Malawi Education Fact Sheets | 2022

Analyses for learning and equity using MICS data

MICS-EAGLE

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Acknowledgements

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Photocredits

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Introduction

What is MICS?

UNICEF launched Multiple Indicator Cluster Surveys (MICS) in 1995 to monitor the status of children around the world. Over the past twenty-five years, this household survey has become the largest source of statistically sound and internationally comparable data on women and children worldwide, and more than 330 MICS surveys have been carried out in more than 115 countries.

MICS surveys are conducted by trained fieldworkers who perform face-to-face interviews with household members on a variety of topics. MICS was a major data source for the Millennium Development Goals indicators and continues to inform more than 150 Sustainable Development Goals (SDG) indicators in support of the 2030 Sustainable Development Agenda.

MICS has been updated several times with new and improved questions. The current version, MICS6, was deployed in 2017 and is being implemented in 58 countries. MICS6 includes new modules that track SDG4 indicators related to education such as learning (SDG4.1.1), Early Childhood Development and Education (SDG4.2.1 and SDG4.2.2), information and communication technology skills (ICT—SDG4.4.1), and child functioning (child disability—SDG4.5.1), as well as parental involvement in education.

MICS6 in Malawi

The Malawi Multiple Indicator Cluster Survey (MICS) was carried out in December 2019- August 2020 by the National Statistical Office as part of the Global MICS Programme. Technical support was provided by the United Nations Children's Fund (UNICEF), with Government of Malawi funding and financial support from UNICEF, the Royal Norwegian Embassy (RNE), German Embassy, Global Alliance for Vaccines and Immunizations (GAVI) and the United States Agency for International Development (USAID). For all education questions, school year 2019-2020 is the current school year and 2018-2019 school year is the previous school year.

Differences between estimates from household survey and EMIS

In MICS, the questions on education are focused on 'attendance' instead of 'enrolment'. For all 3- to 24-year-olds, an array of information on school attendance and completion is collected. This includes whether they ever attended school, whether they attended school in current school year 2019-2020, their highest level of education, whether they attended school in school year 2018-2019, and whether they completed the grades attended. This is the information that has been used to calculate completion rate, out of school rate, drop-out and repetition rates in MICS6 and MICS-EAGLE factsheet for Malawi. It is therefore, important to note that while indicators in MICS and EMIS may share the same names, they are different. The difference arises as a result of difference in data sources, the respondents in both sources, the school year, the question/ concept used to calculate the indicator (attendance versus enrolment). However, both estimates help provide a broad understanding of the education situation in Malawi.

What is MICS-EAGLE?

UNICEF launched the MICS-EAGLE (Education Analysis for Global Learning and Equity) Initiative in 2018 with the objective of improving learning outcomes and equity issues in education by addressing two critical education data problems – gaps in key education indicators, as well as lack of effective data utilization by governments and education stakeholders. MICS-EAGLE is designed to:

- Support education sector situation analysis and sector plan development by building national capacity, and leveraging the vast wealth of education data collected by MICS6; and
- Build on the global data foundation provided by MICS6 to yield insights at the national, regional, and global level about ways to ensure each child can reach his or her full potential by reducing barriers to opportunity.

What is profiling?

One of the characteristics of these fact sheets is profiling. Profiling illustrates the demographic and socioeconomic characteristics of children in a certain category, and answers questions such as "what percentage of a key population group is male and what percentage is female?" or "what percentage of a key population group lives in rural and what percentage lives in urban areas?" Because profiles examine all children within a key population group, the sum of various characteristics always adds up to 100 per cent (although rounding may affect this).

For example, a profile of children not completing primary education will highlight some of the main characteristics of children in the target population group for this indicator. Completion rates look at children aged 3-5 years older than the entry age for children for the last grade of that level of education. Therefore, in Malawi the target population for the primary completion rate indicator will be young adults aged 12-14 years who have not completed primary education. In Malawi, 2 per cent of young adults aged between 12 and 14 have not completed basic education. Among this 2 percent who have not completed basic education, 60 per cent are males and 40 per cent are females.

How are these fact sheets structured?

The MICS-EAGLE Initiative offers activities at the national, regional, and global level. The eight topics listed below are analyzed through an equity lens (gender, socio-economic status, ethnicity, etc.):

- **Access and Completion**
- **Skills** (learning outcomes, ICT skills and literacy rate)
- **Inclusive Education** (with a focus on disability)
- **Early Learning**
- **Out-of-School Children**
- **Repetition and Dropouts** (internal efficiency)
- **Child Protection** (child labour and child marriage)
- **Remote Learning**

Topic 1 Completion Rates

Guiding questions

1. For which level of education is the completion rate the lowest?
2. What regions have the lowest completion rates at each level?
3. What is the profile of children who do not complete each level of education?
4. What are the socioeconomic characteristics of children who do not complete each level of education?

Overview

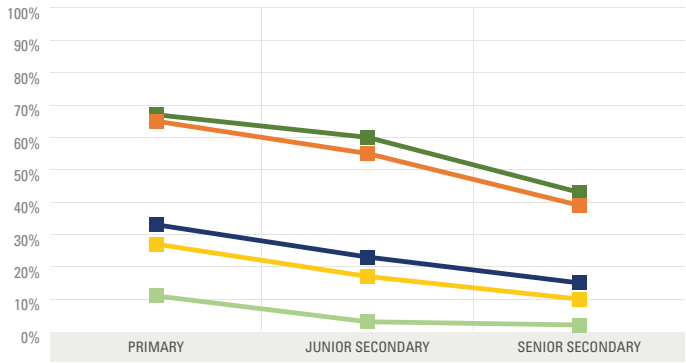
What is completion rate?

The completion rate reflects the percentage of a cohort of children or young people three to five years older than the intended age for the last grade of each level of education (primary, junior secondary, or senior secondary) who have completed that level of education. For example, if the official age of entry into primary education is 6 years, and primary school has 8 grades, then the intended age for the last grade of primary education is 13 years. In this case, the reference age group for calculation of the primary completion rate would be 16-18 years (13 + 3 = 16 and 13 + 5 = 18).

This indicator is used to calculate SDG 4.1.2 – Completion rate (primary education, lower secondary education, upper secondary education).

FIGURE 1 Overview of completion rates

	PRIMARY	JUNIOR SECONDARY	SENIOR SECONDARY
Richest	67%	60%	43%
Urban	65%	55%	39%
Total	33%	23%	15%
Rural	27%	17%	10%
Poorest	11%	3%	2%



Box 1.1
Completion rate in Malawi MICS and Malawi EMIS

Using administrative data, the completion rate is calculated by dividing the total number of new entrants in the last grade of a level (primary or secondary) by the population of the official age in the last grade. In MICS and other household survey data, however, the completion rate is calculated for the percentage of a cohort of children or young people three to five years older than the intended age for the last grade of each level of education (primary, junior secondary, or senior secondary) who have completed that level of education.

As seen by the above definition, although both MICS and EMIS calculate an indicator which shares the same name, i.e. completion rate, the numerator and denominator of the completion rate differs according to the data source. However, both calculation methods strive to capture the efficiency in the education systems with the completion rate (in EMIS and household surveys) being sensitive to repeaters, late entrants and dropouts.

FIGURE 2 **Primary** completion rates

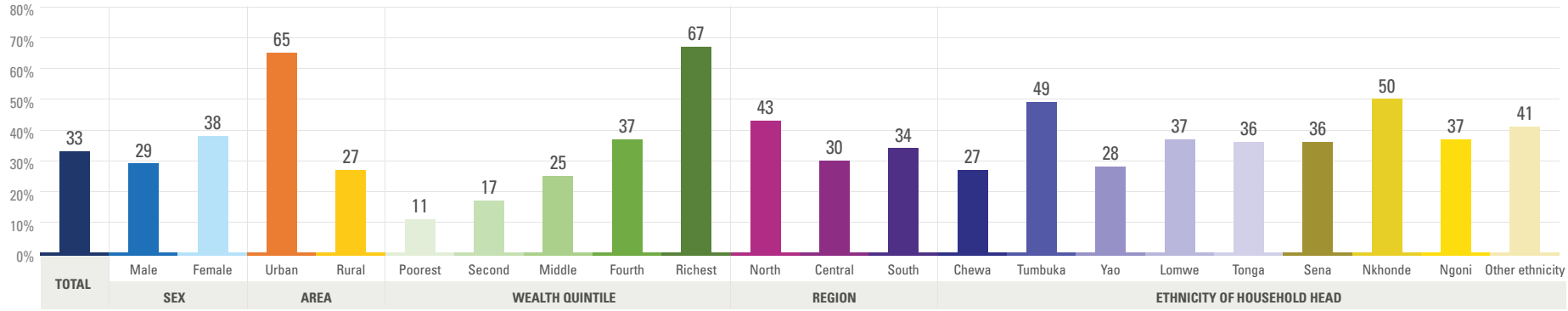


FIGURE 3 **Junior secondary** completion rates

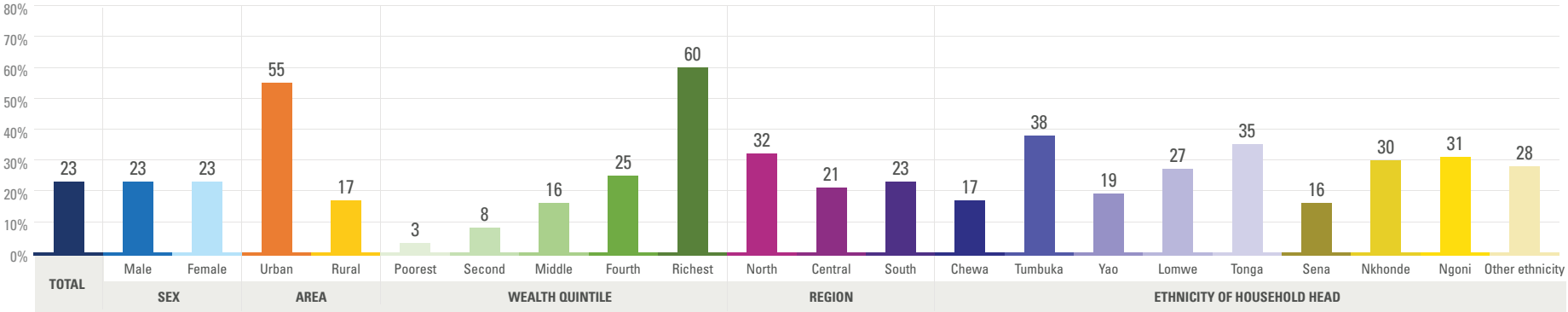
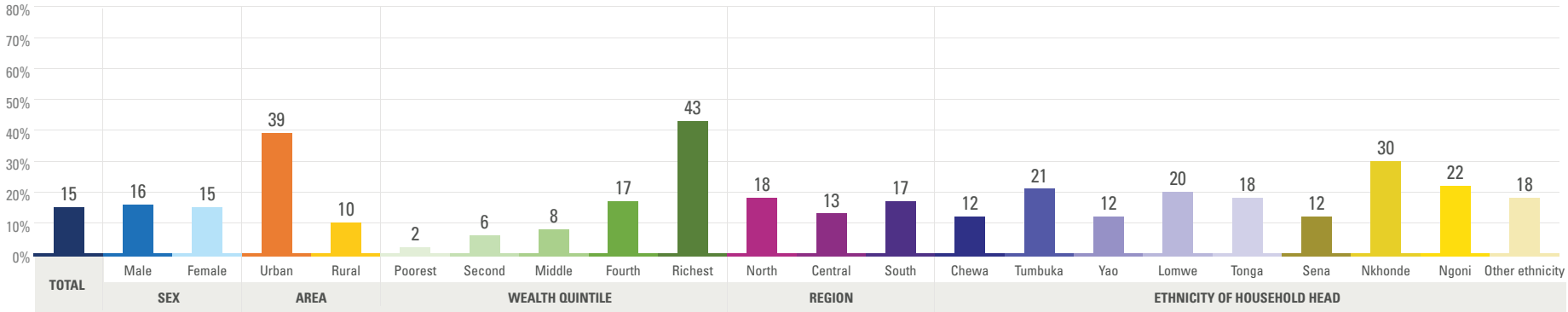


FIGURE 4 **Senior secondary** completion rates



Findings

- The primary completion rate in Malawi is 33 per cent, indicating that two-thirds of the children of primary school completion age did not complete primary education. The differences are notable by various background characteristics.
- Completion rates decline for junior secondary school to 23 per cent, and further drop to 15 per cent for senior secondary level.
- At all levels, rural and poor children have completion rates below the average for all of Malawi, whereas urban and richer children have completion rates above the average. In particular, children belonging to the poorest quintile have much lower completion rates than other groups.
- The gap between the completion rates of children from the richest and poorest wealth quintiles remains high at all levels of the education system. In primary, 67 per cent of the children from the wealthiest quintile complete their education, compared to only 11 per cent from the poorest quintile. Furthermore, while 43 per cent of children from the richest quintile complete senior secondary education, less than 2 per cent of children from the poorest quintile do so.
- Across different ethnicities, children with Tumbuka or Nkhonde ethnicity generally have higher completion rates than others. In contrast, completion rates for children with Yao or Chewa ethnicity are lower than others.

Profiles of children who do not complete school

These profiles are based on the share of children not completing each level of education in Malawi, where 67 per cent do not complete primary, 77 per cent do not complete junior secondary education, and 85 per cent do not complete senior secondary education.

FIGURE 5 Profiling of children who do not complete school, by level of education and by **sex**

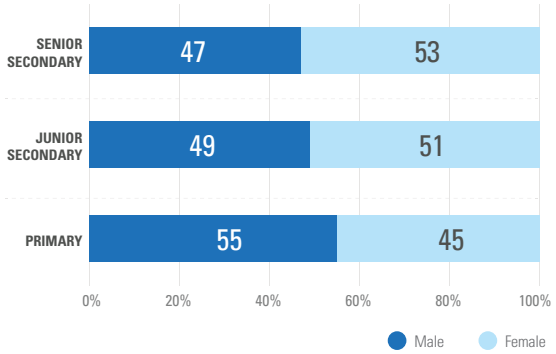


FIGURE 6 Profiling of children who do not complete school, by level of education and by **area**

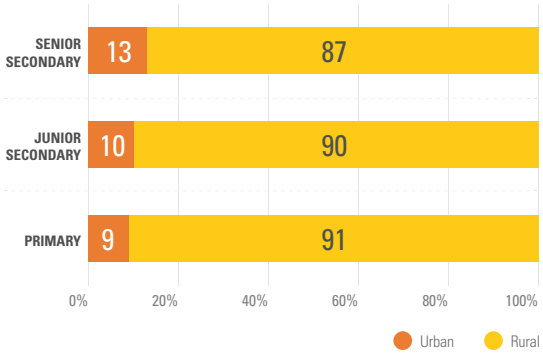


FIGURE 7 Profiling of children who do not complete school, by level of education and by **region**

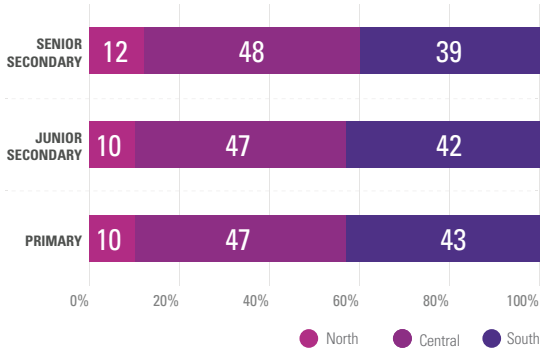


FIGURE 8 Profiling of children who do not complete school, by level of education and by **wealth quintile**

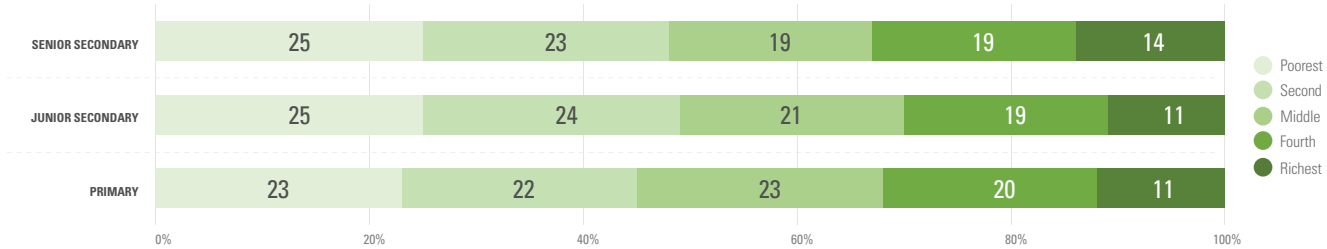
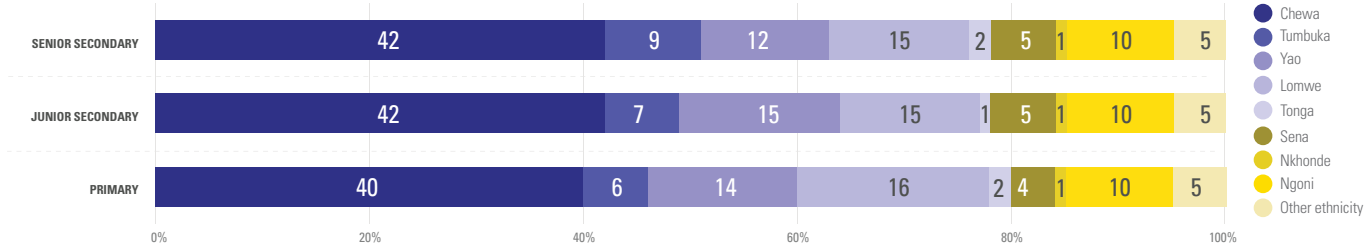


FIGURE 9 Profiling of children who do not complete school, by level of education and by **ethnicity of household head**



Note: numbers may not sum to 100 per cent due to rounding.

Findings

- Among children who do not complete primary, there are a slightly higher share of girls. However, at senior secondary level, there are less boys than girls who did not complete.
- Across all levels, among children not completing the level, the majority of them reside in rural areas.
- Around half of the children who do not complete school are in Central region.
- Children from the poorest two wealth quintiles make up almost half of those who do not complete junior secondary school, and their over-representation persist throughout the education system.
- Among children who do not complete each level of education, more than 40 per cent are with Chewa ethnicity, followed by Lomwe and Yao ethnicity.

