



MINISTRY OF EDUCATION

2022

MALAWI EDUCATION STATISTICS REPORT



EDUCATION MANAGEMENT
INFORMATION SYSTEM (EMIS)

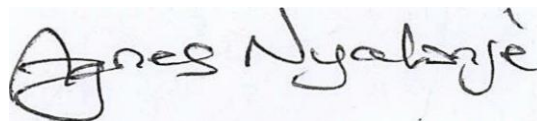
FOREWORD

The thrust of any economy is in its people as they form an integral part of the factors of production through the provision of labour. This therefore calls for continued development of human capital through the provision of requisite education and skills of the population. The MW 2063 calls for making it a priority for every child go through Early Childhood Development and make it compulsory for every citizen to attain at least 12 years of formal education.

Human Capital Development being one of the key Enablers of the MW 2063 aims at constructing and expanding disability friendly and gender sensitive school physical infrastructure at all levels with the aim of enhancing the availability of and access to education. This shall also include the expansion of vocational and entrepreneurial training of the many out-of-school youths by providing job-relevant skills. All these will be achieved through the implementation of the interventions contained in the national medium term development strategy, the MIP-1 and of course the education sector specific strategy, the National Education Sector Investment Plan (NESIP).

Key to the successful programming, targeting and implementation of relevant activities in the sector is the provision of timely, quality and reliable data for evidence-based decision making and management of strategies and interventions. The Ministry of Education through the Directorate of Education Planning annually collects data that culminates into Education Statistics Bulletin. This bulletin provides education statistics that will be used as a basis for measuring education sector performance in a given year and providing evidence for future policy direction and implementation of activities.

I would like to encourage all stakeholders to utilize the statistics in this 2022 Education Statistics Report.



Hon. Agnes NyaLonje
MINISTER OF EDUCATION

PREFACE

Every year, the Ministry of Education conducts an Annual School Census to collect data for the education sector. This Annual School Census provides an opportunity for the Ministry to analyze the extent to which its annual and long-term objectives are being achieved. This bulletin has been developed as a product of the 2022 Annual School Census.

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

This bulletin is divided into four main categories;

1. Primary Education
2. Secondary Education
3. Higher Education
4. Education Budget and Financing

The 2022 bulletin has attempted to respond to the needs of all stakeholders to provide more information than the previous annual bulletins after the review of the EMIS questionnaires in 2021.

Let me thank Deputy Directors of Education Planning Messrs. Edwin Kanyoma and James Namfuko, Mrs. Jean Chiona and Chief Statistician Dalitso Chabwera who played the leading role in the process of data collection, cleaning, analysis and report writing. Many thanks should also go to the following technical officers; Lanken Nkhata, Chandiwira Nyirenda, Griffin Mulula and all officers from the EMIS Unit, Lowland Sakala from Budget Unit, all District Directors of Education and Youth/ Chief Education Officers, all Head Teachers and Head of Institutions 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.


Chikondano C. Mussa
SECRETARY FOR EDUCATION

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SUMMARY STATISTICS

INDICATOR	2020/21	2021/22
ACCESS INDICATORS		
Total Primary Enrollment	4,956,667	4,943,633
Boys	2,418,869	2,418,376
Girls	2,537,798	2,525,257
Total Primary Public-School Enrolment	4,815,286	4,783,093
Boys	2,349,130	2,339,456
Girls	2,466,138	2,443,637
Total Primary Private School Enrolment	141,399	160,540
Boys	69,739	78,920
Girls	71,660	81,620
New Entrants into Primary (standard 1)	586,258	620,848
Boys	293,466	309,663
Girls	292,792	309,163
Total Secondary enrollment	392,229	441,102
Boys	197,143	225,229
Girls	195,086	215,873
Total Public TTC Enrollment (IPTE)	3,671	8,970
Boys	1,930	4,725
Girls	1,741	4,245
Total Number of Primary schools	6,583	6,750
Public	5,806	5,860
Private	777	890
Total Number of Secondary schools	1,524	2,538
Public (government and religious)	890	923
Private	347	365
Open day sec Schools	287	327
Gross Intake Rate Primary	111.0	116.0
Boys	112.0	115.6
Girls	111.0	116.4
Net Intake Rate Primary	76.0	75.9
Boys	75.0	74.1
Girls	77.0	77.7
Gross enrollment rate Primary	126	113.9
Boys	123	118.4
Girls	128	109.3
Net enrollment rate Primary	88	88.0
Boys	86	87.9
Girls	90	88.0
Gross enrollment rate secondary	22.1	24.3
Boys	22.9	25.4
Girls	21.2	23.1
Net enrollment rate Secondary	14.6	16.6
Boys	14.6	16.4
Girls	14.5	16.8
QUALITY INDICATORS		

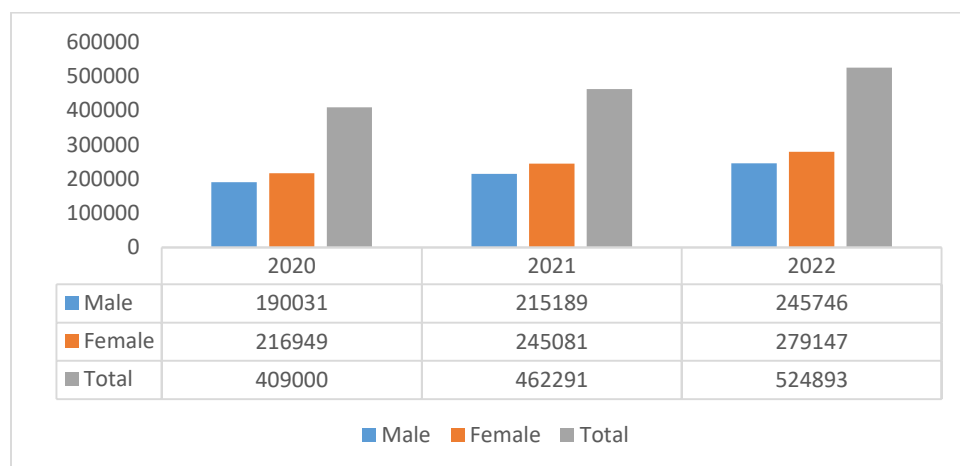
Pupil Teacher Ratio- Primary	58.9	59.0
Pupil Qualified Teacher Ratio- Primary	62	62.0
Pupil permanent classroom ratio- Primary	102.3	98.0
Pupil qualified Teacher Ratio (SqTR)- Secondary	37.5	32.3
Pupil qualified Teacher Ratio (SqTR)- Public Sec	36	34.1
Pupil qualified Teacher Ratio (SqTR)- Private Sec	45.6	26.6
Pupil permanent Classroom Ratio (PpCR)- Secondary	58	60.0
Pupil permanent Classroom Ratio (PpCR)- Public Secondary	69.8	70.9
Pupil permanent Classroom Ratio (PpCR)- Private Secondary	42.3	41.7
EFFICIENCY INDICATORS		
Drop-out proportion primary	3.4	4.7
Boys	3.3	4.7
Girls	3.5	4.8
Drop-out proportion Secondary	9.7	5.9
Boys	7.3	4.5
Girls	12.1	7.3
Survival rate to Standard 5	61	62
Boys	59	59
Girls	63	64
Survival rate to standard 8	36	39
Boys	37	36
Girls	35	41
Completion rates Primary	50	56
Boys	50	57
Girls	50	55
Secondary completion rate	19.8	19.4
Boys	21.6	21.1
Girls	18.2	17.9
Transition rate to secondary	38.9	42.5
Boys	38.1	42.7
Girls	39.3	42.3
Repetition rate- Primary	18.7	25
Boys	19.1	26
Girls	18.3	24
EQUITY INDICATORS		
Gender Parity Index (GPI) for primary enrolment	1.02	1.04
Gender Parity Index (GPI) for secondary enrollment	0.96	0.96
Percentage of SNE students (Primary)	3.3	
Percentage of SNE students (Secondary)	2.3	2.1
BUDGET		
Education budget as a percentage of national Budget	26	26
Primary education budget as a percentage of total education budget	63	60
Secondary education budget as a percentage of total education budget	12	13
Higher Education budget as a percentage of total education budget	22	24
Management and Administration as percent of total Education budget		3

1 EARLY CHILDHOOD DEVELOPMENT

The Early Childhood Development (ECD) forms the basis for foundation in first grade of the primary education. There is generally low access to ECD and the provision of ECD is done by both private and public centers. The main challenge is the availability of data for decision making in the ECD. According to National Statistical Office, 2018 Census Projections, the total number of children aged between 3 to 5 is projected at 1,693,806 for the year 2022.

The 2022 ASC collected data from the districts on the number of children enrolled in ECD centers across the country. The available data indicates that the number increased from 409,000 in 2020 to 524,893 in the year 2022 representing a 28 percent increase. Using the 2021 data and the national projections, the GER for ECD in 2021 is 28%.

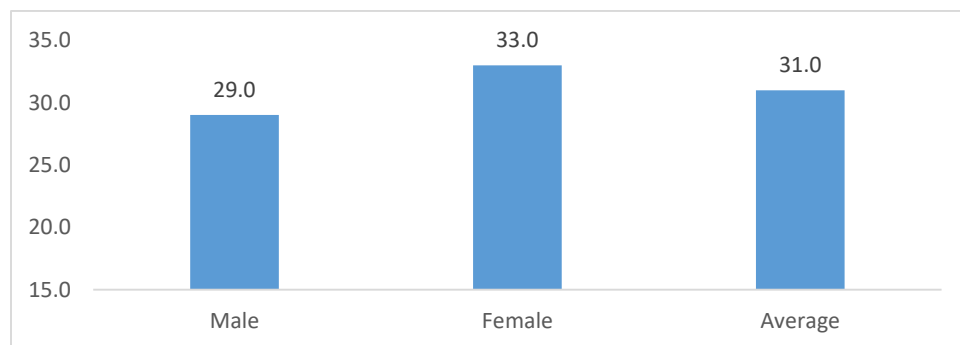
Figure 1: ECD Enrolment



1.1.1 ECD Gross enrolment rate

This is the total ECD enrolment regardless of age expressed as a percentage of eligible official ECD-age population. It shows a general level of participation of in early grade learning education.

Figure 2: ECD Gross enrolment rate



GER for early child development stood at 31 percent in 2022 meaning that 69 percent of the ECD going population were not accessing early childhood education.

2 PRIMARY SCHOOL EDUCATION

Primary education forms the basis for all other levels of education and it is the sub-sector that enrolls the greatest number of learners. To enable the sub-sector sector to make informed decisions in policy formulation and planning, the following indicators were collected;

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

2.1 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
- School Inspection and Supervisory visits
- School location - defined as rural and urban
- School accessibility – refers to the accessibility of schools during the rainy season

2.1.1 Proprietorship and type of institution

In the 2022 annual school census, proprietorship was categorized into public, private, and religious institutions. Public schools are defined as institutions established by the government, community, and local education authorities and these schools are fully supported by the government. On the other hand, private schools are defined as institutions that were established by individuals or institutions/organizations from the private sector and are run and supported by them. Religious institution proprietorship are those that were founded by and are run and supported by religious institutions, e.g. the Catholic Church. The 2022 annual school census therefore captured 6750 primary schools of which 5338 were public, 890 were private, and 522 were religious.

Figure 1: Percentage Distribution of Schools in Malawi

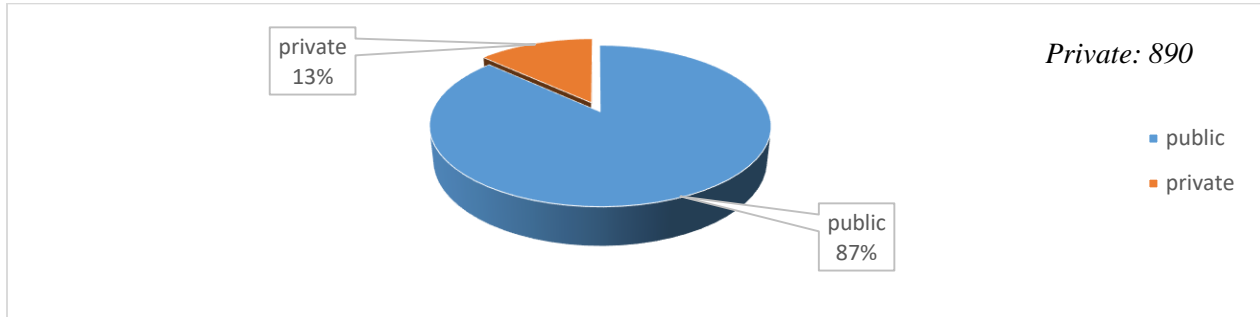
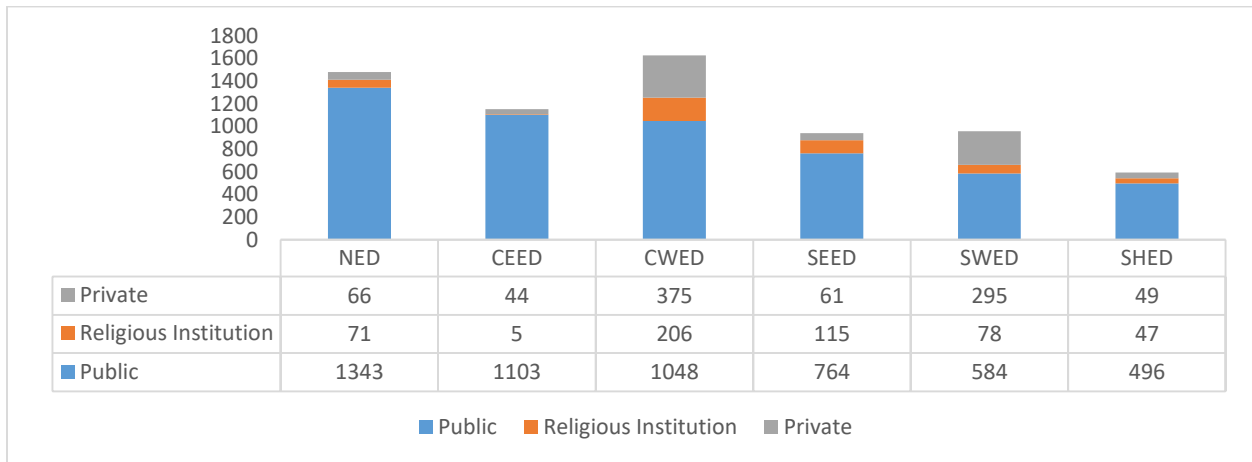


Figure illustrates that the larger proportion of primary schools are public (government and religious) representing 87% of the total number of schools and private schools represent 12%. These figures indicate that the Government plays the biggest role in providing education to the Malawian population.

Figure 2: Number of Schools by Division by Proprietorship



The figure shows that the highest number of public schools were located in the northern education division (NED) followed by the central-western education division (CWED), while the shire highlands education division (SHED) had the least number of public schools. The highest number of private schools were however located in CWED while CEED had the lowest. The CWED had the highest number of schools with religious proprietorship while CEED had the lowest.

2.1.2 Type of institution and school shift

2.1.2.1 Type of institution

Type of Institution is categorized as the type of school learners predominantly enroll i.e. boys only, girls only, or co-education (both boys and girls).

Table 1: Proprietorship and type of school

Proprietor	Type of Institution			
	Co-Educational (Mixed)	Boys Only	Girls Only	Total
Public	5306	17	15	5338
Religious Institution	506	7	9	522
Private	879	7	4	890
Total	6691	31	28	6750

The Table illustrates that 99% of schools (6691) were co-educational schools.

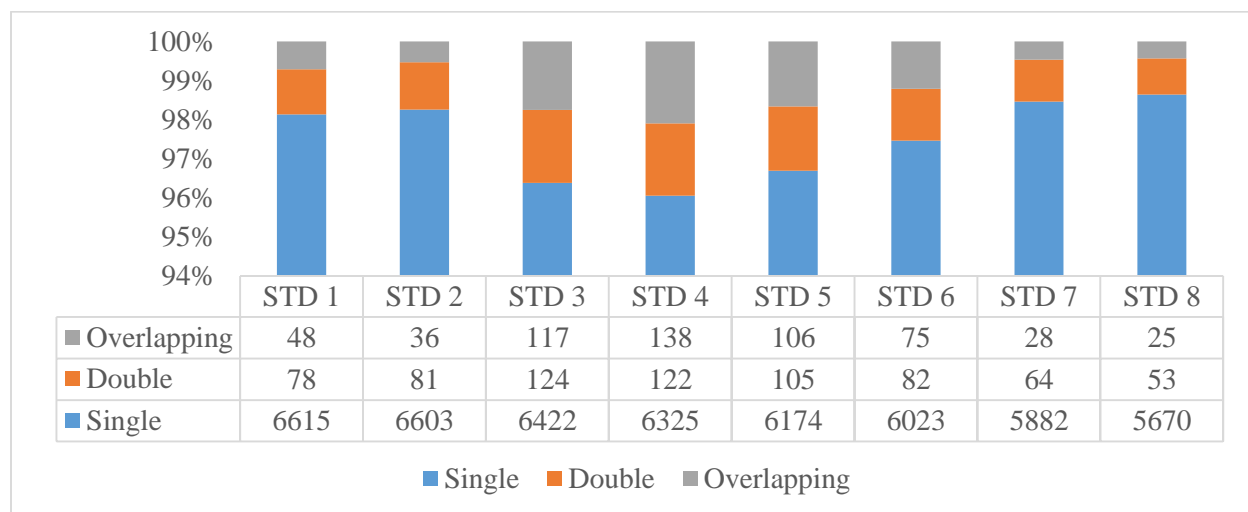
2.1.2.2 School Shifts

To reduce learner congestion in classes, the Government introduced learning shifts in schools. The school shift was defined as;

- **Single shift** - a type of school whereby a group of learners comes in the morning for all classes by noon/afternoon they are done for the day;
- **Double shift** - a type of school which 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.

In the 2022 school year, more number of schools practicing double shifts and overlapping increased due to the schools adopting COVID 19 preventive measures, and this is seen to still be the case for some schools while others have reverted to the to the single shifts as seen in figure 3 below.

Figure 3: Percentage Distribution of School's Shifts

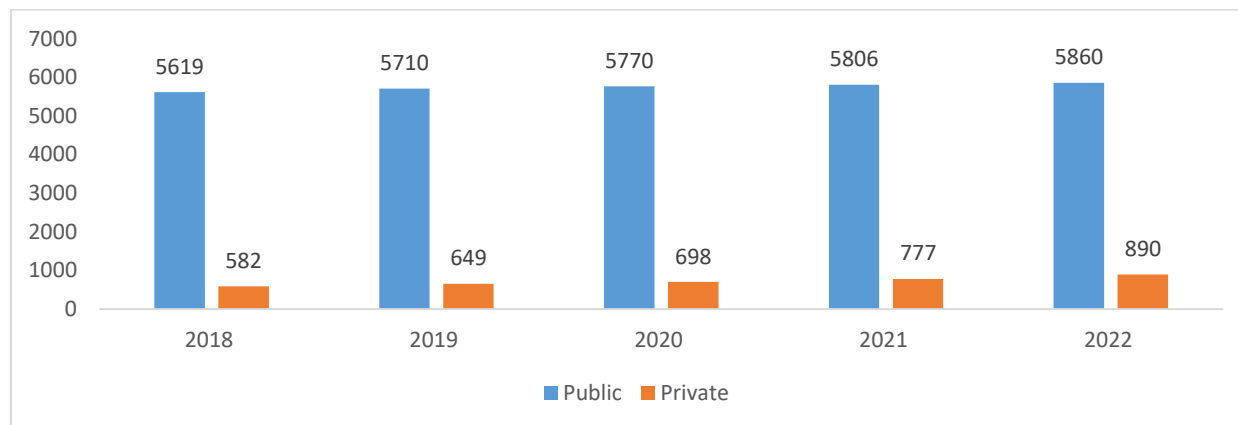


2.1.3 General Growth in Number of Schools

The number of schools has steadily increased in Malawi as a whole and across the divisions since 2013.

The figure 4 below presents how the number of schools has been growing in the last six years.

Figure 1: Growth in the number of primary schools



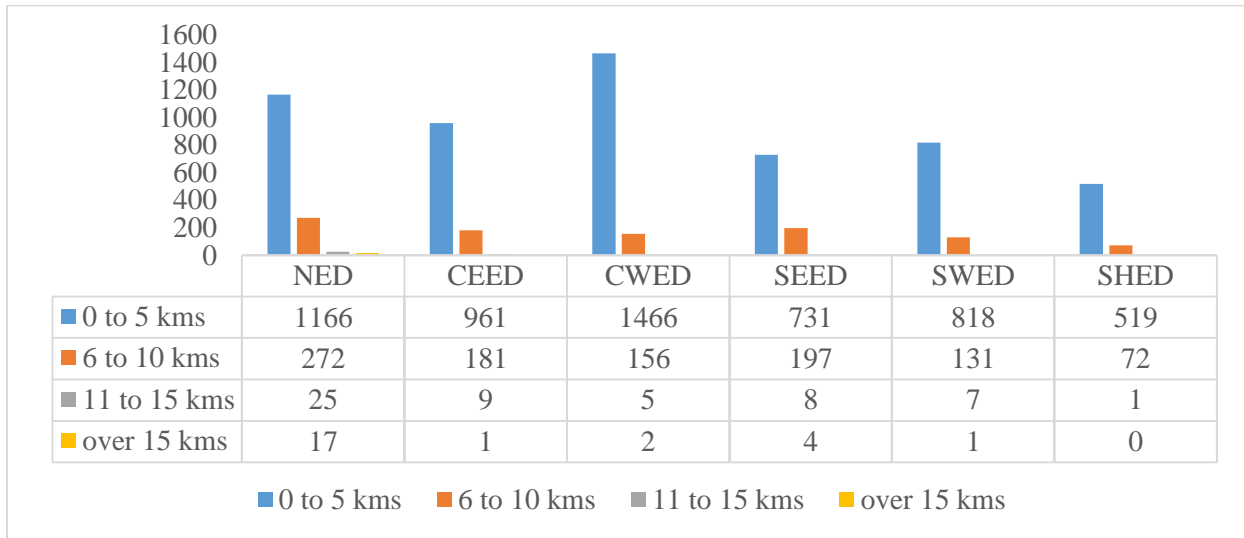
The total number of schools (public and private) has increased from 6201 in 2018 to 6750 in 2022, representing a growth rate of 8.9 percent. In the specified 5-year period from 2018 to 2022, the number of schools has increased at an average of 2.1% per year.

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

2.1.4.1 Distance to the nearest school

The census also looked at how accessible the schools were to each other. It is assumed that the closeness of schools in terms of distance promotes continued interaction and sharing of educational information and facilities among schools. In most cases, a large number of schools have distances up to 5 kilometres apart. It's also shown that Central West Education Division has most schools with the shortest distances apart, that is, distances of up to 5 kilometres followed by the schools in the Northern Education Division, Central East Education Division and South West Education Division as shown in Figure 5 below;

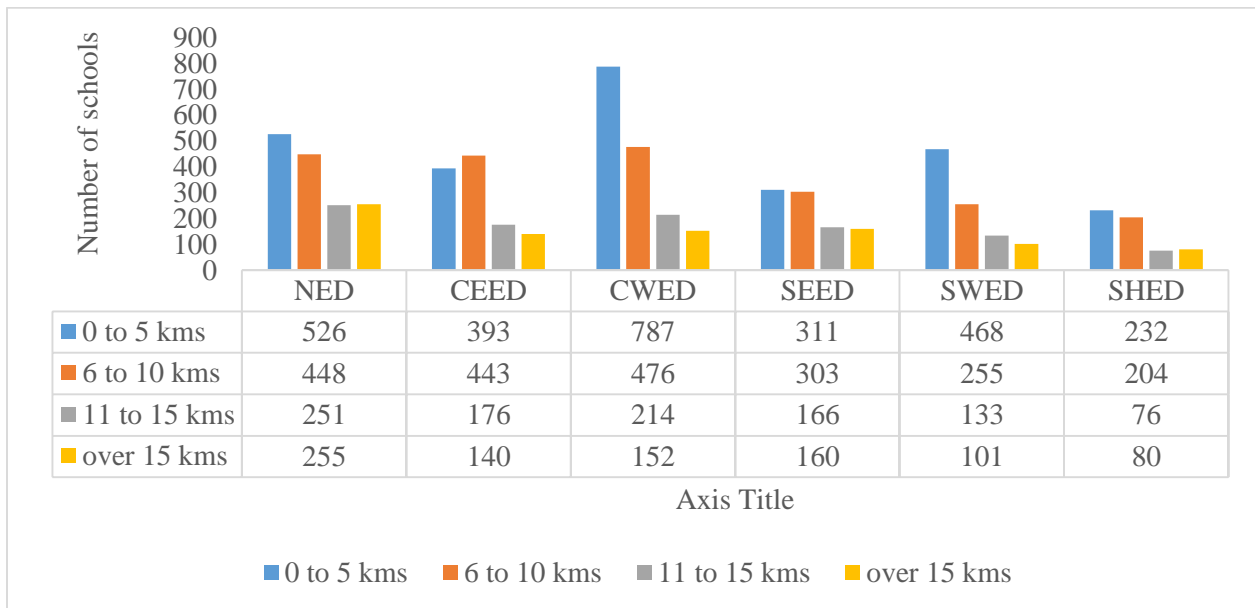
Figure 5: Distance to the Nearest School



2.1.4.2 Distance to the TDC

Distance from school to PEA’s office within a zone determines how effective and efficient the supervisory system is. The assumption is that all schools have equal access to the Teacher Development Centre (TDC) and enjoy equal supervisory visits without being hampered by distance. School distance to TDC serves as a good parameter in measuring how advisory activities can be planned and executed in a zone.

Figure 6: Distance to the TDC by the Division



The figure above shows that 255 schools in the Northern Education Division have over 15 kilometers to get to the TDC followed by the South Eastern Division with 160 schools. The Shire Highlands Education division had the least number of schools with over 15 kilometers to the TDC.

2.1.4.3 Distance to the DEM's office

Distance from school to DEM's office determines how reachable the school is in terms of resource allocation (i.e. text books) and other managerial services provided by education office.

Figure 6: Distance to the DEM's office by Division

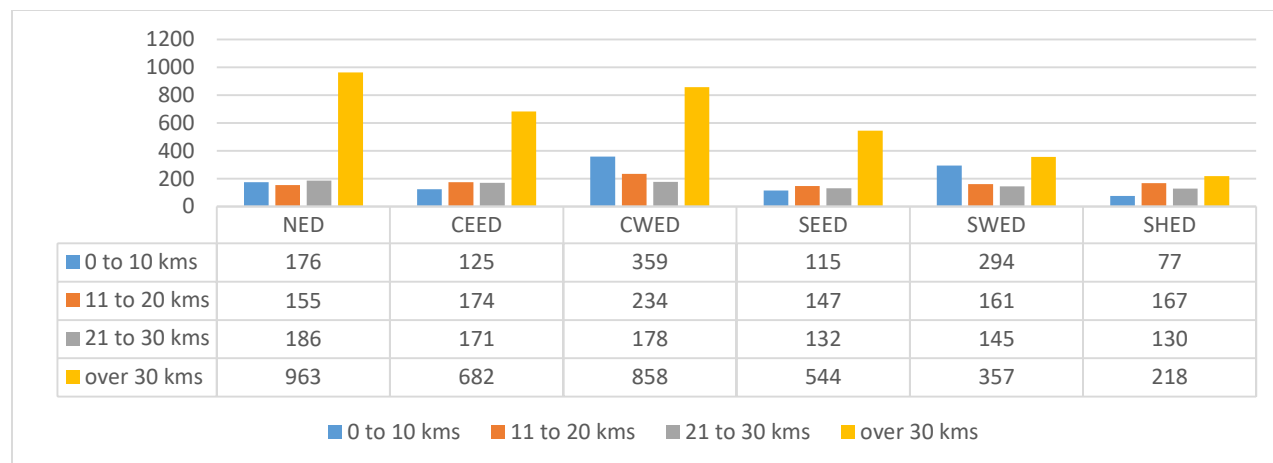


Figure 7 above illustrates that about 54% of schools are at a distance of over than 30 kilometers away from DEM's office. The Northern Education Division and Central western division have the highest number of schools that lie at a distance of more than 30 kilometers. Only 17% of the schools are within a 10 kilometer distance to the DEM's office while 29% lie between 11 to 30 kilometers from the DEM's office.

2.1.5 Location and Accessibility during the Rainy Season

2.1.5.1 Location

Schools from cities and districts/towns were regarded as urban and semi-urban areas during data collection. About 13% percent (850 out of 6750) of the schools are in urban and semi-urban areas while 87 percent (5900 out of 6750) are in rural areas (Refer to Table 3 below).

2.1.5.2 Accessibility

One of the key elements which affect education systems is the availability of Teaching and Learning Materials (TLMs). Timely delivery of TLMs is paramount in delivery of services at the school level. The census sought to find out how many schools are accessible during the rainy season. The results show that the proportion of schools not accessible during rainy season has increased from 31.4% recorded in 2020/21 to 33% recorded in 2021/22. Figures 7 and 8 below give a summary of schools not accessible by district

Figure 7: Accessibility during Rainy Season

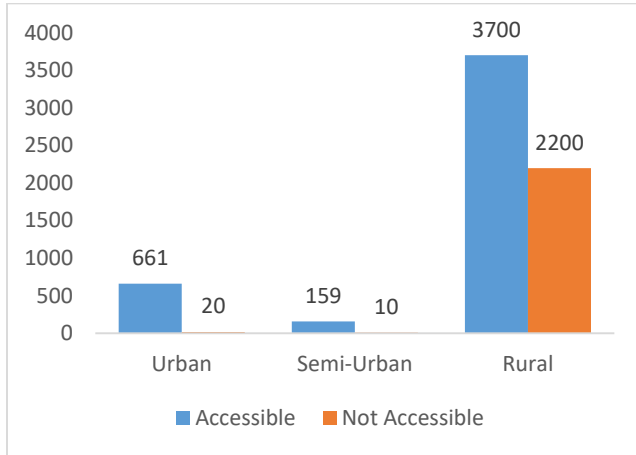
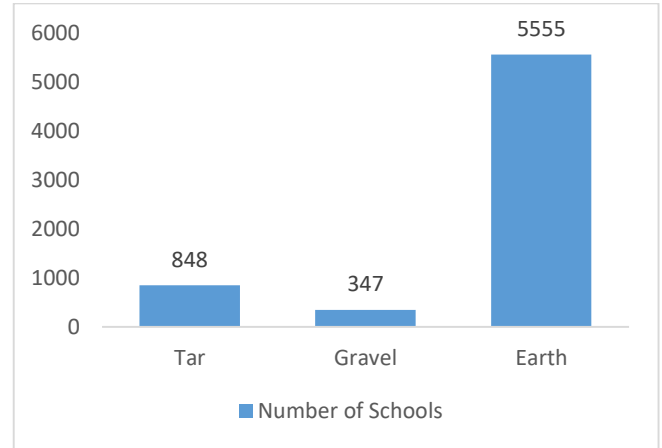


Figure 8: Roadway Material



2.1.6 Supervisory and Inspection Visits

Supervising and inspection are mostly concerned with ensuring quality and upholding of standards. Inspection and supervisory reports mostly evaluate if a school has improved at any given time compared to the last inspection/supervisory report on quality of teaching, how well pupils learn and how well teachers assess pupils’ work.

Table 2: Number of Schools Visited by a Primary Education Advisor (PEA’s)

Number of Supervisory visits previous year	Term 1		Term 2		Term 3	
	schools visited	percentage	schools visited	percentage	schools visited	percentage
One	2492	37%	2402	36%	2369	35%
Two	1678	25%	1687	25%	1504	22%
Three	660	10%	766	11%	765	11%
More Than Three	346	5%	372	6%	462	7%
None	1574	23%	1523	23%	1650	24%

Table above shows how primary education advisors (PEAs) pay visits to various primary schools. About 23% percent of the schools were not visited in the first term and the second term while 24% were not visited in the third term.

Over 82% of the schools were not visited by the inspectors in all three terms as shown in the table below.

Table 3: Number of Schools Visited by Inspectors

Number of Inspection visits previous year	Term 1		Term 2		Term 3	
	schoo l s v i s i t e d	percentage	schoo l s v i s i t e d	percentage	schoo l s v i s i t e d	percentage
One	941	14%	939	14%	939	14%
Two	146	2%	166	2%	145	2%
Three	53	1%	48	1%	52	1%
More Than Three	30	0.4%	37	1%	36	1%
None	5580	83%	5560	82%	5578	83%

2.1.7 External Assistance and Community Participation

2.1.7.1 External assistance

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

Figure 9: Primary Schools external assistance

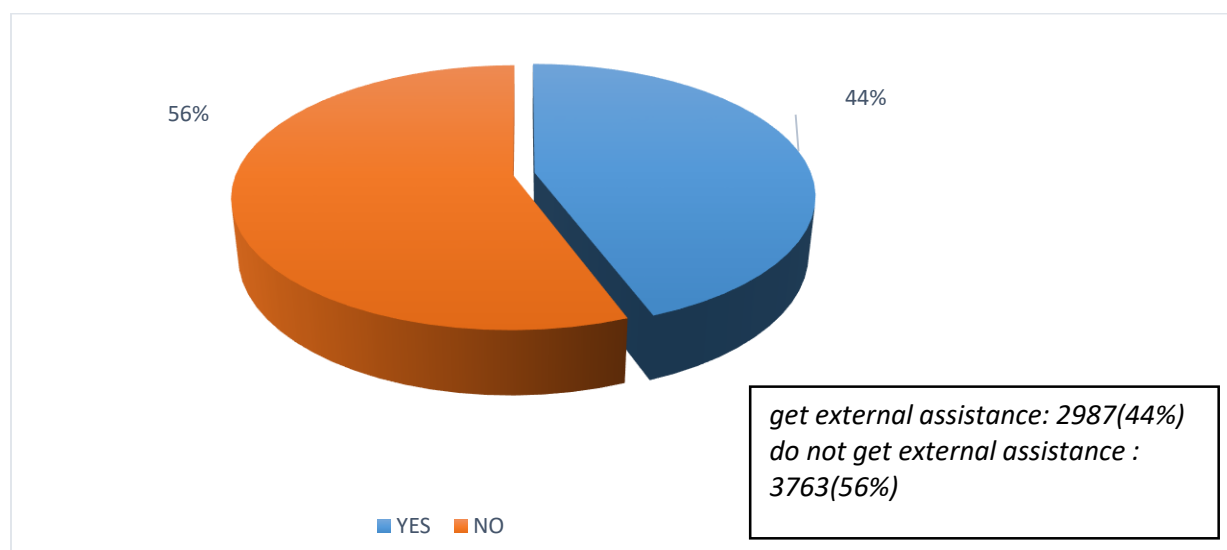


Figure above shows that 44% of schools get external assistance while the rest (56%) did not get any external assistance.

2.1.7.2 Community Participation

The figure below shows community participation. During the census, schools were asked how active community school management are and the question targeted PTA’s, SMC’s and community volunteers.

Figure 10: Distribution of Community Participation and status

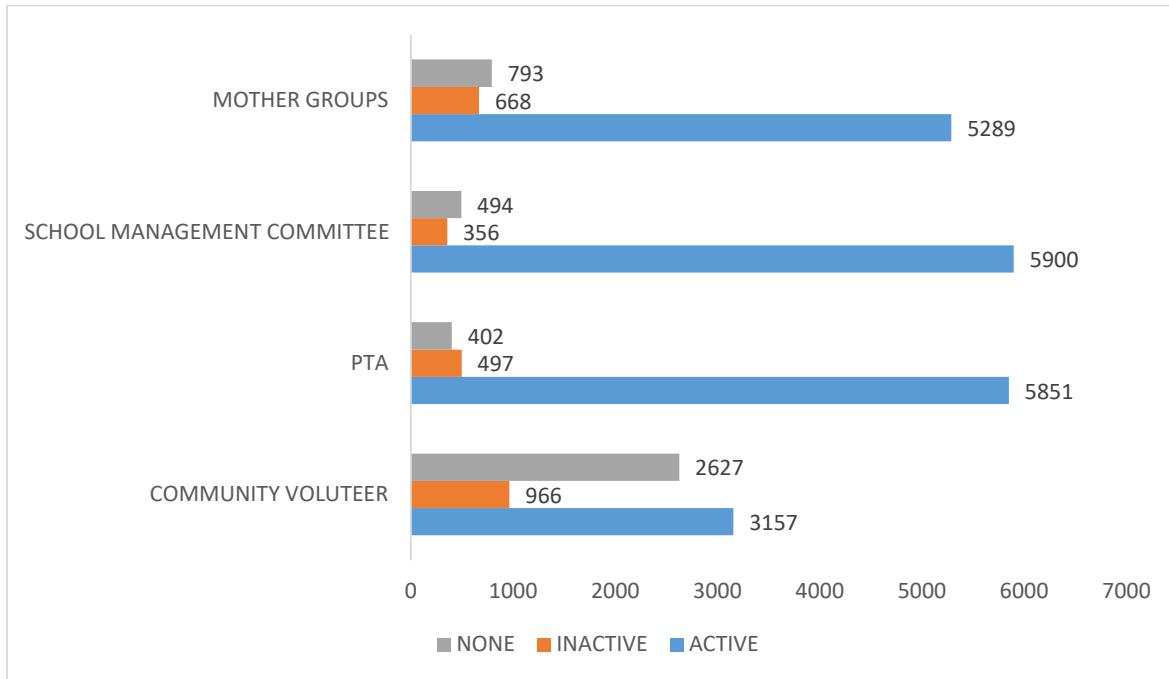
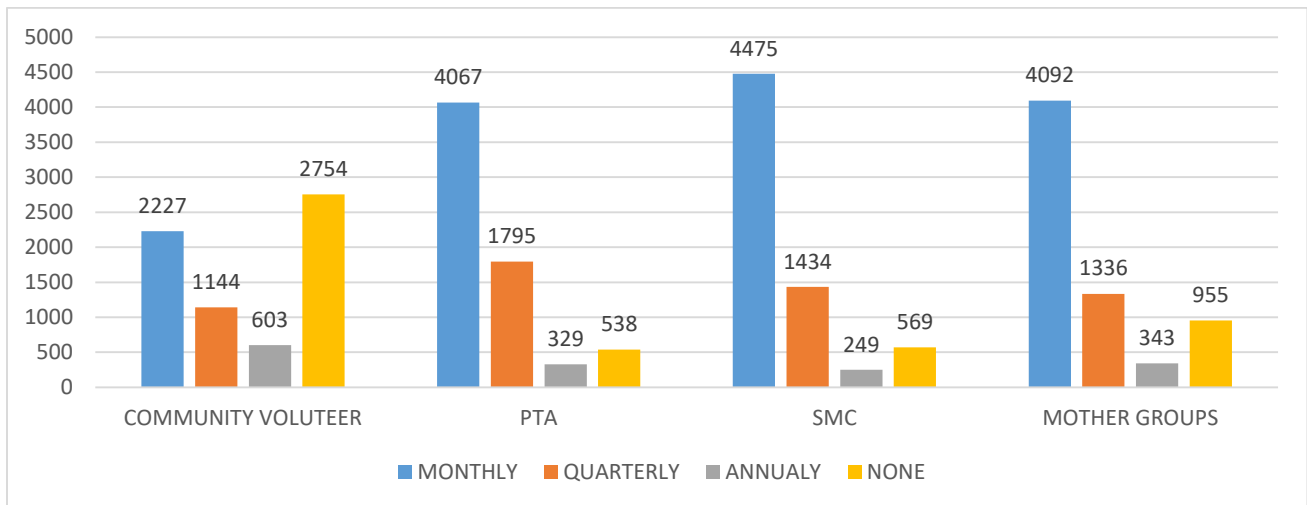


Figure shows that most schools had active participation from school management committees, PTAs and mother groups.

Figure 11: Frequency of Meetings for PTA, SMC, Mother Groups and Community Volunteer



The school management committees met the most

SCHOOL FEEDING

School feeding programs can help to get children into school and help keep them there, increasing enrolment and reducing absenteeism

Figure 12: School feeding program.

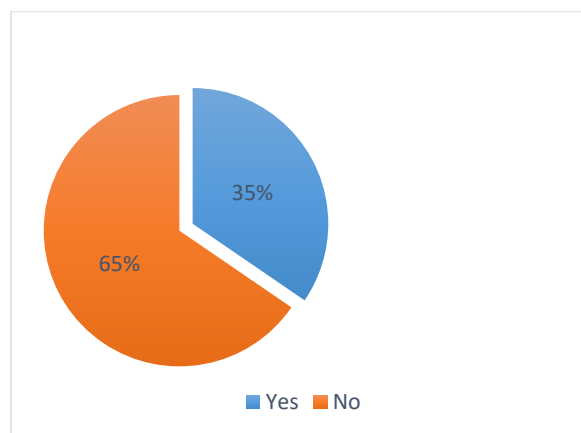


Figure 13: Emergency plans.

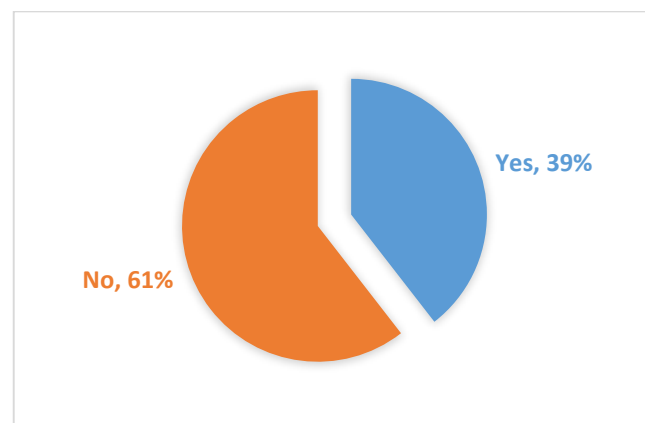


Figure illustrates that 35% of schools had school feeding programs while 65% had no school feeding programs and 39% had emergency plans while 61% had no emergency plans as shown in figure above.

2.2 Pupil Information

2.2.1 Enrolment

The number of primary school learners in this census was captured by standard, sex and age. At the time of data collection during the fourth week of January, 2022, there was a total of 4,943,633 learners in all primary schools in the country. This represents a 0.26 percent drop in enrolment compared to last academic year's 4,956,667. Districts which experienced highest decline in enrolment are Balaka, Machinga and Mangochi as shown in the table below. The decline in enrolment in these districts can be associated with cyclones which occurred at the beginning of the year 2022. Out of the 4,943,633 learners, 49 percent (2,418,376) were male while 51 percent (2,525,257) were female. As has been the case for the past years, a larger share of these learners is in public schools than in private schools as outlined in the table below.

Table 4: Number of Learners Proprietorship, Sex and Standard

District	Private		Public		Religious Institution		Grand Total
	Male	Female	Male	Female	Male	Female	
Std 1	15,186	15,608	418,351	415,406	50,234	50,853	965,638
Std 2	12,494	12,824	346,258	350,441	42,566	44,140	808,723
Std 3	11,403	11,516	346,086	349,811	42,275	43,447	804,538
Std 4	10,094	10,564	271,646	283,413	31,839	34,109	641,665
Std 5	9,250	9,330	250,218	273,218	30,896	34,399	607,311
Std 6	7,929	8,332	185,388	209,482	22,654	26,075	459,860
Std 7	7,058	7,470	151,716	174,339	19,093	22,153	381,829
Std 8	5,506	5,976	115,727	117,432	14,509	14,919	274,069
Total	78,920	81,620	2,085,390	2,173,542	254,066	270,095	4,943,633

2.2.1.1 Standard-Sex Structure for primary school learners

A larger share of learners (20 percent of males, 19 percent of females) were found to be in standard 1. As we move from standard 1 to 8, the number of learners get fewer. Standard 8 makes up an average of 6 percent of the total learners in primary schools.

Figure 14: Standard-Sex Structure

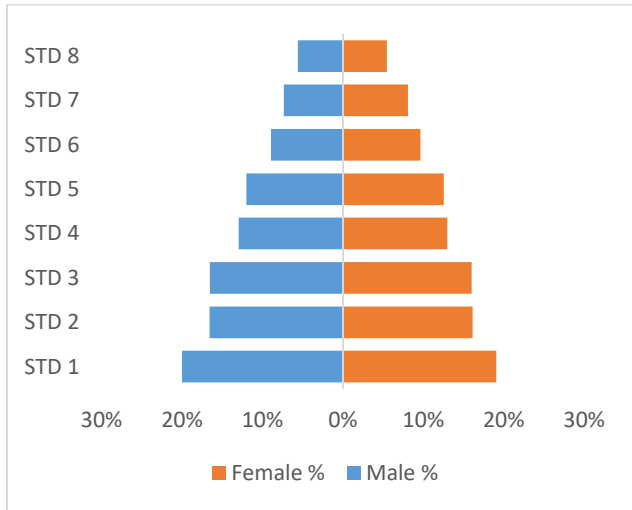
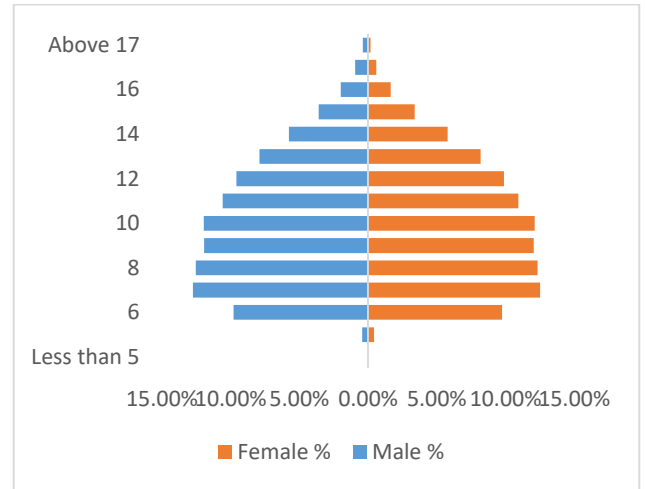


Figure 15: Age-Sex Structure

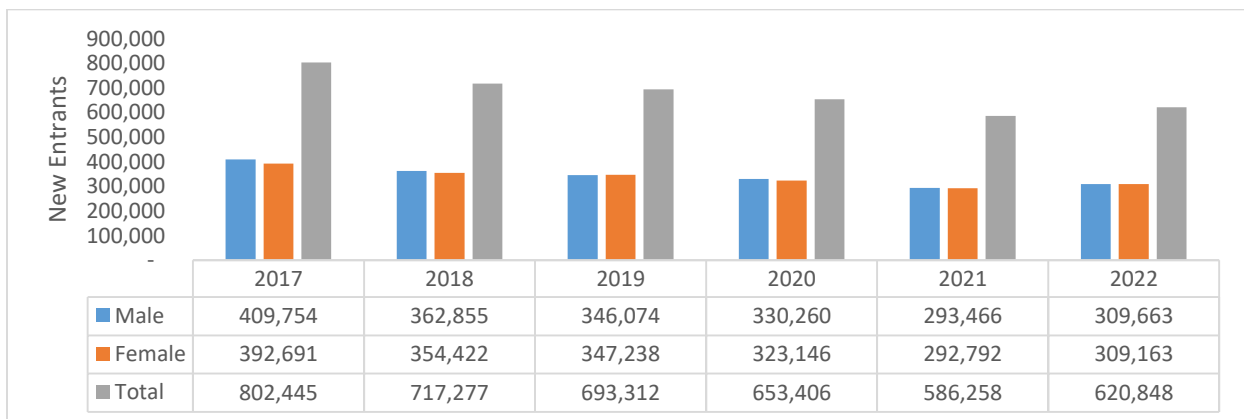


In terms of age, the largest proportion of learners were aged 7 and 8. From these ages going upwards, the share of learners decreases as shown above.

2.2.2 New Entrants

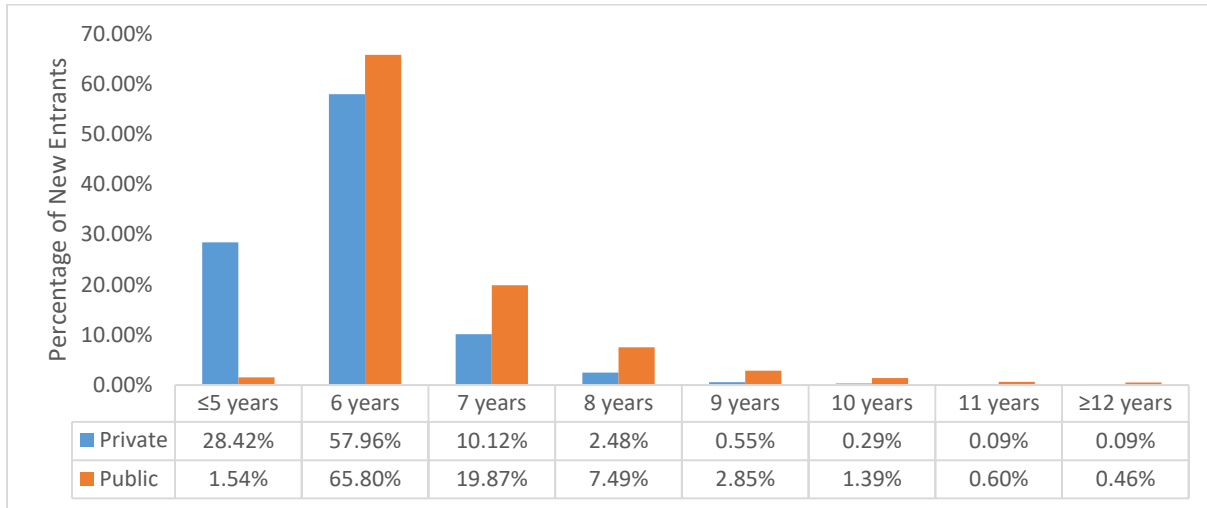
The 2022 Annual School Census also captured information on new entrants in primary schools by age. A total of 620,848 new entrants were recorded in 2022 and the trend analysis shows a slight deviation from the decline that was there from 2017 to 2021.

