

# EDUCATION FINANCE AND SUPPORT SERVICES

2024 EDUCATION SECTOR  
PERFORMANCE REPORT



# Outline

- ▶ Introduction
- ▶ Sector Performance
  - ▶ Malawi's National Budget
  - ▶ Official Development Assistance
  - ▶ Support Services
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# Introduction

The education sector budget includes allocations to the Ministry of Education and its agencies, divided into a recurrent budget (Personnel Emoluments and Other Recurrent Transactions) and a development budget (Part I donor-funded, Part II government-funded).

1.Three distinct financing mechanisms include General Budget Support, ESJF, and donor project/program support.

1.General Budget Support integrates NESIP funds into the government's overall resources i.e. National Budget

1.ESJF pools contributions from Development Partners, leveraging government systems while maintaining oversight.

1.Donor project/program support is for partners not using government financial systems, with specific financing agreements between the Ministry of Education and donors and delivered through discreet financing



**MALAWI GOVERNMENT**

THE 2023/2024 BUDGET POLICY STATEMENT

Delivered in the

NATIONAL ASSEMBLY OF THE  
REPUBLIC OF MALAWI

by

MINISTER OF FINANCE AND ECONOMIC AFFAIRS  
HONOURABLE SOSTEN ALFRED GWENGWE, M.P.

at

THE PARLIAMENT BUILDING  
LILONGWE

on

*Thursday, 2<sup>nd</sup> March 2023*

# Malawi's National Budget

It is required that countries should allocate 4-6% of their GDP or 15-20% of their national budget to the education sector

