

A. Sector Analysis

1. Current situation and major challenges of the sector:

The education sector comprises of educational institutions that fall under various ministries. Early Childhood Development (ECD) which, caters for children aged zero to eight, is under Ministry of Gender, Community Development and Social Welfare. Technical, Vocational Education and Training (TEVET) are under the Ministry of Labour, and Primary education follows under the responsibility of Local Government. The Malawi formal education system is classified into basic, secondary and tertiary levels. Primary education takes 8 years, secondary 4 years and tertiary ranges from 2 years for a certificate to 4 or 5 years for a first degree. Basic education comprises of early childhood development, adult literacy including out-of-school youth and primary education. Primary education is free and entry age is 6 years. Reinforcement of this policy has been a daunting challenge leading to entry of under- and over-age children causing congestion in the schools which already are constrained with limited teaching force, school infrastructure and teaching and learning materials rendering teaching and learning ineffective.

Although primary education is free, only 88 percent of the eligible 6–13-year-olds enrol. Those that enrol, drop out in large numbers resulting in low completion rate. The 2020 Education Sector Performance Report (MoE 2020) presents a situation where, from 2019, dropout and repetition rates have averaged as high as 3.2% and 22.7%, respectively. About 20% of Standard 1 entrants dropout soon after they enrol. A total number of 5,274,819 public and 144,818 private schools' learners were recorded in 2020 with Standard 1 learners comprising 20% and Standard 8 learners 6% of the total enrolment (MoE 2020). Only 38% of primary education completers transit to secondary education due to limited public secondary school places. Higher education is over restrictive with less than 1 percent gross enrolment rate of eligible candidates attending higher education.

The COVID-19 pandemic has also compromised access to education and learning itself. As many as 20,000 - 40,000 girls dropped out of school because of pregnancies and early marriages for staying at home and the curriculum could not be completed on time due to pandemic related school closures. The pandemic put more pressure on the already resource constrained schools as the ministry tried efforts to enforce measures through distancing and double shifting as dictated by the need to prevent the spread of the virus in schools and communities.

The current cyclones starting, from the Tropical cyclone Idai of 2019 to the latest 2022 cyclone ANA and Gombe, have wreaked havoc in the school system as school structures and various materials got damaged. The hardest hit districts include Mulanje, Nsanje, Chikwawa, Phalombe, Zomba, Machinga, Thyolo, Chiradzulu, Blantyre and Mangochi. About 398,908 learners in 476 schools were particularly affected by tropical storms. At the same time, surrounding community members sought refuge in some of the schools causing further interruption to teaching and learning.

2. Sector policy, strategic plan, priority areas:

a) The Malawi 2063 (MW2063)

The MW2063 builds on three pillars of agricultural productivity and commercialization, industrialization and urbanization. The realization of this MW2063 is dependent on an inclusively adequate quantity and quality of human capital as one of the 7 enablers. To build a strong human capital foundation, the country will ensure that ECD is a priority for every child and also make it compulsory for every citizen to have 12 years of schooling. The MW2063 emphasizes on impartation of foundation skills through relevant quality education for school going children with consideration given to girls, children with disability and the marginalised to tackle problems of health and nutrition; population growth; gender; science, technology and innovation; clean

water, sanitation and hygiene; and sports (Malawi National Planning Commission 2020). The operationalization of the MW2063 is guided by a 10-year Malawi Implementation Plan from 2020 to 2030

b) The National Education Sector Investment Plan (NESIP) (2020 - 2030)

NESIP 2020-2030 is based on the results of the review of the previous NESIP (2008-2017). The current NESIP also includes the government's aspiration for education taking into account the impact of COVID-19 and the need for recovery from the loss of learning. NESIP 2020-2030 sets Malawi's education sector goals, objectives and strategies and how they will be realized focusing on expansion of equitable access to education, improvement of quality and relevance of education and better governance and management.

