



GOVERNMENT OF MALAWI

**EDUCATION FOR ALL NATIONAL
ACTION PLAN**

JULY 2004

DRAFT

FOREWORD

The Government of Malawi attaches great importance and emphasis to the various tenets of basic education it offers to its citizens through the Ministry of Education and Human Resources Development (MOERHD), Ministry of Gender, Youth and Community Services, Ministry responsible for People with disabilities, Ministry of Labour and Vocational Training (MOLVET), Ministry of Health and Population Services, NGOs, Religious Organizations and other stakeholders.

Since 1994 there have been tremendous changes in basic education with the introduction of Free Primary Education that led to increase in enrolments from 1.9 million to 3.2 million. There have also been programmes to improve quality through the training of teachers, school administrators and education advisors.

With financial and technical assistance from development partners, MOERHD organised a series of Interministerial meetings and Working Sessions on Education for All (EFA). The meetings and working sessions aimed at developing an EFA national Action Plan, establishing an EFA national forum and its secretariat. The working sessions drew the EFA action plan from the inspirations of the key Government socio-economic development policies like Policy Investment Framework (PIF), Poverty Reduction Strategy Paper (PRSP), Vision 2020, National Gender Policy, National Policy on Early Childhood Development and Local Government Reform Programme.

The Education for All programmes that the Malawi Government has embarked on are in response to the recommendations made at both the Jomtien (1990) (Thailand) and Dakar (2000) (Senegal) global conferences on Education for All. The Government is fully aware of the challenges that EFA will bring and as such it is necessary to plan well on how they will be addressed as they come. The importance of national cooperation in the implementation of the EFA programmes may not be overemphasized.

Government greatly appreciates the support it gets from Action Aid, ADB, CIDA, DFID, GTZ, JICA, Plan International, UNAIDS, UNESCO, UNICEF, UNFPA, USAID, WFP World Bank & other co-operating partners in the implementation of its EFA programmes. I thus appeal to all the co-operating partners and other stakeholders to continue supporting all Government departments with a stake in EFA so that Malawi's aspirations for Education for All by 2015 become a reality.

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Secretary for Education and Human Resource Development

TABLE CONTENTS

Foreword	ii
Table Contents.....	iii
Acknowledgements.....	v
Acronyms.....	vi
Executive Summary.....	viii
CHAPTER 1: INTRODUCTION.....	1
1.1 The Context of EFA in Malawi.....	1
1.1.1 The Land and the People.....	1
1.1.2 Economic Context.....	1
1.1.3 Policy Context.....	2
1.2 Profile of Development Indicators and Constraints.....	4
1.3 The Education System and EFA.....	5
1.3.1 Primary Level.....	5
1.3.2 Secondary Level.....	6
1.3.3 Tertiary Education.....	6
1.3.4 Distance Education.....	6
1.4 Principles Guiding the Malawi EFA Policy Framework.....	6
1.5 Rationale for the EFA Policy Framework.....	7
1.6 Scope of Basic Education.....	9
1.6.1 Early Childhood Care.....	9
1.6.2 Adult Literacy and Continuing Education.....	10
1.6.3 Special Needs Education.....	11
1.6.4 Quality of Education.....	11
1.6.5 Adoption of Multisectoral and Participatory Approach to Basic Education and Service Delivery.....	14
1.6.6 Girls/Women Education in Malawi.....	14
1.6.7 Addressing Gender Disparities in Education in Malawi: Issues and Challenges.....	15
1.7 Conclusion.....	
CHAPTER 2: NATIONAL PRIORITY EFA OBJECTIVES AND ACTIVITIES..	16
2.1 EFA Goal 1.....	16
2.1.1 National Strategic Objectives for EFA Goal 1.....	16
2.1.2 National Priority Activities.....	17
2.2 EFA Goal 2.....	25
2.2.1 National Strategic Objectives for EFA Goal 2.....	25
2.2.2 National Priority Activities.....	26
2.3 EFA Goal 3.....	31
2.3.1 National Strategic Objectives for EFA Goal 3.....	31
2.3.2 National Priority Activities.....	32
2.4 EFA Goal 4.....	38
2.4.1 National Strategic Objectives for EFA Goal 4.....	38
2.4.2 National Priority Activities.....	39

2.5	EFA Goal 5.....	42
2.5.1	National Strategic Objectives for EFA Goal 5.....	42
2.5.2	National Priority Activities.....	43
2.6	EFA Goal 6.....	46
2.6.1	National Strategic Objectives for EFA Goal 6.....	46
2.6.2	National Priority Activities.....	47
CHAPTER 3: IMPLEMENTATION, MONITORING AND EVALUATION.....		51
3.1	The MEFA Action Plan in context.....	51
3.1.1	The Secretariat.....	52
3.1.2	National Forum.....	52
3.2	Implementation.....	52
3.2.1	Policy Action.....	53
3.3	MEFA Monitoring and Evaluation.....	56
References.....		

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ABBREVIATIONS/ ACRONYMS

<i>ADB</i>	-	<i>African Development Bank</i>
<i>AIDS</i>	-	<i>Acquired Immuno Deficiency Syndrome</i>
<i>ABC</i>	-	<i>African Bible College</i>
<i>CBCC</i>	-	<i>Community Based Child Care</i>
<i>CIDA</i>	-	<i>Canadian International Development Agency</i>
<i>CSO</i>	-	<i>Civil Society Organizations</i>
<i>DANIDA</i>	-	<i>Danish</i>
<i>DFID</i>	-	<i>Department for International Development</i>
<i>ECCE</i>	-	<i>Early Childhood Care and Education</i>
<i>ECD</i>	-	<i>Early Childhood Development</i>
<i>EDMU</i>	-	<i>Education Development Management Unit</i>
<i>EFA</i>	-	<i>Education For All</i>
<i>FPE</i>	-	<i>Free Primary Education</i>
<i>GABLE</i>	-	<i>Girls' Achievement to Basic Literacy</i>
<i>GDP</i>	-	<i>Gross Domestic Product</i>
<i>GER</i>	-	<i>Gross Enrolment Rate</i>
<i>GoM</i>	-	<i>Government of Malawi</i>
<i>GTZ</i>	-	<i>German Technical Assistance</i>
<i>HIV</i>	-	<i>Human Immuno-Deficiency Virus</i>
<i>JICA</i>	-	<i>Japanese International Cooperation Agency</i>
<i>JCE</i>	-	<i>Junior Certificate of Education</i>
<i>LT</i>	-	<i>Long Term</i>
<i>MANEB</i>	-	<i>Malawi National Examinations Board</i>
<i>MCDE</i>	-	<i>Malawi College of Distance Education</i>
<i>MIE</i>	-	<i>Malawi Institute of Education</i>
<i>MoA</i>	-	<i>Ministry of Agriculture</i>
<i>MoEHRD</i>	-	<i>Ministry of Education & Human Resource Development</i>
<i>MoEP & D</i>	-	<i>Ministry of Economic Planning and Development</i>
<i>MoEST</i>	-	<i>Ministry of Education, Science and Technology</i>
<i>MoH</i>	-	<i>Ministry of Health</i>
<i>MoF</i>	-	<i>Ministry of Finance</i>
<i>MoJ</i>	-	<i>Ministry of Justice</i>
<i>MoWorks</i>	-	<i>Ministry of Works Services</i>
<i>MoGCW&CS</i>	-	<i>Ministry of Gender, Child Welfare and Community Services</i>
<i>MPRSP</i>	-	<i>Malawi Poverty Reduction Strategy Paper</i>
<i>MSCE</i>	-	<i>Malawi School Certificate of Education</i>
<i>MT</i>	-	<i>Medium Term</i>
<i>NALP</i>	-	<i>National Adult Literacy Programme</i>
<i>NER</i>	-	<i>Net Enrolment Rate</i>
<i>NGO</i>	-	<i>Non-Governmental Organization</i>

<i>NORAD</i>	-	
<i>NSTED</i>	-	<i>National Strategy for Teacher Education and Development</i>
<i>UNDP</i>	-	<i>United Nations Development Programme</i>
<i>NSO</i>	-	<i>National Statistics Office</i>
<i>OVI</i>	-	<i>Objectivity Verifiable Indicators</i>
<i>PIF</i>	-	<i>Policy and Investment Framework</i>
<i>PCAR</i>	-	<i>Primary Curriculum and Assessment Reform Programme</i>
<i>PRSP</i>	-	<i>Public Reform Sector Programme</i>
<i>PIU</i>	-	<i>Project Implementation Unit</i>
<i>PSLCE</i>	-	<i>Primary School Leaving Certificate of Education</i>
<i>ST</i>	-	<i>Short Term</i>
<i>TA</i>	-	<i>Traditional Authority</i>
<i>TEVETA</i>	-	<i>Technical Entrepreneurial and Vocational Education and Training Authority</i>
<i>TTC</i>	-	<i>Teacher Training College</i>
<i>USAID</i>	-	<i>United States Agency for International Development</i>
<i>UN</i>	-	<i>United Nations</i>
<i>UNAIDS</i>	-	<i>United Nations Aids Secretariat</i>
<i>UNFPA</i>	-	<i>United Nations Population Fund</i>
<i>UNICEF</i>	-	<i>United Nations Children Fund</i>
<i>UNESCO</i>	-	<i>United Nations Educational, Scientific and Cultural Organization</i>
<i>VCT</i>	-	<i>Voluntary Counselling and Testing</i>
<i>WFP</i>	-	<i>World Food Programme</i>

EXECUTIVE SUMMARY

INTRODUCTION

It is pleasing to note that apart from the quantitative and qualitative goals adopted by the Dakar EFA Forum held in 2000 to be achieved by 2015, a clear link between the improvement of basic education and poverty eradication was established as well in the Dakar Framework for Action. Access to quality education by all, is a necessary condition for emancipation from the poverty trap in which the majority of Malawians are living. Therefore, the objectives of EFA are very much in line with Government's policy of reducing poverty amongst Malawians

This is why Government, in 1994, introduced Free Primary Education in order to provide equal access to education to all Malawian children. Some schools of thought in the past limited access to education because they thought that it was not good to introduce Free Primary Education because of the scarcity of jobs. The cure for unemployment of any country lies in the education system of a particular country. A country, like Malawi, with an illiteracy rate of 42% usually experiences problems in making any progress in any development initiatives in any sector such as in health, agriculture, commerce and industry. Due to high illiteracy levels, very important initiatives such as the 'Starter Pack Programme' which Government implemented and saw Malawi produce surplus food like no other time before, do require a lot of effort for an illiterate person to internalize their philosophy and practices.

THE RELATIONSHIP OF EFA ACTION PLAN WITH OTHER NATIONAL DEVELOPMENT FRAMEWORKS

Education is the basis of poverty reduction, progress and development. Education must prepare children, young people and adults to take control of their own destiny. To do this, the education and training sector must be reviewed and reorganised so as to become a truly integrated system managing knowledge and human resources development. Therefore an attempt has been made to link the EFA National Framework of Action, the Vision 2020 with the MPRSP and the Policy and Investment Framework (PIF), the National Early Childhood Development Policy, the TVET, HIV/AIDS and Gender policies as well as the decentralisation programme among other policies and programmes. Gaps in some of these frameworks were identified and strategies for addressing those gaps suggested. The EFA National Framework of Action will also help in directing where the education system and therefore by extrapolation, the economy should be steered to by 2015. Particular attention has been paid to the six EFA goals as outlined in the Dakar Framework for Action with particular focus on quality, the curriculum, pedagogy issues including support systems such as infrastructure in schools and the community.

The Malawi Government through the Ministry of Education, Science and Technology and other stakeholders is committed to put into action what was agreed at the Dakar Conference. It is in this regard that this action plan has been developed.

CHALLENGES

Some challenges are foreseen as Education for All will be implemented. Obviously, the challenges will be in human, material and financial resources, sustainability of activities and in meeting targets. The following are some of the challenges identified that will need to be addressed:

- i. Limited facilities for children with special needs in education
- ii. Decentralisation and democratisation of primary education
- iii. The impact of HIV/AIDS in the education sector.
- iv. Institutional capacities – these need to be strengthened in order to manage an expanded system of primary education.
- v. Resources for implementing free and compulsory primary education.
- vi. High illiteracy rates of *36% for males and 49% for females*
- vii. There are inadequate Syllabus, Teachers' Guides, Pupils' Books and other instructional materials in Braille.
- viii. Fragmentation of players in special needs education
- ix. Inequitable participation of girls in school
- x. Shortage of well motivated, committed and qualified primary school teachers
- xi. Low value given to education by some pupils and parents
- xii. Increased and effective community participation in school management
- xiii. Inefficient inspection and supervisory service
- xiv. Critical shortage of classrooms.
- xv. Inadequate teaching and learning materials
- xvi. High dropout and repetition rates
- xvii. Most pre-schools operate under poor conditions due to lack of support by communities at large
- xviii. Inadequate trained teachers in pre-schools
- xix. Lack of standard instructional materials in pre-schools such as syllabuses and operation guidelines.
- xx. No systematic monitoring and evaluation tools for ECD.
- xxi. Poverty
- xxii. Poor sanitation and nutrition
- xxiii. Inadequate publicity on the importance of adult literacy.
- xxiv. Inadequate liaison and co-ordination in facilitating the participation of other players in the provision of adult literacy.
- xxv. Unavailability of post literacy programmes.
- xxvi. No proper comprehensive continuing education provision.
- xxvii. No link between adult education and other basic education programmes.

