



RESTRUCTURING PAPER  
ON A  
PROPOSED PROJECT RESTRUCTURING  
OF  
MALAWI EDUCATION SECTOR IMPROVEMENT PROJECT (MESIP)  
APPROVED ON AUGUST 31, 2016  
TO THE  
REPUBLIC OF MALAWI

Education Global Practice  
Eastern and Southern Africa Region

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**ABBREVIATIONS AND ACRONYMS**

ACCO	Assistant Centre Coordinating Officers
CDP	Community Dialogue Platform
DLI	Disbursement-linked indicator
DLR	Disbursement-linked result
DP	Development Partner
EQUALS	Equity with Quality and Learning at Secondary
ISR	Implementation Status Report
LEG	Local Education Group
MESIP	Malawi Education Sector Improvement Project
NES	National Education Standards
PBC	Performance-based condition
PQTR	Pupil-qualified teacher ratio
TPV	Third-Party Verification



**BASIC DATA**

**Product Information**

Project ID P154185	Financing Instrument Investment Project Financing
Original EA Category Partial Assessment (B)	Current EA Category Partial Assessment (B)
Approval Date 31-Aug-2016	Current Closing Date 31-Dec-2020

**Organizations**

Borrower Ministry of Finance, Economic Planning and Development	Responsible Agency Ministry of Education, Science and Technology
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**Project Development Objective (PDO)**

Original PDO

The overall Project Development Objective (PDO) is to improve the equity and quality of primary education service delivery in earlygrade levels with an emphasis on improved accountability and functioning at the school level.

Current PDO

Improve quality, equity and efficiency of primary education in selected districts and schools.

**Summary Status of Financing (US\$, Millions)**

Ln/Cr/Tf	Approval	Signing	Effectiveness	Closing	Net Commitment	Disbursed	Undisbursed
TF-A2913	31-Aug-2016	22-Sep-2016	13-Dec-2016	31-Dec-2020	44.90	37.43	7.47

**Policy Waiver(s)**

Does this restructuring trigger the need for any policy waiver(s)?

No



## I. PROJECT STATUS AND RATIONALE FOR RESTRUCTURING

1. The US\$44.9 million Global Partnership for Education (GPE) supported Malawi Education Sector Improvement Project (MESIP) (GPEF Grant Number TFOA2913), to which the World Bank is the Grant Agent was approved by the GPE Board on August 31, 2016; signed on September 22, 2016; declared effective on December 13, 2016 and is scheduled to close on December 31, 2020. The project was restructured on 9th October, 2019 following the mid-term review to adjust the PDO to align more strongly with the project objectives, add new intermediate indicators to better reflect project results and strengthen the logical flow of the results chain; and standardize definitions and measurement of indicators to ensure consistency with either international norms or MESIP operational standards. This Restructuring Paper is to extend the closing date of the project to enable more time to complete activities delayed due to the COVID-19 pandemic and resulting closure of schools; and to leverage existing interventions to respond better to COVID-19 challenges.
2. Performance of the project on the PDO and implementation progress was rated moderately satisfactory (MS) at the most recent ISR (17<sup>th</sup> December 2020). The project has made significant progress in the realization of the project development objective as follows: (a) Construction of 468 of the target 500 classrooms has been completed (94 percent); (b) The pupil to qualified teacher ratio (PqTR) in grades 1-2 in the eight most disadvantaged districts has declined from 166:1 at baseline to 108:1 in 2019 representing overachievement of the target reduction; and (c) Promotion rates in lower primary in the eight districts have reached 64.25 percent from a baseline of 65.40.
3. The Government achieved all three of the first round of performance-based conditions (PBCs, then called disbursement-linked indicators (DLIs)), in June 2018, and is expected to achieve the second and final round of PBCs measured in 2019/20, having fully achieved the target improvements in pupil-qualified teacher ratios in Grades 1-2 and female/male teacher ratios in Grades 6-8; and partially achieved the target improvement in rates of repetition in Grades 1-4 (achieving a 9.7 percent reduction against a target of 10 percent, subject to verification), in schools in eight disadvantaged districts of Malawi. The Third-Party Verification (TPV) report on the achievement of the final PBCs is currently under review by the Local Education Group (LEG) with endorsement and disbursement of the PBC finance for at least two of the three PBCs expected by early January 2021.
4. Disbursement stands at 83.3 percent. The US\$7.47 million undisbursed amount is related to PBCs, at least US\$4.98 million of which is expected to be disbursed following endorsement of the TPV report on PBC achievement by the LEG. The remaining finance relates to PBC 3.2, on repetition rates in lower primary, which is not expected to be fully achieved on the basis of 2019/20 Annual School Census data, and has non-confirmatory results in the sample based TPV report.
5. Restructuring of the project is proposed to extend the closing date to July 30, 2021, to enable the completion of activities delayed due to the COVID-19 pandemic and resulting closure of schools. The Government of Malawi declared the COVID-19 pandemic a State of Disaster on 21 March 2020, and immediately closed all schools and universities until September 2020. Schools are currently in a phased process of reopening, with part-time schedules staggered between grades to reduce the number of students present at one time and emergency reallocations of teachers to reduce class sizes. A revised and compressed schedule has been developed for the



