

NATIONAL ADULT LITERACY AND EDUCATION STRATEGIC PLAN (2022-2027)

Ministry of Gender, Community Development and Social Welfare

Private Bag 330

Lilongwe 3

July, 2022


FORWARD

The Government of Malawi recognizes the importance of Adult Literacy and non-formal Education and skills development as a mechanism of promoting economic empowerment of the citizenry and contribute to development of the country. However, despite achievements registered in reducing illiteracy levels from 36 percent in 2005 to 24.5 percent in 2020, the country has lagged behind in its efforts to reduce illiteracy significantly. Among others, the delay in progress is caused by failure to domesticate international policy instruments that highlight the critical role of ALE in unlocking the ability of citizens to acquire functional skills for active participation in socio economic activities. On the domestic scene, ALE is highlighted in several policy instruments as a key development area which requires special attention. In particular, Sustainable Development Goals and the Malawi 2063 MIP-1 (2021-2030) identifies human capital development and mindset change through ALE as key enablers in moving Malawi to a medium income country hence a need to implement such programmes.

In response, the Government of Malawi through the Ministry of Gender, Community Development and Social Welfare has formulated the National Adult Literacy and Education Strategic Plan (NALE-SP) with the purpose of operationalizing the National Adult Literacy and Education Policy (2020) (NALEP). The strategic plan aims at bringing all stakeholders together and harnessing their efforts to, among other things, strengthen the policy and legal environment for implementation of Adult Literacy and Education (ALE) programmes. The strategy aims to increase inclusive and accessible literacy, and enhance skills development and education among adults for effective participation in personal, community and national development by 2027.

The total budget over a five-year period (2022-2027) is estimated at MK4,783,199,095 for programmes and MK58,369,856,435 Instructors' honoraria. The funds will be sourced from both the Government and development partners.

The Government is committed to improving non formal education in the country through spearheading the implementation of National Adult Literacy and Education strategy. I therefore, call upon all stakeholders and development partners to use this strategic document.



Honourable Dr. Patricia Annie Kaliati

MINISTER OF GENDER, COMMUNITY DEVELOPMENT AND SOCIAL WELFARE

PREFACE

The National Adult Literacy and Education strategy operationalize the National Literacy and Education Policy by providing guidance to various stakeholders in implementing strategies and programmes aimed at fostering acquisition of knowledge and skills by adults and targeted youths. The document, therefore, will bring all the sector stakeholders together and direct their efforts to, among others, strengthen the policy and legal environment for implementation of Adult Literacy and Education (ALE) programmes.

The strategy is also a working instrument for internalizing international protocols and frameworks such as the Sustainable Development Goals; African Union Agenda 2063; Marrakech Framework for action 2022 and Continental Education Strategy for Africa 2016 - 2025 that spell out, not only the need for increased investment in ALE but also advocate for comprehensive and effective skills acquisition programmes to unlock the development potential of countries. It is also aligned to the nation policies such as Gender Act 2013, Community Development Policy 2016, Youth Policy, Gender based Violence Act inter aria.

To achieve these objectives, the strategy identifies five key priority areas as follows: Financing ALE; Capacity Development for ALE; ALE Programme and Curriculum Development; Visibility, Communication and Advocacy for ALE; and Coordination, Governance, linkages and Management of ALE. The success of the strategy hinges on the effective implementation of these pillars.

Development of this strategy 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 Technical Working Groups (ICD TWG) and Adult Literacy and Education Sub-Technical Working Group (ALE Sub-TWG) and Task Team on Adult Literacy 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 strategy. It is my sincere hope that the stakeholders will continue to demonstrate their commitment by supporting the implementation of the strategy I, therefore, urge all stakeholders to make use of the strategy when implementing their projects and programmes.



Ms. Roselyn Makhumula

Secretary for Gender, Community Development and Social Welfare

Table of Contents

FORWARD.....	i
PREFACE.....	ii
TABLE OF CONTENTS	I
LIST OF TABLES	IV
LIST OF FIGURES	IV
ABBREVIATIONS AND ACRONYMS.....	V
1.0 INTRODUCTION.....	1
1.1 Country Context.....	1
1.2 Background.....	1
1.3 Rationale of the Strategic Plan.....	1
1.4 Process of Developing the Strategic Plan	2
1.4.1 Stakeholder Consultations (Primary Research)	2
1.4.2 Desk Research (Secondary Research)	3
2.0 STRATEGIC ANALYSIS.....	3
2.1 Overview of Adult Literacy and Education	3
2.2 Linkages with National Instruments	4
2.2.1 The Constitution.....	4
2.2.2 The Education Act 2014	4
2.2.3 The Malawi 2063	4
2.2.4 The Malawi Investment Plan 1 (2021-2030)	4
2.2.5 The National Community Development Policy (2016).....	5
2.2.6 The National Gender Policy 2015.....	5
2.2.7 The National Education Policy 2013	5
2.2.8 The National Youth Policy 2013	5
2.2.9 The MoGCDSW Strategic Plan 2022-2026.....	5
2.2.10 The National Policy on Equalization of Opportunities for persons with Disabilities (2006) 6	
2.2.11 The National Policy for Older Persons (2015-2020)	6
2.3 Linkages with International Instruments	6
2.3.1 Sustainable Development Goals	6
2.3.2 African Union Agenda 2063	6

2.3.3	Belém Framework for Action 2009	6
2.3.4	Continental Education Strategy for Africa (CESA) 2016 -2025	6
2.4	Performance of Key Indicators in the Subsector	7
2.4.1	Literacy Rates Since 2005	7
2.4.2	Never Attended School Rates	7
2.4.3	Participation in Adult Literacy Classes.....	8
2.5	The SWOT Analysis	9
2.6	Key Constraints of ALE Programming in Malawi	12
2.6.1	Inadequate Financing of ALE Programmes.....	12
2.6.2	Inadequate Human Resource Capacity	13
2.6.3	Inadequate Teaching and Learning Materials.....	13
2.6.4	Poor Collaboration, Coordination and Networking	14
2.6.5	Inadequate Post Literacy Activities	14
2.6.6	Lack of Infrastructure	14
2.6.7	Weak M&E System	15
2.6.8	Inadequate Visibility and Advocacy	15
2.6.9	Community Level Challenges.....	15
2.6.10	Curriculum Design Gaps.....	16
2.7	Stakeholder Analysis	16
3.0	STRATEGIC DIRECTION.....	17
3.1	Vision.....	17
3.2	Mission.....	17
3.3	Core Values.....	17
3.4	Goal of the Strategy	17
3.5	Objectives of the Strategy	17
3.6	Conceptual Framework of the Strategy	18
4.0	THEMATIC AREAS AND STRATEGIC INTERVENTIONS.....	20
4.1	Thematic Area 1: Financing ALE.....	20
4.2	Thematic Area 2: Capacity Development.....	21
4.3	Thematic Area 3: Programme and Curriculum Development	22
4.4	Thematic Area 4: Visibility, Communication and Advocacy for ALE	23
4.5	Thematic Area 5: Coordination, Governance, Linkage and Management of ALE.....	24
5.0	IMPLEMENTATION, MONITORING AND EVALUATION.....	26

5.1	Implementation of the Adult Literacy and Education Strategy	26
5.2	Coordination Structure.....	26
5.3	Monitoring and Evaluation Framework.....	27
5.4	Estimated Cost and Funding for the Strategy	27
ANNEXURES.....		63
	Annex 1: Stakeholders at National, District and Community Level	63

LIST OF TABLES

Table 1:Adult literacy enrolment for the past four years	8
Table 2: Key performance indicators from 2016-2021.....	9
Table 3:Key Functional Literacy Performance Indicators.....	9
Table 4: SWOT Analysis- Internal Environmental Factors.....	10
Table 5:SWOT Analysis- External Environmental Factors.....	11
Table 6: Annual Budgetary Allocation to ALE	12
Table 7: Human Resource Established and Filled Posts.....	13
Table 8: Teaching and Learning Materials (2020-21 FY)	14
Table 9: Thematic Areas, Strategic Outcomes and Outcome Targets	18
Table 10: Implementation Matrix	28
Table 11: Detailed Results Framework.....	40
Table 12: Estimated Cost Of The Ale Strategic Plan	51

LIST OF FIGURES

Figure1: Proportions of those who have never attended school-----	8
Figure 2: Illiteracy Rates (%) Since 2005-----	7
Figure 3:Key Targets on Financing ALE-----	20
Figure 4: Key Targets on Capacity Development-----	21
Figure 5: Key Targets on Programme and Curriculum Development-----	22
Figure 6: Key Target on Visibility, Communication and Advocacy for ALE -----	23
Figure 7: Key Targets on Coordination, Governance and Management of ALE-----	24

ABBREVIATIONS AND ACRONYMS

AIDS	: Acquired Immunodeficiency Syndrome
ALE	: Adult Literacy and Education
ALEMIS	: ALE Management Information System
CBOs	: Community Based Organizations
CDA	: Community Development Assistant
CDSW	: Community Development and Social Welfare
CSO	: Civil Society Organization
DC	: District Council
DCDO	: District Community Development Officer
DEC	: District Executive Committee
DEN	: District Education Network
ECD	: Early Child Development
FBOs	: Faith Based Organizations
FLINT	: Functional Literacy Instructors' Training
GICD	: Gender, Integrated Community Development
GNP	: Gross National Product
HIV	: Human Immunodeficiency Virus
ICT	: Information Communication Technology
IHS	: Integrated Household Survey
M&E	: Monitoring and Evaluation
MIS	: Management Information System
MoGCDSW	: Ministry of Gender, Community Development and Social Welfare
MoUs	: Memorandum of Understanding
MIP 1	: Malawi 2063 Implementation Plan 1
NACLAE	: National Centre for Literacy and Adult Education
NALEP	: National Adult Literacy and Education Policy
NALP	: National Adult Literacy Programme
NALE-SP	: National Adult Literacy and Education Strategic Plan
NGOs	: Non-Governmental Organizations

NSO	: National Statistics Office
RCIC	: Rural Community Information Centres
REFLECT	: Regenerated Freirean Literacy through Empowering Community
SDG	: Sustainable Development Goals/ Agenda 2030
SWOT	: Strength Weaknesses Opportunities and Threats
TEVETA	: Technical Education Vocational and Technical Authority
TVET	: Technical Vocational and Educational Learning
TWGs	: Technical Working Groups
USD	: United States Dollars
UN	: United Nations
UNICEF	: United Nations Children's Fund
UNESCO	: United Nations Educational, Scientific and Cultural Organization
VSL	: Village Savings and Loans
Y&S	: Youth and Sports

1.0 INTRODUCTION

1.1 Country Context

Malawi's population was estimated at 17.6 million in 2018 and with an annual growth rate of 2.4%, is projected to be in 2026 24.75 million¹. In terms of gender, 51.5% are females and 48.5% are males. An estimated 83.9% of the population lives in rural areas while 16.1% lives in urban areas (IHS 5, 2020). Malawi's Gross Domestic Product (GDP) per capita in 2019 was estimated at USD411.55. Real GDP growth for Malawi was reported as 4.4% in 2020². The economy is predominantly agro-based, with agriculture, forestry and fishing contributing 27.1% of GDP³. The average literacy rate in Malawi is at 75.5% and is higher among men (83%) than women (68.8 %) ⁴. The IHS 5 reports that 13.2% of the population aged 15 years and above have never attended school with a higher proportion of females at 18% than males at 8.3%. Level of skill development is 8.9% ⁵.

