



Government of Malawi

NATIONAL ADULT LITERACY AND EDUCATION POLICY

**Ministry of Gender, Children and Disability and Social Welfare
P/Bag 330,
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FOREWORD

The Constitution of the Republic of Malawi recognizes the importance of education and skills development as one of the ways of promoting the welfare of the citizens and development of the country. Government is committed to the smooth implementation of development programmes facilitated by the ability of citizens to comprehend issues and actively participate in socio economic activities. National Adult Literacy and Education Policy will, therefore, play an integral component as a guiding framework in understanding and translating issues for the advancement of life. The Policy provides practical functional skills which contribute to sustainable livelihoods.

The goal of the National Adult Literacy and Education Policy is to reduce illiteracy and enhance skills development and education amongst adults and targeted youths for effective participation in socio economic development. Overall, this Policy will promote coordination, consistency, transparency and accountability in the implementation of adult literacy and education programmes in the country.

This Policy is aligned to the Malawi Growth and Development Strategy (MGDS III) which identifies Education and Skills Development as one of the Key Priority Areas under which adult literacy component falls.

The Government is committed to spearheading the implementation of National Adult Literacy and Education Policy. I therefore, call upon all stakeholders and development partners to use the Policy as a guiding tool for adult literacy and education interventions.

Honourable Mary Thom Navicha, M.P.
**MINISTER OF GENDER, CHILDREN, DISABILITY AND SOCIAL
WELFARE**

PREFACE

The National Adult Literacy and Education Policy provides guidance to various stakeholders in implementing strategies and programmes aimed at fostering acquisition of knowledge and skills by adults and targeted youths. An enabling environment to various stakeholders as a guiding document in fostering knowledge and skills acquisition. The policy contributes to the attainment of the goals of the Malawi Growth and Development Strategy (MGDS) III under Education and Skills Development and the Global 2030 Agenda, Goal Number 4. Adult Literacy and Education interventions are key to the delivery of a wider agenda of active citizenship and improved livelihoods.

This Policy is aligned to various international protocols such as the Belém Framework for Action 2009; Continental Education Strategy for Africa 2016-2025; African Union Agenda 2063; and Sustainable Development Goals which promote inclusive growth and sustainable socio-economic development. Implementation of these protocols will help to achieve adult literacy and skills development amongst the youths and adults.

Development of this Policy was highly consultative and involved various stakeholders that included Government institutions, Civil Society Organizations and Development partners. The consultations were conducted through meetings with Integrated Community Development and Adult Literacy Technical Working Groups (TWGs), Task Team on Adult Literacy as well as through district, regional and national interface meetings.

The Government of Malawi is highly indebted to all stakeholders that were involved in the development of the Policy. It is my sincere hope that the stakeholders will continue to demonstrate their commitment by supporting the implementation of the Policy. I, therefore, urge all stakeholders to make use of the Policy when implementing their projects and programmes.

Mrs. Erica Maganga

SECRETARY FOR GENDER, CHILDREN, DISABILITY AND SOCIAL WELFARE

LIST OF ACRONYMS AND ABBREVIATIONS

AIDS	: Acquired Immunodeficiency Syndrome
ALE	: Adult Literacy and Education
CBOs	: Community Based Organizations
DC	: District Council
FBOs	: Faith Based Organizations
FLINT	: Functional Literacy Instructors' Training
GNP	: Gross National Product
HIV	: Human Immunodeficiency Virus
ICT	: Information Communication Technology
M&E	: Monitoring and Evaluation
MGDS	: Malawi Growth and Development Strategy
MoGCDSW	: Ministry of Gender, Children, Disability and Social welfare
MoEST	: Ministry of Education Science and Technology
MIE	: Malawi Institute of Education
MoLGRD	: Ministry of Local Government and Rural Development
NACLAE	: National Centre for Literacy and Adult Education
NALP	: National Adult Literacy Programme
NLGFC	: National Local Government Finance Committee
NGOs	: Non-Governmental Organizations
NLS	: National Library Service
RCIC	: Rural Community Information Centres
REFLECT	: Regenerated Freirean Literacy through Empowering Community
SDG	: Sustainable Development Goals/ Agenda 2030
TEVETA	: Technical Education Vocational and Technical Authority