2020/21 school year to be conducted beginning in January 2021 following the completion of the delayed 2019/20 year.

6. Significant progress in implementation of some of the project activities was achieved despite the COVID-19 pandemic and the closure of schools. In the case of Component 1, which provides grant finance to schools, the supervision and community engagement systems supported by the component were used to conduct sensitizations on the COVID-19 pandemic and related safety measures; construction of classrooms continued under Component 2; and activities for Sub-Component 3.1, which provides school leadership training, were completed despite the pandemic.
7. However, completion of a number of interventions was negatively affected: in the case of Component 1, completion of common zonal tests in grades 3 and 4 was not achieved as a result of the closure of schools. In the case of Component 2, only 468 classrooms were completed as of the latest ISR; it is estimated that the remaining classrooms will be completed and handed over by April 2021. In the case of Sub-Component 3.1, although training activities were completed, follow-up monitoring visits, which provide data for the associated indicator on 'percent of teachers observed at least monthly by their headteacher', were not conducted. In the case of Sub-Component 3.2, which supports high-frequency data collection in schools, implementation was stopped during the period of school closure. During this time, cleaning and analysis of the data collected prior to the school closures was completed and several technical issues relating to the data collection were resolved. The system is operational again with the next round of data collection planned for December 2020. However, the result of the closure is that the Government has completed one term of data collection as opposed to the five terms envisioned in the original design and in the Terms of Reference for the IT firm which prepared the data collection and feedback system. In the case of Sub-Component 3.3, which supports SMS-based dialogue in schools, the system continued to function, but with a reduced level of participation by communities as a result of the closure of schools. In addition, although construction under Component 2 is at an advanced stage, of the outstanding 32 classrooms, 28 are not on schedule to be completed by the current project closing date.
8. In addition, data collection for the Annual School Census 2020/21, scheduled for October-November 2020, has been delayed as a result of COVID-19. It is now expected to be completed in February-March 2021 following commencement of the revised 2020/21 school year. As a result, indicators which use the Census as a source will not be updated for Year 4 prior to the current scheduled project closure in December 2020. A PDO indicator, percentage of schools achieving National Education Standard (NES) 16, which is measured through inspection visits, has also not been possible to measure during the closure of schools; it will be measured during standard NES visits during January-February 2021.
9. The Government of Malawi has requested extension of the project to allow time to complete the remaining activities and ensure availability of information to measure the achievement of the PDO.
10. In addition to completion of the planned project activities, the extension will enable the Government to build on to the existing Sub-Component 3.3 dialogue platform an additional SMS-based learning intervention on a pilot basis to assess the potential for low-cost technology to address learning loss as a result of COVID-19. The extension will also allow additional time for measurement of PBC3.2 using the Annual School Census 2020/21.
11. The activities will be financed through partial use of the undisbursed project finance to be disbursed prior to the current closing date following verification of PBCs. All project funds are expected to be disbursed by the end of the new project closing date if the remaining PBC is achieved following updated Annual School Census data.