1.2 Background

The Ministry of Gender, Community Development and Social Welfare through the Department of Community Development coordinates adult literacy and education in Malawi. In February, 2020, Government approved the National Adult Literacy and Education Policy (NALEP) to guide implementation of Adult Literacy and Education services in the country. The NALEP contributes to the Malawi Vision 2063 (MW2063) and MIP1 which outlines long term aspirations of the country's development framework. NALEP is also aligned to SDGs; Belém Framework of Action 2009; and the Marrakech Framework of Action (2022); UNESCO Youth and the Recommendation on Adult Learning and Education (RALE) 2015; the Continental Education Strategy for Africa 2016-2025; the African Union Agenda 2063; and Global 2030 Agenda, Goal Number 4 through Adult Literacy and Education interventions which are key to the delivery of a wider agenda of active citizenship and improved livelihoods.

1.3 Rationale of the Strategic Plan

Adult literacy and education is critical in achieving mindset change and capacity building which are components of Enabler 5 that looks at Human Capital Development under the Malawi 2063 aimed at achieving sustainable development. The economic role of adult education in human advancement is apparent in its contribution to human capital development. Adult literacy and education, equips recipients with essential literacy and numeracy skills that are prerequisite in enhancing standard of living and labour productivity. ALE facilitates achievement of progress in agriculture, entrepreneurship, good governance, health care, sanitation, and nutrition, among

¹ National Statistical Office in 2018 Population and Housing Census Report

² World Bank-Malawi Economic Monitor, July 2020

³ 2019 Annual Economic Report-Ministry of Finance, Economic Planning and Development

⁴ The Fifth Integrated Household Survey (IHS5) 2020 Report

⁵Malawi's vision 2063(2020). Inclusive wealthy creation and self-reliant

others. Investment in the development of human capital, through adult education, is crucial for developing a labour force and managerial know-how, able to compete in today's global economy.

However, despite, the recognition of the importance of ALE in sustainable development, Malawi still experiences high illiteracy rates which impact on the acquisition of knowledge stretching back to the colonial era. The illiteracy level in Malawi is currently being estimated at 17% and 31.2% for men and women respectively, (NSO, 2020). This 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'. Subsequent to this development and in the quest to get maximum contribution of ALE to the national development agenda, a National Adult Literacy and Education Policy (NALEP) was developed to provide policy direction and a guiding framework for the implementation of ALE programmes in Malawi.

There is, therefore, a need to operationalize the NALEP through the development of a clear strategy which is practical and implementable. The strategy will be an important tool for the provision of more effective and efficient ALE programmes and services to achieve sustainable development in Malawi. Its aim is to assist, among others, to;

- Mobilize resources as well as be the basis for budgeting ALE activities countrywide;
- Provide strategic direction towards achievement of the vision, outcomes and milestones as outlined in the policy;
- Coordinate work plans on ALE from various stakeholders (internal and external) for the achievement of the policy's goals; and
- Enhance communication at all levels among direct implementers and all relevant stakeholders.

1.4 Process of Developing the Strategic Plan

1.4.1 Stakeholder Consultations (Primary Research)

Stakeholder consultations were conducted both at district and national level to assess the current situation and performance of ALE programmes. The main methods used in data collection included key informant interviews and focus group discussions.

In addition, situational analysis was undertaken to confirm the relevant external and internal factors that impact on ALE's performance. Furthermore, the process sought agreement of the key challenges presented by an environment scan which the strategy will need to specifically respond to.

The external and internal environment results have informed the formulation of the strategic thrust through the Vision, Mission, Core Values and identification of Key Result Areas which the ALE programming will focus on in the next five years (2021-2026). The defined areas will

help the Ministry and stakeholders to achieve the mandates as stipulated by the relevant laws and statutes governing the operations of ALE in the country. Furthermore, the consultative process enabled the identification of Strategic Objectives, key strategies and activities for each of the Strategic Objectives.

1.4.2 Desk Research (Secondary Research)

The consultative process was also complemented by an extensive review of relevant literature comprising the national and international documents on adult literacy and education. It also included a review of various government policy documents to understand the national priorities that ALE will need to contribute to during the Strategy period.

2.0 STRATEGIC ANALYSIS

2.1 Overview of Adult Literacy and Education

Universal education and skills development are fundamental for the attainment of sustainable development priorities. A literate society is strategic 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 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 dividends, strengthening and protecting human rights, and enhancing citizens empowerment.

High illiteracy rates, especially among the productive population, impede programme delivery 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, climate change, nation disaster, Covid-19, food insecurity, environmental degradation, and HIV/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 on in their childhood. The idea was that it would enable them to access information on health, nutrition and agriculture, and thus improve their standard of living.

The pilot phase of the Functional Adult Literacy Programme culminated in 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 the 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 (Ministry of Gender Annual Report, 2019).

As of May 2021, there were over 10,000 adult education centres with an average capacity of 25 learners per class operating across the country. These centres are run by Government and other stakeholders such as NGOs, Faith Based Organizations (FBOs), Community Based Organizations (CBOs) and the private sector.

2.2 Linkages with National Instruments

2.2.1 The Constitution

The Constitution of the Republic of Malawi provides for the rights of the citizenry to education, economic life and development. ALE provides an enabling environment to those who dropped out of school at an early stage of primary school or had no chance to enroll in the formal education system in line with constitutional provision.

2.2.2 The Education Act 2014

Adult Literacy and Education programming operates within the framework of Malawi's Revised Education Act of 2014 which was first enacted in 1962 and was amended in 1986 to include issues of adult literacy. The Act stipulates that education in Malawi, should be for all people irrespective of race, disability, ethnicity or gender. It strives for accessible, equitable, relevant and inclusive education.

2.2.3 The Malawi 2063

Malawi 2063 (MW2063) aims to transform Malawi into a wealthy and self-reliant industrialized 'upper middle-income country' by the year 2063. ALE is broadly covered under Enabler number 5 on Human Capital Development. And is recognized in overall education programming with specific details.

2.2.4 The Malawi Investment Plan 1 (2021-2030)

The Malawi Implementation Plan (MIP-1) which is the first 10 years' implementation phase of Malawi 2063, through enablers of mindset change and human capital development aspires to achieve highly knowledgeable people with relevant quality education that incorporates a strong element of academic excellence, technical and vocational skills fit for the labour market. Functional literacy is the basis for acquisition of academic excellence and vocational skills. MIP- 1 targets to increase education attainment and skills development to 15 percent by 2030 from a baseline of 8.9 percent.

The strategy recognizes that provision of functional adult literacy programmes will give young people and adults who did not complete primary school an opportunity to achieve literacy and skills development. Thus, the government is able to work towards achieving the 15% skills acquisition in the labour by 2030. Specifically, the MIP under outcome 'Improve literacy', seeks to promote skill acquisition through Community Learning Centres approaches, establishing an informal inclusive programmes and functional literacy among the youth.

2.2.5 The National Community Development Policy (2016)

The policy promulgates inclusive community participation and empowerment which is also key to the implementation of the Adult Literacy and Education Policy. The policy highlights community development programmes comprising activities that can facilitate improved social and economic progress for communities. Community development programmes in Malawi include Adult Literacy. However, the policy lacks clear policy statements on adult literacy.

2.2.6 The National Gender Policy 2015

The purpose of the policy is to strengthen gender mainstreaming and women's empowerment at all levels in order to facilitate attainment of gender equality and equity in Malawi. The policy addresses ALE in priority 1 on gender in education and training objective 3 which is to empower women and men through equitable access to adult literacy education. The policy tackles 2 of the fundamental ALE issues, namely broadening of ALE and promotion of investment in ALE. However, the policy is silent on other important issues like human resource capacity development and collaboration in ALE.

2.2.7 The National Education Policy 2013

The policy promotes equitable access to education and improved relevance, quality and governance and management of the education sector. This will ultimately contribute to sustainable socio-economic development and poverty reduction. The policy adopted a Community Based Rehabilitation Approach (CBRA), which includes lifelong learning in the education component. The policy classifies ALE under basic education specifically under priority area 1 on quality, accessible and equitable basic education statements 2 and 3 on out-of-school youth education and adult literacy, respectively. It focuses on literacy i.e., reading and numeracy skills acquisition and not so much on the broader scope of ALE.

2.2.8 The National Youth Policy 2013

The policy goal is to create an enabling environment for all young people to develop to their full potential in order to contribute significantly to personal and sustainable national development. The policy covers ALE under priority area 3 on Education for Youth whose goal is to increase the level of literacy and numeracy among youth for effective participation in national development. The policy advocates for promotion of functional literacy among youths. However, it is silent on interventions that would help achieve this goal.

2.2.9 The MoGCDSW Strategic Plan 2022-2026

The Strategic Plan seeks to address the need to continually provide direction and focus towards improving the provision of community and social services to male and female beneficiaries, promoting gender equality, improving the provision of quality services to the public.

2.2.10 The National Policy on Equalization of Opportunities for persons with Disabilities (2006)

This is multi-sectoral in nature and addresses economic, social, attitudinal, and psychological barriers that affect persons with disabilities. The policy provides guidelines on how the various sectors can mainstream disability in their policies and programming. The policy provides for promotion of equal access and inclusion of persons with disabilities in education and training programmes. The policy however, does not specifically highlight ALE.

2.2.11 The National Policy for Older Persons (2015-2020)

The policy provides a coherent and comprehensive overall framework for facilitating and promoting the social economic and cultural integration of older persons into mainstream development processes. The policy broadly makes reference to Promotion of Research, Education and Training on Ageing.

2.3 Linkages with International Instruments

In light of the foregoing, this strategy responds to both local and international conventions which promote the right to education for all. Below are some of the instruments.

2.3.1 Sustainable Development Goals

Goal No. 4, Target 4.6: “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 the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship”.

2.3.2 African Union Agenda 2063

A framework for the socio-economic transformation of the African continent which seeks to empower the citizenry to have an active role and knowledge base through literacy and functional skills acquisition.

2.3.3 Belém Framework for Action 2009

The framework emphasizes on Policy, Governance, Financing, Participation, Inclusion, and Equity & Quality which are essential elements of the right to education and the need for an urgent course of action to enable all young people and adults to access education. The framework recommended that 3% of education budget should be allocated to Adult Education.

2.3.4 Continental Education Strategy for Africa (CESA) 2016 -2025

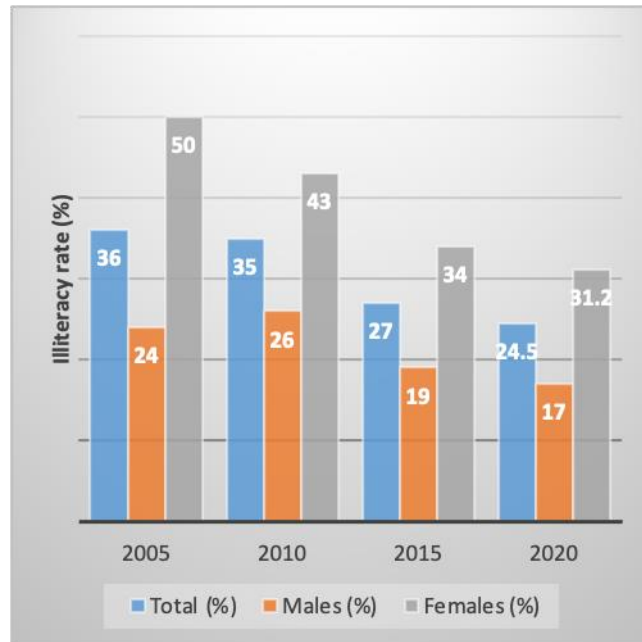
The strategy promotes ‘comprehensive and effective literacy programmes across the continent to eradicate the scourge of illiteracy. Strategic objective number 6 of the CESA calls upon Member States to Launch comprehensive and effective literacy campaigns. It further implores Ministries of Education in member states to deliberately mobilize students during holidays to teach adult literacy classes.