Figure 16: Distribution of New Entrants into Standard 1 by Sex for the past 5 years



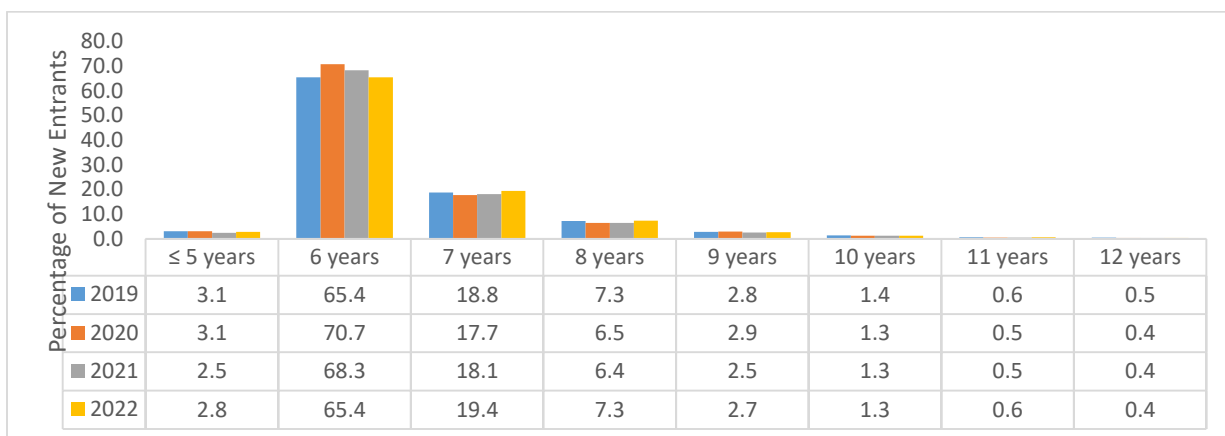
Between private and public primary schools, it was observed that private schools enroll more under age learners in standard 1 than in public schools. About 28% of the total new entrants in private schools were aged 5 or below compared to 2% in public schools. Public schools also exhibited a larger share of over aged learners (33%) than in private schools (14%)

Figure 18: Distribution of New Entrants into Standard 1 by Age and Proprietorship



The figure above shows that the number of new entrants has been declining for the past four years. In the same period, it has been revealed that the share of age-appropriate (6 years old) learners joining the primary school sub-sector has been increasing as shown in the figure below. Meanwhile, the percentage of learners starting school above the appropriate age has been gradually declining.

Figure 19: Proportions of New entrants over 4 Years Period by Age



2.2.2.1 New Entrants with ECD background

Table 5: Proportion of New Entrants with ECD Background by Location and Sex

Location	New Entrants		New Entrants with ECD		Percentage with ECD	
	Males	Females	Males	Females	Males	Females
Rural	272613	272504	98322	102888	36%	38%
Semi Urban	7462	7309	4150	3965	56%	54%
Urban	29588	29350	20509	20040	69%	68%
Total	309663	309163	122981	126893	40%	41%

The Table above shows that about 40 percent of the learners who first registered in primary schools in Malawi had an ECD background. A larger share of those with ECD background were found to be urban areas than in rural areas.

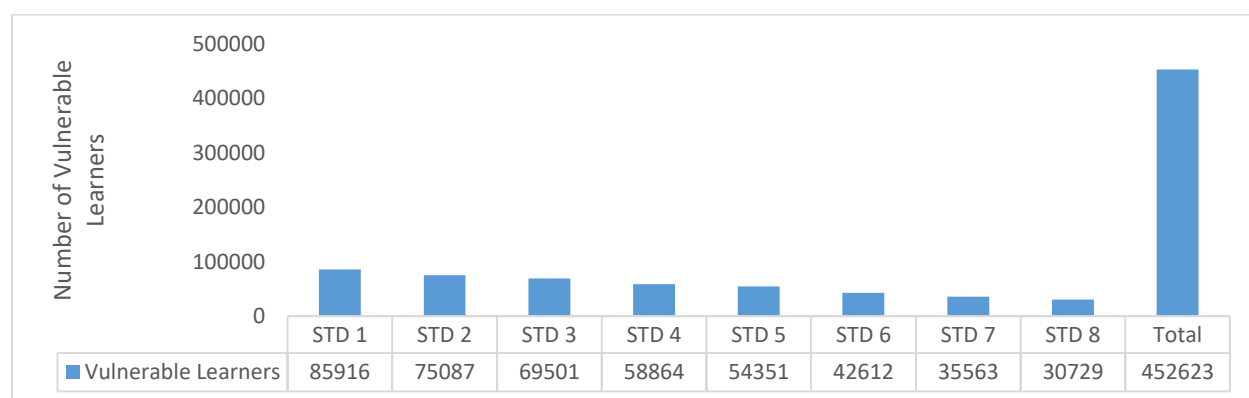
2.2.3 Vulnerability and Orphan hood

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 the vulnerable learners and orphans. As such, information on the number of vulnerable pupils in primary schools is very vital for planning interventions.

2.2.3.1 Vulnerability

The census defined vulnerable learners as those who lack basic needs such as school uniforms, learning materials etc. There were 452,623 vulnerable learners across the country with most of them concentrated in the lower grades as illustrated in the figure bellow.

Figure 20: Number of Vulnerable Learners by Standard



The Table above shows that Mangochi has the highest number of learners (51,896) who are identified as vulnerable by members of the school management committees with highest numbers of vulnerability manifesting in the lower grades of infant and junior as compared to the senior section across all the districts.

2.2.3.2 Orphans

Orphans were categorized into two: Those who lost a single parent and those who lost both parents. In 2022, there were about 561,114 orphans out of which 80% (448,958) lost a single parent while 20% (112,156) lost both parents

Figure21: Number of Double Orphans in Primary Schools

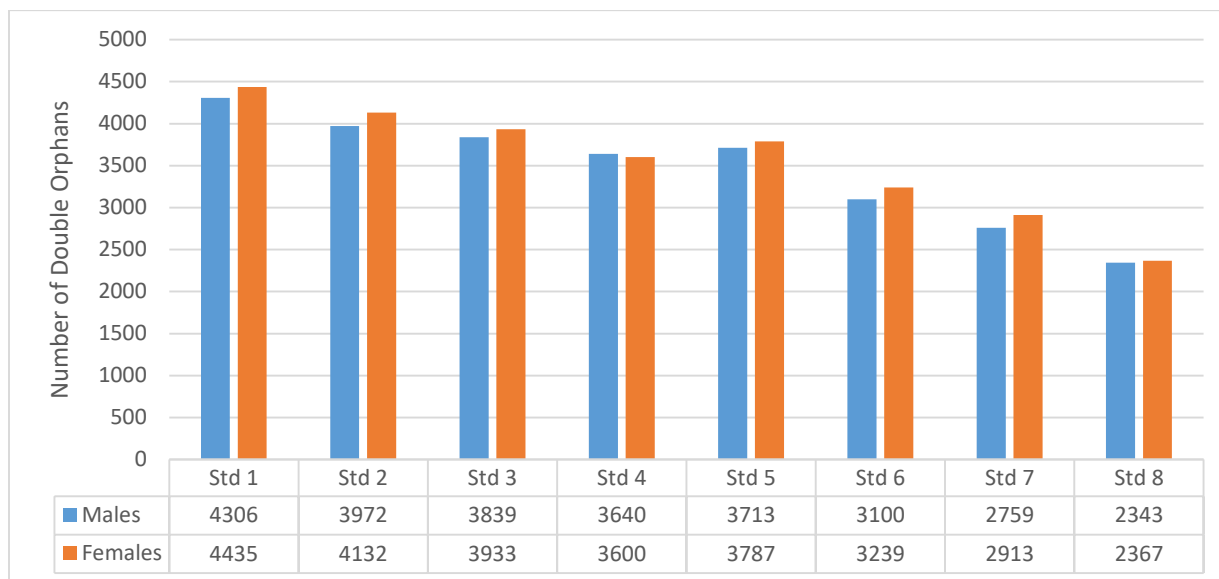
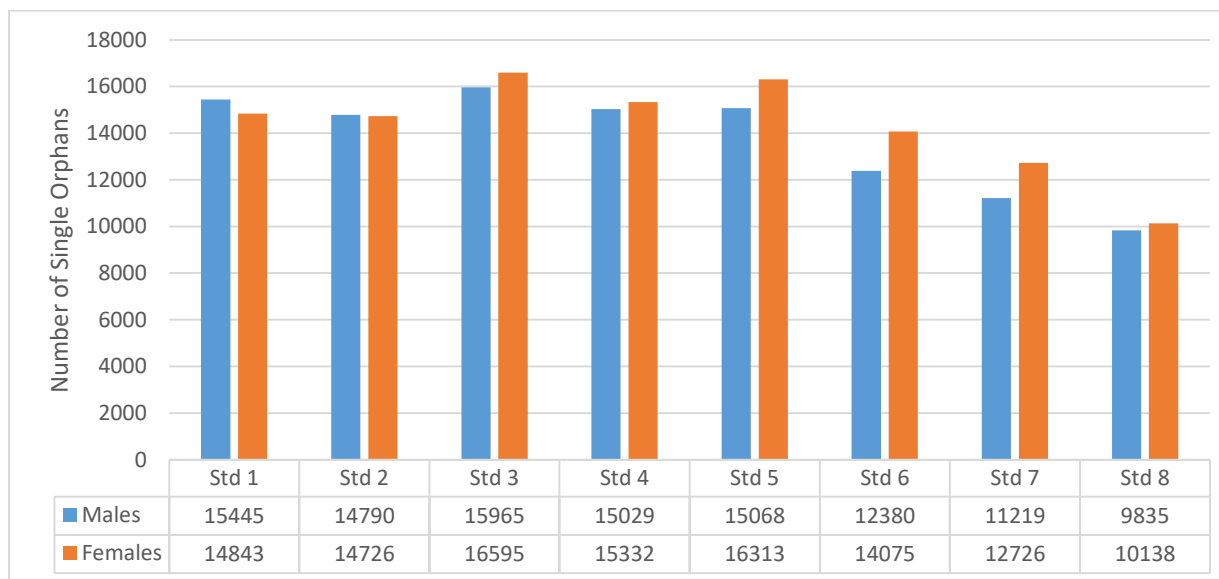


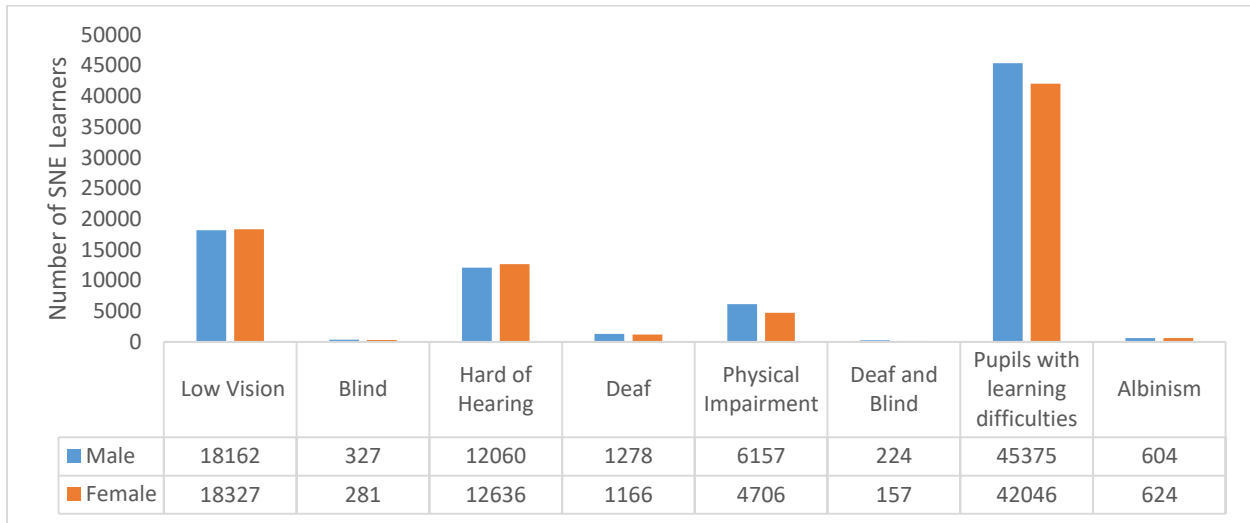
Figure22: Number of Single Orphans in Primary Schools



2.2.4 Special Needs Learners

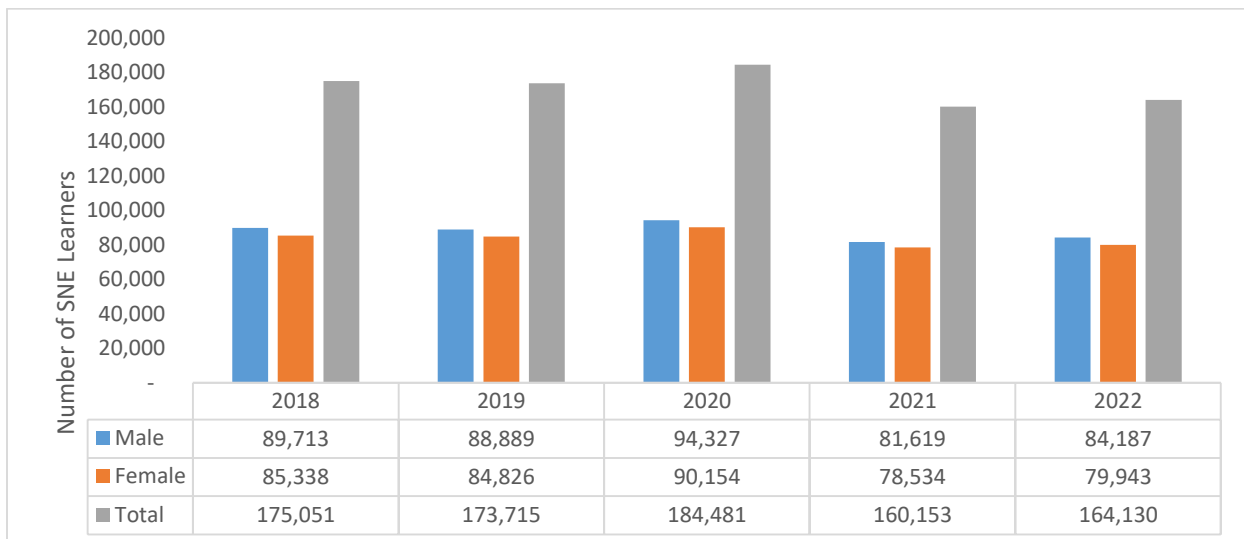
Learners with special needs were categorized as Low Vision, Blind, Hard of Hearing, Deaf, Physical Impairment, Learners with Learning difficulties and Albinism. About 3.3 percent of the total enrollment in primary school were learners with special needs.

Figure 23: Number of Learners by Impairment by Gender



The figure above shows the number of learners with diverse needs in the primary education system. Majority of special needs learners were those with learning difficulties followed by Low vision and hard of hearing.

Figure 24: Number of Learners with Special Learning Needs from 2018 to 2022



The number of learners with special learning needs has been decreasing at an average of 1.8 percent from 2018 to 2022.

2.2.5 Drop-out

Table 6: Dropout Proportion by District and Sex

District	Drop-outs in 2022			Enrolment in 2021			Dropout proportion		
	Males	Females	Total	Male	Female	Total	Male	Female	Total
Balaka	1,640	1,739	3,379	67,536	69,935	137,471	2.43%	2.49%	2.46%
Blantyre City	546	652	1,198	89,110	92,833	181,943	0.61%	0.70%	0.66%
Blantyre Rural	1,491	2,026	3,517	73,192	75,437	148,629	2.04%	2.69%	2.37%
Chikwawa	5,481	5,881	11,362	91,847	90,139	181,986	5.97%	6.52%	6.24%
Chiradzulu	1,436	1,661	3,097	51,195	52,481	103,676	2.80%	3.16%	2.99%
Chitipa	809	1,054	1,863	37,055	37,335	74,390	2.18%	2.82%	2.50%
Dedza	12,417	12,121	24,538	102,746	109,233	211,979	12.09%	11.10%	11.58%
Dowa	4,067	4,139	8,206	95,928	101,631	197,559	4.24%	4.07%	4.15%
Karonga	922	1,332	2,254	54,913	54,303	109,216	1.68%	2.45%	2.06%
Kasungu	2,208	2,714	4,922	124,052	131,249	255,301	1.78%	2.07%	1.93%
Likoma	5	11	16	1,925	2,057	3,982	0.26%	0.53%	0.40%
Lilongwe City	1,060	1,240	2,300	90,911	94,645	185,556	1.17%	1.31%	1.24%
Lilongwe Rural East	7,171	7,439	14,610	112,014	119,906	231,920	6.40%	6.20%	6.30%
Lilongwe Rural West	5,556	5,452	11,008	112,792	121,980	234,772	4.93%	4.47%	4.69%
Machinga	5,512	5,968	11,480	98,202	108,340	206,542	5.61%	5.51%	5.56%
Mangochi	20,267	20,783	41,050	163,442	177,754	341,196	12.40%	11.69%	12.03%
Mchinji	4,867	4,894	9,761	78,365	83,135	161,500	6.21%	5.89%	6.04%
Mulanje	3,890	4,607	8,497	99,539	104,955	204,494	3.91%	4.39%	4.16%
Mwanza	1,314	1,175	2,489	20,427	21,344	41,771	6.43%	5.51%	5.96%
Mzimba North	1,243	1,305	2,548	63,549	64,771	128,320	1.96%	2.01%	1.99%
Mzimba South	2,689	2,576	5,265	70,523	75,075	145,598	3.81%	3.43%	3.62%
Mzuzu City	205	239	444	29,230	30,920	60,150	0.70%	0.77%	0.74%
Neno	817	959	1,776	24,174	24,871	49,045	3.38%	3.86%	3.62%
Nkhata Bay	1,344	1,536	2,880	42,340	43,075	85,415	3.17%	3.57%	3.37%
Nkhotakota	3,189	3,678	6,867	59,457	60,200	119,657	5.36%	6.11%	5.74%
Nsanje	1,855	2,346	4,201	51,823	49,305	101,128	3.58%	4.76%	4.15%
Ntcheu	4,173	4,384	8,557	81,743	86,497	168,240	5.11%	5.07%	5.09%
Ntchisi	1,564	1,693	3,257	41,327	44,300	85,627	3.78%	3.82%	3.80%
Phalombe	3,662	3,965	7,627	70,807	76,493	147,300	5.17%	5.18%	5.18%
Rumphi	382	544	926	32,467	31,559	64,026	1.18%	1.72%	1.45%
Salima	3,324	3,568	6,892	67,040	70,783	137,823	4.96%	5.04%	5.00%
Thyolo	5,467	5,945	11,412	98,005	102,247	200,252	5.58%	5.81%	5.70%
Zomba Rural	3,012	3,308	6,320	108,323	115,149	223,472	2.78%	2.87%	2.83%
Zomba Urban	46	82	128	12,870	13,861	26,731	0.36%	0.59%	0.48%
Grand Total	113,631	121,016	234,647	2,418,869	2,537,798	4,956,667	4.70%	4.77%	4.73%

The table 20 above compares the extent of school dropouts across the education districts where Mangochi had the highest drop-out proportion of 10.6 percent.

2.2.5.1 Reasons for Dropping Out

Learners drop out of school because of various reasons like violence at school, sickness, pregnancy, poor facilities especially for girls, lack of support, lack of interest by the learner, early marriages, traveling long distance to school, lack of fees, family responsibilities, employment and unavailability of teachers. All these reasons were probed to the head teachers during the census.

Figure 25: Various Reasons for Learners Dropouts

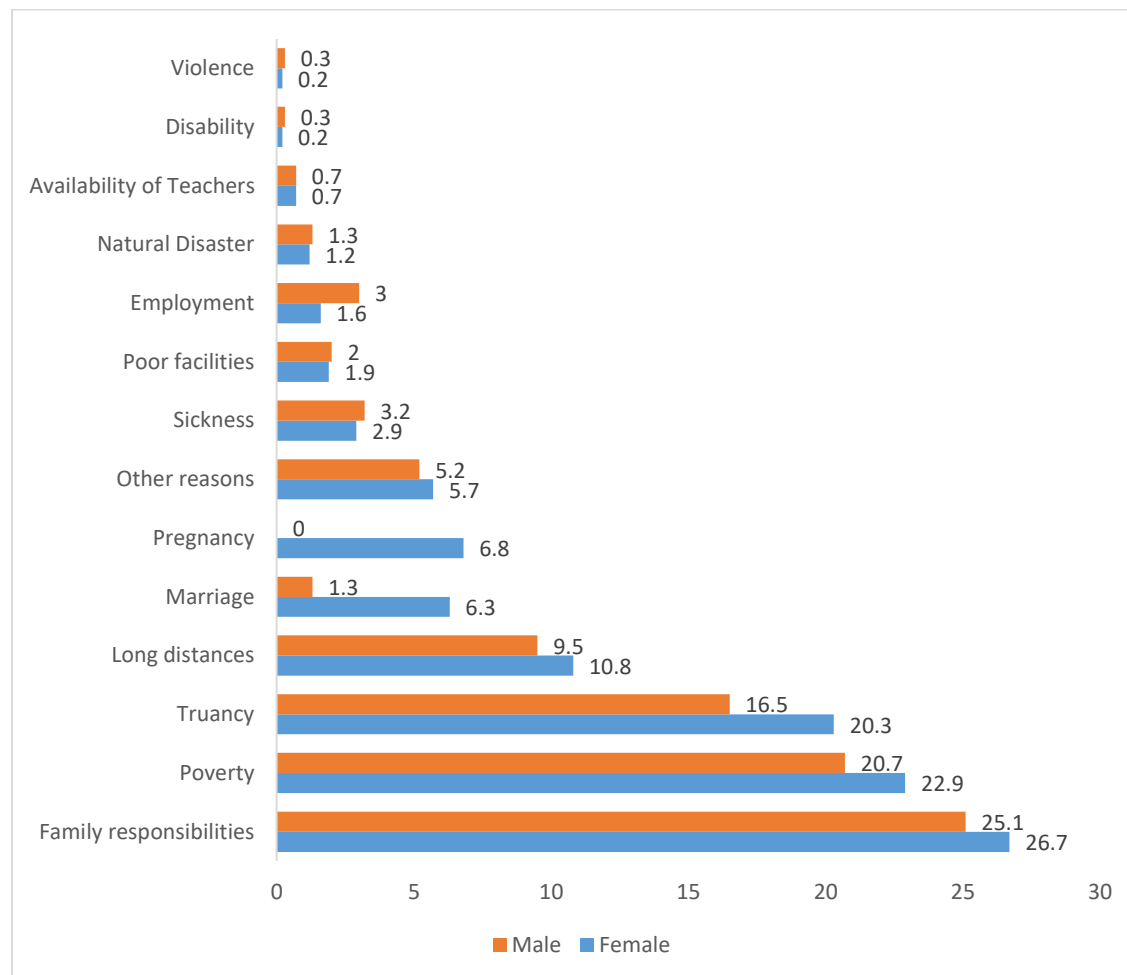


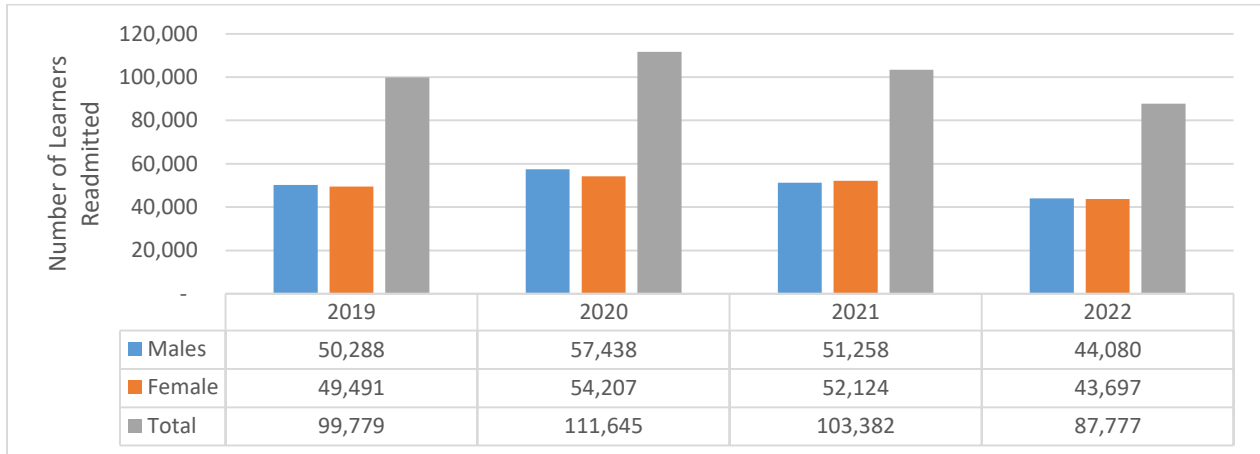
Figure above shows various reasons for drop out. It can be seen that a majority of learners in primary school dropout due to family responsibilities (25.1% female, 26.7% male) followed by poverty and truancy.

2.2.6 Re-admission

The Ministry of Education continues its effort to ensure that all children remain in school and attain the minimum requirement as per grade. The initiative include allowing learners, both boys and girls who drop out to return to school. The 2022 ASC found out that a total of 87,777 primary learners were enrolled as returnees of which 63,915 were in lower primary (standard 1 to 4) and 26,764 were in upper primary (standard 5 to 8) as shown in the tables below.

The number of learners readmitted in the academic year 2022 represents a 15 percent decline from last year as shown in the figure below

Figure 26: Trend in Number of Learners Readmitted in primary schools (2019 – 2022)



2.2.7 Transfers

Transfers show learner migration across districts and education divisions. Learner migration affects districts budgets in either positive or negative way. In the census, transfers were categorized as transfers in and transfers out.

Figure 27: Learner Migration

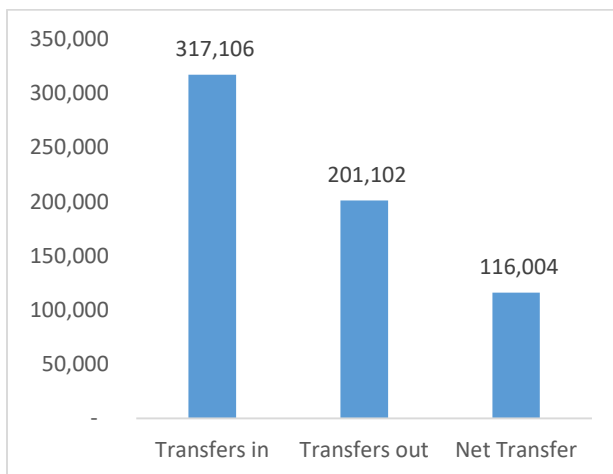


Figure 28: Died and Dismissed



About 0.06 percent (3075/ 4,943,633) of learners passed on during the 2022 school year while 0.008 percent (399/4,943,633) were dismissed in our primary schools.

2.2.8 Primary School Leaving Certificate Examinations

Table 7: Primary School Leaving Certificate Examination results (Previous year)

District	ENTERED		SAT		PASSED		FAILED	
	Males	Females	Males	Females	Males	Females	Males	Females
Balaka	2746	3149	2769	3021	2469	2525	307	491
Blantyre City	7900	8813	7872	8742	6677	6612	1870	2024
Blantyre Rural	3797	4210	3782	4746	2973	3370	1034	1028
Chikwawa	6166	4273	6018	4140	5021	2912	1093	1290
Chiradzulu	3677	3320	3650	3281	3253	2710	364	568
Chitipa	2665	2845	2601	2710	2151	2148	497	607
Dedza	4431	4476	4339	4256	3828	3365	568	841
Dowa	6021	6383	5770	6085	5096	4922	776	1158
Karonga	4221	4344	4094	4141	3606	3352	491	789
Kasungu	6713	6512	6502	6205	5965	5132	724	1000
Likoma	190	195	179	193	161	176	18	17
Lilongwe City	7675	8152	8205	8051	5939	6603	1794	1544
Lilongwe Rural East	4517	4402	4365	4227	3656	3252	680	929
Lilongwe Rural West	5961	6467	5560	6077	4849	4911	712	1166
Machinga	4184	4785	3979	4560	3437	3391	553	1135
Mangochi	4921	5315	4697	5304	4954	4008	687	1131
Mchinji	4473	4432	4369	4259	3955	3625	388	617
Mulanje	6891	6118	6736	5928	6295	5072	457	821
Mwanza	1316	2157	1277	1323	1014	851	257	386
Mzimba North	3462	4208	3329	3966	2920	3282	414	679
Mzimba South	3598	4263	3490	4122	2981	3415	528	728
Mzuzu City	2193	2667	2173	2657	1993	2435	298	193
Neno	1191	1264	1148	1192	890	841	267	367
Nkhata Bay	2935	2783	2872	2594	2740	2418	132	176
Nkhotakota	3757	3162	3662	3046	3038	2228	641	818
Nsanje	3188	2259	3122	2171	2406	1395	719	793
Ntcheu	4341	4822	4155	4611	3317	3229	896	1342
Ntchisi	2950	2802	2835	2644	2539	2048	315	606
Phalombe	4578	4008	4493	3894	4332	3545	189	347
Rumphi	2374	2240	2374	2240	2120	1865	254	375
Salima	3311	3190	3164	2953	2738	2255	426	697
Thyolo	5864	5545	5687	5286	5172	4569	515	717
Zomba Rural	4981	4987	4965	4750	4784	4450	351	414
Zomba Urban	1062	1296	1247	1299	1138	1198	150	96
Grand Total	138250	139844	135480	134674	118407	108110	19365	25890

Table 8: Number of Learners Selected to Various Secondary Schools

District	NATIONAL SEC. SCHOOL		DISTRICT SEC. SCHOOL		DAY SEC. SCHOOL		CDSS	
	Males	Females	Males	Female	Males	Females	Males	Females
Balaka	3	17	110	53	37	11	864	780
Blantyre City	59	145	135	141	653	654	1066	1084
Blantyre Rural	12	15	109	75	133	120	1168	1181
Chikwawa	38	21	90	90	131	102	942	911
Chiradzulu	22	14	110	53	99	113	680	661
Chitipa	24	7	203	163	20	28	695	667
Dedza	45	13	101	80	116	99	1119	1190
Dowa	58	73	142	141	96	80	1710	1755
Karonga	23	47	111	107	172	160	768	769
Kasungu	116	58	186	112	49	50	2094	1993
Likoma	0	0	67	40	0	0	70	207
Lilongwe City	63	148	120	149	604	663	1502	1643
Lilongwe Rural East	45	32	91	48	99	86	1224	1188
Lilongwe Rural West	74	61	185	103	86	99	1685	1669
Machinga	16	6	50	68	209	201	852	816
Mangochi	39	41	124	110	141	130	1076	1087
Mchinji	83	71	158	107	85	74	893	842
Mulanje	44	17	172	154	162	143	1075	1056
Mwanza	9	9	52	43	43	47	193	183
Mzimba North	11	14	116	77	7	12	1600	1696
Mzimba South	26	26	100	65	54	49	1504	1583
Mzuzu City	20	52	64	68	477	285	571	596
Neno	1	1	2	4	77	72	335	326
Nkhata Bay	13	21	93	104	72	68	1018	953
Nkhotakota	21	13	107	61	138	127	830	820
Nsanje	10	12	112	58	49	46	786	680
Ntcheu	25	26	110	96	170	138	1344	1335
Ntchisi	18	12	108	80	58	54	706	709
Phalombe	83	23	115	76	54	50	605	605
Rumphi	25	11	127	91	71	61	837	880
Salima	15	8	128	109	25	13	698	712
Thyolo	39	25	214	102	202	196	1197	1180
Zomba Rural	73	25	233	151	209	233	1162	1163
Zomba Urban	17	44	71	107	340	446	270	218
Grand Total	1170	1108	4016	3086	4938	4710	33139	33138

2.3 Accountability and Transparency

The Malawi Government has since 2013 introduced direct funding to all public schools through the Primary School Improvement Plan (PSIP) where funds known as School Improvement Grants (SIG) are given directly to the schools. The purpose was to decentralize some of the functions such as procurement of teaching and learning materials and infrastructure development.

Table 9: Availability of SIP, PSIP Refresher Course and SIG Recipient Schools in the Previous Academic Year (20/21)

District	Did the school receive school improvement grants in previous financial year?		Does the school have a school improvement plan(SIP)?		Did the stake holders under holders undergo primary school improvement (PSIP) refresher course	
District	No	Yes	No	Yes	No	Yes
Balaka	6	164	5	165	6	164
Blantyre City	1	61	1	61	1	61
Blantyre Rural	1	167	1	167	1	167
Chikwawa	6	176	2	180	10	172
Chiradzulu	30	64	3	91	5	89
Chitipa	1	181	1	181	1	181
Dedza	3	247	2	248	2	248
Dowa	7	241	6	242	97	151
Karonga	2	173		175		175
Kasungu	21	358	5	374	45	334
Likoma	4	6		10		10
Lilongwe City	3	55	3	55	7	51
Lilongwe Rural East	4	224	4	224	47	181
Lilongwe Rural West	7	251	6	252	94	164
Machinga	3	186	3	186	3	186
Mangochi	7	296	6	297	41	262
Mchinji	1	211	1	211	1	211
Mulanje	5	165	4	166	8	162
Mwanza	4	57	4	57	15	46
Mzimba North	17	267	9	275	9	275
Mzimba South	8	309	5	312	4	313
Mzuzu City	2	41	2	41	2	41
Neno	18	69	6	81	63	24
Nkhata Bay	7	193	2	198	5	195
Nkhotakota	7	158	5	160	56	109
Nsanje	1	101	1	101	3	99
Ntcheu	14	234	3	245	7	241
Ntchisi	2	150	2	150	15	137
Phalombe	2	89	1	90	7	84
Rumphi	19	183	6	196	41	161
Salima	57	107	16	148	44	120
Thyolo	4	184	1	187	14	174
Zomba Rural	12	188	1	199	23	177
Zomba Urban	2	15		17		17
Grand Total	288	5571	117	5742	677	5182

The 2022 Annual School Census inquired on several issues surrounding the implementation of the SIG funds at the school level. The table above shows that majority of schools have School Improvement Plans

(SIP). Furthermore, the table shows that about 92.0 percent of schools' stakeholders had received a PSIP refresher training and about 95.6 percent of the schools had received their SIG which totaled to MWK 3,842,016,496.00 where each school had to utilize their funds according to three themes namely:

- 1) Improving promotion and retention rates
- 2) Reducing dropout rates
- 3) Governance and management; and
- 4) Others

Table 10: Amount of SIG Received by District

Row Labels	Sum (MWK)	Maximum(MWK)	Minimum(MWK)	Average (MWK)
Balaka	118720070.00	2652021.00	391000.00	715181.14
Blantyre City	69095562.00	3235281.00	504900.00	1132714.13
Blantyre Rural	137661741.00	1940188.00	315000.00	824321.80
Chikwawa	136901221.00	1470755.00	376000.00	769107.98
Chiradzulu	44985301.00	980880.00	220121.00	702895.33
Chitipa	127789165.00	1017605.00	436000.00	706017.49
Dedza	148200000.00	600000.00	600000.00	600000.00
Dowa	157340313.00	1085250.00	486000.00	652864.37
Karonga	127947367.00	1523896.00	539450.00	735329.70
Kasungu	166930284.00	1200000.00	140000.00	466285.71
Likoma	2400000.00	400000.00	400000.00	400000.00
Lilongwe City	54728176.00	1721680.00	158763.00	995057.75
Lilongwe Rural East	176385490.00	2484628.00	460000.00	783935.51
Lilongwe Rural West	172763799.00	2056397.00	340000.00	688301.99
Machinga	122505760.00	1302000.00	409900.00	658633.12
Mangochi	140757589.00	1023842.00	321300.00	475532.40
Mchinji	154400934.00	1524200.00	578400.00	731757.98
Mulanje	153504850.00	2808202.00	440000.00	930332.42
Mwanza	37991985.00	1038228.00	552200.00	666526.05
Mzimba North	191131994.00	870000.00	500000.00	715850.16
Mzimba South	238335218.00	1391516.00	304200.00	771311.39
Mzuzu City	33622291.00	1435836.00	532022.00	820055.88
Neno	26011360.00	958000.00	134000.00	376976.23
Nkhata Bay	119854865.00	805000.00	487000.00	621009.66
Nkhotakota	95874084.00	1232038.00	326249.00	602981.66
Nsanje	48213949.00	730000.00	209202.00	482139.49
Ntcheu	167364085.00	1338650.00	400000.00	715231.13
Ntchisi	100300657.00	899811.00	310800.00	673158.77
Phalombe	56566000.00	996690.00	280838.00	635573.03
Rumphi	122236670.00	986927.00	292500.00	664329.73
Salima	74444136.00	1390000.00	477000.00	695739.59
Thyolo	140763388.00	2443690.00	391950.00	765018.41
Zomba Rural	160376524.00	1642723.00	396360.00	853066.62
Zomba Urban	15911668.00	1867500.00	302000.00	994479.25
Grand Total	3842016496.00	3235281.00	134000.00	688780.30

2.4 Infrastructure and Sanitation Information

School infrastructure and sanitation have a direct impact on access, quality, efficiency and equity to education. Good infrastructure and proper sanitary facilities are vital tools in attracting learner’s attendance especially girls. The 2022 school census captured infrastructure and sanitation data which included buildings by condition and type, sanitary facilities, buildings under construction, source of drinking water, electricity and furniture. See Appendix A for detailed statistical table for various school infrastructure.

2.4.1 Primary School Classrooms

At a national level, there were 48,435 permanent classrooms in public 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 29: Trend in Permanent classroom from 2018 to 2022

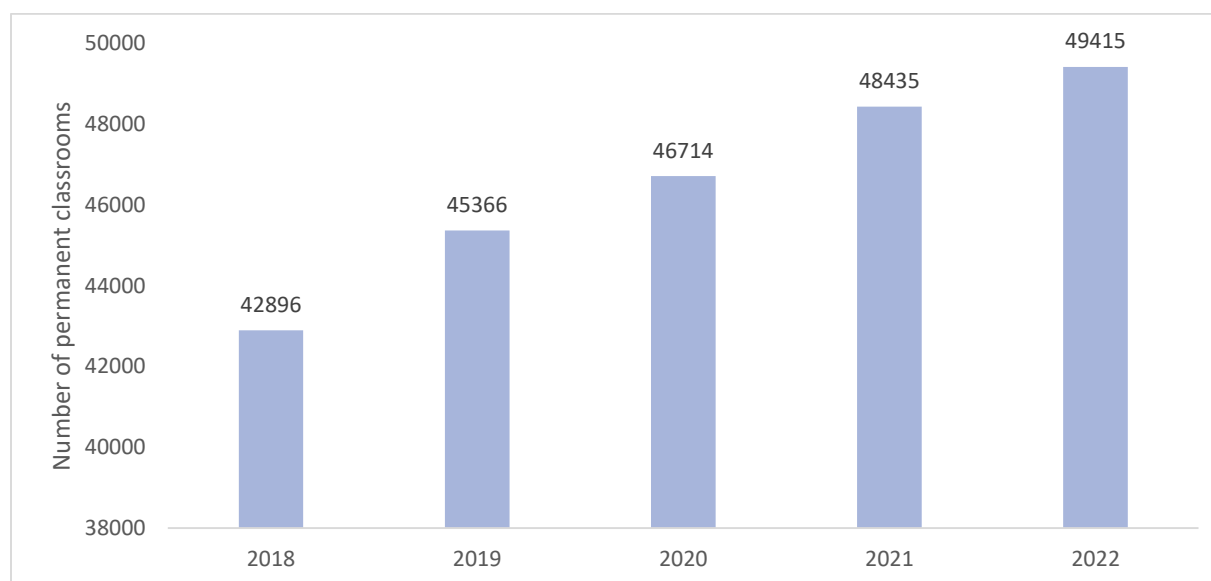


Figure 23 shows the trend in growth of permanent classrooms in the five year period between 2018 and 2022. The number in permanent classrooms grew from 42896 in 2018 to 49415 in 2022, representing a 15% overall increase. The number of classrooms has increased at a 4% average rate annually from 2018 to 2022.

More temporary classrooms were found to be in the lower grades of Standard 1 through 4 as shown in the figure bellow.

Figure 30: Number of Classrooms available for each Standard

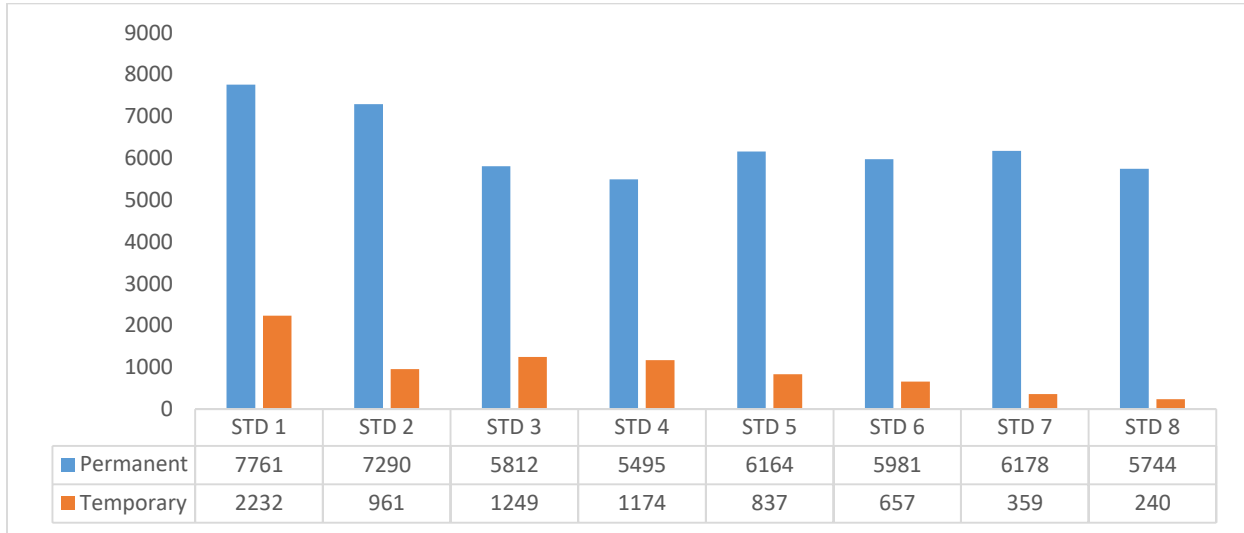
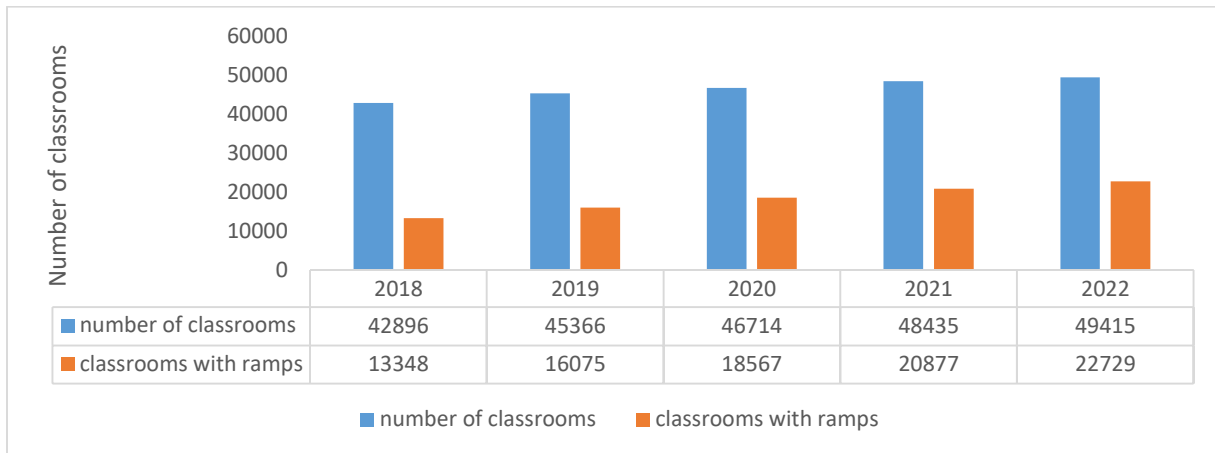


Figure 31: Number of permanent classrooms with ramps



Access to classrooms is a very important factor in accommodating learners who have physical impairments. Data on the availability of classrooms with ramps to ease accessibility by learners with Special Needs was also collected in the 2021/22 Annual School Census. The figure above shows the trend in classrooms with ramps relative to the total permanent classrooms. Between 2018 and 2022, the number of classrooms with ramps increased by 70% from 13348 to 22729 and grew at an annual average of 14%.

2.4.2 Water and Sanitation

Good infrastructure and proper sanitary facilities are vital tools in attracting learner’s attendance especially girls. The 2020/21 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 COVID 19 pandemic.

Figure 32: Flush toilets and Pit Latrines

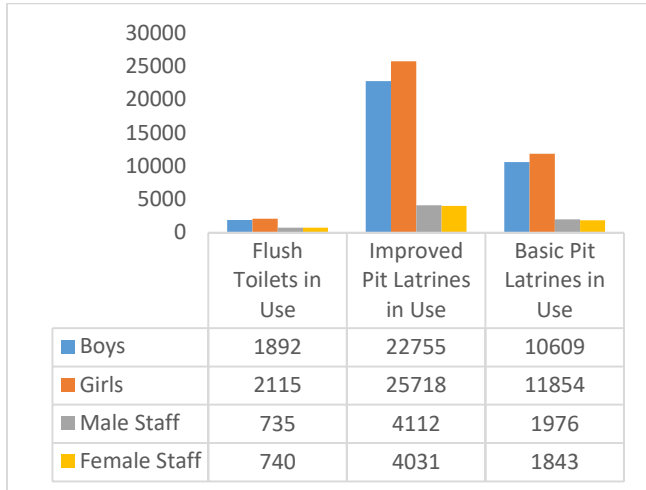


Figure 33: Disability Friendly Toilets

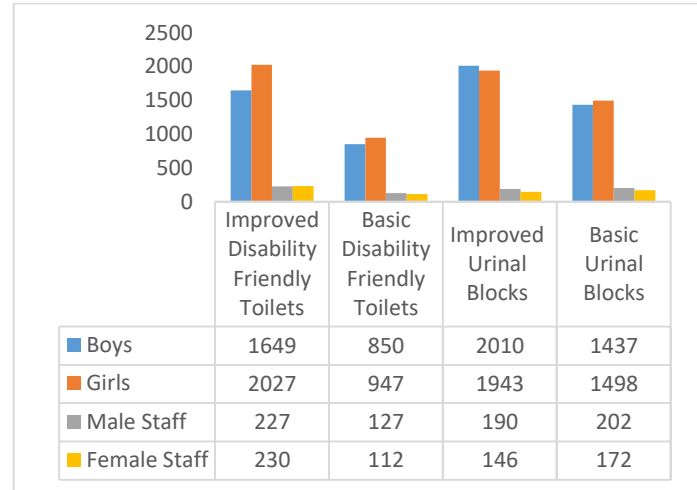
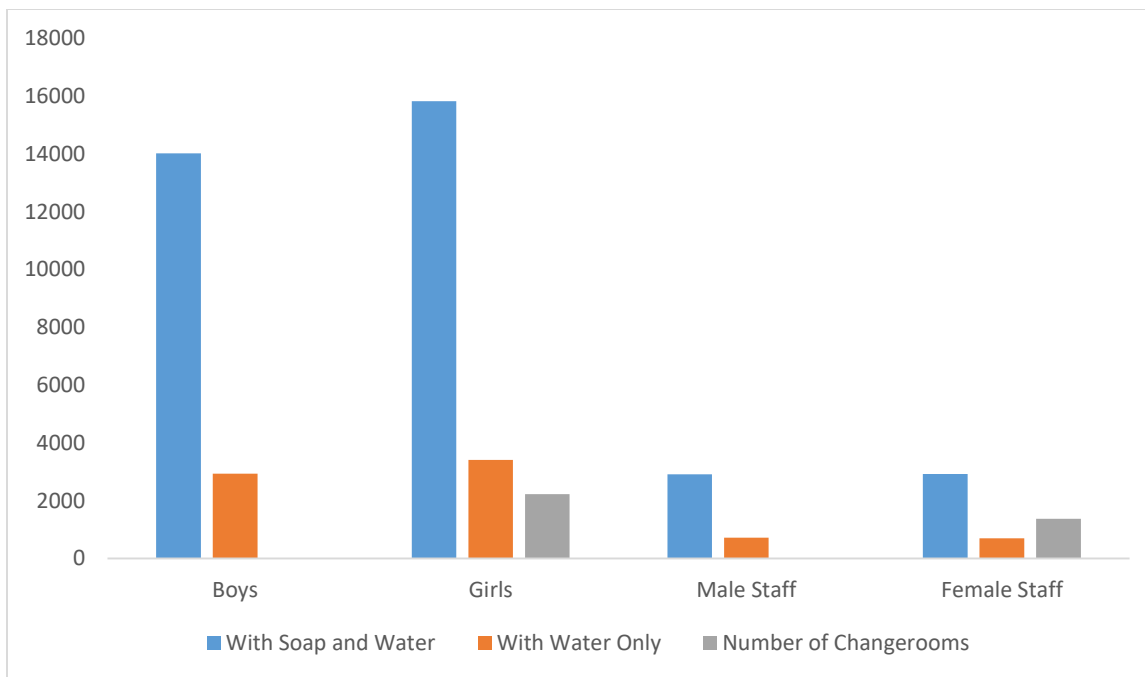


Figure 34: Number of Handwashing Facilities and Number of Changerooms



2.4.2.1 Main Source of Drinking Water

The census also captures information on water sources in primary schools since this determines health, sanitation and hygiene in schools. The major water sources identified include borehole, lake, piped water, protected hand dug well with pump, protected springs, rain water tanks, river and unprotected hand dug well and unprotected springs. About 70 percent (4748/6750) of the schools reported borehole to be their

main use followed by piped water with 22 percent (1548/ 6750). Though many schools reported having water source about 172 schools reported of having no water while 92 reported their water source as river.

2.4.3 Source of Electricity

The census also captured information on source of power in primary schools. The main power sources were identified as; ESCOM, Solar Power and generator.

