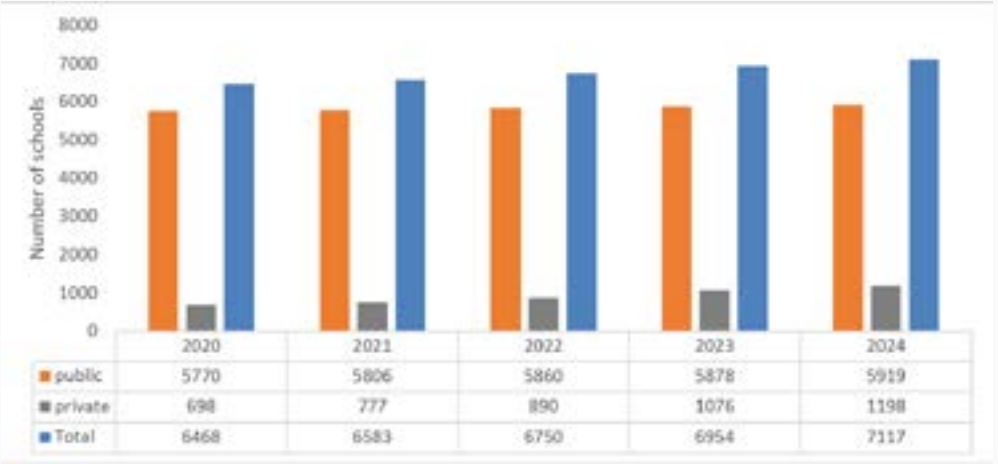
Rumphi	7	206	213
Salima	17	166	183
Thyolo	28	187	215
Zomba Rural	8	203	211
Zomba Urban	7	17	24
Grand Total	**1198**	**5919**	**7117**

The table outlines the distribution of primary schools across different districts in Malawi, distinguishing between private and public schools. There are considerably more public schools (5,919) than private ones (1,198), totalling to 7,117 schools. Distribution varies widely by district, for example, Lilongwe City shows a high number of private schools (353) compared to public schools (59), while in Kasungu, public schools are predominant (387 public versus 13 private). This highlights a diverse educational environment across the country, with varying availability of private and public educational facilities depending on the district. The data underscores the dominance of public education as the main form of primary education and illustrates regional differences in the provision of educational services.

1.1.1.1 General Growth in the Number of Schools

Since 2020, there has been a consistent rise in the number of schools across all divisions in Malawi. The trend illustrated in Figure 3 demonstrates slight growth over the past five years. This expansion reflects a proactive approach to educational development within the country, aiming to accommodate a growing student population and improve accessibility to education.

Figure 3: Growth in the number of primary schools



The 2024 Annual School Census revealed that during the 5 years from 2020 to 2024, the total number of schools has increased at a rate of 10%. Between the years 2023 and 2024, the total number of schools increased from 6,954 to 7,117, representing a percentage change of 2.3%. This growth was attributed to private schools (1.71%), while public schools only account for 0.58% for the years 2023 to 2024.

1.1.2 Type of Institution and School Shift

1.1.2.1 Type of institution

In the 2024 Annual School Census, the type of institution was categorized by the sex of learners the institution enrolls. These included boys only, girls, or co-education (both boys and girls). Table 2 shows the number of public and private schools by type of institution.

Table 2: Proprietorship and type of school

Proprietor	Type of institution			Total
	Boys only	Co-education (mixed)	Girls only	
Private	9	1181	8	1198
Public	20	5876	23	5919
Grand Total	29	7057	31	7117

Table 2 shows that most schools, both private and public, operate as co-educational institutions, with 99% (7,057 out of 7,117) accommodating both boys and girls.

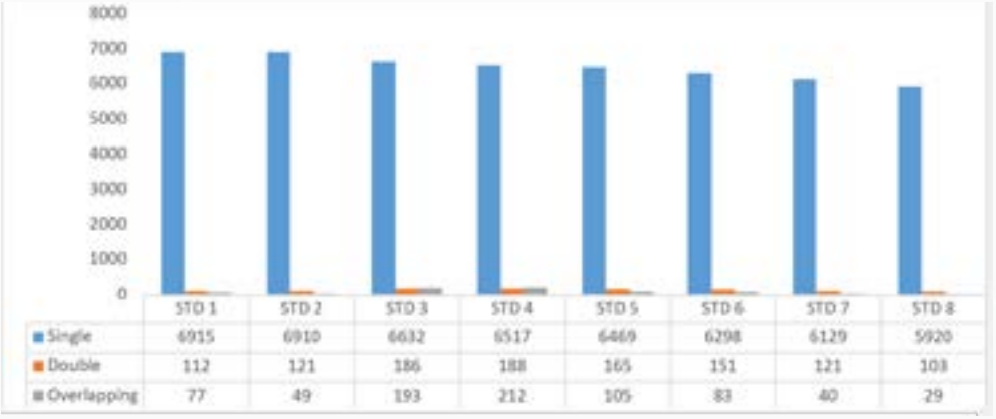
1.1.2.2 School Shifts

The government introduced learning shifts in schools to reduce learner congestion in classes. The school shift was defined as;

- **Single shift** - a type of school shift whereby a group of learners attend classes in the morning hours only.
- **Double shift** - a type of school that operates in two groups, with one group of learners in the morning and the second group of learners in the afternoon; and
- **Overlapping** - a type of school whereby one group of learners comes in the morning and the next group joins them before the first group knocks off.

Figure 4 shows the distribution of schools by their operational shifts (Single shift, Double Shift, or Overlapping) and educational standards.

Figure 4: Distribution of Schools by Shifts and Standards



The results in Figure 4 show that most schools are single shifts followed by double shifts. The single shift was mostly operated with lower standards.

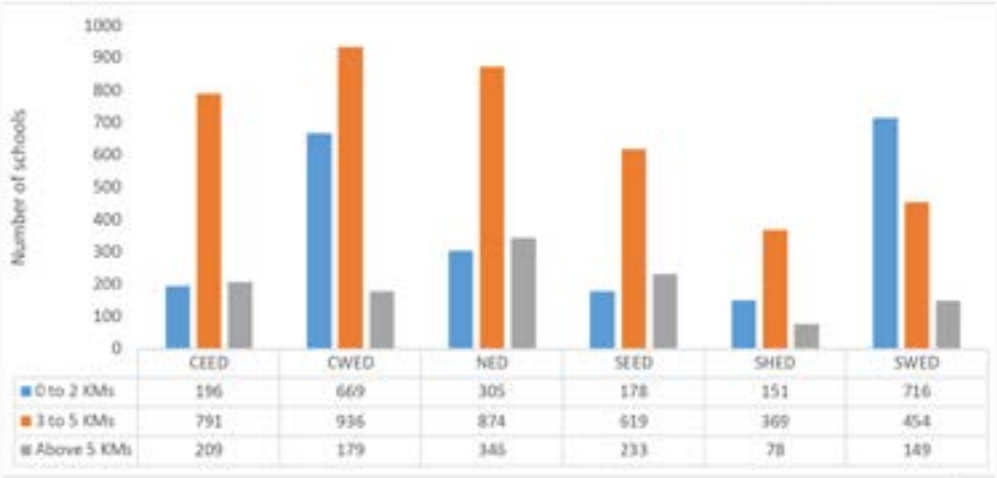
1.1.3 Distance to the Nearest School, TDC, and DEM's Office

1.1.3.1 Distance to the nearest school.

The 2024 Annual School Census also examined the geographical distribution and accessibility of schools relative to each other. It is hypothesized that proximity between schools encourages ongoing interaction, collaboration, and the sharing of educational resources and facilities. This closeness not only fosters a sense of community among educational institutions but also promotes the exchange of ideas and best practices among teachers and administrators.

Figure 5 illustrates the distances between schools and their nearest neighboring institutions, highlighting accessibility and regional distribution.

Figure 5: Distance to the Nearest School



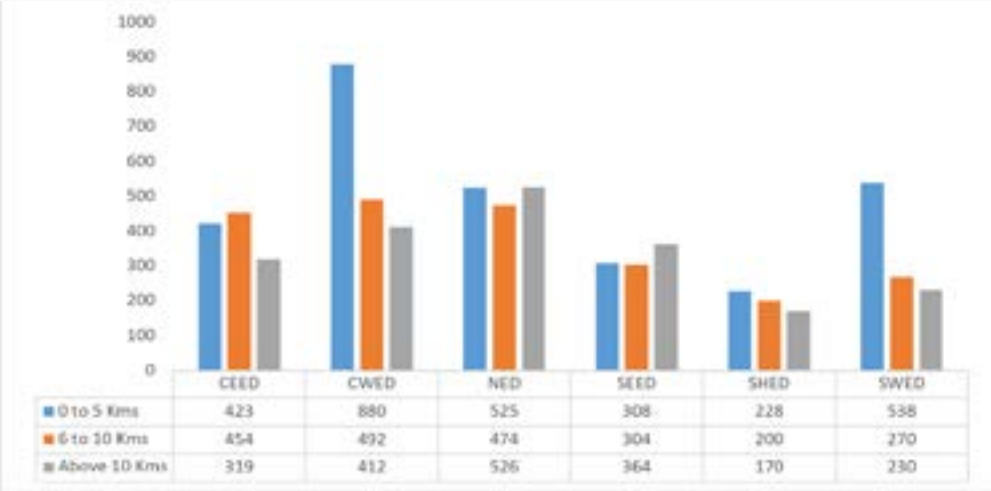
	CEED	CWED	NED	SEED	SHED	SWED
0 to 2 KMs	196	669	305	178	151	716
3 to 5 KMs	791	936	874	619	369	454
Above 5 KMs	209	179	345	233	78	149

As illustrated in Figure 5 a larger number of schools from the Central West Education Division (CWED), Central East Education Division (CEED), and Northern Education Division (NED) are located at 3 to 5 km from the nearest school. In contrast, only a few schools from the Northern Education Division (NED), followed by the Southern East Education Division (SEED) and the Central East Education Division (CEED), are situated 5 km or more away.

1.1.3.2. Distance to the TDC

The effectiveness and efficiency of the supervisory system are influenced by the distance from schools to the PEA's office within a zone. It is assumed that all schools have equal access to the Teacher's Development Center (TDC) and receive equal supervisory visits regardless of distance. The proximity of schools to the TDC is a useful metric for assessing how advisory activities can be planned and implemented in a zone. Figure 6 depicts the distances between schools and their nearest TDC across various educational divisions.

Figure 6: Distance to the TDC by Division



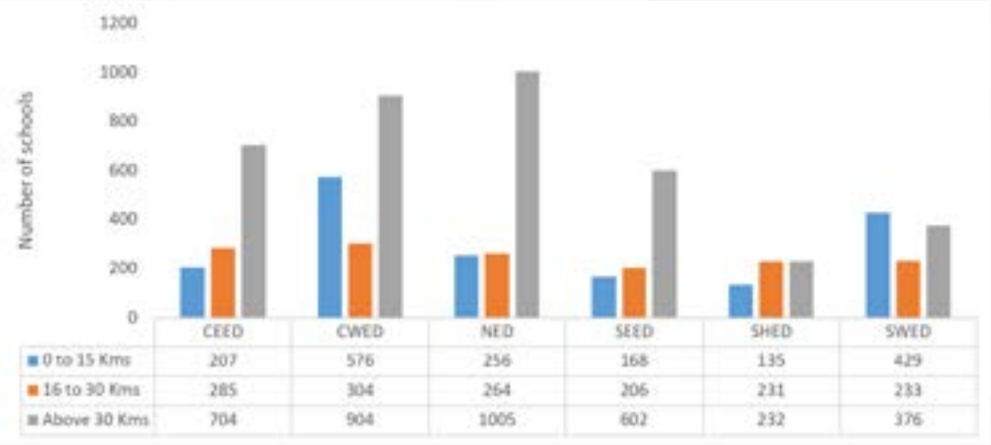
	CEED	CWED	NED	SEED	SHED	SWED
0 to 5 Kms	423	880	525	308	228	538
6 to 10 Kms	454	492	474	304	200	270
Above 10 Kms	319	412	526	364	170	230

As depicted in Figure 6, the Northern Education Division (NED) followed by the Central West Education Division (CWED) has the highest number of schools with a distance to the Teacher's Development Center (TDC) of aboveW 10 km. Central West Education Division (CWED) has 880 schools with 0 to 5 km to the TDC followed by Southern West Education Division (SWED). This is a good parameter for measuring how advisory activities can be planned and executed in a zone.

1.1.3.3. Distance to the DEM's office.

The distance from a school to the District Education Manager's (DEM) office affects the accessibility of resources (e.g., textbooks) and other managerial services provided by the district education office. Figure 7 displays the data on distances between schools and the nearest DEM office across various educational divisions collected in the 2024Annual School Census.

Figure 7: Distance to the DEM's office by Division



	CEED	CWED	NED	SEED	SHED	SWED
0 to 15 Kms	207	576	256	168	135	429
16 to 30 Kms	285	304	264	206	231	233
Above 30 Kms	704	904	1005	602	232	376

The Annual School Census data shows that about 54% of schools are more than 30 kilometers away from DEM's office, 21% lie between 16 to 30 kilometers away, and 25% lie between 0 to 15 kilometers away. The Northern Education Division and Central Western Division have the highest number of schools (1005 and 904 respectively) that lie at more than 30 kilometers.

1.1.4. Location and Accessibility During the Rainy Season

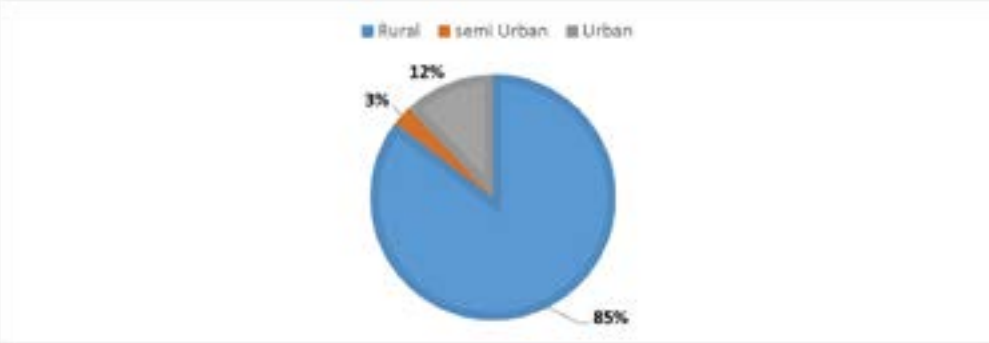
1.1.4.1 Location

The location of schools during data collection was categorized as

- **Urban**: refers to all schools in the five cities and municipalities; Blantyre, Mzuzu, Lilongwe, and Zomba.
- **Semi-urban:** refers to all schools found in towns i.e. all district centers.
- **Rural:** any other area apart from the two listed above

School location provides an overview of the distribution of schools, highlighting key patterns and trends in their placement. Figure 8 depicts the locations of primary schools within Malawi.

Figure 8: Primary School Location

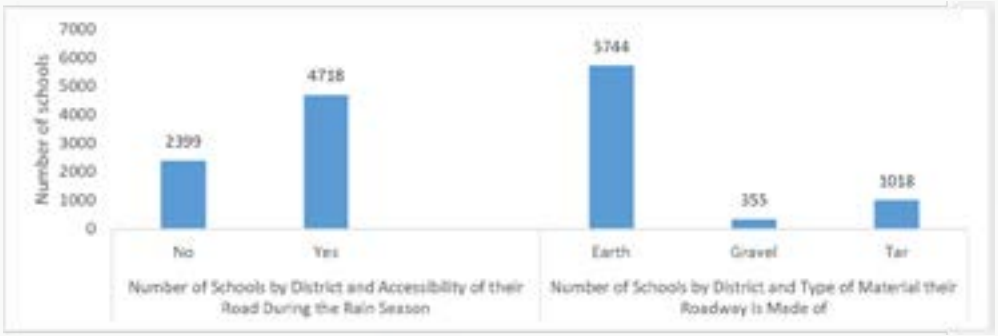


As indicated in Figure 8, approximately 15% (1,047 out of 7,117) of the schools are in urban areas, representing 12%, and semi-urban areas, representing 3%, while 85% (6,070 out of 7,117) are located in rural areas.

1.1.4.2 Accessibility

Timely delivery of support and services is crucial for the effective promotion of primary education, and this depends significantly on the accessibility of schools. The 2024 Annual School Census sought to assess the accessibility of schools during the rainy season and the types of roadway materials used. Figure 9 depicts school accessibility in the rainy season and the various roadway materials employed to reach the schools.

Figure 9: Number of Schools by Location and their Accessibility during Rainy Season and Roadway Material



The findings reveal that 4718 translating to 34% of schools are still inaccessible during this period.

1.1.5 Supervisory and Inspection Visits

Supervision and inspection primarily focus on maintaining standards and ensuring quality. Reports from inspections and supervision typically assess whether a school has made improvements since the last evaluation in areas such as the quality of teaching, student learning outcomes, and the effectiveness of teachers in assessing students' work.

Figure 10 illustrates the frequency of supervisory visits by primary education advisors (PEAs) to different primary schools.

Figure 10: Number of Schools Visited by a Primary Education Advisor (PEA's)

The 2024 Annual School Census revealed that 22% of schools were not visited during the first term, 25% during the second term, and 27% during the third term.

The census further collected information on the number of schools visited by inspectors and the results are displayed in Table 3.

Table 3: Number of Schools Visited by Inspectors

Number of visits	Term 1		Term 2		Term 3	
One	994	14%	884	12%	911	13%
Two	136	2%	107	2%	113	2%
Three	30	0%	34	0%	33	0%
More Than three	42	1%	38	1%	36	1%
None	5913	83%	6052	85%	6022	85%

Table 3 reveals that across all three terms, there was a notable incidence of primary schools not receiving inspections. Specifically, in terms 2 and 3, the rate at which schools were not inspected was 85%, while in term 1, it was slightly lower at 83%.

1.1.6 External Assistance and Community Participation

1.1.6.1 External assistance

This is monetary or non-monetary assistance a school gets outside the government's normal financial assistance. Such assistance might come from NGOs, development partners in education, politicians, church leaders, companies (as their corporate social responsibility), and individuals.

The chart below illustrates the distribution of external assistance received by primary schools.

Figure 11: Primary Schools' external assistance

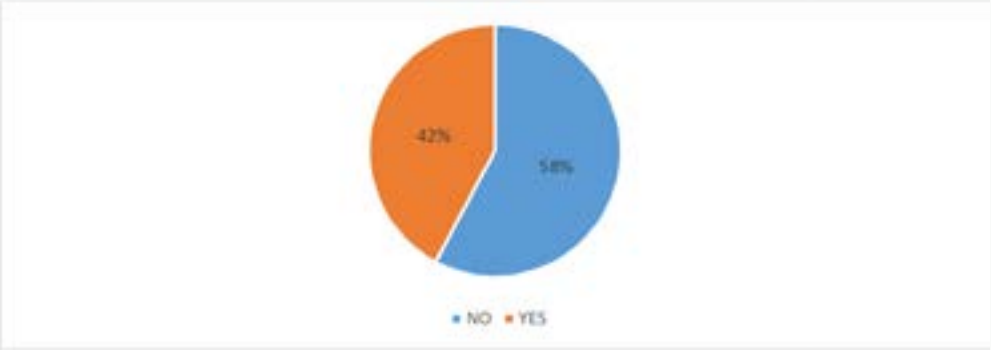


Figure 11 indicates that 58% of schools did not receive monetary or non-monetary assistance, while 42% received support beyond the government's standard provisions.

1.1.6.2 Community Participation

During the 2024 Annual School Census, schools were asked how active school community management groups are. This question targeted PTAs, SMCs, and community volunteers. Community participation is crucial in the decision-making, identification, and support of vulnerable children, promoting transparency and accountability in school management.

Figure 12 shows the distribution of community participation and activity status across primary schools in Malawi.

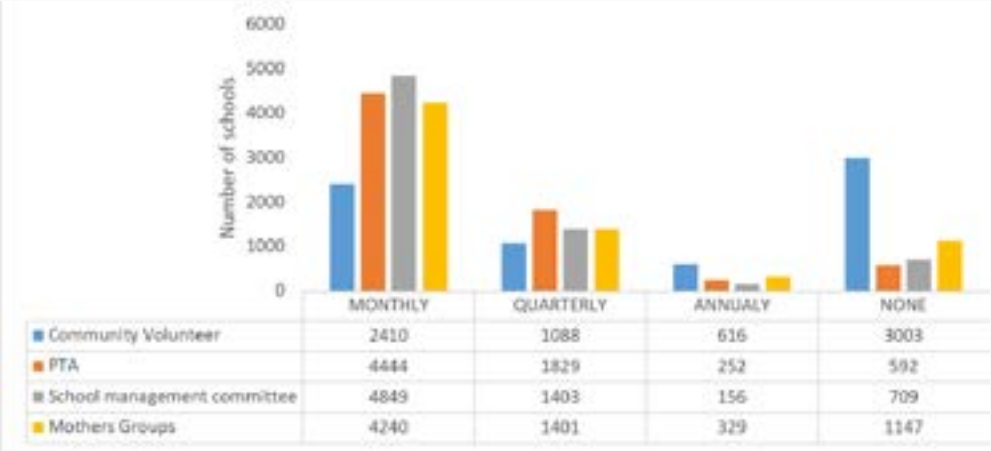
Figure 12: Distribution of Community Participation and status of activity

	Community Volunteer	PTA	School management committee	Mothers Groups
ACTIVE	3328	6274	6207	5450
INACTIVE	786	376	280	678
NONE	3003	467	630	989

Figure 12 clearly shows that Parent-Teacher Associations (PTAs) had the highest level of active community participation, followed by School Management Committees and Mother Groups. 3,003 schools reported having no community volunteers.

The census also collected data on the frequency of meetings held by schools that reported active community participation. Figure 13 illustrates the meeting frequency across various school-related groups, including Community Volunteer groups, PTAs, School Management Committees, and Mothers Groups.

Figure 13: Frequency of Meetings for PTA, SMC, Mother Groups, and Community Volunteer



	MONTHLY	QUARTERLY	ANNUALY	NONE
Community Volunteer	2410	1088	616	3003
PTA	4444	1829	252	592
School management committee	4849	1403	156	709
Mothers Groups	4240	1401	329	1147

The 2024 Annual School Census frequency of meetings options were Monthly, Quarterly, Annual, and None. Figure 13 shows that the monthly meetings were the most common, particularly for School Management Committees and PTAs. A substantial number of Community Volunteer groups did not meet at all.

1.1.7 School Health and Nutrition

The School Feeding Program in Malawi is a government initiative designed to enhance the nutritional status of learners in primary schools, thereby improving their educational outcomes. Supported by various partners, the program provides daily meals to students, ensuring that children receive at least one nutritious meal a day. This combats malnutrition and related health issues while aiming to increase school enrollment, attendance, and completion rates by incentivizing children to attend school. Furthermore, the program aims to source food locally when possible, supporting local farmers and the economy.

Institutions with a school feeding program are encouraged to develop an emergency plan to ensure the continuity of food delivery to students during crises, such as natural disasters, pandemics, or political unrest. This plan focuses on preparedness, response, and recovery to minimize disruption and maintain the nutritional support essential for students' health and education.

The 2024 Annual School Census collected data on the number of schools with a school feeding program and if they adopted an emergency plan. Figure 14 illustrates the results.

Figure 14: Number of schools that have a school feeding program and Emergency Plan

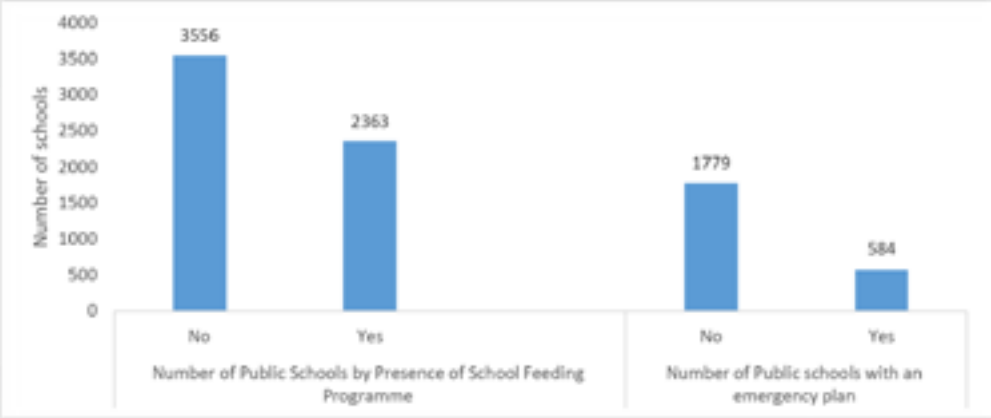


Figure 14 shows that 60% of public schools (3,556 out of 5,919) do not have a school feeding program, while 40% (2,363 out of 5,919) participate in one. Additionally, 75% of the schools with a feeding program have an emergency plan, enabling them to manage crises effectively and ensure the continued provision of essential nutritional support during disruptions.

The school feeding program receives support from various implementers. The collaboration among these implementers is essential for the success and sustainability of the school feeding program in Malawi, ensuring that children have the necessary support to thrive academically and nutritionally.

Table 4 highlights a range of organizations involved in implementing school feeding programs, with varying levels of reach across schools.

Table 4: Implementers of school feeding programs by number of schools

Implementers of School Feeding Programme	Number of Schools on School Feeding Programme
Mary's Meals	920
World Food Program (WFP)	586
Community	252
Other	195
Malawi Government / Councils (ORT Funds)	156
CRS / Lusubilo	38
Rays of Hope	35
Harvest Plus	30
Crops of love	28
Afikepo	24
Feed the hungry	18
GIZ	18
Care Malawi	13
Faith Community / Churches	12
Seibo Maria	12
German Friends	9
Good neighbours	9
Mount Meru	8
Total	2,363

Table 4 shows that "Mary's Meals" and "World Food Program (WFP)" are the top two providers (920 and 586 respectively), serving a significantly larger number of schools compared to other organizations. Implementers under the "Other" category include Nascent Solutions, Fisherman's Rest, Mlango, and Mama Aisha Charity Trust among many others.

When it comes to school feeding programs, there are two types of feeding models categorized as:

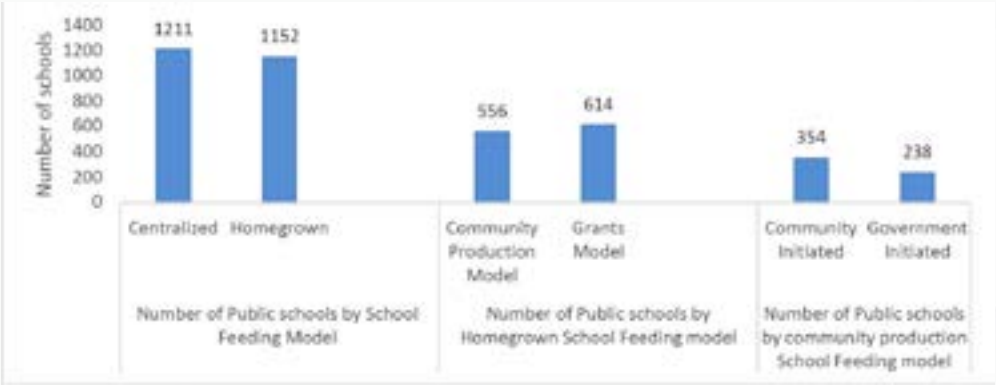
- **A centralized school feeding program** involves the procurement, logistics, and distribution of food being managed centrally, typically by the government or a central agency, ensuring standardized meals across all schools.
- **A home-grown school feeding program** sources food locally from nearby farmers and communities, involving local stakeholders in procurement, preparation, and management, thereby supporting local agriculture and economies while promoting community ownership and sustainability.

In the homegrown model, there are also sub-models which are split into;

- **A grant-based** school feeding program in which external donors or government bodies provide funds or resources to schools for purchasing food, typically managed at a central level to ensure standardized implementation and accountability.
- **A community production model**, food is produced and supplied locally, often by farmers and community members, with a focus on using locally grown produce, fostering community involvement, and supporting local economies.

Figure 15 shows the number of schools by school feeding model.

Figure 15: number of public schools by school feeding model



In Figure 15, it is evident that out of the 2,363 schools that participate in the school feeding program, more than 51% of them (1211 of 2363) are implementing the centralized feeding model, and 49% (1152 of 2363) are implementing the home-grown feeding model.

From the home-grown feeding model, majority of schools use a grant model representing 53% while those in community production represent 47%. From the community production model, only 43% of the schools are government-initiated.

Several public schools implement school feeding programs through take-home rations (THR). THR involves providing students with food packages to take home, rather than offering meals at school. This approach aims to enhance household food security, support children's nutrition, and incentivize regular school attendance. It benefits students and their families by alleviating hunger and reducing the financial burden on households. THR programs are especially effective in regions where preparing meals at school is logistically difficult or where broader community food insecurity needs to be addressed.

Figure 16 shows the number of schools that provide take-home rations to learners compared to those that do not, as reflected in the 2024 Annual School Census.

Figure 16: number of public schools by take-home ration

The chart above illustrates that only 96 schools provide take-home rations to their students, while a significantly larger number, 2,264 schools, do not. This indicates that take-home ration programs are implemented in a minority of schools. The disparity suggests a need to expand these programs to more schools to enhance food security and support educational outcomes for students and their families.

1.2 Pupil Information

1.2.1 Primary School Enrolment

This is the number of primary school learners registered in a particular academic year. Information on school enrollment is vital for resource planning and allocation. A higher enrolment implies that a larger number of resources is required to meet the needs of primary school education. Enrolment was captured by standard, sex, and age in the 2024 Annual School Census. Enrolment in all primary schools in the country was at 5,420,159 learners of which 2,661,303 (49%) were males and 2,758,856 (51%) were females. These results are illustrated in table 5.

Table 5: Primary School Enrolment by Proprietorship, District, and Sex

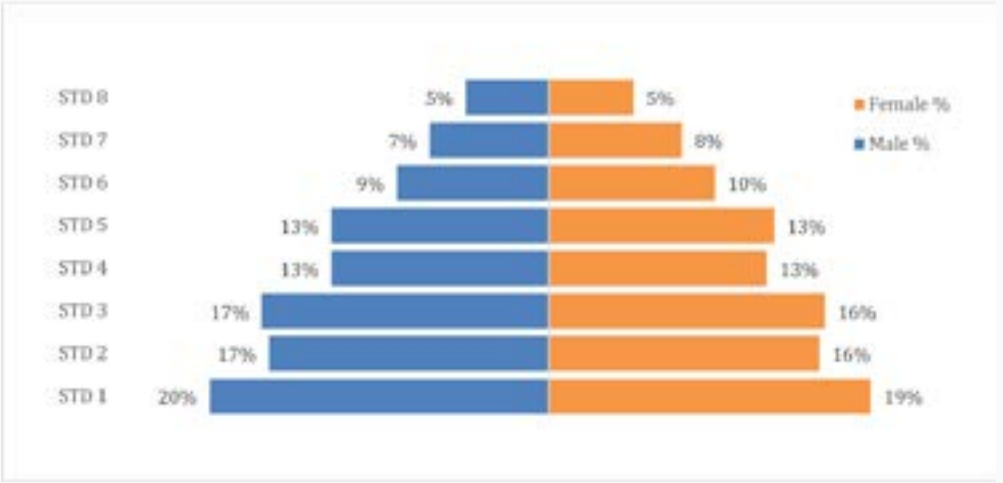
District	Private		Public		Total	
	Male	Female	Male	Female	Male	Female
Balaka	885	1,104	69,498	71,219	70,383	72,323
Blantyre City	19,451	20,413	72,225	72,818	91,676	93,231
Blantyre Rural	3,074	3,332	71,474	72,484	74,548	75,816
Chikwawa	1,674	1,670	94,576	92,067	96,250	93,737
Chiradzulu	684	652	53,818	55,150	54,502	55,802
Chitipa	742	656	39,027	38,821	39,769	39,477
Dedza	1,284	1,112	109,025	116,046	110,309	117,158
Dowa	7,021	7,563	101,901	107,067	108,922	114,630
Karonga	1,454	1,422	56,734	55,753	58,188	57,175
Kasungu	969	928	141,040	146,540	142,009	147,468
Likoma	60	58	2,177	2,323	2,237	2,381
Lilongwe City	25,985	27,237	77,459	80,364	103,444	107,601
Lilonge Rural East	4,589	4,748	117,541	122,463	122,130	127,211
LilongweRural West	2,493	2,421	129,830	139,507	132,323	141,928
Machinga	1,152	1,253	104,427	115,231	105,579	116,484
Mangochi	5,191	5,890	168,372	183,146	173,563	189,036
Mchinji	1,867	1,909	87,073	89,899	88,940	91,808
Mulanje	1,224	1,490	107,658	111,973	108,882	113,463
Mwanza	1,389	1,549	20,927	22,118	22,316	23,667
Mzimba North	479	435	70,852	71,098	71,331	71,533
Mzimba South	423	359	84,760	85,218	85,183	85,577
Mzuzu City	3,881	3,764	29,232	30,767	33,113	34,531
Neno	682	797	24,984	25,278	25,666	26,075
Nkhata Bay	620	586	46,620	45,207	47,240	45,793
Nkhotakota	1,412	1,344	71,652	72,440	73,064	73,784
Nsanje	1,014	1,000	55,163	53,334	56,177	54,334
Ntcheu	918	1,013	91,818	95,248	92,736	96,261
Ntchisi	66	64	46,427	49,145	46,493	49,209
Phalombe	222	234	74,823	79,891	75,045	80,125
Rumphi	684	680	35,998	34,952	36,682	35,632
Salima	1,363	1,370	73,040	76,636	74,403	78,006
Thyolo	2,130	2,174	104,650	107,014	106,780	109,188
Zomba Rural	674	520	117,477	123,915	118,151	124,435
Zomba Urban	982	915	12,287	13,062	13,269	13,977
Grand Total	**96,738**	**100,662**	**2,564,565**	**2,658,194**	**2,661,303**	**2,758,856**

As presented in Table 5, the education districts of Mangochi, Kasungu, Lilongwe Rural East, and West have the highest number of learners in that order. On the other hand, Likoma, Zomba Urban, Mwanza, and Neno had the least.

1.2.1.1 Standard-Age Structure for Primary School Learners

The distribution of enrolment in the primary school system in Malawi mimics the shape of a pyramid like that of the age-sex structure of its national population where a larger share of learners is younger and are found in the lower standards. For instance, the 2024 Annual School Census found that about 36% of the enrolment is in standards 1 and 2 and about 60% is 10 years and younger. These results are illustrated in figure 17.

Figure 17: Enrolment Pyramid for Primary School



Enrollment data was further disaggregated by sex, standard, and age. Table 6 provides a detailed breakdown of enrollment figures, categorized by these demographic variables.

Table 6: Primary School Enrolment by Standard, Sex and Age

Age	Std1		Std2		Std3		Std4		Std5		Std6		Std7		Std8		Total	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
<5	423	469	0	0	0	0	0	0	0	0	0	0	0	0	0	0	423	469
5	6294	6831	697	882	0	0	0	0	0	0	0	0	0	0	0	0	6991	7713
6	249293	254771	11713	12420	1161	1560	0	0	0	0	0	0	0	0	0	0	262167	268751
7	145876	141020	179069	189290	12699	14866	1441	1966	0	0	0	0	0	0	0	0	339085	347142
8	70429	67217	108566	110117	146038	153001	13315	15782	1635	2225	0	0	0	0	0	0	339983	348342
9	33381	30633	63910	62593	105003	109750	104163	114642	12808	15806	1586	1941	0	0	0	0	320851	335365
10	15946	13909	40627	36255	79307	77619	78613	86503	96555	109183	10324	12565	1724	2115	0	0	323096	338149
11	6658	5815	19409	16575	48227	45298	55755	58692	73780	83892	65515	77918	9036	11435	1369	1960	279749	301585
12	3042	2535	10673	8171	33520	27962	42718	40984	62017	66794	53660	63867	48665	58776	6482	8767	260777	277856
13	831	741	3589	2616	16401	13283	26753	22645	46977	47909	44610	52650	42212	52432	31110	37528	212483	229804
14	202	116	1012	657	6166	4595	13022	9684	28446	25579	31613	34515	35425	42978	29652	34819	145538	152943
15	57	44	266	161	1744	1119	4613	3115	13603	10913	19210	18172	26112	28362	25456	28022	91061	89908
16	11	9	39	46	279	174	952	664	4372	3311	8597	6710	15494	14609	19981	17409	49725	42932
17	6	1	7	1	52	15	195	75	957	621	2476	1662	6755	4447	11205	6910	21653	13732
>17	33	16	36	14	41	18	55	35	210	90	564	346	2131	1252	4651	2394	7721	4165
Total	**532482**	**524127**	**439613**	**439798**	**450638**	**449260**	**341595**	**354787**	**341360**	**366323**	**238155**	**270346**	**187554**	**216406**	**129906**	**137809**	**2661303**	**2758856**

1.2.1.2. Trends in Enrolment

The enrollment of 5,420,159 for the 2023/24 academic year represents a 2% increase from the 5,298,456 recorded in the 2022/23 academic year. After a significant decline in enrollment during 2021 due to the COVID-19 pandemic, the number of learners has shown a consistent upward trend over the past five academic years as illustrated in figure 18.

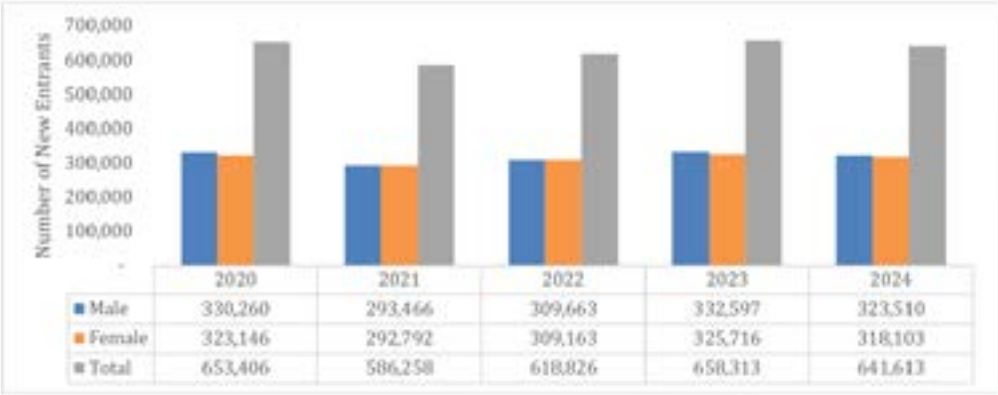
Figure 18: Trends in Enrolment from 2020 to 2024

	2020	2021	2022	2023	2024
Male	2,676,575	2,418,869	2,418,376	2,604,493	2,661,303
Female	2,743,062	2,537,798	2,525,257	2,693,963	2,758,856
Total	5,419,637	4,956,667	4,943,633	5,298,456	5,420,159

1.2.2 New Entrants into Primary School

New entrants are learners beginning their primary school education for the first time. This category does not include learners repeating a grade or dropout returnees (those who dropped out in Standard 1 and are returning to restart the standard). In the 2024 Annual School Census, 641,613 new entrants were recorded. Trend analysis shows an increase following the decline observed in 2021. However, there is a slight decline of about 2.5% compared to last year's number of new entrants. The results are illustrated in figure 19.

Figure 19: Trend in the Number of New Entrants into Standard 1 by Sex.



	2020	2021	2022	2023	2024
Male	330,260	293,466	309,663	332,597	323,510
Female	323,146	292,792	309,163	325,716	318,103
Total	653,406	586,258	618,826	658,313	641,613

Table 7 offers a comprehensive breakdown of new entrants at the district level, with detailed categorization by age group. This analysis provides insights into the distribution of new learners across different age ranges within each district.

Table 7: Number of New Entrants into Standard 1 by Age and District

District	Under aged (≤5)	Percentage Under aged (≤5)	Right age (6 years)	Percentage Right aged (6 years)	Over aged (≥7 years)	Percentage Over aged (≥7 years)	Total
Balaka	167	1%	12830	75%	4042	24%	17039
Blantyre City	2265	11%	14179	71%	3649	18%	20093
Blantyre Rural	572	4%	11903	79%	2686	18%	15161
Chikwawa	590	2%	15641	62%	8822	35%	25053
Chiradzulu	109	1%	9383	81%	2127	18%	11619
Chitipa	30	0%	6570	90%	676	9%	7276
Dedza	518	2%	18032	66%	8736	32%	27286
Dowa	85	0%	19953	77%	5841	23%	25879
Karonga	132	1%	8411	80%	1924	18%	10467
Kasungu	165	0%	27465	76%	8506	24%	36136
Likoma	0	0%	375	87%	56	13%	431
Lilongwe City	3232	13%	16657	68%	4698	19%	24587
Lilongwe Rural East	803	2%	21124	65%	10513	32%	32440
Lilongwe Rural West	487	1%	23273	70%	9618	29%	33378
Machinga	13	0%	16920	56%	13370	44%	30303
Mangochi	1425	3%	26496	51%	23956	46%	51877
Mchinji	59	0%	15312	71%	6132	29%	21503
Mulanje	752	3%	18383	76%	5032	21%	24167
Mwanza	364	8%	2888	65%	1174	27%	4426
Mzimba North	237	1%	13564	82%	2693	16%	16494
Mzimba South	197	1%	15689	79%	3850	20%	19736
Mzuzu City	469	6%	6093	83%	772	11%	7334
Neno	126	2%	4908	82%	986	16%	6020
Nkhata Bay	137	1%	9082	83%	1740	16%	10959
Nkhotakota	90	1%	11752	70%	4880	29%	16722
Nsanje	107	1%	10881	65%	5716	34%	16704
Ntcheu	297	1%	14900	72%	5483	27%	20680
Ntchisi	0	0%	7494	78%	2108	22%	9602
Phalombe	89	1%	11846	71%	4845	29%	16780
Rumphi	0	0%	7094	83%	1463	17%	8557
Salima	217	1%	11890	66%	5805	32%	17912
Thyolo	575	3%	15845	71%	6055	27%	22475
Zomba Rural	202	1%	21743	73%	7866	26%	29811
Zomba Urban	8	0%	2544	94%	154	6%	2706
Grand Total	14519	2%	451120	70%	175974	27%	641613

The 2024 Annual School Census indicates that Mangochi, Kasungu, Lilongwe Rural East, and West had the largest number of new entrants while Zomba Urban, Mwanza, and Neno had the least. Table 6 shows that Lilongwe and Blantyre city districts had the largest share of under-aged learners. This is because these districts also have the largest share of private schools where most learners begin standard 1 before they reach the age of 6. On the other hand, Mangochi, Machinga, and Chikwawa had the largest percentage of overage learners.

There are significant differences in age of entry into primary school between public and private schools. In most private schools, learners start primary school before reaching the official age. Conversely, there is a larger share of overage learners in public schools mostly located in rural areas. Figure 20 presents the distribution of new entrants by age and school proprietorship.

Figure 20: Distribution of New Entrants by Age and School Proprietorship.

The results in Figure 20 show that public schools reported having 28% overaged new entrants while private schools had 10%. In public schools, only 1% of new entrants were underage, whereas private schools reported that 27% were underage.

1.2.2.1 New Entrants with Early Childhood Education

The Government of Malawi aims to ensure equitable access to quality ECD for all children by 2030. This is because it appreciates the positive impacts ECD has on primary education. ECD provides a significant first step in foundational learning as such, every learner must have an ECD background. The 2024 Annual School Census asked head teachers how many of their new entrants had an ECD background and the results are presented in table 78.

Table 8: Proportion of New Entrants with ECD Background by Division and Sex

	NEW ENTRANTS		NEW ENTRANTS WITH ECD		PERCENTAGE WITH ECD	
DIVISION	**MALE**	**FEMALE**	**MALE**	**FEMALE**	**MALE**	**FEMALE**
CEED	53362	52889	18233	18663	34%	35%
CWED	80204	79670	29058	29896	36%	38%
NED	41099	40155	20224	20464	49%	51%
SEED	66154	65582	27404	27945	41%	43%
SHED	37999	37042	23087	23157	61%	63%
SWED	44692	42765	21655	21346	48%	50%
Grand Total	**323510**	**318103**	**139661**	**141471**	**43%**	**44%**

The results in Table 8 show that out of the 641,613 new entrants, 281,132 entrants (representing 44%) had an ECD background.

1.2.3 Vulnerability and Orphan hood

Studies have proved that vulnerable and orphaned learners are mostly associated with poor health, absenteeism, dropouts, and psychosocial challenges. These challenges often lead to poor academic performance for vulnerable learners and orphans. As such, information on the number of vulnerable and orphaned learners in primary schools is vital for planning interventions.

1.2.3.1 Vulnerable Learners

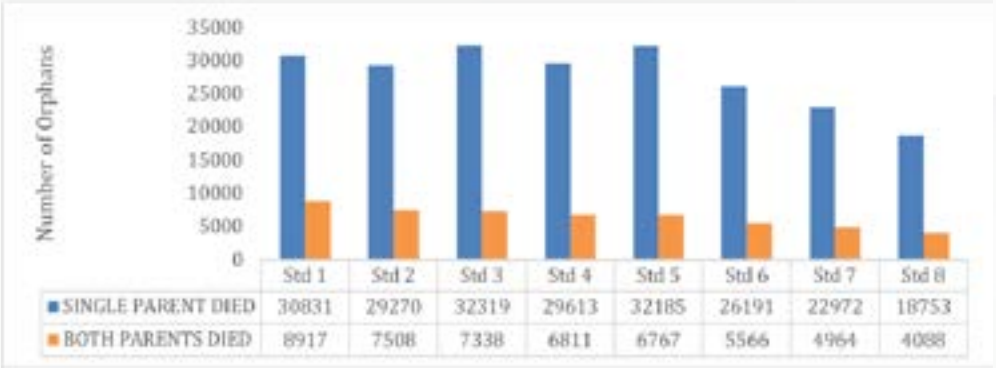
The 2024 Annual School Census, defined vulnerable learners as those who lack basic needs such as school uniforms, learning materials, etc. The School Management Committee (SMC) which comprises teachers and parents/guardians identifies the vulnerable learners. In the 2023/24 academic year, there were 495,634 vulnerable learners across primary schools in the country with most of them concentrated in the lower grades. Figure 21 shows the number of vulnerable learners by standard and sex.

Figure 21: Number of Vulnerable Learners by Standard and Sex

1.2.3.2 Orphans

Orphans were categorized into two: Those who lost a single parent and those who lost both parents. In the 2023/24 academic year, there were about 274,093 orphans out of which 81% (222,134) lost a single parent while 20% (51,959) lost both parents. Figure 22 depicts the results.

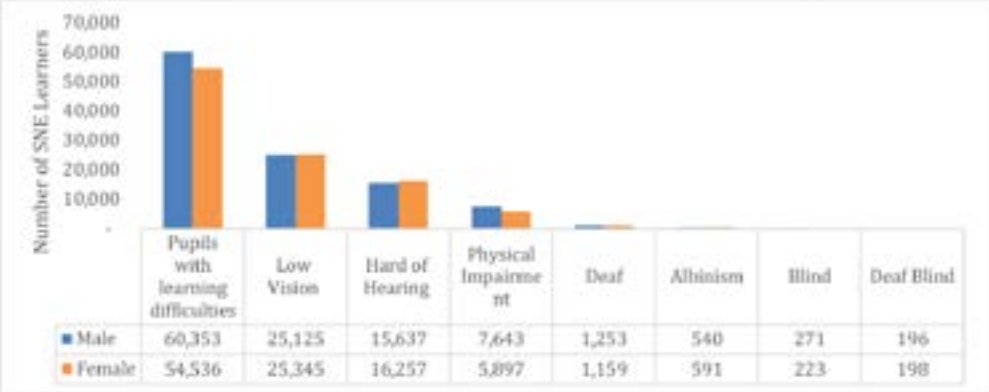
Figure 22: Number of Double Orphans in Primary Schools



1.2.4 Special Needs Learners

Learners with special needs were categorized as Low Vision, Blind, Hard of Hearing, Deaf, Physical Impairment, Learners with learning difficulties, and albinism. About 4 percent of the total enrollment in primary school were learners with special needs. Figure 23 shows that the most common special needs are learning difficulties, followed by low vision and hard of hearing.

