

## **FOREWORD**

The Ministry of Education, Science and Technology (MOEST) is mandated to promote education in Malawi irrespective of race, gender, ethnicity, religion or any other discriminatory characteristics. Its mission is to provide quality and relevant education to the Malawian nation. Such education should enable people to acquire relevant knowledge, skills, expertise and competencies to perform effectively as citizens, workforce and as leaders of Malawi, thereby reduce poverty amongst the people of Malawi.

The Ministry has five main objectives among which are; widening equitable access to all levels of education for every child and youth in Malawi, improving quality and relevance of education provided at all levels, strengthening education management and governance at all levels, ensuring that gender issues are mainstreamed in education activities and fighting HIV and AIDs pandemic and thus reduce its impact on school and society.

Education Planning is at the centre of ensuring proper implementation of all policies and programmes to achieve the above objectives. Key to this is sound decision making which is more powerful when it is "evidence based". This annual publication by the Education Management Information System (EMIS) Unit in the planning directorate provides detailed data on key variables for sub-sectors in the Ministry for the academic year 2014/15. It also provides trends in the indicators for the past five years. It highlights on key indicators of access, equity and quality through school information, pupil information, teaching staff, infrastructure and teaching and learning materials. The education statistics in this publication also form the basis for calculating education indicators reported to UNESCO and further asses the country's achievements against the requirements of Education For All (EFA) and the Millennium Development Goals (MDGs).

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I hereby urge all stakeholders in the Education sector such as researchers, academia, legislative bodies, development partners and parents to make full use of the information in this publication in their endeavours to improve the delivery of education services in the country



**Dr Emmanuel Fabiano, (MP)**

**Minister of Education, Science and Technology**

## **PREFACE**

The Education Statistics Bulletin is an annual publication of the Ministry of Education, Science and Technology (MOEST). This is in line with our continued efforts to providing quality and relevant education to all Malawians. This bulletin and other subsequent publications born out of the annual School Census is used to assess the performance of the sector against set targets and facilitates the formulation of informed policies and planning.

The bulletin reports on the state of all the education subsectors namely; Primary, Secondary, Tertiary education particularly Teacher Training. The purpose of the bulletin is to provide a basis for evidence based policy formulation and decision-making. It also provides a basis for research, monitoring and evaluation of the education system.

The Education Statistics Bulletin is an important activity of the Education Management Information System (EMIS) in the Directorate of Education Planning of the MOEST because it provides an opportunity for analyzing the extent to which the National Education Sector Plan (NESP) (2008-2017), the National Educational Policy (2013) and the Education Sector Implementation Plan II (ESIP II) are being realized.

The following three main goals from the National Education Sector Plan have been taken into account when producing this bulletin:

- Expansion of equitable access to education to enable all to benefit
- Improvement of quality and relevance of education, to reduce drop-out and repetition and to promote effective learning
- Improvement of governance and management of the system, to enable more effective and efficient delivery of services

Finally, I would like to thank all the officials who worked tirelessly to produce this bulletin.



Mrs. Lonely V. Magreta

**SECRETARY FOR EDUCATION SCIENCE AND TECHNOLOGY**

## CONTENTS

FOREWORD .....	1
PREFACE.....	2
EXECUTIVE SUMMARY .....	6
METHODOLOGY .....	10
1.0 The Methodology .....	11
1.1 Time Scope .....	10
1.2 Data Gathering .....	10
1.3 Target Population .....	10
1.4 Data Processing .....	11
1.5 Data Validation .....	11
RESULTS .....	12
2.0 PRIMARY EDUCATION.....	12
2.1 School Particulars .....	12
2.1.1 Location.....	12
2.1.2 Proprietorship .....	13
2.1.3 Distance from School to Teacher Development Centre (TDC).....	15
2.1.4 General Growth of Number of Schools .....	19
2.2 Student information.....	19
2.2.1 Enrolment .....	19
2.2.2 Enrolment of Pupils by Location and Division .....	20
2.2.3 Trend in Primary Enrolment .....	21
2.2.4 Students with Special Needs .....	24
2.2.5 Orphans.....	25
2.2.6 New Entrants by Age .....	25
2.2.7 Reasons for Dropping Out.....	29
2.2.8 Repeaters .....	29
2.2.8.1 Distribution of Repeaters and Repetition Rates by Sex and Education District .....	30
2.3 Teaching Staff.....	32
2.3.1 Teachers by Qualification .....	33
2.4 Teaching and Learning Materials .....	34
2.4.1. Books in Good Condition.....	34
2.4.2 Teachers Guides.....	35
2.5 Infrastructure and Sanitation .....	35

2.5.1 Buildings .....	35
2.5.2 Open Air Classes .....	36
2.5.3 Trend in Permanent Classrooms from 2011 to 2015.....	37
2.5.4 Main Source of Drinking Water .....	37
2.5.5 Classroom Furniture .....	38
2.5.6 Teachers Houses.....	38
2.6 Summary of Primary Education Indicators .....	39
2.6.1 Access Indicators in Primary education .....	39
2.6.2 Quality Indicators .....	42
2.6.3 Pupil Textbook Ratio- Books in Good Condition .....	46
2.6.4 Efficiency Indicators .....	47
2.6.5 Equity Indicators .....	53
3.0 SECONDARY .....	55
3.1 School Particulars .....	55
3.1.1 Location.....	55
3.1.2 Number of Secondary Schools.....	56
3.1.3 Number of Open Day Secondary Schools.....	57
3.1.4 Secondary School Proprietor .....	58
3.1.5 Number of Public Secondary Schools by Type.....	58
3.2. Student Information.....	59
3.2.1 Enrolment .....	59
3.2.2 Repetition in Secondary Schools .....	63
3.2.3 Dropouts .....	64
3.4 Teaching and Learning Materials .....	66
3.4.1 Teachers .....	66
3.4.2 Learning Materials.....	69
3.5 Infrastructure and Sanitation Information.....	69
3.5.1 Number of Secondary School Buildings by Condition and Status .....	69
3.5.2 Availability of Sanitary Facilities.....	70
3.5.3 Number of Classrooms.....	71
3.5.4 Number of Teacher's Houses .....	72
3.5.5 Electricity Source .....	73
3.5.6 Main Source of Drinking Water .....	73
3.6 Summary of Secondary Education Indicators.....	74

3.6.1 Access Indicators in Secondary Education.....	74
3.6.2 Quality Indicators in Secondary Education .....	75
3.6.3 Equity Indicator.....	77
4.0 TERTIARY.....	78
4.1 Primary Teacher Training Colleges .....	78
4.2 Enrollment .....	78
4.3 Accommodation .....	79
4.4 Staffing .....	79
5.0 BUDGET INDICATORS.....	81
5.1 Introduction .....	81
5.1.1 Education Expenditure in Malawi.....	81
5.2 Allocation to Education Levels .....	82
5.3 Expenditure in Local Councils (34 District Education Offices) .....	83

## EXECUTIVE SUMMARY

Basic education in Malawi has three main components namely Early Childhood Development (ECD), Adult Literacy (AL) which includes out of school youth literacy and Primary Education (PE). ECD is for infant care and support; AL and out of school youth are non-formal education; and PE is part of the formal education system, which in Malawi is a direct responsibility of MOEST.

The formal education system in Malawi follows an 8–4–4 structure: 8 years of primary, 4 years of secondary and typically 4 years of tertiary level education. At the end of primary, students take Primary School Leaving Certificate Examination (PSLCE), which determines their eligibility for entry into secondary school. Public secondary students attend either Community Day Secondary Schools (CDSSs) or Conventional Secondary Schools (CSSs). At the end of four years of secondary, students take the Malawi School Certificate of Education (MSCE). Tertiary education is provided by an array of education institutions including primary and secondary Teacher Training Colleges (TTCs), Technical and Vocational Education Training (TVET) schools, and university colleges. For entry into the university and TTCs, an MSCE certificate with a specified number of credits is required while TVET can start either after JCE or MSCE.

Primary and secondary education is administered by MOEST headquarters, the six education divisions and the 34 district education offices. University education is sub-vented by government and university institutions are autonomous. ECD and AL are under the Ministry of Women, Disability and Child Development while out-of-school youth falls under the Ministry of Youth and Sports. Data for ECD, AL and out-of-school youth management information has not been included in this bulletin. However consultations with the relevant authorities are underway to include their data in the subsequent bulletin.

The Ministry of Education Science and Technology conducts annual school census to provide up to date information for quality decision making in the provision of education services in the country. In 2015 questions were administered in all education institutions across the country. The census data collection was manned at zonal and district levels as a result of the decentralization of EMIS at zonal and district level for all the 34 education districts of Malawi. Zonal Education Management Information System (ZEMIS) and District Education Management Information System (DEMIS) officers were pivotal in data collection and capturing exercise.

## EDUCATION STATISTICS AT GLANCE

No	INDICATOR	2013/14	2014/15
	Total Primary Enrollment	4,670,279	4,804,196
	Boys	2,334,107	2,398,605
	Girls	2,336,172	2,405,589
	New Entrants into Primary (standard 1)	466,632	776,631
	Boys	230,791	380,967
	Girls	235,841	395,664
	Total Secondary enrollment	346,604	358,033
	Boys	184,817	190,623
	Girls	161,787	167,410
	Total TTC Enrollment (IPTE)		10,194
	Males		4,304
	Females		5,890
	Total Number of Primary schools	5,641	5,738
	Public	5,389	5,415
	Private	252	323
	Total Number of Secondary schools (exclude open Sec)		
	Public (government and religious)		816
	Private		360
	Open day sec Schools		278
	Gross Intake rate Primary	219	211
	Boys	221	210
	Girls	218	212
	Net Intake rate Primary	97	95

	Boys	97	91
	Girls	98	100
	Gross enrollment rate Primary	135	133
	Boys	136	134
	Girls	133	132
	Net enrollment rate Primary	103	102
	Boys	103	101
	Girls	103	103
	Gross enrollment rate secondary	24.5	24.3
	Boys	26.5	26.3
	Girls	22.3	22.3
	Net enrollment rate Secondary	15	15
	Boys	16	16
	Girls	15	15
	<b>Quality indicators</b>		
	Pupil Teacher Ratio- Primary	70	67
	Pupil Qualified Teacher Ratio- Primary	78	75
	Pupil permanent classroom ratio- Primary	111	109
	Primary Completion Rate	52	51
	Boys	56	56
	Girls	47	47
	Secondary completion rate		
	Form 2	73	68
	Student Qualified Teacher Ratio (SQTR)- Secondary	44.1	47.3
	Student Classroom Ratio (SCR)- Secondary	59.4	61.2
	<b>Efficiency indicators</b>		
	Drop-out rate		3.8



	Boys		3.6
	Girls		4.0
	Transition rate to secondary	36	36
	Boys	35	35
	Girls	37	37
	Repetition rate- Primary		21.9
	Boys		22.4
	Girls		21.3
	<b>Equity indicators</b>		
	Gender Parity Index (GPI) for primary enrolment	0.989	1.002
	Gender Parity Index (GPI) for secondary enrollment	0.875	0.878
	Percentage of SNE students (Primary)		2.4
	Percentage of SNE students (Secondary)		1.3
	<b>Budgetary and expenditure indicators</b>		
	Education Budget as a percentage of National Budget		23percent
	Primary Education Budget as a percentage of total education budget		49
	Secondary Education Budget as a percentage of total education budget		14

## **1.0 METHODOLOGY**

The Ministry of Education Science and Technology annually conducts a school census to provide timely, reliable and accurate statistics concerning the education sector for planning purposes. The Ministry through the planning directorate conducted the 2014/15 school census in 2014, covering Primary, Secondary and Teacher Training Colleges. The exercise covered all education institution - both public and private as per tradition.

This information is used to update the ESIP II Monitoring and Evaluation Framework for planning purposes. The school census is intended to address the information needs of various directorates of the MOEST and all stakeholders in the education sector.

### **1.1 Time Scope**

The exercise took place as soon as registration in various education subsectors had normalized. This meant data collection was done at different levels: Primary and secondary was done in November while TTC's were interviewed at a later date to suit their academic calendar.

### **1.2 Data Gathering**

The 2015 annual school census covered all educational institutions across the country. The census data collection was manned at zonal and district levels as a result of the decentralization of EMIS at zonal and district level for all the 34 education districts of Malawi. Zonal Education Management Information System (ZEMIS) and District Education Management Information System (DEMIS) officers were pivotal in the 2015 data collection exercise.

The ZEMIS, DEMIS and the Primary Education Advisors (PEA) were responsible for briefing and orienting head teachers on the data collection instruments and the importance of giving accurate information. The officers were also responsible for overseeing the filling, retrieval and authentication of the filled questionnaires. The exercise was implemented over a maximum period of 24 days, depending on the number and size of the schools in the zones and districts. The filling of questionnaires was much faster in schools where school record management was good and intact than in the schools where record keeping was poor. The last part of the exercise was spent on checking, verifying and retrieving of authenticated questionnaires by the DEMIS and EMIS officers.

### **1.3 Target Population**

The school census targets heads of education institutions. This group included the following; head teachers, deputy head teachers, principals, registrars, heads of budget sections at MOEST and other heads of participating institutions.

#### **1.4 Data Processing**

Data entry was done by ZEMIS and DEMIS officers with supervision by EMIS technical team from headquarters. Data capture was done using the EMIS system called ED\* ASSIST (Education Automated Statistical tool kit). This software eases data capturing by operating on a local area network so that data merging is automatic and can manage large databases for all sub sectors by tracking all schools/institutions in the main school registry.

#### **1.5 Data Validation**

EMIS carried out validation checks by comparing the previous records of a school to the current one in-order to verify the accuracy of data provided by school heads in the census questionnaires. Following this model, major diversions were queried back to responsible officers through phone for verifications. Validation checks were also conducted among ZEMIS and DEMIS officers by correspondingly checking data of other districts for missing values and incorrect reporting by the districts.

## RESULTS

### 2.0 PRIMARY EDUCATION

Primary education is the sub-sector that affects the greatest number of pupils, and forms the basis for all other levels of education. The results below provide the 2015 performance of the primary education sub-sector according to the 2015 school census.

#### 2.1 School Particulars

This section presents results on;

- (i) Location - defined as rural and urban (semi-urban and urban)
- (ii) Proprietor/Ownership – ownership meant whether the school is owned by government, religious organization or private.
- (iii) Accessibility – accessibility of schools during rainy season

##### 2.1.1 Location

At national level, there were 5,738 primary schools in 2014/15. Of these, 92 percent are in rural areas and 8 percent are in urban areas (urban included schools from cities and district/town which were regarded as semi-urban during data collection). However, the distribution of schools varied by location across education divisions.

**Figure 2.1.1: Number of Schools by Education Division**

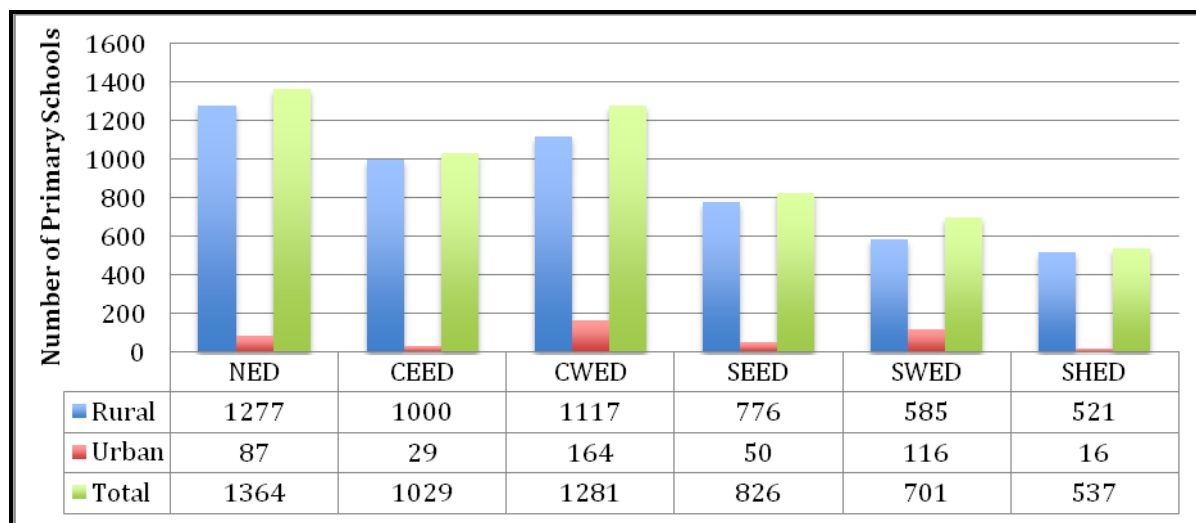
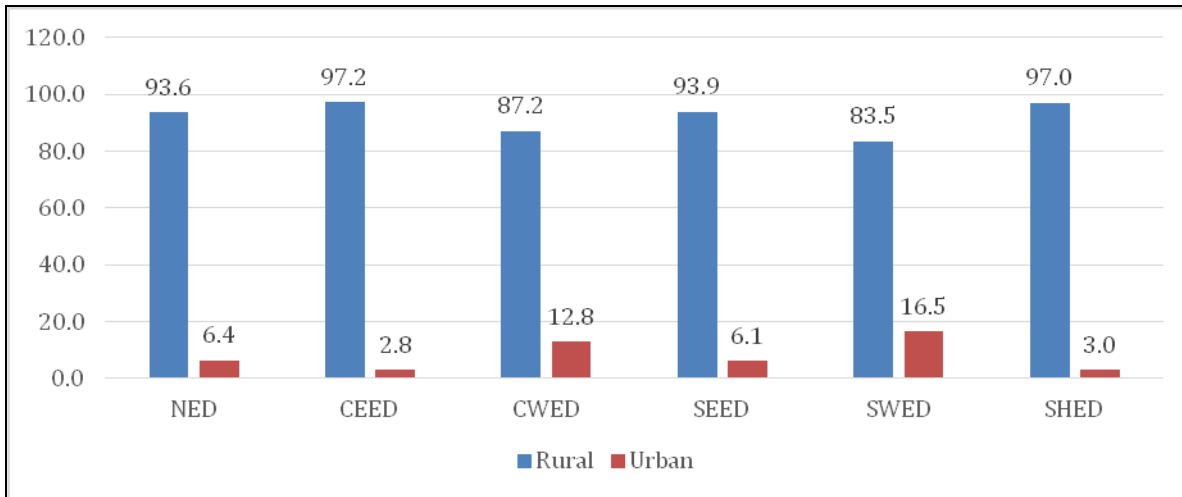


Figure 2.1.1 shows that Northern Education Division (NED) had the highest number of primary schools (1,364) followed by Central western Education Division (CWED) (1,281).

**Figure 2.1.2: Proportional Distribution of Schools by Division**

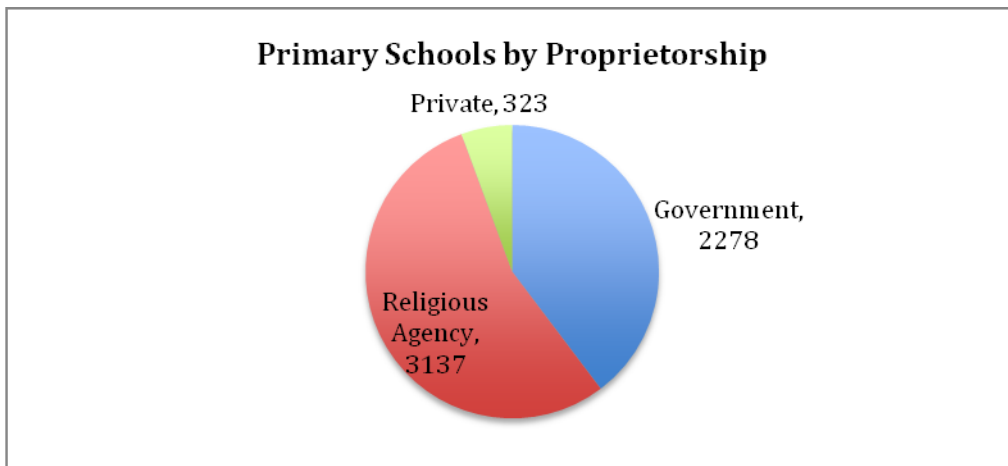


Within divisions, distribution of schools by location varied, CEED and SHED reported the highest proportions of rural schools at 97 percent relative to urban schools while SWED has the least schools in rural areas at 83.5 percent relative to urban. SWED has the highest proportion of urban schools while CEED has the lowest proportion of urban schools.

**2.1.2 Proprietorship**

Proprietorship was categorized into three: Government, Religious Agency and Private. Although religious schools are categorized differently from government schools, their operation relies on government both for financial and technical support. Figure 2.1.3 below shows that over half of the schools (55 percent) are owned by religious institutions, 39 percent by government and only 6 percent are privately owned.

**Figure 2.1.3: Number of Schools by Proprietorship**

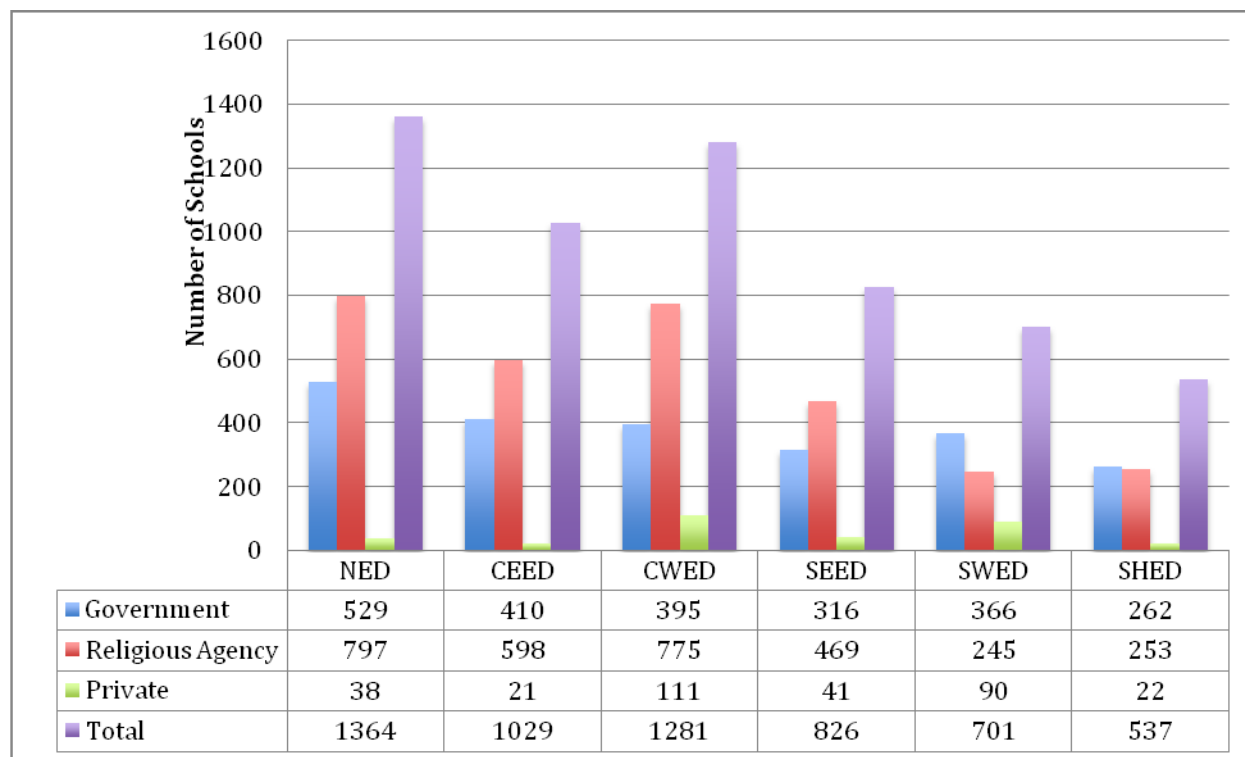


Across the education divisions, the picture of proprietorship does not vary much from the national results. More religious owned primary schools were observed in all the divisions except for SEED and SHED which have more government owned primary schools.

Regarding private ownership of primary schools, CWED reported a high number of privately owned schools followed by SEED. SHED reported the least number of primary schools in all categories.

About 58 percent of the schools in the NED are owned by religious institution and 38 percent owned by government. In CEED, about 51 percent of the schools are owned by religious institutions while the government owns 30 percent of the schools.

**Figure 2.1.4: Number of Schools by Proprietorship by Education Division**



At district level, Kasungu has the largest number schools with 344 primary schools, followed by Mzimba South with 306 primary schools. In comparison, Likoma and Zomba Urban has the smallest number of primary schools with 10 and 25 schools respectively. Lilongwe City reported the highest number of private schools in Malawi than any other education district. The number of schools can be tied to population of a district or city of school going age children.

**Table 2.1.1: Distribution of Primary Schools by proprietor**

Division	District	Government	Religious Institution	Private	Grand Total	
<b>CEED</b>	Dowa	59	178	7	244	
	Kasungu	133	205	6	344	
	Nkhotakota	115	36	1	152	
	Ntchisi	29	114	2	145	
	Salima	74	65	5	144	
<b>CWED</b>	Dedza	62	174	3	239	
	Lilongwe City	50	6	87	143	
	Lilongwe Rural East	52	152	3	207	
	Lilongwe Rural West	57	184	7	248	
	Mchinji	58	138	3	199	
	Ntcheu	116	121	8	245	
<b>NED</b>	Chitipa	88	82	3	173	
	Karonga	42	125	6	173	
	Likoma	6	4		10	
	Mzimba North	59	200	2	261	
	Mzimba South	97	205	4	306	
	Mzuzu City	20	20	14	54	
	Nkhata Bay	116	72	5	193	
	Rumphi	101	89	4	194	
	<b>SHED</b>	Chiradzulu	28	60	2	90
		Mulanje	74	86	5	165
Phalombe		41	47	7	95	
Thyolo		119	60	8	187	
<b>SEED</b>	Balaka	56	98	4	158	
	Machinga	72	89	4	165	
	Mangochi	94	165	22	281	
	Zomba Rural	80	113	4	197	
	Zomba Urban	14	4	7	25	
<b>SWED</b>	Blantyre City	41	17	54	112	
	Blantyre Rural	53	104	7	164	
	Chikwawa	133	43	12	188	
	Mwanza	33	12	9	54	
	Neno	44	27	3	74	
	Nsanje	62	42	5	109	
<b>Grand Total</b>		2278	3137	323	5738	

**2.1.3 Distance from School to Teacher Development Centre (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. Distance to TDC can also serve as a good parameter in facilitating transport mode of supervision and man power if the zone is too big. Figure 2.1.5 shows that the 33 percent of primary schools are between 5 to 10 kilometers to the PEA's office or TDC. Some primary schools (about 3 percent) are located more than 40 kilometers away from the PEA's office.

**Figure 2.1.5: Distance to PEA/TDC**

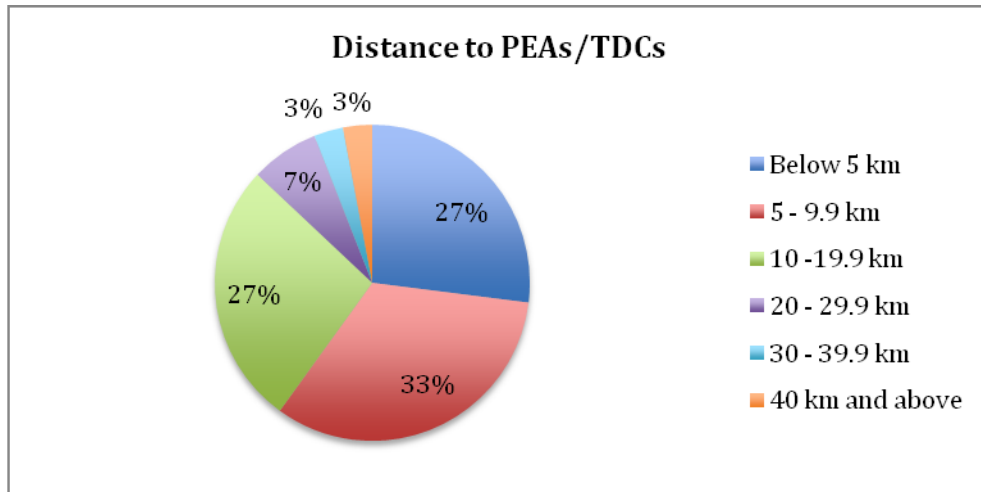
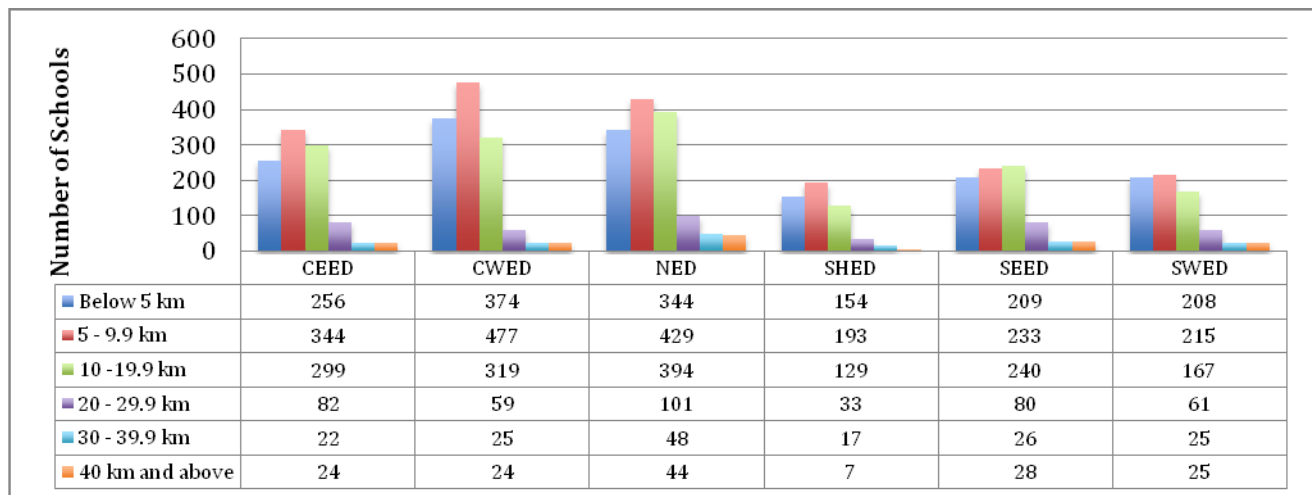


Figure 2.1.5 shows that majority of the schools are between 5 to 10 kilometers and only 3 percent are above 30 kilometers.

**Figure 2.1.6: Distance to PEA's Office/ TDC by Division**



*\*Some of the schools in South East Education division did not report distance to the TDC*

Distance to the PEAs/TDC varied by education division. About 44 primary schools in the Northern division reported a distance of over 40 kilometers to the TDC, while SEED, SWED and CWED reported 28, 25 and 24 primary schools respectively.



**Table; 2.1.6: Proportion of Schools with Distance of above 30 Kilometers to TDC by Division.**

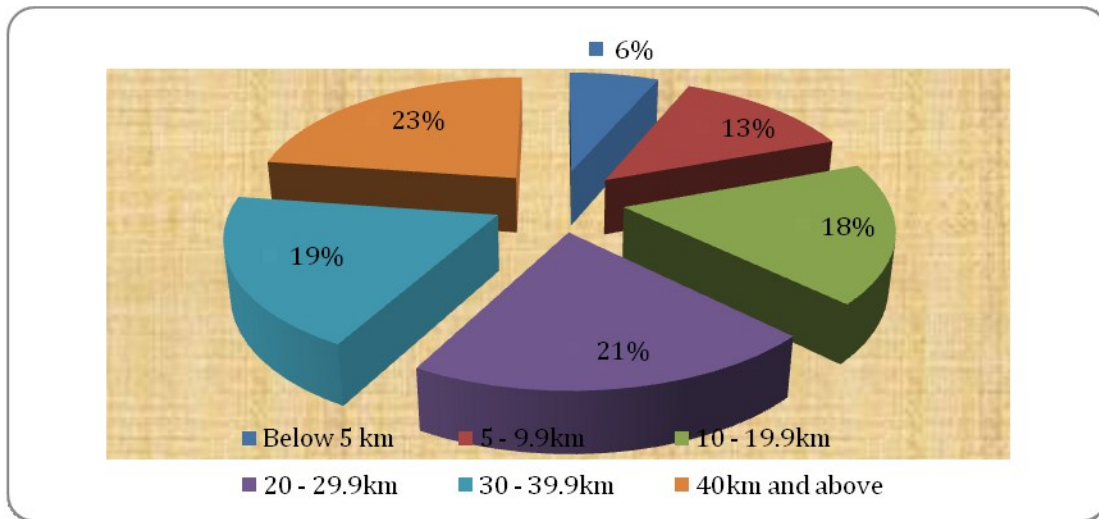
	CEED	CWED	NED	SHED	SEED	SWED
30- 39.9 km	1.6	2.3	3.7	0.8	3.4	4.7
Above 40 km	1.8	2.3	3.4	0.8	4.0	4.7

The table above shows that SWED has the highest proportion of schools with a distance of 40km and 30km to the TDC while SHED has the lowest proportion of schools with 40km and 30km distance to the TDC.

**2.1.3.1 Distance to Nearest Primary School**

The census also looked at how accessible the schools are to each other. It is assumed that closeness of schools in terms of distance acts as a fulcrum element of promoting continued interaction and sharing of education information and facilities among schools. Figure 2.1.7 shows that 23 percent of the schools are 40km or more apart while 23 percent of the schools are 20 to 30 kilometers apart

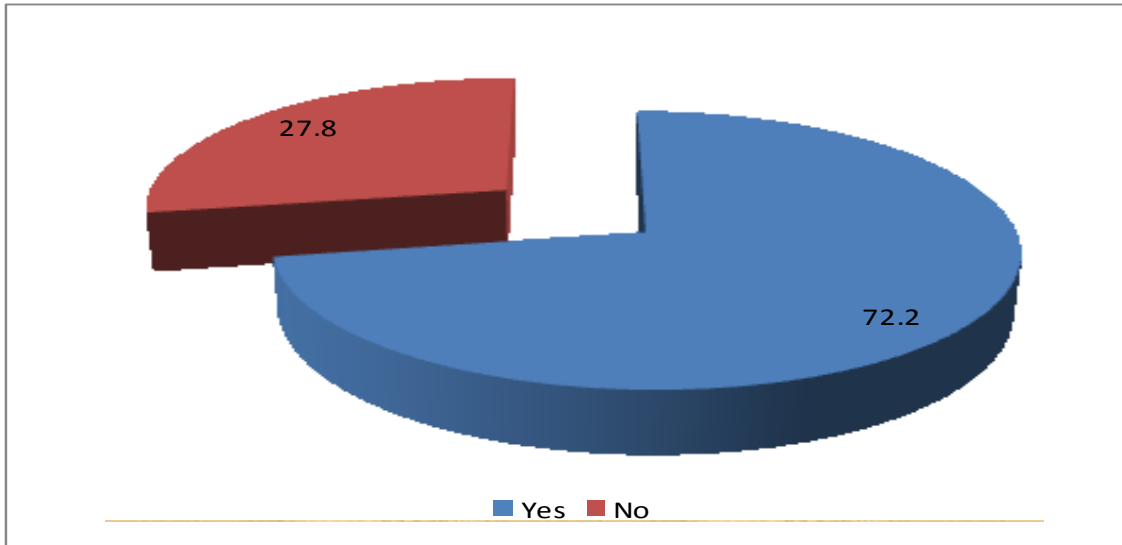
**Figure 2.1.7: Distance between primary schools**



**2.1.3.2 School Accessibility during Rainy Season**

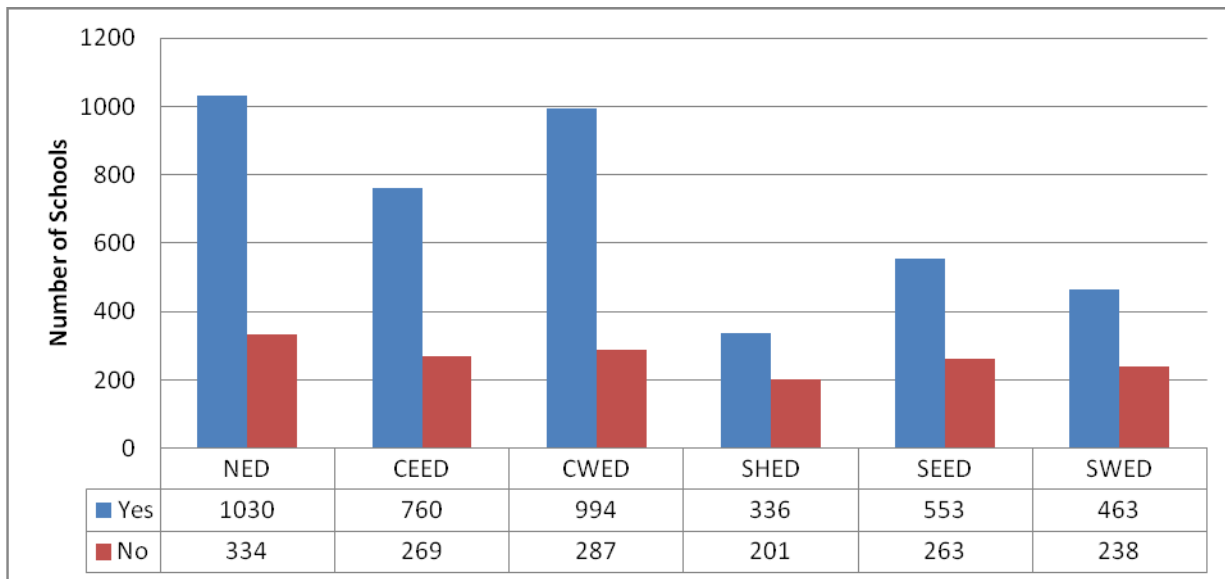
One of the key elements which can easily affect education system is availability of Teaching and Learning Materials (TLMs). Its timely delivery is paramount in delivery of services at school level. The census sought to find out how many schools are accessible during rainy season. Figure 2.1.8 show that about 72 percent of the schools are accessible during rainy season.

**Figure 2.1.8: School Accessibility during Rainy Season**



Across education divisions, number of schools that are inaccessible during rainy season varied with NED (334), CWED (287), CEED 269, SEED (263) and SWED (238).

