



ADULT EDUCATION CENTERS – KEY STRUCTURES FOR LIFELONG LEARNING AND DEVELOPMENT

THE CASE OF MALAWI

BY

NATIONAL CENTRE FOR LITERACY AND EDUCATION

OUTLINE OF PRESENTATION

- Geographical Position of Malawi
- Historical Perspective of Adult Literacy in Malawi and Focus
- Management of Literacy Centres
- Current Standings and efforts on adult literacy
- The Quest for Continuing Education
- Opportunities with Adult Literacy Centres

POSITION OF MALAWI



HISTORICAL PERSPECTIVE

- This is how Adult Literacy Programme has evolved in Malawi:
 - The National Adult Literacy Programme evolved from previous efforts dating back to 1947
 - Churches and Government partnered to reduce illiteracy through the *Ukani* (Wake Up!) Traditional Literacy Programme – mainly focused on their followers to be able to read the word of God.
 - Larger scale efforts to reduce illiteracy by government started in earnest in 1981 with support from UNESCO and UNDP – popularly known as *Kwacha* (It's dawn!) Schools

HISTORICAL PERSPECTIVE

- Why in 1980s?
 - To accord illiterate adults aged 15 and above learning opportunities which they missed in their youth
 - To enable access to information on health, nutrition and agriculture and eventually improving the standard of living
- National Adult Literacy Programme (NALP) in 1986 and Mass Adult Literacy programme in 2009 countrywide(as a way of accelerating literacy initiatives)

MANAGEMENT IN LITERACY CENTRES

- Identification of literacy instructors/teachers using a particular criteria, is done by the communities themselves in that:
 - ✓ ~~The communities need to have trust and confidence in the teachers~~
- Instructors undergo an orientation for 2 weeks for them to understand and be able to relate literacy as a key component to national development and mastering approaches and teaching skills
- Communities do organize Literacy Management Committees to oversee the day-to-day running of literacy activities such as:
 - ✓ Resource mobilization
 - ✓ Identification of venue/ centre for a class
 - ✓ Identification of instructors
 - ✓ and general progress of the learning process
- Literacy committees undergo management training.
- Literacy instructors work as volunteers



CURRENT STANDINGS AND EFFORTS ON ADULT LITERACY

- Literacy rate in the country is estimated @ 65.75% of which for adult men is 73% and 59% for women (2016 UNESCO Institute for Statistics)
- Covers all the districts in the country with other stakeholders such as NGOs at a very smaller scale (mainly in their project impact areas)
- Over 10,000 adult literacy centres with an average of 25 learners per class operating across the country mainly by government and some civil society organizations.
- Of these literacy centres, about 1633 have started using an English syllabus
- Learners are assessed by the centre in the months of November and December after completing a learning cycle of 10 months.

THE QUEST FOR CONTINUING EDUCATION

Literacy and the immediate needs of adults

- Integrating literacy and livelihood activities – the case of smallholder farming

Catherine Chimanya in her cassava field, Mulanje Mw



Lunesi Maloni with her rabbits, Lilongwe, Mw



THE QUEST FOR CONTINUING EDUCATION

- Literacy and community economic empowerment activities
 - the case village savings and credit groups

Kapokozoli COMSIP cluster, Snr Chief Kaluluma, Kasungu



THE QUEST FOR CONTINUING EDUCATION

- Looking beyond non-formal education (bridging the gap of formal and non-formal education) – the introduction of English syllabus



English assessment in progress in Mangochi, Malawi



A local chief taking an English exam, Mangochi, Malawi



THE QUEST FOR CONTINUING EDUCATION -

- Community Learning Centre as a focal point for all educational activities (formal and non-formal) – No one should be left behind, the case of Naphini CLC, Zomba)

after-school classes



- Adult class



Early Childhood class



THE QUEST FOR CONTINUING EDUCATION

- No one is left behind

Namiyamngo CLC in Blantyre with people with disabilities involved in various skills training and community awareness activities



THE QUEST FOR CONTINUING EDUCATION

- Provision of Continuing Basic Education for the Youth offering opportunities to those who dropped out of school to re-enter formal education system

A teen mother in one of the classes



THE QUEST FOR CONTINUING EDUCATION

- The introduction of Community Technical and Vocational Colleges in rural areas:
 - For skills development for local artisans e.g. tin smiths, motorbike repairing
 - Livelihood support through engagement in various economic engagements

OPPORTUNITIES

- Linkage of adult learning activities to social and economic activities including the environment, public health, water and sanitation, HIV/AIDS, food security amongst others.
- Promotion of appropriate technologies and skills that are environmentally sustainable within adult literacy programming that can give immediate benefit including value addition among local business enterprises and improving access to viable markets for local products

OPPORTUNITIES

- Adult Literacy Centres as hubs of extension activities
- Adult literacy centres as focal point of community social activities
- Currently working on the draft policy on Adult Literacy in the country – to be a guiding tool in the implementation of adult literacy initiatives.

OPPORTUNITIES AND CONCLUSION

- Adult Literacy Centres being the integral component in the implementation of SDGs/ 2030 Agenda:
 - Ending poverty;
 - Ending hunger, achieving food security.....;
 - Ensuring healthy lives and well being.....;
 - Promoting gender equality...;
 - Ensuring sustainable water management and sanitation...up to;
 - Goal No. 17

THANK YOU