Figure 36: Sources of power

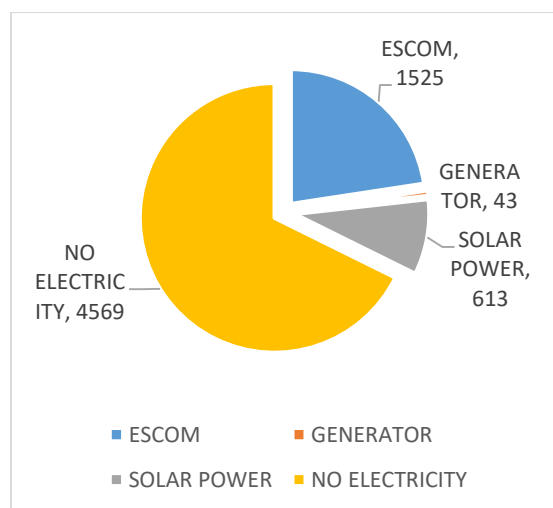


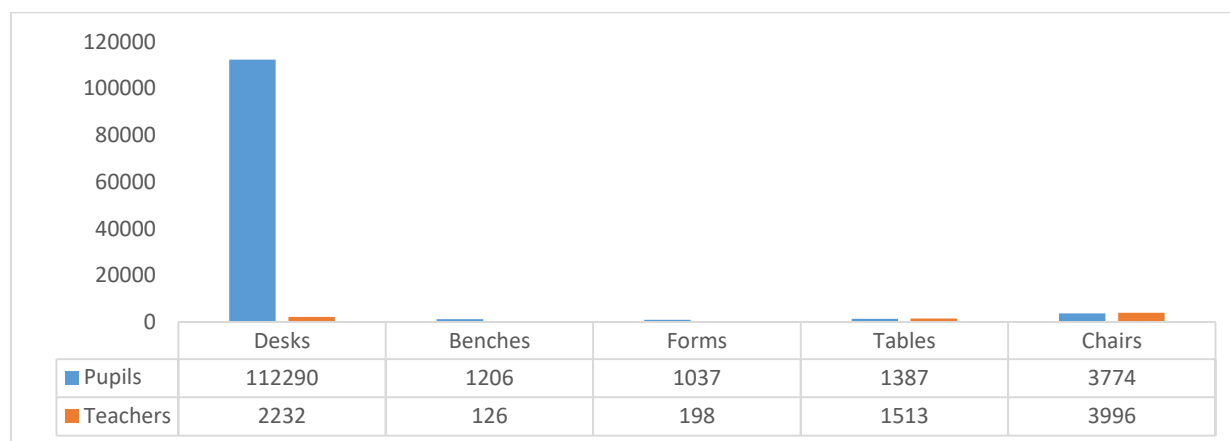
Figure 26 shows that 68% of schools did not have electricity, 22% use ESCOM as their source of electricity, 9% use solar generated power while only 1% had access to a generator as their source of electricity.

The table below shows the breakdown of electricity sources by district, its seen that Blantyre city and Lilongwe city had the highest number of schools with electricity being supplied by ESCOM

2.4.4 Classroom furniture

High quality child friendly school furniture is essential for improving learners ability to learn. Where infrastructure is not available or is in short supply learner use their knees to lean on their exercise books to write.

Figure 37: Number of Classroom furniture for teachers and Learners



2.5 Teaching and Learning Materials

2.5.1 Learners' Textbooks

The availability of learner's books is key in the teaching and learning process. The 2022 ASC collected data on the number of learners' books and teachers guides available in schools. The Pupil text book ratios were calculated for all the standards and for each subject as shown in the table below.

Table 11: Pupil-Textbook Ratio by Subject and Standard

Subject	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8
KuyambaSukulu	5							
English	4	3	3	3	10	8	7	4
Chichewa	4	3	4	3	10	9	7	4
Numeracy and Maths	5	6						
Mathematics			6	5	9	9	8	4
Expressive Arts	6	7	7	5	7	6	5	3
Bible Knowledge	12	11	12	11	14	16	7	7
Agriculture				7	8	10	6	4
Science & Technology					7	9	6	4
Social & Environment			7	6	10	10	6	4
Religious Studies	19	18	18	16	18	19	13	9
Life Skills		9	8	6	8	9	6	4

2.5.2 ICT in Primary Schools

It is imperative to equip learners in primary school with the basic knowledge in ICT and to have ICT facilities like the internet and electronic gadgets. The census collected information of how many schools were connected to the internet and how many had ICT lessons for learners. Results for these questions are presented in the table below.

Table 12: Number of schools that offer ICT lessons and Schools that are connected to the internet

District	Total Number of Schools	Number of School that offer ICT Lessons	Percentage of School that offer ICT Lessons	Number of Schools connected to the Internet	Percentage of Schools connected to the Internet
Chitipa	189	2	1.1%	2	1.1%
Karonga	186	2	1.1%	2	1.1%
Rumphi	208	2	1.0%	3	1.4%
Mzimba North	287	2	0.7%	5	1.7%
Mzimba South	323	2	0.6%	3	0.9%
Mzuzu City	67	5	7.5%	7	10.4%
Nkhata Bay	210	1	0.5%	2	1.0%
Likoma	10	0	0.0%	0	0.0%
Kasungu	388	4	1.0%	4	1.0%
Nkhotakota	174	0	0.0%	0	0.0%
Dowa	254	1	0.4%	1	0.4%
Ntchisi	157	0	0.0%	0	0.0%
Salima	179	3	1.7%	3	1.7%
Mchinji	228	1	0.4%	20	8.8%
Lilongwe City	314	14	4.5%	10	3.2%
Lilongwe R. East	283	1	0.4%	2	0.7%
Lilongwe R. West	283	8	2.8%	11	3.9%
Dedza	267	5	1.9%	5	1.9%
Ntcheu	254	8	3.1%	8	3.1%
Mangochi	339	6	1.8%	7	2.1%
Balaka	174	1	0.6%	1	0.6%
Machinga	202	7	3.5%	6	3.0%
Zomba Urban	23	1	4.3%	0	0.0%
Zomba Rural	202	1	0.5%	1	0.5%
Blantyre City	282	18	6.4%	18	6.4%
Blantyre Rural	200	0	0.0%	1	0.5%
Mwanza	66	0	0.0%	0	0.0%
Chikwawa	203	9	4.4%	24	11.8%
Nsanje	112	2	1.8%	4	3.6%
Chiradzulu	98	5	5.1%	1	1.0%
Thyolo	212	1	0.5%	3	1.4%
Mulanje	183	0	0.0%	1	0.5%
Phalombe	99	15	15.2%	13	13.1%
Neno	94	0	0.0%	2	2.1%
Total	6750	127	1.9%	170	2.5%

The table above shows that only about 1.9 percent of primary schools in Malawi offer ICT lessons while 2.5 percent are connected to the internet.

2.6 Teachers and Support Staff

2.6.1 Teachers

Well qualified and motivated teachers are key in improving the quality of education. The school census collected data on teacher information and the tables below provide data on qualification, employment grade (for those in public schools) and the number of auxiliary teachers

Table 13: Teacher's highest level of qualification by sex

District	FEMALE	MALE	Total
Degree In Education	76	87	163
Dip In Education	296	351	647
JCE	2861	3143	6004
MSCE	35517	42017	77534
Non Education Degree	33	83	116
Non Education Diploma	113	221	334
Grand Total	38896	45902	84798

According to table 81 above, 91.4% of teachers had the Malawi School Certificate of Education (MSCE) as their highest academic qualification.

Table 14: Number of Teachers by Teacher Grade and District

District	P8 (I)		PT1 (I)		PT2 (J)		PT3 (K)		PT4 (L)		Grand Total
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	
Balaka	2	6	17	31	32	37	167	210	718	851	2071
Blantyre City	6	4	99	16	177	49	616	74	1152	154	2347
Blantyre Rural	7	6	29	30	37	46	209	230	1183	786	2563
Chikwawa	1	3	9	28	8	46	63	201	667	1382	2408
Chiradzulu	1	4	19	33	25	34	121	186	513	577	1513
Chitipa	1	1	10	22	12	35	88	227	323	561	1280
Dedza	1	7	31	65	36	65	187	302	1079	1535	3308
Dowa	1	7	36	82	51	110	270	495	865	1258	3175
Karonga	2	2	5	17	20	46	130	199	666	706	1793
Kasungu	2	3	29	68	41	78	337	582	1285	1768	4193
Likoma				2	2	3	10	15	47	41	120
Lilongwe City	19	9	98	20	154	32	945	95	969	82	2423
Lilongwe R East	5	1	56	40	52	47	331	391	1597	1192	3712
Lilongwe R West	4		36	87	66	77	357	491	1510	1354	3982
Machinga		1	20	21	11	45	110	225	1037	1423	2893
Mangochi	1	4	13	46	41	65	193	286	1670	2177	4496
Mchinji	1	7	26	39	22	56	207	393	808	1145	2704
Mulanje		7	25	42	40	67	130	320	1006	1432	3069
Mwanza	1	3	7	14	12	23	34	58	234	310	696
Mzimba North	1		5	14	24	50	134	267	752	856	2103
Mzimba South		2	13	16	28	57	148	275	872	1143	2554
Mzuzu City	6		30	4	37	11	260	35	628	80	1091
Neno	1		7	15	6	15	29	72	230	414	789
Nkhata Bay			4	15	19	28	56	135	497	720	1474
Nkhotakota	2	2	13	23	21	42	114	226	578	841	1862
Nsanje	1	3	2	26	3	37	33	145	289	823	1362
Ntcheu	1	2	21	25	19	62	190	394	894	1154	2762
Ntchisi		1	8	33	13	53	76	183	353	766	1486
Phalombe		3	1	25	7	30	42	179	517	1132	1936
Rumphi		1	6	14	25	59	92	157	417	535	1306
Salima	4	2	14	29	35	41	128	197	772	930	2152
Thyolo	1	3	23	66	24	67	201	374	1040	1321	3120
Zomba Rural		4	31	56	43	71	171	329	1315	1345	3365
Zomba Urban	2	1	26	10	29	9	168	34	349	58	686
Grand Total	74	99	769	1074	1172	1593	6347	7982	26832	30852	76794

Table 17: Teachers in Private Schools, Auxiliary and Volunteer Teachers

District	AUXILLIARY		PRIVATE SCHOOL TEACHER		VOLUNTEER		Grand Total
	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	
Balaka	6	2	19	21	2		50
Blantyre City	1	1	839	849	1	3	1694
Blantyre Rural	1	11	111	119	2	4	248
Chikwawa	13	10	57	103	4		187
Chiradzulu			11	28	1	4	44
Chitipa	18	36	13	43	11	41	162
Dedza	22	19	36	49	1	5	132
Dowa	35	26	26	42	19	20	168
Karonga	19	15	31	55		2	122
Kasungu	18	21	24	37	40	4	144
Likoma	2				1		3
Lilongwe City	103	72	942	952	7	3	2079
Lilongwe Rural East	4	14	132	139		1	290
Lilongwe Rural West	6	18	73	76		2	175
Machinga	6	9	22	35	1	2	75
Mangochi		4	103	133	4	2	246
Mchinji	9	8	54	86		4	161
Mulanje			34	77			111
Mwanza	17	17	19	43	2	1	99
Mzimba North	48	58	15	16	6	9	152
Mzimba South	45	45	12	29	4	6	141
Mzuzu City	17	12	113	175	1		318
Neno		1	27	27	3	2	60
Nkhata Bay	41	30	19	49	4	7	150
Nkhotakota	2	1	22	63	1		89
Nsanje	11	27	23	33	1	3	98
Ntcheu	26	8	20	31	1	1	87
Ntchisi	27	40	5	13		2	87
Phalombe	32	43	13	29		1	118
Rumphi	25	36	18	26	11	9	125
Salima	11	17	47	38	3	7	123
Thyolo	14	9	80	67			170
Zomba Rural	2	9	10	16	2	1	40
Zomba Urban			16	36	2	1	55
Grand Total	581	619	2986	3535	135	147	8003

2.6.2 Teacher workload

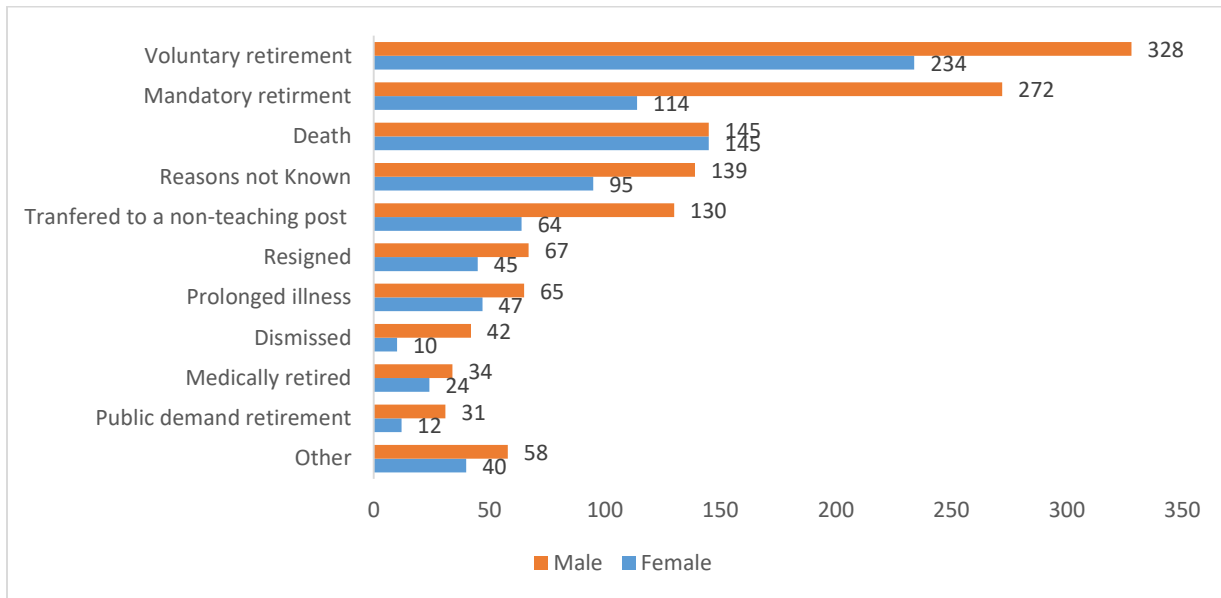
Teacher workload during the annual school census looked at the number of teaching periods that a teacher has per week bearing in mind the number of grades he/she is in charge of. The table below shows the maximum, average and minimum teaching periods per week by district.

Table 18: Summary of Teaching periods

District	Total Teaching Periods/Week	Maximum Teaching Periods/week	Average Teaching Periods/week	Minimum Teaching Periods/week
Balaka	67110	82	32	0
Blantyre City	123419	55	31	1
Blantyre Rural	81564	60	29	0
Chikwawa	116662	88	45	0
Chiradzulu	48563	55	31	0
Chitipa	59715	55	41	0
Dedza	108198	99	32	0
Dowa	109914	82	33	0
Karonga	73133	95	38	5
Kasungu	140223	58	32	0
Likoma	3644	50	30	12
Lilongwe City	130803	66	29	0
Lilongwe Rural East	118155	58	30	0
Lilongwe Rural West	129457	88	31	0
Machinga	100310	92	34	0
Mangochi	186676	95	39	0
Mchinji	86992	82	30	0
Mulanje	125040	92	39	1
Mwanza	29899	72	38	0
Mzimba North	83856	92	37	0
Mzimba South	108120	95	40	0
Mzuzu City	43391	68	31	0
Neno	31688	55	37	5
Nkhata Bay	69717	56	43	1
Nkhotakota	82163	72	42	0
Nsanje	49406	95	34	0
Ntcheu	84891	92	30	0
Ntchisi	57910	80	37	2
Phalombe	59866	92	29	0
Rumphi	60323	70	42	5
Salima	82788	56	36	0
Thyolo	120559	55	37	0
Zomba Rural	88478	82	26	0
Zomba Urban	12736	55	17	0
Grand Total	2875369	99	34	0

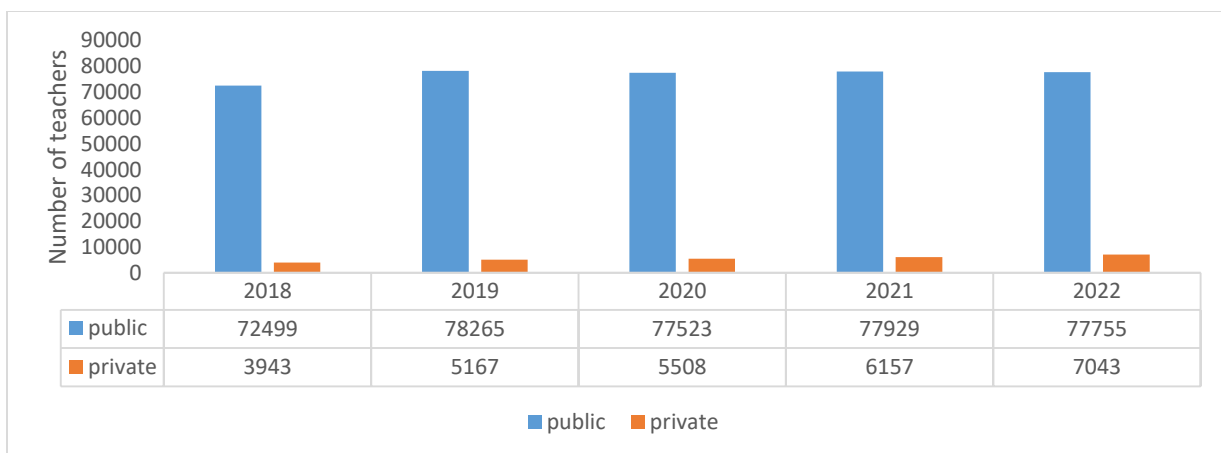
Teacher retention refers to ability of the school system to keep its teachers in employment or the efforts the primary sub-sector in general retained its teachers in a school year. In 2022, about 8500 teachers were transferred out to other schools. The system did not retain 2141 teachers due to the reasons demonstrated in the figure below

Figure 38: Teaching Staff - Reasons for leaving school



The primary sub-sector lost a lot of teachers due to voluntary retirement and mandatory retirement and majority of the were men.

Figure 39: Trend in number of primary school teachers



The population of teachers in the primary sub-sector has been changing in response to the growing demand resulting from increasing enrollment. Figure 28 shows the trend in the number of teachers from 2018 to

2021. The number of teachers increased from 76442 in 2018 to 84798 in 2022 representing an 11% increase overall.

2.6.3 Teacher Houses

Studies have shown that teachers who reside close to the school have less absenteeism compared to teachers who stay far away from the school. The census inquired about the number of permanent teachers houses available at each school premises. The census focused on permanent houses to estimate a gap assuming that all teachers were to live within the school premises.

Table 19: Number of Teachers Houses by District and Anticipated gaps

District	Number of teachers houses (public)	Number of teachers (public)	gap
Balaka	407	2083	1676
Blantyre City	108	2320	2212
Blantyre Rural	417	2571	2154
Chikwawa	503	2423	1920
Chiradzulu	352	1518	1166
Chitipa	398	1388	990
Dedza	703	3334	2631
Dowa	878	3178	2300
Karonga	709	1817	1108
Kasungu	1330	4267	2937
Likoma	18	123	105
Lilongwe City	139	2488	2349
Lilongwe Rural East	659	3731	3072
Lilongwe Rural West	594	3959	3365
Machinga	552	2896	2344
Mangochi	864	4453	3589
Mchinji	527	2710	2183
Mulanje	542	3072	2530
Mwanza	140	751	611
Mzimba North	1124	2216	1092
Mzimba South	876	2648	1772
Mzuzu City	86	1141	1055
Neno	169	804	635
Nkhata Bay	468	1555	1087
Nkhotakota	540	1866	1326
Nsanje	348	1355	1007
Ntcheu	461	2799	2338
Ntchisi	425	1554	1129
Phalombe	334	2011	1677
Rumphi	567	1381	814
Salima	445	2158	1713
Thyolo	549	3129	2580
Zomba Rural	538	3387	2849
Zomba Urban	36	669	633
Grand Total	16806	77755	60949

The total estimated gap for public schools was found to be 60949 houses, this is to say that of 77755 teachers only 16806 had permanent houses within the school premises, representing about 22%.

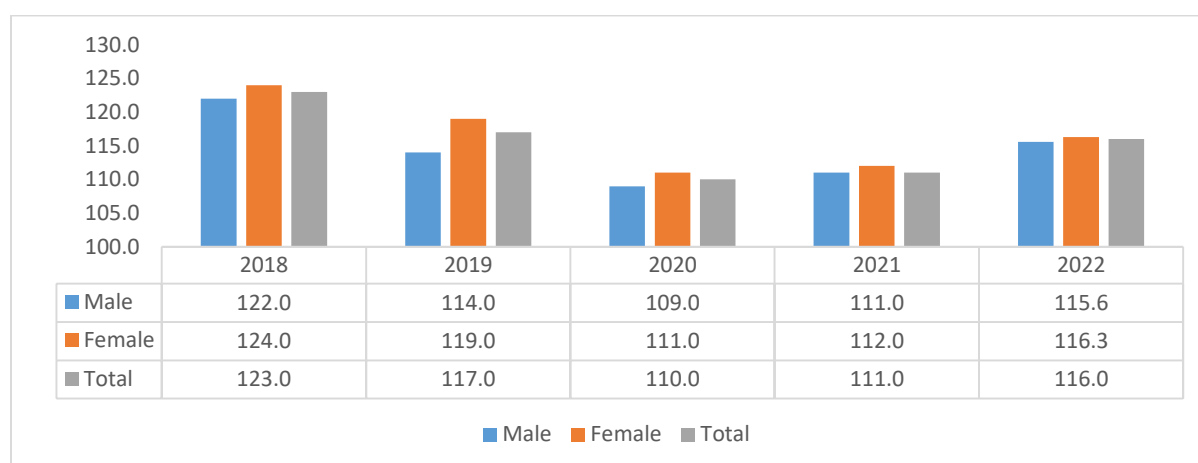
2.7 Summary of Primary Education Indicators

2.7.1 Access Indicators in Primary education

2.7.1.1 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 40: Trend in gross Intake Rate 2018-2022

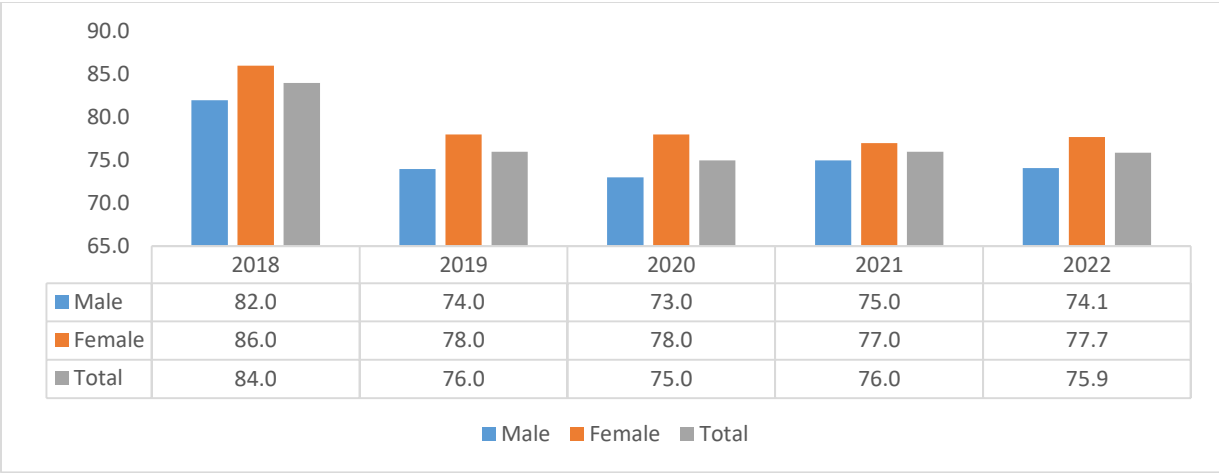


The figure above shows the overall gross intake rate for standard one in 2022 stands at 116.0, with 116.3 for girls and 115.6 for boys, respectively.

2.7.1.2 Net Intake Rate

This is the total number of new entrants who are in standard one and are 6 years old expressed as a percentage of population of official age (excluding repeaters of 6 years of age). This indicator measures access to primary education by pupils at their official age. The results show high degree of access for 6-year old's; however, girls have a higher rate than boys.

Figure 41: Trend in Net Intake Rate 2018-2022

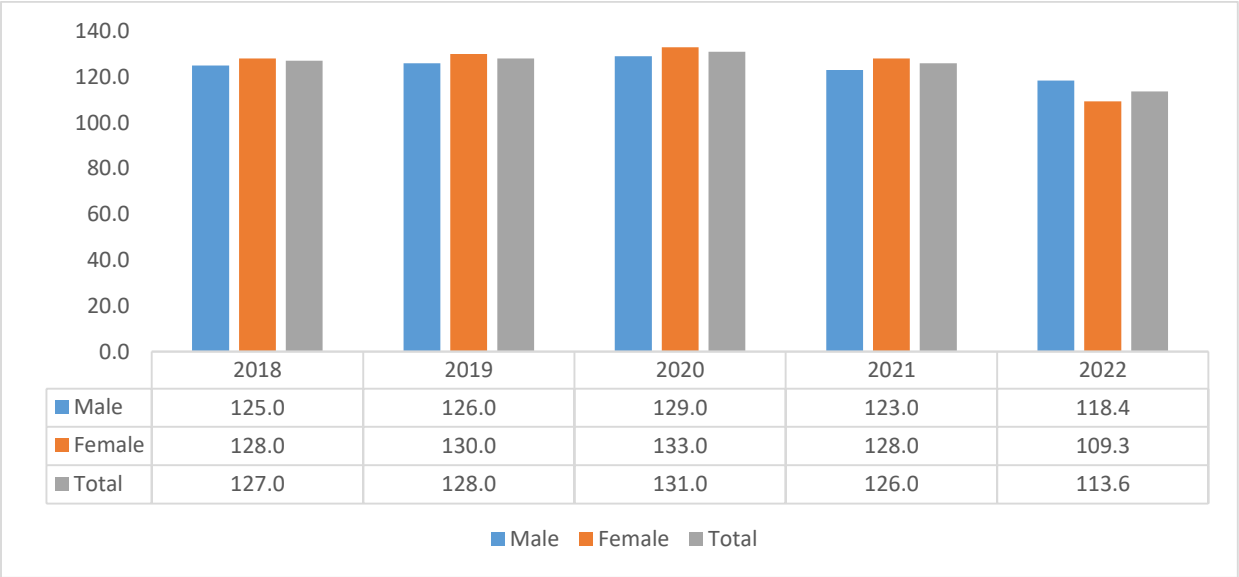


The Figure above shows enrolment of standard one school going age population has been going down since 2018 at 84 percent to 76 in 2022.

2.7.1.3 Gross Enrolment Rate (GER)

It is the total enrolment regardless of age expressed as a percentage of eligible official school-age population. It shows a general level of participation of 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 42: Gross Enrolment Rate 2018-2022

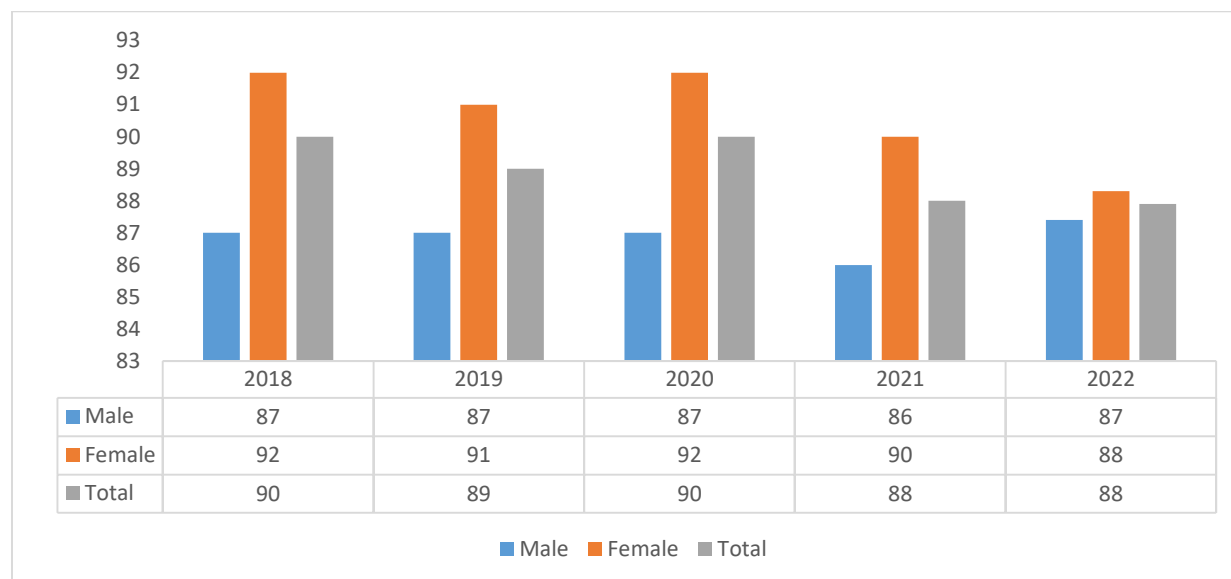


The figure above shows high participation rates for both girls and boys. Based on these results, it can be assumed that the primary education sub-sector is almost able to accommodate all of its school age population. However, the rates can be more meaningful if the numbers of under aged and over aged are reduced.

2.7.1.4 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. NER is calculated by dividing the number of properly aged primary pupils (6-13 years of age) by the population of primary school going age (6-13 years).

Figure 43: Trend in Net Enrolment Rate; 2018-2022



The Net Enrolment Rate(NER) stand at 88 percent in 2022. This means that 12 percent of primary school aged population are not enrolled in our primary schools.

2.7.2 Quality Indicators in Primary school

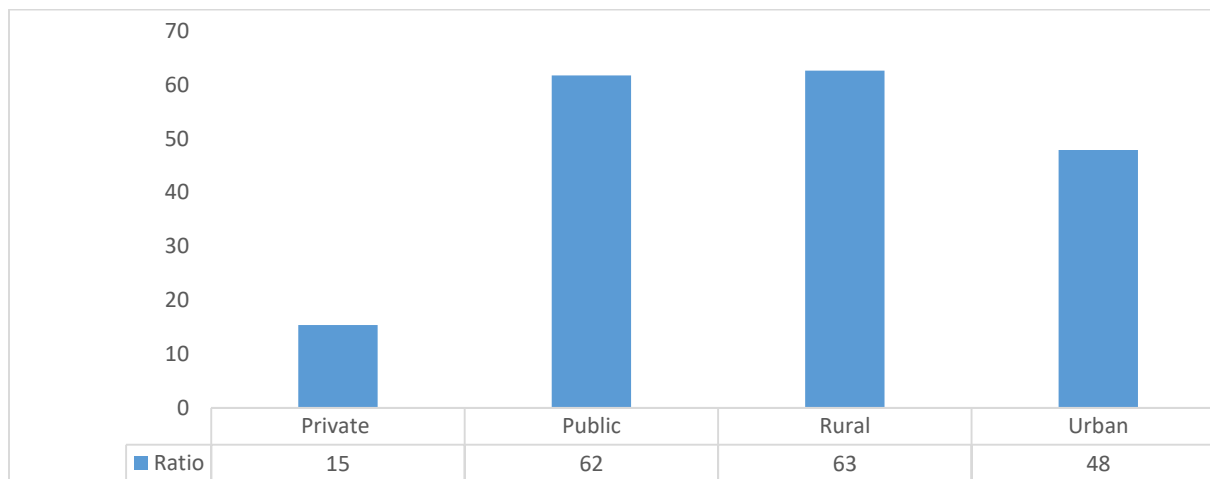
Quality indicators for the primary sub-sector include Pupil Teacher Ratio (PTR), Pupil Classroom Ratio (PCR), Pupil Text Book Ratio and the Pupil Stance Ratio (PSR) referred to as Pupil Toilet Ratio in other literature. Quality indicators provide a picture on the learning/teaching classroom environment in terms of overcrowding, pupil–teacher contact and sanitation. For all these indicators, a lower value leads to reduced levels of overcrowding or reduced competition for classroom resources and implies better learning conditions.

2.7.2.1 Pupil Teacher Ratio (PTR)

This is calculated as the total number of pupils enrolled at specified level of education by the number of teachers. It is used to measure the level of human resource input in terms of the number of teachers in relation to the size of pupil population. Though it is widely used as a quality indicator, it should be noted that 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 44: Pupil qualified teacher Ratio by proprietorship and Location



More learners are attended by a teacher relative to urban areas as manifested by the figure above. The observation is made across proprietorship; a higher number of learners are attended to a single teacher in public schools than in private school.

Figure 45: Trend in Pupil Teacher Ratio and Pupil Qualified Ratio

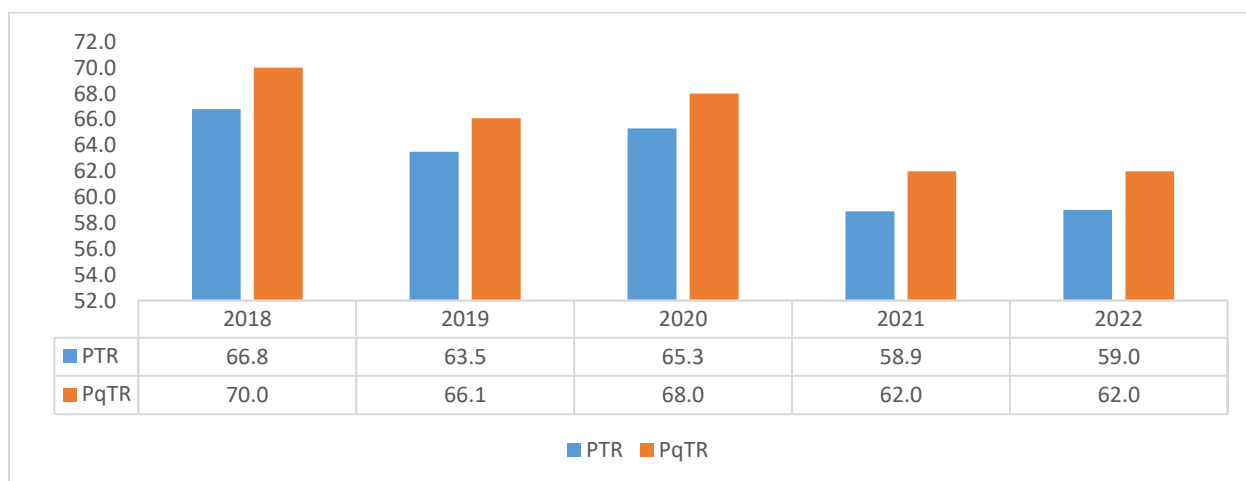


Figure above shows a decline in both pupil teacher ratio and pupil trained (qualified) teacher ratio. The results mean the intervention (recruitment of teachers) which are currently in place are vital for improving pupil teacher ratio considering the target set in NESP of 60: 1. However, a lot needs to be done to reduce

problem of pupil trained (qualified) teacher ratio. The table below gives a detailed mapping of pupil teacher ratio by district.

Table 20: Pupil Qualified Teacher Ratio by District

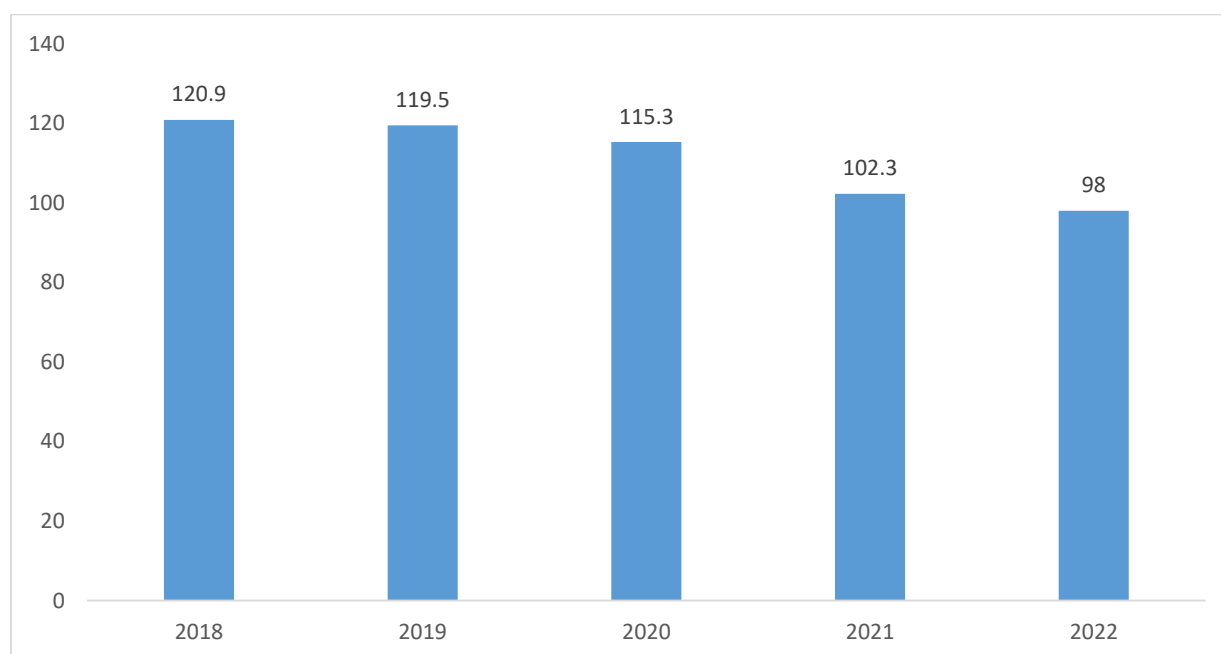
District	Enrolment	All teachers	Qualified teachers	PTR	PqTR
Balaka	129253	2121	2110	60.9	61.3
Blantyre City	178600	4041	3036	44.2	58.8
Blantyre Rural	141354	2811	2654	50.3	53.3
Chikwawa	179372	2595	2474	69.1	72.5
Chiradzulu	101041	1557	1536	64.9	65.8
Chitipa	72467	1442	1344	50.3	53.9
Dedza	208118	3440	3385	60.5	61.5
Dowa	195532	3343	3181	58.5	61.5
Karonga	108244	1915	1840	56.5	58.8
Kasungu	261254	4337	4290	60.2	60.9
Likoma	3863	123	122	31.4	31.7
Lilongwe City	194242	4502	3494	43.1	55.6
Lilongwe Rural East	233097	4002	3784	58.2	61.6
Lilongwe Rural West	240885	4157	4056	57.9	59.4
Machinga	194151	2968	2932	65.4	66.2
Mangochi	324355	4742	4618	68.4	70.2
Mchinji	166951	2865	2756	58.3	60.6
Mulanje	206855	3180	3128	65.0	66.1
Mwanza	42848	795	757	53.9	56.6
Mzimba North	128244	2255	2213	56.9	58.0
Mzimba South	152526	2696	2656	56.6	57.4
Mzuzu City	67793	1409	1333	48.1	50.9
Neno	49076	849	816	57.8	60.1
Nkhata Bay	84114	1624	1559	51.8	54.0
Nkhotakota	123777	1951	1931	63.4	64.1
Nsanje	105377	1460	1406	72.2	74.9
Ntcheu	169238	2849	2802	59.4	60.4
Ntchisi	86083	1573	1501	54.7	57.4
Phalombe	142031	2054	2018	69.1	70.4
Rumphi	64115	1431	1361	44.8	47.1
Salima	141604	2275	2208	62.2	64.1
Thyolo	198326	3290	3189	60.3	62.2
Zomba Rural	221392	3405	3369	65.0	65.7
Zomba Urban	27455	741	721	37.1	38.1
Grand Total	4943633	84798	80580	58.3	61.4

Table 18 above shows a variation of pupil qualified teacher ratio by district , Nsanje and Chikwawa reported the highest PqTR of 74.9 and 72.5 respectively.

2.7.2.2 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 tells more of 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 census looked at Pupil Permanent Classroom ratio (PpCR) to measure quality in-terms of infrastructure in the primary sub-sector.

Figure 46: Trend in Pupil Permanent Classroom Ratio; 2018 -2022



The results show a decline in pupil classroom ratio from 120.9 in 2018 to 98 in 2022. At district level the average worst scenario case with higher pupil permanent classroom ratio were reported for Phalombe at 147, Machinga at 134 and Mangochi 133.

Table 21: Pupil permanent Classroom Ratio by District

District	Enrolment	Permanent classrooms	PpCR
Balaka	129253	1404	92
Blantyre City	178600	2493	72
Blantyre Rural	141354	1559	91
Chikwawa	179372	1489	120
Chiradzulu	101041	1110	91
Chitipa	72467	1055	69
Dedza	208118	2016	103
Dowa	195532	1892	103
Karonga	108244	1315	82
Kasungu	261254	2812	93
Likoma	3863	80	48
Lilongwe City	194242	2808	69
Lilongwe Rural East	233097	2098	111
Lilongwe Rural West	240885	2163	111
Machinga	194151	1454	134
Mangochi	324355	2440	133
Mchinji	166951	1601	104
Mulanje	206855	1725	120
Mwanza	42848	445	96
Mzimba North	128244	1958	65
Mzimba South	152526	1962	78
Mzuzu City	67793	653	104
Neno	49076	592	83
Nkhata Bay	84114	1287	65
Nkhotakota	123777	1194	104
Nsanje	105377	818	129
Ntcheu	169238	1651	103
Ntchisi	86083	1033	83
Phalombe	142031	963	147
Rumphu	64115	1257	51
Salima	141604	1217	116
Thyolo	198326	1804	110
Zomba Rural	221392	1788	124
Zomba Urban	27455	289	95
Grand Total	4943633	50425	98

2.7.2.3 Pupil Textbook Ratio - Books in Good Condition

Number of textbooks available in primary schools contributes to 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 22: Pupil Textbook Ratio- Books in Good Condition-2022

Subject	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8
KuyambaSukulu	5							
English	4	3	3	3	10	8	7	4
Chichewa	4	3	4	3	10	9	7	4
Numeracy and Maths	5	6						
Mathematics			6	5	9	9	8	4
Expressive Arts	6	7	7	5	7	6	5	3
Bible Knowledge	12	11	12	11	14	16	7	7
Agriculture				7	8	10	6	4
Science & Technology					7	9	6	4
Social & Environment			7	6	10	10	6	4
Religious Studies	19	18	18	16	18	19	13	9
Life Skills		9	8	6	8	9	6	4

The figure above shows variation pupil textbook ratio by standard.

2.7.3 Efficiency Indicators

These rates help to understand how the education system utilizes efficiently the limited resources and time. These rates are commonly used to 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 drop-out and complete a grade.

2.7.3.1 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 too high repetition rates do not favour a better mastery of learning, increase the risk of dropping out, and have adverse effects of pupil-teacher ratio and costs”¹.

¹ Siteresources.worldbank.org/EDUCATION/Resources page XXXi

Figure 47: Repetition Rates by Standard and Sex- 2022

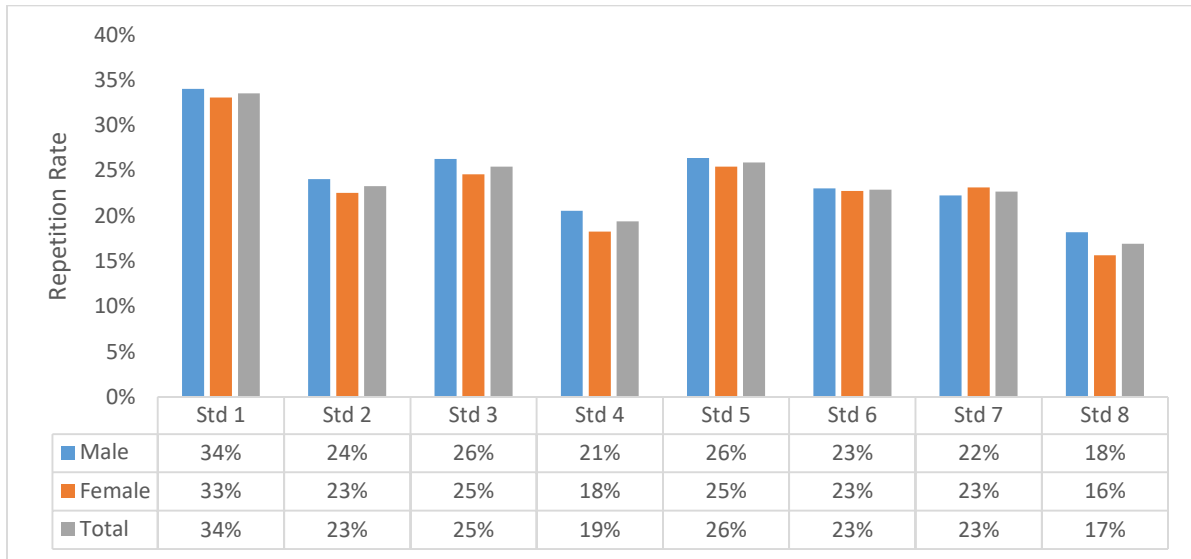


Figure 48: Repetition Rates by Standard in 2018 to 2022

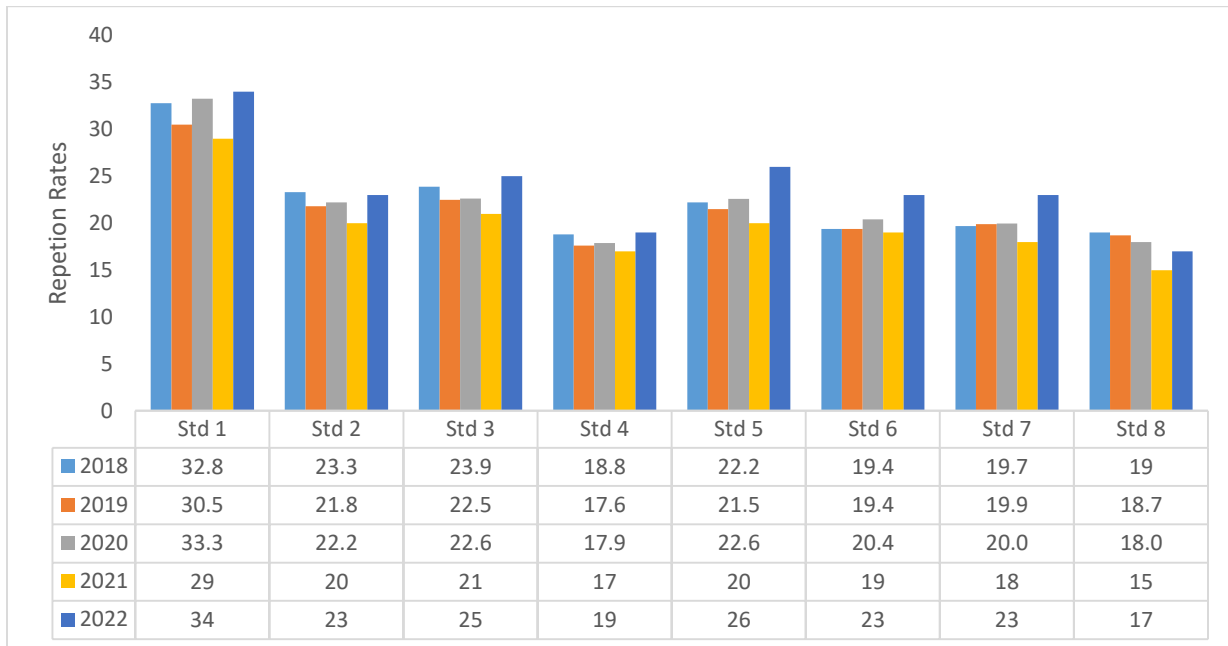


Figure 35 above shows higher repetition rate in all standards however standard one has the highest repetition rates in all the years.

Table 23: Repetition Rates by district for primary school in 2022

District	Enrolment 2021			Repeaters 2022			Repetition rates		
	Males	Females	Total	Males	Females	Total	Males	Females	Total
Balaka	67,536	69,935	137,471	19,364	19,044	38,408	29%	27%	28%
Blantyre City	89,110	92,833	181,943	15,984	14,819	30,803	18%	16%	17%
Blantyre Rural	73,192	75,437	148,629	17,769	16,573	34,342	24%	22%	23%
Chikwawa	91,847	90,139	181,986	23,380	23,083	46,463	25%	26%	26%
Chiradzulu	51,195	52,481	103,676	13,086	12,608	25,694	26%	24%	25%
Chitipa	37,055	37,335	74,390	13,326	11,835	25,161	36%	32%	34%
Dedza	102,746	109,233	211,979	24,798	26,682	51,480	24%	24%	24%
Dowa	95,928	101,631	197,559	21,628	21,382	43,010	23%	21%	22%
Karonga	54,913	54,303	109,216	17,667	16,316	33,983	32%	30%	31%
Kasungu	124,052	131,249	255,301	32,324	31,907	64,231	26%	24%	25%
Likoma	1,925	2,057	3,982	316	287	603	16%	14%	15%
Lilongwe City	90,911	94,645	185,556	13,589	13,404	26,993	15%	14%	15%
Lilongwe Rural East	112,014	119,906	231,920	25,445	26,722	52,167	23%	22%	22%
Lilongwe Rural West	112,792	121,980	234,772	28,751	29,527	58,278	25%	24%	25%
Machinga	98,202	108,340	206,542	24,871	27,143	52,014	25%	25%	25%
Mangochi	163,442	177,754	341,196	46,473	50,375	96,848	28%	28%	28%
Mchinji	78,365	83,135	161,500	21,855	21,219	43,074	28%	26%	27%
Mulanje	99,539	104,955	204,494	20,716	21,464	42,180	21%	20%	21%
Mwanza	20,427	21,344	41,771	5,866	5,651	11,517	29%	26%	28%
Mzimba North	63,549	64,771	128,320	17,595	15,318	32,913	28%	24%	26%
Mzimba South	70,523	75,075	145,598	20,785	18,096	38,881	29%	24%	27%
Mzuzu City	29,230	30,920	60,150	4,734	4,144	8,878	16%	13%	15%
Neno	24,174	24,871	49,045	6,806	6,771	13,577	28%	27%	28%
Nkhata Bay	42,340	43,075	85,415	11,256	10,098	21,354	27%	23%	25%
Nkhotakota	59,457	60,200	119,657	15,060	14,530	29,590	25%	24%	25%
Nsanje	51,823	49,305	101,128	10,932	10,702	21,634	21%	22%	21%
Ntcheu	81,743	86,497	168,240	23,559	23,570	47,129	29%	27%	28%
Ntchisi	41,327	44,300	85,627	11,772	11,764	23,536	28%	27%	27%
Phalombe	70,807	76,493	147,300	19,870	21,264	41,134	28%	28%	28%
Rumphi	32,467	31,559	64,026	9,766	8,225	17,991	30%	26%	28%
Salima	67,040	70,783	137,823	21,050	21,733	42,783	31%	31%	31%
Thyolo	98,005	102,247	200,252	26,765	27,570	54,335	27%	27%	27%
Zomba Rural	108,323	115,149	223,472	29,859	30,757	60,616	28%	27%	27%
Zomba Urban	12,870	13,861	26,731	2,747	2,839	5,586	21%	20%	21%
Total	2,418,869	2,537,798	4,956,667	619,764	617,422	1,237,186	26%	24%	25%

2.7.3.2 Promotion Rate

This indicator shows the proportion of learners who enrolled in a new grade (class) from last grade they attended. It is calculated as current enrollment of a grade minus repeaters over enrollment from last school session grade.