TABLE 1. Completion – Rates & headcounts by various socioeconomic characteristics

		Non-Completion rates (%) (share of children who **do not** complete)			Estimated number of children who do not complete*		
		Primary	Junior secondary	Senior secondary	Primary	Junior secondary	Senior secondary
Total		**67**	**77**	**85**	**865,000**	**937,000**	**964,000**
Sex	Male	71	77	84	480,000	457,000	448,000
	Female	62	77	85	385,000	480,000	516,000
Area	Urban	35	45	61	79,000	91,000	126,000
	Rural	73	83	90	786,000	846,000	838,000
Wealth quintile	Poorest	89	97	98	199,000	239,000	238,000
	Second	83	92	94	194,000	222,000	219,000
	Middle	75	84	92	198,000	196,000	184,000
	Fourth	63	75	83	177,000	178,000	185,000
	Richest	33	40	57	98,000	102,000	138,000
Region	North	57	68	82	88,000	96,000	119,000
	Central	70	79	87	406,000	445,000	465,000
	South	66	77	83	370,000	396,000	380,000
Ethnicity of household head	Chewa	73	83	88	350,000	394,000	410,000
	Tumbuka	51	62	79	57,000	62,000	86,000
	Yao	72	81	88	122,000	138,000	115,000
	Lomwe	63	73	80	144,000	138,000	141,000
	Tonga	64	65	82	16,000	13,000	16,000
	Sena	64	84	88	38,000	44,000	45,000
	Nkhonde	50	70	70	8,000	9,000	8,000
	Ngoni	63	69	78	85,000	90,000	94,000
	Other ethnicity	59	72	82	44,000	48,000	49,000

**Headcounts are based on UNSD statistics.

Completion – Rates & headcounts by various socioeconomic characteristics

These charts show the number of children in various groups who did not complete their education (represented by the size of the bubble) and the non-completion rates for each group (indicated on the y-axis)

FIGURE 10 Non-completion rates and headcounts of children who do not complete **primary school**

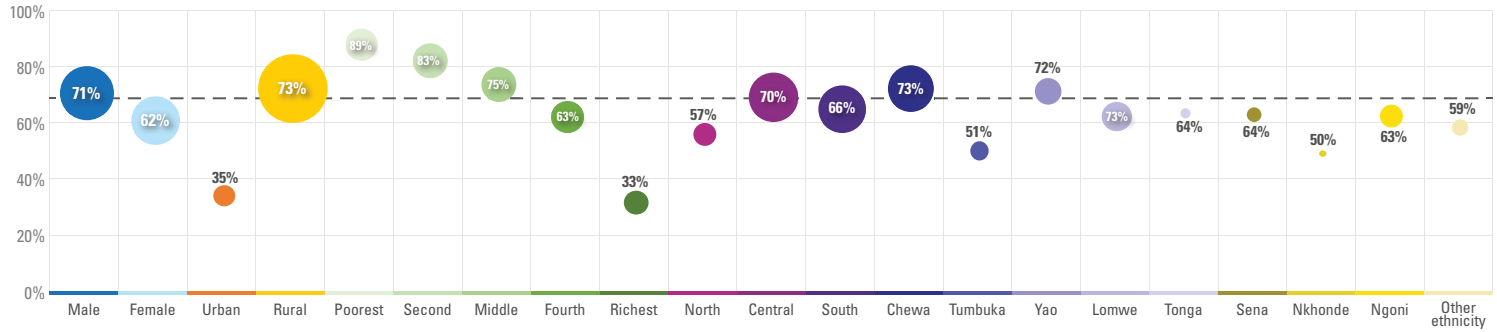


FIGURE 11 Non-completion rates and headcounts of children who do not complete **junior secondary school**

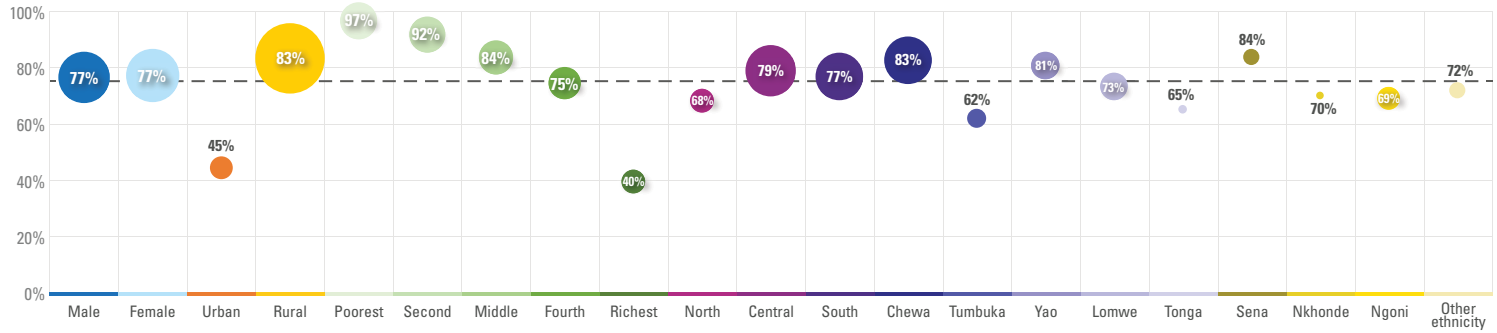
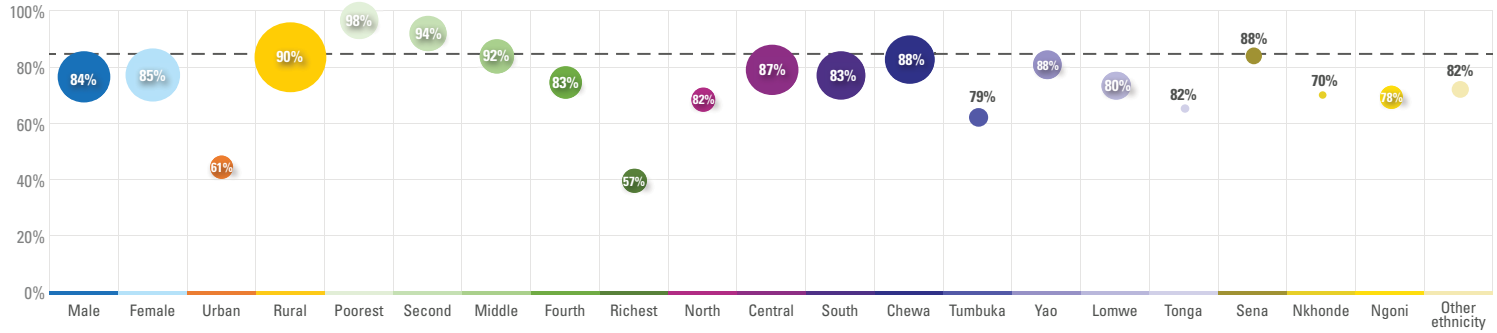


FIGURE 12 Non-completion rates and headcounts of children who do not complete **senior secondary school**



Findings

- At primary level, more boys than girls do not complete with boy's primary non-completion rate 10 percentage points higher than that of girls. However, at junior secondary and senior secondary level, the incompletion rates are very similar for boys and girls.
- There is substantial variation in non-completion rates by urban-rural location and socio-economic status, as rural children and poorer children have much higher non-completion rates at all three levels.
- The headcount and rate of incompletion are similar in Central and South region across three levels, but the incompletion rate and headcount are lower in the North region.
- Among different ethnicities, Tumbuka and Nkhonde have lower incompletion rates than other ethnicities. In contrast, Chewa ethnicity has higher incompletion rates and number of children who do not complete than other ethnicities.

Topic 2 Foundational Learning Skills

Guiding questions

1. By which grade do most children acquire foundational learning skills (measured at the Grade 2/3 level)?
2. Which characteristics are linked to higher shares of reading and numeracy skills?
3. What share of each group of young people are literate, and what share have ICT skills?
4. What is the profile of children who are not learning?

Foundational reading and numeracy skills measured at the Grade 2/3 level

Foundational learning skills in the MICS module are learning outcomes expected for Grades 2 and 3 in numeracy and reading. They are measured for children aged 7 to 14 years. These data can be used to calculate SDG4.1.1.a to measure the proportion of children in Grade 2/3 achieving minimum proficiency in (i) reading and (ii) numeracy, by sex.

FIGURE 13 Share of children with foundational skills by **highest grade attended**

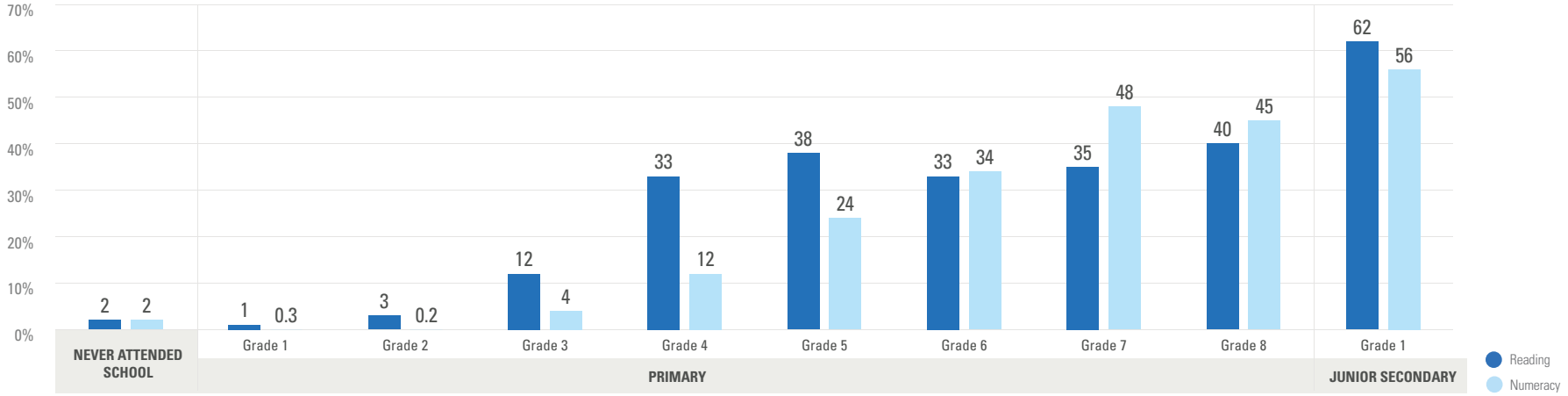


FIGURE 14 Share of children aged 7 to 14 with foundational **reading skills**

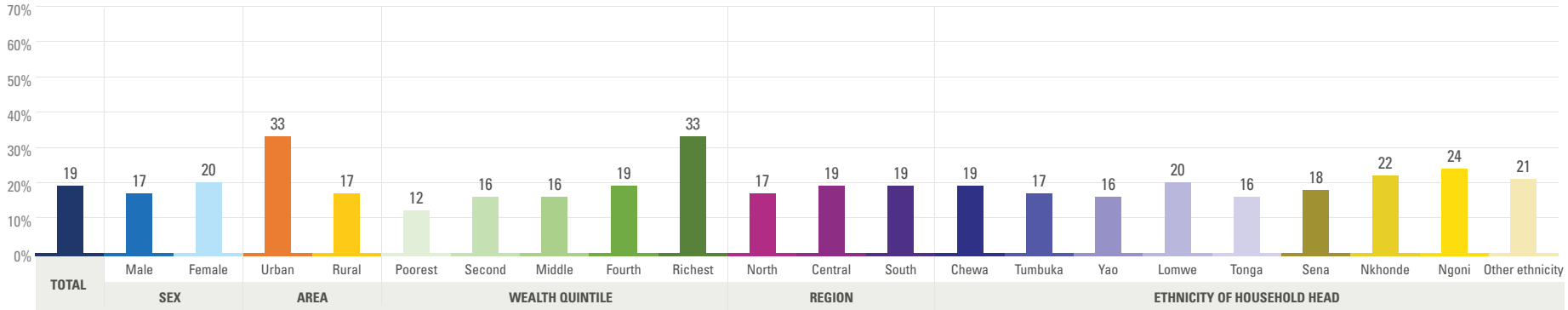
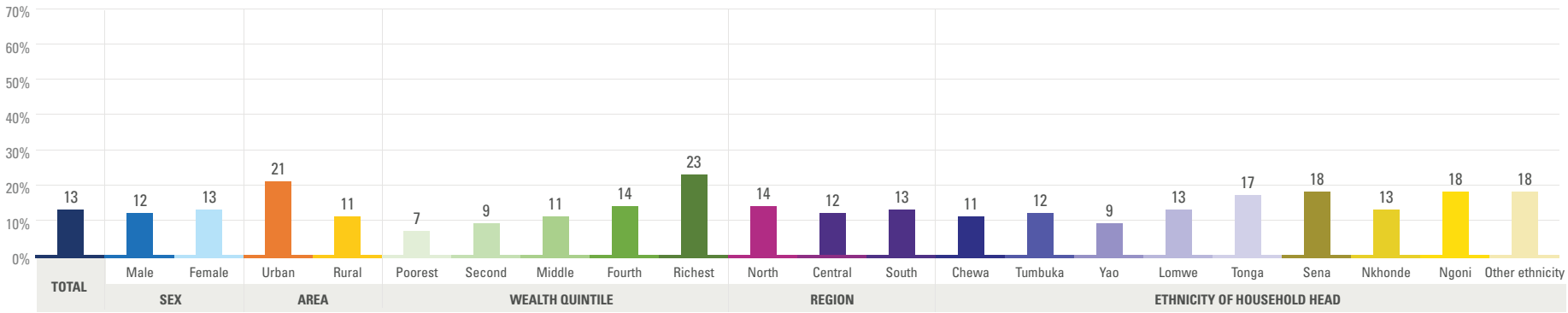
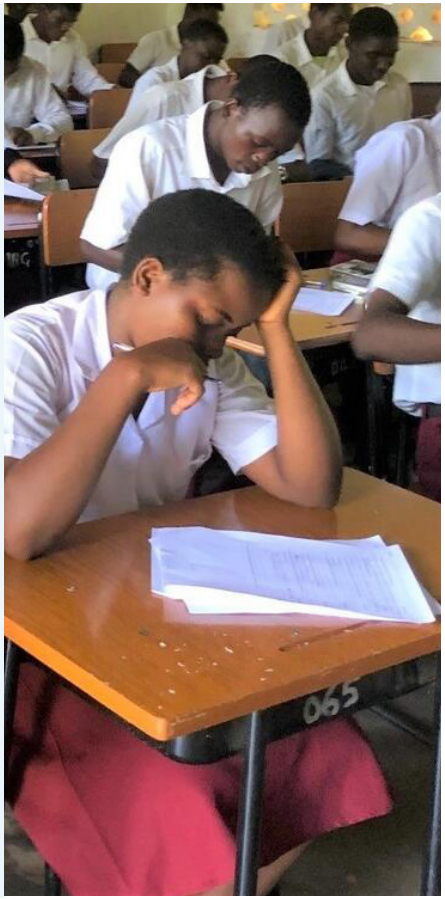


FIGURE 15 Share of children aged 7 to 14 with foundational **numeracy skills**



Findings

- The Foundational Learning module assesses skills at the Grade 2/3 level. However, only 12 per cent of children who have Grade 3 as the highest grade attended have the expected reading skills for that grade, while 4 per cent of children have the expected numeracy skills.
- Data indicates that children learn by staying in school, as the share increases with each highest grade attended. Foundational skills are very low for children who never attended school.
- The share of children with Grade 2/3 level reading skills increases from 12 per cent in Grade 3 to 62 per cent in junior secondary Grade 1, whereas the share of children with numeracy skills at the Grade 2/3 level increases from 4 per cent in Grade 3 to 56 per cent in junior secondary Grade 1. It is important to note that all children are assessed based on contents of grade 2/3 and in Malawi, there are children whose highest grade is junior secondary Grade 2 who still do not have foundational skills.
- In Malawi, overall, 19 per cent of children aged 7 to 14 have foundational reading skills and 13 per cent of children aged 7 to 14 have foundational numeracy skills.
- Learning gaps along socioeconomic lines can be seen in Malawi, where a higher share of urban and wealthy children have foundational reading and numeracy skills.
- The largest learning gap is associated with household wealth: the share of children from the richest quintile with foundational reading skills is 21 percentage points higher than the share of share of children from the poorest wealth quintile. This gap is much narrower in foundational numeracy skills, where the percentage of children from the richest quintile who have foundational numeracy skills is 23 compared to 7 per cent children from poorest wealth quintile.
- Across different ethnicities, a smaller share of children with Yao ethnicity have foundational reading or numeracy skills than those from other ethnicities, whereas a higher share of children with Ngoni ethnicity have foundational reading or numeracy skills.



Literacy and ICT skills

ICT skills are measured based on whether an individual carried out computer-related activities in the three months preceding the survey.

An individual is literate if (i) they attended secondary or higher level of education; (ii) they can read all, or part of, a typed sentence which is shown to them.

FIGURE 16 **Literacy rates** among youth aged 15 to 24 years

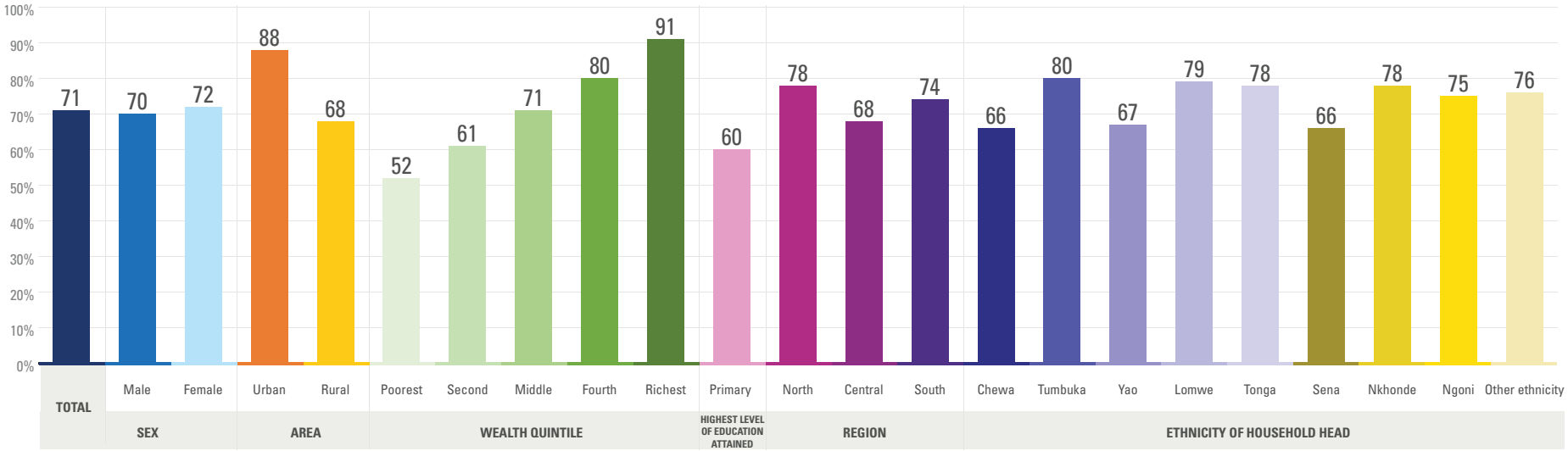
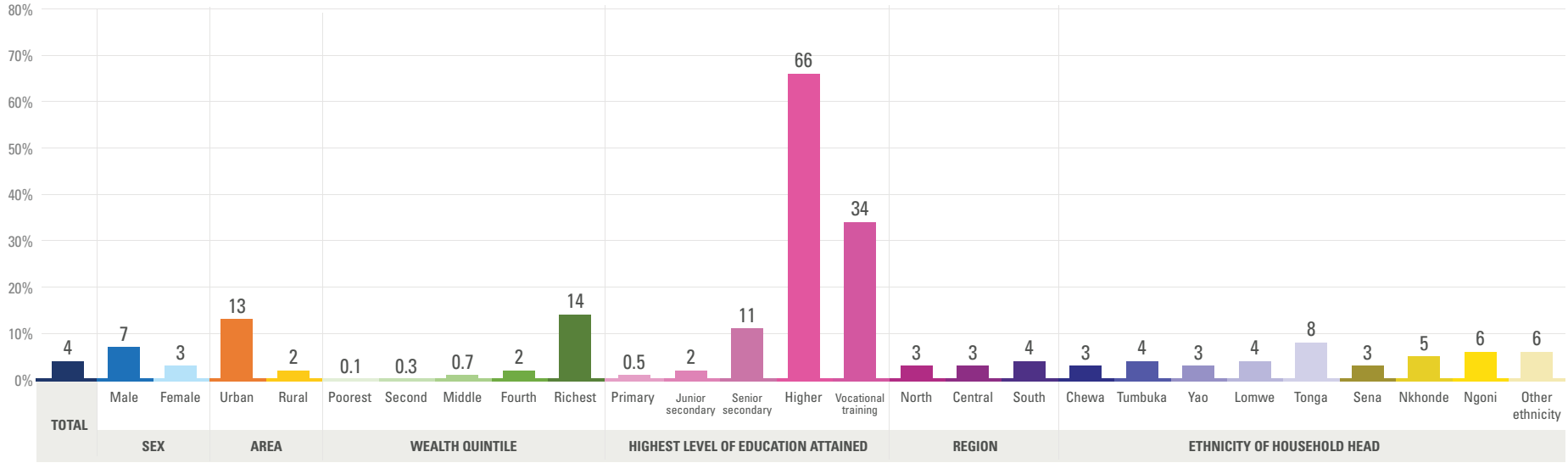


FIGURE 17 **ICT skill** among youth aged 15 to 24 years



Findings

- 71 percent of 15 to 24 year old in Malawi are literate. In MICS, literacy is assessed on the ability of the respondent to read a short simple statement or based on school attendance i.e. those who attended lower secondary or higher are counted as literate. However, those who only attended primary school have lower literacy rate at 60%.
- There are substantial variation in literacy rate across different wealth quintile. Slightly over half of the youth in the poorest household are literate, compared to more than 90 per cent of their peers from the richest households.
- Only 4 per cent of 15 to 24 year old have ICT skills in Malawi. ICT skills is calculated based on responses to 9 ICT-related activities in MICS.
- More males and urban youth have ICT skills than females or rural youth. Strong inequities are observed in ICT skills signaling the digital divide may exist along socio-economic lines.
- The largest difference in ICT skill is observed by the highest level of education attained, with 66 per cent of youth who have higher education having ICT skills compared to 1 per cent of youth with primary education.

Profile of children not learning

These profiles are based on the 81 per cent of children in Malawi aged 7 to 14 years who do not have foundational reading skills and the 87 per cent who do not have foundational numeracy skills.