## II. DESCRIPTION OF PROPOSED CHANGES

12. **Closing date.** It is proposed that the closing date be amended to July 30, 2021. This is the first proposed extension to the closing date. The PDO remains achievable and both the progress towards PDO and implementation progress were rated Moderately Satisfactory at the most recent ISR (December 17<sup>th</sup> 2020). The Bank and Implementing Agency have agreed on actions that will be undertaken in order to achieve the PDO by the revised closing date (see below).

13. **Results Framework.** No changes are made to targets. However, the end target date is proposed to be extended from December 31, 2020 to July 30, 2021, for the following targets which are not yet achieved and measured:

### PDO Indicators:

- Number of additional standard classrooms built in selected primary schools resulting from project interventions.
- Percent of targeted schools meeting minimum standards in National Education Standard (NES) 16 in the 8 most disadvantaged districts
- Grade-wise promotion rates in lower primary grades in targeted districts

### Intermediate Results Indicators:

- Component 1:
  - i. Number of schools in the performance-based funding (PBF) treatment receiving PBF grants
  - ii. Common zonal tests conducted in grades 3 and 4 in the 8 disadvantaged districts
  - iii. Repetition rates in grades 1-4 in 8 most disadvantaged districts (PBC 3.2)
  - iv. Dropout rate for girls in grades 5-7 in the 8 most disadvantaged districts
- Component 3:
  - i. Percent of teachers in targeted schools observed at least once a term by their head teachers
  - ii. Average teacher attendance rate in targeted schools
  - iii. Average teacher utilization rate in lower primary
  - iv. Average learner attendance in targeted schools
  - v. Number of meetings schools hold with parents in a school year
  - vi. Number of unique community members who sent messages through the component 3.3 Community Dialogue Platform

14. The Government will have an additional six months to achieve the current targets for all these indicators. Other indicators are already achieved as of December 17<sup>th</sup>, 2020, and no revision is proposed.

15. **Completion of remaining activities.** Following the restructuring, it has been agreed with the Ministry of Education of Malawi, the implementing agency, that the remaining activities will be completed as follows:

- Component 1: Performance-Based School Improvement Grants for Improving Promotion and Retention: Disbursement of the fourth and final tranche of performance-based grants will be completed by 31 May 2021.
- Component 2: Improving Equity for the Most Disadvantaged Including Girls. Completion of remaining 32 classrooms will be done by 30 April 2021.
- Component 3: Improving Learning Outcomes, Accountability and Cost-Effectiveness at School Level:



- Follow-up visits for Sub-Component 3.1, the School Leadership Programme, will be completed by 30 June 2021.
- Operation of Sub-Component 3.2, the Real-Time Data Management platform, and delivery of feedback to schools via SMS and report cards by zonal Education Management Information System Officers (zEMISOs) will be continued until 30 June 2021, providing six months' uninterrupted operation.
- Operation of Sub-Component 3.3, the Community Dialogue Platform (CDP) via SMS and Interactive Voice Response (IVR), and support to its use by Assistant Centre Coordinating Officers (ACCOs), will be continued until 30 June 2021, providing six full months' operation following reopening of schools. Additional functionality of the CDP, providing SMS- and IVR-based learning support to selected communities to mitigate learning loss from COVID-19 will be operational from February-May 2021.
- Component 4: Variable Tranche: Core project activities completed. A program action, dissemination of briefs on strategy documents supported by the Component to schools, will be completed by 31 March 2021. The achievement period for DLR 3.2, on reduction in repetition rates in lower primary, will be extended to 30 July 2021 to allow for measurement using Annual School Census 2020/21, with validation from the next round of the Malawi Longitudinal Schools Survey implemented by the World Bank in partnership with Government.
- Component 5: Project Management, and Sector Program Support and Coordination: the Project Facilitation Team (PFT) supported by this component will continue to operate until 30 June 2021 to support completion of other components.