3. Donor activities and commitments:

- **EU** has the following projects:
 1. Skills and Jobs from 2021 to 2026 worth US\$ 50 million for strengthening TEVET delivery
 2. Improving Secondary Education in Malawi phase II from 2021 to 2026 worth US\$ 59 million
 3. Tsogolo la Thanzi - Healthy Future (TSOLATA) from 2020 to 2023 worth US\$ 17.5 million
- **German Cooperation** has the following projects
 1. GIZ: Basic education program from 2018 to 2022 worth US\$10.5 million
 2. KfW: Unlocking talent: e-learning in primary education from 2020 to 2023 worth US\$13,978,494; and contribution of US\$13,440,860 to a joint fund
- **World Bank** has the following projects:
 1. Investing in Early Years for Productivity Project (IEYP) from 2019 to 2023 worth US\$ 60 million
 2. Skills development in TEVET from 2020 to 2026 worth US\$ 100 million Regional Africa Centers of Excellence from 2016 to 2023 worth US\$ 42 million
 3. Education Quality with Equity and Learning at Secondary (EQUALS) from 2019 to 2025 worth US\$ 95 million
 4. Malawi Education Reform Programme (MERP) from 2022 to 2027 worth US\$ 150 million
- **UNICEF** has the following projects, one of the projects are below:
 1. Spotlight project worth US\$ 1.6 million to support girls' education
 2. Support and strengthen the capacity of primary school girls worth US\$ 0.3 million
 3. Teacher Effectiveness Enhancement Programme worth US\$ 1 million

4. Budget Situation:

The Education sector continues to enjoy a larger share of the national budget expenditure. With the allocation of MK462 billion (approximately US\$ 565.5 million¹) for the 2022/2023 financial year, the sector's allocation represents 16.3% of the national budget which is lower than the 2021 allocation of 16.5%.

The allocation for the education sector caters for the Ministry of Education (25%), Ministry of Gender (5%), Ministry of Labour (1%), Ministry of Finance for subvented institutions (28%), and Ministry of Local Government (42%). Within the Ministry of Education, according to sub-sector distribution, basic education

¹ Note: 1\$=MK817.00 (as of 1st April 2022, Standard bank Malawi)

got the largest share of 45%. The rest, secondary education, higher education and management as well as administration got 19%, 26% and 3.6%, respectively.

About 70% of the Ministry of Education's budget goes to salaries. The Ministry was allocated about MK11 billion (approximately US\$ 13.5 million) (10%) for development. This leaves little for construction, maintenance, as well as purchase of teaching and learning materials.

5. Dialogue structure of the sector:

The Ministry of Education coordinates the Human Capital Coordinating Group meetings which include Joint Sector Review, Sector Working Group (SWG) meetings, Technical Working Group (TWG) meetings, Development Partners' meetings and Troika. The introduction of the MIP-1 coordinating arrangements have not brought major changes to the original setup of the coordination structure. JICA is currently a co-chair for an infrastructure technical working group and is a member for teacher education, standards, secondary, tertiary and basic education TWGs.

B. JICA's Position

1) History of JICA's cooperation:

【Basic Education/Primary School】

- (TC) The project for Supporting District Education Plan Institutionalization Programme (2006 Dec - 2010 Dec)
- (Training) Capacity Building for Curriculum Development for Strengthening Early Grade Numeracy (FY2019 - FY2021)

【Secondary Education】

- (TC) The project for Strengthening of Mathematics and Science in Secondary Education through In-service Training in Malawi (2004 Oct - 2007 Oct)
- (TC) The Project for Strengthening of Mathematics and Science in Secondary Education INSET Malawi (Phase 2) (2008 Aug - 2012 Aug)
- (TC) The project for Strengthening of Mathematics and Science in Secondary Education in Malawi (Phase 3) (2013 Aug - 2017 Jul)
- (GA) The project for Re-Construction and Expansion of Selected Community Day Secondary Schools (2010 Aug signed)
- (GA) The project for Re-Construction and Expansion of Selected Community Day Secondary Schools (Phase 2) (2012 Mar signed)
- (GA) The project for Re-construction and Expansion of selected Community Day Secondary Schools and Conventional Secondary Schools (Phase 3) (2014 Mar signed)

【Higher Education】

- (GA) The project for Improvement of Domasi College of Education (2004 Jul signed)
- (GA) The Project for Construction of a Teacher Training College for Secondary School Teachers in Lilongwe (2013 May signed)
- (GA) The project for Expanding and Upgrading the Domasi College of Education (2017 Jun signed)

In addition to the activities summarised in the above table, the Japan Overseas Cooperation Volunteers have been in existence in Malawi since 1971. To date, 1,837 volunteers have been dispatched to support the

government of Malawi in various fields of development such as education, health, agriculture, etc. The presence of JOCV in educational institutions has strengthened the capacity of the counterparts in the delivery of mathematics, science and technology education in various institutions.