FIGURE 18 Profile of children who are not learning, by **sex**

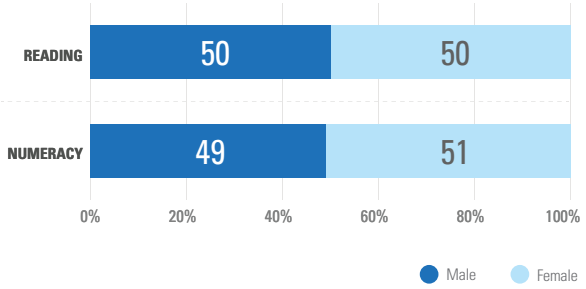


FIGURE 19 Profile of children who are not learning, by **area**

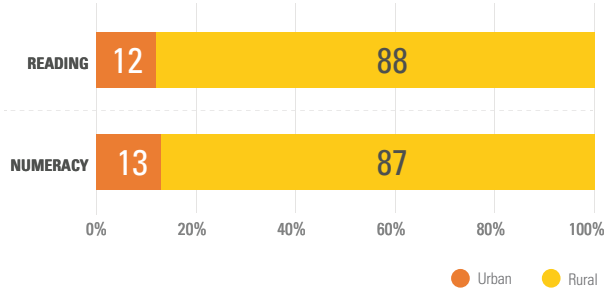


FIGURE 20 Profile of children who are not learning, by **region**

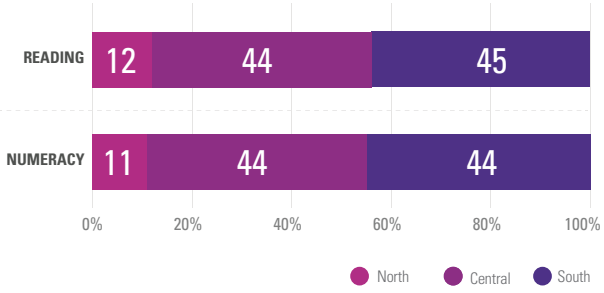


FIGURE 21 Profile of children who are not learning, by **wealth quintile**

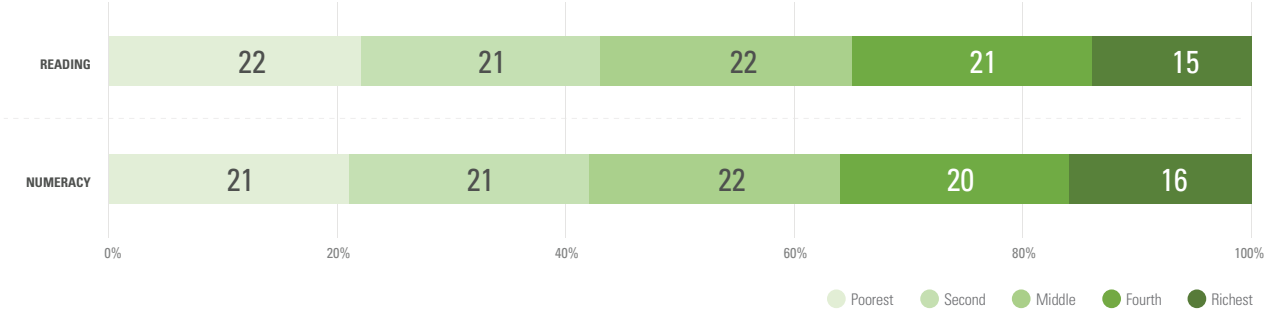
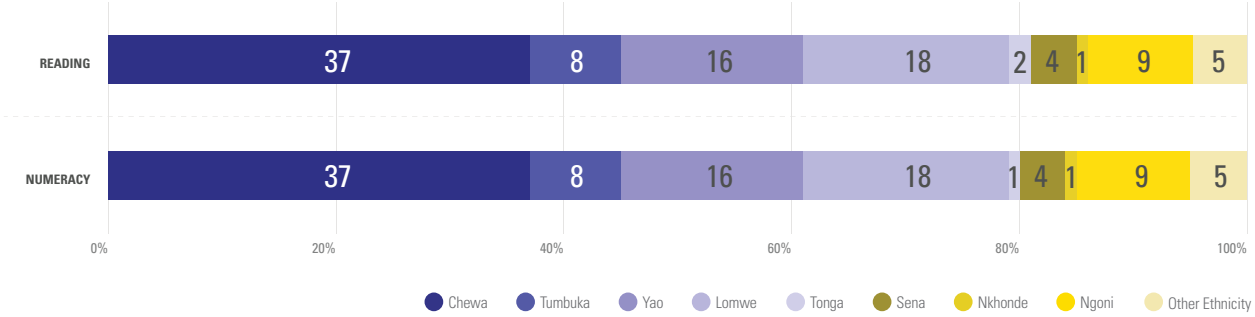


FIGURE 22 Profile of children who are not learning, by **ethnicity of household head**



Findings

- Equal proportions of boys and girls lack foundational reading skills, and slightly more girls lack foundational numeracy skills.
- Most children who are not learning are in rural areas.
- Children from the bottom 60% of the wealth distribution are overrepresented in those whore are not learning. In total, they make up around two-thirds of the children who do not have foundational reading or numeracy skills.
- Of the children not learning, around 45 per cent of them are from the Central region, with another 45 per cent from the South region.
- Around 40 per cent of the children without foundational reading or numeracy have Chewa ethnicity, and around 20% of these children have Lomwe ethnicity.

TABLE 2. Foundational skills – Shares & headcounts of children aged 7 to 14 who are not learning, by various socioeconomic characteristics

		Share (%) of children (age 7-14) Not learning		Estimated no. of children Not learning	
		Reading	Numeracy	Reading	Numeracy
Total		**81**	**87**	**3,270,000**	**3,522,000**
Sex	Male	83	88	1,627,000	1,729,000
	Female	80	87	1,643,000	1,793,000
Area	Urban	67	79	389,000	456,000
	Rural	83	89	2,881,000	3,065,000
Wealth Quintile	Poorest	88	93	704,000	745,000
	Second	84	91	673,000	728,000
	Middle	84	89	728,000	772,000
	Fourth	81	86	671,000	710,000
	Richest	67	77	493,000	566,000
Region	North	83	86	384,000	399,000
	Central	81	88	1,429,000	1,558,000
	South	81	87	1,457,000	1,565,000
Ethnicity of household head	Chewa	81	89	1,199,000	1,313,000
	Tumbuka	83	88	264,000	279,000
	Yao	84	91	521,000	567,000
	Lomwe	80	87	604,000	651,000
	Tonga	84	83	53,000	53,000
	Sena	82	82	140,000	140,000
	Nkhonde	78	87	33,000	37,000
	Ngoni	76	82	290,000	311,000
	Other ethnicity	79	82	166,000	172,000

*Headcounts are based on UNSD statistics.

Foundational skills – Shares & headcounts of children aged 7 to 14 who are not learning, by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and share (indicated on the y-axis) of children in various groups who do not have foundational learning skills.

FIGURE 23 Shares and headcounts of children who do not have foundational **reading skills**

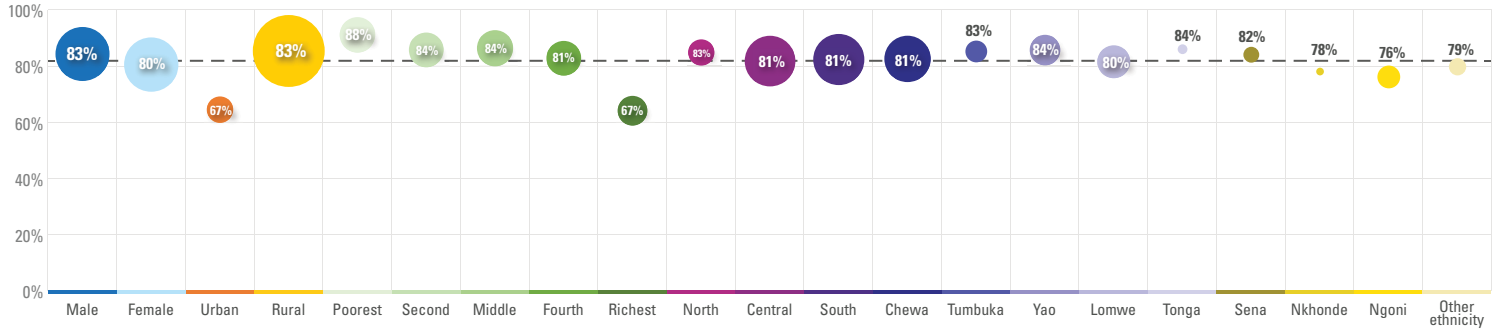
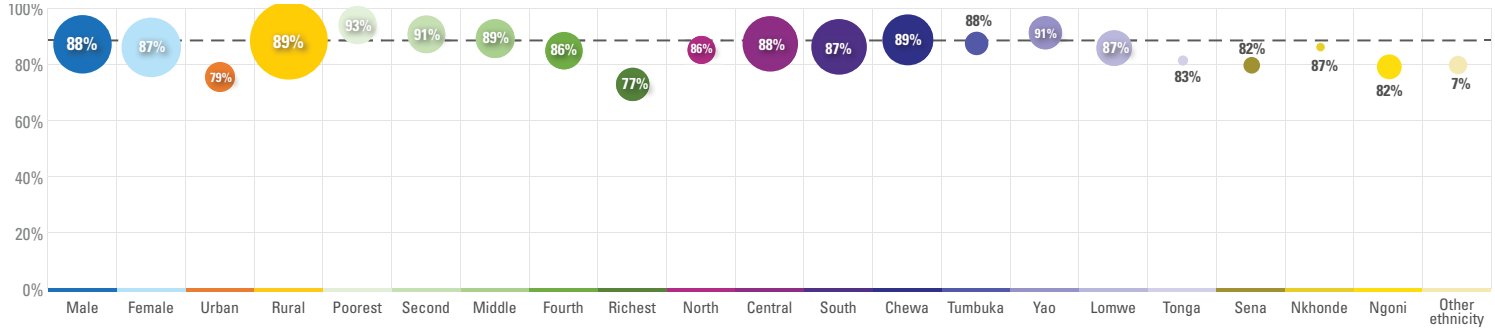


FIGURE 24 Shares and headcounts of children who do not have foundational **numeracy skills**



Findings

- In both foundational reading and numeracy skills, children from the poorest wealth quintile have very high rates of children not learning, at 88 per cent. By contrast, children from the richest quintile have lower, but still high share, of children who do not have foundational reading skills, at 67 per cent.
- The disparity between urban and rural is also evident, as the share and headcount of urban children without foundational reading or numeracy skills are lower than their peers in rural areas.
- The variance in share of children without foundational skills by region is relatively small. However, children with Yao ethnicity have the highest share without foundational reading or numeracy skills, whereas children with Ngoni ethnicity have the lowest share without the same skills.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Topic 3 Out-of-School Children

Guiding questions

1. Which level of education has the highest rate of out-of-school children?
2. How many children are out of school?
3. Which regions have the highest out-of-school rates?
4. Where do most out-of-school children live and what is their background?

Overview

Who are out-of-school children?

Out-of-school children are children and young people in the official age range for a given level of education who are not attending either pre-primary, primary, secondary or higher levels of education. The objective of the out-of-school children rate is to identify the part of the population in the official age range for a given level of education not attending school, in order to formulate targeted policies that can be put in place to ensure they have access to education. It is used to calculate SDG 4.1.4 – Out-of-school rate for different levels of education, including primary, lower secondary and upper secondary.

FIGURE 25 Overview of out-of-school rates

	PRIMARY	JUNIOR SECONDARY	SENIOR SECONDARY
Richest	3%	8%	21%
Urban	3%	7%	25%
Total	6%	16%	34%
Rural	7%	17%	36%
Poorest	10%	28%	50%

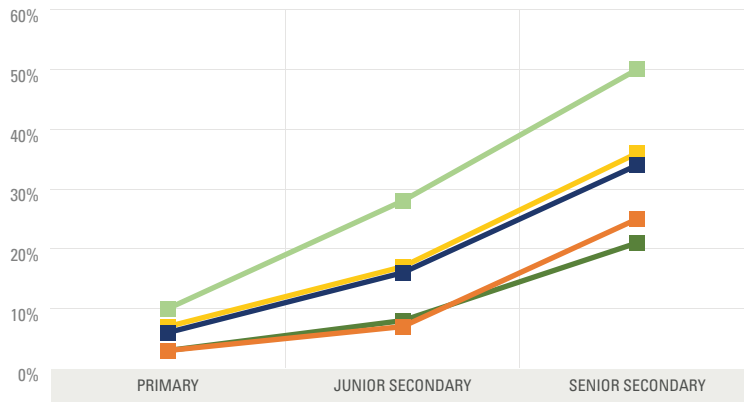
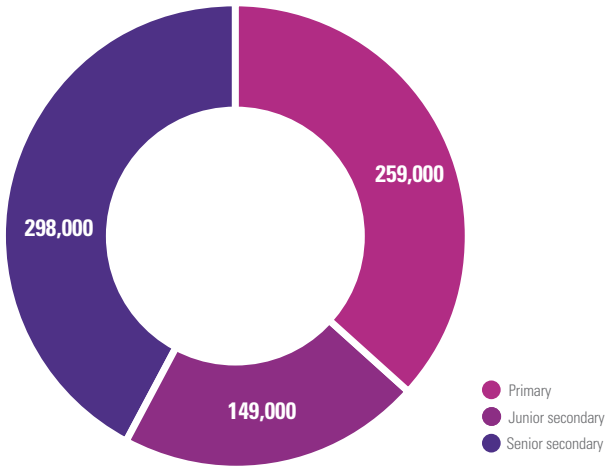


FIGURE 26 Out-of-school population (estimated headcounts)



Findings

- In Malawi, 6 per cent of children of age to go to primary school are out of school. At the junior secondary school level, the percentage of out of school children increases to 16 per cent, and at the senior secondary level it increases to 34 per cent of children.
- At all levels, the poorest children have out-of-school rates that are much higher than the average for all of Malawi. The gap in out of school rates grows larger between children from the poorest and richest wealth quintile, with the difference 7 percentage points, 20 percentage points, and 29 percentage points for primary, junior secondary, and senior secondary levels respectively.
- Out-of-school rates for rural children are also higher than the Malawi average at all levels of education.
- In total about 259,000 primary school-age children and 149,000 junior secondary school-age children were out of school. At the senior secondary level the number of out-of-school children is 298,000.

Out-of-school children by level of education

FIGURE 27 **Primary** out-of-school rates

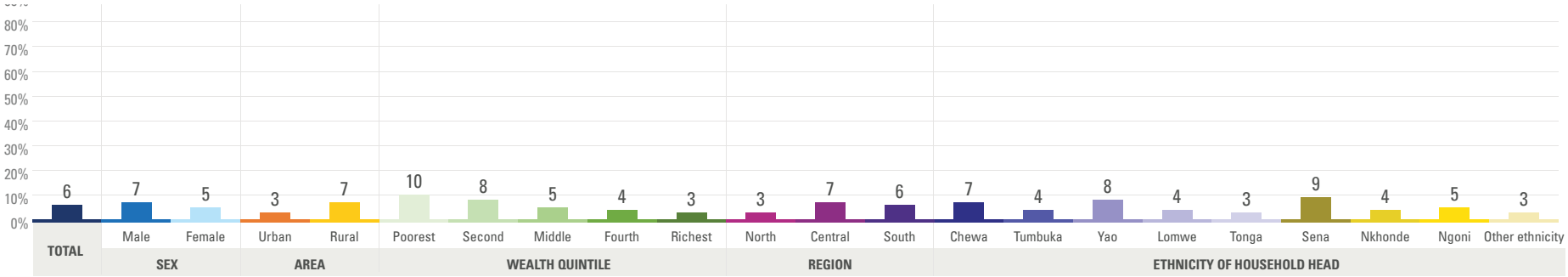


FIGURE 28 **Junior secondary** out-of-school rates

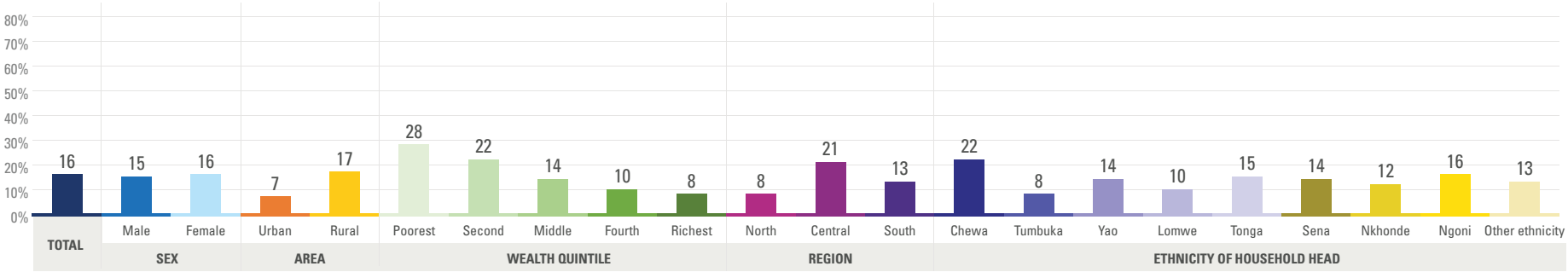
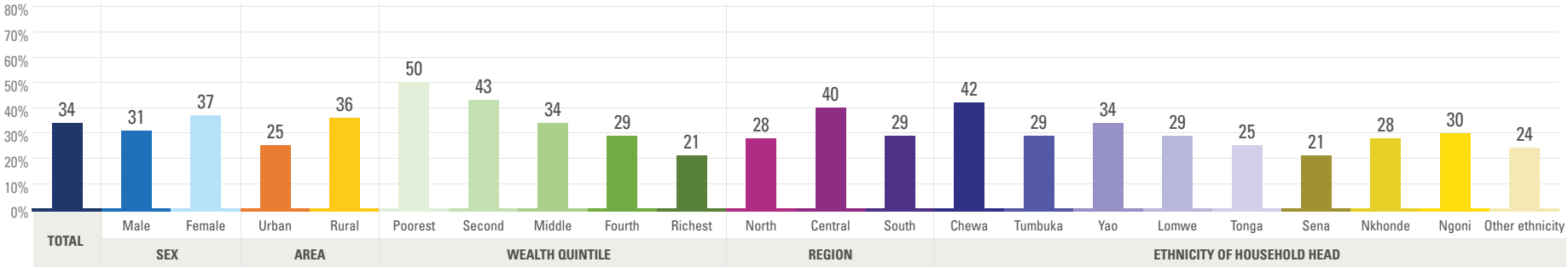


FIGURE 29 **Senior secondary** out-of-school rates



Findings

- On average, 6 per cent of children of age to go to primary school are not attending any form of education.
- At the Junior secondary school level, the out-of-school rate for Malawi increases to 16 per cent, indicating that fewer children are in school as they progress through the levels.
- In all levels, data indicate substantial differences by socio-economic lines, with only 3 per cent of children belonging to the richest quintile of school at the primary level, compared to 10 per cent of the poorest children being out of school at the same level.
- At the secondary level, the out-of-school rate continues to increase, reaching 34 per cent for senior secondary throughout Malawi. Differences are observed along urban and rural location, with a higher share of rural children being out of school. The divide between out of school children in the highest and lowest wealth quintile is particularly stark at both the junior and senior secondary level.
- At all levels of education, out of school rates vary by region. At the primary level, Central region has the highest out of school children rate at 7 per cent and the North region has the lowest, at 3 per cent.
- At the junior and senior secondary school level, out of school rates increase for all regions. The North region remains to be the region with the lowest out-of-school children rate, and the Central region remains to be the region with the highest out-of-school children rate.
- Children with Sena ethnicity have the highest out-of-school rate in primary school, and Chewa ethnicity have the highest out-of-school rate in junior and senior secondary school level.

Profiles of out-of-school children

These profiles are based on the share of children who are out of school in Malawi, where 6 per cent of children are out of school in primary, 16 per cent in junior secondary, and 34 per cent in senior secondary.

FIGURE 30 Profile of out-of-school children, by level of education and, by **sex**

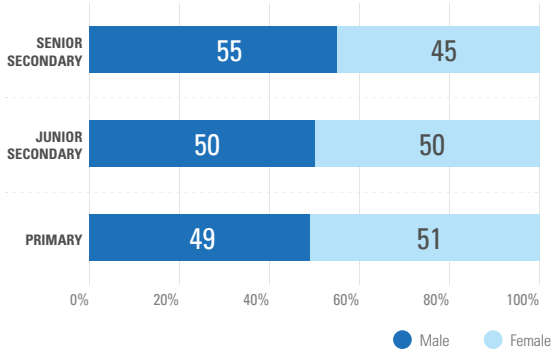


FIGURE 31 Profile of out-of-school children, by level of education and, by **area**

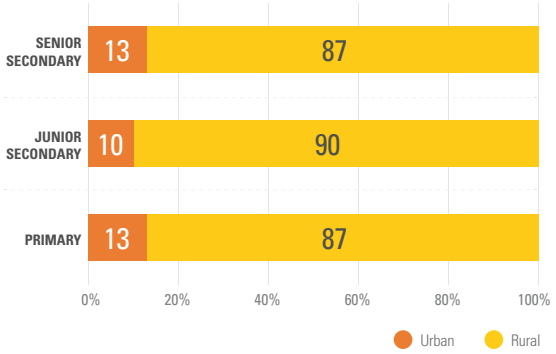


FIGURE 32 Profile of out-of-school children, by level of education and, by **region**

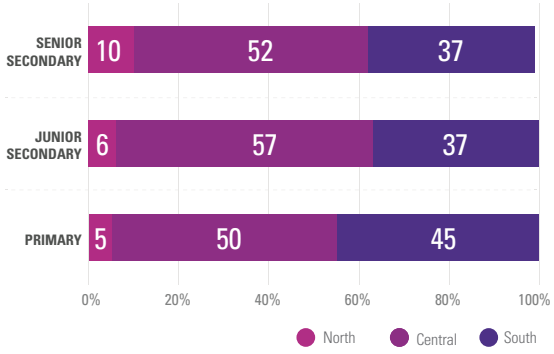


FIGURE 33 Profile of out-of-school children, by level of education and, by **wealth quintile**

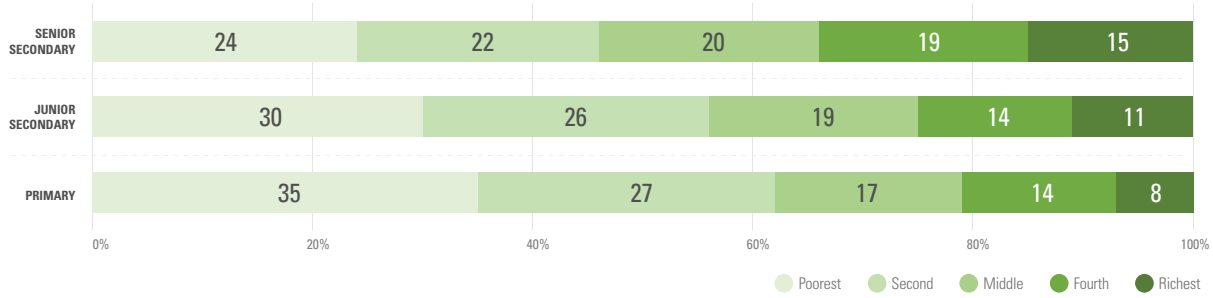
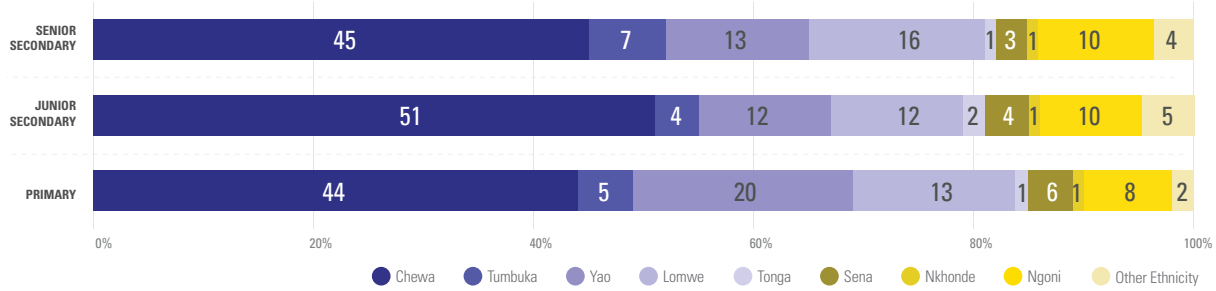


FIGURE 34 Profile of out-of-school children, by level of education and, by **ethnicity of household head**



Findings

- Among primary school age children who are out-of-school, there are more boys than girls. However, when it comes to junior or senior secondary, boys and girls have equal share in making up the out-of-school population.
- At all levels, a vast majority of the out-of-school children reside in the rural areas. For example, at primary level, 94 per cent of the out-of-school children are from the rural area.
- Children from the bottom two quintile comprise 60 per cent of out of school children in at the primary level, and 56 per cent in the junior secondary level, and 46 per cent in the senior secondary level.
- At least half of the out-of-school children in each level of the education are from the Central region. Children from the North region make up 5 per cent of the out-of-school population In primary and junior secondary level, but they make up 10 per cent of the out-of-school population in senior secondary level.
- Around half of the children who are out-of-school have Chewa ethnicity in all three levels of education. In primary level, 20 per cent of the children who are out of school have Yao ethnicity.