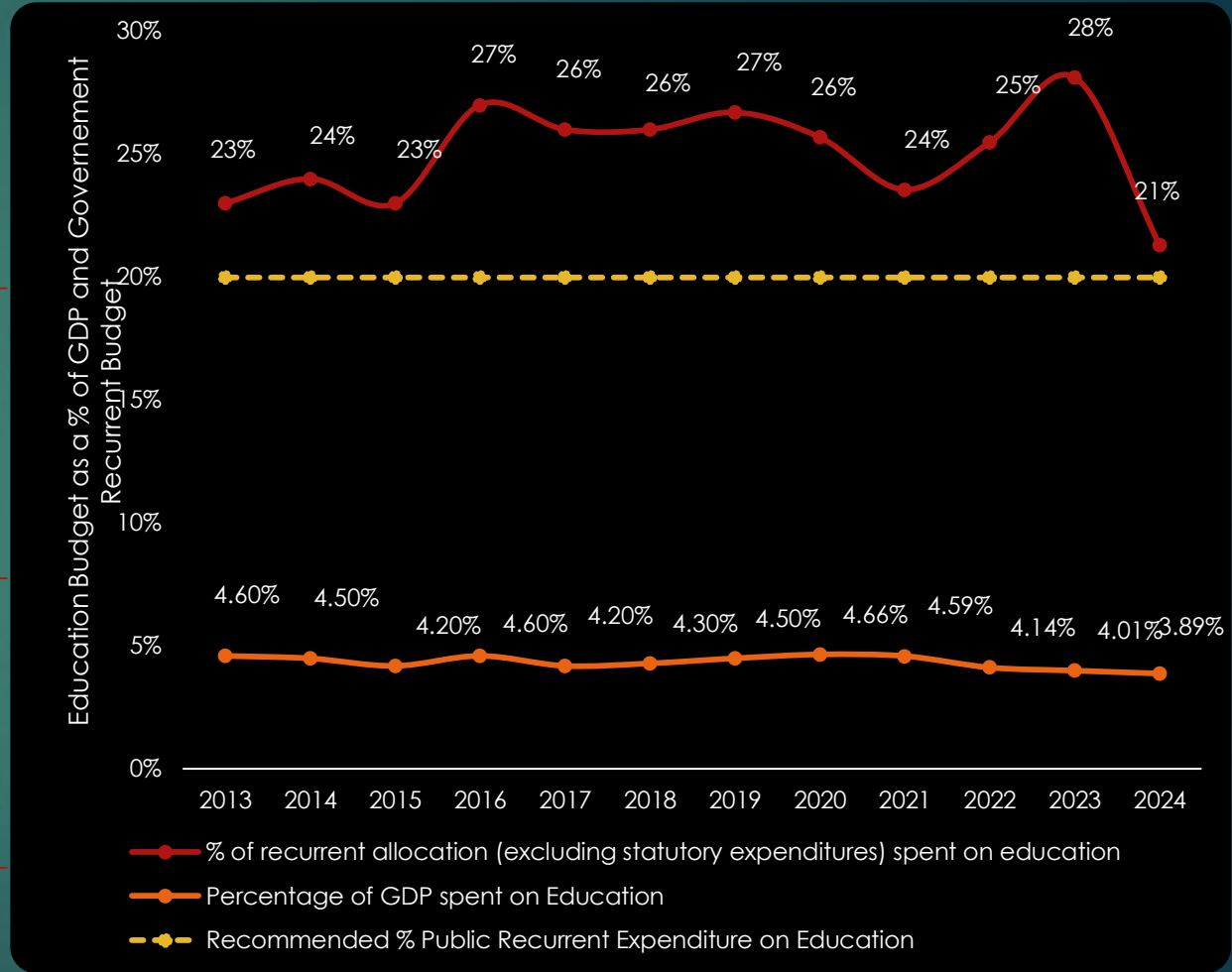
# Budget Overview

Between 2012 and 2024, the Government of Malawi allocated 3.89% to 4.60% of its GDP to the education sector.

The average GDP allocation to education in Malawi from 2012 to 2024 was 4%, slightly below the sub-Saharan average of 4.6%.

From 2013 to 2024, Malawi's recurrent expenditure on education (excluding debt servicing) ranged from 21% to 28%, slightly above the global recommendation of 20%.

The 2023/24 budget allocated MK613 billion (16% of the MK3.8 trillion total) to the education sector.



Source: MoFEA

Resources in the education sector are allocated across four programs: Basic Education, Secondary Education, Higher Education, and Management & Administration.

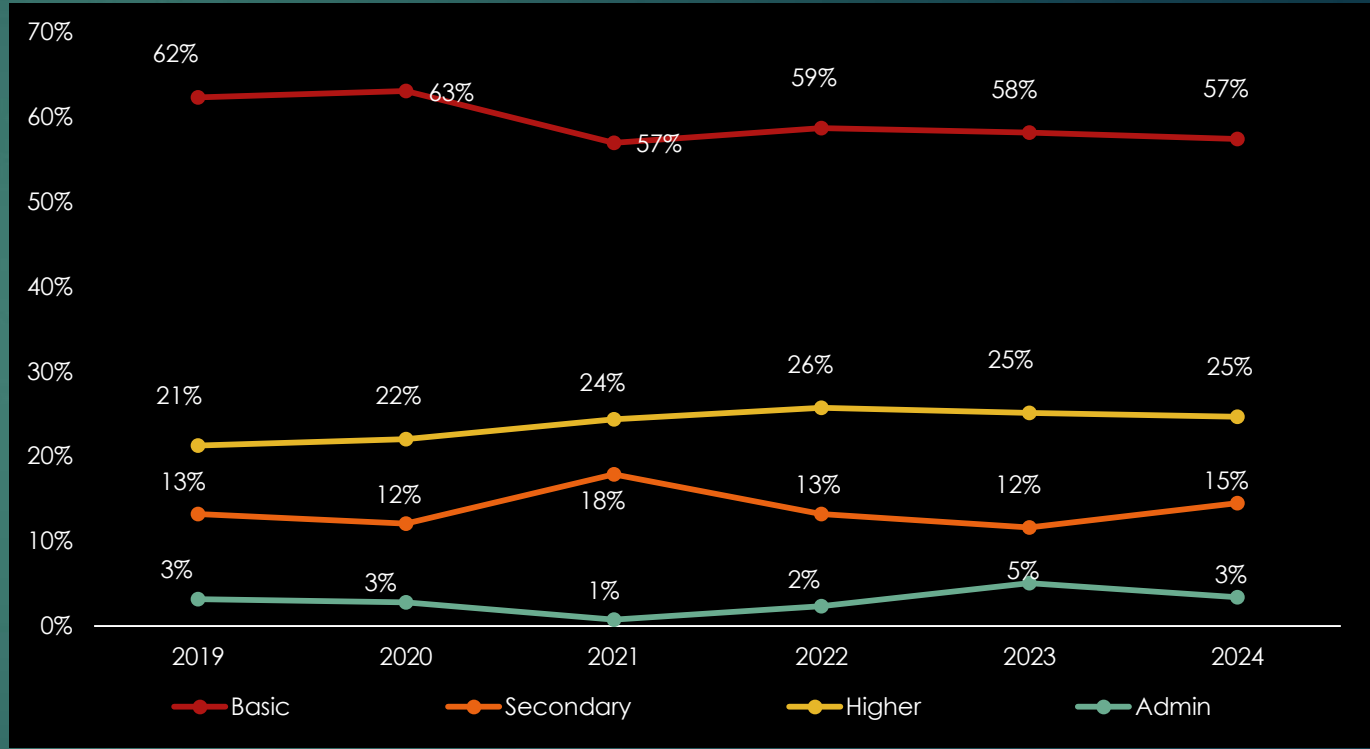
Basic education consistently receives a significant budget share (57-63%) since 2019 to 2024.