MAJOR AREAS OF FOCUS

Since the Malawi constitution raises the provision of education as a fundamental human right, the role of the government is to guarantee this right including the rights of children. As part of this way of thinking, three major areas should be stressed, for they are among the matters for priority action. These areas are: access and equity, quality and relevance and capacity building.

Access and Equity

To improve access and equity in education the fight against gender disparity is a priority. The priority of the education of girls and women is a condition to fulfil the objectives of education for all. At the same time the boundaries of the school system must extend to include effectively non-formal education, literacy and alternative ways of learning.

Therefore, particular attention must be paid to:

- Early childhood education needs;
- Children in difficult situations, street and working children, orphans, children living with HIV/AIDS child prisoners and disabled children;
- Girls and women

Quality and Relevance

The quality and relevance of formal and non-formal education must be improved, among other things in:

- its structures, curricular and teaching methods diversification according to the variety of the learners and their needs,
- teachers' initial training, and their continuous retraining,
- use of the mother tongue in education,
- the production and distribution of learning materials
- the creation of a friendly learning environment, as well as an efficient management of education institutions.

Capacity-Building

Institutional and professional capacities need to be strengthened at national, district, zonal and school levels, especially for:

- The formulation of policies, strategies and programmes of education,
- The mobilisation of the financial and human resources.
- The management of education
- Research, evaluation, assessment and monitoring applied to education

NECESSARY CONDITIONS FOR ATTAINMENT OF EFA

A lot of necessary conditions have already been set to enhance Education for All in Malawi. Government has already managed to increase the enrolment levels at primary level with the introduction of Free Primary Education in 1994. The Policy Investment Framework (PIF) and the Poverty Reduction Strategy Paper are in place, all of which are geared towards the provision of quality education for All.

Achieving EFA will also require better systems of gathering, analysing and disseminating information. Specifically, there are urgent needs for better mechanisms for monitoring and evaluating the national action plan; and for tracking of education expenditures.

Achieving these goals will require sustained intensive coordination amongst and all stakeholders in education. This includes governments, parents and guardians, local communities, the faith community, NGOs and co-operating development partners. It also requires additional resources hence the need for government to be committed to mobilization of resources, rationalizing and reallocating funds within the sectors and levels of education and seeking resources from partners including the private sector.

MALAWI EDUCATION FOR ALL ACTION PLAN

CHAPTER 1 INTRODUCTION

1.1 The Context of EFA In Malawi

1.1.1 The Land and the People

Malawi is located in the Southern African region of the Africa continent. It covers a total area of 119,140 square kilometres, of which 20% is covered by water. The country lies between 9 degrees and 17 degrees south of the Equator and is bordered by Mozambique to the south, east and west, Zambia to the west, and Tanzania to the north and east.

Administratively, Malawi is divided into 3 regions: Northern, Central and Southern, and it has 40 Assemblies. However, for educational administrative purposes, the country is divided into 6 Education Divisions, which are sub-divided into 33 educational districts. Lilongwe is the country's capital city and is located in the Central region.

The 1998 Population and Housing Census enumerated a total population of 9.9 million. Of this total, 49% were male and 51% were females. With a population growth rate of 2.0 percent per annum, current estimates are that Malawi has a population of 11 Million people of which 46% are children and youth under 15 years. (NSO:1998).

1.1.2 Economic Context

With an estimated 1995 GNP per capita of US \$170, the average Malawian lives at a barely subsistence level (UNDP, 1997). Rural poverty is estimated at 60 percent, while urban poverty is a growth phenomenon, affecting about 65 percent of the urban population (GOM/UNDP, 1993). Both the urban and rural poor lack electricity, potable water supplies and sanitation facilities. Social amenities such as schools, markets and health clinics are few and far apart. The road infrastructure and provision of public transportation are inadequate.

Malawi's economy is based on agriculture. In 1994, agriculture accounted for 31 percent of the GDP and 90 percent of export revenue (World Bank, 1995). Almost 70% of all agricultural produce comes from smallholder farmers, tobacco and tea are Malawi's primary exports. Tobacco and tea estates employ a large number of farm labourers amongst whom are school going aged children.

Malawi is currently struggling with macro-imbalances caused by expenditure overruns, drought and falling tobacco prices (World Bank, 1995). Prior to 1994, expenditure on social services such as education (7.9%), health (6.1%) and social

welfare (2.2%) were relatively, low compared to other sub-Saharan African countries. The government has since then made a commitment to improving the quantity and quality of social sector expenditures as a means of reaching its overall objective of poverty reduction. Expenditure on education has for instance generally increased from to% of the GDP (*need for information ...%*).

AIDS is a major threat to the overall population in Malawi. Malawi's rate of HIV infection of between 12 percent and 14 percent (with estimates of 24 percent in urban areas among the adult population) is among the highest in the world (USAID, 1995). In 1993, it was estimated that 140,000 children had lost their mothers due to AIDS, and this was expected to increase to 300,000 by the year 2000 (GOM/UNDP, 1993). The effect of AIDS on Malawi's education system is enormous. Teachers' deaths result in a continuing shortage of instructors. Local school officials spend much of their time at funerals. The MOEHRD has started to address AIDS prevention through the incorporation of relevant messages into the curriculum.

Lack of safe sanitation measures, such as pit latrines in peri-urban and rural areas, remains a serious environment issue, leading to water pollution. Industrial wastes are also a key factor in water pollution.

1.1.3 Policy Context

1.1.3.1 *Malawi Commitments to International Education Targets*

The 1990 Jomtien "World Conference on Education For All (EFA)" identified internationally agreed targets for the provision of education as a basic human right. Jomtien inspired section 13 (f) (iii) of the Malawi second Republican Constitution of 1994 which provides for free and compulsory education for all citizens of Malawi and section 25 (i) which states that " All persons are entitled to education." Malawi is also party to the Dakar 2000 Framework for Action, an international education review mechanism of progress made since Jomtien. Malawi has also joined the many nations, which have rectified the United Nations Convention on the Rights of the Child.

1.1.3.2. *The Education Sector Legal Framework*

The education system is operating based on the Education Act that was last reviewed in 1962. This has brought challenges in the management of the system in the light of the new dispensation. The act is currently being reviewed to reflect the current political climate and global trends.

1.1.3.3 *Malawi Vision 2020*

The Malawi Vision 2020 document envisages the total elimination of poverty by the year 2020 and thus accords high priority to the education sector which is considered pivotal in bringing about social and economic transformation.

1.1.3.4 Policy and Investment Framework (PIF)

The PIF document which covers the period 2000 – 2012 outlines policies and identifies priorities and targets for each education sub-sector. The framework champions the thinking that human capital is key to poverty reduction in Malawi. The PIF is most elaborate and strongest in those sub-sectors directly managed by the Ministry responsible for education (MoEST, 2001).

1.1.3.5 The Malawi Poverty Reduction Strategy Paper (MPRSP 2002)

The MPRSP reiterates that human capital is key to poverty alleviation. In this regard, it has accorded highest priority to basic education.

The MPRSP (2002) and PIF (2001) set the goals to be achieved in basic education

1.1.3.6 National Strategy for Teacher Education and Development (NSTED)

Government's desire to improve the provision and quality of education has resulted in the formulation of the NSTED. Major objectives to this strategy are to achieve increased enrolments, equitable education areas, quality improvements, the expansion and optimum utilization to quality inputs, operational efficiency and ultimately increased qualified teacher supply.

1.1.3.7 Technical and Vocational Educational and Training (TVET)

In 1999, government established the TEVET system, which is demand driven and flexible. This is a modular system of training with multiple entry and exit points, making the acquisition of technical, managerial and entrepreneurial skills a life long process. Additionally, government established the Technical and Vocational Education and Training Authority (TEVETA) to regulate training programmes and activities.

1.1.3.8 Primary Curriculum and Assessment Reform Programme (PCAR)

Government is developing a PCAR Programme which aims at restructuring the primary school cycle from eight (8) to seven (7) years and introducing a reception class, reducing the number of subjects, minimising overlaps but adding pre-vocational subjects.

1.1.3.9 The HIV/AIDS Strategy 2003-2008

Realising that the HIV/AIDS pandemic threatens to reverse gains made in human resource development since independence, Malawi has developed an HIV/AIDS strategy for 2003-2009. Among the initiatives envisaged in the strategy is the implementation of the HIV/AIDS Programme in the education sector, which targets the poor and vulnerable children through the School Feeding and Nutrition

programmes and the Guidance and Counselling programme. In addition the strategy also envisages voluntary testing and counselling services for teachers and students and the provision of Anti-Retroviral drugs in order to keep infected teachers and students healthy.

1.1.3.10 National Gender Policy

Government has developed a National Gender policy that is guiding the inclusion of women and girls in all aspects of social, economic and political development, which also includes improvement in terms of access, and equity in the education sector.

1.1.3.11 National Policy on Early Childhood Development

The policy aims at promoting the provision of high quality ECD service to the Malawian Child to ensure his/her survival, growth, protection and development. This will be achieved by empowering the households, the community, institutions and organisations to effectively provide the required basic and essential early childhood development services that will uphold the child's human dignity.

1.1.3.12 Local Government Reform Programme

The current Public Sector Reform Programme (PSRP) focuses on improvement in the delivery of public goods and services. The Local Government Reform Programme (popularly known as the Decentralization Programme) is an integral part of the wider public sector reforms. It is the primary mechanism for the devolution of power to local levels, a main feature in the delivery of education at the primary level. The Decentralization Policy framework includes components that will help develop the capacity of personnel and structures at the district and local levels, enabling them to participate in the comprehensive planning and delivery of high quality primary education services.

1.2 Profile of Development Indicators and Constraints

To assess the level of development that the country has achieved over a period of time, a number of indicators are used. These indicators are either quantitative or qualitative and in a number of cases impact on each other.

Although ministries, NGO and the private sector organisations implement activities specific to their mandates and are therefore also responsible for monitoring the level of their performance, failure or success in achieving improvements in one particular indicator impacts on other sectors. This therefore calls for a multi-sectoral approach in implementing programmes if the country is to achieve sustainable growth and development. In the recent past Malawi's Human Development indicators have not compared favourably with those of most countries in the Sub Saharan region.

Here below are some of the indicators that the country uses.

INDICATOR	2001	2002	2003	2005
GDP per Capita		MK10,500		
Literacy Rate		58%		
Literacy Rate (male)		66%		
Literacy Rate (female)		44%		
Infant Mortality Rate (per 1,000 children)	87.58	104	83.86	80.17
Maternal Mortality Rate (per 100,000 live births)		1,120		
Under Five Mortality Rate (per 1000 live births)		189		
% of children under weight		30%		
Fertility Rate	6.6	6.1	6.49	6.39
Life expectancy	43.56	39	44.70	45.85
<i>Basic Education</i>				
Number of Teachers		45,784		
Pupil Qualified Teacher Ratio		118		
Drop out Ratio		12%		
Repetition Ratio		15%		
Female Enrolment		48%		
Pupil Specialist Teacher Ratio (Visually impaired)		48		
No. of Adults enrolled in ALC		37,500		
<i>Secondary Education</i>				
No. of Sec. School students		236,500		
No. of private Sec. School students		16,555		
No. of students entering MCDEs		-		
No. of teachers in Sec School		5,269		
Female GER		19%		
Schools teaching Information Communication technology		8		
<i>Higher Education</i>				
No. of students		3,526		
Students in private colleges		35		
No. of female students		698		
No. of needs students		500		
Females in non traditional subjects		225		
No. of students with disabilities		20		
<i>Technical Entrepreneurial and Vocational Educational Training</i>				
Public Training capacity percentage of population		0.01%		
Public Vocational Training capacity percentage of districts		21.43%		
Private Training capacity percentage of population		0.18%		
Enrolment Ratio Female		20%		

1.3 The Education System and EFA

The education system in Malawi is divided into three levels namely: primary, secondary and tertiary levels.

1.3.1 Primary Level

The primary level comprises standards one to eight. This is divided into infant (standards 1 – 2), junior (standards 3 – 5) and senior (standards 6 – 8). At the conclusion of the primary cycle, pupils sit for the primary school leaving certificate examination (PSLCE), which also determines their eligibility for entry into secondary school. Currently there are 5,055 primary schools in the country with a total enrolment of 3,088,460. (*Basic Education Statistics 2003*).

Until 1994, the education of people with disabilities was the responsibility of the church organisations. However, government policy on the education of persons with disabilities emphasises their integration into the mainstream. A key issue pertaining to the education of people with disabilities involves the promotion of greater awareness in the communities about getting children with disabilities to school.

1.3.2 Secondary Level

Secondary education in Malawi runs for four years and is divided into junior secondary (forms 1 – 2), where students sit for the Junior Certificate of Education (JCE) examinations and senior section (forms 3 – 4), where students sit for the Malawi School Certificate of Education (MSCE) examinations. It is currently provided through conventional secondary schools, Community Day Secondary schools and also privately owned schools.

However, current capacity only absorbs 30% of the eligible candidates for which the conventional and community day secondary schools capture 18% and private schools absorb 6%. The GER for girls in Malawi is 19%.

1.3.3 Tertiary Education

Tertiary education in Malawi embraces primary and secondary teacher training, technical education, university education and other post-secondary professional institutions. However, this caters only for 4% of the eligible target population. There are currently two public and two private universities in the country.