TWGs	: Technical Working Groups
UN	: United Nations
UNESCO	: United Nations Education Scientific and Cultural Organization
VSLs	: Village Savings and Loans

GLOSSARY OF TERMS

Adult Learning	:	Is the entire range of formal, non-formal and informal learning activities which are undertaken by adults after a break since leaving initial education and training which results in the acquisition of new knowledge and skills.
Adult Literacy	:	The practice in which adults engage in systematic and sustained self-educating activities in order to gain new forms of knowledge, skills, attitudes or values.
Belém Framework	:	Every twelve years since 1949 there has been a huge UN conference on adult education called CONFINTEA. In 2009, the conference was held in Belém do Pará in Brazil, hence the outcomes the “Belem Framework for Action”.
Lifelong Learning	:	Is viewed as involving all strategies that are put in place to create opportunities for people to learn throughout life. Is the continuous development of skills and knowledge to enhance quality of life. It is also about providing second chances to update basic skills and also offering learning opportunities at more advanced levels. All learning activities undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social (social cohesion) and/or employment-related perspective either formally, non-formally and informally.
Literacy	:	The ability to identify, understand, interpret create, communicate, compute and use printed and written materials associated with varying contents. Literacy involves a continue of learning in enabling individuals to achieve their goals to develop their knowledge and potential and to participate fully in their community and wider society.

- Formal learning** : It consists of learning that occurs within an organized and structured context and leads to attainment of an official qualification such as a certificate or diploma
- Functional Literacy** : Has traditionally been defined as the ability to read and write which are generally foundation skills. It has further been defined as competence or knowledge in a specified area. World Congress of Ministers of Education on the Eradication of Illiteracy (held in Tehran, 1965) stressed that rather than an end in itself, literacy should be regarded as a way of preparing man for a social, civic and economic role that goes beyond the limits of rudimentary literacy training consisting merely in the teaching of reading a writing’
- Informal learning** : It is defined as learning resulting from daily life activities related to family, work or leisure. It is often referred to as experiential learning.
- Non-formal learning:** Education that takes place outside formal education system either on a regular or intermittent basis.
- REFLECT** : Regenerated Freirean Literacy through Empowering Community Techniques. This approach encourages and enables participants to critically assess their lives, take control of their futures, enhance their literacy skills, generate a written vocabulary which is relevant to their own community or situation, recognize and build upon their knowledge, and mobilize for individual and collective actions.

CHAPTER 1: INTRODUCTION

The National Adult Literacy and Education Policy seeks to provide a comprehensive guiding framework in planning and implementation of programmes and activities in the adult literacy and education sector. The Policy aims at acquisition of skills and reduction of illiteracy among adults who have never attended formal schooling, and those who dropped out of school in the early grades in order to promote their active participation in socio-economic development through the non-formal learning. The Policy has identified four priority areas in order to address challenges that have been encountered in adult literacy and education sector. The priority areas are coordination and collaboration; access, relevance and quality; visibility and awareness; and resource mobilization.

1.1 Background

Universal education and skills development are fundamental for the attainment of sustainable development priorities. A literate society is a strategic means for achieving increased productivity, income distribution and improved standards of living. It is imperative that Government provides universal education to all citizens. In addition to formal learning, it is recognized that non-formal learning plays a vital role in facilitating and spearheading development processes at all levels of the society. Government firmly realizes that confronting the challenges of the 21st Century requires creativity and competence of citizens of all ages in alleviating poverty, consolidating democratic processes, strengthening and protecting human rights, and enhancing the empowerment of its citizens. However, the absence of a National Adult Literacy and Education Policy has created, among other things, considerable coordination and governance problems in the provision of services, especially between Government and various non-state partners.