2.4 Performance of Key Indicators in the Subsector

2.4.1 Literacy Rates Since 2005

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 as can be observed in Figure 1. According to the IHS5, the illiteracy rate stands at 24% with a rate of 17% among males and 31.2% among females. This population group is the focus of adult literacy programmes in Malawi. Proportionally, illiteracy rates have been declining slowly for the past 15 years owing to efforts in formal and informal education. During this period, Malawi has been implementing the different versions of the Malawi Growth and Development Strategy which invested in the education sector as one of the key pillars. In absolute terms however, 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 (2.5 million females and 2.2 million males) of which 2,124,164 individuals were adults aged 15 years and older who are the focus of adult literacy programmes in the country.

Figure 1: Illiteracy Rates (%) Since 2005



2.4.2 Never Attended School Rates

In 2005, the IHS 2 reported that nearly one in every four persons aged 15 years and above in Malawi never attended school and in 2020, the IHS 5 reported 13.2 percent to have never attended school. Among males, the situation is better than among females. 16 percent and 8.3 percent of males are reported to have never attended school in 2005 and 2020 respectively. The case is more pronounced amongst women where 34 percent and 18 percent never attended school in 2005 and 2020 respectively.

Figure 2: Proportion of 15 years and above who never attended school

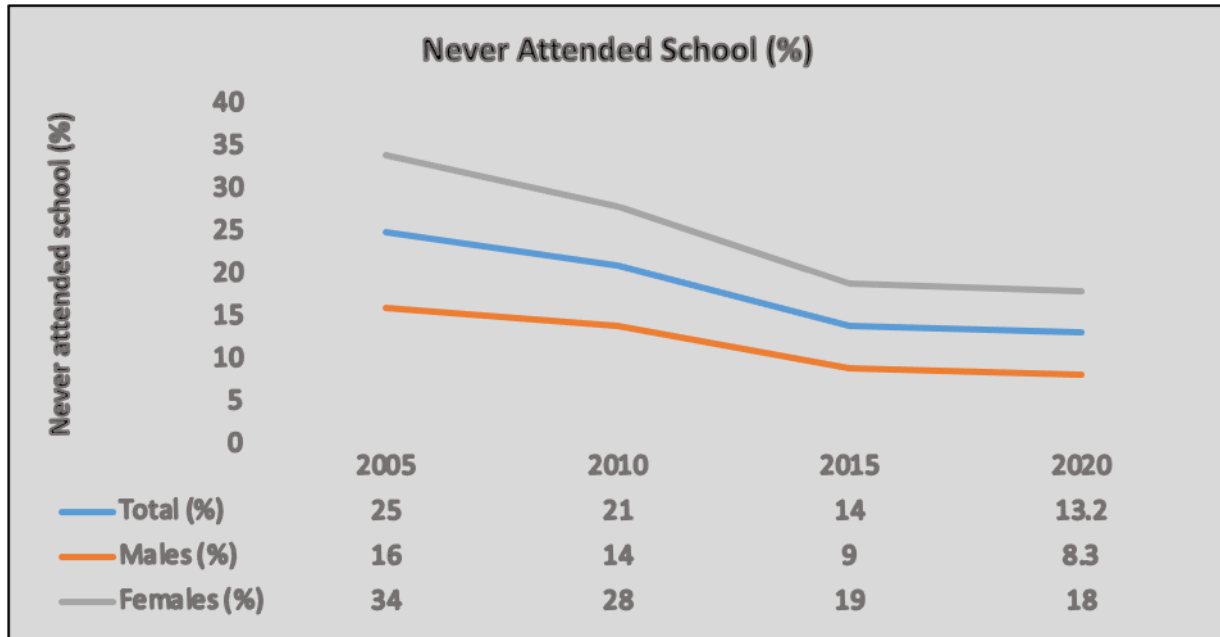


Figure 2: Proportions of those who have never attended school

2.4.3 Participation in Adult Literacy Classes

The number of adults participating in literacy classes has been declining. A total of 150,358 enrolled into adult literacy classes in 2016-17 and only 17,643 enrolled in 2019-20 representing an 88 percent drop in enrolment. The decline is due to several reasons including those indicated in section 2.4. The impact of COVID-19 worsened the enrolment in 2019/20 as most classes were suspended.

Table 1: Adult literacy enrolment for the past four years

Year	Provider						Grand Total
	State			Non-state			
	Male	Female	Total	Male	Female	Total	
2016/17	21,675	122,820	144,495	704	5,159	5,863	150,358
2017/18	39,303	124,458	163,761	1,329	5,313	6,642	170,403
2018/19	32,367	102,495	134,862	552	6,342	6,894	141,756
2019/20	3,124	11,167	14,291	226	3,126	3,352	17,643

Source: NAELAE reports

Table 2: Key performance indicators from 2016-2021

Year	Annual Planned Target	Enrolment	No of Learners declared Literate	Pass Rate (%)
2016-17	300,000	150,358	97,523	65
2017-18	300,000	170,403	124,788	73
2018-19	300,000	141,756	101,769	72
2019-20	300,000	17,643	14,124	80

Source: NAELAE reports

The United Nations Children’s Fund (UNICEF) has been supporting functional literacy classes through the Ministry of Youth and Table 3 is showing key performance indicators since 2016. Generally, the support is only reaching, on average 5,000 out of school youth leaving out several due to limited space.

Table 3: Key Functional Literacy Performance Indicators

Year	Annual Planned Target	Enrolment	No of Learners declared Literate	Pass Rate (%)
2016-17	3,400	3,740	3,175	84.9
2017-18	4,200	5,538	3,873	69.9
2018-19	4,200	5,617	4,626	82.4
2019-20	4,350	5,922	-	-

Source: MOY reports

2.5 The SWOT Analysis

ALE’s environmental scanning and analysis identified strengths, weaknesses, opportunities and threats through a SWOT analysis. The SWOT analysis was conducted to evaluate internal and external factors in terms of the positive and negative synergies of the ALE sector. This SWOT analysis has guided the development of a Strategic Framework of the ALE strategy in terms of identification of key thematic areas, and also directed the goal settings and formulation of detailed strategies on each set goal. The SWOT analysis details are captured in Table 4 on internal factors and Table 5 on external factors.

Table 4: SWOT Analysis- Internal Environmental Factors

Strengths	Weaknesses
<p>S1. Committed ALE instructors</p> <p>S2. Availability of ALE policy</p> <p>S3. Good coordination with communities</p> <p>S4. ALE structures</p> <p>S5. Human resources</p> <p>S6. Payment of honoraria</p> <p>S7. Availability of technical support from UNESCO</p> <p>S8. There are constant consultations with stakeholders</p> <p>S9. Inclusion of ALE as a programme under government planning frameworks such as the MIPI</p> <p>S10. Availability of teaching guides</p> <p>S11. Inclusion of ALE as a cost centre in the budgeting framework</p> <p>S12. Availability of NAELAE Complex where the national Offices of ALE are situated</p>	<p>W1. Untrained instructors</p> <p>W2. Inadequate teaching and learning materials</p> <p>W3. Inadequate infrastructure</p> <p>W4. Inactive support structures</p> <p>W5. Mobility challenges both at HQ and district level</p> <p>W7. Absence of coherent school calendar</p> <p>W8. Inadequate financial resources</p> <p>W9. Low honoraria</p> <p>W11. Inadequate/no monitoring and enforcement of standards</p> <p>W12.No purpose-built infrastructure for ALE</p> <p>W13. Poor implementation of programmes which limits expansion and provision of ALE programmes</p> <p>W14. Limited capacity at HQ to effectively coordinate ALE programmes</p> <p>W15. Limited capacity at district level- low numbers, not trained, no equipment</p>

Source: ALE Strategy National and District consultations

Table 5:SWOT Analysis- External Environmental Factors

Opportunities	Threats
<p>O2. Availability of local government structures</p> <p>O3. Availability of willing partners</p> <p>O4. Inclusive Education Strategy</p> <p>O5. Availability of Technical and Vocational training programmes</p> <p>O6. Recognition of ALE in national development strategy</p> <p>O6. Availability of formal education system like CBE and Basic Education</p> <p>O7. Advancement in information and communication technology</p> <p>O8. Decentralization</p> <p>O9. Introduction of ALE professional programmes at Tertiary Institutions</p> <p>O10. Political will at local level</p> <p>O11. Innovative approaches to skills provision and quality learning at work by other partners</p> <p>O12. Emerging civil society networks to advocate for better service provision in the education sector including CSEC and the ALE CSO Thematic group</p> <p>O13. Increasing interest in VSLs among adult literacy graduates</p>	<p>T1. Absence of clear linkage to formal education for learners.</p> <p>T2. Stakeholders failing to meet/fulfil their mandatory obligations</p> <p>T3. Poor collaboration among stakeholders</p> <p>T4. High poverty levels</p> <p>T5. No proper linkage system/absence of post literacy activities</p> <p>T7. Low budgetary support from development partners and non-state actors</p> <p>T8. Weak multi-sectoral coordination-worsened by weak institutional capacity for the coordinating body</p> <p>T9. Most development partners do not find ALE as potential sector for investments</p> <p>T10. Lack interest from males i.e. belief that ALE is for females</p> <p>T10. Increased drop out in primary school at early grades</p>

Source: ALE Strategy National and District consultations

2.6 Key Constraints of ALE Programming in Malawi

2.6.1 Inadequate Financing of ALE Programmes

The biggest challenge impeding implementation of ALE programmes is inadequate financing of planned programmes and activities. Programmes in the ALE sub-sector lack sustainable, consistent and adequate funds for successful implementation of planned activities. The sector does not have many development partners to support its various programmes. Financing of ALE comes from both Government and non-governmental sources (including donors, international NGOs and Communities). The Government is the main source of funding for ALE programmes under the National Adult Literacy Programmes, out-of-school youth functional literacy programmes, Complementary Basic Education and TEVET. The proportion of budgetary allocation towards adult literacy is around 1% of the education budget against the Belém Framework for Action 2009 recommendation of 3% and has been on average 3% of the budget for the Ministry responsible for adult literacy and education for the past six financial years.

Inadequacy in funding sometimes arises from non-disbursement of the planned financial plan. This is the case whereby the planned activities vis-a-vis financial needs do not match the monthly and annual funding of financial resources from the national Treasury. Below is Table 4 showing allocation of annual financial resources from Government towards key ministries and departments.

Table 6: Annual Budgetary Allocation to ALE

Ministry/Programme	2016-2017 MK'000,000	2017-2018 MK'000,000	2018-2019 MK'000,000	2019-2020 MK'000,000	2020-2021 MK'000,000
MOEST	117,230	67,893	79,446	70,577	93,246
Gender/ MoCECCD	3,161	4,599	3,966	11,444	25,447
CBE	110	76	1,089	167	89
Adult Literacy	80	309	188	78	105
% Adult literacy visa vis MoCECCD/Gender	2.53	6.74	4.74	0.68	0.41
% Adult literacy visa vis Education	0.09	0.11	1.37	0.24	0.09
% for CBE	0.09	0.11	1.37	0.24	0.09

Source: Government Budget Documents from Treasury

2.6.2 Inadequate Human Resource Capacity

ALE relies to a great extent on volunteerism. It is against this background that the majority, if not all, ALE instructors are volunteers from respective communities surrounding the ALE centres. However, the majority of these instructors have not gone through any induction course as required, hence they lack the requisite skills to effectively deliver in the classes and manage the learners. Furthermore, the Secretariat lacks capacity to monitor and enforce standards due to absence the of inspectors. There are also inadequate competencies to assist learners with disabilities, for instance, there are no sign-language interpreters. This is a key challenge to learners with hearing and speech problems.