1.3.4 Distance Education

Distance Education is offered through the Malawi College of Distance Education (MCDE). The MCDE was established to provide a second chance to adults who missed formal education during their youth. At teacher education level, there is a tailor made set of programmes for teachers through the distance education mode. These cater for both primary and secondary teacher education for student teachers.

1.4 **Principles Guiding the Malawi EFA Policy Framework**

The Malawi EFA policy Framework has been developed based on what is contained in the already developed frameworks such as the Vision 2020 (which contain visions

and aspirations of Malawians), the Malawi Poverty Reduction Strategy Paper (MPRSP), the Policy Investment Framework (PIF), the Early Childhood Development Policy, the HIV/AIDS National Strategy, the Policy on Orphans and Vulnerable Children which is the overall guiding document of this Policy Framework.

The policy framework is a response to the Dakar Framework for action which supports and encourages the use of individual countries' governments already existing policies; in this case the government of Malawi's Policy of Poverty Alleviation. It underscores the need to give priority to the basic education sub-sector as a right and necessity. This is in line with the UN-Convention of the rights of the child to basic Education (Article 28), the UN declaration of human rights, which advocate the right of all persons to education, which Malawi is a signatory; and the Constitution of Malawi, which affirms this, right.

The framework reflects consistently throughout its operations with other countries frameworks and strategies while ensuring that it maintains its Malawian character to meet the needs of the Malawian learner. The framework recognises education as the foundation to liberate children, Youth and adults from mental and psychological inabilities as well as equipping them with relevant knowledge, attitudes and skills for a dignified and fulfilling life. A life which would enable them to live and work in dignity, participate fully in development, improve their quality of life, make informed decisions and continue learning.

It also rationalises the expected contribution of all the education related sections to underscore the importance of education as a public good.

1.5 Rationale for the EFA Policy Framework

Since the Jomtien Conference in 1990 and the other follow up conferences, Malawi has made considerable progress in the provision of Basic Education.

Remarkable efforts have been made to ensure that eligible children have access to a good basic education. The introduction of Free Primary Education (FPE) in 1994, which increased the enrolment from just 2 million to nearly 3 million representing a 50% rise in enrolment, is a case in point. The significance of this increase is reflected in the inclusion in enrolment of a large proportion of children in difficult circumstances such as orphans, street children, juveniles etc. The NER now stands at about 90%.

The government of Malawi reaffirmed its commitment to the FPE programme by increasing the share of the recurrent education budget to primary education from 49% in 1993/94 to 61% in 1998/99.

The other areas in which progress has been made are in improvement of access to education by girls through programmes like GABLE, the building of more school facilities within short distances, etc.

Efforts have also been made to clearly outline education policies and strategies in the PIF, PRSP, the vision 2020 and soon in the Ministry of Education strategic plan. The strengths about policy frameworks such as the PIF are their illustration of the current policy thinking of Government regarding among others children with special needs and the embracing of the provision of preschool education, adult education and literacy. All these frameworks emphasise on:

- Increased access, quality and equity in basic education
- Improvements in science and technology
- Improving special needs education
- Gender balance
- Improving performance of support institutions in the education system and
- Developing effective and efficient management systems.

Briefly, the above clearly show that policies in the PIF, PRSP and the vision 2020 are consistent with the Dakar goals and this is an indication that Malawi already started implementing activities towards achieving the EFA goals.

While some strategies were already in place before the EFA 2000 Assessment such as the 1995-2005 strategies, developments in education after 1994 on one hand made it imperative to revisit such strategies to make them more relevant to the new developments and operate in line with the Jomtien and Dakar agreements. The following necessitated such a review:

- The challenges resulting from the introduction of FPE in 1994, such as high student-teacher and classroom -teacher ratios which resulted in lowering of standards of education.
- Lack of an articulate policy on basic education in the context of EFA (inclusive education)
- The disparities in terms of gender, social-economic status and geography which would affect poverty alleviation initiatives
- Political liberalisation, which requires understanding for improved governance and accountability at all levels of social life including the education system.
- Increased prominence of Science and Technology, especially information technology that can narrow the gap between Malawi and the rest of the world.
- The reality of globalisation and regional interaction efforts, which call on Malawians to look for economic opportunities beyond their national borders.
- The enhanced role of the private sector in education provision which resulted in the provision of substandard education
- Realisation and recognition of the central role that the community has to play in the effective implementation of educational initiatives
- The negative impact of HIV/AIDS and other diseases.

Situation analysis of the education sector, conducted during the Vision 2020 public consultations in 1996/97 revealed that most people are not able to get the desired education due to problems such as long distance to school, inadequate facilities and

teachers, low provision of special needs education, no or inadequate technical and vocational training and in efficient management and support.

The Education for All 2000 Assessment further confirmed the above findings and pointed out to the need to develop an explicit national policy framework for EFA in line with its goals as outlined in the Dakar Framework. This is against the background that early childhood care and education, access to quality basic education and adult illiteracy among others still pose a great challenge to the implementation of Poverty Alleviation and sustainable development in Malawi. The Framework has therefore been developed in full awareness of the fact that EFA will face challenges as such it is necessary to plan in order to address them.

1.6 Scope of Basic Education

EFA recognises the scope of basic education to be from pre-school through all years of primary school and the first two years of secondary education. This takes into account those that may have dropped out and are pursuing vocational or other skills training and those that have realised the importance of education at an advanced stage.

1.6.1 Early Childhood Care

Research has shown that children exposed to Early Childhood Care and Education (ECCE) are more likely to succeed in their education career. Providing ECCE is, therefore an important component of the provision of Education for All.

664 CBCCs and 851 pre-schools, the majority of which are concentrated in urban and semi-urban areas, currently ensure the provision of ECD services in Malawi.

Major challenges facing the ECD sub-sector, which need to be addressed in the framework are as follows:

- Inadequate access to all children, particularly in sub-urban and rural areas.
- Poor conditions of ECD centres due to lack of support by government and community at large
- Inadequate trained teachers
- Lack of standard institutional materials such as syllabuses and operation guidelines
- No systematic monitoring and evaluation tools
- Poor advocacy and information on the importance of ECD
- Insufficient public funding for ECD activities
- Lack of community and parental involvement in the provision of ECD

Given the above challenges and the importance of ECD provision for achieving EFA goals, collaborative efforts among stakeholders are required and policies, legislation and programmes encouraging parents, communities as well as private sector participation need to be put in place.

1.6.2 Adult Literacy and Continuing Education

The link between literacy, development and poverty reduction cannot be overemphasized. It is also known that illiteracy impacts negatively on the efficiency of the primary school system, as illiterate parents are less likely to consider the importance of educating their children. Adult literacy in Malawi remains high, particularly among women and the poor. According to the 1998 population census, only 64% of the all adults (15 years and above) were literate. The corresponding literacy rates for male adults and female adults were 75% and 54% respectively.

Recognizing the importance of literacy to improve the lives of the population, the Government of Malawi established the National Centre for Literacy and Adult Education, with the aim of providing literacy education to 2.5 million people by the year 1995. However, up to 1998, the National Adult Literacy Programme (NALP) had covered just over 520,000 people. NALP also provides continuing education which consists mainly of post-literacy activities to prevent relapsing into illiteracy.

Within the context of the implementing EFA framework, a more aggressive approach to providing literacy and continuing education is required, if illiteracy is to be eradicated in Malawi.

The major challenges facing adult literacy and continuing education in Malawi which need to be addressed in the EFA plan are:

- Inadequate publicity on the importance of adult literacy.
- Inadequate liaison and co-ordination in facilitating the participation of other players in the provision of adult literacy.
- The simple belief in the early years that school was for the young children and not adults hence it took some time for many to take up the challenge.
- The attitude of the people then especially men who shunned attending adult literacy classes with women.
- Inadequate human and material resources
- Unavailability of post literacy programmes then.
- Inadequate supply of teaching and learning materials as a result of limited funding
- Inability to train and retain a large number of literacy instructors due to financial constraints.
- Limited opportunities for post-literacy activities
- Inadequate supervision of literacy and post literacy activities.
- No proper comprehensive continuing education provision.
- No link between adult education and other basic education programmes.

The EFA plan proposes:

- Development of an adult literacy policy, which should be reviewed from time to time, in order to consider emerging challenges.

- Capacity building for the delivery of literacy and continuing education services.
- Stakeholders and resource mobilization.
- Financing of adult literacy and continuing education, including materials development.

1.6.3 Special Needs Education

According to the 1998 Malawi Population and Housing Census, 10 percent of the 10 million people are in the special needs education category. This is translated to mean that 1,000,000 people in Malawi both children and adults need special education.

As a member of the United Nations Organization, Malawi has signed a number of conventions, which stipulate how governments should provide adequate and appropriate educational opportunities for learners with special needs.

There are three main categories of special needs education whose needs Malawi Government has recognized. These needs are being satisfied at residential centres and in resource institutions at both primary and secondary levels.

The country is also implementing an all-inclusive education programme which gears to respond to education needs for the following four categories of children and youth:

- Orphans and abandoned children and youths
- Street kids of all categories
- Children of refugees and refugees themselves
- Juvenile offenders who are in special institutions

In order to effectively implement these programme activities, the government needs to develop relevant and appropriate curriculum; to train the special teachers; to use appropriate teaching methods; provide adequate and suitable classrooms and other infrastructure, provide relevant instructional materials for all groups; ensure that the programme has access to appropriate technology and that adequate financial and other resources are made available so as to provide good quality special education.

1.6.4 Quality of Education

1.6.4.1 Introduction

Quality of education is the result of interaction between or among inputs, processes, outputs and outcomes. Quality education may be achieved when the school system has adequate qualified teachers, adequate, relevant and appropriate teaching and learning materials and infrastructure, preparedness of pupils and teachers, up-to-date curriculum that is effectively managed and monitored which ensures a conducive teaching and learning environment whose end product is a competent learner.

The adequacy and appropriateness of resources and processes are often marked by nationally accepted benchmarks. The quality level of an education system is, therefore, judged by the degree to which provision of resources, management and monitoring of the teaching and learning processes, levels of pupil/students' learning achievement and the social and academic performance of graduates satisfy the national expectations.

Access to quality education is most of the time impeded by shortage of well-trained teachers, hampered by poor management skills, absence of a proper monitoring system that works as a check balance for the set education standards, lack of adequate teaching and learning materials, inappropriate curriculum and poor learning environment which affect concentration of pupils, dedication of teachers and pupils attainment.

1.6.4.2 Input Quality

Inputs are resources such as pupils, qualified teachers; appropriate adequate and relevant teaching and learning materials; conducive school climate and classroom environment for effective teaching and learning. Education financing must be adequate to cover teacher remuneration and other quality inputs.

Challenges:

- Shortage of qualified primary school teachers
- Poor deployment of teachers between rural and urban schools
- Inadequate infrastructure for classrooms/toilets/desks and teacher's houses
- Inadequate teaching and learning materials
- High repetition rate
- Low retention rates/high dropout rates, minimal community participation and ownership
- Poor management of school committees to train and mobilise communities in school management.

Process quality:

Processing is the actual interaction of the necessary Resources constituting the teaching and learning processes such as the school curriculum reviews to be done from time to time to meet the changing needs of social – economic development.

Challenges:

- Adequate orientation of teachers and teacher development programmes
- Inspection and supervision intensified at a ratio of 3 visits per school per year
- Incentives and motivations include; training opportunities for teachers through distance education, and house allowance for teachers/ housing scheme

Challenges:

- Low teacher salaries
- High Advisor/Teacher ratio of 1:147 for primary
- Inadequate transport facilities
- Inadequate supervision/advisory by inspectors
- High dropout rates/low retention rates
- High absenteeism by both teachers and pupils
- High repetition rates

1.6.4.3 Monitoring the current primary curriculum to achieve Quality

Monitoring is an activity, which involves supervising, advising, data collection and scrutinising the quality of teaching and learning in schools. Monitoring in essence is geared towards realising and improving quality. Inspectors and advisors can do the monitoring of the curriculum externally from the district or education division offices to determine performance and how well the school is performing.

Challenges:

- Lack of guidelines for potential school leaders to effectively monitor pupil and teachers performance
- High staff turn over resulting in head teachers being appointed without proper orientation and training
- Informal monitoring is usually not documented except for students' performance reports.
- Compiled inspection/advisory reports are not adequately used
- Poor storage of data making referencing and follow-ups on recommendations difficult
- Low standards of education due to other factors such as untrained teachers, demotivated teachers
- Timely funding to inspection as a monitoring tool
- A lack of structure for teacher development programmes at divisional and, district level
- As a result of limited resources the system should emphasise on resourcefulness and creativity.
- Inadequate prioritisation of research in funding.

1.6.4.4 Output and Outcome Quality

In the past ten years, more than three quarters of candidates (80%) who sat the Primary School Leaving Certificate Examination (PSLCE) and Junior Certificate Education (JCE) passed their examinations. However, the country continues to experience low literacy levels especially in English. The pass rates in the Malawi School Certificate of Education (MSCE) are slightly improving. From 1992 to 2001 the national pass rate declined from 65% to 19%. However, in 2003 the pass rate registered 41%. The Malawi government in 2001, prohibited employment of JCE

holders in the Civil Service, a clear indication of loss of trust in the quality of skills and knowledge offered by JCE graduates.