Table 24: Promotion Rates by District by Grade (Standard)

District	Std 1		Std 2		Std 3		Std 4		Std 5		Std 6		Std 7	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Balaka	67	69	74	78	68	71	68	79	51	59	54	61	57	60
Blantyre City	68	67	74	76	63	67	70	70	59	62	65	66	60	52
Blantyre Rural	67	66	83	74	73	74	77	74	68	65	70	64	67	56
Chikwawa	59	64	70	71	58	63	67	70	56	62	63	68	61	51
Chiradzulu	61	65	69	68	61	72	65	72	55	64	57	60	61	56
Chitipa	48	53	61	61	56	61	67	69	49	52	55	54	52	49
Dedza	76	77	79	84	71	73	74	71	60	61	61	61	59	50
Dowa	71	98	82	88	83	94	76	83	62	62	75	53	79	57
Karonga	88	90	86	84	85	91	83	86	63	70	60	61	59	59
Kasungu	59	64	67	70	63	68	65	69	53	56	52	52	51	50
Likoma	70	77	78	80	68	72	61	66	58	61	58	61	63	59
Lilongwe City	55	57	63	63	49	53	54	61	41	45	48	52	46	47
Lilongwe R. East	49	49	56	58	51	54	54	58	45	44	46	49	46	47
Lilongwe R. West	65	65	69	74	60	66	64	68	59	62	60	59	64	58
Machinga	88	96	82	83	80	93	95	94	86	92	120	118	91	87
Mangochi	59	62	75	66	67	75	65	74	52	60	57	66	55	55
Mchinji	66	66	75	78	61	63	66	68	57	63	65	66	68	65
Mulanje	64	66	72	75	61	62	68	69	53	52	59	58	55	49
Mwanza	63	65	68	69	57	60	63	67	49	52	52	56	54	50
Mzimba North	56	57	71	71	64	65	69	69	59	57	63	55	67	53
Mzimba South	72	73	73	78	59	62	64	73	59	61	67	61	65	57
Mzuzu City	59	58	62	71	59	65	56	64	47	55	49	52	44	44
Neno	72	76	90	94	91	83	88	77	79	73	65	72	65	69
Nkhata Bay	53	58	65	66	52	55	62	66	47	49	54	53	58	55
Nkhotakota	68	70	76	75	61	66	74	75	57	62	56	54	51	47
Nsanje	63	65	66	68	60	63	67	69	52	47	55	52	52	51
Ntcheu	55	63	77	81	65	73	72	79	52	63	61	67	76	65
Ntchisi	92	100	95	103	83	87	91	90	78	75	71	72	67	67
Phalombe	62	59	66	69	56	56	68	67	49	50	54	53	52	47
Rumphu	63	63	74	69	73	65	65	76	52	61	57	56	48	46
Salima	65	68	74	72	61	60	66	69	54	53	62	63	54	52
Thyolo	60	65	72	71	51	55	65	69	57	57	61	58	68	59
Zomba Rural	61	61	72	72	67	73	66	59	57	59	58	65	62	57
Zomba Urban	57	62	75	73	59	63	62	65	49	54	57	59	65	55
Total	61	61	72	72	67	73	66	59	57	59	58	65	62	57

2.7.3.3 Survival rate to Standard 5 and 8

The survival rate to 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 that complete the last cycle of primary education. Survival rates approaching 100 percent indicate a high level of retention and 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, 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 are able to reach grade 5 and/or 8. The figures and tables below show the trend for Malawi in the past 5 years.

Figure 49: Trend in Survival Rates for Standard 5; 2018-2022

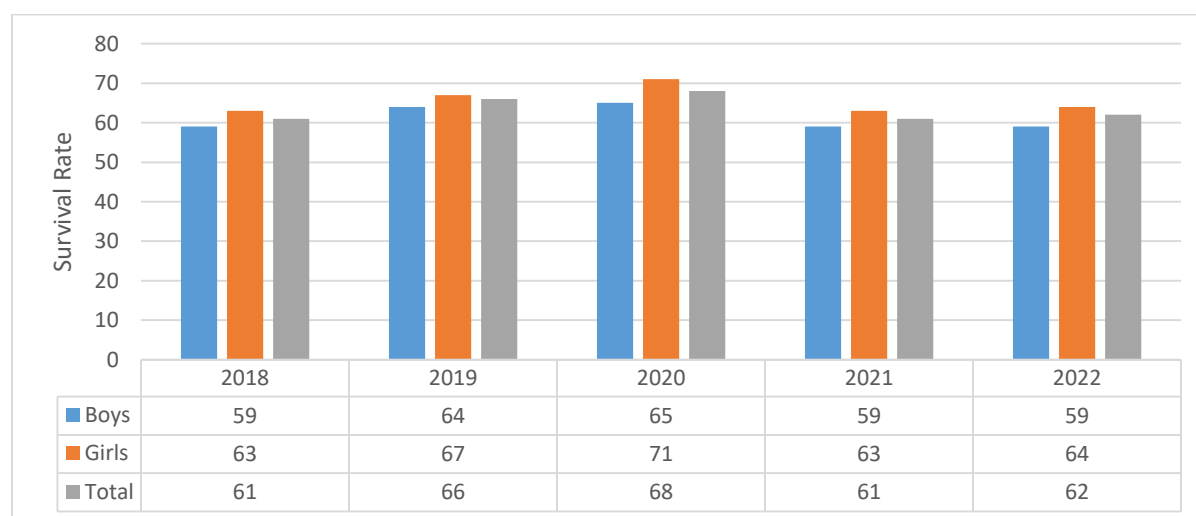
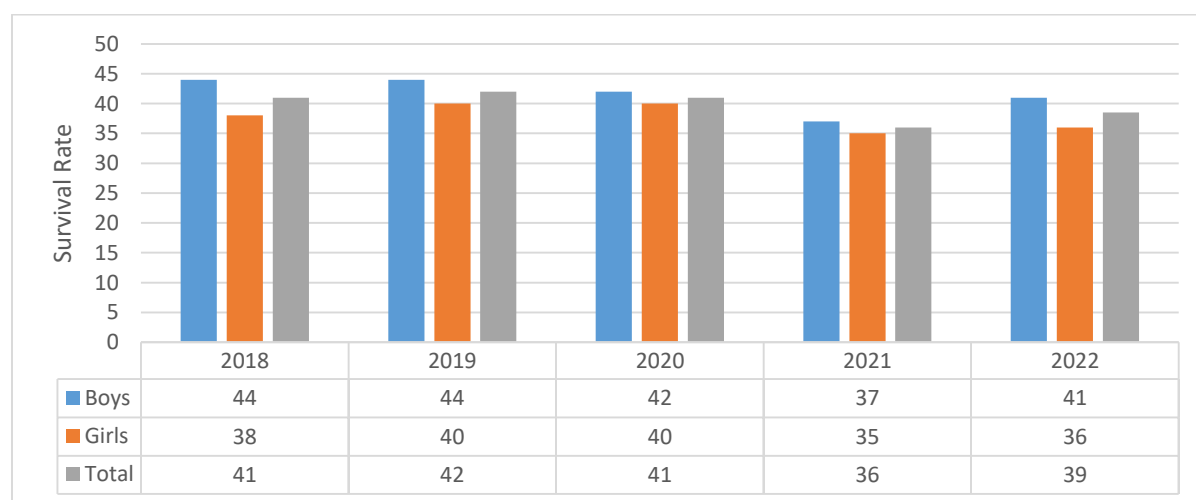


Figure 50: Trend in Survival Rates for Standard 8; 2018-2022



The figure above depicts an improvement in the survival rate of standard 8 from 41 in 2018 to 42 in 2019, and drops to 36 in 2021. The year 2021 has registered the lowest survival rate to standard 8 since 2018. The survival rate for girls has also been lower than that of boys.

2.7.3.4 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 generally indicates an improvement in the survival and retention of pupils in the education system.

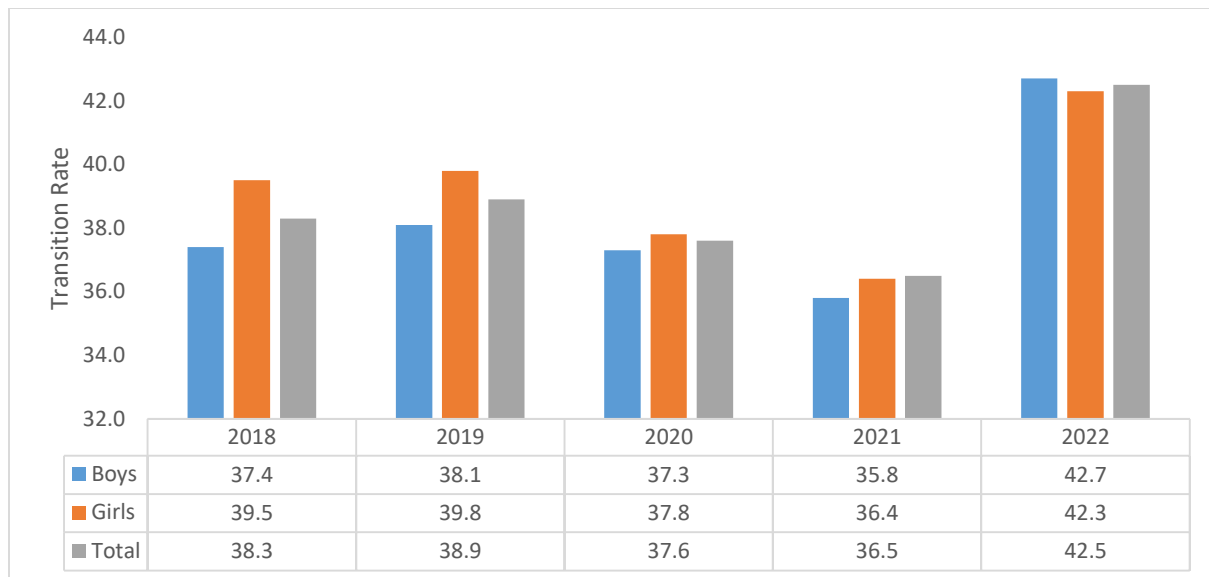
Table 25: Primary Completion Rate

Year	Population aged 13			New entrants in STD 8			Completion Rates		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Average
2018	209,224	216,951	426,175	112,602	109,87	112,602	54	51	52
2019	220,284	225,919	446,203	114,985	114,102	229,087	52	51	51
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

2.7.3.5 Transition Rate (Primary to Secondary School)

UNESCO defines the Transition Rate as the number of pupils (or students) admitted to the first grade of a higher level of education in a given year, expressed as a percentage of the number of pupils (or students) enrolled in the final grade of the lower level of education in the previous year. The purpose of this indicator is to convey information on the degree of access or transition from one cycle or level of education to a higher one, in this case from primary to secondary school. High transition rates indicate a high level of access or transition from one level of education to the next. They also reflect the intake capacity of the next level of education. Inversely, low transition rates can signal problems in the bridging of two cycles or levels of education due to either deficiency in the examination system or inadequate admission capacity in the higher cycle or level of education, or both.

Figure 51: Transition rates by sex 2018-2022



The figure above shows the transition rates for the past 5 years where it shows a marginal increase from 38.4 percent in 2017 to 38.9 percent in 2019 and decreased to 37.6 in 2020 and 36.5 in 2021. However, there is a significant increase in the rates from 2021 to 2022. This can be attributed to the decline in enrolment in the 2021 academic year.

3 SECONDARY SCHOOL EDUCATION

Education is seen as a vehicle for promoting national consciousness and cohesion and as a catalyst for economic development. The investment in secondary education in Malawi is essential towards economic development and an entry in the modern sector of the economy. In the colonial era, the focus was on free primary education which resulted to Secondary education in Malawi being introduced late and secondary school education was a privilege reserved for very few people. This overtime has led to great strides in the primary subsector with un matching growth in secondary and this has led to low transition from primary to secondary school. In the recent past, the government has started investing in building secondary schools and classrooms in secondary schools. This has led to increased access to secondary education evidenced by the increased enrollments in the subsector over the years and this has in turn increased the intake into tertiary education. This section presents key statistical findings and indicators pertaining to the state and developments of the secondary sub-sector for 2022 school year. These include school particulars, pupil information, teacher information, infrastructure and sanitary facilities among others

The secondary sub-sector is a feeder to tertiary education and other post-secondary school studies. As such, the government continues to address challenges associated with access, quality and provision of inclusive education.

3.1 Secondary School Particulars

In the census, school particulars were defined as:

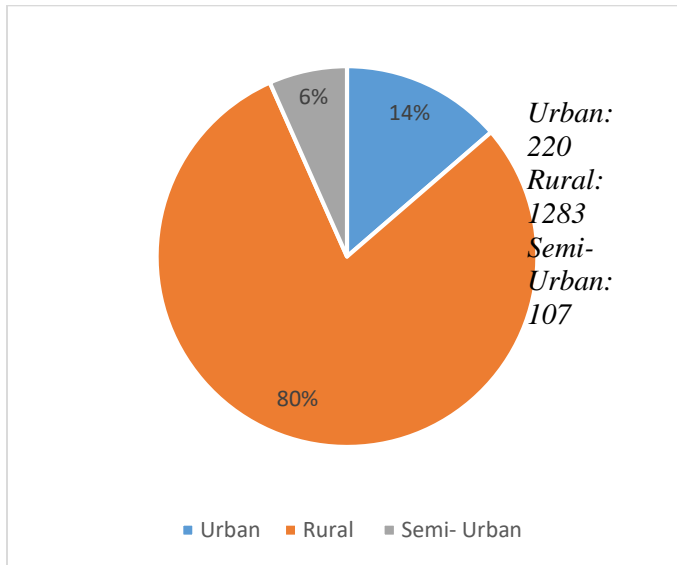
Location – was expressed as urban, semi urban and rural.

Proprietor - in the study, proprietorship was looked at as who owns and runs the institution where broadly, it is categorized as public and private secondary schools. Public secondary schools were government and religious schools which are government aided. Religious institutions that operate as private were categorized as private secondary schools.

3.1.1 Secondary School Location

The 2022 annual school census collected information on the location of secondary schools in Malawi. According to the 2018 population and housing census, 84 percent of the population is in rural areas and it was important therefore to know the distribution of secondary schools by location.

Figure 52: Schools by Location

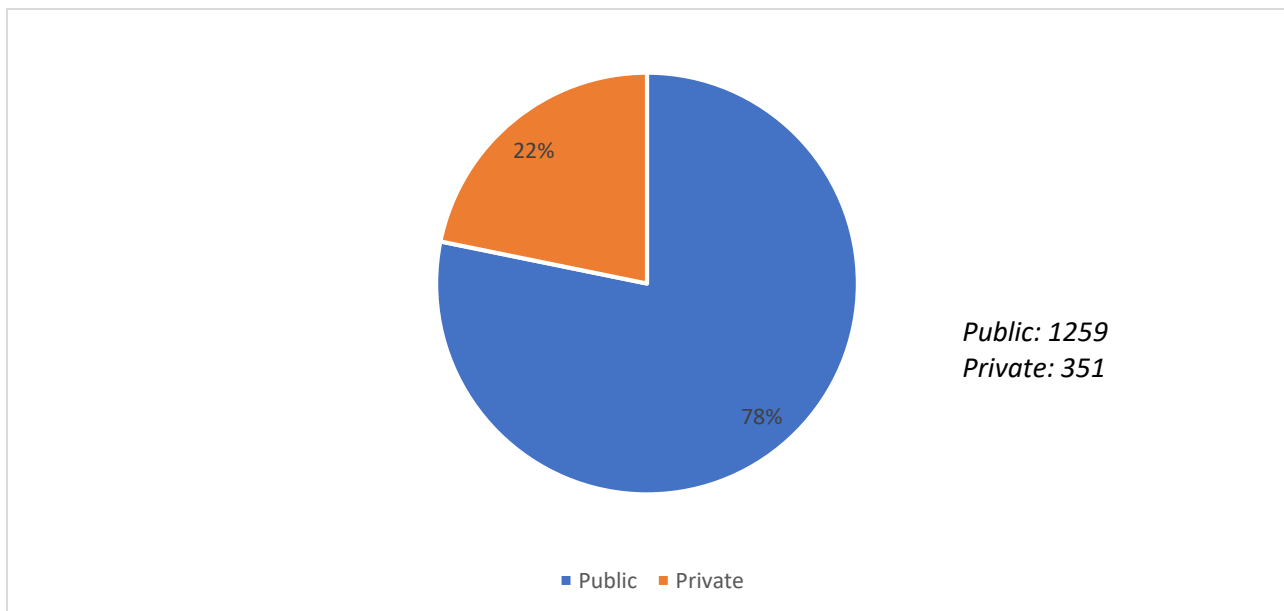


The figure , shows that 80 percent of secondary schools were in rural areas, 14 percent were in urban areas and 6 percent in semi-urban area. It is worth noting that the previous academic year had the same percentages. However, there has been an increase in the number of schools in these school locations. The previous academic year, urban areas had 205, rural areas had 1223 and semi-urban areas had 98 secondary schools. While this year urban areas have 220, rural areas have 1283 and semi-urban areas have 107 secondary schools.

3.1.2 Secondary School Proprietorship

The school census collected information on proprietorship of secondary schools. The secondary schools are divided into public (government and religious) and private categories. As shown in the figure below, the results indicate with an increase from the previous academic year that majority of secondary schools are public at 78 percent while 22 percent are private secondary schools. however, the previous academic year illustrated 77 percent public schools and 23 percent private secondary schools.

Figure 53: Number of Secondary Schools by Proprietor



The table below shows number of secondary schools by district and proprietorship

Table 26: Number of School by District and Proprietor

District	Public	Private	Total
Chitipa	35	7	42
Karonga	47	10	57
Rumphi	33	9	42
Mzimba North	56	9	65
Mzimba South	61	11	72
Mzuzu City	21	14	35
Nkhata Bay	50	8	58
Likoma	3	1	4
Kasungu	60	7	67
Nkhotakota	37	5	42
Dowa	51	9	60
Ntchisi	20	1	21
Salima	35	6	41
Mchinji	28	5	33
Lilongwe City	55	37	92
Lilongwe Rural East	36	7	43
Lilongwe Rural West	53	8	61
Dedza	48	14	62
Ntcheu	39	14	53
Mangochi	62	16	78
Balaka	26	8	34
Machinga	43	5	48
Zomba Urban	13	2	15
Zomba Rural	34	8	42
Blantyre City	32	46	78
Blantyre Rural	47	15	62
Mwanza	9	10	19
Chikwawa	29	10	39
Nsanje	22	6	28
Chiradzulu	32	6	38
Thyolo	61	16	77
Mulanje	35	12	47
Phalombe	28	4	32
Neno	18	5	23
Total	1259	351	1610

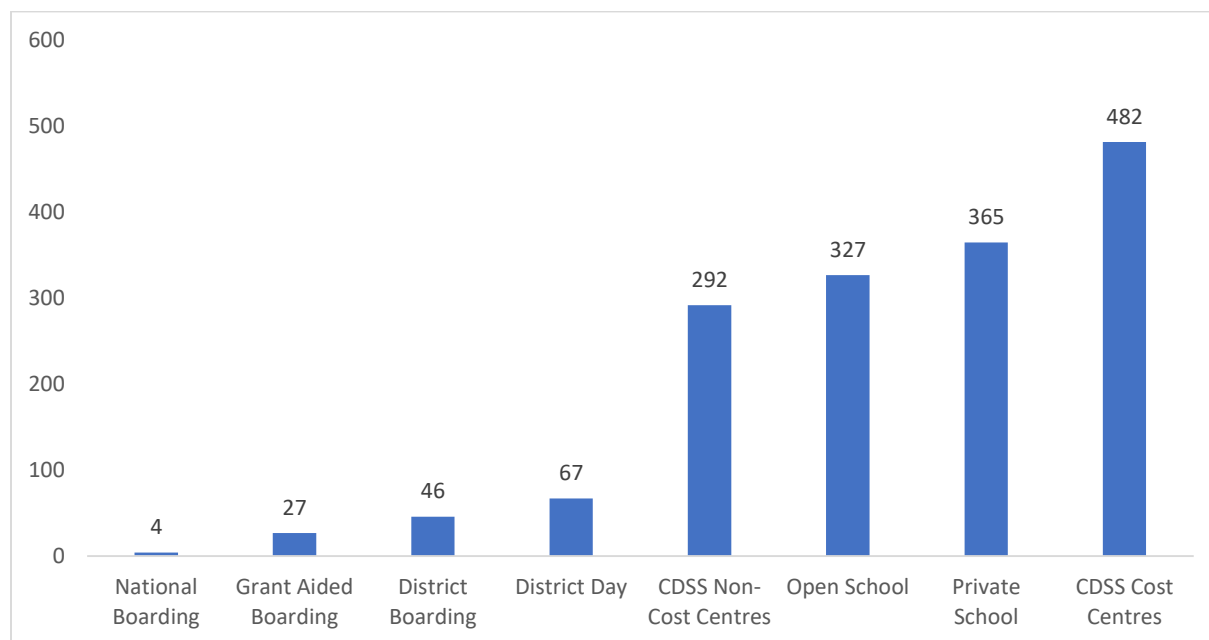
3.1.3 Secondary School Types

In terms of district, the results show that overall, Lilongwe city has the highest number of secondary schools at 92, while Likoma has the lowest number of secondary schools at 4. There are varying percentages of

public relative to private schools across the districts. In comparison to the previous academic year, Lilongwe city had the highest number of secondary schools but less than this academic year at 82 schools while the lowest was constant with only 4 secondary schools.

The census further collected data on the number of public schools by type. This is either Open Secondary School (OSS), CDSS non-cost centers, CDSS cost centres, district day, district boarding, grant aided boarding and national secondary schools.

Figure 54: Number of schools by school type

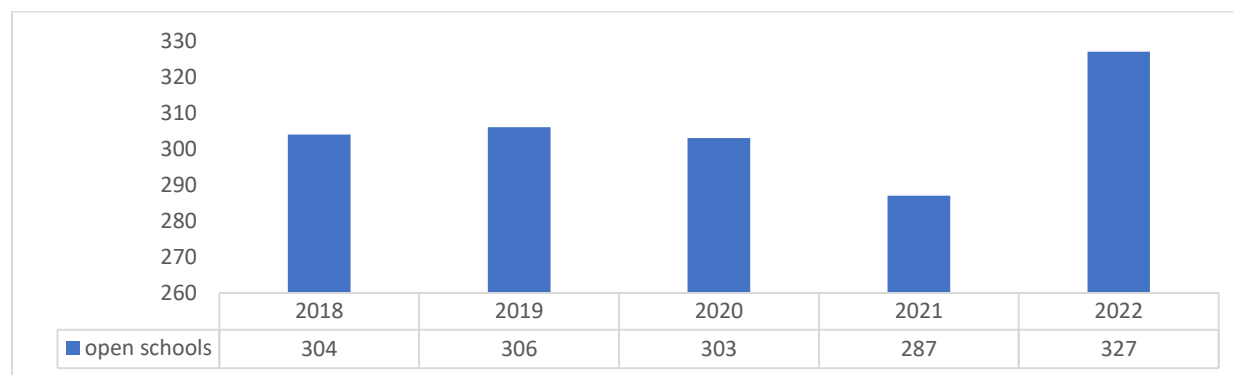


The Census reveals that there are more CDSS cost centers at 482 relative to the other school types. This is an increase from 480 CDSS cost centers in the previous academic year with the least number of secondary schools being the national boarding schools. In 2022 school year, Malawi had only 4 national boarding schools. The table below shows the government school type by district

3.1.3.1 Number of Open Day Secondary Schools

Open Day Secondary Schools (ODSS) complement the efforts of making secondary education accessible to whoever desires to enroll despite their age. These schools were formerly known as night schools and enroll students who were not formerly selected but managed to get a pass. The system uses the existing infrastructure in schools.

Figure 55: Trend in Number of Open Day Secondary Schools

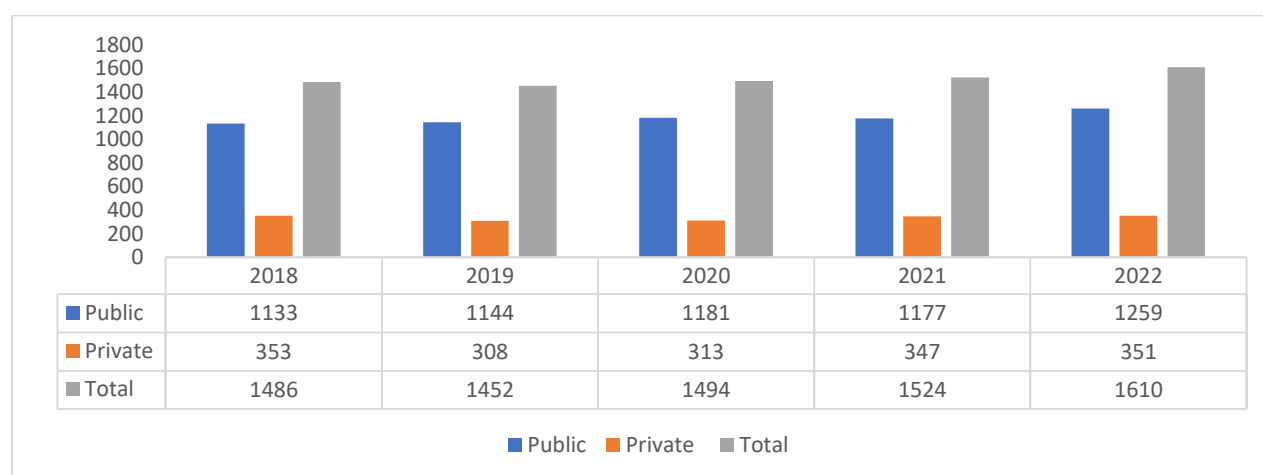


The figure above shows an increase in the number of open schools from 304 in 2018 to 306 in 2019. However, there was a decline from 303 schools in 2020 to 287 schools in 2021. Meanwhile, in 2022, there is an increase to 327 open day secondary schools.

3.1.4 Number of Secondary Schools

Transition rates from primary to secondary schools still remain on the lower side despite many efforts to increase access to secondary education. The government continues to construct secondary schools so that absorption rate of primary school graduates is increased at secondary school level. Figure below shows a trend in the number of secondary schools in Malawi across a period of 5 years.

Figure 56: Trend in the number of secondary schools in Malawi

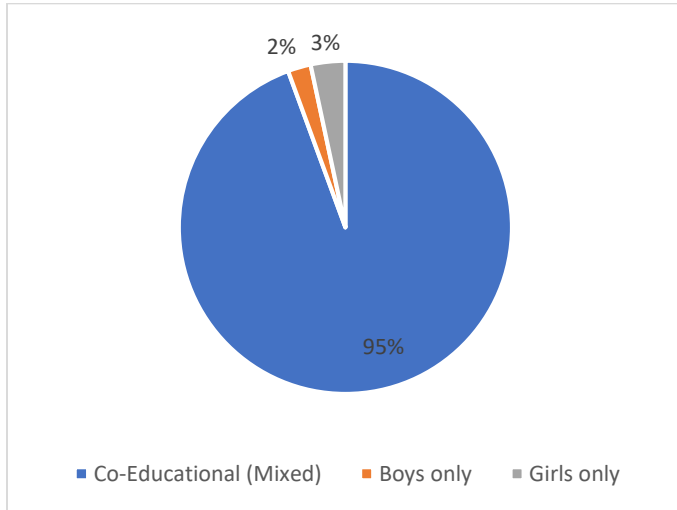


The number of public secondary schools has increased in the last five years from 1133 in 2018 to 1259 in 2022. In the same period, the number of private secondary schools decreased from an initial 353 in 2018 to 351 in 2022.

3.1.5 Secondary School Types of Institutions

The census further collected information on the number of schools by institution type. This is either co-education(mixed), boys only and girls only. Below are the results

Figure 57: Institutional type



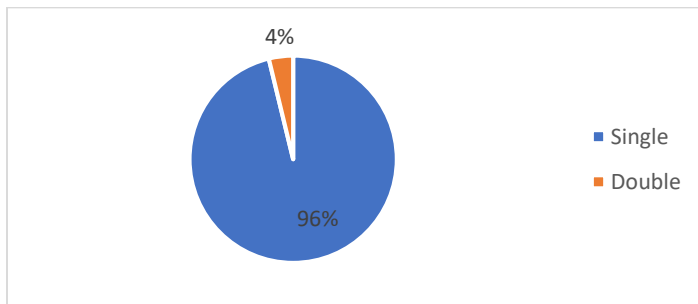
The results indicate that a majority of secondary schools in the country are co-educational at 95

3.1.6 School Shifts

To reduce learner congestion and to improve access to secondary schools, the Government introduced learning shifts in some secondary schools. The school shift was defined as;

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

Figure 58: Number of Schools by Schools by shift



The figure shows that the majority of secondary schools at 96 percent practice single shifts in their schools. On the other hand, 4 percent of secondary schools’ practice double shifts

percent. The census results further reveal that 3 percent of the secondary schools are girls only while 2 percent are boys only. The table below shows number of schools by institution type by district. The results show that Lilongwe city has the highest number of co-educational secondary schools at 86, while Likoma has the lowest number of co-educational schools at 4. The results further reveal that Dedza has the highest number of boys only schools at 5. While the highest girls only school was reported from Lilongwe rural west and Blantyre city with each having 5 of them.

3.1.7 Location and Accessibility During Rainy Season

3.1.7.1 Location

Schools from cities, districts and towns were regarded as urban, rural, semi-urban respectively. The results indicate 14 percent of the schools are in urban areas, while 7 percent of the schools are in semi-urban and the majority of the schools are in rural areas at 80 percent

3.1.7.2 Accessibility

One of the key elements which affect education systems is the availability of Teaching and Learning Materials (TLMs).s Timely delivery of these is paramount in delivery of services at school level. The census sought to find out how many schools are accessible during the rainy season. The table below shows accessibility of schools by district and location and district.

Table 27: 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	Is School Accessible By Road During Rainy Season	Is School Accessible By Road During Rainy Season	Is School Accessible By Road During Rainy Season	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	Total	Yes	No	Total	Yes	No	Total
Chitipa	0	0	0	31	11	42	0	0	0
Karonga	0	0	0	47	3	50	7	0	7
Rumphi	0	0	0	34	6	40	2	0	2
Mzimba North	0	0	0	53	6	59	6	0	6
Mzimba South	0	0	0	62	10	72	0	0	0
Mzuzu City	34	1	35	0	0	0	0	0	0
Nkhata Bay	0	0	0	46	9	55	3	0	3
Likoma	0	0	0	3	1	4	0	0	0
Kasungu	0	0	0	46	10	56	10	1	11
Nkhotakota	0	0	0	39	3	42	0	0	0
Dowa	0	0	0	41	6	47	13	0	13
Ntchisi	0	0	0	10	5	15	5	1	6
Salima	0	0	0	30	7	37	4	0	4
Mchinji	0	0	0	25	1	26	7	0	7
Lilongwe City	92	0	92	0	0	0	0	0	0
Lilongwe Rural East	0	0	0	34	9	43	0	0	0
Lilongwe Rural West	0	0	0	54	7	61	0	0	0
Dedza	0	0	0	38	14	52	9	1	10
Ntcheu	0	0	0	34	12	46	7	0	7
Mangochi	0	0	0	55	13	68	9	1	10
Balaka	0	0	0	28	6	34	0	0	0
Machinga	0	0	0	40	4	44	4	0	4
Zomba Urban	15	0	15	0	0	0	0	0	0
Zomba Rural	0	0	0	30	12	42	0	0	0
Blantyre City	78	0	78	0	0	0	0	0	0
Blantyre Rural	0	0	0	49	13	62	0	0	0
Mwanza	0	0	0	13	3	16	3	0	3
Chikwawa	0	0	0	31	8	39	0	0	0
Nsanje	0	0	0	22	6	28	0	0	0
Chiradzulu	0	0	0	26	7	33	5	0	5
Thyolo	0	0	0	50	18	68	8	1	9
Mulanje	0	0	0	38	9	47	0	0	0
Phalombe	0	0	0	26	6	32	0	0	0
Neno	0	0	0	7	16	23	0	0	0
Total	219	1	220	1042	241	1283	102	5	107

The results established that in urban areas all schools but one are accessible during the rainy season. The results further show 19 percent of the rural secondary schools were in accessible during the rainy season

while 81 percent were accessible while in semi urban areas 5 of the 102 secondary schools are not accessible during the rainy season.

Supervisory and Inspection Visits

Supervisory and inspection is mostly concerned with ensuring quality of education delivery. Inspection and supervisory reports mostly evaluate if a school has improved at any given time compared to the last inspection/supervisory report on quality of teaching, how well pupils learn and how well teachers assess pupils' work.

Table 29: Number of Supervisory Visits

	Term 1		Term 2		Term 3	
	Number of Supervisory visits previous year	Number of schools visited Percentage	Number of schools visited Percentage	Number of schools visited Percentage	Number of schools visited Percentage	Number of schools visited Percentage
One	239	15%	215	13%	196	12%
Two	29	2%	44	3%	32	2%
Three	16	1%	14	1%	11	1%
More Than Three	7	0%	9	1%	14	1%
None	1319	82%	1328	82%	1357	84%
Total	1610	100%	1610	100%	1610	100%

The table above shows the number of supervisory visits secondary schools had per term. The results reveal that in the first term majority of the schools (82 percent) didn't have supervisory visits . The situation remained the same in second term where the results show that 82 percent of the schools didn't have supervisory visits and in the third term up to 84% of the schools did not have any supervisory visit. The table that follows shows number of schools that were inspected and how many times this was done.

Table 30: Number of Schools Visited by Inspectors

	Term 1		Term 2		Term 3	
	Number of Inspection visits previous year	Number of Schools Visited Percentage	Number of Schools Visited Percentage	Number of Schools Visited Percentage	Number of Schools Visited Percentage	Number of Schools Visited Percentage
One	172	11%	168	10%	159	10%
Two	17	1%	32	2%	23	1%
Three	12	1%	9	1%	6	0%
More Than Three	3	0%	4	0%	5	0%
None	1406	87%	1397	87%	1417	88%
Total	1610	100%	1610	100%	1610	100%

The results show that 87 percent of schools were not inspected in the first term, the situation remained the same in the second term and the figure rose slightly to 88 percent in the third term. As earlier indicated these visits ensure quality standards of education are adhered to. As such it is important to make sure the number of inspectorate visits are increased to make sure quality education is being delivered in the country’s secondary schools. This has a huge bearing on education standards, student performance as well as teachers maintaining quality teaching practices.

3.1.8 Community Participation and External Assistance

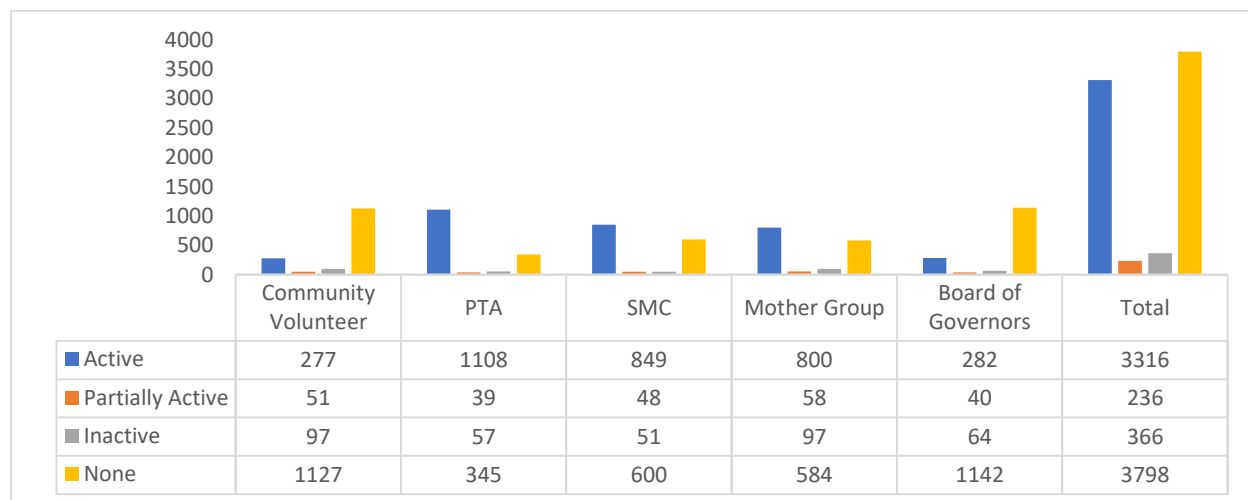
3.1.8.1 Community Participation

Community participation greatly involves members of villages or areas within the school catchment to be taking part in decision making and supporting secondary school management. The census looked at the involvement of school stakeholders like PTA, SMC, Mother groups, Board of Governors and Community volunteers.

Almost all schools reported to having these school bodies as part of their management structures. Mostly, it is believed that availability of these groups at school improves transparency and accountability of various issues at school. Level of involvement is judged by how many times these school bodies meet to plan for and implement their roles in the school management.

The census sought to find out how active the different community groups are in the respective schools. The results are as shown in the figure below.

Figure 59: Activeness In Community Participation



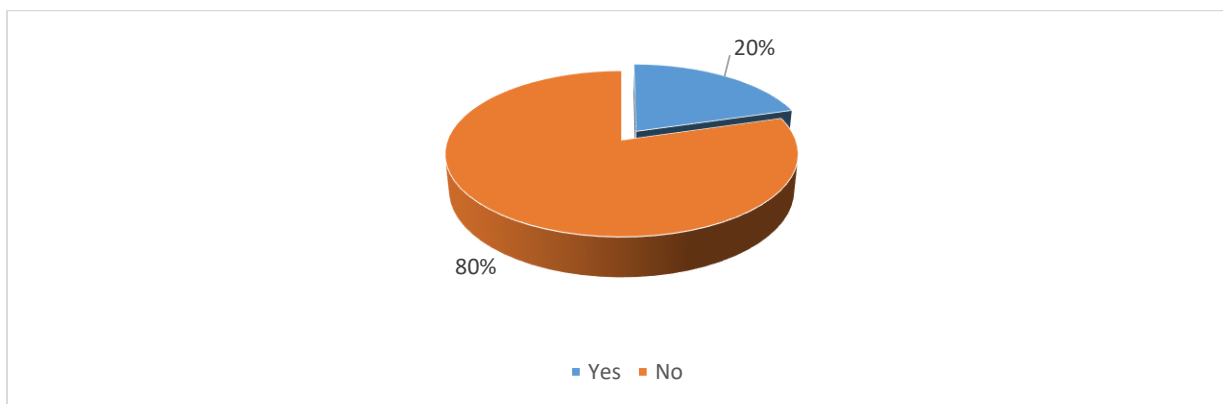
The results indicate that even though schools have these community groups the majority of them are inactive. The results further reveal most schools reported PTA as the most active group followed by the

SMC, then Mother group followed by the Board of Governors and lastly community volunteers. School board of governors was reported as the most inactive community group followed by community volunteer.

3.1.8.2 External Assistance

This is monetary or non-monetary assistance a school gets outside the government’s normal financial assistance. Such type of assistance might come from NGO’s, development partners in education, politicians, church leaders, companies (as their corporate social responsibility) and individuals. This type of assistance is there to ensure that the secondary schools produce quality education

Figure 60: Secondary Schools external assistance



The results reveal that 80 percent of the schools did not receive any external assistance. While 20 percent of the schools reported to have received external assistance

3.2 Secondary School Student Information

This section provides information on students in secondary schools with respect to enrollment, orphan hood, dropout, repetition and transfer. The section aims at establishing learner demographics and other learner related information such as;

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

3.2.1 Secondary School Enrolment

The 2022 annual school census captured enrolment by division, form, grade, ownership and gender to establish pupil distribution for better planning and allocation of school teaching and learning material as well as financial support from government and other stakeholders.

Table 31: Number of students by Sex, proprietor and form

Form	Sex	Private	Public	Grand Total
Form 1	Male	11365	49393	60758
	Female	11544	48929	60473
Form 2	Male	11620	47150	58770
	Female	11646	45908	57554
Form 3	Male	10704	40171	50875
	Female	10849	36397	47246
Form 4	Male	12914	41912	54826
	Female	12645	37955	50600
Total		93287	347815	441102

The results above shows that the total enrolment for secondary schools was at 441102. This represents a 12 percent increase from the previous academic year where enrolment was 392229. Looking across proprietorship, the highest number of learners was registered in public schools while the least number was registered were in private schools. Further, the results show that there were more male students enrolled in secondary schools relative to female students. Across forms the results indicate form 1 had the highest enrolment, followed by form 2, while form 3 registered the lowest student enrolment.

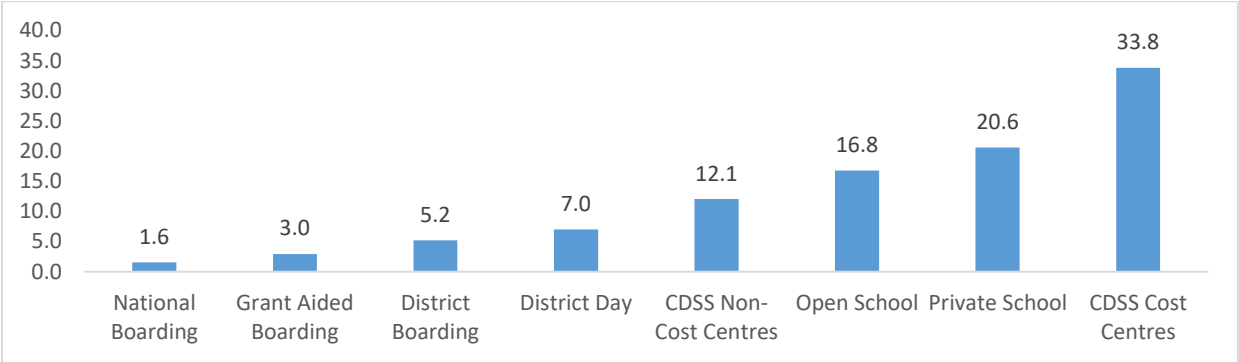
The official secondary school going age is 14-17 years. The 2022 annual school census collected data on the distribution of students across forms by their ages. The results are as shown in the table below

Table 32: Secondary school age distribution

	Form 1		Form 2		Form 3		Form 4		TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	
Under12	184	304	17	41	2	25	0	3	576
12	1780	2209	371	475	62	91	67	67	5122
13	6290	8174	1866	2467	294	322	61	94	19568
14	12355	14492	6631	8529	1467	2272	453	455	46654
15	13778	15030	11900	13874	5654	6680	1782	2209	70907
16	12044	11135	14113	14430	10495	11361	5431	6446	85455
17	7735	5410	11081	9722	12245	11755	10415	11695	80058
18	3802	2103	7025	4744	9729	7485	12558	12034	59480
19	1556	782	3433	1789	5655	3750	9862	8220	35047
20	591	354	1300	807	2825	1746	6758	4479	18860
21	193	138	476	263	1144	707	3361	2001	8283
22	71	26	176	75	470	306	1801	1085	4010
23	22	17	65	45	197	157	831	575	1909
24	15	1	15	6	105	87	502	325	1056
25	1	0	9	9	103	73	250	237	682
Over 25	341	298	292	278	428	429	694	675	3435
Total	60758	60473	58770	57554	50875	47246	54826	50600	441,102

The proportion of the official secondary school going age relative to the similar age group in the population will be demonstrated later in the report. However, the results displayed in the table above indicates that the highest number of students is of age 16 which is within the official school going age. Unlike the 2020/21 academic year, where age 25 had the lowest enrolment, the under 12 age group registered the lowest enrolment in the 2022 school year at 576. The figure below shows 2022 secondary school enrolment percentage distribution by school type

Figure 62: Percentage of Secondary School Enrolment By School Type



The results reveal that CDSS non cost centres had the highest student enrolment percentage at 33.8 percent while National Boarding Schools had the lowest enrolment at 1.6 percent of the total enrolment percentage. This could be attributed to the respective number of schools of each type as discussed earlier. The below table shows enrolment distribution by school type. **The Table below is showing the 2022 secondary schools enrolment by district, form and sex**

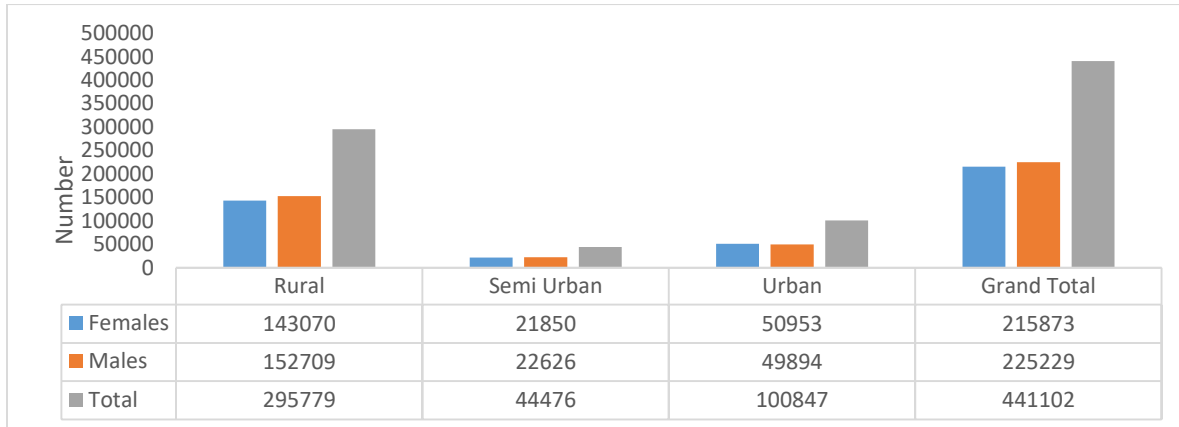
Table 33: Enrolment by Form and district

District	Form 1		Form 2		Form 3		Form 4		TOTAL
	Male	Female	Male	Female	Male	Female	Male	Female	
Balaka	1400	1236	1324	1364	1176	1159	1053	1101	9813
Blantyre City	2906	3066	3059	3201	3257	3507	3592	3669	26257
Blantyre Rural	2241	2076	2281	1981	1684	1369	1905	1462	14999
Chikwawa	1428	1329	1430	1364	1294	1256	1329	1105	10535
Chiradzulu	1581	1276	1464	1152	1223	854	1192	794	9536
Chitipa	1266	1316	1210	1245	1031	1078	1384	1280	9810
Dedza	2646	2281	2379	2040	2284	1511	2133	1615	16889
Dowa	2366	2367	2248	1974	1961	1547	2332	1747	16542
Karonga	1964	1979	1948	1956	1579	1593	1902	1859	14780
Kasungu	2475	2657	2265	2531	1969	1972	2112	2030	18011
Likoma	128	174	117	198	129	76	79	79	980
Lilongwe City	4244	4512	4426	4644	4015	4066	4586	4714	35207
Lilongwe Rural East	1881	1560	1829	1564	1546	1283	1514	1350	12527
Lilongwe Rural West	2465	2637	2751	2638	2041	1799	2421	2418	19170
Machinga	1600	1685	1545	1558	1396	1269	1389	1349	11791
Mangochi	2320	2931	2216	2625	1718	1955	1711	1998	17474
Mchinji	1307	1410	1546	1624	1208	1188	1589	1333	11205
Mulanje	1830	1885	1774	1836	1705	1709	1632	1478	13849
Mwanza	711	604	647	559	552	424	575	515	4587
Mzimba North	1890	2272	1739	1995	1287	1513	1522	1627	13845
Mzimba South	2139	2191	2117	1935	1726	1489	1821	1642	15060
Mzuzu City	1687	1958	1668	1993	2060	2131	2072	2131	15700
Neno	584	652	516	550	334	369	363	412	3780
Nkhata Bay	1591	1568	1426	1367	1208	1240	1196	1242	10838
Nkhotakota	1724	1550	1406	1373	1239	1091	1285	1088	10756
Nsanje	1224	1000	1110	931	916	648	1001	749	7579
Ntcheu	2176	2074	2156	2072	1742	1624	2062	1747	15653
Ntchisi	914	917	747	747	634	486	669	599	5713
Phalombe	1272	1066	1213	1075	996	867	1070	905	8464
Rumphi	1348	1250	1348	1134	1153	877	1156	1060	9326
Salima	1530	1536	1310	1401	1058	952	1232	1186	10205
Thyolo	2783	2636	2694	2373	2160	1843	2132	1830	18451
Zomba Rural	1950	1819	1711	1590	1551	1568	1709	1550	13448
Zomba Urban	1187	1003	1150	964	1043	933	1106	936	8322
Grand Total	60758	60473	58770	57554	50875	47246	54826	50600	441102

The results above are similar to the 2020/21 academic year where Lilongwe city recorded the highest secondary school enrolment at 275953, the district has also recorded the highest enrolment at **35207** in the 2022 schools year. Similarly Likoma has registered the lowest enrolment at 980 students

The 2022 annual school census further collected enrolment by the school location. As shown in the figure below, the results reveal enrolment was the highest in rural schools at 67.1 percent, followed by urban schools at 22.9 percent and finally semi urban schools at 10.1.