Figure 23: Number of Learners by Impairment by Gender



	Pupils with learning difficulties	Low Vision	Hard of Hearing	Physical Impairment	Deaf	Albinism	Blind	Deaf Blind
Male	60,353	25,125	15,637	7,643	1,253	540	271	196
Female	54,536	25,345	16,257	5,897	1,159	591	223	198

The number of special needs learners has been increasing steadily since 2020. Figure 24 illustrates that, in the 2024 Annual School Census, there were 215,224 special needs learners, marking an 11% increase from the 193,880 recorded in the 2023 Annual School Census. The increase could be a result of more knowledge of identifying special needs learners among teachers and parents.

Figure 24: Number of Learners with Special Learning Needs from 2020 to 2024

	2020	2021	2022	2023	2024
Male	94327	81619	84187	99495	111018
Female	90154	78534	79943	94385	104206
Total	184481	160153	164130	193880	215224

1.2.5 Dropouts

The UNESCO Institute for Statistics defines dropouts as learners who do not complete an academic year and are no longer enrolled in the next school year. The 2024 Annual School Census used this definition to identify primary school dropouts in Malawi. The data on dropouts was obtained through school records on learners who did not enroll in the 2023/24 academic year. For a learner to be declared a dropout, the school committee makes follow-ups to find out the reason for the dropout and to determine whether indeed the learner is a dropout or is attending school elsewhere.

Table 9 shows the number and percentage of learners who dropped out during the 2023/24 academic year in primary schools.

Table 9: Number of Dropouts and their Proportions

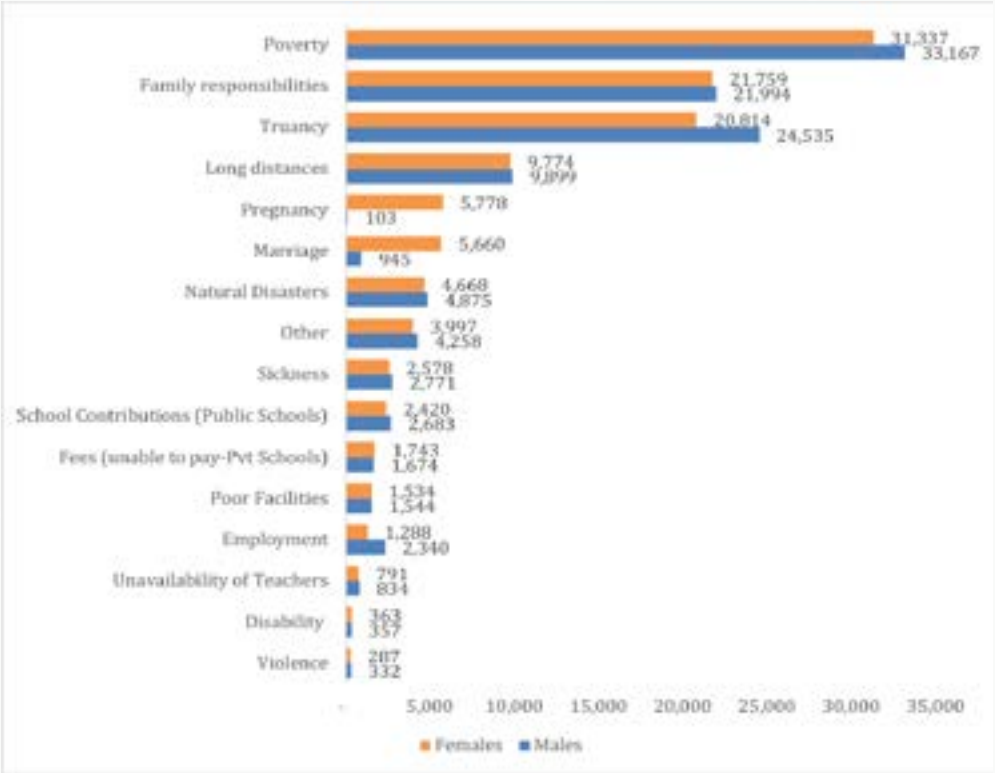
District	2023 Male Enrolment	2023 Female Enrolment	2024 Male Dropouts	2024 Female Dropouts	Dropout Proportion Male	Dropout Proportion Female
Balaka	68,216	70,694	2,855	2,846	4.20%	4.00%
Blantyre City	92,190	93,298	832	913	0.90%	1.00%
Blantyre Rural	72,997	74,191	1,785	1,890	2.40%	2.50%
Chikwawa	93,218	91,186	6,331	6,150	6.80%	6.70%
Chiradzulu	55,531	55,861	1,967	2,010	3.50%	3.60%
Chitipa	38,843	38,763	713	821	1.80%	2.10%
Dedza	109,937	115,633	10,552	10,289	9.60%	8.90%
Dowa	106,825	112,166	3,970	4,021	3.70%	3.60%
Karonga	57,974	57,119	1,104	1,161	1.90%	2.00%
Kasungu	135,817	141,829	1,802	2,088	1.30%	1.50%
Likoma	2,100	2,203	17	13	0.80%	0.60%
Lilongwe City	97,768	99,558	702	746	0.70%	0.70%
Lilongwe Rural East	121,682	127,881	5,940	6,166	4.90%	4.80%
Lilongwe Rural West	125,321	132,853	6,084	5,905	4.90%	4.40%
Machinga	103,745	113,873	5,965	6,626	5.70%	5.80%
Mangochi	172,233	184,467	14,964	15,126	8.70%	8.20%
Mchinji	87,809	91,578	5,427	5,500	6.20%	6.00%
Mulanje	106,639	110,636	3,153	3,653	3.00%	3.30%
Mwanza	22,200	23,557	1,255	1,247	5.70%	5.30%
Mzimba North	68,528	67,489	1,217	1,321	1.80%	2.00%
Mzimba South	80,944	83,132	2,495	2,256	3.10%	2.70%
Mzuzu City	31,026	32,889	148	139	0.50%	0.40%
Neno	25,339	25,724	978	995	3.90%	3.90%
Nkhata Bay	45,621	44,368	1,028	1,252	2.30%	2.80%
Nkhotakota	71,065	72,253	3,443	3,386	4.80%	4.70%
Nsanje	53,547	51,820	2,163	2,156	4.00%	4.20%
Ntcheu	92,953	93,797	5,520	5,402	5.90%	5.80%
Ntchisi	44,428	47,293	1,733	2,002	3.90%	4.20%
Phalombe	73,801	80,290	4,161	4,498	5.60%	5.60%
Rumphi	35,567	34,069	294	357	0.80%	1.00%
Salima	72,986	77,772	3,162	3,211	4.30%	4.10%
Thyolo	106,665	106,297	6,110	5,934	5.70%	5.60%
Zomba Rural	116,489	124,078	4,408	4,661	3.80%	3.80%
Zomba Urban	14,489	15,346	33	50	0.20%	0.30%
Grand Total	**2,604,493**	**2,693,963**	**112,311**	**114,791**	**4.30%**	**4.30%**

The 2024 Annual School Census revealed that at the national level, 227,102 learners left school. Table 9 shows that the dropout rate has risen to 4.3%, up from 4% last year.

1.2.5.1 Reason for Dropping out.

Learners drop out of school for several reasons, including violence at school, illness, pregnancy, inadequate facilities (particularly for girls), lack of support, disinterest, early marriages, long distances to school, financial difficulties, family obligations, employment, and teacher shortages. In the 2023/24 academic year, the three main reasons for dropping out were poverty, family responsibilities, and truancy. In all these cases, male dropout rates were higher than female dropout rates. The results are shown in the figure 25.

Figure 25: Various Reasons for Learners Dropouts



1.2.5.2 Trends in Number of Dropouts

The number of dropouts has been steady over the years except for dropouts that were reported in 2022. These almost doubled because of the COVID-19 pandemic. The high figures reported in the 2021/22 academic year are for the learners who did not complete the 2020/21 academic year. Figure 26 illustrates a five-year trend of dropouts across primary schools in the country.

Figure 26: Trends in Number of Dropouts from 2020 to 2024

	2020	2021	2022	2023	2024
Males	103,590	111274	220,744	97,978	112,311
Females	109,832	124861	235,792	103,670	114,791

1.2.6 Repeaters

These are learners who enroll in a given grade at a given school year and study in the same grade in the following school year. A higher number of repeaters implies higher wastage levels in the primary sub-sector because more resources will be needed to provide primary education to fewer learners. Table 10 shows the repetition rates for each district by sex.

Table 10: Primary School Repetition Rates by District and Sex

	Enrolment 2023			Repeaters 2024			Repetition rates		
District	**Male**	**Female**	**Total**	**male**	**female**	**Total**	**Male**	**Fem**	**Total**
Balaka	68216	70694	138910	21697	21683	43380	32%	31%	31%
Blantyre City	92190	93298	185488	19185	18239	37424	21%	20%	20%
Blantyre Rural	72997	74191	147188	18410	18037	36447	25%	24%	25%
Chikwawa	93218	91186	184404	26033	25811	51844	28%	28%	28%
Chiradzulu	55531	55861	111392	13839	13526	27365	25%	24%	25%
Chitipa	38843	38763	77606	14416	12583	26999	37%	32%	35%
Dedza	109937	115633	225570	31298	32962	64260	28%	29%	28%
Dowa	106825	112166	218991	26378	26167	52545	25%	23%	24%
Karonga	57974	57119	115093	19713	17650	37363	34%	31%	32%
Kasungu	135817	141829	277646	35113	34253	69366	26%	24%	25%
Likoma	2100	2203	4303	428	445	873	20%	20%	20%
Lilongwe City	97768	99558	197326	15058	13532	28590	15%	14%	14%
Lilongwe Rural East	121682	127881	249563	28806	29361	58167	24%	23%	23%
Lilongwe Rural West	125321	132853	258174	32282	33330	65612	26%	25%	25%
Machinga	103745	113873	217618	29093	31893	60986	28%	28%	28%
Mangochi	172233	184467	356700	54454	58335	112789	32%	32%	32%
Mchinji	87809	91578	179387	25327	23692	49019	29%	26%	27%
Mulanje	106639	110636	217275	24559	24771	49330	23%	22%	23%
Mwanza	22200	23557	45757	7342	7387	14729	33%	31%	32%
Mzimba North	68528	67489	136017	18618	16380	34998	27%	24%	26%
Mzimba South	80944	83132	164076	18095	15616	33711	22%	19%	21%
Mzuzu City	31026	32889	63915	5109	4241	9350	16%	13%	15%
Neno	25339	25724	51063	7938	7658	15596	31%	30%	31%
Nkhata Bay	45621	44368	89989	13144	11454	24598	29%	26%	27%
Nkhotakota	71065	72253	143318	18872	18416	37288	27%	25%	26%
Nsanje	53547	51820	105367	11801	11538	23339	22%	22%	22%
Ntcheu	92953	93797	186750	30115	29749	59864	32%	32%	32%
Ntchisi	44428	47293	91721	14479	14556	29035	33%	31%	32%
Phalombe	73801	80290	154091	20328	21555	41883	28%	27%	27%
Rumphi	35567	34069	69636	11282	9753	21035	32%	29%	30%
Salima	72986	77772	150758	23100	23725	46825	32%	31%	31%
Thyolo	106665	106297	212962	27033	26601	53634	25%	25%	25%
Zomba Rural	116489	124078	240567	33920	34099	68019	29%	27%	28%
Zomba Urban	14489	15346	29835	903	1182	2085	6%	8%	7%
Grand Total	2604493	2693963	5298456	698168	690180	1388348	27%	26%	26%

Table 10 reveals that there were 1,388,348 repeaters in primary school, representing 26% of the total enrolment for the 2023/24 period. The highest repetition rates, exceeding 32%, were reported in Chitipa, Karonga, Mwanza, Ntchisi, and Ntcheu, while city districts, including Likoma, reported the lowest rates.

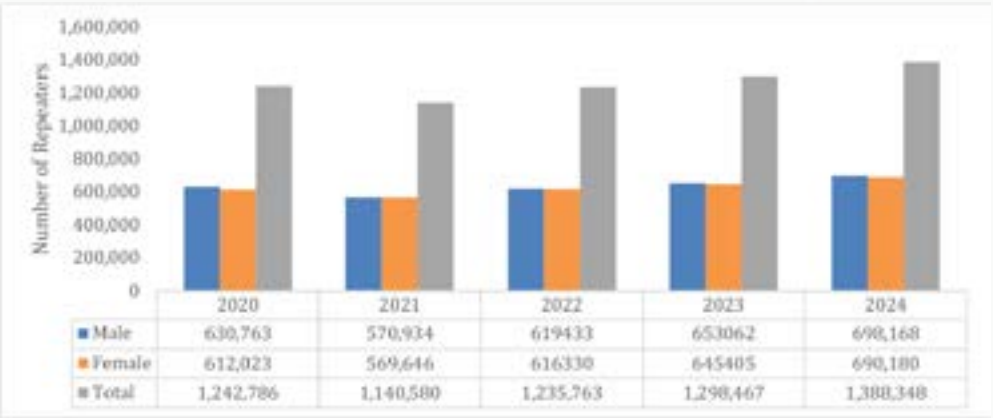
Most repeaters are always found to be in standard 1 and as we progress to the higher standards, the number of repeaters decreases as illustrated in the chart below.

Figure 27: Number of repeaters by standard and Sex

	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8	Total
Male	193,190	106,771	116,482	71,078	89,423	53,733	42,849	24,642	698,168
Female	190,161	99,935	108,552	66,298	92,012	60,193	50,023	23,006	690,180

Over the past five years, the number of repeaters has been steadily increasing, particularly since 2021. Figure 28 shows the number of repeaters in primary schools, disaggregated by sex, from the 2020 to 2024 academic years.

Figure 28: Trend in Number of Repeaters in Primary Schools by Sex (2020 – 2024)

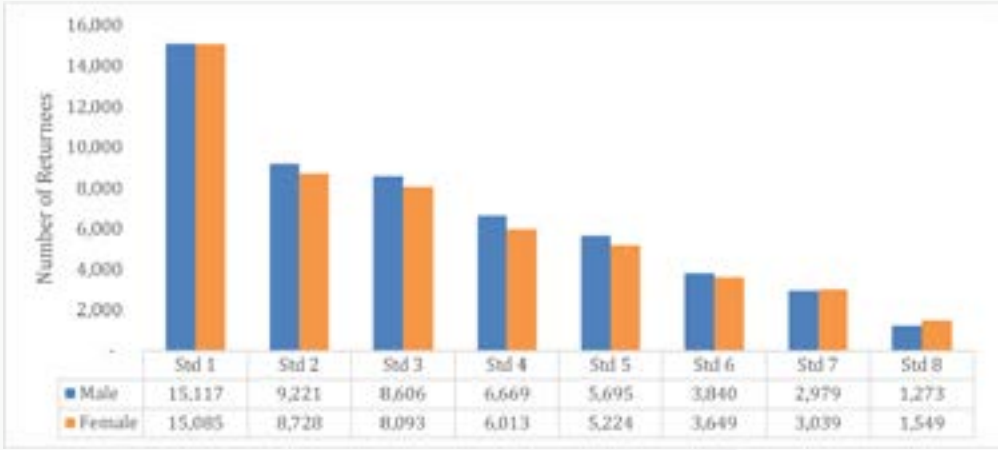


	2020	2021	2022	2023	2024
Male	630,763	570,934	619433	653062	698,168
Female	612,023	569,646	616330	645405	690,180
Total	1,242,786	1,140,580	1,235,763	1,298,467	1,388,348

1.2.7 Returnees

The Ministry of Education has a readmission policy to ensure that all children remain in school, especially girls who drop out due to pregnancy. The policy allows learners, both boys and girls who drop out to return to school. It was recorded that 104,780 primary school learners were enrolled as returnees signaling a 19% increase from the 2022/23 Annual School Census where 87,710 returnees were reported. The data shows that a larger proportion of returnees are in the lower primary grades (Standard 1 to 4) compared to the upper primary grades (Standard 5 to 8), as illustrated in the figure 29.

Figure 29: Number of Returnees by Standard and Sex

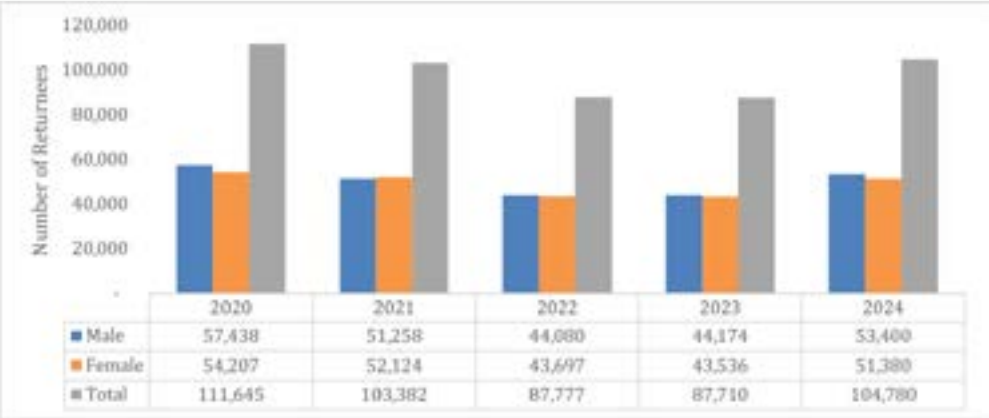


	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8
Male	15,117	9,221	8,606	6,669	5,695	3,840	2,979	1,273
Female	15,085	8,728	8,093	6,013	5,224	3,649	3,039	1,549

1.2.7.1 Trends in Number of Returnees

Over the past five years, the number of returnees has been steadily decreasing. However, there was an increase in the 2023/24 academic year, as illustrated in Figure 30.

Figure 30: Trends in Number of Returnees by sex from 2020 to 2024

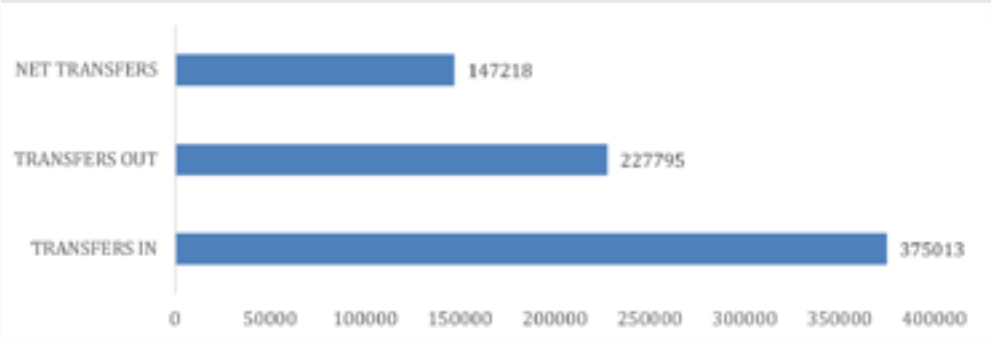


	2020	2021	2022	2023	2024
Male	57,438	51,258	44,080	44,174	53,400
Female	54,207	52,124	43,697	43,536	51,380
Total	111,645	103,382	87,777	87,710	104,780

1.2.8 Learner Transfers

Transfers reflected learner migration across districts and education divisions, affecting district budgets both positively and negatively. In the 2024 annual school census, transfers were categorized into "transfers in" and "transfers out." Figure 31 shows the transfers in, transfers out, and net transfers for primary schools across the country for the 2023/24 academic year.

Figure 31: Learner Transfers in Primary School.

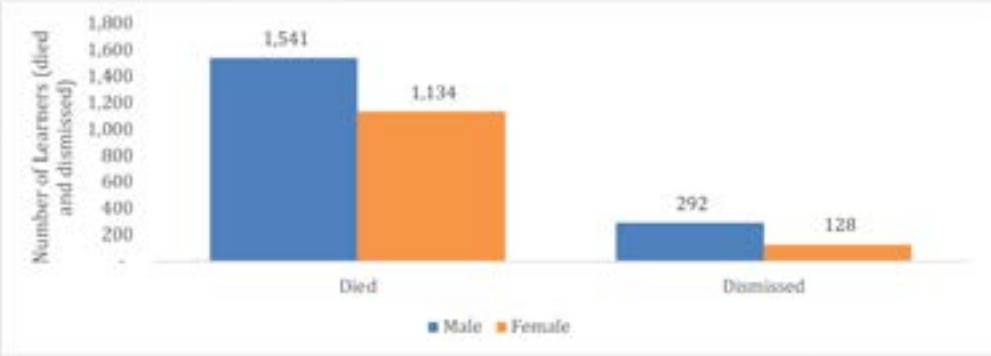


In the 2023/24 academic year, there were more transfers in than transfers out as illustrated in Figure 31. This indicates a net influx of learners into the districts, suggesting an overall increase in student migration into these areas compared to those leaving.

1.2.9 Learner Deaths and Dismissals

In the 2023/2024 academic year, male pupils recorded a higher number of deaths and dismissals than female pupils. The figure 32 shows the number of students who died or were dismissed during this period.

Figure 32: Number of Learners who died and who were dismissed



1.3 Accountability and Transparency

Through the Primary School Improvement Plan (PSIP), monetary help known as School Improvement Grants (SIG) is handed directly to the schools. Since 2013, the Malawian government has provided direct funding to all public schools. The purpose was to decentralize some of the functions, such as procurement of teaching and learning materials and infrastructure development. A summary of the school funding is provided in this section.

Table 11 provides a detailed overview of key aspects related to school development and funding for the 2023/24 academic year.

Table 11: Training on PSIP, Availability of School Improvement Plans and Receipt of SIG

	DID THE STAKEHOLDERS UNDER PRIMARY SCHOOL IMPROVEMENT (PSIP) REFRESHER COURSE		DOES THE SCHOOL HAVE A SCHOOL IMPROVEMENT PLAN (SIP)?		DID THE SCHOOL RECIEVE SCHOOL IMPROVEMENT GRANT(SIG) IN PREVIOUS FINANCIAL YEAR?	
District	No	Yes	No	Yes	No	Yes
Balaka	70	108	11	167	11	167
Blantyre City	264	62	265	62	266	61
Blantyre Rural	47	171	47	171	48	170
Chikwawa	85	123	27	181	26	182
Chiradzulu	23	77	13	87	8	92
Chitipa	116	76	10	182	10	182
Dedza	22	254	22	254	25	251
Dowa	47	230	39	238	35	242
Karonga	22	175	21	176	22	175
Kasungu	166	234	23	377	25	375
Likoma	1	10	1	10	1	10
Lilongwe City	357	55	356	56	356	56
Lilongwe Rural East	136	179	88	227	86	229

Lilongwe Rural West	140	154	52	242	42	252
Machinga	17	188	16	189	17	188
Mangochi	89	269	56	302	57	301
Mchinji	145	85	19	213	20	212
Mulanje	40	148	20	168	19	169
Mwanza	37	36	16	57	16	57
Mzimba North	77	216	11	282	10	283
Mzimba South	59	269	9	319	8	320
Mzuzu City	39	41	39	41	39	41
Neno	94		8	86	8	86
Nkhata Bay	11	200	10	201	14	197
Nkhotakota	30	149	12	167	14	165
Nsanje	25	93	14	104	15	103
Ntcheu	17	238	9	246	51	204
Ntchisi	67	90	5	152	5	152
Phalombe	11	84	5	90	5	90
Rumphi	164	49	7	206	10	203
Salima	71	112	20	163	26	157
Thyolo	43	172	28	187	28	187
Zomba Rural	41	170	12	199	10	201
Zomba Urban	9	15	9	15	7	17
Grand Total	2582	4532	1300	5817	1340	5777

As illustrated in Table 11, 2,582 (64%) of the public schools underwent PSIP refresher courses, 5,827 (82%) of schools had a School Improvement Plan, and 5,777 (81%) received SIG funds for the previous academic year of 2023.

The 2024 Annual School Census also gathered data on the amount of School Improvement Grant (SIG) received. Table 11 details the SIG allocations for the 2023/24 academic year, providing a comprehensive overview of the financial support distributed to schools during this period.

Table 12: SIGs Reported to be received by public schools for the 2024 academic year

District	Sum (MWK)	Maximum (MWK)	Minimum (MWK)	Average (MWK)
Balaka	231,352,800.00	4,117,500.00	824,050.00	1,385,346.11
Blantyre City	105,419,900.00	5,291,000.00	839,750.00	1,700,320.97
Blantyre Rural	210,513,764.00	5,706,754.00	800,000.00	1,231,074.64
Chikwawa	270,647,108.00	8,000,000.00	278,100.00	1,487,072.02
Chiradzulu	66,541,160.00	9,910,000.00	-	1,209,839.27
Chitipa	151,933,000.00	1,806,750.00	800,000.00	834,796.70
Dedza	257,248,529.00	1,851,750.00	736,471.00	1,012,789.48
Dowa	206,215,126.00	9,181,298.00	-	1,383,994.13
Karonga	155,686,623.00	3,010,202.00	798,000.00	884,583.09
Kasungu	512,992,942.00	9,890,000.00	80,000.00	1,367,981.18
Likoma	6,430,000.00	830,000.00	800,000.00	803,750.00
Lilongwe City	110,488,974.00	8,000,000.00	811,173.00	1,973,017.39
Lilongwe Rural East	290,860,197.00	6,372,000.00	826,202.00	1,378,484.35
Lilongwe Rural West	274,007,040.00	9,684,021.00	-	1,397,995.10
Machinga	328,630,250.00	9,242,001.00	800,000.00	1,738,784.39
Mangochi	468,960,240.00	9,596,000.00	-	1,686,907.34
Mchinji	286,739,770.00	9,647,000.00	-	1,358,956.26
Mulanje	211,238,059.00	4,932,000.00	487,500.00	1,249,929.34
Mwanza	58,986,612.00	1,765,400.00	839,000.00	1,034,852.84
Mzimba North	244,274,707.00	8,688,020.00	-	1,052,908.22
Mzimba South	364,438,517.00	5,525,000.00	102,425.00	1,142,440.49

Mzuzu City	50,287,050.00	2,300,350.00	830,750.00	1,226,513.41
Neno	85,340,064.00	2,135,600.00	795,500.00	992,326.33
Nkhata Bay	187,652,878.00	2,104,200.00	800,000.00	938,264.39
Nkhotakota	172,886,980.00	2,700,000.00	598,000.00	1,047,799.88
Nsanje	136,938,531.00	9,318,501.00	-	1,316,716.64
Ntcheu	266,499,148.00	9,269,977.00	500,000.00	1,211,359.76
Ntchisi	146,811,863.00	2,418,600.00	600,000.00	965,867.52
Phalombe	110,047,835.00	6,034,500.00	-	1,342,046.77
Rumphi	163,946,000.00	1,215,000.00	80,000.00	799,736.59
Salima	143,498,212.00	3,156,750.00	-	1,157,243.65
Thyolo	214,090,735.00	4,371,750.00	-	1,126,793.34
Zomba Rural	295,785,570.00	8,655,501.00	530,000.00	1,556,766.16
Zomba Urban	12,842,573.00	1,500,000.00	-	987,890.23
Grand Total	**6,800,232,757.00**	**9,910,000.00**	**-**	**1,242,959.74**

1.4 Infrastructure and Sanitation Information

Access, quality, efficiency, and equity in education are all directly impacted by school infrastructure and sanitation. Proper sanitary facilities and well-designed infrastructure are vital in attracting learners, especially girls. Infrastructure and sanitation data, such as building types and conditions, sanitary facilities, under-construction buildings, sources of energy and drinking water, and furniture, were gathered for the Annual School Census of 2024.

1.4.1 Primary School Classrooms

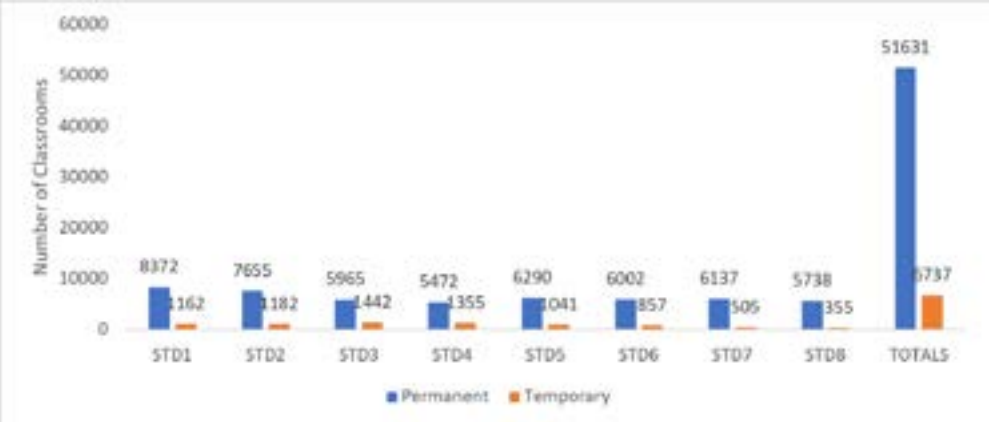
At a national level, there were 51,630 permanent classrooms completed and in use in primary schools and the number of permanent structures in the primary sub-sector has been changing in response to the growing demand resulting from increasing enrollment. Figure 33 shows the trend in the growth of permanent classrooms in the period between 2020 and 2024.

Figure 33: Trend in Permanent classrooms from 2020 to 2024

Figure 33 shows an increase in permanent classrooms from 46,714 in 2020 to 51,630 in 2024, representing a 19% overall increase. The number of classrooms has increased at a 4% average rate annually from 2020 to 2024.

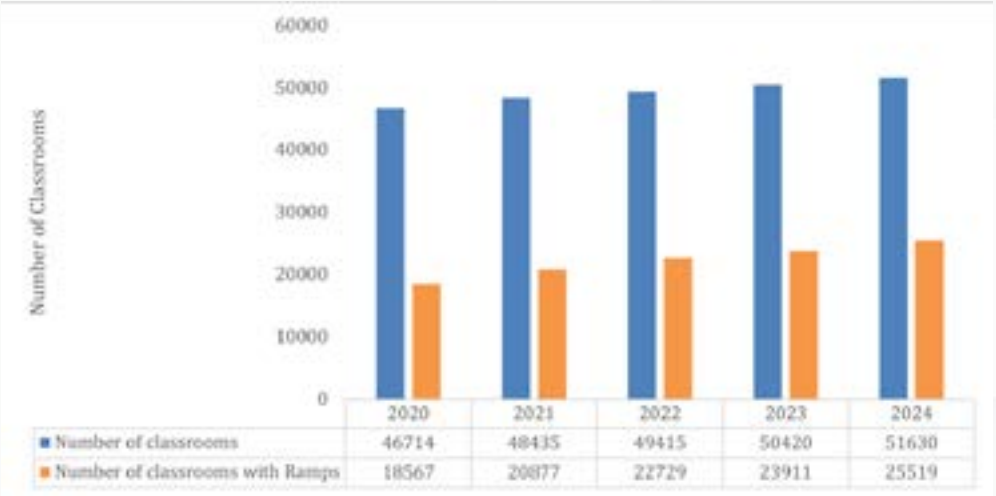
Figure 34 illustrates that temporary classrooms are prevalent in the lower grades, particularly from Standard 1 through Standard 4. This trend suggests that students in the lower grades are more likely to be accommodated in makeshift learning environments, which may have implications for educational quality and resource allocation in these foundational years.

Figure 34: Number of Classrooms available to each Standard



Accessibility of classrooms is a key factor in accommodating learners with physical impairments. Data from the 2023/24 Annual School Census, highlights the availability of classrooms with ramps to aid accessibility for students with special needs. Between 2020 and 2024, the number of classrooms with ramps grew from 18,567 to 25,519, at an average annual rate of 37%. The figure 35 highlights this trend in comparison to the total number of permanent classrooms.

Figure 35: Number of permanent classrooms with ramps



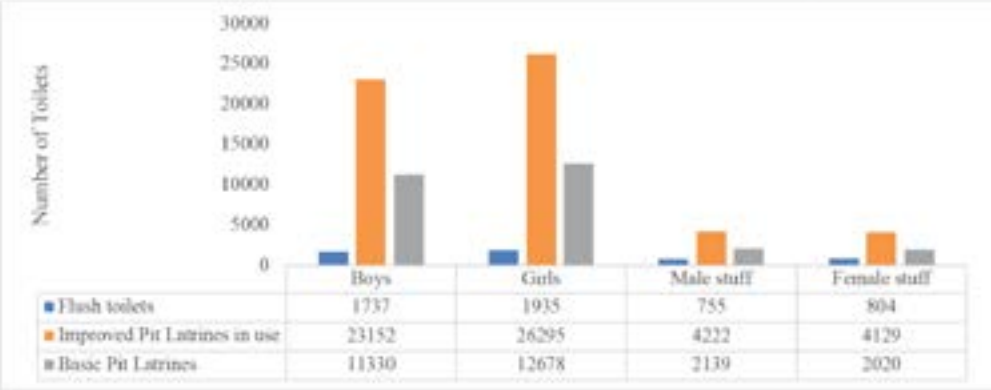
	2020	2021	2022	2023	2024
Number of classrooms	46714	48435	49415	50420	51630
Number of classrooms with Ramps	18567	20877	22729	23911	25519

1.4.2 Water and Sanitation

Good infrastructure and proper sanitary facilities are vital tools in attracting learners, especially girls. The 2023/24 Annual School Census captured infrastructure and sanitation data which included buildings by condition and type of sanitary facilities. The availability of water is one of the important elements in the fight against sanitary pandemics like cholera, scabies and COVID-19.

Figure 36 displays the distribution of flush toilets and pit latrines, categorized by sex. This information sheds light on the sanitation infrastructure available to males and females, offering a clear overview of potential differences in access to these basic facilities.

Figure 36: Number of Flush toilets and Pit Latrines by sex.



	Boys	Girls	Male staff	Female staff
Flush toilets	1737	1935	755	804
Improved Pit Latrines in use	23152	26295	4222	4129
Basic Pit Latrines	11330	12678	2139	2020

In Figure 36, the number of improved pit latrines for boys (23,152) and girls (26,295) is significantly higher compared to male staff (4,422) and female staff (4,129). Basic pit latrines are the second most used facility, with girls having a slightly higher number (12,678) than boys (11,330). Flush toilets are the least common, with slightly more usage among girls (1,935) compared to boys (1,737), and even fewer among staff members. Female staff have slightly more flush toilets (804) compared to male staff (755), whereas improved and basic pit latrine usage is somewhat similar between male and female staff.

Figure 37 presents census data on disability-friendly toilets and urinal blocks in primary schools nationwide. This information offers valuable insights into the accessibility of sanitation facilities for students with disabilities, emphasizing the efforts being made to create inclusive educational settings and the areas that may require further attention and improvement.

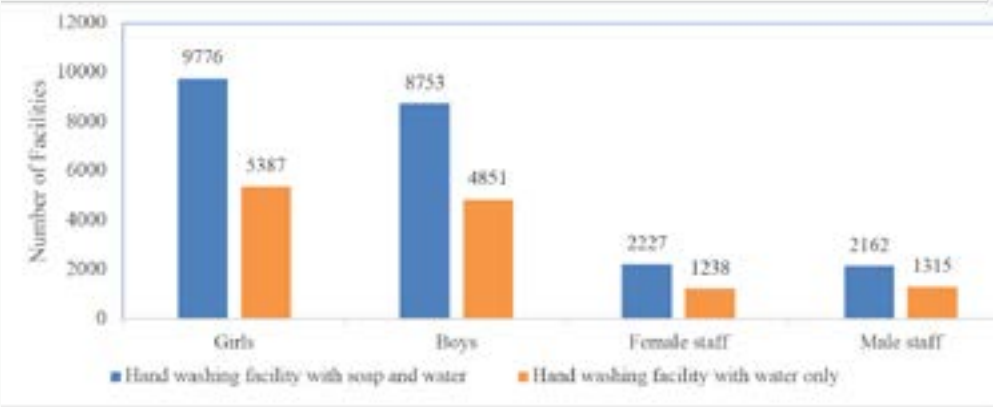
Figure 37: Disability Friendly Toilets and Urinal Blocks

	Boys	Girls	Male Staff	Female Staff
Improved and in use disability friendly toilet	1767	2104	190	205
Basic in use disabilty friendly toilet	665	763	99	85
Improved Urinal Blocks	2436	2262	187	166
Basic Urinal Blocks	1671	1601	196	172

There has been an increase in improved and in-use disability-friendly toilets and improved urinal blocks for both male and female learners as depicted in Figure 37. Specifically, girls have more disability-friendly toilets than boys, while boys have slightly more urinal blocks. On the other hand, male staff have more basic urinal blocks compared to females, while female staff have more improved and user-friendly toilets.

In addition to other aspects of school infrastructure, the census collected detailed information on the availability of handwashing facilities in primary schools throughout the country, as shown in the figure 38.

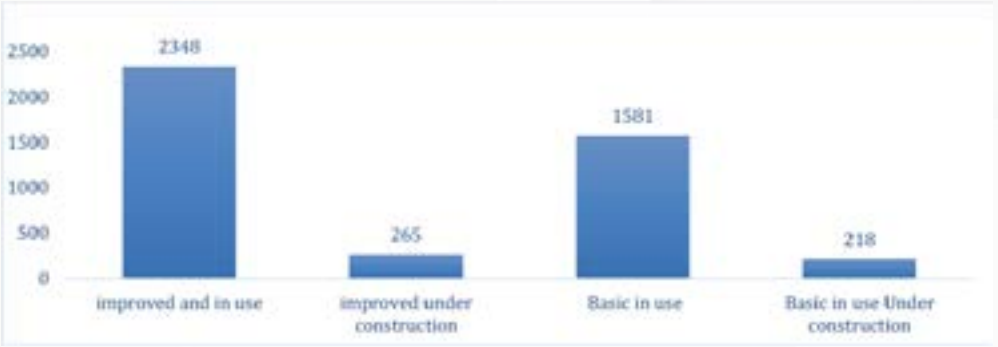
Figure 38: Number of Handwashing Facilities



The figure shows that there are more handwashing facilities with soap and water for both male and female learners compared to handwashing facilities with water only. Similarly, it shows that there are more handwashing facilities with soap and water for both male staff and female staff compared to handwashing facilities with water only.

Adolescent girls' reasons for dropping out of school are compounded by the lack of dignified sanitation facilities. In hard-to-reach areas, the situation for many adolescent girls is particularly challenging as the general sanitation and hygiene conditions are not attractive and sometimes non-existence. The introduction of change rooms was made to tackle this challenge. Figure 39 shows the number of change rooms in primary schools as recorded in the 2024 Annual School Census.

Figure 39: Number of Change rooms

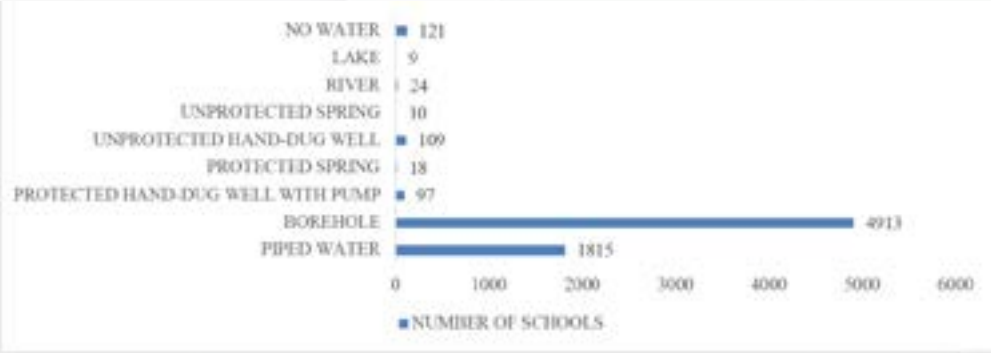


The figure shows that improved change rooms in use have the highest number, followed by basic change rooms in use and improved change rooms under construction. On the other hand, basic change rooms under construction have the lowest count.

1.4.2.1 Main Source of Drinking Water

Since water sources have a significant impact on school health, hygiene and sanitation, information on them was also gathered for the 2024 Annual School Census of primary schools. The main water sources identified in the census are rivers, lakes, piped water, protected hand-dug wells with pumps, rainwater tanks, protected springs, and unprotected hand-dug wells, as depicted in figure 40.

Figure 40: Distribution of schools by Water Source

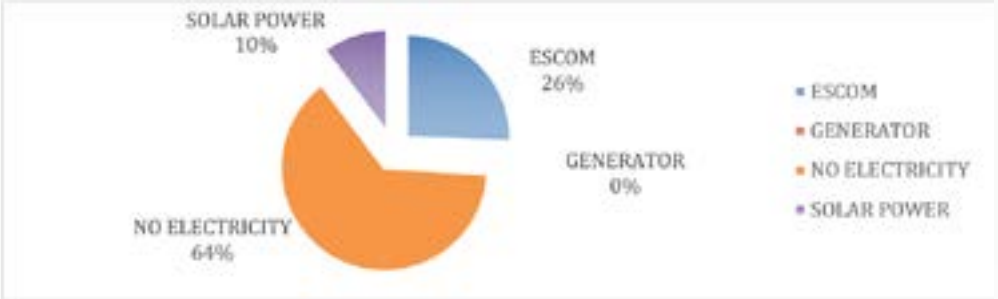


The 2024 Annual School Census revealed that out of 7,117 primary schools, 4,913 (69%) relied on boreholes as their primary water source, followed by piped water, which 1,815 (25%) schools used. Figure 40 also indicates that 121 schools (approximately 1.7%) had no water supply, down from 2% in 2023.

1.4.3 Source of Electricity

Electricity is crucial in primary education, as it powers essential appliances for teaching and learning. The availability of electricity also enables evening studies and allows students to study at night, potentially enhancing their academic performance. The 2024 Annual School Census collected data on various sources of electricity used in primary schools as depicted in figure 41.

Figure 41: Distribution of sources of power

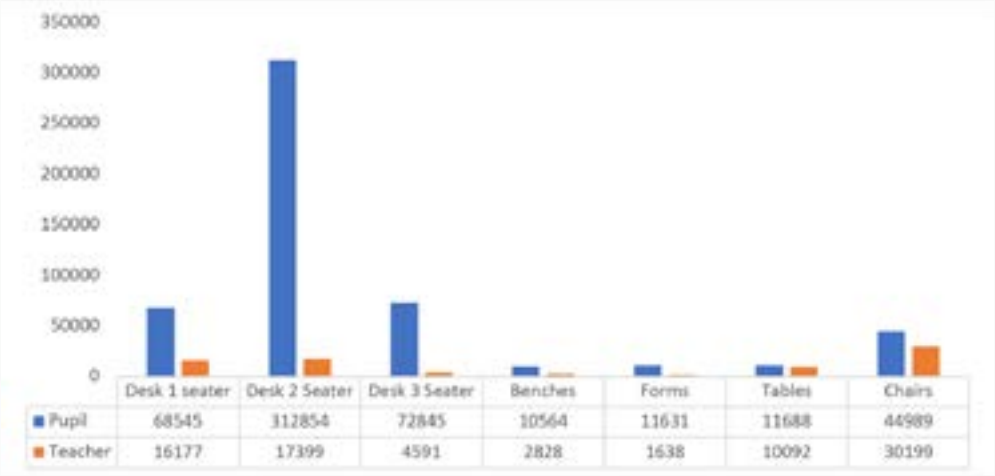


The results indicate that 64% of schools lack electricity, 26% use ESCOM as their electricity source, and 10% rely on solar power. Notably, none of the schools have access to a generator for electricity.

1.4.4 Classroom Furniture

Classroom furniture is essential for comfortable learning in schools. Research has shown that learners are able to concentrate more and for longer when they are using appropriate furniture compared to sitting on the floor. Learners who sit on the floor are exposed to harsh temperatures in extremely cold and hot places and seasons. Therefore, the 2024 Annual School Census collected information on classroom furniture, including desks, benches, forms, tables and chairs for learners as well as teachers, as depicted in the figure 42.

Figure 42: Number of Classroom furniture available for teachers and Learners



	Desk 1 seater	Desk 2 Seater	Desk 3 Seater	Benches	Forms	Tables	Chairs
Pupil	68545	312854	72845	10564	11631	11688	44989
Teacher	16177	17399	4591	2828	1638	10092	30199

As depicted in Figure 42, 2-seater desks were the most abundant furniture for learners, totaling 312,854, followed by 3-seater desks at 72,845. For teachers, chairs were the most common type of furniture, with 30,199 available, followed by 2-seater desks at 17,399.

In addition, the census gathered detailed data on the furniture needs of both pupils and teachers in public primary schools, as illustrated in Figure 43. This information aims to highlight any existing shortages or gaps in classroom furniture, emphasizing the importance of adequate desks, chairs, and tables for creating a conducive learning environment.

Figure 43: Number of Classroom furniture required for teachers and Learners

	Desk 1 seater	Desk 2 Seater	Desk 3 Seater	Benches	Forms	Tables	Chairs
				REQUIRED			
Pupil	403711	886006	288296	372217	320258	158674	318097
Teacher	41800	49935	27822	62003	51464	47688	72668

Figure 43 shows that two-seater desks are in highest demand for pupils, with a requirement of 886,006, followed by one-seater desks. For teachers, chairs are the most needed, with 72,668 required.

Properly designed and allocated furniture is essential for facilitating effective learning, enhancing comfort, and promoting accessibility, ultimately contributing to the overall educational experience and development of special needs students in primary schools. Figure 44 highlights the distinct availability of desks, benches, forms, tables, and chairs tailored to both special needs students and teachers in primary schools across the country.

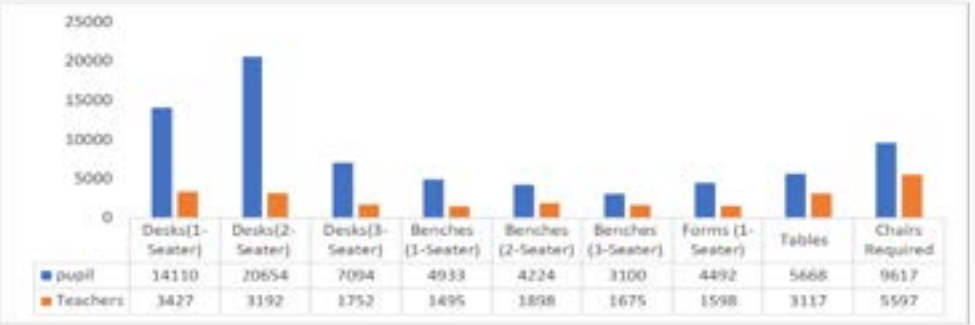
Figure 44: Number of SNE Classroom furniture available for teachers and Learners

	Desks(1-Seater)	Desks(2-Seater)	Desks(3-Seater)	Benches (1-Seater)	Benches (2-Seater) Pupil	Benches (3-Seater)	Forms (1-Seater)	Forms (2-Seater)	Forms (3-Seater)	Tables	Chairs
pupil	300	584	218	100	62	13	1	10	35	53	246
Teachers	187	246	36	1	19	6	1	2	11	312	631

The results in Figure 44 show that Desks (2-seater) are the most available type of furniture for special needs learners at 584 followed by Desks (1-seater) at 300. For teachers, the most available furniture is chairs amounting to 631 followed by tables at 312.

The 2024 Annual School Census collected data on the number of special needs furniture required for learners and teachers. Figure 45 shows that special needs learners have the highest requirement for Desks (2-seater) at 20,654 and the lowest requirement for Benches (3-seater) at 3,100. On the other hand, Teachers have the highest requirement for Chairs at 5,597 and the lowest requirement for Desks (3-seater) at 1,752.

Figure 45: Number of SNE furniture required for teachers and learners.



	Desks(1-Seater)	Desks(2-Seater)	Desks(3-Seater)	Benches (1-Seater)	Benches (2-Seater)	Benches (3-Seater)	Forms (1-Seater)	Tables	Chairs Required
pupil	14110	20654	7094	4933	4224	3100	4492	5668	9617
Teachers	3427	3192	1752	1495	1898	1675	1598	3117	5597

1.5 Teaching and Learning Materials

1.5.1 Learners' Textbooks

The crucial component of the teaching and learning process is the accessibility of learners' books. Data regarding the number of teacher guides and student books available in classrooms was gathered by the 2024 Annual School Census. Table 13 displays the number of learners' textbooks for each subject and all standards.