1.6.5 Adoption of Multi-Sectoral and Participatory Approach to Basic Education and Service Delivery

The Ministry of Education and Human Resource Development is the government's institution that is responsible for the provision of education services in the country, and also setting and improving the standards. Its mandate covers primary, secondary and also tertiary education levels.

However, it is important to note that other government ministries are also mandated to provide some education services that are directly relevant to their functions. Among them are the ministries of Health, Gender Social Welfare and Community Services; and Labour and Vocational Training. In their quest to fulfil their mandates, the ministries providing education should therefore look at each other as partners and not rivals. This should however also apply to all other players in the education sector, such as Churches and faith based organisations, bilateral and multilateral organisations, Non Governmental Organisations, Community Based organisations, parents and guardians.

1.6.6 Girls/Women Education in Malawi

As a provider of education services, the Ministry of Education and Human Resources Development is among other factors constrained by finance, human resource capacity, traditional practices of communities just to mention a few. It is also faced with the challenge of improving the level of literacy attainment among women and girls who are lagging behind men. For example, while women constitute 51% of the country's population, only 51% of them in the age group 15-45 are literate compared to 66% literacy rate among men who constitute 49% of the country's population. (NSO:1998).

Research has proved that education of a woman has positive effects on national development. It increases women's chances to paid employment, thereby bringing about economic self- reliance. Educating a woman has a direct effect on her age at first marriage especially as the level of education attainment increases. This in turn also affects her fertility rate, the status of her children's health and her capacity to participate effectively in national development. Education also brings about knowledge that reinforces changes in attitudes about gender roles and differences.

Low participation of girls in education is attributed to a number of factors in Malawi. These include:

- 1 community factors
- 2 school based factors
- 3 school quality factors:
- 4 physical barriers

1.6.7 Addressing Gender Disparities in Education in Malawi: Issues and Challenges

Recognising the low literacy level for women, government has in the recent past made radical policy changes and implemented a number of programmes. These have been aimed at making education affordable and attractive enough to retain and improve the participation of girls in schools.

In order to intensify girl's equitable participation in school and realising EFA goals, the following need to be considered:

- Girls should be made aware of the existence of gender discrimination in the society in general and in school in particular. They themselves should take steps to address this discrimination.
- Registration of age at first marriage. Such a legal binding would discourage early marriages, so that girls stay longer in school
- Mechanisms should be put in place in all schools where girls would report cases of sexual harassment and seek legal redress. Training of teachers to act as gender/counselling and guidance focal points in schools. These would also check on issues of sexual harassment as well.
- Re-examination of the problem of sexual harassment by teachers. Teachers that have made girls in their charge pregnant have often been left unpunished, even when the regulation is there to have them disciplined.
- A move towards compulsory education may be a lasting solution to gender disparities in education.

1.7 **Conclusion**

The policies and programmes that government has adopted have helped to highlight girl's education on the national agenda. A shift in change of attitude will help to highlight girls/women not as second-class citizens but as active participants and essential agents of change in national development. There can be no meaningful national development, if half of the population is marginalized and given secondary roles. There is need for collaboration among government and its co-operating partners, non-governmental organisations and the community at large to address the constraints to women's education if socio-economic growth is to be accelerated.

CHAPTER 2

NATIONAL PRIORITY EFA OBJECTIVES

This chapter outlines the national priority EFA strategic objectives, and activities and related costs over the EFA Plan period up to 2015.

2.1 **EFA GOAL 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children**

2.1.1 National Strategic Objectives for EFA Goal 1

Age 0 - 3

1. To develop database for ECD services.
2. To promote the best start in life for all children.
3. To promote early detection, intervention and parents education and support for children with disabilities.

Age 3 - 6

4. To strengthen the instructional framework for the delivery of ECD services
5. To improve quality ECD centers for children in Malawi in order to facilitate the provision of acceptable standards of care, early learning and development services that are in line with guiding principles of ECD.
6. To ensure that adequate, well-motivated and qualified ECD caregivers are in place.
7. To strengthen the protection of children against any forms of abuse and exploitation.

2.1.2 National Priority Activities

EFA GOAL 1: Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children

Strategic Objectives	Specific Activities	Inputs	Costs	Baseline Data	Short term Targets 2005	Medium Term Targets 2010	Long Term Targets 2015	Responsible Organizations	OVI
Ages 0 - 3									
1.1 To develop database for ECD services	1.1.1 Train 1230 staff to manage the database and development of tools	1230 Trainees Stationary		Nil	410 Trainees	410 Trainees	410 Trainees	MoGCWCS. MoE&HRD	Number of ECD staff trained
	1.1.2 Acquire equipment for managing ECD database in all the district offices	<ul style="list-style-type: none"> ▪ 140 Computers ▪ 40 Vehicles ▪ Office equipment ▪ Email line ▪ Stationary 		15 Computers	82 Computers 2 Vehicles	24 Computers 18 Computers	34 Computers 20 Vehicles	MoGCWCS. MoE&HRD	Computers, vehicles, stationary and office equipment acquired
	1.1.3 Develop tools for managing database for ECD services	2 Experts (7mandays)		Unstandardized tools				MoGCWCS. MoE&HRD	Tools Developed and in use
	1.1.4 Conduct a studies to establish the ECD services available	2 Experts (40 Mandays)		3 studies	3 studies	3 studies	9 studies	MoGCWCS. MoE&HRD	Number of studies conducted
1.2 To promote the best start in life for all children.	1.2.1 Make birth registration available and affordable for all children in Malawi.	Stationary Transport Expert Computers		14 % of children	20% Children	50% Children	16%	MoGCWCS. MoH MoEHD MoW MoA MoJ Assemblies Communities NGOs	No of children registered
	1.2.2 Develop 250 IEC materials for Best Start in Life	Stationary Communication Experts Computers Transport		25 IEC materials available	35 materials	60 materials	155 materials	As above	Number of IEC materials developed

Strategic Objectives	Specific Activities	Inputs	Costs	Baseline Data	Short term Targets 2005	Medium Term Targets 2010	Long Term Targets 2015	Responsible Organizations	OVI
	1.2.3 Conduct 100 open days on the best start for children's life.	Stationary Funds Communication Experts Display boards Personnel Presents Transport		11 districts doing it	20 open days	40 open days	40 open days	Open days	No of open days conducted
	1.2.3 Conduct training sessions for parents and caregivers at household and community levels on best start in life	Stationary Funds ECD Experts Display boards Personnel Presents Transport		3960 parents trained	7200 parents and care givers	36000 parents and care givers	79200 parents and care givers	As above	Number of parents and caregivers trained
	1.2.4 Sensitize parents, especially pregnant women on VCT, PMCT and HIV/AIDS	Stationary Funds ECD Experts Display boards Personnel Presents Transport		620/ 100,000 maternal mortality rate (SITAN 2001)	600/ 100,000 (5.3%)	350/ 100,000 (41.6%)	200/ 100,000 (66.6 %)	As above	Sensitisation meetings conducted Reduced maternal mortality rate
	1.2.5 Hold community dialogue on the importance of parents exclusive breastfeeding from 0 to 6 months	Stationary Funds Personnel Presents Transport		11 districts doing it	20 Assemblies	40 Assemblies	40 Assemblies	As above	Community dialogue sessions conducted
	1.2.6 Hold meetings to encourage timely introduction of complementary foods	Stationary Funds Personnel Presents Transport		11 districts doing it	20 Assemblies	40 Assemblies	40 Assemblies	As above	Meetings conducted
	1.2.7 Train 122, 400 parents on the importance of good nutrition	Stationary Funds Personnel Presents Transport		3960 parents trained	7200	36000	79200	As above	Trainings parents
	1.2.8 Provide supplementary food to children	Stationary Funds, Personnel Presents, Transport		800,000 orphans	250,000 children	1,000,000 children	50,000 children	As above	Number of children given food

Strategic Objectives	Specific Activities	Inputs	Costs	Baseline Data	Short term Targets 2005	Medium Term Targets 2010	Long Term Targets 2015	Responsible Organizations	OVI
	1.2.9 Raise awareness to parents and caregivers on the importance of early bonding and attachment.	Stationary Funds Personnel Presents Transport		11 districts doing it	20 Assemblies	40 Assemblies	40 Assemblies	As above	Awareness meetings conducted
	1.2.10 Orient 122,400 parents and caregivers on the use of locally available materials for play and early stimulation	Stationary Funds Personnel Presents Transport		4560 parents oriented	7200	36000	79200	As above	No of parents oriented
	1.2.11 Sensitize caregivers and communities on the Rights of the Child.	Stationary Funds Personnel Presents Transport		11 districts doing it	20 Assemblies	40 Assemblies	40 Assemblies	As above	Sensitisation meetings conducted
	1.2.12 Conduct 177, 500 home visits to support childcare practices at household levels	Stationary Funds Personnel Presents Transport		3400 home visits are made each year	7500 homes visited	50000 homes visited	1200000 homes visited	As above	Home visits made N
	1.2.13 Conduct research on the effectiveness of existing childcare practices at household and community levels	Stationary Funds Personnel Presents Transport		3 researches	3 researches	3 research	9 researches	As above	Research reports compiled
1.3 To promote early prevention, detection and intervention for children with disabilities	1.3.1 Educate 142, 400 parents on early prevention, detection and managing disabilities in children.	IEC materials Human resource Stationary Computers Facilities Transport Assistive devices Medicines Experts		4560 parents oriented	9200	45000	88200	MoGCWCS MoSD&PD MoH NGOs MoE&HD	Number of parents oriented on children with disabilities
	1.3.2 Sensitize medical practitioners on early prevention, detection and managing disabilities in children.	IEC materials Stationary Facilities Transport IEC Experts		11 Assemblies	20 Assemblies	40 Assemblies	40 Assemblies	MoGCWCS MoSD&PD MoH NGOs MoE&HD	Number of Assemblies sensitised. Health workers sensitised on early intervention

Strategic Objectives	Specific Activities	Inputs	Costs	Baseline Data	Short term Targets 2005	Medium Term Targets 2010	Long Term Targets 2015	Responsible Organizations	OVI
	1.3.3 Provide assistive devices and facilities for children with disabilities.	Facilities Transport Assistive devices Medicines, Funds		Inadequate assistive devices	2000	10000	22000	MoSD&PD, MoH NGOs, MoE&HD, MoGCWCS	Children provided with assisted devices
	1.3.4 Strengthen referral system for children with disabilities	IEC materials Stationary Facilities Transport IEC Experts		1800 children with disabilities referred every year	2000	10000	22000	MoGCWCS MoSD&PD MoH NGOs MoE&HD	Number of children referred
	1.3.5 Review instructional materials and guidelines for working with children with disabilities.	IEC materials Stationary Funds Facilities Transport IEC Experts		Draft materials available				MoGCWCS MoSD&PD MoH NGOs MoE&HD	Materials reviewed, printed and in use
	1.3.6 Conduct 10 researches on early childhood disabilities and cultural practices and beliefs.	Funds Expert Transport		NIL	2 researches	2 researches	6 researches	MoSD&PD MoH MoGCWCS MoE&HD	Number of researches conducted
	1.3.7 Recruit and number train rehabilitation officers	Funds Stationary Transport Experts		Some officers available				MoSD&PD MoH NGOs MoE&HD MoGCWCS	Rehabilitation officers, recruited
Ages 3 – 5									
1.4 To strengthen the institutional framework for the delivery of ECD services	1.4.1 Establish a directorate for ECD services	Stationary Facilities Transport Office space Computers, Funds		Children Section available in the department of Social Welfare				MoGCWCS, MoH MoE&HRD, MoJ MoEP&D, MoF Assemblies, NGOs	ECD department in place
	1.4.2 Train and recruit director, managers and inspectors for the relevant components of ECD: a) Early learning stimulation; b) Child Protection; Health, Nutrition and Environment Sanitation	Stationary Facilities Transport Office space Quality Computers Funds						MoGCWCS, MoH MoE&HRD, MoJ MoEP&D, MoF	Officers in place

Strategic Objectives	Specific Activities	Inputs	Costs	Baseline Data	Short term Targets 2005	Medium Term Targets 2010	Long Term Targets 2015	Responsible Organizations	OVI
	1.4.3 Set up 50 ECD resource centres at national, district and community levels.	Stationary Facilities Transport Office space Computers Funds		NIL	5 resource centres	20 RLS	25	MoGCWCS, MoH MoE&HRD, MoJ MoEP&D, MoF, Assemblies, NGOs	50 resource centres established
	1.4.4 Recruit and train managers for resource centres	Stationary Facilities Transport Computers Funds		NIL	5 Managers	20 Managers	25 Managers	MoGCWCS MoE&HRD Assemblies NGOs	50 Managers placed and trained
	1.4.5 Review action plan for the implementation of the ECD policy.	Stationary Facilities Transport Computers Funds		ECD programme document available				MoGCWCS MoH >MoE&HRD MoJ >MoEP&D >Assemblies	ECD implementation plan reviewed
1.4 To improve quality ECD services for children in Malawi to facilitate the provision of acceptable standards of care, early learning and development that is in line with guiding principles of ECD.	1.4.1 Put in place accreditation system and guidelines for ECD services.	IEC materials Human resource Stationary Computers Facilities Transport Assistive devices Medicines Experts		No accreditation system				MoGCWCS > MoH >MoE&HRD >MoW >MoA >MoJ >Assemblies >NGOs	Accreditation system and guidelines for ECD services in place
	1.4.2 Constitute a National Team of 80 Core Trainers of Trainers for ECD.	Network on ECD		5 core trainers for ECD	10	30	40	MoGCWCS > MoH >MoE&HRD >Assemblies >NGOs	Core trainers Team constitutional
	1.4.3 Develop training modules for TOT	Funds Stationary Transport Resources		ECD Caregivers Training Manual available				MoGCWCS > MoH >MoE&HRD >Assemblies	Modules developed and in use
	1.4.4 Train 930 trainers for ECD caregivers	Funds Stationary Transport Resources		64 ECD district trainers available	100	350	480	MoGCWCS >NGOs >MoE&HRD >Assemblies	Trainers for caregivers