**Figure 2.1.9: Number of Schools Accessible during Rainy Season**



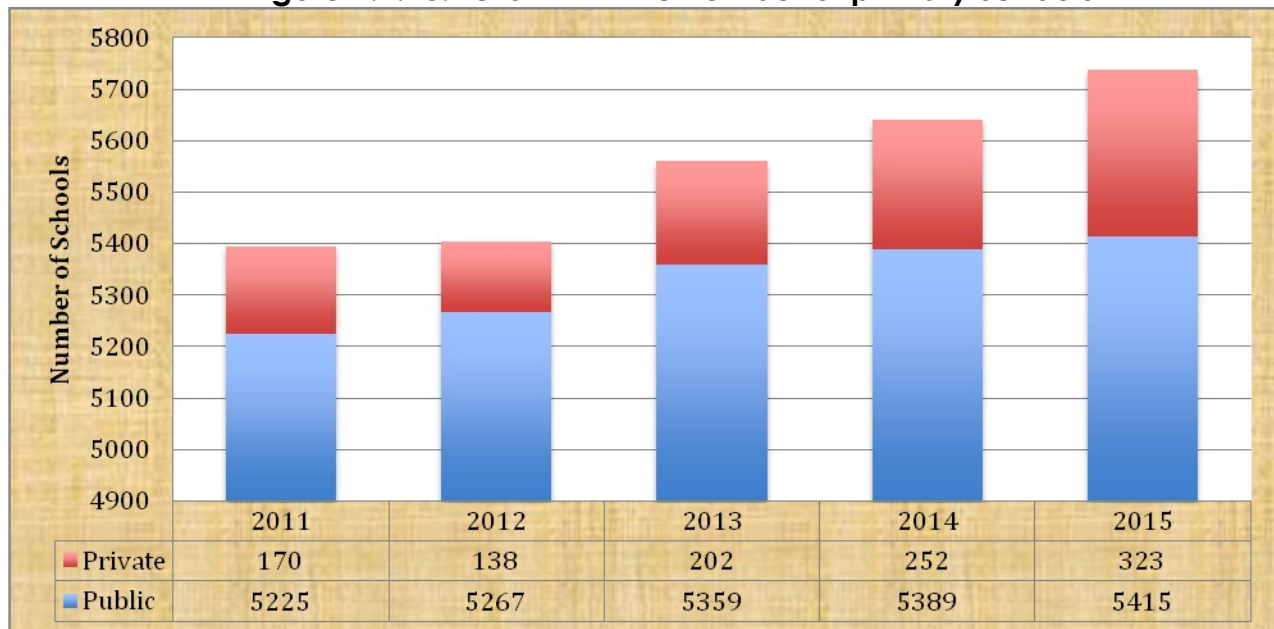
\* Some schools in the South East Education division did not respond to the accessibility question

Within division analysis show that SHED has the highest proportion of schools which are inaccessible during rainy season (37 percent 201/537) followed by SWED 34 percent and SEED 32 percent. CWED and NED reported the lowest within division proportions of 22 and 25 percent respectively.

### 2.1.4 General Growth of Number of Schools

The figure below presents how the number of schools has grown in the last five years.

**Figure 2.1.10: Growth in the number of primary schools**



The number of schools increased from 5,395 in 2011 to 5,738 in 2015 representing a growth of 6.4 percent. The total number of schools has been growing with an average of 1.6 percent per year in the specified period of 2011 to 2015. Disparities in growth rate were observed within proprietorship, public primary schools (government and religious) grew at an average growth of 0.6 percent from 2011 to 2015 while private schools grew by 38.3 percent from 2011 to 2015.

## 2.2 Student information

This section is about issues related to student information on

1. Enrollment
2. Orphans
3. Dropout
4. Repeaters
5. Transfers

### 2.2.1 Enrolment

Enrolment was captured by standard, ownership and gender to establish student distribution for better planning and allocation of school teaching and learning materials as well as financial support from government and other stakeholders. A total of 4,795,196 learners were enrolled in both government and religious institutions owned schools with 38.9 percent (19.5 percent boys and 19.4 percent girls) in

government schools and 59.4 percent from religious schools with (29.6 percent boys and 29.8 percent girls). Only 1.7 percent (0.8 percent boys and 0.8 percent girls) enrolled in private schools.

**Table 2.2. 1: Enrollment of Pupils by Proprietor and Gender in Public Schools**

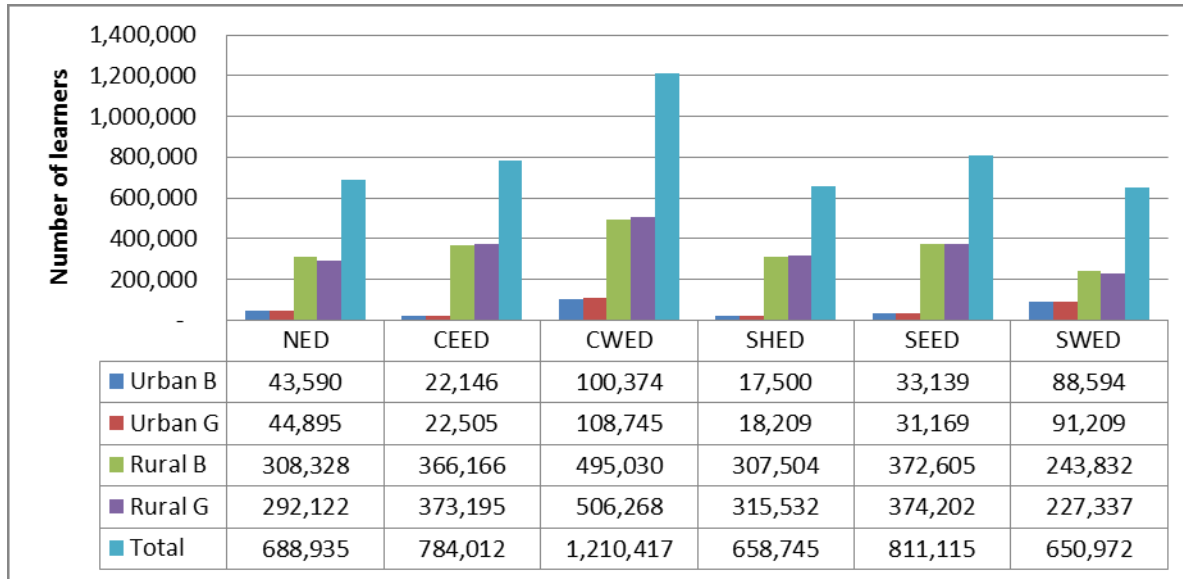
	Government		Religious Agency		Private		Total	Percent
	Boys	Girls	Boys	Girls	Boys	Girls		
<b>Std 1</b>	204594	207025	317487	319983	6351	6428	1061868	22
<b>Std 2</b>	157370	160913	246834	242984	6057	6154	820312	17
<b>Std 3</b>	152560	147744	220369	225311	5195	5449	756628	16
<b>Std 4</b>	116721	120806	175349	182106	5100	4764	604846	13
<b>Std 5</b>	105199	107612	155149	159587	5003	5154	537704	11
<b>Std 6</b>	81333	82649	123205	126379	4687	4891	423144	9
<b>Std 7</b>	65631	64718	100214	99622	4168	4440	338793	7
<b>Std 8</b>	52710	44632	84178	73195	3113	3073	260901	5
<b>Total</b>	<b>936118</b>	<b>936099</b>	<b>1422785</b>	<b>1429167</b>	<b>39674</b>	<b>40353</b>	<b>4804196</b>	<b>100</b>

The results show a significant drop from standard one to standard two. In standard one the proportion was 22 percent while in standard two it was 17 percent representing a 5 step percentage drop. This drop in enrollment from standard one to two can either be attributed to high repetition in standard one or drop out. Transition from standard five to standard seven shows a steep drop which can be assumed to higher number of pupil drop outs.

### 2.2.2 Enrolment of Pupils by Location and Division

Disaggregating enrollment by location and division the results show different variations between sexes. All education divisions registered a higher number of girls enrollment in urban areas except for SEED where enrollment of boys was more than that of girls. However, in some divisions the difference was very marginal, close to a 50-50 scenario. Correspondingly, the absolute numbers show that in CEED, CWED, SHED and SEED the enrollment of girls was more than that of boys in rural areas while in NED and SWED the enrollment of boys was more than that of girls.

**Figure 2.2.1: Enrolments by Division, Sex and Location**



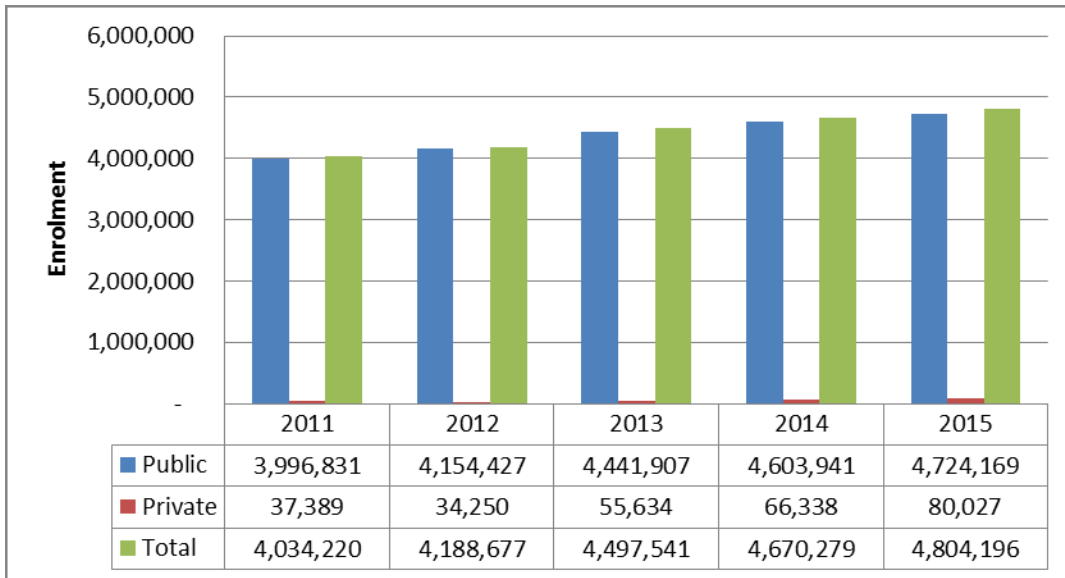
Further, the figure above shows more girls were enrolled in urban schools than in rural schools, almost in all education divisions except for South East where the number of boys enrolled marginally surpassed that of girls.

At district level Mangochi reported highest enrolment followed by Kasungu and Lilongwe rural west and Lilongwe rural East while Likoma, Neno, Mzuzu City reported a low learner enrolment. For more details of the distribution of enrolment per education district by sex and standard, please refer to Appendix 2.2.1

### **2.2.3 Trend in Primary Enrolment**

Total enrollment assists in making informed decisions regarding purchasing and supply of teaching and learning materials and deployment human resource required in-course of delivering teaching services. Figure 2.2.2 shows a graphical presentation of enrollment by proprietor over a period of 5 years.

**Figure 2.2.2 Enrollment by year and Proprietorship**



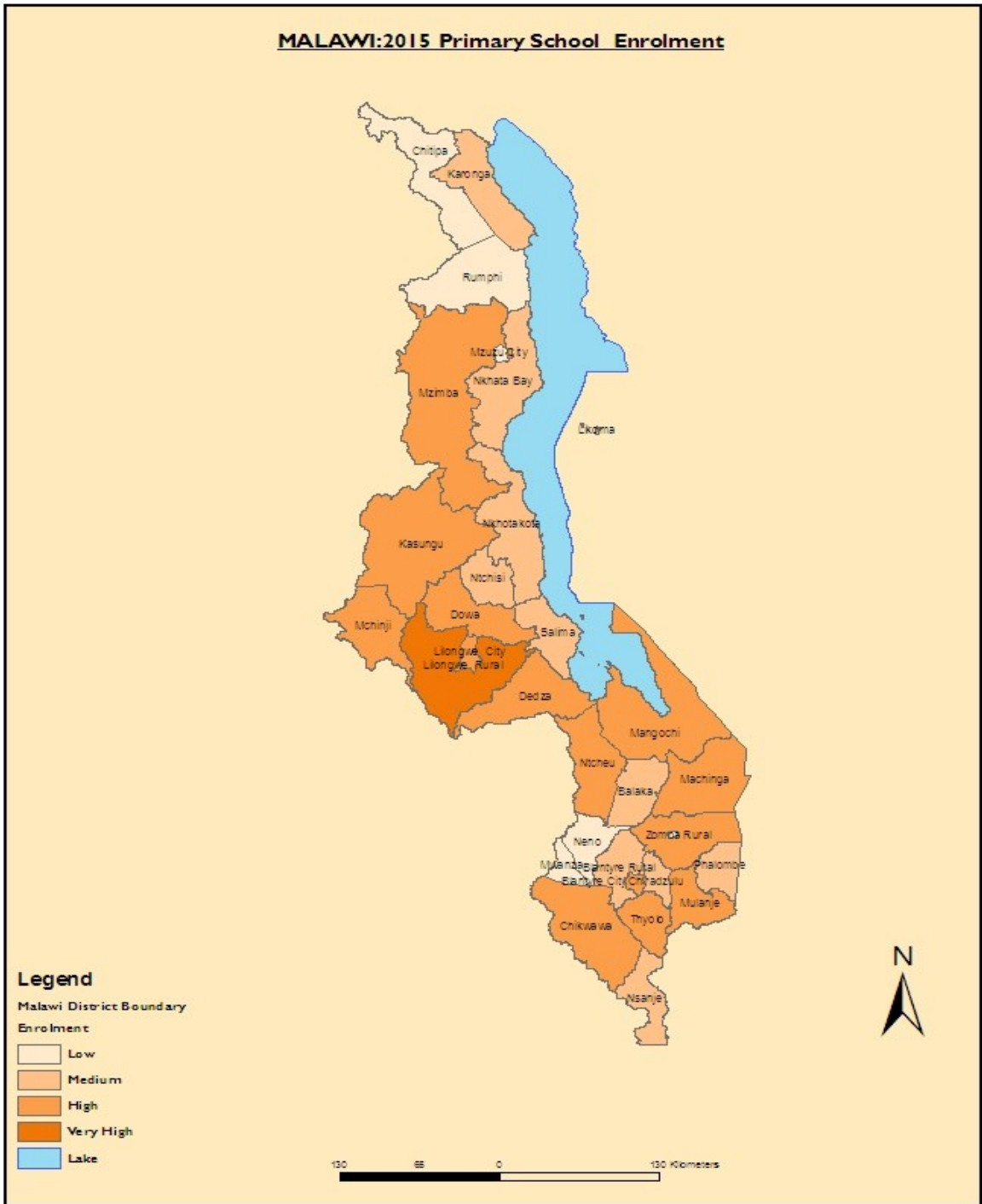
Enrollment increased from 4,034,220 in 2011 to 4,804,196 in 2015, representing a 19.1 percentage growth. The total enrolment has been growing at an average rate of 4.5 percent annually.

Annual analysis shows that enrollment increased from 4,670,279 in 2014 to 4,804,196 in 2015 representing a growth of 2.9 percent, which is lower than the average growth rate. Considering the growth of 3.8 percent observed in 2013 one can easily assume that enrollment in the last two successive years has been increasing at a decreasing rate.

Major variations were observed within public school and within private primary school. Public primary schools (government and religious) enrollment grew by 18.2 percent from 2011 to 2015 and registered an annual average growth rate of 4.3 percent. In the same period, Private schools enrollment grew by 114.0 percent from 2011 to 2015 and registered an average annual growth rate of 23.5 percent. The

Map 1 below show enrollment by district. The map show categories of low, medium, high and very high learner enrolment.

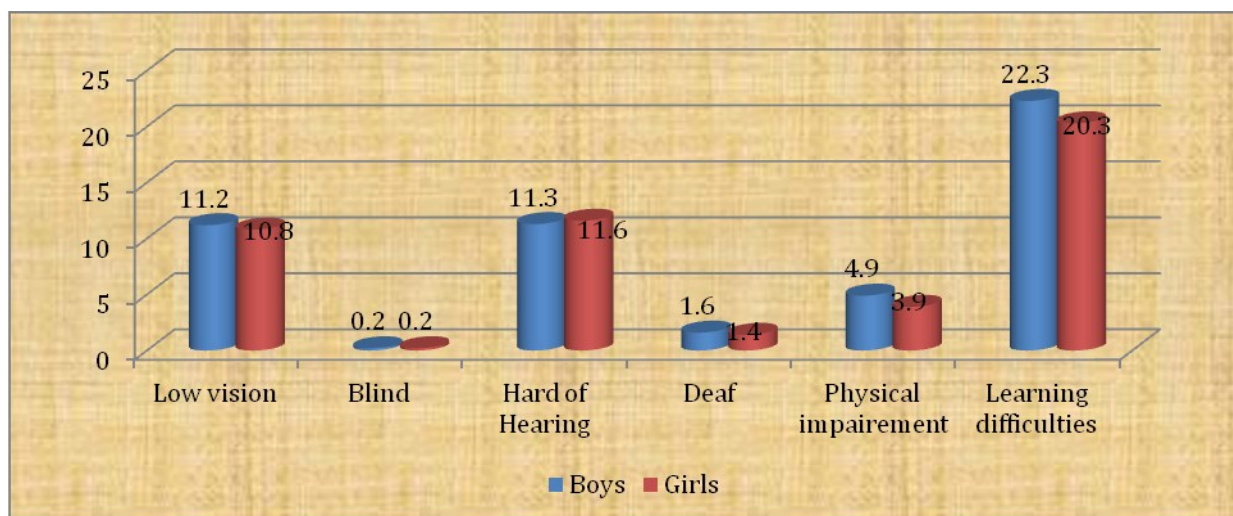
### MALAWI:2015 Primary School Enrolment



### 2.2.4 Students with Special Needs

The National Education Sector Plan (NESP) stresses on issues of providing equal access to education. One of the key areas is the provision of reasonable accommodation to all learners within any education institution. About 2.4 percent (115,284/4,795,194) of total primary enrollment were students with special needs. Figure 2.2.3 shows a graphical presentation of various impairments in the 2015 enrollments. About 42.6 percent of the students have learning difficulties (22.3 percent boys and 20.3 percent girls) followed by low vision (11.2 percent boys and 10.8 percent girls).

**Figure 2.2.3: Distribution of Special Needs Learners by Sex**



The distribution of pupils with learning needs varied across divisions. Central Western division has the highest proportion (27.8 percent) of special needs pupils followed by Central East division with 20.4 percent with South West division reporting the lowest enrollment of pupil with special learning needs (9.1 percent). The distribution of learners with special needs by education district is shown in Appendix 2.2.2

**Table 2.2.2 Number of Pupils with Learning Needs by Sex and Division**

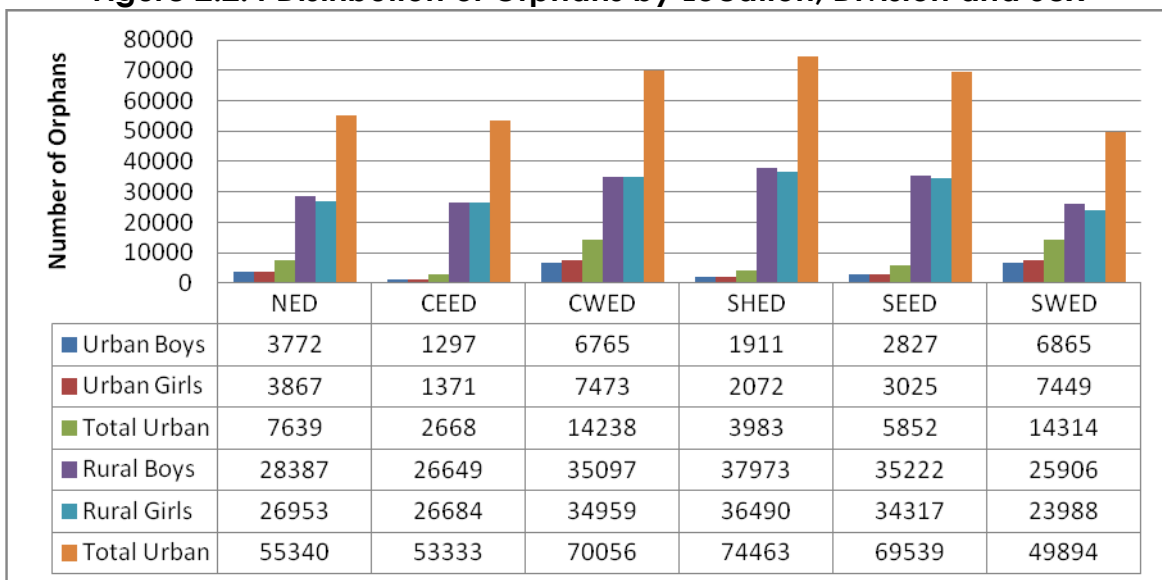
Division	Low Vision		Blind		Hard of Hearir		Deaf		Physical Impairmen		Learning Difficulties		Total	Percent
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
CEED	2434	2381	37	46	2474	2559	174	170	1148	877	5773	5473	23546	20.4
CWED	3838	3705	63	70	3656	3853	514	489	1384	1012	7104	6367	32055	27.8
NED	1949	1805	31	26	2126	2064	360	281	892	680	4001	3587	17802	15.4
SHED	1237	1288	46	48	1302	1556	343	299	652	524	2840	2640	12775	11.1
SEED	2159	2110	23	29	2177	2233	278	239	979	892	3896	3581	18596	16.1
SWED	1312	1219	52	36	1249	1154	223	167	647	513	2148	1790	10510	9.1
<b>Grand Total</b>	<b>12929</b>	<b>12508</b>	<b>252</b>	<b>255</b>	<b>12984</b>	<b>13419</b>	<b>1892</b>	<b>1645</b>	<b>5702</b>	<b>4498</b>	<b>25762</b>	<b>23438</b>	<b>115284</b>	<b>100.0</b>



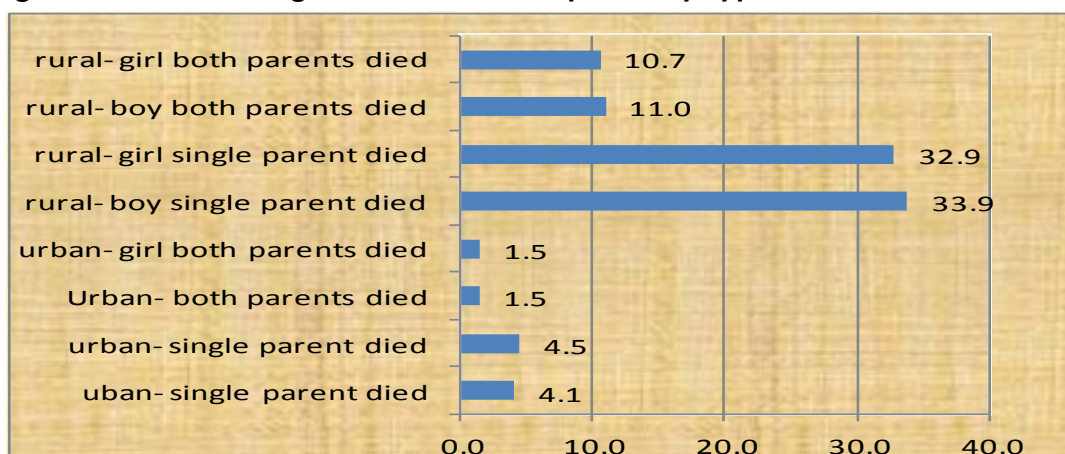
### 2.2.5 Orphans

Information on the number of vulnerable pupils in our primary schools is very vital for planning at all levels of education delivery. One of the vulnerable groups the census looked at were orphans. In the census, they were categorized into two; those who lost a single parent and those who lost both parents. In 2015 about 8.8 percent (421,319/4,795,194) of the total enrollment were orphans. Figure 2.2.4 shows a graphical presentation of the distribution of orphans across divisions with respect to location and sex. In urban, more orphans were reported in South West division followed by Central West. In rural, more orphans were reported in Shire Highlands followed by Central West and South East.

**Figure 2.2.4 Distribution of Orphans by Location, Division and Sex**



**Figure 2.2.5 Percentage Distribution of Orphans by Type, Location and Gender**

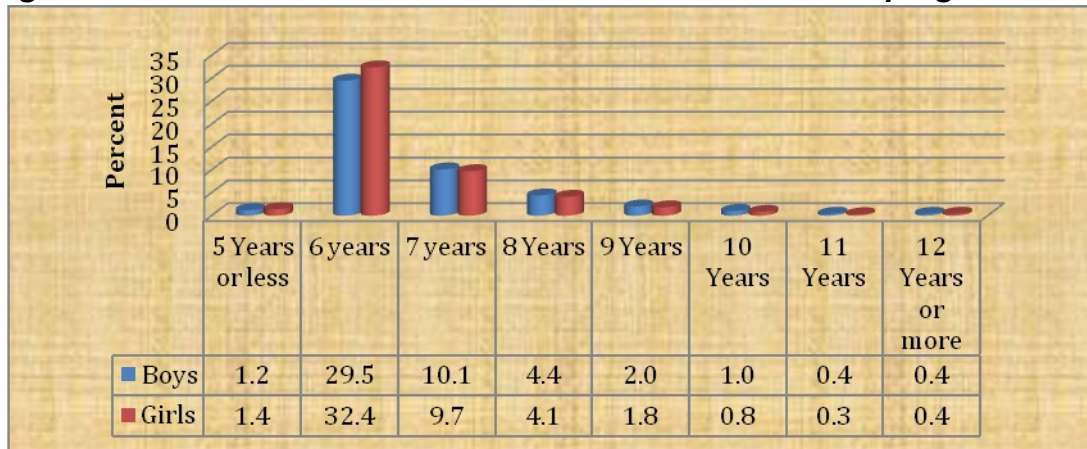


### 2.2.6 New Entrants by Age

The 2015 Annual School Census also captured information on new entrants in primary schools by age. New entrants refer to the total number of learners who registered for

standard one for the first time (*the figure excludes the number of repeaters in standard one*). A total of 776,631 new entrants enrolled in the year 2014/15, representing a proportion of 16.2 percent (776,631/4,795,196) of the total enrollment.

**Figure 2.2.6: Distribution of New Entrants into Standard 1 by Age and Sex**



Across age of new entrants, a higher proportion (61.8 percent) was observed from 6 years which is the official recognized age of primary school entry. At this official entry age more girls (32.3 percent) were reported than boys (29.5 percent). Further, the results show that 2.7 percent (1.2 boys and 1.4 percent girls) were under aged while 35.5 percent were over aged ranging from 7 years to 12 years.

**Table 2.2.3: New Entrants by Location and Division**

Division	5 years or less	6 Years	7 Years	8 Years	9 Years	10 Years	11 Years	12 Years	Total	Percent distribution
CEED	2574	79280	26559	11538	4698	2169	902	650	128370	16.5
CWED	5275	130895	40101	18705	8305	4090	1801	1351	210523	27.1
NED	1893	75989	12080	2839	937	419	363	842	95362	12.3
SHED	3946	59349	23101	9253	4025	1602	522	253	102051	13.1
SEED	3614	77145	34003	15277	8030	4433	1716	2027	146245	18.8
SWED	3530	57568	18498	8332	3247	1535	584	786	94080	12.1
<b>Grand Total</b>	<b>20832</b>	<b>480226</b>	<b>154342</b>	<b>65944</b>	<b>29242</b>	<b>14248</b>	<b>5888</b>	<b>5909</b>	<b>776631</b>	<b>100.0</b>

\*The figures do not include the number of repeaters

From table 3 above, CEED registered the highest percentage of new entrants to primary schools by division (27.1 percent) followed by SEED, 18.8 percent while SWED had the least proportion of entrants at 12.1 percent. In terms of under aged, over aged and right-aged children who enrolled into standard one in 2014/15, variations have been observed among the 34 education districts, as shown below:

**Table 2.2.4: Distribution of Under-aged, Over-aged and Right-aged Children who Enrolled into Standard one**

	Under-Aged			Right-Aged			Over-Aged		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
<b>Dowa</b>	590	579	1169	11,221	10,311	21,532	6460	5743	12203
<b>Kasungu</b>	270	243	513	13,070	13,658	26,728	7143	6762	13905
<b>Nkhotakota</b>	95	101	196	5,765	6,008	11,774	3023	2848	5871
<b>Ntchisi</b>	253	194	447	4,783	5,081	9,864	2513	2327	4840
<b>Salima</b>	113	136	249	6,349	6,754	13,102	4941	4756	9697
<b>Total CEED</b>	<b>1,321</b>	<b>1,253</b>	<b>2,574</b>	<b>41,188</b>	<b>41,812</b>	<b>83,000</b>	<b>24080</b>	<b>22436</b>	<b>46516</b>
<b>Dedza</b>	30	27	57	10,881	20,406	31,286	7,958	7,176	15,134
<b>Lilongwe C</b>	1,126	1,249	2,375	6,851	16,081	22,932	2,846	2,943	5,789
<b>Lilongwe RE</b>	382	584	966	12,122	12,301	24,424	9,076	9,229	18,305
<b>Lilongwe RW</b>	216	339	555	11,828	12,543	24,371	7,781	7,694	15,475
<b>Mchinji</b>	262	353	615	7,911	9,002	16,913	5,293	4,585	9,878
<b>Ntcheu</b>	311	396	707	8,463	8,648	17,111	5,305	4,467	9,772
<b>Total CWED</b>	<b>2,327</b>	<b>2,948</b>	<b>5,275</b>	<b>58,056</b>	<b>78,981</b>	<b>137,037</b>	<b>30,301</b>	<b>28,918</b>	<b>59,219</b>
<b>Chitipa</b>	7	9	16	4,294	4,177	8,472	463	414	877
<b>Karonga</b>	41	86	127	6,048	6,037	12,085	1,153	1,023	2,176
<b>Likoma</b>	-	-	-	196	206	402	9	9	18
<b>Mzimba North</b>	44	46	90	8,247	8,092	16,338	1,716	1,358	3,074
<b>Mzimba South</b>	202	172	374	9,228	9,593	18,821	2,786	2,699	5,485
<b>Mzuzu City</b>	123	470	593	3,002	2,992	5,994	359	322	681
<b>Nkhata Bay</b>	56	49	105	4,581	4,622	9,204	1,236	1,007	2,243
<b>Rumphi</b>	296	292	588	4,220	4,020	8,240	1,508	1,418	2,926
<b>Total NED</b>	<b>769</b>	<b>1,124</b>	<b>1,893</b>	<b>39,816</b>	<b>39,739</b>	<b>79,555</b>	<b>7,605</b>	<b>6,804</b>	<b>14,409</b>
<b>Chiradzulu</b>	201	48	249	4,699	4,760	9,459	2,123	1,922	4,045
<b>Mulanje</b>	231	270	501	10,521	10,997	21,517	5,806	5,446	11,252
<b>Phalombe</b>	875	1,006	1,881	6,279	6,464	12,743	5,221	5,155	10,376
<b>Thyolo</b>	611	704	1,315	9,211	9,204	18,414	7,743	5,340	13,083
<b>Total SHED</b>	<b>1,918</b>	<b>2,028</b>	<b>3,946</b>	<b>30,709</b>	<b>31,424</b>	<b>62,134</b>	<b>20,893</b>	<b>17,863</b>	<b>38,756</b>
<b>Balaka</b>	126	221	347	6,744	6,718	13,462	3,582	3,514	7,096
<b>Machinga</b>	259	316	575	8,260	8,877	17,137	7,293	6,900	14,193
<b>Mangochi</b>	738	855	1,593	13,574	13,131	26,705	14,261	15,425	29,686
<b>Zomba Rural</b>	453	535	988	10,309	10,761	21,070	6,819	6,735	13,554
<b>Zomba Urban</b>	59	52	111	1,081	1,309	2,390	530	427	957
<b>Total SEED</b>	<b>1,635</b>	<b>1,979</b>	<b>3,614</b>	<b>39,969</b>	<b>40,795</b>	<b>80,765</b>	<b>32,485</b>	<b>33,001</b>	<b>65,486</b>
<b>Blantyre City</b>	357	345	702	7,521	7,145	14,666	2,207	2,122	4,329
<b>Blantyre Rural</b>	143	177	320	6,851	7,308	14,159	2,733	2,412	5,145
<b>Chikwawa</b>	558	656	1,214	6,979	6,981	13,960	5,838	5,480	11,318
<b>Mwanza</b>	290	106	396	1,525	1,462	2,987	1,256	1,051	2,307
<b>Neno</b>	71	78	149	2,299	2,290	4,589	1,423	1,234	2,657
<b>Nsanje</b>	315	434	749	4,913	4,996	9,909	3,781	3,445	7,226
<b>Total SWED</b>	<b>1,734</b>	<b>1,796</b>	<b>3,530</b>	<b>30,089</b>	<b>30,181</b>	<b>60,269</b>	<b>15,031</b>	<b>13,622</b>	<b>28,653</b>
<b>Grand Total</b>	<b>9,704</b>	<b>11,128</b>	<b>20,832</b>	<b>239,827</b>	<b>262,933</b>	<b>502,760</b>	<b>130,395</b>	<b>122,644</b>	<b>253,039</b>

Table 2.2.5 below shows the total number of dropouts by sex and by education district. The table compares the extent of school dropouts among the education districts by showing the proportion of dropouts to total enrolment for each district. The comparison shows that Mangochi district has the highest proportion of school dropouts at 7.1 percent, followed by Machinga district, with a proportion of 6.7 percent and Dedza district with a dropout proportion of 5.9 percent

**Table 2.2.5: Number of Dropouts and Proportion of Dropouts by Education District and Sex**

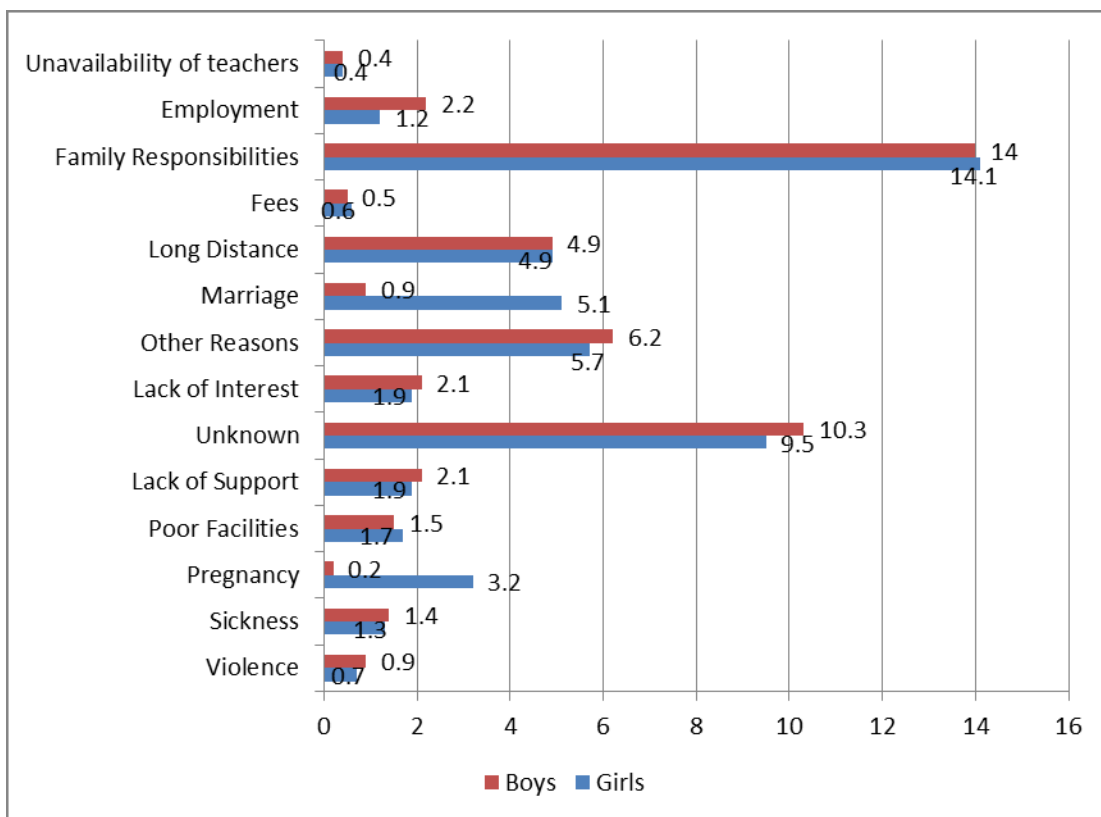
	Dropouts in 2015			Total Enrolment 2014			Proportion of Dropouts (%)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
<b>Dowa</b>	4,282	4,455	8,737	97,611	100,337	197,948	4.4	4.4	4.4
<b>Kasungu</b>	2,508	2,881	5,389	125,576	129,688	255,264	2.0	2.2	2.1
<b>Nkhotakota</b>	2,138	2,772	4,910	55,456	55,316	110,772	3.9	5.0	4.4
<b>Ntchisi</b>	1,177	1,394	2,571	41,179	43,370	84,549	2.9	3.2	3.0
<b>Salima</b>	2,499	2,744	5,243	58,737	57,072	115,809	4.3	4.8	4.5
<b>Total CEED</b>	<b>12,604</b>	<b>14,246</b>	<b>26,850</b>	<b>378,559</b>	<b>385,783</b>	<b>764,342</b>	<b>3.3</b>	<b>3.7</b>	<b>3.5</b>
<b>Dedza</b>	6,219	6,372	12,591	107,520	105,746	213,266	5.8	6.0	5.9
<b>Lilongwe C</b>	1,138	1,242	2,380	82,841	88,639	171,480	1.4	1.4	1.4
<b>Lilongwe RE</b>	4,244	4,591	8,835	112,969	115,079	228,048	3.8	4.0	3.9
<b>Lilongwe RW</b>	4,759	4,923	9,682	113,005	118,762	231,767	4.2	4.1	4.2
<b>Mchinji</b>	3,669	4,087	7,756	81,086	81,014	162,100	4.5	5.0	4.8
<b>Ntcheu</b>	4,052	4,030	8,082	86,186	85,589	171,775	4.7	4.7	4.7
<b>Total CWED</b>	<b>24,081</b>	<b>25,245</b>	<b>49,326</b>	<b>583,607</b>	<b>594,829</b>	<b>1,178,436</b>	<b>4.1</b>	<b>4.2</b>	<b>4.2</b>
<b>Chitipa</b>	584	762	1,346	38,785	37,305	76,090	1.5	2.0	1.8
<b>Karonga</b>	1,154	1,446	2,600	55,572	52,051	107,623	2.1	2.8	2.4
<b>Likoma</b>	10	28	38	1,850	1,911	3,761	0.5	1.5	1.0
<b>Mzimba North</b>	1,296	1,526	2,822	65,694	62,478	128,172	2.0	2.4	2.2
<b>Mzimba South</b>	1,865	2,212	4,077	76,622	75,950	152,572	2.4	2.9	2.7
<b>Mzuzu City</b>	262	217	479	27,353	28,050	55,403	1.0	0.8	0.9
<b>Nkhata Bay</b>	893	1,149	2,042	42,140	40,483	82,623	2.1	2.8	2.5
<b>Rumphi</b>	525	671	1,196	35,633	33,887	69,520	1.5	2.0	1.7
<b>Total NED</b>	<b>6,589</b>	<b>8,011</b>	<b>14,600</b>	<b>343,649</b>	<b>332,115</b>	<b>675,764</b>	<b>1.9</b>	<b>2.4</b>	<b>2.2</b>
<b>Chiradzulu</b>	2,011	2,021	4,032	51,908	51,221	103,129	3.9	3.9	3.9
<b>Mulanje</b>	4,640	4,825	9,465	98,498	99,843	198,341	4.7	4.8	4.8
<b>Phalombe</b>	3,176	3,498	6,674	60,951	63,207	124,158	5.2	5.5	5.4
<b>Thyolo</b>	3,801	4,098	7,899	101,031	102,802	203,833	3.8	4.0	3.9
<b>Total SHED</b>	<b>13,628</b>	<b>14,442</b>	<b>28,070</b>	<b>312,388</b>	<b>317,073</b>	<b>629,461</b>	<b>4.4</b>	<b>4.6</b>	<b>4.5</b>
<b>Balaka</b>	2,062	2,299	4,361	63,776	64,372	128,148	3.2	3.6	3.4
<b>Machinga</b>	5,208	6,128	11,336	84,563	85,531	170,094	6.2	7.2	6.7
<b>Mangochi</b>	9,095	9,586	18,681	133,889	127,782	261,671	6.8	7.5	7.1
<b>Zomba Rural</b>	2,678	2,776	5,454	103,421	104,656	208,077	2.6	2.7	2.6
<b>Zomba Urban</b>	79	143	222	13,046	12,864	25,910	0.6	1.1	0.9
<b>Total SEED</b>	<b>19,122</b>	<b>20,932</b>	<b>40,054</b>	<b>398,695</b>	<b>395,205</b>	<b>793,900</b>	<b>4.8</b>	<b>5.3</b>	<b>5.0</b>
<b>Blantyre City</b>	604	669	1,273	85,566	87,907	173,473	0.7	0.8	0.7
<b>Blantyre Rural</b>	1,424	1,735	3,159	68,866	69,644	138,510	2.1	2.5	2.3
<b>Chikwawa</b>	3,412	3,853	7,265	78,184	73,878	152,062	4.4	5.2	4.8
<b>Mwanza</b>	942	939	1,881	17,304	17,498	34,802	5.4	5.4	5.4
<b>Neno</b>	962	1,004	1,966	21,808	21,932	43,740	4.4	4.6	4.5
<b>Nsanje</b>	1,442	1,767	3,209	45,417	40,372	85,789	3.2	4.4	3.7
<b>Total SWED</b>	<b>8,786</b>	<b>9,967</b>	<b>18,753</b>	<b>317,145</b>	<b>311,231</b>	<b>628,376</b>	<b>2.8</b>	<b>3.2</b>	<b>3.0</b>
<b>Grand Total</b>	<b>84,810</b>	<b>92,843</b>	<b>177,653</b>	<b>2,334,043</b>	<b>2,336,236</b>	<b>4,670,279</b>	<b>3.6</b>	<b>4.0</b>	<b>3.8</b>

On the other hand, Blantyre City has the lowest proportion of dropouts at 0.7 percent, followed by Zomba Urban and Mzuzu City with a dropout proportion rate of 0.9 percent each. The national average for proportion of dropouts to total enrolment of the previous year is 3.8 percent.