**16. Completion and verification of PBC 3.2.** Following completion of Annual School Census 2020/21 visits in February-March 2021, it is expected that measurement and reporting of the achievement of PBC 3.2 will be completed by 30 April 2021. Validation will be completed by 30 May and endorsed by LEG by 30 June.

### III. SUMMARY OF CHANGES

	Changed	Not Changed
Results Framework	✓	
PBCs	✓	
Loan Closing Date(s)	✓	
Implementation Schedule	✓	
Implementing Agency		✓
DDO Status		✓
Project's Development Objectives		✓
Components and Cost		✓
Cancellations Proposed		✓
Reallocation between Disbursement Categories		✓



Disbursements Arrangements		✓
Disbursement Estimates		✓
Overall Risk Rating		✓
Safeguard Policies Triggered		✓
EA category		✓
Legal Covenants		✓
Institutional Arrangements		✓
Financial Management		✓
Procurement		✓
Other Change(s)		✓
Economic and Financial Analysis		✓
Technical Analysis		✓
Social Analysis		✓
Environmental Analysis		✓

**IV. DETAILED CHANGE(S)**

**LOAN CLOSING DATE(S)**

Ln/Cr/Tf	Status	Original Closing	Revised Closing(s)	Proposed Closing	Proposed Deadline for Withdrawal Applications
TF-A2913	Effective	31-Dec-2020		30-Jul-2021	30-Nov-2021





**Results framework**

**COUNTRY: Malawi**

**Malawi Education Sector Improvement Project (MESIP)**

**Project Development Objectives(s)**

Improve quality, equity and efficiency of primary education in selected districts and schools.

**Project Development Objective Indicators by Objectives/ Outcomes**

Indicator Name	PBC	Baseline	End Target
<b>Improving the quality and equity of primary education in selected districts and schools</b>			
Number of additional standard classrooms built in selected primary schools resulting from project interventions. (Number)		0.00	500.00
<i>Action: This indicator has been Revised</i>	<i>Rationale: Extended to allow for completion of construction delayed by COVID-19 pandemic during extension period.</i>		
Percent of targeted schols meeting minimum standards in National Education Standard (NES) 16 in the 8 most disadvantaged districts (Text)		62.7 percent	25 percentage points increase from baseline
<i>Action: This indicator has been Revised</i>	<i>Rationale: To be extended to allow for measurement in NES visits, delayed by COVID-19, during extension period.</i>		
<b>Improved equity and efficiency in selected districts and schools</b>			
Pupil to Qualified Teacher Ratio (PqTR) in grades 1-2 in the 8 most disadvantaged districts (Text)		166 pupils to 1 qualified primary school teacher	132 pupils to 1 qualified lower primary teacher
Grade-wise promotion rate in lower primary grades in targeted districts (Percentage)		65.40	67.40



Indicator Name	PBC	Baseline	End Target
<i>Action: This indicator has been Revised</i>			
		<i>Rationale: Extended to allow for measurement using 2020/21 Annual School Census, delayed by COVID-19, during extension.</i>	

**Intermediate Results Indicators by Components**

Indicator Name	PBC	Baseline	Intermediate Targets				End Target
			1	2	3	4	
<b>Component 1: Performance-based school improvement grants for improving promotion and retention.</b>							
Number of schools in the performance based funding (PBF) treatment receiving PBF grants (Number)		0.00	0.00	200.00	300.00	400.00	400.00
<i>Action: This indicator has been Revised</i>	<i>Rationale: End date revised to allow for delayed disbursement of PBF during extension period.</i>						
Framework for conducting low stake zonal tests endorsed (Yes/No)		No					Yes
Common zonal tests conducted in grades 3 and 4 in the 8 disadvantaged districts. (Yes/No)		No					Yes
<i>Action: This indicator has been Revised</i>	<i>Rationale:</i>						