Table 7: Human Resource Established and Filled Posts

Indicators	2016/17		2017/18		2018/19		2019/20		2020/21	
	Est.	Filled	Est.	Filled	Est.	Filled	Est.	Filled	Est.	Filled
Staff at NACLAE	15	7	15	7	15	7	15	9	15	9
DCDO	29	29	29	29	29	29	29	29	29	29
CDA	580	348	580	343	580	334	580	330	580	428
English Instructors	1,633	1,345	1,633	1,345	1,633	1,345	1,633	1,345	1,633	1,345
Chichewa Instructors	8,000	7,600	8,000	7,600	8,000	7,600	8,000	7,600	8,000	7,600
District Youth Officer	15	15	15	15	15	15	15	15	15	15
Functional Literacy Instructors	168	168	168	168	168	168	174	174	174	174

Source: NACLAE reports

2.6.3 Inadequate Teaching and Learning Materials

There is a striking difference between required teaching and learning materials and the current stock. It must be mentioned that effective teaching and learning is facilitated when there is availability of the materials. Thus, inadequacy of these materials is a huge challenge facing ALE programming in Malawi.

Table 8: Teaching and Learning Materials (2020-21 FY)

S/N	Learning or Teaching Materials	Requirement	Current Stock	Percent
1	Chichewa Learner books	300,000	60,000	20
2	Chichewa teacher guides	10,000	10,000	100
3	English Learner books	130,640	12,600	10
4	English Teacher guides	6,532	4,200	64
5	Black boards	4,000	600	15

Source: NACLAE reports

2.6.4 Poor Collaboration, Coordination and Networking

Stakeholder consultations revealed that there are various stakeholders implementing ALE programmes both at National and District level. However, these stakeholders, as was observed, often work in isolation which can lead to duplication of efforts. This problem is further compounded by a weak sector working group, non-implementation of joint sector reviews and routine monitoring and evaluation, which has further led to an absence of reliable statistics in the sector.

There are no platforms at district level to facilitate networking in ALE. The DEC meetings offer limited opportunities for networking. The District Community Development Offices (DCDO) do not have adequate capacity in terms of resources for networking. Besides, the Civil Society Organizations (CSO) in the districts have not taken ALE as an advocacy and networking issue.

2.6.5 Inadequate Post Literacy Activities

Current ALE programming is characterized by limited linkage to further education opportunities and inadequate access to post literacy opportunities like economic pathways for graduates of ALE. As such, most of the target beneficiaries are faced with the question: *we have learnt how to read and write, now what?* At present, ALE graduates cannot be admitted into technical or vocational schools which is a very big demotivating factor among target beneficiaries, especially youth and men. Institutions to promote non formal skill development to cater for literacy graduate and all who don't have formal qualifications such as JSCE and MSCE are scarcely available.

2.6.6 Lack of Infrastructure

There are no dedicated structures for ALE. Learners utilize community structures such as primary schools, CBOs structures, ECD centres, churches etc. The available learning spaces used

are not adequate to accommodate all learners and are often in high demand for usage by other community committees or gatherings. Others even learn outdoors. Communities prioritise construction of structures for other programmes although high illiteracy levels are a challenge in most District Councils. This affects attendance and participation as some prefer to stay home rather than learn outside.

2.6.7 Weak M&E System

The collection of data for evidence-based decision making both at the national and district levels is limited because, among other things, inadequate capacity for development and implementation of the M&E System. Though the M&E committee is functional at the district level, most of the members are not conversant with M&E issues and they solely depend on the M&E officers, hence putting a lot of pressure on them. At national level, the office lacks capacity both in terms of human and financial resources to carry out monitoring and evaluation activities.

Furthermore, there is no harmonized management information system (MIS). The monitoring and evaluation system is fragmented and hence requires harmonization.

2.6.8 Inadequate Visibility and Advocacy

There is inadequate visibility of ALE activities and programmes. District Education Networks (DENs) exist in all the districts but stakeholders are not sufficiently engaged in advocacy around ALE activities, despite conducting advocacy in other areas such as gender-based violence, funding for primary school improvement grants, etc.

2.6.9 Community Level Challenges

There were some challenges revealed to be anchored within community dynamics as follows:

- *Dependency syndrome*: Most community members register for attendance at the beginning of the classes but due to their own short-term expectations, they drop out before completion. Usually, the reasons cited include the fact that they do not consider literacy classes as an end in itself but want to link it to access to livelihood interventions
- *Some community leaders do not value adult literacy initiatives*. This is also a major reason why there are no dedicated classrooms for adult learners and affects mobilization since they do not encourage community members to enrol in ALE programmes. Situation has resulted to a weak ownership of the programmes.
- *Community attitude towards ALE initiatives*: Some community members have a negative attitude towards adult literacy, especially men, who assume that adult literacy is a ‘women thing’. Some do not participate out of embarrassment, especially community leaders because they do not want their communities to know that they are illiterate; and
- *There is high demand and expectations in some communities*, which is in some cases more than the projects and resources can accommodate.

2.6.10 Curriculum Design Gaps

Existing curricula are inadequate to meet the changing needs of adult learners. Curriculum review processes are infrequent. This is compounded by limited or no instructors' refresher trainings to keep them abreast of emerging issues.

2.7 Stakeholder Analysis

The major provider of ALE, as is to be expected, is Government through various ministries and departments at national, district and community levels. The lead Ministry responsible for provision of ALE is the Ministry of Gender, Community Development and Social Welfare (MoGCDSW). The Ministry coordinates ALE programmes through the National Centre for Literacy and Adult Education (NACLAE). Other Government ministries providing literacy are Ministry of Education (MoE), Ministry of Health (MoH), Ministry of Agriculture (MoA), Non-Governmental organizations (NGOs) are also involved in providing and managing adult literacy programmes. Key ones are DVV International, Action Aid, World Vision International, Swedish Corporation Centre (SCC) Lake Basin Project (LBP), OXFAM, United Purpose, NASFAM, CCAP Nkhoma Synod, Lutheran Development Services, Association of Sunni Madrassa, etc.

In the aspects of non-formal skills development, the major stakeholder and quality controllers is TEVETA. However, to a greater extent they are dealing with the quality control for the formal skill development institutions such as Community Development colleges. Refer to annex 3 for a comprehensive list of stakeholders involved in ALE programmes.

Provision of ALE is financially and technically supported by Government, donors and United Nations (UN) agencies. Donors and UN agencies involved include ICEIDA, UNESCO, and UNDP. However, the proportion of funding from these sources compared to the needs of the sector is really quite low

3.0 STRATEGIC DIRECTION

3.1 Vision

A country where inclusive, equitable and sustainable adult literacy and skills programs are accessible to all.

3.2 Mission

To provide relevant, accessible, quality, and equitable literacy and skills for all adults through lifelong learning for sustainable personal, community and national development.

3.3 Core Values

In order to achieve the above vision, the strategy will be guided by the following values and principles:

1. **Integrity:** honesty in delivery of ALE programmes;
2. **Professionalism:** adherence to a set of standards, code of conduct and collection of qualities that characterize accepted practice in provision of ALE programmes;
3. **Transparency & Accountability:** openness and free exchange of relevant information;
4. **Teamwork:** working together to achieve the strategy's common goals;
5. **Partnership:** harness efforts among stakeholders to improve efficiency in provision of ALE programmes;
6. **Collaboration and Networking;** sharing of information, knowledge and resources to find better ways of implementing ALE programmes;
7. **Innovativeness:** creativity and constant search for new ways to improve ALE delivery; and
8. **Inclusiveness:** accommodates all learners irrespective of any individual differences.
9. **Equity:** fairness to all gender categories in execution of the programmes

3.4 Goal of the Strategy

To increase literacy, enhance skills development and education through lifelong learning among adults for effective participation in personal, community and national development by 2027.

3.5 Objectives of the Strategy

1. To increase financial resources for improved service delivery of ALE programmes by 2027;
2. To improve human and technical resources capacity in ALE;
3. To improve access, relevance and quality of adult literacy and education programmes
4. To enhance visibility, communication and advocacy for ALE among all stakeholders by the end of 2027; and

5. To strengthen coordination, collaboration, linkage and networking through research, knowledge management and information sharing by 2027.

3.6 Conceptual Framework of the Strategy

The National ALE Strategy is founded on 5 broad thematic areas (priority areas) that address specific areas that affect ALE programming in Malawi. These areas aim to organize and articulate the implementation framework of activities in line with national and global ALE agenda.

The strategy is built around the following Thematic areas;

- 1) Financing ALE;
- 2) Capacity Development for ALE;
- 3) Programme and Curriculum Development;
- 4) Visibility, Communication and Advocacy for ALE; and
- 5) Coordination, Governance, Linkage and Management of ALE.

Table 9: Thematic Areas, Strategic Outcomes and Outcome Targets

N o.	Thematic Area	Strategic Outcome	Outcome Target
1.	Financing ALE	1.0 Increased financial and technical resources to ensure quality delivery of ALE programmes by 2027	1.1 Financial resources for quality delivery of ALE programmes increased by 80% by 2027 1.2 Financial processes in accordance with policies and regulatory requirements strengthened by 2027
2.	Capacity Development for ALE	2.0 Improved human resources capacity in ALE through recruitment and training by 2027	2.1 90% of ALE staff vacancies filled 2027 2.2 90% of personnel involved in ALE (at all levels) trained/oriented by 2027 2.3 90 % of personnel involved in ALE equipped with management skills by 2027
3.	Programme and Curriculum Development	3.0 Improved access, quality and relevant ALE programmes and curriculum to provide knowledge and skills to enhance lifelong learning and productive citizenship by 2027	3.1 50 % increase in enrolment (access) to ALE classes by communities by 2027 3.2 50% of ALE graduates with livelihood skills by 2027 3.3 20% of ALE graduates proceeding to formal, technical and vocational education programmes by 2027 3.4 1% ALE graduates proceeding to formal education programmes 2027 3.5 1% of ALE graduates proceeding to vocational education programmes by 2027

No.	Thematic Area	Strategic Outcome	Outcome Target
			3.5 5% of illiterate people with disabilities accessing ALE
4.	Visibility, Communication and Advocacy for ALE	4.0 Enhance visibility, communication and advocacy for ALE among all stakeholders by the end of 2027	4.1 50% increase in visibility and awareness of the importance of adult literacy and education programmes among stakeholders by 2027
5.	Coordination, Governance and Management of ALE	5.0 Improved coordination and networking amongst ALE stakeholders	5.1 Functional coordination structures in place at district and national levels by 2027
		6.0 Improved management and information sharing for effective and efficient programme implementation by 2027	5.2 Improved participation of the public, CSOs and private sector in the delivery of adult literacy and education by 2027
			6.1 Improved organizational, management and administrative services by 2027

4.0 THEMATIC AREAS AND STRATEGIC INTERVENTIONS

4.1 Thematic Area 1: Financing ALE

The major source of financing of the Adult Literacy Programme is the national budget which is not adequate to run the literacy and adult education services in the country. The funds are channeled to various government Ministries and Departments including the National Centre for Adult Literacy and Education (NACLAE). Over the years,

various Non-Governmental Organizations have embarked on mobilizing resources to implement projects on ALE. However, the sector does not attract huge investment from key development partners in Malawi. In order to achieve desirable results, there is a need to maximize flexible and predictable revenue and other resource inflows. This thematic area will therefore implement activities tailored towards mobilising resources to implement the various activities that have been prioritised. The strategy intends to hold annual donor round table meetings, advocate to government for increased funding to the ALE sub-sector and increase private sector investment in programmes that benefit the sub-sector. Furthermore, annual budget analyses will be conducted to uncover the allocation levels towards ALE which will form the basis for advocacy meetings with parliamentarians and the Ministry of Finance.