### 2.2.7 Reasons for Dropping Out

Pupils do drop out of school because of various reasons, some of them being 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 2.2.7 below shows various reasons for drop out. About 28.1 percent (14.1 percent girls and 14.0 percent Boys) dropped out of school because of family responsibilities while less than 1 percent (0.4) of the learner dropped out because of unavailability of teachers.

**Figure 2.2.7 Reasons for dropping out**

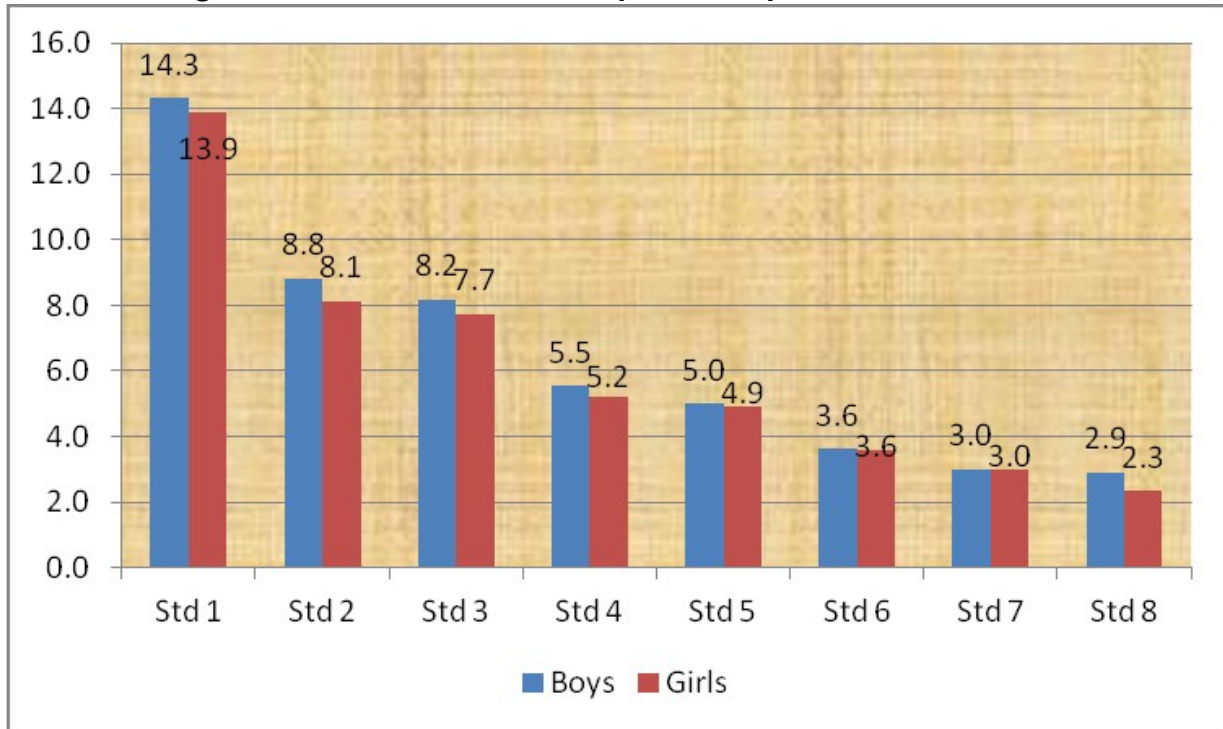


### 2.2.8 Repeaters

Repeaters in a broader way show how limited resources are being exploited. The higher the number of repeaters, the more inefficient the system becomes as learners spend resources which were not meant for them. Figure 2.2.8 shows that 28.2 percent (14.3 percent boys and 13.9 percent girls) of the repeaters were from standard one.

From the figure, it can be concluded that in the 2014/15 school year more boys repeated classes than girls at primary level.

**Figure 2.2.8: Distribution of Repeaters by Standard and Sex**



**2.2.8.1 Distribution of Repeaters and Repetition Rates by Sex and Education District**

Table 2.2.5 below shows the distribution of repeaters and repetition rates for each of the 34 education districts. The table shows that Blantyre City has the lowest repetition rate of 14.2 percent, followed by Mzuzu City with a rate of 14.3 percent and Lilongwe Rural East with a rate of 14.6 percent. On the other hand, Nkhotalakota district had the highest repetition rate of 28.9 percent, followed by Balaka with a rate of 28.6 percent and Mwanza with a rate of 28.0 percent. The national average for repetition rate in 2014/15 was 21.9 percent (22.5 percent for boys and 21.3 percent for girls).

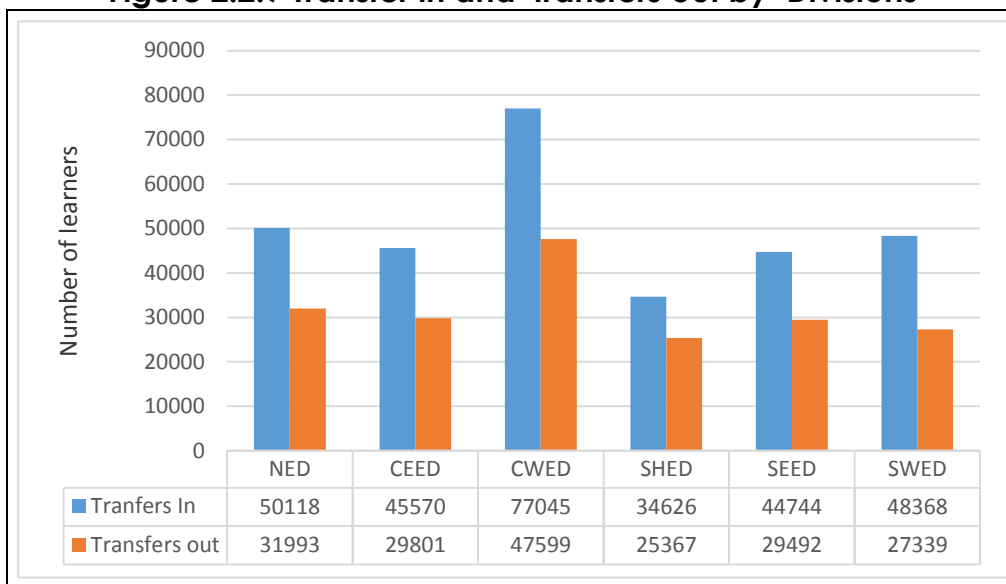
**Table 2.2.5: Distribution of Number of Repeaters and Repetition Rate by Sex and by Education District**

District	Number of School Repeaters			Total Enrolment			Repetition Rate (%)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Dowa	23,835	22,985	46,820	97,611	100,337	197,948	24.4	22.9	23.7
Kasungu	28,230	26,849	55,079	125,576	129,688	255,264	22.5	20.7	21.6
Nkhotakota	16,117	15,935	32,052	55,456	55,316	110,772	29.1	28.8	28.9
Ntchisi	9,881	9,888	19,769	41,179	43,370	84,549	24.0	22.8	23.4
Salima	14,308	13,639	27,947	58,737	57,072	115,809	24.4	23.9	24.1
<b>Total CEED</b>	<b>92,371</b>	<b>89,296</b>	<b>181,667</b>	<b>378,559</b>	<b>385,783</b>	<b>764,342</b>	<b>24.4</b>	<b>23.1</b>	<b>23.8</b>
Dedza	25,591	25,602	51,193	107,520	105,746	213,266	23.8	24.2	24.0
Lilongwe C	14,105	13,798	27,903	82,841	88,639	171,480	17.0	15.6	16.3
Lilongwe RE	16,393	16,814	33,207	112,969	115,079	228,048	14.5	14.6	14.6
Lilongwe RW	21,880	22,163	44,043	113,005	118,762	231,767	19.4	18.7	19.0
Mchinji	20,072	18,926	38,998	81,086	81,014	162,100	24.8	23.4	24.1
Ntcheu	22,001	19,832	41,833	86,186	85,589	171,775	25.5	23.2	24.4
<b>Total CWED</b>	<b>120,042</b>	<b>117,135</b>	<b>237,177</b>	<b>583,607</b>	<b>594,829</b>	<b>1,178,436</b>	<b>20.6</b>	<b>19.7</b>	<b>20.1</b>
Chitipa	10,239	8,583	18,822	38,785	37,305	76,090	26.4	23.0	24.7
Karonga	14,760	12,387	27,147	55,572	52,051	107,623	26.6	23.8	25.2
Likoma	447	397	844	1,850	1,911	3,761	24.2	20.8	22.4
Mzimba North	16,778	14,022	30,800	65,694	62,478	128,172	25.5	22.4	24.0
Mzimba South	15,973	13,715	29,688	76,622	75,950	152,572	20.8	18.1	19.5
Mzuzu City	4,031	3,884	7,915	27,353	28,050	55,403	14.7	13.8	14.3
Nkhata Bay	11,752	10,324	22,076	42,140	40,483	82,623	27.9	25.5	26.7
Rumphi	7,692	6,701	14,393	35,633	33,887	69,520	21.6	19.8	20.7
<b>Total NED</b>	<b>81,672</b>	<b>70,013</b>	<b>151,685</b>	<b>343,649</b>	<b>332,115</b>	<b>675,764</b>	<b>23.8</b>	<b>21.1</b>	<b>22.4</b>
Chiradzulu	13,984	13,227	27,211	51,908	51,221	103,129	26.9	25.8	26.4
Mulanje	21,230	20,679	41,909	98,498	99,843	198,341	21.6	20.7	21.1
Phalombe	12,909	12,969	25,878	60,951	63,207	124,158	21.2	20.5	20.8
Thyolo	25,681	25,553	51,234	101,031	102,802	203,833	25.4	24.9	25.1
<b>Total SHED</b>	<b>73,804</b>	<b>72,428</b>	<b>146,232</b>	<b>312,388</b>	<b>317,073</b>	<b>629,461</b>	<b>23.6</b>	<b>22.8</b>	<b>23.2</b>
Balaka	20,847	15,830	36,677	63,776	64,372	128,148	32.7	24.6	28.6
Machinga	18,531	19,758	38,289	84,563	85,531	170,094	21.9	23.1	22.5
Mangochi	31,131	30,851	61,982	133,889	127,782	261,671	23.3	24.1	23.7
Zomba Rural	23,080	23,443	46,523	103,421	104,656	208,077	22.3	22.4	22.4
Zomba Urban	2,473	2,401	4,874	13,046	12,864	25,910	19.0	18.7	18.8
<b>Total SEED</b>	<b>96,062</b>	<b>92,283</b>	<b>188,345</b>	<b>398,695</b>	<b>395,205</b>	<b>793,900</b>	<b>24.1</b>	<b>23.4</b>	<b>23.7</b>
Blantyre City	12,856	11,842	24,698	85,566	87,907	173,473	15.0	13.5	14.2
Blantyre Rural	12,504	11,962	24,466	68,866	69,644	138,510	18.2	17.2	17.7
Chikwawa	16,598	15,187	31,785	78,184	73,878	152,062	21.2	20.6	20.9
Mwanza	4,935	4,813	9,748	17,304	17,498	34,802	28.5	27.5	28.0
Neno	6,040	5,570	11,610	21,808	21,932	43,740	27.7	25.4	26.5
Nsanje	7,493	6,775	14,268	45,417	40,372	85,789	16.5	16.8	16.6
<b>Total SWED</b>	<b>60,426</b>	<b>56,149</b>	<b>116,575</b>	<b>317,145</b>	<b>311,231</b>	<b>628,376</b>	<b>19.1</b>	<b>18.0</b>	<b>18.6</b>
<b>Grand Total</b>	<b>524,377</b>	<b>497,304</b>	<b>1,021,681</b>	<b>2,334,043</b>	<b>2,336,236</b>	<b>4,670,279</b>	<b>22.5</b>	<b>21.3</b>	<b>21.9</b>

### 2.2.9 Pupil Transfers

Transfers show learner migration across districts and education division. Learner migration affects districts budgets in either a positive or negative way. In the study, transfers were categorized as transfers in and transfers out. Chart 2.2.9 below show that a lot of learners were transferred in Central West followed by Northern education division.

**Figure 2.2.9 Transfer in and transfers out by Divisions**

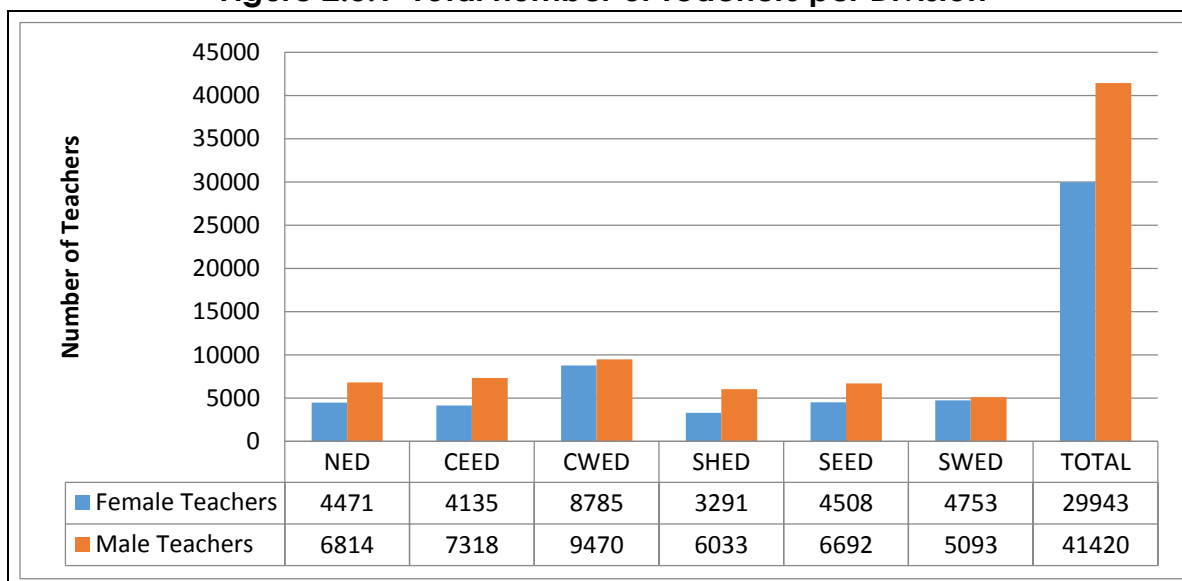


*\*net transfer cannot be zero due to poor recording of transfers in and transfers out in both public and private schools.*

### 2.3 Teaching Staff

The School Census captured the total number of teachers in primary schools by division and gender to establish their percentage distribution as summarized in figure 2.3.1.

**Figure 2.3.1 Total number of Teachers per Division**

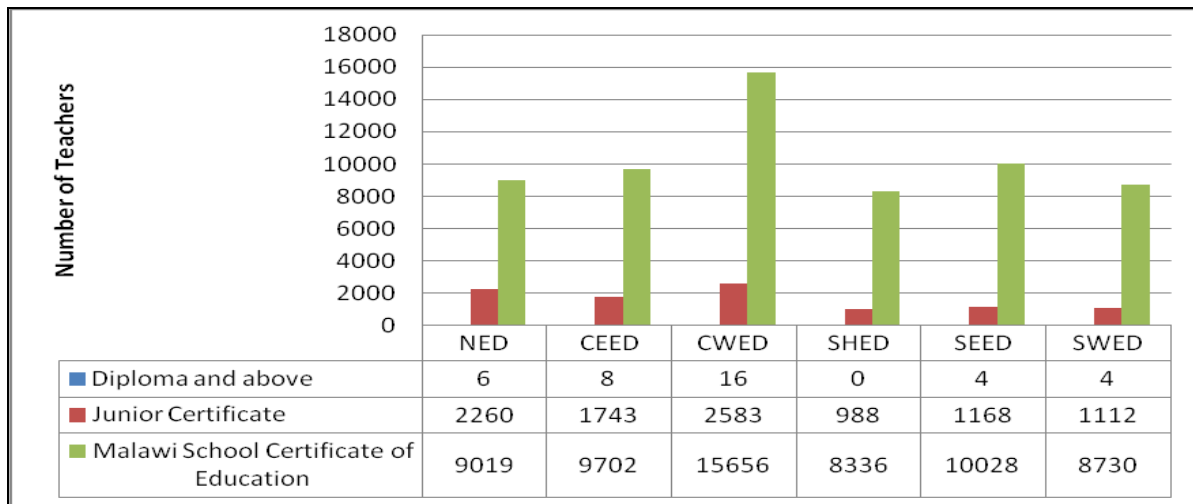




There are fewer disparities between male and female teachers in CWED and SWED than other divisions. Coincidentally, these divisions are more urban than the other divisions. On the other hand, the disparity between male and female teachers was high in CEED with a difference of 3,183 teachers followed by SHED with 2,742 teachers.

### 2.3.1 Teachers by Qualification

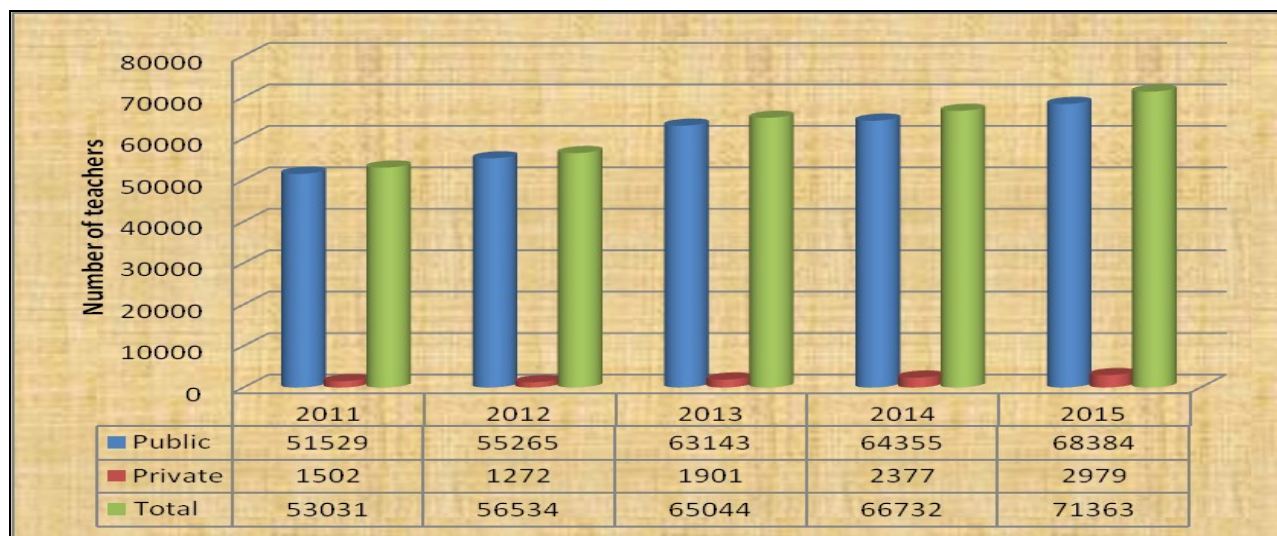
**Figure 2.3.2: Number of Primary School Teachers by Academic Qualification**



As pointed out above, the performance of students in primary schools is greatly affected by the quality of the teaching force. Though currently the Ministry's policy is only to recruit teachers with MSCE, Figure 2.3.2 shows that there are still a substantial number of JCE teachers in all the education divisions with the CEED having the highest number of the same. A total of 38 teachers were reported to have a diploma and above qualification.

The population of teachers in the primary sub-sector has been changing in response to the growing demand resulting from increasing enrollment. Figure 2.22 shows the trend in the number of teachers from 2011 to 2015. The number of teachers increased from 53,031 in 2011 to 71,363 in 2015 representing a 34.6 percent increase. However, the rate grew at an annual average rate of 7.8 percent. Annual analysis shows an increase of teachers from 66,732 in 2014 to 71,363 in 2015. The increase represents a growth of 6.5 percent for school calendar 2014/15.

**Figure 2.3.3: Trend in the Number of Primary School Teachers 2011-2015**

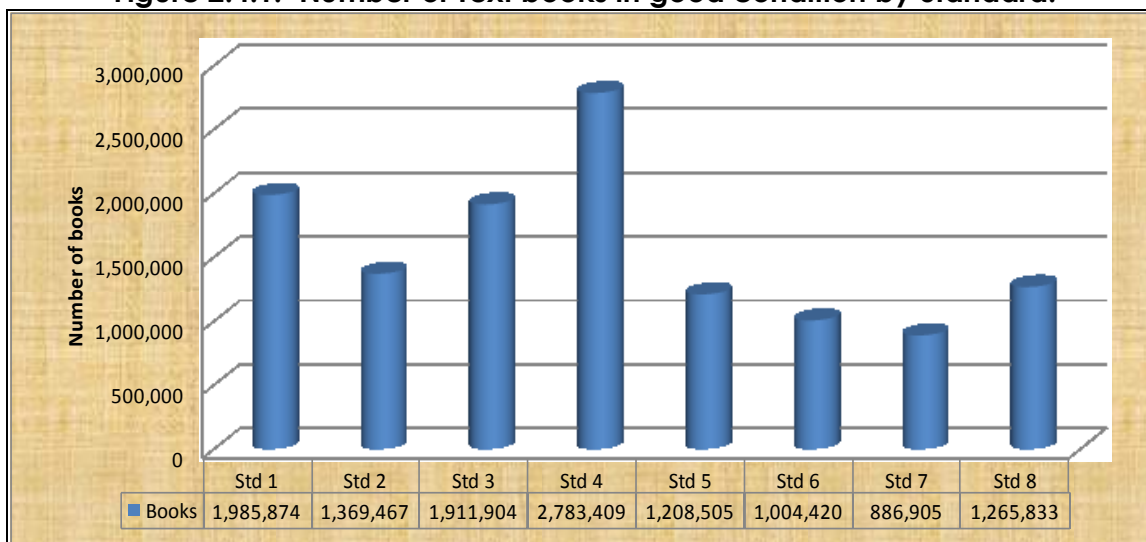


## 2.4 Teaching and Learning Materials

During the census, teacher's guides and pupil text books were taken as key elements of teaching and learning materials in Malawi. The 2015 school census, therefore, captured the number of text books for pupils and teachers guides.

### 2.4.1. Books in Good Condition

**Figure 2.4.1: Number of Text books in good condition by Standard.**

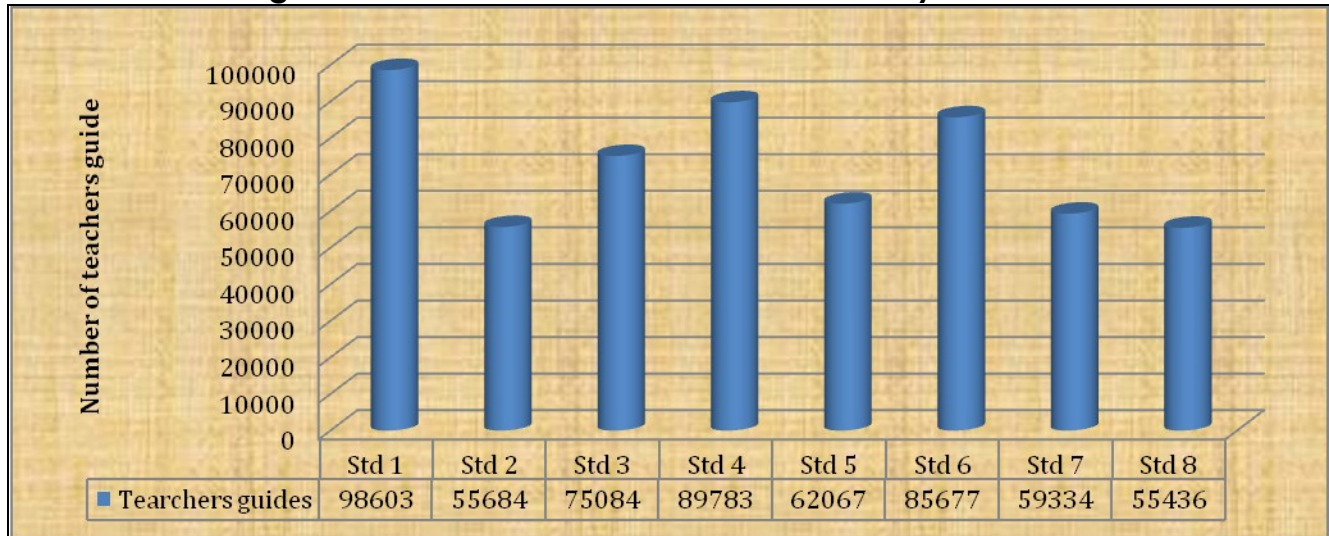


Quality performance of learners is determined by the availability of teaching and learning materials at school and at each level. In the above chart, availability of pupils books in good condition by standard show more books are in standard 4, followed by standard 1 and standard 3.

## 2.4.2 Teachers Guides

The census asked the number of teacher's guides in good condition by class. The results reveal that there are more teachers' guides in standard 1 followed by standards 4 and 6.

**Figure 2.4.2: Number of Teacher's Guides by Standard.**



## 2.5 Infrastructure and Sanitation

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 learners attendance especially girls. The 2015 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.

### 2.5.1 Buildings

At a national level, there were 40,535 permanent classroom, 5,854 temporary classrooms and 11,948 classrooms under rehabilitation. CEED has more permanent classrooms followed by SEED with SWED having the least.

**Figure 2.5.1: Distribution of School Structures by Education Division**

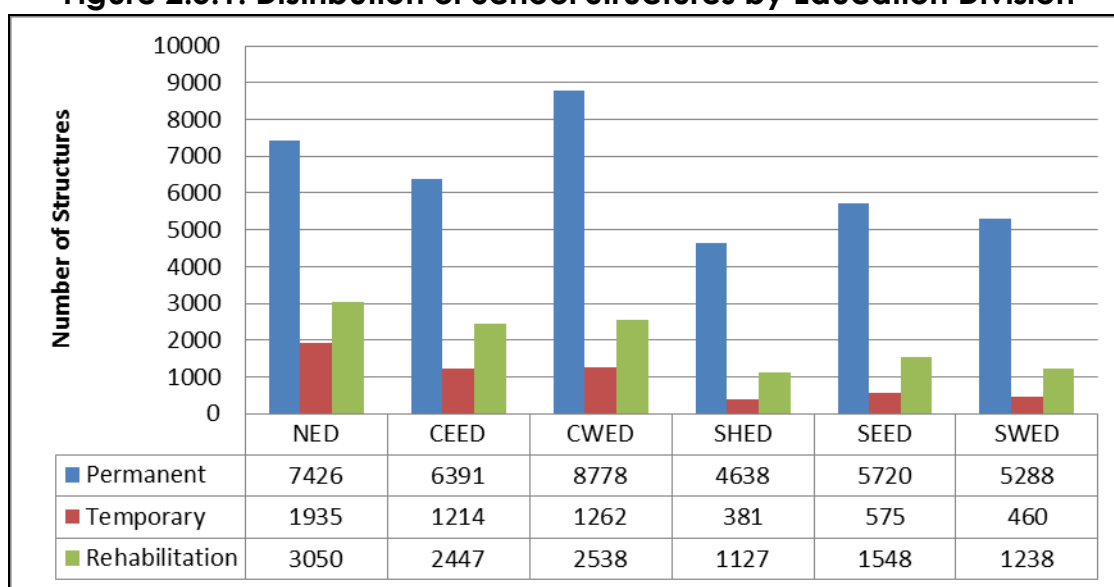


Table 2.2.6 below show that SHED and SEED has the highest need of permanent classroom manifested by a high Pupil permanent Classroom Ratio of 142. SWED and reported the lowest Pupil permanent Classroom Ratio of 66. There is need to prioritize increasing number of classrooms in areas with high Pupil Permanent Classroom Ratio.

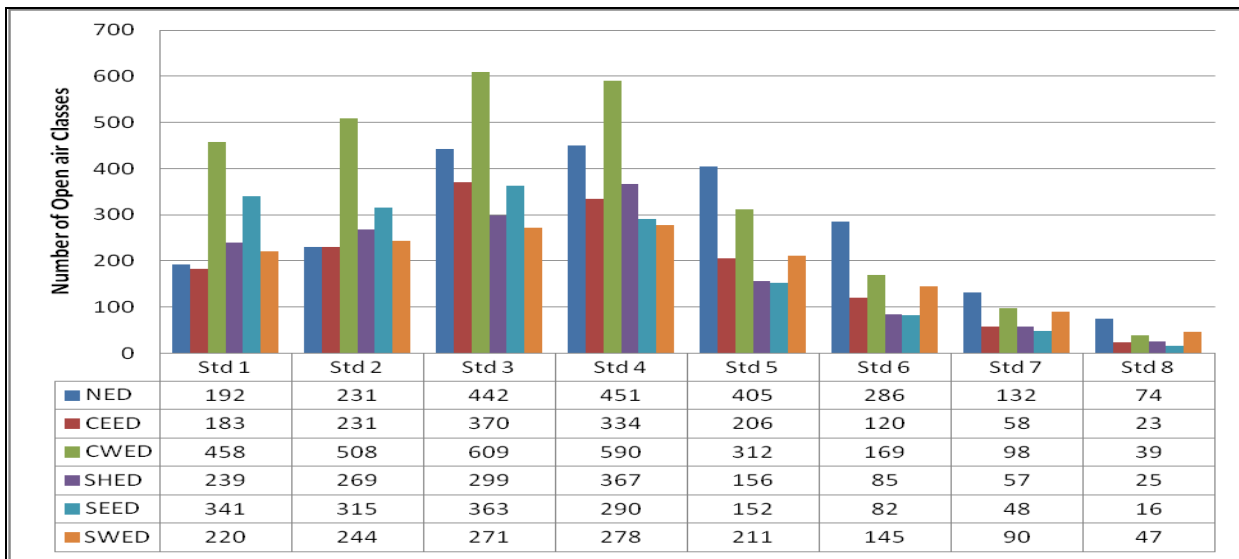
Table 2.2.6 Pupil permanent Classroom Ratio by division

Division	Enrolment	Permanent structures	Pupil permanent Classroom Ratio
NED	688935	7426	93
CEED	784012	6391	123
CWED	1210417	8778	138
SHED	658745	4638	142
SEED	811115	5720	142
SWED	650972	9843	66

### 2.5.2 Open Air Classes

The introduction of Free Primary Education (FPE) in the year 1994 by the Malawi Government brought pressure on the existing resources, infrastructure inclusive. One of the major challenges of free primary education is an increase in the number of open air classes. Figure 2.5.2 below shows numbers of open air classes in the six education divisions. There are more open air classes in junior primary than in senior primary. CEED has more open air classes in junior primary while NED has more open air classes in senior primary.

**Figure 2.5.2: Distribution of Open-air Classes by Standard and Education Division**



**2.5.3 Trend in Permanent Classrooms from 2011 to 2015**

Number of permanent classrooms has increased from 38,387 in 2011 to 40,535 in 2015, representing a growth of 5.6 percent. The period registered an annual average growth rate of 1.7 percent. The number of permanent classrooms went down in 2012 hence a negative growth (-12.0 percent) was recorded.

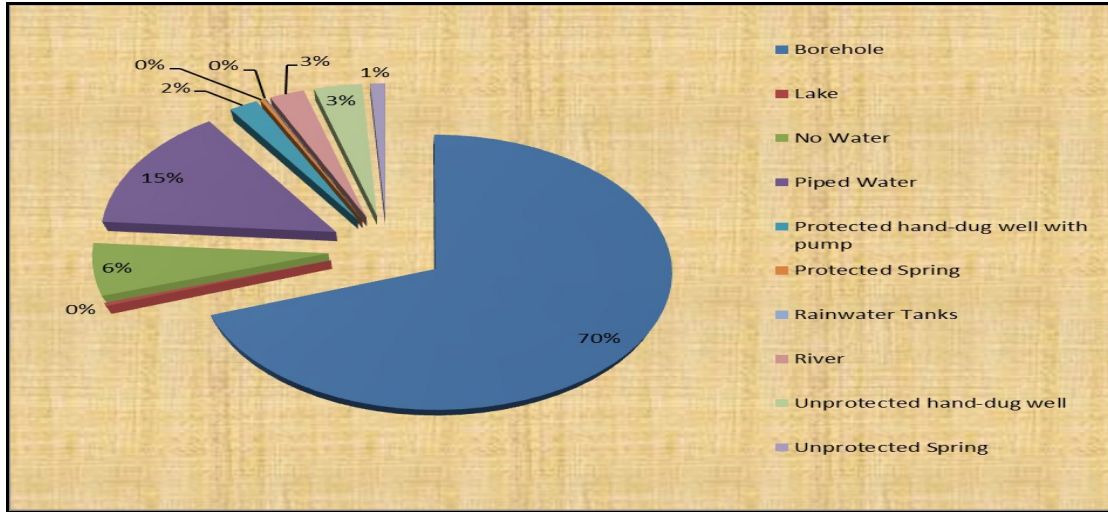
**Figure 2.5.3: Trend in Number of Permanent Classrooms: 2011-2015**



**2.5.4 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 spring, rain water tanks, river and unprotected hand dug well and unprotected spring.

**Figure 2.5.4 Main Source of School Drinking Water**

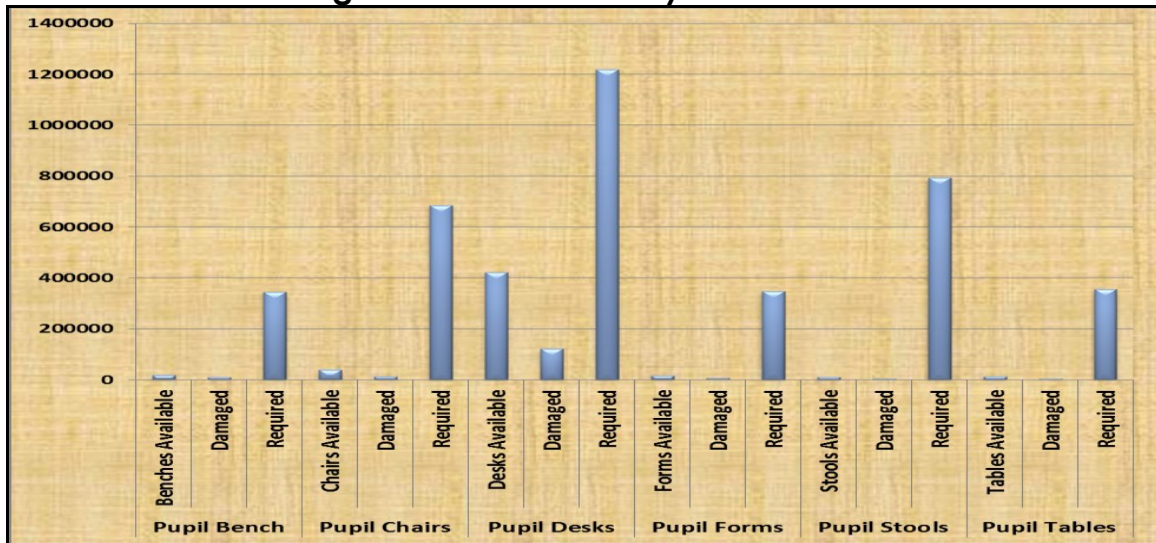


From the figure above, majority of primary schools (70 percent) had boreholes as their main source of water; followed by piped water (15 percent) where as 6 percent of the schools reported having no access to a water source.