Table 13: Number of textbooks by standard

Books	Std1	Std2	Std3	Std4	Std5	Std6	Std7	Std8
Kuyamba Sukulu	165232							
English	650427	551531	294703	238459	64997	57727	58282	69997
Chichewa	637231	529764	263197	231281	60234	53617	59673	62901
Mathematics			151926	133970	66339	57044	54623	60089
Numeracy & Mathematics	224991	183487						
Expressive arts	119987	97744	96862	96396	73622	58057	55821	68365
Bible Knowledge	66222	56310	54362	50917	36744	32413	41487	34457
Agriculture				69167	59396	52687	51104	60547
Science & Technology					71945	60511	55209	65955
Social and Environmental Sciences			92295	88854	62510	56803	56124	60570
Religious Education	30134	31238	27865	25965	21563	19826	18394	19464
Life Skills		69366	81753	80805	69148	61032	66970	71818

The pupil-to-textbook ratio was calculated individually for each subject across all standards, as illustrated in table 13. This calculation ensures a detailed understanding of the availability and distribution of textbooks to the number of students for each subject, providing valuable insights into potential resource gaps.

Table 14: Pupil-Textbooks Ratios by Subject and Standard

	STD 1	STD 2	STD 3	STD 4	STD 5	STD 6	STD 7	STD 8	AVERAGE
Kuyamba sukulu	6.39								6.39
English	1.62	1.59	3.05	2.92	10.89	8.81	6.93	3.82	4.95
Chichewa	1.66	1.66	3.42	3.01	11.76	9.48	6.77	4.26	5.25
Mathematics			5.92	5.2	10.67	8.91	7.39	4.46	7.09
Numeracy and Mathematics	4.7	4.79							4.74
Expressive Arts	8.81	8.99	9.29	7.22	9.61	8.75	7.23	3.91	7.97
Bible Knowledge	15.95	15.61	16.55	13.67	19.25	15.68	9.73	7.76	14.27
Agriculture				10.067	11.91	9.65	7.9	4.42	8.78
Science and Technology					9.83	8.4	7.31	4.05	7.39
Social and Environmental Sciences			9.75	7.83	11.32	8.95	7.19	4.418	8.24
Religious Education	35.06	28.15	32.29	26.82	32.81	25.64	21.96	13.75	27.06
Life Skills		12.67	11	8.618	10.23	8.33	6.03	3.72	8.65

Table 14 shows the proportion of learners who share one textbook for each subject and standard on average. A higher number indicates that more learners are sharing a textbook hence more textbooks are needed. The subject with the most need of textbooks is religious education followed by bible knowledge, life skills, and expressive arts. The standard with the most need for textbooks is standard 5 for all subjects followed by standards 6 and 7.

1.5.2 ICT in Primary Schools

It is imperative to equip learners in primary school with the basic knowledge of ICT and to have ICT facilities like the Internet and electronic gadgets. The 2024 Annual School Census collected information on how many schools were connected to the Internet and how many had ICT lessons for learners, as depicted in table 15.

Table 15: ICT Lessons and Internet Connectivity in Primary Schools.

	Does the school offer ICT Lessons?		Is the school connected to the internet?	
District	No	Yes	No	Yes
Balaka	172	6	172	6
Blantyre City	311	16	308	19
Blantyre Rural	214	4	212	6
Chikwawa	202	6	187	21
Chiradzulu	97	3	98	2
Chitipa	192	0	185	7
Dedza	274	2	272	4
Dowa	275	2	272	5
Karonga	181	16	181	16
Kasungu	393	7	390	10
Likoma	11	0	11	0
Lilongwe City	397	15	389	23
Lilongwe Rural East	305	10	310	5
Lilongwe Rural West	283	11	284	10
Machinga	203	2	203	2
Mangochi	355	3	356	2
Mchinji	225	7	219	13
Mulanje	184	4	183	5
Mwanza	73	0	73	0
Mzimba North	290	3	291	2
Mzimba South	324	4	324	4
Mzuzu City	78	2	77	3
Neno	89	5	91	3
Nkhata Bay	211	0	211	0
Nkhotakota	177	2	178	1
Nsanje	117	1	113	5
Ntcheu	243	12	241	14
Ntchisi	157	0	156	1
Phalombe	74	21	81	14
Rumphi	213	0	213	0
Salima	178	5	177	6
Thyolo	215	0	214	1
Zomba Rural	208	3	207	4
Zomba Urban	24	0	24	0
Grand Total	6945	172	6903	214

As illustrated in Table 15, approximately 2 percent of primary schools in Malawi offer ICT lessons while 3 percent have an internet connection. There is a need for more investment in this area to increase the number of schools offering ICT lessons and connected to the internet considering that we are living in a digital era.

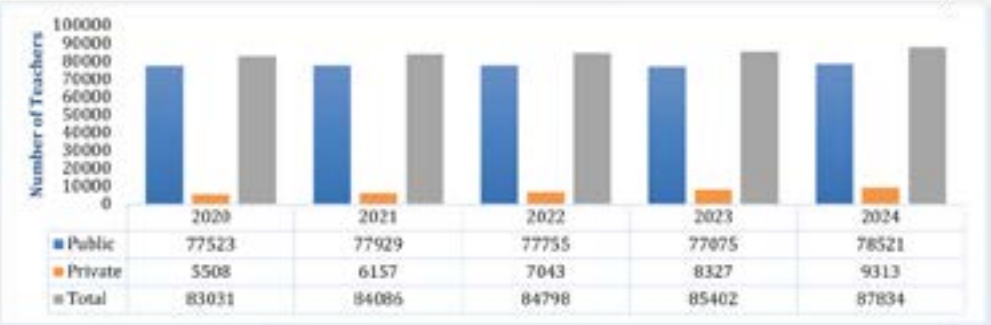
1.6 Teachers and support staff

1.6.1 Teachers

Qualified and motivated teachers play a key role in enhancing the quality of education. The school census gathered data on teacher qualifications, employment grades (for public school teachers), and the number of auxiliary teachers.

Due to rising demand brought on by higher enrolment, the total population of teachers in the primary sub-sector has been shifting. Nonetheless, there have been modest increases and declines in the number of public-school teachers over time. Beginning in 2020 at 77,523 and rising to 77,929, in 2021 it decreased to 77,755 in 2022 and 77,075 in 2023 and had a minor increase in 2024, reaching 78, 521. These results are illustrated in figure 46.

Figure 46: Trend in number of primary school teachers



The trend in Figure 46 suggests a steady increase in the overall number of teachers from 83031 in 2020 to 87,834 2024 representing a 6 percent increase. The number of teachers in public schools has been fluctuating over the said period while those in private schools have steadily increased during the same period. This trend indicates a consistent expansion of the private primary education sector, leading to a higher demand for teachers.

Additionally, the 2024 Annual School Census collected information regarding the level of education attained by teachers in public schools.

Table 16: Public school Teacher's highest level of qualification by sex

Level of Education	FEMALE	MALE	Grand Total
DEGREE IN EDUCATION	79	74	153
DIP IN EDUCATION	207	206	413
JCE	2318	2487	4805
MSCE	34133	38794	72927
NON-EDUCATION DEGREE	29	48	77
NON-EDUCATION DIPLOMA	44	102	146
Grand Total	36810	41711	78521

The findings in Table 16 indicate that 72,927 out of 78521 representing 92% of public-school teachers had a Malawi School Certificate of Education (MSCE) as their highest academic qualification.

Table 17 further offers valuable insights into the staffing patterns within the educational system across various districts by presenting a detailed breakdown of the number of teachers by teacher grade and district. It categorizes teachers into various groups, including Auxiliary teachers paid by the community and MERP, Private School Teachers, PT1 through PT4 grade teachers, and Volunteers. The data highlights significant variations in teacher numbers across districts and teacher categories, with a notable emphasis on PT4 grade teachers and the substantial presence of private school teachers in certain areas.

Table 17: Number of Teachers by Teacher Grade and District

DISTRICT	AUXILIARY (Paid by community)	AUXILIARY (Paid by MERP)	P8 (H)	PRIVATE SCHOOL TEACHER	PT1 (I)	PT2 (J)	PT3 (K)	PT4 (L)	VOLUNTEER	Grand Total
Balaka	7	108	6	101	48	44	356	1744	4	2418
Blantyre City	1	5	7	2083	79	185	645	1652	0	4657
Blantyre Rural	9	43	6	330	59	70	411	1939	6	2873
Chikwawa	1	134	1	183	26	46	249	1841	1	2482
Chiradzulu	4	16	4	66	35	49	290	1084	0	1548
Chitipa	139	91	1	65	21	38	288	921	17	1581
Dedza	12	147	4	133	63	83	483	2593	1	3519
Dowa	15	112	3	425	80	97	667	2060	5	3464
Karonga	15	32	0	130	15	53	309	1397	6	1957
Kasungu	55	139	2	95	88	98	885	3102	2	4466
Likoma	0	0	0	10	3	8	21	80	0	122
Lilongwe City	0	17	6	2603	120	145	989	1307	0	5187
Lilongwe Rural East	6	135	2	476	75	85	687	2817	0	4283
Lilongwe Rural West	12	121	2	251	111	125	818	2852	2	4294
Machinga	19	107	0	105	33	46	300	2443	0	3053
Mangochi	16	158	6	359	45	93	442	3561	2	4682
Mchinji	14	93	6	160	60	62	556	1896	11	2858
Mulanje	0	77	2	174	51	73	433	2469	0	3279
Mwanza	0	29	5	114	18	19	102	488	1	776
Mzimba North	30	157	0	34	7	60	353	1733	8	2382
Mzimba South	31	134	0	53	12	56	374	2118	4	2782
Mzuzu City	4	3	3	393	23	36	268	799	0	1529
Neno	0	60	1	59	21	33	83	623	0	880
Nkhata Bay	7	95	1	71	14	46	179	1222	3	1638
Nkhotakota	9	52	4	113	33	89	296	1271	1	1868
Nsanje	3	94	1	97	18	25	167	1032	1	1438
Ntcheu	24	172	3	88	35	65	519	2038	5	2949
Ntchisi	0	94	0	17	36	63	239	1011	0	1460
Phalombe	0	81	0	25	21	28	219	1712	0	2086
Rumphi	78	75	1	57	14	67	236	989	19	1536
Salima	9	112	1	145	35	47	314	1687	0	2350
Thyolo	6	71	3	169	58	62	556	2237	0	3162
Zomba Rural	25	101	3	71	60	88	478	2703	17	3546
Zomba Urban	0	0	0	67	24	31	168	439	0	729
Grand Total	**551**	**2865**	**84**	**9322**	**1441**	**2215**	**13380**	**57860**	**116**	**87834**

The 2024 Annual School Census also collected data on the distribution and training status of public-school teachers across various districts, highlighting the critical role that adequately trained teachers play in delivering quality education and fostering student success. The data in Table 18 highlights a diverse range of training programs, including one-year and two-year courses, Initial Primary Teacher Education (IPTE), Malawi Special Teacher Education Program (MASTEP), Malawi Integrated In-service Teacher Education Program (MIITEP), and Open and Distance Learning (ODL). Additionally, it reveals the presence of untrained teachers in certain districts, highlighting the ongoing need for comprehensive teacher training initiatives.

Table 18: Number of Public-School Teachers by Teacher Training and District

DISTRICT	1 YEAR	2 YEARS	IPTE (1+1)	MASTEP	MIITEP	ODL	ON TRAIN-ING	UNTRAINED	Grand Total
Balaka	42	50	1428	27	340	425	1	4	2317
Blantyre City	96	177	1478	85	587	146		5	2574
Blantyre Rural	37	75	1299	34	438	652		8	2543
Chikwawa	35	57	1365	26	247	567		2	2299
Chiradzulu	43	44	684	28	297	386			1482
Chitipa	73	48	769	14	256	263	1	92	1516
Dedza	87	50	1931	38	439	833		8	3386
Dowa	120	47	1543	51	686	584		8	3039
Karonga	33	38	1114	17	322	297		6	1827
Kasungu	109	85	2592	51	879	651		4	4371
Likoma	1	2	68	2	21	18			112
Lilongwe City	121	118	1184	45	983	133			2584
Lilongwe Rural East	103	71	2023	39	653	918			3807
Lilongwe Rural West	141	79	2079	68	869	804		3	4043
Machinga	33	25	1870	20	341	659			2948
Mangochi	68	64	2809	54	422	901		5	4323
Mchinji	69	54	1326	35	564	638	1	11	2698
Mulanje	59	64	1801	30	422	732		3	3111
Mwanza	25	13	299	10	100	214		1	662
Mzimba North	35	46	1347	11	375	514	4	16	2348
Mzimba South	41	52	1697	14	481	435	1	8	2729
Mzuzu City	42	62	713	11	245	63			1136
Neno	12	23	390	8	119	269			821
Nkhata Bay	31	33	843	17	246	391		8	1569
Nkhotakota	33	26	873	25	319	477		2	1755
Nsanje	21	27	657	13	177	444	2		1341
Ntcheu	50	45	1503	29	512	705		17	2861
Ntchisi	54	27	726	21	223	392			1443
Phalombe	18	11	1033	21	238	740			2061
Rumphi	45	38	814	14	236	275	2	55	1479
Salima	39	28	1153	31	307	647			2205
Thyolo	67	56	1637	40	555	638			2993
Zomba Rural	83	66	2111	41	458	706	3	8	3476
Zomba Urban	31	37	373	13	158	50			662
Grand Total	**1897**	**1738**	**43532**	**983**	**13515**	**16567**	**15**	**274**	**78521**

Table 18 underscores the reliance on the IPTE (1+1) program for teacher training, as it has the highest number of teachers across all districts (43,532). Kasungu has the highest number of teachers (4,371), with a considerable number of IPTE-trained teachers (2,592) and MIITEP (879) followed by Mangochi with a total of 4,323 teachers, 2809 IPTE-trained and 422 MIITEP.

1.6.2 Teacher workload

The 2024 annual school census looked at the number of teaching periods that a teacher has per week bearing in mind the number of grades he/she oversees. It is believed that overwork has a negative impact on classroom teaching and learning due to limited time for lesson planning and task assessment. The census collected data on the maximum, average, and minimum teaching periods per week by district. Table 19 below provides an overview of the average weekly teaching periods across various districts in Malawi.

Table 19: Summary of teaching Periods in Primary Schools

District	Maximum Teaching period /week	Minimum teaching period/week	Average teaching period/week
Balaka	88	0	39
Blantyre City	55	0	35
Blantyre Rural	55	0	30
Chikwawa	88	0	45
Chiradzulu	55	0	37
Chitipa	58	0	41
Dedza	58	2	37
Dowa	96	0	36
Karonga	63	4	32
Kasungu	56	2	34
Likoma	60	6	31
Lilongwe City	55	0	29
Lilongwe Rural East	82	0	33
Lilongwe Rural West	55	0	33
Machinga	55	0	35
Mangochi	55	0	40
Mchinji	98	0	32
Mulanje	55	3	40
Mwanza	55	0	38
Mzimba North	57	4	37
Mzimba South	80	0	41
Mzuzu City	55	1	31
Neno	55	0	37
Nkhata Bay	55	0	44
Nkhotakota	55	0	45
Nsanje	55	2	39
Ntcheu	55	0	36
Ntchisi	78	0	42
Phalombe	55	0	36
Rumphi	60	0	43
Salima	55	1	39
Thyolo	55	0	55
Zomba Rural	55	0	29
Zomba Urban	82	2	18
Grand Total	**99**	**0**	**35**

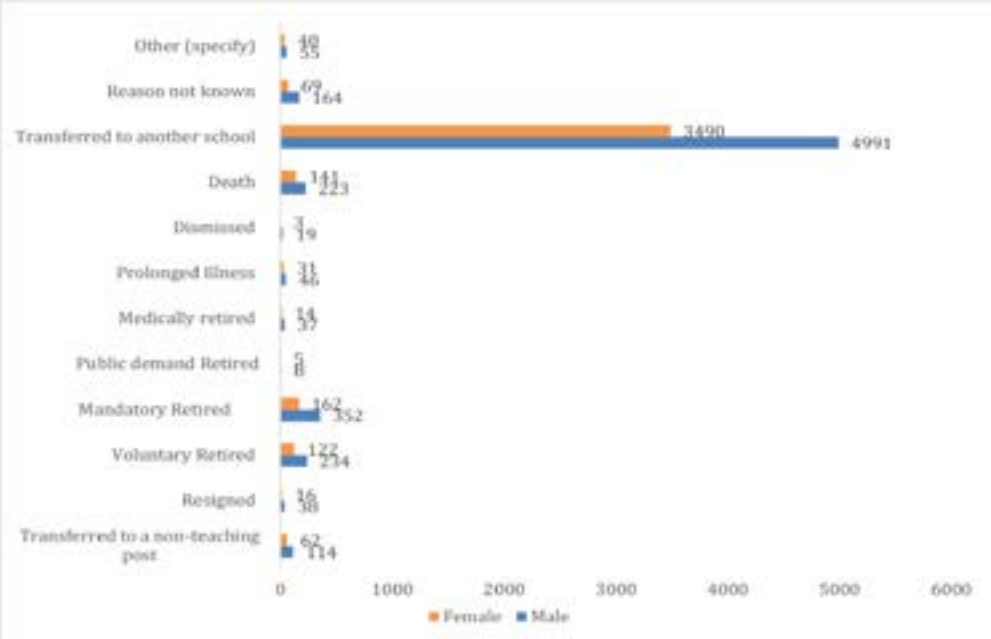
According to the data presented in Table 19, the weekly average teaching period across all districts is 35. The districts with the highest averages include Nkhata Bay and Nsanje, both at 45, followed by Ntchisi (42) and Mchinji (40). Zomba Urban, on the other hand, has the lowest average at 18.

1.6.3 Teacher Retention

Teacher retention refers to the ability of the school system to keep its teachers in employment or the efforts of the primary sub-sector, in general, to retain its teachers in a school year. Teacher retention is vital for the stability and success of primary education systems. The consistent presence of experienced and resolute teachers is essential for fostering a supportive learning environment, enhancing student outcomes, and building strong school communities.

Figure 47 reveals key trends in teacher mobility, highlighting significant factors such as transfers, retirements, health-related departures, and other reasons that contribute to the overall attrition of teaching staff, as reflected in the 2024 Annual School Census data.

Figure 47: Teaching Staff - Reasons for leaving school



As illustrated in Figure 47, transfer to another school is the most common reason for teachers leaving, with 3,490 female and 4,991 male teachers followed by mandatory retirement with 162 female and 352 male teachers. Public demand retirement was the least common reason for teachers leaving, with only 5 female and 8 male teachers.

1.6.4 Teacher Houses

The 2024 Annual School Census focused on permanent houses to estimate a gap assuming that all teachers were to live within the school premises. Studies have shown that teachers who reside close to the school have less absenteeism compared to teachers who stay far away from the school.

Having teacher houses on campus can also help promote a healthier work-life balance for teachers as they can minimize commuting time and stress, enabling them to invest more time and energy into their teaching responsibilities. The following table shows the teacher houses by district and anticipated gaps.

Table 20: Number of public Teachers Houses by District and Anticipated gaps

District	Number of Teachers (Public)	Teachers Houses (Public)	The number of Teachers' houses required
Balaka	2317	412	1905
Blantyre City	2574	147	2427
Blantyre Rural	2543	489	2054
Chikwawa	2299	488	1811
Chiradzulu	1482	369	1113
Chitipa	1516	440	1076
Dedza	3386	746	2640
Dowa	3039	643	2396
Karonga	1827	534	1293
Kasungu	4371	1403	2968
Likoma	112	39	73
Lilongwe City	2584	213	2371
Lilongwe Rural East	3807	707	3100
Lilongwe Rural West	4043	625	3418
Machinga	2948	554	2394
Mangochi	4323	879	3444
Mchinji	2698	505	2193
Mulanje	3111	528	2583
Mwanza	662	116	546
Mzimba North	2348	768	1580
Mzimba South	2729	780	1949
Mzuzu City	1136	85	1051
Neno	821	177	644
Nkhata Bay	1569	483	1086
Nkhotakota	1755	534	1221
Nsanje	1341	337	1004
Ntcheu	2861	353	2508
Ntchisi	1443	425	1018
Phalombe	2061	337	1724
Rumphi	1479	581	898
Salima	2205	453	1752
Thyolo	2993	586	2407
Zomba Rural	3476	572	2904
Zomba Urban	662	41	621
Grand Total	**78521**	16349	62172

Table 20 shows a significant shortfall in teachers' housing across all districts. The total required houses (62,172) far exceed the currently available houses (16,349). Some districts have a particularly high demand for additional housing, such as Mangochi (3,444), Lilongwe Rural West (3,418), and Lilongwe Rural East (3,100).

1.7 Summary of Primary Education Indicators

1.7.1 Access Indicators in Primary Education

1.7.1.1. Gross Intake Ratio

This is the total number of new entrants in standard one regardless of age expressed as a percentage of the population of official primary school-registration age. It is also known as Apparent Intake Rate (AIR). It indicates the general level of access to primary education. Mostly, it reflects those pupils who may not have been enrolled in school at an appropriate age and often reflects the backlog of students who could not enroll before. Figure 48 depicts the trend in the gross intake ratio reflected in the 2024 Annual School Census.

Figure 48: Trend in gross Intake Rate 2020-2024

	2020	2021	2022	2023	2024
Male	109.0	111.0	115.6	120.8	116.8
Female	111.0	112.0	116.3	118	113.5
Total	110.0	111.5	116	119.4	115.2

As demonstrated in Figure 48, the gross intake ratio for both male and female students show a consistent upward trend from 2020 to 2023, with a slight decrease in 2024. This indicates an overall improvement in the rate at which children are being enrolled in primary education, although some children might be older or younger than the official entry age. Although the gross intake ratio for females is consistently higher than that for males from 2020 to 2022 before slightly declining in 2023 and 2024, the gap is small, suggesting balanced gender participation in primary education.

1.7.1.2. Net Intake Rate

This is the total number of new entrants in standard one and are 6 years old expressed as a percentage of the population of official age (excluding repeaters of 6 years of age). This indicator measures access to primary education by pupils at their official age.

Figure 49 shows a consistent increase in net intake rate for both males and females, especially the higher rates for females, suggesting successful interventions to promote early education and gender parity in school enrollment.

Figure 49: Trend in Net Intake Rate 2020-2024

	2020	2021	2022	2023	2024
Male	73	75	74.1	78.8	80.7
Female	78	77	77.7	79.9	81.2
Total	75.5	76	75.9	79.4	81

The trends depicted in Figure 49 show an increase in net intake ratio from 75.5% in 2020 to 81% in 2024 with the only slight decrease observed in 2022. This shows positive progress in the primary sub-sector, with an increasing percentage of children being enrolled in primary school at the official entry age over the five years.

1.7.1.3. Gross Enrolment Rate (GER)

It is defined as the total enrolment regardless of age expressed as a percentage of the eligible official school-age population. It shows a general level of participation in primary education. It is commonly known as a crude measure of access to school. Mostly the indicator is above 100 because of its methodological nature of calculation as it includes both under and over-aged pupils.

Figure 50 below exhibits variability of the gross enrollment rate over the five years, with a general decline from 2020 to 2022 followed by a recovery in subsequent years.

Figure 50: Gross Enrolment Rate 2020-2024

	2020	2021	2022	2023	2024
Male	129.0	123.0	118.4	125.6	126.5
Female	133.0	128.0	109.3	130.4	131.5
Total	131.0	126.0	114.0	128.0	129.0

From a gender comparison, the figure shows that female gross enrollment rate has remained higher relative to their male counterparts with the only exception of 2022.

1.7.1.4. Net Enrolment Rate (NER)

NER is the best way of measuring organized on-time school participation. It is a more refined indicator of school and enrolment coverage and explains the proportion of students enrolled in terms of official age group. In the 2024 Annual School Census, NER was calculated by dividing the number of properly aged primary pupils (6-13 years) by the population of primary school-going age (6-13 years). Figure 51 shows the net enrolment over the past five years.

Figure 51: Trend in net Enrolment; 2020-2024

	2020	2021	2022	2023	2024
Male	87	86	87	88	86
Female	92	90	88	93	92
Total	90	88	88	91	89

Figure 51 shows some fluctuations over the years with a total net enrollment ratio of 90 in 2020 before decreasing to 88 in both 2021 and 2022, then increasing to 91 in 2023 before dropping again to 89 in 2024. Female NER consistently remains higher than male enrollment throughout the 5 years.

1.7.2 Quality Indicators in Primary School

The 2024 Annual School Census collected quality indicators for the primary sub-sector, including the Pupil Teacher Ratio (PTR), Pupil Classroom Ratio (PCR), Pupil Textbook Ratio, and the Pupil Stance Ratio (PSR), also referred to as the Pupil Toilet Ratio in other literature. These quality indicators provide insight into the learning and teaching environment by highlighting factors such as overcrowding, pupil-teacher interaction, and sanitation. In all these indicators, a lower value signifies reduced overcrowding or competition for classroom resources, leading to better learning conditions.

1.7.2.1. Pupil Teacher Ratio (PTR)

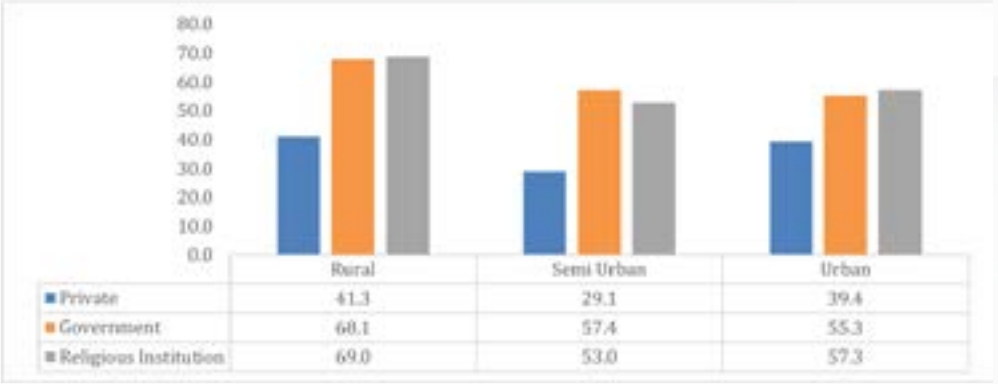
This is calculated by dividing the total number of pupils enrolled at a specified level of education by the number of teachers. It measures the level of human resource input in terms of the number of teachers to the size of the pupil population. Though it is widely used as a quality indicator, it should be noted that the quality of education depends on other factors i.e., qualification of teachers, teaching and learning materials, and other issues. The understanding of this indicator is as follows.

i. The lower the PTR the better the opportunity for contact between the teacher and learners and for the teacher to provide support to learners individually, thereby improving the quality of education.

ii. Lower PTR may indicate inefficient or underutilization of teachers, a situation which can only be realized when the teachers' colleges have over supplied teachers than the number required.

Figure 52 illustrates the Pupil-Teacher Ratio (PTR), disaggregated by both proprietorship and location.

Figure 52: Pupil qualified teacher Ratio by proprietorship and Location



	Rural	Semi Urban	Urban
Private	41.3	29.1	39.4
Government	68.1	57.4	55.3
Religious Institution	69.0	53.0	57.3

The results indicate that private schools have a lower pupil-qualified-teacher ratio across all locations, suggesting potentially better attention to individual students. Government and religious institutions, particularly in rural areas, have higher ratios.

The census also collected data on PTR (Pupil-Teacher Ratio) and PqTR (Pupil-to-Qualified-Teacher Ratio), showing a significant decline between 2020 and 2021. This decline suggests improvements in the teacher-student ratio during this period. After 2021, both PTR and PqTR stabilized and gradually increased, as illustrated in figure 53.

Figure 53: Trend in Pupil-Teacher Ratio and Pupil Qualified Teacher Ratio

Furthermore, the 2024 Annual School Census collected detailed data on the Pupil-Qualified Teacher Ratio (PQTR) across various districts, as presented in table 21. This information offers a comprehensive overview of how the ratio of pupils to qualified teachers varies from one district to another, providing valuable insights into the distribution of qualified teaching staff across the educational system.

Table 21: Pupil Qualified Teacher Ratio by District

District	Enrolment	All teachers	Trained Teachers	PTR	PqTR
Balaka	142706	2418	2399	59	59
Blantyre City	184907	4657	3511	40	53
Blantyre Rural	150364	2873	2712	52	55
Chikwawa	189987	2482	2382	77	80
Chiradzulu	110304	1548	1522	71	72
Chitipa	79246	1581	1476	50	54
Dedza	227467	3519	3465	65	66
Dowa	223552	3464	3290	65	68
Karonga	115363	1957	1899	59	61
Kasungu	289477	4466	4427	65	65
Likoma	4618	122	122	38	38
Lilongwe City	211045	5187	3840	41	55
Lilongwe Rural East	249341	4283	3978	58	63
Lilongwe Rural West	274251	4294	4172	64	66
Machinga	222063	3053	3023	73	73
Mangochi	362599	4682	4606	77	79
Mchinji	180748	2858	2778	63	65
Mulanje	222345	3279	3199	68	70
Mwanza	45983	776	725	59	63
Mzimba North	142864	2382	2354	60	61
Mzimba South	170760	2782	2720	61	63
Mzuzu City	67644	1529	1477	44	46
Neno	51741	880	863	59	60
Nkhata Bay	93033	1638	1592	57	58
Nkhotakota	146848	1868	1832	79	80
Nsanje	110511	1438	1404	77	79
Ntcheu	188997	2949	2907	64	65
Ntchisi	95702	1460	1454	66	66
Phalombe	155170	2086	2076	74	75
Rumphi	72314	1536	1457	47	50
Salima	152409	2350	2290	65	67
Thyolo	215968	3162	3064	68	70
Zomba Rural	242586	3546	3510	68	69
Zomba Urban	27246	729	712	37	38
Grand Total	5420159	87834	83238	62	65

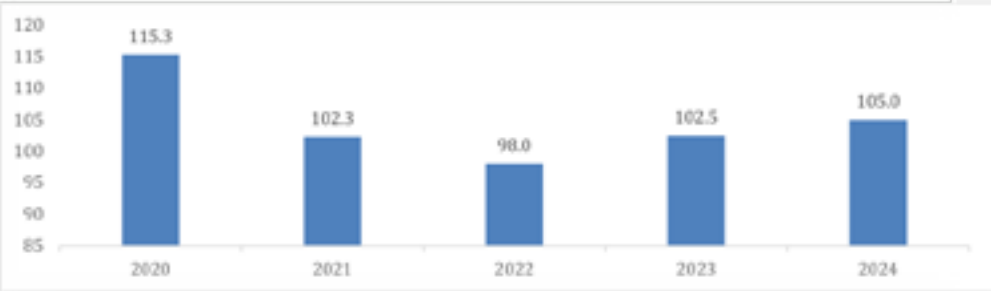
Table 21 shows variations in the Pupil-Qualified Teacher Ratio (PQTR) by district. Nkhotakota and Chikwawa have the highest ratios, both at 80 pupils per qualified teacher, followed by Mangochi and Nsanje, each with a ratio of 79.

1.7.2.2. Pupil Permanent Classroom Ratio (PpCR)

Inadequate school infrastructure is one of the major challenges the primary sub-sector has been facing for a long time. The number of classrooms available to the learners focuses on the quality of education being rendered to pupils. A higher ratio will always entail

poor quality of the education system and may mean a lot of open-air classes or congestion in the available classrooms. The 2024 Annual School Census looked at the Pupil Permanent Classroom ratio (PpCR) to measure quality in terms of infrastructure in the primary sub-sector. Figure 54 depicts the ratio of pupils to permanent classrooms across the past five years.

Figure 54: Trend in Pupil Permanent Classroom Ratio; 2020 - 2024



The data presented in Figure 54 shows a noticeable decrease in the classroom ratio from 2020 (115.3) to 2022 (98.0), suggesting an improvement in the distribution of students per classroom. However, there is a slight increase in the classroom ratio in 2023 (102.5) and 2024 (105.0).

At the district level, Machinga and Phalombe reported the highest pupil-to-permanent classroom ratios, with values of 144.6 and 143.5, respectively. These results are illustrated in the table 22

Table 22: Pupil permanent Classroom Ratio by District

District	Number of permanent classrooms	Number of Learners	Pupil Permanent classroom ratio
Balaka	1420	142706	100.5
Blantyre City	2672	184907	69.2
Blantyre Rural	1793	150364	83.9
Chikwawa	1503	189987	126.4
Chiradzulu	1140	110304	96.8
Chitipa	1032	79246	76.8
Dedza	2069	227467	109.9
Dowa	1817	223552	123.0
Karonga	1248	115363	92.4
Kasungu	2844	289477	101.8
Likoma	90	4618	51.3
Lilongwe City	3412	211045	61.9
Lilongwe Rural East	2261	249341	110.3
Lilongwe Rural West	2315	274251	118.5
Machinga	1536	222063	144.6
Mangochi	2675	362599	135.6
Mchinji	1563	180748	115.6
Mulanje	1693	222345	131.3
Mwanza	453	45983	101.5
Mzimba North	1619	142864	88.2
Mzimba South	1834	170760	93.1
Mzuzu City	752	67644	90.0
Neno	580	51741	89.2
Nkhata Bay	1321	93033	70.4
Nkhotakota	1154	146848	127.3
Nsanje	796	110511	138.8
Ntcheu	1409	188997	134.1
Ntchisi	1049	95702	91.2
Phalombe	1081	155170	143.5
Rumphi	1160	72314	62.3

Salima	1310	152409	116.3
Thyolo	1852	215968	116.6
Zomba Rural	1860	242586	130.4
Zomba Urban	318	27246	85.7
Grand Total	51631	5420159	105.0

1.7.2.3. Pupil Textbook Ratio - Books in Good Condition

The number of textbooks available in primary schools contributes to the quality performance of learners. The annual school census collected the number of books in good condition and used the information to calculate the Pupil Textbook Ratio for the primary sub-sector in the following subjects: English, Chichewa, Mathematics, and Life Skills. Table 23 provides detailed information on the pupil-to-textbook ratio for each standard from the 2024 Annual School Census.

Table 23: Pupil Textbook Ratio- Books in Good Condition- 2023/2024.

Books	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8
Kuyamba Sukulu	6.39	-	-	-	-	-	-	-
English	1.62	1.59	3.05	2.92	10.89	8.81	6.93	3.82
Chichewa	1.66	1.66	3.42	3.01	11.75	9.48	6.77	4.26
Mathematics	-	-	5.92	5.20	10.67	8.91	7.40	4.46
Numeracy and Mathematics	4.70	4.79	-	-	-	-	-	-
Expressive Arts	8.81	9.00	9.29	7.22	9.61	8.76	7.24	3.92
Bible Knowledge	15.96	15.62	16.55	13.68	19.26	15.69	9.74	7.77
Agriculture	-	-	-	10.07	11.91	9.65	7.90	4.42
Science and Technology	-	-	-	-	9.84	8.40	7.32	4.06
Social and Environmental Sciences	-	-	9.75	7.84	11.32	8.95	7.20	4.42
Religious Education	35.06	28.15	32.29	26.82	32.82	25.65	21.96	13.75
Life Skills	-	12.68	11.01	8.62	10.23	8.33	6.03	3.73

1.7.3 Efficiency Indicators

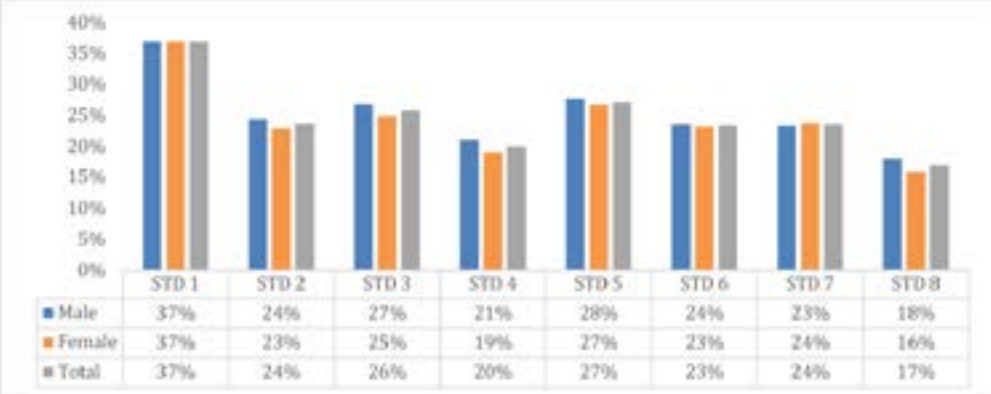
These rates help to understand how the education system efficiently utilizes limited resources and time. These rates commonly measure the efficiency of the education system in producing graduates of a particular education cycle or level. A learner has three paths in a particular school calendar, i.e., to be promoted to the next grade, to repeat a grade, or to drop out and complete a grade.

1.7.3.1. Repetition Rate

This indicator measures the proportion of students who have remained in the same grade for two or more consecutive years by retaking the grade by either leaving the class prematurely or returning for a second or third time. Repeating a class means a pupil is using more public resources than allocated. Evidence shows that high repetition rates do not favor a better mastery of learning, increase the risk of dropping out, and have adverse effects on the pupil-teacher ratio and costs.

Figure 55 presents the repetition rate for primary schools nationwide for the 2023/24 academic year.

Figure 55: Repetition Rates by Standard and Sex- 2024



	STD 1	STD 2	STD 3	STD 4	STD 5	STD 6	STD 7	STD 8
Male	37%	24%	27%	21%	28%	24%	23%	18%
Female	37%	23%	25%	19%	27%	23%	24%	16%
Total	37%	24%	26%	20%	27%	23%	24%	17%

As illustrated in Figure 55, the earlier standard levels (especially STD 1) have significantly higher repetition rates. As students' progress to higher standards, there is a gradual decrease in repetition rates with STD 8 having the lowest rates.

Figure 56 illustrates the repetition rates for each educational standard from 2020 to 2024. It provides insights into trends in student repetition across different standards during this period, helping to assess and address issues related to academic progression.

Figure 56: Repetition Rates by Standard in 2020 to 2024

	STD 1	STD 2	STD 3	STD 4	STD 5	STD 6	STD 7	STD 8
2020	33.3	22.2	22.6	17.9	22.6	20.4	20	18
2021	29	20	21	17	20	19	18	15
2022	34	23	25	19	26	23	23	17
2023	36.4	24.4	26.2	20.8	27.3	22.8	22.7	17.6
2024	37	24	26	20	27	23	24	17

The trend depicted in Figure 56 shows that across most grades (STD 1 to STD 7), there is a general upward trend in repetition rates from 2022 to 2024, this suggests that more students are repeating grades in recent years compared to earlier years. STD 1 consistently has the highest repetition rates each year, peaking at 37% in 2024, while STD 8 consistently has the lowest repetition rates, ranging from 18% in 2020 to 17% in 2024.

At district level, table 24 highlights the percentage of students who had to repeat their grade level in each district, offering insights into educational performance and challenges faced by students in primary schools across different districts for the year 2024.

Table 24: Repetition Rates by district for primary school in 2024

	Enrolment 2023			Repeaters 2024			Repetition rates		
District	Male	Female	Total	male	female	Total	Male	Fem	Total
Balaka	68216	70694	138910	21697	21683	43380	32%	31%	31%
Blantyre City	92190	93298	185488	19185	18239	37424	21%	20%	20%
Blantyre Rural	72997	74191	147188	18410	18037	36447	25%	24%	25%
Chikwawa	93218	91186	184404	26033	25811	51844	28%	28%	28%
Chiradzulu	55531	55861	111392	13839	13526	27365	25%	24%	25%
Chitipa	38843	38763	77606	14416	12583	26999	37%	32%	35%
Dedza	109937	115633	225570	31298	32962	64260	28%	29%	28%
Dowa	106825	112166	218991	26378	26167	52545	25%	23%	24%
Karonga	57974	57119	115093	19713	17650	37363	34%	31%	32%
Kasungu	135817	141829	277646	35113	34253	69366	26%	24%	25%
Likoma	2100	2203	4303	428	445	873	20%	20%	20%
Lilongwe City	97768	99558	197326	15058	13532	28590	15%	14%	14%
Lilongwe Rural East	121682	127881	249563	28806	29361	58167	24%	23%	23%
Lilongwe RuralWest	125321	132853	258174	32282	33330	65612	26%	25%	25%
Machinga	103745	113873	217618	29093	31893	60986	28%	28%	28%
Mangochi	172233	184467	356700	54454	58335	112789	32%	32%	32%
Mchinji	87809	91578	179387	25327	23692	49019	29%	26%	27%
Mulanje	106639	110636	217275	24559	24771	49330	23%	22%	23%
Mwanza	22200	23557	45757	7342	7387	14729	33%	31%	32%
Mzimba North	68528	67489	136017	18618	16380	34998	27%	24%	26%
Mzimba South	80944	83132	164076	18095	15616	33711	22%	19%	21%
Mzuzu City	31026	32889	63915	5109	4241	9350	16%	13%	15%
Neno	25339	25724	51063	7938	7658	15596	31%	30%	31%
Nkhata Bay	45621	44368	89989	13144	11454	24598	29%	26%	27%
Nkhotakota	71065	72253	143318	18872	18416	37288	27%	25%	26%
Nsanje	53547	51820	105367	11801	11538	23339	22%	22%	22%
Ntcheu	92953	93797	186750	30115	29749	59864	32%	32%	32%
Ntchisi	44428	47293	91721	14479	14556	29035	33%	31%	32%
Phalombe	73801	80290	154091	20328	21555	41883	28%	27%	27%
Rumphi	35567	34069	69636	11282	9753	21035	32%	29%	30%
Salima	72986	77772	150758	23100	23725	46825	32%	31%	31%
Thyolo	106665	106297	212962	27033	26601	53634	25%	25%	25%
Zomba Rural	116489	124078	240567	33920	34099	68019	29%	27%	28%
Zomba Urban	14489	15346	29835	903	1182	2085	6%	8%	7%
Grand Total	2604493	2693963	5298456	698168	690180	1388348	27%	26%	26%

1.7.3.2. Promotion Rate

This indicator shows the proportion of learners who enrolled in a new grade (class) from the last grade they attended. It is calculated as the current enrollment of a grade minus repeaters over enrollment from the last school session grade. Figure 57 displays the promotion rates for each standard, as recorded in the 2024 Annual School Census.

Figure 57: Promotion rate by Standard and Sex.

Figure 57 indicates that promotion rates declined as learners advanced through the grades, with female students having a higher rate than male students. STD2-3 (69%) had the highest promotion rate for all students, the lowest promotion rate was in STD 7-8 (47%). The differences in promotion rates between genders were most notable in the transition from STD 3-4 and STD 5-6.

As illustrated in the table 25, promotion rates at the district level reveal a consistent pattern across different grades. In Standard 2, promotion rates were high in most districts, with female students exhibiting higher rates. Promotion rates remained high in Standard 3, with Lilongwe City and Likoma districts surpassing 90% for both genders. However, by Standard 4, there was a noticeable decline in promotion rates in many districts, a trend that continues into Standard 5. The lowest promotion rates are observed from Standard 6 to Standard 8, with many districts reporting rates below 50%.

Table 25: Promotion Rates by District by Grade (Standard)

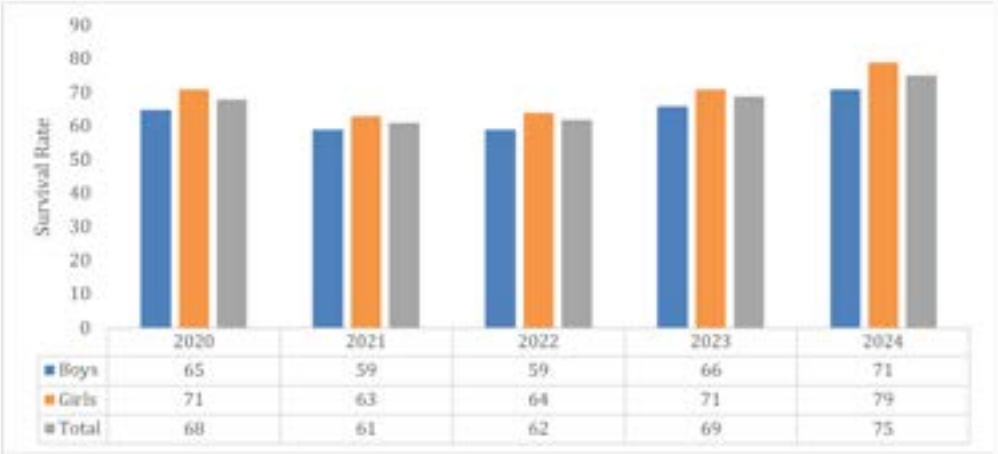
	STD2		STD3		STD4		STD5		STD6		STD7		STD8	
DISTRICT	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Balaka	50%	53%	57%	58%	53%	56%	60%	64%	47%	49%	48%	46%	47%	48%
Blantyre City	65%	67%	73%	77%	65%	67%	69%	72%	47%	51%	52%	48%	46%	53%
Blantyre Rural	63%	65%	70%	72%	59%	64%	73%	81%	49%	55%	53%	53%	49%	45%
Chikwawa	58%	56%	68%	70%	55%	56%	66%	68%	48%	46%	50%	45%	46%	36%
Chiradzulu	62%	67%	75%	74%	57%	64%	70%	72%	50%	57%	50%	52%	52%	47%
Chitipa	53%	58%	63%	66%	52%	58%	60%	69%	48%	58%	48%	52%	44%	40%
Dedza	47%	50%	59%	62%	44%	47%	58%	62%	43%	45%	45%	47%	54%	49%
Dowa	64%	65%	74%	77%	60%	65%	64%	68%	57%	61%	58%	62%	50%	51%
Karonga	55%	58%	63%	65%	55%	65%	60%	62%	48%	50%	48%	50%	42%	38%
Kasungu	64%	64%	77%	75%	56%	60%	69%	75%	51%	57%	51%	50%	43%	41%
Likoma	75%	93%	92%	96%	73%	73%	85%	76%	55%	69%	67%	65%	69%	72%
Lilongwe City	77%	79%	89%	87%	72%	80%	87%	93%	55%	62%	65%	72%	45%	49%
Lilongwe Rural East	57%	58%	72%	68%	45%	49%	58%	63%	47%	46%	57%	55%	50%	47%
Lilongwe Rural West	62%	62%	77%	80%	53%	59%	63%	70%	55%	57%	57%	57%	52%	53%
Machinga	56%	59%	65%	67%	51%	52%	63%	66%	44%	48%	51%	53%	45%	46%
Mangochi	45%	48%	54%	59%	46%	49%	54%	57%	33%	37%	37%	40%	35%	34%
Mchinji	51%	55%	63%	67%	50%	56%	56%	56%	46%	48%	49%	52%	56%	53%
Mulanje	65%	70%	74%	76%	67%	70%	70%	76%	55%	60%	56%	56%	53%	44%
Mwanza	54%	57%	63%	70%	54%	62%	58%	64%	44%	45%	48%	50%	48%	45%
Mzimba North	58%	64%	73%	79%	58%	63%	68%	75%	53%	62%	52%	54%	43%	47%
Mzimba South	64%	66%	74%	77%	70%	75%	72%	77%	56%	63%	58%	63%	54%	55%
Mzuzu City	68%	74%	78%	83%	70%	73%	76%	86%	66%	65%	71%	67%	46%	49%
Neno	52%	56%	63%	67%	49%	53%	65%	64%	48%	52%	49%	51%	45%	40%
Nkhata Bay	56%	61%	66%	68%	59%	61%	57%	62%	50%	53%	55%	53%	61%	57%
Nkhotakota	59%	60%	70%	70%	56%	59%	66%	65%	51%	52%	54%	53%	51%	45%
Nsanje	58%	63%	76%	69%	65%	60%	69%	71%	57%	61%	61%	54%	56%	47%
Ntcheu	49%	54%	60%	61%	47%	52%	58%	66%	41%	48%	42%	46%	47%	46%
Ntchisi	58%	61%	67%	69%	56%	60%	72%	74%	51%	55%	52%	55%	47%	41%
Phalombe	61%	61%	71%	68%	59%	59%	68%	74%	47%	49%	52%	52%	51%	44%
Rumphi	54%	57%	62%	65%	52%	63%	65%	66%	44%	52%	51%	54%	48%	43%
Salima	50%	54%	65%	68%	45%	45%	62%	63%	39%	40%	48%	43%	51%	39%
Thyolo	58%	62%	69%	72%	59%	63%	65%	71%	53%	57%	55%	57%	54%	51%
Zomba Rural	57%	58%	63%	64%	52%	56%	65%	67%	44%	47%	51%	52%	46%	42%
Zomba Urban	82%	81%	88%	95%	71%	87%	89%	82%	70%	73%	71%	71%	36%	41%
Grand Total	57%	59%	68%	70%	55%	59%	65%	69%	49%	52%	53%	53%	48%	46%

1.7.3.3. Survival rate to Standard 5 and 8

The survival rate for Standard 5 is used to estimate the percentage of students who will complete the first cycle of primary education while that of Standard 8 estimates those who complete the last cycle of primary education. Survival rates approaching 100 percent indicate a high level of retention and a low incidence of dropouts. The reliability of this indicator depends on the consistency of data on enrollment and repeaters both in terms of coverage over time and across grades as it is calculated based on these figures. A "synthetic cohort method" is applied to calculate this rate by assuming a group of pupils, typically 1,000, who are enrolled together and proceed to the 5th grade and eventually 8th grade, sometimes with repetition up to two times, and sometimes without. An increase in the survival rate indicates efficiency in the education system as more students of a particular cohort can reach grades 5 and/or 8.