Strategic Objectives	Specific Activities	Inputs	Costs	Baseline Data	Short term Targets 2005	Medium Term Targets 2010	Long Term Targets 2015	Responsible Organizations	OVI
	1.4.5 Recruit ECD caregivers with the stipulated qualifications	Funds Stationary Transport Resources		4,181 volunteer caregivers	2000 recruited	3000 recruited	9000 recruited	MoGCWCS MoH MoE&HRD Assemblies	ECD Caregivers recruited
	1.4.6 Train and certify ECD caregivers	Funds Stationary Transport Resources		1699 (40%) trained of 4181 caregivers	60%	95%	100%	MoGCWCS NGOs MoE&HRD Assemblies	Number of caregivers trained
	1.4.7 Deploy ECD caregivers	Funds Stationary Transport Resources		4,181 volunteer caregivers	2000 deployed	3000	9000	MoGCWCS	ECD Caregivers deployed
	1.4.8 Review and develop ECD instructional materials for caregivers	Funds Stationary Transport Experts		6 materials	10	10	30	MoGCWCS MoH MoE&HRD Assemblies	Materials reviewed developed
	1.4.9 Conduct ECD monitoring activities	Funds Stationary Transport Resources		40 assemblies				MoGCWCS MoH MoE&HRD Assemblies	Monitoring reports number of ECD monitoring activities tools development
	1.4.10 Develop monitoring tools			No tools					
	1.4.10 Conduct regular stakeholders meeting on ECD.	Funds Stationary Transport Resources		Quarterly	Quarterly	Quarterly	Quarterly	MoGCWCS NGOs MoE&HRD Assemblies	Quarterly Stakeholder meeting reports
	1.4. 11 Lobby for increased budget allocation for ECD services	Stationary Transport Resources		Social welfare allocation available	ECD Allocation: 15% of social welfare budget	ECD Allocation: 25% SW budget	ECD Allocation: 35% SW budget	MoGCWCS National Assembly MoE&HRD Assemblies	Increased funding for ECD
1.5 To ensure that adequate, well-motivated and qualified ECD caregivers are in place	1.5.1 Pay monthly honoraria to serving ECD caregivers	IEC materials Human resource Stationary Computers Facilities Transport		NIL	100%	100%	100%	MoGCWCS MoH MoEHD MoW Assemblies NGOs	Monthly honoraria to serving ECD covering
	1.5.2 Pay monthly Salaries to qualified ECD teachers.			NIL	2000 caregivers paid	3000	9000	MoGCWCS MoH MoEHRD Assemblies NGOs	ECD Caregivers being paid

Strategic Objectives	Specific Activities	Inputs	Costs	Baseline Data	Short term Targets 2005	Medium Term Targets 2010	Long Term Targets 2015	Responsible Organizations	OVI
	1.5.3 Acquire and distribute ECD materials to the centers	Funds Stationary Transport Resources		2163 (3.9%) receive do not materials	7% of ECD centres	20% of ECD centres	50 of ECD centres	MoGCWCS MoEHD Assemblies NGOs	Number of ECD centers receiving materials
	1.5.4 Conduct in-service and refresher courses for serving caregivers	Funds Stationary Transport Resources		1699 caregivers trained	2000 caregivers trained	3000	9000	MoGCWCS MoEHD Assemblies NGOs	In- serviced ECD caregivers
1.6 To strengthen the protection of children against any forms of abuse and exploitation.	1.6.1 Conduct awareness campaign on child protection	IEC materials Human resource Stationary Facilities Transport Experts		Limited awareness on child protection				MoGCWCS MoH MoEHD MoW MoA MoJ Assemblies NGOs	Number of awareness campaign
	1.6.2 Develop Child Protection Act and other pieces of legislations on child protection.	Human resource Stationary Facilities Transport Experts		Some registration				MoGCWCS MoH MoEHD MoW MoA MoJ Assemblies NGOs	Child protection Act in place and in use
	1.6.3 Orient community child protection groups	Human resource Stationary Facilities Transport Experts		11 districts doing it	20 Assemblies	40 Assemblies	40 Assemblies	MoGCWCS MoEHD MoJ Assemblies NGOs	No of orientations
	1.6.4 Set up and strengthen child rehabilitation and counselling centers for children in difficult circumstances, including children with disabilities	Human resource Stationary Facilities Transport Experts		40 Social Welfare Offices available	50 R&CC	100 R&CC	200 office R&CC	MoGCWCS MoH MoEHD Assemblies NGOs	Rehabilitation set up and counselling

Strategic Objectives	Specific Activities	Inputs	Costs	Baseline Data	Short term Targets 2005	Medium Term Targets 2010	Long Term Targets 2015	Responsible Organizations	OVI
	1.6.6 Train 745 professional staff to provide adequate and efficient professional services.	Human resource Stationary Facilities Transport Experts		45 officers trained	45	205	495 officers	MoGCWCS MoEHD MoJ Assemblies NGOs	Officers trained and in place
	1.6.7 Provide counselling services, information and education to 745 families and children at risk.	Human resource Stationary Facilities Transport Experts		45 officers trained	45 families	205 families	495 officers families	MoGCWCS MoH MoEHD MoJ Assemblies NGOs	Counselling services to families
	1.6.7 Undertake studies to assess the situation of child abuse in the country.	Human resource Stationary Facilities Transport Experts Funds		Some studies done	2	2	6	MoGCWCS MoH MoEHD MoW MoA MoJ Assemblies NGOs	Reports on child abuse studies
	1.6.8 Develop mechanisms to prevent child abuse, discrimination and exploitation.	Human resource Stationary Facilities Transport Experts Funds		ECD and OVC policies in place				MoGCWCS MoH MoEHD MoW MoA MoJ Assemblies NGOs	Child Abuse Prevention mechanisms in place

2.2 EFA GOAL 2: *Ensuring that all children, particularly girls and children in difficult circumstances have access to and complete free and compulsory basic education of good quality*

The target age for this objective in Malawi are children aged six to thirteen.

2.2.1 National Strategic Objectives for EFA Goal 2

1. To encourage double shifting to maximize use of physical facilities in primary schools.
2. To promote strong partnerships with other basic education providers including private providers of education.
3. To formulate appropriate strategies for identification and addressing special needs education.
4. To support education for orphans, girls, out of school youths and other children affected by HIV/AIDS.
5. To ensure that adequate numbers of primary teachers and tutors are trained, recruited and deployed in a systematic and coordinated manner including special needs education teachers and lecturers.
6. To establish a functioning and relevant Education Management and Information System.
7. To promote community participation, improvement of leadership and management of schools.
8. To increase and maximize the share of the education budget allocated to basic and special needs education.
9. To provide distance learning and build new school blocks.

2.2.2 National Priority Activities

EFA GOAL 2: *Ensuring that all children, particularly girls and children in difficult circumstances have access to and complete free and compulsory basic education of good quality*

Strategic Objectives	Specific Activities	Inputs	Costs	Baseline Data	Short term Targets 2005	Medium Term Targets 2010	Long Term Targets 2015	Responsible Organizations	OVI
Ages 6 - 13									
2.1 To encourage double shifting to maximize use of physical facilities in primary schools.	2.1.1 Rehabilitation of existing classrooms and make special adaptation for pupils with special needs.	Construction materials Human resources Transport		6 - 9% of classrooms already rehabilitated	10 - 15 % classrooms	30 – 45% of the classrooms	60 – 90% of the classroom	MoE&HRD MoSD&PD Assemblies MoF	Number of schools rehabilitated in urban and rural areas
	2.1.2 Maintenance of existing classrooms.	Maintenance materials Human resources Transport		35,367 classrooms are already maintained	20% of the classrooms	50% of the classrooms	85% of the classrooms	MoE&HRD MoSD&PD Assemblies MoF	Number of classrooms maintained in urban and rural areas
	2.1.3 Construction of new classrooms in rural and urban areas	Human resources Transport Paper		59.2% of the children are in classrooms	65% should be in classrooms	80% of the pupils to be in classrooms	100% of the pupils to be in classrooms	MoE&HRD MoSD&PD Assemblies MoF	No of classrooms constructed
	2.1.4 Increase salary for teachers to motivate them for the double shift	Human resources Transport Paper		13.8% teachers in urban areas	50% increase of the baseline	100% of the baseline	100% of the baseline	MoE&HRD MoSD&PD Assemblies MoF	Teachers receiving motivating salary
	2.1.5 Conduct zonal and school based in-service training	Human resources Transport Paper		TDP in place				MoE&HRD MoSD&PD Assemblies MoF	Training reports
	2.1.6 Provide adequate teaching and learning materials	Human resources Transport Paper		Pupil book ratio for core subjects 1:1	Pupil book ratio 1:1	Pupil book ratio 1:1	Pupil book ratio 1:1	MoE&HRD MoSD&PD Assemblies MoF	Pupil book ratio
	2.1.7 provide incentives for 6,210 teachers working with children with special needs.	Human resources Transport Paper		Inadequate incentives				MoE&HRD MoSD&PD Assemblies MoF	Incentives provided
	2.1.8 Provide scholarships for teachers with outstanding performance, including those working with children with special needs	Human resources Transport Paper		45,100 teachers in the system				MoE&HRD MoSD&PD Assemblies MoF	Scholarships provided

Strategic Objectives	Specific Activities	Inputs	Costs	Baseline Data	Short term Targets 2005	Medium Term Targets 2010	Long Term Targets 2015	Responsible Organizations	OVI
2.2 To ensure that adequate numbers of primary teachers and tutors including special needs education teachers and lecturers are trained, recruited and deployed in a systematic and coordinated manner	2.2.1 Review the teacher education curriculum to include special needs education, child protection and early learning	Human resources Transport Paper		Teacher education does not adequately address issues of early learning and special needs education				MoE&HRD MoSD&PD Assemblies MoF	Reviewed teacher education curriculum
	2.2.2 Institutionalise in-service training for teachers.	Human resources Transport Paper		TDP in place				MoE&HRD MoSD&PD Assemblies MoF	TDP Strengthened
	2.2.3 Develop policy on pupil ration for special needs education				No policy				Policy developed
	2.2.4 Recruit and train more specialist teachers	Human resources Transport Paper		3,010 teachers working with children with disabilities. Pupil Teacher Ratio for children of special needs: 1:17 2.2% of the school going children are of special needs.				MoE&HRD MoSD&PD Assemblies MoF	Specialist teachers recruited
	2.2.5 Deploy special needs teachers after training wherever their services are required	Human resources Transport Paper		3010 teachers working with children with disabilities. 2.2% of the school going children are of special needs.				MoE&HRD MoSD&PD Assemblies MoF	Specialist teachers deployed where services are required

Strategic Objectives	Specific Activities	Inputs	Costs	Baseline Data	Short term Targets 2005	Medium Term Targets 2010	Long Term Targets 2015	Responsible Organizations	OVI
2.3 To support education for orphans, girls, out of school youths and other children affected by HIV/AIDS.	2.3.1 Train teachers on how to work and provide psychosocial support to children in difficult circumstances.	Human resources Transport Paper		11.8 % of the children are orphans and vulnerable children (OVCs)	20% of the OVCs	30% of the OVCs	45% of the OVCs	MoE&HRD MoSD&PD Assemblies MoF	Number of teachers trained
	2.3.2 Introduce child support initiatives for children in difficult circumstance and those with special needs.	Human resources Transport Paper		11.8 % of the children are orphans and vulnerable children (OVCs). 2.2% of the school going children are of special needs. 51939 are children with special needs as the target.	20% being supported	30% of the OVCs	45% of the OVCs	MoE&HRD MoSD&PD Assemblies MoF	Number of initiatives introduced
	2.3.3 Orient teachers and older pupils in counselling techniques	Human resources Transport Paper			20% teachers and pupils	30%	45%	MoE&HRD MoSD&PD Assemblies MoF	Oriented teachers & order pupils
	2.3.4 Strengthen AIDS TOTO clubs.	Human resources Transport Paper		Some schools have the clubs				MoE&HRD MoSD&PD Assemblies MoF	Strengthen AIDS TOTO Club
	2.3.5 Conduct two studies on the impact of AIDS and Childcare Clubs.	Human resources Transport Paper		NIL		1	1	MoE&HRD MoSD&PD Assemblies MoF	Study reports
2.4 Strengthen Education Management Information System	2.4.1 Train personnel to managed EMIS	Human resources Transport Paper		1 per district	5	13	10	MoE&HRD >MoSD&PD >Assemblies >MoF	No of personnel at the DEMIS
	2.4.2 Procure and distribute office equipment for the DEMIS	Human resources Transport Paper		Inadequate equipment For DEMS	28 Assemblies	40 Assemblies		MoE&HRD >MoSD&PD >Assemblies >MoF	Equipment in place