**2.5.5 Classroom Furniture**

One of the factors that determine child friendliness of a school is furniture. Figure 2.5.5 below shows that almost all the types of learner’s furniture are not sufficiently available in schools. There is a great demand for Learner’s desk.

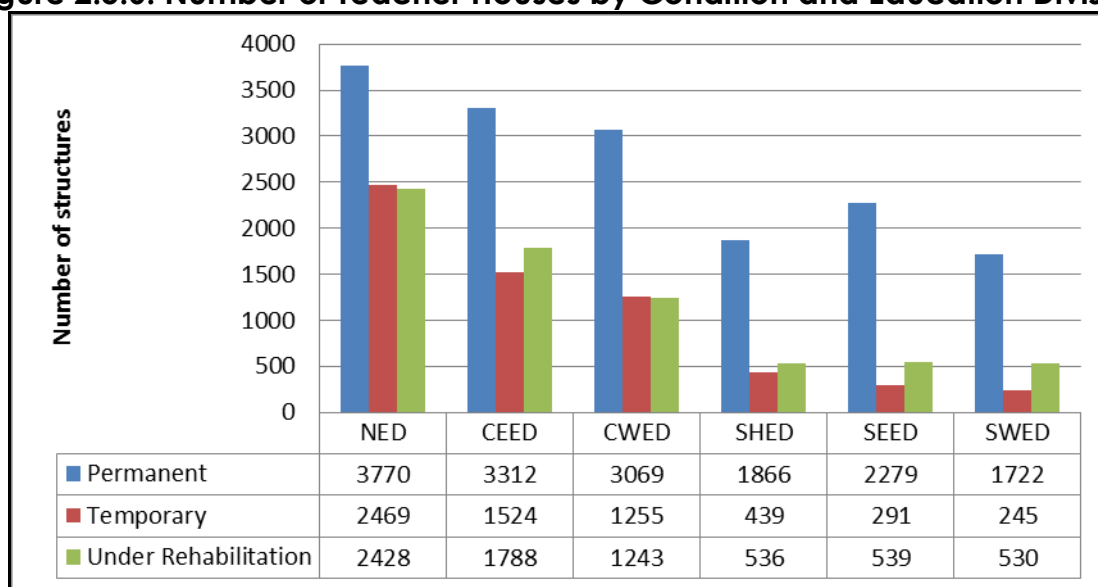
**Figure 2.5.5: Availability of Furniture**



**2.5.6 Teachers 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 teachers houses available at each school premises. The census focused on the following teachers houses characteristics; permanent house, house under rehabilitation, temporary housing structure.

**Figure 2.5.6: Number of Teacher Houses by Condition and Education Division**



## 2.6 Summary of Primary Education Indicators

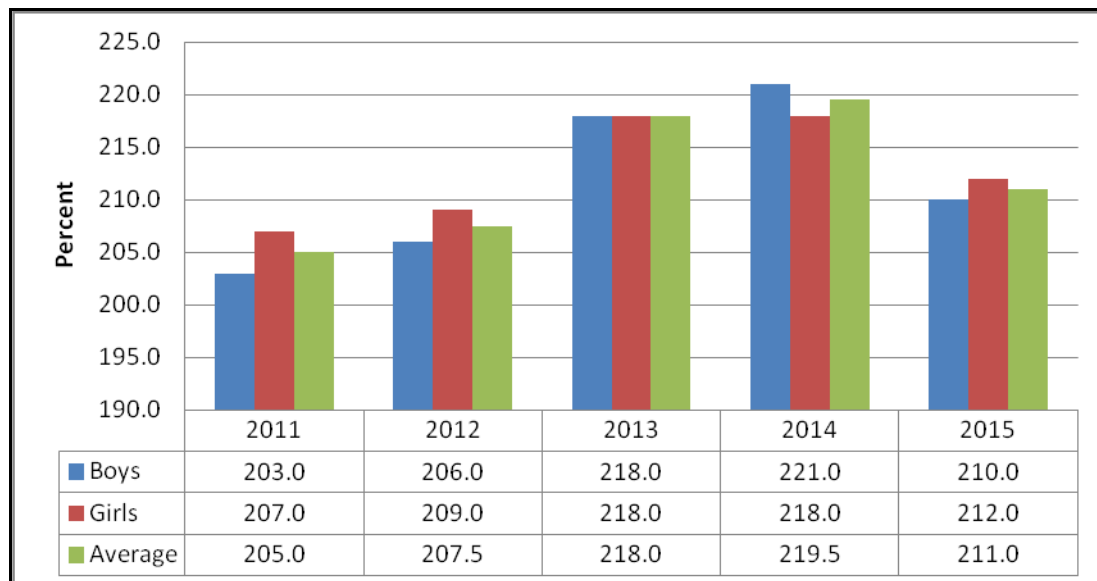
### 2.6.1 Access Indicators in Primary education

#### 2.6.1.1 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 reflect the backlog of students who could not enroll before.

The overall gross intake ratio for standard one stands at 211; with 210 for boys and 212 for girls respectively. The results Show higher levels of access in education for girls than boys.

**Figure.2.6.1 Trend in Gross Intake Rate 2011-2015**



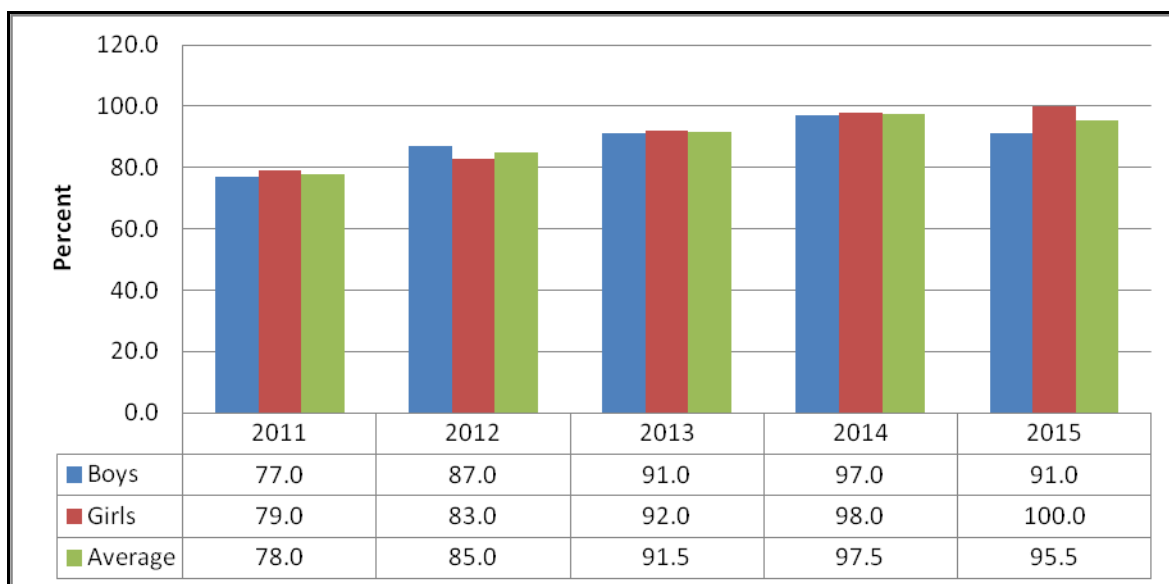
Gross intake rate is mostly affected by pupils who are underage and overaged. In 2015 the national average rate was 52.9 percent with girls at 51.2 percent and boys at 54 percent respectively.

### **2.6.1. 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 olds, however, girls have higher rates than boys. The Net Intake ratio for standard one stood at 95 for national; with 100 for girls and 91 for boys. The results show higher access to pupils of official school going age especially among girls.



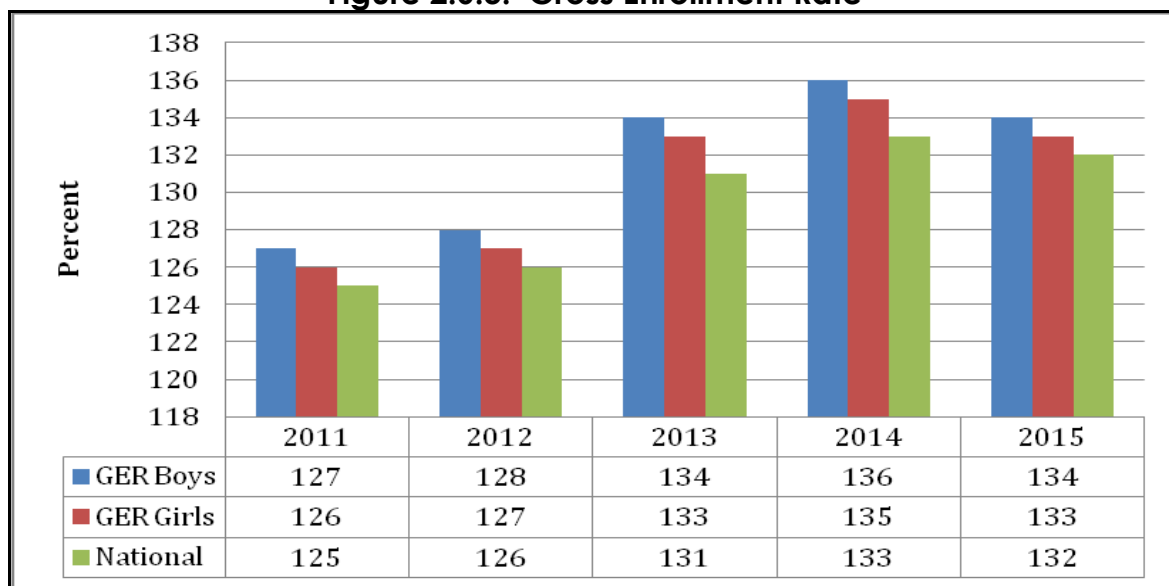
**Figure 2.6.2: Trend in Net Intake Rate 2011-2015**



### 2.6.1.3 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 2.6.3: Gross Enrollment Rate**



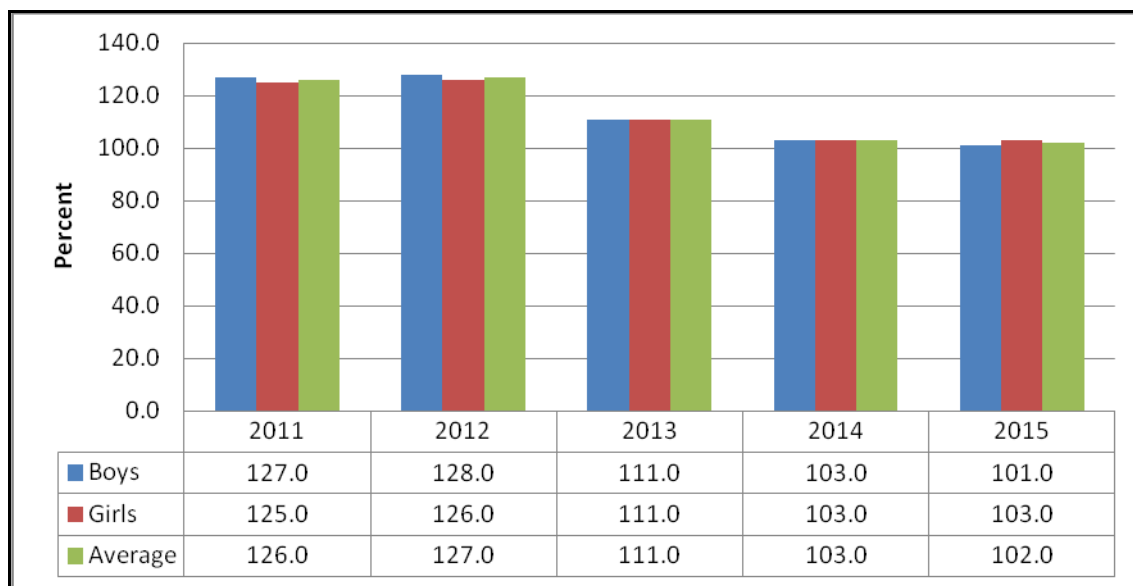
The results show a high participation rates for both girls and boys. Based on these results, it can be assumed that the primary education sub-sector is able to

accommodate all of its school age population. However, the rates can be more meaningful if the numbers of under age and over aged are reduced.

#### 2.6.1.4 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 2.6.4: Trend in Net Enrollment Rate; 2011-2015**



NER has been declining from 126 in 2011 to 102 in 2015. Theoretically, the net enrollment rate is not supposed to be above 100 percent. Over the years, NER has always been above 100 percent because of lack of birth registration which gives room for under-age learners to register in the different schools across the country. Most of the under-aged learners cheat their age to the government recommended age of six years while they are younger than that. Additionally, there are a small percentage of foreign pupils registered in our border schools (boarder effects).

#### 2.6.2 Quality Indicators

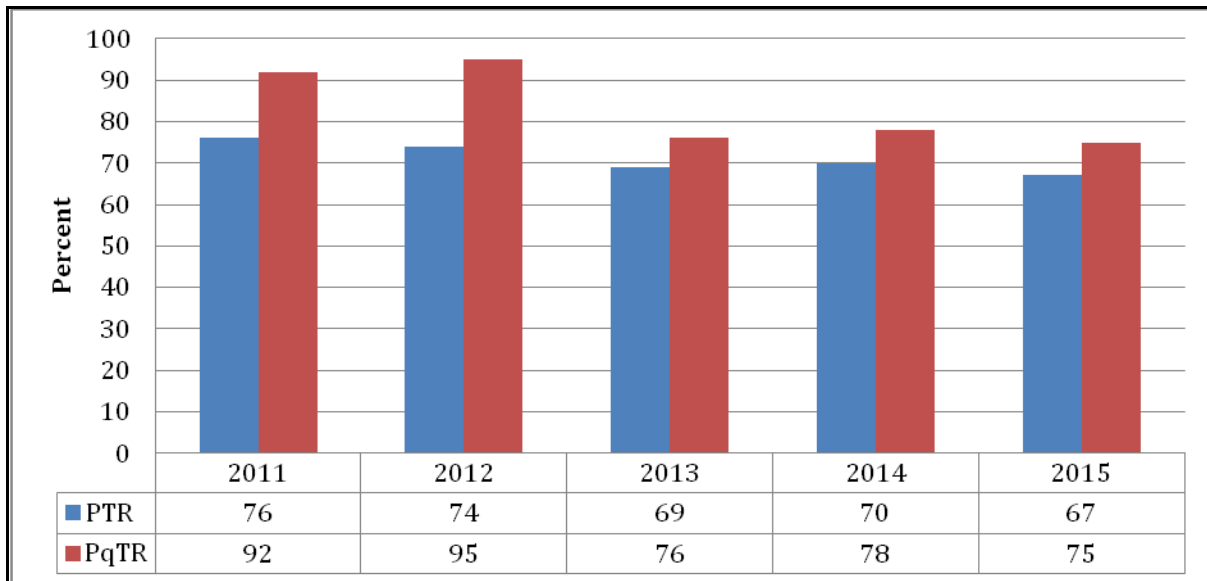
Quality indicators for the primary sub-sector include Pupil Teacher Ratio (PTR), Pupil Classroom Ratio (PCR), Pupil Text Book Ratio and the Pupil Stance Ratio (PSR) referred to as Pupil Toilet Ratio in other literature. Quality indicators provide a picture on the learning/teaching classroom environment 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

##### 2.6.2.1 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 teacher and pupils 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.

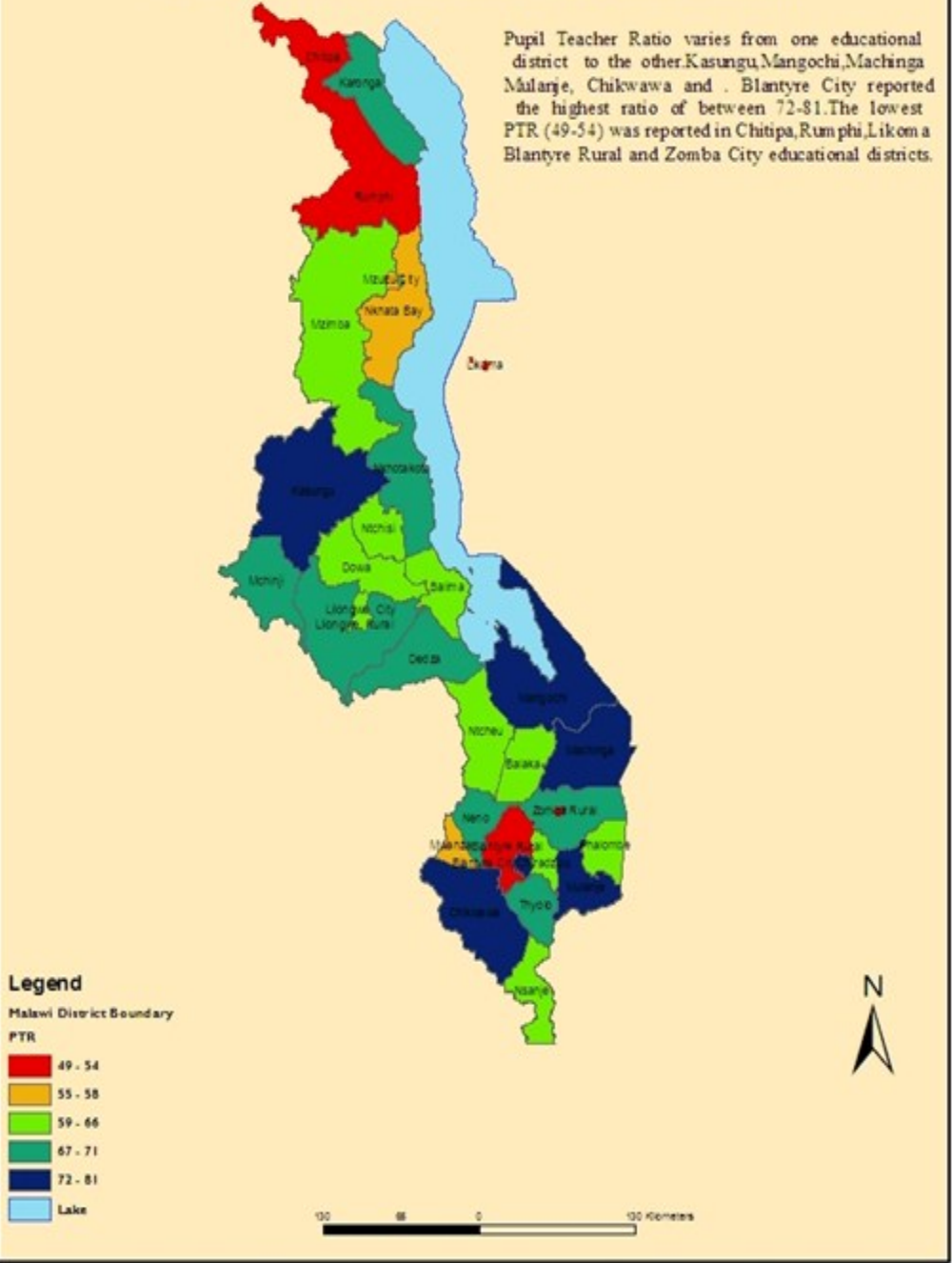
**Figure 2.6.5: Trend in Pupil Teacher Ratio and Pupil Qualified Ratio**



The figure above shows a continuous decline of both pupil teacher ratio and pupil trained teacher ratio. Though the ratios show a continuous decline they still remain far from the official standard as stipulated in ESIP II. The results mean the interventions which are currently in place are playing a crucial role in improving availability of teachers, considering the target set in NESP of 60: 1. However, a lot needs to be done to reduce problem of pupil trained teacher ratio. Below is a mapping of pupil teacher ratio by district

**MALAWI:2015 Pupil Teacher Ratio Primary School by District**

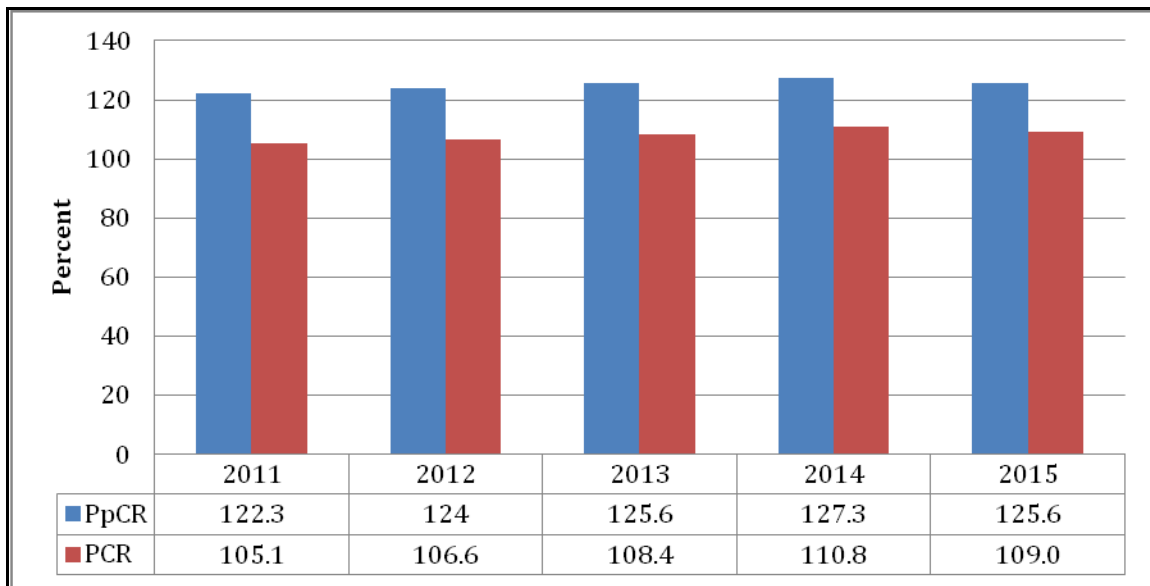
Pupil Teacher Ratio varies from one educational district to the other. Kasungu, Mangochi, Machinga, Malarje, Chikwawa and Blantyre City reported the highest ratio of between 72-81. The lowest PTR (49-54) was reported in Chitipa, Rumphi, Likoma, Blantyre Rural and Zomba City educational districts.



### 2.6.2.2 Pupil Classroom Ratio (PCR) and 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 classroom available to the learners tells more of the quality of education being rendered to pupils. A higher ratio will always entail of a poor quality of the education system; it may mean a lot of open air classes or congestion in the available classrooms. The Census looked at Pupil Permanent Classroom ratio (PpCR) and Pupil Classroom Ratio (PCR) to measure quality in-terms of infrastructure in the primary sub-sector.

**Figure 2.6.6: Trend in Pupil Permanent Classroom Ratio and Pupil permanent Classroom Ratio; 2011 to 2015**



The results show a minimal decline in pupil classroom ratio from 111 in 2014 to 109 in 2015. This Pupil Classroom Ratio is still higher than the ratio of 105:1 that was achieved in 2011.

At district level the average worst case scenario with higher Pupil permanent classroom ratio were reported for Lilongwe Rural East with 174; Machinga 157; Mulanje 156 and Thyolo 154. The lowest are Likoma with 53, Ntchisi 79; Nkhata bay 83 and Mzimba North 87.

**Table 2.6.1: Pupil permanent Classroom Ratio by District**

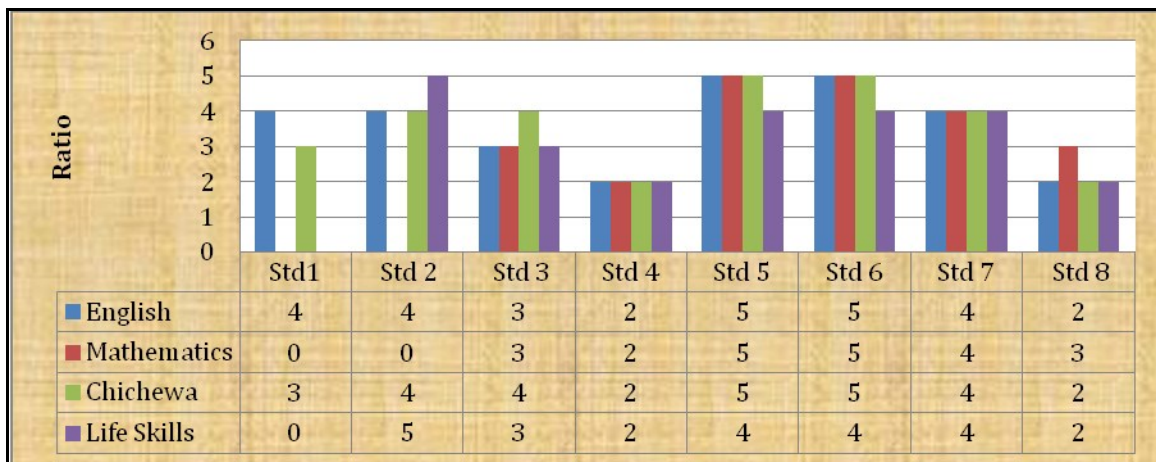
DIVISION	DISTRICT	ENROLMENT	NUMBER OF PERMANENT STRUCTURES	PUPIL PERMANENT CLASSROOM RATIO
CEED	Dowa	203836	1540	132
	Kasungu	259828	1964	132
	Nkhotakota	115231	944	122
	Ntchisi	85370	1075	79
	Salima	119747	868	138
CWED	Dedza	215701	1556	139
	Lilongwe City	173214	1625	107
	Lilongwe Rural East	237400	1380	172
	Lilongwe Rural West	237534	1573	151
	Mchinji	168613	1134	149
	Ntcheu	177955	1510	118
	NED	Chitipa	75885	804
Karonga		109762	1052	104
Likoma		3781	72	53
Mzimba North		126761	1455	87
Mzimba South		160620	1643	98
Mzuzu City		55720	463	120
Nkhata Bay		84970	1025	83
Rumphi		71436	912	78
SHED		Chiradzulu	105691	972
	Mulanje	211834	1360	156
	Phalombe	131080	944	139
	Thyolo	210140	1362	154
	SEED	Balaka	127703	1068
Machinga		176882	1127	157
Mangochi		265366	1856	143
Zomba Rural		214068	1460	147
Zomba Urban		27096	209	130
SWED		Blantyre City	170330	1509
	Blantyre Rural	141463	1115	127
	Chikwawa	165351	1175	141
	Mwanza	37208	340	109
	Neno	46096	416	111
	Nsanje	90524	5288	17
	<b>Grand Total</b>	<b>4804196</b>	<b>42796</b>	<b>112</b>

**2.6.3 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. The figure below demonstrates the variation across standards. The study reveals that 5 learners in standard 5 and 6 share one textbook in English, Mathematics and Chichewa.

**Figure 2.6.7: Pupil Textbook Ratio- Books in Good Condition**



#### 2.6.4 Efficiency Indicators

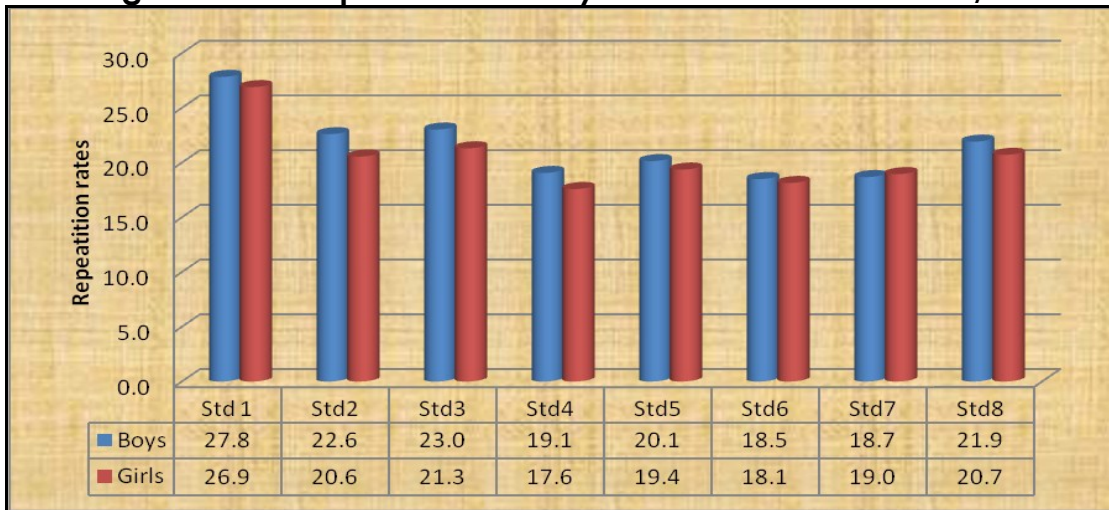
These rates help to understand how the education system utilizes efficiently the limited resources and time. These rates are commonly used to measure the efficiency of the education system in producing graduates of a particular education cycle or level. A learner has three paths in a particular school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

##### 2.6.4.1 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 to. 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<sup>1</sup>.

<sup>1</sup> [Siteresources.worldbank.org/EDUCATION/Resources](http://Siteresources.worldbank.org/EDUCATION/Resources) page XXXi

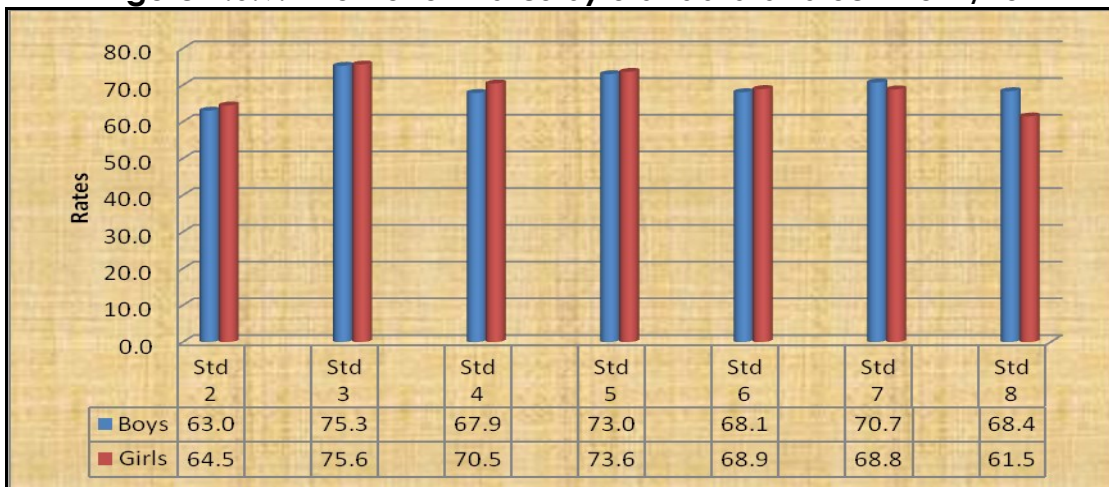
**Figure 2.6.8: Repetition Rates by Standard and Sex- 2014/15**



### 2.6.4.2 Promotion Rate

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

**Figure 2.6.9: Promotion Rates by Standard and Sex-2014/15**



The results show high promotion rates for standard 3 and standard 5. Further the results show that in junior classes' girls had a higher promotion rate than boys while in senior primary classes boys had a higher promotion rates than girls.

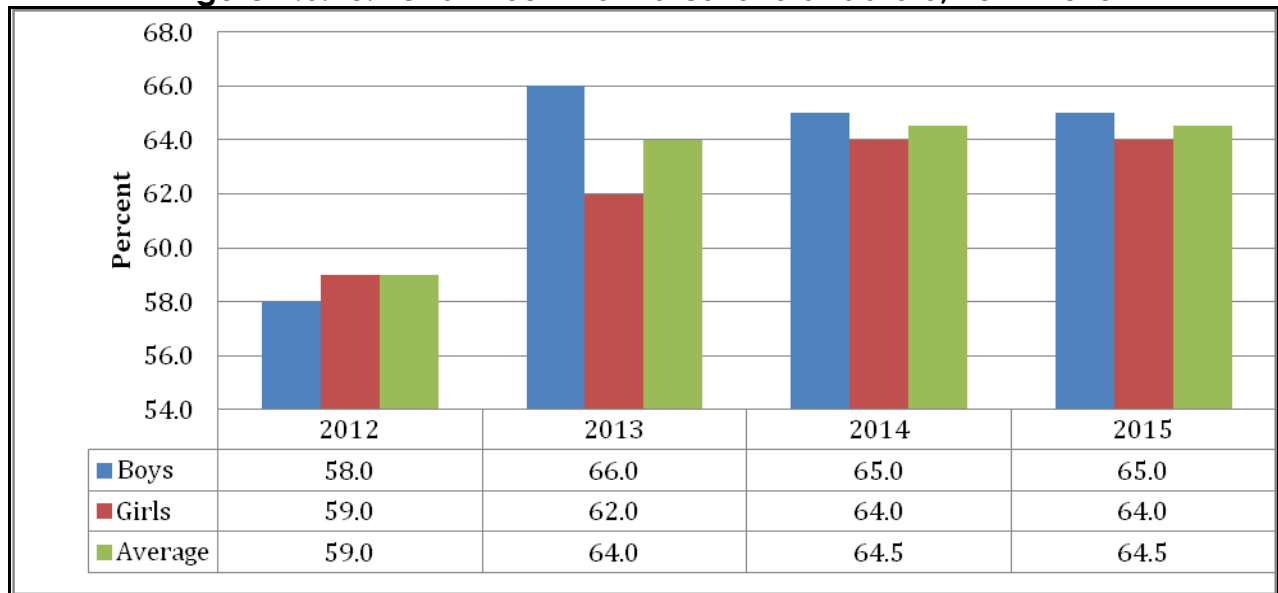
### 2.6.4.3 Survival to Standard 5 and 8

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 to 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



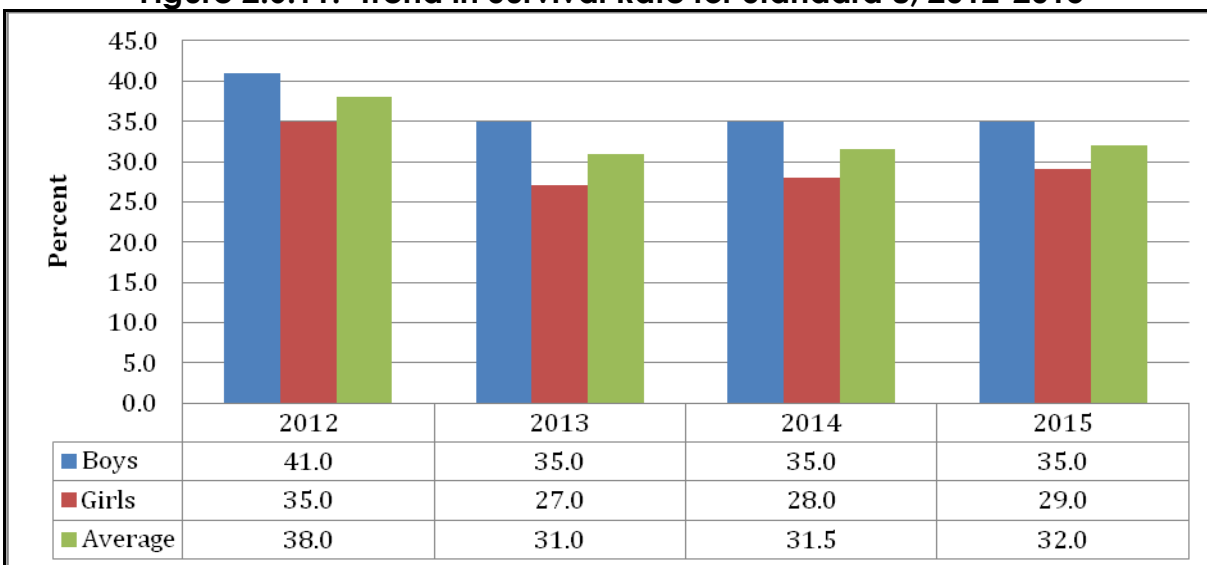
repeaters both in terms of coverage over time and across grades as it is calculated based on these figures. A “synthetic cohort method” is applied to calculate this rate by assuming a group of pupils, typically 1,000 who are enrolled together and proceed to the 5th grade and eventually 8th, sometimes 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 4 years.

**Figure 2.6.10: Trend in Survival Rates for Standard 5; 2012-2015**



The survival rates for standard 5 show a rise from 2012 to 2013 and has remained fairly constant from 2014 to 2015. However, across the years boys have had a higher rate of survival to standard 5 than girls. In 2014 and 2015, the results show that boys had a marginal urge over girls in the last two school years.

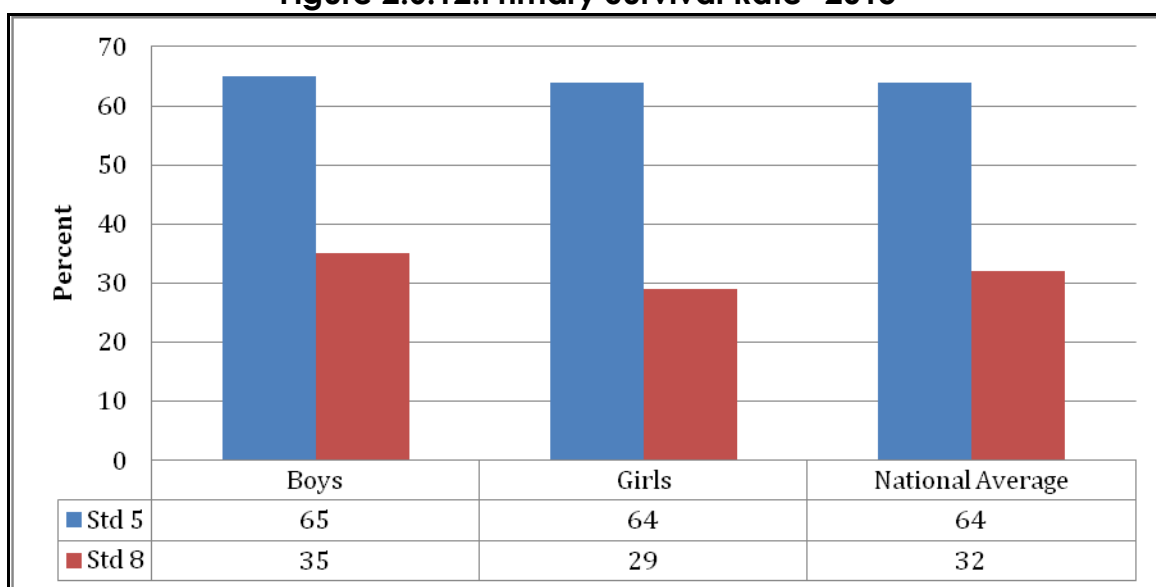
**Figure 2.6.11: Trend in Survival Rate for Standard 8; 2012-2015**



For Standard 8, the rate of survival dropped from 38 percent in 2012 to around 31 percent in 2013 and has since risen slightly to 32 percent in 2015. Similar to Standard 5, boys had a higher survival rate relative to girls in standard 8 across the years. However, it is of interest to note that the difference is more pronounced at standard 8 relative to standard 5.