The figures below depict the survival rate for Standard 5 students in primary schools across Malawi over the past five years, as detailed in the 2024 Annual School Census.

Figure 58: Trend in Survival Rates for Standard 5; 2020-2024

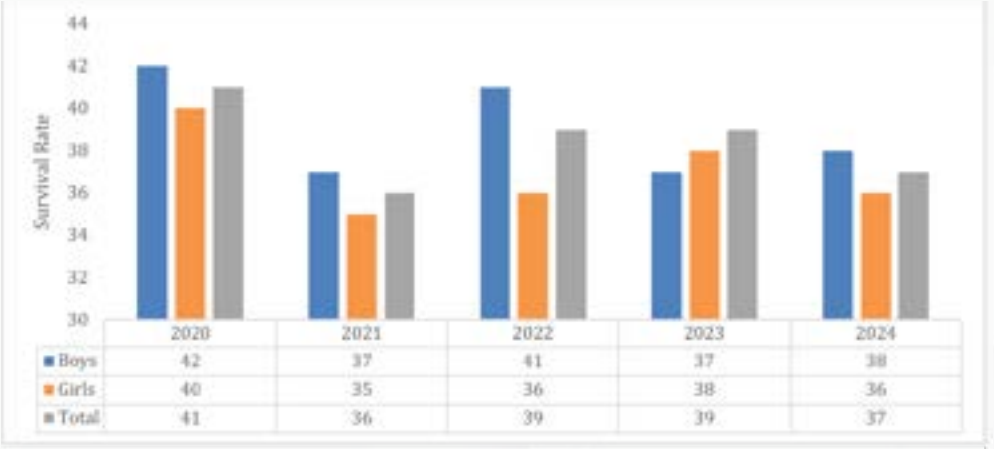


	2020	2021	2022	2023	2024
Boys	65	59	59	66	71
Girls	71	63	64	71	79
Total	68	61	62	69	75

There was an increase in the survival rate of standard 5 from 69 in 2023 to 75 in 2024. Figure 58 also shows that the survival rate for both boys and girls has risen.

Survival rates for Standard 5 over the past five academic years highlight the progression and retention of students in their final year of primary education. These results are illustrated in the figure 59

Figure 59: Trend in Survival Rates for Standard 8; 2020-2024



	2020	2021	2022	2023	2024
Boys	42	37	41	37	38
Girls	40	35	36	38	36
Total	41	36	39	39	37

Figure 59 illustrates a decline in the survival rate for Standard 8, which fell from 41% in 2020 to 36% in 2021. It then rose to 39% in 2022, remained steady in 2023, and dropped to 37% in 2024.

1.7.3.4. Primary Completion Rate PCR (Proxy Method)

Internationally, the PCR is an established measure of the outcomes of an education system. It has been specified as one of the two major education indicators for the Sustainable Development Goals (SDGs). It is calculated by dividing the total number of new entrants in the last grade of primary school by the population of official age in the last grade.

The PCR is highly dependent on the accuracy of the single age repetition (i.e., age 13 for grade 8) and the accurate measurement of repeaters in each grade. An increase in the PCR indicates an improvement in the survival and retention of pupils in the education system.

Table 26 provides data on the primary completion rate, highlighting the percentage of students who complete their primary education within the expected time in the 2024 Annual School Census.

Table 26: Primary Completion Rate

Year	Population aged 13			New entrants in STD 8			Completion Rates		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Average
2020	232,157	234,703	466,860	122,749	123,964	246,713	53	53	53
2021	232,354	239,320	471,674	117,088	118,671	235,759	50	50	50
2022	190,927	207,082	398,009	108,582	114,573	223,155	57	55	56
2023	242,761	244,244	487,005	111,527	121,263	232,790	46	50	48
2024	247,424	247,059	494,483	105,264	114803	220,067	43	46	45

1.7.3.5. Transition Rate (Primary to Secondary School)

UNESCO defines the Transition Rate as the percentage of pupils (or students) admitted to the first grade of a higher level of education each year, relative to the number of pupils (or students) enrolled in the final grade of the lower level of education in the previous year. This indicator measures the degree of access or transition from one educational level to the next, such as from primary to secondary school. High transition rates suggest effective progression and a strong intake capacity for the higher educational level. Conversely, low transition rates may indicate issues in transitioning between educational levels, potentially due to deficiencies in the examination system or inadequate admission capacity at the higher level, or both. The 2024 Annual School Census collected data on the overall trend in transition rates for both males and females from 2020 to 2024, and figure 60 illustrates the results.

Figure 60: Transition rates by sex 2020-2024

As shown in Figure 60, the highest transition rates occurred in 2024, with females achieving a rate of 49.9% and males at 49.6%, resulting in an overall transition rate of 49.7%.


Learning has evolved

2.0 | SECONDARY SCHOOL EDUCATION

Education is recognized as pivotal in fostering national consciousness and unity as a driver of economic advancement. In Malawi, investing in secondary education is crucial for economic development and integration into the modern economy. Historically, the colonial era prioritized free primary education, delaying the introduction of secondary education and restricting it to a privileged few. Consequently, primary education has flourished while secondary education has lagged, resulting in low transition rates from primary to secondary schools.

In recent years, the government has prioritized expanding secondary education, significantly improving access as evidenced by increased enrollment. This expansion has also boosted admissions into tertiary education. This section presents key statistical findings and indicators for the 2024 school year regarding the state and progress of the secondary education sector. These include school profiles, student demographics, teacher statistics, infrastructure, and sanitation facilities, among others.

The secondary education sector serves as a gateway to tertiary education and other post-secondary studies. Accordingly, the government remains committed to tackling challenges related to access, quality, and the provision of inclusive education.

2.1 Secondary School Particulars

In the 2024 Annual School Census, school particulars were defined by:

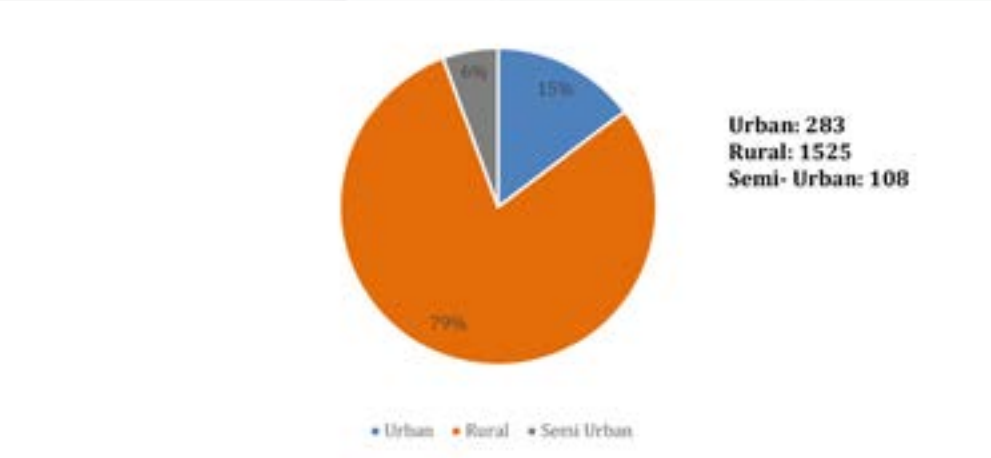
Location - urban, semi-urban, and rural. In the census urban refers to all schools in the five cities and municipalities: Blantyre, Mzuzu, Zomba, Lilongwe, and Kasungu. While semi-urban refers to all schools found in towns i.e. all district centers, the rest are rural.

Proprietor – an entity or individual who owns and runs the institution broadly categorized as public and private secondary schools. Public secondary schools consist of government and religious schools which are government aided. Religious institutions that operate as private were categorized as private.

2.1.1 Secondary School Location

The 2024 Annual School Census gathered data on the locations of secondary schools in Malawi. Figure 61 shows that 79% of secondary schools are in rural areas, 15% in urban areas, and 6% in semi-urban areas. There have been slight changes: semi-urban and urban areas each saw a 1% increase, while rural areas experienced a 2% decrease, compared to the previous academic year.

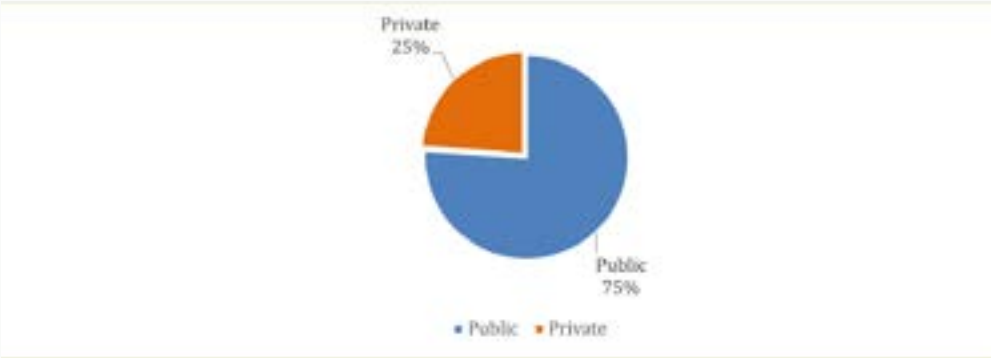
Figure 61: Percentage of Schools by Location



In the previous academic year, there were 244 secondary schools in urban areas, 1,438 in rural areas, and 92 in semi-urban areas. Figure 61 shows that in the 2023/24 academic year, the number of secondary schools has increased to 283 in urban areas, 1,525 in rural areas, and 108 in semi-urban areas, translating to 15%, 79%, and 6% respectively.

The Annual School Census also gathered data on the proprietorship of secondary schools categorized as public (government and religious) and private institutions, as depicted in figure 62.

Figure 62: Number of Secondary Schools by Proprietor



As illustrated in Figure 62, the findings reveal that in the 2024 academic year, 75% of secondary schools are public, with private secondary schools comprising 25%.

At the district level, table 27 details the number of schools in each district, categorized by their proprietorship. It provides insights into the distribution of schools and the various types of ownership, including public and private.

Table 27: Number of Schools by District and Proprietor

District	Public	Private	Total
Balaka	33	10	43
Blantyre City	35	65	100
Blantyre Rural	62	22	84
Chikwawa	32	14	46
Chiradzulu	44	10	54
Chitipa	35	8	43
Dedza	53	13	66
Dowa	56	15	71
Karonga	49	11	60
Kasungu	62	9	71
Likoma	3	1	4
Lilongwe City	56	71	127

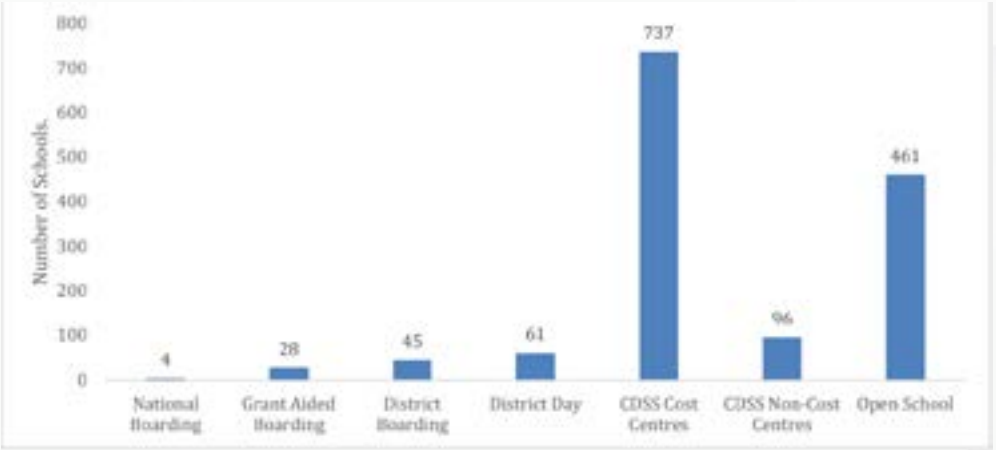
Lilongwe Rural East	49	12	61
Lilongwe Rural West	58	11	69
Machinga	44	6	50
Mangochi	66	17	83
Mchinji	31	9	40
Mulanje	65	15	80
Mwanza	13	12	25
Mzimba North	63	10	73
Mzimba South	62	11	73
Mzuzu City	22	13	35
Neno	19	7	26
Nkhata Bay	52	9	61
Nkhotakota	38	11	49
Nsanje	28	8	36
Ntcheu	42	19	61
Ntchisi	23	3	26
Phalombe	33	5	38
Rumphi	46	8	54
Salima	41	7	48
Thyolo	63	18	81
Zomba Rural	41	16	57
Zomba Urban	13	8	21
Grand Total	**1433**	**483**	**1916**

The data in Table 27 reveals that Lilongwe City had the highest number of secondary schools, 127, followed by Blantyre City with 100 schools, and Likoma with the fewest at 4 schools. There were varying proportions of public and private schools across the districts. Notably, Mangochi had the highest number of public schools, with 66, and 17 private schools. In contrast, Lilongwe City had a higher number of private schools, totaling 71, compared to 56 public schools.

2.1.2 Secondary School Types

The 2024 Annual School Census also gathered data on the number of public schools categorized by type. These included Open Secondary Schools (OSS), CDSS Non-Cost Centers, CDSS Cost Centers, District Day Schools, District Boarding Schools, Grant-Aided Boarding Schools, and National Secondary Schools. The findings are illustrated in figure 63.

Figure 63: Number of schools by school type

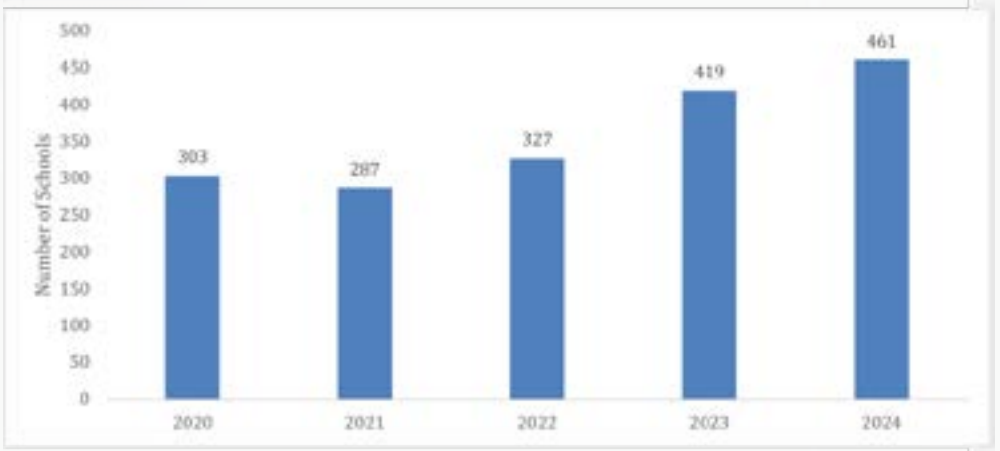


The 2024 Annual School Census findings illustrated in Figure 63 indicate that the previous academic year reported 505 CDSS Cost Centres. For the 2023/24 academic year, this number has increased to 737 CDSS Cost Centres. Conversely, CDSS Non-Cost Centres have decreased from 300 to 96, reflecting the Government's conversion of CDSS Non-Cost Centres into CDSS Cost Centres as shown in Figure 62. Additionally, the number of open schools has increased from 419 to 461 compared to the previous academic year. National Boarding Schools are the least numerous, with only 4 schools.

2.1.2.1. Number of Open Day Secondary Schools

Open Day Secondary Schools (OSS) play a crucial role in enhancing accessibility to secondary education for individuals of all ages. Previously referred to as night schools, OSS enrolls students who, despite not being formally selected, have achieved a passing grade. This system utilizes the current school infrastructure to accommodate these students effectively. Figure 64 presents the number of open-day secondary schools in the country over the past five years.

Figure 64: Trend in Number of Open Day Secondary Schools

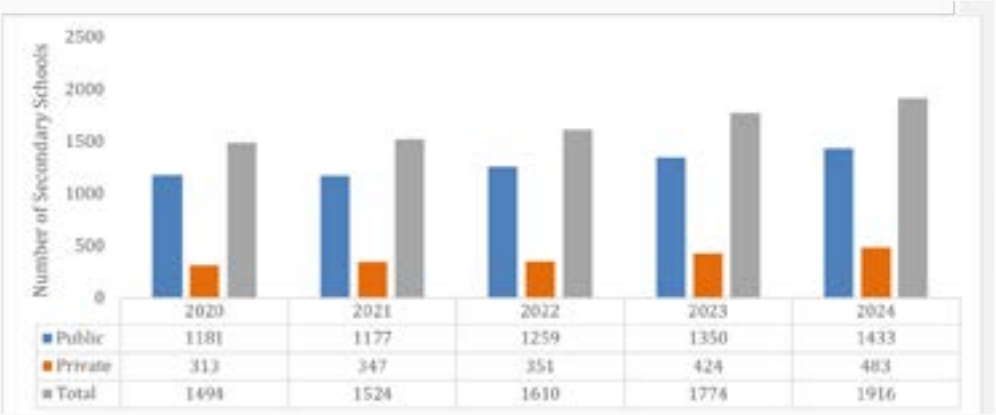


The trend in Figure 64 shows that from 2022 to 2023, the number of opn day secondary schools increased from 327 to 419. By 2024, this number further rose to 461.

2.1.3 Number of Secondary Schools

Despite significant efforts to enhance access to secondary education, transition rates from primary to secondary schools remain relatively low. In response, the government is actively constructing additional secondary schools to facilitate the integration of primary school graduates into the secondary level. The 2024 Annual School Census collected data on the five-year trend in the number of secondary schools in Malawi, figure 65 illustrates the results.

Figure 65: Trend in the Number of Secondary Schools

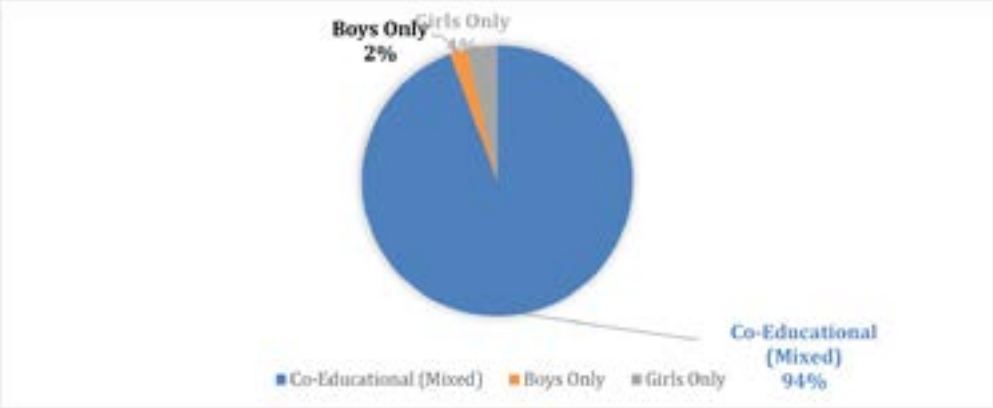


The results reveal a consistent annual increase in secondary schools over the last five years. Specifically, in 2020, there were 1,494 schools, rising to 1,524 in 2021, and further to 1,610 in 2022. The years 2023 and 2024 witnessed a notable increase, reaching 1,916 schools. Over the same period, public schools rose steadily from 1,181 in 2020 to 1,433 in 2024. Concurrently, private schools increased from 313 in 2020 to 483 by 2024.

2.1.4 Secondary School by Type of Institution

The 2023/24 Annual School Census gathered data on the number of schools categorized by institution type, which includes co-education (mixed), boys-only, and girls-only institutions. Figure 66 presents an analysis of the number of schools by type of institution, revealing the complex tapestry of the education system and its diverse components.

Figure 66: Number of Schools by Type of Institution



From the results in Figure 66, it is evident that most secondary schools in the country, comprising 94%, are co-educational. Additionally, 4 percent of secondary schools are girls-only, and 2 percent are boys-only.

At the district level, Lilongwe city had the highest number of co-educational secondary schools at 120, whereas Likoma had the lowest with only 4. Additionally, Dedza recorded the highest number of boys-only schools at 5, while Mangochi reports the highest number of girls-only schools, totaling 7. Table 28 below presents these results by institution type across districts.

Table 28: Number of schools by Institution type

District	Co-educational (Mixed)	Boys Only	Girls Only	Total
Balaka	38	2	3	43
Blantyre City	92	3	5	100
Blantyre Rural	82	2		84
Chikwawa	44	1	1	46
Chiradzulu	51	1	2	54
Chitipa	42		1	43
Dedza	56	5	5	66
Dowa	66	2	3	71
Karonga	56	2	2	60
Kasungu	70		1	71
Likoma	4			4
Lilongwe City	120	3	4	127
Lilongwe Rural East	57	3	1	61
Lilongwe Rural West	61	3	5	69
Machinga	49		1	50
Mangochi	74	2	7	83
Mchinji	39		1	40
Mulanje	75		5	80
Mwanza	25			25
Mzimba North	69		4	73
Mzimba South	69	2	2	73
Mzuzu City	34		1	35
Neno	25		1	26
Nkhata Bay	58	1	2	61
Nkhotakota	48		1	49
Nsanje	36			36
Ntcheu	57	2	2	61
Ntchisi	26			26
Phalombe	38			38
Rumphi	49	3	2	54

Salima	46	1	1	48
Thyolo	81			81
Zomba Rural	51	1	5	57
Zomba Urban	19	1	1	21
Grand Total	**1807**	**40**	**69**	**1916**

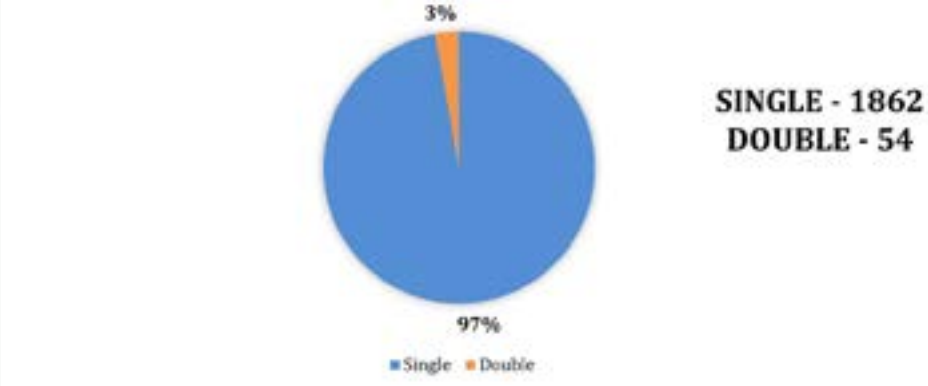
2.1.5 School Shifts

The Government introduced learning shifts in some secondary schools to ease student congestion and improve access to secondary schools. The school shift was defined as;

- **Single shift**- a type of school whereby a group of students come in the morning for classes and by noon/afternoon they are done for the day.
- **Double shift** - a type of school that operates in two groups, one group in the morning, and another group in the afternoon.

Figure 67 indicates that most secondary schools operate on a single shift, with 1,862 schools representing 97% of the total. In contrast, 3% of secondary schools use double shifts, totaling 54 schools.

Figure 67: Number of Schools by Shift



2.1.6 Location and Accessibility During Rainy Season

2.1.6.1 Location

The 2024 Annual School Census collected data on school distribution based on location classification: urban, semi-urban, and rural. The findings show that 9% of schools are in urban areas, 6% in semi-urban areas, and the majority, comprising 85%, are in rural areas.

2.1.6.2. Accessibility

The 2024 Annual School Census identified Teaching and Learning Materials (TLMs) availability as a critical factor affecting education systems, emphasizing the timely delivery of these resources at the school level. The census specifically assessed school accessibility during the rainy season. These results are illustrated in table 29.

Table 29: Location of Schools by their Accessibility During Rainy Season by District

District	Urban		Rural		Semi-Urban	
	Is School Accessible By Road During Rainy Season		Is School Accessible by Road During Rainy Season		Is School Accessible by Road During Rainy Season	
	Yes	No	Yes	No	Yes	No
Balaka	0	0	29	14	0	0
Blantyre City	99	1	0	0	0	0
Blantyre Rural	0	0	64	20	0	0
Chikwawa	0	0	0	0	33	13
Chiradzulu	0	0	35	19	0	0
Chitipa	0	0	35	8	0	0
Dedza	0	0	0	0	46	20
Dowa	0	0	64	7	0	0

Karonga	0	0	57	3	0	0
Kasungu	0	0	0	0	63	8
Likoma	0	0	3	1	0	0
Lilongwe City	125	2	0	0	0	0
Lilongwe Rural East	0	0	50	19	0	0
Lilongwe Rural West	0	0	61	8	0	0
Machinga	0	0	44	6	0	0
Mangochi	0	0	66	17	0	0
Mchinji	0	0	37	3	0	0
Mulanje	0	0	65	15	0	0
Mwanza	0	0	0	0	20	5
Mzimba North	0	0	63	10	0	0
Mzimba South	0	0	62	11	0	0
Mzuzu City	35	0	0	0	0	0
Neno	0	0	0	0	0	0
Nkhata Bay	0	0	49	12	0	0
Nkhotakota	0	0	44	5	0	0
Nsanje	0	0	30	6	0	0
Ntcheu	0	0	48	13	0	0
Ntchisi	0	0	16	10	0	0
Phalombe	0	0	27	11	0	0
Rumphi	0	0	45	9	0	0
Salima	0	0	42	6	0	0
Thyolo	0	0	62	19	0	0
Zomba Rural	0	0	46	11	0	0
Zomba Urban	21	0	0	0	0	0
Total	**280**	**3**	**1144**	**263**	**162**	**46**

Table 29 illustrates that only 3 schools in urban areas were inaccessible during the rainy season, with 2 located in Lilongwe City and 1 in Blantyre City. In rural areas, 263 secondary schools were inaccessible, while 1,144 remained accessible. Similarly, in semi-urban areas, 46 schools were inaccessible, while 162 remained accessible.

2.1.7 Supervisory and Inspection Visits

Supervisory and inspection visits are crucial for maintaining the quality of education delivery. They primarily evaluate schools to assess improvements since the last inspection or supervisory report. This evaluation focuses on the quality of teaching, learning outcomes, and the effectiveness of teachers' assessment of pupils' work. Table 30 displays the number of supervisory visits to secondary schools per term, as recorded in the 2024 Annual School Census.

Table 30: Number of Supervisory Visits

Supervisory visits	Term 1		Term 2		Term 3	
	Number of times supervised	(%)	Number of times supervised	(%)	Number of times supervised	(%)
More Than three	20	43.5	16	27.1	18	48.6
None	1541	80.4	1565	81.7	1604	83.7
One	295	15.4	263	13.7	233	12.2
Three	14	0.7	13	0.7	24	1.3
Two	46	2.4	59	3.1	37	1.9
Grand Total	**1916**	**100**	**1916**	**100**	**1916**	**100**

Table 30 illustrates that in the first term, most schools (1, 541, or 80.4 percent) did not receive any supervisory visits, while 15 percent were supervised at least once. A similar pattern was observed in the second term, with 81.7 percent of schools not receiving supervision. By the third term, this figure rose to 83.7 percent of schools without any supervisory visits.

Regular inspections significantly impact education standards, student performance, and the maintenance of high-quality teaching practices by educators. Table 31 displays the number of schools inspected and the frequency of inspections conducted in the 2023/24 academic year.

Table 31: Number of Schools Visited by Inspectors

	Term 1		Term 2		Term 3	
	Number of times inspected	(%)	Number of times inspected	(%)	Number of times inspected	(%)
`	227	12	192	10	184	10
Two	30	2	41	2	28	1
Three	8	0	10	1	12	1
More Than three	16	1	14	1	14	1
None	1635	85	1659	87	1678	88
Total	1916	100	1916	100	1916	100

85% (1,635) of schools were not inspected in the first term as shown in Table 31. This figure rose to 87% (1,659) in the second term and increased to 88% (1,678) in the third term. As previously mentioned, these visits are crucial for maintaining educational standards. Therefore, increasing the number of inspectorate visits is essential to ensure the delivery of quality education in secondary schools nationwide.

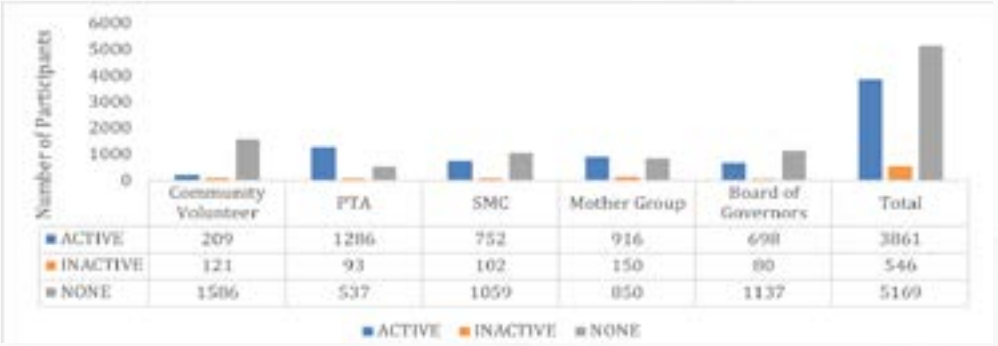
2.1.8 Community Participation and External Assistance

2.1.8.1. Community Participation

Community participation involves members from villages or areas within the school catchment participating in decision-making and supporting secondary school management. Stakeholders include the PTA, SMC, mother groups, Board of Governors, and community volunteers. Nearly all schools reported having these bodies as part of their management structures. This framework is believed to enhance transparency and accountability regarding school matters. The level of involvement is assessed by the frequency of meetings held by these bodies to plan and execute their roles in school management. The 2024 Annual School Census aimed to assess the active participation of these community groups in their respective schools.

Figure 68 illustrates the level of community participation in school development, highlighting how engaged local communities are in enhancing educational facilities and initiatives.

Figure 68: Activeness in Community Participation



As illustrated in Figure 68, 3861 stakeholders were actively involved, with the PTA showing the highest activity at 1,286 participants. Conversely, 546 stakeholders reported being inactive, with the Mother Group reporting the highest number of inactive members at 150. Additionally, schools reported that 5,169 stakeholders showed no activity.

2.1.8.2. External Assistance

This refers to financial or non-financial aid received by schools beyond the government's regular funding. Such assistance may come from NGOs, educational partners, politicians, church leaders, corporations, and individuals. Its purpose is to enhance the quality of education provided in schools. Figure 69 below highlights the secondary schools that received external assistance for the 2024 academic year, as reflected in the 2024 Annual School Census.

Figure 69: Secondary School's external assistance

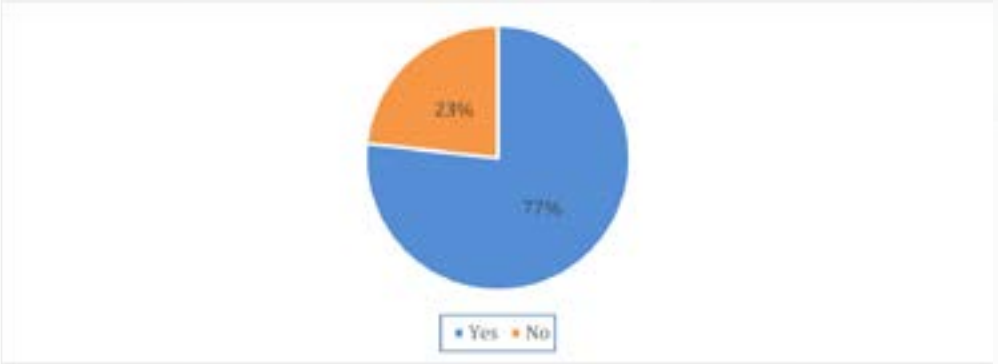


Figure 69 indicates that most schools, totaling 77 percent (1,461 schools), received external assistance. Conversely, 23 percent of schools (442 schools) reported not receiving any external assistance.

2.2 Secondary School Student Information

This section provides detailed information on secondary school students' demographics and other student-related information such as Enrolment

- Students with special learning needs
- Streams
- Repeaters and drop-outs
- Number of returnees
- Transfers and deaths
- Orphans and Vulnerable students

2.2.1 Secondary School Enrolment

The 2024 Annual School Census captured enrollment disaggregated by division, form, school type, proprietorship, and gender. This data provides a picture of pupil distribution for better planning and allocation of school teaching and learning materials as well as financial support from the government and other stakeholders. Table 32 shows enrolment disaggregated by proprietor, gender, and form.

Table 32: Number of Students by Sex, proprietor, and form

Form	Sex	Private	Public	Grand Total
Form 1	Male	12815	55368	68183
	Female	14196	58090	72286
Form 2	Male	12155	54301	66456
	Female	13542	54376	67918
Form 3	Male	14860	49861	64721
	Female	15935	46536	62471
Form 4	Male	17609	53172	70781
	Female	18311	47673	65984
Total		119423	419377	538800

As shown in Table 32, the total enrolment for secondary schools in 2024 was 538,800. This represents a 10.9% increase from the previous academic year's enrolment which was at 485,650. Furthermore, the table above shows that the majority of students come from public schools registering 419,377 students, an increase from 384,656 students which were captured last year. Private school enrolment remains a minority even though this year's enrolment has increased from 100,994 to 119,423. The results also show that the enrolment for males which is 270,141 is higher than that of females which is 268,659.

The official secondary school age is 14-17 years. The 2024 Annual School Census also collected students' enrolment disaggregated by forms and age and the results are shown in table 33.

Table 33: Secondary school age distribution

	Form 1		Form 2		Form 3		Form 4		Total
Age	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	
<12	177	293	23	8	0	0	0	0	501
12	2328	17830	274	485	1	4	0	0	20922
13	7244	12498	2657	3537	255	530	76	85	26882
14	15003	3209	8560	10957	2485	3362	829	838	45243
15	15681	17339	14925	17464	6878	8750	2767	3419	87223
16	13291	11912	15379	16319	13055	14994	7520	9133	101603
17	8183	5777	12070	10312	15071	14777	13697	14697	94584
18	3911	2238	6880	5081	12280	9798	15288	15171	70647
19	1535	778	3388	2266	7660	5208	12636	10066	43537
20	501	249	1484	922	3579	2397	8023	5547	22702
21	137	74	474	295	1655	1183	4198	2771	10787
22	49	25	165	132	670	515	2385	1658	5599
23	34	21	80	75	450	315	1456	1063	3494
24	9	9	26	19	200	169	811	537	1780
25	24	9	13	29	206	198	449	410	1338
> 25	76	25	58	17	276	271	646	589	1958
Total	**68183**	**72286**	**66456**	**67918**	**64721**	**62471**	**70781**	**65984**	**538800**

The results from Table 33 show that most secondary school students were aged 16 with 101,603 followed by 17 which had 94,584 students. It further shows that the age with fewer students was under 12 with only 501 students in total.

Enrolment was further disaggregated by school type namely, National Boarding, Grant Aid Boarding, District Boarding, District Day, CDSS Non-Cost Centre, CDSS Cost Centre, and Open School. Figure 70 shows the 2024 secondary school enrolment percentage distribution by school type.

Figure 70: Percentage of Secondary School Enrolment by School Type

National Boarding Schools represented 0.5 percent of the total enrolment percentage making it the lowest followed by Grant Aided Boarding, which is at 2 percent, as illustrated in Figure 70. CDSS Cost Centers had the highest student enrolment percentage at 40.2 percent followed by Open Schools at 21.2 percent. District Day was at 6.4 percent while District Boarding had 4.4 percent.

The 2024 Annual School Census also detailed enrollment data by district, form, and sex, highlighting patterns and disparities across regions presented in table 34.

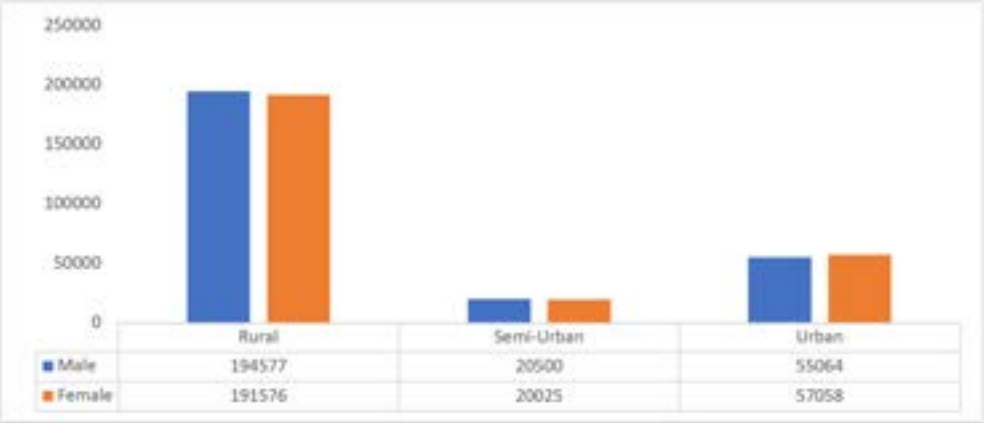
Table 34: Secondary School enrolment by district, form, and sex

	Form 1		Form 2		Form 3		Form 4		
District	Male	Female	Male	Female	Male	Female	Male	Female	Total
Balaka	1606	1750	1551	1587	1418	1503	1432	1534	**12381**
Blantyre City	3749	3873	3777	4038	4231	4488	5074	5391	**34621**
Blantyre Rural	2417	2169	2388	2127	2217	1843	2600	1881	**17642**
Chikwawa	1954	1809	2009	1809	1788	1503	1953	1551	**14376**
Chiradzulu	1566	1694	1696	1727	1499	1431	1588	1343	**12544**
Chitipa	1212	1276	1316	1362	1217	1218	1802	1659	**11062**
Dedza	2572	2370	2434	2168	2400	1969	2403	1929	**18245**
Dowa	2554	2807	2393	2636	2263	2232	2696	2390	**19971**
Karonga	1880	1839	1829	1835	2007	1847	2225	2034	**15496**
Kasungu	2649	2937	2598	2956	2551	2675	2856	2769	**21991**
Likoma	165	144	150	133	149	115	94	93	**1043**
Lilongwe City	5570	5814	5521	5727	5801	6004	6825	6817	**48079**
Lilongwe Rural East	2577	4645	2150	2066	2043	1701	2052	1576	**18810**
Lilongwe Rural West	2889	3291	2941	3134	3141	2705	2967	2867	**23935**
Machinga	1613	1705	1477	1623	1301	1321	1448	1418	**11906**
Mangochi	2404	2858	2194	2858	1829	2395	1797	2222	**18557**
Mchinji	1631	1715	1666	1644	1537	1517	1778	1606	**13094**
Mulanje	2959	3312	2776	2925	2778	2862	2787	2724	**23123**
Mwanza	660	668	640	665	672	653	694	634	**5286**
Mzimba North	1892	2366	1787	2198	1486	1798	1592	1914	**15033**
Mzimba South	2413	2206	2401	2173	2224	1832	2395	2160	**17804**
Mzuzu City	1734	2012	1878	2205	2369	2445	2841	3019	**18503**
Neno	671	752	662	779	581	616	578	602	**5241**
Nkhata Bay	1620	1646	1608	1650	1436	1458	1600	1447	**12465**
Nkhotakota	1853	1634	1883	1720	1623	1325	1660	1399	**13097**
Nsanje	1333	1138	1327	1025	1226	878	1270	767	**8964**
Ntcheu	2254	2323	2214	2322	2233	2124	2371	2081	**17922**
Ntchisi	1040	1016	1020	957	858	736	848	756	**7231**
Phalombe	1254	1230	1163	1176	1172	1100	1235	1021	**9351**
Rumphi	1726	1532	1674	1404	1627	1267	1896	1443	**12569**
Salima	1673	1560	1478	1464	1311	1266	1359	1276	**11387**
Thyolo	2566	2540	2490	2403	2297	2242	2627	2224	**19389**
Zomba Rural	2142	2390	2087	2220	1943	2108	1900	1973	**16763**
Zomba Urban	1385	1265	1278	1202	1493	1294	1538	1464	**10919**
Grand Total	**68183**	**72286**	**66456**	**67918**	**64721**	**62471**	**70781**	**65984**	**538800**

The enrollment statistics for secondary schools in 2024, as shown in Table 34, place Lilongwe City at the forefront with 48,079 students, followed by Blantyre City with 34,621 students.This shows that Lilongwe City has managed to maintain the highest enrolment for the previous three years registering 35,207 students and 40,617 students in the years 2022 and 2023 respectively. Further, Likoma remains the district with the lowest enrolment registered at 1,043.

The 2024 Annual School Census further collected data on enrolment by school location. The results in figure 71 reveal that enrolment was the highest in rural schools representing 71.7 percent, this was followed by schools in Urban areas representing 20.8 percent, and Semi-Urban schools with the lowest representing 7.5 percent of enrolment.

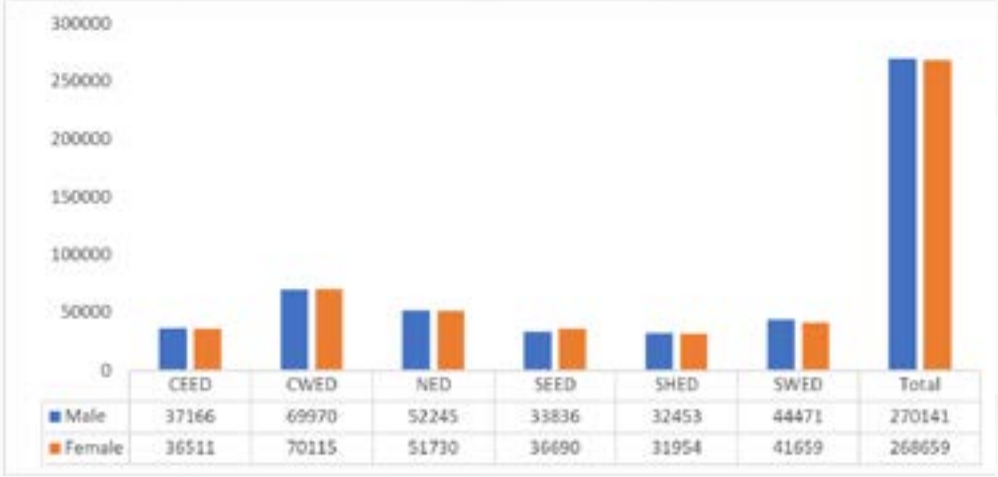
Figure 71: Number of Secondary School Learners by location and sex



As detailed in Figure 71, there was higher male enrolment relative to females in rural schools, whereby in rural schools' males represented 194,577 students while females recorded 191,576. Similarly, in semi-urban schools' males reported the highest enrolment with 20,500 and females reported 20,025. In Urban areas, females represented the highest enrolment at 57,058 and males represented 55,064.

Secondary School Enrollment by Division highlights the distribution of student enrollment across various divisions, providing a snapshot of regional participation in secondary education. Examining these enrollment figures offers insights into educational access and helps identify divisions where resources may need to be reallocated to support balanced growth and development. Figure 72 shows secondary school enrolment in the Central Eastern Education Division (CEED), Northern Education Division (NED), Shire Highlands Education Division (SHED), Southwestern Education Division (SWED), Central Western Education Division (CWED) and Southeastern Education Division (SEED).

Figure 72: Secondary school enrolment by division



In Figure 72, the data shows that most of the enrolment was in CWED with 69,970 males and 70,115 females followed by NED with 52,245 males and 51,730 females. The division representing the least enrolment was SHED with 32,453 males and 31,954 females.

In the 2024 Annual School Census, enrollment data was further disaggregated by subject, sex, and form, providing a comprehensive analysis of how students are distributed across various subjects, gender groups, and educational levels. These results are depicted in table 35.

Table 35: Secondary Enrolment by Subject, sex, and form

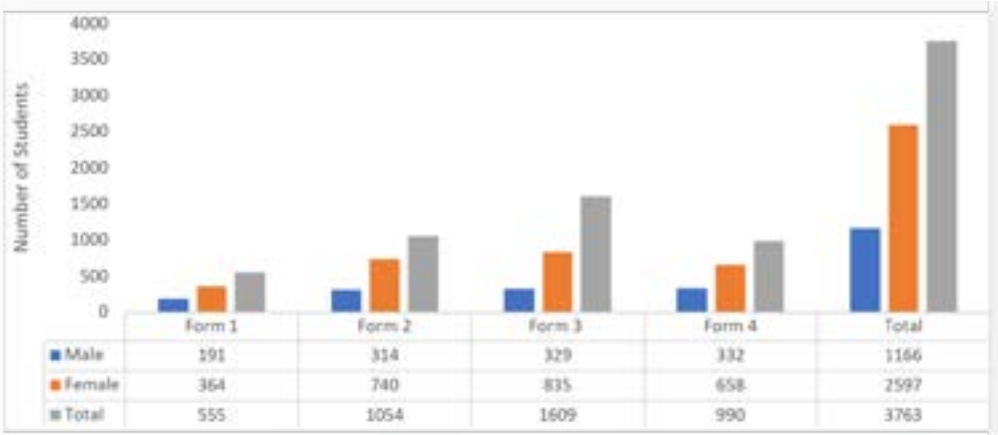
Subject	Form 1		Form 2		Form 3		Form 4		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
English	68183	72286	66456	67918	64721	62471	70781	65984	538800
Mathematics	68183	72286	66456	67918	64721	62471	70781	65984	538800
Chichewa	67811	69514	66099	67743	63358	61588	68530	64876	529519
Agriculture	67790	69649	66213	67768	64262	61233	68601	63731	529247
Biology	68094	69781	66312	67787	63817	61943	69889	65074	532697
Geography	67719	69374	65796	67129	50406	48205	49724	45198	463551
History	62755	64008	62611	61079	37869	36934	33052	30564	388872
Bible Knowledge	37372	39045	33647	35006	21363	22255	16901	17582	223171
Computer Studies	11379	12441	9217	9760	4692	4824	3187	3099	58599
Social Studies	59967	62518	58501	59760	42564	41654	41536	40047	406547
Life Skills	57704	60104	56303	57535	40200	39359	39143	40203	390551
Home Economics	2701	3493	2694	3544	1329	1934	969	1593	18257
Physics	67288	67890	64113	64809	44135	41575	40955	36052	426817
Chemistry	67237	67874	64467	64999	44160	41466	40670	37443	428316

As depicted in Table 35, the number of students taking English and Mathematics is consistent across all forms, totaling 538,800 students. This consistency is due to these subjects being compulsory, whereas others are optional. Additionally, the data reveals that female enrollment in science subjects was higher than male enrollment in Forms 1 and 2 but declined in Forms 3 and 4. For instance, in Mathematics, there were 72,286 female and 68,183 male students in Form 1 and 67,918 female and 66,456 male students in Form 2. Conversely, in Form 3, there were 62,471 females and 64,721 males, and in Form 4, 65,984 females and 70,781 males.

2.2.2 Re-admitted Students in Secondary Schools

The 2024 Annual School Census collected information on students who were readmitted to school after dropping out. Figure 73 shows the number of students readmitted in the 2024 school year by form and sex.

Figure 73: Number of re-admitted students by form and sex



The findings illustrated in Figure 73 demonstrate high readmission in Form 3 with a total of 1,609 students, followed by Form 2 with 1,054 students being readmitted. Readmission in Form 4 and Form 1 were 990 and 555 respectively. Additionally, there has been a 19 percent increase in the total number of students re-admitted into school from 3,156 students in 2023 to 3,763 students this year. The results also show that 69 percent of female students were readmitted in schools across the country, while males represented 31 percent of the readmitted students.