The second largest recurrent allocation in the education sector goes to Higher Education, ranging from 21% to 26% between 2019 and 2024.

Despite notable allocations, basic education still faces resource challenges, serving a large population with limited resources.

Insufficient funding for secondary and higher education worsens inequalities, limiting student opportunities and hindering socio-economic growth

# Recurrent Allocation to Education Sector Programmes



Source: MoFEA

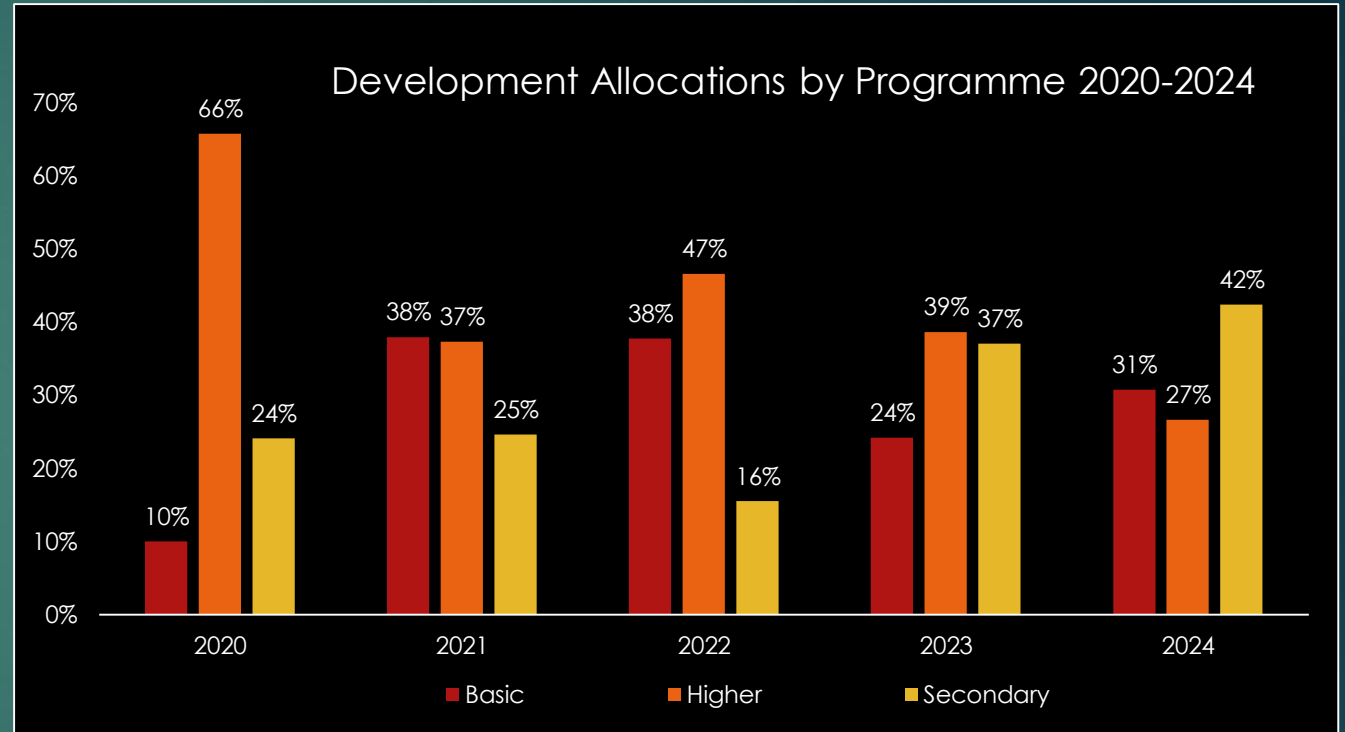
Development Budgets for the education sector falls under three main programmes namely; basic, secondary, and higher education.