When we take a closer look at 2015 survival rate, the results indicate that in total 64 percent of pupils that start standard 1 reach standard 5, however boys survived slightly more than girls at 65 percent and 64 percent respectively. However the results further reveal that almost half of the pupils who survived to standard 5 dropped out before standard eight since only 32 percent of a cohort of pupils beginning standard 1 in a particular school year survived to standard eight. Girls' survival rate to standard 8 is the lowest at only 29 percent relative to boys at 35 percent. This is illustrated in the figure below.

**Figure 2.6.12: Primary Survival Rate- 2015**



#### 2.6.4.5 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 Millennium Development Goals (MDGs). 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.

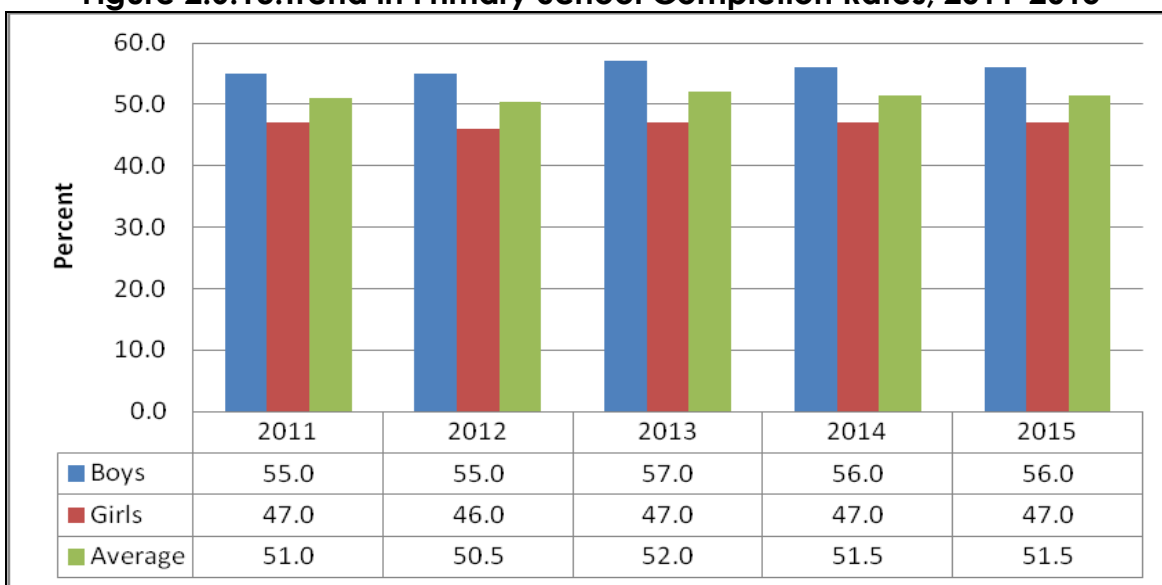
The PCR is highly dependent on the accuracy of the single age repetition (i.e. age 13 for grade 8) and the accurate measurement of repeaters in each grade. An increase in the PCR generally indicates an improvement in the survival and retention of pupils in the education system.

Table 2.6.2 below shows that the rate has varied in the past 5 years ranging between 50 percent and 52 percent. However, boys have had a relatively higher completion rate than girls over the same period.

**Table 2.6.2: Completion Rates.**

Year	Population aged 13			New entrants in STD 8			Completion Rates		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Average
2011	173,143	180,150	<b>353,293</b>	94,814	84,524	<b>179,338</b>	55	47	51
2012	180,201	186,959	<b>367,160</b>	98,667	85,146	<b>183,813</b>	55	46	50
2013	187,713	194,094	<b>381,807</b>	106,265	91,947	<b>198,212</b>	57	47	52
2014	193,312	199,860	<b>393,172</b>	109,134	93,739	<b>202,873</b>	56	47	52
2015	198,718	205,323	<b>404,041</b>	110,361	97,111	<b>207,472</b>	56	47	51

**Figure 2.6.13:Trend in Primary School Completion Rates; 2011-2015**

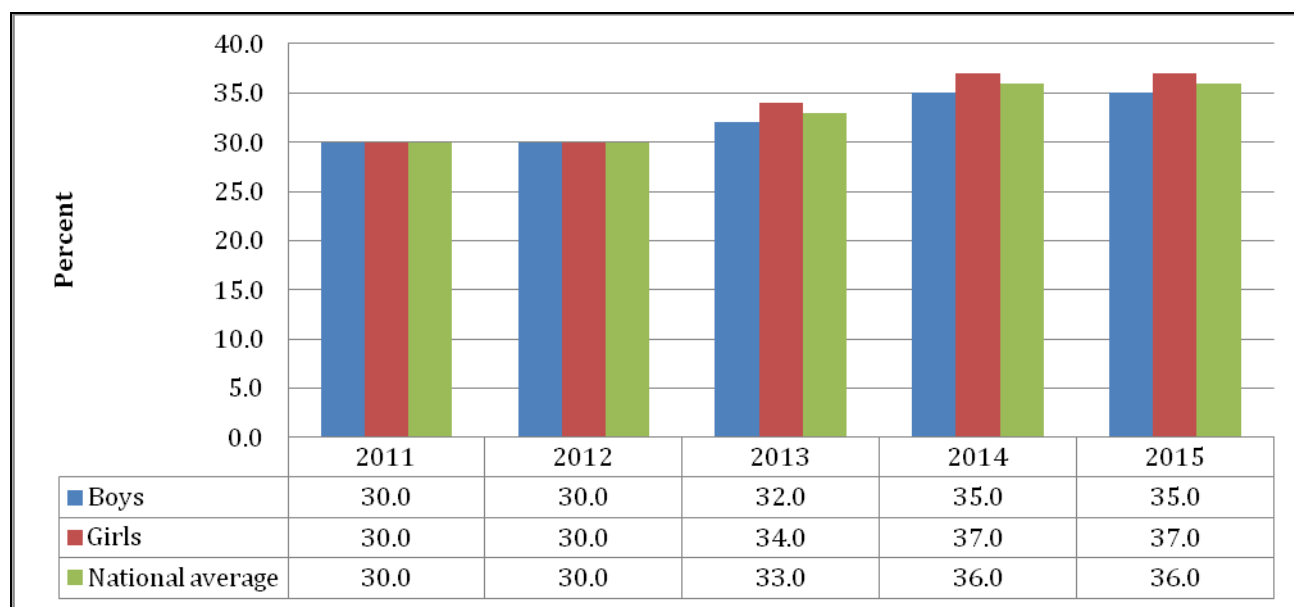


#### **2.6.4.6 Transition Rate (Primary to Secondary School)**

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 deficiencies in the examination system, or inadequate admission capacity in the higher cycle or level of education, or both.

The figure below shows the transition rates for the past 5 years, and it shows an increase over the 5 years from 30 percent in 2011 to 36 percent in 2015 which is a good indication. However despite the trend the figures are still on the lower side.

**Figure 2.6.14: Transition rates by sex**



## 2.6.5 Equity Indicators

### 2.6.4.1 Gender Parity Index

In relation to access measures, GPI is an important indicator of balanced programs to boost enrolment and participation in education. The GPI is the ratio of female to male GER for all level. In a situation of equality between boys and girls enrolment rates, GPI is 1, while 0 indicates the highest disparity. The 2015 results indicate the gender parity is at 1. This shows there is equality between boys and girls enrollment. Despite this being true, other measures such as survival rates and promotion rates provide a clearer picture as to how boys and girls are fairing in the system.

**Table 2.6.4: Primary school Gender Parity Index**

Year	Primary School GPI		
	Girls	Boys	Index
2011	2033711	2000509	1.02
2012	2099885	2088792	1.01
2013	2250352	2247189	1.00
2014	2322679	2347600	0.99
2015	2405589	2398605	1.00

Table 2.6.5 below shows gender parity index of primary teachers by location. The census reveals that there is no equality between male and female teachers at both national and location level (urban and rural). The gender parity index has been registering an index below the acceptable equity level of one since 2011. Overall, the index has moved by 0.2 from 0.70 in 2011 to 0.72 in 2015.

The gender gap gets wider when we aggregate the data by urban and rural areas. Though the sub-sector has a lot of interventions in teacher deployment and provision of incentives through allowances in rural area, the number of female teacher's in rural areas has remained low. However, marginal improvements were reported in the 5 year period. In 2011 the GPI stood at 0.54 while in 2015 stands at 0.61, the results shows a movement 0.7 of the GPI. In urban, there are more female teachers than males, however the index has been going down from 3.2 in 2011 to 2.8 in 2015.

**Table 2.6.5: Primary Teacher Gender Parity Index Trend- 2011-2015**

Year	National			Rural			Urban		
	Male	Female	GPI	Male	Female	GPI	Male	Female	GPI
2011	25795	18026	0.70	30035	16234	0.54	1615	5147	3.2
2012	26087	18142	0.70	24197	12173	0.50	1890	5969	3.2
2013	35324	23745	0.67	32959	17489	0.53	2365	6256	2.6
2014	35267	24974	0.71	32976	18761	0.57	2291	6213	2.7
2015	37390	27032	0.72	35437	21468	0.61	1953	5564	2.8

### 3.0 SECONDARY

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. This section presents key statistical findings and indicators pertaining to the state and developments of the secondary sub-sector for 2014/15 school calendar. These include, school particulars, pupil information, teacher information, infrastructure and sanitary facilities among others.

#### 3.1 School Particulars

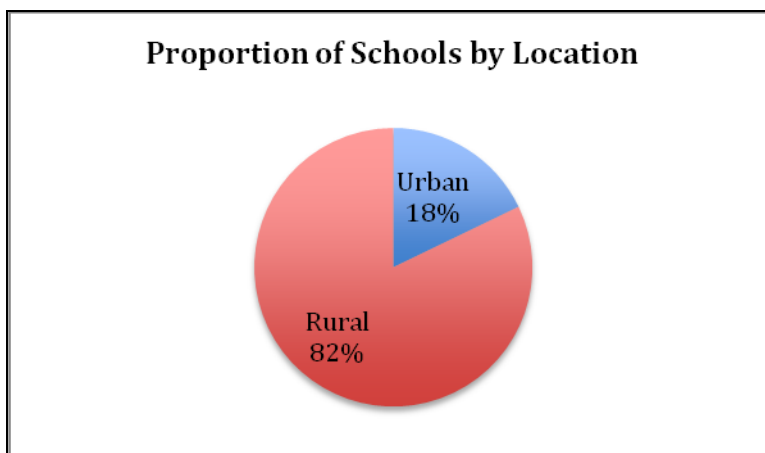
During the study school particulars were defined as:

- Location- this was looked at as urban and rural thereafter consideration of division where the school is located
- Proprietor- in the study, proprietorship was looked at as who owns and runs the institution; broadly, it was looked at as public secondary schools and private secondary schools. Public secondary schools were government school and religious school who are government aided. Religious institutions that operate as private were grouped to private secondary schools.

##### 3.1.1 Location

The Annual School Census collected information on the location of the secondary schools in Malawi. Because the majority of people in Malawi live in rural areas, it was important to know how many secondary schools are in the rural areas and how many are in semi-urban and urban areas.

**Figure 3.1.1 Proportion of Secondary Schools by Location**

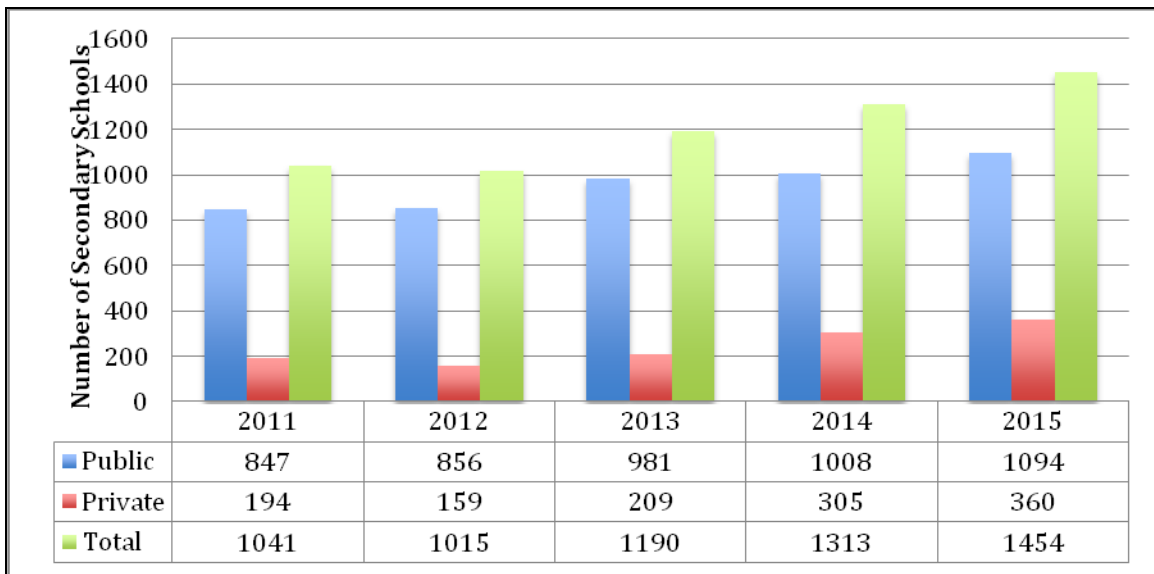


The total number of secondary schools in 2014/15 was 1,454. From the figure above, 1,195 schools or 82 percent of secondary schools were located in rural areas while 18 percent, or 259 schools, were located in urban areas. Most of the schools in the rural areas are CDSSs.

### 3.1.2 Number of Secondary Schools

Government has put in place a number of policies to increase access to secondary education to all primary school graduates. One of the key areas in improving access to secondary education is by building more secondary schools. Figure 3.1.2 below shows a trend in the number of secondary schools in Malawi across a period of 5 years.

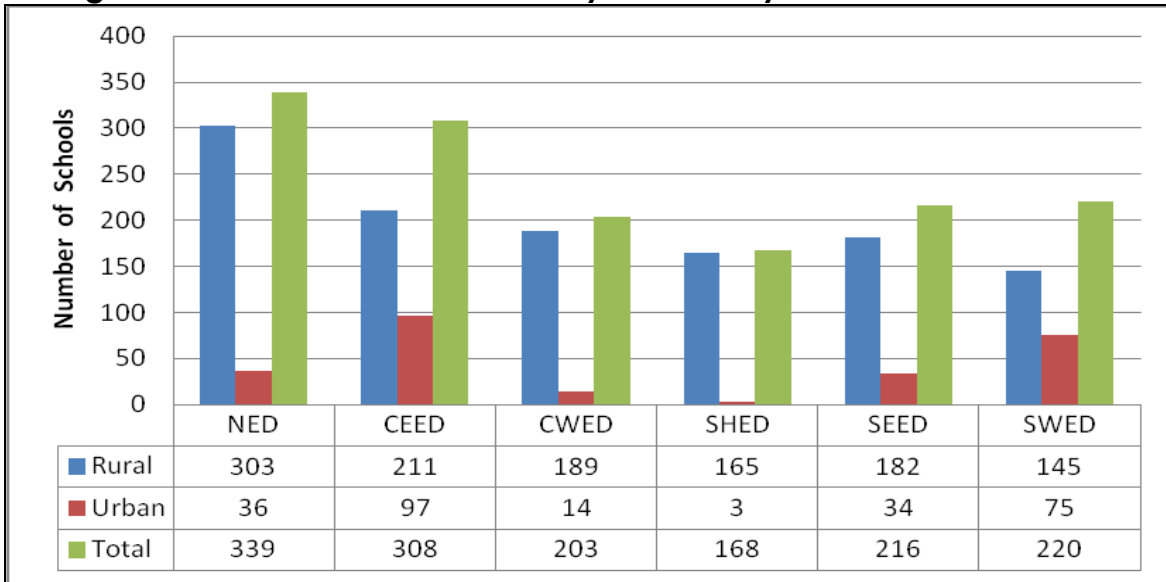
**Figure 3.1.2: Trend in Number of Public and Private Secondary Schools: 2011-2015**



The number of secondary schools, both public and private, has increased in the last five years. Number of public schools increased from 847 in 2011 to 1,094 in 2015 representing a 29 percent growth. In the same period, the number of private schools saw a substantial 85 percent increase, growing from 194 schools in 2011 to 360 schools in 2015. By district, Lilongwe City with 86 schools had the highest number of secondary schools. In comparison, Likoma has only four secondary schools. With 56 public secondary schools each, Mzimba South and Mangochi have the highest number of public schools. Blantyre City has the highest number of private secondary schools (48 schools).



**Figure 3.1.3: Number of Secondary Schools by Division and Location**



The results in the figure above show that NED has highest number of secondary schools followed by CWED while SHED has the least number of secondary schools. The CWED has the highest number of urban secondary schools.

### 3.1.3 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 of his/her 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 current existing infrastructure in schools.

**Figure 3.1.4: Number of Open Day Secondary Schools**

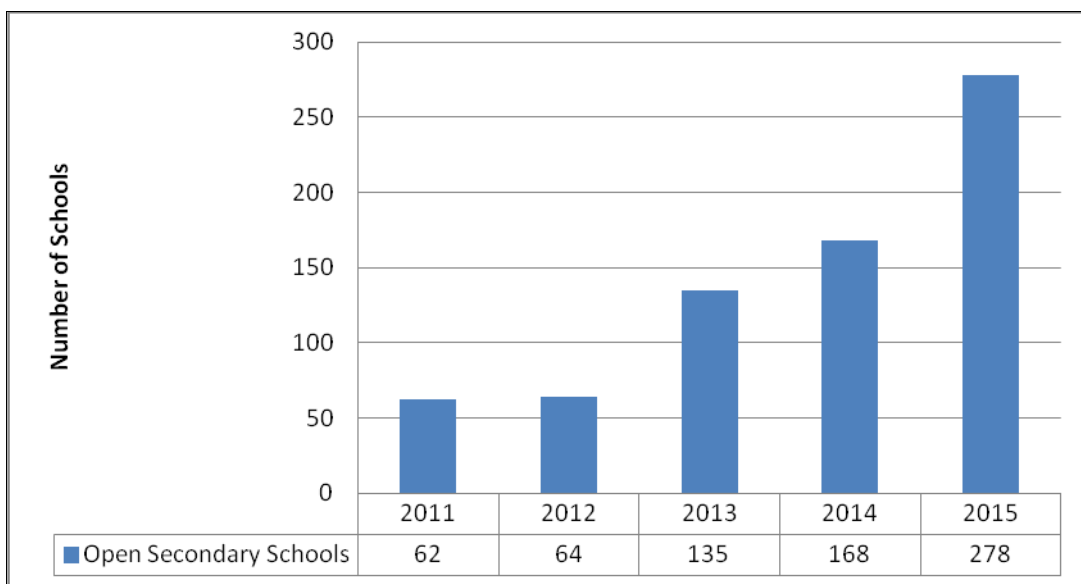
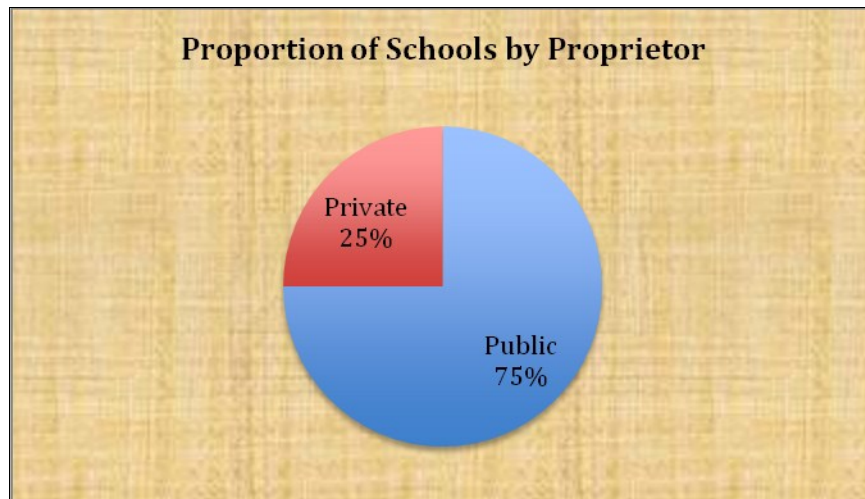


Figure 3.1.4 above shows that the numbers of open day secondary schools have been increasing steadily since 2011. In 2015, there were 260 ODSSs, representing a four-fold increase from 62 schools in 2011. Mangochi, with 23 ODSSs, has the highest number of open day secondary schools; Lilongwe City has 22 ODSSs. Mulanje and Likoma have no ODSSs while Ntchisi, Lilongwe Rural, Blantyre City and Mwanza each have only one ODSS.

### 3.1.4 Secondary School Proprietor

The school census collected information on proprietorship of secondary schools. The secondary schools were divided into public (government and religious) and private categories. The results indicate that the majority of Secondary schools are public owned with 75 percent of schools falling into this category and 25 percent private.

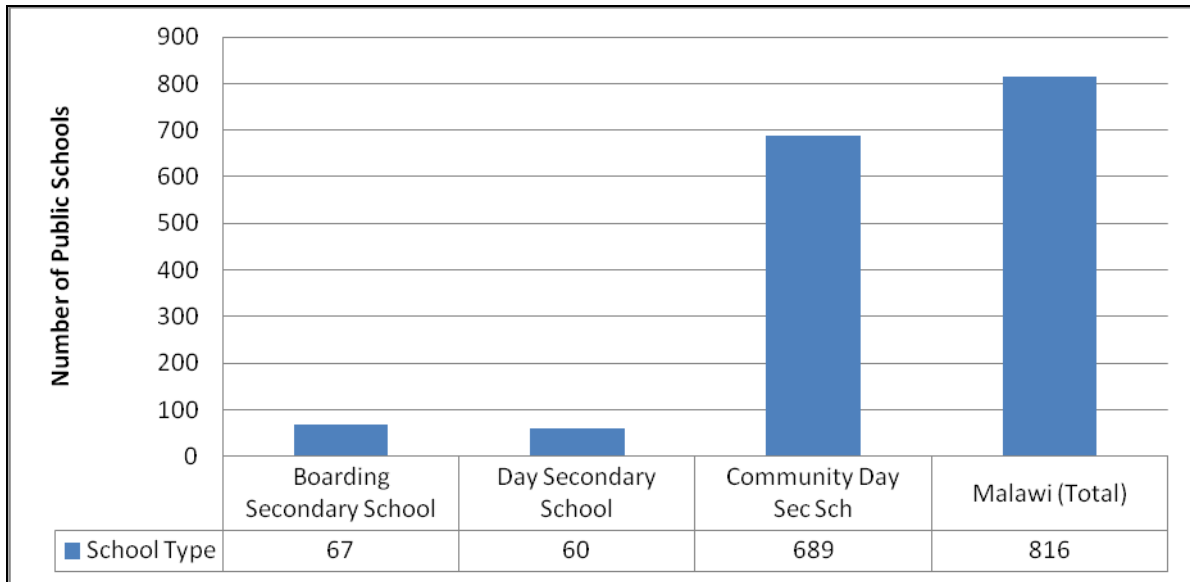
**Figure 3.1.5: Proportion of Schools by Proprietor**



### 3.1.5 Number of Public Secondary Schools by Type

The categories of secondary schools available in Malawi are Community Day Secondary Schools (CDSS), Boarding Secondary Schools, Day Secondary schools and Open Secondary school.

**Figure 3.1.6: Number of Public Secondary Schools by Type**



\*the chart does not include open secondary schools as they mostly use existing infrastructure of the schools above.

Results from the 2014/15 annual school census indicate that CDSS make up most of the public secondary schools followed by district day secondary schools and district boarding schools.

### 3.2. Student Information

This section provides information on students in Secondary schools with respect to enrollment, orphan hood, dropout, repetition and transfer.

#### 3.2.1 Enrolment

Enrolment was captured by 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

##### 3.2.1.1 Annual Enrolment Growth Rate

This is the average annual growth rate of change of enrollment between specified periods. Figure 3.2.1 shows how enrolment has been growing in the past 5 years. Number of secondary school enrollment increased from 256,343 in 2011 to 358,033 in 2015 representing a growth of 39.7 percent with an annual average growth of 8.9 percent.

Annual analysis shows that national enrollment increased from 346,604 in 2014 to 358,033 in 2015 representing a growth of 3.3 percent, which is below the annual average growth in the five year period. At the district level, Lilongwe City has the highest secondary enrollment with 26,086 pupils while Likoma with 752 pupils has the lowest enrollment.

**Figure 3.2.1: Trend in Enrolment Growth Rate; 2011-2015**

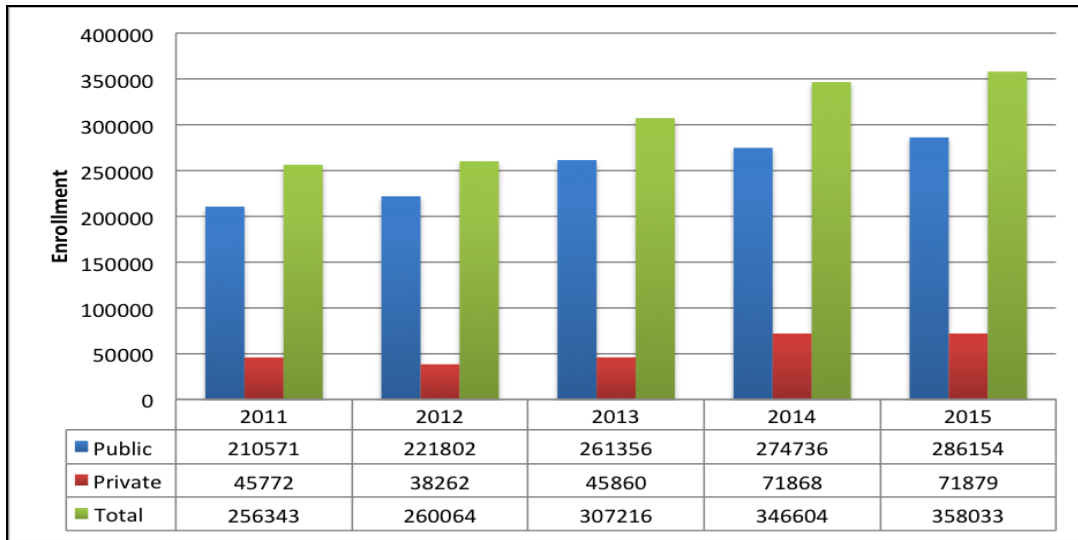
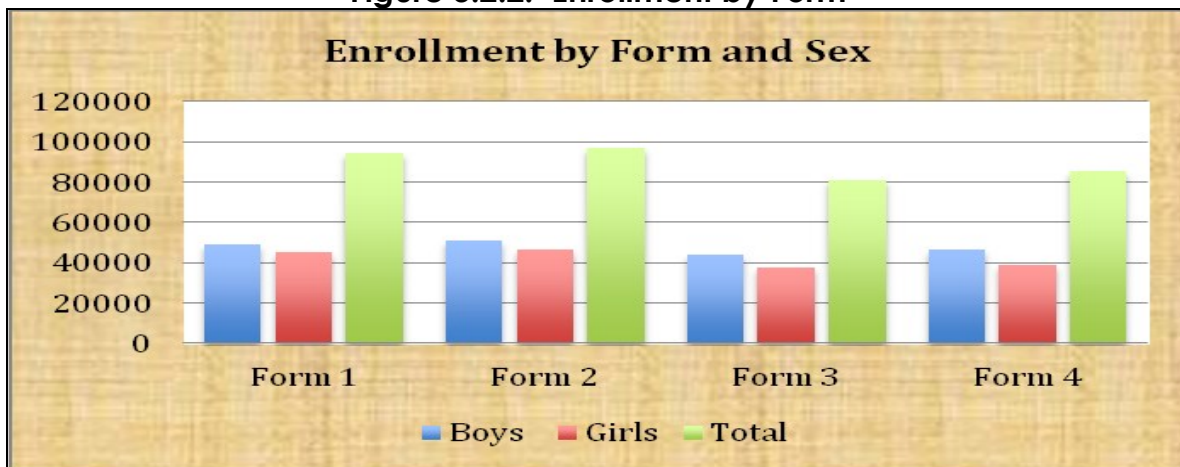


Figure 3.2.1 above shows that enrollment in public secondary schools has been consistently increasing in the last five years with average annual growth rate of 8.1 percent. Further, the chart shows that enrolment in private secondary school has been increasing at an average annual growth rate of 15 percent in the last five years.

In terms of proprietorship, public school enrollment accounted for approximately 80 percent of secondary school enrollment in 2014/15, while private schools accounted for 20 percent.

In the 2014/15 academic year, more boys were enrolled (53 percent) compared to girls (47 percent). The figure below shows a further breakdown of enrollment by form and sex.

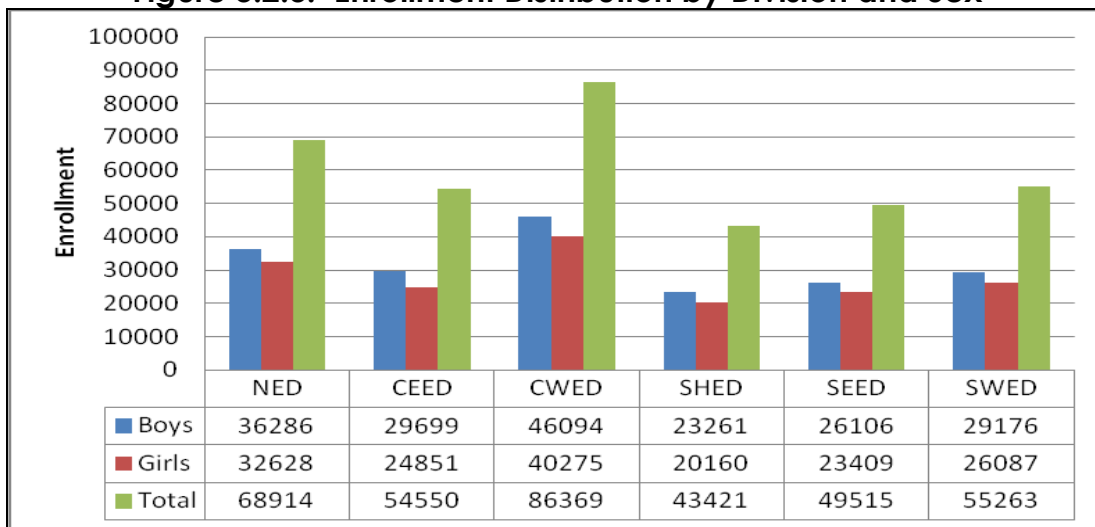
**Figure 3.2.2: Enrollment by Form**



The results indicate that there were more students in form 2 while form 3 had the least enrollment. The results further indicate there were more boys enrolled relative to girls across all forms. Disaggregating the data by division, variations in enrollment were

observed. Figure 3.2.3 below shows a further distribution by division on enrollment by sex.

**Figure 3.2.3: Enrollment Distribution by Division and Sex**

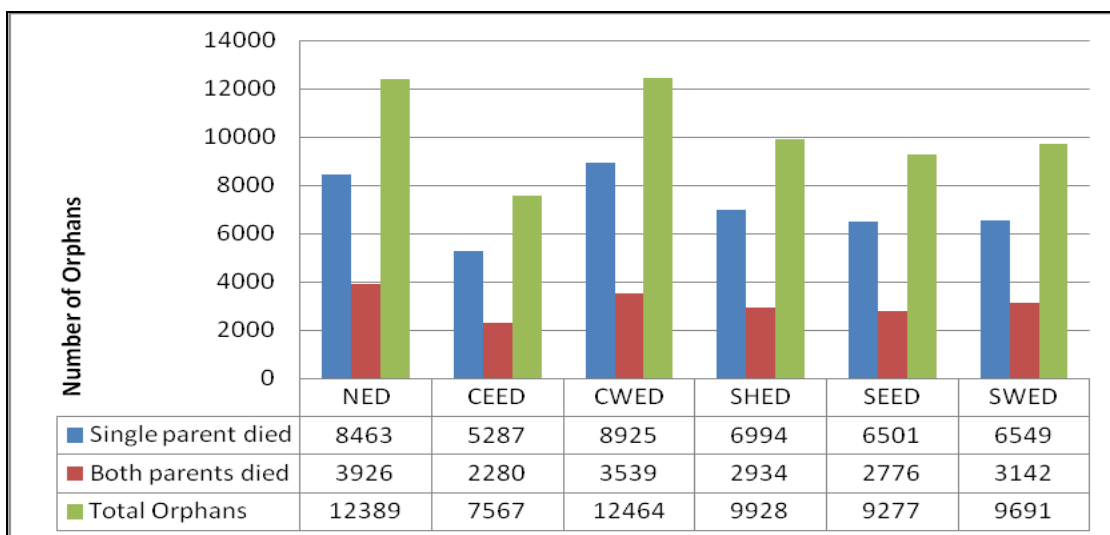


This figure indicates that CWED has the highest number of students enrolled in secondary schools with SHED having the lowest secondary school enrollment. Furthermore, just like observed in enrollment by form, boys have a slightly higher enrollment relative to girls in all the education divisions.

### 3.2.1.2 Orphans

Orphans were defined as those students who have one parent dead or both parents dead. About 17.1 percent or 61,326 pupils of total secondary enrollment were reported as orphans. The figure below shows a graphical presentation of orphans by division.

**Figure 3.2.4: Number of Orphans by Division and Type of Orphan hood**

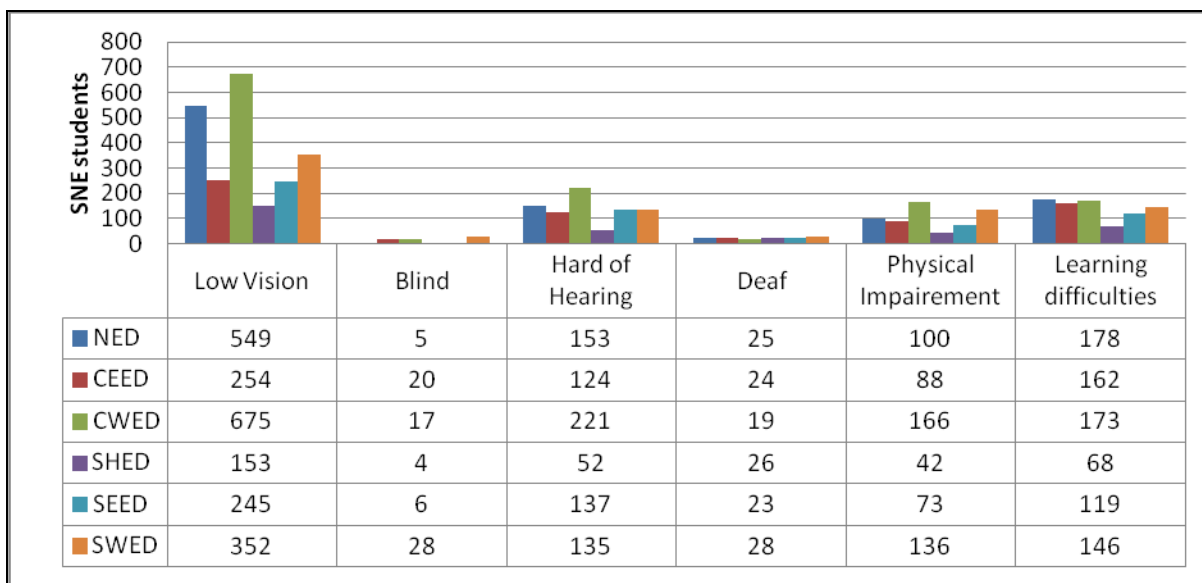


The highest number of orphans with single parents was reported in CWED followed by NED. The NED reported more students with both parents dead followed by CWED. By district, Blantyre City with a total of 4,045 orphans had the highest number, followed by Mulanje with 3,205 orphans. In comparison, the lowest numbers were in Likoma (194 orphans) and Mwanza (367 orphans).

### 3.2.1.3 Students with Special Needs

The Education sector plan stresses on provision of equal and equitable access of education to all Malawians. Several policies have been laid down and are currently under implementation to accommodate every citizen who is interested to learn. About 1.3 percent (4,726/358,033) of total secondary school enrollment were students with special needs.

**Figure 3.2.5 Number of Students with Special Needs**



The figure above shows the number of SNE learners, more than 47 percent, suffers from low vision.

**Table 3.4.1 Proportion of SNE learners by Education Division**

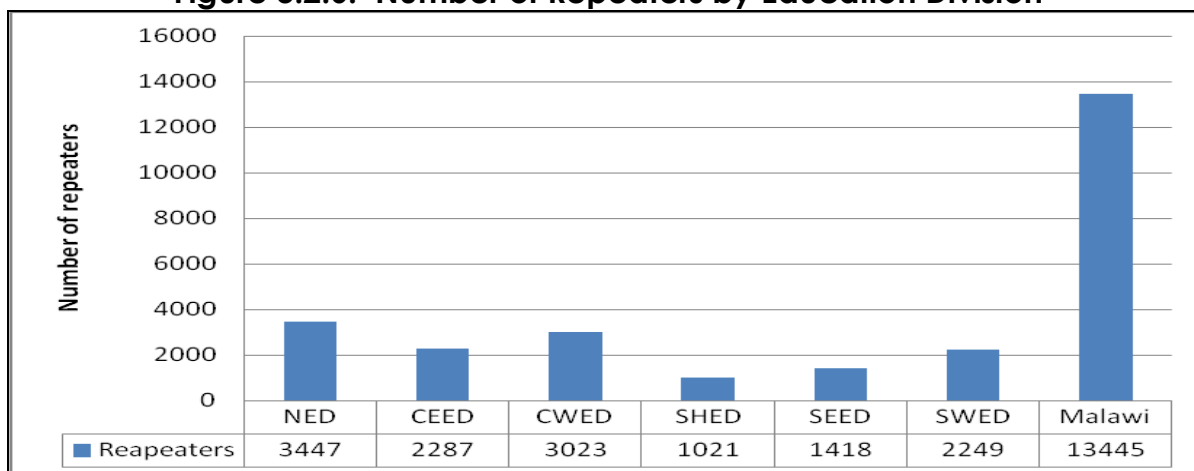
	Enrolment	Number of SNE	Percent
CEED	54550	672	1.2
CWED	86187	1271	1.5
NED	68915	1010	1.5
SHED	43421	345	0.8
SEED	49515	603	1.2
SWED	55445	825	1.5
<b>Total</b>	<b>358033</b>	<b>4726</b>	

CWED, NED and SWED recorded the highest proportion of special needs students in 2015.