In addition to other data, the 2024 Annual Census collected re-admissions information, which was disaggregated by district, form, and sex. This detailed approach provides insights into the patterns of re-admissions, helping to identify trends across various geographic and demographic segments. The results are depicted in Figure 36.

Table 36: Number of re-admitted students by District

	Form 1		Form 2		Form 3		Form 4		
District	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Total**
Balaka	20	21	23	50	21	18	8	20	181
Blantyre City	1	6	28	46	28	51	61	100	321
Blantyre Rural	2	11	12	27	10	18	15	23	118
Chikwawa	2	10	7	14	12	19	12	22	98
Chiradzulu	1	5	3	16	4	22	2	7	60
Chitipa	2	4	1	10	0	13	2	11	43
Dedza	4	10	11	23	8	33	12	16	117
Dowa	12	16	19	24	2	12	4	10	99
Karonga	0	3	0	11	1	8	1	3	27
Kasungu	2	13	9	16	6	38	10	23	117
Likoma	0	2	0	6	0	2	0	1	11
Lilongwe City	6	8	25	29	29	63	40	44	244
Lilongwe Rural East	4	11	10	30	10	26	9	17	117
Lilongwe Rural West	18	27	7	52	21	44	14	17	200
Machinga	4	8	6	19	2	30	3	19	91
Mangochi	20	26	25	33	34	24	11	19	192
Mchinji	2	5	2	12	1	11	2	16	51
Mulanje	8	11	10	31	4	52	3	25	144
Mwanza	1	0	4	5	2	3	2	3	20
Mzimba North	13	11	10	20	3	24	5	16	102
Mzimba South	6	9	10	25	14	31	14	36	145
Mzuzu City	2	6	6	3	11	15	7	21	71
Neno	2	3	6	9	1	5	5	4	35
Nkhata Bay	4	8	2	16	8	32	1	24	95
Nkhotakota	4	13	4	17	7	19	4	10	78
Nsanje	14	13	4	20	13	23	8	13	108
Ntcheu	5	11	15	21	21	42	23	32	170
Ntchisi	7	16	8	20	8	8	6	12	85
Phalombe	3	11	6	13	7	15	4	14	73
Rumphi	4	12	4	22	5	28	12	23	110
Salima	2	2	4	15	5	8	9	6	51
Thyolo	8	30	14	38	11	50	8	25	184
Zomba Rural	6	18	12	35	9	38	8	14	140
Zomba Urban	2	4	7	12	11	10	7	12	65
Grand Total	**191**	**364**	**314**	**740**	**329**	**835**	**332**	**658**	**3763**

Table 36 shows that Blantyre City had the highest number of student readmissions, with 321 students, followed by Lilongwe City with 244 students. Likoma reported the fewest readmissions, decreasing from 14 students in 2023 to 11 students this year.

2.2.3 Orphanhood and Vulnerability in Secondary Schools

2.2.3.1. Secondary School Orphans

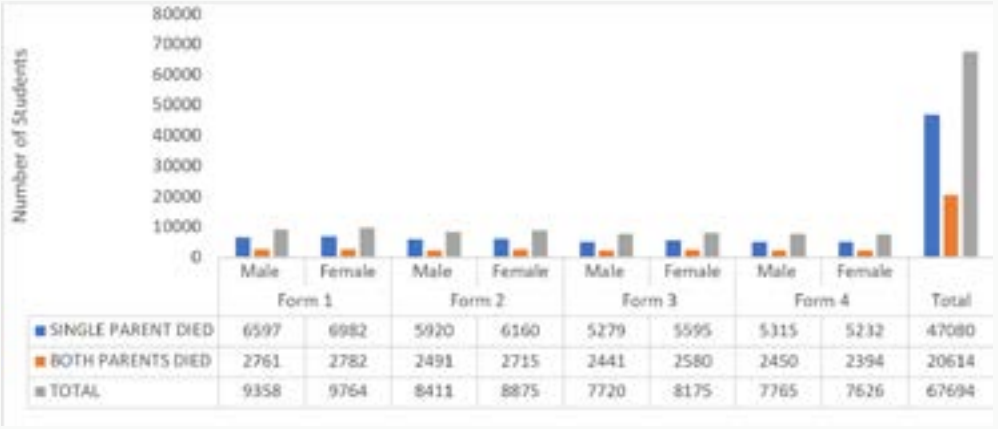
The Annual School Census categorizes orphans into two;

i. Single orphan - where a single parent is dead

ii. Double orphan- where both parents are dead

The 2024 Annual School Census reported an increase in the number of orphans, with 67,694 students identified, compared to 63,748 orphans in 2023. Out of the 67,694 students reported as orphans, 47,080 (67%) were single-parent orphans, while 20,614 students (33%) had both parents deceased. Additionally, the data reveals that there were more female orphans than male orphans in Forms 1, 2, and 3, with figures of 9,764, 8,875, and 8,175, respectively. However, in Form 4, there were more male orphans than females, with a recorded figure of 7,765. Figure 74 provides a detailed breakdown of orphan statistics by form, gender, and type of orphanhood, offering insights into the distribution of orphaned students across different levels of secondary education.

Figure 74: Orphans by form, sex, and type of orphanhood



	Male	Female	Male	Female	Male	Female	Male	Female	
	Form 1		Form 2		Form 3		Form 4		Total
SINGLE PARENT DIED	6597	6982	5920	6160	5279	5595	5315	5232	47080
BOTH PARENTS DIED	2761	2782	2491	2715	2441	2580	2450	2394	20614
TOTAL	9358	9764	8411	8875	7720	8175	7765	7626	67694

2.2.3.2. Vulnerable Students in Secondary School

One of the strategic objectives of Secondary education is to increase access and equity for all eligible students with more focus on girls and vulnerable children. Vulnerable children are children who lack basic needs and parental care for their learning. The 2024 ASC collected data on vulnerable students which stakeholders can use in their input activities like the provision of bursaries. Vulnerable students' data was disaggregated by sex, form, and type of vulnerability. The types of vulnerabilities that were captured are Lack of school fees, Lack of Learning materials, Hunger, and Lack of School Uniform. The total number of vulnerable students recorded this year was 208,802 representing 39 percent of the total enrolment.

Figure 75 displays the results disaggregated by sex, form, and type of vulnerability, providing a comprehensive breakdown of the data across these dimensions.

Figure 75: Vulnerable students by sex and type of vulnerability

	Male	Female	Male	Female	Male	Female	Male	Female
	Form 1		Form 2		Form 3		Form 4	
Lack of School Fees	10320	10920	8980	9448	7875	7822	6795	6828
Lack of Learning Materials	7611	7902	6968	7080	6286	6127	5518	5695
Lack of School Uniform	4606	4775	3580	3834	3222	3278	2948	2870
Hunger	8786	8782	7573	7727	6618	6565	5788	5675
Total	31323	32379	27101	28089	24001	23792	21049	21068

As highlighted in Figure 75, the most vulnerable male and female students were in for Form 1, recording 31,323 and 32,379 respectively. The leading vulnerability type is Lack of school fees which was at 33 percent, followed by hunger which was at 28 percent. Lack of school uniform was the least type of vulnerability in all the forms with a total number of 29,113 amounting to 14 percent of the total number of vulnerable students. The total number of vulnerable students has increased by 29 percent from the 2023 academic year.

2.2.4 Student Bursaries in Secondary School

A bursary is broadly defined as a monetary or non-monetary grant given to vulnerable students who meet specific eligibility criteria. The provision of bursaries to vulnerable students is one of the interventions that reduces dropouts. The 2024 Annual School Census collected data on the number of students who applied and those who received the bursaries in the academic year. Figure 76 shows students who applied and received bursaries disaggregated by form and sex.

Figure 76: Students who applied and received bursaries by form and sex

	Form 1	Form 2	Form 3	Form 4	Total
Male Applied	9852	8545	7189	6422	32008
Female Applied	11149	9755	8220	7290	36414
Male Received	1747	2528	2584	2495	9354
Female Received	3430	4026	4080	3715	15251

The findings in Figure 76 show that 32,008 male and 36,414 female students applied for a bursary giving a total of 68,422. Only 9,354 male and 15,251 female students received bursaries representing 36 percent of those that applied. Further, the results show that there were more female bursary applicants as well as recipients representing 53 and 62 percent respectively.

2.2.5 Special Needs Students in Secondary School

The 2024 Annual School Census collected information on the number of students with special needs. Special needs students are categorized as having learning difficulty, visual impairment (Blind), visual impairment (low vision), Hearing impairment (Deaf), Deaf-Blind, Physical disability, and Albinism.

A detailed breakdown of student numbers by form, sex, and type of disability in table 37, provides insights into the distribution and demographics of students with disabilities across various educational levels.

Table 37: Students with special needs by type of disability

	Form 1		Form 2		Form 3		Form 4		Total
Impairment	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	
Learning difficulty	737	731	732	747	522	598	546	602	**5215**
Visual Impairment (Blind)	110	60	55	113	51	93	58	75	**615**
Visual Impairment (low vision)	861	850	747	815	577	673	619	778	**5920**
Hearing Impairment (Deaf)	89	64	80	128	47	67	67	57	**599**
Hearing Impairment (Hard of hearing)	247	239	252	234	164	131	159	166	**1592**
Deafblind	13	0	3	3	1	6	5	2	**33**
Physical disability	118	102	141	93	95	68	118	81	**816**
Albinism	25	31	31	34	34	30	24	33	**242**
Total	**2200**	**2077**	**2041**	**2167**	**1491**	**1666**	**1596**	**1794**	**15032**

Table 37 illustrates that the highest impairment type reported this year is visual impairment (low vision) with 5,920 students representing 39 percent of the total impaired students. The least number of students remain Deaf blind from 99 special needs students last year to only 33 students this year. The total number of students with impairment has moved from 11,271 to 15,032 depicting a 75 percent increase.

2.2.6 Secondary School Repeaters

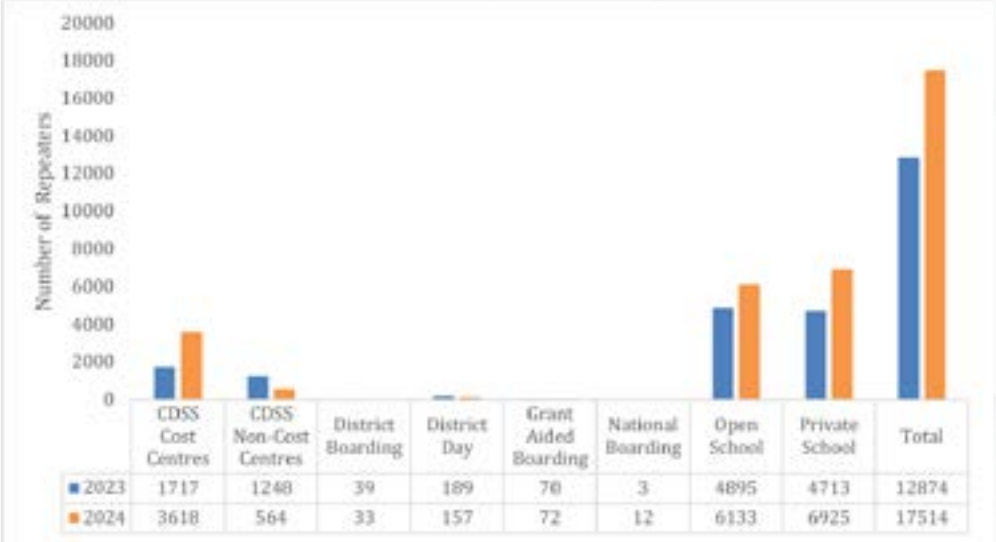
This indicator measures the proportion of students who have remained in the same grade for two or more consecutive years by retaking the grade or returning more than once. Repeating a class means a pupil is using more public resources than allocated to him or her. Evidence shows that high repetition rates do not favor a better mastery of learning, increase the risk of dropping out, and have adverse effects on the pupil-teacher ratio and costs. The 2024 annual school census collected the number of repeaters in secondary schools disaggregated by form, sex, and type of school. These results are presented in table 38.

Table 38: Repeaters by form, sex, and type of school

Type of School	Form 1		Form 2		Form 3		Form 4		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
CDSS Cost Centres	103	129	392	583	462	489	754	706	3618
CDSS Non-Cost Centres	11	19	99	127	54	60	112	82	564
District Boarding	3	4	4	5	5	1	4	7	33
District Day	3	3	17	17	31	25	35	26	157
Grant Aided Boarding	1	23	0	0	3	31	0	14	72
National Boarding	0	0	0	4	0	0	0	8	12
Open School	46	44	538	702	713	759	1717	1614	6133
Private School	134	123	328	473	885	1049	1902	2031	6925
Grand Total	301	345	1378	1911	2153	2414	4524	4488	17514

The number of male students repeating was high in all the school types, as depicted in Table 38. Private Schools recorded the highest number of repeating students, registering 6,925, followed by Open schools which had 6,133 repeaters. The National Boarding schools have the least number of repeaters with a total of 12 students. Further, the results show that most of the repeaters were in Form 4 with a total of 9,012 while the least number of repeaters were in Form 1 with 646 students. Figure 77 shows a comparison of the number of repeaters for 2023 and 2024.

Figure 77: Trend in the Number of Repeaters (2023-2024)



Observations from figure 77 indicate that the number of repeaters in 2024 has increased from 14,897 to 17,514. Although the number of repeaters in most school types has increased, CDSS Non-Cost Centers and District Boarding have decreased.

2.2.7 Secondary School Dropouts

A student is said to have dropped out if he or she leaves school before completing an academic year. There are several reasons why students drop out such as Family Responsibility, Pregnancy, Marriage, School Fees (Unable to pay), Employment, sickness, Inadequate Teachers, Long distances, Violence (GBV), and Lack of Interest. This data is found by comparing results from the previous school year of 2022/23. These results are presented in table 39.

Table 39: Dropout by form, sex, and reason

Reason for Dropout	Form 1		Form 2		Form 3		Form 4		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Family responsibilities	207	324	192	261	168	216	199	205	1772
Pregnancy	0	608	7	980	7	833	7	671	3113
Marriage	145	423	195	1012	186	590	194	466	3211
School Fees (unable to pay)	2134	1995	1729	1573	1426	1409	1201	1078	12545
Employment	30	18	48	25	51	39	79	51	341
Sickness	43	51	47	85	42	60	34	34	396
Poor Facilities	38	26	23	18	54	53	19	33	264
Inadequate Teachers	34	30	18	18	34	33	18	17	202
Long distances Violence (GBV)	401	497	263	360	292	289	169	195	2466
General lack of interest	4	7	8	6	2	27	1	6	61
Total	3036	3979	2530	4338	2262	3549	1921	2756	24371

From Table 39, it is evident that the primary reason for student dropouts was the inability to pay school fees, affecting 12,545 students. This was followed by marriage, which accounted for 3,211 dropouts. In contrast, general lack of interest was the least reported reason, with only 61 students citing it. Additionally, the table shows that female students experienced a higher dropout rate, representing 60 percent of the total with 14,622 dropouts, while male students accounted for 40 percent with 9,749 dropouts. A comparison of dropout numbers for 2023 and 2024 is further detailed in figure 78.

Figure 78: Comparison of 2023 and 2024 dropouts by reasons

The results in Figure 78 show that the total number of dropouts in 2024 was 24,371, compared to 22,069 in the previous academic year, marking a 9.4% increase. In both years, the leading reason for dropouts was school fees. Notably, the number of students citing a general lack of interest decreased significantly, from 2,141 in 2023 to just 61 this year.

2.2.8 Secondary School Transfers

This section shows how students migrate across districts and education divisions. Student migration affects the district's budgets in either a positive or negative way. In the Annual School Census, transfers were categorized as transfers in and transfers out, as depicted in table 40.

Table 40: Distribution of Transfers in and out by district

District	Transfer In	Transfer Out	Net
Balaka	386	222	164
Blantyre City	2470	1113	1357
Blantyre Rural	725	497	228
Chikwawa	387	238	149
Chiradzulu	314	162	152
Chitipa	325	210	115
Dedza	744	474	270
Dowa	787	470	317
Karonga	388	223	165
Kasungu	909	802	107
Likoma	33	27	6
Lilongwe City	3056	1363	1693
Lilongwe Rural East	824	444	380
Lilongwe Rural West	1437	656	781
Machinga	396	329	67
Mangochi	770	393	377
Mchinji	602	267	335
Mulanje	734	418	316
Mwanza	27	27	0
Mzimba North	859	662	197
Mzimba South	838	451	387
Mzuzu City	1083	348	735
Neno	93	90	3
Nkhata Bay	443	393	50
Nkhotakota	176	98	78
Nsanje	334	194	140
Ntcheu	1172	701	471
Ntchisi	256	233	23
Phalombe	196	163	33
Rumphi	667	478	189
Salima	566	216	350
Thyolo	609	338	271
Zomba Rural	882	447	435
Zomba Urban	471	282	189
Grand Total	23959	13429	10530

Table 40 indicates that schools received more new students this academic year compared to those who left. Lilongwe City saw the highest influx, with 3,056 new students, followed by Blantyre City with 2,470 transfers. Mwanza recorded the lowest number of new students, with only 27 transfers. Details on these transfers, disaggregated by sex and form, are provided in figure 79.

Figure 79: Number of transfers by sex and form

Figure 79 reveals that the highest number of transfers occurred in Form 1, with 3,150 males and 3,689 females, followed by Form 3, which had 3,182 males and 3,329 females. Overall, females experienced higher transfer rates than males, with 12,402 female transfers compared to 11,557 male transfers.

2.2.9 Students dismissed and deaths

The 2024 Annual School Census collected information on the number of students that died and those that were dismissed from school in the 2023/24 school year. Figure 80 depicts the results.

Figure 80: Number of students died and dismissed

	Form 1		Form 2		Form 3		Form 4		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Died	26	21	33	31	28	24	41	24	228
Dismissed	79	51	210	64	371	143	488	160	1566
Total	105	72	243	95	399	167	529	184	1794

The results presented in Figure 80 shows that 228 students died and 1,566 were dismissed. It also indicates that males accounted for a higher number of both deaths and dismissals. Form 4 had the highest number of dismissals, with 488 males and 160 females, followed by Form 3 with 371 males and 143 females. Among the deceased, Form 4 had the highest number of male deaths, totaling 41. Conversely, Form 3 had the highest number of female deaths, with 31 reported. In the previous academic year, 213 students died and 1,540 were dismissed.

2.3 Secondary School Streams

Streamlining is the practice of grouping students with comparable skills or needs into classes or groups within the same form. Figure 81 illustrates the number of streams in each form as reported in the 2024 Annual School Census.

Figure 81: Number of streams in Secondary Schools

The trend in Figure 81 shows that in the previous academic year, 2023, there were 9,076 streams in the country; however, this number increased to 9,666 in 2024. Form 1 had the highest number of streams, totaling 2,461 in 2024, compared to 2,327 in the previous academic year. Additionally, the results indicate that Form 3 has the fewest streams, with a total of 2,379.

The 2024 Annual School Census also collected data on the number of streams in schools by district, as illustrated in table 41.

Table 41: Number of streams by district

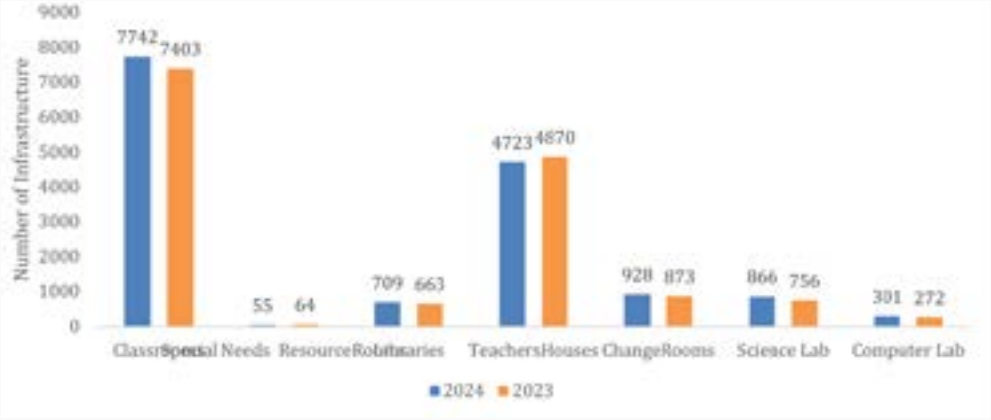
District	FORM 1	FORM 2	FORM 3	FORM 4	TOTAL
Balaka	55	56	55	50	216
Blantyre City	160	159	168	175	662
Blantyre Rural	95	97	96	95	383
Chikwawa	59	58	54	56	227
Chiradzulu	59	57	58	55	229
Chitipa	56	56	56	78	246
Dedza	80	80	76	74	310
Dowa	94	91	90	85	360
Karonga	75	75	75	74	299
Kasungu	108	108	104	104	424
Likoma	5	5	5	5	20
Lilongwe City	187	183	182	194	746
Lilongwe Rural East	73	71	65	63	272
Lilongwe Rural West	87	86	80	80	333
Machinga	61	58	57	57	233
Mangochi	96	97	92	90	375
Mchinji	49	48	48	49	194
Mulanje	104	98	99	92	393
Mwanza	27	27	25	27	106
Mzimba North	83	80	80	81	324
Mzimba South	84	82	83	85	334
Mzuzu City	69	66	69	77	281
Neno	30	30	28	27	115
Nkhata Bay	73	70	71	70	284
Nkhotakota	63	64	60	60	247
Nsanje	43	43	40	42	168
Ntcheu	73	73	74	75	295
Ntchisi	36	36	32	30	134
Phalombe	43	43	42	44	172
Rumphi	65	60	59	60	244
Salima	61	56	52	51	220
Thyolo	94	93	94	95	376
Zomba Rural	74	71	67	69	281
Zomba Urban	40	38	43	42	163
Grand Total	**2461**	**2415**	**2379**	**2411**	**9666**

2.4 Secondary School Infrastructure and Sanitation Information

The 2024 Annual School Census collected data on infrastructure and sanitation, identifying one of the major barriers to accessing secondary education as the availability of quality school facilities. Evidence shows that quality, relevant, and adequate infrastructure is crucial for retaining and improving student attendance, especially for girls in secondary education. The census included data on all types of infrastructure, such as classrooms, SNE resource rooms, hostels, laboratories, libraries, and offices, and disaggregated them by permanent and temporary structures, as well as by those in use and not in use.

Investment in education is essential for development. Constructing new infrastructure is a key strategy to increase access to secondary education. The data on infrastructure construction highlights the efforts made by the education sector to expand secondary education and the anticipated growth in secondary school enrollment, which in turn is expected to improve primary-to-secondary transition rates. Figure 82 compares the number of permanent buildings in secondary schools in 2024.

Figure 82: Infrastructure by type



The data presented in Figure 82 indicates that classrooms represented the highest number of building types in both 2023 and 2024. In 2023, there were 7,403 classrooms, which increased to 7,742 classrooms in 2024. However, the number of special needs resource rooms decreased from 64 in 2023 to 55 in 2024. The number of teachers' houses declined from 4,870 in 2023 to 4,723 in 2024, particularly in areas affected by Cyclone Freddy and floods, including Nsanje, Phalombe, Thyolo, Blantyre, Zomba, and Machinga. In contrast, there was an increase in the number of change rooms from 873 in 2023 to 928 in 2024, science laboratories from 756 in 2023 to 866 in 2024, and computer laboratories from 272 in 2023 to 301 in 2024.

The 2024 Annual School Census included a comprehensive collection of data on permanent school buildings, categorized by type and district across the country. This detailed information is presented in the tables below, offering insights into the distribution and types of permanent infrastructure available in schools nationwide.

Table 42: Permanent Buildings by Type and Districts

District	Classrooms	Sne Resource Rooms	Libraries	Storerooms	Metal Workshop	Wood Workshop	Technical Drawing Workshop	Home Economic Lab	Clothing & Textile Lab	Head Teacher Office
Balaka	177	2	17	26	0	1	0	1	0	24
Blantyre City	613	4	55	97	5	4	2	6	7	87
Blantyre Rural	304	2	33	57	1	0	0	3	0	44
Chikwawa	206	3	17	27	1	0	1	0	1	31
Chiradzulu	196	3	16	26	1	1	0	0	0	27
Chitipa	149	0	11	23	0	0	0	2	0	22
Dedza	246	1	21	57	2	2	1	1	1	35
Dowa	332	7	28	41	2	1	0	1	1	35
Karonga	181	1	14	22	0	1	0	2	2	24
Kasungu	318	2	28	52	0	0	0	2	0	36
Likoma	24	0	3	4	3	0	0	1	1	2
Lilongwe City	593	10	78	124	3	3	2	6	6	88
Lilongwe R. E	221	0	21	35	1	0	0	0	0	31
Lilongwe R. W	294	0	22	54	0	1	0	3	1	39
Machinga	173	0	14	16	0	0	0	1	1	25
Mangochi	298	0	28	44	0	0	0	3	0	41
Mchinji	210	2	11	14	0	1	0	3	1	20
Mulanje	273	2	15	33	1	1	1	2	1	38
Mwanza	82	1	6	13	0	0	0	0	0	14
Mzimba North	263	0	24	28	1	1	0	2	1	30
Mzimba South	277	3	26	40	4	11	2	2	1	33
Mzuzu City	207	2	18	21	1	1	1	7	2	23
Neno	82	0	9	14	2	1	0	2	0	14
Nkhata Bay	216	0	24	32	1	2	0	0	0	31
Nkhotakota	175	2	20	14	1	1	0	1	2	25
Nsanje	133	1	9	9	1	1	0	1	0	16
Ntcheu	240	4	27	31	0	0	0	3	1	36
Ntchisi	117	0	8	12	0	0	0	1	1	14
Phalombe	110	1	7	12	1	0	0	2	0	14
Rumphi	176	0	14	19	0	1	0	0	0	24
Salima	149	0	15	16	0	0	0	2	0	20

Thyolo	270	0	28	31	1	1	1	3	1	42
Zomba Rural	296	1	26	32	1	1	1	1	1	44
Zomba Urban	141	1	16	34	1	1	2	4	3	14
Grand Total	7742	55	709	1110	35	38	14	68	36	1043

Table 43: Permanent Buildings by type and district

District	General Office	Staff Rooms	Recreation Hall	Kitchen	Teacher's Houses	Change Rooms	Boys Hostels	Girls Hostels	Dining Hall	Science Lab	Computer Lab
Balaka	9	21	7	10	99	20	31	27	8	25	8
Blantyre City	36	83	33	32	129	68	66	60	15	71	35
Blantyre Rural	30	41	11	17	152	48	56	43	10	33	15
Chikwawa	12	28	7	8	101	9	29	30	3	18	4
Chiradzulu	11	26	7	6	130	21	10	16	3	19	3
Chitipa	8	19	5	9	130	16	25	37	4	15	5
Dedza	17	34	13	12	246	37	49	37	11	31	10
Dowa	15	38	11	16	251	53	36	39	11	24	16
Karonga	8	23	7	10	169	29	26	37	3	23	5
Kasungu	41	31	12	19	283	53	32	58	12	34	7
Likoma	3	3	1	6	17	43	5	3	1	5	0
Lilongwe City	44	91	37	38	140	97	29	42	11	73	40
Lilongwe R. E	14	28	6	12	155	22	27	29	6	29	6
Lilongwe R. W	18	35	12	16	186	17	28	164	11	29	11
Machinga	6	25	2	5	78	16	5	12	2	18	4
Mangochi	13	40	8	12	244	45	13	51	6	27	6
Mchinji	5	18	7	12	115	23	21	39	4	17	4
Mulanje	19	36	10	11	147	18	15	51	7	27	7
Mwanza	11	13	5	6	29	9	8	14	1	10	3
Mzimba North	9	24	9	14	234	37	14	53	10	30	15
Mzimba South	8	30	10	17	222	48	39	44	12	35	12
Mzuzu City	15	23	9	6	76	18	4	16	3	28	17
Neno	9	14	0	5	58	5	2	11	3	11	2
Nkhata Bay	10	24	9	10	190	23	9	34	7	26	11
Nkhotakota	11	21	6	9	108	20	13	20	7	26	9
Nsanje	12	15	4	3	55	12	9	8	3	9	3

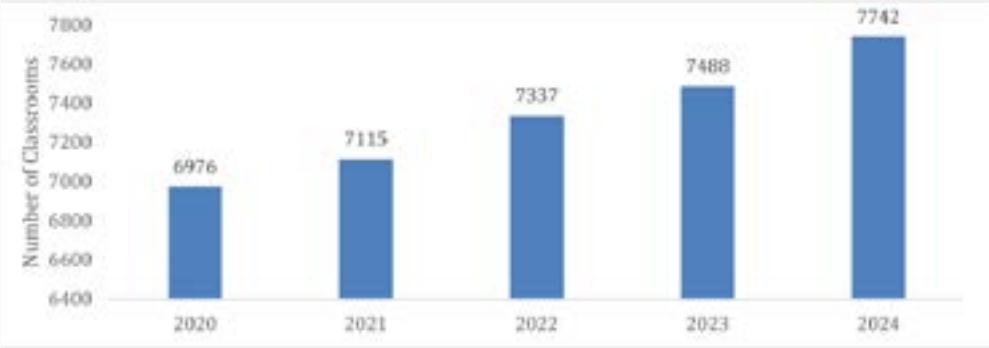
Ntcheu	14	36	11	10	146	21	44	75	7	26	7
Ntchisi	8	14	2	4	95	15	9	13	3	13	1
Phalombe	5	15	5	1	60	6	8	12	0	12	4
Rumphi	11	18	4	8	141	14	22	25	5	25	10
Salima	8	15	4	8	128	9	25	15	6	16	4
Thyolo	22	38	10	11	156	22	25	33	4	26	6
Zomba Rural	14	40	10	11	131	23	24	28	9	33	6
Zomba Urban	10	13	11	8	122	11	44	19	6	22	5
Grand Total	486	973	305	382	4723	928	802	1195	214	866	301

Tables 42 and 43 illustrates the distribution of permanent buildings within schools. The results reveal that classrooms are the most prevalent, totaling 7,742, followed by teachers' houses with 4,723. Additionally, the technical drawing workshops had the fewest buildings in 2024, with only 14.

2.4.1. Classrooms

The overall availability of classrooms determines learning space and the extent to which the transition rate from primary to secondary can be improved. The 2024 Annual School Census collected data on the available permanent classrooms in the schools. The results are as presented in figure 83.

Figure 83: Number of Permanent Classrooms in use



As depicted in Figure 83, the total number of permanent classrooms in secondary schools has steadily increased over the past five years, rising from 6,976 in the 2020 academic year to 7,742 in 2024, reflecting an 11 percent growth. Notably, there was a 3 percent increase in classrooms between the 2023 and 2024 academic years. This growth is attributed to government initiatives aimed at constructing additional classrooms, which have improved access to secondary education and enhanced the transition rate from primary to secondary school.

In secondary schools, most institutions have permanent classrooms for all students, unlike primary schools where classrooms are often allocated to senior classes. Permanent classrooms show little variation among Forms 1 to 4. However, there is notable variation in temporary classrooms, with more allocated to lower secondary levels, as shown in table 44.

Table 44: Classroom in use by type and form

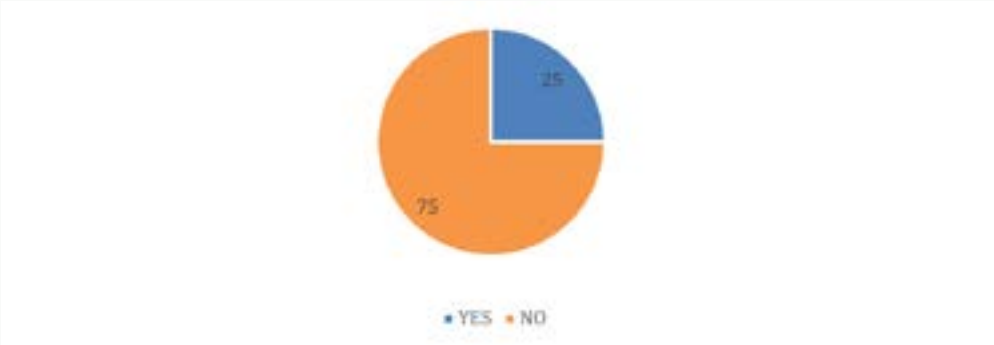
Description	Form 1	Form 2	Form 3	Form 4	Total
Permanent Classrooms Available	1951	1946	1905	1940	7742
Temporary Classrooms Available	171	139	103	100	513
Total	2122	2085	2008	2040	8255

The results presented in Table 43 show a total of 7,742 permanent classrooms and 513 temporary classrooms. Permanent classrooms were distributed relatively evenly across all secondary school classes, in contrast to primary schools, where there is a higher concentration of classrooms in the senior classes.

2.4.2 Availability of Boarding Facilities in Secondary

In secondary schools, some students live away from home and reside on campus in dormitory settings, providing invaluable opportunities for personal growth. Boarding school students develop life skills such as time management, work ethic, and independence more quickly than day school students. The 2024 Annual School Census collected data on the availability of boarding facilities in schools. The overall results are presented in figure 84.

Figure 84: Availability of boarding facilities



In Figure 84, it can be observed that only 25 percent of secondary schools in Malawi have boarding facilities, representing a total of 478 schools. In contrast, 75 percent, do not have boarding facilities, representing 1,438 schools.

2.4.3 Furniture for Classrooms

Desks enable students to sit properly and create a classroom environment conducive to learning. The 2024 Annual School Census collected information on the available furniture for students and teachers in each form. The types of furniture included single, double, and triple desks, benches, forms, tables, and chairs. Additionally, the census gathered data on the availability of special needs furniture in each form. Schools also reported the number of damaged and unusable furniture pieces, as well as the additional furniture required for each form.

Table 45: Available Student school furniture by form and type

Student Furniture	Form 1	Form 2	Form 3	Form 4
Single Desks	31058	35348	39075	43819
Double Desks	16012	14252	12955	12924
Triple Desks	2205	2035	1630	1966
Single Benches	1419	981	660	521
Double Benches	1230	732	363	316
Triple Benches	2041	2799	770	709
Single Forms	2026	1489	1273	1471
Double Forms	519	526	330	232
Triple Forms	975	426	282	332
Tables	9880	12357	13550	16653
Chairs	29048	31232	32731	36410
Total	**96413**	**102177**	**103619**	**115353**

Table 45 shows the availability of student school furniture by type across four forms (grades) in secondary schools. Form 4 has the highest number of total furniture items (115,353), followed by Form 3 (103,619), Form 2 (102,177), and Form 1 (96,413). Single desks dominate across all forms, with an increasing trend from Form 1 to Form 4. Chairs are also consistently available in large numbers across all forms. Double and triple desks and benches show a decline as students progress to higher forms. Additionally, tables are more prevalent in Form 4 compared to lower forms, while single and double forms also decline from Form 1 to Form 4.

A detailed overview of teacher furniture, categorized by type and distributed across different forms, is provided. This comprehensive breakdown highlights the types of furniture available to teachers and how these resources are allocated across various educational levels as depicted in table 46.

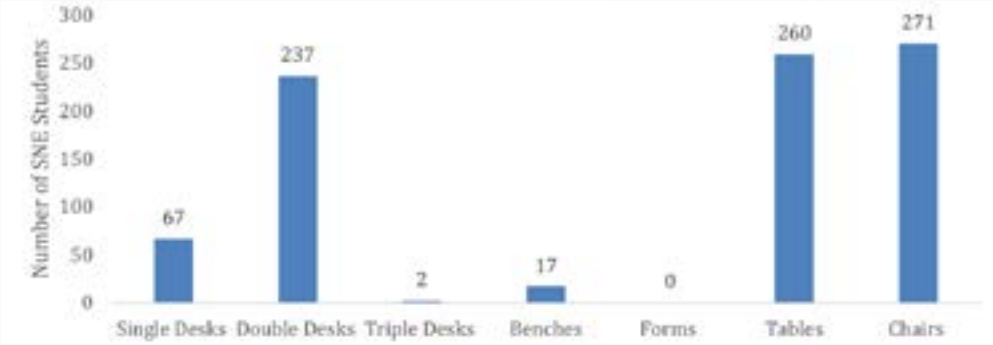
Table 46: Available teacher school furniture by form and type

Teachers' Furniture	Form 1	Form 2	Form 3	Form 4
Single Desks	603	660	645	725
Double Desks	237	231	201	234
Triple Desks	56	47	34	31
Single Benches	16	16	27	15
Double Benches	75	47	42	18
Triple Benches	40	45	37	53
Single Forms	281	136	21	38
Double Forms	37	17	17	6
Triple Forms	68	60	33	61
Tables	697	491	736	799
Chairs	1344	1010	1207	1358
Total	**3454**	**2760**	**3000**	**3338**

The results presented in Table 45 show an increase in the number of teacher school furniture from the previous academic year: in 2023, the total was 11,311 while in 2024, the total increased to 12,552. Chairs make up the largest portion of teacher furniture at 39%, with a total of 4,919. This is followed by teacher tables, which represent 22% of the furniture, totaling 2,723. The least available furniture is single benches, constituting 1% of the furniture, with only 74 benches.

The 2024 Annual School Census also collected data on available furniture in secondary schools for students with special needs. Figure 85 shows the results.

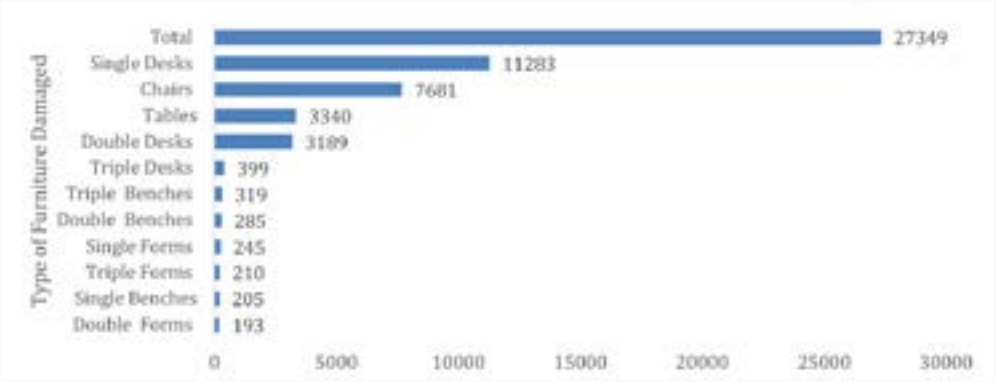
Figure 85: Student special needs furniture in secondary schools by type



In the previous academic year, there were 1,293 special needs furniture items. In 2024, this number decreased to 854 across secondary schools nationwide as shown in Figure 85. Chairs constituted the majority at 271, followed by tables at 260. The least available were triple desks, with only 2 reported in all secondary schools.

The 2024 Annual School Census further collected numbers of each furniture type that is damaged and is no longer in use by students. These are not part of the numbers reported earlier as being available across the different forms. Figure 86 shows number of the damaged furniture and no longer-in-use student furniture by type

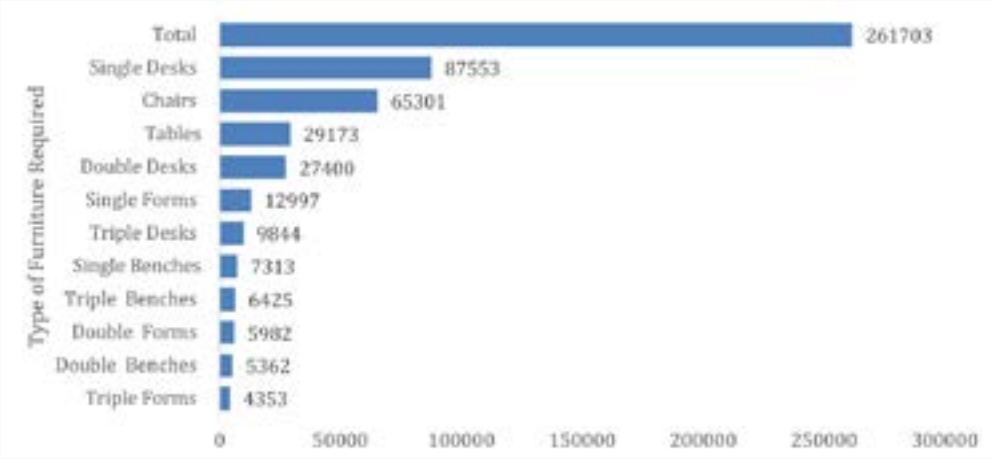
Figure 86: Damaged furniture in secondary schools by type



In the previous academic year, furniture totaling 41,680 was reported damaged. Figure 86 shows that in 2024, this number decreased to 27,349. This significant amount could help alleviate furniture shortages if repaired and reused. The results show that 41% of the damaged furniture was single desks, totaling 11,283, followed by 7,681 damaged chairs, representing 28%. The least damaged were double desks, comprising 1% of the total with 193.

Figure87 illustrates the types of student furniture required, providing a detailed breakdown of the different categories of furniture needed for the 2024 academic year.

Figure 87: Student Furniture required by type



As shown in Figure 87, furniture totaling 261,703 was reported as needed. Single desks were the most in-demand, with 87,553 required, followed by chairs at 65,301. Triple desks were the least required, with 4,353 reported as needed.

2.4.4 Availability of Library

School libraries help students to get authentic information through books written by reputed scholars who come from different parts of the world. A library plays an important role in creating a school culture that helps every student to grow on an individual basis as well. School libraries enhance student achievement, improve reading, test scores, higher academic achievement, and positive attitudes towards learning. The 2024 Annual School Census collected information on the availability of libraries across schools and figure 88 depicts the findings.

Figure 88: Availability of Libraries in Secondary Schools

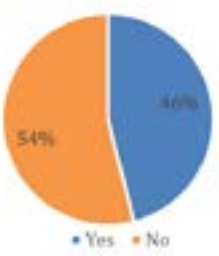


Figure 88 reflects that 46 percent of schools, totaling 883, have libraries, while 54 percent, totaling 1,033 schools, do not have library facilities. Given the critical role libraries play in enhancing educational outcomes, it is essential to focus on increasing the number of schools with library facilities. Such efforts are crucial for improving learning experiences and overall academic performance.

2.4.5 Number of Useable Special Needs Materials Available by Type.

Equality in school is important and the inclusion of special needs materials helps towards access to education for all. All students require different types of materials and students with disabilities may have more specific needs. The types of materials needed to create an inclusive atmosphere include braille, large prints, audio, and syllabi. Figure 89 presents the information on the number of usable special needs materials available by type collected in the 2024 Annual School Census.

Figure 89: Number of Useable Special needs material available by type

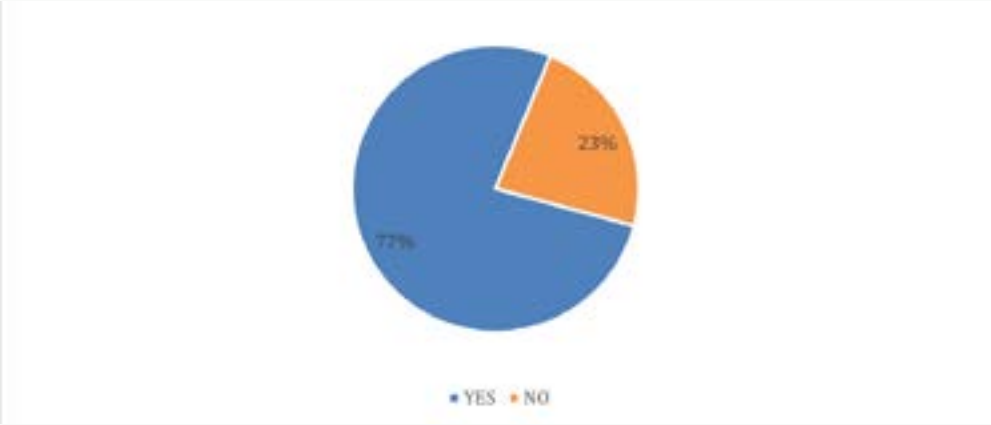
	AUDIO	SYLLABI	LARGE PRINTS	BRAILLE	TOTAL
2023	1599	1906	4176	3711	11392
2024	2384	3235	3631	5205	14455

The trend in Figure 89 indicates that in the previous academic year, there were 11,392 usable special needs materials available. In 2024, the data shows the number increased to 14,455. Braille is the highest available usable special needs material, totaling 5,205, followed by large print with a total of 3,631 even though it has declined when compared to the previous academic year. Audio materials are the least available, totaling 2,384 usable special needs materials.

2.5 Water Sources in Secondary Schools

Water source is an important resource at the school level and with the cholera pandemic, water has played a pivotal role in its prevention where frequent hand washing is a must in schools. The 2024 Annual School Census collected data on water sources and established that 77% of the schools have functional water while 21% of the schools reported having no water, as shown in Figure 90.

Figure 90: Functionality of water sources



The Census also collected data on the types of water sources used in schools. Figure 91 shows that some schools depend on unprotected sources, including rivers, lakes, unprotected springs, and hand-dug wells. It further illustrates the distribution of these water sources across schools at the national level.

Figure 91: Type of water source

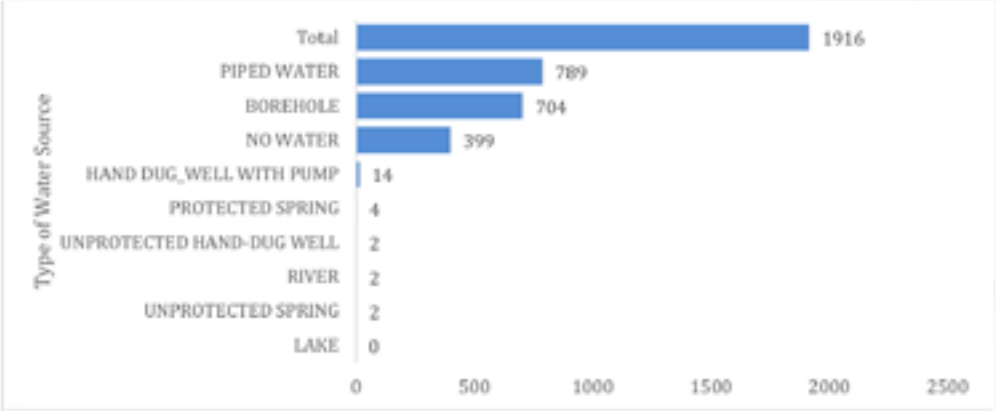
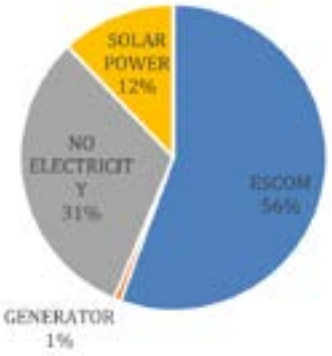


Figure 91 indicates that 739 schools used piped water, making it the most common source. This is followed by boreholes, used by 704 schools. Protected springs, unprotected springs, rivers, and unprotected hand-dug wells are the least utilized sources.

2.6 Electricity Source

Electricity is crucial in secondary education, as it powers essential appliances for teaching and learning. The availability of electricity also enables evening studies and allows students to study at night, potentially enhancing their academic performance. The 2024 census collected data on various sources of electricity used in secondary schools and the results are depicted in the chart below.

Figure 92: Electricity Source

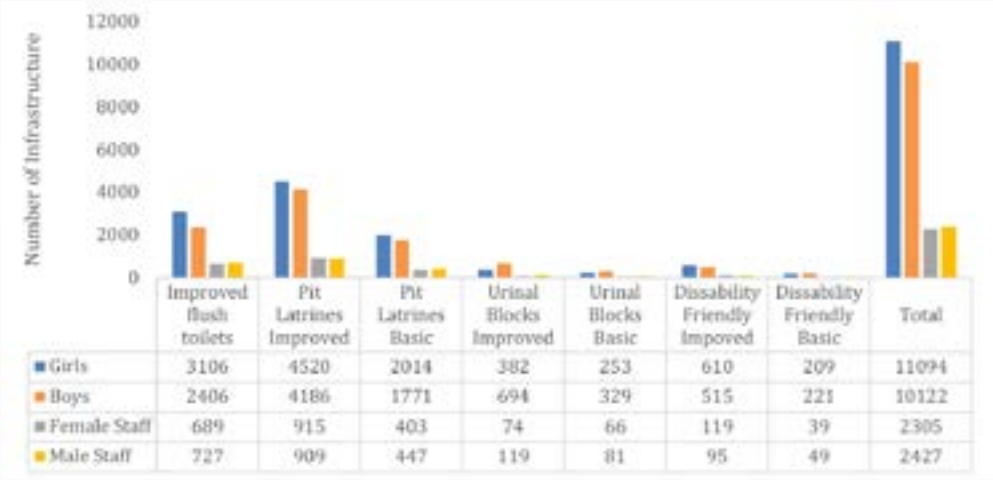


The results in Figure 92 indicate that 56% of schools, totaling 1,066, rely on ESCOM as their primary electricity source. Additionally, 31% of schools, totaling 605, reported having no electricity. Generators were the least utilized source, with only 1% of schools (13 schools) using them.