Capacity Development/ Human Resource Development

JICA, through its short-term and long-term training programs, has also been supporting capacity building of government as well as private personnel with different skills.

Long Term

Malawians continue to acquire masters and doctorate degrees from several long-term training programs such as African Business Education Initiative for Youth with a Masters and Internship, Human Resource Development in Mining, Water Engineering and Utility Management, Agriculture Studies Networks for Food Security, and Sustainable Development Goals Leadership program.

Short Term

Around 3,000 Malawians have benefitted from different short term capacity building programs either in Japan or a third country such as Egypt, Malaysia, and Zambia.

2) Major outcomes:

- **Micro-planning and School Mapping project** (TC: 2000 to 2002) effectively introduced district education plans as basis for planning and implementation of educational development programs to operationalize the decentralization reform.
- **Strengthening Mathematics and Science in Secondary Education (SMASSE)** (TC: 2004 Oct to 2017 Jul) instituted and operationalized continuous development program for improved teaching and learning in mathematics and science.
- **Reconstruction and Rehabilitation of Selected Community Day Secondary Schools** (GA: 2010 Aug, 2012 Mar and 2014 Mar signed) of 23 secondary schools allowed many girls to enrol and remain in school because of the dormitory facilities. Other development partners have adopted the idea into their assistance strategy.
- **Both the construction of Nalikule College of Education** (GA: 2013 May signed) **and the Expansion and Upgrading of Domasi College of Education** (GA: 2017 Jun signed) have the potential to provide adequate number of qualified maths/science teachers, especially female teachers, for the expanded secondary education sub-sector.

3) Lessons learned:

Sustainability is challenged by lack of infusing aspects of capacity development and ensuring ownership at the onset of development activities. Experience from the ex-post evaluation of the project for Strengthening Mathematics and Science in Secondary Education reveals that the project went into three phases to ensure that capacity of the ministry officials to undertake and continue with the project activities was secured. Through close communication with counterparts and JICA Headquarters, the ex-post evaluation produced the best results that were accepted by both Headquarters and the Ministry.

4) Cooperation Assets:

Through the construction of the Nalikule College of Education for initial training and upgrading of secondary school teachers, the government of Malawi is assured of a consistent supply of well-trained mathematics and science teachers. This facility has the capacity to host both pre-service and in-service teacher development programs. Because of its bias towards mathematics and science programs, the products of the college will be

able to support achievement of the MW2063 as they get equipped with skills to transform the economy of the country.

Since 2000, JICA supported the government's effort to decentralize services to local community by implementing a microplanning project which resulted in the development of District Education Plans which are currently mainstreamed and used effectively by the councils to implement plan and implement education services in their areas of jurisdiction.

5) Comparative Advantage of JICA:

JICA is known for advanced expertise in mathematics, science and technology education and quality in delivering grant aid projects. JICA has maintained its strong presence in these fields and has supported government in developing expertise in these fields. The long history of JICA in these fields is a good reason for JICA to maintain attached to them while expanding to other areas where there is need for support with the development needs of the sector in line with JICA's policy of development assistance.

6) TICAD process:

According to Japan Ministry of Foreign Affairs, the August 2019 Seventh Tokyo International Conference for African Development (TICAD) hosted in collaboration with United Nations, UNDP, World Bank and African Union Commission (AUC) witnessed the Japanese Prime Minister, Mr Abe, say, "human resource building is where Japan has invested the greatest amount of effort in Africa over the years".

The ABE Initiative, which nurtures industry leaders, has grown as many as 2,700 young people over the past five years. The number of Japanese companies welcoming them as interns is now 358 (5.4 times the number when the initiative was first launched). New TICAD will launch the "ABE Initiative 3.0." Over the next six years, it will aim to train a total of 3,000 people. They will be the pilots Japanese companies can count on even more as they approach the African market." JICA Malawi will ensure that successfully benefits from this program by working with the government of Malawi to select the best applicants who would have the capacity to bring Japanese firms to Malawi.

7) Possible Areas of Future Cooperation:

JICA's cooperation in Malawi will bring desired outcomes through promotion of quality education for the youth and capacity development of critical personnel. This will be done through the following programs:

- Capacity building programs for core staff in the education sector through short and long term Knowledge Co-Creation Programme
- Improving learning outcomes through community participation– 'School for All' project that targets strengthening grassroots structures to effectively carryout decentralized operations to improve management of schools.
- Promoting teacher continuous professional development through lesson study.