TABLE 3. Out-of-school rates & headcounts by various socioeconomic characteristics

		Out-of-school rates (%)			Estimated number of out of school children*		
		Primary	Junior secondary	Senior secondary	Primary	Junior secondary	Senior secondary
Total		**6**	**16**	**34**	**260,000**	**151,000**	**303,000**
Sex	Male	7	15	31	144,000	75,000	148,000
	Female	5	16	37	116,000	76,000	155,000
Area	Urban	3	7	25	16,000	11,000	40,000
	Rural	7	17	36	244,000	141,000	263,000
Wealth quintile	Poorest	10	28	50	90,000	45,000	71,000
	Second	8	22	43	70,000	39,000	66,000
	Middle	5	14	34	45,000	30,000	62,000
	Fourth	4	10	29	36,000	21,000	59,000
	Richest	3	8	21	20,000	17,000	45,000
Region	North	3	8	28	14,000	9,000	31,000
	Central	7	21	40	130,000	86,000	158,000
	South	6	13	29	116,000	56,000	114,000
Ethnicity of household head	Chewa	7	22	42	115,000	77,000	137,000
	Tumbuka	4	8	29	13,000	6,000	22,000
	Yao	8	14	34	53,000	18,000	38,000
	Lomwe	4	10	29	34,000	18,000	48,000
	Tonga	3	15	25	2,000	3,000	4,000
	Sena	9	14	21	15,000	6,000	9,000
	Nkhonde	4	12	28	1,000	1,000	3,000
	Ngoni	5	16	30	20,000	15,000	28,000
	Other ethnicity	3	13	24	6,000	8,000	12,000

*Headcounts are based on UNSD statistics.

Out-of-school rates & headcounts by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and rate (indicated on the y-axis) of out-of-school children in various groups.

FIGURE 35 **Primary** out-of-school rates and headcounts

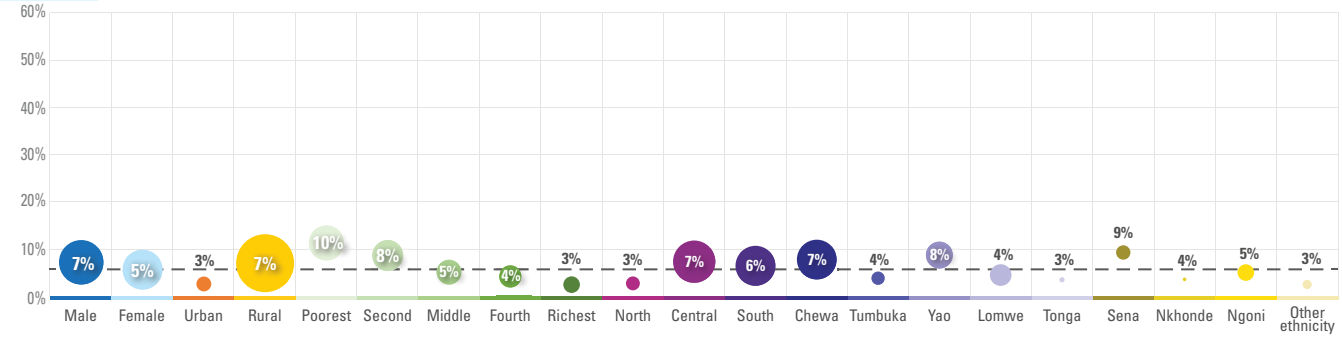


FIGURE 36 **Junior secondary** out-of-school rates and headcounts

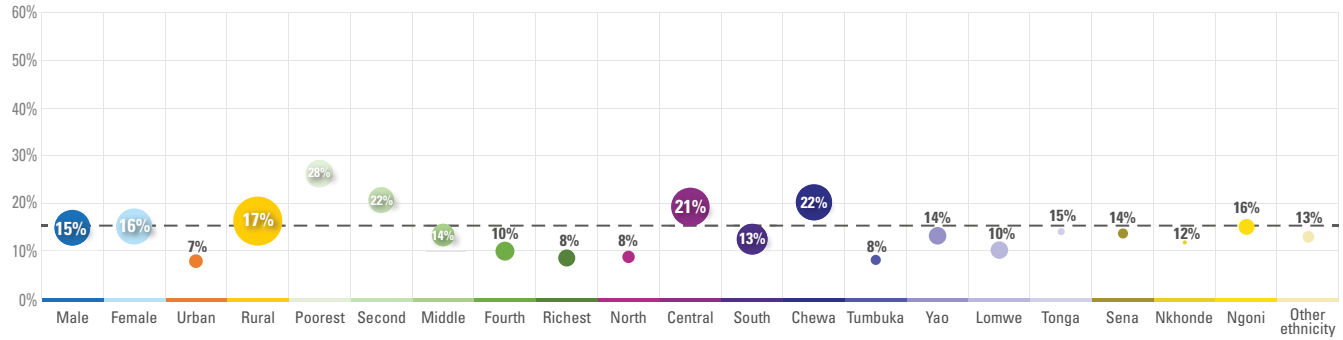
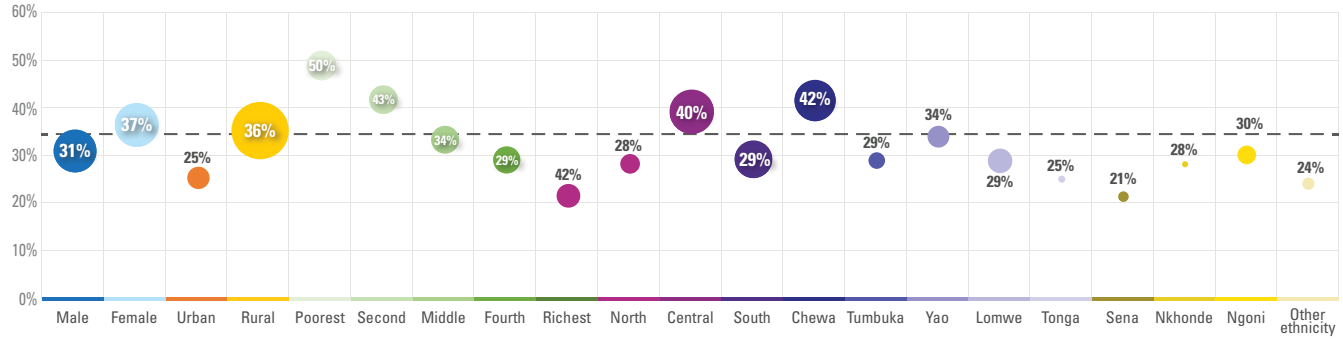


FIGURE 37 **Senior secondary** out-of-school rates and headcounts



Findings

Primary level:

- At the primary level, girls and boys have similar headcount and rates of out-of-school children. However, the disparity by urban rural residence is substantial, as children in rural areas have much higher out-of-school rates and headcounts. The gap by wealth at the primary level is also evident, with more than 10 per cent of the children from the bottom wealth quintile being out-of-school. North region and Tonga ethnicity have relatively lower out-of-school children rates compared with their peers.

Junior secondary level:

- At the junior secondary level, a trend similar to primary is observed with respect to difference along socio-economic lines. Among region, the same is true for primary and junior secondary, with the Central region having the highest out-of-school children rate. By ethnicity of the household head, children with Chewa ethnicity continues to have the highest out-of-school children rate in junior secondary level.

Senior secondary level:

- At the senior secondary level, the out of school rate and headcount further increase. With the pattern across different socio-economic backgrounds remain relatively the same, the magnitude of the gap enlarges. For example, the gaps in out-of-school children rate between the top and the bottom wealth quintile are 7, 20, and 29 percentage points for primary, junior, and senior secondary level.

Topic 4 Early Childhood Development and Education

Guiding questions

1. Which children are developmentally on track (as measured by the ECDI)?
2. Which level(s) of education do young children attend?
3. Do children attend Grade 1 at the right age?
4. What is the profile of children not attending early childhood education (ECE)?
5. What is the profile of children who are not developmentally on track (as measured by the ECDI)?

Overview

What is the Early Child Development Index (ECDI)?

ECDI is a 10-item module implemented in MICS6 to measure the percentage of children aged 3-4 who are developmentally on track in 4 domains, namely: literacy-numeracy, physical, social-emotional, and learning domains.

FIGURE 38 Age distribution at Grade 1 of primary education (%)

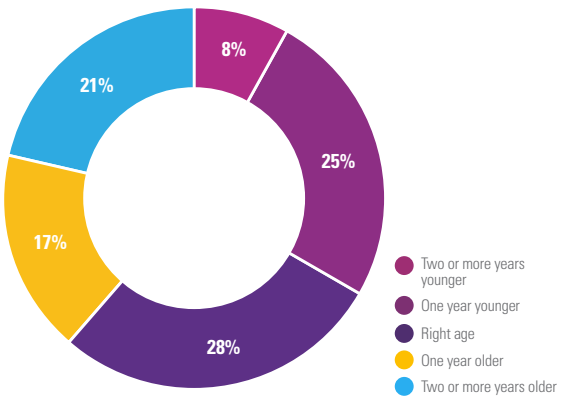


FIGURE 39 Level of education attended by 3 to 6 year olds

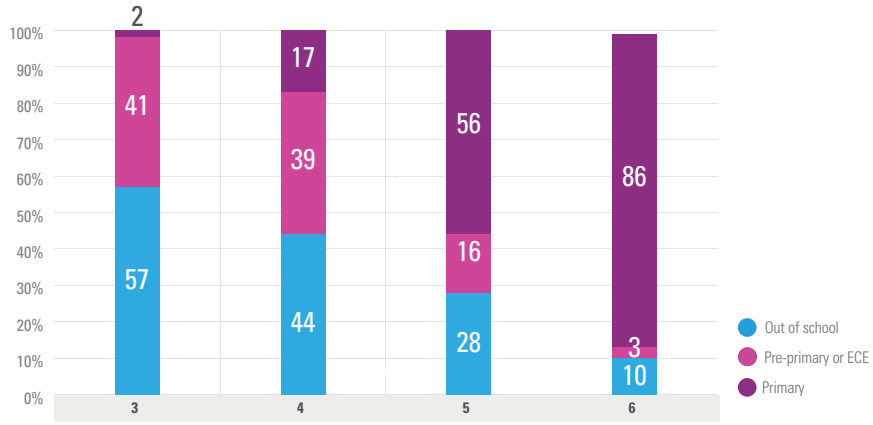


FIGURE 40 Early Childhood Development Index (ECDI) for children age 3 to 4

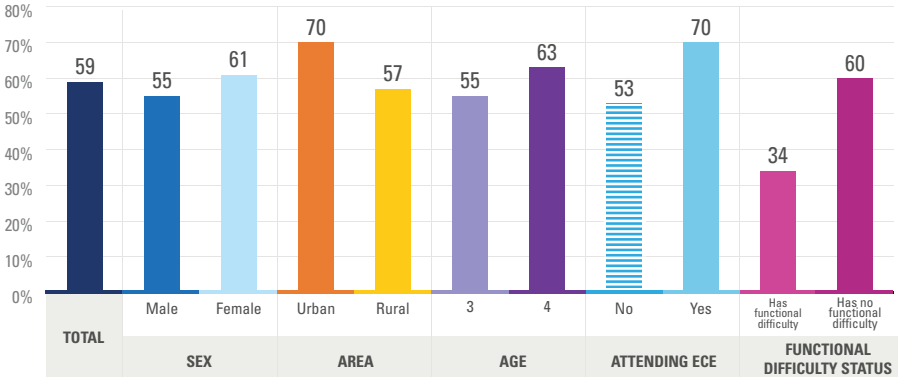
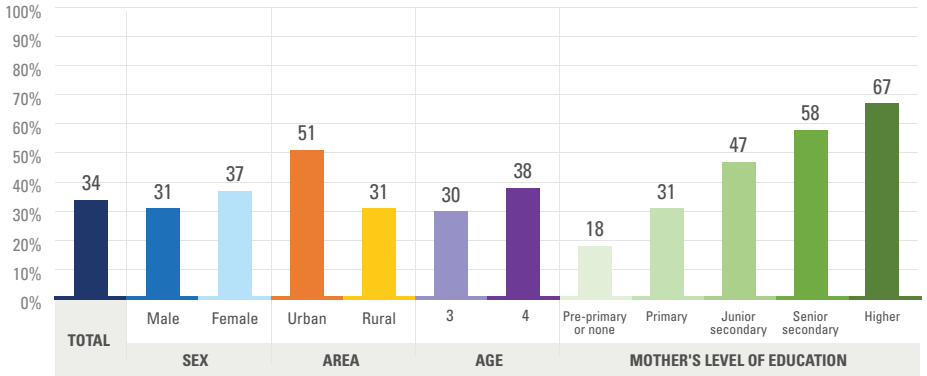


FIGURE 41 Percentage of children age 36-59 months attending early childhood education



Findings

- Around 59 per cent of Malawi's 3 to 4-year olds are developmentally on track as measured by the ECDI.
- Higher shares of urban children (70 per cent) are developmentally on track as measured by the ECDI than rural children (57 per cent).
- In Malawi, 34 per cent of children aged 36 to 59 years attend early childhood education. Moreover, early childhood education attendance increases with age: 30 per cent of 3-year old attend early childhood education compared with 52 per cent of 4-year old.
- Importantly, the share of children attending early childhood education who are developmentally on track is 22 percentage points higher than that of children not attending early childhood education.
- Early childhood education attendance is lower for children whose mothers have no education or only early childhood education , at 26 per cent, compared to 48 per cent for children whose mothers have higher education.
- Among 5-year olds, which is the official primary beginning age in Malawi, 56 per cent are in primary education. Over half of 3-year olds are out of school, but the majority of 4-year olds attend early childhood education or primary education.
- In grade 1, 22 percent of children are the right age for the grade, but 67 percent are one or more years older. 11 per cent are younger than the official starting age.

Profile of children not developmentally on track or not attending early childhood education

These profiles are based on 3 to 4-year old who are not attending early childhood education or are not developmentally on track as measured by the ECDI. 65 per cent of Malawi's 3 to 4-year old are not attending early childhood education and 41 per cent are not developmentally on track as measured by the ECDI.

FIGURE 42 Profile of young children aged 3 to 4 not attending preschool or not developmentally on track, by **sex**

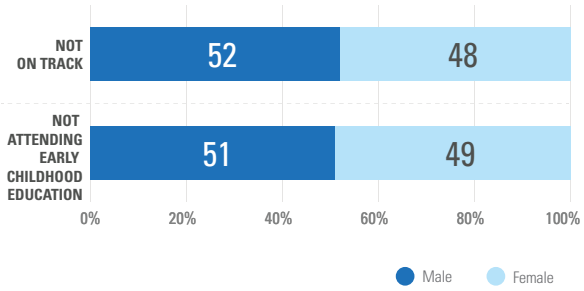


FIGURE 43 Profile of young children aged 3 to 4 not attending preschool or not developmentally on track, by **area**

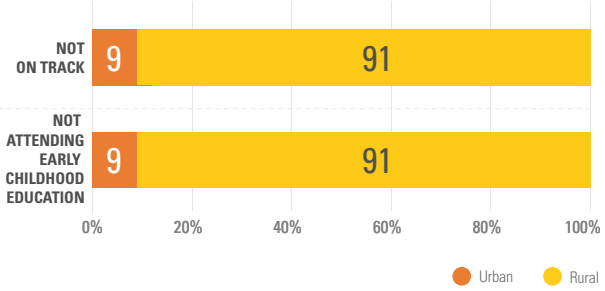


FIGURE 44 Profile of young children aged 3 to 4 not attending preschool or not developmentally on track, by **region**

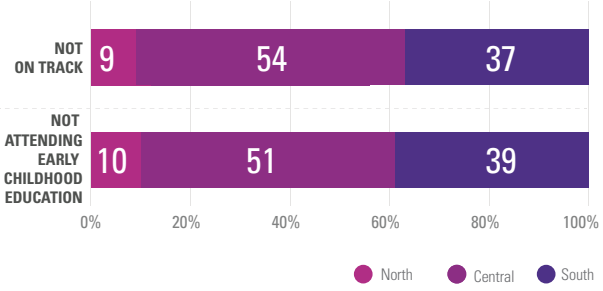


FIGURE 45 Profile of young children aged 3 to 4 not attending preschool or not developmentally on track, by **wealth quintile**

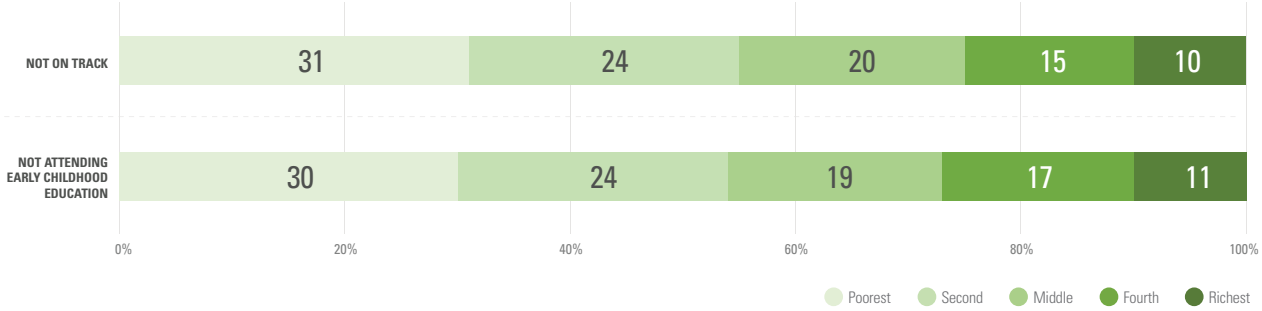
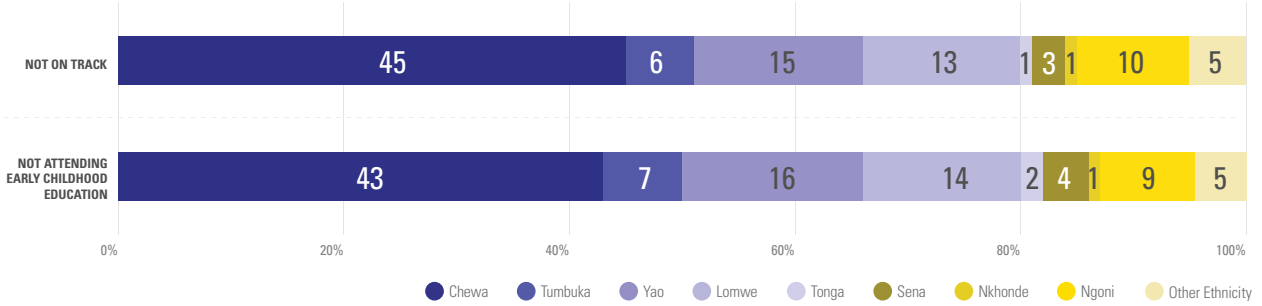


FIGURE 46 Profile of young children aged 3 to 4 not attending preschool or not developmentally on track, by **ethnicity of household head**



Findings

- Slightly more boys than girls are not attending early childhood education and more boys than girls are not developmentally on track as measured by the ECDI.
- Rural areas are home to more than two-thirds of children who are not developmentally on track as measured by the ECDI and not attending early childhood education.
- Socio-economic background impacts ECDI and early childhood education attendance. Children from the two poorest wealth quintiles comprise half of children who are not attending early childhood education and 54 per cent of children who are not developmentally on track as measured by ECDI.
- Of the children who are not developmentally on track, a proportionally higher share are in Muzaffargarh and Lahore, and of the children not attending early childhood education, a proportionately higher share are in Lahore and Faisalabad.