Indicator Name	PBC	Baseline	Intermediate Targets				End Target
			1	2	3	4	
<i>Tests conducted in grade 3 in 2019. 2020 tests, including grade 4, postponed owing to COVID-19. Extended to allow for achievement during project extension.</i>							
Repetition Rate in Grades 1-4 in 8 most disadvantaged districts (Percentage)		23.70					21.30
<b>Action: This indicator has been Revised</b>	<b>Rationale:</b> <i>Extended to allow for measurement using Annual School Census 2020/21, delayed as a result of COVID-19, during extension period</i>						
Repetition rate for girls in grades 1-4 in 8 most disadvantaged districts (Percentage)		23.20					20.90
Dropout rate for girls in grades 5-7 in the 8 most disadvantaged districts (Percentage)		27.10					16.00
<b>Action: This indicator has been Revised</b>	<b>Rationale:</b> <i>Extended to allow measurement using Annual School Census 2020/21, delayed by COVID-19, during project extension.</i>						
Female to male teacher ratio on grades 6-8 in 8 most disadvantaged districts (Text)		0.31					0.34
Number of low cost learning facilities built for lower primary the 8 most disadvantaged districts (Number)		0.00					1,000.00



Indicator Name	PBC	Baseline	Intermediate Targets				End Target
			1	2	3	4	
<b>Component 2: Improving Equity for the most disadvantaged, including girls.</b>							
Number of sanitary facilities constructed in target schools (Number)		0.00					300.00
Number of sanitary blocks for boys (Number)		0.00					114.00
Number of sanitary blocks for girls (Number)		0.00					228.00
<b>Component 3: Improving learning outcomes, accountability and cost-effectiveness at school level.</b>							
Number of headteachers and deputy headteachers trained. (Number)		0.00	0.00	400.00	800.00	800.00	800.00
Percent of teachers in targeted schools observed at least once a term by their head teachers (Percentage)		57.90					80.00
<b>Action: This indicator has been Revised</b>	<b>Rationale:</b> <i>Extended to allow for measurement through follow-up monitoring visits, delayed as a result of COVID-19, during extension period.</i>						
Average teacher attendance rate in targeted schools (Percentage)		82.50					90.00
<b>Action: This indicator has been Revised</b>	<b>Rationale:</b> <i>Extended to allow for measurement using real-time data collection platform, operation of which was delayed as a result of COVID-19, during project extension period.</i>						



Indicator Name	PBC	Baseline	Intermediate Targets				End Target
			1	2	3	4	
Average teacher utilization rate in lower primary (Percentage)		56.80					62.00
<b>Action: This indicator has been Revised</b>	<b>Rationale:</b> <i>Extended to allow for measurement using Annual School Census 2020/21, delayed as a result of COVID-19, during project extension.</i>						
Average learner attendance rate in targeted schools (Percentage)		62.20					72.00
<b>Action: This indicator has been Revised</b>	<b>Rationale:</b> <i>Extended to allow for measurement using real-time data collection platform, operation of which was delayed as a result of COVID-19, during project extension period.</i>						
Number of meetings schools hold with parents in a school year (Number)		1.80					3.00
<b>Action: This indicator has been Revised</b>	<b>Rationale:</b> <i>Extended to allow for measurement using Annual School Census 2020/21, delayed as a result of COVID-19, during project extension.</i>						
Number of unique community members who sent messages through the component 3.3 Community Dialogue Platform (Text)		Data pending validation by the WB task team					20 percentage point increase from baseline
<b>Action: This indicator has been Revised</b>	<b>Rationale:</b> <i>Extended to allow for measurement during project extension period; participation in CDP affected by COVID-19 and associated closure of schools.</i>						