Figure 63: Number of Secondary School Learners by Location and Sex



The results further reveal higher Male enrollment relative to females in rural and semi urban schools while female enrolment is slightly higher in urban schools relative to Male students. Enrolment was further collected by education division. As the results in the figure below reveal, The Central West education division registered the highest enrollment at 110651 with the Shire highlands education division registering the lowest enrollment 50300

Figure 65: Secondary school enrolment by division

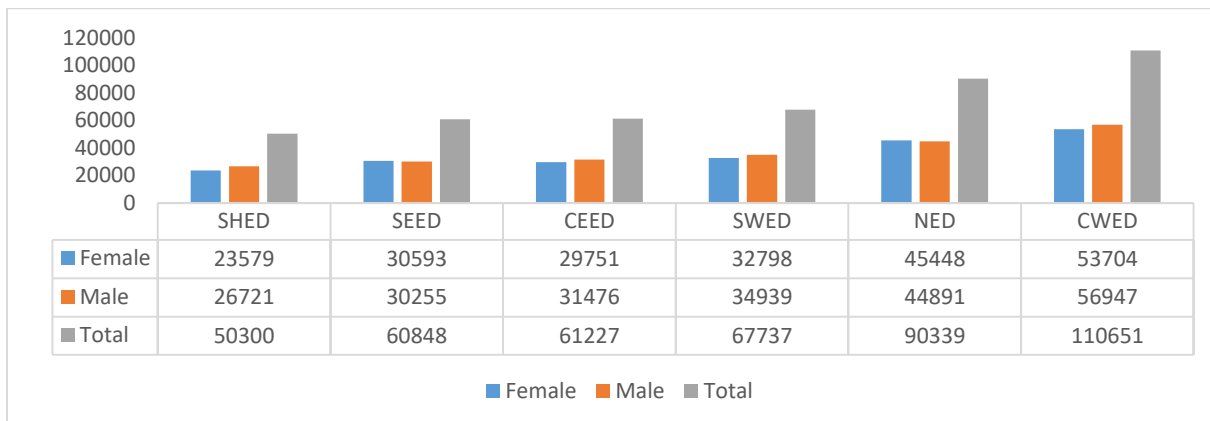


Table 35: Enrolment by subject

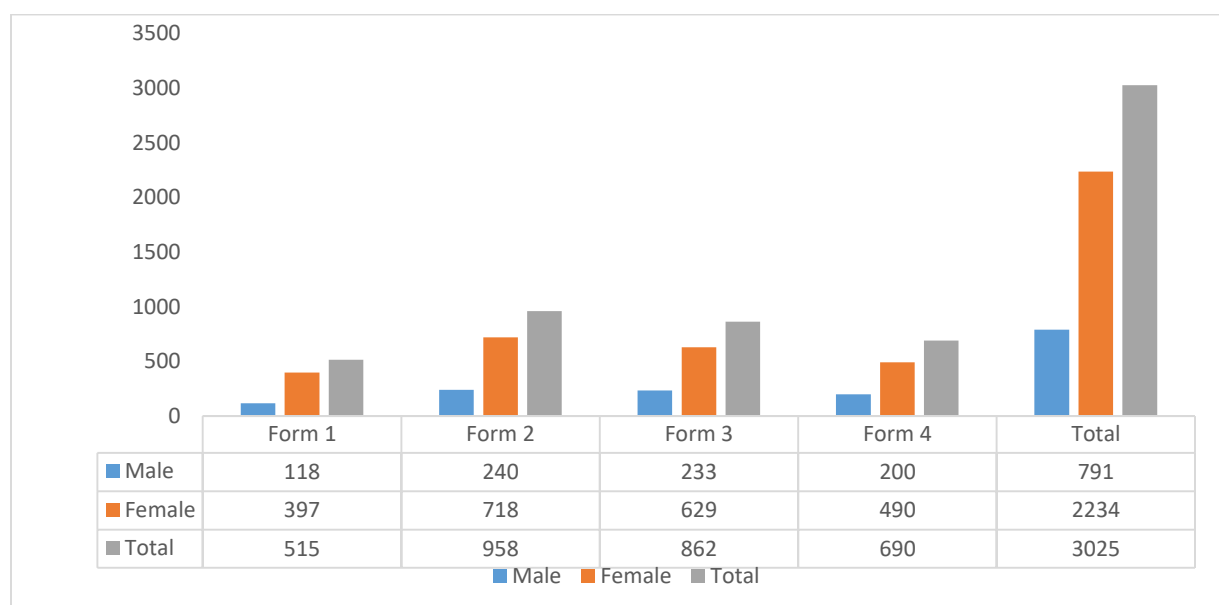
Subject	Form 1		Form 2		Form 3		Form 4		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
English	60271	60119	58805	56755	50478	46815	56185	51674	441102
Mathematics	60824	60048	58658	56662	50377	46743	56140	51650	441102
Chichewa	61211	59991	58708	56656	50009	46321	55101	50942	438939
Agriculture	59922	60408	58318	56363	49400	45629	53373	49180	432593
Biology	60659	60716	58807	56730	49656	45743	54434	50021	436766
Geography	58554	57964	55983	54215	41490	38139	41867	38853	387065
History	51635	51421	49470	47440	32000	29556	29778	27413	318713
Bible Knowledge	32910	33091	31285	30835	20073	18818	17270	16714	200996
Computer Studies	9084	8936	8148	7693	5700	5540	5403	5310	55814
Social studies	53980	54501	52413	50593	37196	34501	35789	33755	352728
Life Skills	53953	54502	52440	50521	36184	33762	35980	34346	351688
Home Economics	3867	4718	2886	3485	2175	2710	1652	2286	23779
Physics	57993	58325	56290	54274	39814	35869	38006	34571	375142
Chemistry	58158	58780	55949	54899	39530	35932	37919	33455	374622

As is expected, the results in the table above indicates that all students were studying English and mathematics as these are core subjects and all students are supposed to study them. However, number of students varied across all other subjects with home economics registering the least number of students studying the same.

3.2.2 Re-admitted Students in Secondary Schools

The 2022 census collected information on students that were readmitted to school after dropping out. The figure below shows the number of students readmitted in the 2022 school year by form and sex.

Figure 66: Number of re-admitted students by form and sex



The results of the census reveal that a total of 3025 students were readmitted into secondary schools across the country. This is a drop from 6080 students that were readmitted to secondary schools in the 2020/21 academic year. Of these, that returned to school in 2022, 78 percent of were girls while 22 percent were boys. The results further indicate most students were readmitted in form 2 with the least readmissions reported in form 1.

The results show that Ntcheu readmitted the highest number of students at 194 while Likoma readmitted the least number of students at only 14.

3.2.3 Orphanhood and Vulnerability in Secondary Schools

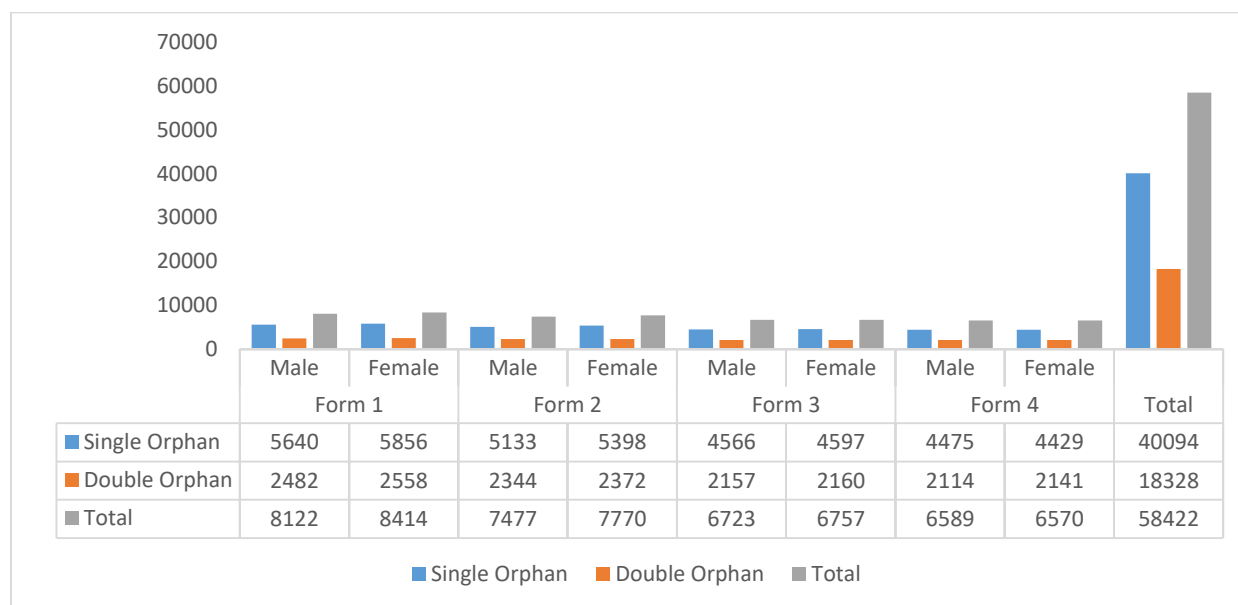
3.2.3.1 Secondary School Orphans

The school census categorizes orphans into two;

- (i) Single orphan - where a single parent is dead
- (ii) Double orphan- where both parents are dead

About 13.2 percent (58422 Students) of secondary enrolment were reported as orphans. This figure has slightly reduced from 59276 orphans reported in the previous year. The figure 47 below depicts a graphical presentation of orphans by form, sex and type of orphan hood.

Figure 67: Orphans by form, sex and type of orphan hood

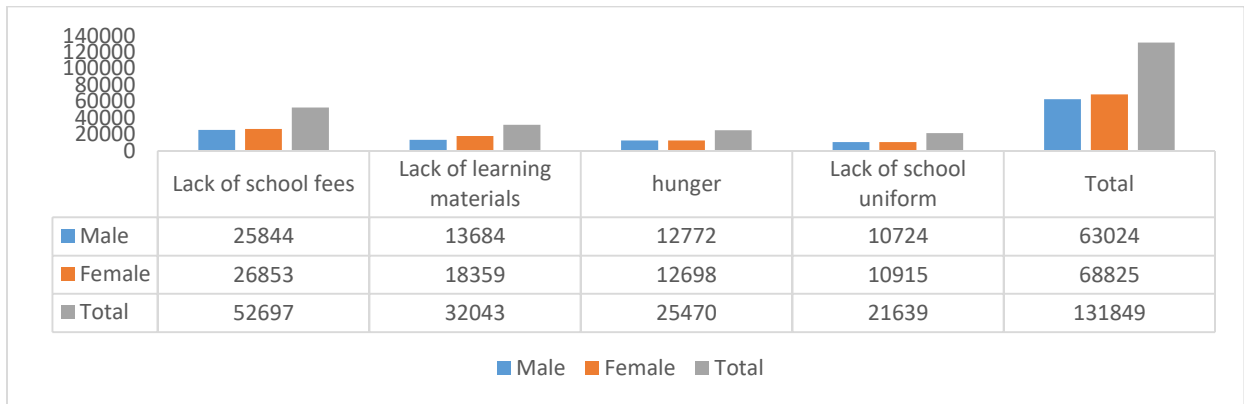


The results above show that across gender and forms, there are more single orphans relative to double orphans. The results also reveal that there are slightly more female student orphans relative to their male counterparts across all forms except form 4. The two tables that follow below show the number of orphans by district, form and sex.

3.2.3.2 Vulnerable Students in Secondary School

These are children lacking basic needs and parental care for their learning. The 2022 annual school census collected number of vulnerable students by their sex and form. The table below shows these results by sex and type of vulnerability.

Figure 68: Vulnerable students by sex and type of vulnerability

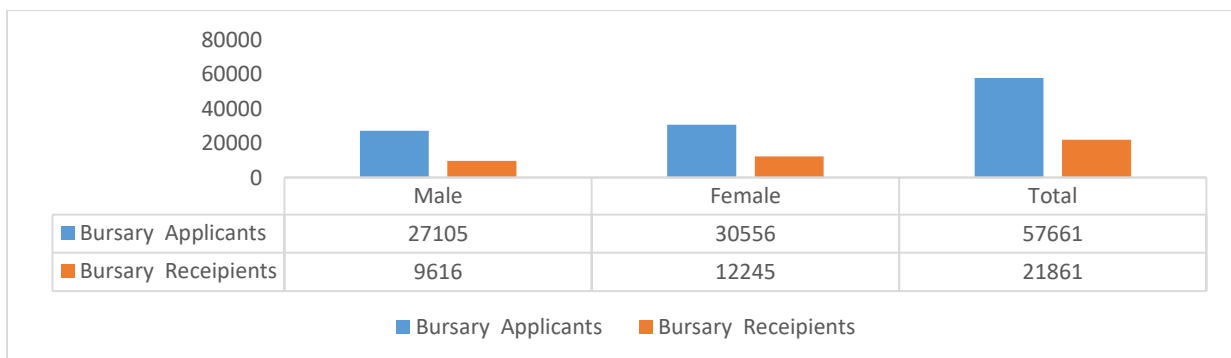


The results above show that a total of 131849 students were reported as vulnerable representing 30 percent of the total student enrolment in the 2022 academic year which is an increase from the 2020/21 academic year where vulnerable students were 14 percent of the total student enrolment. In terms of vulnerability type, the highest (40 percent) were lacking fees while the least vulnerable group (16 percent) were lacking school uniform.

3.2.4 Student Bursaries in Secondary School

Bursary is broadly defined as a non-monetary support given to vulnerable students that meet a specific financial eligibility criterion. Bursaries assist vulnerable students who lack non-monetary support to enable them to attend school. The 2022 annual school census collected data on the number of students who applied and who actually received the bursaries in the academic year.

Figure 69: Students who applied and received bursaries by form and sex.



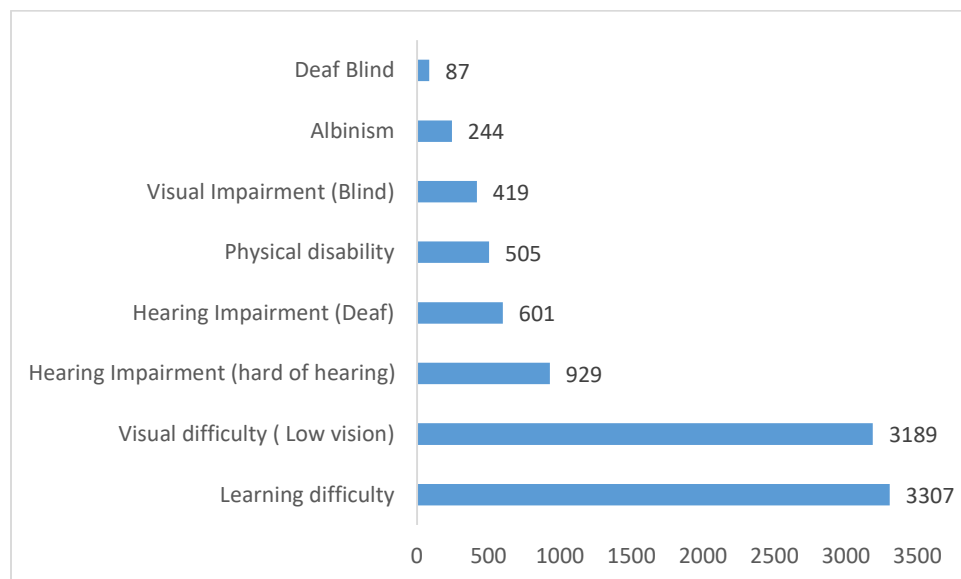
The results show that a total of 57661 students applied for bursary in the 2022 academic year and of these, 21861 received the bursaries representing 37.9 percent. This is a drop from the 2020/21 academic where only 49.7 percent of students that applied for bursary received the same. Of the students that applied for bursary, 53 percent were female while 47 percent were males. On the other hand, out of those students that received bursaries, 56 percent were females while 44 percent were males.

The results show a similar situation across districts where number of students that received bursaries are less than those that applied. It is important to accelerate efforts to increase the number of students that access bursaries.

3.2.5 Special Needs Students in Secondary School

The 2022 annual school census collected information on the number of students with special needs by form and their specific disability. The figure below shows the results by type of impairment.

Figure 70: Students with special needs by type of disability



The results reveal that 9281 secondary school students were reported as special needs in the 2022 academic year. This represents 2.1 percent of the total student enrolment. Of the reported students with learning needs, the majority (36 percent) had learning difficulty, followed by those with visual impairment (34 percent). Deaf-blind was the least group making up about 1 percent of the total secondary school students with impairments. The table below shows students with impairment by sex, form and type of impairment

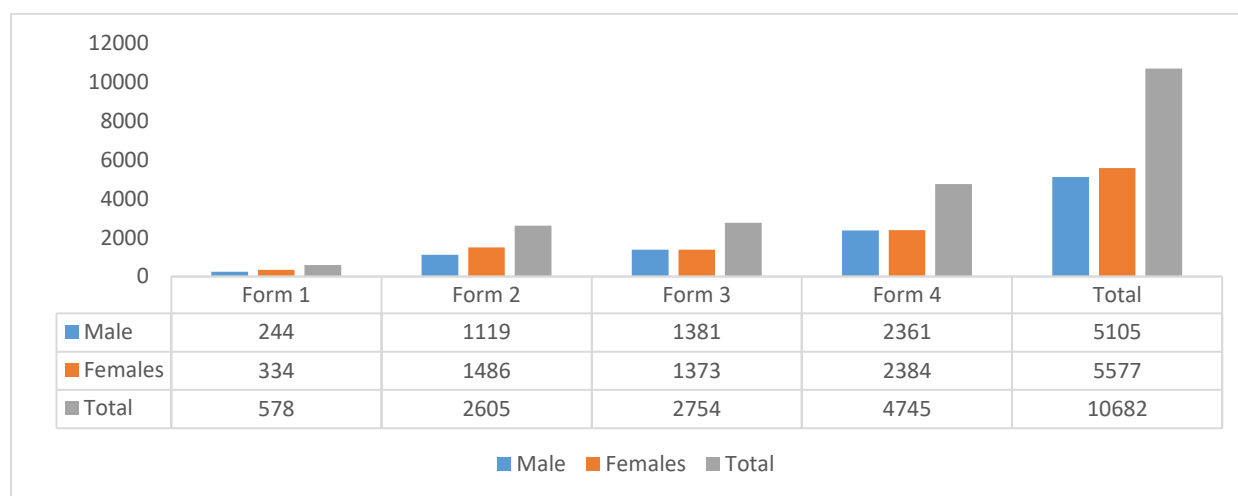
Table 36: Students with Impairment by Sex and Form

Impairment	Form 1		Form 2		Form 3		Form 4		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Learning difficulty	464	456	504	483	304	295	385	416	3307
Visual Impairment (Blind)	51	36	49	50	62	42	73	56	419
Visual Impairment (low vision)	428	484	386	422	309	359	363	438	3189
Hearing Impairment (Deaf)	79	69	108	120	49	46	64	66	601
Hearing Impairment (Hard of hearing)	138	153	116	133	117	90	93	89	929
Deaf-blind	0	2	0	2	3	4	73	3	87
Physical disability	82	69	94	82	68	38	6	66	505
Albinism	41	49	21	31	23	16	34	29	244
Total	1283	1318	1278	1323	935	890	1091	1163	9281

3.2.6 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 for a second, third time or more. 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 pupil-teacher ratio and costs. The 2022 annual school census collected the number of repeaters in secondary schools.

Figure 71: Repeaters by Form and Sex



The results indicate that a total of 10682 students were repeating a particular class in the 2022 academic year and of these, 5105 were males and 5577 were females. Form 4 had the most number of repeaters at 4745 while form 1 had the least number of repeaters at 578. The table below further shows repeaters by sex, form and type of secondary school

Table 371: Repeaters by form, sex and type of school

Type of School	Form 1		Form 2		Form 3		Form 3		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
National Boarding	0	0	3	2	1	1	3	0	10
Grant Aided Boarding	0	9	0	0	9	15	0	0	33
District Boarding	4	6	16	16	10	13	10	15	90
District Day	7	6	14	25	19	33	16	17	137
CDSS Cost Centers	55	103	275	418	220	237	265	279	1852
CDSS Non-Cost Centers	56	71	258	354	137	109	214	221	1420
Open School	36	28	346	391	405	382	914	862	3364
Private School	86	111	207	280	580	583	939	990	3776
Total	244	334	1119	1486	1381	1373	2361	2384	10682

As shown in the table above, private schools reported the most number of repeaters at 3776 followed by open schools at 3364. National boarding secondary school reported the least number of student repeaters in the 2022 academic year with 10 student repeaters.

3.2.7 Secondary School Dropouts

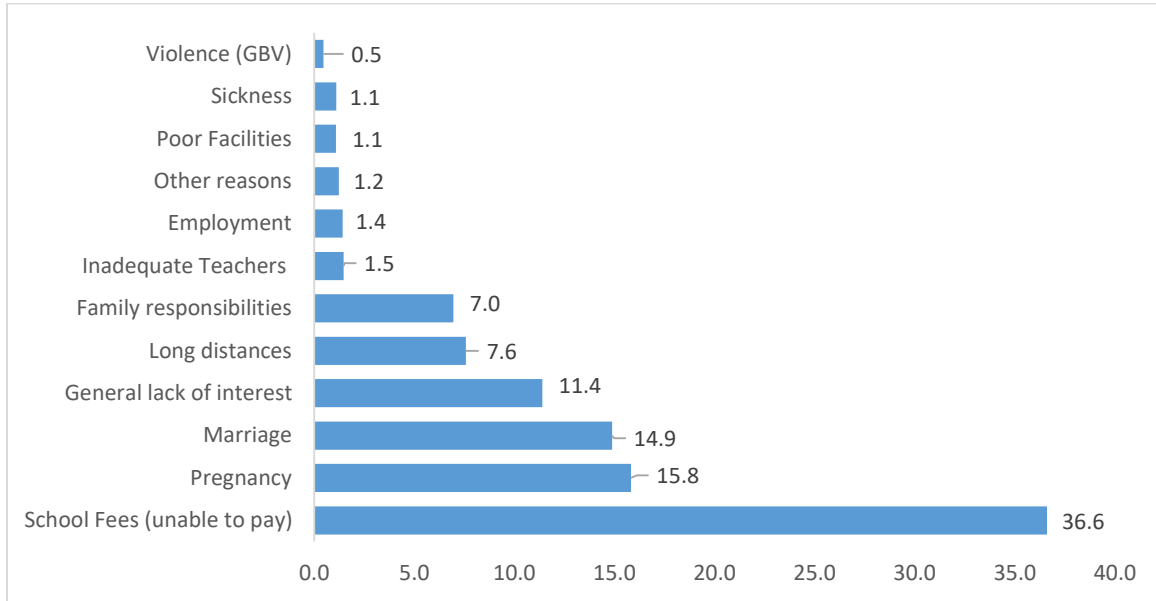
A student that leaves school before completing a particular academic year is regarded as drop-out. This data is found by comparing results from previous school year of 2020/21. The table below shows the number of dropouts by form, sex and reason for dropping out.

Table 38: Dropouts by form, sex and reason

Drop-out reason	Form 1		Form 2		Form 3		Form 4		Total
	M	F	M	F	M	F	M	F	
Family responsibilities	179	241	182	239	161	225	177	200	1604
Pregnancy		796		1149		931		775	3651
Marriage	159	454	252	742	276	726	238	586	3433
School Fees (unable to pay)	1403	1286	1171	1128	957	916	817	767	8445
Employment	76	4	36	23	55	42	58	33	327
Sickness	30	20	31	44	33	38	28	29	253
Poor Facilities	40	34	21	32	26	36	26	34	249
Inadequate Teachers	38	36	35	35	60	55	47	32	338
Long distances	348	388	179	228	132	196	135	140	1746
Violence (GBV)	9	11	25	5	18	12	17	8	105
General lack of interest	374	313	378	308	369	295	335	256	2628
Other	43	29	57	29	37	48	22	19	284
Total	2699	3612	2367	3962	2124	3520	1900	2879	23063

There were a total of 23063 dropouts in the 2020/21 academic year. This is a drop from 29122 reported in the 2019/20 academic year. Of these, 13973 were female students representing 61 percent while 39 percent dropouts were male students. The percentage distribution of dropout by reason is shown in the figure below

Figure 72: Percentage distribution of dropout reasons

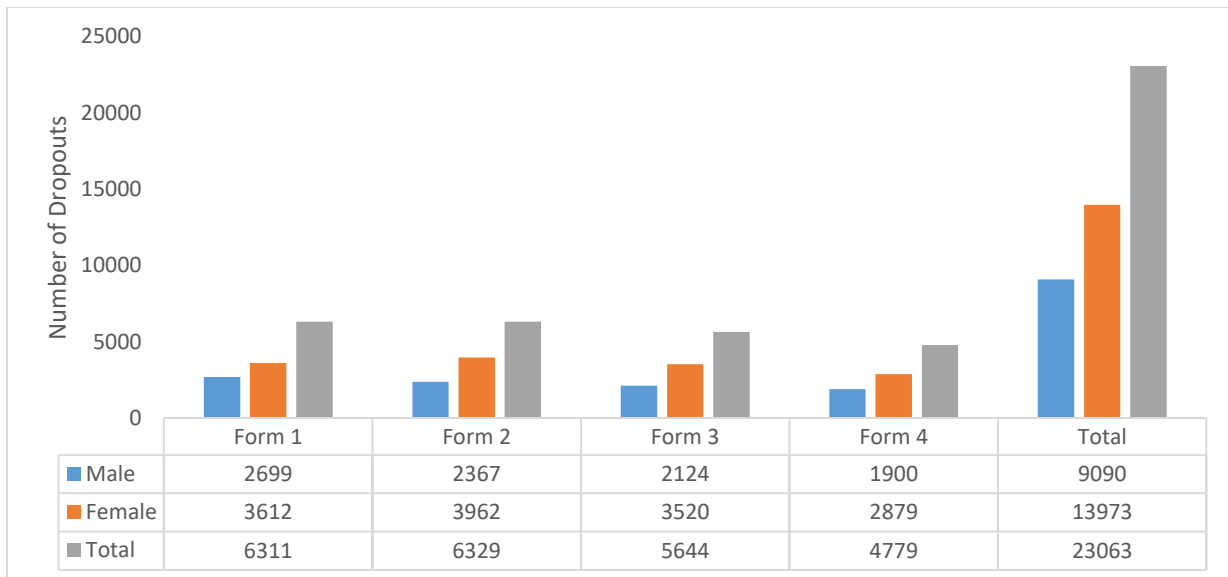


The results reveal that 36.4 percent of the students that dropped out did so because they could not afford to pay school fees while 15.8 percent of the girls dropped out due to pregnancy. Violence (GBV) accounted for 0.5 percent of all secondary school dropouts

3.2.7.1 Secondary School Dropouts by Sex and Form

The figure below summarizes the distribution of dropouts by Form and sex.

Figure 73: Dropouts by Form and sex



The figure above shows that dropouts were highest in form 2 at 6329 and the lowest in form 4 at 4779. The results further show 61 percent of the dropouts were females while 39 percent were males. Further to this,

more female student's dropouts were reported across all forms relative to males.

3.2.8 Secondary School Transfers

Transfers show learner migration across districts and education divisions. Learner migration affects districts budgets in either positive or negative way. In the census, transfers were categorized as transfers in and transfers out.

Table 39: Distribution of Transfers' in and out by Districts

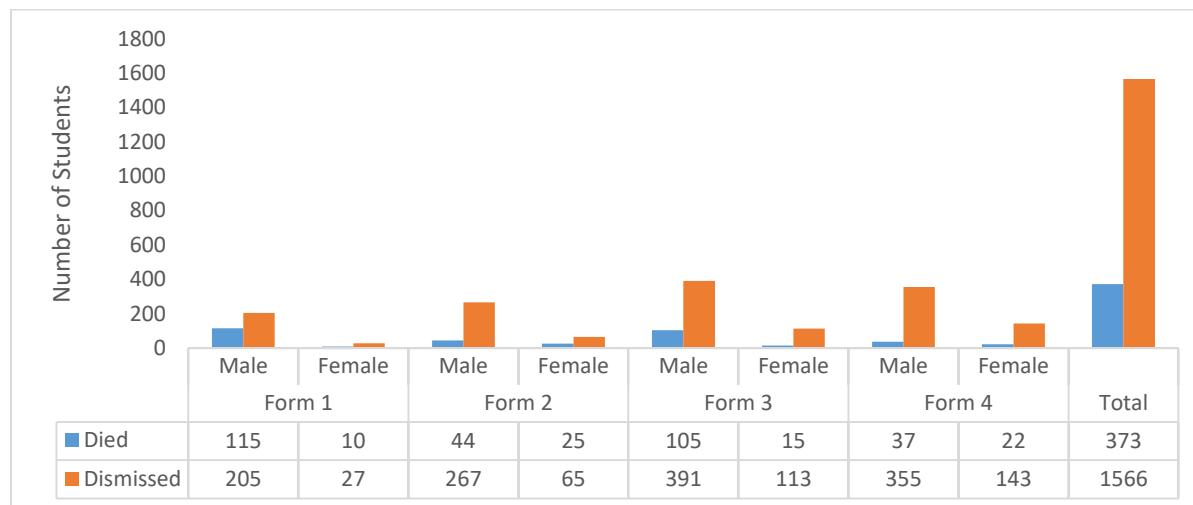
District	Tranfers In	Tranfers Out	Net
Chitipa	265	165	100
Karonga	818	463	355
Rumphi	629	347	282
Mzimba North	808	611	197
Mzimba South	1116	720	396
Mzuzu City	678	405	273
Nkhata Bay	514	475	39
Likoma	14	41	-27
Kasungu	816	527	289
Nkhotakota	219	191	28
Dowa	600	482	118
Ntchisi	130	83	47
Salima	387	131	256
Mchinji	437	377	60
Lilongwe City	1661	1036	625
Lilongwe Rural East	569	495	74
Lilongwe Rural West	806	496	310
Dedza	794	585	209
Ntcheu	735	766	-31
Mangochi	465	356	109
Balaka	194	176	18
Machinga	456	239	217
Zomba Urban	244	197	47
Zomba Rural	451	341	110
Blantyre City	2240	868	1372
Blantyre Rural	773	541	232
Mwanza	287	72	215
Chikwawa	505	304	201
Nsanje	266	175	91
Chiradzulu	351	266	85
Thyolo	598	409	189
Mulanje	498	352	146
Phalombe	117	69	48
Neno	85	102	-17
Total	19526	12863	6663

The above shows that most districts except Neno, Ntcheu and Likoma received more students than those who were transferred away from schools. This has an effect on resources in the recipient schools.

3.2.9 Students dismissed and deaths

The 2022 annual school census collected information on the number of students that died and those that were dismissed from school in the previous school year 2020/21.

Figure 74: Students Dismissed and Deaths By Form And Sex



The results show that 1566 students were dismissed from school in the previous school year. Of these, the highest at 40 percent were in form 4. Furthermore, a total of 373 students died in the last school year and this is a rise from 215 students who died in the year 2019/20 school year. By sex, more male students were dismissed from school and died relative to their female counterparts across all forms.

3.3 Secondary School Teaching and Learning Materials

3.3.1 Secondary School Teachers

The performance of students in secondary schools is affected by many factors including class environment, teacher’s ability in delivering lessons and economic characteristics of the household where a student comes from. The School Census captured the total number of teachers in secondary schools by division and gender to establish their percentage distribution.

The Table below shows that in 2022, there were a total of 16757 secondary school teachers across all education divisions, a 4 percent increase from the previous year. Across education divisions, CWED registered the highest number of teachers at 4023 while the least number of teachers were registered in SHED at 2055.

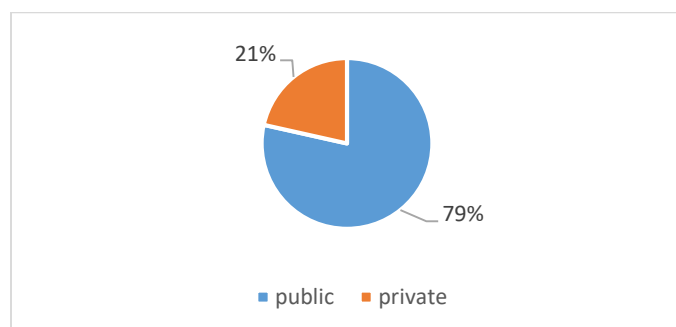
Table 40: Total Number of Secondary School Teachers by division and sex

Division	Sex		Total	Percentage	
	MALE	FEMALE		Male	Female
NED	2397	695	3092	77.5	22.5
CEED	1771	523	2294	77.2	22.8
CWED	2736	1287	4023	68.0	32.0
SEED	1789	578	2367	75.6	24.4
SWED	2045	881	2926	69.9	30.1
SHED	1652	403	2055	80.4	19.6
Total	12390	4367	16757	73.9	26.1

The results in the above table further reveal a high disparity between male and female teachers across all education divisions with more male relative to female teachers.

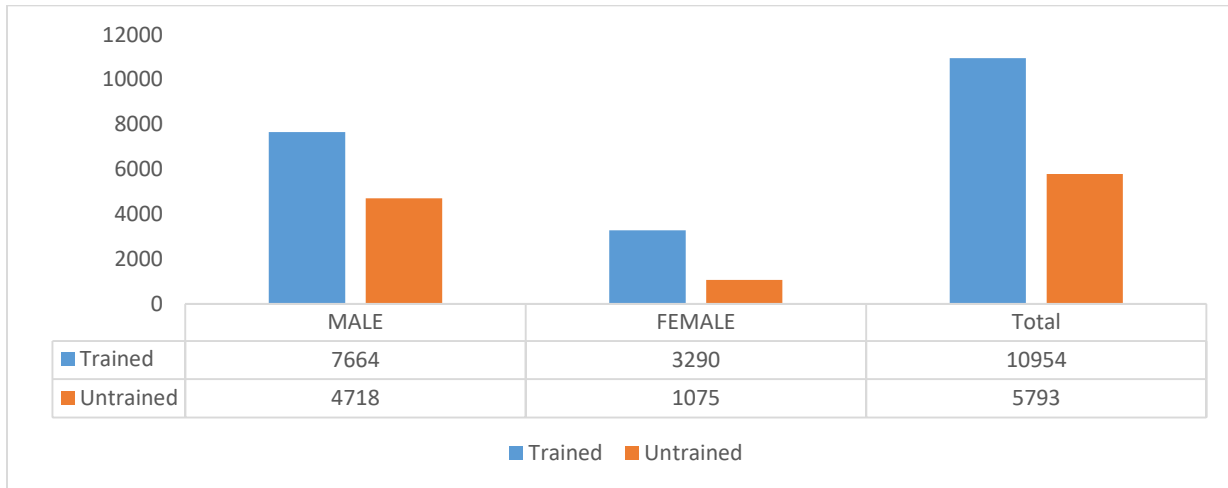
The gender disparity among secondary school teachers gives an insight to the gender disparity in pupil enrolment. It is speculated that higher rates of female teachers can lead to increases in female student enrolment. It is commonly believed that female teachers who are deployed in rural school’s act as role models to girls in these schools. The census further collected data on the teacher’s highest level of education, this is whether they attained Malawi School Certification of Education (MSCE), Diploma in Education, Non-Education Diploma, Degree in Education, Non-Education Degree, Masters in Education, on-Education Master’s Degree. This was used to determine the number of trained and untrained teachers in the secondary school system. Teachers that have attained diploma in education, degree in education, master’s in education and those with university certificate in education (UCE) cumulatively make up the trained teacher category whilst the rest fall in the untrained category. The figure below shows percentage of teachers by school proprietor.

Figure 75: Number of Teachers by Proprietor



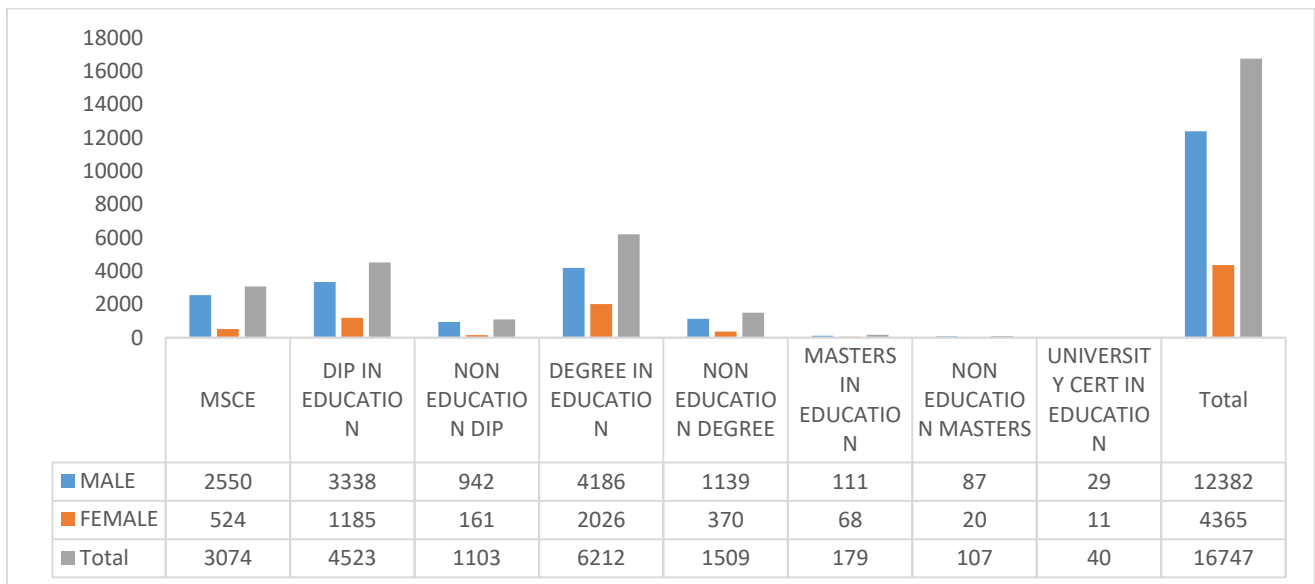
The results show that 79 percent of the secondary school teachers are in public school while 21 percent are in private schools. In number terms, public secondary schools reported 13165 teachers while private schools reported 3605. This makes a combined total of 16770 secondary school teachers.

Figure 76: Trained and untrained teachers



The results indicate 65 percent of the teachers were trained teachers while 35 percent were untrained teachers. In comparison with the previous year, the percentages were the same between the trained and the untrained. However, there has been a slight increase in the number of trained teachers where there are 10954 in 2022 relative to 10457 in the previous academic year. The number of untrained teachers shows a slight increase where it is at 5793 relative to 5581 in the previous academic year. It is highly thought that teacher training has a bearing on quality of delivery in the classroom. The figure 62 below shows highest level of teacher education by sex.

Figure 77: Teachers highest level of education qualification



The results above show that the majority of teachers (6212) attained a degree in Education and the teachers that attained the university certificate in Education were the least at 40. These results are seen across sex.

3.3.1.1 Secondary School Teachers Subject Majored/Qualified to Teach

Qualified teachers are those that have either a diploma in education, degree in education, master's in education and university certificate in education. While undergoing training, teachers major in different subjects which they are eventually qualified to teach. The 2022 annual school census collected information teachers subject majored/qualified to teach and below are the results.

Table 41: Teachers major subject to teach by sex

Major Subject Qualified to Teach	MALE	FEMALE	TOTAL
NONE	2962	572	3534
COMPUTER SCIENCE	141	45	186
BIBLE KNOWLEDGE	651	380	1031
HOME ECONOMICS	104	151	255
BUSINESS STUDIES	56	23	79
PHYSICAL EDUCATION	84	19	103
SOCIAL STUDIES	529	288	817
CREATIVE ARTS	4	3	7
MUSIC	6	1	7
CRAFT DESIGN	5	2	7
BOOK KEEPING	8	4	12
FRENCH	63	16	79
WOODWORK	52	16	68
METALWORK	13	2	15
BIOLOGY	1034	311	1345
CHICHEWA	729	452	1181
PYSICAL SCIENCE	213	43	256
AGRICULTURE	482	158	640
HISTORY	741	300	1041
GEOGRAPHY	1086	412	1498
ENGLISH	1355	726	2081
MATHEMATICS	1022	200	1222
TECHNICAL DRAWING	54	23	77
LIFE SKILLS	72	54	126
LATIN	6	4	10
ADDITIONAL MATHEMATICS	6	2	8
PRINCIPLES OF ACCOUNTING	6	3	9
PHYSICS	333	38	371
CHEMISTRY	260	45	305
PERFORMING ARTS	34	12	46
CLOTHING AND TEXTILE	4	2	6
Total	12115	4307	16422

The results above show that the majority of teachers do not have a major subject to teach rating it at 21 percent. The results further show 14 percent of the teachers are qualified to teach English..Meanwhile, the least subject that teachers qualify to teach is clothing and textile which is at 0.04 percent. There are variations across male and female teachers with more males relative to females qualified to teach across the majority of the subjects.

3.3.1.2 5.4.2 Secondary School Teacher Grades

The 2022 annual school census collected number of teachers by grade. The figure below shows the results.

Table 42: Teachers By Sex And Grade

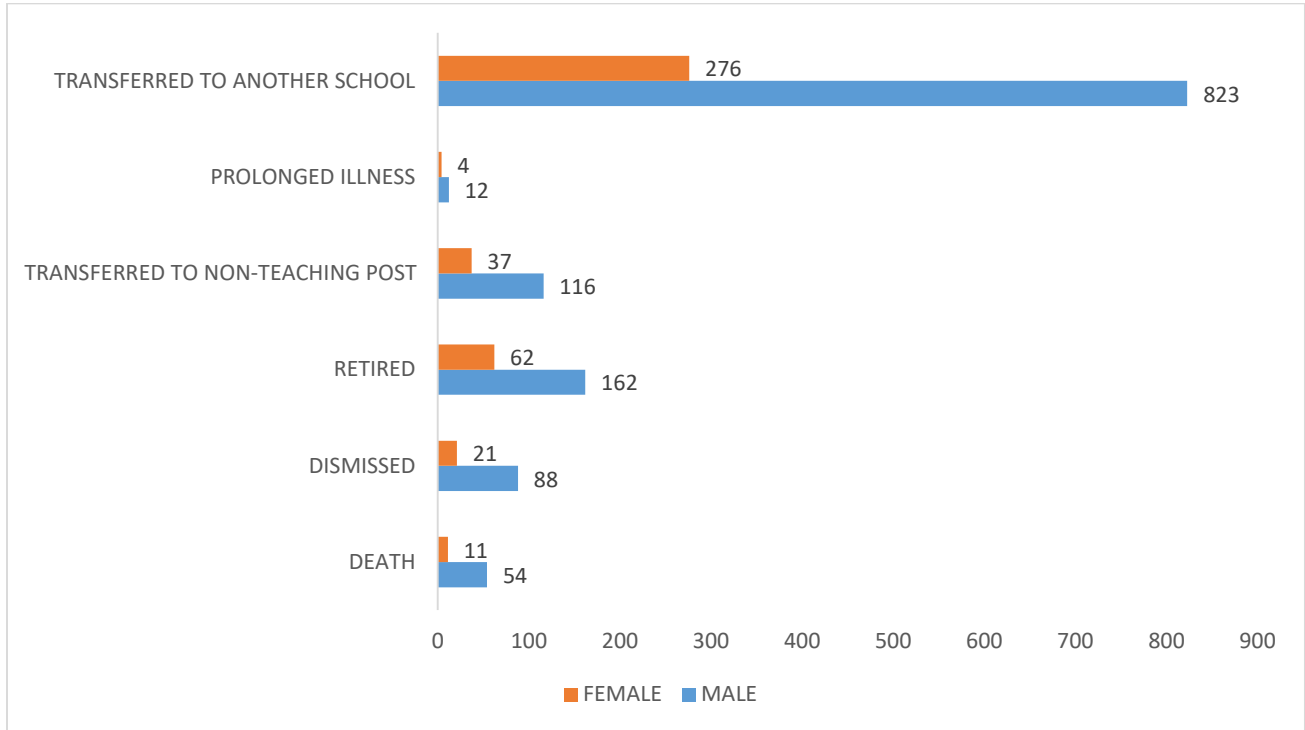
Teacher's grade			
GRADE	MALE	FEMALE	TOTAL
POE (J)	1391	466	1857
PO (I)	1846	829	2675
P8 (H)	459	165	624
P7 (G)	224	66	290
P6 (F)	2219	1263	3482
P5 (E)	16	8	24
Private School Teacher	2506	495	3001
Volunteer	884	378	1262
PT4 (L)	1881	490	2371
PT3 (K)	494	98	592
PT2 (J)	286	66	352
PT1 (I)	78	28	106
Total	12284	4352	16636

The table above shows that from the grade POE at 1857 teachers to grade P5 at 24 teachers, the majority of teachers are in grade P6 at 3482, while the least number of teachers fall under the P5 grade.

3.3.1.3 Secondary School Teachers who have left the school

Every year there are teachers leaving a school and there are several reasons attributed to this and among them are death, dismissal, prolonged illness, retiring, being transferred to another school and being transferred to a non-teaching post. The 2022 annual school census collected information on reasons why teachers left a particular school. The figure below shows the results.

Figure 78: Teachers' Reasons for Leaving School



As shown from the results above, 1099 teachers were transferred to another school. This is the highest reason for teachers leaving a school. The figure for this reason was at 1017 in the last academic year. The results also reveal that 224 teachers left the secondary school system as a result of retirement. The least teacher reason for leaving school was prolonged sickness where 16 teachers were reported to have left schools due to this reason. The 2022 ASC collected the distribution of teachers by their location. This is either Urban, Rural or Semi Urban. The results are displayed in the table below.

Table 43: Number of teachers by Location

Teachers by location				
District	Urban	Rural	Semi Urban	Total
Chitipa	0	346	0	346
Karonga	0	361	81	442
Rumphi	0	308	25	333
Mzimba North	0	457	87	544
Mzimba South	0	582	0	582
Mzuzu City	511	0	0	511
Nkhata Bay	0	348	34	382
Likoma	0	29	0	29
Kasungu	0	578	114	692
Nkhotakota	0	340	0	340
Dowa	0	524	157	681
Ntchisi	0	152	76	228
Salima	0	282	71	353
Mchinji	0	500	99	599
Lilongwe City	1254	0	0	1254
Lilongwe Rural East	0	496	0	496
Lilongwe Rural West	0	747	0	747
Dedza	0	459	132	591
Ntcheu	0	472	92	564
Mangochi	0	516	113	629
Balaka	0	314	0	314
Machinga	0	406	28	434
Zomba Urban	404	0	0	404
Zomba Rural	0	588	0	588
Blantyre City	1253	0	0	1253
Blantyre Rural	0	592	0	592
Mwanza	0	135	24	159
Chikwawa	0	413	0	413
Nsanje	0	373	0	373
Chiradzulu	0	410	60	470
Thyolo	0	491	110	601
Mulanje	0	628	0	628
Phalombe	0	356	0	356
Neno	0	136	0	136
Total	3422	12339	1303	17064

As illustrated on the table above, it shows that the majority of the teachers are in the rural areas at 72 percent which is slightly lower than the previous year which had 73 percent teachers in rural areas. Meanwhile, 20 percent of teachers were reported in urban areas and 8 percent in semi-urban areas. The differences however are related to the secondary schools' distribution within these locations as discussed earlier in this report.

3.3.1.4 Number Periods Per Week

Teacher student contact period is believed to have a significant effect on school outcomes. This has a bearing on how much time the teacher spends in delivering the school curriculum to the students. The 2022 annual school census collected information on the number of teacher periods per week by subject and form. The results are as shown in the table below

Table 44: Number of Periods Per Week by Subject and Form

Subject	Form 1	Form 2	Form 3	Form 4	Total
Bible Knowledge	72	69	77	79	296
Computer Studies	29	27	27	25	109
Busines Studies	13	12	13	13	50
Physical Education	18	18	16	16	68
Social Studies	101	100	117	119	436
Creative Arts	4	3	4	4	14
Craft and Designs	2	2	2	2	8
Technical Drawing	4	4	6	7	20
Chichewa	188	189	191	187	755
Mathematics	226	217	216	224	883
English	233	228	225	228	914
Home Economics	14	13	14	17	59
Biology	121	119	139	145	524
Physical Science	34	34	38	39	145
Agriculture	114	112	130	129	485
Geography	119	114	128	122	482
History	99	97	116	116	428
Life Skills	93	95	106	106	400
French	8	8	9	9	34
Additional Maths	2	2	4	4	12
Wood Work	4	4	4	6	18
Metal Work	2	2	3	3	11
Religious & Moral Education	3	3	4	4	14
Physics	119	117	137	140	513
Chemistry	119	117	136	144	517
Clothing & textile	6	5	6	6	22
Performing Arts	2	2	2	2	8
Other	4	3	4	6	17
Total	1753	1716	1871	1902	7242

The results indicate that in terms of subject, English had the most number of periods per week relative to the rest of the subjects, while by form, the results show that form 4 had the most number of periods per week followed by form 3 with form 2 reporting the least number of periods per week. In total ,7242 periods per week were reported across form and subject.

3.3.1.5 Secondary School Teacher Additional Responsibility

Besides teaching, teachers are sometimes being given an additional responsibility to handle at the school as an internal arrangement. It can be speculated that certain times such additional responsibilities may affect the teacher's availability for their core duty of teaching. At most, it can also affect pupil performance in the long run. The 2022 Annual School Census collected information on teacher additional responsibility. The results are as shown in the table below

Table 45: Teachers Additional Responsibility by Sex

Additional Responsibility			
DESCRIPTION	MALE	FEMALE	TOTAL
HEAD TEACHER	1102	203	1305
DEPUTY HEAD TEACHER	1162	248	1410
SPORTS ORGANIZER	1148	332	1480
HEAD OF DEPARTMENT	2353	561	2914
MATRON	104	367	471
PATRON	731	116	847
BOARD MASTER/ MATRON	300	128	428
OTHER	1996	823	2819
NONE	3489	1587	5076
TOTAL	12385	4365	16750

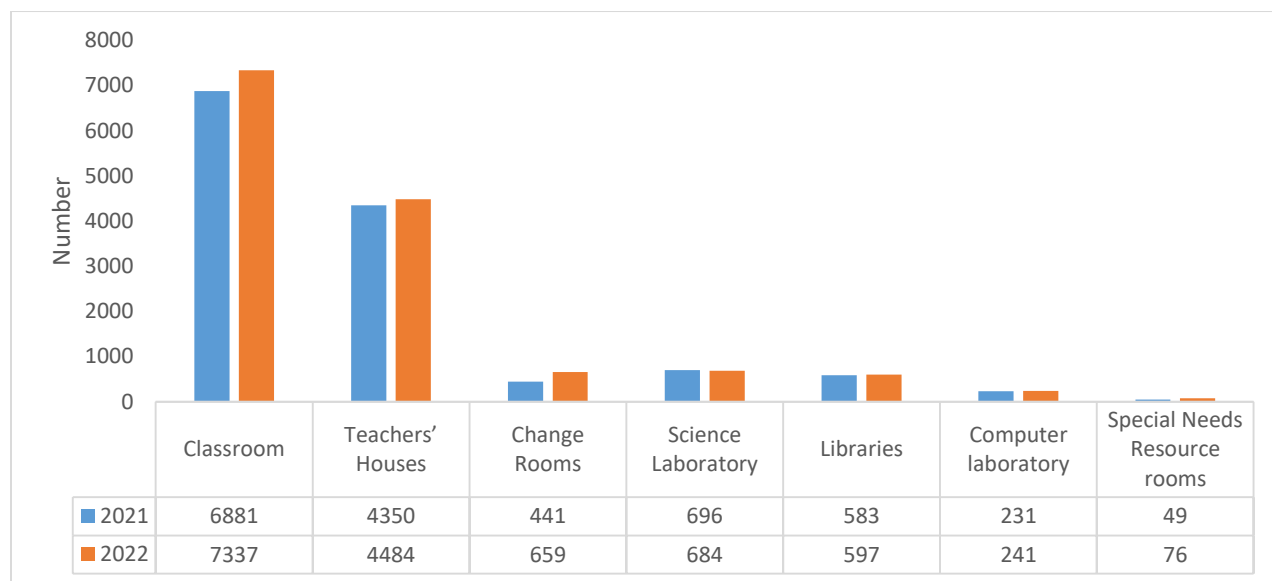
The results indicate that 70 percent of the teachers had an additional responsibility while 30 percent did not. Of those with additional responsibilities, 17 percent were head of departments, this was the additional responsibility with the highest number of teachers. On the other hand, the least additional responsibility given to teachers was boarding master or matron at 3 percent. It must be noted that only female teachers are given matron as an additional responsibility.