TABLE 4. Early Childhood Development and Education – Shares & headcounts of children aged 3 to 4 years, by various socioeconomic characteristics

		Share (%) of children aged 3 to 4		Estimated number of children aged 3 to 4*	
		Not on track on ECDI	Not attending early childhood education	Not on track on ECDI	Not attending early childhood education
Total		**41**	**66**	**471,000**	**755,000**
Sex	Male	45	69	246,000	385,000
	Female	39	63	225,000	371,000
Area	Urban	30	49	44,000	71,000
	Rural	43	69	427,000	684,000
Wealth quintile	Poorest	51	79	146,000	223,000
	Second	44	72	112,000	182,000
	Middle	44	65	95,000	142,000
	Fourth	35	63	70,000	125,000
	Richest	26	45	48,000	83,000
Region	North	36	65	43,000	79,000
	Central	49	73	253,000	383,000
	South	35	60	174,000	293,000
Ethnicity of household head	Chewa	49	74	214,000	325,000
	Tumbuka	34	65	29,000	56,000
	Yao	39	66	72,000	119,000
	Lomwe	33	58	62,000	106,000
	Tonga	32	65	6,000	13,000
	Sena	35	61	16,000	28,000
	Nkhonde	29	51	3,000	4,000
	Ngoni	44	63	47,000	68,000
	Other ethnicity	36	58	23,000	36,000

*Headcounts are based on UNSD statistics.

Early Childhood Development and Education – Shares & headcounts of children aged 3 to 4 years, by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and share (indicated on the y-axis) of children in various groups who are not on track in terms of the ECDI (top) and not attending early childhood education (bottom).

FIGURE 47 Headcounts and shares of children aged 3 to 4 who are not developmentally on track

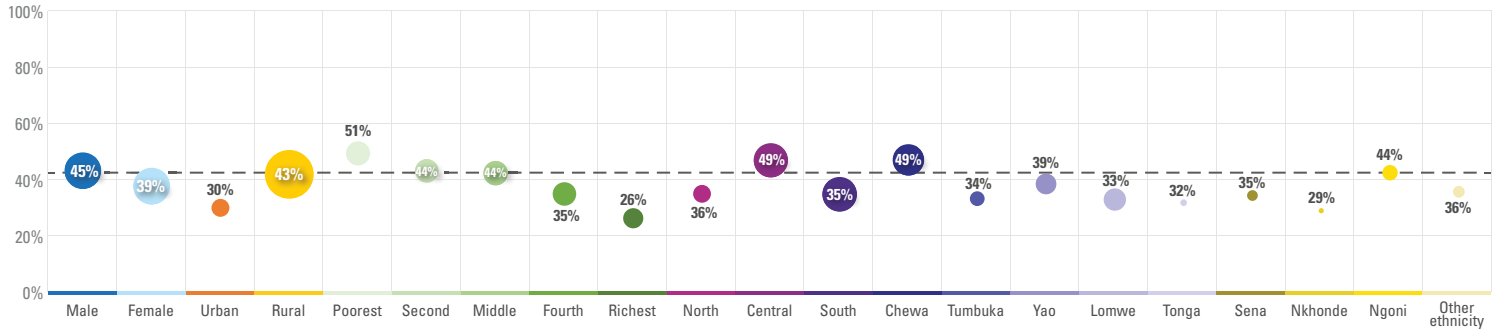
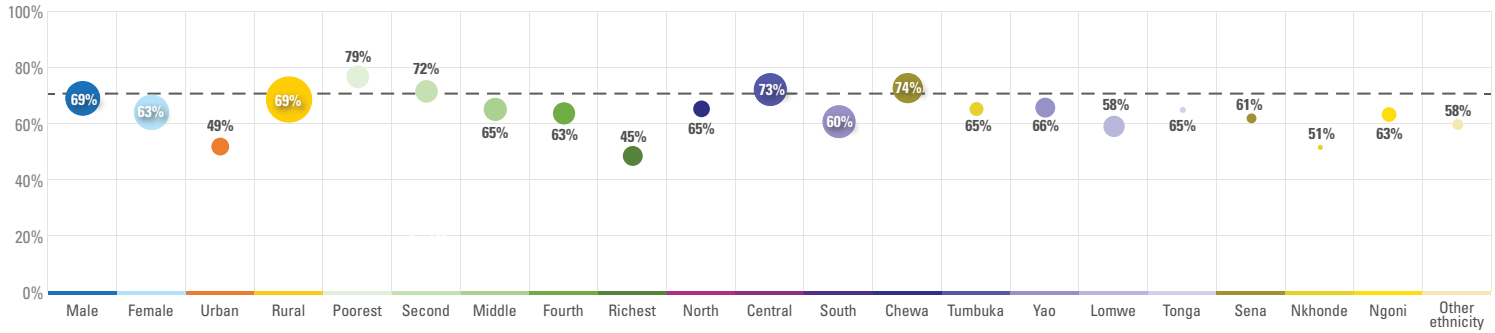


FIGURE 48 Headcounts and shares of children aged 3 to 4 who are not attending ECE



Findings

- In Malawi, 41 per cent of 3 to 4-year old are not developmentally on track as measured by ECDI and 66 per cent of 3 to 4-year olds are not attending early childhood education.
- More rural children (43 per cent) are not on track as measured by the ECDI than urban children (30 per cent), and about twice the share of poorest children (51 per cent) are not on track on ECDI as wealthiest children (26 per cent). Similarly, a larger share of rural children are not attending early childhood education than urban children, and 69 per cent of the poorest children are not attending early childhood education, compared to 49 per cent of the wealthiest children.
- Across different regions, the South region has the lowest share of children aged 3-4 who are not developmentally on track or who do not attend early childhood education. By ethnicity, Nkhonde ethnicity has the lowest share of children who are not on track on who do not attend school, whereas the Chewa ethnicity has the highest rate of children who are not on track or not attending school.

Topic 5 Repetition and Dropouts

Guiding questions

1. Which level or grade has the highest rates of repetition, dropouts?
2. What is the profile of children who repeat a grade?
3. What is the profile of children who drop out of school?

Overview

What is the repetition rate?

Repetition rates measure the share of children in a given grade in a given school year who repeated that grade as a percentage of total number of children who attended the grade in the previous year.

What is the dropout rate?

Dropout rates measure the proportion of children from a cohort attending a given grade in a given school year who are no longer attending school the following year.

FIGURE 49 **Repetition** rate by grade

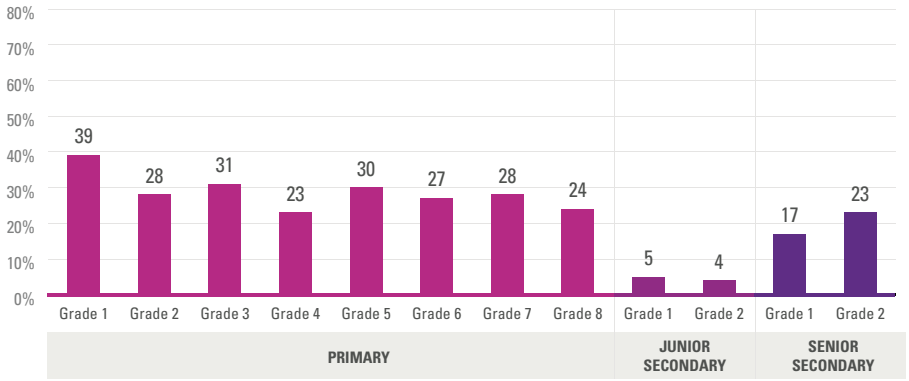


FIGURE 50 **Dropout** rate by grade

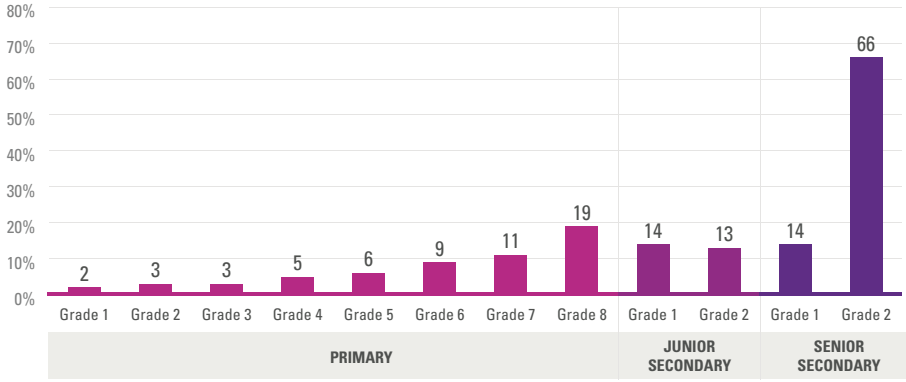


FIGURE 51 Attendance by education level, by **age**

Findings

- Repetition rates vary by grade in Malawi. In general, the repetition rates are the highest in the primary level, ranging between 23 per cent to 39 per cent. Repetition rates are the lowest in the junior secondary level, at around 4 to 5 per cent. Among grades in primary, grade 1 has the highest repetition rates, at almost 40 per cent.
- The dropout rate, on the contrary, increase by grades. The dropout rate for lower grades of primary stay low at around 3 per cent, but increases to around 10 per cent when it comes to grade 6 or 7. It further increase to 14 per cent for the first grade of junior and senior secondary.
- Dropout rates in the last grades primary and junior secondary are relatively high at 19 and 13 per cent, respectively. However, when it comes to senior secondary, the dropout rate increases to 66 per cent, meaning that two-thirds of the youth who attended the last grade of senior secondary had not yet transitioned to higher education (at the time of the survey).
- While around 40 per cent of children in age 2 to 4 attend ECE, by age 5, more than half of the children attend primary school. For children aged 6 to 13, the vast majority of them are in primary school, with the out-of-school children rate stay relatively low. However, the out-of-school children rate start to pick up by age 14, and by age 17, 40 per cent of them are out-of-school.

Profiles of repeaters and dropouts

These findings are based on Malawi's children who repeated or, dropped out from primary to senior secondary. 28 per cent of Malawi students repeat and 7 per cent dropout overall.

FIGURE 52 Profile of repeaters and dropouts, by **sex**

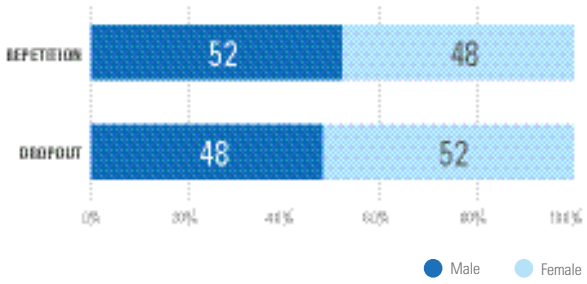


FIGURE 53 Profile of repeaters and dropouts, by **area**

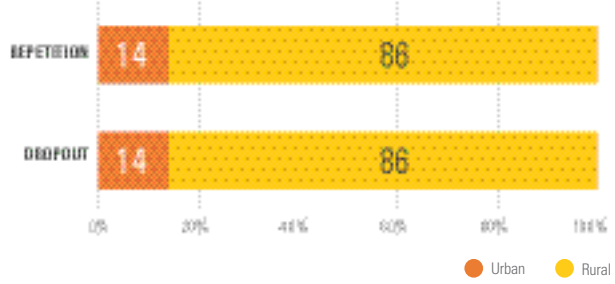


FIGURE 54 Profile of repeaters and dropouts, by **region**

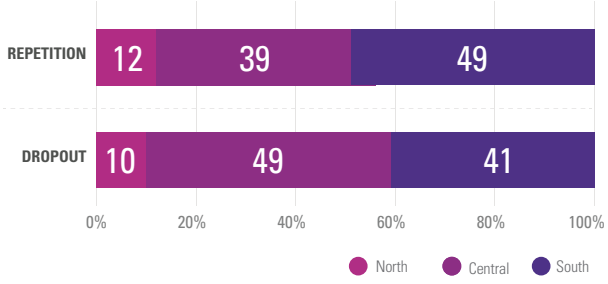


FIGURE 55 Profile of repeaters and dropouts, by **wealth quintile**

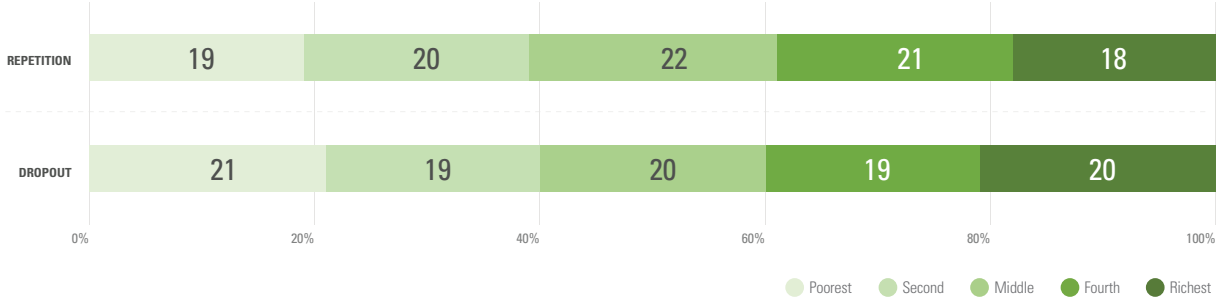


FIGURE 56 Profile of repeaters and dropouts, by **region**

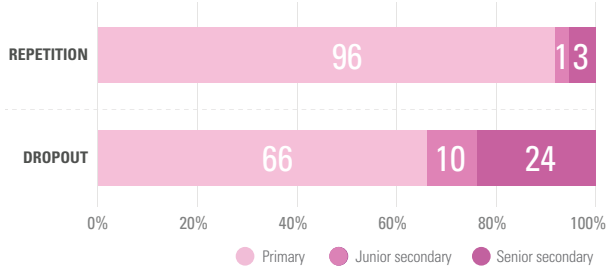
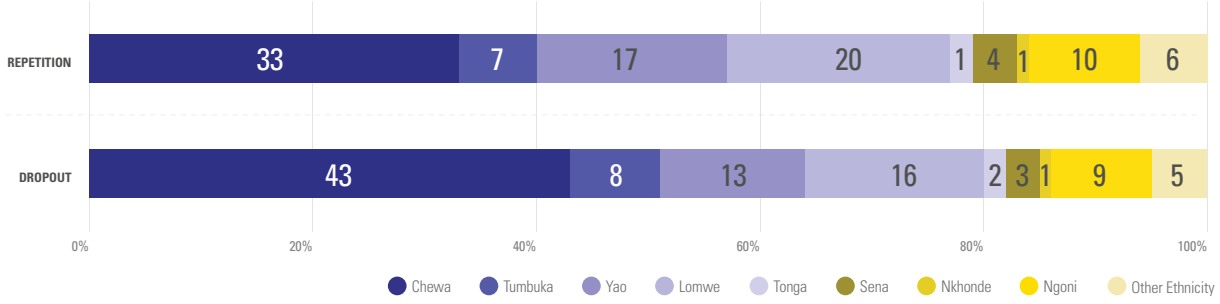


FIGURE 57 Profile of repeaters and dropouts, by **ethnicity of household head**



Findings

- More boys than girls repeat a grade but the opposite trend is observed among dropouts.
- Among children who repeat or dropout, rural children form the majority.
- Repeaters and dropouts are proportionally representative by wealth quintile.
- Most children who repeat or dropou are from the Central or South region.
- By ethnicity, at least one-third of the children who repeat or dropout have Chewa ethnicity.
- By level of education, the majority of repeaters are from primary level, followed by senior secondary level. The same trend is observed among dropouts.

TABLE 5. Repetition and dropouts – Rates & headcounts by various socioeconomic characteristic

		Share (%)		Estimated number of children*	
		Repetition	Dropouts	Repetition	Dropouts
Total		**28**	**7**	**1,655,000**	**482,600**
Sex	Male	30	7	887,000	234,900
	Female	27	8	768,000	247,700
Area	Urban	22	7	213,000	70,900
	Rural	29	8	1,443,000	411,700
Wealth quintile	Poorest	34	10	318,000	100,800
	Second	32	8	343,000	92,600
	Middle	29	7	364,000	94,900
	Fourth	28	7	356,000	93,600
	Richest	20	7	275,000	100,700
Region	North	27	6	194,000	49,300
	Central	26	9	661,000	234,900
	South	31	7	801,000	198,400
Ethnicity of household head	Chewa	27	9	557,000	205,900
	Tumbuka	24	7	126,000	39,200
	Yao	34	7	282,000	61,900
	Lomwe	29	6	321,000	78,000
	Tonga	23	8	25,000	8,900
	Sena	27	5	67,000	14,000
	Nkhonde	26	8	17,000	6,000
	Ngoni	28	6	166,000	42,600
	Other ethnicity	27	7	95,000	26,100

*Headcounts are based on UNSD statistics.

Repetition and dropouts – Rates & headcounts by various socioeconomic characteristics

These charts show the number (represented by the size of the bubble) and rates (indicated on the y-axis) of children in various groups who repeat (top), dropout (bottom)

FIGURE 58 **Repetition** rates and headcounts

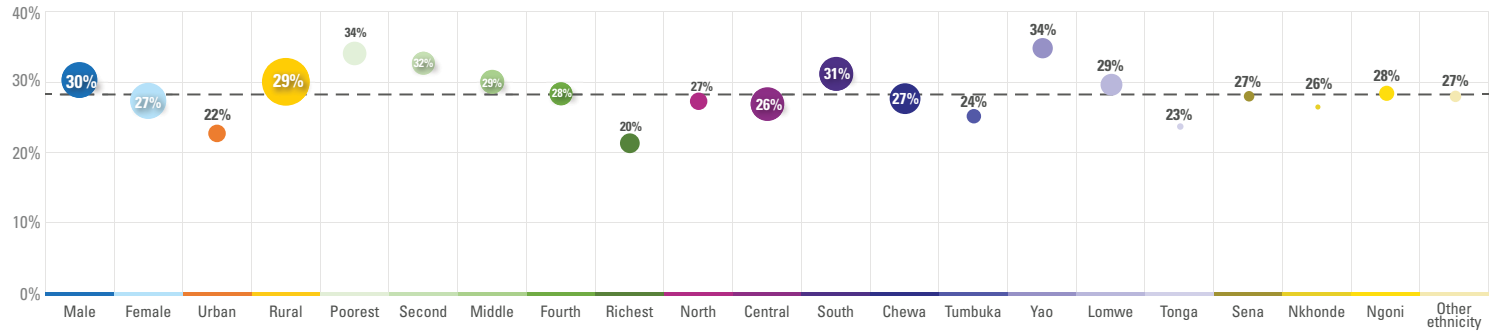
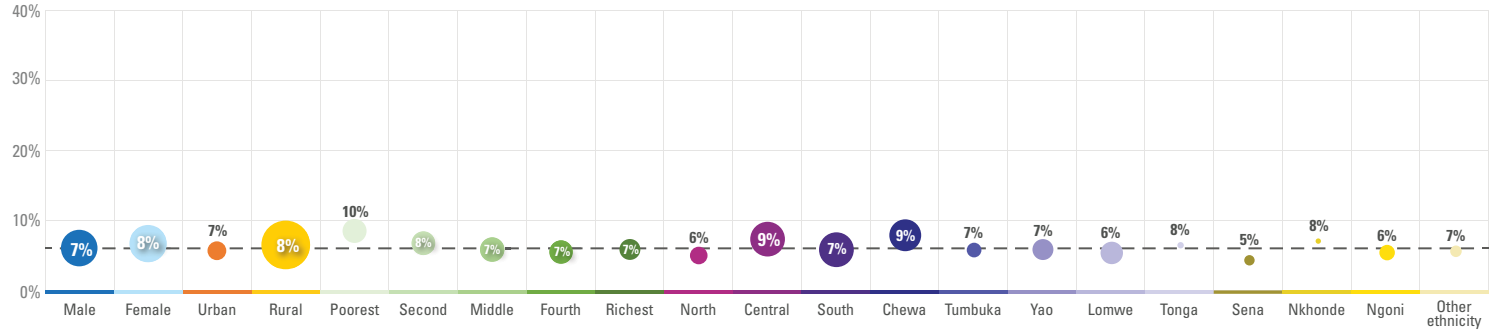


FIGURE 59 **Dropout** rates and headcounts



Findings

- Boys have higher repetition rates than girls, whereas girls have higher dropout rates than boys.
- Rural children have higher dropout and repetition rates than urban children. Rural children also have higher headcounts which means that targeting rural children to improve repetition and dropouts will ensure that most marginalized children are reached in large numbers.
- The disparity by wealth quintile exists in both repetition rate and dropout rate with children belonging to the poorest wealth quintile having higher repetition and dropout rates.
- Across regions, children in the South region have higher repetition but lower dropout rates than children in the Central region.
- Among different ethnicities, children with Yao ethnicity have the highest repetition rate but Chewa ethinitcity has the highest number of children repeating. in dropout, Chewa has both the highest dropout and estimated number of children dropping out.