High illiteracy rates, especially among the productive population, impede programme design to boost livelihoods, sustainable economic growth, environmental protection, promotion of good governance and democracy. This becomes even more critical in the context of increasingly complex contemporary development challenges characterized by, among others; severe poverty conditions, food insecurity, environmental degradation, and HIV and AIDS.

The country's concerted efforts to fight illiteracy stretches back to the colonial period. The first classes were launched by the British Government in cooperation with UNESCO at Mponela in Dowa in 1947. In most cases, churches and Government partnered to reduce illiteracy through the Ukani Literacy programme. However, the major initiative in the country's overall strategy to combat illiteracy was undertaken between 1981 and 1986. During that period, a Functional Adult Literacy Programme was launched on a pilot basis, and in that programme, literacy was perceived as a method of providing illiterate adults

and youths aged 15 and above learning opportunities, which they missed out in their childhood. The idea was that it would enable them access information on health, nutrition and agriculture; and thus improve their standard of living.

The pilot phase of the Functional Adult Literacy Programme culminated into the launch of the National Adult Literacy Programme (NALP) in 1986 with the objective to have at least 2 million adults declared literate by 1990. However, only 726,233 adults were declared literate by 2006 which led to the launch of Mass Adult Literacy Project in 2009 as a way of invigorating adult literacy services by mobilizing communities for increased and sustained participation; and enhanced skills and knowledge to augment quality of life.

Currently, there are over 10,000 adult education centres with an average capacity of 25 learners per class operating across the country annually. These centres are run by Government and other stakeholders such as NGOs, Faith Based Organizations (FBOs), Community Based Organizations (CBOs) and the private sector. Despite the apparent impressive coverage and a series of interventions stretching back to the colonial era, the problem of illiteracy and functional skills remain intractable in the country. The 2018 Malawi Housing Population Census revealed that there were 15 million people aged 5 years and older. Out of this 4.7 million were illiterate, representing 31.4 percent illiteracy rate. There were 1.6 million illiterate female and 1.3 million illiterate male representing 34.1 and 28.4 percent respectively of which 2,124,164 individuals were adults aged 15 years and older representing 14.2% illiteracy rate and who are the focus of adult literacy programmes in the country. This pool of illiterate individuals still existing, has been the motivation for this policy to facilitate alternative strategies which could help reduce illiteracy in the country to minimum levels or eliminate it altogether. If fully implemented this policy, which proposes 15,000 classes to be operational every year for five years with the capacity to graduate 20 learners per class, 1,500,000 individuals should be made literate at the end of the five years reducing illiteracy by 75%. This will reduce the current numbers of illiterates in that age category from the current 2 million (14%) to around 500,000 (3%)

1.1 Problem Statement

Malawi has been experiencing high illiteracy rates and low functional skills despite efforts to combat the problem stretching back to the colonial era. Illiteracy level in Malawi is currently at 31.4 percent (NSO,2018). This significant illiteracy rate has partly been due to failure to fully adopt international resolutions on adult literacy such as the 2009 Belém Framework for Action which calls for ‘developing and implementing fully-costed policies, well-targeted plans and legislation for addressing adult literacy, education for young people and adults, and lifelong learning’. Essentially, failure to localize these protocols has resulted into poor coordination; resource mobilization and governance, participation, inclusion and equity and quality challenges in the implementation and provision of the services. Since its inception, the NALP has operated without a clear policy framework. Its

operations have largely been guided by broad national frameworks. Despite development of some guidelines at the launch of the programme, they were never effective in the implementation of the NALP. The policy, therefore, is further imperative given the transition to a multiparty democracy in May 1994 whereby Government adopted poverty reduction as its central operative development philosophy which embodies knowledge acquisition and functional skills.