The thematic area seeks also to strengthen financial management systems within the sub-sector, particularly within the implementing Ministries. Given that the strategy will be funded by a diverse range of partners, it will be important to harmonise financial management systems and attain the levels of financial control that would satisfy all partners.

Strategic Objective:

To increase financial and technical resources to ensure quality delivery of ALE programmes by 2027

Strategic Interventions:

1. Develop a resource mobilization strategy;
2. Conduct annual budget analyses to determine level of allocation towards ALE;
3. Advocate for increased financial resources towards ALE programmes;
4. Develop more MoUs with CSOs and NGOs;
5. Strengthen Financial management services for ALE;
6. Establish Public Private Partnerships (PPPs) for ALE;
7. Develop the plan of action to unlock the funds from NGOs

Figure 3: Key Targets on Financing ALE

Financial resources for quality delivery of ALE programs increase by 80%

Financial processes in accordance with policies and regulatory requirements strengthened by 2022

4.2 Thematic Area 2: Capacity Development

The strategic plan has identified capacity development as one of the key thematic area to contribute to attainment of required targets in the sub-sector. The thematic area aims at equipping stakeholders in the sub-sector with knowledge and requisite skills to effectively and efficiently manage ALE programmes and activities at all levels. In view of the high vacancy rates both at national and district levels, staff recruitment will be a key task to ensure the effective implementation of activities. Recruitment will be followed by capacity building of the staff and provision of associated working tools such as computers at national and district levels.

Figure 4: Key Targets on Capacity Development

100 % of ALE staff vacancies filled 2027

100 % of personnel involved in ALE (at all levels) trained/oriented by 2027

The strategy will also build the capacity of NACLAE to ensure effective and efficient delivery of programmes. The capacity building will target all community development officers both at national and

district levels. This will enable them to improve in programme planning, monitoring and evaluation for effective and efficient delivery of ALE programmes.

Strategic Objective:

To improve human resources capacity in ALE through recruitment and training by 2027

Strategic Interventions:

1. Conduct recruitment and selection of ALE personnel such as Adult Literacy Instructors, inspectors, CDAs etc.;
2. Enhance skills for ALE instructors;
3. Increase incentives and professionalize ALE sector to motivate the personnel; and
4. Strengthen Human performance management system and implement it at all levels.
5. Lobby for the creation of the position for ALE instructors when they graduate.
6. Facilitate ALE learning and study visits

4.3 Thematic Area 3: Programme and Curriculum Development

The thematic area aims to increase the number of literacy classes to expand the opportunities among communities to enrol within their localities. The strategy will take advantage of the capacity that currently exists amongst various ALE stakeholders to provide adult literacy and education training to around 300,000 learners annually. To make literacy and adult education classes more attractive, more especially to male learners who shy away, a number of strategies have been lined up including revising the curriculum to provide functional literacy, vocational training, and entrepreneurship skills among the learners.

Figure 5: Key Targets on Programme and Curriculum Development

- 50 % increase in enrolment (access) to ALE classes by communities
- 50% of ALE graduates obtaining livelihood skills
- 20% of literacy graduates obtaining PSLCE equivalent qualifications and a proportion of them accessing technical and vocational education programmes
- 5% of illiterate people with disabilities accessing ALE

The thematic area also proposes use of various innovative approaches to enable citizens access literacy skills and training such as REFLECT, Integrated Adult Education and functional literacy among others. Currently adult literacy programmes in Malawi provide education to the level of grade 5 of basic education falling short of 3 grades of 6,7 and 8 to enable one complete full primary schooling. To achieve this which has also been the call of many adult literacy graduates in Malawi lessons/ subjects have to be provided for the missing grades to enable the adult literacy graduates attain the equivalent of full primary education and therefore provide opportunities for linkage with the formal education. There is, therefore, need to provide the materials for the missing grades of 6,7 and 8 to enable the adult literacy graduates complete the basic education programme for Malawi which runs from grade 1 to 8. This may involve modifying the national curriculum content for the remaining grades 6,7 and 8 to make them available to the learners in the adult literacy classes in a non -formal setting.

The thematic area further proposes providing inclusive as well as special needs adult literacy and education where required to ensure people with disabilities access ALE interventions as currently this group of people are hardly accessing ALE. The Education Management Information System (EMIS) 2019/20 estimates the enrolment of learners with diverse special needs in primary education at 182,715 (94,327 males and 90,154 females). The proportion of learner with diverse needs is estimated at 3.4% of total primary enrolment. Because of the various barriers that exclude such type of learners, it is evident we have many more special needs learners that remain out of school and require ALE interventions.

Strategic Objective:

To improve the access, relevance and quality of adult literacy and education programmes through curriculum reviews and by providing knowledge and skills that will enhance lifelong learning and productive citizenship by 2027.

Strategic Interventions:

1. Introduce and promote innovative approaches in ALE programmes;
2. Provide post literacy services to adult literacy graduates;
3. Facilitate periodic comprehensive curriculum review for adult literacy and education programmes;
4. Strengthen ALE Assessment system;
5. Upgrade adult literacy programmes into a non-formal full primary school equivalency programme to promote linkages between ALE and the formal education sector;
6. Promote inclusive adult literacy and education services to benefit people with disabilities
7. Review and operationalize implementation guidelines for ALE programmes; and
8. Strengthen adherence to ALE operational standards.

4.4 Thematic Area 4: Visibility, Communication and Advocacy for ALE

The strategy seeks to create visibility and awareness of ALE in Malawi by reaching out to various stakeholders, with messages on ALE through use of information and communications technology (ICT). The strategy proposes use of various innovative approaches such as social media platforms, IEC materials and many others with an aim of enhancing ALE visibility countrywide. The successful implementation of this strategic plan hugely depends on active participation of all relevant stakeholders in the ALE sub-sector.

Figure 6: Key Target on Visibility, Communication and Advocacy for ALE

Improved visibility and awareness of the importance of adult literacy and education programmes among stakeholders by 2027

Within the sub-sector, communication will be vitally considered as a key operational aspect. As such, a communication strategy will be developed and implemented which will guide the means by which communication will be done, the targets and the messages, among other aspects. At national and district levels, communication will help enhance coordination among stakeholders. In relation to this, district level structures will be established to complement existing structures for effective coordination. This will also build on a number of initiatives that will be undertaken to strengthen partnership with other sectors. This will be, for example, through creating

networking forums for sharing information, joint reviews, resource leveraging, among other things.

The ALE partners and collaborators will advocate and lobby politicians and decision makers at various levels to guarantee the participation of all eligible people in ALE programmes. This will target both public and private sector institutions. The thematic area will also help to demystify the notion that ALE is predominantly for women and will raise awareness that adult education entails much more than literacy and numeracy acquisition.

Strategic Objective:

To enhance visibility, communication and advocacy for ALE among all stakeholders by the end of 2027.

Strategic Interventions:

1. Develop and Implement an ALE visibility, communications and advocacy strategy;
2. Review the visibility, communication and advocacy strategy;
3. Promote advocacy platforms;
4. Create awareness about literacy programmes
5. Develop and demonstrate/ Pitch or showcase ALE success stories to potential stakeholders.

4.5 Thematic Area 5: Coordination, Governance, Linkage and Management of ALE

The successful implementation of this strategy hinges on the existence of a well-defined and strengthened coordination, governance and management framework. Coordination will primarily be concerned with fast-tracking synergy building, and unified collaboration in implementing activities within the sub-sector. The district level structures are key to the achievement of the results the sub-sector is endeavouring to realise. As such, forums will be created and strengthened for stakeholders to deliberate issues and share information. The district structures will also ensure proper linkages among the sector Technical Working Groups (TWGs) and other already existing structures.

Figure 7: Key Targets on Coordination, Governance and Management of ALE

- Functional coordination structures in place at district and national levels
- Improved participation of the public, CSOs and private sector in the delivery of adult literacy and education
- Improved organizational, management and administrative services.

The thematic area will also aim at inculcating results orientated culture or evidence-based planning through strengthening of Monitoring and Evaluation (M&E) capacities at national and district levels. Monitoring and Evaluation (M&E) will definitively aim at tracking results, systematic information management, and reporting systems, among others. An M&E system will be developed and implemented. This will, among other things, see the establishment of an ALE

Management Information System (ALEMIS) to help capture data segregated by age and gender and that data will be readily available for decision making. Functional and coordinated ALEMIS is critical to the ability of the ALE system to improve delivery of programmes. ALEMIS will provide an opportunity for data disaggregated by age and sex etc. for effective programme planning, monitoring and evaluation.

Strategic Objective:

To strengthen coordination, collaboration and networking through research, knowledge management and information sharing by 2027; and to improve stakeholder engagement and management.

Strategic Interventions:

1. Assess and develop capacity needs in M&E amongst key stakeholders;
2. Establish and strengthen ALE Sub-Sector Technical Working Group;
3. Establish and strengthen Adult Literacy and Education Management System (ALE MIS);
4. Improve partnerships for ALE at National, District and Community levels;
5. Develop ALE Research Agenda

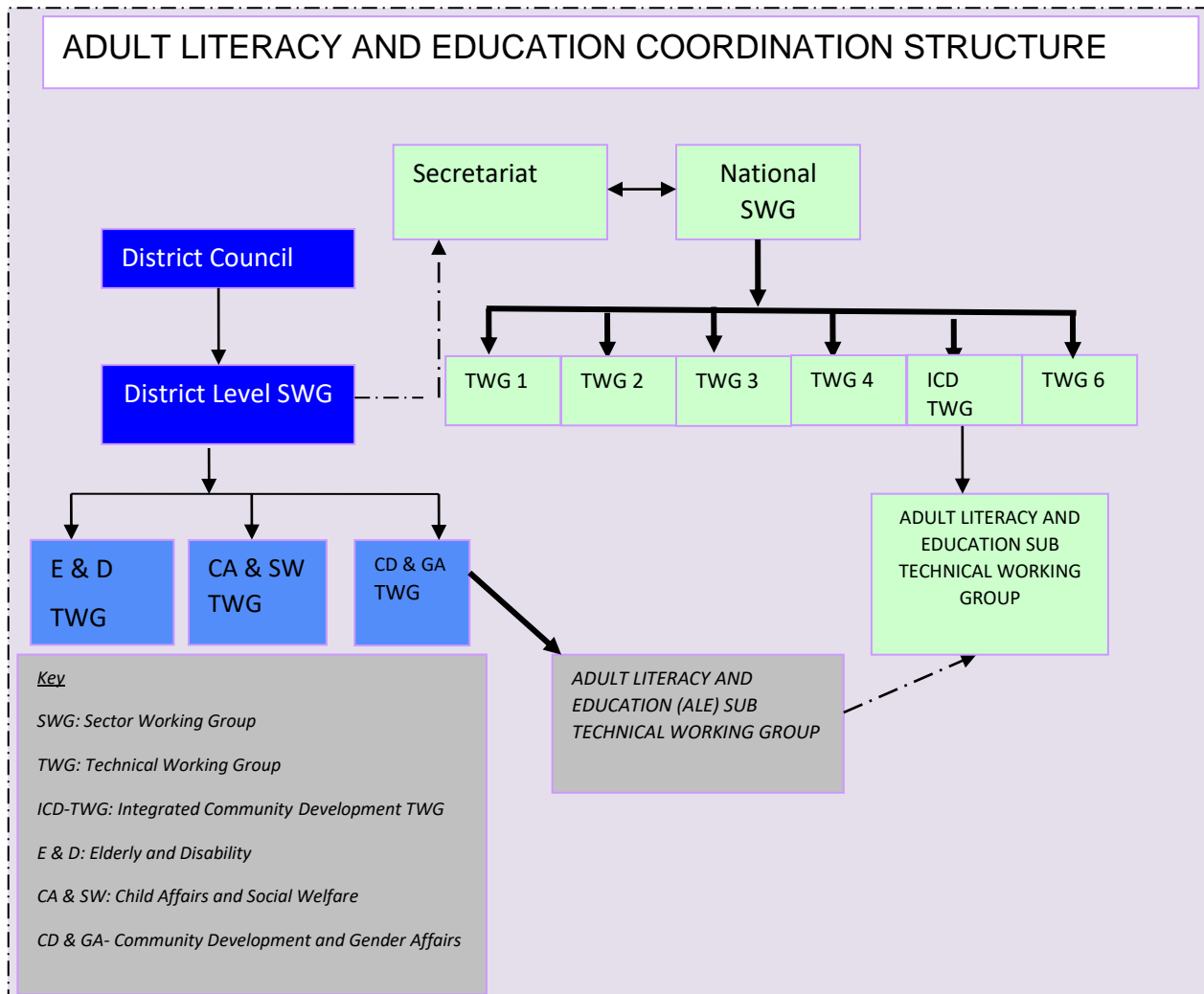
5.0 IMPLEMENTATION, MONITORING AND EVALUATION

5.1 Implementation of the Adult Literacy and Education Strategy

The implementation of the ALE strategy will involve the participation, collaboration and cooperation of different stakeholders within and outside the sub-sector. The classification of the key responsible players is based on their mandates. Table 8 indicates outcomes, strategies, responsible players and the timeframe to achieve the overall goal of the strategy.