### 3.2.2 Repetition in Secondary Schools

Repetition represents number of pupils who failed to make it to the next grade. This provides an indication of poor performance, resource wastage and can result in congestion and/or competition for space with those students that have been promoted.

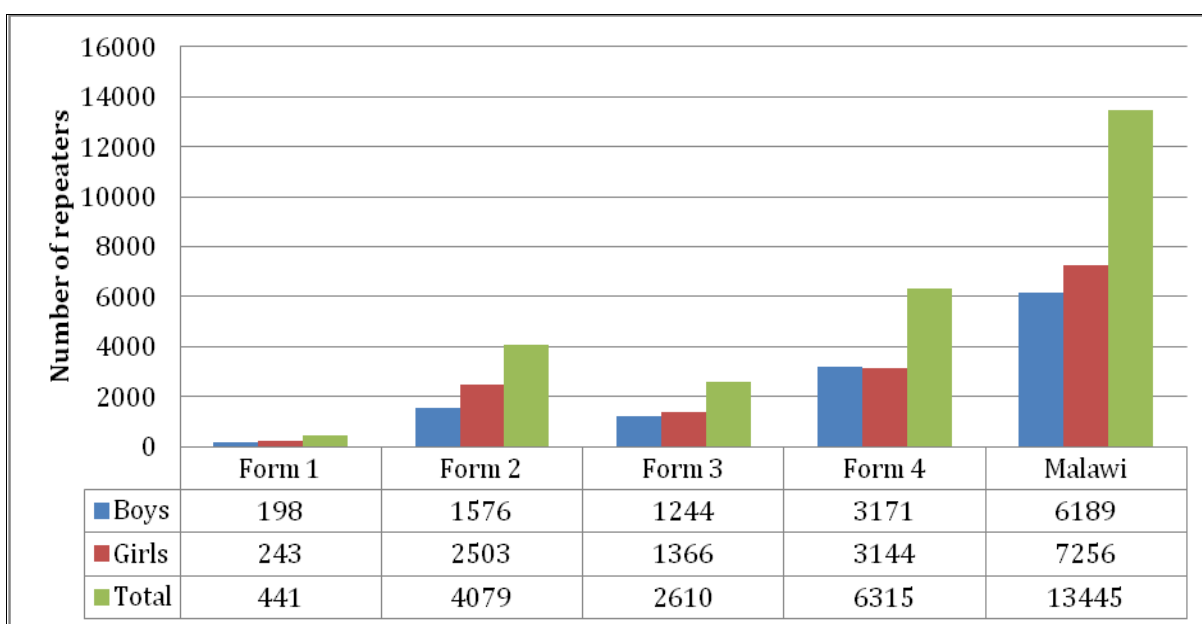
**Figure 3.2.6: Number of Repeaters by Education Division**



The total number of repeaters in 2014/15 was 13,445. The NED had the highest number of repeaters at 3,447 accounting for 26 percent of all repeaters. SHED had the lowest number of repeaters. By district, Blantyre City had the highest number of repeaters (1,060 pupils) and Likoma has the lowest number (27 pupils).

The annual schools census also collected information on repeaters by their respective forms and sex. The figure 3.2.7 below summarizes the same.

**Figure 3.2.7: Number of Repeaters by Sex and Form**

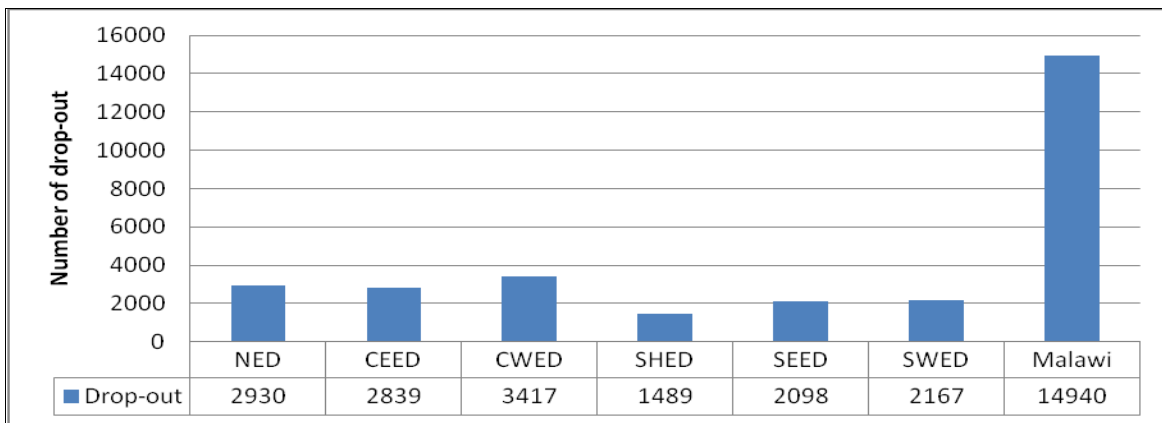


Overall, the results indicate that Form 4 and Form 2 had the highest proportions of repeaters at (47 and 30 percent) respectively while Form one had the lowest proportion of repeaters at 3.3 percent. The results further indicate that the number of girls repeating a grade is higher than the number of boys in every Form except Form 4.

### 3.2.3 Dropouts

The total number of dropouts in 2014/15 was 14,940. The CWED had the highest number of dropouts at 3,417 accounting for almost 23 percent of all dropouts. SHED had the lowest number of dropouts with 1,489 pupils dropping out. By district, Kasungu had the highest number of dropouts (1,075 pupils). In comparison, Likoma had the lowest number of dropouts (19 pupils), followed by Zomba Urban with 94 dropouts.

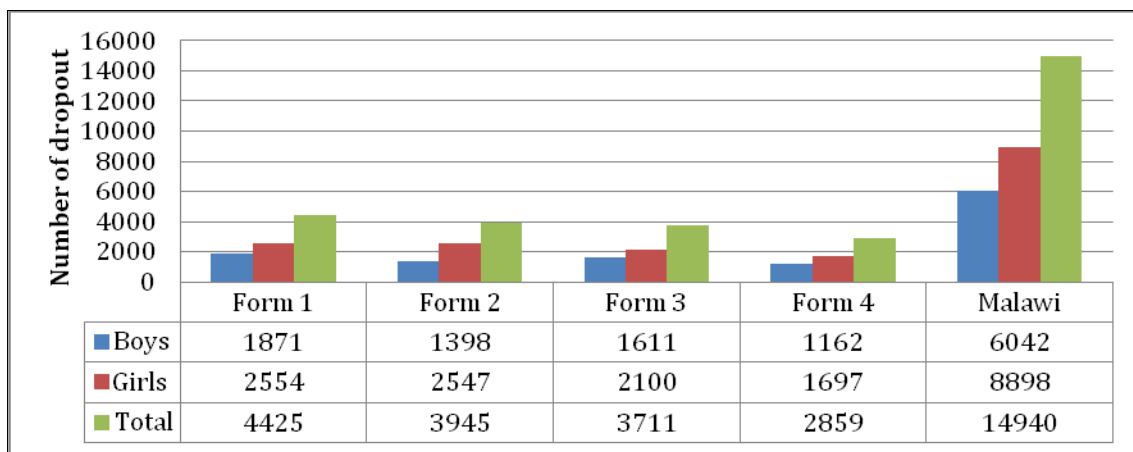
**Figure 3.2.8: Number of Dropouts by Division**



#### 3.2.3.1 Dropouts by Sex and Form

The figure 3.2.9 below summarizes the distribution of dropouts by Form and sex.

**Figure 3.2.9: Distribution of Dropouts by Form and Sex**



The figure above shows that dropouts were marginally higher in junior secondary school (Form 1 and Form 2 than in lower part of senior secondary school (Form 3). In



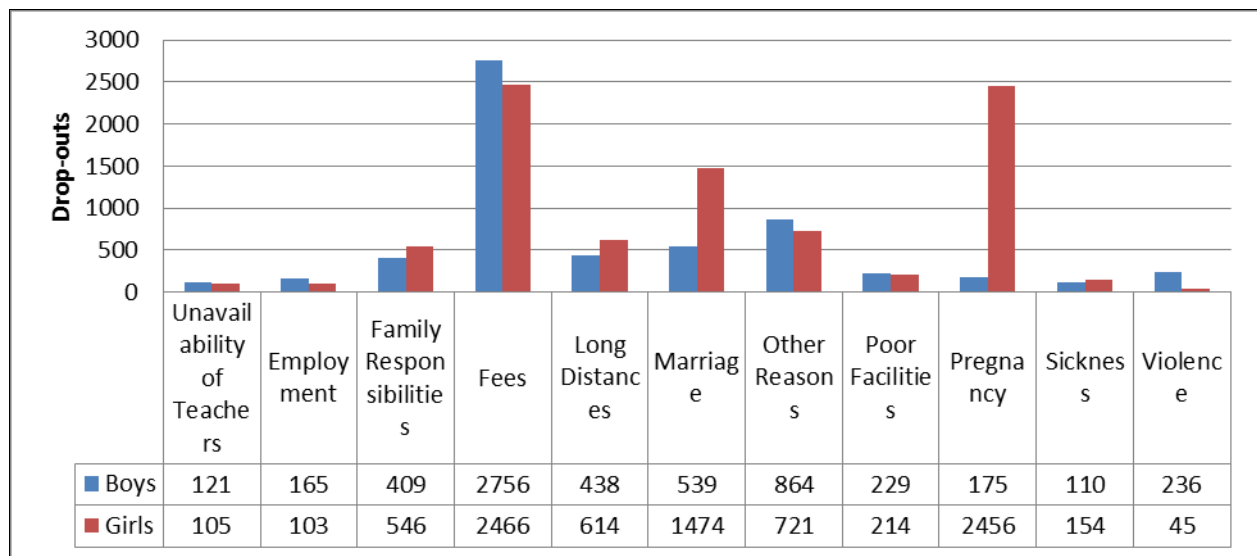
2014/15, a total of 5,101 girls dropped out of school in Form 1 and Form 2. In Form 3 and Form 4, the numbers were less as 3,797 girls dropped out. As for boys, high dropout was also observed in Form 1. In total, 6,042 boys dropped out of secondary school with 1,871 dropping out of Form 1 and 1,611 Form 3 respectively

These two classes (Form1 and Form2) accounted for 54percent of the total that dropped out. The next subsection explores the reasons behind these dropouts.

### 3.2.3.2 Dropouts by Sex and Reason

Pupils drop out of school because of various reasons, some of them being unavailability of teachers, pregnancy, employment, poor facilities especially to girls, lack of support, lack of interest by the learner, early marriage, traveling long distance to school, lack of fees, family responsibilities, sickness and violence.

**Figure 3.2.10: Drop-out by Reasons and Sex**



The results indicate that most students, both male and female, dropped out mainly because of school fees. Schools fees accounts for 35 percent of total dropouts. Further, the results reveal that a lot of girls dropped out due to pregnancies and marriage – these two reasons accounted for 44 percent of all female dropouts.

### 3.3 Transfers

Transfers show learner migration within a district or across divisions. Learner migration may either have positive or negative effects on the planned resources. The ASC captured learner migration as transfers in and transfers out.

**Table 3.4.2: Learner migration by form and division.**

		Form 1		Form 2		Form 3		Form 4		Total
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
<b>CEED</b>										
	Transfer in	4800	5664	6896	7152	8528	8512	6640	5840	<b>54032</b>
	Transfer out	4176	4000	2960	3296	5120	3968	2496	2000	<b>28016</b>
<b>CWED</b>										
	Transfer in	11184	11520	10400	11408	13184	13440	8720	7040	<b>86896</b>
	Transfer out	10432	10256	5200	5408	7184	6704	3616	3344	<b>52144</b>
<b>NED</b>										
	Transfer in	7099	8504	8427	10407	13176	16183	10492	9726	<b>84014</b>
	Transfer out	5919	6508	3872	4366	6208	5696	2592	2416	<b>37577</b>
<b>SHED</b>										
	Transfer in	3536	2832	3472	3696	4768	4400	3008	2736	<b>28448</b>
	Transfer out	1984	2416	1280	1440	2512	2304	800	992	<b>13728</b>
<b>SEED</b>										
	Transfer in	5120	5408	4848	4528	7408	6096	3888	3472	<b>40768</b>
	Transfer out	2800	3248	2512	2496	3152	2464	1152	1312	<b>19136</b>
<b>SWED</b>										
	Transfer in	6368	7104	6176	6544	9488	9040	8544	7600	<b>60864</b>
	Transfer out	4064	4672	3088	3520	4464	4704	2608	3168	<b>30288</b>

*\*Net transfers cannot come up to zero because of poor record keeping*

### 3.4 Teaching and Learning Materials

#### 3.4.1 Teachers

The performance of students in secondary schools is affected by many factors, among many include; 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 Figure below shows disparities across divisions in terms of male and female teacher's distributions. Some divisions have very few female teachers giving an assumption of some school having no female teacher. The disparities leave some schools with only male teachers, thereby leaving girls without role models to mentor them.

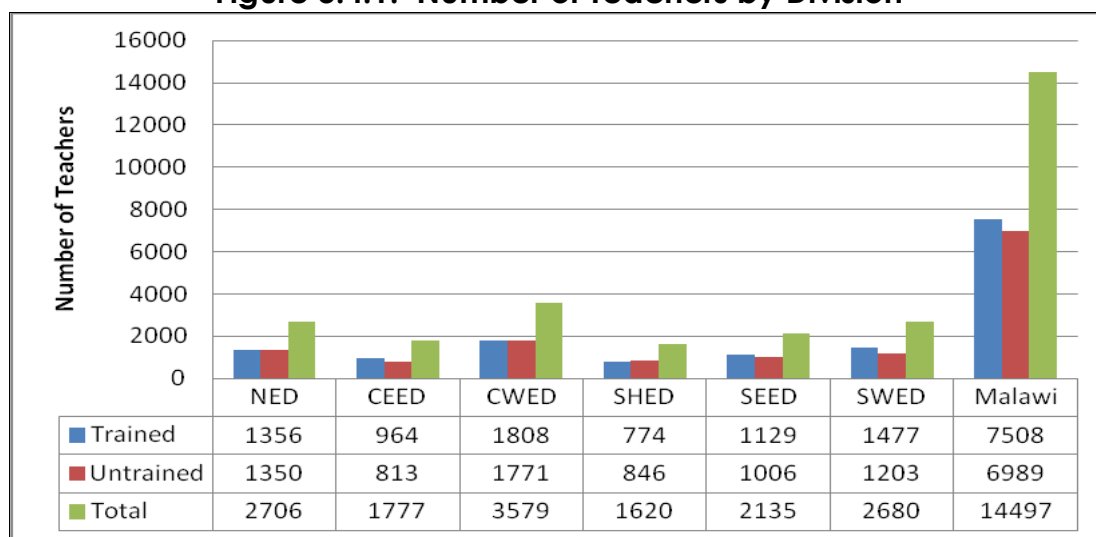
**Table 3.4.3: Total number of Secondary School Teachers in Malawi 2014/15**

Division	Total	Male	Female	Percent Male	Percent Female	PTR
CEED	1,777	1,453	324	82	18	31
CWED	3,579	2,598	981	73	27	24
NED	2,706	2,210	496	82	18	25
SHED	1,620	1,381	239	85	15	27
SEED	2,135	1,700	435	80	20	23
SWED	2,680	1,946	734	73	27	21
Malawi	14,497	11,288	3,209	78	22	25

In total there were 14,497 secondary school teachers in Malawi in 2015. There is a large persistent gender disparity favoring males from division to division as well as the national level where roughly 78 percent of secondary school teachers are male.

In Shire Highlands, 85 percent of secondary school teachers are male, only 15 percent of total teachers in Malawi are female.

The gender disparity among secondary school teachers may be because of the gender disparity in pupil enrolment. It is known 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 schools act as role models.

**Figure 3.4.1: Number of Teachers by Division**

From the graphs above, 51.8 percent (7,508/14,497) of the teachers are professionally trained while 48.2 percent (6,989/14,497) are not trained as secondary school teachers. Out of the qualified ones, 74 percent (5,048) are male and 26 percent are females (1,757) in the country.

Further analysis per division indicates that in every division, the number or percentage of trained teachers with diploma in education is higher than any other type of trained

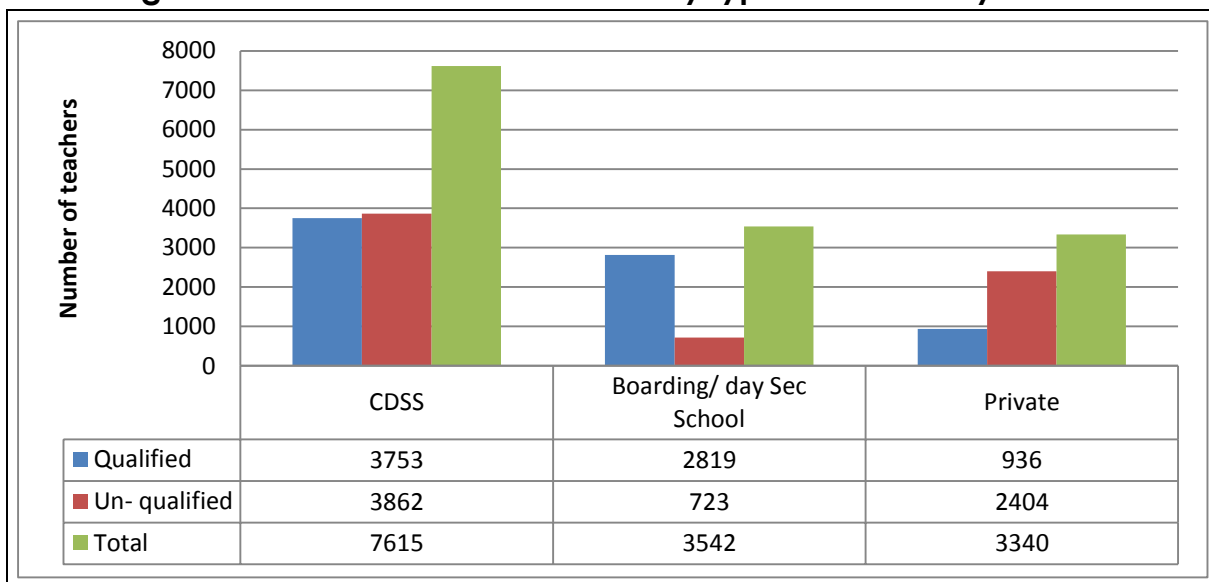
qualification. It is also observed that CEED, CWED and SEED have trained teachers slightly above 50 percent as compared to untrained.

**Table 3.4.4 Number of teachers by qualification**

Division	Educ. Degree.	Other Degree.	Educ. Dipl.	Other Dipl.	Univ. Cert. in Education.	Other	Unknown	Total
CEED	420	107	517	97	27	454	155	1,777
CWED	688	253	1,044	312	86	902	294	3,579
NED	643	184	659	200	54	750	216	2,706
SHED	329	59	417	79	28	480	228	1,620
SEED	492	157	593	186	44	497	166	2,135
SWED	678	199	735	265	54	498	251	2,680
Malawi	3,250	959	3,965	1,139	293	3,581	1,310	14,497

Figure 3.4.2 below show alarming numbers of un-qualified teachers in both private secondary schools and community day secondary schools. In the study qualified teachers were all those teachers who hold a diploma in education or other degrees with a teaching certificate.

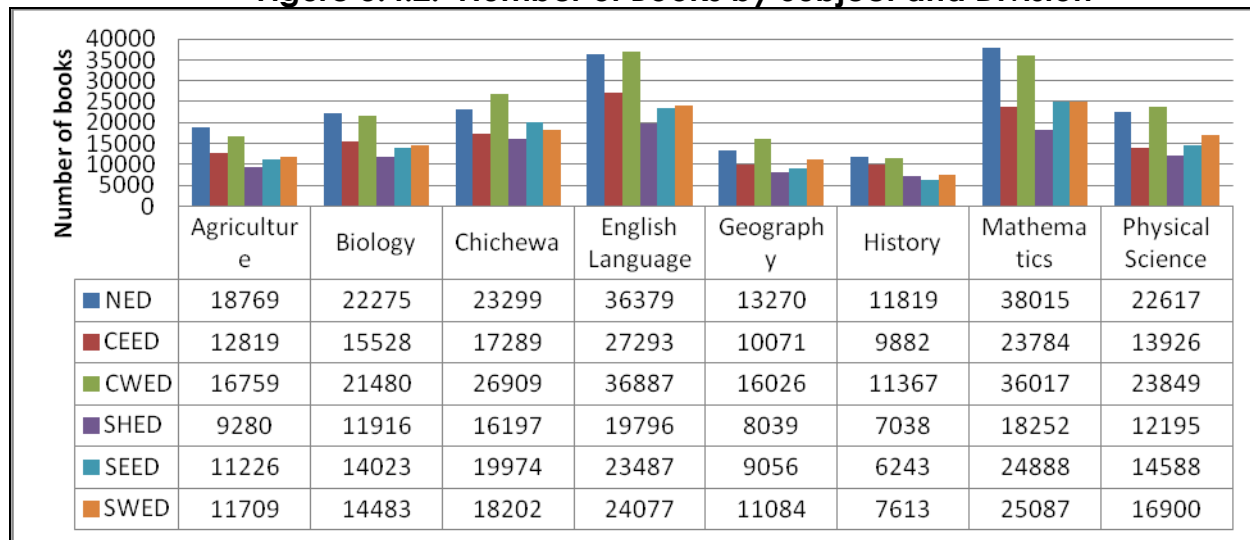
**Figure 3.4.2 Distribution of teachers by type of secondary school**



### 3.4.2 Learning Materials

Learning materials have a very huge impact on the performance of students

**Figure 3.4.2: Number of Books by Subject and Division**



The graph above shows the distribution of books in major subjects in Malawi. Ideally student to book ratio is supposed to be 1:1. With the enrolment of 358,033 in 2015 it is evident that there is an acute shortage of books in all the subjects. The Table below show pupil text book ratio at division level in compulsory subjects (Mathematics and English) in secondary school.

Table 3.4.4 Pupil Text Book Ratio (Mathematics and English)

Division	Pupil Text Book Ratio	
	Mathematics	English
NED	2:1	2:1
CEED	3:1	2:1
CWED	3:1	3:1
SHED	3:1	3:1
SEED	2:1	3:1
SWED	3:1	3:1

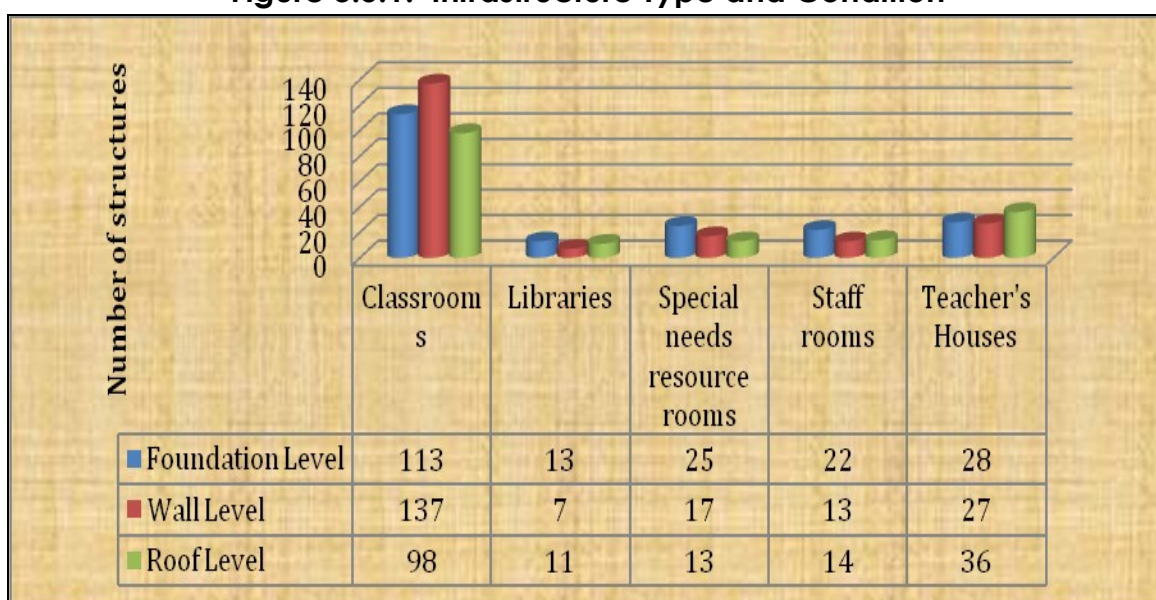
### 3.5 Infrastructure and Sanitation Information

School infrastructure and sanitation have a direct impact on access, quality, efficiency and equity of education. Good infrastructure and proper sanitary facilities are vital tools in attracting student attendance especially girls. The 2015 school census collected infrastructure and sanitation data which included; buildings by condition and type, sanitary facilities, buildings under construction, source of drinking water, electricity and furniture.

#### 3.5.1 Number of Secondary School Buildings by Condition and Status

Data collected on infrastructure availability across the country's secondary schools included buildings under construction at various levels. Infrastructure in Malawi schools still remains a challenge. Table 3.5.1 and Figure 3.5.1 give a summary on the number and condition of buildings across the country respectively.

**Figure 3.5.1: Infrastructure Type and Condition**



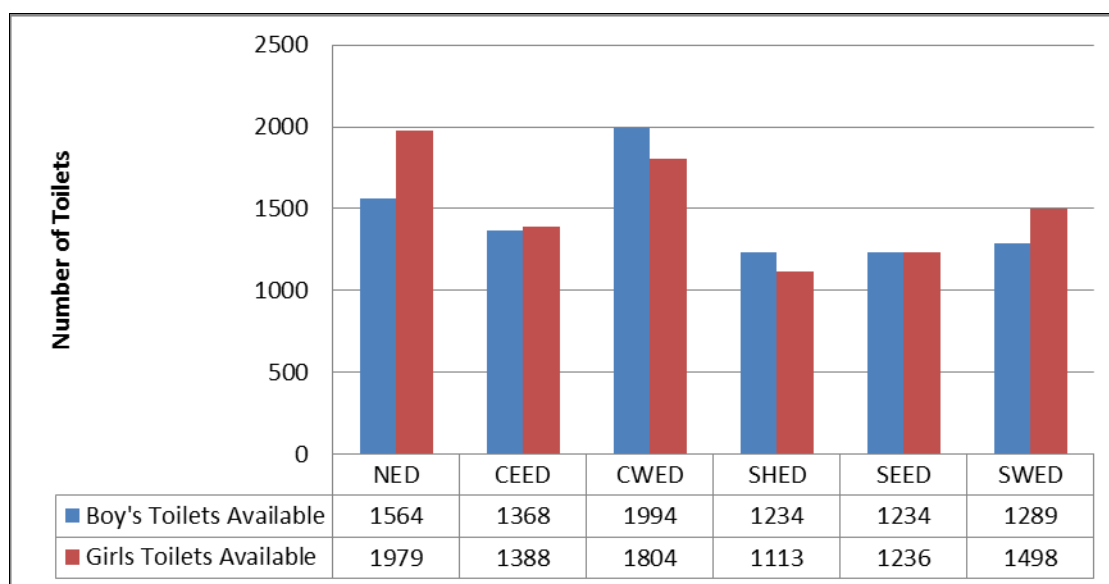
**Table 3.4.6 Number of Secondary School Buildings by Condition 2014/15**

Building Type	In use Complete		In Use Incomplete		Rehabilitation	Repair
	Permanent	Temporary	Permanent	Temporary		
<b>Classrooms</b>	5851	358	256	27	1263	1832
<b>General Office</b>	395	44	23	5	28	410
<b>Head Teacher Office</b>	792	161	43	12	71	351
<b>Kitchen</b>	283	63	18	1	46	346
<b>Libraries</b>	538	167	45	16	52	483
<b>Recreation Hall</b>	279	24	27	5	34	452
<b>Special Needs Resource rooms</b>	50	15	5	1	10	312
<b>Staff Rooms</b>	750	156	44	10	56	387
<b>Store Rooms</b>	815	118	26	7	66	523
<b>Teacher's Houses</b>	3851	695	290	73	864	5318
<b>Workshops</b>	117	18	4	4	15	301
<b>Grand Total</b>	<b>13721</b>	<b>1819</b>	<b>781</b>	<b>161</b>	<b>2505</b>	<b>10715</b>

### 3.5.2 Availability of Sanitary Facilities.

Sanitary facilities are very important for student's personal health. Sanitation is one of the key areas of intervention in protecting the girl child. Other studies have shown that proper sanitary facilities reduce girl absenteeism especially in CDSSs. The figure 3.5.2 below shows that toilets are required across all divisions. Girl's toilets required are more than boy's toilets. The results further indicate a dare need of girl's toilets than boy's toilets. However, CWED and NED have the greatest need of toilets than any other division.

**Figure 3.5.2 Number of toilets by division and gender**



The recommended pupil/toilet ratio for secondary school boys is 15 to 1 and for girls is 10 to 1. However, Table 3.5.2 below shows that toilets in secondary schools are inadequate. The problem is very acute in CWED with a pupil toilet ratio of 22 for girls and 23 for boys. It can be assumed that the higher enrolment figures has a huge influence on the high number of toilets required.

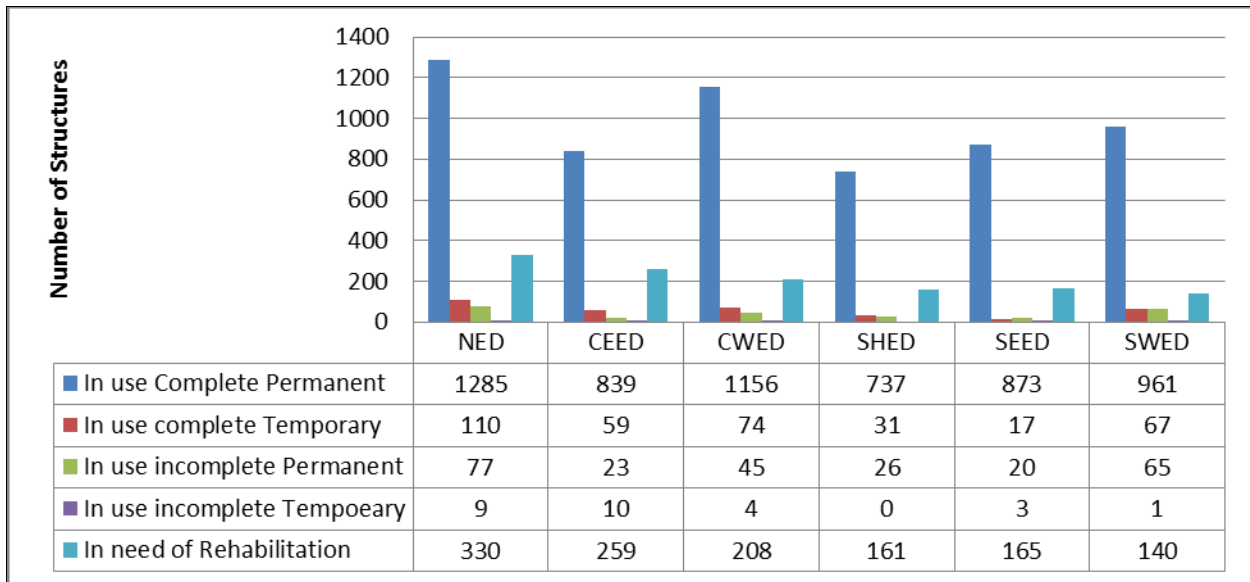
**Table 3.5.2: Pupil Toilet Ratio by Division**

Division	Enrolment			Toilets			Pupil Toilet Ratio		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Average
<b>CEED</b>	29699	24851	54550	1368	1388	2756	22	18	20
<b>CWED</b>	46004	40183	86187	1994	1804	3798	23	22	23
<b>NED</b>	36287	32628	68915	1564	1979	3543	23	16	19
<b>SHED</b>	23261	20160	43421	1234	1113	2347	19	18	19
<b>SEED</b>	26106	23409	49515	1234	1236	2470	21	19	20
<b>SWED</b>	29266	26179	55445	1289	1498	2787	23	17	20

### 3.5.3 Number of Classrooms

Data on availability of classrooms in secondary schools in relation to enrollment was collected. The divisions have different number of schools such that the Northern and Central Western divisions have more classrooms since they also have more schools. It is worth noting, however, that there are still temporary structures across all divisions being used as classrooms. There are no open air classrooms in secondary schools but the classrooms are generally overcrowded in most secondary schools as students are squeezed in the available classrooms. The figure below reveals that most classrooms are in need of rehabilitation which requires more than just routine maintenance.

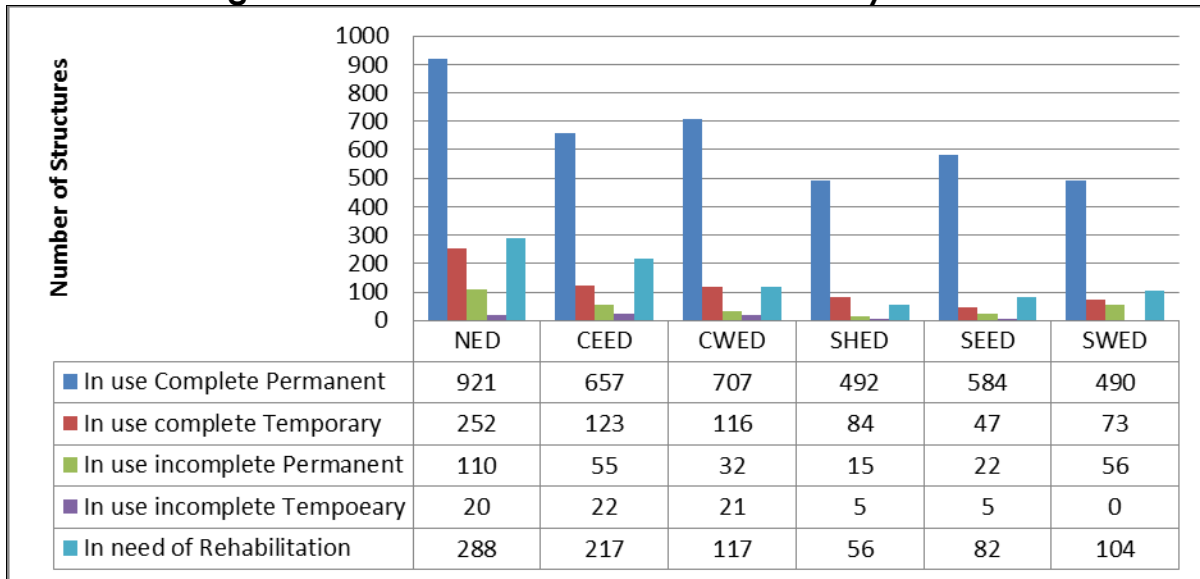
**Figure 3.5.3: Number of Classrooms by Division**



**3.5.4 Number of Teacher's Houses**

Most teachers, especially the newly deployed ones, are usually very reluctant to go to schools which have no houses. The situation gets worse where there are no rentable houses around the school concerned. Shortage of teachers' houses is indeed a serious factor affecting teachers' availability in many schools.

**Figure 3.5.4: Number of Teachers Houses by Division**



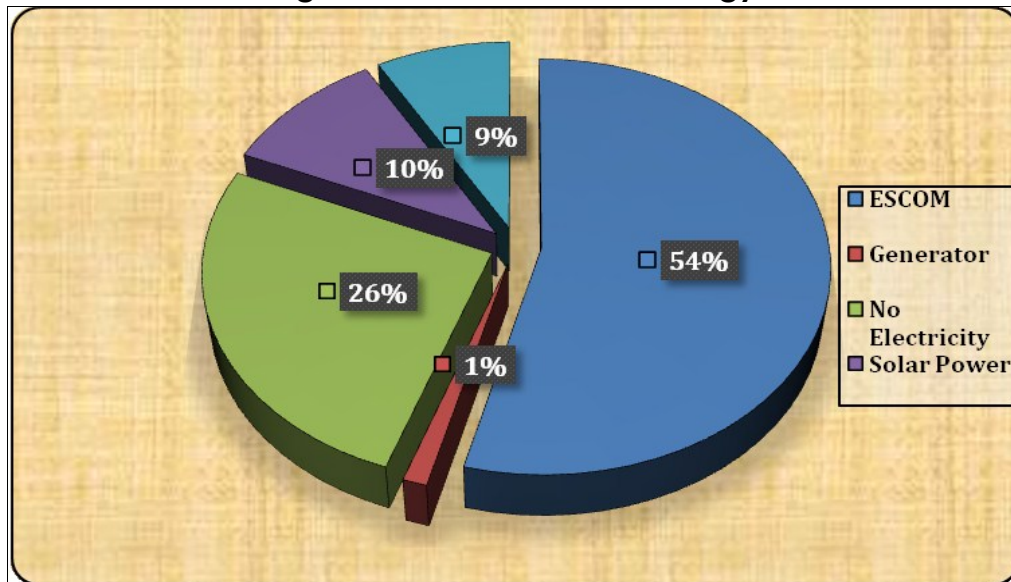
The results in Figure 3.5.4 show that all divisions have a shortfall of teachers' houses and that 19 percent of the available permanent houses are in need of rehabilitation.



### 3.5.5 Electricity Source

Electricity is very critical in secondary education especially considering that most appliances these days require electricity. Equally important is the fact that evening studies are possible where electricity is available.