The average development budget allocation for Basic Education from 2019/2020 to 2023/24 was 28% of the entire development budget to the sector.

The average development budget allocation for secondary education program from 2019/20 to 2023/24 FY was 29% which is the second highest within the sector.

On average, Higher Education program has been receiving the highest development allocation averaging 43% between 2019/20 and 2023/24 Financial Years.

# Development Budget Allocation



# Budget Funding and Utilization

Vote 250 (Ministry of Education) has high personnel cost utilization but lower operational and development budget rates. For the 2023/24 fiscal year, the education budget is MK613 billion, accounting for 16% of the total government budget.

◦ Under Vote 250, Personnel Emoluments utilized 98% of the budget, indicating effective salary fund use. However, Other Recurrent Transactions (ORT) were at 78%, and Development Part 2 only 43% due to contractual issues..

**1.Vote 900** (Local Councils): Achieved 99% utilization, especially for primary school support through School Improvement Grants.

◦ Revised to MK263.1 billion, with 99% utilization, especially for primary schools via School Improvement Grants (SIG).

• The efficient utilization rate reached 99% in 2023/24, surpassing the NESIP benchmark of 95%, indicating improved resource management in that fiscal year.

While recurrent spending for personnel was efficient, underutilization in some development budgets indicates delays in project implementation.



# Official Development Assistance



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◦ From 2019 to 2024, Malawi's education sector received \$473.9 million in ODA from the Education Development Partners Group (EDPG).

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◦ Annual disbursements fluctuated, with \$101.7 million in 2019/20, \$80.6 million in 2020/21, and stabilizing at \$89.5 million in 2023/24.

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◦ ODA has been vital for infrastructure, teacher training, curriculum improvement, and skill development, addressing funding gaps in the education sector.

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Source: E



Support services

# Automated Teacher Management Information System (TMIS)

TMIS is a digital system under development with a target rollout in January 2025. It supports teacher recruitment, training, evaluations, and development.

## Current Progress:

- Feasibility and requirements analysis completed.
- System modules developed with input from stakeholders.
- Expected to enhance decision-making and efficiency in teacher management.

**Impact:** TMIS will streamline teacher-related data, reducing manual work and supporting better workforce planning.

# e-Selection System for Secondary Placements

The e-Selection system is part of education sector reforms aimed at efficient and merit-based secondary school placements

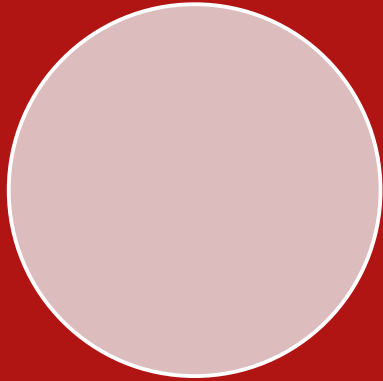
## **Benefits:**

- Ensures fair and merit-based placement of students.
- Supports the government's commitment to transparent service delivery.

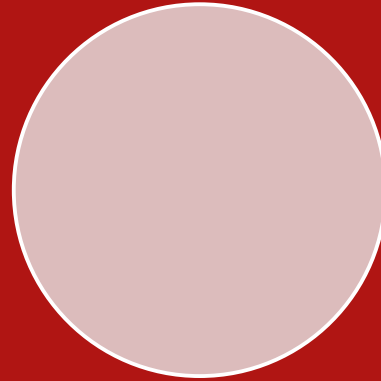
## **Implementation:**

- Trialed successfully in 2023; fully implemented in 2024.
- Replaces manual selection with digital processes to reduce errors and improve speed.