Strategic Objectives	Specific Activities	Inputs	Costs	Baseline Data	Short term Targets 2005	Medium Term Targets 2010	Long Term Targets 2015	Responsible Organizations	OVI
2.5 To formulate appropriate strategies for identification and addressing special needs education	2.5.1 Establish adequate learning centres with adequate accommodation for children with severe impairments	Human resources Transport Paper		3010 teachers working with children with disabilities. 2.2% of the school going children are of special needs. 5 centres, all owned by private organizations	3 centres for the three regions	3 additional centres	9 additional centres	MoE&HRD MoSD&PD Assemblies MoF	Number of centers for children with severe disabilities.
	2.5.2 Integrating students with mild impairments in conventional schools	Human resources Transport Paper		Some children being integrated 2.2% of the school going children are of special needs.				MoE&HRD MoSD&PD Assemblies MoF	Children with special needs integrated into school system
	2.5.3 Provide equipment in schools to facilitate learning for children with special needs.	Human resources Transport Paper		51939 are children with special needs as the target	3 centres for the three regions	3 additional centres	9 additional centres	MoE&HRD MoSD&PD Assemblies MoF	Equipment provided to schools
2.6 To promote community participation, improvement of leadership and management of schools.	2.6.1 launch school management committees policy that allow participation of community leaders	Human resources Transport Paper		Draft policy document	Available	being implemented	being implemented	MoE&HRD MoSD&PD Assemblies MoF	Policy launched and being implemented
	2.6.2 Train 5087 and empower school management committees.	Human resources Transport Paper		Some SMC trained	Policy 33 %	50 %	17%	MoE&HRD MoSD&PD Assemblies MoF	No. of trainees
2.7 To promote strong partnerships in the provision and financing of basic education, including private education	2.7.1 Reviewing the Education Act.	Funds Human resources Transport Paper		Presence of PRISAM	Act launched and being implemented	Act launched and being implemented	Act launched and being implemented	MoE&HRD MoSD&PD Assemblies MoF	Act launched and being implemented

Strategic Objectives	Specific Activities	Inputs	Costs	Baseline Data	Short term Targets 2005	Medium Term Targets 2010	Long Term Targets 2015	Responsible Organizations	OVI
	2.7.2 Hold meetings with partners in education to strengthen networking among education providers	Funds Human resources Transport Paper		There are 4,500 schools	30%	50%	100%	MoE&HRD MoSD&PD Assemblies MoF	Meetings held with partners
	2.7.3 To reinforce regulatory measures in collaboration with private school Association of Malawi (PRISAM) to facilitate proper provision of education.	Funds Human resources Transport Paper		Cooperation between the Ministry and Private schools				MoE&HRD MoSD&PD Assemblies MoF	Regulations enforced
	2.7.4 Create Education Council for Malawi to bring discipline among teachers and promote quality and equitable education.	Human resources Transport Paper		Education Council of Malawi is not in place	Education Council of Malawi in place	Education Council of Malawi in place	Education Council of Malawi in place	MoE&HRD MoSD&PD Assemblies MoF	Education Council of Malawi in place
2.8 Provide distance learning to enhance learning in basic education teachers and children	2.8.1 Review and develop guidelines for distance learning for teachers	Human resources Transport Paper						MoE&HRD MoSD&PD Assemblies MoF	Distance learning for teachers
	2.8.2 Provide adequate equipment for distant learning	Human resources Transport Paper		3 computers and stationary	6 computers	15 computers	50 computers	MoE&HRD MoSD&PD Assemblies MoF	Equipment made available
	2.8.3 Train adequate teachers to facilitate distance learning	Human resources Transport Paper		Some teachers trained in e learning	6 schools	15 schools	50 schools	MoE&HRD MoSD&PD Assemblies MoF	Number of teachers trained

2.3 **EFA GOAL 3: Ensuring that the learning needs of all young people are met through equitable access to appropriate learning and life skills programmes**

2.3.1 National Strategic Objectives for EFA Goal 3

1. To provide an alternative form of education to youth who have dropped out of school and those who ever attended school
2. To increase access to formal education for out of school youth
3. To develop a relevant curriculum for out of school youth
4. To implement a relevant package for out of school youth
5. Strengthen dialogue among and between youths and service providers/policy makers
6. To provide alternative form of technical entrepreneurial vocational education and training

2.3.2 National Priority Activities

EFA GOAL 3: Ensuring that the learning needs of all young people are met through Equitable access to appropriate learning and life skills programmes

Strategic objectives	Specific Activities	Inputs	Cost	Baseline Data	Short term targets 2005	Medium Term Targets 2010	Long Term Targets 2015	Responsible Organisation	IOV
3.1. To provide an alternative form of education to youth who have dropped out of school and those who ever attended school	<ul style="list-style-type: none"> Establishing pilot multipurpose youth centres (1 per district = 28) 	1 Hall 1 Gymnasium 1 Foot/Basket/Netball pitch 1 Computer room 3 Computers 1 Printer 2 Class rooms 1 Library 1 Satellite dish 1 Tuckshop 2 Bathroom 2 Toilets 1 Solar energy facility 1 Water supply (Borehole)		2	-	10	16	Youth Sports & Culture	Infrastructure in place
	<ul style="list-style-type: none"> Establish youth Training Centres (1/constituency= 193) 	4 Workshops & equipment for only 4 skill areas as per demand. (To choose from the following: <ul style="list-style-type: none"> Woodwork Metal work Brick work Tannery Tailoring Cookery Basketry Weaving Agricultural inputs and equipment <ul style="list-style-type: none"> Treadle pump - 1 Seed - 10 kg Chicken - 100 Feed - 5 bags Fertilizer - 2 bags 		3	-	90	100	MOYSC	Infrastructure in place

Strategic objectives	Specific Activities	Inputs	Cost	Baseline Data	Short term targets 2005	Medium Term Targets 2010	Long Term Targets 2015	Responsible Organisation	IOV	
3.2. To increase access to formal education for out of school youth	<ul style="list-style-type: none"> Hold one national w/shop to strategise legislation on the link between formal & non formal education 	<ul style="list-style-type: none"> Stationery Fuel Facilitation fee Refreshments Conference facilities 		No clear link between formal and non-formal	1 National workshop (100 participants)	-	-		Report of the National workshop	
	<ul style="list-style-type: none"> Hold two consultative meetings with stakeholders 	<ul style="list-style-type: none"> Stationery Fuel Refreshment Conference facility 	-	MoYSC	2 meetings (50 participants)	-	-		Report of meetings held	
	<ul style="list-style-type: none"> Carry out needs assessment on modalities of providing distance education to primary school drop outs 	<ul style="list-style-type: none"> Consultancy fee (30 man working days) 		-	1 study					Report
	<ul style="list-style-type: none"> Hold one meeting to discuss establishment of a secretariat 	<ul style="list-style-type: none"> Stationery Refreshments Conference facility Fuel 			1 meeting (30 participants)	-	-	MoYSC	Meeting report	
	<ul style="list-style-type: none"> Hold one meeting to discuss establishment of satellite offices 	<ul style="list-style-type: none"> Stationery Refreshment Conference facility Fuel 			1 meeting (30 participants)	-	-	MoYSC	Report	

Strategic objectives	Specific Activities	Inputs	Cost	Baseline Data	Short term targets 2005	Medium Term Targets 2010	Long Term Targets 2015	Responsible Organisation	IOV
	<ul style="list-style-type: none"> Recruit 30 officers (28 for district 2 for secretariat) 	<ul style="list-style-type: none"> Salaries Stationery Transport 		None	-	30 officers	-	MoYSC	Staff in place
	<ul style="list-style-type: none"> Printing and distribute Teaching and Learning materials (15 x No. of drop outs) 	<ul style="list-style-type: none"> Stationery Fuel 2 workshops Conference facility 		Out of date and inadequate T/L materials	-	2 workshop (30 participants)	-	MoYSC	Refined T/L Materials
	<ul style="list-style-type: none"> Consultative meeting on reviving of schools broadcast unit 	<ul style="list-style-type: none"> Stationery Fuel Conference facilities 			1 meeting (30 participants)				Report
	<ul style="list-style-type: none"> Develop & refine school radio broadcast tutorials 	<ul style="list-style-type: none"> Stationery Fuel 2 workshops Conference 				1 workshop (20 participants)			Refined radio tutorials
	<ul style="list-style-type: none"> Hold one meeting for establishment of radio broadcast tutorials section 	<ul style="list-style-type: none"> Stationery Fuel Conference 	-	-		1 meeting (20 participants)	-	MoYSC/MoI	Report
	<ul style="list-style-type: none"> Recruitment of 3 officers for radio broadcast tutorials 	<ul style="list-style-type: none"> Salaries Stationery Transport 	-	Nil		3 officers	-	MoI	Staff in place
	<ul style="list-style-type: none"> Procurement of one complete set of equipment for radio broadcast tutorials 	<ul style="list-style-type: none"> Advertisement fee Financial resources for procurement 		outdated		-		MoYSC/MoI	Broadcast equipment in place

Strategic objectives	Specific Activities	Inputs	Cost	Baseline Data	Short term targets 2005	Medium Term Targets 2010	Long Term Targets 2015	Responsible Organisation	IOV
3.3. To develop a relevant curriculum for out of school youth	<ul style="list-style-type: none"> Review of instructional materials 	<ul style="list-style-type: none"> Stationery Fuel Allowances Conference facilities 		Nil	2 workshops	-	-	MoYSC/MoEHR/MoI	Reviewed instructional materials
	<ul style="list-style-type: none"> Production of instructional materials (10,500 copies) 	<ul style="list-style-type: none"> Printing fees 	-	None	5250	5250	-	MoYSC	Instructional materials available
	<ul style="list-style-type: none"> Distribution of instructional materials to 1500 clubs 	<ul style="list-style-type: none"> Registered postage stamps 			750 clubs	750 clubs	-		Distribution report/ Number of clubs with instructional reports
3.4. To implement a relevant package for out of school youth	<ul style="list-style-type: none"> Conduct Refresher courses for youth club leaders (3/year) 	<ul style="list-style-type: none"> Facilitator fee Stationery Refreshments Venue fee Transport 		Ad hoc refresher coviese	1500 Youth club leaders	1500 Youth club leaders	1500 Youth clubs leaders	MoYSC	Training report Trained Youth club leaders
	<ul style="list-style-type: none"> Conduct training of youth club leaders in Business management. 	<ul style="list-style-type: none"> Facilitator fee Stationery Refreshments Venue fee Transport 		2400 youth leaders	1500 Youth club leaders			Training report Trained Youth leaders	
	<ul style="list-style-type: none"> Provision of revolving start up capital to Youth clubs 	<ul style="list-style-type: none"> MK300,000/club resources Disbursement agent 			1,500	-	-	MoYSC, MoF, MoCI	Disbursement report
	<ul style="list-style-type: none"> Procurement of bicycles for youth club leaders and peer educators. 	<ul style="list-style-type: none"> Financial resources 		Few available	1800 bicycles			MoYSC	Bicycles Procured
	<ul style="list-style-type: none"> Procurement of bicycle spare parts 	<ul style="list-style-type: none"> Financial resources (30% of total cost) 		Not available		1500 Youth club leaders	1500 Youth club leaders	MoYSC	Spare parts procured

Strategic objectives	Specific Activities	Inputs	Cost	Baseline Data	Short term targets 2005	Medium Term Targets 2010	Long Term Targets 2015	Responsible Organisation	IOV
	<ul style="list-style-type: none"> Procure megaphones at K17,000 each 	<ul style="list-style-type: none"> Financial resources 		None	1500	-	-	MoYSC	Megaphones procured
	<ul style="list-style-type: none"> Procure and distribute wind up radios 	<ul style="list-style-type: none"> Financial resources 		Some available	1500	-	-	MoYSC	Wind up radio procured and distributed
	<ul style="list-style-type: none"> Develop IEC materials 	<ul style="list-style-type: none"> Stationery 2 workshops Fuel Venue fee Refreshments 		-	20 participants	20 participants	-	MoYSC/MoI/MoE CS	IEC Materials developed
	<ul style="list-style-type: none"> Production of IEC materials 	<ul style="list-style-type: none"> Printing costs 150,000 leaflets 150,000 news letters 150,000 posters 		Some available	75,000 leaflets	-		MoYSC/MoI/MoE CS	IEC Materials produced
	<ul style="list-style-type: none"> Distribution of IEC materials 	<ul style="list-style-type: none"> Hiring costs for 3 vehicles 		Some distributed	75,000 leaflets	-		MoYSC	I&C Materials distributed
3.5. Strengthen dialogue among and between youths and service providers/policy makers	<ul style="list-style-type: none"> Encourage participation of youths in relevant conferences & workshops 	<ul style="list-style-type: none"> Transport 		Ongoing	75,000 leaflets	-	-	MoYSC	Participation reports

Strategic objectives	Specific Activities	Inputs	Cost	Baseline Data	Short term targets 2005	Medium Term Targets 2010	Long Term Targets 2015	Responsible Organisation	IOV
	<ul style="list-style-type: none"> Hold consultative meetings with Ministry of Health on Youth Friendly Health Services 	<ul style="list-style-type: none"> Stationery Transport Refreshment Venue fee 		Ongoing	75,000 leaflets 75,000 copies of newsletters 75,000 copies of booklets	-	-	MoYSC MoH	Report of meeting
3.6. To provide alternative form of technical entrepreneurial vocational education and training	<ul style="list-style-type: none"> Hold three workshops to develop instructional materials 	<ul style="list-style-type: none"> Stationery Transport Refreshment Allowances Venue fees 		Inadequate instructional materials	-	-	-	MOLVT/ MoYSC	Instructional materials available
	<ul style="list-style-type: none"> ToT w/shops for Artisans (8 /region) 	<ul style="list-style-type: none"> Stationery Transport Refreshment Venue fees 24 ToT workshops 		Inadequate ToT's	12 ToT workshops	12 Tot workshops	-	MOLVT/ MoYSC	Trained ToT's
	<ul style="list-style-type: none"> Hire 800 artisans 	<ul style="list-style-type: none"> Trainers' fees (K2000/month) 		Nil	4000	400	-	MoYSC MoLVT	Artisans recruited

2.4 EFA GOAL 4: Achieving 50 percent improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults

2.4.1 National Strategic Objectives for EFA Goal 4

1. To develop adult literacy policy
2. To develop database for adult literacy and continuing education
3. To increase equitable access to adult literacy and continuing education activities by men and women
4. To deliver effective adult literacy and continuing education activities

2.4.2 National Priority Activities

GOAL 4 : Achieving 50 percent improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults.