3.4 Secondary School Infrastructure and Sanitation Information

One of the limiting factors for accessing secondary education is availability of quality school infrastructure and sanitation. Evidence has shown that quality, relevant and adequate infrastructure is key in retaining and improving attendance of students especially girls in secondary education. The 2022 school census captured all infrastructure including classrooms, SNE resources rooms, hostels, laboratories, libraries and offices. All infrastructure is disaggregated by: permanent and temporary; construction and under construction; and in use and not in use.

The construction of infrastructures is one of the strategies aimed at increasing access to secondary education. Construction of infrastructure data shows the efforts being made by the subsector to expand secondary education and the expected growth in the enrolment of secondary school students there by increasing primary to secondary transition rates also. The figure below shows a comparison in the number of permanent buildings in secondary schools in 2021 and 2022

Figure 79: Infrastructure by type



Results show that classrooms were the highest number of building type in both the year 2021 and 2022. The results further show an increase in the numbers for all building types except science laboratory. The highest increase was registered for the SNE resource rooms where the number increased by 55percent between the 2 years despite still being the lowest relative to the other building types. The 2 tables below show these permanent buildings by district.

Table 46: Permanent Buildings by Type

District	Classrooms	Special Needs Resource rooms	Libraries	Store Rooms	Metal workshop	Wood workshop	Technical drawing workshop	Home Economic Laboratory	Clothing and Textile Laboratory	Head Teacher office
Chitipa	136	4	11	10	0	0	0	1	0	24
Karonga	191	8	16	20	0	0	0	3	2	25
Rumphi	174	0	12	29	0	1	0	0	0	25
Mzimba North	241	7	22	32	2	1	0	2	1	33
Mzimba South	265	4	25	28	3	3	2	3	2	36
Mzuzu City	207	3	15	25	3	3	2	4	2	24
Nkhata Bay	198	0	23	34	1	1	0	1	0	28
Likoma	11	1	1	1	0	0	0	0	0	2
Kasungu	310	2	27	49	1	1	1	1	3	35
Nkhotakota	149	1	12	13	1	1	0	1	2	19
Dowa	257	5	24	40	1	1	0	1	1	35
Ntchisi	90	0	9	18	0	0	0	1	1	14
Salima	150	3	12	19	1	0	0	2	0	18
Mchinji	134	1	13	20	0	0	0	1	1	16
Lilongwe City	847	6	52	75	4	4	3	5	3	60
Lilongwe Rural East	189	2	16	36	1	1	1	2	0	23
Lilongwe Rural West	276	1	16	37	0	0	0	3	1	36
Dedza	247	1	19	44	4	4	2	0	0	34
Ntcheu	258	3	22	32	0	0	1	4	2	30
Mangochi	282	0	24	36	0	0	0	3	0	44
Balaka	138	2	12	11	0	0	0	1	0	21
Machinga	176	0	14	20	0	0	0	1	0	21
Zomba Urban	136	1	10	20	1	1	1	3	2	11
Zomba Rural	199	1	24	32	1	1	1	2	1	34
Blantyre City	539	3	48	85	6	5	3	6	6	61
Blantyre Rural	276	0	23	42	0	0	0	2	1	40
Mwanza	76	0	9	11	0	0	0	0	0	11
Chikwawa	186	2	13	28	1	0	0	0	0	30
Nsanje	123	1	10	14	0	1	0	1	0	18
Chiradzulu	176	7	7	22	0	1	0	2	0	22
Thyolo	257	2	21	22	1	1	1	3	1	39
Mulanje	232	2	17	28	2	2	2	2	0	30
Phalombe	146	3	10	12	1	1	0	2	0	17
Neno	65	0	8	9	0	1	0	0	0	9
Total	7337	76	597	954	35	35	20	63	32	925

Table 47: Permanent Buildings by Type and District

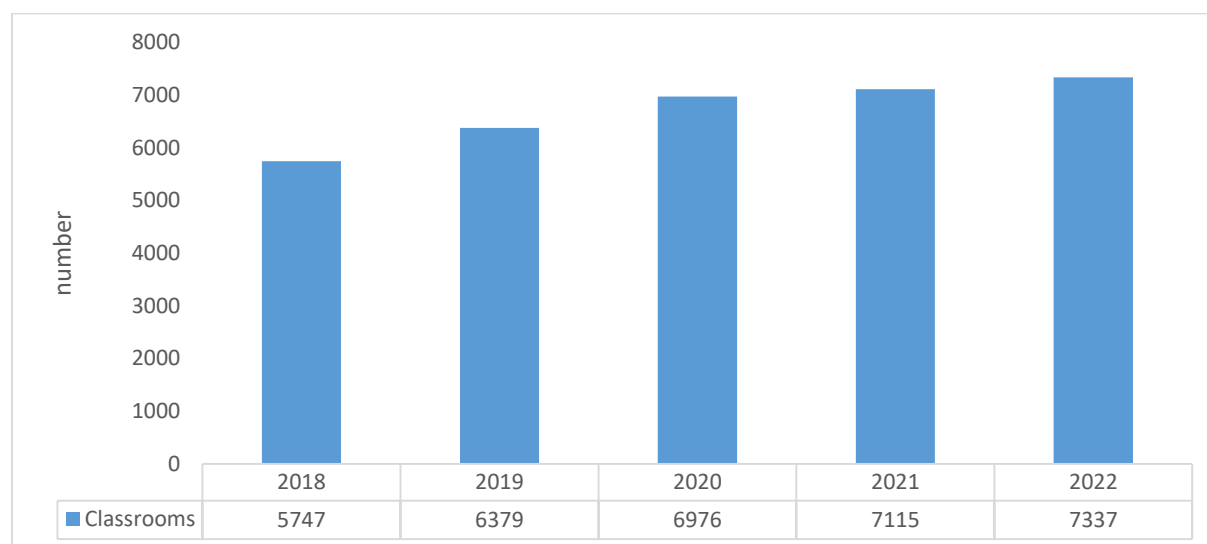
District	General Office	Staff Rooms	Recreation Hall	Kitchen	Teachers' Houses	Change Rooms	Boys Hostels	Girls Hostels	Dining Hall	Science Laboratory	Computer Laboratory
Chitipa	10	22	4	8	140	3	20	28	3	12	5
Karonga	13	28	6	7	156	25	24	20	3	21	11
Rumphi	9	31	7	10	135	35	20	24	3	17	7
Mzimba North	21	29	9	11	238	23	21	41	11	25	15
Mzimba South	10	35	8	16	220	33	38	46	10	22	10
Mzuzu City	18	28	12	11	59	15	5	13	6	30	12
Nkhata Bay	10	24	9	9	166	22	22	41	5	25	11
Likoma	2	0	0	0	6	3	0	0	1	1	1
Kasungu	38	30	12	13	297	36	28	57	7	26	8
Nkhotakota	9	15	6	6	119	2	14	16	4	20	6
Dowa	13	39	10	19	252	36	34	45	11	27	9
Ntchisi	4	10	1	4	81	7	8	7	2	12	2
Salima	7	16	4	6	137	8	20	20	6	13	3
Mchinji	8	13	6	8	98	11	15	30	3	15	3
Lilongwe City	30	72	21	18	89	30	5	14	5	42	22
Lilongwe R. East	15	21	10	11	127	22	33	61	5	16	6
LilongweR. West	12	35	10	10	173	15	17	29	7	22	6
Dedza	18	34	13	13	170	42	45	32	10	22	9
Ntcheu	12	34	12	13	158	15	36	34	7	30	7
Mangochi	14	36	10	12	240	23	23	33	6	20	4
Balaka	5	13	3	7	62	7	29	10	6	14	2
Machinga	7	21	4	5	97	20	9	23	1	14	2
Zomba Urban	9	11	8	7	82	8	42	16	7	21	5
Zomba Rural	9	33	6	7	143	12	14	19	4	22	3
Blantyre City	35	66	29	25	165	37	70	65	15	61	29
Blantyre Rural	23	37	6	13	141	63	48	40	10	26	11
Mwanza	7	11	3	5	25	5	12	19	1	9	1
Chikwawa	13	24	8	11	97	30	24	27	5	14	7
Nsanje	9	18	2	6	64	12	7	8	1	8	2
Chiradzulu	11	17	8	6	114	14	20	11	2	13	2
Thyolo	11	31	8	8	130	26	20	33	3	20	7
Mulanje	9	29	13	10	157	11	12	34	7	27	9
Phalombe	5	17	5	5	92	7	29	18	3	10	3
Neno	5	12	1	5	54	1	1	9	3	7	1
Total	431	892	274	325	4484	659	765	923	183	684	241

From the tables, the results indicate that classrooms were reported the most available building type relative to the others seconded by teacher's houses. Technical drawing workshop were the least reported building type in 2022.

3.4.1 Classrooms

The overall availability of classrooms determines learning space and the extent to which transition rate from primary to secondary can be improved.

Figure 80: Number of classrooms in use



The 2022 ASC shows that the total number of classrooms in secondary schools has been steadily increasing during the past 5 years from 5747 in 2017/18 school year to 7337 in 2022 school year representing a 28 percent increase, 3 percent increase in classrooms was registered between the 2021 and 2022 school year. This can be attributed to governments efforts to construct more classrooms to increase access to secondary school education thus increasing transition rate from primary to secondary school by increase the secondary school uptake

Unlike in primary school where classrooms are allocated to senior classes, there was no much difference in permanent classrooms among forms 1 to 4. However, variation was observed in temporary classrooms where more temporary classrooms were allocated to lower secondary as shown in the table below.

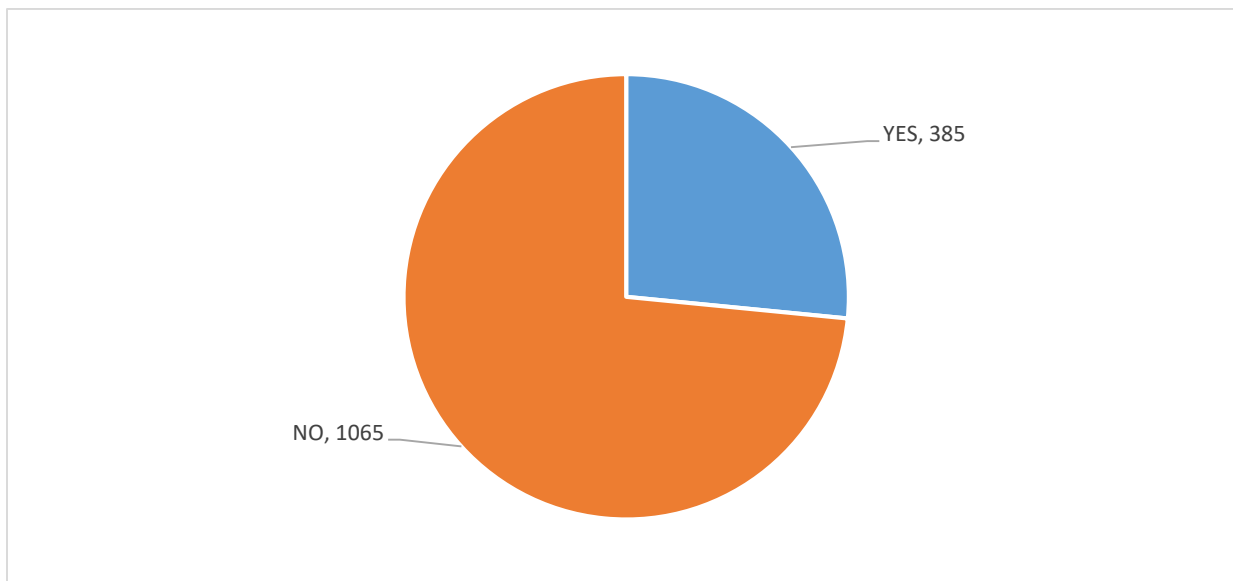
Table 48: Classroom in use by type and form

Description	Form 1	Form 2	Form 3	Form 4	Total
Permanent	1850	1839	1812	1837	7337
Temporary	166	123	85	101	475
Total	2016	1962	1897	1938	7812

3.4.2 Availability of boarding facilities in Secondary

Living away from home and residing on campus in a dorm setting provides invaluable opportunities for personal growth. Boarding school students tend to develop life skills such as time management, work ethic, and independence in an accelerated manner than a day school student. The 2022 ASC collected information on the availability of boarding facilities at a school. The overall results are as shown in the figure below

Figure 81: Availability of boarding facilities

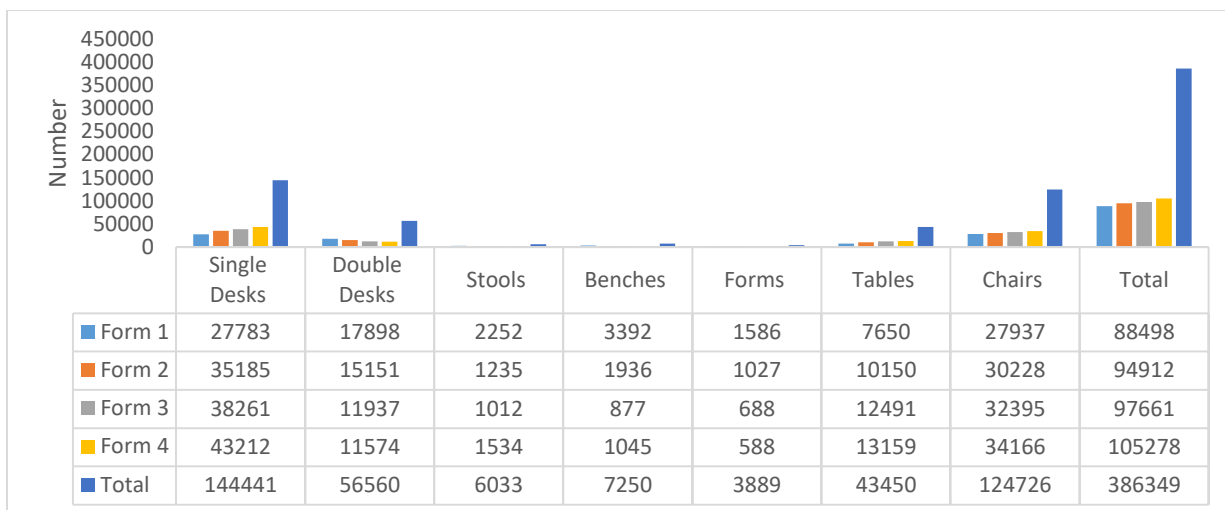


The results reveal only 27 percent of the secondary schools in Malawi have boarding facilities while the 72 percent majority do not.

3.4.3 Furniture for Classrooms

Desks enable students to sit properly and create a classroom environment that is conducive for learning. The 2022 annual school census collected information on student and teacher furniture available in each form at the school. The furniture type was single and double desks, stools, bench, forms, tables and chairs. The census also collected special needs furniture available in each form. Furthermore, schools provided each of the furniture types that is damaged and not in use as well as that which is required to suffice for each form. The table below shows student furniture available by form and type

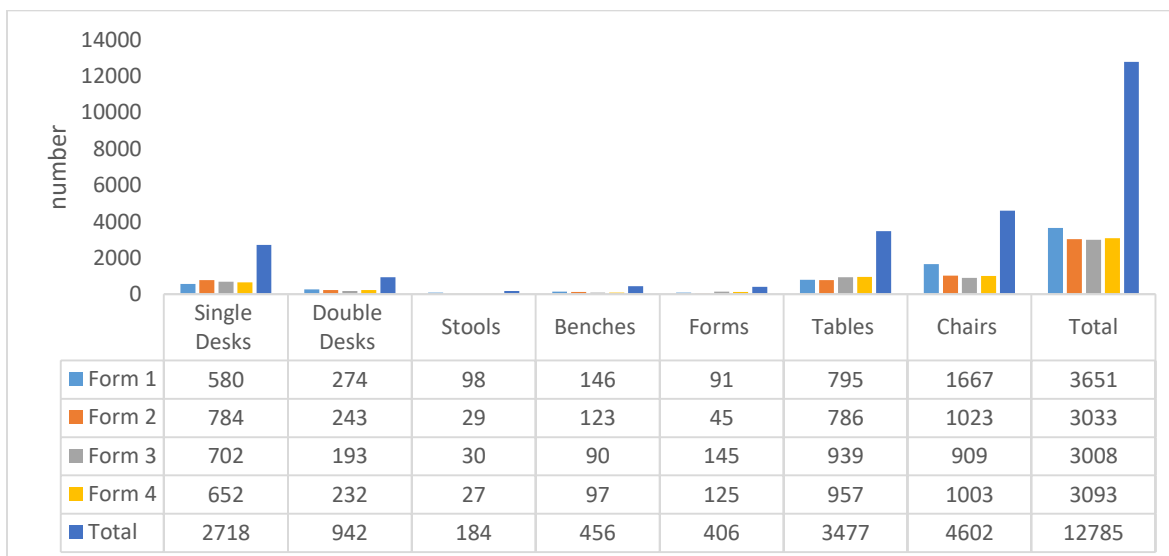
Figure 82: Available Student school furniture by form and type



The results show that 37 percent of the furniture available across all forms are single desks followed by chairs which made up 32 percent of the available school furniture. Stools were the least available furniture type at 1.6 percent. Across forms, form 4 had 27 percent of school furniture followed by form 3 with 27 percent of the furniture and form had the least furniture about 23 percent of the furniture. These results reveal that the higher the form the more furniture is allocated to the same despite enrollment numbers not following this pattern as earlier discussed in the report.

The figure below shows teacher furniture across forms by type

Figure 83: Available teacher school furniture by form and type

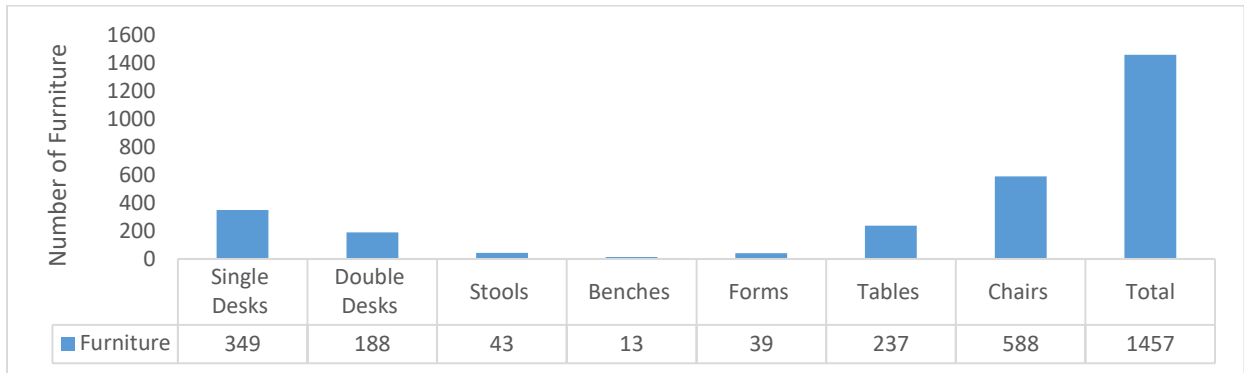


The results show that 39 percent of the furniture available across all forms are chairs followed by tables chairs which made up 27 percent of the available school furniture. Stools were the least available furniture

type at 1.4 percent. Unlike the pattern observed in student furniture, form 1 had the highest number of teacher furniture at 29 percent followed by form 4 with 24 percent of the furniture and form 3 had the least furniture of about 23 percent of the furniture.

As earlier stated, the census collected available furniture available in secondary schools for students with special needs students. The figure below shows the results.

Figure 84: Student special needs furniture in secondary schools by type

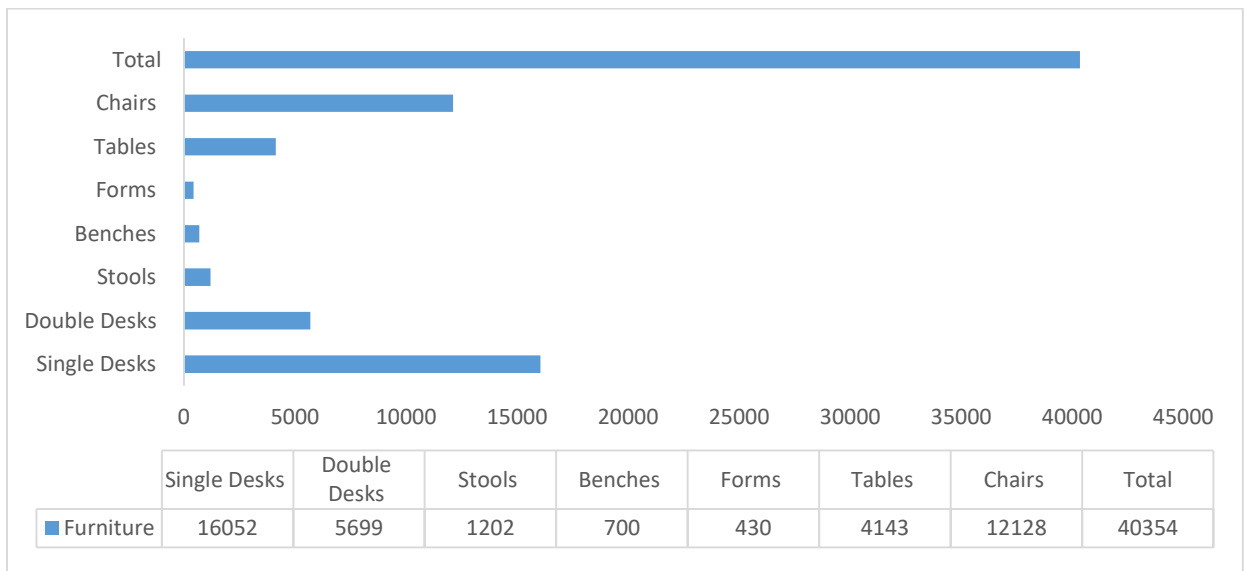


A total of 1457 special needs furniture was available in secondary schools across the country. Chairs were the majority at 588 followed by single desks at 349. Benches were the least available to special needs students. Only 13 of these were reported in all secondary schools.

The census further collected numbers of each furniture type that are damaged and are no longer in use by students. These are not part of the numbers reported earlier as being available across the different forms.

The figure below shows numbers of the damaged and no longer in use student furniture by type

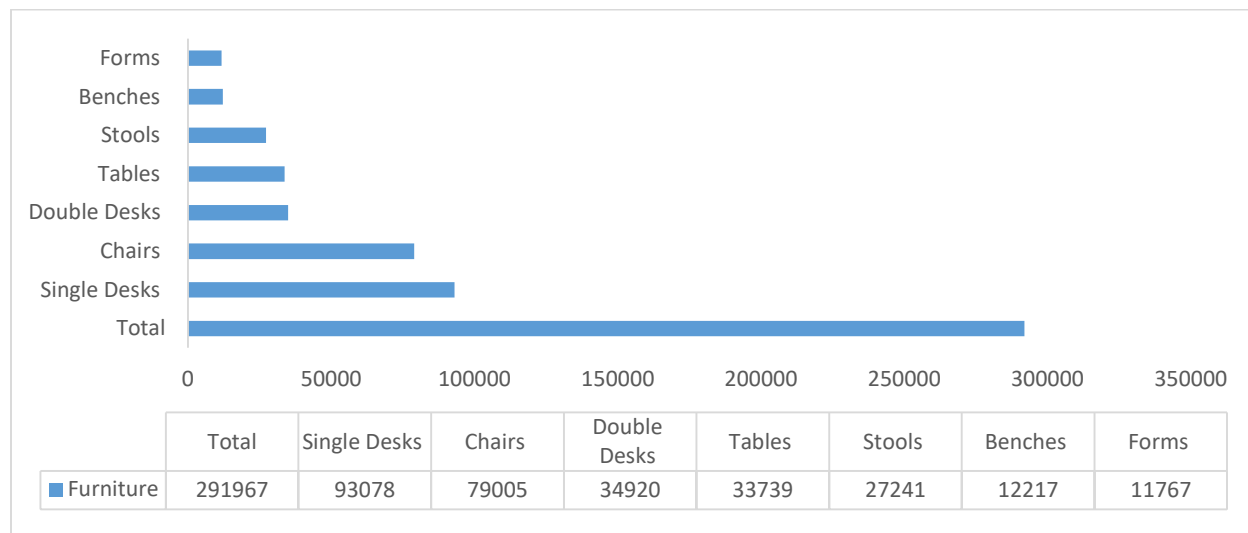
Figure 85: Damaged furniture in secondary schools by type



A total of 40354 furniture was reported damaged and not in use across all schools. This is quite a huge figure that would ease furniture shortages if this furniture was repaired and put to use by students. Of this damaged furnirture,40 percent were single desks while forms were the least at 11 percent.

Schools were further asked to state numbers of each furniture type they would require to suffice for the needs of the school. The figure below shows student furniture required by type

Figure 86: Student Furniture required by type

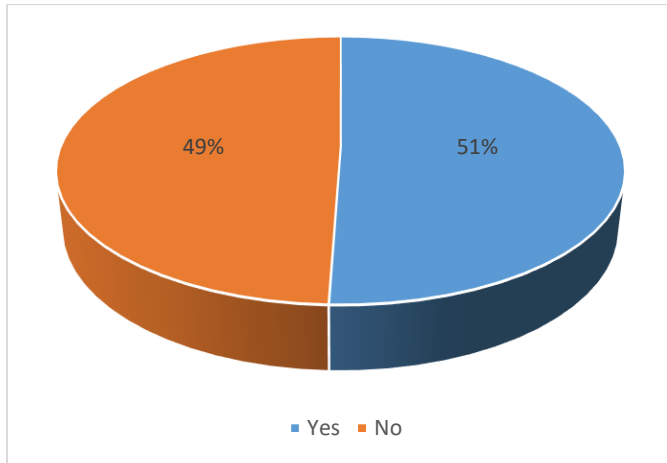


A total of 291967 furniture was reported as required in all schools. Single desks were the highest reported at 93078 followed by chairs where 79005 are required in schools. Forms were the least required student furniture at 11767. Teacher furniture requirements are provided in the annex.

3.4.4 Availability of Library

School libraries help students to get authentic information through the books written by reputed scholars who come from different parts of the world. A library plays an important role in creating a school culture which helps every student to grow on their individual basis as well. School libraries enhance student achievement, improve reading, test scores, higher academic achievement, and positive attitudes towards learning. The 2022 annual school census collected information on the availability of a library at the school. The results are as shown in the figure below.

Figure 87: Availability of library in Secondary Schools



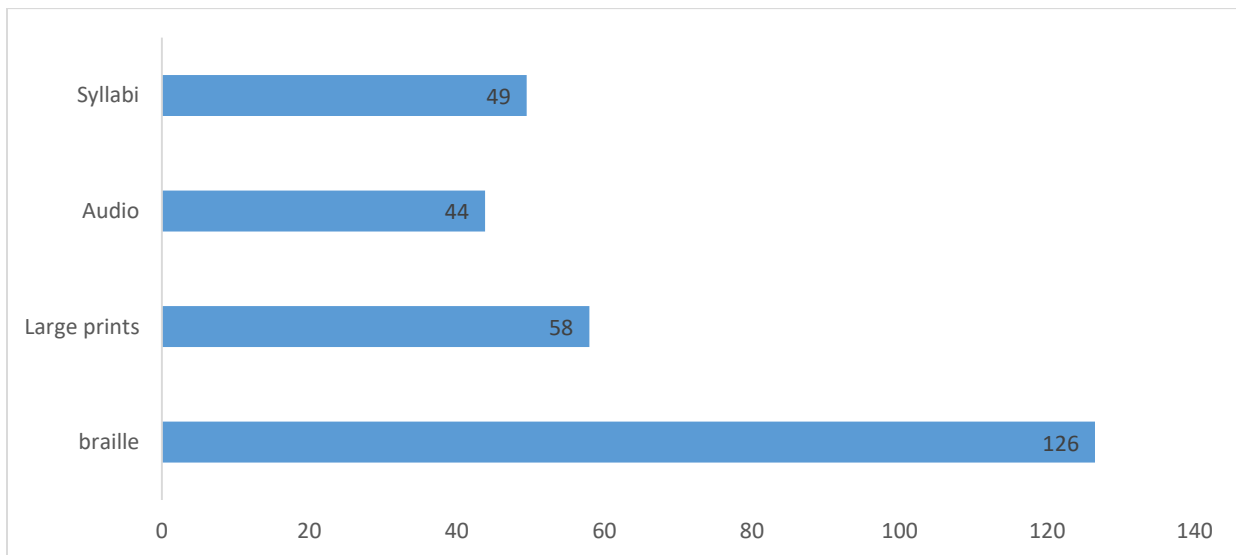
From the figure, the results clearly reveal that in the 2022 school year almost half of the schools reported to not have a library. The importance of a library at a school as highlighted in the preceding cannot be over emphasized as such it is imperative to channel more efforts to making sure more schools have a library facility available. This would go a long way in improving the learning outcomes in secondary schools and eventually the actual learning outcomes.

The 2022 ASC further sought to find out from the schools that have a library available, whether it is open full time to be accessed by students or works on a part time basis. About 51 of the schools use their libraries full time while 49 percent use theirs on part time.

3.4.5 Number of Useable special needs materials available by type

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. The 2022 ASC collected information on the number of useable special needs materials available by type. The figure below depicts the results

Figure 88: Number of Useable Special needs material available by type



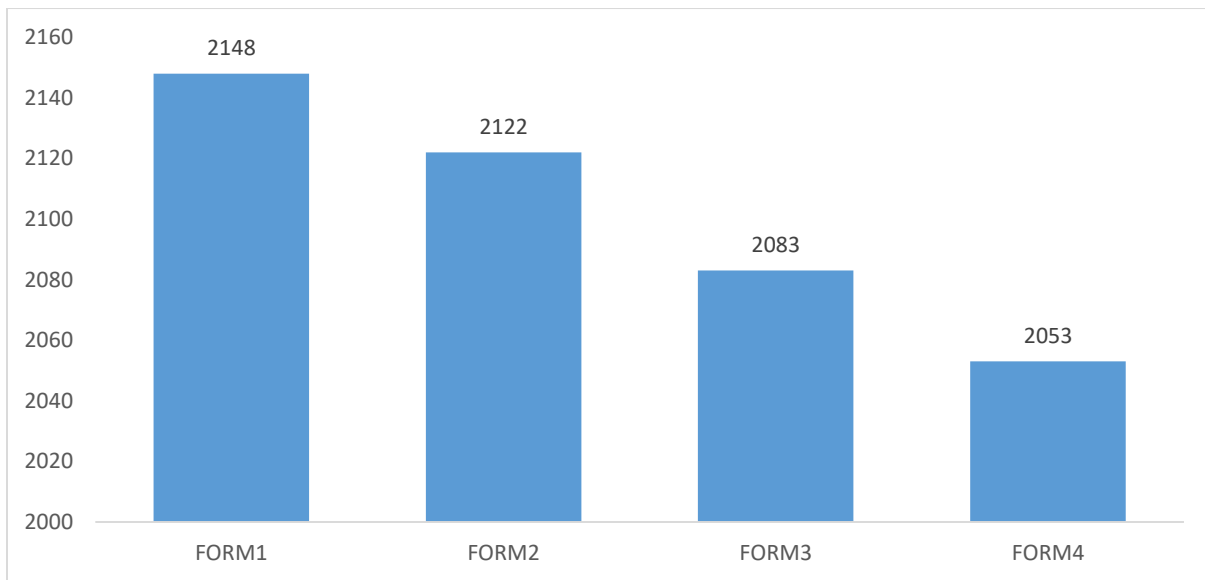
The results show that braille is the most available usable special needs materials followed by large prints while sudio is the least available special needs material.

3.5 Secondary School Streams

Streamlining is the practice of placing students with other comparable skills or needs as in classes or groups but of the same form.

The figure below shows the number of streams in each form as reported in the 2022 ASC

Figure 89: Number of streams in Secondary School



The results show that just like in the other recent years, Form 1 had the highest number of streams relative to the other forms while form 4 has the least number of streams. The table below shows number of streams by district.

Table 50: Number of streams by district

District	FORM 1	FORM 2	FORM 3	FORM 4	Total
Balaka	42	43	42	38	165
Blantyre City	130	130	132	138	530
Blantyre Rural	78	80	74	74	306
Chikwawa	50	50	48	48	196
Chiradzulu	48	48	45	45	186
Chitipa	48	47	50	50	195
Dedza	81	77	86	71	315
Dowa	93	85	81	79	338
Karonga	74	75	73	72	294
Kasungu	99	97	94	89	379
Likoma	5	5	5	4	19
Lilongwe City	145	145	141	145	576
Lilongwe Rural East	55	53	52	50	210
Lilongwe Rural West	79	83	76	75	313
Machinga	61	58	55	57	231
Mangochi	98	92	88	87	365
Mchinji	41	44	43	44	172
Mulanje	72	64	73	70	279
Mwanza	23	22	21	21	87
Mzimba North	75	72	72	73	292
Mzimba South	85	86	83	80	334
Mzuzu City	74	74	75	76	299
Neno	27	25	22	22	96
Nkhata Bay	68	66	66	63	263
Nkhotakota	58	57	53	54	222
Nsanje	36	33	31	32	132
Ntcheu	67	69	68	69	273
Ntchisi	27	27	25	25	104
Phalombe	39	40	39	34	152
Rumphi	57	51	49	51	208
Salima	53	52	49	48	202
Thyolo	90	94	92	88	364
Zomba Rural	37	42	40	40	159
Zomba Urban	33	36	40	41	150
Grand Total	2148	2122	2083	2053	8406

3.6 Water Sources in Secondary Schools

Water source is an important resource in running secondary schools and with the COVID 19 pandemic, water has played a pivotal role in its prevention where frequent hand washing is a must in schools. The 2022 Annual School Census collected information on water source and established that the majority of the schools rely on boreholes (48%) and piped water (45%), and 5% of the schools reported to have no water. In addition to schools with no water, some schools use unprotected water sources including the river, lake,

unprotected spring and hand dug wells. The figure below shows the water source in schools at national level.

Figure 90: Water sources

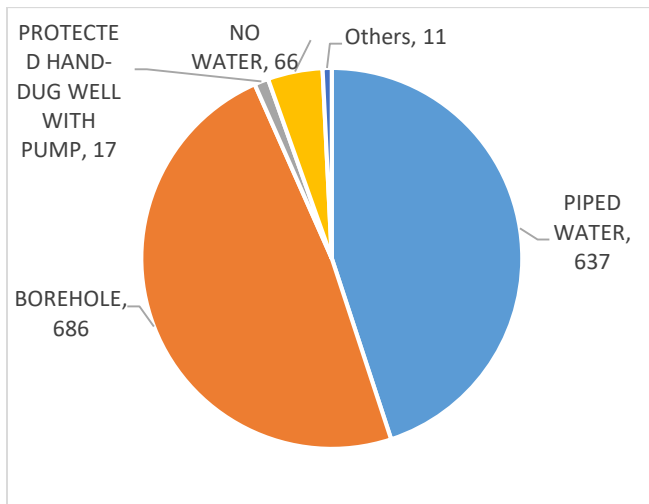
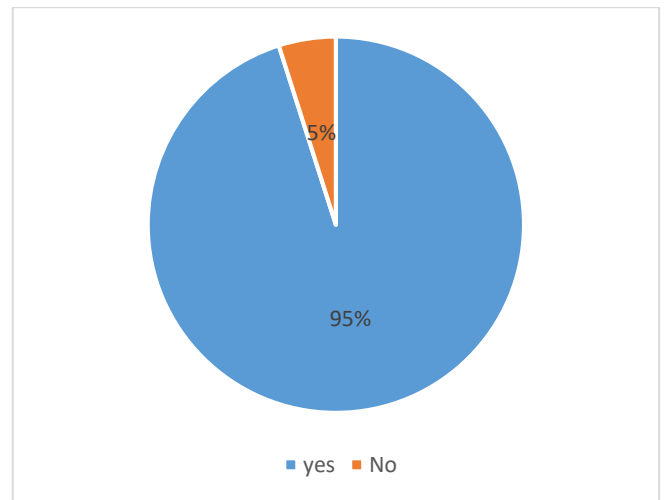


Figure 91: Functionality of water sources

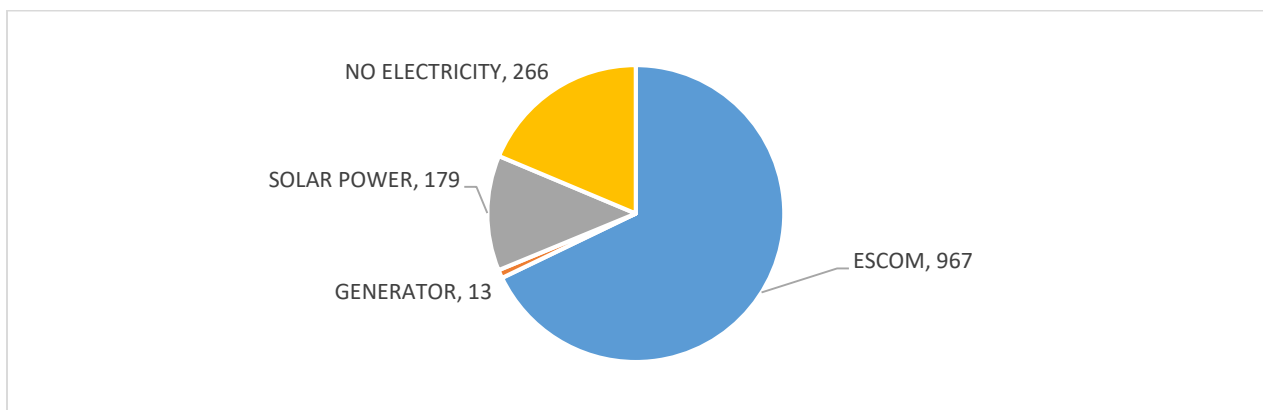


95 percent of the schools reported functional water sources while 5 percent of the schools had non-functional water sources.

3.7 Electricity Source

Electricity is very critical in secondary education especially considering that most appliances related to teaching and learning require electricity. Equally important is the fact that evening studies are possible where electricity is available. Further to this, students are able to read during the night where electricity is available which can positively contribute to their performance since they have more time to study. The 2022 census collected information on different types of electricity used in secondary schools. Below are the results.

Figure 92: Electricity source

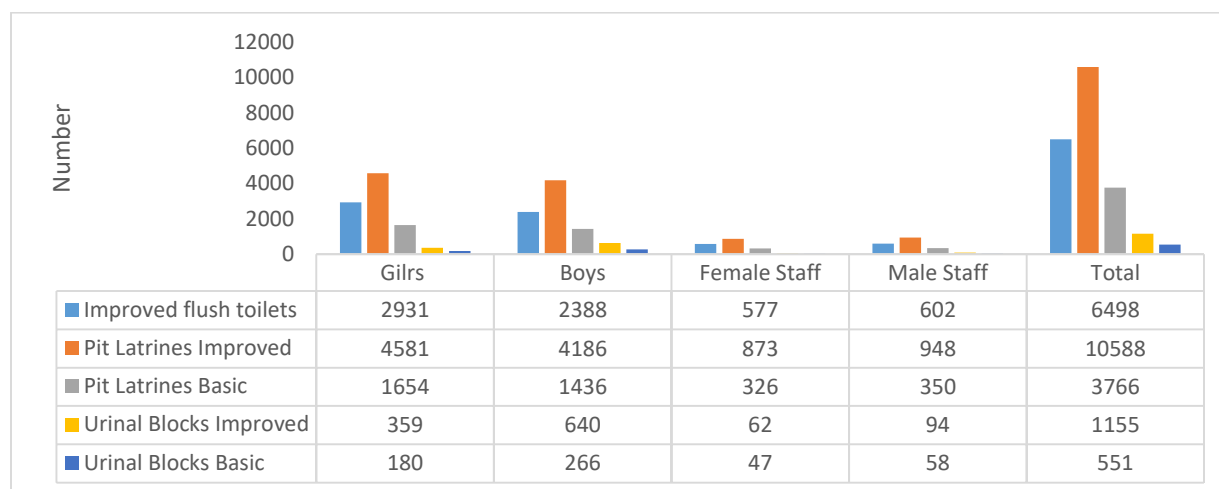


The results revealed that about 68% of the secondary schools are connected to the ESCOM power lines, 12% use solar energy, 1% use fuel powered generators while 19% are not connected to any form of electricity.

3.8 Sanitation

Sanitation infrastructure is one the key basic hygiene infrastructures at school level. The 2022 annual school census collected data on toilet latrines, hand washing facilities and urinal blocks. The data was disaggregated by male and female students and staff as well as facilities in use. Pit latrines and Urinal blocks were categorized into basic and improved while flush toilets were only categorized as improved. The results are as shown in the figure below.

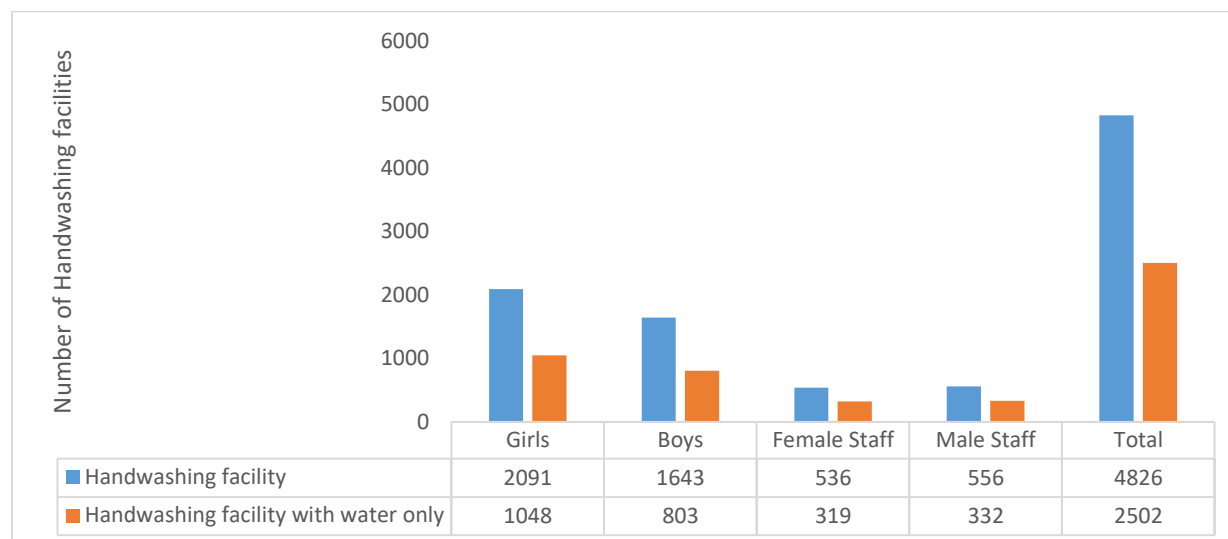
Figure 93: Sanitary infrastructure



The results reveal that overall, there are more improved pit latrines relative to the other sanitary infrastructure types with urinals reported the least.

The Census further collected availability of handwashing facilities at the school. Apart from hygiene, these have become an important element in the prevention of the covid 19 pandemic. It is recommended for schools to have handwashing along with other hygiene materials such as soap. During the census, schools were asked to mention numbers of washing facilities for girls, boys, male and female staff. The schools were further asked to mention the numbers of handwashing facility with water only for the same. The results are shown in the table below.

Figure 94: Number of Handwashing facilities by Availability of Soap



4826 handwashing facilities with soap were reported available in secondary schools across the country. Furthermore 2502 were reported to be with water only.

3.8.1 Change Rooms and Incinerators

Studies have shown that girls’ education cannot be improved if sanitation and sexual and reproductive health basic infrastructure is not included as part of basic requirement for girl’s attendance in school. The National Girls Education Strategy highlights that unavailability of change rooms and incinerators in secondary schools is among the challenges affecting girl’s education. The 2022 ASC therefore collected data on the availability of change rooms and incinerators in secondary schools disaggregated by school type. The results are shown in the table below by district

Table 54: Girls and female staff change rooms and incinerators

Number of Change rooms for girls and female staff (sanitary rooms/ bath rooms)					Incinerator			
District	Improved	Under Construction	Basic	Under Construction	Improved	Under Construction	Basic	Under Construction
Chitipa	10	1	2	0	7	0	0	0
Karonga	35	7	0	1	11	4	0	1
Rumphi	16	6	3	1	18	3	4	0
Mzimba North	21	7	3	1	18	6	2	2
Mzimba South	50	4	2	2	30	2	1	0
Mzuzu City	80	10	10	2	10	4	1	1
Nkhata Bay	21	6	2	0	4	2	1	0
Likoma	4	1	0	0	0	1	0	0
Kasungu	24	5	5	1	13	4	0	0
Nkhotakota	2	0	0	0	1	0	0	0
Dowa	49	7	14	0	38	8	1	0
Ntchisi	18	2	6	0	7	3	6	0
Salima	26	10	0	0	1	0	1	0
Mchinji	10	6	4	0	12	3	2	0
Lilongwe City	39	14	0	1	22	6	5	2
Lilongwe Rural East	28	5	0	0	8	2	1	0
Lilongwe Rural West	22	3	0	0	59	2	0	0
Dedza	37	8	2	0	14	3	0	0
Ntcheu	10	1	2	1	15	9	1	0
Mangochi	21	9	1	0	7	1	0	0
Balaka	4	0	5	2	7	1	1	0
Machinga	20	1	0	0	9	0	1	0
Zomba Urban	9	1	0	0	1	1	0	0
Zomba Rural	16	1	0	0	9	2	1	1
Blantyre City	50	15	4	1	33	7	0	0
Blantyre Rural	17	5	5	0	7	1	0	0
Mwanza	13	6	2	1	5	0	9	2
Chikwawa	17	5	1	0	1	0	0	0
Nsanje	13	2	0	0	4	3	0	0
Chiradzulu	9	8	0	0	4	1	0	0
Thyolo	25	7	0	1	13	3	3	1
Mulanje	22	11	1	0	8	3	0	0
Phalombe	20	4	0	0	3	0	0	0
Neno	1	1	0	0	3	1	0	0
Total	759	179	74	15	402	86	41	10

3.9 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. The table below shows the availability of books by form and subject.

Table 55: Textbooks by subject and form

SUBJECT	Form 1	Form 2	Form 3	Form 4	Total
Bible Knowledge	16286	15642	12914	13686	58528
Computer Studies	10919	9805	7750	7606	36080
Business Studies	5074	4829	4287	4432	18622
Physical Education	5550	5411	3287	3297	17545
Social Studies	20213	20387	20785	21211	82596
Creative Art	497	502	469	419	1887
Technical Drawing	1018	885	975	733	3611
Chichewa	62565	57562	49148	48419	217694
Mathematics	116450	110196	104085	101152	431883
English	78697	73710	59695	63557	275659
Home Economics	4282	4035	3399	3695	15411
Biology	71971	71173	64710	64727	272581
Physical Science	33362	30934	25384	25783	115463
Agriculture	21175	21168	18671	18333	79347
Life Skills	2860	2736	2501	1788	9885
French	362	390	626	710	2088
Additional Math's	321	269	276	343	1209
Wood Work	476	404	617	592	2089
Metal Work	29063	27489	24459	22685	103696
Geography	17727	18266	17686	18359	72038
History	942	1111	1073	873	3999
Religious & Moral Education	70110	68919	62003	62395	263427
Physics	69354	64654	60044	59751	253803
Chemistry	453	319	389	360	1521
Clothing And Textile	184	142	157	156	639
Performing Arts	18822	17891	14031	17261	68005
Total	647907	617023	552908	555164	2373002

Results show that form 1 has the highest number of text books followed by form 2. Form 3 has the least number of books. In terms of subject, there are more mathematics text books relative to the other subjects and clothing and textile has the least number of books as few schools offer this particular subject in the country.

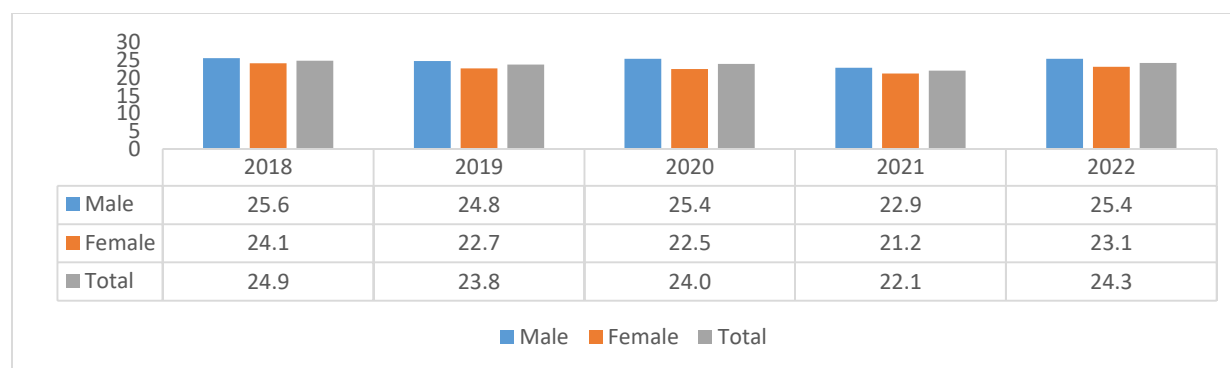
3.10 Summary of Secondary School Indicators

3.10.1 Access Indicators in Secondary education

3.10.1.1 Gross Enrolment Rate (GER)

This is defined as the total enrolment regardless of age expressed as a percentage of eligible official school-age population. It shows a general level of participation in secondary education. It is commonly known as a crude measure of access to school. A high GER generally indicates a high degree of participation whether the pupils belong to the official age group or not. A GER value approaching or exceeding 100% indicates that a country is, in principle, able to accommodate all of its school-age population, but it does not indicate the proportion already enrolled. The achievement of a GER of 100% is therefore a necessary but not sufficient condition for enrolling all eligible children in school. When the GER exceeds 90% for a particular level of education, the aggregate number of places for pupils is approaching the number required for universal access to secondary education of the official secondary school going population age group. However, this is a meaningful interpretation only if one can expect the under-aged and over-aged enrolments to decline in the future to free places for pupils from the expected age group. The figure below shows the trend in GER in the past 5 years

Figure 95: Trend in gross enrolment rate



The figure above shows low access to secondary education across the years from 2018 to 2022 with females having a marginally lower access to secondary education relative to their male counterparts. The results further show an increase in total GER from 22.1 in 2021 to 24.3 in 2022.