2.7 Sanitation

Sanitary infrastructure is a key component of basic hygiene at the school level. The 2024 Annual School Census collected data on toilet latrines, hand-washing facilities, and urinal blocks, disaggregated by male and female students and staff, as well as by facility usage. Pit latrines, urinal blocks, and disability-friendly facilities were categorized as either basic or improved, while flush toilets were categorized solely as improved. Figure 93 presents the data on sanitary infrastructure across secondary schools in Malawi.

Figure 93: Sanitary Infrastructure

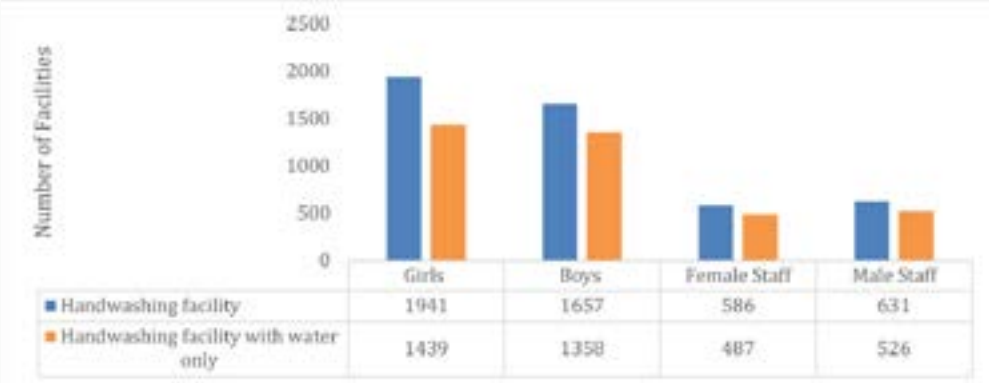


	Improved flush toilets	Pit Latrines Improved	Pit Latrines Basic	Urinal Blocks Improved	Urinal Blocks Basic	Disability Friendly Impoved	Dissability Friendly Basic	Total
Girls	3106	4520	2014	382	253	610	209	11094
Boys	2406	4186	1771	694	329	515	221	10122
Female Staff	689	915	403	74	66	119	39	2305
Male Staff	727	909	447	119	81	95	49	2427

The data presented in Figure 93 shows that improved pit latrines are the most common type of sanitary infrastructure, while disability-friendly basic toilets are the least common. Specifically, improved pit latrines account for 41% of all sanitary facilities, followed by flush toilets at 28%. In contrast, disability-friendly basic toilets make up only 2% of the facilities.

The 2024 Annual School Census also collected data on the availability of handwashing facilities in schools, emphasizing their importance for hygiene and cholera prevention. It is recommended that schools provide handwashing facilities along with other hygiene materials such as soap. The schools were asked to report the number of handwashing facilities available for girls, boys, male staff, and female staff, as well as the number of handwashing facilities with only water. Figure 94 presents the results, detailing the availability of handwashing facilities.

Figure 94: Hand washing Facilities



	Girls	Boys	Female Staff	Male Staff
Handwashing facility	1941	1657	586	631
Handwashing facility with water only	1439	1358	487	526

Figure 94 shows 4,815 handwashing facilities, with the highest number allocated to girls at 1,941, and the lowest to female staff at 586. Additionally, there are 3,810 handwashing facilities equipped with water only, with girls again receiving the highest allocation at 1,439.

2.8 Change Rooms and Incinerators

Studies have shown that improving girls' education requires the inclusion of sanitation and sexual and reproductive health infrastructure as part of the basic requirements for attendance. The National Girls Education Strategy highlights that the lack of changing rooms and incinerators in secondary schools is a significant challenge affecting girls' education. Consequently, the 2024 Annual School Census collected data on the availability of changing rooms and incinerators in secondary schools, disaggregated by school type. The results are presented in table 47, organized by district.

Table 47: Girls and female staff change rooms and incinerators

DISTRICT	GIRLS CHANGE ROOMS	GIRLS INCINERATORS	FEMALE STAFF CHANGE ROOMS	FEMALE STAFF INCINERATORS
Balaka	53	10	8	2
Blantyre City	189	12	36	6
Blantyre Rural	59	6	20	2
Chikwawa	18	9	10	3
Chiradzulu	47	6	24	3
Chitipa	66	3	9	0
Dedza	62	11	9	1
Dowa	49	6	7	3
Karonga	27	5	8	1
Kasungu	116	13	20	3
Likoma	0	0	0	0
Lilongwe City	122	20	41	8
Lilongwe Rural East	29	5	13	1
Lilongwe Rural West	49	20	24	9
Machinga	16	7	2	3
Mangochi	195	20	29	4
Mchinji	32	1	7	0
Mulanje	62	4	10	0
Mwanza	5	0	1	0
Mzimba North	140	11	17	2
Mzimba South	64	10	5	5
Mzuzu City	26	22	14	3
Neno	9	1	2	0
Nkhata Bay	21	6	3	1
Nkhotakota	19	6	5	0
Nsanje	38	1	1	0
Ntcheu	58	9	9	1
Ntchisi	23	3	8	0
Phalombe	38	3	3	1
Rumphi	53	4	5	1
Salima	13	2	8	0
Thyolo	42	9	21	5
Zomba Rural	33	42	11	4
Zomba Urban	10	5	7	1
Grand Total	**1783**	**292**	**397**	**73**

The results presented in Table 47 show that girls' change rooms had the highest number of facilities, totaling 1,783. This highlights the significant efforts put into providing private and safe changing spaces for girls across the districts. Following this, female staff change rooms totaled 397, and girls' incinerators totaled 292. The least number of facilities were female staff incinerators, totaling 73, indicating a potential area for further improvement.

2.9 Secondary School Teaching and Learning Materials

Books play a quintessential role in every student's life by introducing them to a world of imagination, providing knowledge of the outside world, improving their reading, writing, and speaking skills as well as boosting memory. Table 48 shows the availability of books by form and subject.

Table 48: Textbooks by subject and form

Subject	Form 1	Form 2	Form 3	Form 4
Bible Knowledge	16325	16163	12443	18239
Computer Studies	11499	10648	7513	7694
Business Studies	3964	3903	3232	3879
Physical Education	4191	3870	2228	2330
Social Studies	20134	19910	21424	22051
Creative Arts	424	416	338	230
Technical Drawing	596	488	444	376
Chichewa	71711	66811	57519	58386
Mathematics	120794	123711	104724	110245
English	107641	100023	102739	108291
Home Economics	4279	4364	3839	4040
Biology	98153	97365	87562	91585
Physical Science	9850	8879	7780	8159
Agriculture	46241	42421	31771	33261
Life Skills	23656	24738	22396	21801
French	3018	3141	2239	1990
Additional Mathematics	157	181	466	674
Woodwork	404	383	420	471
Metalwork	377	269	215	377
Geography	38877	37197	30148	31106
History	24401	24458	26496	24832
Religious Education	710	994	554	472
Physics	101378	96124	87262	88158
Chemistry	100021	93265	85988	88517
Clothing and Textile	388	360	356	500
Performing Arts	73	64	64	38
Other Subjects	20783	17617	15766	19372
Total	**830045**	**797763**	**715926**	**747074**

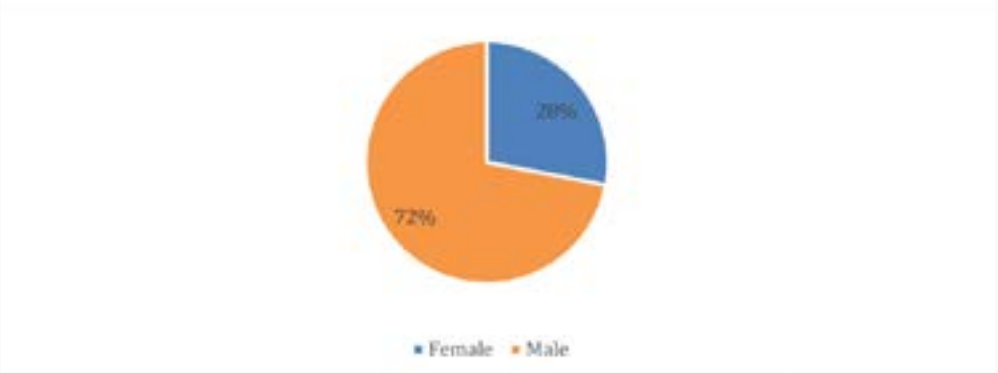
Table 48 clearly indicates that Form 1 had the highest number of textbooks, followed by Form 2, with Form 3 having the fewest. Among the subjects, mathematics had the most textbooks, while performing arts had the fewest, as it was offered by only a limited number of schools in the country.

2.10 Secondary School Teachers

Secondary school teachers play a pivotal role in shaping the future by imparting knowledge, skills, and values to young minds. Secondary school teachers, often specializing in specific subjects, are responsible for delivering curriculum-aligned lessons that cater to diverse learning needs. The census corrected data on teacher qualifications, gender, responsibilities, etc.

The total number of teachers registered in the 2024 Annual School Census across the country was 20,213. This represents a 7 percent increase from the number of teachers reported in the 2023 school census. Figure 95 displays the teacher distribution by sex.

Figure 95: Teacher Distribution by sex



According to Figure 95, as of 2024, 72 percent of secondary school teachers were male, while 28 percent were female.

The gender inequality among secondary school teachers provides insight into the gender imbalance in pupil enrollment. It is speculated that a higher proportion of female teachers may lead to increased female student enrollment. Many believe that female teachers, especially those working in rural schools, serve as role models for girls in the communities. Table 49 shows the distribution of teachers by sex and district.

Table 49: Number of Teachers by Sex

District	Sex			Percentage	
	Female	Male	Total	Female	Male
Balaka	123	352	475	26	74
Blantyre City	559	881	1440	39	61
Blantyre Rural	262	498	760	34	66
Chikwawa	100	418	518	19	81
Chiradzulu	156	426	582	27	73
Chitipa	50	278	328	15	85
Dedza	147	503	650	23	77
Dowa	203	581	784	26	74
Karonga	102	354	456	22	78
Kasungu	202	608	810	25	75
Likoma	10	31	41	24	76
Lilongwe City	777	917	1694	46	54
Lilongwe Rural East	196	424	620	32	68
Lilongwe Rural West	281	609	890	32	68
Machinga	127	406	533	24	76
Mangochi	182	585	767	24	76
Mchinji	130	339	469	28	72
Mulanje	161	655	816	20	80
Mwanza	44	170	214	21	79
Mzimba North	146	442	588	25	75
Mzimba South	120	433	553	22	78

Mzuzu City	239	321	560	43	57
Neno	52	134	186	28	72
Nkhata Bay	84	319	403	21	79
Nkhotakota	103	333	436	24	76
Nsanje	55	351	406	14	86
Ntcheu	127	548	675	19	81
Ntchisi	67	236	303	22	78
Phalombe	63	307	370	17	83
Rumphi	75	277	352	21	79
Salima	147	316	463	32	68
Thyolo	185	570	755	25	75
Zomba Rural	207	615	822	25	75
Zomba Urban	231	263	494	47	53
Grand Total	**5713**	**14500**	**20213**	**28**	**72**

The distribution of teachers presented in Table 49 shows that the share of female teachers in urban districts is relatively higher than in rural districts. Districts such as Zomba Urban, Lilongwe City, Blantyre City, and Mzuzu City have a large share of female teachers at 47%, 46%, 39%, and 43% respectively. Nsanje District has the smallest share of female teachers at only 14%.

The 2024 Annual School Census also collected data on the number of teachers based on school ownership type, including public and private secondary schools. Figure 96 illustrates this distribution of teachers by school proprietorship.

Figure 96: Teacher Distribution by Proprietorship

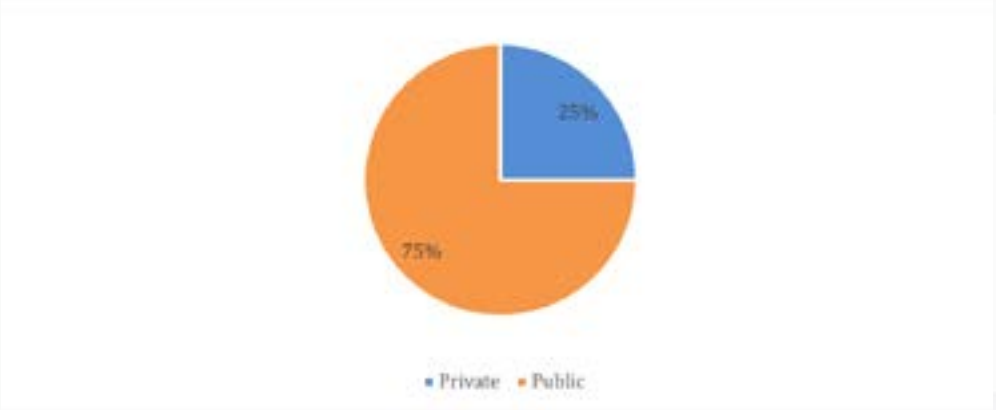


Figure 96 indicates that 75% of teachers are in public schools while the remaining 25% are in private schools.

Table 50 provides a more detailed breakdown of the distribution of teachers by district and proprietor, offering insights into how teachers are allocated across various regions and the different types of schools, such as public, private, and religious institutions. This disaggregation helps to highlight regional disparities and the influence of different proprietors on teacher deployment.

Table 50: Distribution of Teachers by District by Proprietor

District	Private	Public	Total
Balaka	101	374	475
Blantyre City	712	728	1440
Blantyre Rural	252	508	760
Chikwawa	134	384	518
Chiradzulu	93	489	582
Chitipa	84	244	328
Dedza	162	488	650
Dowa	160	624	784
Karonga	98	358	456

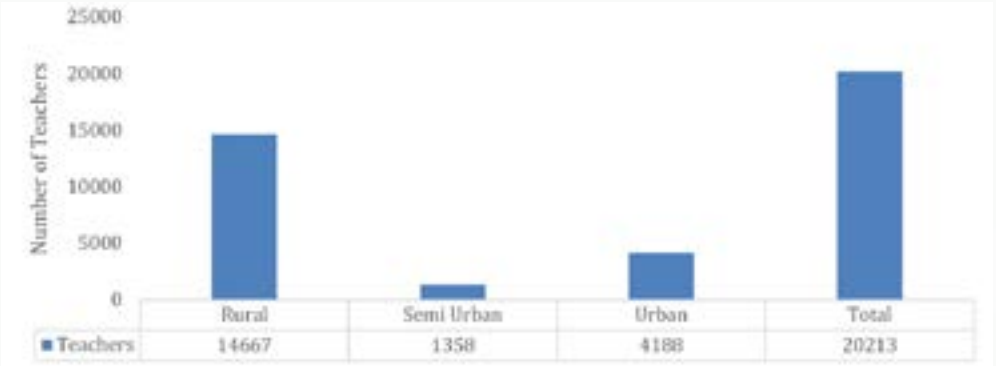
Kasungu	81	729	810
Likoma	8	33	41
Lilongwe City	708	986	1694
Lilongwe Rural East	116	504	620
Lilongwe Rural West	117	773	890
Machinga	50	483	533
Mangochi	202	565	767
Mchinji	74	395	469
Mulanje	146	670	816
Mwanza	103	111	214
Mzimba North	122	466	588
Mzimba South	111	442	553
Mzuzu City	189	371	560
Neno	54	132	186
Nkhata Bay	79	324	403
Nkhotakota	136	300	436
Nsanje	64	342	406
Ntcheu	155	520	675
Ntchisi	29	274	303
Phalombe	33	337	370
Rumphi	85	267	352
Salima	70	393	463
Thyolo	151	604	755
Zomba Rural	183	639	822
Zomba Urban	112	382	494
Grand Total	4974	15239	20213

As depicted in Table 50 that Lilongwe city had the highest number of teachers at 1,694. This was followed by Blantyre city which recorded a total of 1,440 teachers. As expected, Likoma reported the least number of teachers at 41. The district has the least number of secondary schools.

2.10.1. Teachers by Location

The 2024 Annual School Census also gathered information on the distribution of teachers in secondary schools based on their location. This includes categorizing secondary school teachers' locations as urban, rural, or semi-urban. The results in Figure 97 indicate that 73% of teachers were in rural secondary schools, 20%s in urban secondary schools, and the remaining 7% in semi-urban secondary schools.

Figure 97: Distribution of Teachers by Location



Additionally, the 2024 Annual School Census collected information on the distribution of teachers in secondary schools, categorized by location and district. Table 51 presents the results for each district.

Table 51: Number of teachers by location and district

District	Rural	Semi-Urban	Urban	Total
Balaka	475			475
Blantyre City			1440	1440
Blantyre Rural	760			760
Chikwawa	518			518
Chiradzulu	582			582
Chitipa	328			328
Dedza	558	92		650
Dowa	742	42		784
Karonga	340	116		456
Kasungu	576	234		810
Likoma	41			41
Lilongwe City			1694	1694
Lilongwe Rural East	620			620
Lilongwe Rural West	855	35		890
Machinga	410	123		533
Mangochi	767			767
Mchinji	431	38		469
Mulanje	816			816
Mwanza	129	85		214
Mzimba North	588			588
Mzimba South	429	124		553
Mzuzu City			560	560
Neno	186			186
Nkhata Bay	375	28		403
Nkhotakota	407	29		436
Nsanje	344	62		406
Ntcheu	675			675
Ntchisi	237	66		303
Phalombe	370			370
Rumphi	352			352
Salima	336	127		463
Thyolo	598	157		755
Zomba Rural	822			822
Zomba Urban			494	494
Grand Total	**14667**	**1358**	**4188**	**20213**

2.10.2 Teacher Qualification

Teacher qualifications are a critical factor in ensuring quality education and student success. Understanding these qualifications is essential for policymakers, educational leaders, and stakeholders aiming to improve educational standards and learning environments. Qualified teachers possess the knowledge, skills, and competencies necessary to foster a positive and effective learning environment. They are equipped to address diverse student needs, employ effective teaching strategies, and adapt to evolving educational demands.

Numerous studies underscore the importance of teacher qualifications, linking higher levels of teacher education and certification to better student performance. For instance, Darling-Hammond (2000) found that teachers with higher qualifications are more effective in enhancing student achievement, particularly in critical subjects like mathematics and reading. Figure 98 further illustrates this by showing the percentage of teachers by training, highlighting the prevalence of qualified educators within the workforce, as recorded in the 2024 Annual School Census.

Figure 98: Trained and untrained teachers

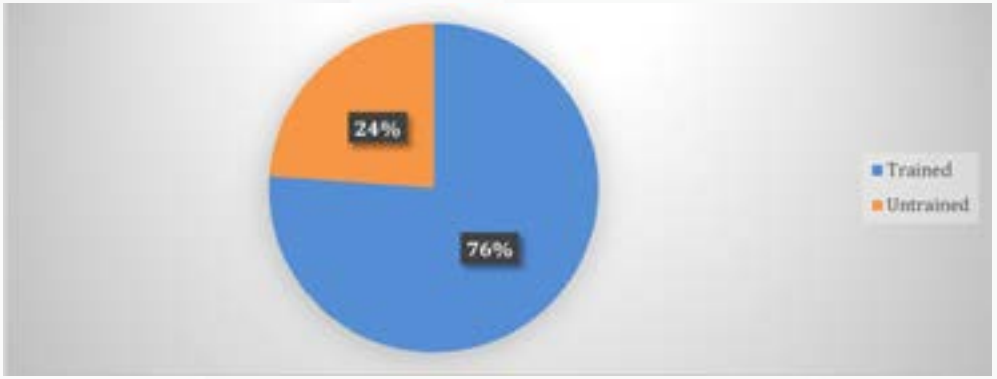
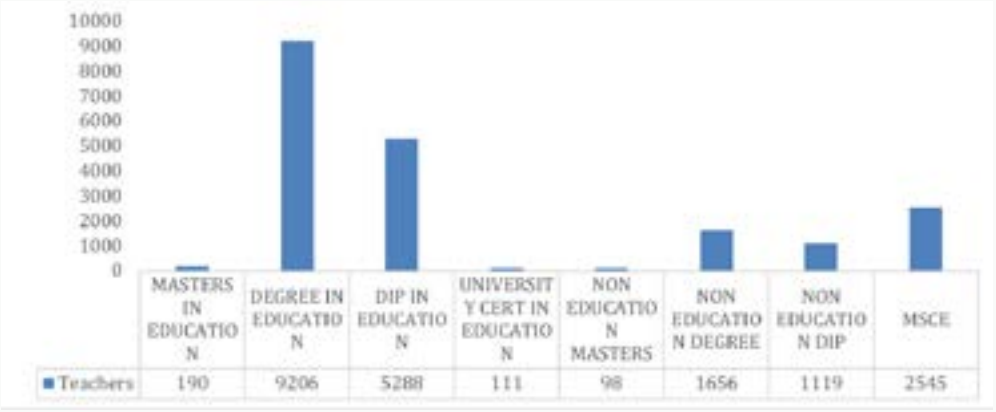


Figure 98 illustrates that 76% of the teachers are trained, indicating that the majority have received formal training. Conversely, 24% of the total teacher population is untrained.

The census also collected data on teachers' highest levels of education to assess the number of trained and untrained teachers in the secondary school system. Teachers with a Diploma in Education, a Degree in Education, a master's in education, or a University Certificate in Education (UCE) are classified as trained (qualified) teachers. In contrast, those with a Malawi School Certificate of Education (MSCE), Non-Education Diploma, Non-Education Degree, or Non-Education Master's Degree fall into the untrained category. Figure 99 depicts the number of teachers by highest level of teacher education.

Figure 99: Number of Teachers by Highest Level of Education Qualification.



As depicted in Figure 99, most teachers (9,206) have attained a degree in Education, followed by those with a diploma in Education at 5,288. Teachers with a non-education master's degree were the least, at 98.

Table 52 further provides a detailed breakdown of the number of teachers by qualification across different districts. This table illustrates the distribution of teacher qualifications, offering insights into how educational credentials vary geographically.

Table 52: Number of teachers by Qualification and District

District	EDU DEGREE	EDU DIPLOMA	EDU MAS-TERS	UCE	NON-EDU DE-GREE	NON-EDU DIP	NON-EDU MAS-TERS	MSCE	Total
Balaka	183	209	1	2	32	13		35	475
Blantyre City	718	293	9		181	168	6	65	1440
Blantyre Rural	344	198	2	1	76	48	3	88	760
Chikwawa	173	158	2	2	39	27		117	518
Chiradzulu	201	198	1	13	19	18	1	131	582
Chitipa	147	117	2	4	10	8	1	39	328
Dedza	315	144	5	4	55	30	7	90	650
Dowa	379	226	10	10	40	33	1	85	784
Karonga	244	117	8		46	20	1	20	456
Kasungu	386	264	9	18	56	26	3	48	810
Likoma	14	13	1	1	2			10	41
Lilongwe City	920	316	34	3	212	127	20	62	1694
Lilongwe Rural East	328	151	4	1	50	30	1	55	620
Lilongwe Rural West	450	220	5	3	48	31	4	129	890
Machinga	167	138	4		35	42	1	146	533
Mangochi	320	212	4	11	82	38	8	92	767
Mchinji	200	140	4	1	37	24	2	61	469
Mulanje	337	227	5	4	31	34	2	176	816
Mwanza	87	67	1		16	22	1	20	214
Mzimba North	259	162	5	1	57	26		78	588
Mzimba South	233	156	6	5	66	35	1	51	553
Mzuzu City	362	83	17	5	54	27	6	6	560
Neno	67	38	1		9	15	2	54	186
Nkhata Bay	187	105	6	1	35	27	2	40	403
Nkhotakota	212	109	4	2	33	20		56	436
Nsanje	95	99			16	18		178	406
Ntcheu	249	161	4	2	43	48	3	165	675
Ntchisi	144	92	2		31	11		23	303
Phalombe	120	142	3	5	9	2		89	370
Rumphi	171	91	1	3	32	24	1	29	352
Salima	223	114	5	1	44	10	3	63	463
Thyolo	320	202	2	6	52	39	10	124	755
Zomba Rural	332	234	8	2	63	60	6	117	822
Zomba Urban	319	92	15		45	18	2	3	494
Grand Total	**9206**	**5288**	**190**	**111**	**1656**	**1119**	**98**	**2545**	**20213**

The data presented in Table 52 shows that most teachers (9,206) have a degree in Education followed by those with a diploma in education at 5,288. Teachers who hold a non-education master's degree were reported the least at 98.

A comprehensive breakdown of the number of qualified and unqualified teachers in various districts is presented in table 53. This detailed analysis helps to identify the distribution of teacher qualifications across regions, offering insights into potential disparities and areas where additional support or training may be needed to enhance teaching effectiveness.

Table 53: Number of qualified and unqualified teachers by district

District	Qualified	Unqualified	Total
Balaka	395	80	475
Blantyre City	1020	420	1440
Blantyre Rural	545	215	760
Chikwawa	335	183	518
Chiradzulu	413	169	582
Chitipa	270	58	328
Dedza	468	182	650
Dowa	625	159	784
Karonga	369	87	456
Kasungu	677	133	810
Likoma	29	12	41
Lilongwe City	1273	421	1694
Lilongwe Rural East	484	136	620
Lilongwe Rural West	678	212	890
Machinga	309	224	533
Mangochi	547	220	767
Mchinji	345	124	469
Mulanje	573	243	816
Mwanza	155	59	214
Mzimba North	427	161	588
Mzimba South	400	153	553
Mzuzu City	467	93	560
Neno	106	80	186
Nkhata Bay	299	104	403
Nkhotakota	327	109	436
Nsanje	194	212	406
Ntcheu	416	259	675
Ntchisi	238	65	303
Phalombe	270	100	370
Rumphi	266	86	352
Salima	343	120	463
Thyolo	530	225	755
Zomba Rural	576	246	822
Zomba Urban	426	68	494
Grand Total	**14795**	**5418**	**20213**

Table 53 shows that urban districts have a higher share of qualified teachers compared to rural districts. Districts such as Zomba Urban, Lilongwe City, Blantyre City, and Mzuzu City boast 426, 1,273, 1,020, and 467 qualified teachers, respectively. This reflects the concentration of resources in urban areas, which tend to attract more qualified educators. Conversely, the Likoma district reports the lowest number of qualified teachers at just 29, highlighting the challenges faced by rural areas in staffing qualified educators.

2.10.3 Secondary School Teachers Subject Majored/Qualified to Teach

Understanding the subject specializations of secondary school teachers is crucial for assessing how well teacher qualifications align with the curriculum needs of schools. Secondary school teachers typically undergo specialized training in specific subject areas during their education programs. This specialization equips them with deep content knowledge and academic skills tailored to their subjects. The effectiveness of subject teaching is greatly influenced by how well teachers are prepared and qualified in their respective disciplines.

The relationship between teacher qualifications and student achievement has been extensively documented. Research consistently shows that students taught by teachers who are highly qualified in their subject areas tend to perform better academically. For instance, Ingersoll and Perda (2010) found that a teacher's subject matter expertise is a key determinant of student success, especially in subjects requiring complex and specialized knowledge.

The 2024 Annual School Census collected data on teachers' subject majors and qualifications to teach, categorized by gender. Below are the results:

Table 54: Number of teachers by Major Subject to Teach and Sex

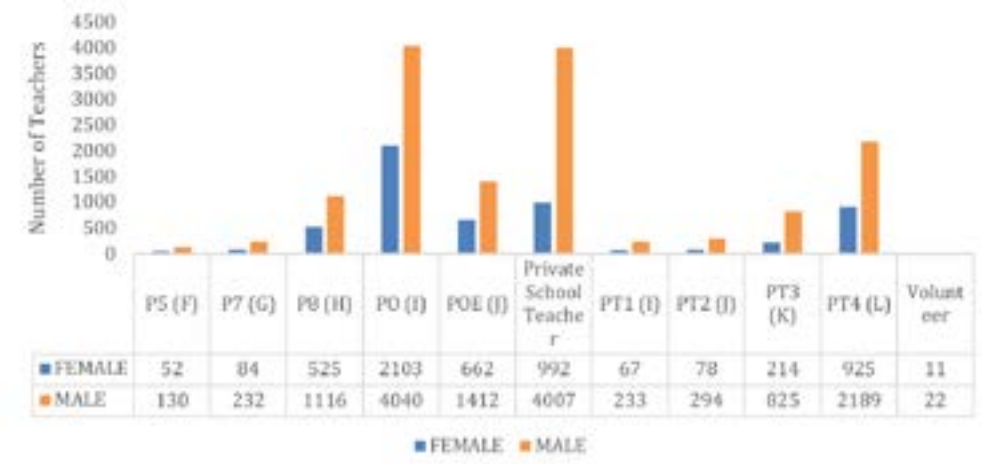
Subject	Female	Male	Total
ADDITIONAL MATH	2	15	17
AGRICULTURE	200	534	734
BIBLE KNOWLEDGE	359	596	955
BIOLOGY	440	1145	1585
BOOKKEEPING	6	2	8
BUSINESS STUDIES	25	52	77
CHEMISTRY	90	307	397
CHICHEWA	628	801	1429
CLOTHING AND TEXTILE	8	4	12
COMPUTER SCIENCE	66	185	251
CRAFT DESIGN	4	3	7
CREATIVE ARTS	2	4	6
ENGLISH	990	1470	2460
FRENCH	23	95	118
GEOGRAPHY	509	1114	1623
HISTORY	361	863	1224
HOME ECONOMICS	168	102	270
LATIN	3	14	17
LIFE SKILLS	105	101	206
MATHEMATICS	312	1562	1874
METALWORK	7	14	21
MUSIC	1	7	8
NONE	895	4227	5122
PERFORMING ARTS	6	11	17
PHYSICAL EDUCATION	15	68	83
PHYSICAL SCIENCE	25	90	115
PHYSICS	79	453	532
PRINCIPLES OF ACCOUNTING	2	7	9
SOCIAL STUDIES	343	581	924
TECHNICAL DRAWING	22	33	55
WOODWORK	17	40	57
Grand Total	**5713**	**14500**	**20213**

As depicted in Table 54, a significant proportion of teachers, 25 percent, do not have a major subject specialization. Among those with specific qualifications, 12 percent are qualified to teach English, 9 percent are qualified to teach Mathematics, and 8 percent are qualified to teach Biology. The least commonly qualified subject is Creative Arts, with only 0.02 percent of teachers having the necessary qualifications to teach it.

2.10.4 Secondary School Teacher Grades

The 2024 annual school census collected detailed data on the number of teachers assigned to each grade. Figure 100 is a representation of this data, illustrating teacher distribution by grade and sex.

Figure 100: Teachers by Sex and Grade

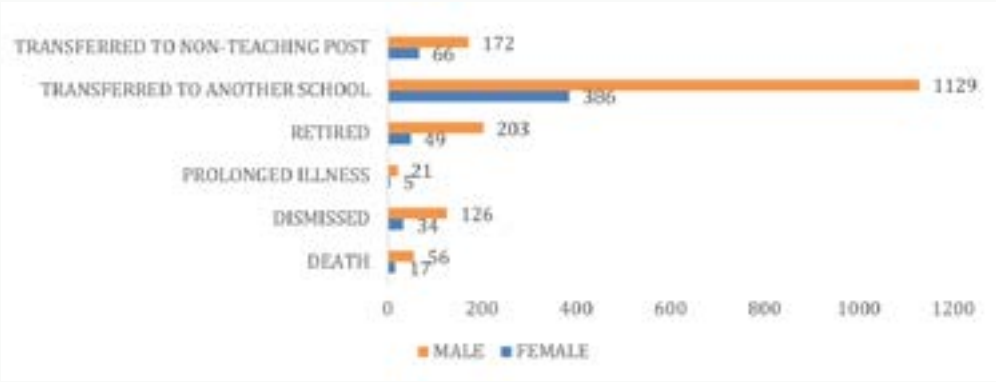


The 2024 Annual School Census data shows that most teachers fall under grade PO(I), comprising 30 percent as illustrated in Figure 100. Private school teachers make up 25 percent of the total number of teachers. Volunteers have the least number of teachers, making up 0.2 percent of the total. The results further indicate that there are more male teachers than female teachers across all grades.

2.10.5 Secondary School Teachers who have left the school

Each year, teachers leave schools for various reasons such as death, dismissal, prolonged illness, retirement, transfers to other schools, and moves to non-teaching roles. The 2024 annual school census collected data on these reasons for teacher departures. Figure 101 provides a visual representation of these results.

Figure 101: Teachers who have left the school by sex and reason



The results from Figure 101 show that 1,129 male teachers and 386 female teachers transferred to another school. Additionally, 172 male teachers and 66 female teachers were transferred to non-teaching posts. The least number of teachers left the school due to prolonged illness, with 21 male teachers and 5 female teachers affected.

2.10.6 Number Periods Per Week

Understanding the allocation of teaching periods is crucial for evaluating teacher workload, optimizing curriculum delivery, and ensuring balanced educational experiences for students. The data provides insights into how teaching time is distributed, highlighting any existing disparities or trends within the educational system. This analysis is intended to guide policy decisions and strategic planning to improve teaching efficiency and effectiveness. The 2024 annual school census collected data on the number of teaching periods per week. Table 55 presents these findings.

Table 55: Average number of teaching periods per week by subject

SUBJECT	AVERAGE NUMBER OF TEACHING PERIODS PER WEEK
ADDITIONAL MATH	16
AGRICULTURE	16
BIBLE KNOWLEDGE	15
BIOLOGY	16
BOOKKEEPING	13
BUSINESS STUDIES	18
CHEMISTRY	16
CHICHEWA	16
CLOTHING AND TEXTILE	15
COMPUTER SCIENCE	16
CRAFT DESIGN	14
CREATIVE ARTS	12
ENGLISH	16
FRENCH	15
GEOGRAPHY	15
HISTORY	15
HOME ECONOMICS	15
LATIN	19
LIFE SKILLS	15
MATHEMATICS	18
METALWORK	15
MUSIC	11
PERFORMING ARTS	15
PHYSICAL EDUCATION	16
PHYSICAL SCIENCE	16
PHYSICS	16
PRINCIPLES OF ACCOUNTING	19
SOCIAL STUDIES	14
TECHNICAL DRAWING	17
WOODWORK	14
Grand Total	**16**

The findings in Table 55 indicate that, on average, a teacher has 16 periods per week. The maximum number of periods reported was 19, while the minimum was 11.

2.10.7 Secondary School Teacher Additional Responsibility

In addition to their primary role of teaching and managing classroom activities, teachers often undertake supplementary responsibilities within schools. These additional tasks can include administrative duties, student mentoring, and participation in extracurricular activities. Such responsibilities can impact their workload and overall effectiveness. The 2024 Annual School Census gathered data on these additional responsibilities. Figure 102 illustrates the results, offering insights into how these duties affect teachers' professional lives and educational outcomes.

Figure 102: Teachers Additional Responsibility by Sex

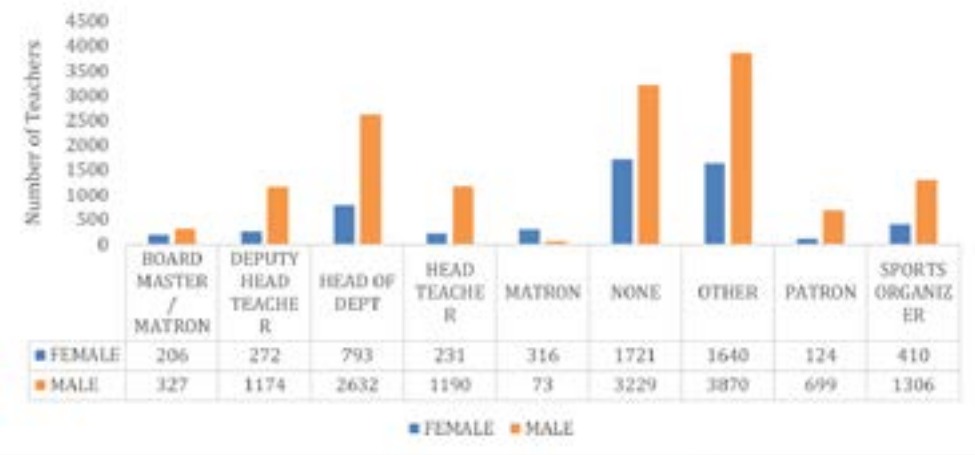


Figure 102 illustrates that 3,425 secondary school teachers were holding a head of department responsibility. 1,716 teachers were sports organizers as an additional responsibility. 4,950 teachers reported to have no extra responsibility apart from teaching. 5,510 teachers reported additional responsibilities aside from those pre-listed in the 2024 annual school census data collection tool. Boarding master /matron was reported to have the least additional responsibilities whereas 533 teachers reported to hold this responsibility.

2.12 Summary of Secondary School Indicators

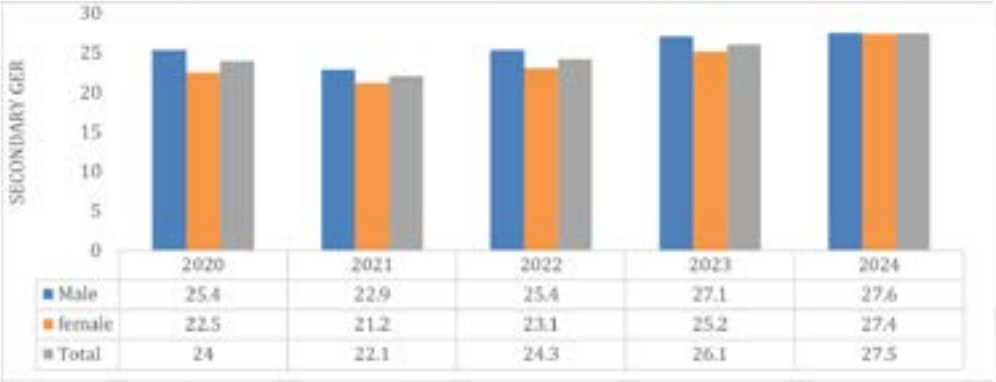
2.11.1. Access Indicators in Secondary Education

2.11.1.1. Gross Enrolment Rate (GER)

Gross Enrollment Rate (GER) is defined as the total enrollment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population for that level in a given school year. This indicator reflects the overall level of participation in education, in this case, secondary education. It measures the education system's capacity to enroll students of various ages and can serve as a complement to the Net Enrollment Rate (NER) by revealing the extent of over-aged and under-aged enrollments.

A high GER indicates broad participation, regardless of whether students fall within the official age group. A GER of 100% or higher suggests that a country can, in principle, accommodate all its school-age population, though it does not confirm the exact proportion of students enrolled. Achieving a GER of 100% is necessary but not sufficient for ensuring that all eligible children are enrolled. When GER exceeds 90% for a particular education level, the number of available places is nearing the requirement for universal access for the official age group. This interpretation is meaningful only if there is an expectation that under-aged and over-aged enrollments will decrease, thus providing space for the age-appropriate population. Figure 103 illustrates the trend in GER over the past five years as reflected in the 2024 Annual School Census.

Figure 103: Trend in gross enrolment rate



	2020	2021	2022	2023	2024
Male	25.4	22.9	25.4	27.1	27.6
female	22.5	21.2	23.1	25.2	27.4
Total	24	22.1	24.3	26.1	27.5

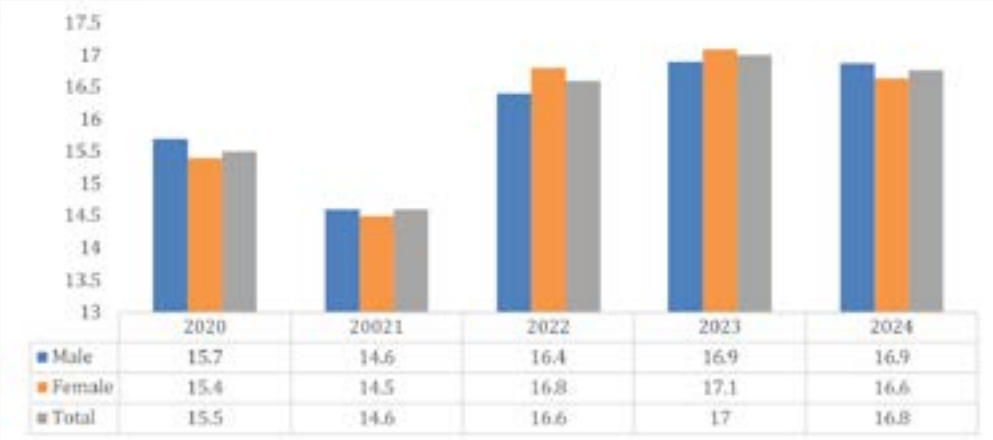
The trend in Figure 103 indicates low access to secondary education from 2020 to 2024. However, the Gross Enrollment Rate (GER) for females has steadily increased by at least 2% since 2022. Additionally, there has been a notable overall improvement in GER, rising from 26.1% in 2023 to 27.5% in 2024.

2.11.1.2. Net Enrolment Rate (NER)

Net Enrollment Rate (NER) measures the enrollment of students within the official age group for a given level of education, expressed as a percentage of the corresponding population. NER is a precise indicator of organized on-time school participation and provides a clearer picture of enrollment coverage by focusing on the proportion of students who are of the official school age. It is calculated by dividing the number of students aged 14 to 17 years (the official age range for secondary school) by the total number of individuals in this age group.

A high NER indicates strong coverage of the official school-age population, with 100% representing the theoretical maximum. Increasing NER trends suggest improving coverage at the secondary education level. When compared with the Gross Enrollment Rate (GER), the difference between NER and GER reveals the extent of underaged and over-aged enrollment. The 2024 Annual School Census collected data on the NER over the past five years, Figure 104 shows the results.

Figure 104: Trend in Net Enrolment Rates for Secondary Schools



It is evident from trend in Figure 104 that the Net Enrollment Rate (NER) for the secondary education sector has remained below 20% over the past five years. In 2024, the national NER is 16.8%, a slight decrease from 17% in the previous academic year. From the figure above, it can be inferred that approximately 83.2% of the population within the official secondary school age group lacks access to secondary education.

2.11.2 Quality Indicators in Secondary Education

Quality indicators in secondary school include Students Teacher Ratio (STR) and Student Classroom Ratio (SCR). The census captured a number of permanent classes and temporary but used classes to come up with Pupil Permanent Classroom Ratio (PCR).

These indicators provide a picture on the learning/teaching environment as they are pivotal in achieving equitable access to secondary education. These indicators may show how overcrowded classes in the system are and the student teacher contact time. For both indicators, a lower value indicates reduced levels of overcrowding or reduced competition for classroom resources.

2.11.2.1 Pupil Classroom Ratio (PCR).

Pupil Classroom Ratio (PCR) is calculated by dividing the total number of students by the number of permanent classrooms available. In the 2024 Annual School Census, this ratio provides insight into the classroom capacity relative to student enrollment. Table 56 presents the detailed results of this calculation, illustrating the distribution and adequacy of classroom resources in relation to student numbers across forms.

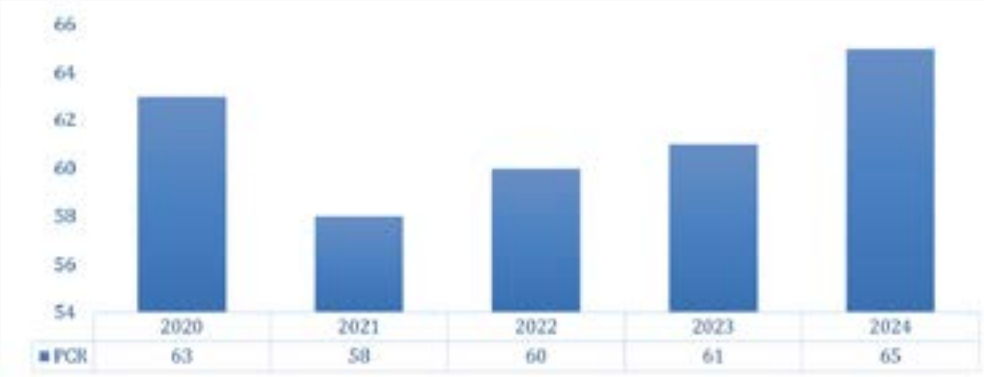
Table 56: Student Classroom ratio by form

Form	Permanent classrooms	Temporarily classrooms	Total Classrooms	Enrolment	PpCR	PCR
Form 1	1951	171	2122	140469	72	66
Form 2	1946	139	2085	134374	69	65
Form 3	1905	103	2008	127192	67	63
Form 4	1940	100	2040	136765	71	67
Total	7742	513	8255	538800	70	65

It can be observed from Table 56 that Form 1 had the highest PpCR of 72 relative to the other forms. Form 3 reported the lowest PCR at 63 relative to the rest of the classes.

The pupil-classroom ratio is crucial for evaluating whether current classroom resources can adequately support the student population. Figure 105 displays the trend in the pupil-classroom ratio over recent years, highlighting variations and trends in classroom allocation relative to student enrollment. This data helps assess how effectively schools are managing classroom space in relation to the number of students.

Figure 105: Trend in Pupil Classroom Ratio



As depicted in Figure 105, the pupil classroom ratio has increased from 61.0 in 2023 to 65.1 in 2024. This however cements the need to construct more classrooms to reach the acceptable range of PCR in Secondary which is 40:1.

2.11.2.2 Secondary Pupil Qualified Teacher Ratio

This is defined as the average number of pupils per qualified teacher in secondary school in a given academic year. A qualified teacher has at least the minimum academic qualifications required for teaching their subjects at the relevant level in a given country in a given academic year. For Malawi, qualified secondary schools are those with a degree in education, a diploma in education, a master's in education, and a university Certificate in Education (UCE). The 2024 Annual School Census collected data on existing across various subjects. Table 57 presents the results.

Table 57: Secondary Pupil-Qualified Teacher Ratio by Subject

Subject	Teachers majored	Number of students per subject	PqTR
English	2460	538800	218
Mathematics	1874	538800	288
Chichewa	1429	481424	352
Agriculture	734	477498	583
Biology	1585	480800	305
Geography	1623	423729	274
History	1224	354643	312
Bible Knowledge	955	195103	203
Computer Studies	251	45143	203
Social Studies	924	376397	374
Life Skills	206	362379	1467
Home Economics	270	20099	77
Physics	532	400438	722
Chemistry	397	398931	987

In Table 57, huge gaps can be observed in all core subjects irrespective of the route a student (science and humanities) may take. Life skills had the highest PqTR at 1467 students per qualified teacher while home economics has the lowest PqTR of 77 students per qualified teacher.

2.11.2.2 Student Toilets Ratio

The 2024 census collected the number of sanitary facilities in secondary schools in Malawi. The information collected includes the number of flush toilets, number of pit latrines, drop holes, number of urinal blocks and number of hands washing facilities. The student toilet ratio was calculated, and the results are shown in Figure 106.

Figure 106: Student toilet ratio by sex

	Girls	Boys	Total
2022	27	24.6	25.7
2023	15.9	18.2	17
2024	25.7	29.7	27.5

The results illustrated in Figure 106 indicate a total student toilet ratio of 27.5 and this is an increase of 10.5 relative to the previous academic year. Across gender, boys have a higher toilet ratio of 29.7 relative to girls at 25.7. This means the growth in enrolment has not been supported by the growth in the number of constructed toilets.

2.11.2.3 Student Textbook Ratio

The number of textbooks available in secondary schools contributes to the quality performance of learners. The 2024 Annual School Census collected the number of books in good condition and used the information to calculate the Pupil Textbook Ratio for the secondary sub-sector in the following subjects.

Table 58: Secondary Student-Textbook Ratio by Subject.