5.2 Coordination Structure

At National level, the Adult Literacy Sub Technical Working Group will be the platform for coordinating ALE programmes. The same arrangement will be mirrored at district level where the district level ALE Sub Technical Working Group will be coordinating district level efforts.



5.3 Monitoring and Evaluation Framework

Further to the implementation matrix, an M&E framework has been developed to easily track the overall implementation of the strategy. It has indicators and targets on which the progress will be measured. This will assist in monitoring the planned activities and documentation of the outcomes at national, district and community levels.

NACLAE will collaborate with other MDAs, NGOs, CSOs, and DPs to ensure effective implementation of this framework through the Integrated Community Development TWG where the ALE sub-sector falls. NACLAE will be responsible for monitoring the implementation of the strategy at all levels in collaboration with district teams. It will ensure that the contents of the strategy are mainstreamed in the district council budgets and strategic and routine programmes at all education levels. Annual Joint Sector Reviews (JSRs) will be conducted by the ALE sub-sector TWG.

District ALE plans, programmes and budgets will be aligned to this strategy. The DCDOs will draw up monitoring and evaluation plans from this strategy for effective implementation. The district offices will be required to conduct regular meetings, and submit quarterly reports to the respective District Commissioners and to the Ministry through NACLAE. At community level, ALE Centre Committees will be responsible for managing the implementation of programmes in collaboration with key stakeholders.

A mid-term evaluation will be carried out by the ALE TWG in collaboration with other education stakeholders to review the relevance, efficiency and effectiveness of the strategy. A final evaluation will be conducted at the end of the five-year period to determine the impact of the strategy on the ALE system in relation to national and global aspirations. Table 9 outlines the M&E framework for tracking the progress registered in the implementation of the strategy.

5.4 Estimated Cost and Funding for the Strategy

The total estimated cost of implementing the strategy is MK 63,153,055,530 of which MK4,783,199,095 is for actual programmes whilst MK58,369,856,435 will go towards Instructors honoraria for the five-year period. The funds will be sourced from both the Government and Development Partners.

Table 10: Implementation Matrix

Intervention	Activity	Outputs	Outputs Target	Y1	Y2	Y3	Y4	Y5	RESP
<i>Thematic Area 1: Financing ALE</i>									
Develop and implement resource mobilization strategy	Develop TORs for the development of the strategy	TORs for the development of the strategy developed	1	1					DCD
	Advertise for expression of interest	Expression of interest advertised	1	1					
	Hire consultant and draft strategy	Consultancy hired and draft developed	1	1					
	Validate draft strategy	Draft strategy validated	1	1					
	Print strategy	Strategy printed	1	1					
	Launch and distribute strategy	Strategy launched and distributed	1	1					
	Conduct buy - in meetings for the strategy	Buy-in meetings conducted	10	2	2	2	2	2	
	Signing of MOU's	MOU's signed	10	2	2	2	2	2	
Conduct annual budget analyses to determine the level of allocation towards ALE	Hire consultant and draft strategy	Consultancy hired and draft developed	5	1	1	1	1	1	
	Conduct annual budget Analyses	Annual Budget analyzed	5	1	1	1	1	1	
	Conduct dissemination meetings with Parliamentary clusters to lobby for increased budgetary allocation	5	1	1	1	1	1	1	

Intervention	Activity	Outputs	Outputs Target	Y1	Y2	Y3	Y4	Y5	RESP
Advocate for increased financial resources towards ALE Programmes	Conduct meetings with Ministry of Education, Ministry of Finance, Planning Commission and EP&D to allocate and release resources	Meetings with Ministry of Education, Ministry of Finance, Planning Commission and EP&D to allocate and release resources conducted	5	1	1	1	1	1	
	Conduct meetings with CSO's	Meetings with CSO's conducted	20	4	4	4	4	4	
	Conduct negotiation meetings with the Treasury	Meetings with the treasury conducted	5	1	1	1	1	1	
Develop MOUs with CSO's to jointly implement ALE activities	Develop TORs for CSO mapping	TORs for CSO mapping Developed	1	1					
	Advertise for expression of interest	Expression of interest advertised	1	1					
	Engage consultant	Consultancy engaged	1	1					
	Conduct CSO mapping	CSO mapping conducted	1	1					
	Draft MOUs	MOU's drafted	10	2	2	2	2	2	
	Conduct negotiations meeting with the respective CSO'S	Negotiation meetings with CSO's conducted	10	2	2	2	2	2	
	Submit MOU to Ministry of Justice for endorsement	MOU's submitted to Ministry of Justice for endorsement	10	2	2	2	2	2	
	Sign MOUs	MOU's signed	10	2	2	2	2	2	

Intervention	Activity	Outputs	Outputs Target	Y1	Y2	Y3	Y4	Y5	RESP
Strengthen public finance management for ALE (Auditing, IFIMS and financial and technical reporting)	Conduct financial audit	Financial audit conducted	5	1	1	1	1	1	
	Prepare annual budgets and work-plans	Annual budgets and work-plans prepared	5	1	1	1	1	1	
	Conduct periodic reviews and monitoring visits	Periodic reviews and Monitoring visits conducted	20	4	4	4	4	4	
	Conduct trainings on financial management	Financial management training conducted	5	1	1	1	1	1	
Promote private sector participation in ALE	Develop TORs for PPP mapping	TORs for PPP mapping Developed	1	1					
	Advertise for expression of interest	Expression of interest advertised	1	1					
	Engage consultant	Consultancy engaged	1	1					
	Conduct PPP mapping	PPP mapping conducted	1		1				
	Draft PPP MoUs	PPP MOU's Drafted	5		1	2	2		
	Conduct negotiations meeting with the respective private partners	Negotiating meetings with private partners conducted	5	1	1	1	1	1	
	Submit PPP agreements to Ministry of Justice for endorsement	PPP submitted to Ministry of Justice for endorsement	5	1	1	1	1	1	
Thematic Area 2: Capacity Development									

Intervention	Activity	Outputs	Outputs Target	Y1	Y2	Y3	Y4	Y5	RESP
Conduct recruitment and selection of Adult Literacy Instructors	Identify and recruit more adult Literacy Instructors	Adult Literacy Instructors recruited	5,400	1080	1080	1080	1080	1080	
Enhance skills for ALE instructors	Conduct skills and competency assessment of ALE Personnel	Skills and competency assessment of ALE personnel conducted	2	1	0	0	0	0	
	Develop specialized ALE professional courses	Specialized Certificate, Diploma and Degree courses in ALE developed	3	2	1				
	Train adult literacy and education personnel in short term/ long term professional courses	Adult Literacy and Education personnel trained in professional courses	16,000	3,200	3,200	3,200	3,200	3,200	
Increase incentives and professionalize ALE sector to motivate the personnel	Hold meetings with Ministry of Finance, DHRMD etc. to peg Instructors honoraria with minimum wage	Remuneration for Adult Literacy instructors improved to Minimum wage (MWK 50,000)	Remuneration pegged with minimum wage			Remuneration pegged at minimum wage			
Strengthen Human performance management system and implement it at all levels	Train staff in human resource performance of appraisal system	Human resource personnel trained in performance appraisal	500	100	100	100	100	100	
	Print and distribution of appraisal forms	Forms for adult literacy instructors printed	15,000	3,000	3,000	3,000	3,000	3,000	

Intervention	Activity	Outputs	Outputs Target	Y1	Y2	Y3	Y4	Y5	RESP
(instructor level)	Collection of appraisal forms	Forms for adult literacy instructors collected	15,000	3,000	3,000	3,000	3,000	3,000	
	Report writing on posts retitled, upgraded and deleted	Appraisal reports generated	15,000	3,000	3,000	3,000	3,000	3,000	
	Conduct Work environment audit	Work Environment audit conducted	5	1	1	1	1	1	
	Conduct employee satisfaction study	Employee satisfaction study conducted	5	1	1	1	1	1	
Thematic Area 3: Programme and Curriculum Development									
Introduce and promote innovative approaches in ALE programmes	Identify innovative approaches	Innovative approaches identified from exchange visits, Conferences and consultative meetings	15	3	3	3	3	3	
	Pilot test implementability of innovative approaches	Innovative approaches pilot tested	3	1		1		1	
	Roll out innovative approaches	Innovative approaches rolled out	10	2		2		2	
Promote inclusive adult literacy and education services to	Translate adult literacy and education materials into braille	Adult literacy and education materials translated into braille	10	5	5				

Intervention	Activity	Outputs	Outputs Target	Y1	Y2	Y3	Y4	Y5	RESP
benefit people with disabilities	Print braille adult literacy and education materials	Braille adult literacy and education materials printed	8000	2000	2000			2000	2000
	Train adult educators in braille materials	Adult educators trained delivery of braille materials	240	60	60			60	60
	Train adult educators in sign language	Adult educators trained in sign language	140	20	20			40	60
	Introduce inclusive adult literacy and education classes (braille/ sign language)	Inclusive adult literacy and education classes introduced (braille/ sign language)	240	60	60			60	60
Provide post literacy services to adult literacy graduates	Procure/ develop and distribute supplementary readers to adult literacy graduates	Supplementary readers procured/ developed and distributed	150000	100000	25000				
	Open Rural Communication Information Centers	RCICs opened	200	40	40	40	40	40	
	Link adult literacy graduates to appropriate technical vocation and entrepreneurial skills training	Adult literacy graduates provided with appropriate technical vocation and entrepreneurial skills training	75,000	15,000	15,000	15,000	15,000	15,000	

Intervention	Activity	Outputs	Outputs Target	Y1	Y2	Y3	Y4	Y5	RESP
	Link ALE graduates to SLG services to enable them utilize the TVET skills	ALE graduates linked to SLG services to enable them utilize the TVET skills	75,000	15,000	15,000	15,000	15,000	15,000	
Strengthen ALE Assessment system	Review Learner Assessment tools	Learner assessment tools reviewed	1	1	-	-	-	-	
	Print Learner assessment tools	Number of tools printed	600,000	120,000	120,000	120,000	120,000	120,000	
	Monitor administration of learner assessment	Monitoring of administration of Learner assessment conducted	5	1	1	1	1	1	
Promote linkages between ALE and formal education sector	Develop TORs for upgrading adult literacy programmes into non-formal ALE equivalency programme for various qualifications levels (Primary, and TVET education)	TORs for upgrading adult literacy programmes into non-formal ALE equivalency programme for qualifications levels (Primary, and TVET education) established	1	-	-	1	-	-	
	Advertise for expression of interest	Expression of interest advertised	1						
	Hire consultant to upgrade ALE curriculum to complete it as an equivalency programme	Consultant to upgrade ALE curriculum to complete it as an equivalency programme hired	1						