Topic 6 Child Protection

Guiding questions

1. Which groups have higher rates of early marriage and how does it impact literacy and ICT skills?
2. Which groups of children are more frequently involved in child labour?
3. How is child labour linked to foundational learning skills?
4. How does child labour explain the profile of children who are out of school or not learning in school?
5. How does early marriage explain the profile of youth without skills or not attending primary school?

Child marriage and education

What is child marriage?

Child Marriage is a marriage of a girl or boy before the age of 18 and refers to both formal marriages and informal unions in which children under the age of 18 live with a partner as if married.

FIGURE 60 Prevalence of child marriage among **men aged** 20 to 24 years-old

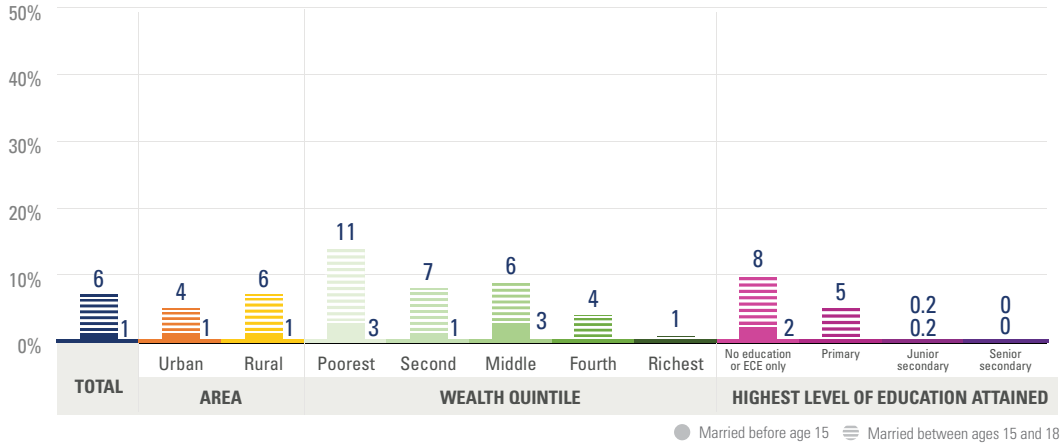


FIGURE 61 Prevalence of child marriage among **women aged** 20 to 24 years-old

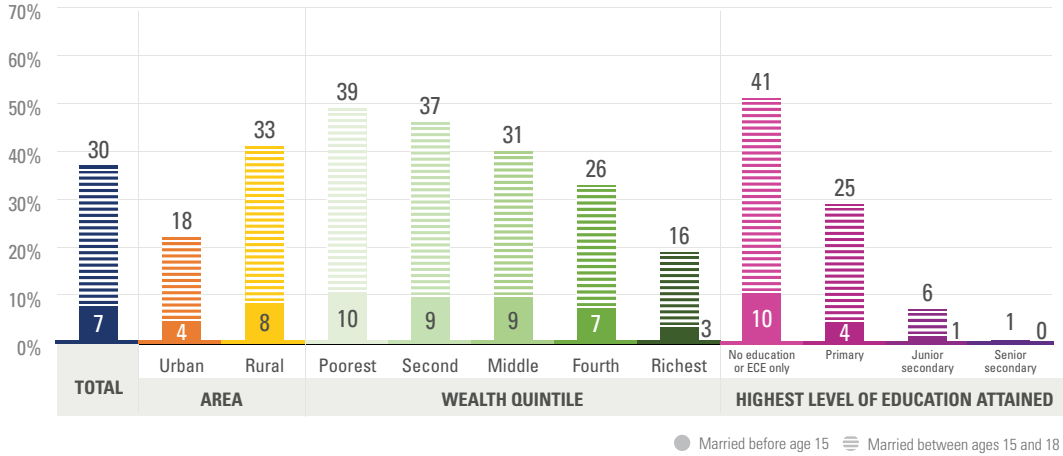


FIGURE 62 **Literacy rate** of youth age 20 to 24 years by marriage status

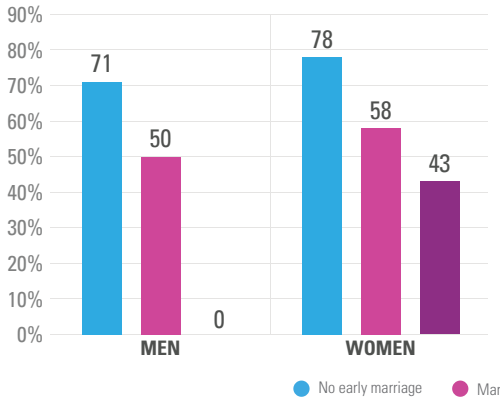
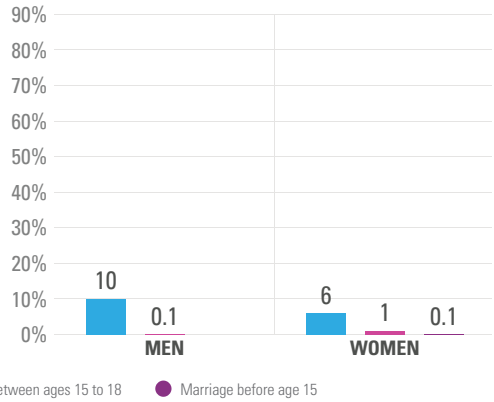


FIGURE 63 **ICT skills** of youth age 20 to 24 years by marriage status



Findings

- The prevalence of child marriage is higher for girls than for boys, particularly for those married between age 15 and 18. While 6 percent of males between ages 20 to 24 years were married between 15 and 18, 30 per cent of females in this age group were married between 15 and 18. The prevalence of child marriage is higher in rural areas for both men and women.
- There is a strong negative correlation between early marriage and education. Among males aged 20 to 24 whose highest level of education attained was higher education, almost none of them reported entering a union or marriage before their 18th birthday. This estimate is around 1 per cent for women.
- Women who have lower levels of education have a higher share of early marriage. Among females who had primary education as their highest level of education attained, 10 per cent of them were married before 15 and another 41 per cent of them were married between 15 and 18 years old.
- Wealth is another dimension where a strong negative correlation is observed for early marriage, where young women belonging to the poorest wealth quintiles have the highest share of entering a marriage between 15 to 18 years of age.
- Youth who married early, especially females, have markedly lower literacy rates and extremely low share of ICT skills. For male aged 20 to 24 who married between 15 and 18, only half of them are literate, compared to 71 per cent for males who did not marry early. The literacy rate is 78 per cent, 58 per cent, and 43 per cent for female youth aged 20 to 24 who did not marry early, who married between 15 and 18, and who married before 15.
- The contrast in ICT skill is more drastic by early marriage status. While 10 per cent of the young man who did not marry early have ICT skills, only 0.1 per cent of the young man who married between 15 and 18 do. It also holds true for female, where 6 per cent of the women who did not marry early have ICT skills, compared to 0.1 per cent of the women who got married before 15.

What is child labour?

In the MICS module, children are considered to be in child labour if they engage in at least one of two categories: economic activities and household chores. For each category, there is a time threshold based on different age groups.

FIGURE 64 Foundational skills by child labour status (children age 7 to 14)

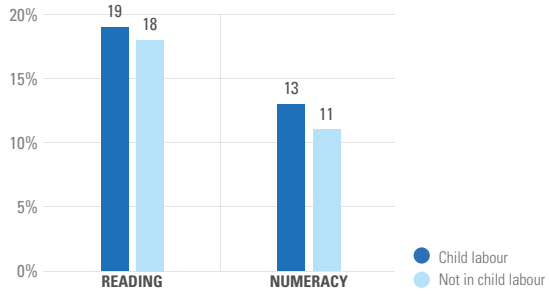
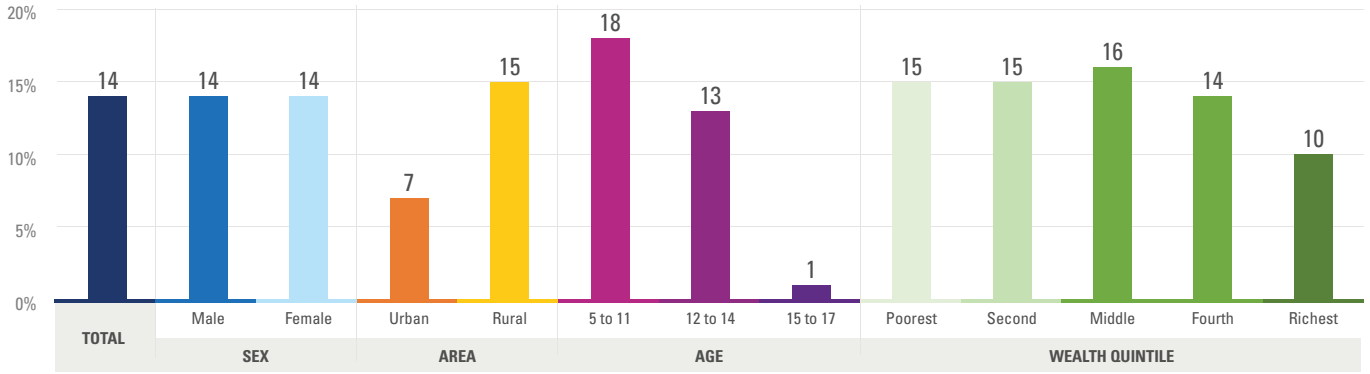


FIGURE 65 Prevalence of child labour for 5–17 year olds



Findings

- In Malawi, 14 per cent of children ages 5 to 17 are in child labour. A similar share of boys are in child labour as girls, but the disparity by urban rural residence is substantial. Children from the bottom to the second wealth quintile have similar child labour rate, at around 15 per cent. In contrast, only 10 per cent of the children from the richest households are in child labour.
- The prevalence of child labour decreases with age. Whereas 18 per cent of children ages 5 to 11 are in child labour, this drops to 1 per cent among 15 to 17-year old.
- Foundational reading and numeracy skills are lower for children who are in child labour compared to those who are not. While 13 per cent of the children not in child labour have foundational numeracy skills, this drops to 11 per cent for children who are in child labour.

Profile of children not learning and out of school by child labor and uneducated or unskilled youth by early marriage

FIGURE 66 Profile of uneducated or unskilled youth (20-24 years old) by **date of marriage**

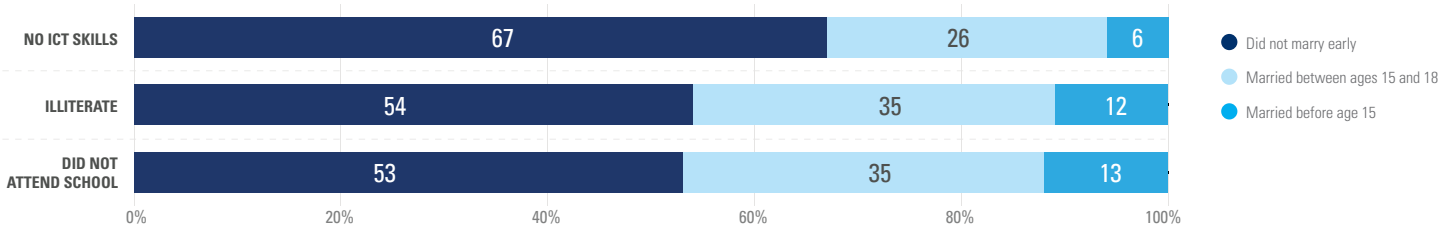
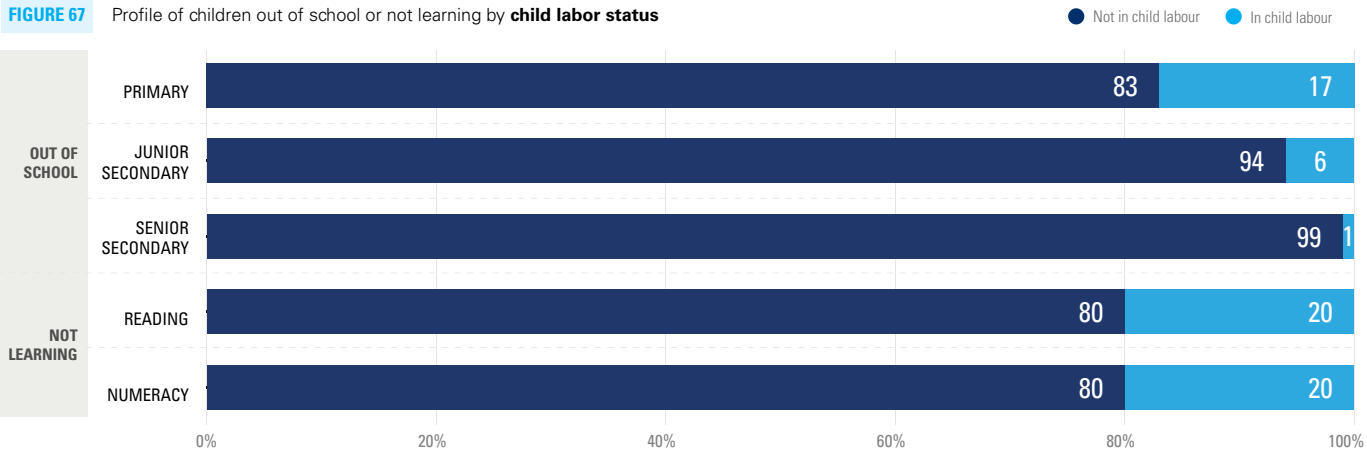


FIGURE 67 Profile of children out of school or not learning by **child labor status**



Findings

- The share of children in child labour who are out of school decreases from primary to senior secondary. Among primary school age children who are out-of-school, 17 per cent of them are in child labour. By senior secondary, however, children in child labour only make up 1 per cent of the whole out-of-school population at this level.
- Of children who do not have foundational reading or numeracy skills, 20 per cent are in child labour.
- A disproportionate share of youth who married between age 15 and 18 either did not attend school or are illiterate.

Topic 7 Inclusive Education

Guiding questions

1. Which groups of children have higher rates of functional difficulty?
2. What are the most common functional difficulties among children?
3. How is functional difficulty linked to school attendance and learning?
4. How is functional difficulty linked to repetition and dropouts?
5. How does functional difficulty explain the profile of children who are out of school or not learning in school?

Children with functional difficulties

What are functional difficulties?

MICS collected data on child functioning for all children under 18 through either the questionnaire for children under 5 or the questionnaire for children aged 5–17 years. In the case of children under 5, data on functional difficulties are collected on the following functional domains: seeing, hearing, walking, fine motor, communication, learning, playing, and controlling behaviour.

For children aged 5–17 years, data on functional difficulties are collected on the following functional domains: seeing, hearing, walking, self-care, communication, learning, remembering, concentrating, accepting change, controlling behaviour, making friends, and affect (which is calculated using metrics for signs of anxiety and signs of depression).

FIGURE 68 Share of children aged 5 to 17 with any functional difficulty

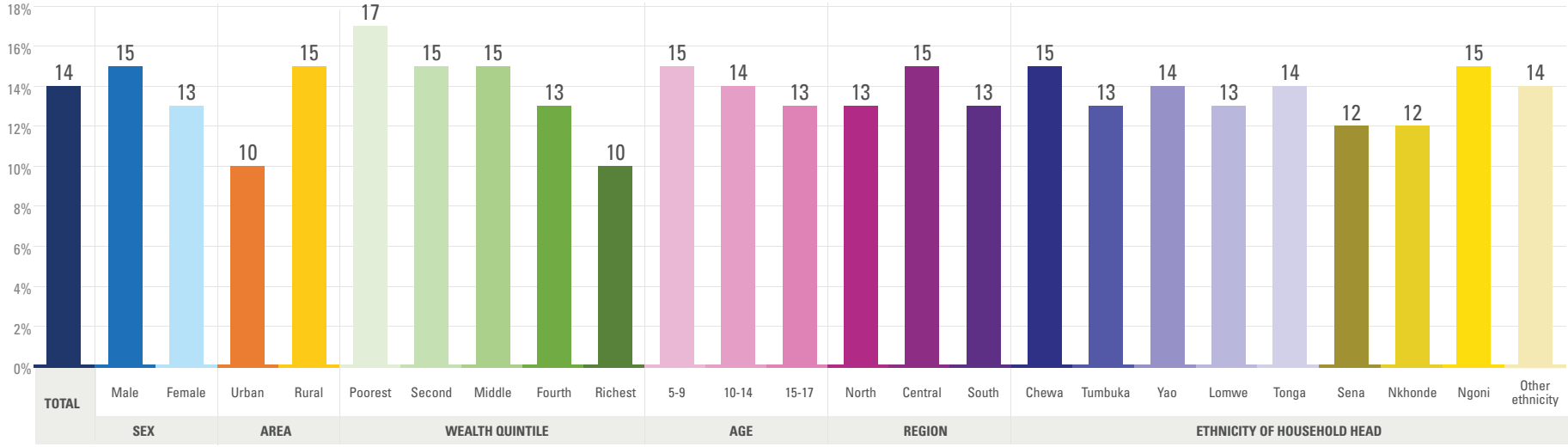
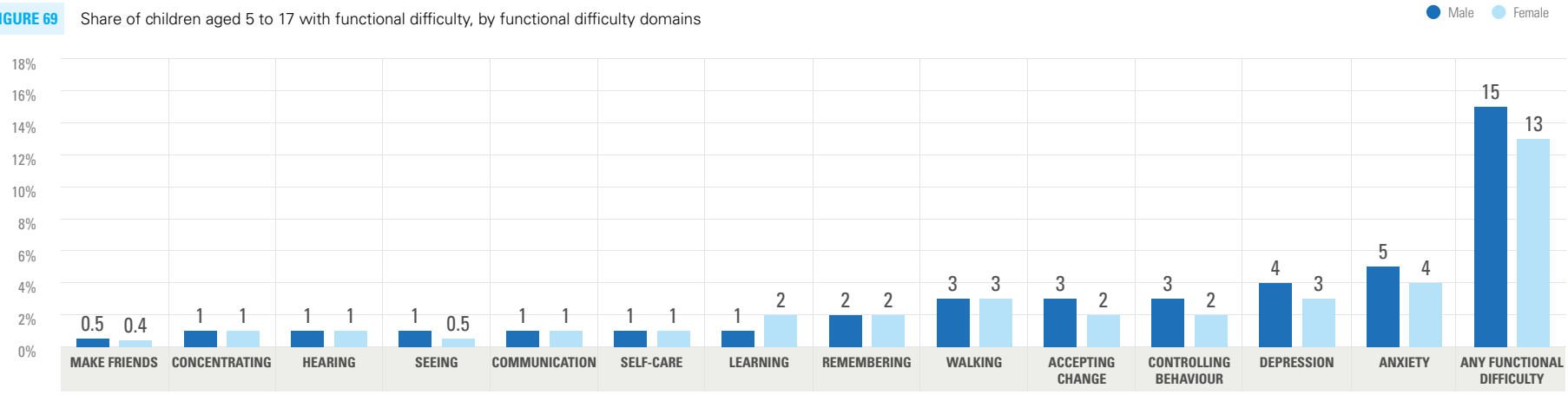


FIGURE 69 Share of children aged 5 to 17 with functional difficulty, by functional difficulty domains



Findings

- Overall, 14 per cent of Malawi's children aged 5 to 17 years have at least one functional difficulty, with higher share of boys than girls have any functional difficulties. By urban and rural residence, the share of children with functional difficulties is lower in the urban area.
- Among 5 to 9-year old, it is estimated 15 percent of children have functional difficulties, compared to 14 per cent for children ages 10 to 14 and 13 per cent for children aged 15 to 17.
- Central region has the highest share of children with functional difficulties, although the gap stays relatively small.
- There is little difference in share of children who have functional difficulties by different ethnicities.
- Among children aged 5 to 17 years, the share of children with anxiety or depression functional difficulty is higher than other functional difficulties. But the share of children with each type of functional difficulty generally does not vary by sex.