Strategic Objectives	Specific Activities	Inputs	Cost	Baseline data	ST targets 2005	MT targets 2010	LT targets 2015	Responsible Organisations	OVI
4.1 To develop adult literacy policy	Hold consultation meetings	<ul style="list-style-type: none"> Stationery Transport/fuel Meals/refreshment 		No policy in place	5 meetings	-		Gender MOEHD MOYSC	Reports
	Establishment of a task force			No policy in place		-	-	Gender MOEHD MOYSC	Minutes & reports
	Hire a Consultant	<ul style="list-style-type: none"> Consultancy fee (20 days) 		No policy in place		-	-	MOG	Consultancy report
	Reporting meeting of draft policy	<ul style="list-style-type: none"> Stationery Transport/fuel Meals/refreshment 		No policy in place	One meeting	-	-	MOG MOEHD	Report
	Production of draft policy	<ul style="list-style-type: none"> Printing costs (100 copies) 		No policy in place	100 copies of the policy	-	-	MOG	Draft policy document
	Dissemination meeting	<ul style="list-style-type: none"> Stationery Transport Meals/refreshment 		No policy in place	One meeting	-	-	MOG	Report
	Refining workshop	<ul style="list-style-type: none"> Stationery Transports 		No policy in place	One workshop	-	-	MOG	Refined policy in place
	Final printing	<ul style="list-style-type: none"> Printing costs (1000 copies) 		No policy in place	1000	-	-	MOG	Published copies
	Launching	<ul style="list-style-type: none"> Publicity Meals/refreshment Transport 		Policy not available		-	-	Gender	Report of the launch
4.2 To develop database for adult literacy and continuing education	<ul style="list-style-type: none"> Carryout research 	<ul style="list-style-type: none"> Consultancy fee (30 man working days) 		No data base		-	-	MOG	Report
	<ul style="list-style-type: none"> Train officers to manage MIS at MOEG headquarters & at the district 	<ul style="list-style-type: none"> Transport Stationery Computers 		Inadequate MIS specialised MOG	5 personnel at headquarters	28 personnel at district	56 personnel at district	MOG & MOEHD	Training report

Strategic Objectives	Specific Activities	Inputs	Cost	Baseline data	ST targets 2005	MT targets 2010	LT targets 2015	Responsible Organisations	OVI
4.3 To increase equitable access to adult literacy and continuing education activities by men & women	Mobilise communities for adult literacy classes	<ul style="list-style-type: none"> Transport Campaign materials 		Limited awareness on AL programmes	20% of TAs & GVH	60% TAs & GVH	20%	MOG & MOI	Report Number of TAs and GVH reached
	Campaign for improved participation by men	<ul style="list-style-type: none"> Transport Campaign materials Radio adverts 		Limited awareness on AL programmes	20%	60%	20%	MOG MOI	Report number of TAs & GVH reached
	Recruitment of community Development assistants and instructors	<ul style="list-style-type: none"> Salaries for 2650 Honoraria for 8000 		350 CDA 4000 instructors	150 CDA 2000 instructed	1000 CDAs 3000 Instructed	1850 3000 Instructed	MOG MOLG (District Assemblies)	Staff in place
	Training of CDAs (18 months)	<ul style="list-style-type: none"> Stationery Transport Meals /Toiletries 		350 CDAs	150 CDA	1000 CDAs	1850 CDAs	MOG	Training report
	Training instructors/ Primary school teachers (2 wks) Train managers of rural information centres	<ul style="list-style-type: none"> Stationery Refreshment 12,000 teaching guides 300,000 primers (trainee's manual) 		4000 Training instructors available	2000 20% of teachers	3000 50% of the teachers	3000 32% of the teachers	MOG	Training report
	Open more rural information centres	<ul style="list-style-type: none"> Reading materials for 386 centres (2/constituency) Transport 		5 RIC	81 Centres	150 Centres	150 Centres	MOG NLS MOEHD	RICs in operation
	Distribute adequate training and learning materials in RIC	<ul style="list-style-type: none"> Transport costs 		5 RIC	81 RIC	150 RIC	150 RIC	MOG & NLS	Distribution report
		<ul style="list-style-type: none"> Hire experts to train Transport Refreshment Stationery 		5 RIC	81 RIC	150 RIC	150 RIC	MOEHD MOG NLS	Training report Number of RIC instructors trained

Strategic Objectives	Specific Activities	Inputs	Cost	Baseline data	ST targets 2005	MT targets 2010	LT targets 2015	Responsible Organisations	OVI
4.4 To deliver effective adult literacy and continuing education activities	Strengthen monitoring of adult literacy progress	<ul style="list-style-type: none"> • 3 vehicles • 3 drivers • 3 officers (M&E) • 3 computers • Fuel 		1 Vehicle 1 Driver 1 M&E 1 Computer	1 Vehicle 1 Driver 1 Office 1 Computer	2 Vehicle 2 1 2 Computer			No . of monitoring visits made Report of field visits
	Conduct refresher courses for instructors (1 week)	<ul style="list-style-type: none"> • Hire experts for relevant refresher programmes • Stationery • Transport 		Limited refresher courses	350 CDAs 3000 instructors	 2000 instructors	-	MOG NCAEL	Training report Number of instructors trained

2.5 EFA GOAL 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls full and equal access to and achievement in basic education of good quality

2.5.1 National Strategic Objectives for EFA Goal 5

1. Creation of a conducive environment for learning
2. Deliberations of equity on policy e.g. 1:1 of boys and girls readmission policy
3. Promote higher achievement levels especially for girls

2.5.2 National Priority Activities

EFA GOAL 5: Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls full and equal access to and achievement in basic education of good quality

Specific Objectives	Specific Activities	Inputs	Cost	Baseline Data 2003	ST targets 2005	MT targets 2005 – 2005	LT targets 2010 – 2015	Responsible Organisation	OVI
5.1 Creation of a conducive environment for learning	5.1.1 Commission a study on education sector response to gender related issues	20 man working days		No study on sector response on gender	✓			MoG, MoE, NSO	Comprehensive report
	5.1.2 Provision of T & L materials	12 million textbooks 1:1 textbook ratio (primary)		Current textbook pupil ratio, 1:1 (for English, Chichewa, Mathematics and Life Skills)	-	6 million pupil textbooks	6 million pupil textbooks	MOEHR, MIE, MoGender	Number of books bought and distributed
		300,000 student textbooks 1:1 ratio (secondary schools)			-	300,000 student textbooks	300,000 student textbooks		
5.1.3 Provision of gender sensitive infrastructure/rehabilitating existing ones	143,000 toilets for boys 140,000 for girls			24,035 for girls (1:63 toilet pupil ratio) 22,988 for boys (1:67), current policy on toilet pupil ratio Girls 1:10, Boys 1:12	13,000 for boys 15,000	65,500 for boys 70,000 for girls	65,500 boys 70,000	MOEHR, (PIU, EDMU, MoGender, Moworks)	Number of permanent toilets built

Specific Objectives	Specific Activities	Inputs	Cost	Baseline Data 2003	ST targets 2005	MT targets 2005 – 2005	LT targets 2010 – 2015	Responsible Organisations	OVI
	5.1.4 Continue developing gender sensitive teaching materials	In-service training courses for head teachers and teachers. Need to train 30,000 teachers, head teachers and PEAs Training of 120 tutors on gender issues		15,000 head teachers, teachers and deputy head teachers already trained No tutors trained	10,000 120	10,000 -	10,000 -	MOEHR, MoGender	Number of teachers, head teachers trained and PEAs trained 120 tutors trained
5.2 Deliberations of equity on policy e.g. 1:1 of boys and girls readmission policy	5.2.1 Undertake consultative meetings with stakeholders	Technical Assistance (10 man weeks) consultative meetings 2 national 4 divisional meetings Transport requirements (1 vehicle)		- No office vehicles	All stakeholders 1 vehicle purchased	All stakeholders	All stakeholders	MOEHRD	Reports of consultative meetings policy framework produced 1 vehicle purchased
	5.2.3 Social mobilization campaigns to support girls education	28 campaign meetings for Traditional Authorities (approx. 30 participants per meeting) 168 T/As and 672 Group Village heads (approx 3 meetings per year)		(in selected few schools) Salima, Mangochi, Balaka, Machinga	28 campaign meetings in all districts	All districts	All Districts	MOEHRD, MoGender, CSOs	Reports Number of districts campaign meetings/activities done
		Publications (media campaign tools) targeting the religious and political leaders – once a week (52 times a year)		No regular newspaper/print outlet on gender issues in education	50 publication per year	50 publications per year	50 publications per year	MOERHD, MoGender, NGOs/CSOs	Number of publications/articles distributed

Specific Objectives	Specific Activities	Inputs	Cost	Baseline Data 2003	ST targets 2005	MT targets 2005 – 2005	LT targets 2010 – 2015	Responsible Organisations	OVI
	5.2.4 Expansion of bursary schemes for girls at secondary and tertiary education	5,747 bursaries		3,125 secondary school students (boys and girls) Government policy on ratio for distribution is female:male of 4:1	20,747	17,500	17,500	MOEHRD cooperating development partners	Number of recipients
	5.2.5 Sensitise the target group about the bursary scheme	900 Campaigns for T/A and guardians		-	In 300 secondary schools	In 300 secondary school	In 300 secondary schools	MOEHRD cooperating development partners	Number of recipients of bursaries Campaign activities
5.3 Promote higher achievement levels especially for girls	5.3.1 Train teachers to act as gender/counselling and guidance focal points in schools	317 primary school teachers to be trained- one per zone 96 secondary school teachers to be trained – one per cluster		30 teachers trained so far	10 teachers	200 teachers	203 teachers	MOEHR	443 teachers (both secondary and primary)

2.6 EFA GOAL 6: Improving all aspects of the quality of education and ensuring excellence of all so that all recognised and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

2.6.1 National Strategic Objectives for EFA Goal 6

1. Reduce the current qualified teacher pupil ratio (QTPR for 2003 1:96 to 1:60 by 2015)
2. Reduce the current qualified teacher student ratio at secondary education to 1:40 by 2015
3. Increase the quantity of teaching and learning materials
4. Promote effective monitoring and evaluation of education quality
5. Develop and implement a relevant Basic Education curriculum

2.6.2 National Priority Activities

EFA Goal 6: Improving all aspects of the quality of education and ensuring excellence of all so that all recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills

Specific Objectives	Specific Activities	Inputs	Cost	Baseline Data 2003	ST targets 2005	MT targets 2005 – 2010	LT targets 2010 – 2015	Responsible Organisation	OVI
6.1 Reduce the current qualified teacher pupil ratio (QTPR for 2003 1:96) to 1:60 by 2015	6.1.1 Expand physical structures, e.g classrooms	11000 additional classrooms with ancillary facilities (teachers houses, toilets, etc) each year		Pupil qualified teacher ratio (QTPR) 1:96 for primary school	1000 classrooms	5000 classrooms	5000 classrooms	MOEHRD, TTCs. MIE	Qualified teacher pupil ratio
	6.1.2 Train more teachers (through normal in-take and distance mode)	Textbooks, models, stationery, demonstration schools		2,730 places in TTCs	9,339 teachers	50,828 teachers	21,805 teachers	MOEHR, Domasi College, MIE, TTCs	Number of teachers trained
	6.1.3 Establish additional teacher training colleges/expand the capacity	3 new TTCs (to be expanded (1000 intake capacity), with ancillary facilities e.g. books, libraries, computers, audio-visual aid. one 4 x 4 vehicle per college, one bus for students per college one lorry per college (8 colleges)		5 TTCs	2 new TTCs and 5 existing ones		1 new TTC	MOEHR, MoW	3 new TTCs, Intake figures
	6.1.4 Train more teacher trainers masters/PhD level of teacher education curriculum specialists	Training 100 teachers to masters/PhD in curriculum level.		5 PhD and 24 masters students trained		50	50	MOEHRD	Teacher trainees trained
6.2 Reduce the current qualified teacher student ratio at secondary education to 1:40 by 2015	6.2.1 Train more teachers			575 teachers graduates/year				MOEHR, Chancellor College, Domasi College, University of Livingstonia, Mzuzu University, MIE, ABC	Number of teachers trained
	6.2.2 Recruit more teachers	Salaries						MOEHR Teacher Service Commission	Number of teachers recruited