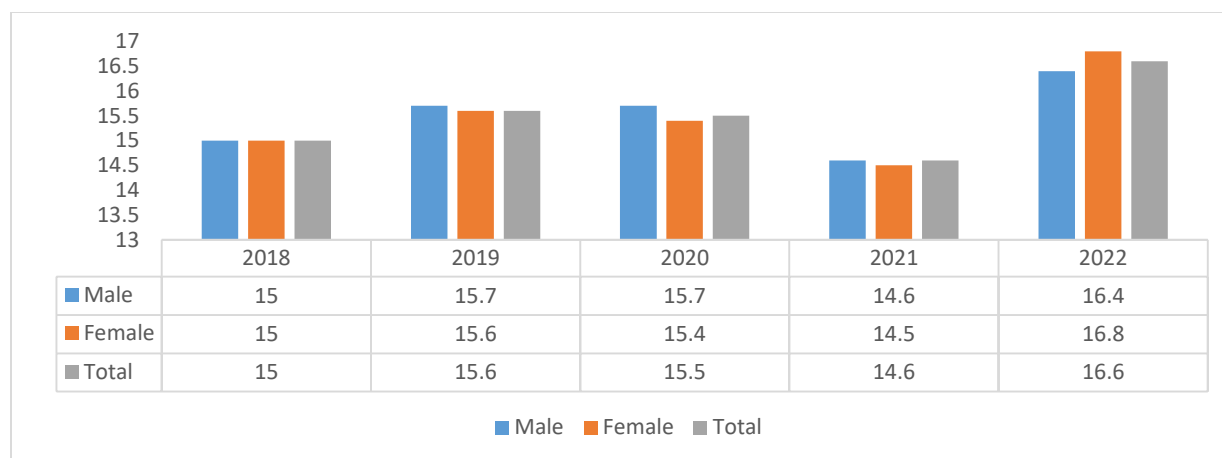
3.10.1.2 Net Enrolment Rate (NER)

NER is the Enrolment of the official age group for a given level of education expressed as a percentage of the corresponding population. 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. NER is calculated by dividing the number of properly aged

secondary students (14 -17 years of age) by the number of official population secondary school age. The official age for students in secondary school is between 14 and 17 years. The figure below shows the NER over a period of 5 years.

A high NER denotes a high degree of coverage for the official school-age population where the theoretical maximum value is 100%. Increasing trends can be considered as reflecting improving coverage at the specified level of education. When the NER is compared with the GER, the difference between the two highlights the incidence of under-aged and over-aged enrolment

Figure 96: Trend in Net Enrolment Rates for Secondary Schools



The NER for secondary sub-sector has remained below 20 percent over the last five years. In 2022, the national net enrolment rate stands at 16.6 percent, a slight increase from the 14.6 in the previous academic. The results further reveal marginal differences as regards to access to secondary education across gender. From the figure above, it can be inversely concluded that close to 83 percent of the official secondary school going age population have no access to secondary education.

3.10.2 Quality Indicators in Secondary Education

Quality indicators in secondary school include Students Teacher Ratio (STR) and Student Classroom Ratio (SCR). The census captured both trained and untrained teachers in secondary schools. It also captured number of permanent classes and temporary but used classes. To match with the policy direction under implementation, we analyzed the trend from 2017 to 2021 for Pupil qualified Teacher Ratio (P_qTR) and Pupil Permanent Classroom Ratio (PCR).

These indicators provide a picture on learning/teaching environment as they are pivotal in achieving

equitable access of 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.

3.10.2.1 Pupil Classroom Ratio (PCR).

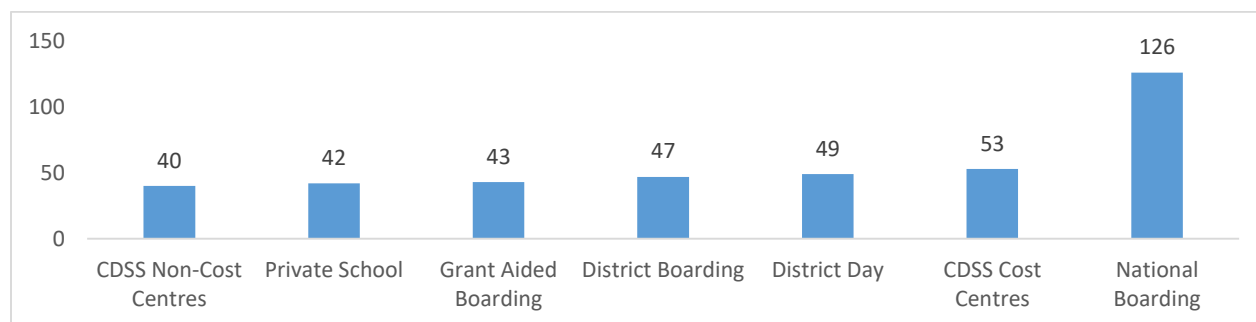
It is calculated by dividing the number of students by the number of permanent classroom.

Table 56: Student Classroom ratio by form

Form	Permanent Classrooms	Temporary classroom	Total classrooms	Enrolment	PpCR	PCR
Form 1	1850	166	2016	121231	66	60
Form 2	1839	123	1962	116324	63	59
Form 3	1812	85	1897	98121	54	52
Form 4	1837	101	1938	105426	57	54
Total	7338	475	7813	441102	60	56

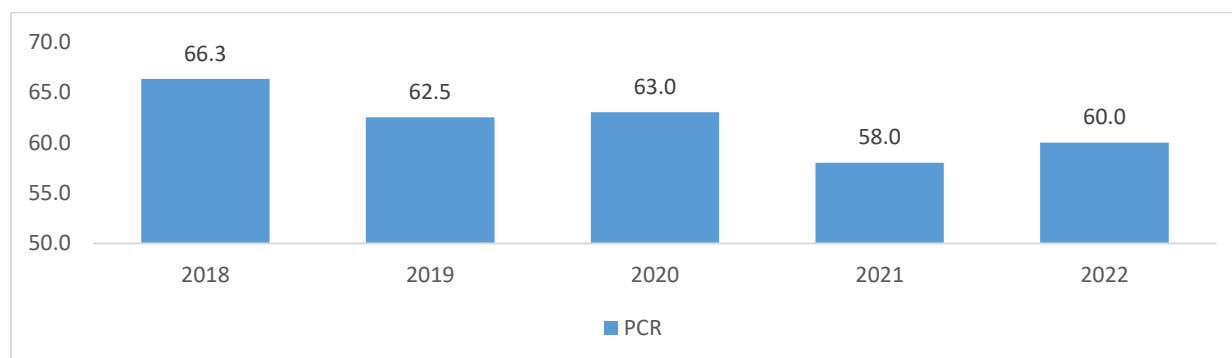
As expected, form 1 had the highest PpCR of 66 relative to the other forms. Form 3 reported the lowest PCR at 54 relative to the rest of the classes.

Figure 97: Pupil permanent Classroom ratio by type of school



The figure above shows that national boarding secondary schools had the highest Pupil classroom ratio meaning that there are more students per classroom

Figure 98: Trend in Pupil Classroom Ratio



The figure above shows the pupil classroom ratio has been decreasing from 66.3 in 2018 to 60.0 in 2022. Though the figures show a decrease, the secondary subsector needs to construct more of classes to achieve the standard PCR of 40:1.

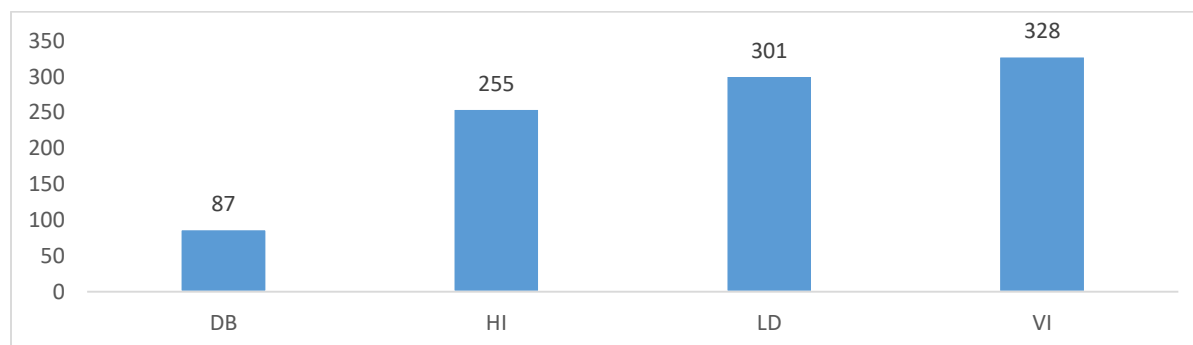
3.10.2.2 Pupil qualified Teacher Ratio (PqTR)

This is calculated as the total number of pupils enrolled at specified level of education by the number of trained teachers. It is used to measure the level of human resource input in terms of the number of qualified teachers in relation to the size of pupil population. Though it is widely used as a quality indicator, it should be noted that quality of education also depends on other factors such as teaching and learning materials.

3.10.2.3 Specialist Teachers

Specialist teachers are those who have a specific qualification related to various impairments that is over and above their teaching qualification. Among many reasons which affect learning of students with special needs is the specialisation of teachers who teach them according to their impairment. The 2022 annual school census collected information of special needs teachers according areas of specialisation.

Figure 99: Special needs Pupil Teacher Ratio

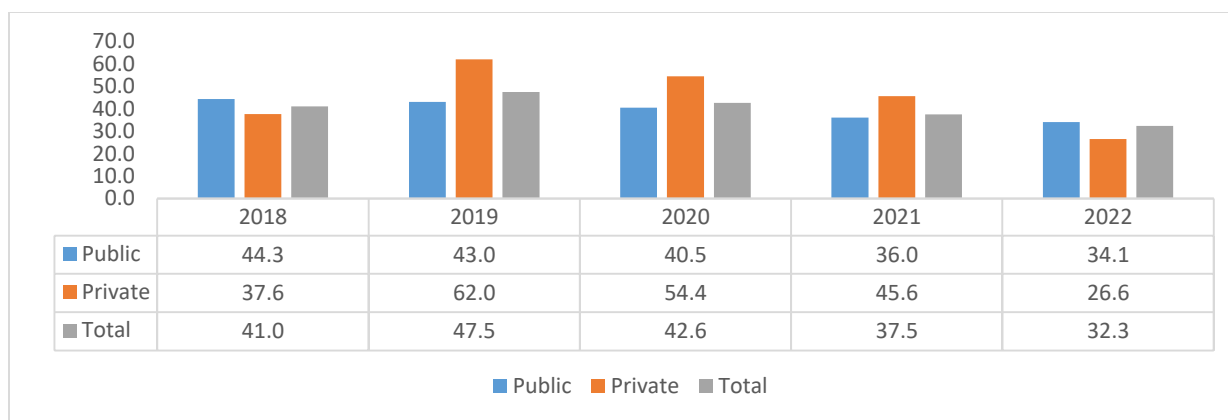


The figure above shows huge deficiency of specialist teachers in secondary schools with a highest pupil teachers ratio 328:1 in those who specialised in visual impairment.

3.10.2.4 Regular teachers

These are teachers who major in various subjects of teaching without any special qualification in special needs education. The Figure below the trend of Pupil qualified Teacher Ratio in secondary schools

Figure 100: Pupil qualified Teacher Ratio



The trends shown in the figure above shows that the Pupil qualified Teacher Ratio has been declining from 2018 at 41 to 32.3 in 2022. However, the down trend does not show the variability across subjects. The table below shows the deficiencies existing across various subjects

Table 57: Secondary Pupil qualified teacher ratio by subject

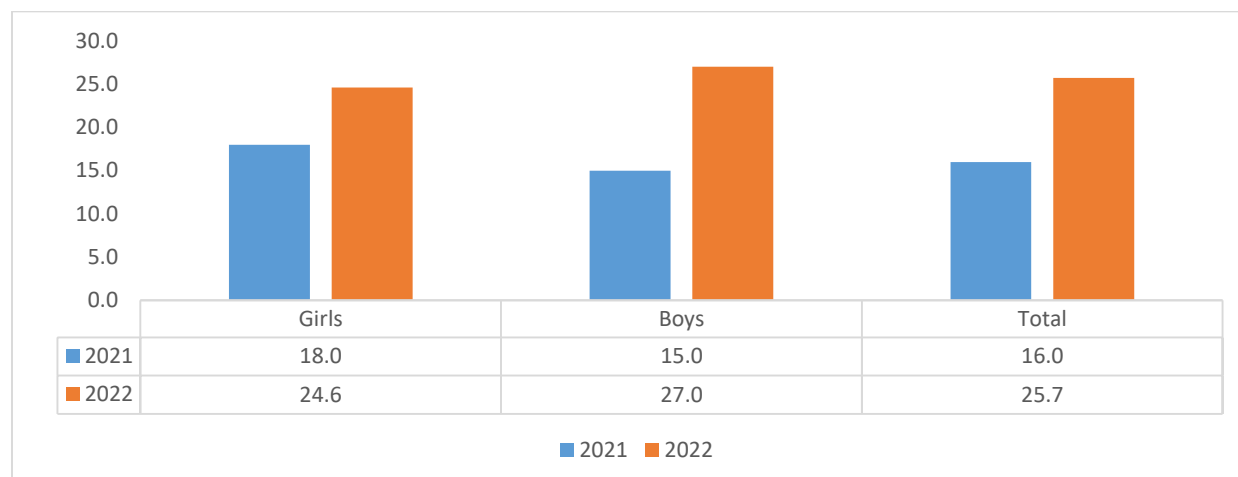
Subject	Majored subject by Teacher	Number students subject	of PqTR per
Computer Science	186	55814	300
Bible Knowledge	1023	200996	196
Home Economics	253	23779	94
Social Studies	814	352728	433
Biology	1340	436766	326
Chichewa	1169	438939	375
Agriculture	258	432593	1677
History	639	318713	499
Geography	1042	387065	371
English	1505	441102	293
Mathematics	2074	441102	213
Life Skills	77	351688	4567
Physics	300	375142	1250
Chemistry	52	374622	7204

The table above shows huge gaps in all core subjects irrespective of route a student's (science and humanities) may take.

3.10.2.5 Student Toilets Ratio

The 2020/21 census collected the number of sanitary facilities in secondary schools in Malawi. The information collected includes number of flush toilets, number of pit latrines drop holes, number of urinal blocks and number of hand washing facilities. The student toilet ratio was calculated and the results are as shown in the figure below.

Figure 101: Student toilet ratio by sex



The results indicate a total student toilet ratio of 25.7 and this is an increase of 9.7 relative to the previous academic year. Across gender, boys have a higher toilet ratio of 27 relative to girls at 24.6.

3.10.2.6 Text Book Ratio

Number of textbooks available in secondary schools contributes to 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 secondary sub-sector in the following subjects.

Table 58: Secondary Text- book Ratio by subject

Subject	Enrolment by subject	Books by Subject	Student Text Book Ratio
Computer Science	55814	36080	1.5
Bible Knowledge	200996	58528	3.4
Home Economics	23779	15411	1.5
Social Studies	352728	82596	4.3
Biology	436766	272581	1.6
Chichewa	438939	217694	2.0
Agriculture	432593	79347	5.5
History	318713	3999	79.7
Geography	387065	72038	5.4
English	441102	275659	1.6
Mathematics	441102	431883	1.0
Life Skills	351688	9885	35.6
Physics	375142	253803	1.5
Chemistry	374622	1521	246.3

The table above shows that more than two students share a book. Extreme values were observed in Chemistry, History and life skill where the student textbook ratio is very high. Mathematics was the only subject where each learner had a textbook.

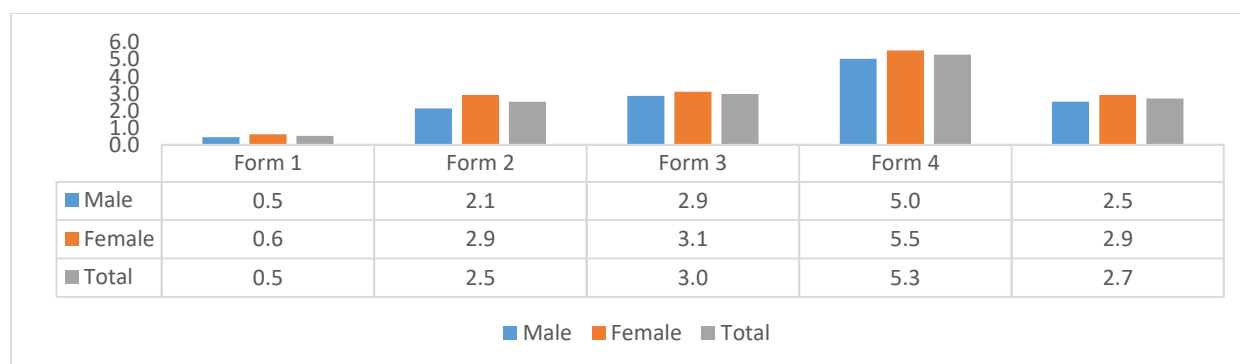
3.10.3 Efficiency Indicators

These rates help understand how the education system utilizes efficiently the 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 dropout from a grade or complete a grade.

3.10.3.1 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 returning for a second or third time or more. The purpose of this indicator is to measure the rate at which pupils from a cohort repeat a grade 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. Repetition Rate ideally should approach zero percent. High repetition rate reveals problems in the internal efficiency of the educational system and possibly reflect a poor levels of instruction. When compared across grades, the patterns can indicate specific grades for which there is higher repetition hence requiring more in depth study of causes and possible remedies.

Figure 102: Repetition rate by form and by gender



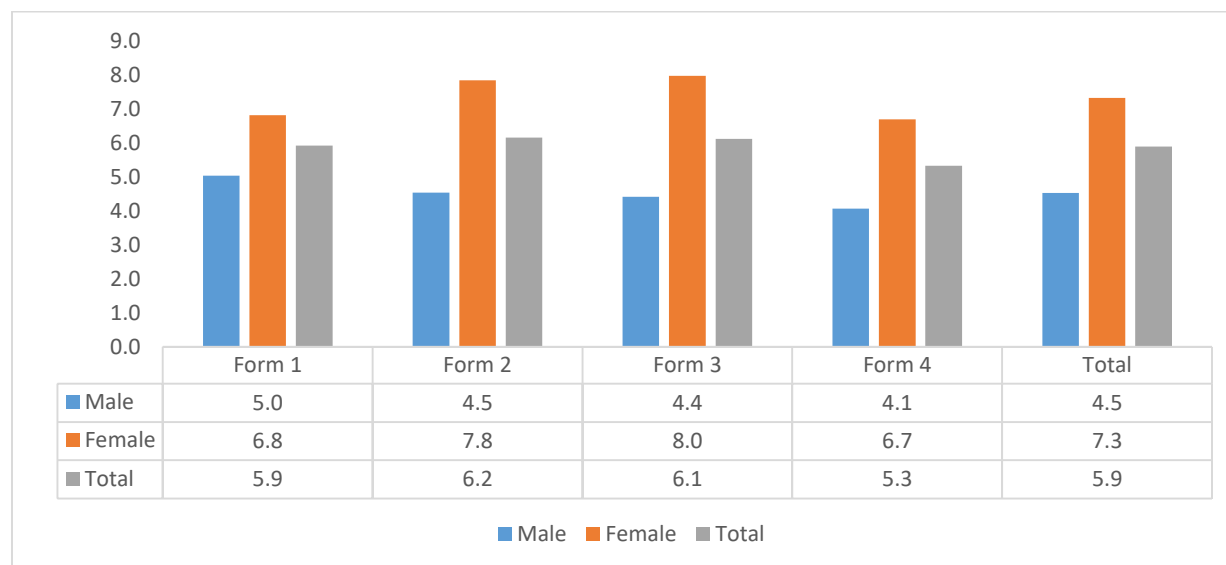
The figure above shows that Form 4 had the highest rate of repetition as compared to other forms. Repetition is higher among female relative to the male students.

3.10.3.2 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 without 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. The table below shows the dropout rate by gender and form for the 2022 academic year

Figure 103: Dropout rate by form and by gender



The figure above shows that the overall secondary school dropout rate for 2022 is at 5.9 percent and 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.

3.10.3.3 Secondary completion rates

Completion rate is an established measure of the outcomes of an education system. It is 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 outputs

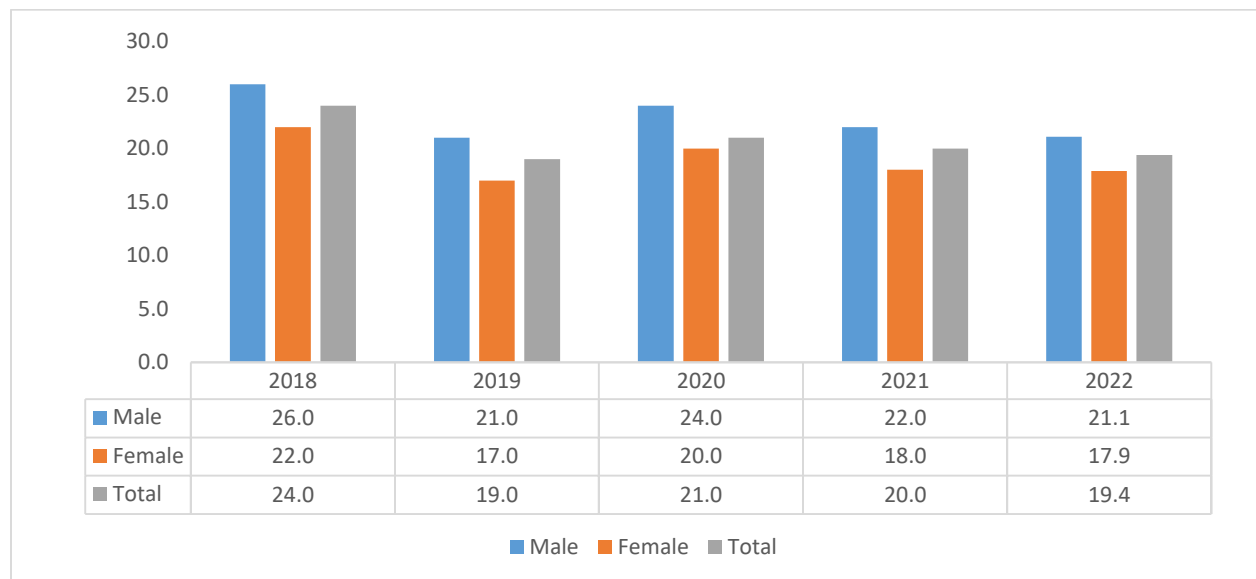
Table 59: Secondary completion rates

Population aged 17			New Entrants in Form 4			Completion rates		
Male	Female	Total	Male	Female	Total	Male	Female	Total
210635	226835	437470	44431	40644	85075	21.1	17.9	19.4

The result indicates that out of 100 students aged 17 years (the age supposed to be in form 4 from the population) in the population, only 19.4 percent of them completed secondary education in 2022. A closer

look at the gender shows more males completed secondary education relative to their female counterparts.

Figure 104: Trend of completion rates 2018- 2022



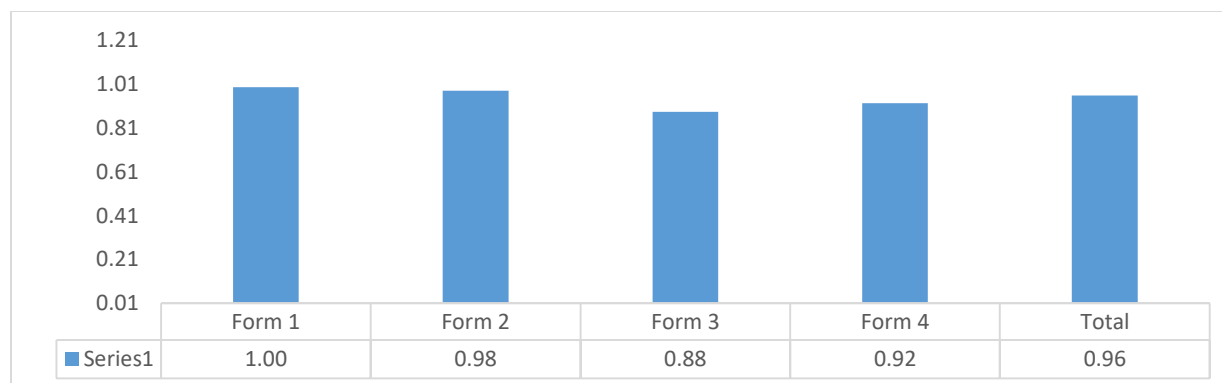
The figure shows that overall, the completion rates have remained fairly low between 2018 and 2022.

3.10.4 Equity Indicator

3.10.4.1 Gender Parity Index (GPI) for secondary School

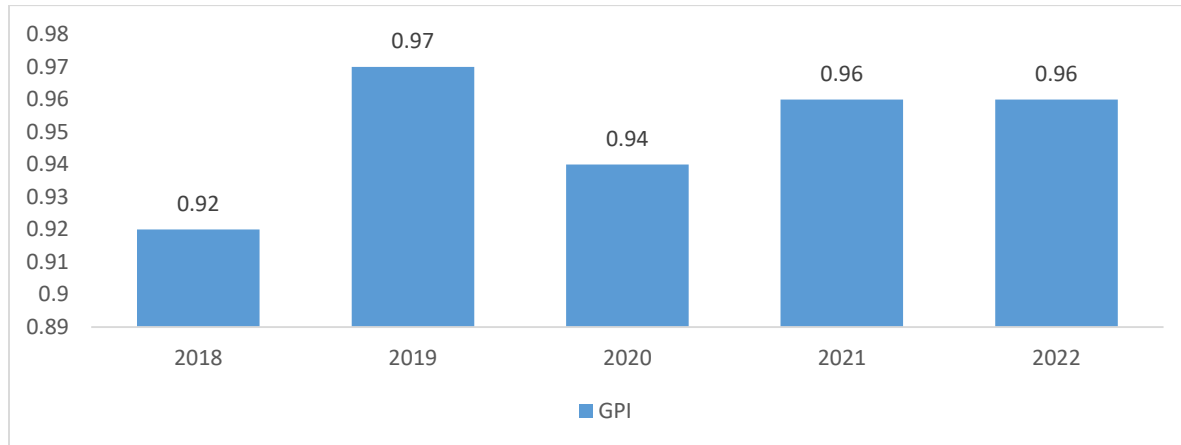
In relation to access measures, GPI is an important indicator of balanced programs to boost enrolment and participation in education across gender. The GPI is the ratio of female to male students for all levels. A GPI equal to 1 indicates parity between females and males. In general, a value less than 1 indicates disparity in favor of boys/men and a value greater than 1 indicates disparity in favor of girls/women. The table below shows GPI for 2021 by form.

Figure 105: Gender Parity Index by form



The results show that only in form 1 was gender parity achieved. The rest of the forms and eventually the total GPI shows there were more males relative to females enrolled in the secondary schools

Figure 106: Trend of Gender Parity Index, 2017-2021



The results show marginal improvement between 2018 and 2022. Despite the improvement, 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.

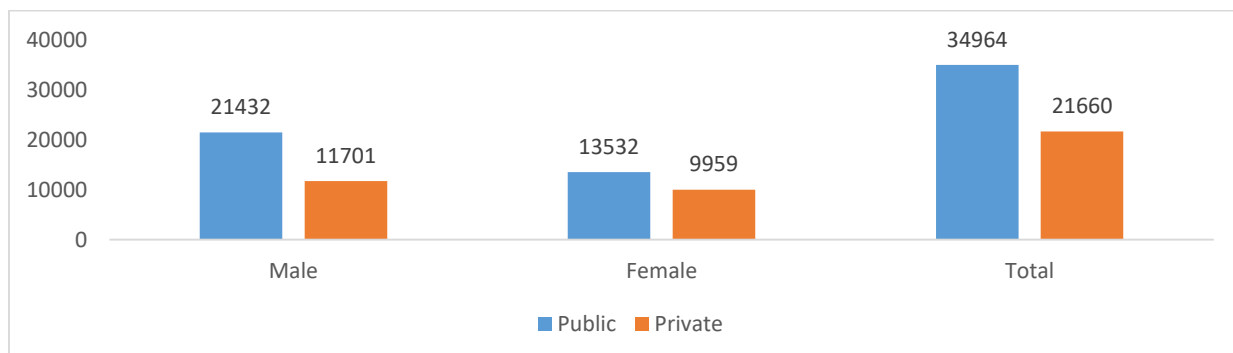
4 TERTIARY EDUCATION

4.1 Higher Education

4.1.1 Enrolment in Universities

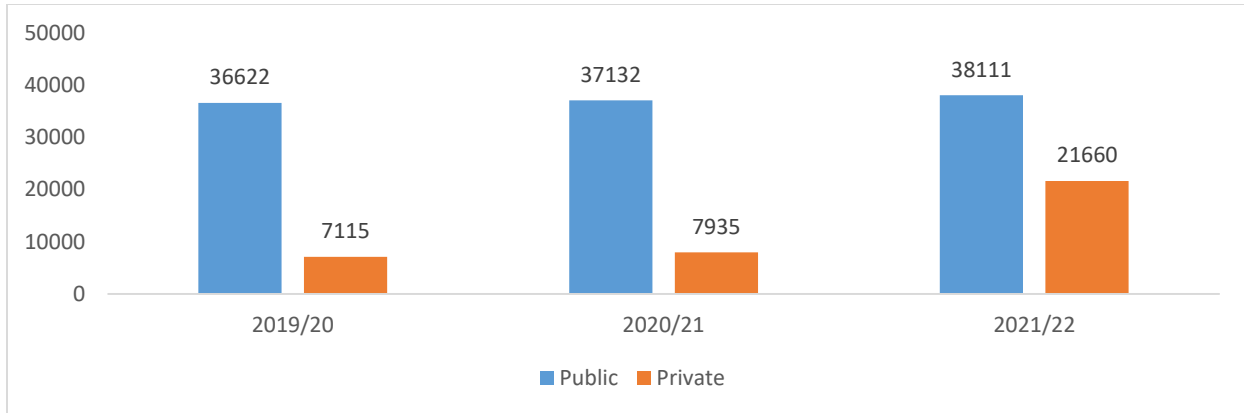
Higher education is one of the key subsectors which contributes to economic development of the country as such government has recently initiated policies to improve access to higher learning institution. A number of universities have been established, some are being expanded and some have been delinked.

Figure 107: Number of undergraduates by proprietorship



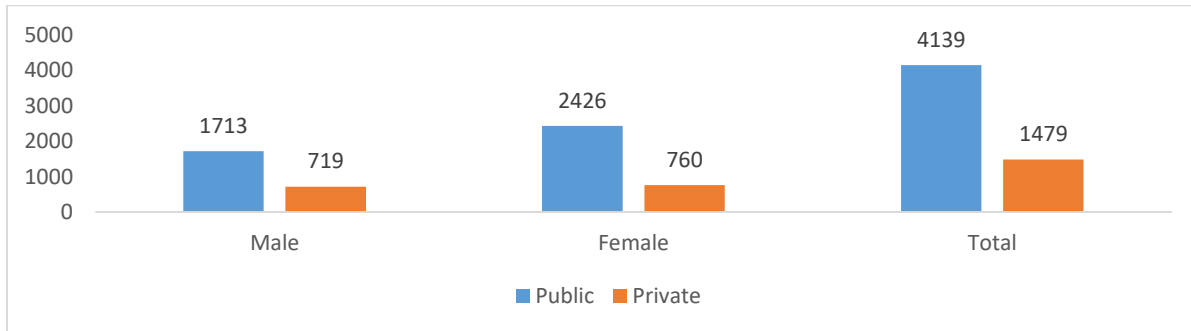
The figure above shows we had 56624 students in our universities of which 34,964 were from public universities and 21,660 were from private universities.

Figure 108: Trend in Undergraduates



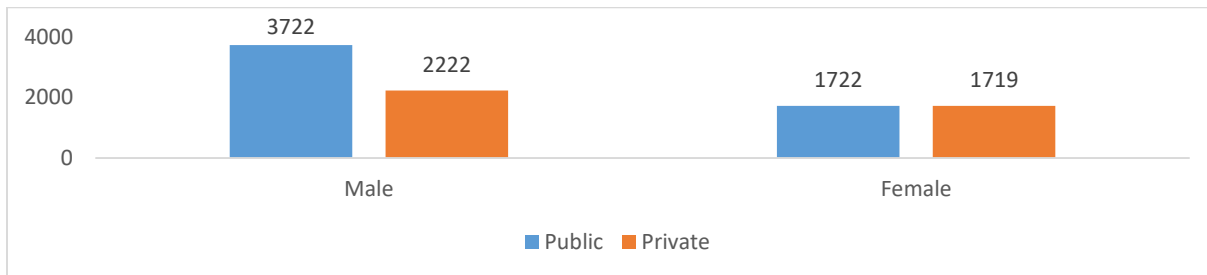
The figure above shows an increase of 36.7 percent for undergraduates from 2019/20 to 2021/22 academic year.

Figure 109: Number of Postgraduate students



The figure above show that we had 5618 post graduate students in our universities of which 4139 of them were from public universities and 1479 were from Private universities.

Figure 110: Number of students enrolled in ODeL programs by Proprietor

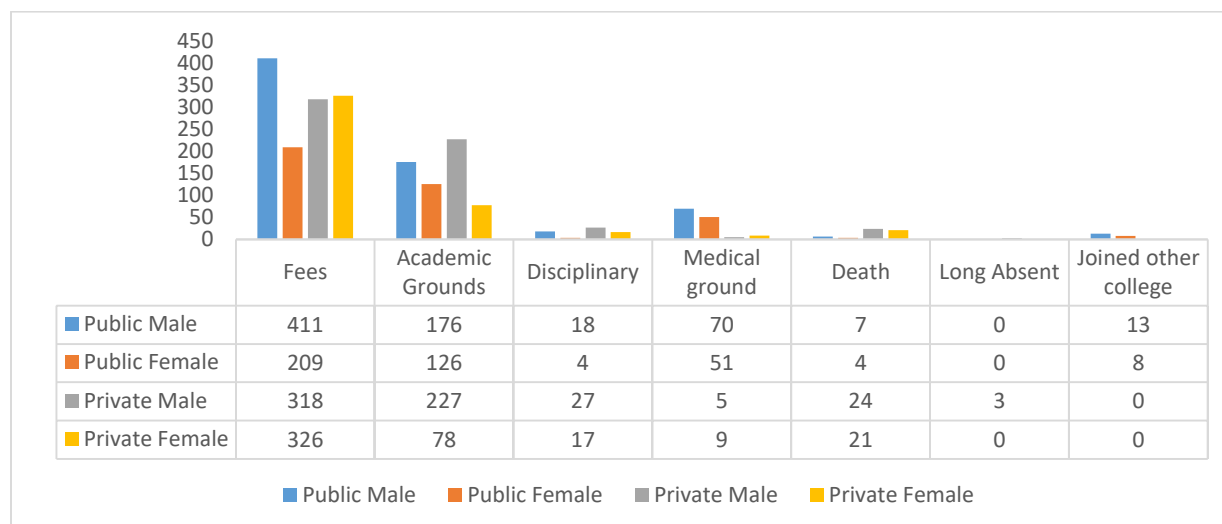


The figure above shows that more students got registered for ODeL courses in public institutions relative to private institution. Across gender, more male students got registered (63 percent) relative to female students (37 percent).

As regards to gender and proprietorship, out of all male students registered for ODeL course, 63 percent of them were in public institutions while 37 percent were in private institutions. There were no significant differences among female students who registered with public and private institutions.

4.1.2 Dropouts in Higher Education Institutions

Figure 111: Number of drop-outs by reason by proprietorship



The census looked at a number of reasons which normally led student drop-out with an academic year. Some of the reasons were; fees, academic grounds, disciplinary grounds, medical grounds, death and others. A good number of students (59 percent) drop-out because of school fees followed by academic grounds (28 percent).

As regards to proprietorship, about 66 percent of those who drop-out of school in public institutions are male students and they do so because of lack of school fees while in private institutions more than half of female students drop-out of school because of school fees.

4.1.3 Higher Education Loans and Grants

In order to improve access and equity of university education the Ministry intends to double enrolment over the next 5 to 10 years focusing on critical academic areas. One such way of making sure this objective is met within the projected time is by offering loans to students in both public and private universities.

Figure 112: Loan Beneficiaries by proprietorship

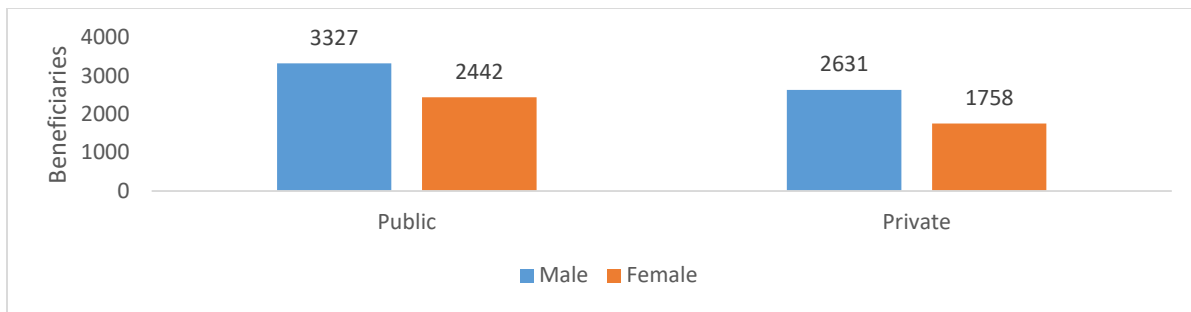
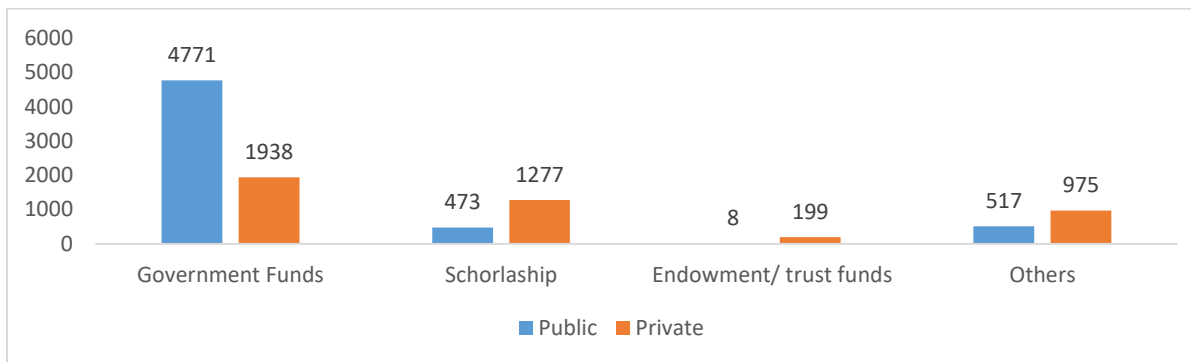


Figure 113: Type of beneficiaries



The figures above present number of loan beneficiaries in both public and private universities. More than half (63 percent) of the loan recipients were male students while 37 percent of them were female recipients. Majority of students were beneficiaries of the government loans followed by scholarships.

4.1.4 Special Needs Learners

As part of achieving access and equity to university education the ministry intends to mainstream special needs in all programmes, train teachers for special needs education and establish a special needs unit to monitor related programmes,

Figure 114: Students with Special Education Needs

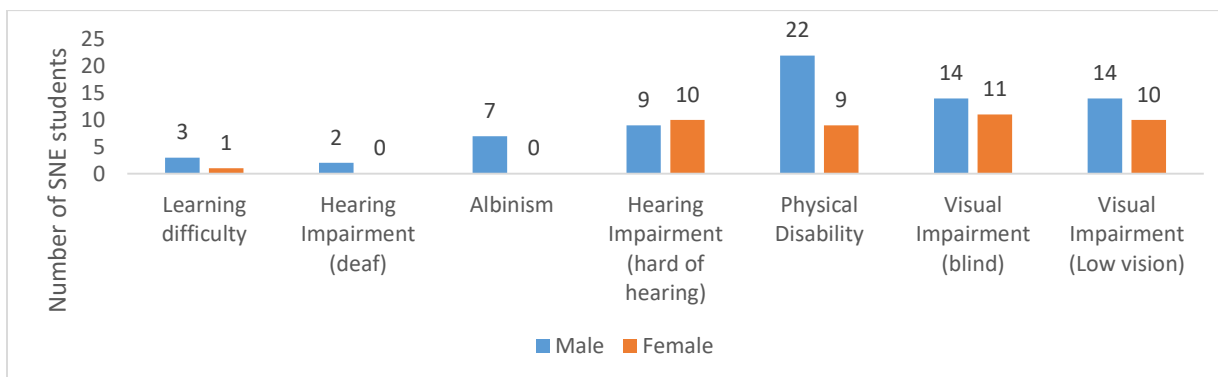


Figure above show that students with physical disability are more in number compared to other

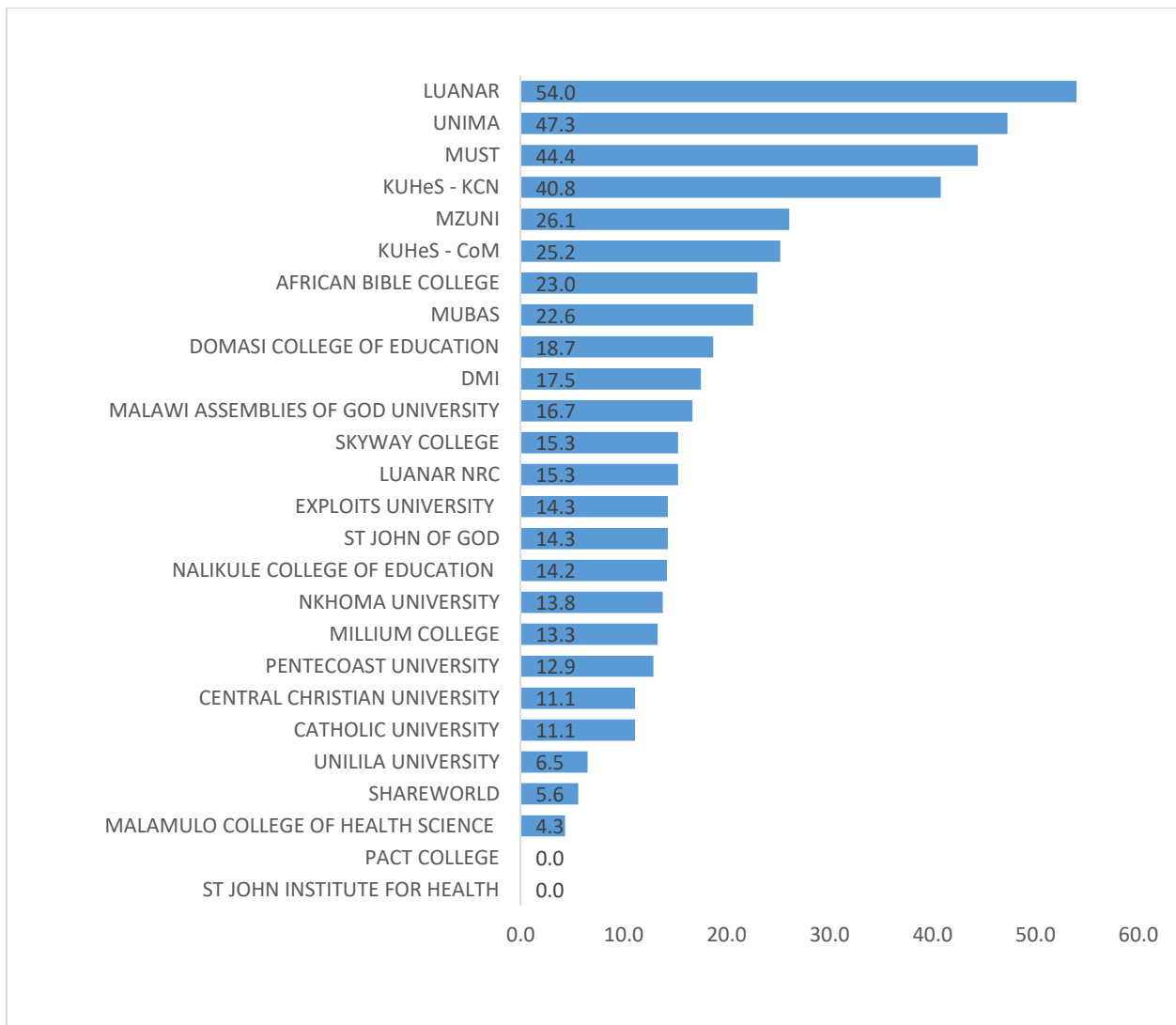
impairments.

4.1.5 Staff Qualification in colleges and universities

To ensure quality of education in our universities, the ministry intends to improve staff qualifications especially lecturers without PhDs and rationalizing the use of those with PhDs so as to enhance the quality of teaching, learning, research and development without losing sight of gender, special needs and HIV/AIDS related matters.

There are minimum standards set for institutions of higher learning institutions to have on their personnel. As a minimum, universities are required to have 30 percent of their teaching personnel to have PhDs.

Figure 115: Percentage of Staff with PhDs by University/College



The Figure above shows that only LUANAR, UNIMA, MUST and KUHeS-KCN have passed the 30 percent of PhD holders relative to other universities

4.2 Teacher Education

4.2.1 Teacher Training Colleges for Public Primary Schools

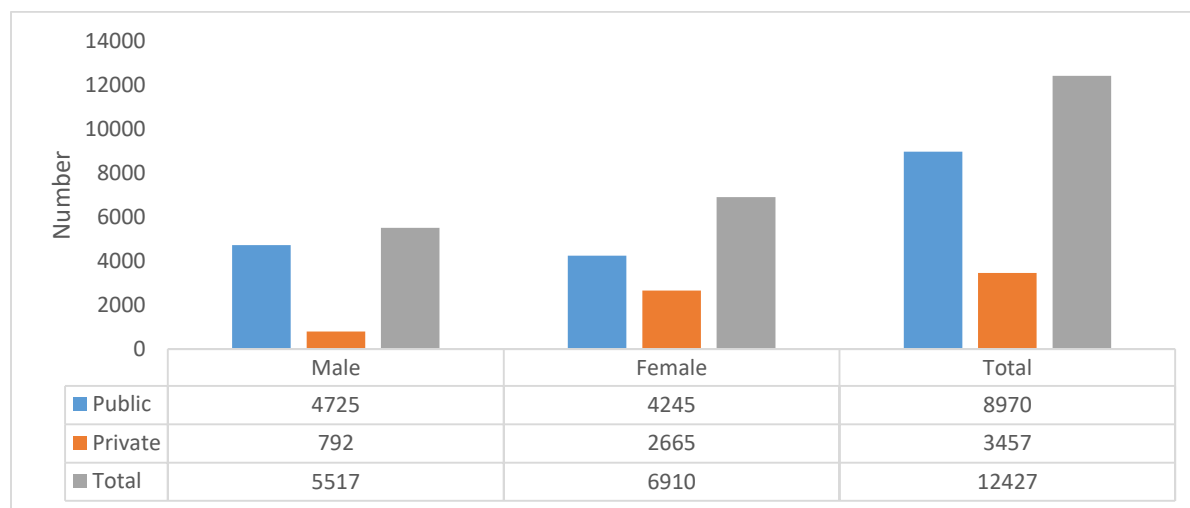
The government of Malawi focuses on training teachers in order to address quality issues and to overcome supply side challenges in the education system. Teacher education has emerged as an essential element in the improvement of education delivery. This year’s census collected information from all the 15 Teacher Training Colleges (TTCs) in the country. Of the 15 TTCs, 7 are public while 8 are private. The public TTCs are; Blantyre, Lilongwe, Chiradzuru, Phalombe, Kasungu, Machinga and Karonga while the private TTCs are DAPP Dowa, THEODARA van ROSSUM, ST Joseph's, Loudan, DAPP Chilangoma, Alma private ,DAPP Mzimba and Maryam girls.

This section examines different aspects as regards teacher education in Malawi. This is in terms of enrollment, accommodation facilities and staffing.