Intervention	Activity	Outputs	Outputs Target	Y1	Y2	Y3	Y4	Y5	RESP
	Develop, print and distribute teaching and learning materials for the equivalency programme	Teaching and learning materials for the equivalency programme developed	80,000 learners' books and 8,000 teachers' guide's 800 chalk boards	40,000 learners' books and 4,000 teachers' guide's 400 chalk boards	40,000 learners' books and 4,000 teachers' guide's 400 chalk boards				
	Roll out the curriculum for the equivalency programme	Curriculum of the ALE equivalency programme rolled out	An ALE equivalency programme in place	1	1	1	1	1	
	Monitor program	Monitoring visits conducted	20 quarterly monitoring visits	4	4	4	4	4	
	Conduct periodic reviews of the various components of the ALE equivalency curriculum	Periodic reviews for each component of the ALE equivalency curriculum conducted							
Review and operationalize implementation guidelines for ALE programmes	Review and pre-test adult literacy and education implementation guidelines	Adult literacy and education implementation guidelines Reviewed and operationalized	1	1	-	-	1	-	
	Print guidelines	5,000 copies of adult education implementation guidelines printed	5,000	5,000	-	-	5000	-	
	Disseminate guidelines	Guidelines disseminated to all districts	28	28	-	-	-	-	

Intervention	Activity	Outputs	Outputs Target	Y1	Y2	Y3	Y4	Y5	RESP
	Establish Quality assurance Structures at all levels	Quality assurance Structures established at all levels	28		28				
	Enhance capacity of quality assurance structures at all levels (e.g. literacy committee)	Capacity of Quality assurance structures enhanced	28		28				
Thematic Area 4: Visibility, Communication and Advocacy for ALE									
Develop visibility, communication and advocacy Strategy for the ALE Sector	Conduct planning meetings	Planning meetings conducted	4 planning meetings	4					
	Develop ToRs for consultancy	ToRs for consultancy developed	1 document	1					
	Advertise consultancy	Consultancy advertised	1 advert	1					
	Select consultant	Consultant selected	1 consultant	1					
	Hire consultant	Consultant hired	1 consultant	1					
	Conduct Stakeholder workshops	Stakeholder workshops conducted	3 regional workshops	3					
	Validate Strategy	Strategy validated	1 strategy	1					
	Finalize and disseminate Strategy	Strategy finalized and disseminated	10 dissemination meetings	10					
Implement the visibility, communication	Produce and disseminate IEC Materials	IEC materials produced and disseminated	300,000 IEC materials	60000	60000	60000	60000	60000	

Intervention	Activity	Outputs	Outputs Target	Y1	Y2	Y3	Y4	Y5	RESP
and advocacy Strategy	Conduct Awareness campaigns	Awareness campaigns conducted	380 awareness campaigns	250	380	380	380	380	
	Conduct Workshops/Trainings/Orientations	workshops/trainings/orientations conducted	24 workshops/trainings/orientation	2	2	2	2	2	
	Conduct Roundtables	Roundtables conducted	8 roundtables		2	2	2	2	
	Conduct Meetings (various)	Meetings conducted	16 meetings		4	4	4	4	
Review the visibility, communication and advocacy Strategy	Conduct Planning meetings	Planning meetings held	2 planning meetings				2		
	Develop ToRs	ToRs developed	1 document				1		
	Conduct stakeholder workshop	Stakeholders' workshop held	3 stakeholders' workshops				3		
	Revise strategy (desk work)	Strategy revised	1 copy of strategy				1		
	Disseminate updated Strategy	Updated strategy disseminated	2000 copies of updated strategy					2000	
Promote advocacy platforms	Conduct Planning meetings	Planning meetings conducted	3 planning meetings						
	Conduct Workshops with Media	Workshops with media conducted	10 workshops	2	2	2	2	2	
	Conduct Annual planning workshops	Annual planning workshops conducted	4 annual planning workshops		1	1	1	1	
	Implement annual plans	Annual plans implemented	4 annual plans		1	1	1	1	
Thematic Area 5: Coordination, Governance and Management of ALE									

Intervention	Activity	Outputs	Outputs Target	Y1	Y2	Y3	Y4	Y5	RESP
Assess and develop capacity needs in M&E amongst key stakeholders	Conduct stakeholders' capacity assessment on ALE M&E	Stakeholders' capacity assessment on ALE and M&E conducted	25	25	0	0	0	0	
		ALE trainings on M&E conducted	10	2	2	2	2	2	
	Conduct baseline study on key ALE indicators	Baseline study conducted	1	1					
	Conduct follow up meetings with stakeholders in ALE	Follow up meetings with stakeholders in ALE conducted	20	4	4	4	4	4	
Establish/strengthen coordination structures	Establish TORs for reorganizing district ALE TWGs	TORs formulated	1 document	1	0	0	0	0	
	Conduct stakeholder briefing meetings to facilitate establishing/reorganizing district TWG	Briefing meetings conducted and district TWGs established/reorganized	29	29	0	0	0	0	
	Establish ALE committees at community levels	ALE committees at community levels established	15000	10000	2500	2500	0	0	
	Conduct joint sector review meetings	Joint sector review meetings conducted	20	4	4	4	4	4	
Establish ALE MIS	Conduct consultative meetings with stakeholders on	Consultative meetings with stakeholders on ALE MIS conducted	1	1	0	0	0	0	

Intervention	Activity	Outputs	Outputs Target	Y1	Y2	Y3	Y4	Y5	RESP
	ALE MIS to establish terms of reference for the process								
	Recruit Consultant	Consultant recruited	1	1	0	0	0	0	
	Develop MIS	MIS developed	1	1	0	0	0	0	
	Train/Orient staff in MIS	Staff trained/oriented	400	400	0	0	0	0	
	Procure and distribute MIS gadgets/tablets	MIS gadgets/tablets procured and distributed							
Develop ALE Research Agenda	Facilitate the development of ALE Research Agenda	ALE Research Agenda in place	2	1	0	0	1	0	
	Conduct Surveys and research on ALE and related issues to inform interventions	Surveys conducted	5	1	1	1	1	1	
	Disseminate ALE Research results	ALE Research results disseminated	2	1	0	0	1	0	

Table 11: Detailed Results Framework

	KPIs	Baseline	Target	MoV	Y1	Y2	Y3	Y4	Y5	RESP.
Main Goal: increase literacy and enhance skills development and education amongst adults for effective participation in personal, community and national development by 2026										
IMPACT:										
Improved Literacy level among adult population	% literate adults	75.5%	85%	National Survey reports	75.5%	77.5%	80%	83%	85%	DCD/N SO
THEMATIC AREAS 1: FINANCING ALE										
Strategic Objective 1: To increase financial and technical resources to ensure quality delivery of ALE programmes by 2026										
OUTCOME:										
Increased financial and technical resources to ensure quality delivery of ALE programmes	% Increase of financial resources for quality delivery of ALE programs		80%	Annual Budget Books	20	40	60	80	80	
Increased technical resources for quality delivery of ALE programs	CAPEX ratio	10:90	40:60	Annual Budget Books	20;80	25:75	30:70	35:65	40:60	DCD/M oF
OUTPUTS										
Resource mobilization strategy developed	Number of resource mobilization strategies developed	0	1	Resource mobilization strategy	1	-	-	-	-	DCD
Annual budgets and work plans developed	Number of Annual budgets and work plans	1	5	Annual budgets and work plans	1	1	1	1	1	DCD
Stakeholder mapping conducted	Number of ALE stakeholder compendium in	1	1	ALE stakeholder map	1	-	-	-	-	DCD

	KPIs	Baseline	Target	MoV	Y1	Y2	Y3	Y4	Y5	RESP.
	place									
MoUs with CSOs developed	Number of MoUs developed	1	10	Signed MoUs	2	2	2	2	2	DCD
Financial management services strengthened	Number complete and timely expenditure reports produced	12	12	Monthly Management Accounts	12	12	12	12	12	DCD
Annual financial audits conducted	Number of audits conducted	1	5	Audit reports	1	1	1	1	1	DCD/CI A/NAO
PPPs in ALE established	Number of public private partnerships established	0	5	PPP agreements	1	1	1	1	1	DCD
THEMATIC AREAS 2: CAPACITY DEVELOPMENT										
Strategic Objective 2: To improve human resources capacity in ALE through recruitment and training by 2026										
OUTCOME										
Improved human resource capacity and management	% of ALE staff vacancies filled	91	100	Staff return	91	95	98	99	100	DCD
Improved skills quality and relevance of ALE at all levels	% increase in personnel involved in ALE (at all levels) trained/oriented	67	100	Training reports	67	75	90	95	100	DCD
OUTPUTS										
Skills and Competency needs assessment conducted	Number of skills and competency needs assessments	1	2	Skills needs assessment report	1	0	0	1	0	DCD/D HRMD
Annual training plan developed & implemented	Number of staff trained	10000	15000	Annual training plan	11000	12000	13000	14000	15000	DCD/D HRMD

	KPIs	Baseline	Target	MoV	Y1	Y2	Y3	Y4	Y5	RESP.
Human performance management system strengthened	Number of Staff appraised	10000	15000	Annual Staff appraisal reports	11000	12000	13000	14000	15000	DCD/D HRMD
Specialized ALE professional courses developed and provided to ALE personnel	Number of Specialized Certificate, Diploma and Degree courses in ALE developed and provided	1	4	Reports	1	1	2			DCD/D VVI/ UNESCO
	Number of ALE personnel benefitting from specialized Certificate, Diploma and Degree courses in ALE	20	300	Enrolment reports	20	70	70	70	70	
Work environment audit conducted	Number of work environment audits	0	2	Work environment audit report	1	0	0	1	0	DCD/DHRMD
Employee satisfaction survey conducted	Staff satisfaction survey	0	2	ESS report	1	0	0	1	0	DCD/DHRMD
Honoraria for ALE instructors revised annually to reflect minimum wage	Honoraria pegged to Minimum wage	15,000	Honoraria pegged to Minimum wage	Administration data		Honoraria pegged to Minimum wage				DCD/D HRMD
THEMATIC AREA 3: PROGRAMME AND CURRICULUM DEVELOPMENT										
Strategic Objective 3: To improve the quality and relevance of the ALE curriculum by providing knowledge and skills that will enhance lifelong learning and productive citizenship by 2026										
OUTCOME:										

	KPIs	Baseline	Target	MoV	Y1	Y2	Y3	Y4	Y5	RESP.
Improved access, quality and relevant ALE programmes	% increase of Learners with access to ALE	0	50	MIS reports	-	20	30	40	50	DCD
	% of ALE graduates proceeding to formal, technical and vocational education programmes	0	10	MIS reports	-	3	5	8	10	DCD
	% of ALE graduates with livelihood skills	0	50	MIS reports	-	20	30	40	50	DCD
OUTPUTS										
Innovative approaches in ALE identified	Number of innovative approaches identified	0	2	Visit reports, conference reports and meeting reports		1		1		DCD
ALE innovative approaches pilot tested	Number of pilot tests done	0	2	Meeting reports/minutes		1		1		DCD
ALE innovative approaches rolled out	Number of ALE innovative approaches rolled out	1	1	Meeting reports/minutes	9	3	3	3		DCD
Supplementary readers to adult literacy graduates procure/ developed and distributed	Number of booklets developed	TBD	150,000	Annual Reports	25,000	100,000	25,000			DCD
Rural Communication Information Centers operational	Number districts trained in VSL groups formation	0	15,000	Training reports	5	10000	2500	2500		DCD

