



## PUBLIC DISCLOSURE NOTICE

### MALAWI EDUCATION REFORM PROGRAM (MERP)

#### PUBLIC DISCLOSURE OF THE SIX ENVIRONMENTAL AND SOCIAL MANAGEMENT PLANS FOR THE MALAWI EDUCATION REFORM PROGRAM (MERP)

##### 1.0 Introduction

The Government of Malawi (GoM) through the Ministry of Education (MoE) with support from the World Bank and Global Partnership on Education (GPE) is implementing Malawi Education Reform Program (MERP). The Project Development Objective (PDO) is “to improve learning environments for students in lower primary in Government Schools”. The program implementation is for four years from December 2021 to December 2025. MERP is a successor of another program, the Malawi Education Sector Improvement Project (MESIP) which Ministry of Education successfully implemented with funding from the World Bank.

##### 2.0 Project Description

The Malawi Education Reform Program (MERP) has six components namely: Component 1- Expanding and Reforming Primary School Improvement Grants; Component 2 – Improved Learning Environments in Lower Primary to Support Learning Recovery after COVID-19; Component 3 - Supporting Girls Learning; Component 4 - School Leadership Program; Component 5- Project Coordination and Capacity Building; and Component 6 - Contingent Emergency Response (CERC).

**Component 1** is supporting the expansion and reform of the Primary School Improvement Grant (PSIG), which is the primary source of discretionary finance to provide additional and more needs-based support to the schools. The component has expanded the standard per student allocation of PSIG; expanded the enrollment – related component to provide more equitable per student funding; and is supporting and incentivizing reforms to the flow of funds to enable timely and full delivery of finance to schools. All the public primary schools are benefiting benefit from this support.

**Component 2** will provide finances to schools with a Pupil Classroom Ratio (PCR) to support construction of cost-effective classrooms to improve the PCR to the recommended ratio. A total of 10,900 classrooms will be constructed across 3,553 schools. In addition, the program will support construction of 1,000 latrines which will include sanitation facilities for girls. Under the component the programme will also support hiring of 3,500 auxiliary teachers to address severely large class

sizes and provision of hardship allowances to improve Pupil qualified Teacher Ratio (PqTR) in hard-to-reach schools.

**Component 3** will support a number of activities to raise the learning achievement of girls, including supporting female learners and improving the numbers of female teachers to act as role models for girls in rural schools. The component will recruit 2,605 Learner Mentors who will be female role models from the communities to support girls' education. The component will also facilitate the development of District Action Plans (DAPS) which will provide guidance to districts to ensure rational allocation of female teachers in the remote schools. One of the activities under DAPS is the construction of 43 teachers' houses for female teachers as one way of motivating them to be teaching in remote schools. The component will also scale up common zonal testing to all the 34 education districts through which test results will be disseminated by means of report cards to show grade and gender disaggregated results which will be disseminated to schools to raise awareness of student learning levels and gender disparity at the school level.

**Component 4** is supporting the national delivery of an updated and revised School Leadership Program (SLP) for all Head Teachers, Deputy Head Teachers, PEAs, Inspectors, and Female Section Heads who did not receive the training under MESIP and Local Government and Accountability Performance (LGAP) projects. The trainings will foster a positive and inclusive culture towards vulnerable children including girls, over-age students, and those with special needs; support performance of teachers, including strengthening their capacity to teach large classes; improve efficiency and equity of school resource utilization; and maintain and utilize academic records to support low-performing students.

**Component 5** is supporting project management, coordination, monitoring and evaluation of project activities including fiduciary aspects; knowledge management/communication; operationalization of the Grievance Redress Mechanism (GRM); Stakeholder Engagement; and monitoring implementation of the Environmental and Social Safeguards related activities. The component also provides capacity building support to key MoE directorates and other implementing entities.

**Component 6** is Contingent Emergency Response (CERC) which will be triggered if required during implementation primarily intended to enable the Government of Malawi to take steps to prevent or manage a resurgence of COVID 19 in schools but also eligible for use for any other eligible crisis or emergency as defined in the International Development Association (IDA) Financing Agreement.

### **3.0 The Environmental and Social Management Plans (ESMPs)**

In accordance with the Environmental Management Act (2017), the Malawi Guidelines (1997) for Environmental Impact Assessments and the World Bank Operation Policies and World Bank Environmental and Social Standards, the Ministry of Education undertook environmental and social impact assessment studies in all the 34 education districts and prepared six ESMP reports for the construction activities of school and sanitation blocks and teachers' houses. The Six Environmental and Social Management Plans (ESMPs) were developed for the education divisions namely Northern Education Division (NED), Central East Education Division (CEED), Central West Education Division

(CWED), South East Education Division (SEED), Shire Highlands Education Division (SHED), and South West Education Division (SWED). The ESMPs were carried out after undertaking through consultations with various stakeholders in the sampled education districts of the country.

#### **4.0 Public Disclosure**

The Environmental and Social Management Plans for the six education divisions of the country have been cleared by the World Bank and are publicly disclosed both in country and at the World Bank website for public information. Those that are interested to read the documents can access them on Ministry of Education website at [www.education.gov.mw](http://www.education.gov.mw) and Facebook page, and also the World Bank website.

For further information, suggestions and or queries on the disclosed ESMPs, feel free to contact:

**The Secretary for Education  
Ministry of Education  
Private Bag 328  
Capital City  
LILONGWE 3**

**Tel. No.: +265 1 789 422**

**+265 1 788 184**

**Email: [info-edu@education.gov.mw](mailto:info-edu@education.gov.mw)**

Hard copies of the ESMPs will be available in the following offices:

Ministry of Education  
Malawi Education Reform Program (MERP)  
Nasra Bulding, Opposite Centenary Bank  
City Center  
P/Bag 328  
**LILONGWE 3**

North Education Division  
Mzuzu City  
Post Office Box 133  
**MZUZU**

South East Education Division  
Matawale-Along Old Airport Road  
Private Bag 48  
**ZOMBA**

Central West Education Division  
Area 3  
Box 98  
**LILONGWE**

Central East Education Division  
Kasungu Boma  
Private Bag 233  
**KASUNGU**

Shire Highlands Education Division  
Opposite Hapuwani Lodge  
Private Bag 7  
**MULANJE**

South West Education Division  
Near Chichiri Secondary School  
Private 386  
**Chichiri,**  
**BLANTYRE 3**