1.2 Rationale of the Policy

The purpose of the National Adult Literacy and Education Policy is to guide the stakeholders in the implementation of adult literacy and education programmes. The policy will facilitate the creation and strengthening of mechanisms for coordination and collaboration; access, relevance and quality; visibility and awareness; and resource mobilization. The policy will also ensure that adult literacy and education programmes function much more effectively as a safety net in ensuring that community members acquire basic skills in writing, reading and numeracy, and in acquiring functional skills. The skills would enable graduates of adult education centres to fully participate in the affairs of their local communities, voluntary groups and in the national democratic life.

1.3 Linkages with other Relevant Policies and Legislations

The policy will be implemented in line with other existing international, regional and national policies and legislations namely:

The Constitution of the Republic of Malawi

The National Policy on Adult Literacy and Education recognizes and facilitates the fulfilment of the rights of the citizenry to education, economic life and development, and all other rights as enshrined in the Malawian Constitution by offering an enabling environment to those who drop out of school at an early stage of primary school or had no chance to enrol in the formal education system.

The Malawi Growth and Development Strategy (MGDS III)

This is an overarching development strategy of the country which has placed education and skills development as key priority areas. These areas are also the main focus of the policy for its target group.

The National Community Development Policy (2016)

The policy embraces inclusive community participation and empowerment which is also key to the implementation of Adult Literacy and Education Policy services.

The National Gender Policy (2015 -2020)

This policy promotes issues of social inclusion of the marginalized groups in the development process of the country. It promotes issues of equity and equality in the allocation of resources for sustainable development which is also crucial to the attainment of adult literacy and acquisition of functional skills throughout life.

Decentralization Policy (1998)

The policy facilitates devolution of powers from central Government to local authorities. It enhances democratic governance, transparency and accountability, maximum participation and decision making at local level. This principle is also in tandem with the Adult Literacy and Education Policy as it empowers individuals and communities with knowledge and skills at local level to define their destiny.

The National Education Policy 2013

The framework outlines broad educational roadmap of the country into which the National Adult Literacy and Education Policy feeds into. The National Adult Literacy and Education Policy delve much into the provision non-formal learning processes. In addition, linkages between formal and non-formal education systems will be fostered.

The National Policy on Equalization of Opportunities for Persons with Disabilities 2006 - 2011

The policy promotes the rights of people with disabilities to enable them play a full and participatory role in society. It ensures that concrete steps are taken for people with disabilities to access the same fundamental rights and responsibilities as any other Malawian citizen. In cognizance to this, the National Policy on Adult Literacy and Education will mainstream disability issues in its operationalization in order not to leave any one behind.

The National Policy for Older Persons (2015 – 2020)

The policy promotes rights of older persons which is also in-line with the aspiration of the Adult Literacy and Education Policy principle that “no one should be left behind” in all development endeavours.

The National Youth Policy 2013

The policy promotes the aspirations of the youth hence the National Adult Literacy and Education Policy will greatly enhance and compliment the opportunities of the youth by empowering them with literacy and other functional skills.

Technical, Entrepreneurial and Vocational Education and Training (TEVET) Policy 2013

The policy advocates for development and acquisition of vocational and entrepreneurial skills which is also in-line with the focus of Adult Literacy and Education Policy services

which, apart from promoting reading, writing and numeracy skills, promotes the acquisition of various livelihood skills.

Sustainable Development Goals/ Agenda 2030

Under Goal No. 4, Target 4.6 says that “by 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy”; and also target 4.4 “by 2030, substantially increase of the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship”. The National Adult Literacy and Education Policy is, therefore, putting in place conducive environment to meet the targets at local level.

African Union Agenda 2063

It is a strategic framework for the socio-economic transformation of the African continent which can partly be accelerated by the National Adult Literacy and Lifelong Policy at local level as it empowers citizenry to have active role and knowledge base through literacy and functional skills acquisition.

Belém Framework for Action 2009

The National Policy on Adult Literacy and Education takes into account the resolutions from the CONFINTEA VI which emphasizes on some essential elements of the right to education and the need for urgent course of action to enable all young people and adults. The resolutions are contained in Belém Framework for Action.