Inclusive education (5 to 17 years old)

FIGURE 70 Share of 5 to 17 year olds attending the right or higher level of education by functional difficulty domains

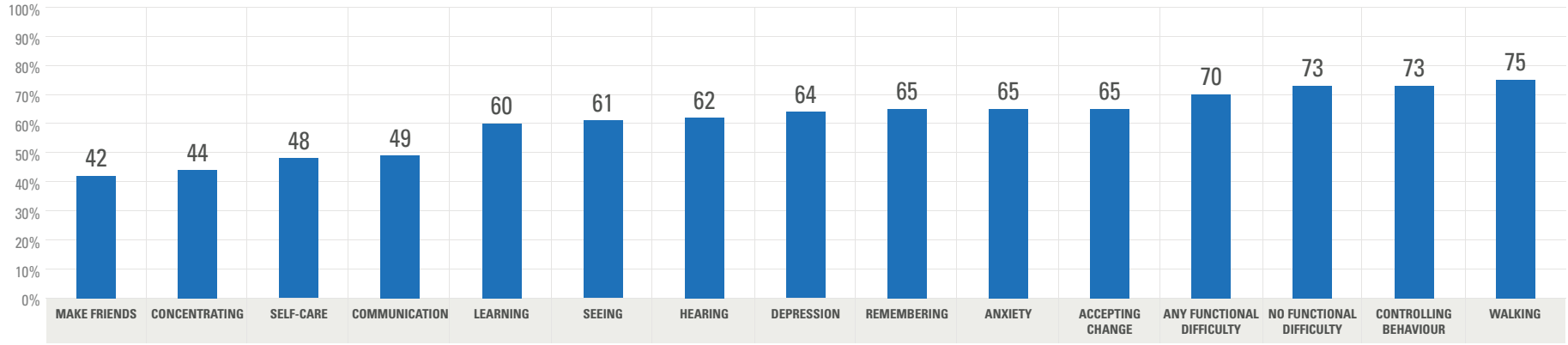


FIGURE 71 ANAR by functional difficulty status by **level of education**

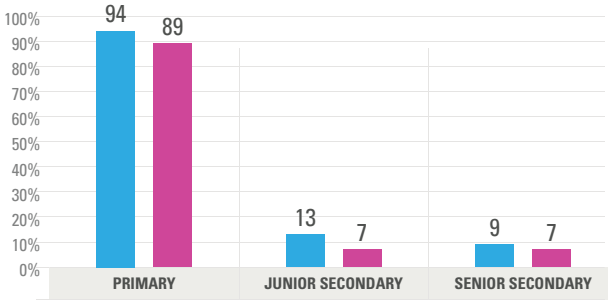


FIGURE 72 **Dropout** by functional difficulty status

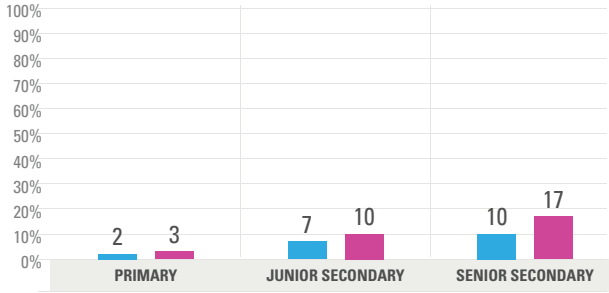
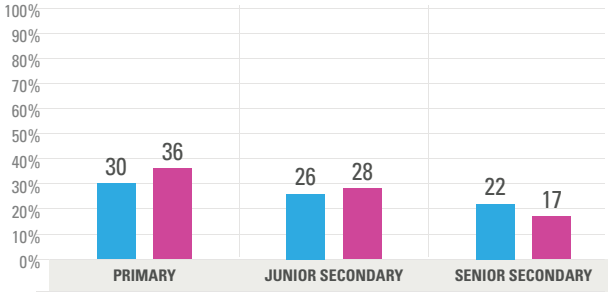


FIGURE 73 **Repetition** by functional difficulty status



Without functional difficulties With any functional difficulties

Findings

- Overall, children with functional difficulties in making friends, concentrating, self-care, or communication have adjusted net attendance rate lower than 50 per cent.
- In primary, junior secondary, and senior secondary level, the adjusted net attendance rate is lower for children with any functional difficulties.
- The differences in dropout by children with and without functional difficulties are not statistically significant in the primary, junior secondary, or senior secondary level. However, children with any functional difficulty have a higher repetition rate in the primary level.

Foundational skills and functional difficulties

FIGURE 74 Foundational **reading skills** by functional difficulties

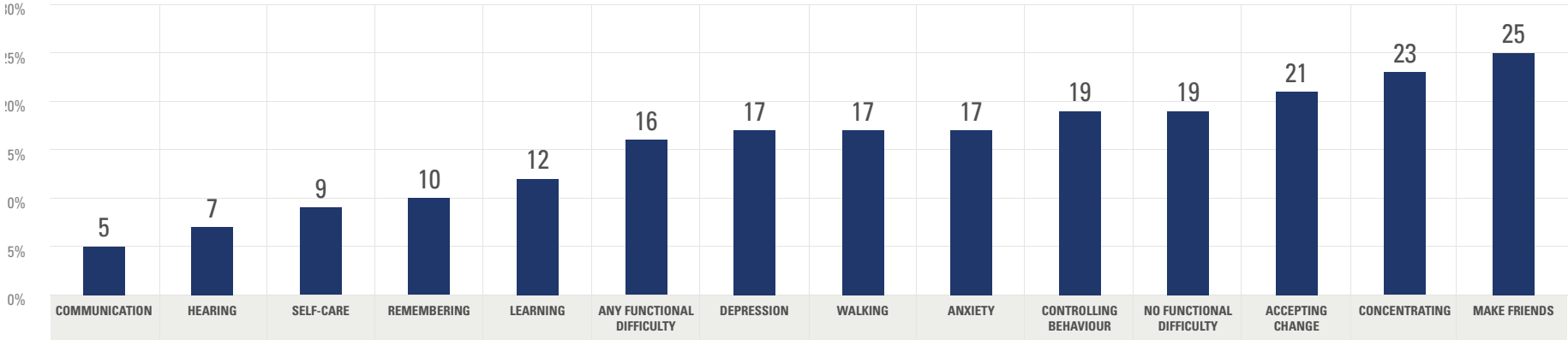
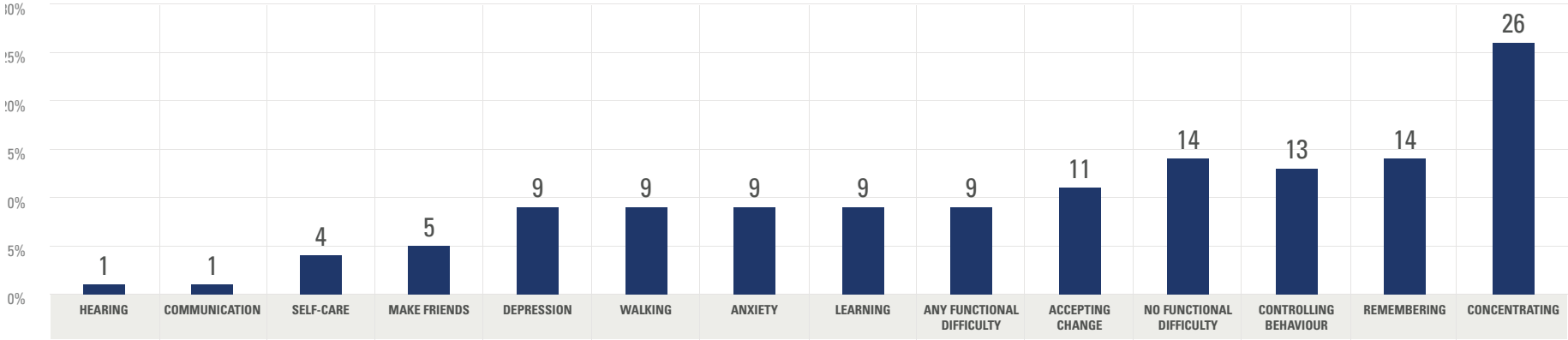


FIGURE 75 Foundational **numeracy skills** by functional difficulties

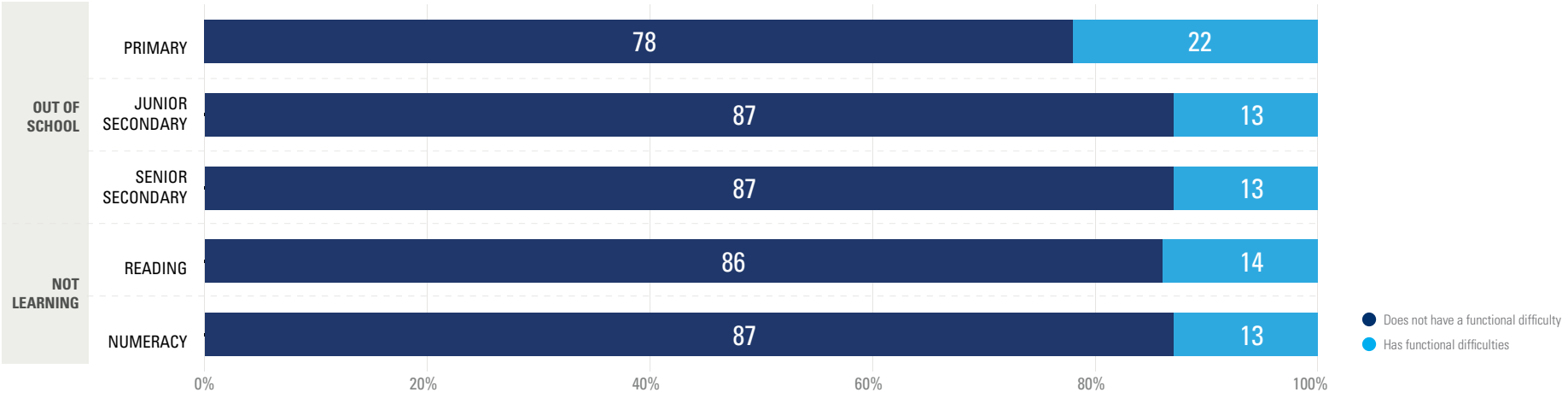


Findings

- Among all children aged 7 to 14, less than 10 per cent of the children with functional difficulty in communication, hearing, and self-care have foundational reading skills. On the other side of the spectrum, one-fourth of the children with functional difficulty in making friends have foundational reading skills.
- Only around 1 per cent of the children who have functional difficulty in hearing or communication have foundational numeracy skills.

Profile of children not learning or out of school by functional difficulty

FIGURE 76 Profile of children not learning or out of school by **functional difficulty**



Findings

- Among children of primary school age who are out of school, 22 per cent have functional difficulties. This over-representation for out-of-school children with functional difficulties indicates that they are disproportionally excluded from the primary education.
- Among children who are not learning or who are not attending junior or senior secondary school, children with functional difficulty make up around 13 of the cases.

Topic 8 Remote Learning

Guiding questions

1. What share of students live in households with access to remote learning tools?
2. How is remote learning associated with foundational learning?
3. What are the profiles of children who do not have access to remote learning tools?

Overview

Having access to remote tools which can be used for learning, including radio, television, and internet, is here defined as living in a household where such tools are available. It should be noted, however, that not all members of a given household may in fact have access to whatever devices may be present. In addition, when a household has no electricity, due for example to power outages or rolling blackouts, children's ability to use internet or television for pedagogical purposes may also be compromised.

FIGURE 77 Percentage of 3–24 year olds with access to **internet**

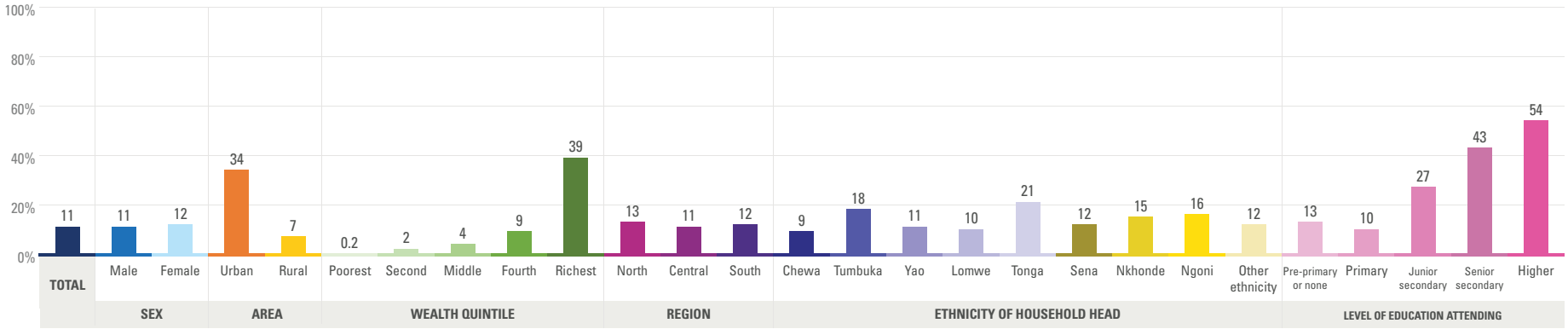


FIGURE 78 Percentage of 3–24 year olds with access to **TV**

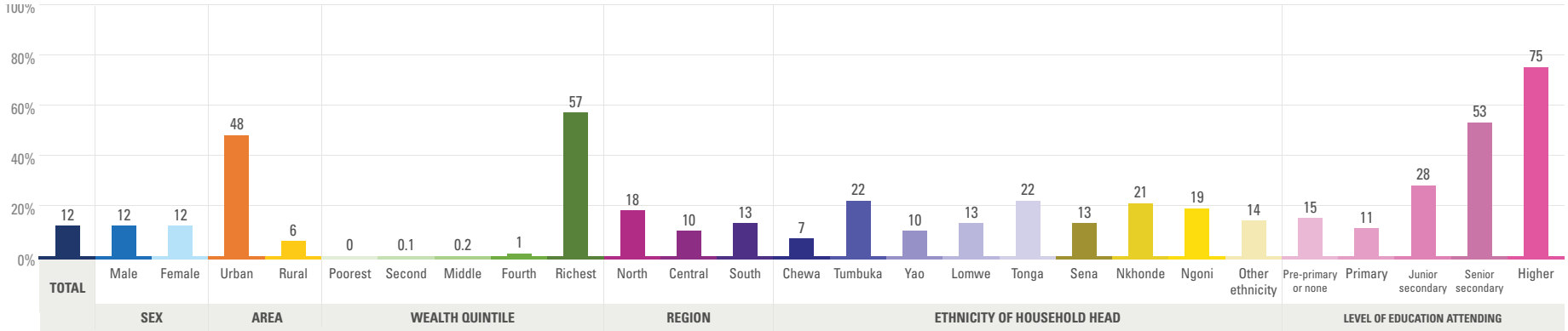


FIGURE 79 Percentage of 3–24 year olds with access to **radio**

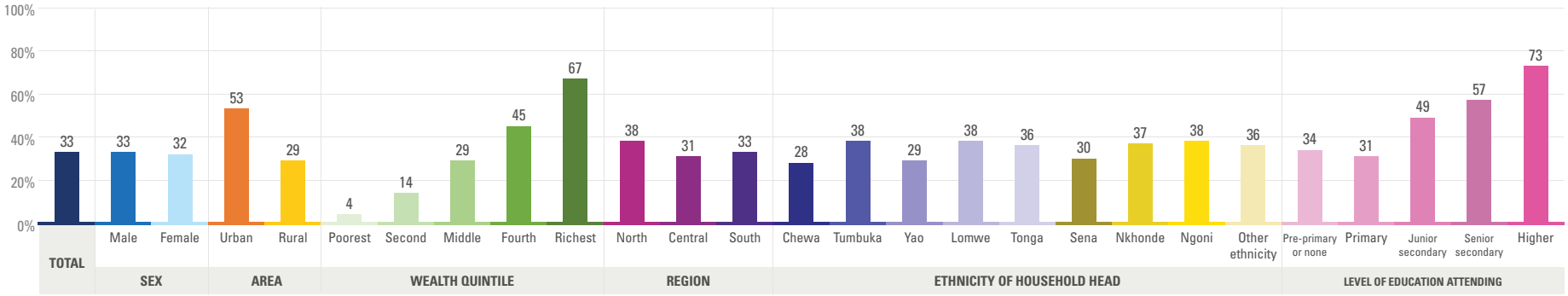
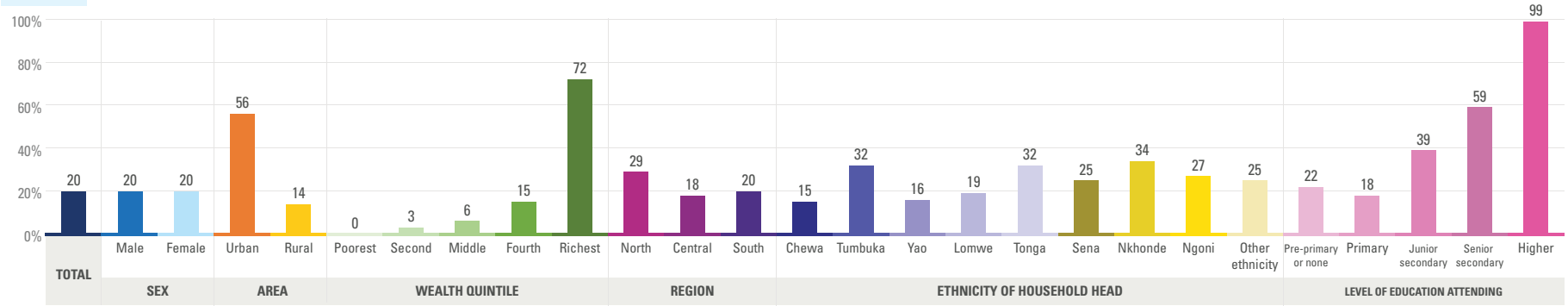


FIGURE 80 Percentage of 3–24 year olds with access to **electricity**



Findings

- In the period from March to August 2020, schools in Malawi were fully closed for 14 weeks, which represents 31 per cent of total instruction weeks. In addition, from September 2020 to Aug 2021, schools were fully or partially closed for 9 weeks. During periods in which schools are under full or partial closure, remote learning provides students with an opportunity to continue learning. Remote learning tools examined in Malawi include radio, television, and the internet, as well as electricity.
- Overall, only 20 per cent of the school-age children live in household with access to electricity. This means that many remote learning modalities, such as TV or computer-based learning, cannot reach the majority of the children.
- In Malawi, the remote learning tool with the highest prevalence of availability was radio, as they were available to 33 per cent of students aged 3 to 17 years. Although the overall access to radio is already pretty low, the ownership of radio in poorest wealth quintile is 4 per cent, meaning that children in these household are cut off the opportunity to learn when schools close.
- Students' access to television is also low in Malawi, and for children who are not from the top wealth quintile, nearly none of them have access to television.
- The gap by urban and rural residency in access to remote learning tool is also striking. While over half of the students aged 3 to 17 in urban area live in household with access to electricity, only 14 per cent of their peers in rural areas do.
- The access to remote learning tools does not vary too much by region. The North region, however, has slightly higher share of students living in households with those tools. There is no clear pattern for access to remote learning tools by ethnicity.
- However, there is a strong positive association between level of education attending and access to remote learning tools. For example, more then three-fourth of the students who are attending higher education live in household with access to radio or tv, compared to 11 per cent and 31 per cent of the students who are attending primary school.

Home learning environment for children aged 7 to 14 years

FIGURE 81 Share of students aged 7 to 14 with no child-oriented books in the household

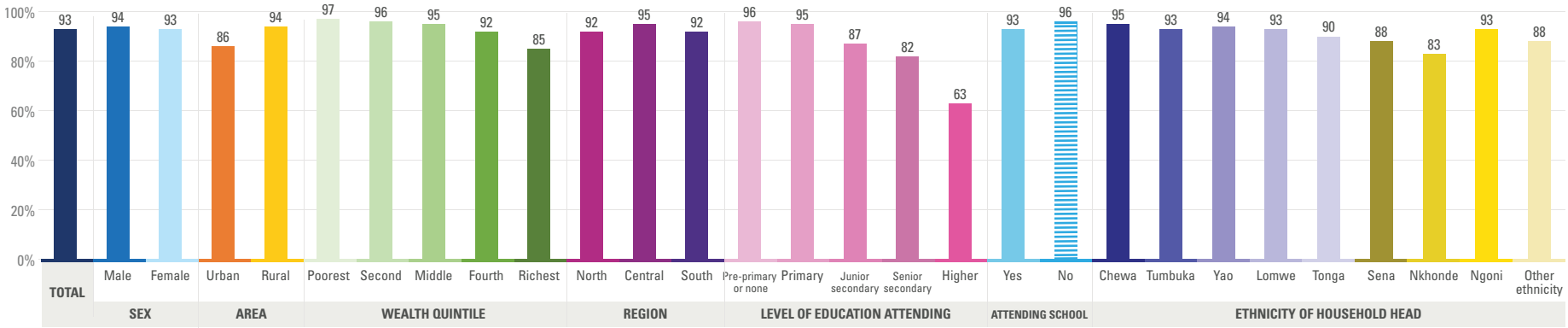
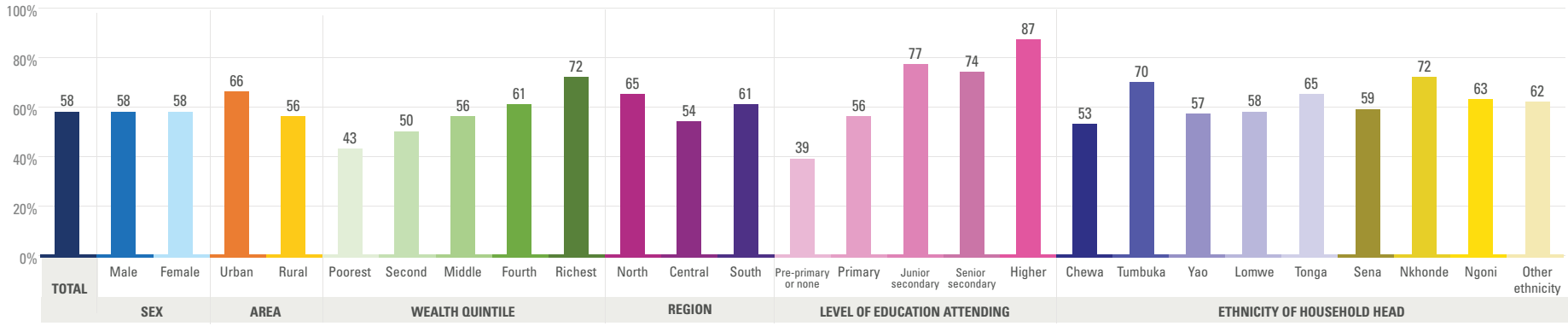


FIGURE 82 Share of students with 7 to 14 where parent or caretaker support child with homework



Findings

- 94 per cent of children aged 7 to 14 years live in a household with no child-oriented books. This means they do not have access to additional age-appropriate materials to read and learn.
- Access to child-oriented books varies by wealth quintile and mother's level of education. Among children in the poorest quintile 97per cent do not have access to additional child-oriented books whereas among children from the richest quintile, it is 85 per cent.
- Mother's level of education is negatively correlated with the absence of child-oriented books in the household. 63 per cent of children whose mother has higher education do not have a child-oriented book at home; this share rises to 96 percent among children whose mother attended only early childhood education or has no education.
- 58 per cent of students aged 7 to 14 years receive help with homework from a parent or caretaker in Malawi. However, more than twice as many children whose mother has higher education receive help with homework as compared to children whose mother attended only early childhood education or has no education.

