**FRONT PAGE REVISED TEXT**

The Malawi Public School Survey (MPSS) is conducted by the World Bank in partnership with the Government of Malawi. Data collection is carried out by partner firms, with intensive collaboration with Government in design of survey instruments, cleaning and collation of collected data. The data collected is a valuable resource for the Government of Malawi for impact evaluation of projects and interventions, and for education planning and policymaking.

**BACKGROUND PAGE TEXT**

## The Malawi Public School Survey: Providing insights for new policy directions

The MPSS (also known as the Malawi Longitudinal Schools Survey, MLSS) is the first nationally representative, longitudinal survey of schools, teachers and students in a low-income country. It was developed by the Ministry of Education (MoE), in partnership with the World Bank and with finance from the Royal Norwegian Embassy (RNE) and the UK Foreign, Commonwealth and Development Office (FCDO), in order to provide Malawi with accurate and precise data on a wide range of school-level conditions, practices and outcomes. The MPSS complements the existing Education Management Information System (EMIS) but provides robust estimates of students’ achievement at the school level.

Longitudinal data from students and schools enables researchers and policymakers to track levels of learning, understand the trajectories of children’s learning over time, and identify how education systems are performing over time. Such detailed, longitudinal data from students and schools is critical in low-resource contexts because it is necessary for identifying possible reasons for low levels of learning.

The MPSS was designed to collect data in three rounds from a representative sample of Malawian public primary schools.

* Round 1: Baseline (2016-2018): collected in 750 schools.
* Round 2: Midline (2018-19): collected in 403 schools.
* Round 3: Endline (2021-22): collected in 638 schools (and counting).

The MPSS baseline, midline, and endline surveys were linked to the project cycle of the Malawi Education Sector Improvement Project (MESIP), a large-scale Government investment project, providing a feedback loop on project implementation and informing government policymaking (see **Box 1**). In particular, the MLSS helped to inform the successor to NESP, the National Education Sector Investment Plan (NESIP) 2020-30, in particular supporting inclusion of equity targets for pupil-teacher ratios (PTR) and pupil-classroom ratios (PCR) for the first time in a Malawi National Education Sector Plan.

**MPSS TEAM**

The MPSS and associated analytical outputs are the work of a large team from within the Government of Malawi, World Bank, and other organizations, including:

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Data collection conducted in partnership with Wadonda Consulting; Invest in Knowledge International; Kantar Public; Center for Evaluation and Development; and Institute for Public Opinion and Research.

**ADDITIONAL RESOURCES**

[Technical Appendix for MPSS baseline](https://www.dropbox.com/s/v30lkby52kgmzc6/MLSS%20Technical%20Appendix.pdf?dl=0)

[“Moving teachers to Malawi’s remote communities: A data-driven approach to teacher deployment”](https://www.sciencedirect.com/science/article/abs/pii/S0738059318300555), published in the *International Journal of Development* (Winner, Joyce Cain Award for Distinguished Research on People of African Descent, Comparative International Education Society)