Continental Education Strategy for Africa 2016 -2025

The National Policy on adult Literacy and Education is also in tandem with the Continental Education Strategy for Africa which promotes ‘comprehensive and effective literacy programmes across the continent to eradicate the scourge of illiteracy.

In summary, the National Adult Literacy and Education Policy will, in tandem with the above policies and strategies through a collaborative working relationship, greatly enhance the participation of individuals and communities in the national development process.

CHAPTER 2: BROAD POLICY DIRECTION

2.1 Policy Goal

To reduce illiteracy and enhance skills development and education amongst adults for effective participation in personal, community and national development.

2.2 Policy Outcome

A well-managed and resourced adult literacy and education system with relevant and quality programmes.

2.3 Policy Objectives

The objectives of the Policy are to:

- i. Improve coordination, management and implementation of adult literacy programmes;
- ii. Enhance access, relevance and quality of adult literacy and education programmes;
- iii. Increase visibility and awareness of the importance of adult literacy and education programmes; and
- iv. Improve resource mobilisation and allocation for adult literacy and education.

2.4 Guiding Principles

Successful implementation of the Policy will be guided by the following principles:

- i. **Multi-sectoral approach**
The Policy will be implemented using a multi-sectoral approach involving public, private and civil society organizations;
- ii. **Gender Equality and Equity:** The implementation of adult literacy and education programme assumes the principles of ‘leaving no one behind’ and fairness to promote national aspirations and development;
- iii. **Decentralisation:** Effective implementation of adult literacy programme will be done through a decentralized system. Local Councils will have a huge role in ensuring that the outcomes of the programme are realized;
- iv. **Community empowerment and participation:** A bottom up approach in the implementation of adult literacy and education programmes will be embraced to ensure that local needs are addressed. The approach will also help to promote the spirit of ownership to ensure sustainability of programmes;
- v. **Transparency and accountability:** The Policy will ensure openness and accountability in the execution and implementation of adult literacy and education programme; and
- vi. **Evidence based decision making:** The Policy will promote evaluation and learning, documentation of implementation successes, best practices and application of lessons learnt in programming.

CHAPTER 3: POLICY PRIORITY AREAS

To achieve its overall goal and objectives, the Policy will focus on the following Priority Areas:

- i. Coordination and collaboration;
- ii. Access, relevance and quality;
- iii. Visibility and awareness; and
- iv. Resource mobilisation.

3.1 Policy Priority Area 1: Coordination and Collaboration

Coordination and collaboration in programme delivery; promotion of networks, partnerships and sharing of best practices will be central to the implementation of adult literacy programmes. Coordination is an entry point for quality programme delivery and removes problems such as duplication of efforts and wastage of resources. Currently, Adult literacy services delivery is fragmented with each stakeholder implementing interventions in isolation and without collaborating with other stakeholders in Government and civil societies. This leads to competition for resources, duplication of efforts, and inefficiencies which undermine effective implementation of the adult literacy and education programme.

Policy Statement

The policy will ensure that:

- i. Participation of the public, CSOs and private sector in the delivery of adult literacy and education is promoted.

Strategies: -

- Create an enabling environment to facilitate participation for more players in the implementation of adult literacy and education programmes; and
 - Facilitate the development of coordinated approaches to the implementation of adult literacy and education programmes.
- ii. Coordination, collaboration and partnership between Government and non-state actors in adult literacy and education provision is improved.

Strategies: -

1. Promote and strengthen adult literacy and education coordination structures at community, district, and national levels;
2. Develop appropriate models for adult literacy and education service delivery and share with all stakeholders;
3. Promote partnerships among adult literacy and education service providers; and