# Education Management Information System (EMIS)

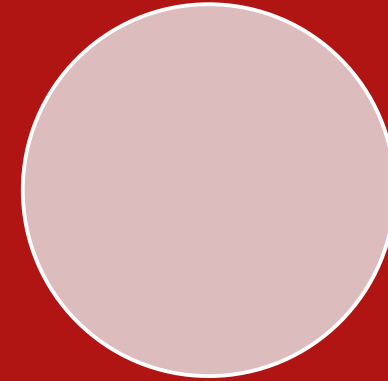


EMIS provides vital educational statistics (enrollment, teacher distribution, infrastructure) that inform decision-making.



## **Timeliness:**

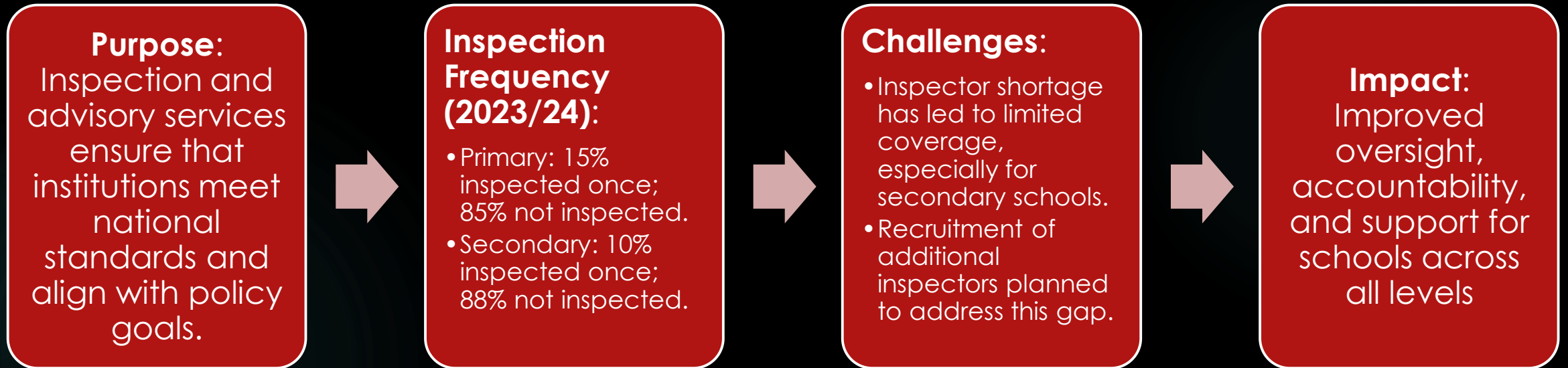
- EMIS data collection and processing now occur within the academic year, a significant improvement.
- 2023/24 EMIS data is set for public release by October 2024.



**Impact:** Ensures timely, data-driven planning for the following academic year, strengthening the link between policy and practice.



# Strengthening Inspectorate and Advisory Services



# Digitization of Inspection and Supervision Instruments

**Goal:** To increase efficiency and accuracy in inspections by moving from paper-based to digital methods.

The diagram features a large light pink circle on the left containing the goal text. Two smaller light pink circles are positioned to the right, connected to the large circle by thin red horizontal lines. The top-right circle is connected to the 'Implementation' text, and the bottom-right circle is connected to the 'Impact' text. A solid red vertical bar is located in the top right corner of the slide.

## Implementation:

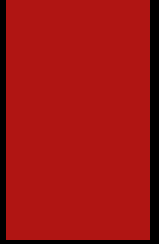
- A national electronic inspection platform allows real-time data entry and reporting.
- Used for both primary and secondary schools, with ongoing infrastructure and training improvements.

## Impact:

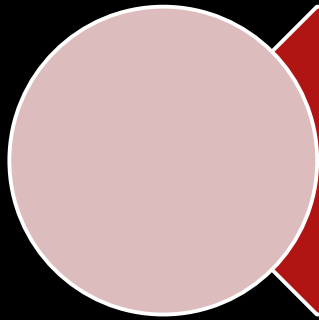
Facilitates timely feedback, accurate tracking of standards, and better resource allocation for improved educational quality.



