

Transforming Education Summit National Statement of Commitment - Malawi

Presented here is a summary of commitments to transform education in Malawi. These include **aspirational goals** indicating desired transformations in the long term, with support from the international community, followed by what the **Government of Malawi has already committed to**, through current policy goals and national vision statements. Full details are presented in the National Consultations Report that we have already submitted.

1. Recovery from Covid-19 disruption

Malawi has enacted legislation and strategies to expedite the country's recovery from Covid-19 by targeting 70 percent of the population for vaccination, and by introducing a socio-economic recovery plan. Schools are offering remedial lessons, and the school calendar has been reconfigured to maximise school days. Additional teachers are being recruited, and the Government is in the final stages of establishing the Education Radio and, later, a Television station.

2. Transforming education. We present the following propositions that will transform Malawi's education sector.

On Track One, Malawi's aspirations for inclusive, equitable, safe and health-promoting schools include the following:

- An Integrated minimum priority package comprising school health, nutrition, water, sanitation and hygiene, inclusive education, mental health, and online safety.
- Increasing primary enrollment from 90 to 100 percent, primary completion rate from 52 to 100 percent, transition to secondary from 38 to 100 percent, and secondary completion rate from 19.8 to 100 percent.
- Strengthening child protection; ending gender-based violence; and operationalising school governance bodies.

Malawi has made the following commitments for inclusive, equitable, safe and health-promoting schools:

- Defining and equipping all existing and new education institutions with an integrated minimum priority package
- Making education mandatory from early childhood to secondary school; and intensifying girls' education.

On Track Two, Malawi's aspirations for learning and skills for life, work and sustainable development include:

- Foundational literacy, numeracy, social and emotional learning, digital literacy, technical and vocational education, entrepreneurship and financial literacy, across the curriculum.
- A curriculum and pedagogical methods that nurture and allow learners to express their abilities.
- Climate change and sustainable development content across the curriculum for resilience and adaptation.
- Creativity, critical thinking, citizenship, communication, problem-solving, empathy and compassion.
- Capacitating higher education institutions for technical training, scientific research and technological innovation, with expansion of postgraduate and postdoctoral programmes.
- Integration of the selection of students into both public and private universities,
- Widening access to government loans and scholarships to Open, Distance and eLearning (ODEL) students.
- Educating parents to enable them to support their children's education and participate in school governance; and the creation of a multi-sectoral Technical Working Group for young and adult education.
- Bringing all education sub sectors under the ministry responsible for education; defining a research agenda for education, and inclusion of children in refugee camps in national plans.

Malawi has made the following commitments for learning and skills for life, work and sustainable development:

- Expansion of existing and construction of new secondary schools to increase transition rates from primary to secondary from 38 to 100 percent.
- Equipping all schools with laboratories, libraries, running water, electricity, adequate teaching and learning materials, and internet and digital technologies.

On Track Three, Malawi's aspirations for teachers, teaching and the teaching profession include the following:

- Transformation of the teaching profession to make it prestigious, autonomous, trusted and accountable.
- An annual National Education Summit to share innovative and transformative practices, award outstanding

teachers, and create Malawi's education think tank.

Government has made the following commitments for teachers, teaching and the teaching profession:

- Operationalisation of the National Teachers Council, the National Teacher Policy and the Continuous Professional Development Framework for Teachers and Teacher Educators.
- Raising minimum qualifications for primary school teachers to a university diploma and degree.
- Educating teachers in action research so they can solve problems and innovate at classroom and community level.
- Recruiting adequate, and retaining qualified teachers for all schools to reach the desired qualified teacher pupil ratio of 1:45 for primary and 1:20 for secondary school by 2030.

On Track Four, Malawi's aspirations for digital learning and transformation include the following:

- Scaling up teaching and learning through cost-effective tablet-based adaptive technology.
- Expanding network coverage to the entire nation and reducing tariffs on Internet data especially for students to increase access to digital learning opportunities.
- Widening access to devices through loans, scholarships and grants; local assembly devices and reducing importation taxes.
- Virtual laboratory simulations and animated gamification to enhance the teaching and learning experience especially for Science, Technology, Engineering, Arts and Mathematics (STEAM).

The Government has made the following commitments for digital learning and transformation:

- An ODeL transformative ecosystem that provides equitable access to quality and relevant education and promotes lifelong learning.
- Establishing an education radio and TV station with nationwide coverage; opening digital secondary schools; and operationalising the ODeL and ICT for Education policies, and the SADC Cybersecurity Infrastructure Framework.
- Providing every educational institution with electricity, Internet connectivity, and technology devices.
- Strengthening digital Literacy in primary and secondary education for digital skills advancement.

On Track Five, Malawi's aspirations for financing education include the following:

- Enhancing equity and efficiency, utilising data and systems thinking, enforcing accountability in education spending, and rationalising existing levies to benefit education financing.
- Increasing tax-to-GDP ratio by 5 percentage points to 21.4 percent through progressive tax reforms.
- Continuing efforts to renegotiate terms and conditions of aid to remove wage bill caps on teacher recruitment.

The Government has made the following commitments for financing education:

- Enactment and enforcement of legislation to end corruption and free resources to augment education financing
- Allocation of at least 15-20 percent of national expenditure, and at least 4-6 percent of GDP, for domestic financing of education.
- Increasing Gross Domestic Expenditure on Research and Development to 1 percent of GDP.

- 3. In conclusion:** Malawi hopes that the international community will support us in making education the central focus of our country's efforts to achieve the Sustainable Development Goals and our own **Malawi 2063** development goals. Malawi wishes to see conditions for international aid restructured towards increasing international aid. Malawi seeks support in improving efficiency in resource management, and wishes to see the foreign debt burden reduced, or written off, through debt swaps or debt conversions. Malawi urges the ending of illicit financial outflows, and finally, Malawi requests increased support to the Global Partnership for Education and the new global compact for education.

Malawi supports the principles behind the new global compact for education. It endorses the position advanced by the background paper for Thematic Action Track Five, which "proposes a transformative rights-based agenda for a new global compact for financing lifelong learning for all."