Subject	Number of books	Number of students per subject	Pupil-Textbook ratio
Agriculture	153694	529247	3
Bible Knowledge	63170	223171	4
Biology	374665	532697	1
Chemistry	367791	428316	1
Chichewa	254427	529519	2
Computer Studies	37354	58599	2
English	418694	538800	1
Geography	137328	463551	3
History	100187	388872	4
Home Economics	16522	18257	1
Life Skills	92591	390551	4
Mathematics	459474	538800	1
Physics	372922	426817	1
Social Studies	83519	406547	5

From the table on the previous page, it can be observed that social studies had the highest student textbook ratio where 5 students were sharing 1 book. Life Skills, Bible knowledge, and History had 4 students sharing 1 book. A 1 to 1 student textbook ratio is observed in physics, economics, mathematics, English, biology and chemistry.

2.11.3 Efficiency Indicators

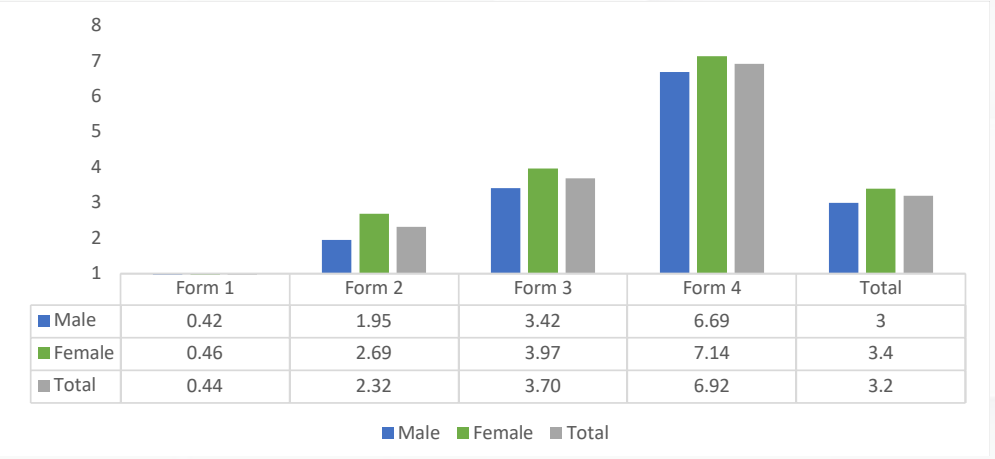
These rates help us understand how the education system utilizes efficiently limited resources and time. These rates are often used to measure the efficiency of the education system in producing graduates of a particular education cycle or level. A learner in a particular school calendar can either be promoted to the next grade, repeat or drop from a grade, or complete a grade.

2.11.3.1 Repetition Rate

This indicator measures the proportion of students who repeat the same grade for two or more consecutive years, either by returning for a second, third, or more attempts. It assesses the rate of grade repetition and its impact on the internal efficiency of educational systems.

The purpose of this indicator is to evaluate how often students from a given cohort repeat a grade and to analyze its effects on educational progression. Ideally, the repetition rate should approach zero percent. A high repetition rate may indicate issues with the educational system's efficiency and potentially reflect inadequate instructional quality. Figure 107 compares repetition rates across different grades and identifies specific grades with higher repetition, which warrants a more detailed investigation into underlying causes and potential solutions.

Figure 107: Repetition rate by form and by gender



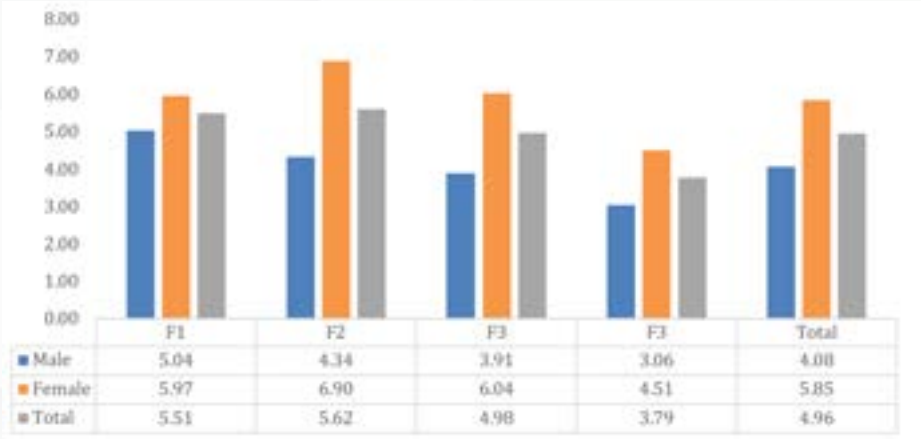
	Form 1	Form 2	Form 3	Form 4	Total
Male	0.42	1.95	3.42	6.69	3
Female	0.46	2.69	3.97	7.14	3.4
Total	0.44	2.32	3.70	6.92	3.2

As illustrated in Figure 107, Form 4 had the highest rate of repetition as compared to other forms. Additionally, repetition rates are higher among female students than their male counterparts across all forms. On average, 3.2% of secondary school students were repeating their classes in 2024, reflecting a slight increase of 0.32% from 2023.

2.11.3.2 Dropout Rate

This is the proportion of pupils from a cohort enrolled in a given grade at a given school year who are no longer enrolled in the following school year. The purpose of this indicator is to measure the phenomenon of pupils from a cohort leaving school before completion, and its effect on the internal efficiency of educational systems. In addition, it is one of the key indicators for analyzing and projecting pupil flows from grade to grade within the educational cycle. Figure 108 shows the dropout rate by gender and form for the 2024 academic year.

Figure 108: Dropout rate by form and by gender



	F1	F2	F3	F3	Total
Male	5.04	4.34	3.91	3.06	4.08
Female	5.97	6.90	6.04	4.51	5.85
Total	5.51	5.62	4.98	3.79	4.96

The findings in Figure 108 illustrate that the overall secondary school dropout rate for 2023 is at 4.96 percent. This is a slight drop from a dropout of 5. percent recorded in the previous year. The results further show that more students in Form 2 left school prematurely compared to the other forms. The figure further reveals that more females dropped out relative to their male counterparts across all forms. This has further translated to an overall high dropout rate for female students relative to their male counterparts.

2.11.3.3 Secondary completion rates

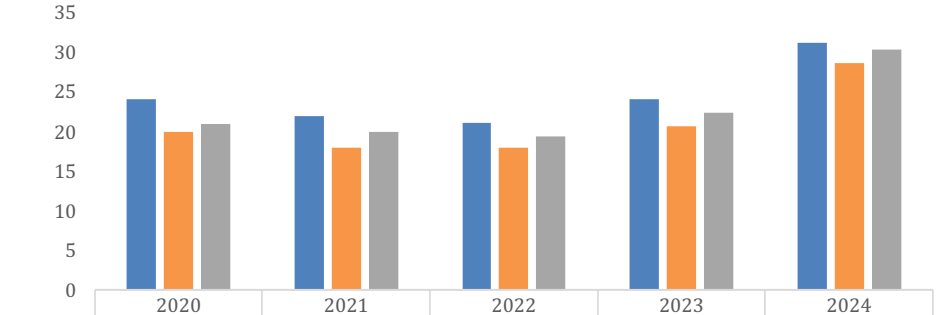
Completion rate is an established measure of the outcomes of an education system. In the 2024 Annual School Census, the completion rate was calculated by dividing the total number of new entrants in the last grade of secondary school by the population of official age in the last grade. A high ratio indicates a high degree of current secondary education output. Table 59 illustrates the results.

Table 59: Secondary completion rates

Population aged 17			New Entrants in Form 4			Completion Rates		
Male	Female	Total	Male	Female	Total	Male	Female	Total
227092	231095	451187	70761	65984	136765	31.15	28.55	30.31

Table 59 shows that out of 100 students aged 17 years (the age supposed to be in the Form 4 population) in the population, only 30.31 percent of them completed secondary education in 2024. However, this is an improvement from the previous year where 22.3 percent of students aged 17 years were in form 4. The results further indicate a higher completion rate for males relative to female students. The 2024 Annual School Census also collected data on completion rates over the past five years, as illustrated in figure 109.

Figure 109: Trend of completion rates 2020- 2024



	2020	2021	2022	2023	2024
Male	24	22	21	24	31.2
Female	20	18	17.9	20.6	28.6
Total	21	20	19.4	22.3	30.3

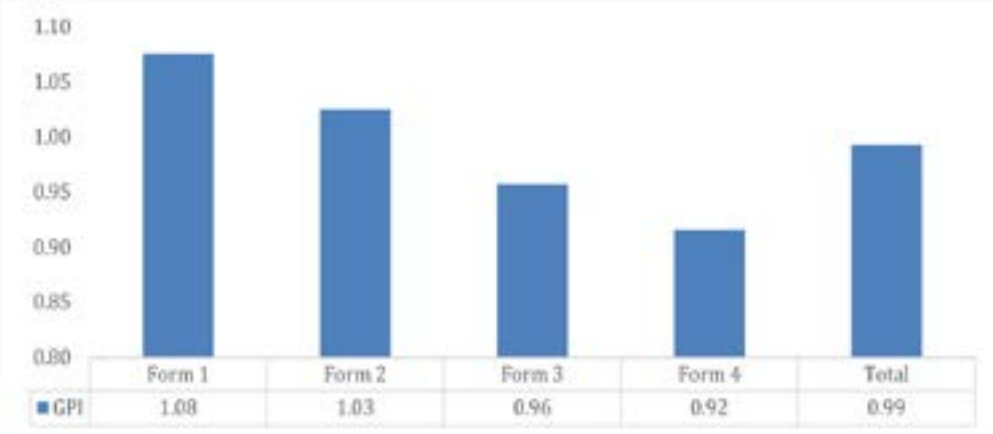
The results in Figure 109 indicate that overall completion rates have remained relatively low between 2020 and 2024. However, there is a notable improvement, with the rate increasing from 22.3% in 2023 to 30.3% in 2024.

2.11.4 Equity Indicator

2.11.4.1 Gender Parity Index (GPI) for Secondary School

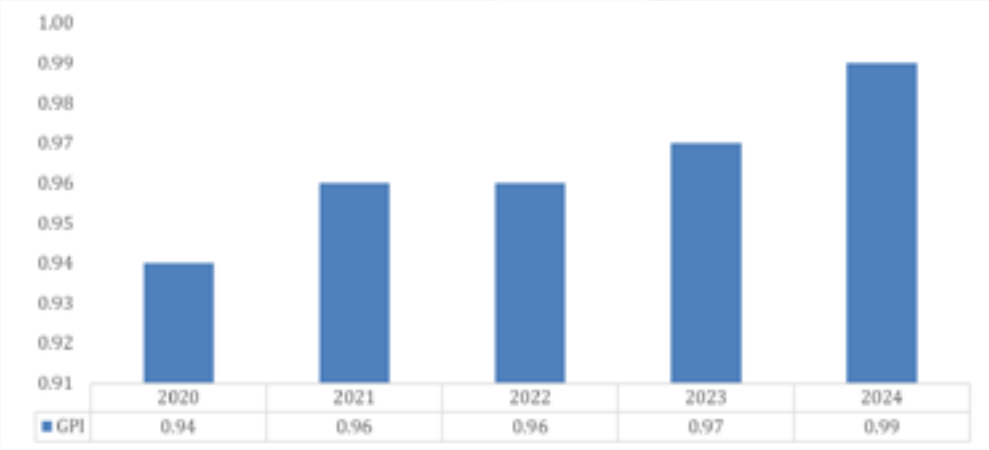
In relation to access measures, GPI is an important indicator of balanced programs to boost enrolment and participation in education across genders. The GPI is the ratio of female to male students for all levels. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates a disparity in favor of boys/men and a value greater than 1 indicates a disparity in favor of girls/women. Figure 110 shows the GPI reflected in the 2024 Annual School Census, by form.

Figure 110: Gender Parity Index by form



The Gender Parity Index illustrated in Figure 110 shows slightly more females in forms one and two. Forms 3 and 4 as well as the overall GPI shows a slightly lower GPI. Thus overall, there were slightly more males enrolled in secondary schools relative to females. Figure 111 shows the trend in the GPI in the past 5 years.

Figure 111: Trend of Gender Parity Index, 2020-2024



The trend in Figure 111 shows no change between 2021 and 2022. However, there is a great improvement as 2024 figures move towards parity. Over the years, the index still stands at less than 1 meaning that the sector has not fully achieved the equity issue of having the number of girls equal to the number of boys accessing secondary education.

3.0 TERTIARY EDUCATION

3.1 Higher Education

3.1.1 Enrolment in Universities

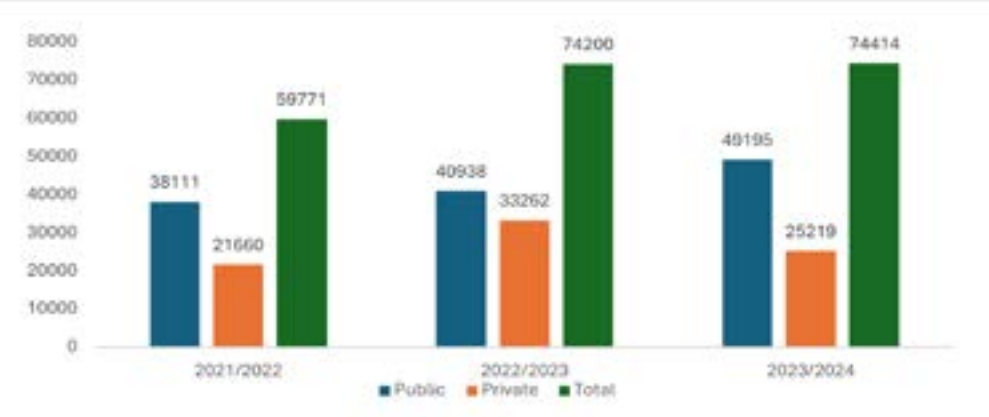
Higher education plays a crucial role in driving the economic development of a country, and in response, the government has recently implemented new policies aimed at enhancing access to higher learning institutions. This has led to the establishment of new universities and the expansion of existing ones. The 2024 Annual School Census has gathered data on university enrolment to track progress in this area, as depicted in the figure below.

Figure 112: Number of undergraduates by proprietorship and gender

The results show that in 2024, the total number of undergraduate students across Higher Education Institutions (HEIs) was at 74414 which is a slight increase from 74200 in the previous year. The results further reveal that of the total 2024 undergraduate enrollment, 49195 students were enrolled in public HEIs , while 25219 students were in private HEIs . The results further show a higher total Male enrollment relative to their female counterparts. Of note is a higher female relative to male enrollment in private institutions of higher learning.

The figure 113 that follows shows the trend in undergraduate enrollment for the past 3 years.

Figure 113: Trend in Undergraduates



The results show an increase in enrollment from 59771 in 2022 to 74414 representing a 24.5 percent increase. This can be attributed to the increase in the intake for public institutions as well as the increase in the number of private institutions. It is evident from Figure 113 that over the past three academic years, the enrolment trends for undergraduate students in public and private institutions have shown notable fluctuations. In the 2021/2022 academic year, there were 38,111 students in public institutions and 21,660 in private institutions, indicating a clear preference for public institutions. The following year, 2022/2023, saw a rise in both sectors, with public university enrolment increasing to 40,938 and private institution enrolment growing significantly to 33,262. In the most recent academic year, 2023/2024, the trend shifted once again. Public institutions experienced a slight increase in enrolment to 49195 with a decline to 25219 from 33262 for private institutions. This could be as a result of non-response to the census for some of the private institutions.

Number of Post graduate students

The 2024 ASC collected the number of postgraduate students enrolled in the higher learning institutions. Figure 114 shows the results.

Figure 114: Number of Post graduate students by proprietor and gender

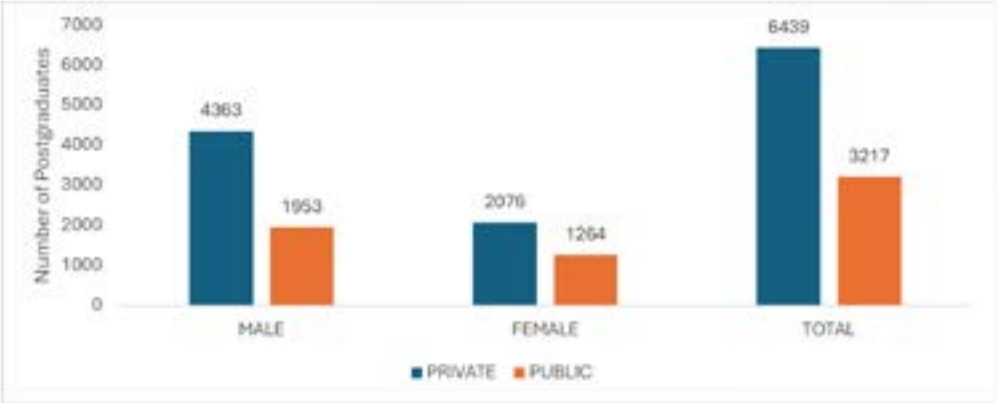


Figure 114 depicts that in the current academic year, there is a total postgraduate enrolment, of 9,656 students. Of these, 6,439 are enrolled in private institutions postgraduate students, whereas public institutions have

3,217 postgraduate students. The chart clearly shows more males relative to females were enrolled in both public and private institutions.

Postgraduate studies posses' different advantages among which are

1. Elevate your career: Develop advanced critical thinking and problem-solving abilities.
2. Stay relevant: Industry changes rapidly, and postgraduate degrees ensure you stay up-to-date.
3. Grow personally: Gain specialized knowledge and demonstrate dedication to your field.
4. Make a difference: Contribute to pioneering research

Enrolment in ODeL Programs

Open Distance and eLearning (ODeL) is the provision of distance education opportunities in ways that seek to mitigate or remove barriers to access, such as finances, prior learning, age, social, work or family commitments, disability, incarceration or other such barriers. "Open" refers to a commitment that removes any unnecessary barriers to access learning. Distance education refers to teaching and learning that temporarily separates teacher and Students in time and/or place; uses multiple media for delivery of instruction; involves two-way communication and possibly occasional face-to-face meeting for tutorials and Students-Students interaction. Open learning is not the same as distance learning, but both are complementary and hence the two terms are often used together as open and distance learning. The 2024 ASC collected information on students enrolled in ODeL programs in higher learning institutions. The results are as shown in figure 115.

Figure 115: Number of students enrolled in ODeL programs by Proprietor

The results show that the number of ODeL students enrolled in private and public institutions was 5,696 and 5,222 respectively. This shows a significant increase compared to last academic year, where the total number of 4,770 students were enrolled in public universities and 3,538 students in private universities. The number of male students in private and public is slightly higher than the number of female students.

Enrolment in Colleges under CHAM

Christian Health Association of Malawi (CHAM) is an association of Church-owned health facilities and training colleges in Malawi. For more than half a century, CHAM through its colleges have provided healthcare services and trained healthcare professionals in Malawi through its training colleges CHAM training colleges offer diverse degrees that empower graduates to build a career in the health professions. The 2024 ASC collected enrollment data from these colleges and the results are as shown in the figure 116.

Figure 116: Number Students in CHAM colleges

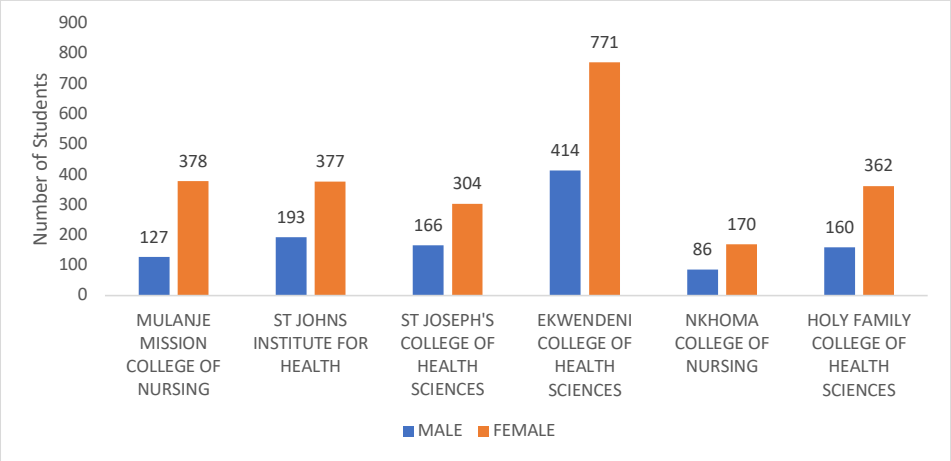
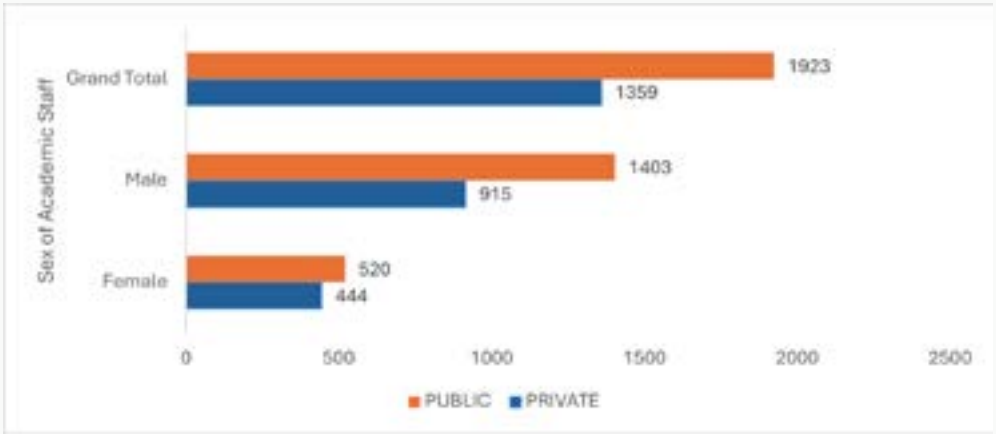


Figure 117: Distribution of Academic Staff by sex by university proprietorship



The results show that Ekwendeni college of health sciences registered the highest enrollment relative to the others. The results further show a higher female relative to male enrollment across the colleges.

3.1.2 Staff in Universities

Availability of staff in institutions is a key contributor to whether colleges and universities can meet their strategic objectives, which range from improving outcomes for students and increasing the diversity of their student and faculty bodies to creating a more inclusive culture and expanding research impact. The 2024 ASC collected information on distribution of academic staff by gender. The results are shown in figure 117

In the previous academic year, the distribution of academic staff by sex showed that there were 959 females and 2,165 males. This indicates a higher representation of male academic staff compared to females. Moving to the year 2024, there has been a slight increase in both female and male academic staff numbers, with 964 females and 2,318 males. Despite this increase, the disparity in gender representation still persists, with males continuing to outnumber females.

The ASC analyzed the percentage of staff that hold PHDs in the different institutions that were covered during the census. Table 56 shows the results in some institutions.

Table 60 Percentage of academic staff with PhD in selected institutions

NAME OF INSTITUTION	Staff with PhD			Total Academic Staff	% of staff with PhDs in 2024
	Female	male	Total		
CATHOLIC UNIVERSITY OF MALAWI	3	8	13	111	11.71
LILONGWE UNIVERSITY OF AGRICULTURE	25	86	111	225	49.33
MALAWI UNIVERSITY OF SCIENCE AND TECHNOL	9	47	56	188	29.79
MUBAS	13	48	61	300	20.33
MZUZU UNIVERSITY	15	55	70	200	35.00
UNICAF UNIVERSITY	108	187	295	429	68.76
UNIVERSITY OF LIVINGSTONIA	5	13	135	18	13.33
UNIVERSITY OF MALAWI	37	109	146	317	46.1
KUHES	7	40	47	214	21.96
DOMASI COLLEGE OF EDUCATION	0	6	6	52	11.54

Table 60 shows the percentage of academic staff that hold a PhD relative to the total number of academic staff at the institution. The table above shows that UNICAF university has the highest percentage of staff with PhDs representing 68.76 percent, followed by university of Malawi at 46.1 percent. Mzuzu University reported 35 percent of staff have PhD while MUST reported 29.79 percent of staff being PhD holders.

3.1.3 Special Needs Students

The 2024 ASC collected information on the number of special needs students in HEI. Figure 61 shows the results.

Table 61 Number of special needs students in HEIs by type of disability, sex and year of study

Type of Disability	Year 1		Year 2		Year 3		Year 4		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Learning difficulty	4	9	0	0	1	1	2	0	17
Visual Impairment (Blind)	3	0	3	1	10	11	3	2	**33**
Visual Impairment (Low vision)	6	2	2	1	5	2	3	0	21
Hearing Impairment (Deaf)	0	0	1	1	3	2	2	0	**9**
Hearing Impairment (Hard of Hearing)	3	2	2	0	0	0	0	0	7
Deaf-Blind	0	0	0	0	0	0	0	0	**0**
Physical disability	5	4	2	6	26	8	14	0	65
Albinism	3	1	3	1	0	0	4	0	**12**
Total	24	18	13	10	45	24	28	2	164

The table above shows the number of special needs Students in universities. The table shows that there was a total of 164 special needs Students. The majority of the Students have physical disability representing 65, Visual impairment (blind) with 33 and 21 visual impairments (low vision).

3.1.4 Accessing government loans in Higher Education Institutions (HEIs)

The 2024 annual school census collected data on the students that have access to government loans. Table 62 shows the number of students accessing government loans in the past 5 years by Proprieter and gender

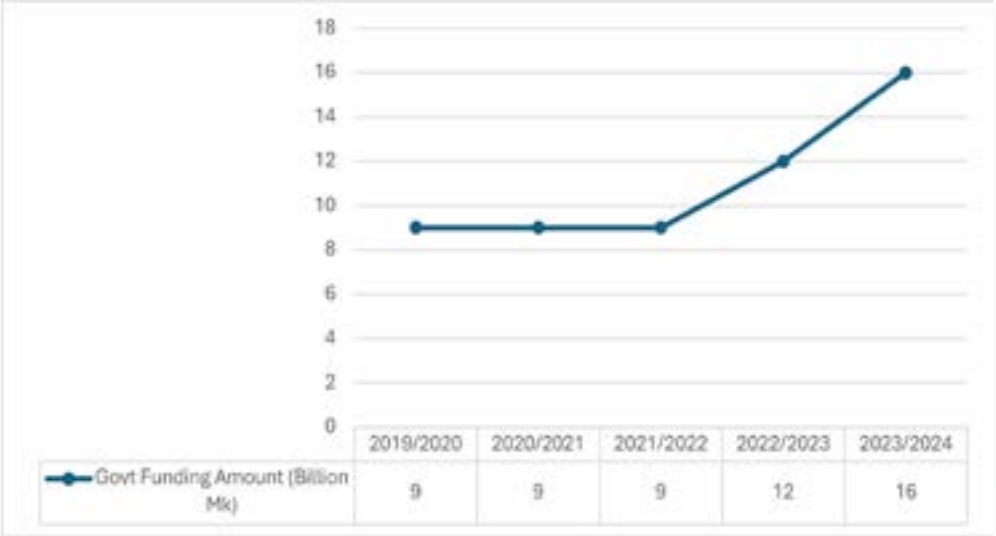
Table 62 Number of Students accessing government loans

Year	Applications received	Recommended					Percentage recommended
		Proprietor		Sex		Total	
		public	private	male	female		
2019/2020	18687	14900	1548	10096	6352	16,448	88
2020/2021	20404	17140	1284	11711	6713	18,424	90
2021/2022	21997	18989	1797	13698	7088	20,786	94
2022/2023	23591	20613	1810	14887	7536	22,423	95
2023/2024	27888	24245	1733	17142	8836	25,978	93

The results indicate that in 2024, 25978 students out of the 27888 that applied for government loans were recommended to be given the loans representing 93 percent of the applicants. In terms of proprietorship, 24245 of those that were recommended for the loans were from Public universities representing 93 percent, while 7 percent came from private schools. The results further reveal that 17142 of the recommended students were males representing 66 percent with 34 percent females recommended for loan access. Across the past 5 years, the 2022/2023 academic year had the highest number of students accessing loans out of those that applied at 95 percent, this is followed by the 2021/2022 academic year at 94 percent. The 2019/2020 had the lowest number of loan applicants being recommended at 88 percent.

The figure 118 shows the trend in government funding in the past 5 years in billion Malawi Kwacha

Figure 118 Trend in government funding In Billion Malawi Kwacha



The figure shows that the government funding for student's loans remained the same from 2019/2020 financial year to 2021/ 2020 financial year at 9 billion Kwacha. However, the government increased the funding from 9 billion Kwacha in 2021/2022 to 12 billion kwacha in 2022/2023 financial year representing a 33 percent increase. The government further increased the funding from 12 billion kwacha in 2022/2023 to 16 billion kwacha in 2023/2024 financial year representing another 33 percent increase. The trend in annual increases in the recent two years is commendable and is recommended for continuance to increase access the access of needs students to the same.

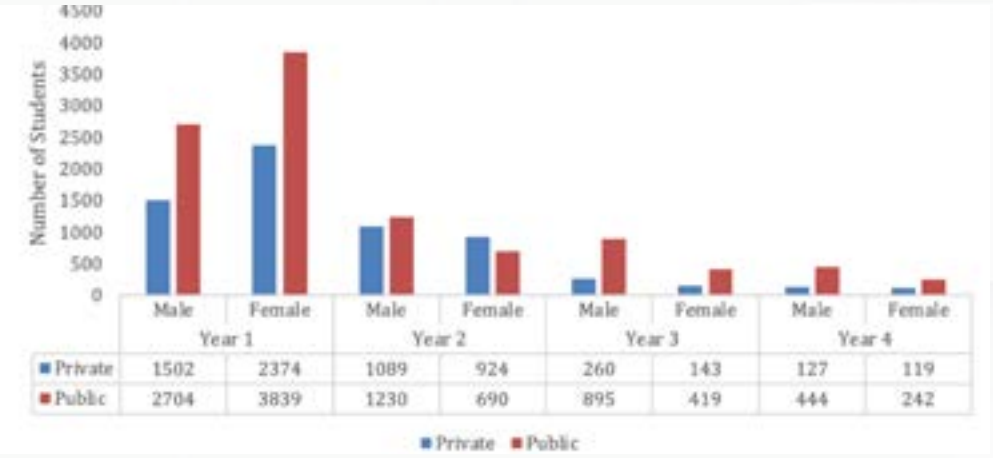
3.2 Technical schools

Technical education is intended to complement basic and secondary school education to produce high quality professionals with deeper, relevant knowledge and skills to meet the demands of the economy. Over the years, access to TEVET has increased even though it remains low relative to other SADC countries. Secondary school resource centers for technical education are being rehabilitated to enhance access to technical education. The 2024 ASC collected data from Technical school.

3.2.1 Enrolment in Technical schools

.There was a total of 17,001 students enrolled in the technical colleges in the 2024 academic year. Of these, 6,538 were enrolled in private institutions and 10,463 in public technical colleges. The 2024 Annual School Census also collected data on enrollment by proprietorship, gender and year of study in Technical colleges, the results are depicted in Figure 119.

Figure 119: Enrolment in Technical Colleges by proprietorship, gender and year of study

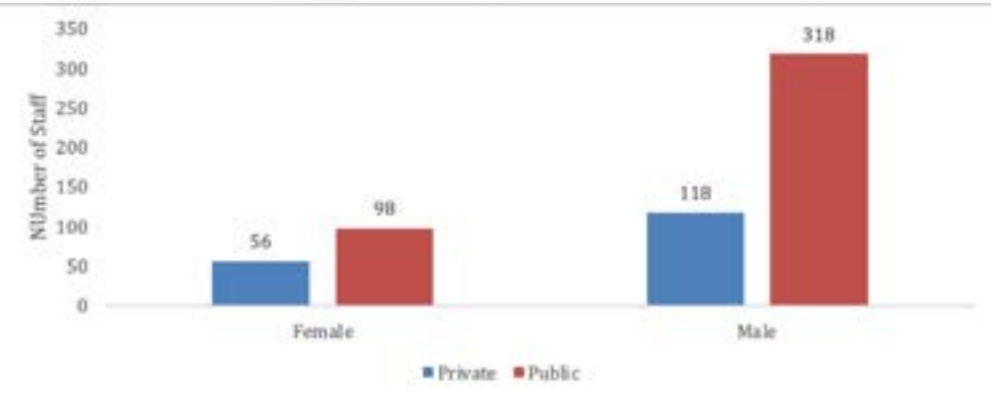


	Year 1		Year 2		Year 3		Year 4	
	Male	Female	Male	Female	Male	Female	Male	Female
Private	1502	2374	1089	924	260	143	127	119
Public	2704	3839	1230	690	895	419	444	242

The figure clearly indicates a higher enrollment in public technical colleges compared to private ones across all years, with Year 1 having the largest share. While females had the highest enrollment in Year 1, male enrollment surpassed that of females in all subsequent years.

Technical education staff play a crucial role in developing the skills and knowledge of students in technical fields. They mostly provide hands on training to students which exposes them to the industry setting. The 2024 ASC collected information on number of staff by proprieter and gender. Figure 120 shows the results.

Figure 120: Staff in Technical Colleges by proprietorship by gender



The census recorded 318 male and 98 female staff members in public schools, while private technical colleges registered 118 male and 56 female staff members. This highlights a significant gender imbalance in staffing, with males outnumbering females in both public and private institutions.

3.2.2 Special Needs Students

The 2024 ASC collected information on the number of special needs students in technical colleges

Table 63: Special Needs Students in Technical Colleges by gender

Type of disability	Year 1		Year 2		Year 3		Year 4		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Learning difficulty	9	15	5	4	3	4	0	2	42
Visual Impairment (Blind)	32	20	0	1	0	0	0	0	53
Visual Impairment (Low vision)	7	9	2	0	3	1	0	2	24
Hearing Impairment (Deaf)	7	2	0	0	0	0	0	0	9
Hearing Impairment (Hard of Hearing)	7	7	2	3	0	0	0	0	19
Deaf-Blind	0	0	0	0	0	0	0	0	0
Physical disability	8	8	2	0	1	2	0	0	21
Albinism	2	3	0	0	0	0	0	0	5
Total	**72**	**64**	**11**	**8**	**7**	**7**	**0**	**4**	**173**

Table 63 indicates that the largest category of special needs was visual impairment (blind), comprising 53 students, followed by learning difficulties with 42 students. Additionally, Year 1 had the highest number of special needs students (both males and females).

Information on the number of students enrolled in different trades can help the government project the need in the technical industry as well as make decisions based on the shortfalls existent in the system. The 2024 ASC collected information on the enrollment in technical colleges by trade.

3.3 Teacher Training Colleges for Public Primary Schools

The government of Malawi centers around preparing student teachers to resolve quality issues and beat supply-side difficulties in the education system. Teacher Training has arisen as a fundamental component in the improvement of training delivery. The 2024 Annual School Census collected information from all the 20 Teacher Training Colleges (TTCs) in the country. Of the 20 TTCs, 11 are public while 9 are private. The public TTCs are Blantyre, Lilongwe, Chikwawa, Chiradzulu, Phalombe, Kasungu, St Joseph, Machinga, Mchinji, Rumphi, and Karonga while the private TTCs are DAPP Dowa, THEODARA van ROSSUM, Loudan, DAPP Chilangoma, Alma private, DAPP Mzimba, Dream, DAPP Amalika and Maryam girls.

This section examines different aspects of teacher education in Malawi. This is in terms of enrollment and staffing

3.3.1 Enrolment in TTCs

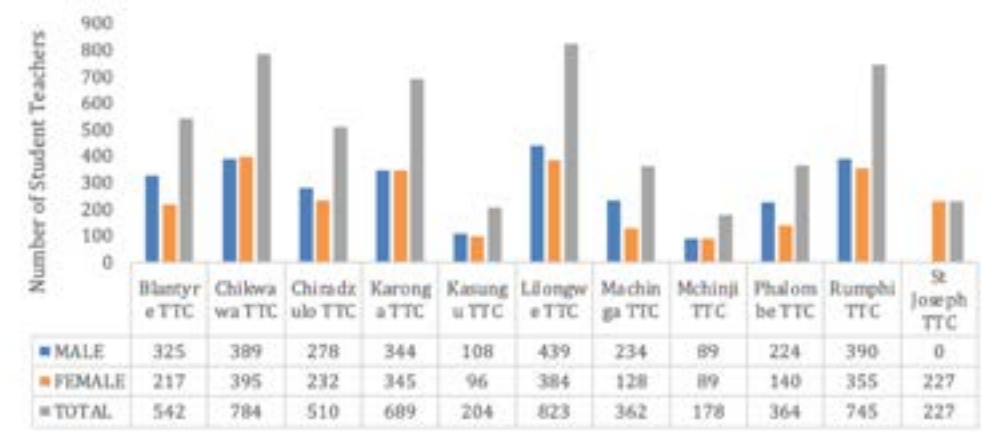
The ministry has increased the conventional primary teacher trainee intake for the IPTE programs in the past few years. The goal has been to bring the primary school pupil-teacher ratio to the recommended 1:60. The Annual School Census collected information on student teachers enrolled in TTCs in 2024. Figure 122 shows TTC enrollment by proprietor and sex.

Figure 121: TTCs enrolment by proprietor and sex

	MALE	FEMALE	TOTAL
PRIVATE	548	1715	2263
PUBLIC	2820	2608	5428
TOTAL	3368	4323	7691

The TTC enrolment presented in Figure 121, shows a total of 7691 student teachers enrolled in the TTCs in 2024. 71 percent of these student teachers are in public TTCs while the other 29 percent are from private teacher colleges. In terms of sex, there were slightly more females enrolled in TTCs at 56 percent relative to their male counterparts who made up 44 percent of the 2024 enrollment. It should be noted that there are 2 female TTCs namely Maryam girls and ST Joseph. The following figures show enrollment in the individual TTCs for public and private TTCs, respectively.

Figure 122: Public TTCs enrolment by sex



	Blantyre TTC	Chikwawa TTC	Chiradzulo TTC	Karonga TTC	Kasungu TTC	Lilongwe TTC	Machinga TTC	Mchinji TTC	Phalombe TTC	Rumphi TTC	St Joseph TTC
MALE	325	389	278	344	108	439	234	89	224	390	0
FEMALE	217	395	232	345	96	384	128	89	140	355	227
TOTAL	542	784	510	689	204	823	362	178	364	745	227

The results from Figure 122 show that Lilongwe had the highest enrollment, totaling 823, followed by Chikwawa with 784. Among public TTCs, Mchinji TTC has the lowest enrollment, with 178. Despite being newly established, Chikwawa TTC recorded the highest female enrollment at 395. Lilongwe TTC reported the highest male enrollment, totaling 439. Figure 123 provides additional details for private TTCs.

Figure 123: Private TTCs Enrolment by Sex

	Alma TTC	DAPP Amalika TTC	DAPP Chilangoma TTC	DAPP Dowa TTC	DAPP Mzimba TTC	Dream TTC	Loudon TTC	Maryam Girls TTC	Theodora Van Rossum TTC
MALE	27	64	64	59	48	23	216	0	47
FEMALE	101	69	203	113	102	66	431	509	121
TOTAL	128	133	267	172	150	89	647	509	168

As illustrated in Figure 123, Loudan TTC has the highest enrollment with a total of 647 student teachers. Dream TTC registered the lowest enrollment among the private TTCs, with 89 student teachers enrolled. Maryam Girls TTC registered the highest number of female students at 509 and the highest enrolment for males was Loudon TTC at 216.

3.4 Public TTC Teaching Staff

Over the past years, the number of teaching staff in the TTCs has increased gradually. There is a need for speedy expansion because adequate teachers encourage enough interface between learners and teachers which in turn results in creating excellent teachers. The 2024 Annual School Census collected data on the number of staff in the TTCs and the results are as presented in Figure 124.

Figure 124: Number of Teaching Staff by Sex.

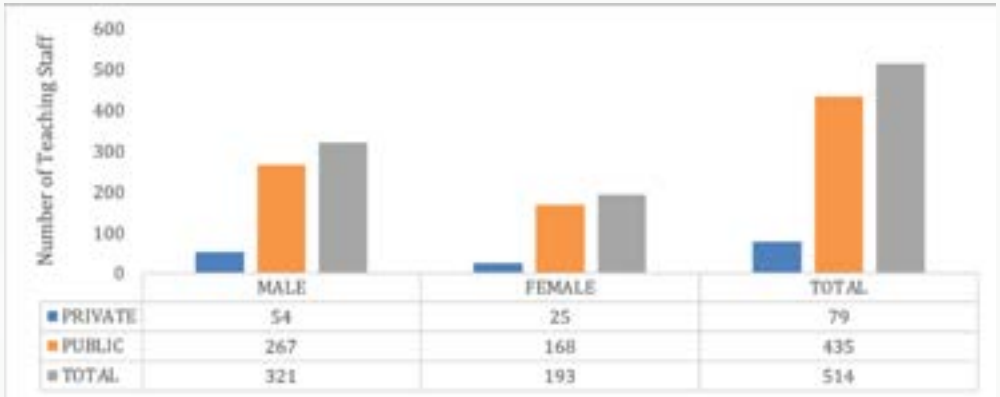


Figure 125 illustrates that there are currently 514 staff members, representing an increase from last year's total of 431 staff members. Of the total staff, 85% are in public schools and 15% are in private schools. The staff composition includes 62% males and 38% females. .

The following figure provides a detailed breakdown of the distribution of tutors by sex across public Teacher Training Colleges (TTCs). This data highlights the gender composition of the teaching staff within each institution, offering insights into the representation of male and female tutors in these colleges.

Figure 125: Tutors by sex in Public TTCs

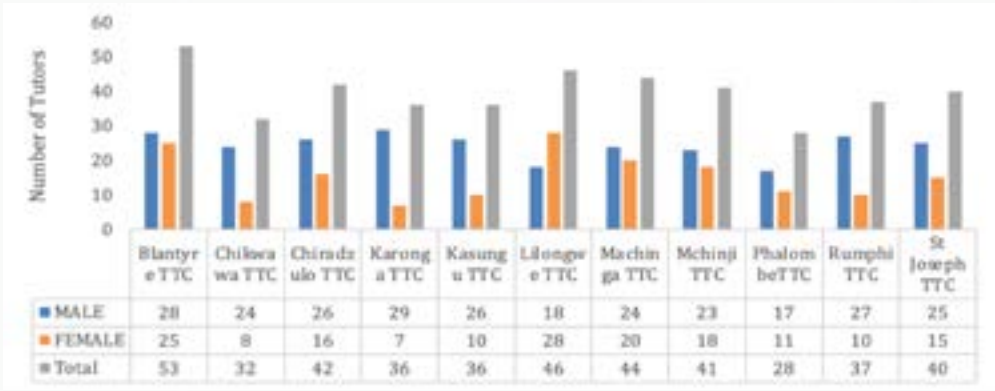
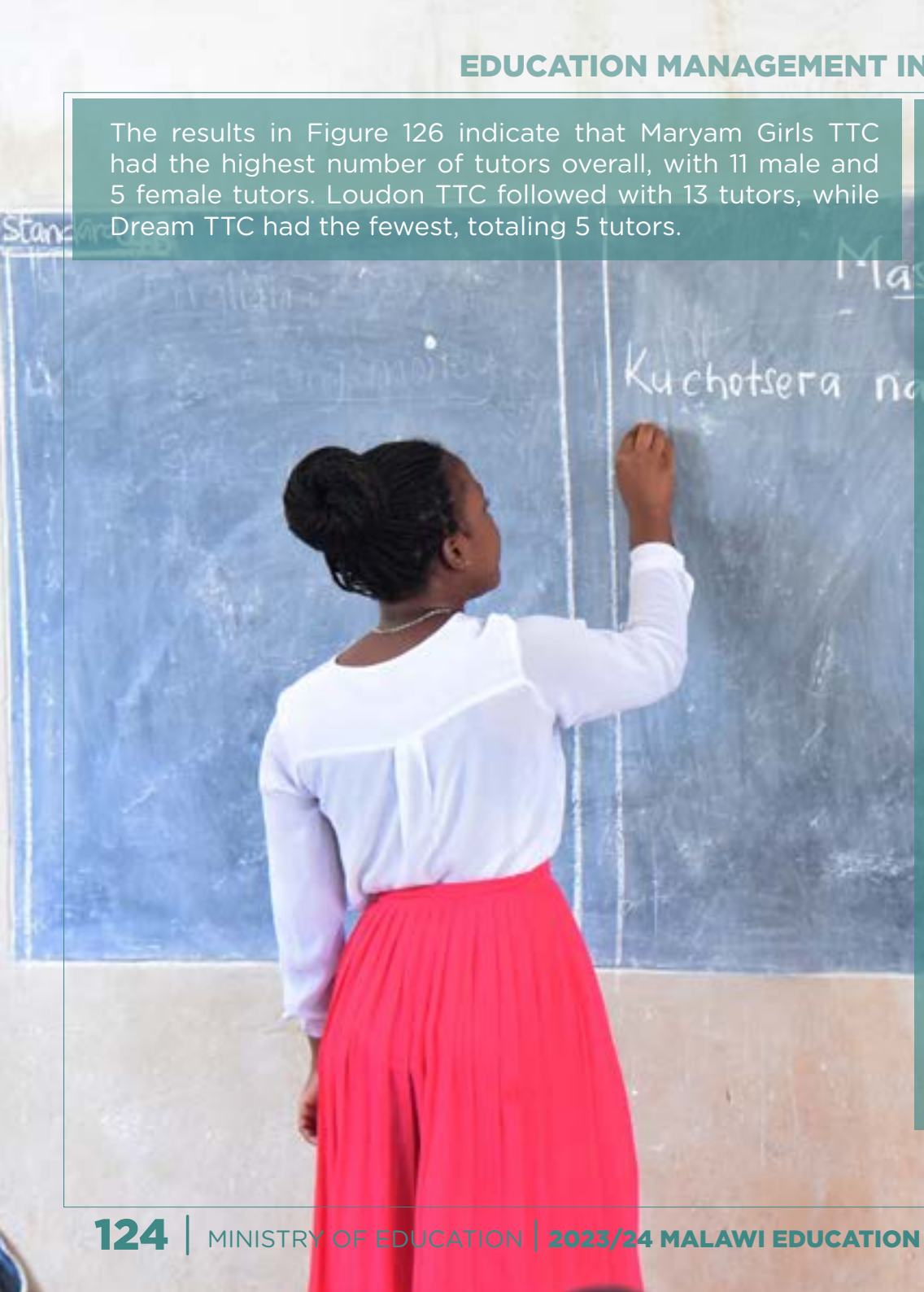


Figure 125 depicts that Blantyre TTC had the highest number of tutors which is 53 teachers. These results are followed by Lilongwe TTC which has 46 teachers and Phalombe has the least number of teachers in public TTCs with a total of 28 teachers. Blantyre and Lilongwe have the highest number of tutors (28) in different sex, male, and female respectively. Figure 126 provides additional details for tutors in private TTCs.

Figure 126: Tutors by sex in Private TTCs

The results in Figure 126 indicate that Maryam Girls TTC had the highest number of tutors overall, with 11 male and 5 female tutors. Loudon TTC followed with 13 tutors, while Dream TTC had the fewest, totaling 5 tutors.



3.5 Student-Teacher Tutor Ratio in Public TTCs

The student-teacher-tutor ratio is an important metric used to evaluate and understand the dynamics within educational settings. The ratio compares the number of student teachers with the tutors in the TTCs which was calculated by dividing the total number of student teachers by the number of tutors. This gives a clear picture of how many student teachers are being attended to by one tutor as illustrated in Figure 128.

Figure 127: Student Teacher Tutor Ratio in Public TTCs

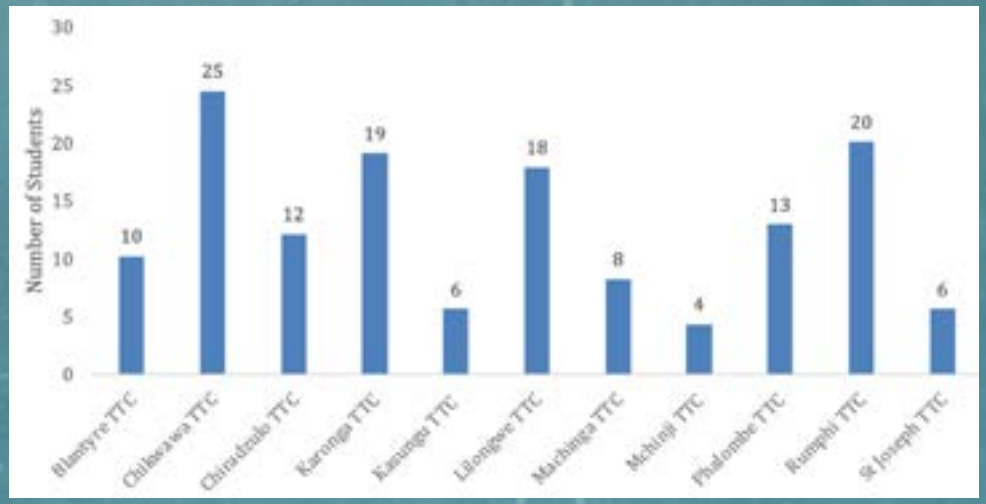


Figure 127 shows that in Chikwawa, one tutor attends to 25 student teachers, followed by Rumphi with a ratio of 1:20. Mchinji reported the lowest ratio, with one tutor for every four student teachers.