4. Promote coordination and collaboration for a harmonized implementation plan.

3.2 Policy Priority Area 2: Access, Relevance and Quality

Currently Adult literacy and education service providers have the capacity of training about 300,000 illiterates annually. These providers offer skills that enable individuals to fulfil their potential and take advantage of opportunities to achieve their goals. The skills offered have good elements that lead to anticipated learner outcomes within an agreed quality framework. There is however, low enrolment in the available adult literacy centres with current enrolment at about 150,000 learners annually almost 50% of the current capacity. Besides, there is also low male enrolment in the adult education centres, with only about 17% of the total enrolment being men. Most men shy away from adult education centres as they prefer to go to work and earn a living. Furthermore, in most areas, it is a tradition that men and women cannot be in the same gathering. The problem is being compounded further by having literacy centres which are far apart. It has further been observed that ALE programmes have limitations in terms of immediate application of the knowledge gained to everyday life situations and this has resulted into literacy graduates relapsing into illiteracy. The other challenge is that a significant number of young people who dropped out in early grades do not enrol into the adult literacy programme for various reasons including the centre setup that mixes men and women or adults and the youth. Additionally, the absence of programme quality indicators on the various essential skills being offered by the ALE programme within an agreed framework has adversely affected tracking the relevance and quality of services being offered.

Policy Statements

The policy will ensure that:

- i. Access, relevance and quality of adult literacy and education programmes is improved.

Strategies: -

1. Increase adult literacy and education centres with adequate human resources;
2. Introduce and promote innovative approaches integrating adult literacy and education into livelihoods and other activities;
3. Promote inclusive adult literacy and education services;
4. Promote linkages between adult literacy and education and the formal education sector;
5. Facilitate periodic comprehensive curriculum review for adult literacy and education programmes;
6. Review and operationalise implementation guidelines and approaches for adult literacy and education programmes;
7. Build capacity of adult literacy and education staff at all levels; and

8. Provide appropriate qualifications and skills for adult literacy and education personnel.

3.3 Policy Priority Area 3: Visibility and Awareness

The National Adult Literacy and Programme was launched in the early 1980s and that its implementation cuts across all the districts in the country. With this setup, it has been the expectation that the outcomes of the programme would easily be noticed and appreciated by all stakeholders at all levels. It has also been envisioned that most people are aware of the ALE programme through its implementation structures and focus and the use of appropriate media. Despite all these assumptions and the very long existence of the adult literacy and education programme in the country, there are still high illiteracy rates at 28.4 % and 34.1 % for men and women (NSO, 2018) respectively. Some of the reasons behind this scenario have been low visibility and awareness of the programme to most stakeholders. This has resulted into low number of partners participating in the programme besides low enrolment in literacy centres (on average each centre is supposed to enrol 30 learners yet there are usually as low as 20 learners per centre), high absenteeism and dropouts by learners.

Policy Statements

The policy will ensure that:

- i. Visibility and awareness of adult literacy and education programmes is increased among all stakeholders.

Strategies: -

1. Develop and operationalise a communication strategy for adult literacy and education programmes.
2. Mainstream adult literacy and education in development programmes across all sectors.

3.4 Policy Priority Area 4: Resource Mobilisation

The National Adult Literacy Programme gets a major stake of its financial support from Government which is not adequate to run the literacy services in the country. The 2030 Agenda for Sustainable Development (Agenda 2030) and the Malawi Development Strategy make a strong case to have adequate and reliable resources for education services which include adult literacy and education. Current resource basket to the ALE sector falls far short of the minimum recommendations by CONFINTEA VI which is to seek investment of at least 6% of GNP in education, and also working towards increased investment in adult learning and education. In order to achieve desirable results, there is need to maximize flexible and predictable revenue and other resource inflows. This will be

through expansion of the share of regular resources through pooled or blended funding from public, private sector partners and cooperating partners.

Policy Statement

The policy will ensure that:

- i. Resources are increased to ensure quality delivery of adult literacy and education programmes.

