Annex 1: Template for Country Commitments

Recognizing the enormous pressures and significant uncertainties facing governments and policymakers at this time, and the need to ensure commitments are credible, the following principles are designed to guide their formulation.

### VOLUME COMMITMENT

**Basis for commitment (%)**

Please select one of the boxes below (click on the box):

- ☐
- ☒
- ☐
- ☐
- ☐
- ☐

<table>
<thead>
<tr>
<th>Education expenditure as a share of total budget (incl. debt servicing)</th>
<th>Education expenditure as a share of total budget (excl. debt servicing)</th>
<th>Education expenditure as a share of GDP</th>
<th>Per capita education expenditure as a share of per capita GDP (by sub-sector)</th>
<th>Other % (please specify)</th>
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</thead>
</table>

**Description of education budget perimeter**

- Ministry of Education Science and Technology (all non ECD education subsectors)
- Ministry of Gender, Children and Community Development (ECD)

**Historical and projected expenditures (%)**

Please include all available historical expenditures (executed budget), as well final projected value for the year in which your commitment ends. Inclusion of intermediate values are encouraged but not required. If your commitment ends before 2025 (the duration of GPE’s new strategic plan) please provide a brief rationale below (eg. alignment of commitment duration with country MTEF).

<table>
<thead>
<tr>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.8%</td>
<td>21.1%</td>
<td>21.1%</td>
<td>19.4%</td>
<td>24.7%</td>
<td>23.6%</td>
<td>22.6%</td>
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</tbody>
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**Rationale (optional):**

...
OTHER INDICATIVE POLICY COMMITMENTS

1. POLICY COMMITMENTS ON REFORMS TO IMPROVE THE EQUITY AND EFFICIENCY OF PUBLIC FINANCE FOR EDUCATION IN MALAWI

1.1. Equity – The Ministry of Education is spearheading several policy reforms aimed at improving equity in basic education, these include:

1.1.1. Provision of role models – learner guides – female secondary graduates from the same communities to act as role models and provide female learners with pastoral and remedial support standing in the gap where there are few or no female teachers in a school.

1.1.2. Mobilizing districts to develop action plans for improved female teacher distribution as evidence demonstrates that female teachers have a positive effect on girls learning outcomes especially in settings where there are few female teachers.

1.1.3. Training female teachers to take on leadership positions at school level backed by the evidence in Malawi that girls are performing better in schools where there are female leaders e.g. Head Teacher or deputy.

1.1.4. Review selection policies for secondary schools and universities to eradicate inefficiencies and inequities in selection processes at all levels:

1.1.5. Remedial learning prioritization to ensure learners catchup from the disruption in their learning including addressing issues of school timetable for increased learning time.

1.2. Efficiency in Public Finance – significant inefficiencies have prevailed in the education sector, regarding how spending is organized. As such, Government has made commitments to transform public finance to ensure efficiencies. These include:

1.2.1. Promotion of evidence-based policy and decision making for need based resource allocation (classrooms, teachers and teaching and learning materials) prioritizing those in greatest need. By among others:

- Revising financing of schools to make it need based by reforming the formula for calculating school improvement grants (SIGs), to take into account student enrolment and needs, to address equity issues; tackling teacher management and deployment issues to ensure teachers are allocated to schools based on student enrolment, to reduce pupil: teacher ratios.

1.2.2. Strengthening school leadership for better accountability at the school level with strong community engagement.

1.2.3. Enhanced inspectorate and advisory services.

1.2.4. Continued investment in open distance education learning (ODEL) including radio, paper-based and laptop enabled learning.
<table>
<thead>
<tr>
<th>OTHER MINISTRIES AND LEG</th>
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<tbody>
<tr>
<td><em>This commitment was endorsed by the Ministry of Education, Science and Technology, Ministry of Gender, Children and Community Development and members of the LEG</em>/</td>
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</tbody>
</table>