Profile of children aged 3 to 17 years with no access to remote learning tools

These profiles are based on 89 per cent of students age 3 to 17 who do not have access to the internet, 88 per cent who do not have access to television, and 67 per cent who do not have access radio, and 64 per cent who do not have access to either the radio or tv.

FIGURE 83 Profile of children with no access to remote learning tools, by **sex**

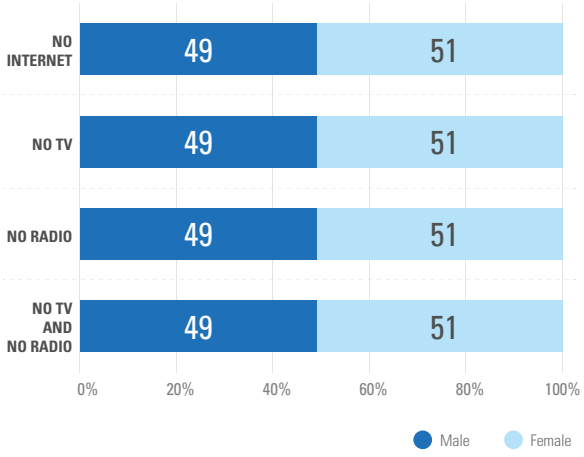


FIGURE 84 Profile of children with no access to remote learning tools, by **area**

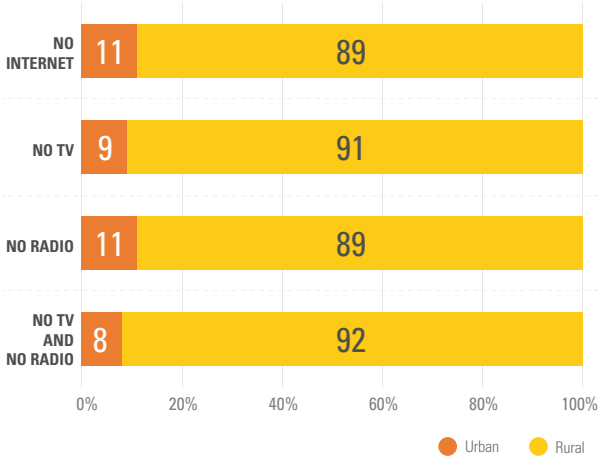


FIGURE 85 Profile of children with no access to remote learning tools, by **region**

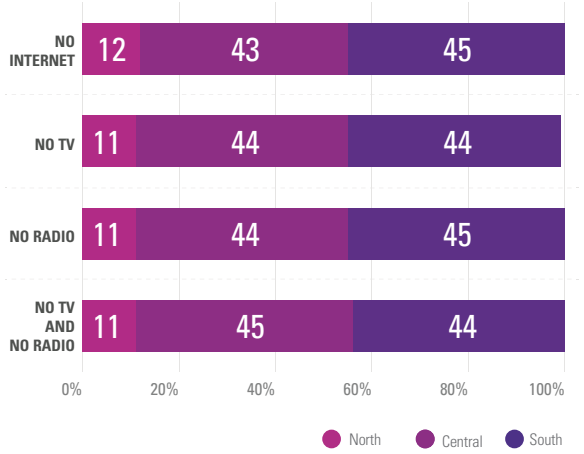
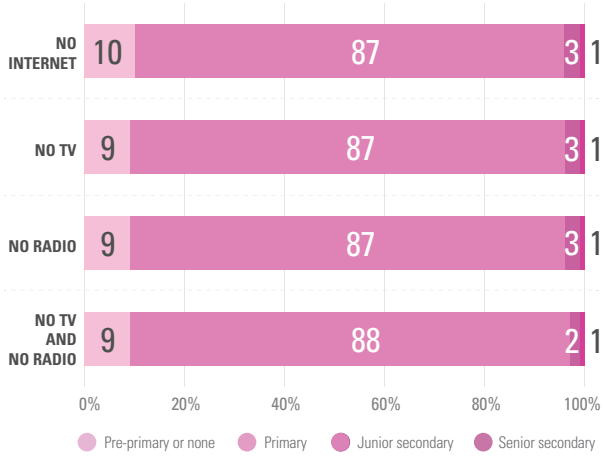


FIGURE 86 Profile of children with no access to remote learning tools, by **region**



Findings

- Among children ages 3 to 17 with no access to remote learning tools, girls are slightly over-represented.
- Rural areas are over-represented in having no access to remote learning tools, as rural children comprise nearly 90 per cent of those who lack the access.
- Children belonging to the poorest quintile represent 45 per cent of children who have access to neither television nor radio, whereas 3 per cent of these children are from the wealthiest quintile.
- The majority of children who do not have access to remote learning tools are either at the early childhood education or Primary level, although this can partly be explained by the fact that there are more children at these levels than at higher levels of schooling in Malawi.
- Finally, at least one thirds of the student who do not have access to remote learning tool have Chewa ethnicity. Lomwe ethnicity is the ethnicity group with the second highest number of student who lack access to remote learning.

FIGURE 87 Profile of children with no access to remote learning tools, by **wealth quintile**

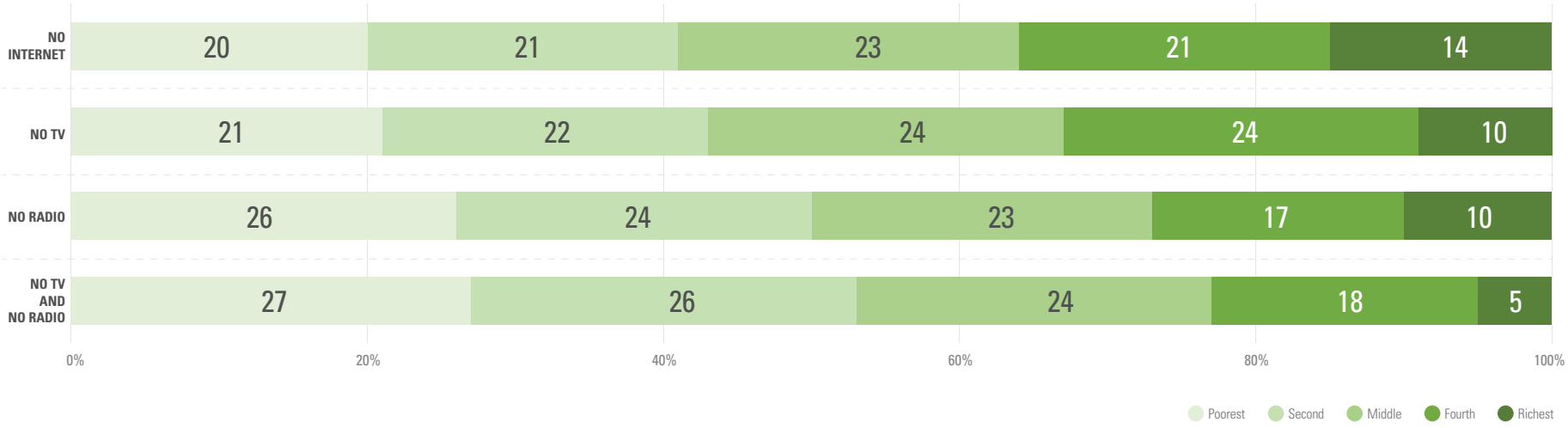


FIGURE 88 Profile of children with no access to remote learning tools, by **ethnicity of household head**

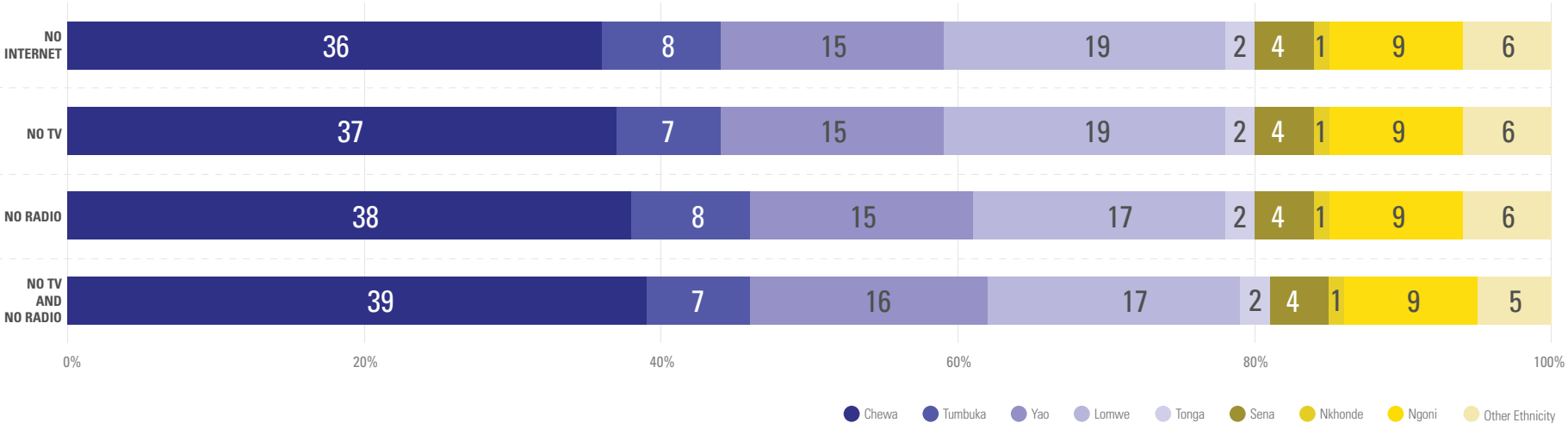


TABLE 6. Remote learning - Shares and headcounts by various socioeconomic characteristics

		Share (%) of students age 3 to 17				Headcount of students age 3 to 17			
		No internet	No TV	No radio	No TV and no radio	No internet	No TV	No radio	No TV and no radio
Total		**89**	**88**	**67**	**64**	**11,194,000**	**11,035,000**	**8,542,000**	**8,035,000**
Sex	Male	89	88	67	63	5,530,000	5,432,000	4,214,000	3,979,000
	Female	88	88	68	64	5,664,000	5,603,000	4,328,000	4,056,000
Area	Urban	66	52	47	33	1,631,000	1,361,000	1,155,000	869,000
	Rural	93	94	71	69	9,539,000	9,655,000	7,369,000	7,168,000
Wealth quintile	Poorest	100	100	96	96	2,233,000	2,238,000	2,162,000	2,162,000
	Second	98	100	86	86	2,187,000	2,230,000	1,933,000	1,931,000
	Middle	96	100	71	71	2,423,000	2,513,000	1,842,000	1,838,000
	Fourth	91	99	55	54	2,484,000	2,683,000	1,527,000	1,508,000
	Richest	61	43	33	17	1,851,000	1,350,000	1,046,000	565,000
Region	Akan	87	82	62	57	1,391,000	1,319,000	1,035,000	933,000
	Ga/Damgme	89	90	69	67	4,982,000	4,994,000	3,853,000	3,708,000
	Ewe	88	87	67	62	3,764,000	3,674,000	2,846,000	2,646,000
Ethnicity of household head	Western	91	93	72	70	4,474,000	4,514,000	3,489,000	3,392,000
	Central	82	78	62	55	822,000	790,000	662,000	569,000
	Greater Accra	89	90	71	68	1,178,000	1,173,000	920,000	876,000
	Volta	90	87	62	58	1,558,000	1,488,000	1,052,000	965,000
	Eastern	79	78	64	58	176,000	168,000	130,000	110,000
	Ashanti	88	87	70	67	364,000	352,000	282,000	262,000
	Brong Ahafo	85	79	63	58	70,000	63,000	51,000	47,000
	Northern	84	81	62	57	1,137,000	1,084,000	861,000	780,000
	Upper East	88	86	64	59	582,000	564,000	426,000	374,000
Current level of education attending	Pre-primary or none	87	85	66	62	1,225,000	1,204,000	930,000	864,000
	Primary	90	89	69	65	9,460,000	9,360,000	7,266,000	6,908,000
	Junior secondary	73	72	51	43	392,000	375,000	257,000	209,000
	Senior secondary	57	47	43	28	114,000	96,000	90,000	54,000
	Higher	46	25	27	-	1,000	1,000	1,000	-

*Headcounts are based on UNSD statistics.

Remote learning – Shares & headcounts by various socioeconomic characteristics

FIGURE 89 Headcounts and shares of students who lack access to **internet**

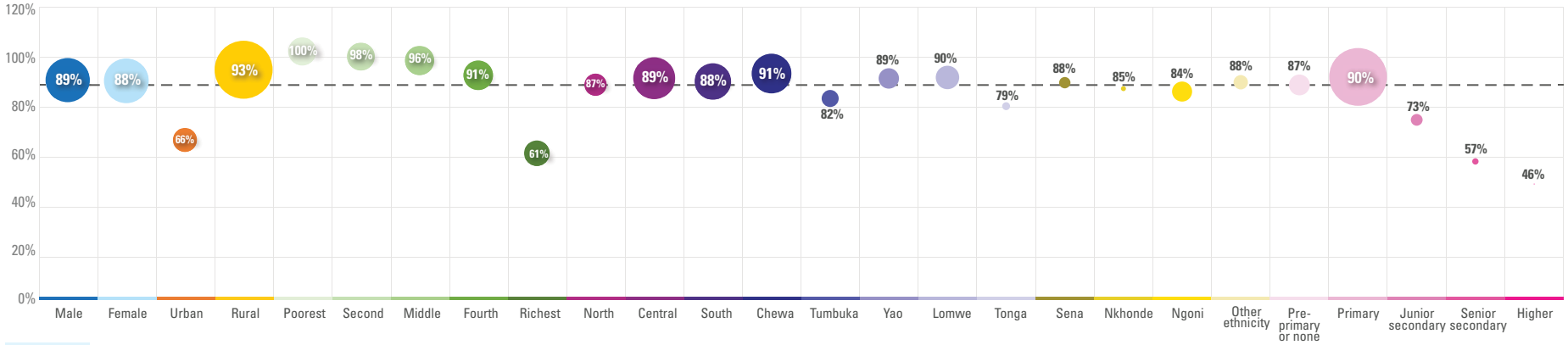


FIGURE 90 Headcounts and shares of students who lack access to **TV**

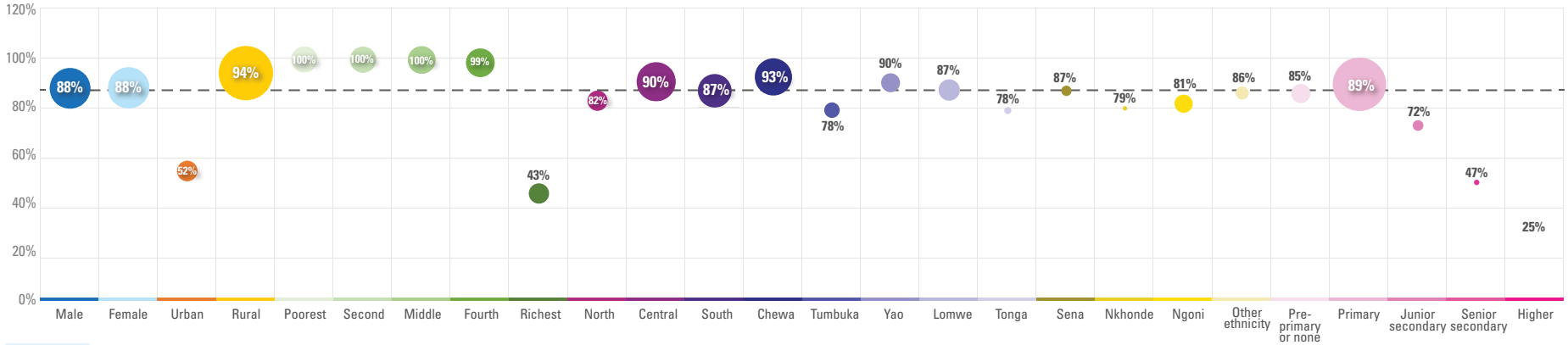


FIGURE 91 Headcounts and shares of students who lack access to **radio**

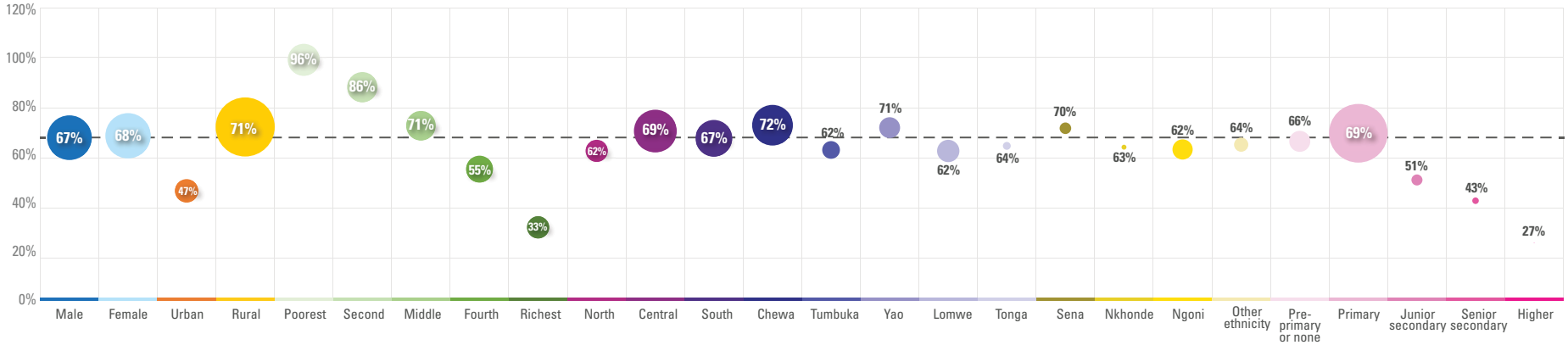
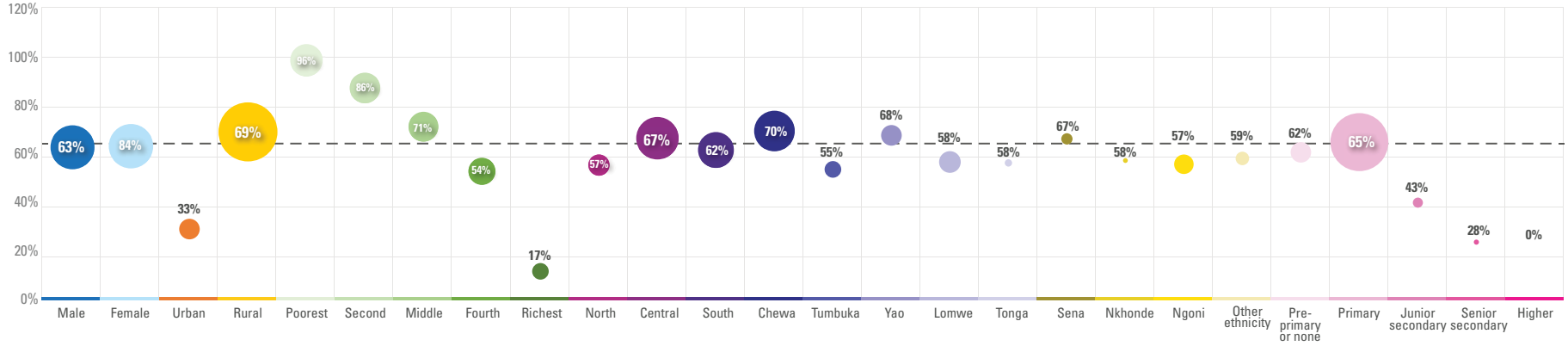


FIGURE 92 Headcounts and shares of students who lack access to **TV and radio**



Findings

- A similar share and number of boys and girls do not have access to internet, tv, and radio. However, the gap between rural and urban is substantial, both in terms of rate of access and headcount of no access. For example, where more than 90 per cent, or 9.5 million, students aged 3 to 17 do not live in household with internet access, around 66 per cent, or 1.6 million, of the children in urban areas are from household with no internet access.
- Wealth strongly associates with the access to remote learning tools among students aged 3 to 17. For example, none of the students from the bottom wealth quintile have access to TV, compared to 43 per cent of the students in the richest households lacking access to TV.
- There is no clear pattern in access to remote learning tools by region or by ethnicity, but children who are attending primary school are disproportionally over-represented in those who do not have remote learning modalities.

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