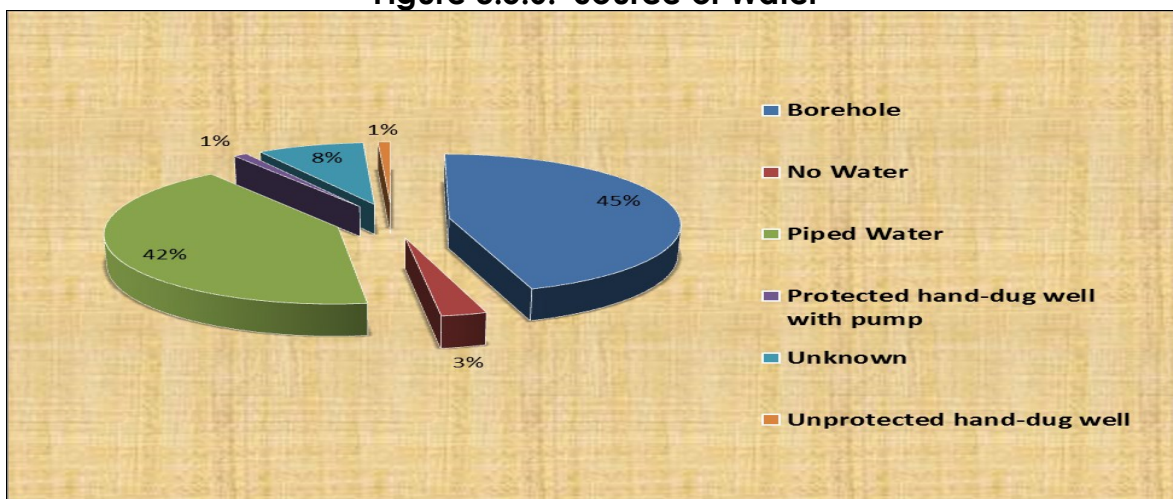
**Figure 3.5.5: Distribution Energy**



The Figure 3.5.5 above indicates that 54 percent of schools are powered by Electricity Supply Commission of Malawi (ESCOM). The use of solar power and generators is also common in some schools. On the other hand, 26 percent of the schools reported having no electricity.

### 3.5.6 Main Source of Drinking Water

**Figure 3.5.6: Source of Water**



From the Figure 3.5.4 it shows that still 3 percent of secondary schools in Malawi do not have access to water supply and one percent uses unprotected hand-dug wells

### 3.6 Summary of Secondary Education Indicators

#### 3.6.1 Access Indicators in Secondary Education

##### 3.6.1.1 Gross Enrolment Rate (GER)

GER is 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 3.6.1: Trend in Gross Enrollment Rate; 2011-2015**



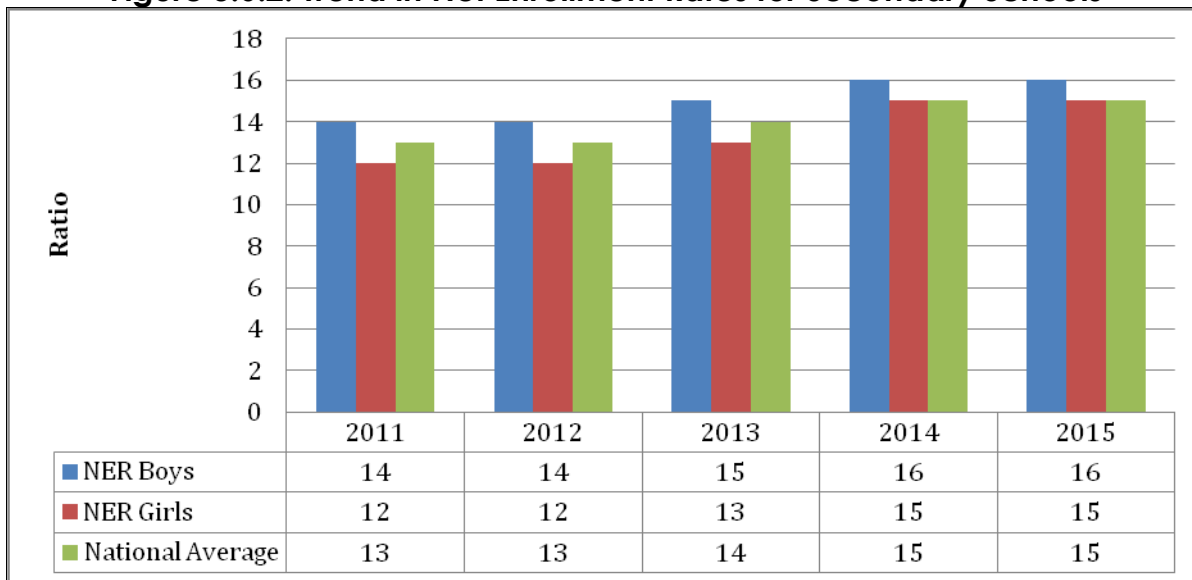
Gross enrollment rate has been changing from 2011, a slight drop was observed from 2011 to 2012, upward thrust was observed from 2012 to 2014 with enrolments moving from 19.6 to 24.3 percent. The trend has remained stagnant from 2014 to 2015 with a repetitive trend of 24.3 percent. The results mean there is very low accessibility of secondary education by the citizenry in Malawi. Across gender, the results show that boys gross enrollment rates have been marginally above girls over the last five years. However, for 2015 the boy's rates have marginally dropped while the rates for girls have remained static compared to 2014. Though it can be concluded that boys have better access to secondary education than girls but the national rates remained low for such conclusions.

##### 3.6.1.2 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 students (6 years of age) by the number of children of school age (6-13). The official age for student in secondary school is between 14 to

17 years. The analysis below considers students falling within the official secondary school going age.

**Figure 3.6.2: Trend in Net Enrollment Rates for Secondary Schools**



The NER for secondary sub-sector has remained below 20 percent over the last five years. The national rate has moved from 13 percent from 2011 to 15 percent in 2015. This result shows very low accessibility of secondary school education for the population of secondary school going age.

Boy's NER has moved from 14 percent in 2011 to 16 percent in 2015 while girls have moved from 12 percent in 2011 to 15 percent in 2015. The rule is, the closer to 100 the rate is the better the access to secondary education of official secondary school going age population.

### 3.6.2 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 captures number of permanent classes and temporary but used classes. To match with the policy direction underway we analyzed the trend from 2011 to 2015 for Pupil qualified Teacher Ratio (P<sub>q</sub>TR) 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. Both indicators, a lower value indicate reduced levels of overcrowding or reduced competition for classroom resources.

### 3.6.2.1 Pupil qualified Teacher Ratio (PqTR)

**Figure 3.6.3: Pupil Qualified Teacher Ratio**

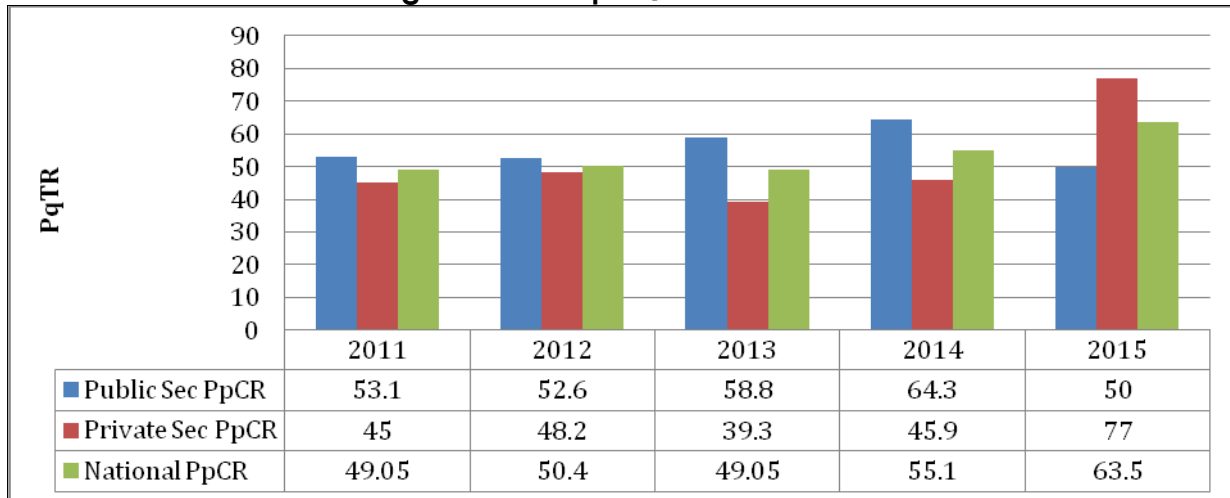
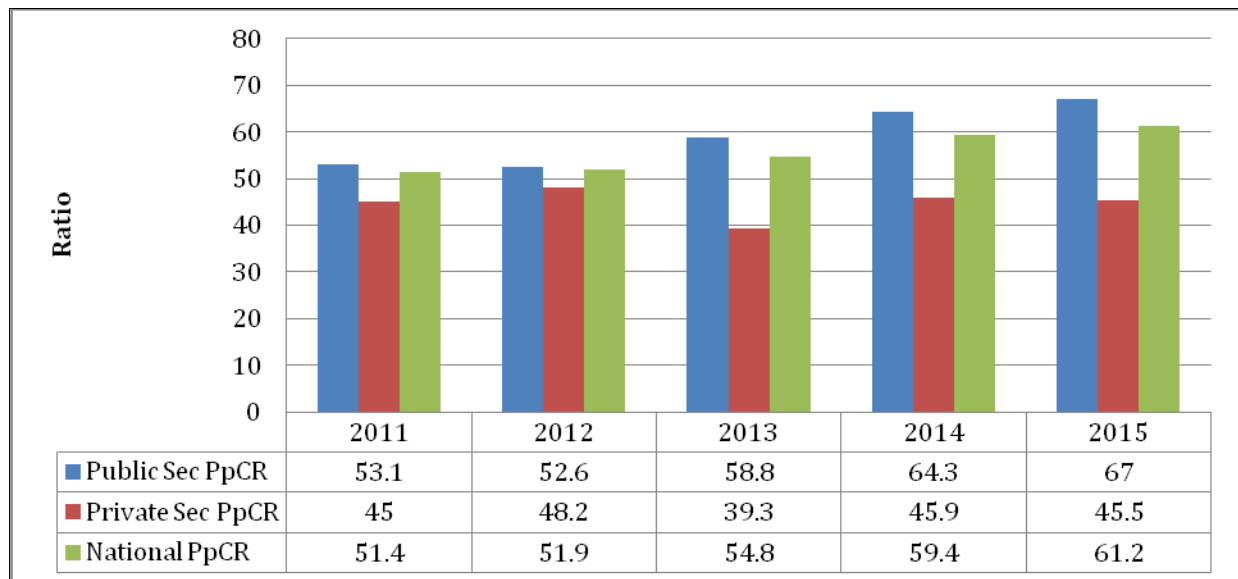


Figure 3.6.3 shows that pupil qualified teacher ratios have been oscillating between 49.1 in 2011 and 63.5 in 2015. The results further show that the situation has worsened more in private schools relative to public ones since the PqTR in the former has increased from 45 in 2011 to 77 in 2015 while in the later it has slightly decreased from 53.1 in 2011 to 50 in 2015

**Figure 3.6.4: Pupil Permanent Classroom Ratio by Proprietorship**



The National Student permanent classroom ratio has been increasing from 51.4 in 2011 to 61.2 in 2015. Across proprietorship, public secondary schools have a higher student permanent classroom ratio than in private secondary schools.

### 3.6.3 Equity Indicator

#### 3.6.3.1 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. The GPI is the ratio of female to male for all level. In a situation of equality between boys and girls enrolment, GPI is 1, while 0 indicates the highest disparity. The results in table 3.6.1 show gender gap in-terms of enrollment. There are more boys enrolled in secondary schools than girls.

**Table 3.6.1: Trend of Gender Parity Index, 2011-2015**

Year	Secondary School GPI		
	Boys	Girls	Index
2011	140,189	116,154	0.83
2012	142,548	117,516	0.82
2013	165,799	141,417	0.85
2014	184,817	161,787	0.88
2015	190,623	167,410	0.88

The results show marginal improvement between 2011 and 2015 where the GPI stands at 0.83 and 0.88 respectively. Despite the improvement the Index still stands less than 1 as such more has to be done to equal girls to boy's access in secondary education.

## 4.0 TERTIARY

### 4.1 Primary Teacher Training Colleges

The government of Malawi focuses on training teachers in order to address quality issues and in order to overcome supply side shortages in the education system. Teacher education has emerged as an essential element in the improvement of education delivery. The country currently has 11 teacher training Colleges. Teachers are trained through two modes of training. First is the Initial Primary Teachers Education Program (IPTE) and The Open Distance Learning (ODL). This section examines different aspects as regards teacher education in Malawi. This is in terms of enrollment, accommodation and Staffing.

### 4.2 Enrollment

The ministry has in the past few years been increasing the conventional primary teacher trainee intake, recruit, orient and deploy -trainee teachers for the ODL and IPTE programs. The number of TTC's built has increased as well. The ultimate goal has been to bring the Pupil teacher ratio to the recommended 1:60. The 2014/15 Annual School Census covered both public and private teachers college. Some of the private TTC 's were Amalika, Dapp Dowa, Chilangoma, Emmanuel and Maryam girl) The table below shows TTCs enrollment by sex, program and year of study.

**Table 4.1: Primary Teacher Enrollment by Mode of Training**

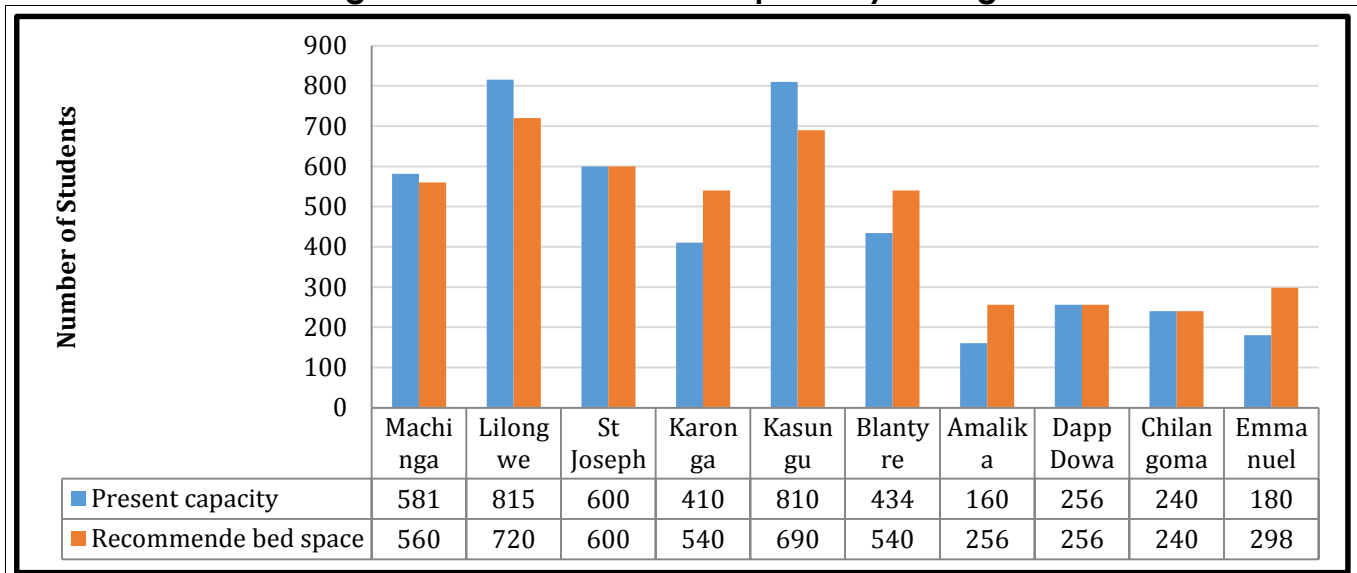
Name of TTC	Enrollment by Mode of Training								Total Students
	Year 1				Year 2				
	IPTE		ODL		IPTE		ODL		
Male	Female	Male	Female	Male	Female	Male	Female		
<b>Machinga</b>	371	231			307	317			1226
<b>Lilongwe</b>	303	199	325	121	498	239	741	124	2550
<b>St Joseph</b>	-	612	-	649	-	1261			2522
<b>Karonga</b>	476	615							1091
<b>Kasungu</b>	264	256	167	122	478	292	556	441	2576
<b>Blantyre</b>	409	333			946	730			2418
<b>Amalika</b>	18	43			39	50			150
<b>Dapp Dowa</b>	45	44			28	49			166
<b>Chilangoma</b>	25	47			40	53			165
<b>Emmanuel</b>	29	72			28	58			187
<b>Maryam Girls</b>		180				209			389
<b>Total</b>	1940	2632	492	892	2364	3258	1297	565	13440

Table 4.1 shows how enrollment in teachers training colleges is distributed by sex and by programme. More females were enrolled in all programmes for year one and two except for the ODL programme for year 2.

### 4.3 Accommodation

The Figure below, presents the results on available bed space against the recommended bed space. This is a measure of quality in-terms of how overcrowding the colleges are or how bed space is being under-utilized.

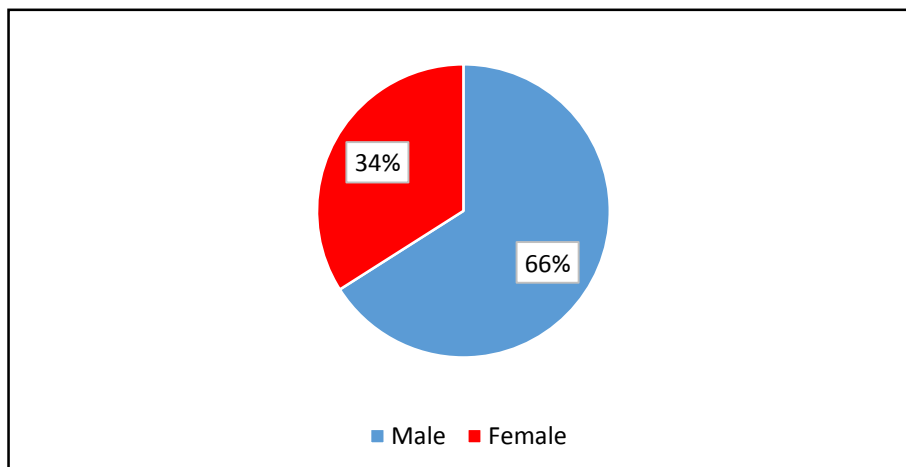
**Figure 4.1: Number of Bed Space by College**



The Figure above indicate that some teachers training colleges enrolled students beyond the recommended bed capacity, namely, Machinga, Lilongwe and Kasungu. However, some of the colleges enrolled less students than the recommended capacity, this can be assumed as under-utilization of bed space which is not cost effective in-term of unit production of a teacher as a final product. Some of TTC's which have enrolled less students than required bed space are; Karonga, Blantyre, Amalika and Emmanuel. St Joseph, DAPP Dowa and Chilangoma enrolled students to the maximum bed space, everything being constant, this can be deemed as cost-effective way of producing a teacher.

### 4.4 Staffing

The figure below informs of the percentage of teachers by sex in all TTCs' in the 2014/15 academic year



The results indicate that there are more Male tutors (66 percent) than female tutors (34 percent).



## 5.0 BUDGET INDICATORS

### 5.1 Introduction

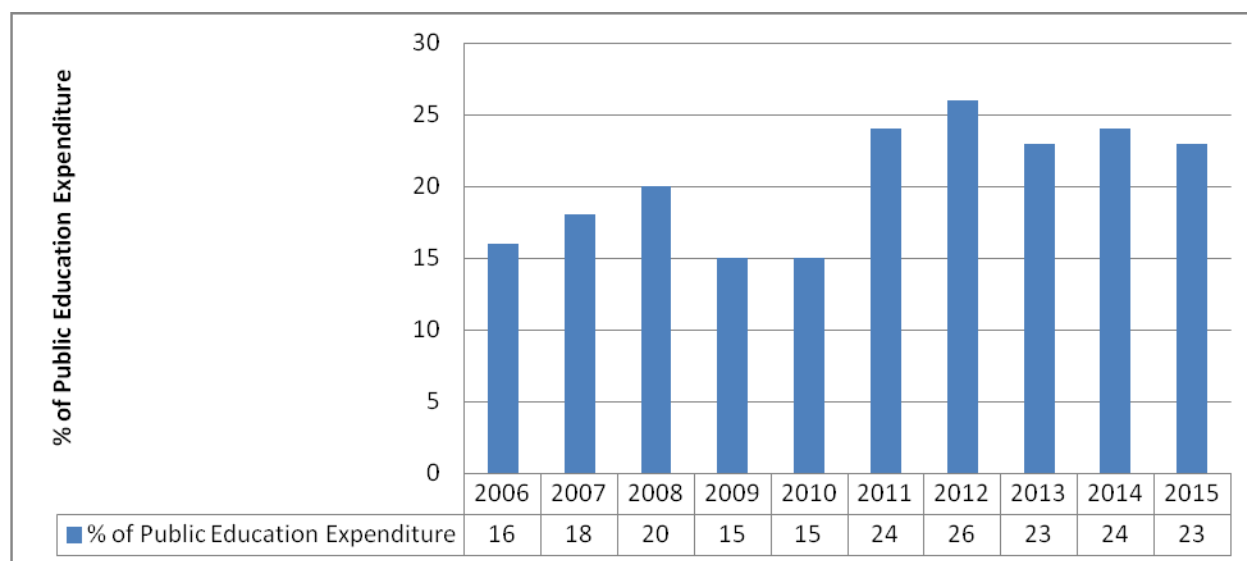
The budget allocation to the education sector consists of allocations to Ministry of Education, Science and Technology, Ministry of Gender, Women and Child Development, Local Councils, Local Development Fund, and education Subventions. The budget for Ministry of Education, Science and Technology include allocations of personal emoluments (PE) for all primary and secondary school teacher, operational budgets for Headquarters and its agencies, all secondary schools, the six education divisions, Teacher Training Colleges (TTCs) and development projects at all levels- primary, secondary, teacher education and tertiary education. The budget at the local councils mainly consists of operation allocations called Other Recurrent Transactions (ORT) for the running and management of all the 5,415 primary schools in the country

Education subventions included the four public universities (namely University of Malawi, Mzuzu University, Lilongwe University of Agriculture and Natural Resources and the Malawi University of Science and Technology), Malawi National Examination Board (MANEB), National Library Services, Malawi Institute of Education and National Council for Higher Education.

#### 5.1.1 Education Expenditure in Malawi

This chapter presents the analysis of total public education expenditure as a percentage of total government expenditure from 2006 to 2015

**Figure 5.1: Trend in Total Government Expenditure on Education excluding statutory expenditures; 2006-2015**



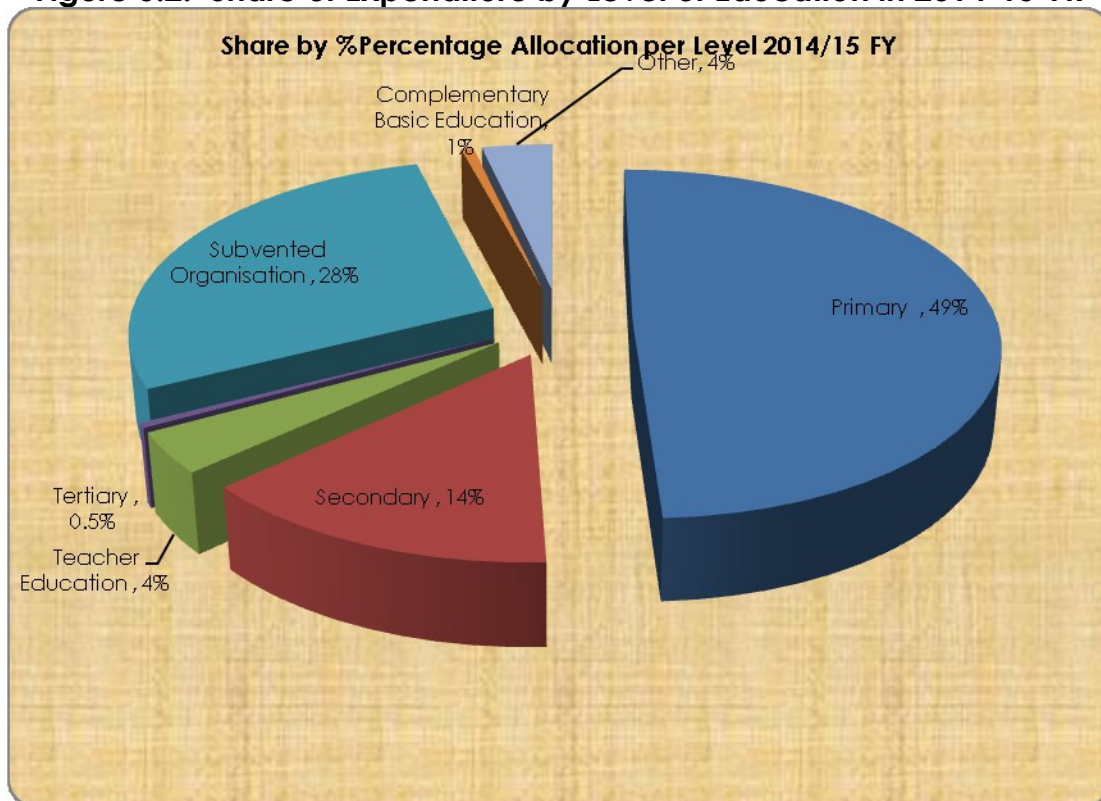
Source: Ministry of Finance Books and IFMIS, 2006-2015

The trend analysis shows that the percentage allocation of total government expenditure to education sector has a decreasing trend between 2008 and 2010. The pattern of this proportion follows an up and down movement throughout the period, the maximum being 26 percent in 2011 and the minimum 15 percent in 2009 and 2010. From 2011 the total education expenditure increased to 24 percent, because Malawi became a Fast Track Initiative (FTI) member and signed a Joint Financial Agreement for pooled funding (which FTI is also included). So before 2010, there was no set government budget percentage benchmark allocation to the education sector. The target became effective starting from 2010/11 financial year onwards.

## 5.2 Allocation to Education Levels

This figure 2 below analyses education expenditure, total recurrent expenditure by level of education in Malawi.

**Figure 5.2: Share of Expenditure by Level of Education in 2014-15 YR**



Source: Ministry of Finance Books and IFMIS

In 2014/15 financial year, 49 percent of public education expenditure was allocated to primary education, 14 percent for secondary education, 4 for percent to teacher education and 28 percent for Sub vented organizations. However, about 4 percent of the allocation could not be specifically allocated to any of these levels of education. Mostly administration services and cross cutting activities both at headquarters and education divisions accounted for these unallocated funds. Primary education gets the largest share of public expenditure compared to the

other levels of education. Sub vented organizations get the second largest share followed by secondary education, complementary basic education and tertiary gets the lowest share.

### **5.3 Expenditure in Local Councils (34 District Education Offices)**

The budget for the local councils mainly consists of operation allocations, Other Recurrent Transactions (ORT) for the running and management of all the 5,415 primary schools in the country. In 2014/15 FY the councils had an approved budget of MK 8.25 billion which was revised to MK10.58 billion for the 34 Education Districts and a total of MK9.88 billion was funded to the councils representing 93.4percent ORT funding to district councils.

Of the funded amount, MK6.13 billion was the actual expenditure (available data is only for 22 education districts). About 52percent (MK5.5 billion) of the total allocation was earmarked for School Improvement Grants (SIG) which are deposited into school bank accounts. All the 5,415 primary schools with a total enrolment of 4,804,194 receive these grants from their respective district councils.

Other major allocations in 2014/15 FY include maintenance of primary schools (MK 231.5 million), payments to teachers on double-shifting allowance (MK 175 million) and inspection and advisory services (MK324 million) and there was no allocation for teaching and learning materials to the councils.

Leave grants were revised upwards by MK2.3 billion during the mid-year review. The increase was mainly for leave grants increments including arrears. The total revised leave grants budget for the 34 education districts office came to MK2.83 billion.

## APPENDIX

Table 2.1 Pupil Toilet Ratio by division and District

	Enrolment	Number of Toilets	Pupil Toilet Ratio
<b>Central Eastern</b>			
Dowa	203836	2455	83
Kasungu	259830	3685	71
Nkhotakota	115231	1191	97
Ntchisi	85370	1929	44
Salima	119747	1168	103
<b>Total</b>	<b>784014</b>	10428	<b>75</b>
<b>Central Western</b>			
Dedza	215701	2313	93
Lilongwe City	173204	2008	86
Lilongwe Rural East	237400	2193	108
Lilongwe Rural West	237534	2668	89
Mchinji	168613	1698	99
Ntcheu	177955	2163	82
<b>Total</b>	<b>1210407</b>	13043	<b>93</b>
<b>Northern</b>			
Chitipa	75885	1943	39
Karonga	109762	1781	62
Likoma	3781	61	62
Mzimba North	126771	2897	44
Mzimba South	160620	3496	46
Mzuzu City	55720	672	83
Nkhata Bay	84970	1931	44
Rumphi	71436	1574	45
<b>Total</b>	<b>688945</b>	14355	<b>48</b>
<b>Shire Highlands</b>			
Chiradzulu	105691	1932	55
Mulanje	211834	1846	115
Phalombe	131079	1041	126
Thyolo	210145	1844	114
<b>Total</b>	<b>658749</b>	6663	<b>99</b>
<b>Southern Eastern</b>			
Balaka	127703	1301	98
Machinga	176882	1573	112
Mangochi	265366	2605	102
Zomba Rural	214068	2150	100
Zomba Urban	27096	368	74
<b>Total</b>	<b>811115</b>	7997	<b>101</b>
<b>Southern Western</b>			
Blantyre City	170331	1829	93
Blantyre Rural	141463	1602	88
Chikwawa	165351	1839	90
Mwanza	37199	452	82
Neno	46096	687	67
Nsanje	90524	816	111
<b>Total</b>	<b>650964</b>	7225	<b>90</b>
<b>Grand Total</b>	<b>4804196</b>	<b>59711</b>	<b>80</b>

**Table 2.2.1 Distribution of Enrolment by District, Sex and Class**

	Std 1		Std 2		Std 3		Std 4		Std 5		Std 6		Std 7		Std 8		Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
<b>Central Eastern</b>																	
<b>Dowa</b>	23409	23513	17479	17725	15844	16828	12352	12943	10378	10894	7821	8652	6606	7002	6369	6021	203836
<b>Kasungu</b>	28090	28291	21559	22321	19490	19729	15561	16792	14735	14286	11098	12145	9378	9862	8478	8013	259828
<b>Nkhotakota</b>	13860	14119	9929	9773	9103	9404	6749	6984	6324	6181	5035	4678	3770	3289	3478	2555	115231
<b>Ntchisi</b>	10316	10409	7351	7804	6741	6789	4697	5226	3946	4630	3137	3651	2507	2826	2828	2512	85370
<b>Salima</b>	15902	15942	10845	10969	9557	9670	6745	7026	5809	5850	4424	4416	3427	3387	3185	2593	119747
<b>Central Western</b>																	
<b>Dedza</b>	27776	27809	19964	20563	18550	19073	12709	13372	10590	10589	7582	7535	5768	5332	4643	3846	215701
<b>Lilongwe City</b>	12183	12585	12881	13067	12665	13367	11771	12501	12250	12982	9904	10879	7791	8563	4972	4853	173204
<b>Lilongwe Rural East</b>	28160	30220	21619	22694	18789	19608	14567	15952	11893	13064	8983	9094	6772	6898	4885	4202	237400
<b>Lilongwe Rural West</b>	27651	27949	19881	21704	19077	20115	14420	15865	11803	13215	9330	9916	7454	7906	6007	5241	237534
<b>Mchinji</b>	20050	19868	14641	15071	13235	13529	10382	10994	8656	9185	6851	7031	5568	5429	4344	3779	168613
<b>Ntcheu</b>	20352	21825	14978	14571	14240	14096	11126	11685	9955	9963	7368	7573	5636	5700	4731	4156	177955
<b>Northern</b>																	
<b>Chitipa</b>	6962	6310	5470	5080	5127	4952	4747	4670	4472	4596	4029	4067	3905	3639	4092	3767	75885
<b>Karonga</b>	10976	10414	7997	7925	7667	7710	7277	6825	6978	6948	5550	5532	4800	4503	4918	3742	109762
<b>Likoma</b>	270	286	244	312	256	242	226	249	242	254	186	206	225	220	172	191	3781
<b>Mzimba North</b>	12873	12231	10007	9827	9272	8987	7950	8264	7280	7208	6279	6460	5657	5566	4770	4130	126771
<b>Mzimba South</b>	15819	15278	12200	12319	18321	11279	9492	9429	8430	8597	7409	7428	6488	6721	5799	5611	160620
<b>Mzuzu City</b>	4010	4009	3884	3749	3590	3832	3447	3598	3867	4060	3350	3699	2930	3485	1998	2212	55720
<b>Nkhata Bay</b>	7916	7766	6472	6599	6201	5973	5646	5549	5474	5379	4492	4378	3686	3331	3408	2700	84970
<b>Rumphi</b>	6734	6222	5237	5065	5048	4884	4679	4416	4188	4206	3717	3604	3573	3387	3537	2939	71436
<b>Shire Highlands</b>																	
<b>Chiradzulu</b>	10155	9955	8355	8441	8244	8722	7038	7002	6569	6615	4974	4979	4205	4094	3504	2839	105691
<b>Mulanje</b>	21605	26342	16975	17643	16170	16374	13512	14058	12101	12672	9727	10050	7361	7695	5219	4330	211834
<b>Phalombe</b>	16387	16118	11734	12075	10187	11236	7515	8366	6620	7265	5108	4957	3728	3581	3566	2637	131079
<b>Thyolo</b>	21690	21655	16524	17876	16873	16597	13299	13672	12510	12901	9636	10125	7753	7559	6159	5311	210145
<b>Southern Eastern</b>																	
<b>Balaka</b>	15399	14928	10901	11022	10071	10410	7800	8025	6832	7173	5171	5475	4329	4228	3147	2792	127703
<b>Machinga</b>	22212	23156	16458	17076	14433	15479	10646	10724	8497	8983	6393	6445	4775	4577	3736	3292	176882
<b>Mangochi</b>	38056	38173	26505	26394	21614	21477	15136	15029	12715	12400	9071	8569	6235	5980	4321	3691	265366
<b>Zomba Rural</b>	24437	25200	18062	18481	16867	17515	13212	13768	11602	12322	9388	8966	7317	7053	5428	4450	214068

<b>Zomba Urban</b>	2036	1795	1920	1667	2080	1816	2258	1838	2073	1607	1618	1477	1727	1243	1052	889	27096
<b>Southern Western</b>																	
<b>Blantyre City</b>	11275	10690	11535	11953	11808	12218	11892	12614	11568	11927	10471	11153	9302	9835	5984	6105	170331
<b>Blantyre Rural</b>	13364	12711	10803	11905	11351	11292	9330	9507	8692	8978	6840	7376	5310	5639	4341	4024	141463
<b>Chikwawa</b>	17560	17090	23115	13323	12210	12136	9983	10100	8907	8376	6958	6366	5734	4857	5291	3345	165351
<b>Mwanza</b>	4402	4279	3003	3007	2960	2998	2322	2330	2026	2207	1426	1548	1266	1248	1177	1009	37199
<b>Neno</b>	5181	4806	3912	3887	3840	3657	2975	2944	2644	2591	2011	2030	1554	1564	1300	1200	46096
<b>Nsanje</b>	11364	11492	7821	8163	6643	6510	5709	5359	4725	4249	3888	3459	3476	2581	3162	1923	90524
<b>Grand Total</b>	<b>528432</b>	<b>533436</b>	<b>410261</b>	<b>410051</b>	<b>378124</b>	<b>378504</b>	<b>297170</b>	<b>307676</b>	<b>265351</b>	<b>272353</b>	<b>209225</b>	<b>213919</b>	<b>170013</b>	<b>168780</b>	<b>140001</b>	<b>120900</b>	<b>4804196</b>

**Table 2.2.2 Learner Age Distribution by Sex and Grade- Public**

age	Std 1		Std 2		Std 3		Std 4		Std 5		Std 6		Std 7		Std 8		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
<b>4</b>	801	882	0	0	0	0	0	0	0	0	0	0	0	0	0	0	801	882
<b>5</b>	8078	8688	17	13	0	0	0	0	0	0	0	0	0	0	0	0	8095	8701
<b>6</b>	257288	265402	12193	13219	96	117	0	1	0	0	0	0	0	0	0	0	269604	278710
<b>7</b>	138639	142277	162541	162376	10385	11718	844	1025	45	20	5	0	0	0	0	0	312460	317415
<b>8</b>	68183	66562	97346	103602	111038	120199	10646	12846	1575	1983	84	81	34	37	45	43	288951	305353
<b>9</b>	31093	28535	60359	61255	93560	91669	83690	89484	10989	12683	1666	1958	100	41	14	18	281471	285643
<b>10</b>	15202	13269	41414	38661	68892	69908	70120	76190	70274	76416	11247	12030	1886	2106	284	314	279319	288894
<b>11</b>	5583	4814	19636	17718	43370	41427	50377	53913	58545	63622	53857	57791	10441	11387	1726	1897	243535	252569
<b>12</b>	2133	1802	10458	8462	28435	25460	38475	37676	48832	50498	48057	52424	42121	45102	9308	10056	227819	231480
<b>13</b>	453	370	4009	2972	13384	11223	23550	21395	35871	34862	38220	40919	39215	41853	31433	29982	186135	183576
<b>14</b>	190	97	1241	892	5962	4514	12931	10332	24172	21067	30123	28550	33695	34401	33156	31951	141470	131804
<b>15</b>	31	5	308	230	1803	1076	4535	3310	10078	7798	15519	13097	22130	20011	27626	24080	82030	69607
<b>16</b>	28	0	61	36	365	234	1074	673	3279	2225	6876	5004	11998	8999	18845	13943	42526	31114
<b>17</b>	14	0	13	4	101	60	239	101	824	462	2443	1326	5785	3385	11311	6116	20730	11454
<b>18</b>	34	1	28	0	61	8	119	25	292	117	717	278	2114	959	6006	2287	9371	3675
<b>Total</b>	<b>527750</b>	<b>532704</b>	<b>409624</b>	<b>409440</b>	<b>377452</b>	<b>377613</b>	<b>296600</b>	<b>306971</b>	<b>264776</b>	<b>271753</b>	<b>208814</b>	<b>213458</b>	<b>169519</b>	<b>168281</b>	<b>139754</b>	<b>120687</b>	<b>2394317</b>	<b>2400877</b>