**Performance-Based Conditions Matrix**

<b>Performance-Based Conditions Matrix</b>				
<b>PBC 1</b>	PqTR in Grades 1 and 2 in 8 most disadvantaged districts			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Outcome	Yes	Text	4,490,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	166 lower primary pupils for every 1 qualified primary school teacher			
June 2018	Agreed strategies endorsed by Government and LEG		2,000,000.00	44.5%
July 2021			2,490,000.00	100%
<b>PBC 1.1</b>	Endorsement of a comprehensive strategy and action plan for improving the distribution of teachers			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	No	Yes/No	2,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
June 2018	Yes		2,000,000.00	100%
July 2021	No		0.00	0.00



<b>PBC 1.2</b>		20% reduction in PqTR grades 1 & 2 in 8 most disadvantaged districts		
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Outcome	Yes	Percentage	2,490,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	166.00			
June 2018			0.00	0.00
July 2021	132.00		2,490,000.00	100%
<b>PBC 2</b>		Female to male teacher ratio in grades 6-8 in 8 most disadvantaged districts		
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Outcome	Yes	Text	4,490,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
June 2018	Endorsement of strategy		2,000,000.00	44.5
July 2021	10% increase in female to male teacher ratio for grades 6-8		2,490,000.00	100%



PBC 2.1				
Endorsement of a comprehensive strategy and action plan for improving female to male teacher ratio				
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	No	Yes/No	2,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
June 2018	Yes		2,000,000.00	100%
July 2021	No		0.00	100%
PBC 2.2				
10% increase in female to male teacher ratio in grades 6-8 in 8 most disadvantaged districts				
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Outcome	Yes	Text	2,490,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.31			
June 2018	0.00		0.00	0.00
July 2021	0.34		2,490,000.00	100%





<b>PBC 3</b>	Repetition rate in grades 1-4 in 8 most disadvantaged districts.			
<b>Type of PBC</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>	<b>As % of Total Financing Amount</b>
Outcome	No	Text	4,490,000.00	0.00
<b>Period</b>	<b>Value</b>		<b>Allocated Amount (USD)</b>	<b>Formula</b>
Baseline	Not yet due for measurement			
June 2018	Repetition policy developed		2,000,000.00	44.5%
July 2021	10% reduction in repetition for grades 1-4		2,490,000.00	100%
<b>PBC 3.1</b>	Endorsement of national implementation strategy and action plan for promoting efficiency measures at the school level to reduce repetition in lower primary			
<b>Type of PBC</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>	<b>As % of Total Financing Amount</b>
Process	No	Yes/No	2,000,000.00	0.00
<b>Period</b>	<b>Value</b>		<b>Allocated Amount (USD)</b>	<b>Formula</b>
Baseline	No			
June 2018	Yes		2,000,000.00	100.00
July 2021	Yes		0.00	0.00



<b>PBC 3.2</b>	10% reduction in repetition rate in grades 1-4 in 8 most disadvantaged districts.			
<b>Type of PBC</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>	<b>As % of Total Financing Amount</b>
Outcome	Yes	Percentage	2,490,000.00	0.00
<b>Period</b>	<b>Value</b>		<b>Allocated Amount (USD)</b>	<b>Formula</b>
Baseline	23.20			
June 2018	0.00		0.00	0.00
July 2021	20.90		2,490,000.00	100%
<i>Action: This PBC has been Revised. See below.</i>				

**Verification Protocol Table: Performance-Based Conditions**

<b>PBC 1</b>	PqTR in Grades 1 and 2 in 8 most disadvantaged districts
<b>Description</b>	Approved and endorsed Teacher Management Compaq.
<b>Data source/ Agency</b>	Minutes from the LEG meeting
<b>Verification Entity</b>	LEG and the World Bank
<b>Procedure</b>	
<b>PBC 1.1</b>	Endorsement of a comprehensive strategy and action plan for improving the distribution of teachers
<b>Description</b>	1. LEG and GA review (a) the approved and endorsed Teacher Management Compact that includes implementation strategy and action plans; (b) reports on stakeholders’ consultations and documents certifying the stakeholders’ sign-off. The achievement of the Year 2 DLI target is confirmed by GA and validated by LEG