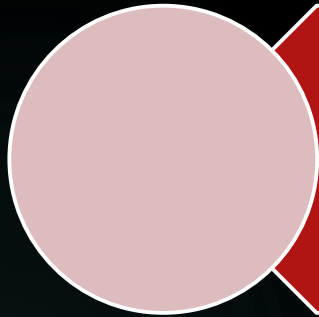
# Recommendations



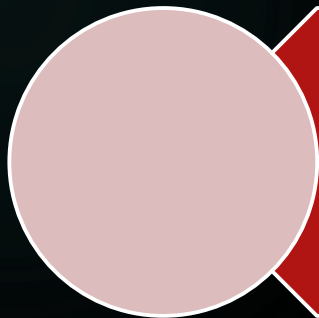
## RECOMMENDATIONS



Increase and prioritize funding for TLMs, especially in basic and secondary education, by setting a minimum utilization target of 80% annually. Consider ring-fencing funds for TLMs to ensure they are specifically allocated for this purpose.

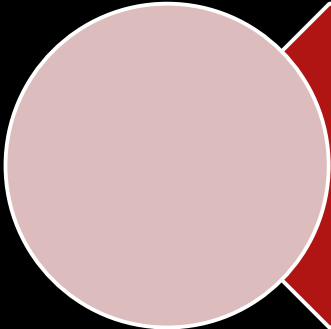


Strengthen the project planning and procurement processes by establishing a detailed timeline and ensuring early identification of contractors. Implement a tracking and accountability mechanism to reduce delays and improve expenditure efficiency.



Diversify the basic education budget to allocate a higher proportion toward student-centric resources like textbooks, classroom improvements, and digital learning tools. This can be achieved by earmarking at least 10% of the basic education recurrent budget specifically for non-salary needs.

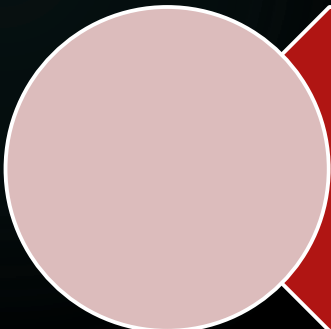
## RECOMMENDATIONS



Formulate a Secondary Education Expansion Framework, which includes specific targets for infrastructure growth (e.g., construction of new classrooms and hostels), teacher recruitment, and training programs. This framework can be used to seek additional donor support for sustainable expansion.

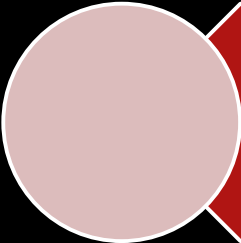


Enhance accountability by implementing a performance-based tracking system that monitors utilization rates quarterly, especially for TLMs and development projects. Introduce a financial reporting mechanism at district levels to provide more oversight on budget allocation and utilization.

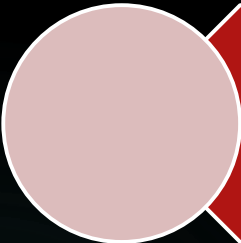


Encourage universities to collaborate with the private sector and Development Partners to co-fund specific projects. For instance, skills-development programs can be tied to industry needs, and partnerships can be formed for mutual benefit in research and innovation.

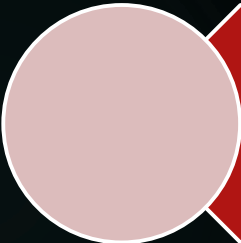
## RECOMMENDATIONS



Develop a robust data collection system to track ECD and TEVET program performance, using indicators such as enrollment rates, completion rates, and employment outcomes. This data can inform better resource allocation in future budgets.



Conduct an annual review of the unit costs and assess value-for-money outcomes to ensure that increased spending aligns with improvements in learning outcomes, teacher capacity, and infrastructure quality.



Create a contingency fund within the education budget to cover unforeseen costs, which would minimize project delays and provide flexibility to address emerging needs or inflation-driven increases in project costs.



Involve district education officers, school administrators, and community leaders in budget planning discussions to improve the allocation to areas that have the greatest impact on students and teachers.



The End