

## **CEF MALAWI PRESENTATION.**

### **INTRODUCTION**

- Malawi is a small poor landlocked country in the Southern Sub Region of Africa. Malawi is bordered with Mozambique to the South, south East and South West, Zambia to the West and Tanzania to the North and North East.
- Administratively, Malawi is divided into 3 regions: North, Central and South, with a total of 27 districts.
- It has a population of about 11,000,000 people and 45% of these are children below 15 years. Over 90% of the population live in the rural areas with agriculture as the main occupation.
- Literacy in the country is estimated at 52%

### **EDUCATION IN MALAWI**

- The development of education in Malawi started with the early Missionaries who came into the country from the early 1875.
- The education was further consolidated soon after independence. Schools were classified in four categories: government, government assisted, unassisted and private schools.
- Government primary schools were own by the government while the assisted schools were run by the Local Education Authorities at district level while unassisted schools were those school run by the churches. Private schools were for the expatriate children.
- Education of the disables was taken care of by the churches which had set in institutions for the disabled children.
- Parents contributed to the education of their children at all levels except the university by paying fees.

#### **Education Reforms.**

##### **Free Primary School Education.**

- There has been gradual introduction of free Primary education in the country.
- As a follow up to the Jometien declaration of 1990, the government of Malawi introduced fees waver for classes 1 to 4 in 1992.
- In 1994, after the first multiparty elections, the government of Malawi introduced the free primary school education.
- The introduction of free primary education resulted in more than 90% increase in school enrollment.
- The policy reforms also emphasized the integration of the disabled children into the main stream of education.
- Education was considered as a key strategy in Malawi's Poverty Alleviation Program..
- Schools in the country can be classified as government schools and private schools.
- Government schools are managed by the government while Private schools belong to individuals and are mostly run on commercial basis.
- Schools comprise of 8 years of primary school, 4 years of secondary and 4 years of tertiary education.
- Private Schools however may have 6 to 7 years of primary school followed by 4 years of secondary school.

#### **DECENTRALIZATION.**

The Ministry of Education is in the process of decentralizing its activities to the districts. The district assemblies shall be responsible for the planning and distribution of resources.

### **THE POLICY INVESTMENT FRAMEWORK.**

This is a Policy document of the Ministry of Education. It outlines strategies for achieving the EFA goals. The policies and strategies in PIF address issues of equity, quality, access, relevance, management as well as financing to the education system. The following areas of education have been emphasized in PIF:

- Preschool /early childhood development.
- Functional adult literacy education.
- Out of school youth.
  
- The basic education.
- The secondary school education
- Higher education
- The technical education

### **EFA PLAN OF ACTION.**

- Malawi developed an EFA document in 2002. EFA draft document emphasizes the need for comprehensive and integrated approaches to ensure survival, development and learning ability of the child.
  
- The EFA plan of action however is still in draft form. As a result Malawi has not benefited from the World Bank Fast Track Initiative.
  
- The Production of the Document was coordinated by the Basic Education Department, however the responsibility is now being transferred to the Planning Department. Such changes however may delay the implementation of the document.

### **THE MALAWI POVERTY REDUCTION PAPER.**

Malawi is one of the poor countries to benefit from the HIPIC funds. Recognizing the importance of education, education is one of the Priority Poverty Expenditure in the PRSP. The paper outlines the basic education as well as expanding the early childhood education. The MPRSP outlines the following as a means of achieving quality education.

- Teacher recruitment and training.
- Provision of in-service training g.
- Establishment of teacher education and development
- Revision of teacher packages.
- Access to adequate instructional materials.
- Decentralization of the education system through zones

### **CHALLENGES.**

#### **A. There is no education act.**

#### **B. Adult education and early childhood development.**

- Inadequate strategies for the implementation of adult education and early childhood development policies.
- Differences in Ministries responsible for the basic education and adult and early childhood development.

#### **C. Basic education**

- 1.0. High pupil teachers ratio. In some areas pupil teacher ratio is at 90:1
- 2.0. Teacher morale is low: teacher salaries are not on time as a result private teaching is common.
- 3.0. Teacher deployment and training not adequate. Most teacher training colleges idle at some part of the year.
- 4.0. Inadequate school infrastructure: 27% and 58% of pupils learning outside the classrooms in urban and rural areas respectively. Pupil classroom ratio of 120:1 are common. In some rural areas 1000 pupils may share 1 toilet.

- 5.0. High drop out rate. Out of 100 pupils whole enroll in standard 1, only 30% reach standard 8.
- 6.0. Drop out rate is high especially among girls.
- 7.0. Illiteracy is one of the highest in the region. The average years for schooling is 5 for men and 3 for women. Urban rural differences are common. The average years of schooling in urban areas is six and in the rural areas is 3 years.
- 8.0. Impact of HIV/AIDS has resulted in death of teachers and parents as well as having child headed households. Such children are unable to complete their education.
- 9.0. Poor access of children with disabilities to school.

#### **CIVIL SOCIETY PARTICIPATION IN EDUCATION.**

Civil Society have participated in the production of various documents in the Malawi Civil Society participated in the production of the Poverty Reduction Strategy paper and have been influential in budget monitoring exercises in the country. The Civil Society however lack skills in lobbying and advocacy.