<b>Data source/ Agency</b>	Minutes of the LEG
<b>Verification Entity</b>	The LEG and the World Bank
<b>Procedure</b>	Government develops strategy in a consultative process; presents draft strategy for wider stakeholder consultation, the strategy gets endorsed by the LEG, and then submitted to the World Bank
<b>PBC 1.2</b>	20% reduction in PqTR grades 1 & 2 in 8 most disadvantaged districts
<b>Description</b>	Third Party validation firm takes a sample of schools from the 8 target districts.
<b>Data source/ Agency</b>	EMIS validated by TPV based on a sample
<b>Verification Entity</b>	Third party independent verification agent
<b>Procedure</b>	Sample of schools from the 8 project districts.
<b>PBC 2</b>	Female to male teacher ratio in grades 6-8 in 8 most disadvantaged districts
<b>Description</b>	1. Endorsement of a comprehensive strategy and action plan for improving female to male teacher ratio. 2. 10% increase in female to male teacher ratio in Grades 6-8 in Eight Most Disadvantaged Districts
<b>Data source/ Agency</b>	LEG Minutes EMIS and Third Party Verification Firm through a sample
<b>Verification Entity</b>	LEG and World Bank for the first set of DLRs TPV for the second round of DLRs
<b>Procedure</b>	Government develops the strategy through a consultative process & LEG endorses The second round of DLR achievement is validated by the TPV based on a sample



<b>PBC 2.1</b>	Endorsement of a comprehensive strategy and action plan for improving female to male teacher ratio
<b>Description</b>	
<b>Data source/ Agency</b>	
<b>Verification Entity</b>	
<b>Procedure</b>	
<b>PBC 2.2</b>	10% increase in female to male teacher ratio in grades 6-8 in 8 most disadvantaged districts
<b>Description</b>	The DLI has two DLRs for completion in 2018 and by 2020. For 2018 (Year 2 of the MESIP), a copy of the Strategy and Action Plan duly endorsed by elected district councils, district managers, teacher union representatives, and LEG. The verification was conducted in June 2018 and Government earned the funds (US\$2,000,000) against this DLR. The second DLR (2020) will be verified by July 2020.
<b>Data source/ Agency</b>	2018 = Ministry of Education, Science and Technology reports 2020 = Independent Verifier based on a representative sample of schools.
<b>Verification Entity</b>	2018 = Local Education Group (LEG) in consultation with the World Bank 2020 = Independent verification firm
<b>Procedure</b>	As stipulated in DLI protocol.
<b>PBC 3</b>	Repetition rate in grades 1-4 in 8 most disadvantaged districts.
<b>Description</b>	Developed repetition policy for adoption. 10% reduction in pupil repetition for lower grades



<b>Data source/ Agency</b>	LEG Minutes for DLR1 Third party verifier for DLR2
<b>Verification Entity</b>	LEG and World Bank for DLR1 Third party verifier for DLR2
<b>Procedure</b>	Government develops policy through consultative process LEG endorses the policy for adoption Measurement of results from the policy verified by the TPV
<b>PBC 3.1</b>	Endorsement of national implementation strategy and action plan for promoting efficiency measures at the school level to reduce repetition in lower primary
<b>Description</b>	Repetition policy in place for adoption, with complementary implementation plan
<b>Data source/ Agency</b>	LEG Minutes
<b>Verification Entity</b>	LEG and the World Bank
<b>Procedure</b>	Government develops policy through consultative process; reviews it through the LEG; and LEG endorses the policy for implementation.
<b>PBC 3.2</b>	10% reduction in repetition rate in grades 1-4 in 8 most disadvantaged districts.
<b>Description</b>	TPV using EMIS data to generate sample based on which verification of results is done.
<b>Data source/ Agency</b>	EMIS/TPV data
<b>Verification Entity</b>	TPV



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Procedure	Study sample by TPV
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