**Table 2.2.3 Primary School Dropout by Reasons 2014/2015**

Geographical Position	Availability of Teachers		Employment		Family Responsibilities		Fees		Long Distances		Marriage		Other Reasons		Poor Facilities		Pregnancy		Sickness		Violence	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
<b>Chitipa</b>	5	4	26	5	174	159	45	32	33	38	60	319	193	111	27	26	1	53	18	14	2	1
<b>Karonga</b>	1	1	31	8	475	363	1	9	93	95	62	477	404	272	6	10	0	129	60	63	21	19
<b>Likoma</b>	0	0	0	0	1	1	0	0	0	0	0	3	8	7	0	0	1	16	0	1	0	0
<b>Mzimba North</b>	9	39	23	6	427	364	2	0	194	164	93	448	421	270	11	17	2	118	91	87	23	13
<b>Mzimba South</b>	70	38	29	7	472	434	34	39	291	294	96	489	630	585	98	122	17	130	103	66	25	8
<b>Mzuzu City</b>	0	1	3	2	59	42	25	26	3	6	1	22	145	89	0	0	1	17	6	9	19	3
<b>Nkhata Bay</b>	18	11	27	8	206	200	4	3	152	198	31	255	332	251	34	41	0	107	70	64	19	11
<b>Rumphi</b>	9	3	8	4	234	212	17	9	37	38	27	186	158	127	4	3	4	60	23	29	4	0
<b>Dowa</b>	26	28	228	133	1508	1475	45	33	445	444	48	193	1503	1525	267	286	12	116	103	119	97	103
<b>Kasungu</b>	16	19	65	33	687	627	32	27	410	405	111	552	885	754	92	113	16	211	137	117	57	23
<b>Nkhotakota</b>	26	29	75	53	579	674	0	0	366	394	56	285	829	849	68	112	9	241	99	111	31	24
<b>Ntchisi</b>	36	30	54	30	388	413	2	2	148	128	36	129	436	480	23	39	3	100	46	42	5	1
<b>Salima</b>	104	83	165	77	769	873	21	14	402	404	53	176	711	694	109	116	30	168	121	120	14	19
<b>Dedza</b>	12	8	577	354	2101	2160	5	10	637	633	75	302	2484	2375	108	131	5	200	86	89	129	110
<b>Lilongwe City</b>	0	0	39	27	270	287	238	223	67	62	4	46	451	459	3	16	0	69	44	39	22	14
<b>Lilongwe Rural East</b>	29	25	463	280	1370	1561	8	8	505	628	72	199	1279	1298	203	245	8	147	125	106	182	94
<b>Lilongwe Rural West</b>	17	14	222	82	2210	2151	173	141	277	277	53	267	1518	1487	92	135	5	143	138	161	54	65
<b>Mchinji</b>	36	40	173	85	1129	1050	9	14	415	465	51	312	1515	1448	186	198	19	335	102	100	34	40
<b>Ntcheu</b>	29	22	200	127	1290	1256	5	6	330	331	39	175	1974	1712	73	78	10	239	85	77	17	7
<b>Chiradzulu</b>	0	0	69	57	581	471	21	35	133	98	30	238	1026	867	40	33	3	174	69	45	39	3
<b>Mulanje</b>	5	5	113	75	829	867	4	19	363	371	57	349	2982	2558	67	95	25	314	160	130	35	42
<b>Phalombe</b>	1	4	165	78	622	693	12	6	207	190	77	250	1920	1962	48	43	19	175	90	85	15	12
<b>Thyolo</b>	15	20	112	70	771	752	27	13	437	413	89	433	2075	1834	133	130	6	338	120	86	16	9
<b>Balaka</b>	41	26	76	57	545	536	2	13	107	109	55	318	1170	946	26	23	11	247	23	19	6	5
<b>Machinga</b>	25	25	230	92	1399	1451	8	8	406	403	80	730	2643	2670	141	169	18	316	72	77	186	187
<b>Mangochi</b>	152	170	301	145	2255	2294	78	97	1075	1017	58	536	4267	4030	439	444	10	385	108	124	352	344
<b>Zomba Rural</b>	6	7	87	56	908	813	42	87	222	230	84	292	1149	919	50	46	35	253	69	52	26	21
<b>Zomba Urban</b>	0	0	3	1	30	67	6	14	1	1	1	2	22	21	0	0	0	36	15	1	1	0
<b>Blantyre City</b>	1	1	17	17	145	143	155	153	38	33	3	22	214	173	2	8	8	100	17	14	4	5
<b>Blantyre Rural</b>	29	28	54	56	411	384	7	13	105	122	39	227	695	627	18	8	3	225	43	31	20	14
<b>Chikwawa</b>	36	15	169	75	993	1041	44	33	336	343	70	406	1372	1310	209	201	0	281	98	96	85	52
<b>Mwanza</b>	0	0	25	6	217	216	66	53	115	86	18	96	474	410	7	16	0	45	4	4	16	7
<b>Neno</b>	1	0	40	26	207	206	0	2	201	177	12	105	369	322	71	43	1	77	45	36	15	10
<b>Nsanje</b>	28	37	74	12	640	748	7	11	209	187	14	190	380	318	27	23	1	174	57	63	5	4
<b>Grand Total</b>	<b>783</b>	<b>733</b>	<b>3943</b>	<b>2144</b>	<b>24902</b>	<b>24984</b>	<b>1145</b>	<b>1153</b>	<b>8760</b>	<b>8784</b>	<b>1655</b>	<b>9029</b>	<b>36634</b>	<b>33760</b>	<b>2682</b>	<b>2970</b>	<b>283</b>	<b>5739</b>	<b>2447</b>	<b>2277</b>	<b>1576</b>	<b>1270</b>

**Table 2.3 Number of buildings/Rooms by condition 2014/2015**

<b>Building</b>	<b>In use Complete Permanent</b>	<b>In use Complete Temporary</b>	<b>In use Incomplete Permanent</b>	<b>In use Incomplete Temporary</b>	<b>Requiring Rehab</b>	<b>Required</b>
<b>Classrooms</b>	38241	5827	1524	507	11948	27379
<b>General Office</b>	454	79	28	21	80	2983
<b>Head Teacher Office</b>	2603	513	161	74	419	2888
<b>Kitchen</b>	1204	235	50	33	184	2705
<b>Libraries</b>	1167	409	84	41	174	4522
<b>Recreation Hall</b>	174	15	7	5	61	3052
<b>Special Need Resource rooms</b>	154	39	7	3	117	3428
<b>Staff rooms</b>	1487	158	72	31	200	3391
<b>Store Rooms</b>	2785	163	108	14	265	4229
<b>Teachers' houses</b>	16018	6223	1092	641	7064	36631
<b>Workshops</b>	88	25	4	0	52	2684



**Table 2.4. Primary School Pupils with Special Learning Needs by Type and Gender for 2014/2015**

Geographical Position	Low Vision		Blind		Hard of Hearing		Deaf		Physical Impairment		Learning Difficulties		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Dowa	824	795	0	0	914	922	49	41	306	261	1871	1884	3964	3903
Kasungu	624	580	20	20	556	579	36	43	314	242	1429	1344	2979	2808
Nkhotakota	178	185	4	6	163	134	18	22	193	129	633	552	1189	1028
Ntchisi	286	307	1	2	334	370	28	24	120	96	956	842	1725	1641
Salima	522	514	12	18	507	554	43	40	215	149	884	851	2183	2126
Dedza	739	783	5	7	862	969	138	133	285	189	1792	1672	3821	3753
Lilongwe City	364	412	0	2	226	236	34	23	120	71	703	559	1447	1303
Lilongwe Rural East	712	684	0	4	602	586	96	95	269	191	1038	941	2717	2501
Lilongwe Rural West	602	513	25	22	543	619	132	126	227	179	679	612	2208	2071
Mchinji	680	597	14	18	706	683	54	48	220	218	1312	1306	2986	2870
Ntcheu	741	716	19	17	717	760	60	64	263	164	1580	1277	3380	2998
Chitipa	186	206	0	0	268	297	14	15	95	76	588	571	1151	1165
Karonga	296	244	3	4	305	220	65	52	128	97	411	344	1208	961
Likoma	15	9	0	0	26	47	0	1	5	4	46	23	92	84
Mzimba North	468	442	20	11	657	642	46	43	168	116	1010	840	2369	2094
Mzimba South	301	288	6	7	217	189	137	97	263	190	676	655	1600	1426
Mzuzu City	217	247	0	0	135	164	19	13	34	35	415	386	820	845
Nkhata Bay	247	189	2	3	376	355	59	45	134	118	445	413	1263	1123
Rumphi	219	180	0	1	142	150	20	15	65	44	410	355	856	745
Chiradzulu	293	321	21	9	328	431	102	92	131	111	651	610	1526	1574
Mulanje	364	378	5	5	445	480	34	20	239	186	817	749	1904	1818
Phalombe	212	233	17	30	252	360	30	51	116	93	461	432	1088	1199
Thyolo	368	356	3	4	277	285	177	136	166	134	911	849	1902	1764
Balaka	422	389	0	2	441	427	34	34	146	124	740	724	1783	1700
Machinga	522	509	3	9	633	664	120	91	251	233	677	562	2206	2068
Mangochi	702	739	12	12	778	789	75	45	355	371	1839	1745	3761	3701
Zomba Rural	392	397	8	6	289	311	48	65	194	139	592	508	1523	1426
Zomba Urban	121	76	0	0	36	42	1	4	33	25	48	42	239	189
Blantyre City	189	200	4	6	145	109	25	33	127	118	514	376	1004	842
Blantyre Rural	494	452	11	7	436	449	73	53	158	116	675	586	1847	1663
Chikwawa	255	232	25	12	242	187	53	50	153	120	415	360	1143	961
Mwanza	162	141	5	7	161	156	14	2	51	47	230	167	623	520
Neno	58	68	0	0	81	67	16	15	58	42	138	156	351	348
Nsanje	154	126	7	4	184	186	42	14	100	70	176	145	663	545
<b>Grand Total</b>	<b>12929</b>	<b>12508</b>	<b>252</b>	<b>255</b>	<b>12984</b>	<b>13419</b>	<b>1892</b>	<b>1645</b>	<b>5702</b>	<b>4498</b>	<b>25762</b>	<b>23438</b>	<b>59521</b>	<b>55763</b>

Table 2.5: Distribution of Orphans by District

	Single Parent died		Both Parents died		Total		Grand
	Boys	Girls	Boys	Girls	Boys	Girls	
<b>Chitipa</b>	2,663	2,570	598	527	3,261	3,097	6,358
<b>Karonga</b>	5,044	4,694	1,109	1,048	6,153	5,742	11,895
<b>Likoma</b>	184	200	26	21	210	221	431
<b>Mzimba North</b>	4,296	3,905	1,098	1,173	5,394	5,078	10,472
<b>Mzimba South</b>	5,175	4,870	1,412	1,543	6,587	6,413	13,000
<b>Mzuzu City</b>	1,526	1,773	495	435	2,021	2,208	4,229
<b>Nkhata Bay</b>	4,141	3,928	1,022	958	5,163	4,886	10,049
<b>Rumphi</b>	2,693	2,495	677	680	3,370	3,175	6,545
<b>Dowa</b>	5,094	5,324	1,376	1,473	6,470	6,797	13,267
<b>Kasungu</b>	6,712	6,725	2,404	2,285	9,116	9,010	18,126
<b>Nkhotakota</b>	3,838	3,643	1,123	1,158	4,961	4,801	9,762
<b>Ntchisi</b>	1,883	1,882	471	525	2,354	2,407	4,761
<b>Salima</b>	3,836	3,847	1,209	1,193	5,045	5,040	10,085
<b>Dedza</b>	6,415	6,363	1,909	1,921	8,324	8,284	16,608
<b>Lilongwe C</b>	4,010	4,302	1,485	1,499	5,495	5,801	11,296
<b>Lilongwe RE</b>	5,376	5,520	2,086	2,178	7,462	7,698	15,160
<b>Lilongwe RW</b>	4,850	5,123	1,701	1,790	6,551	6,913	13,464
<b>Mchinji</b>	4,309	4,483	1,091	1,046	5,400	5,529	10,929
<b>Ntcheu</b>	6,495	6,218	2,135	1,989	8,630	8,207	16,837
<b>Chiradzulu</b>	4,826	4,770	1,526	1,548	6,352	6,318	12,670
<b>Mulanje</b>	10,126	9,581	3,812	3,574	13,938	13,155	27,093
<b>Phalombe</b>	6,032	6,011	1,995	1,815	8,027	7,826	15,853
<b>Thyolo</b>	7,998	7,910	3,569	3,353	11,567	11,263	22,830
<b>Balaka</b>	4,618	4,564	1,651	1,542	6,269	6,106	12,375
<b>Machinga</b>	4,983	5,088	1,498	1,454	6,481	6,542	13,023
<b>Mangochi</b>	9,564	9,336	3,263	3,081	12,827	12,417	25,244
<b>Zomba Rural</b>	8,103	8,017	3,190	3,020	11,293	11,037	22,330
<b>Zomba Urban</b>	912	986	267	254	1,179	1,240	2,419
<b>Blantyre City</b>	4,520	5,157	1,633	1,663	6,153	6,820	12,973
<b>Blantyre Rural</b>	5,279	5,248	2,106	2,078	7,385	7,326	14,711
<b>Chikwawa</b>	6,953	6,138	2,217	2,021	9,170	8,159	17,329
<b>Mwanza</b>	1,351	1,293	379	344	1,730	1,637	3,367
<b>Neno</b>	1,612	1,579	389	375	2,001	1,954	3,955
<b>Nsanje</b>	4,535	3,907	1,797	1,634	6,332	5,541	11,873
<b>Grand Total</b>							<b>373,054</b>

**Table 2.6 Number of Primary School Pupils Books Available in Good Condition for 2014/2015**

Subject	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8
Agriculture	0	0	3787	354920	128369	114267	95123	139451
Bible Knowledge	171917	168620	168548	154393	82309	63330	61530	73129
Chichewa	509838	241115	238144	329117	113943	97249	86722	138411
English	345361	208664	263529	339937	118842	97045	89746	138353
Expressive Arts	231014	211012	275664	356318	143330	118948	100531	152297
Kuyamba Sukulu	333560	0	0	0	0	0	0	0
Life Skills	0	195565	261671	320664	139152	115116	103009	143732
Mathematics	0	0	267080	343505	127155	101222	90633	113525
Numeracy & Mathematics	244118	208617	1547	1615	447	341	288	664
Religious Education	150066	135874	166008	162511	88496	75741	67096	70093
Science & Technology	0	0	0	80317	129696	106299	95277	151634
Social & Env. Science	0	0	265926	340112	136766	114862	96950	144544
<b>Total</b>	<b>1985874</b>	<b>1369467</b>	<b>1911904</b>	<b>2783409</b>	<b>1208505</b>	<b>1004420</b>	<b>886905</b>	<b>1265833</b>

**Table 2.6a Number of Primary School Teachers Guides Available in Good Condition for 2014/2015**

Subject	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8
Agriculture	0	0	38	9705	6518	8634	6155	5749
Bible Knowledge	11490	6564	8181	7453	5224	7518	5312	4748
Chichewa	17406	8941	10007	9510	6861	9464	6338	5979
English	15281	8808	10481	10143	6901	9558	6584	6113
Expressive Arts	12649	8570	10501	10552	6365	9012	6250	5950
Kuyamba Sukulu	18896	0	0	0	0	0	0	0
Life Skills	0	8629	10016	10657	6844	8934	6281	6087
Mathematics	0	0	10374	10064	6706	9077	6036	5506
Numeracy & Mathematics	13820	8965	204	240	158	171	133	144
Religious Education	9061	5207	6340	5851	3990	6000	4154	3663
Science & Technology	0	0	0	5388	6062	8493	5918	5681
Social & Env. Science	0	0	8942	10220	6438	8816	6173	5816
<b>Grand Total</b>	<b>98603</b>	<b>55684</b>	<b>75084</b>	<b>89783</b>	<b>62067</b>	<b>85677</b>	<b>59334</b>	<b>55436</b>

**Table 2.7: Main Source of Water and Electricity by District**

District	Main water Source										Main Electricity source					
	Borehole	Lake	No Water	Piped Water	Protected hand-dug well with pump	Protected Spring	Rainwater Tanks	River	Unprotected hand-dug well	Unprotected Spring	Total	ESCOM	Generator	No Electricity	Solar Power	Total
Dowa	184		13	10	1			11	18	7	244	16	1	212	15	244
Kasungu	306		9	16	1	1		4	7		344	19	2	295	28	344
Nkhotakota	95	1	21	16	5			5	8	1	152	19		115	18	152
Ntchisi	105		6	13	1	1		7	7	5	145	5		136	4	145
Salima	120	2	7	12	1			2			144	13	1	124	6	144
Dedza	169		23	23	5	1		2	14	2	239	13		200	26	239
Lilongwe City	2			139	2						143	94		49		143
Lilongwe Rural East	177		4	4	3			4	11	4	207	5	1	195	6	207
Lilongwe Rural West	200		15	15	3		1	2	12		248	13	1	202	32	248
Mchinji	168		6	15	3		1		6		199	8	2	176	13	199
Ntcheu	158		32	32		2		9	7	5	245	9		225	11	245
Karonga	117	3	8	25	6			6	4	4	173	32		106	35	173
Likoma				10							10	7			3	10
Mzimba North	206		13	14	2		1	15	10		261	25	1	201	34	261
Mzimba South	229		14	28	15			3	17		306	18	3	260	25	306
Mzuzu City	9		1	42	1	1					54	31		23		54
Nkhata Bay	110	7	4	24	15	1		6	20	6	193	20		139	34	193
Rumphi	76	3	23	42	17			22	7	4	194	26	2	149	17	194
Chiradzulu	76		7	4		2			1		90	10		77	3	90
Mulanje	105		10	42	1			3	2	2	165	21		141	3	165
Phalombe	62		7	26							95	6		88	1	95
Thyolo	126		15	15	5	2		7	13	4	187	19		163	5	187
Balaka	134		6	14	1	1		1	1		158	6		118	34	158
Machinga	119		15	19	2	1			8	1	165	8		143	14	165
Mangochi	219	4	24	24	2			5	1	2	281	33	2	217	29	281
Zomba Rural	153	2	14	25				2		1	197	22	1	166	8	197
Zomba Urban	4			21							25	15		10		25
Blantyre City	17		3	88	3				1		112	87		25		112
Blantyre Rural	143		9	8	1				2	1	164	21		125	18	164
Chikwawa	121		18	27	1			12	8	1	188	17	1	163	7	188
Mwanza	42		4	7					1		54	5		43	6	54
Neno	54		12	1	1			3	2	1	74	6		56	12	74
Nsanje	81		8	7		1		3	5	4	109	16	1	82	10	109
<b>TOTAL</b>	<b>3994</b>	<b>22</b>	<b>357</b>	<b>828</b>	<b>118</b>	<b>19</b>	<b>3</b>	<b>142</b>	<b>195</b>	<b>60</b>	<b>5738</b>	<b>676</b>	<b>19</b>	<b>4547</b>	<b>496</b>	<b>5738</b>

**Table 2.8 Primary school teachers by Division, District and Training 2014/2015**

District	1 YEAR		2 YEAR		IPTE (1+1)		MASTEP		MIITEP		ODL		On training		Unknown		Untrained		Grand Total
	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	
<b>Dowa</b>	66	140	50	135	311	532	28	63	296	588	190	265	94	171	33	78	16	43	3099
<b>Kasungu</b>	83	147	139	197	378	587	33	94	336	720	190	265	62	84	21	34	9	29	3408
<b>Nkhotakota</b>	32	48	45	82	175	265	14	39	138	297	153	284	38	70	4	14		2	1700
<b>Ntchisi</b>	23	73	37	70	123	225	5	19	81	214	125	265	22	63	4				1349
<b>Salima</b>	31	42	51	96	277	324	14	31	146	230	186	332	58	46	12	9	6	6	1897
<b>Dedza</b>	42	110	61	92	470	733	14	55	196	366	282	421	198	67	15	27	30	59	3238
<b>Lilongwe City</b>	191	34	314	136	143	44	73	15	1126	134	20	21	8	23	103	143	96	109	2733
<b>Lilongwe Rural East</b>	71	97	113	139	745	463	31	33	320	434	212	373	63	100	24	32	5	13	3268
<b>Lilongwe Rural West</b>	75	158	177	169	758	534	30	71	391	623	222	281	53	94	18	35	20	53	3762
<b>Mchinji</b>	40	82	46	118	294	507	17	45	194	445	217	230	62	56	4	28	6	10	2401
<b>Ntcheu</b>	42	81	50	106	485	541	10	26	186	455	233	354	151	38	21	24	17	32	2852
<b>Chitipa</b>	25	100	41	147	69	147	8	24	80	247	96	149	28	26	20	53	32	113	1405
<b>Karonga</b>	29	71	54	152	247	237	8	14	157	282	56	96	68	79	11	19	4	11	1595
<b>Likoma</b>	1	4	1	3	5	9			9	13	14	8	3	2		1			73
<b>Mzimba North</b>	26	55	91	180	336	273	9	17	170	351	164	310	31	51	21	23	29	62	2199
<b>Mzimba South</b>	38	68	96	200	264	322	6	18	188	451	141	208	29	35	15	40	21	44	2184
<b>Mzuzu City</b>	52	11	207	90	146	31	25	4	259	41	8	5	1	1	43	20	23	18	985
<b>Nkhata Bay</b>	19	53	43	98	156	243	6	14	75	221	106	247	39	64	6	13	24	47	1474
<b>Rumphi</b>	28	83	71	100	90	91	16	27	116	209	76	137	32	61	33	76	42	82	1370
<b>Chiradzulu</b>	28	43	51	111	252	261	18	38	152	246	141	264	4	5	14	21		2	1651
<b>Mulanje</b>	36	71	61	114	411	615	24	51	145	358	224	390	46	39	16	51	6	8	2666
<b>Phalombe</b>	14	36	6	47	184	531	3	26	59	251	216	519	32	38	12	27	3	5	2009
<b>Thyolo</b>	47	87	76	159	449	599	25	58	242	503	239	387	30	40	19	27	6	5	2998
<b>Balaka</b>	30	51	66	82	285	346	22	39	177	269	214	308	57	50	11	29	2	8	2046
<b>Machinga</b>	30	43	29	57	267	515	10	30	123	323	178	401	118	117	8	29	30	15	2323
<b>Mangochi</b>	37	84	73	98	486	818	17	34	180	366	249	376	89	98	90	105	18	33	3251
<b>Zomba Rural</b>	37	102	61	114	643	596	22	54	170	367	218	410	46	70	27	36	12	40	3025
<b>Zomba Urban</b>	50	15	63	40	58	22	21	19	159	45	4	3		1	19	18	2	16	555
<b>Blantyre City</b>	153	26	505	164	127	13	130	35	666	119	9	7	12	13	87	98	53	92	2309
<b>Blantyre Rural</b>	37	47	98	89	719	262	28	32	309	345	272	309	17	34	16	19	10	14	2657
<b>Chikwawa</b>	23	61	32	95	266	480	9	39	77	227	183	419	54	62	36	51	10	20	2144
<b>Mwanza</b>	10	27	22	32	63	87	8	8	43	88	83	136	1	1	16	19	10	24	678
<b>Neno</b>	4	22	16	36	53	109	2	14	36	112	89	157	6	15	4	4	4	7	690
<b>Nsanje</b>	8	59	12	67	83	238	4	19	44	186	152	376	21	26	9	19	12	34	1369
<b>TOTAL</b>	<b>1458</b>	<b>2231</b>	<b>2858</b>	<b>3615</b>	<b>9818</b>	<b>11600</b>	<b>690</b>	<b>1105</b>	<b>7046</b>	<b>10126</b>	<b>5162</b>	<b>8713</b>	<b>1573</b>	<b>1740</b>	<b>792</b>	<b>1222</b>	<b>558</b>	<b>1056</b>	<b>71363</b>

**Table 2.9 Primary school teachers by Qualification, Division and District for 2015/2016**

District	Degree General		Degree in Education		Diploma General		Diploma in Education	Junior Certificate (JC)		Malawi School Cert. Education (MCE)		University Certificate in Education		Total
	F	M	F	M	F	M	M	F	M	F	M	F	M	
Dowa				2				206	349	878	1664			3099
Kasungu	1		3	2				186	311	1061	1844			3408
Nkhotakota								92	173	507	928			1700
Ntchisi								58	138	362	791			1349
Salima								103	127	678	989			1897
Dedza							1	108	184	1200	1745			3238
Lilongwe City				1		1		528	93	1545	565			2733
Lilongwe Rural East								176	177	1408	1507			3268
Lilongwe Rural West				1			1	277	362	1467	1653		1	3762
Mchinji								126	248	754	1273			2401
Ntcheu	2	2		1				112	192	1080	1459	1	3	2852
Chitipa								103	272	296	734			1405
Karonga			1					129	210	504	751			1595
Likoma								7	8	26	32			73
Mzimba North								149	222	728	1100			2199
Mzimba South								137	227	661	1159			2184
Mzuzu City						2	1	179	39	583	181			985
Nkhata Bay								70	138	404	862			1474
Rumphi				1				158	212	346	652		1	1370
Chiradzulu								99	111	561	880			1651
Mulanje								100	178	869	1519			2666
Phalombe								39	79	490	1401			2009
Thyolo								166	216	967	1649			2998
Balaka								97	105	767	1077			2046
Machinga				3			1	72	118	721	1408			2323
Mangochi								151	206	1088	1806			3251
Zomba Rural								124	216	1112	1573			3025
Zomba Urban								62	17	314	162			555
Blantyre City			2					359	70	1380	497			2308
Blantyre Rural								130	122	1376	1029			2657
Chikwawa								42	124	648	1330			2144
Mwanza								26	36	230	386			678
Neno				1				25	47	189	428			690
Nsanje			1					37	94	307	930			1369
<b>TOTAL</b>	<b>3</b>	<b>2</b>	<b>7</b>	<b>12</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>4433</b>	<b>5421</b>	<b>25507</b>	<b>35964</b>	<b>1</b>	<b>5</b>	<b>71362</b>

**SECONDARY SUB-SECTOR**

**Table 3.1 Number of Secondary School by Proprietorship**

Division	District	Government	Religious Institutions	Private	Total
<b>Central Eastern</b>	Dowa	38	6	9	53
	Kasungu	46	5	7	58
	Nkhotakota	36	1	3	40
	Ntchisi	15		2	17
	Salima	29		6	35
<b>Total</b>		164	12	27	203
<b>Central Western</b>	Dedza	28	12	11	51
	Lilongwe City	51	4	31	86
	Lilongwe Rural East	24	5	4	33
	Lilongwe Rural West	36	9	9	54
	Mchinji	22	2	10	34
	Ntcheu	23	14	13	50
<b>Total</b>		184	46	78	308
<b>Northern</b>	Chitipa	30	2	6	38
	Karonga	29	9	8	46
	Likoma	3		1	4
	Mzimba North	50		9	59
	Mzimba South	53	3	7	63
	Mzuzu City	19	2	18	39
	Nkhata Bay	41	4	6	51
	Rumphi	30	1	8	39
<b>Total</b>		255	21	63	339
<b>Shire Highlands</b>	Chiradzulu	24	6	14	44
	Mulanje	18	9	10	37
	Phalombe	17	2	9	28
	Thyolo	42	2	15	59
<b>Total</b>		101	19	48	168
<b>Southern Eastern</b>	Balaka	14	5	10	29
	Machinga	24	9	10	43
	Mangochi	39	17	16	72
	Zomba Rural	19	17	14	50
	Zomba Urban	12	3	7	22
<b>Total</b>		108	51	57	216
<b>Southern Western</b>	Blantyre City	22	6	48	76
	Blantyre Rural	27	13	14	54
	Chikwawa	22	5	9	36
	Mwanza	6		7	13
	Neno	10	3	6	19
	Nsanje	18	1	3	22
<b>Total</b>		105	28	87	220

**Table 3.2 Number of Secondary Schools Learners by Form and District 2014/15**

Location	Form 1		Form 2		Form 3		Form 4		Total	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Dowa	2003	1708	2153	1876	1871	1349	2113	1451	8140	6384
Kasungu	2108	1979	2177	2282	1918	1723	2150	1750	8353	7734
Nkhonkhotakota	1548	1166	1521	1344	1208	911	1350	990	5627	4411
Ntchisi	813	740	779	619	675	568	636	490	2903	2417
Salima	1353	1080	1237	1100	1024	821	1062	904	4676	3905
Dedza	2067	1584	2130	1675	1854	1381	1927	1312	7978	5952
Lilongwe City	3344	3369	3360	3384	2995	2948	3322	3364	13021	13065
Lilongwe Rural East	1201	1078	1231	1146	969	871	1036	971	4437	4066
Lilongwe Rural West	1981	1675	2126	1819	1727	1262	1910	1373	7744	6129
Mchinji	1316	1216	1505	1384	1322	1122	1408	952	5551	4674
Ntcheu	1833	1698	2025	1797	1608	1342	1897	1552	7363	6389
Chitipa	1054	1066	1128	1228	812	826	1004	994	3998	4114
Karonga	1521	1327	1583	1344	1359	1090	1541	1160	6004	4921
Likoma	126	61	120	70	91	77	111	96	448	304
Mzimba North	1380	1469	1288	1436	1129	1149	1130	1124	4927	5178
Mzimba South	1681	1380	1669	1279	1341	948	1266	856	5957	4463
Mzuzu City	1327	1325	1284	1341	1381	1295	1602	1665	5594	5626
Nkhata Bay	1242	1271	1384	1187	1005	794	988	802	4619	4054
Rumphi	1248	1051	1147	1042	1094	855	1250	1020	4739	3968
Chiradzulu	1216	1172	1344	1169	1240	1108	1224	967	5024	4416
Mulanje	1593	1577	1542	1371	1413	1324	1397	1205	5945	5477
Phalombe	1024	865	878	801	794	644	793	577	3489	2887
Thyolo	2283	2029	2366	2049	2070	1651	2084	1651	8803	7380
Balaka	1058	1119	1370	1231	1276	1040	948	928	4652	4318
Machinga	1504	1251	1241	1117	1049	928	1054	786	4848	4082
Mangochi	1859	1905	1909	2006	1491	1573	1384	1489	6643	6973
Zomba Rural	1695	1533	1730	1597	1449	1170	1450	1038	6324	5338
Zomba Urban	771	665	996	712	983	690	889	631	3639	2698
Blantyre City	2589	2834	2798	2972	2938	2917	3603	3517	11928	12240
Blantyre Rural	1618	1367	1651	1383	1381	1069	1492	1074	6142	4893
Chikwawa	1090	983	1279	1075	1045	837	1225	856	4639	3751
Mwanza	433	364	458	345	375	326	434	376	1700	1411
Neno	495	500	479	543	350	364	359	293	1683	1700
Nsanje	784	588	829	620	681	444	790	440	3084	2092



<b>Grand Total</b>	<b>49158</b>	<b>44995</b>	<b>50717</b>	<b>46344</b>	<b>43918</b>	<b>37417</b>	<b>46829</b>	<b>38654</b>	<b>190622</b>	<b>167410</b>
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**Table 3.2 Number of Secondary School Pupils by Age 2014/15**

age	Form 1		Form 2		Form 3		Form 4	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
11	406	561	134	157	83	65	53	37
12	1961	2780	483	508	42	176	150	101
13	5721	6910	2169	2965	577	577	218	114
14	10544	11639	6138	7459	1930	2571	609	624
15	11570	11229	10235	11210	5304	5919	1980	2441
16	8852	6512	11550	10815	8544	8860	4917	5458
17	5467	2861	8989	6776	10047	8119	8824	8759
18	2611	1294	5896	3380	7998	5526	9996	8593
19	1091	505	2727	1527	4656	2729	8044	5602
20	440	186	1211	641	2150	1089	5406	3047
21	154	95	458	261	894	499	2648	1392
22	86	51	206	159	406	284	1398	715
23	66	39	91	90	216	217	748	426
24	41	47	79	60	217	111	459	262
25	33	21	46	44	185	122	423	272
26	115	265	305	292	669	553	956	811

**Table 3.3 Number of Secondary Buildings' Condition by Division**

	In Use Complete		In Use incomplete		Needs Rehab	Required
	Permanent	Temporary	Permanent	Temporary		
Classrooms	839	59	23	10	259	299
General Office	46	10	4	1	6	62
Head Teacher Office	102	23	6	3	15	62
Kitchen	39	20	4	0	12	43
Libraries	64	23	6	1	13	80
Recreation Hall	33	6	5	0	8	76
Special Needs Resource rooms	4	3	0	0	2	45
Staff Rooms	88	26	5	2	17	61
Store Rooms	103	16	3	0	12	98
Teacher's Houses	657	123	55	22	217	908
Workshops	9	3	0	0	5	49
<b>Central Eastern</b>	<b>1984</b>	<b>312</b>	<b>111</b>	<b>39</b>	<b>566</b>	<b>1783</b>
Classrooms	1156	74	45	4	208	436
General Office	76	10	6	1	4	88
Head Teacher Office	145	38	10	2	14	75
Kitchen	59	8	4	0	3	66
Libraries	106	40	5	1	7	100
Recreation Hall	53	8	5	0	7	97
Special Needs Resource rooms	17	7	1	0	0	90
Staff Rooms	150	34	10	3	6	91
Store Rooms	148	25	6	1	12	122
Teacher's Houses	707	116	32	21	117	1227
Workshops	30	6	2	0	1	75
<b>Central Western</b>	<b>2647</b>	<b>366</b>	<b>126</b>	<b>33</b>	<b>379</b>	<b>2467</b>
Classrooms	1285	110	77	9	330	424
General Office	84	14	5	0	12	119
Head Teacher Office	197	45	5	2	23	107
Kitchen	65	26	2	1	20	70
Libraries	115	46	14	4	12	150
Recreation Hall	62	3	6	1	6	133
Special Needs Resource rooms	6	3	1	1	4	84
Staff Rooms	166	44	9	2	16	117
Store Rooms	182	36	5	2	16	147
Teacher's Houses	921	252	110	20	288	1315
Workshops	25	4	1	4	5	97
<b>Northern</b>	<b>3108</b>	<b>583</b>	<b>235</b>	<b>46</b>	<b>732</b>	<b>2763</b>
Classrooms	737	31	26	0	161	186
General Office	43	2	0	2	1	57
Head Teacher Office	96	21	2	3	1	38
Kitchen	32	3	4	0	2	9

Libraries	60	24	5	1	7	52
Recreation Hall	37	1	3	2	3	45
Special Needs Resource rooms	8	1	0	0	1	31
Staff Rooms	88	22	3	0	3	41
Store Rooms	88	17	2	1	6	54
Teacher's Houses	492	84	15	5	56	563
Workshops	11	0	0	0	1	26
<b>Shire highlands</b>	<b>1692</b>	<b>206</b>	<b>60</b>	<b>14</b>	<b>242</b>	<b>1102</b>
Classrooms	873	17	20	3	165	208
General Office	77	2	3	0	2	29
Head Teacher Office	124	9	8	1	8	25
Kitchen	47	1	3	0	4	135
Libraries	100	10	6	3	7	42
Recreation Hall	46	1	4	0	4	43
Special Needs Resource rooms	6	0	2	0	2	26
Staff Rooms	129	6	6	2	6	27
Store Rooms	150	9	3	1	13	39
Teacher's Houses	584	47	22	5	82	547
Workshops	13	2	0	0	1	19
<b>Southern Eastern</b>	<b>2149</b>	<b>104</b>	<b>77</b>	<b>15</b>	<b>294</b>	<b>1140</b>
Classrooms	961	67	65	1	140	279
General Office	69	6	5	1	3	55
Head Teacher Office	128	25	12	1	10	44
Kitchen	41	5	1	0	5	23
Libraries	93	24	9	6	6	59
Recreation Hall	48	5	4	2	6	58
Special Needs Resource rooms	9	1	1	0	1	36
Staff Rooms	129	24	11	1	8	50
Store Rooms	144	15	7	2	7	63
Teacher's Houses	490	73	56	0	104	758
Workshops	29	3	1	0	2	35
<b>Southern Western</b>	<b>2141</b>	<b>248</b>	<b>172</b>	<b>14</b>	<b>292</b>	<b>1460</b>
<b>Grand Total</b>	<b>13721</b>	<b>1819</b>	<b>781</b>	<b>161</b>	<b>2505</b>	<b>10715</b>

**Table 3.4 Number of Secondary Buildings by Condition 2014/15**

Building Type	In use Complete		In Use Incomplete			
	Permanent	Temporary	Permanent	Temporary	Rehab	Repair
Classrooms	5851	358	256	27	1263	1832
General Office	395	44	23	5	28	410
Head Teacher Office	792	161	43	12	71	351
Kitchen	283	63	18	1	46	346
Libraries	538	167	45	16	52	483
Recreation Hall	279	24	27	5	34	452
Special Needs Resource rooms	50	15	5	1	10	312
Staff Rooms	750	156	44	10	56	387
Store Rooms	815	118	26	7	66	523
Teacher's Houses	3851	695	290	73	864	5318
Workshops	117	18	4	4	15	301
<b>Grand Total</b>	<b>13721</b>	<b>1819</b>	<b>781</b>	<b>161</b>	<b>2505</b>	<b>10715</b>

**Table 3.5 Number of Secondary Teachers by Training**

Location	Degree in Education	Diploma in Education	Non-education degree	Non-education diploma	Other	University Cert. of Education	Unknown	Grand Total
Dowa	108	157	36	35	138	7	47	528
Kasungu	122	164	25	23	133	9	52	528
Nkhotakota	71	80	13	22	73	4	14	277
Ntchisi	45	57	9	5	55	2	2	175
Salima	74	59	24	12	55	5	40	269
Dedza	92	146	27	44	142	15	29	495
Lilongwe City	353	329	127	115	82	31	63	1100
Lilongwe Rural East	40	124	18	46	146	7	18	399
Lilongwe Rural West	98	175	44	51	223	17	51	659
Mchinji	45	108	18	16	108	9	41	345
Ntcheu	60	162	19	40	201	7	92	581
Chilipa	48	71	8	24	84		6	241
Karonga	122	104	28	41	73	2	4	374
Likoma	3	9	3	2	16	1	2	36
Mzimba North	76	103	20	29	160	12	46	446
Mzimba South	89	107	30	27	163	14	42	472
Mzuzu City	171	84	58	33	63	15	72	496
Nkhata Bay	78	98	17	31	91	3	19	337
Rumphi	56	83	20	13	100	7	25	304
Chiradzulu	101	102	16	26	108	7	74	434
Mulanje	101	118	23	24	182	7	42	497
Phalombe	27	53	3	4	73	3	49	212
Thyolo	100	144	17	25	117	11	63	477
Balaka	55	111	15	26	68	7	31	313
Machinga	65	84	20	32	107	6	27	341
Mangochi	86	129	45	40	139	9	45	493
Zomba Rural	113	140	42	54	159	11	45	564
Zomba Urban	173	129	35	34	24	11	18	424
Blantyre City	431	350	120	135	94	27	121	1278
Blantyre Rural	115	156	33	59	124	9	63	559
Chikwawa	57	101	22	41	113	9	24	367
Mwanza	22	30	11	14	31	2	9	119
Neno	23	35	4	7	31		20	120
Nsanje	30	63	9	9	105	7	14	237
<b>Grand Total</b>	<b>3250</b>	<b>3965</b>	<b>959</b>	<b>1139</b>	<b>3581</b>	<b>293</b>	<b>1310</b>	<b>14497</b>