4.2.1.1 Enrolment in TTCs

The ministry has in the past few years been increasing the conventional primary teacher trainee intake for the IPTE programs. The ultimate goal has been to bring the primary school pupil teacher ratio to the recommended 1:60. The census collected information on student teachers who were enrolled in TTCs in the year 2022. The figure that follows shows TTC enrollment by proprietor and sex

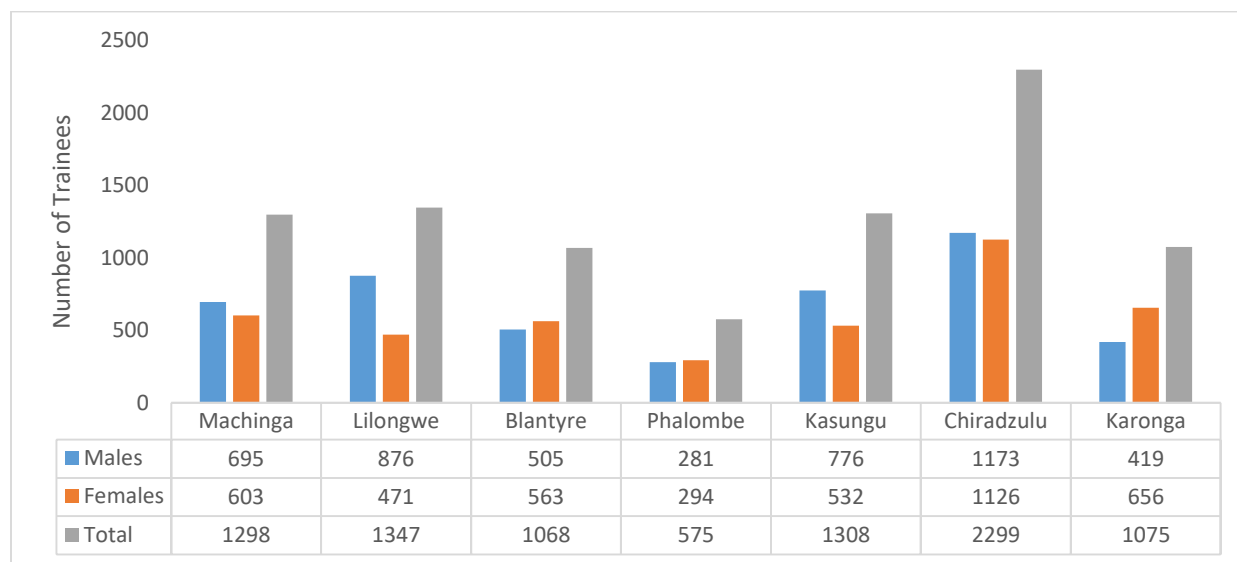
Figure 116: TTCs enrolment by proprietor and sex



The results indicate that in 2022 there was a total of 12427 student teachers enrolled in the TTCs. The results further show that of these, 72 percent are in public TTCs while the other 28 percent is 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 2022 enrollment. It should be noted that there are 2 female TTCs namely Maryam girls and ST Joseph.

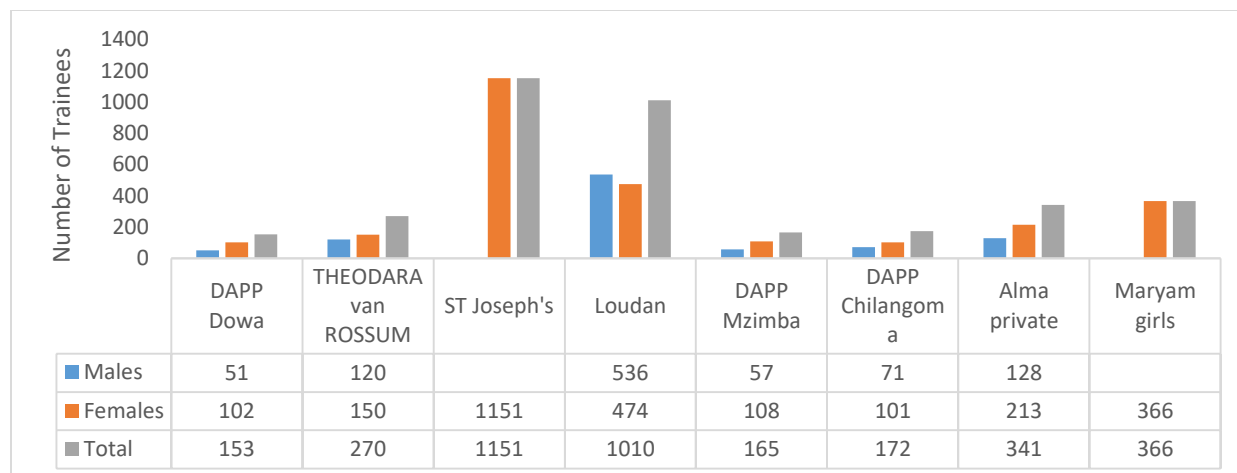
The following figures show enrollment in the individual TTCs for public and private TTCs, respectively

Figure 117: Public TTCs enrolment by sex



The results show that Chiradzulu TTC had the highest enrollment followed by Lilongwe TTC. Phalombe TTC registered the least enrollment among the public TTCs. The following figure displays this information for private TTCs

Figure 118: Private TTCs Enrollment by Sex

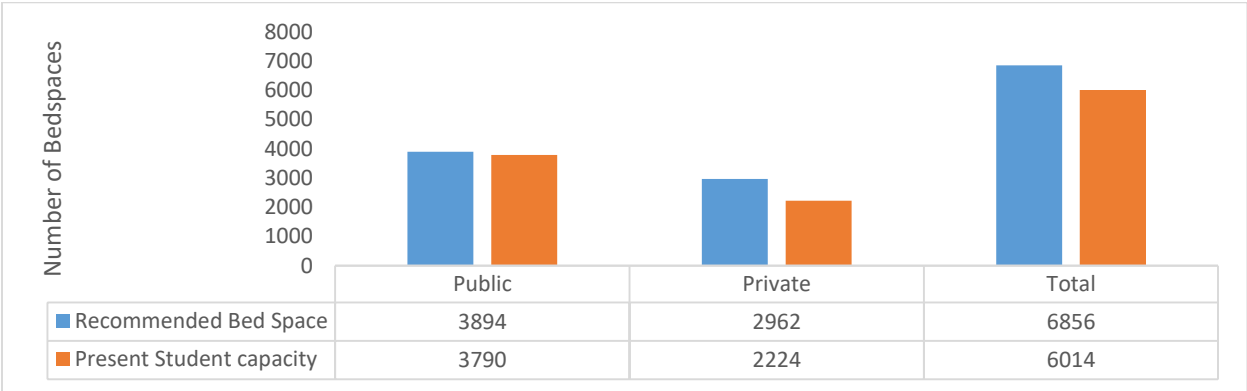


Despite being an all-female TTC, St Josephs had the highest enrollment among the private TTCs at 1151 student teachers. This was followed by Loudan TTC with a total enrollment of 1010 student teachers. DAPP Dowa TTC registered the least enrollment among the private TTCs, it had 153 student teachers enrolled.

4.2.1.2 Hostels and Bed spaces

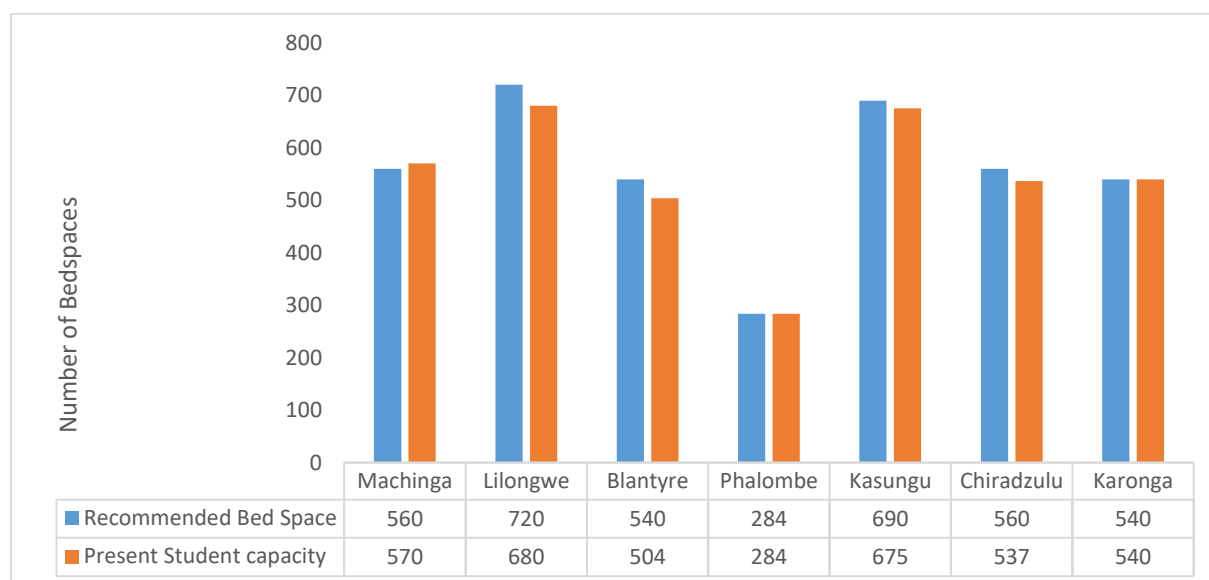
Accommodation facilities are critical in the provision of quality teacher education. Teachers are most likely to be well trained when they are accommodated at the TTCs where there is sufficient space without congestion. The ASC collected data on number of recommended bed space against the present student capacity and below are the findings;

Figure 119: Number of Bed Spaces Recommended and Current Bed Space Capacity by proprietor



From the figure above, the results indicate that overall, out of the total recommended bed space in TTCs, 87 percent is presently occupied by students translating to 13 percent of the available bed space being unoccupied. By proprietor, the results show that in public TTCs, 97 percent of the recommended bed space is occupied by student teachers leaving 3 percent of the bed space unoccupied. In the private TTCs however, 75 percent of the bed space is occupied by student teachers leaving a 25 percent bed space unoccupied. It would be important for TTCs to increase enrollment especially the private ones so as to fully utilize the available bed space. The figure below shows the bed space available and the present capacity in individual public TTCs.

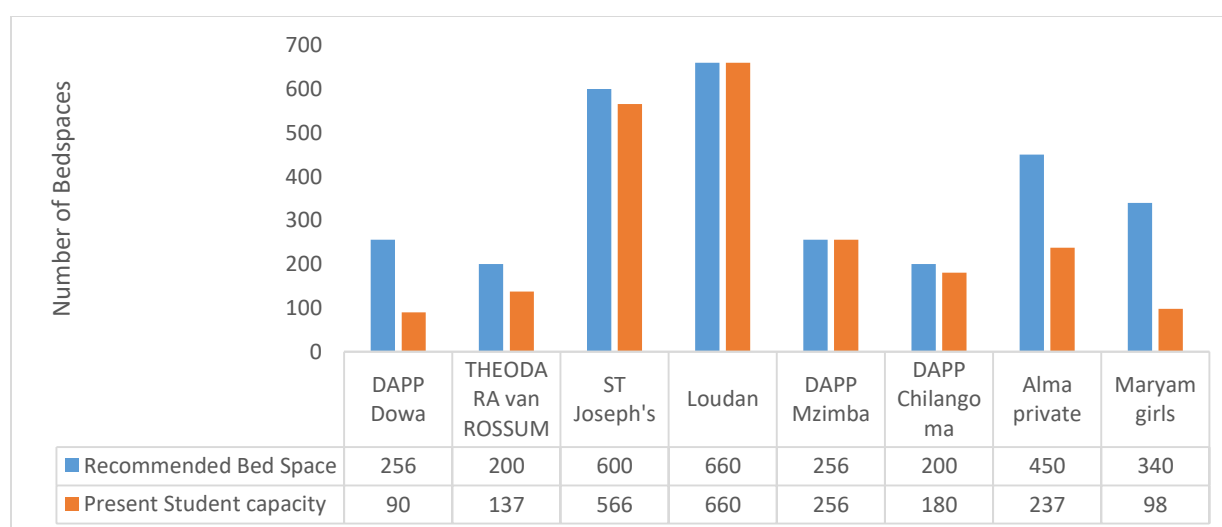
Figure 120: Recommended Bed Space Versus Student Capacity for Public TTCs



The results indicate Machinga TTC has a slightly higher student capacity than the recommended bed space. Phalombe and Karonga TTCs are properly utilizing the available bed space as all the available bed space is occupied by an equal number of students. The rest of the public TTCs have a student capacity lower than the recommended bed space.

The figure below shows the above information for the private TTCs

Figure 121: Recommended Bed Space Versus Student Capacity for Private TTCs

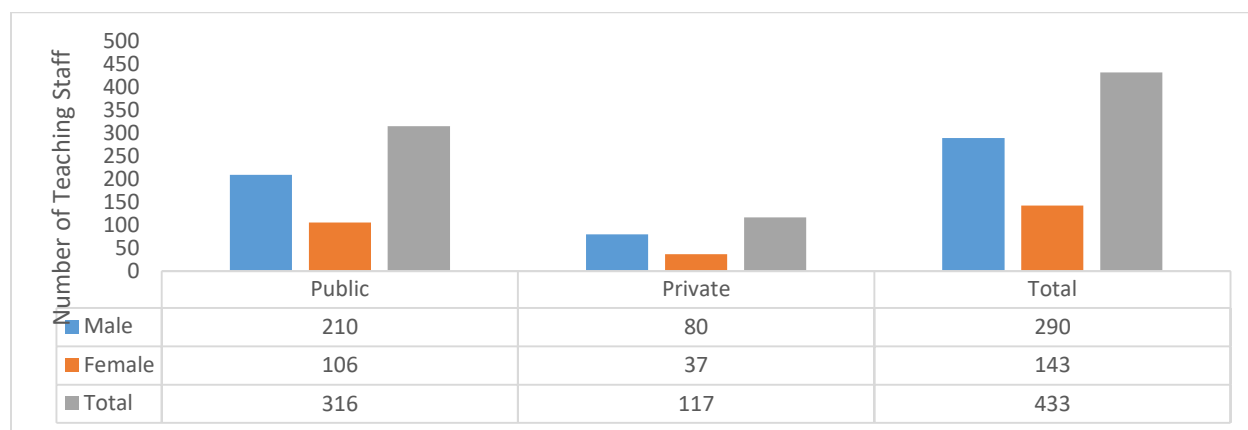


The results show that for the exception of Loudan TTC where there is 100 percent occupation of the recommended bed space, the rest of the private TTCs have less number of students occupying the available bed space

4.2.1.3 Public TTCs Teaching Staff

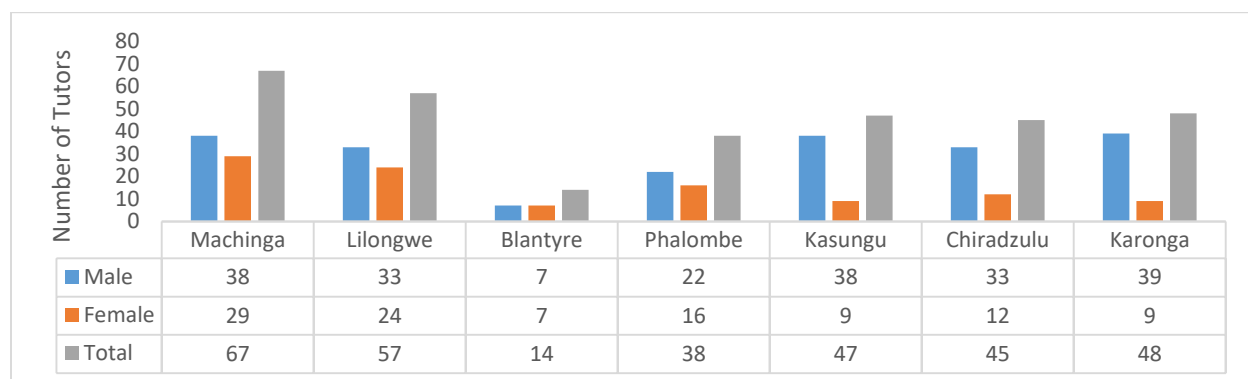
Over the past years, the number of teaching staff in the TTCs has increased steadily. Sufficient teachers promote enough interface between learners and tutors which in turn results in producing quality teachers. The figure below shows the number of teaching staff by sex and proprietor.

Figure 122: Number of Teaching Staff by Sex



A total of 433 teaching staff was reported in all TTCs. Of these, 73 percent were in public TTCs while private TTCs accounted for 27 percent of the teaching staff. Further to this, 67 percent of the teaching staff were male while females were 33 percent. The figure that follows shows teaching staff reported in individual public TTCs by sex.

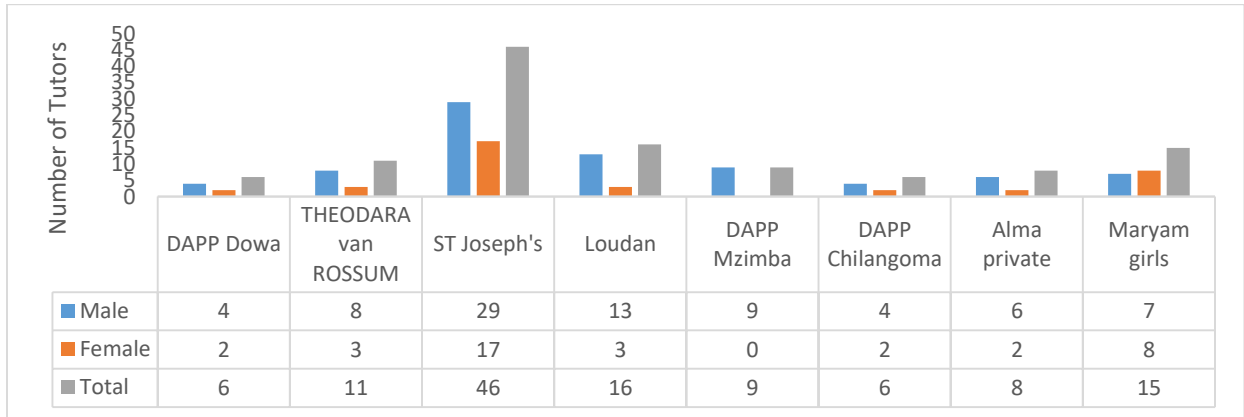
Figure 123: Tutors by sex in Public TTCs



Machinga TTC reported the highest number of teaching staff followed by Lilongwe TTC. Blantyre TTC reported the least teaching staff of all the public TTCs. In terms of sex, with the exception of Blantyre TTC

that reported equal number of female and male teaching staff, All the other public TTCs reported a higher number of Male teaching staff relative to females. The next table shows this information for the private TTCs

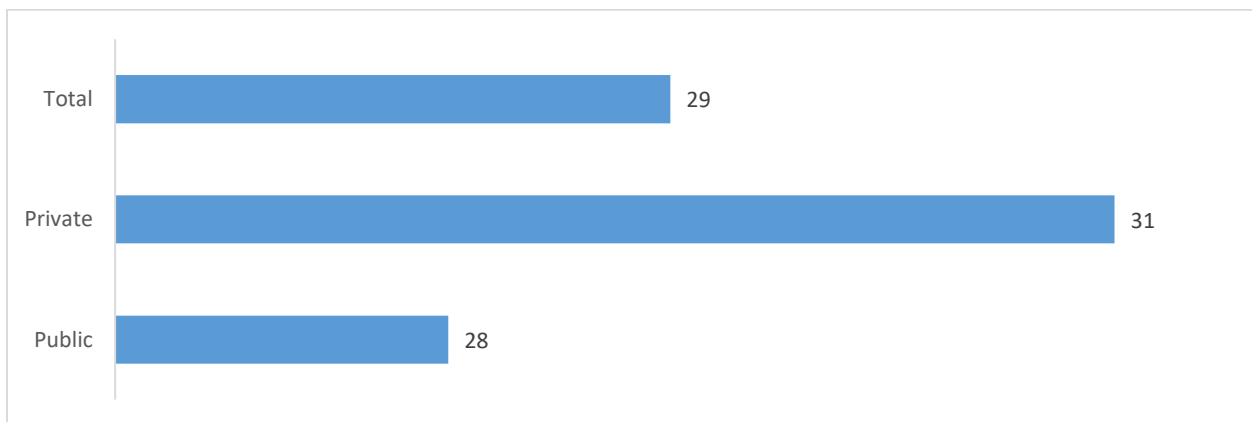
Figure 124: Tutors by sex in Private TTCs



ST Joseph’s TTC had the highest number of Teaching staff followed by DAPP Mzimba. DAPP Chilangoma and DAPP Dowa reported the least number of teaching staff at 6 each. By gender, all TTCs reported a higher number of males than female teaching staff except for Maryam girls where slightly more females were reported relative to their male counterparts. A special case to note is DAPP Mzimba TTC where there was no female teaching staff reported.

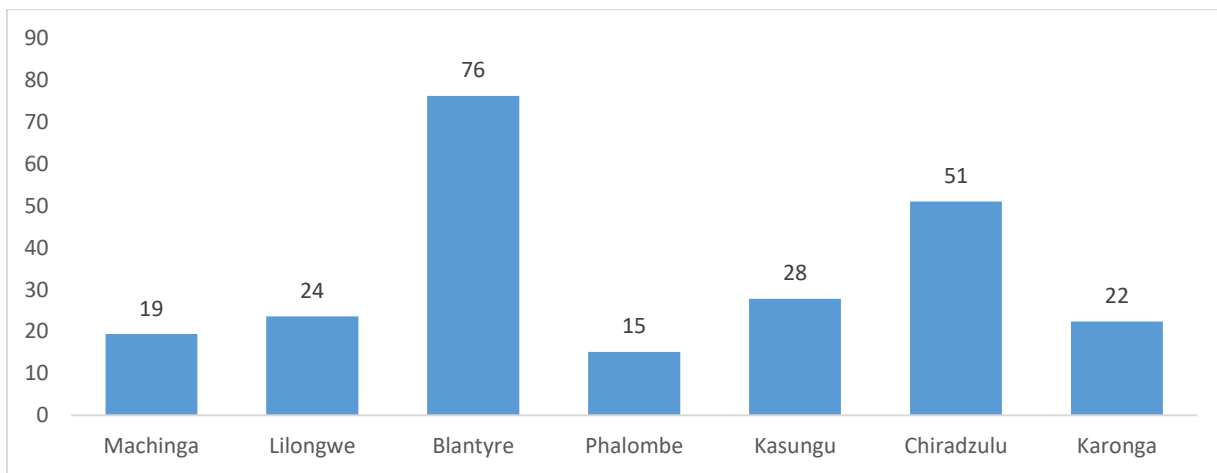
Comparing the number of teachers with the learners in the TTC, a pupil-teacher ratio was calculated by dividing the total number of learners by number of teaching staff. This gives a picture of how many learners are being attended to by one teaching staff.

Figure 125: Tutor Student Teacher Ratio by proprietor



The overall Tutor Student Ratio is at 29. However private TTCs had a higher student tutor ratio of 31 relative to the public ones at 28. The figure below shows the Tutor student ratio by each of the public TTCs

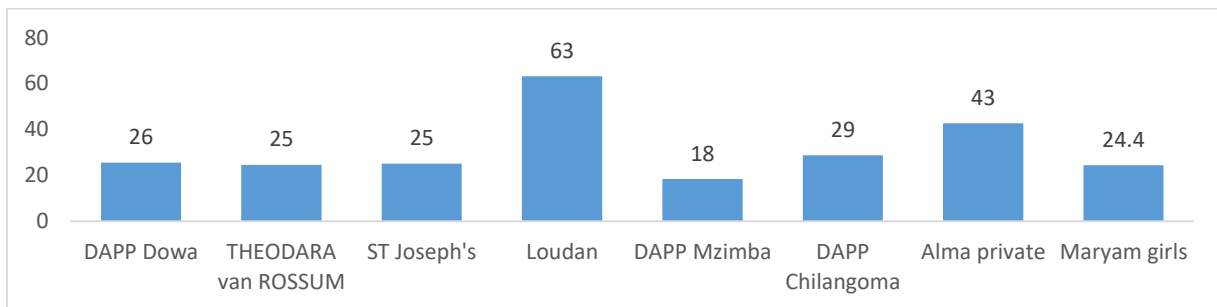
Figure 126: Tutor student ratio in public TTCs



From the table above, it reveals that, Blantyre TTC reported a very high Tutor student ration of up to 76, followed by chiradzulu TTC. Phalombe TTC had on average 15 student teachers being attended to by 1 tutor.

The following figure shows tutor student ratio of the individual private TTCs

Figure 127: Tutor student ratio in private TTCs



Loudan had the highest tutor to student ratio at 63. This was followed by Alma private TTC at 43 learners per tutor. Dapp Mzimba had the lowest at an average of 18 learners being attended by 1 tutor

5 EDUCATION EXPENDITURE

5.1 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, and Education Subventions under Vote 275. 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 Ministry; operations carried out at Headquarters and its agencies, public secondary schools, 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.

The devolved resources to Local Councils caters for salaries for all teachers in public primary schools as well as operational costs for all public primary schools in the 34 Education districts, while for Education subventions caters for salaries, operation costs and infrastructure projects. These education subventions include: Six public universities namely, University of Malawi, Mzuzu University, Lilongwe University of Agriculture and Natural Resources, Malawi University of Business and Applied Sciences, Kamuzu University of Health Sciences and Malawi University of Science and Technology; Malawi National Examination Board (MANEB); National Library Services; Malawi Institute of Education; National Council for Higher Education (NCHE); Higher Education Students Loans and Grants Board (HESLGB); Mombera University; and Malawi University Development Programme.

The resources which are allocated to the education sector mainly fall into two major categories, namely, Recurrent Budget which comprises Personal Emoluments (PE), and Other Recurrent Transaction (ORT); and Development Budget which comprises Part I development budget which is donor financed, and Part II development budget which is financed by Malawi Government.

In 2021/22 Financial Year (FY), the overall revised budget for the education sector was MK340.5 billion of which MK291.4 billion was for recurrent expenditure and MK49.1 billion was for development projects. During Mid-year Review, Development Budgets both Part I and Part II remained at MK16.8 billion and MK32.3 billion respectively.

The Government of Malawi continues to highly value the role the education sector plays in the country as demonstrated by an allocation of 4.5 percent of the country's GDP to the education sector in 2021/22 FY which is slightly lower than the allocation of 5.0 percent of the country's GDP allocated to the sector in 2020/21 FY. The average GDP of 4.5%, which the Government spent on education between 2012/13 and

2021/22 FYs is equivalent to the average GDP of 4.5 percent which sub-Saharan Africa countries spend on education (World Bank1). Table 1 below shows Budget allocations to education sector in proportion to the GDP.

Table 60: Trends on GDP Spent on Education

Year	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Education sector allocation(excluding Dev. Part 1)	79	102	119	163	179	228	254	292	346	340
GDP	1,717	2,242	2,848	3,521	4,219	5,333	5,633	6,275	6,918	7,499
Percentage of GDP spent on Education	4.60%	4.50%	4.20%	4.60%	4.20%	4.30%	4.50%	4.66%	5.00%	4.53%

Source: Ministry Finance Books (2023 Economic Report p.8)

5.2 Recurrent Budget Allocations

The trend analysis below shows that the percentage allocation of total government recurrent expenditure towards education has been over 20% for the past 10 years since 2012/13 FY. From 2012 onwards, there was an increase in government expenditure towards the education sector due to donor-pooled resources through the Education Sector-Wide Approach (SWAp) program. The Education SWAp arrangement mandated the Government of Malawi to allocate a minimum of 20% of its discretionary recurrent budget towards the education sector. To fulfil this obligation, Government allocated a minimum of 23% of its overall recurrent allocation to the education sector between 2012/13 and 2021/23 FYs. In 2021/22 FY, Government allocated 26% of its voted recurrent budget towards the education sector.

Table 61: Trends in Recurrent Allocation Total Government Recurrent Budget to Education in (MK "000,000,000")

Financial Year	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Total Recurrent Education	73,430	93,400	112,790	157,869	174,690	207,589	224,545	298,878	333,160	291,365
Total Voted Recurrent Allocation (excludes Statutory Expenditures)	321,460	386,220	495,750	582,522	666,255	788,999	840,966	1,054,959	1,302,679	1,107,484
% of recurrent allocation (excluding statutory expenditures) spent on education	23%	24%	23%	27%	26%	26%	27%	28%	26%	26%

Source: Ministry of Finance; Financial Statements

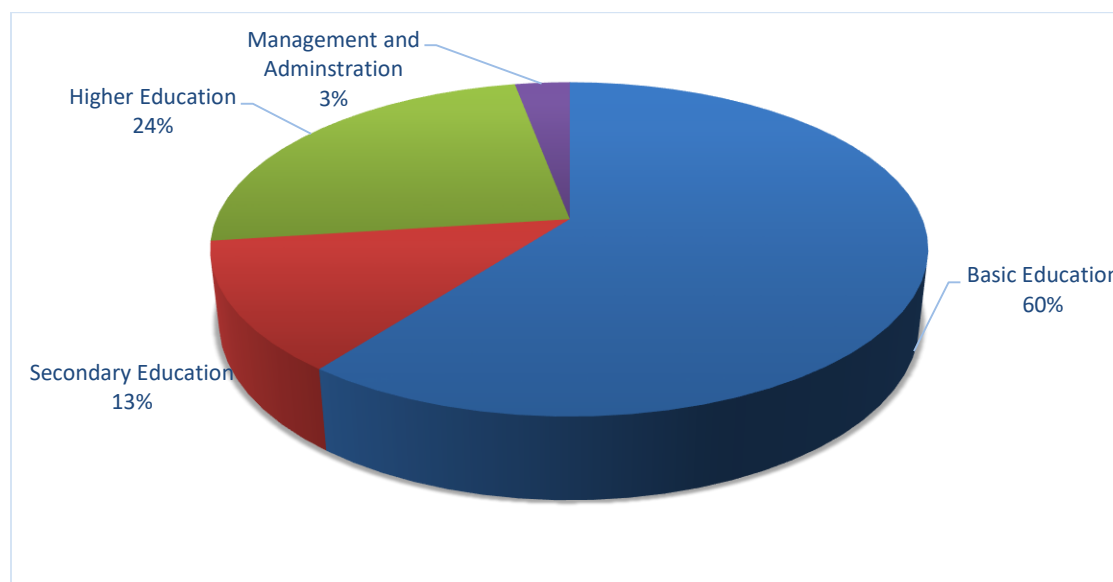
However, huge resources allocated to the education sector under recurrent budget were meant for payment of salaries for primary and secondary school teachers. Out of the revised recurrent budget of MK291.4 billion allocated to the education sector, MK171.9 billion was for payment of salaries for both primary and

secondary school teachers representing 59% of the total recurrent resources. Non-salary allocations include resources for the purchase of Teaching and Learning Materials (TLMs) amounting to MK1.5 billion for both primary and secondary schools; MK8.3 billion for the running of all secondary schools under the six education divisions; and MK12 billion for running of all primary schools in the country.

5.2.1 Recurrent Allocation to Education Sector Programs for 2021/22 FY

In 2015/16 FY, Malawi Government changed its budgeting system from Output Based Budgeting to Program Based Budgeting. As such, allocation of resources in the education sector budget is based on programs. The education sector has four programs namely: Basic Education, Secondary Education, Higher Education, and Management and Administration. Figure 1; below analyses the total budget allocation by program in the education sector.

Figure 128: Education Sector Recurrent Percentage Allocation by Program for 2021/22FY



Source: Ministry of Finance Books and IFMIS

Basic Education Program got the largest share of 60% of the education sector recurrent budget. This allocation has been lower than in the 2020/21 FY allocations, which stood at 63% of the total education recurrent budget. Salaries and Primary School Improvement Program (PSIP) grants took a large portion of the basic education budget. Out of approved budget of MK176 billion allocated to basic education, MK143 billion was for salaries for the primary school teachers implying that 81% of the resources under basic education were for salaries and 19% of the resources were for other recurrent transactions such as purchase of TLMs and school grants for all the public primary schools countrywide.

The second largest recurrent allocation to the education sector of 24% was allocated to Higher Education in the 2021/22 FY. Substantial resources under Higher Education Program were mainly allocated to subvented organizations such as public universities that fall under Vote 275 for subventions. Out of the approved budget of MK70.1 billion for higher education program, a total of MK64.2 billion was allocated to the higher education subventions, representing 92% of the total allocation to the program. The resources under universities mainly cater for lecturers' personnel emoluments and operational costs for teaching and learning in the universities. The remainder of the resources were allocated to the Department for Higher Education under Vote 250 and other subvented organizations like National Council for Higher Education (NCHE), Malawi University Development Program (MUDP) and Higher Education Students' Loans and Grants Board (HESLGB).

In 2021/22 FY, Secondary Education program was allocated 13% of the total recurrent budget. This allocation is 1% less than that of the 2020/21 FY. Out of the MK36.1 billion allocated to the program, MK26.4 billion was for payment of salaries for secondary school teachers representing 72% of the recurrent budget. The remainder was for the Other Recurrent Transactions (ORT) expenses such as purchase of Teaching and Learning Materials and for day-to-day running costs of over 900 public secondary schools and community day secondary schools (CDSSs) in the country.

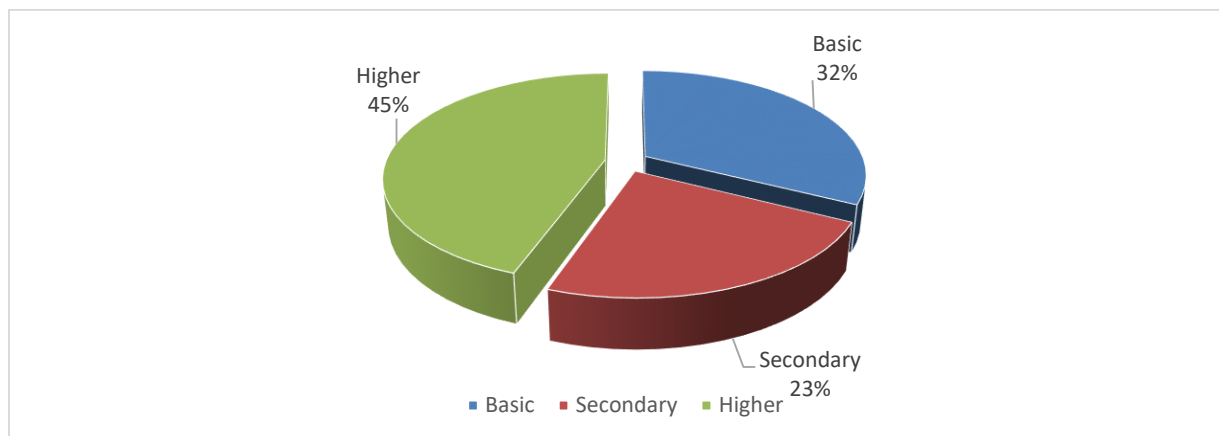
The least in 2021/22 FY was allocated to Management and Administration having 3% of the total recurrent budget (MK 8.5 billion), this program provides support services to the three core programs namely: Basic, Secondary, and Higher Education Programmes. These support services include Procurement, Finance, Audit, planning and Policy, Administration, Human Resource Management and Development.

5.3 Development Budget Allocations

The 2021/22 FY approved budget for education sector development projects was MK49.1 billion of which MK 16.8 billion was for development budget part I and MK 32.3 billion was for development budget part II. During Mid year Budget review no any revision was done for both Part I and Part II. Out of the approved budget of MK49.1 billion, MK21.6 billion was for development projects which were implemented under education subvented organizations representing 45% of the total development budget.

The resources under development budget were allocated mainly to the three core programmes namely: Basic, Secondary and Higher Education Programmes. The figure below shows how the development resources were allocated within the education sector.

Figure 129: Education Sector Development Budget Allocations by Program



In 2021/22 FY Higher Education Program was allocated the largest proportion of the development budget of about 45%. The projects implemented under this program include the Expansion and Upgrading of Domasi College of Education, Support to Higher Education, Science and Technology (HEST), and various projects implemented in the Public Universities. The second largest allocation under development budget of 32% was directed to the Basic Education Program. The projects implemented under this program include the construction of Primary Schools in urban areas, and construction of 3 TTCs for Primary School Teachers. Secondary Education Program was allocated 23% and the projects implemented under Secondary Education include construction of girls' hostels, construction of science laboratories and libraries, and construction of Thumbwe Secondary school.

In 2021/22 FY Malawi Government changed its Financial year starting from July to June to April and ending in March as such during this transition period, the allocation of resources was mainly to finalize the ongoing projects under each program.

5.4 2021/22 Vote 250 Ministry Of Education Budget Performance

Table 62: 2019-20 VOTE 250 Expenditure Analysis as of 31 st MARCH, 2022 (in MK)

Budget Category	2020/21 Revised Provisions	2021/22 Approved Provisions	2021/22 Revised Provisions	2021/22 Funding	2021/22 Expenditure	Funding Spent	Budget Spent
Recurrent Budget							
PE	38,220,865,396	30,519,642,972	30,519,642,972	28,205,387,690	23,737,500,089	84%	78%
ORT	23,402,708,845	17,768,488,757	19,941,317,257	13,453,184,717	8,642,627,498	64%	43%
Of which TLMs	1,854,759,600	1,500,000,000	1,500,000,000	0	0	0%	0%
Recurrent Total	61,623,574,241	48,288,131,729	50,460,960,229	41,658,572,407	32,380,127,588	78%	64%
Development Budget							
Dev'mt Part I	41,484,317,233	16,827,359,322	16,827,359,322	7,540,673,263	7,540,673,263	100%	45%
Dev'mt Part II	5,400,000,000	10,700,000,000	10,700,000,000	3,990,220,514	3,559,861,026	89%	33%
Dev'mt Budget Total	46,884,317,233	27,527,359,322	27,527,359,322	11,530,893,777	11,100,534,290	96%	40%
Vote 250 Total	108,507,891,474	75,815,491,051	77,988,319,551	53,189,466,184	43,480,661,877	82%	56%

Source: Integrated Financial Management Information System (IFMIS)

5.4.1 Budget and Funding Utilization

Out of the revised PE budget of MK30.5 billion for Vote 250, funding as of 31st March, 2022 was MK28.2 billion of which MK23.7 billion was spent representing a budget and funding utilization of 78% and 84% respectively.

As regards ORT for Vote 250, a total of MK8.6 billion was spent as at 31st March, 2022 against a revised budget and funding provision of Mk19.9 billion and MK13.5 billion respectively implying that 43% of the annual budget and 78% of the funding was utilized. The ORT budget and funding utilizations for this financial year were on the lower side than planned due to the impact of Covid 19 pandemic as most of the activities and programs were scaled down, including migrating to new Integrated Financial Management Information System (IFMIS) whereby payments have been centralized due to some technical challenges the Accountant General Department faced during this 2021/22 FY.

Out of the revised recurrent budget of MK50.5 billion for Vote 250, funding as of 31st March 2022 was MK41.6 billion of which MK32.4 billion was spent representing a budget and funding utilization of 64% and 78% respectively.

The 2021/22 FY approved budget for Vote 250, Ministry of Education, development projects was MK27.5 billion of which MK16.8 billion was for Development Budget Part I and MK10.7 billion was for Development Budget Part II. These resources for both Part I and Part II development budget are resources for development projects which were implemented under Ministry of Education, Vote 250.

In terms of expenditure for development budget resources under Vote 250, a total of MK11.1 billion was

used as at 31st March, 2022 against an approved budget provision of MK27.5 billion and funding of MK11.5 billion representing a budget and funding utilization of 40% and 90% respectively. A summary of budget performance for individual project is outlined in Table 4 below:

Table 63: Budget Performance for Development Project AS OF 30TH MARCH 2022

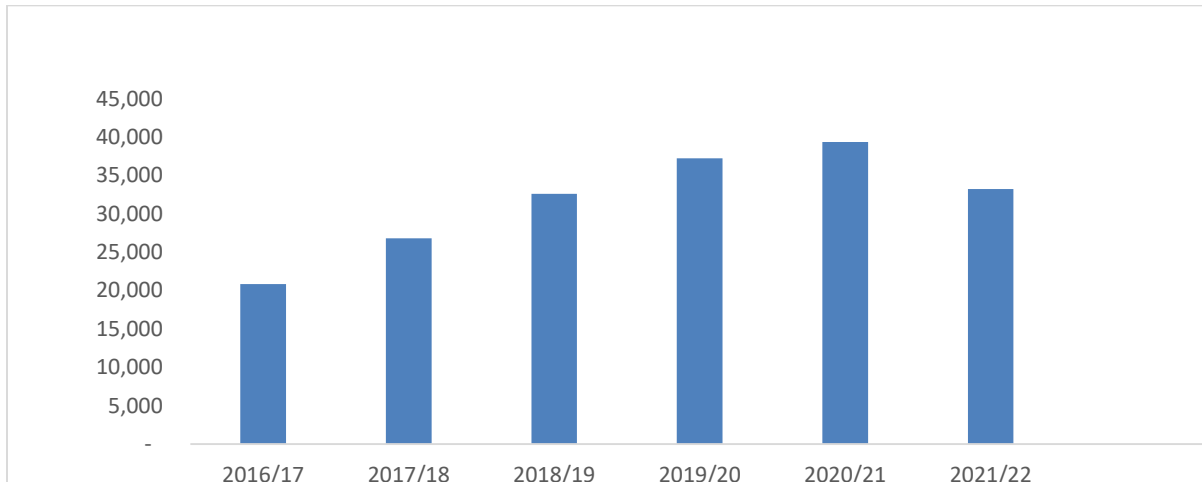
Project	2020-2021 Revised Provisions (000,000)	2021-22 Budget Provisions (000,000)	2021-22 Revised Provisions (000,000)	Funding (000,000)	Expenditure (000,000)	Funding Utilization	Budget Utilization
Education Services Joint Fund (MESIP)	9,354	11,970	11,970	3,236	3,236	100%	27%
Nutrition and Access to Primary Education	5,173	-	-	0	0	0%	0%
Equity with Quality and Learning at Secondary Schools	11,568	2,012	2,012	4,305	4,305	100%	214%
Improving Secondary Education in Malawi	6,906	2,845	2,845	0	0	0%	0%
Expansion and Upgrading of Domasi College of Education	7,326	-	-	0	0	0%	0%
Skills for a Vibrant Economy Project (PPA)	1,157	-	-	0	0	0%	0%
Total Development Budget Part I	41,484	16,827	16,827	7,541	7,541	100%	45%
Construction of Girls' Hostels	500	2,000	2,000	451	400	89%	20%
Rehabilitation of Secondary Schools	200	1,000	1,000	108	46	42%	5%
Construction of Primary Schools (and provision of equipment)	500	1,000	1,000	137	87	64%	9%
Construction of 3 TTCs for Primary School	1,700	3,000	3,000	2,899	2,706	93%	90%
Support to Higher Education, Science and Technology (HEST)	500	-	-	0	0	0%	0%
Construction of Machinga Secondary School	300	700	700	0	0	0%	0%
Construction of Science Laboratories and Libraries	500	1,000	1,000	0	0	0%	0%
Improving Secondary Education in Malawi	-	300	300	0	0	0%	0%
Construction of Tumbwe Secondary School	700	1,500	1,500	333	313	94%	21%
Expansion and Upgrading of Domasi College of Education	500	200	200	62	8	12%	4%
Total Development Budget Part II	5,400	10,700	10,700	3,990	3,560	89%	33%
Total Development Budget	46,884	27,527	27,527	11,531	11,101	96%	40%

Source: Integrated Financial Management Information System (IFMIS)

5.4.2 Trend of Primary Education Recurrent Unit Costs between 2016/17 and 2021/22 FYs

The recurrent primary unit cost has been increasing from MK12, 904 to MK39, 356 between 2016/17 and 2021/22 FYs. The largest chunk of the primary unit cost caters for teachers' salaries and this provision is increasing every financial year. The unit cost for the 2021/22 FY also includes the cost of training primary school teachers in the 9 public Teacher Training Colleges and education subverted organizations like Malawi National Examination Board and Malawi Institute of Education. The figure below shows the trends of recurrent primary unit cost between 2016/17 and 2021/22 FYs.

Figure 130: Trend of Recurrent Unit Cost in primary Education between 2016/17 and 2021/22 FYs

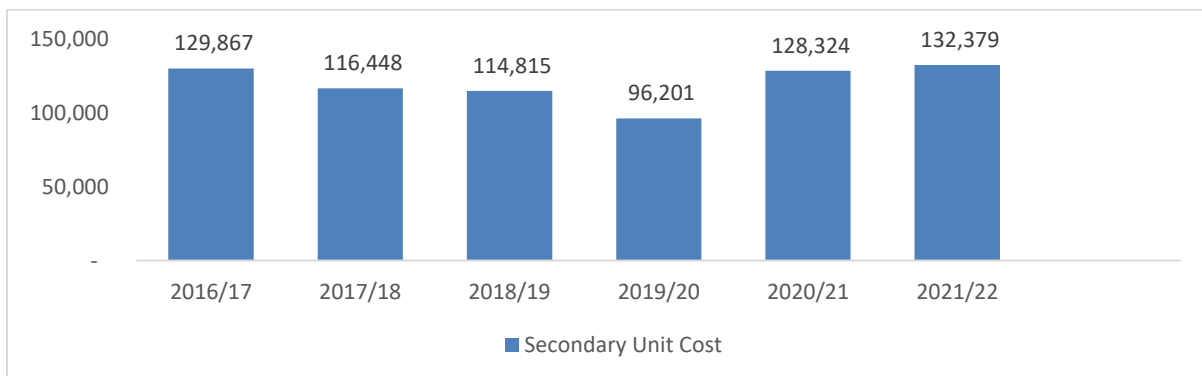


Source: Ministry of Finance Books and IFMIS

5.4.3 Trend of Secondary Education Unit Costs between 2016/17 and 2021/22 FY

The recurrent unit cost of teaching and learning in secondary schools per learner per year has been fluctuating from 2016/17 FY to 2021/22 FY. There are a number of factors contributing to this trend, these includes reduced levels of revenue collection in schools due to the phasing out of some fees, impact of Covid 19 also has led to enrolment reduction in 2021/22 FY.. As is the case with primary education recurrent unit cost, the largest proportion of the unit cost for secondary education was for payment of teachers’ salaries. This means that a smaller proportion is left for the day to day running of over 900 public secondary schools. Going forward, there is need to increase the resources going to the primary and secondary programs. Below are the trends of secondary recurrent unit costs between 2016/17 and 2021/22 FYs.

Figure 131: Trend of Unit Cost in Secondary Education between 2016/17 and 2021/22 FYs



Source: Ministry of Finance Books and IFMIS

Note: Enrolment figures only include students in public schools.

5.4.4 Major Education Sector Achievements in the 2021/22 by Program

Below, are some of the major outputs which the education sector achieved with the resources provided under each programme in the 2020/21 financial year.

5.4.4.1 Basic Education

1. Recruited and deployed 2,082 primary school teachers across the country;
2. In order to enhance capacity to prevent and manage COVID-19 in education institutions, the Ministry has deployed 3,270 Auxiliary Teachers, drilled 502 boreholes, constructed 383 classrooms, and purchased and distributed various Personal Protective Equipment (PPEs) across the country;
3. In order to increase enrolment of primary school student teachers and improve the quality of education in primary schools, government is finalizing the construction of three (3) TTCs for primary school teachers each with 600 bed capacity (300 males and 300 females) in Mchinji, Rumphi, and Chikwawa districts. The construction works will be completed by August, 2022 and the overall progress of works across all the 3 TTCS is at 90% with Lot 1 almost completed (100%) as of 31st October, 2021 and Lot 2 is at 80%. In addition, all the furniture, ICT equipment, metal work and wood work equipment have been procured and delivered. The remaining works on Lot 2 include construction of staff houses, hostels, perimeter fences, and road networks; installation of the kitchen and science laboratory equipment; landscaping, sports fields and external works;
4. With support from KfW, the Malawi Government is implementing the Improving Primary School Education (IPSE) project. Through this project, the Ministry of Education has rehabilitated water and sewage systems at Lilongwe, Blantyre, and St Joseph TTCs. Through the same project, 308 addition classrooms, 60 administration blocks, 60 Students Hostels, 60 Teachers Houses, 60 pit latrines, 60 boreholes and ancillary works have been constructed at each school of the 60 Teaching Practice schools in Lilongwe rural, Mchinji, Blantyre rural, Salima, Dedza, and Ntcheu districts;
5. Constructed 160 classrooms under the extended Malawi Education Sector Improvement Project (MESIP); and
6. Maintained enrolment in Teacher Training Colleges (TTCs) of 4,490 in 2021/22 academic year, representing 100% bed space.

5.4.4.2 Secondary Education

1. The Ministry through Mzuzu University has developed a game based application called MiLab. This will allow students to conduct unlimited virtual experimentation in science subjects especially

those students in rural areas. The virtual lab has the potential to mitigate the problems of lack of access to traditional labs, under equipped laboratories and congestion which affect quality of delivery by teachers in most of the Community Day Secondary Schools;

2. As part of the drive to increase access to secondary school education, the Ministry with support from the Government of the United States of America is expanding secondary schools in urban areas and establishing new secondary schools in rural areas through the Secondary Education Expansion for Development (SEED) project. The total number of schools being expanded and established in secondary schools across the country is 250. The Project is implemented in two Phases and Phase one involved the expansion of 30 Urban CDSSs of which 13 are in Lilongwe, 9 are in Blantyre, 4 are in Mzuzu and 4 are in Zomba. Phase two of the project involves construction of new secondary schools in the rural areas. There are four groups under Phase two. This Phase will see the construction of up to 200 new secondary schools in rural areas across the country. For Phase two group 1, there are 38 sites and the sites have already been handed over to the contractor and construction works will commence soon; and
3. With support from the World Bank, the Ministry of Education is implementing the Equity with Quality Learning at Secondary Schools (EQUALS) Project. The project aims at improving the quality of mathematics and science instruction in CDSSs and increasing access to secondary education in selected remote areas. So far, the Ministry has:
 4. Re-oriented 4,507 secondary mathematics and science teachers from all the Education Divisions on the current curriculum; and
 5. Procured 1,292,976 mathematics and science textbooks that are currently awaiting delivery to schools. This will for the first time bring pupil text book ratio in mathematics and sciences at 1 to 1 in all Government secondary schools in the country.

5.4.4.3 Higher Education

1. With support from Japanese Government and Malawi Government, the Ministry of Education is expanding Domasi College of Education with the aim to improve quality of teaching in secondary schools in the country. So far, progress is at 46% and the project involves construction of new library, new administration block, cafeteria, science laboratories, female hostels, college clinic, and rehabilitation of existing buildings. Construction works were suspended due to COVID-19 and therefore completion period has been extended from November, 2021 to September, 2022;
2. The De-linking of Universities is almost complete. So far, University Councils are in place; and Universities have acting Vice Chancellors pending filling of the positions at substantive post as well

as acting Executive Management teams; and

3. Increased enrolment in public universities from 38,196 students in 2020/21 academic year, to 41,500 students in 2021/22 academic year, representing a 9% increase.

5.4.4.4 Administration and Management

1. Re-introduced Junior Certificate of Education and successfully administered examinations at all levels;
2. Established a Teacher's Council of Malawi in line with the Education Act (2013);
3. Strengthened the activities of the Institutional Integrity Committees (IICs) both at Central and District level in order to fight corruption;
4. Conducted the Education Annual Joint Sector Review for the 2020/21 FY;
5. Aligned the National Education Sector Investment Plan (NESIP 2020-2030) with the Malawi 2063 first ten-year Implementation Plan; and
6. Enhanced capacity to prevent and manage COVID-19 in all education institutions.