#### **THE COMMONWEALTH EDUCATION FUND.**

The work of the Commonwealth education fund in Malawi started in 2002. The activities have included management committee meetings, production of the strategic document awareness meeting, fundraising and support to civil society organizations. Support to Civil society organizations is in line with the CEF criteria, the education issues on the ground as well as per strategic document produced. The Commonwealth Education fund works with both the Civil Society Coalition on quality Basic Education as well as individual civil society organization. The work of CEF has also contributed to the membership of the Coalition. All organizations supported by CEF Malawi are requested to be members of the coalition in order to increase the voice of the coalition.

CEF has also facilitated the work of the Church Organizations in lobbying and advocacy and creating awareness. The Churches Development Coordination Committee is a membership of 11 church related organizations whose role is to speak for the marginalized on issues affecting them. Through the work of CEF this church advocacy group has been in the forefront in creating awareness and identifying and advocating for change on issues affecting education. Through its education desks, it has carried out research on education policy as well as setting in place church education structures at district level to engage with the district education authorities, school management committees , local authorities and parents.

<b>Activity</b>	<b>Achievement</b>
Setting up of the management committee	<ul style="list-style-type: none"> <li>•</li> <li>• The management committee is comprised of Actionaid, OXFAM, Save the Children UK. Terms of Reference for the Management Committee and the staff were developed. The Committee meets every two months.</li> </ul>
Staff recruitment	<ul style="list-style-type: none"> <li>• Two members of staff were recruited: the Coordinator and the Accountant.</li> </ul>
CEF awareness	<ul style="list-style-type: none"> <li>• The CEF awareness meetings were held with the Ministry of education Science and Technology as well as the Civil Society organizations.</li> <li>• A newsletter has been introduced to publise the work of CEF Malawi. The newsletter will come out every quarter.</li> </ul>
Production of the CEF Malawi strategic document.	<ul style="list-style-type: none"> <li>• Civil Society Organizations through the Coalition for Quality Basic Education participated in the production and review of the CEF strategic plan. Issues addressed in the strategic documents were identified by the Coalition members. In addition the Civil society Organizations were involved in the development of indicators.</li> </ul>
Expression of interests	<ul style="list-style-type: none"> <li>• Calling for proposals for funding was done through the</li> </ul>

	<p>newspaper adverts as were as through the Coalition meetings.</p>
Fund raising	<ul style="list-style-type: none"> <li>• Meetings were held with business Sector through the Chamber of Commerce in Malawi. No green light has been shown by any of the companies however, the indicated education was important for the economic development of the country. They reported that CEF should visit them individually and collect information on what each does on education. Follow ups are being organized.</li> <li>• DFID Malawi has also shown interest to complement the work of CEF. Processes are underway to develop agreements.</li> <li>• CEF Malawi organized a meeting with the President of the Bankers Association of Malawi. The President agreed to include CEF presentation at their next meetings agenda.</li> </ul>

SUPPORT TO OTHER ORGANIZATIONS.

ORGANIZATION	PROJECT	ACTIVITIES
Civil Society Coalition on Quality Basic Education	Budget monitoring	<ul style="list-style-type: none"> <li>• Budget monitoring data analysis.</li> <li>• Dissemination of the results to the Finance and Budget Committee of Parliament and the Chairperson of the Parliamentary Committee of Education.</li> <li>• The information was also disseminated through newspapers.</li> </ul>
	GCE	<ul style="list-style-type: none"> <li>• In collaboration with UNCEF, CEF funded the Coalition to carry out the GCE week of action. The activities targeting the girl child included, the big lesson, drama performances, debate as well as role modeling.</li> </ul>
	Press release	<ul style="list-style-type: none"> <li>• After a tree under which children were learning fell down and killed three children, CEF funded press release in the newspapers on the need for the government and other donors to act quickly on the construction of school blocks.</li> <li>• Outcome: DFID and Limbe Leaf Company have promised to build school blocks.</li> </ul>
DAPP Child Aid	Girl Child abuse survey and dissemination	<ul style="list-style-type: none"> <li>• A detailed research on factors leading to girl child drop out from school as well as increased teacher girl relationships.</li> <li>• Disseminated to district government official and other donors such as UNICEF.</li> <li>• Impact: UNICEF and the Department of Police committed themselves to work towards reducing the factors contributing to early girl child drop out from school.</li> </ul>
CHESHIE HOMES	Promotion of the education of children with disability /policy awareness project	<ul style="list-style-type: none"> <li>• Policy of integration awareness to teachers, parents, and local leaders.</li> <li>• Training of teachers and parents on how to handle children with disabilities.</li> <li>• Lobbying for the implementation of integration policy.</li> </ul>
Churches Development Coordination	Quality Education awareness initiative	<ul style="list-style-type: none"> <li>• Awareness campaigns.</li> <li>• Training of budget monitoring structures.</li> <li>• Media awareness campaigns.</li> </ul>

Committee		<ul style="list-style-type: none"> <li>• Education Policy Research</li> <li>• Advocacy training.</li> </ul>
FAWEMA	Girls camp	<ul style="list-style-type: none"> <li>• Girls counseling and guidance.</li> <li>• Role modeling</li> <li>• Radio programs</li> </ul>
Deeper Christian Life Ministries	Promotion of girls Education through adult literacy	<ul style="list-style-type: none"> <li>• Introduction of adult literacy classes.</li> <li>• Training women and local leaders in girl child advocacy.</li> <li>• Formation of education committees</li> </ul>