Strategies: -

1. Develop and operationalise a resource mobilisation strategy for adult literacy and education programmes.

CHAPTER 4: IMPLEMENTATION ARRANGEMENTS

4.1 Institutional Arrangements

The implementation of the National Policy on Adult Literacy and Education will be coordinated by the Ministry responsible for Adult Literacy Services working in close collaboration with other stakeholders to ensure an inclusive approach to knowledge and skills acquisition as follows: -

- 4.1.1 Sector working group:** The Ministry responsible for adult literacy and education will work together with the sector working groups on Integrated Rural Development and Decentralization, Basic education and Gender, Youth Development and Sports.
- 4.1.2 Ministry responsible for Adult Literacy services:** Will spearhead the provision of policy direction oversight, implementation, coordination, supervision, monitoring and evaluation;
- 4.1.3 Ministry responsible for disabilities:** Will provide policy guidance on the implementation of disability related activities;
- 4.1.4 Ministry responsible for Education, Science and Technology:** Will provide technical support on adult literacy including curriculum review;
- 4.1.5 Ministry responsible for Finance:** Will ensure adequate funds for effective implementation of the policy through annual budgetary and monthly funding allocations;
- 4.1.6 Department of Human Resource Management and Development:** Will ensure that adequate human resources are made available for the effective delivery of the programme;
- 4.1.7 Ministry responsible for Local Government and Rural Development:** Will ensure that adult literacy and education issues are prioritized across all the implementation structures in line with decentralization. The National Local Government Finance Committee (NLGFC) will therefore, ensure that adequate resources are allocated to the programme in the local authority's annual budgets;
- 4.1.8 Local Councils:** Will ensure that the implementation of the Policy will follow the decentralized structure where the primary responsibility of local authorities will be to ensure effective and efficient implementation of the programme through proper planning, coordination and monitoring. Within the local authorities, the District Community Development Technical Working Group (TWG) under the District Executive Committee will oversee implementation of all activities. As a coordinating agency, the District Community Development Office will provide secretariat services for the TWG to ensure creation of an enabling environment and facilitate adherence to standards;
- 4.1.9 TEVETA:** Will ensure that adult education and lifelong learning participants are equipped with relevant vocational skills and certifications;

- 4.1.10 Malawi National Commission for UNESCO:** Will play an active role in technical guidance, resource mobilization and collaborative role with national and international organization of similar nature;
- 4.1.11 National Library Service:** Will ensure that adult education and lifelong learning materials including ICT equipment are available in rural information centres;
- 4.1.12 Development Partners:** Development partners will support the implementation of the policy through the provision of financial and technical support for the promotion of lifelong learning services;
- 4.1.13 CSOs and Private Sector:** CSOs and the Private Sector will complement Government efforts in the provision of lifelong learning services; advocate for the promotion, mobilization of resources and raising awareness of the programme; and
- 4.1.14 The Community:** The role of the community will be to identify local needs, establish and strengthen community structures; mobilize local resources to support service delivery.

4.2 Implementation Plan

The National Adult Literacy and Education Policy will be implemented using a multi-sectoral approach involving public, private and civil society organizations. Government will ensure that adequate funding is allocated to Adult Literacy and Education Policy programmes, and will be supplemented by resources from development partners through execution of their mandates which will be guided by the policy. Details of the implementation plan are provided for in Annex 1.

4.3 Monitoring and evaluation

The Ministry responsible for Adult Literacy and Education services will be the lead institution responsible for monitoring the implementation of the policy. The Monitoring and Evaluation plan will focus on the implementation progress of Adult Literacy and Education policy implementation plan to determine policy outcomes, and realisation of policy objectives. The plan will ensure a continuous monitoring and evaluation process that takes corrective action during implementation on the basis of performance indicators, targets, milestones, outcomes, and observable impact of the policy in communities. All relevant Sector Working Groups (SWG) to the policy will also monitor the implementation of the policy through annual reviews which will be facilitated by the responsible Ministry. Details of the monitoring and evaluation plan are provided for in Annex 2.

4.4 Review of the Policy

The National Adult Literacy and Education Policy will be operational for a period of five years during which it will be subjected to periodic reviews. A formative review will be carried out annually to direct policy and programme implementation. A mid-term review will be undertaken after two and half years. A summative review will be done after five years, taking into account the successes and constraints experienced during the five-year period of operation as well as new developments in the internal and external environment.