4.0 EDUCATION SECTOR BUDGET

4.1 Introduction

The budget allocation to the education sector consists of allocations to the Ministry of Education Headquarters and its agencies under Vote 250, Local Councils under Vote 900 series, Education Subventions under Vote 275, Early Childhood Development (ECD) under Ministry of Gender Community Development and Social Welfare Vote 320, and Technical, Entrepreneurial and Vocational Education and Training (TEVET) under Ministry of Labour Vote 370. The resources which are allocated to the education sector fall into two major budget categories, namely: Recurrent budget which comprises Personal Emoluments (PE), and Other Recurrent Transaction (ORT); and development budget which comprises Development Budget Part I which is donor-financed, and Development Budget Part II which is financed by Malawi Government.

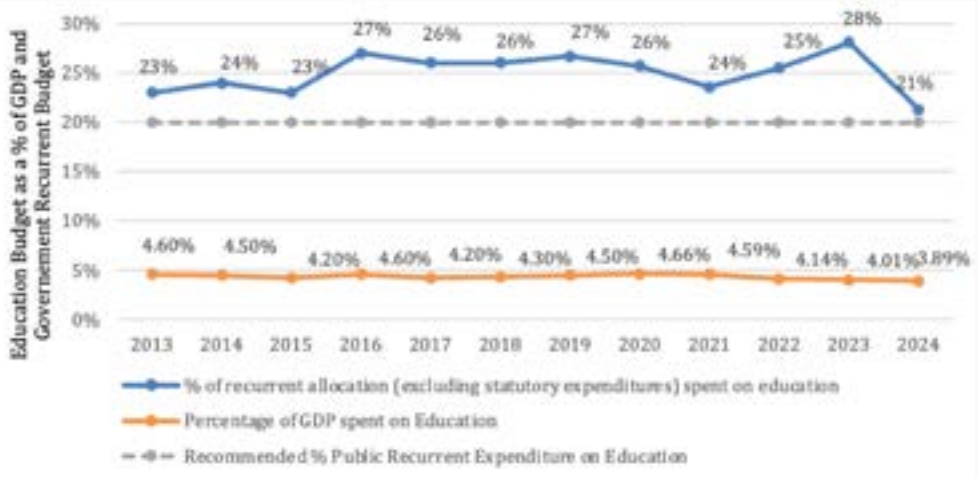
The budget for Vote 250 has provisions for salaries for all teachers in public secondary schools, lecturers and tutors in Teacher Training Colleges (TTCs), and those providing support services in the divisions, education colleges, and in the Ministry; and operations carried out at Headquarters and its agencies, public secondary schools, the six education divisions, TTCs including Domasi and Nalikule Colleges of Education. The budget for Vote 250 also has a provision for government and donor-funded development projects implemented at all levels of education in the country namely primary, secondary, and higher education sub-sectors. The budget for Local Councils caters to salaries for all teachers in public primary schools as well as operational costs for all public primary schools and all 34 education district offices.

The budget for education subventions caters to salaries, operational costs, and infrastructure project costs. These education subventions include; the University of Malawi, Malawi University of Business and Applied Sciences (MUBAS), Mzuzu University, Lilongwe University of Agriculture and Natural Resources (LUANAR), Kamuzu University of Health Sciences (KUHeS), Malawi University of Science and Technology (MUST); Malawi National Examination Board (MANEB); National Library Services; Malawi Institute of Education (MIE); National Council for Higher Education (NCHE); Higher Education Students Loans and Grants Board; Malawi University Development Programme (MUDEP); National Commission for Science and Technology (NCST); United Nations Educational, Scientific and Cultural Organization (UNESCO); and Malawi College of Health Sciences (MCHS).

The resources for TEVET and ECD under the Ministry of Labour and Ministry of Gender, Community Development, and Social Welfare are for meeting operational and infrastructure project costs. The resources which are allocated to the education sector fall into two major budget categories, namely: Recurrent budget which comprises Personal Emoluments (PE), and Other Recurrent Transaction (ORT); and development budget which comprises Development Budget Part I which is donor-financed, and Development Budget Part II which is financed by Malawi Government.

At the international level, there are two key indicators of government allocation of resources to the education sector namely; the percentage of Gross Domestic Product (GDP) allocated to the education sector and the percentage of recurrent allocation (excluding debt servicing) allocated to the education sector. The graph below shows that the Government of Malawi has been allocating between 3.89% and 4.60% of GDP to the education sector between 2012 and 2024. The average GDP allocated to the education sector within this period was 4% which is slightly lower than the average of 4.6% that sub-Saharan countries allocate towards education.

Figure 128: Trends in GDP Spent on Education



Source: Ministry Finance Books

Secondly, the trend analysis above shows that the percentage allocation of total government recurrent expenditure towards education (excluding debt servicing) has been ranging from 21% and 28% from 2013 to 2024 which is slightly higher than the global recommendation on the percentage recurrent allocation spends on education which is set at 20%. However, it should be noted that although the government has been achieving this target, a large portion of the resources under the recurrent budget are for the payment of personal emoluments for teachers, lecturers, and staff at the expense of the provision of essential teaching and learning resources for pupils and students.

4.2 Recurrent Budget Allocations By Programme

Resources under the education sector are allocated into four programs namely, Basic Education, Secondary Education, Higher Education, and Management and Administration. Figure 130 shows the trend of resource allocation to the four programs between 2019 and 2024.

Figure 129: Trend in Resource Allocation 2019 - 2024

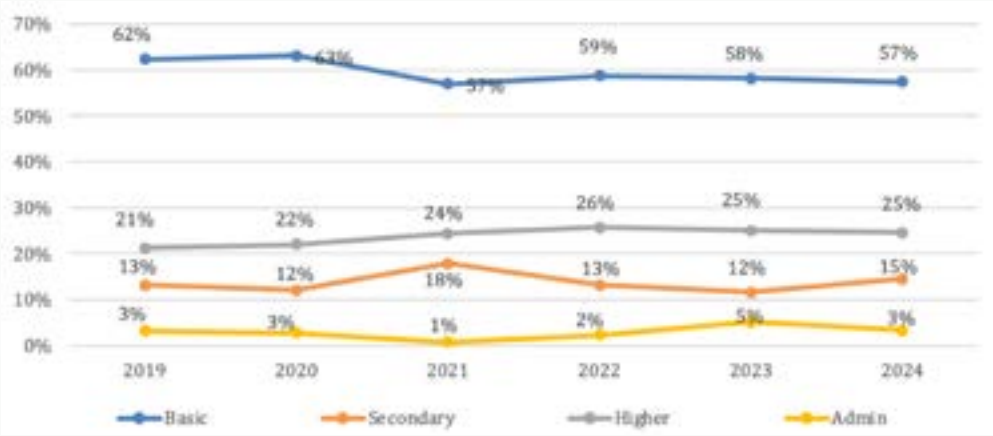


Table 64: Trend in Resource Allocation 2019 – 2024

Program	2019	2020	2021	2022	2023	2024
Basic	139,967	170,952	222,434	163,616	253,887	290,614
Secondary	29,617	32,642	69,747	36,808	50,664	73,511
Higher	47,764	59,703	95,143	71,644	109,561	124,755
Admin	7,197	7,688	2,929	6,640	22,227	17,114
Total	**224,545**	**270,985**	**390,253**	**278,708**	**436,339**	**505,994**

The largest share of the recurrent budget allocated to the education sector was for basic education. The percentage allocation of recurrent budget to basic education programs ranges from 57% to 63% between 2019 and 2024. The average allocation to basic education over this period is 59%. Under Basic Education, recurrent resources are mainly allocated to 34 Education District Councils and the resources, and a large portion of the resources are mainly for payment of salaries for primary school teachers nationwide.

The second largest recurrent allocation for the education sector is for higher education programs. The allocation to the higher education sub-sector ranges from 21% to 26% between 2019 and 2024. The resources under higher education mainly cater to salaries for lectures in the public universities and operational costs of the universities.

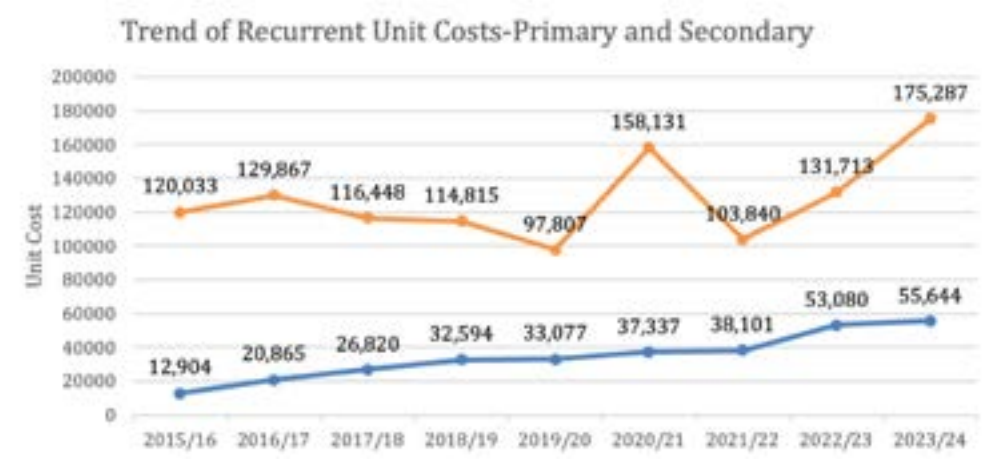
The secondary Education sub-sector gets the third largest recurrent allocation. The allocation to the sub-sector ranged from 12% to a high of 18% between 2019 and 2024. Mainly the resources cater for payment of teachers' salaries, purchase of teaching and learning materials, and running of all public secondary schools countrywide.

Lastly, the Management and Administration programme receives the least share of recurrent allocation to the sector ranging from 1% to a high of 5% between 2019 and 2024. The resources under management and administration are mainly allocated to departments providing support services like finance, procurement, human resource management, planning, and auditing.

4.2.1 Trends of Primary and Secondary Education Recurrent Unit Costs

The recurrent costs for primary education include allocations for Personal Emoluments and Other Recurrent Transaction (ORT) allocated to all 34 Education Districts, the 12 primary school teachers training Colleges, and part of the allocation for Malawi National Examination Board (MANEB) and Malawi Institute of Education (MIE). The recurrent primary school unit cost has been steadily increasing from MK12,904 to MK55,644 between 2015/16 and 2023/24 FYs. This means that as of the 2023/24 Financial Year, each primary school pupil receives an annual allocation of MK55,644, which is equivalent to approximately US$33 per year (MK1,1700 to a dollar).

Figure 130: Trend of Recurrent Unit Costs-Primary and Secondary



Source: Ministry of Finance Books and IFMIS

The recurrent costs for secondary education include allocations for Personal Emoluments and Other Recurrent Transaction (ORT) allocated to all public secondary schools, the 2 colleges of education for training secondary school teachers (Domasi and Nalikule) part of allocation for Malawi National Examination Board and Malawi Institute of Education.

In general, the recurrent unit cost of teaching and learning in secondary schools per learner per year increased from MK120,033 in 2015/16 FY to MK175,287 in 2023/24 FY. The latest unit cost for a secondary school student of Mk175,287 (which is equivalent to U$298 at Mk1,700 to a dollar) is three times higher than that for a primary school pupil which is currently Mk55,644 (equivalent to U$33).

However, there was a decline in the secondary school unit cost between 2015/16 and 2019/20 FYs. In 2020/2021 there was a significant increase in the unit cost for secondary school students mainly due to the increased resources to the sub-sector after the abolition of user fees for secondary schools which prompted the government to increase allocation to the schools to compensate for the loss of revenue to the schools. However, the following year, 2021/22FY, there was a significant decrease in the unit cost for secondary school students since the allocations for the sub-sector were decreased since the financial year was for nine (9) months instead of twelve (12) months. This is the year where government changed its financial calendar from July to June financial year to April to March financial calendar.

4.3 Development Budget Allocations by Program

Development Budgets for the education sector fall under three main programs namely; basic, secondary, and higher education. The development resources for on-budget allocations are funded by the Government of Malawi and Development Partners (DPs).

The average development budget allocation for Basic Education from 2019/2020 to 2023/24 was 28% of the entire development of the sector. The allocations for Basic Education range from a low of 10% in 2019/20 to a high of 38% in 2020/21 and 2021/22 Financial Years. On average, Basic Education receive the least allocation 28% of the development budget allocation within the period of 2020 to 2024. Projects under basic education include the following; Malawi Education Reform Project (MERP), Education Services Joint Fund (ESJF), Malawi Education Sector Improvement Project (MESIP), Nutrition and access to Primary Education, Construction of Primary Schools, Construction of Teacher Training Colleges for Primary Schools, Construction of Teachers' Houses and Classrooms, Procurement of Desks for Primary Schools and Investing in Early Years of Growth and Productivity in Malawi.

Figure 131: Education Sector Development Budget Allocations by Program 2020-2024

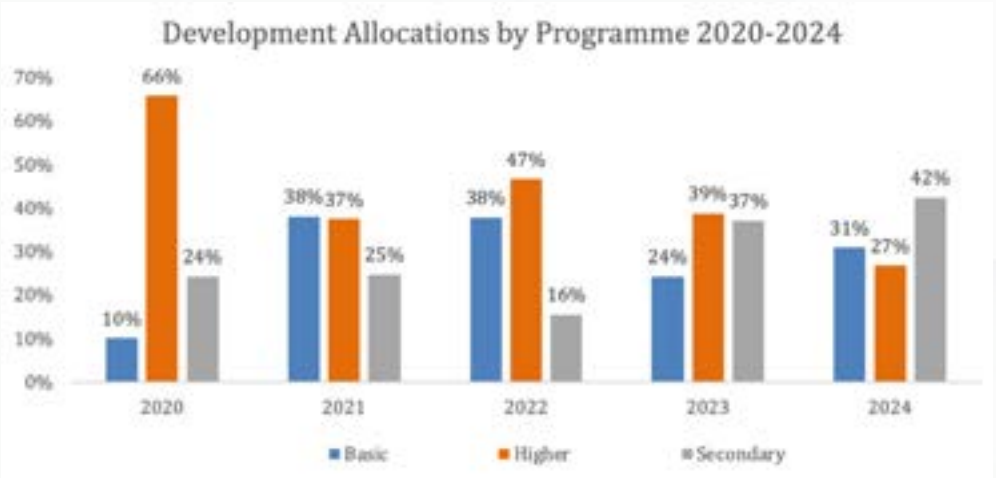


Table 65: Education Sector Development Budget Allocations by Program

Program	2020	2021	2022	2023	2024
Basic	5,226	29,517	27,672	26,478	23,771
Higher	34,185	29,049	34,106	42,366	20,601
Secondary	12,549	19,140	11,357	40,620	32,718
Development Total	**51,959**	**77,705**	**73,135**	**109,464**	**77,089**

The average development budget allocation for secondary education programs from 2019/20 to 2023/24 FY was 29% which is the second highest within the sector. The allocation to secondary programs ranges from a low of 16% in 2021/22 to a high of 42% in 2023/24 Financial Years. The projects that were allocated resources within the period under review include the following; Equity with Quality and Learning at Secondary Schools (EQUALS), Improve Secondary Education in Malawi (ISEM), Construction of Girls Hostels, Rehabilitation of Convention Secondary Schools, Construction of Machinga Secondary School, Construction of Science Laboratories and Libraries, Construction of Tumbwe Secondary School, Construction of 34 Secondary Schools of Excellency, Construction of Secondary TTC in Lilongwe, Rehabilitation of 4 Secondary Schools and Construction of Examination Marking Centre Complex Building.

Table 66: Development Expenditure by Project

Project	2023-24 Approved	2023-24 Revised	2023-24 Funding	2023-24 Expenditure
Malawi Education Reform Project	19,571	62,884	30,072	30,072
Equity with Quality and Learning at Secondary Schools	23,618	29,983	30,974	30,974
Skills for a Vibrant Economy	-	1,898	-	-
Improve Secondary Education in Malawi	-	386	-	-
Expansion and Upgrading of Domasi College of Education	-	3,706	-	-
Program for Primary School Education	-	513	-	-
Strengthening Teacher Education Practice (STEP)	-	1,828	-	-
Vote 250 Total Development Part 1	43,189	101,198	61,047	61,047
Construction of Girls Hostels	800	1,710	715	714
Rehabilitation of Convention	800	892	183	174
Construction of Primary Schools	2,500	2,582	2,180	2,161
Construction TTCs for Primary Schools	1,700	2,867	2,694	2,612
Construction of Machinga Secondary School	200	200	-	-
Construction of Science Laboratories and Libraries	1,500	1,500	51	50
Construction of Tumbwe Secondary School	800	1,469	1,148	1,143
Expansion and Upgrading of Domasi College of Education	100	108	70	67
Construction of 34 Secondary Schools of Excellency	4,000	5,120	135	133
Vote 250 Total Development Part 2	**12,400**	**16,447**	**7,176**	**7,054**
Vote 250- MoE Total Development Budget	**55,589**	**117,645**	**68,222**	**68,101**
Expansion and Rehabilitation of School of Economics-CHANCO	200	200	-	-
Construction of Mzuzu University Library	2,000	2,500	2,500	2,500
Expansion and Rehabilitation of CHANCO	2,500	3,300	3,186	3,186
Construction of Fabricated Classrooms at Chancellor College	-	2,292	2,292	2,292

Skills Development Programme - LUANAR	1,500	1,500	1,450	1,450
Capacity Expansion and Productive Knowledge Generation and Application - NRC	2,000	2,000	2,000	2,000
Construction Administration Block and Teaching Complex for LUANAR	1,000	1,200	1,200	1,200
Construction of Training Complex at Malawi Institute of Education (MIE)	500	500	500	500
Construction of Nursing and Midwife Skills Laboratory at Kamuzu College of Nursing-Lilongwe Campus	1,000	1,800	1,600	1,600
Construction of Min-Industrial Park- MUST	800	800	800	800
Construction of Examination Marking Centre Complex Building	1,000	1,000	1,000	1,000
Skills Development Programme- MZUNI	180	180	86	86
High-tech University Teaching Hospital-KUHeS	800	800	800	800
Construction of MUBAS Administration, Research, Teaching and Learning Complex	500	979	997	997
Expansion and Rehabilitation of Science Blocks, Water Supply Systems, and Campus Hostels-Polytechnic	2,000	2,800	2,800	2,800
Construction of Administration Block of College of Medicine	1,500	2,510	2,510	2,510
Construction of Purpose-Built Science Laboratory Complex (Phase 1)-MUST	1,500	2,300	2,300	2,300
Rehabilitation works for Mzuzu University	400	400	42	42
Construction of Malawi collage of Health Sciences Central Office Administration Brock	121	121	-	-
Construction of Inkosi Mmbelwa University	2,000	407	407	407
Vote 275 Total Development for Subventions	**21,501**	**27,588**	**26,470**	**26,470**

On average, the Higher Education program has been receiving the highest development allocation averaging 43% between 2019/20 and 2023/24 Financial Years. The projects which were allocated resources within the period under review include the following; Skills Development Programme – LUANAR, Capacity Expansion and Productive Knowledge Generation and Application – NRC, Construction of Administration Block and Teaching Complex - LUANAR, Construction of Training Complex at Malawi Institute of Education (MIE), Construction of Nursing and Midwife Skills Laboratory at Kamuzu College of Nursing-Lilongwe Campus, Rehabilitation and Expansion of Malawi University of Science and Technology (MUST), Construction of Mini-Industrial Park-MUST, Skills Development Programme- MZUNI, High-Tech University Teaching Hospital-KUHeS, Construction of MUBAS Administration, Research, Teaching and Learning Complex, Expansion and Rehabilitation of Science Blocks, Water Supply Systems, and Campus Hostels-Polytechnic, Construction of Administration Block- College of Medicine, Construction of Purpose Built Science Laboratory Complex (Phase 1)-MUST, Eastern and Southern Africa Higher Education Centres of Excellence, Support to Higher Education Science and Technology-Polytechnic, Completion of Technical Education Building-Polytechnic, Rehabilitation works for Mzuzu University.

4.4 2023/24 Education Sector Budget Performance

Table 67: 2023-24 Education Sector Expenditure Analysis as of 30th March 2024

Budget Category	2023/24 Approved	2023/24 Revised	2023/24 Funding	2023/24 Expenditure	2023/24 Funding Utilization	2023/24 Budget Utilization
Vote 250						
Personal Emoluments	74,744	75,896	74,352	74,335	100%	98%
Other Recurrent Transaction	34,572	34,475	29,891	26,984	90%	78%
of which TLMs	3,150	3,150	1,107	712	64%	23%
Vote 250 Recurrent Total	**109,316**	**110,371**	**104,243**	**101,319**	**97%**	**92%**
Development						
Development Part I	43,189	105,153	61,047	61,047	100%	58%
Development Part II	13,200	16,447	7,176	7,054	98%	43%
Development Budget Total	**56,389**	**121,600**	**68,222**	**68,101**	**100%**	**56%**
Vote 250 Total	**165,705**	**231,971**	**172,465**	**169,420**	**98%**	**73%**
Vote-900 Series: Local Councils						
Personal Emoluments	243,959	243,959	243,959	243,959	100%	100%
Other Recurrent Transaction	17,691	19,119	19,119	15,805	83%	83%
Total Local Councils	**261,651**	**263,078**	**263,078**	**259,764**	**99%**	**99%**
Vote 275: Education Subventions						
Recurrent	132,050	149,015	149,015	149,015	100%	100%
Development	34,632	34,632	26,470	26,470	100%	76%
Total Subventions	**166,682**	**183,647**	**175,845**	**175,845**	**100%**	**96%**
Vote 320: ECD - MGCDSW	**16,018**	**16,018**	**16,018**	**16,018**	**100%**	**100%**
Vote 370: TVET - Ministry of Labour	**2,977**	**2,977**	**2,481**	**2,481**	**100%**	**83%**
Total Education Sector	**613,033**	**697,693**	**629,528**	**623,168**	**99%**	**89%**

The total budget allocation for the education sector was pegged at Mk613 billion for the 2023/24 Financial Year, representing 16% of the total government budget which was Mk3.8 trillion.

Under Vote 250- Ministry of Education, the approved budget was MK165.7 billion which was revised upwards to Mk231.9 billion at Mid-Year. Out of the total of Mk231.9 billion revised budget a total of Mk 172 billion was funded while a total of Mk169 billion was spent representing a budget utilization and funding utilization of 98% and 73% respectively. Under the recurrent budget for Vote 250, Personal Emoluments performed well by utilizing 98% of the revised budget, however, Other Recurrent Transactions (ORT) had a budget utilization of 78%. The underperformance of ORT also includes low-budget utilization of resources earmarked for the procurement of Teaching and Learning Materials at a central level where only 23% was utilized.

There was low budget utilization for the Development Budget under Vote 250. Development Part 2, which is funded by Government, registered a 43% budget utilization by the end of the financial year. The low budget utilization was due to contractual issues that several projects had in the 2023/24FY which resulted in low or no expenditures in some projects. For Development Part 1 which is donor-financed, the budget utilization was 58% of the revised budget, however, the figures may improve once final financial reconciliations are done since actual expenditures for Development Part 1 are captured outside the Government Financial System.

The approved budget for Local Councils was Mk261.6 billion which was revised upwards to Mk263.1 billion by mid-year. The upward revision was allocated to primary schools under School Improvement Grants (SIG). Out of the revised amount of Mk263.1 billion, a total of Mk263.1 billion was funded and a total of Mk259.8 billion was spent representing a budget and funding utilization of 99% for both.

The approved budget for Subvented Organisation was Mk166.7 billion which was revised upwards to Mk183.6 billion during Mid-Year Review. Out of the revised figure of MK183.6 billion a total of Mk149 billion was for the recurrent budget, and Mk34.6 billion was for the development budget. Out of the revised figure of Mk149.0 billion for the recurrent budget, all the resources amounting to MK149 billion were funded and spent representing a budget and funding utilization of 100% for the recurrent budget. On the other hand, out of the MK34.6 billion for the Development Budget, a total of MK26.5 billion was funded and spent representing a budget and funding utilization of 100% and 76% respectively.

4.5 Major Achievements In 2023/24 Fy

Basic Education Program

- Construction of Three Teacher Training Colleges. The government has completed the construction of Chikwawa, Mchinji, and Rumphi Teacher Training Colleges (TTCs). The new TTCs have opened with the enrolment of 1,800 student teachers. This will increase the number of qualified teachers in the country to improve the quality of education.
- Implementation of Compulsory Education in Primary Schools. Under MIP 1 the government has committed to ensure that every child of school going age should attain 12 years of education. The government is actively working to establish a supportive environment for mandatory education. In this regard, the government is implementing several initiatives, one of which is the mobilization of USD 210 million under the Malawi Education Reform Program (MERP) to help expand access and improve the quality and performance of the primary subs-sector. Through the implementation of the MERP, the Government has registered progress as follows:
  a. Recruited 2,500 teachers permanently and 4,200 auxiliary teachers.
  b. Commenced the construction works for 10,900 classrooms and 1,000 sanitation blocks in 3,539 schools across the country. Under Phase I, 668 have been constructed out of the 6,000 planned, for the second phase will involve the construction of the remaining 4,900 classrooms.
  c. Revising the School Improvement Grant (SIG) allocation to MK7.5 billion from the initial MK6.2 billion. This SIG supports procurement of teaching and learning materials, as well as other essential school necessities. The Government has enhanced its systems to ensure that SIG is disbursed to Schools within the first two months of each academic year.
  d. Under MERP and led by the University of Malawi, School of Education, the Ministry has trained of 7,304 head teachers, deputy head teachers, quality assurance officers, and inspectors including female section heads on instructional leadership and school management in general which will help school management to effectively manage the schools.
  e. As a first step towards the expansion of the provision of Teaching and Learning Materials (TLMs) for primary schools, the Ministry procured and distributed 107,000 Agriculture textbooks for senior primary, 30,000 desks to primary schools across the country in the 2023/24 FY.
- Support to Children with Special Education Needs. To enhance equitable access to quality education for learners with special education needs, the Ministry procured and distributed specialized teaching and learning materials including Sound level meters, Scanners, and Desktop and laptop computers fitted with specialized applications.

Secondary Education Program

- Secondary Education Expansion for Development (SEED) Project. The Ministry with funding from the American Government is implementing the Secondary Education Expansion for Development (SEED) Project. The overall Project objective is to increase access to secondary education by expanding schools in urban areas and establishing new schools in rural areas. During the period under review, the Ministry started the construction of 51 new community day secondary schools of which 36 have been completed and the remaining 15 will be completed in the coming fiscal year. The 36 new schools have been operational since January 2024, creating 2,160 new spaces for Form One students.
- Construction of 34 Secondary Schools of Excellence. The government is continuing with the agenda to construct 34 Secondary Schools of Excellence. Since these state-of-the-art schools are capital-intensive, a phased approach has been preferred starting with 3 out of the first 6. Meanwhile, designs for the schools have been completed and a consultant has been recruited to supervise the construction works. The procurement of six contractors to construct three schools of excellence is underway. It is expected that contractors will be on-site by February 2024.
- Equity with Quality and Learning at Secondary (EQUALS) Project. The Ministry, through Equity with Quality and Learning at Secondary (EQUALS) Project, is expanding and upgrading 103 Day Secondary schools across 13 education districts. The project encompasses the construction of 45 ICT/Library blocks, 65 classroom blocks, 88 science laboratories, and 103 toilets. The overall progress on the main civil works stands at an average completion rate of 62%, with 32 sites showing physical progress ranging from 80% to 90%.
- Recruitment of Secondary School Teachers. To increase the number of secondary school teachers, the Ministry has conducted interviews for the recruitment of 2,293 and promotion of 380 secondary school teachers in 2023/24 FY.
- Increase Access to Secondary Education through the Provision of Bursaries. The Ministry provided bursaries to thirty-one thousand and thirty-seven (31,037) vulnerable students in 2023/24 FY. This is to ensure that vulnerable students can access secondary education.
- Implementation of Virtual Science Laboratories. The Ministry has implemented Virtual Science laboratories through the introduction of Mi-labs, and zero-rating of education websites. Rollout and capacity-building programs on Mi-Lab for science teachers have been initiated. So far in 2023/24 FY, Capacity building through the virtual Science Laboratory for Secondary Education – MiLab has been conducted as follows;
  a. Rolled out Milab to 100 Community Day Secondary Schools
  b. Trained 300 secondary school science teachers in the Milab application
  c. Developed modules in Physics, Chemistry, Biology and Agriculture

Higher Education

Rehabilitation and Expansion of Infrastructure in Public Universities. The government is committed to providing the necessary infrastructure for public universities. The Government continues to construct various structures in the public universities and progress is as follows:

- The construction of the Administration Block at UNIMA has reached a progress milestone of 76% as of November 10, 2023.
- The construction of the Mzuzu University Library, Auditorium, and Associated External Works is at 58% as of July 10, 2023.
- The construction of the Administration block at KUHeS has achieved a 46% completion status as of November 10, 2023, with the anticipated project completion scheduled for May 2025.
- Construction of Inkosi Ya Makhosi M'mbelwa University (IMMU). The project involves the construction of a new University and shall have four schools and a high-tech Livestock industrial Centre as follows:
  a. School of Basic Sciences; School of Animal Sciences with animal farm.
  b. School of Veterinary Medicine with a Veterinary clinic.
  c. school of Human Health Sciences; and
  d. high-tech Livestock Industrial Center and 4 hubs.

The Project has commenced with Phase One which is the construction of School of Basic Sciences. So far, contractors are on site and have started with the construction of accommodation facilities. On the construction of the School of Basic Sciences which includes, an administration building, commercial complex, university clinic, auditorium, multipurpose hall, cafeteria, sports facilities, and waste management system under design and build, processes of identifying contractors are at an advanced stage.

- Provision of Loans and Grants: To improve access to higher education for students from vulnerable and low-income families, the Ministry through the Higher Education Students Loans and Grants Board (HESLGB) increased the number of university loan beneficiaries from 22,742 in 2022/23 academic year to 25,978 in 2023/24 academic year representing a 14 percent increase. In addition, with support from the SAVE Project, 713 Open Distance and e-Learning (ODeL) students and 460 generic students from public universities were provided loans. With support from Press Trust, HESLGB also provided loans to 83 university students.

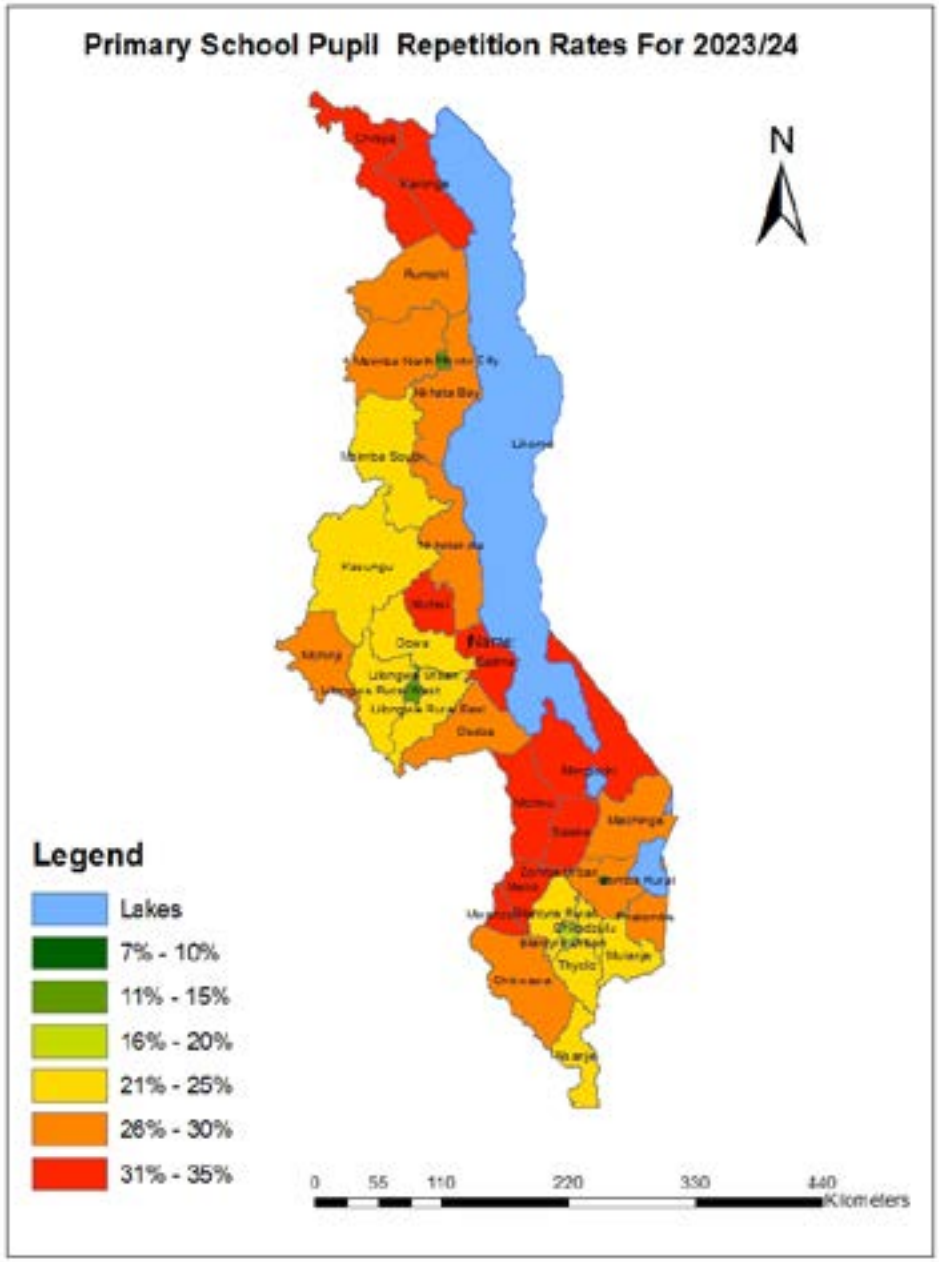
Administration and Management

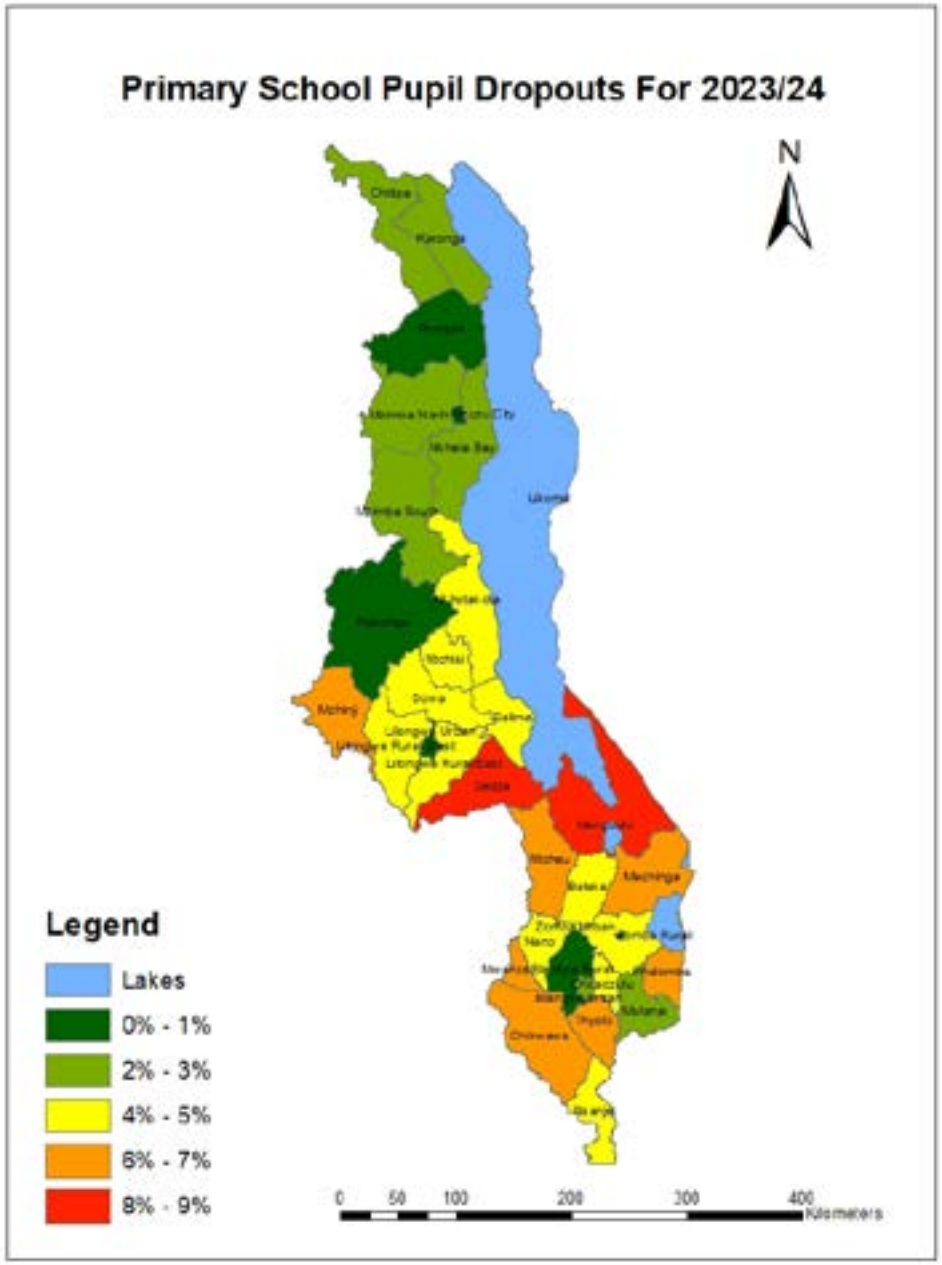
- Strengthened the activities of Institutional Integrity Committees IICs both at the central and district level to fight corruption.
- Conducted the education Joint Sector Review; and
- Developed teachers' policy and open, distance, and e-Learning Policy.

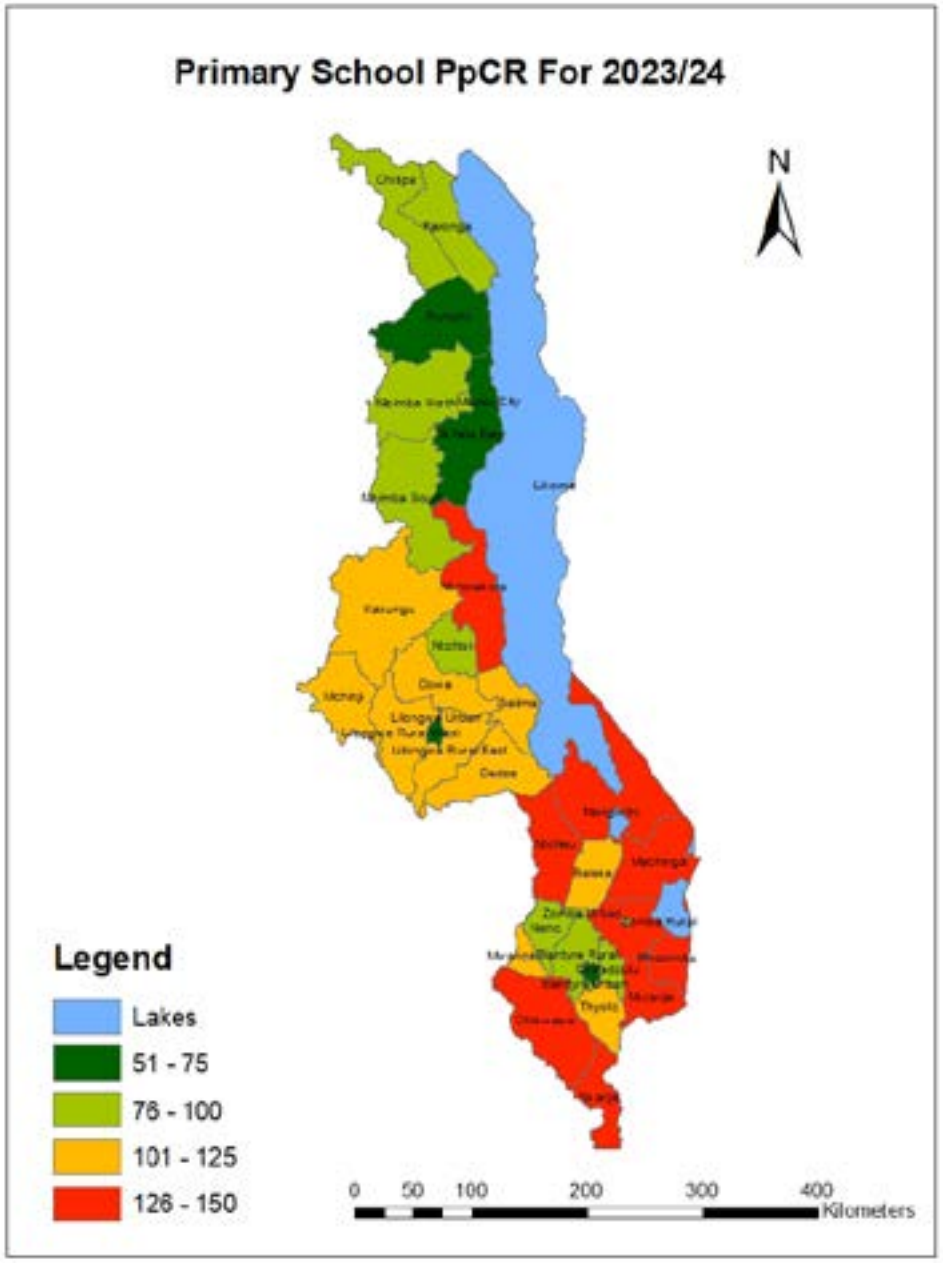
4.6 Programme Issues

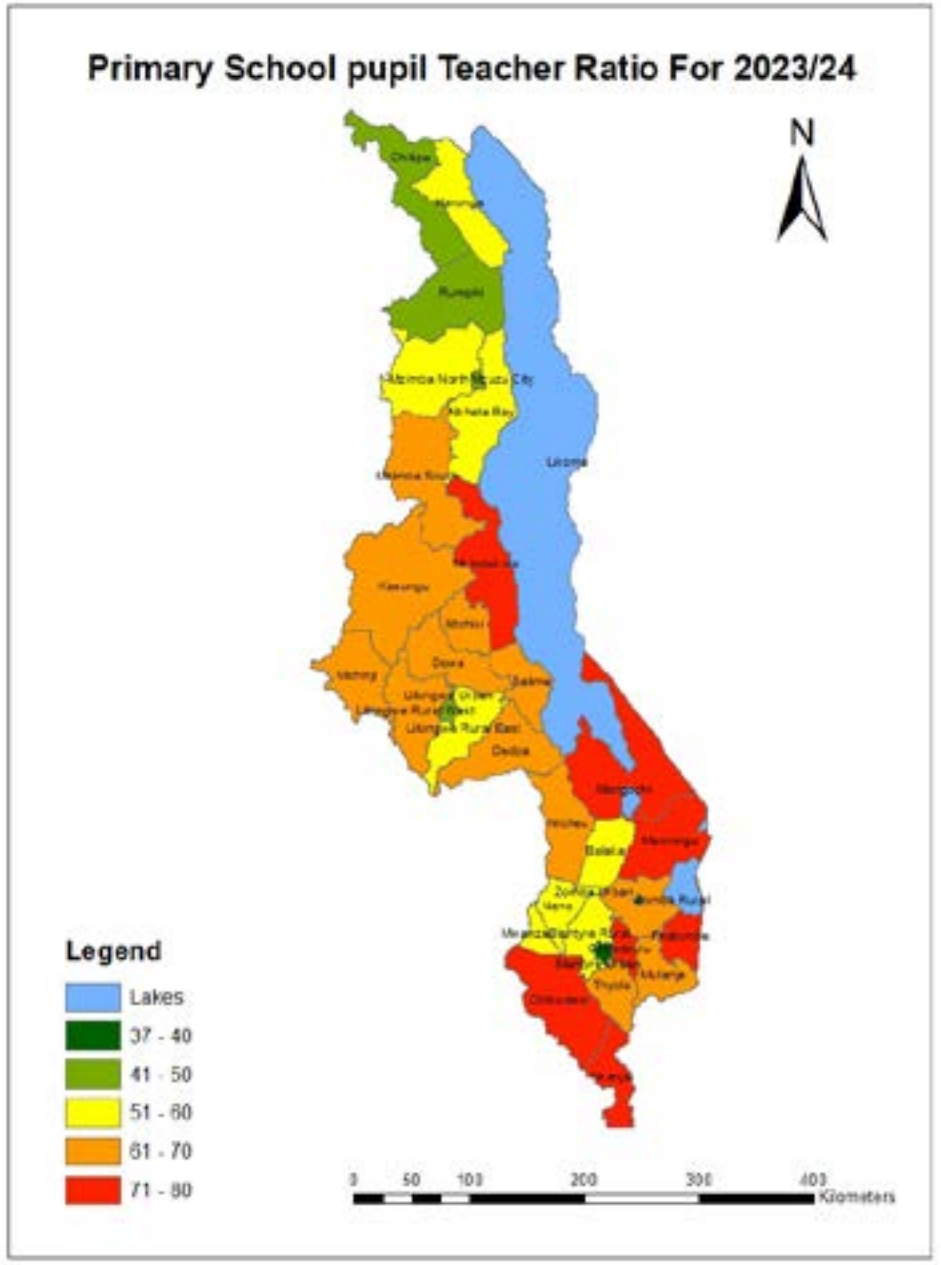
- Inadequate Human Capacity: There are a lot of unfilled positions at all levels in the Ministry. Currently, there are 12,603 filled positions against an authorized establishment of 26,404. The unfilled posts are secondary school teachers and lectures in public teacher training colleges which affect the quality of education in the country.
- Inadequate teaching and learning materials in schools: Most institutions have inadequate teaching and learning materials including desks as such this affects the delivery of lessons in schools
- Inadequate infrastructure in schools: The classroom Ratio is high due to an inadequate number of classrooms. Most Community Day Secondary Schools (CDSSs) still have no Laboratories and Libraries despite the rollout of the new curriculum.
- Inadequate Enforcement to Implement Teacher Management Policies
- Due to inadequate enforcement of teacher management policies, there is a high dropout rate, high repetition rate, and low learning outcomes. To address this, the Ministry is strengthening the performance management, advisory, and inspectorate services as well as enforcement of the Malawi Public Service Regulations (MPSR). In addition, the Ministry will automate the Teacher Management Information System (TEMIS).
- Low equitable access to quality Higher Education
- Delays in Project Completion: Some contractors have abandoned project sites due to the accumulation of arrears by the Ministry. This has delayed the completion of some projects. The Ministry has requested the contractors to go back to the sites of which some have remobilized.
- Low budget provisions and low funding for Projects. This is especially true for those projects that are financed through the PSIP.

ANNEX I - MAPS


Primary School Pupil Repetition Rates For 2023/24
N
Legend
Lakes
7% - 10%
11% - 15%
16% - 20%
21% - 25%
26% - 30%
31% - 35%
0 55 110 220 330 440
Kilometers


Primary School Pupil Dropouts For 2023/24
N
Legend
Lakes
0% - 1%
2% - 3%
4% - 5%
6% - 7%
8% - 9%
0 50 100 200 300 400
Kilometers


Primary School PpCR For 2023/24
N
Legend
Lakes
51 - 75
76 - 100
101 - 125
126 - 150
0 50 100 200 300 400
Kilometers


Primary School pupil Teacher Ratio For 2023/24
N
Legend
Lakes
37 - 40
41 - 50
51 - 60
61 - 70
71 - 80
0 50 100 200 300 400
Kilometers

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2024