Specific Objectives	Specific Activities	Inputs	Cost	Baseline Data 2003	ST targets 2005	MT targets 2005 – 2010	LT targets 2010 – 2015	Responsible Organisation	OVI
	6.2.3 Put in place incentives to encourage teachers to stay in the teaching profession and to work in rural areas (retention, deployment)	Hardship allowances for teachers working in rural areas, installation of electricity (solar), teachers houses		No hardship allowance None					Incentives put in place
	6.2.4 Develop a policy on teacher deployment	Consultancy fee identification Identification of consultancy Policy developed Implementation of the policy		No policy in place	✓	✓	✓	MOEHR	Policy developed and implemented
6.3 Increase the quantity of teaching and learning materials	6.3.1 Provide adequate library books	10000 titles per school x 5000 schools (Primary) 1000 titles x 250 secondary schools			5,000,000 books/titles 250,000 books/titles			MOEHR	Number of books provided
	6.3.2 Provide adequate science equipment	5000 science kits for primary 640 science laboratories in CDSSs			96 (one per cluster)	277 laboratories	277 laboratories	MOEHR	Number of laboratories provided

Specific Objectives	Specific Activities	Inputs	Cost	Baseline Data 2003	ST targets 2005	MT targets 2005 – 2010	LT targets 2010 – 2015	Responsible Organisation	OVI
6.4 Promote effective monitoring and evaluation of education quality	6.4.1 Develop quality assessment tools at school level	Tools for primary schools, training courses for PEAs Head teachers and teachers using TDCs Tools for all secondary schools, Training for teachers, head teachers, and SEMAS at cluster level		Pilot study in 3 districts done by MIE Limited number of teacher and head teachers using TCDs Nil Nil	180 primary schools 30% of total number of teachers (primary) 30% of total number of secondary schools 30% of total number of secondary schools	3000 primary schools 50% of total number of teachers 50% of total number of secondary schools 50% of total number of secondary schools	1907 primary schools 100% of total number of teachers 20% of total number of secondary schools 20% of total number of secondary schools	MOEHR, MIE, MANEB	Number of school with and implementing continuous assessment Number of teachers using TDCs Tools available at secondary school level Trained secondary school teachers, SEMAS and head teachers
	6.4.2 Strengthen a quality monitoring system	Training of all teachers in use of monitoring tools at school level Training of TTC lecturers		Tools developed by MOEST on MLA and MALP Lecturers not yet trained in monitoring and evaluation	300,000 120 5,000	20,000 - -	20,000 - -	MOEHR MIE	Number of teachers trained in use of assessment tools at school level Availability/use of assessment tools at school level 120 TTCs lecturers trained

Specific Objectives	Specific Activities	Inputs	Cost	Baseline Data 2003	ST targets 2005	MT targets 2005 – 2010	LT targets 2010 – 2015	Responsible Organisation	OVI
6.5 Develop and implement a relevant Basic Education curriculum	6.5.1 Review teacher education curricula in line with primary education reforms	Consultancy on curriculum review (20 man working days)		No in-depth study on teacher education curriculum in vis-à-vis primary curriculum	✓			MOEHR, MIE, MoGender	Comprehensive report
		3 workshops on teacher education curriculum			3 workshops				Workshop reports, number of stakeholders involved in the workshops

CHAPTER 3

IMPLEMENTATION, MONITORING AND EVALUATION

3.1 The MEFA Action Plan In Context

The MEFA action plan has its roots in the country's overall vision as defined in Vision 2020. Malawi has already implemented a number of policy reforms to achieve the six EFA goals. These include the free primary education, improving access to education by girls, increasing the quality of education by training more teachers, building more school facilities within short distances and providing adequate learning materials. The curricula are being revised to reflect the social, political and economic values in the country. The Government is also improving the allocation of financial resources by allocating more resources to primary and secondary schools while introducing cost sharing measures at the University level. These and many other policy reforms continue to promote education for all in Malawi.

In effect, the MEFA action plan translates the aspirations captured in Vision 2020, MPRSP and the PIF into more practically defined and prioritised strategies. The MEFA action plan, by giving a national overview of education for all efforts, acts as a good starting point for the PIF. As much as possible the action plan is consistent with the Vision 2020, MPRSP and PIF. The plan has contained strategies that are contained in the Vision 2020, MPRSP and PIF.

A major challenge to Government is to integrate decentralisation into this framework. Many districts have already developed District Education Plans (DEPs) which feed into District Development Plans (DDPs), which are the district equivalent of the MPRSP. The DEPs will have a two-way relationship with the MEFA action plan – they will use the national EFA plan as a starting point and will be consistent with it, but subsequent reviews of the MEFA action plan will use input from the District planning process.

The realisation of Education for All calls for closer co-operation and collaboration between MoEST and all the stakeholders in education. This includes parents and guardians, local communities, the faith community, NGOs and co-operating partners. It also requires additional resources; hence need for the government to be committed to mobilisation of resources, rationalising and reallocating funds within the sectors and levels of education and seeking resources from partners including the private sector.

The plan of Action shall use a polycentric operation through networking with other relevant sections of society. In this, particular sections e.g. NGOs, UN agencies etc and personnel with the right mandate, skills and responsibilities shall be used in their areas of speciality but in relation to EFA aims and objectives.

EFA operations shall revolve around two major structures thus the secretariat and the National forum.

3.1.1 Secretariat

The Director of Planning shall head the MEFA Secretariat. It shall also include the National EFA co-ordinator that will be a MoEST official, one other MoEST official, a representative from MoGYCS and key co-operating partners. This body shall be responsible for implementing policy, seeking approval on plans of activities and budgets, organising meetings for the various EFA committees.

3.1.2 National Forum

The MEFA National Forum shall comprise representatives from government line ministries with a stake in basic education, the Civil Society, NGOs, the co-operating partners and other key stakeholders. This would be a consultative and co-ordination body that brings together around one table the representatives of all those with a vital stake in basic education. It is the vehicle for partnership and dialogue at the same time a co-ordinating mechanism focussed on planning, resource mobilisation, analysis and monitoring of progress towards achieving the set goals. With government taking the lead, the forum shall act like an agency or institution assisting government to spearhead the achievement of EFA goals.

The National forum shall perform the following functions:

- Resource mobilisation. This shall take the lead in mobilising resources in form of financial, material and human resources
- Implementation of EFA activities shall be in accordance with the decentralisation of the education structure and the Policy goals according to priority programmes while ensuring that positive outcomes are produced.
- Monitor the implementation of the programme with a view to review policy and seek alternatives with more efficient and effective strategies.
- Information gathering and sharing – the forum shall be in touch with various agencies that have collected information relevant to the EFA programme. This will avoid duplication of effort in data collection.

3.2 **Implementation**

The implementation of the MEFA will involve all stakeholders. However, the responsibility for overall co-ordination of implementation will rest with Government. Furthermore, many of the specific activities within the MEFA action plan will be the responsibility of Government, at both national and local levels. In implementing

activities within the MEFA, Government will use existing national mechanisms as well as emerging district level mechanisms. At a national level, MEFA activities will be implemented through the line Ministries. However, in the context of the on-going decentralisation process, the activities in the MEFA action plan will increasingly be implemented at a district level, through the District Assemblies rather than central Government. Furthermore, Non-Governmental Organisations (NGOs) and communities will implement a number of MEFA activities, where capacities exist.

The plan of Action emphasises on the prioritisation of short-term programmes. While total implementation of some programmes may be slow and take too long, it would be necessary to give priority to urgent and short term programmes that usually support the long term ones. Deadlines and commitment to beat the deadlines should be the guiding principle. To be implemented; the MEFA action plan must at all levels be translated into the Medium Term Expenditure Framework (MTEF) and the Budget. Thus, the issues of Public Expenditure Management and strengthening the MTEF as discussed under the fourth pillar of Governance, Political Will and Mindset in the MPRS are also central to implementation of the MEFA action plan.

In general, the MEFA action plan will not lead to new and parallel systems for implementation, monitoring and evaluation. Instead, the emphasis will be on building capacity for and strengthening existing systems, including the inclusion of a broader range of stakeholders, including civil society and the media. Appropriate institutional reforms, supported by relevant training programmes for personnel should therefore be a priority for enhancement of efficiency and effectiveness of the education system to meet the EFA goals.

Based on this new vision of education, it is important to review curriculum when and where necessary and take into account new knowledge, information and technology to prepare Malawi for active participation in the global environment. To facilitate the development of education and make it more responsive to changing needs, it is necessary to adopt new, appropriate and cost-effective technology in the teaching and learning process. Education in this case shall have to integrate the indigenous technology. Use of systematic educational research to find more on how to achieve EFA need to be emphasised.

3.2.1 Policy Actions

The framework appreciates the fact that achieving EFA goals would be difficult if both the internal and external environments are not radically transformed. Implementation of EFA plans and response to change can best be achieved through shared visions and experiences. The Framework therefore urges:

3.2.1.1 Civil Society, including NGOS, the Private Sector and the Religious Bodies

Civil Society, including NGOs, the Private Sector and the religious bodies to:

- Strengthen lobbying and advocacy programs with various players in inclusive education activities,
- Emphasise on community empowerment to alleviate poverty and strengthen community participation in education;
- Promote trust and enhance genuine partnerships with other players in a mutually accepted manner for the benefit of Malawian children, youth and adult learners;
- Support government in the provision of training in vocational skills and capacity building.
- Support government and community efforts to promote sustained development through fostering quality education for all;
- Enhance management policies to meet the new responsibilities and promote good governance, transparency and accountability.
- Bring private sector value systems and efficient practices into collective endeavour.
- Assist government in resource mobilisation
- Lobby for appropriate and necessary legislation, which would enhance the efforts put in place to achieve EFA.

3.2.1.2 Government

Government shall be required to:

- Promote good governance, transparency and accountability to create a conducive environment for implementing EFA plans.
- Put in place appropriate legislation as it sees fit and accommodate demands by the civil society, NGOs and other partners in education on the need for new education related laws to be enacted to ensure proper implementation of EFA goals.
- Play the leading role in mobilising resources and co-ordinating key stakeholders, including communities, the private sector and development partners.
- Encourage preventive maintenance of buildings and equipment
- Allocate more budgetary resources to basic education sector in line with the needs.
- Strengthen internal and external partnerships with various players.
- Enhance co-operation with other nations to move along with globalisation
- Strengthen capacity building in the education sector especially in field of specialised teaching by establishing medium term teacher development programmes
- Create an enabling environment for full participation of all including women
- Improve its approach in the delivery of adult literacy education and early childhood and education.
- Put in place conditions that ensure integration of disadvantaged groups in education and development.

- Strengthen monitoring and evaluation of the curriculum by establishing and maintaining agreed standards for provision of quality education.
- Review the education Act to make it EFA friendly
- Develop and implement a curriculum that addresses both academic and non-academic needs of the learner.
- Develop an education management information system to be used as an effective tool for rational planning of basic education.
- Strengthen the policy of decentralisation of responsibilities and services to ensure efficiency gains
- Progressively incorporate adult literacy and pre-school education in the programmes of MoEST.

3.2.1.3 International Agencies

International Agencies shall be required to:

- Consider favourably the Malawi government's requests and work in genuine partnership with it and the Civil Society to enhance the achievement of EFA
- Ensure that savings from debt reduction such as HIPC initiative are properly invested in education apart from the other sectors.
- Work with the Malawi government to develop sound strategies for reducing national debts in the long term and increasing their support in the technical aspects of education.
- Work with the Malawi government and other partners to critically assess the side effects of donor programmes e.g. SAP and other development programmes, in education.
- Promote better co-ordination strategies in order to avoid duplications in education programmes, wastage and inefficiency;
- Place more emphasis on capacity building in such areas as innovations, new technologies,

3.2.1.4 Support Institutions

Support institutions shall be required to:

- Review assessment procedures to reflect learners attainment of knowledge and skills
- Ensure that suitable textbooks and other materials are available in schools and libraries
- Promote local publishing industries to make teaching and learning resources readily available and cheap.
- Ensure that the curriculum is reviewed timely
- Improve the management of examinations and of examinations bodies
- Introduce community non-examinable skill oriented subjects at primary school level

3.3 MEFA Monitoring and Evaluation

Monitoring and evaluation of the MEFA implementation is key to the achievement of the six EFA goals. Monitoring of the implementation is to assist in the annual review of the MEFA and its comprehensive review initially after three years and thereafter every five years. MEFA implementation will be monitored using various indicators provided in the action plan for each component of the action plan. The action plan has outlined a variety of monitoring indicators ranging from input and output to outcome and impact indicators. Monitoring and evaluation of these various levels of indicators will take place both at national, district and local levels.

The formal monitoring and evaluation system for the MEFA will be based on existing systems, and strengthened by including a broader range of stakeholders and refining the mechanisms used. Apart from this formal internal system, the MEFA will encourage the development of other external systems through civil society institutions. To this end, Government will ensure that monitoring information is widely disseminated, and that Government systems are transparent. In particular, civil society and the media will be used to disseminate information to all stakeholders.

To strengthen monitoring, beneficiary communities, with the help of civil society, are to be involved in the expenditure tracking and output monitoring on the basis of the budget and funded activities. Civil society organisations should, therefore, mount capacity building exercises for communities to get involved in input and output monitoring at the local level. Further, the existing government ministries' monitoring and evaluation systems will be enhanced to allow for consistent and quality tracking of expenditures.