ANNEXURE

ANNEX 1: IMPEMETATION PLAN

Policy Priority Area 1: Coordination and Collaboration			
Policy Statement 1: Participation of the public, CSOs and private sector in the delivery of adult literacy and education is promoted.			
Objective	Strategy	Responsibility	Timeframe
Improve coordination, management and implementation of adult literacy programs.	Create an enabling environment to facilitate participation for more players in the implementation of adult literacy and education programmes.	MoGCDSW , OPC	2019– 2024
	Facilitate the development of coordinated approaches to the implementation of adult literacy and education programmes.	MoGCDSW MoLGRD, Development Partners, CSOs.	2019 – 2024
Policy Statement 2: Coordination, collaboration and partnership between Government and non-state actors in adult literacy and education is improved.			
Improve coordination, management and implementation of adult literacy programmes.	Promote and strengthen adult literacy and education coordination structures at community, district, and national levels.	MoGCDSW , MoLGRD, Development Partners, CSOs.	2019 – 2024
	Develop appropriate models for adult literacy and education service delivery and share with all stakeholders.	MoGCDSW , MoLGRD, Development Partners, CSOs.	2019 – 2024
	Promote partnership among adult literacy and education service providers.	MoGCDSW , MoLGRD, Development Partners, CSOs.	2019 – 2024
	Promote coordination and collaboration for a harmonized implementation plan.	MoGCDSW , MoLGRD, Development Partners, CSOs.	2019 – 2024

Policy Priority Area 2: Access, relevance and quality			
Policy Statement 1: Access, relevance and quality of adult literacy and education programmes is improved			
Enhance access, relevance and quality of adult literacy and education programmes.	Increase adult literacy and education centres with adequate human resources.	MoGCDSW , MoLGRD, Development Partners, CSOs.	2019 – 2024
	Introduce and promote innovative approaches integrating adult literacy and education into livelihoods and other activities	MoGCDSW , MoLGRD, MoFEPD, Development Partners, CSOs.	2019 – 2024
	Promote inclusive adult literacy and education services.	MoGCDSW , MoLGRD, , Development Partners, CSOs.	2019 – 2024
	Promote linkages between adult literacy and education and the formal education sector.	MoGCDSW MoLGRD, MoEST, Development Partners, CSOs.	2019 – 2024
	Facilitate periodic comprehensive curriculum review for adult literacy and education programmes.	MoGCDSW , MoLGRD, MoEST, Development Partners, CSOs.	2019
	Review and operationalise implementation guidelines and approaches for adult literacy and education programmes.	MoGCDSW , MoLGRD, MoEST, Development Partners, CSOs.	2019
	Build capacity of adult literacy and education staff at all levels.	MoGCDSW , MoLGRD, MoEST, Development Partners, CSOs.	On-going
	Provide appropriate qualifications and skills for adult literacy and education personnel.	MoGCDSW , MoLGRD, MoEST, Development Partners, CSOs.	On-going

Policy Priority Area 3: Visibility and awareness			
Policy Statement 1: Visibility and awareness of adult literacy and education programmes is increased among all stakeholders.			
Objective	Strategy	Responsibility	Timeframe
Increase visibility and awareness of the importance of adult literacy and education programmes.	Develop and operationalise communication strategy for adult literacy and education programmes.	MoGCDSW , MoLGRD, MoEST, MoICT, Development Partners, CSOs.	2019 - 2020
	Mainstream adult literacy and education in development programmes across all sectors.	MoGCDSW , MoLGRD, MoEST, Development Partners, CSOs.	2019 - 2024
Policy Priority Area 4: Resource mobilization			
Policy Statement 1: Resources are increased to ensure quality delivery of adult literacy and education programmes			
Objective	Strategy	Responsibility	Timeframe
Improve resource mobilisation and allocation for adult literacy and education.	Develop and operationalise a resource mobilisation strategy for adult literacy and education programmes.	MoGCDSW , MoLGRD, MoFEPD, MoEST, Development Partners, CSOs.	2019 - 2020