	KPIs	Baseline	Target	MoV	Y1	Y2	Y3	Y4	Y5	RESP.
Adult literacy graduates linked to appropriate technical, vocation and entrepreneurial skills training	Number of Adult literacy graduates linked to appropriate technical, vocation and entrepreneurial skills training	10,000	75,000	Reports	15000	15,000	15,000	15,000	15,000	DCD
Adult literacy graduates linked to SLG services to enable them utilize the TVET skills	Number of Adult literacy graduates linked to SLG services to enable them utilize the TVET skills	100,000	150,000	Reports	1	15,000	15,000	15,000	15,000	DCD
Adult literacy and education materials translated into braille	Number of Adult literacy and education materials translated into braille	1	10							
Braille adult literacy and education materials printed	Number of Braille adult literacy and education books printed	60	8000	Distribution reports	2000	2000		2000	2000	
Adult educators trained in braille materials	Number of Adult educators trained in the delivery of braille materials	10	240	Training reports	60	60		60	60	

	KPIs	Baseline	Target	MoV	Y1	Y2	Y3	Y4	Y5	RESP.
Adult educators trained in sign language	Number of Adult educators trained in sign language	5	120	Training reports	20	20		40	40	
Inclusive adult literacy and education classes (braille/ sign language) introduced	Number of inclusive adult literacy and education classes (braille/ sign language) introduced	10	240	Reports	60	60		60	60	
Learner Assessment tools reviewed	Number of Learner assessment tools reviewed	0	1	Report	1					
Learner assessment tools printed	Number of tools printed	2	600,000	Reports	120,000	120,000	120,000	120,000	120,000	DCD
Administration of learner assessment Monitored	Number of Monitoring visits of administration of Learner assessment conducted	0	100	Reports	20	20	20	20	20	DCD
ALE equivalency programme for various qualifications levels (Primary and TVET education) upgraded from current levels	Number of TORs for upgrading an ALE equivalency programme for qualifications levels (Primary, and TVET	0	1	Local exchange visits reports	ToRs developed					DCD

	KPIs	Baseline	Target	MoV	Y1	Y2	Y3	Y4	Y5	RESP.
	education) established									
Expression of interest advertised	Number of Expression of interest advertised	0	1							DCD
Consultant to upgrade the curriculum for the equivalency programme hired	Number of Consultant to upgrade the curriculum for the equivalency programme hired	0	1	Consultancy reports	1	1		1		DCD
Teaching and learning materials for the equivalency programme developed, printed and distributed	Number of Teaching and learning materials for the equivalency programme developed	0	80,000 learners books and 4,000 teachers guide's	Reports	22,000	22,000	22,000	22,000		DCD
Curriculum for the for the equivalency programme rolled out	Number of Curriculum of the ALE equivalency programme rolled out	0	An ALE equivalency programme in place	Monitoring Reports	1		1		1	DCD
Equivalency programme monitored	Number of Monitoring visits conducted	0	20 quarterly monitoring visits	TWG Meeting reports	4	4	4	4	4	DCD
Periodic reviews of the various components of the ALE equivalency curriculum conducted	Number of Periodic reviews for each component of the Number of ALE equivalency curriculum	0	2 reviews	Development meeting Reports	1	-	-	1	-	DCD

	KPIs	Baseline	Target	MoV	Y1	Y2	Y3	Y4	Y5	RESP.
	conducted									
Adult literacy and education implementation guidelines reviewed	Adult literacy and education implementation guidelines Reviewed and operationalized	0	1	reports		1				DCD
Guidelines printed	Number of copies of adult education implementation guidelines printed	1200	3000	Reports	1800	300	300	300	300	DCD
Guidelines disseminated	Number of Guidelines disseminated to all districts	1200	30000	Distribution reports	18000	3000	3000	3000	3000	DCD
Quality assurance Structures for ALE established at all levels	Number of Quality assurance Structures established at all levels	0	15000	Reports	3000	3000	3000	3000	3000	DCD
Capacity of quality assurance structures at all levels (e.g. literacy committee) enhanced	Number of Capacity of Quality assurance structures enhanced	0	15000	Training and meeting reports	3000	3000	3000	3000	3000	DCD
THEMATIC AREA 4: VISIBILITY, COMMUNICATION AND ADVOCACY										
Strategic Objective 4: To enhance visibility, communication and advocacy for ALE among all stakeholders by the end of 2026.										
OUTCOME:										

	KPIs	Baseline	Target	MoV	Y1	Y2	Y3	Y4	Y5	RESP.
Increased knowledge about the importance of ALE (leading to greater participation in programmes and increased budget allocation for ALE)	% increase in visibility and awareness of the importance of adult literacy and education programmes among stakeholders by 2026	TBD ⁵	50	National Survey reports	5	10	20	40	50	DCD/N SO
OUTPUTS										
Visibility, communications and advocacy strategy developed	Number of strategies developed	0	1	Visibility, Communication s and Advocacy Strategy	-	1	-	-	-	DCD
Enrolment in ALE classes enhanced	Number of learners enrolled for ALE	17,643 in 2020/21	300,000 annually	Monthly progress reports/Onsite attendance registers	300,000	300,000	300,000	300,000	300,000	DCD
Community participation enhanced	Number of ALE committees in place	10,000	15,000	Progress reports	15,000	15,000	15,000	15,000	15,000	DCD
Participation of partners enhanced	Number of partners participating in ALE	20	45	TWG meeting reports	25	30	35	40	45	DCD
Mid-term review of the visibility, communication and advocacy Strategy conducted	Number of reviews conducted	0	1	MTR report	-	-	-	1	-	DCD

⁵ This indicator and many others will be determined through baseline study which is planned in the first year

	KPIs	Baseline	Target	MoV	Y1	Y2	Y3	Y4	Y5	RESP.
Strong and active advocacy platforms for ALE formed	Number of advocacy platforms formed	0	29 (1 in each district)	Advocacy platforms	29	-	-	-	-	DCD
THEMATIC AREA 5: COORDINATION, COLLABORATION AND MANAGEMENT										
Strategic Objective 5: To strengthen coordination, collaboration and networking through research, knowledge management and information sharing by 2026										
OUTCOME										
Improved governance and Management of ALE	Customer Satisfaction Index (%)	0	5	Customer Satisfaction Survey Reports	1	1	1	1	1	DCD
OUTPUTS										
ALE M&E system developed and implemented	Number of M&E exercises conducted	0	20	Quarterly M&E reports	4	4	4	4	4	DCD
	Establish ALE MIS	0	1	ALE MIS reports	0	0	1	0	0	DCD
ALE Technical Working Group established	ALE TWG	0	29	Number of TWGs	29	0	0	0	0	DCD
	Number of ALE Joint Sector Reviews conducted	0	5	Annual JSR reports	1	1	1	1	1	DCD
ALE Research agenda developed	Number of research agenda developed	0	2	ALE research reports	2	1	0	1	0	DCD
Strategic Objective 5.2: To improve stakeholder engagement and management										
OUTCOME										
Improved partnerships for ALE at National, District and Community levels	Customer Satisfaction Index (%)	0	5	Customer Satisfaction Survey Reports	1	1	1	1	1	DCD
OUTPUTS										

	KPIs	Baseline	Target	MoV	Y1	Y2	Y3	Y4	Y5	RESP.
ALE stakeholder mapping conducted	ALE Stakeholder Map	0	1	ALE Stakeholder directory	1	0	0	0		DCD
ALE committees at District and Community levels created	Number of ALE Committees created	10,000	10,000	ALE Committee ToRs	10,000	0	0	0	0	DCDO
Quarterly ALE committee meetings conducted	Number of ALE committee meetings conducted	20	15000	Quarterly ALE committee meetings minutes	15000	15000	15000	15000	15000	DCD/D CDO
Training for ALE Committees conducted	Number of ALE committees trained	10,000	10,000	Training reports	2,000	2,000	2,000	2,000	2,000	DCD/D CDO

Table 12: Estimated Cost Of the Ale Strategic Plan

INTERVENTIO N	OUTPUT	ACTIVITY (CODE)	Estimate 2021/22	Estimate 2022/23	Estimate 2023/24	Estimate 2024/25	Estimate 2025/26
THEMATIC AREA : FINANCING ALE							
OUTCOME: Increased financial and technical resources to ensure quality delivery of ALE programmes by 2026							
OUTCOME INDICATOR: Financial resources for quality delivery of ALE programs increase by 80%							
Development and implementation of resource mobilization strategy	TORs for the development of the strategy developed	Develop TORs for the development of the strategy					
	Expression of interest advertised	Advertise for expression of interest	400,000				
	Consultancy hired and draft developed	Consultancy hiring and draft development	22,000,000				
	Draft strategy validated	Validate draft strategy	3,550,000				
	strategy printed	Strategy printing	250,000				
	Strategy launched and distributed	Launching and distribution of the strategy	3,550,000				
	Buy-in meetings conducted	Conduct Buy-in meetings	7,100,000	7,100,000	7,100,000	7,100,000	7,100,000
	MOU's signed	Signing of MOU's					
Advocate for increased financial resources towards ALE Programmes	Meetings with Ministry of Education, Planning Commission and EP&D to release resources	Conducting meetings with Ministry of Education, Ministry of finance, Planning Commission and EP&D to release resources					

INTERVENTION	OUTPUT	ACTIVITY (CODE)	Estimate 2021/22	Estimate 2022/23	Estimate 2023/24	Estimate 2024/25	Estimate 2025/26
	conducted						
	Meetings with CSO's conducted	Conducting meetings with CSO's	7,200,000	7,200,000	7,200,000	7,200,000	7,200,000
	Meeting with the treasury conducted	Negotiation meetings with the Treasury					
Development of MOUs for implementation with CSO's	TORs for CSO mapping Developed	Development of TORs for CSO mapping		-	-	-	-
	Advertisement for expression of interest	Expression of interest advertised	400,000				
	Consultancy engaged	Consultant engagement	22,000,000				
	CSO mapping conducted	Conduct CSO mapping	22,000,000				
	MOU's drafted	Drafting the MOU					
	Negotiation meetings with CSO's conducted	Conducting negotiations meeting with the respective CSO'S	7,100,000	7,100,000	7,100,000	7,100,000	7,100,000
	MOU's submitted to Ministry of Justice for endorsement	Submitting MOU to Ministry of Justice for endorsement					
	MOU's signed	Signing of MOU					
Strengthen public finance	Financial audit conducted	Conducting financial audit	2,950,000	2,950,000	2,950,000	2,950,000	2,950,000

INTERVENTION	OUTPUT	ACTIVITY (CODE)	Estimate 2021/22	Estimate 2022/23	Estimate 2023/24	Estimate 2024/25	Estimate 2025/26
management for ALE (Auditing, IFIMS and financial and technical reporting)	Annual budgets and work-plans prepared	Prepare annual budgets and work-plans	3,550,000	3,550,000	3,550,000	3,550,000	3,550,000
	Monitoring conducted	Periodic reviews and monitoring	7,200,000	7,200,000	7,200,000	7,200,000	7,200,000
	Financial management training conducted	Trainings on financial management	3,550,000	3,550,000	3,550,000	3,550,000	3,550,000
	Peer to peer mentorship programmes established	Establish Peer to peer mentorship programmes	-	-	6,150,000	6,150,000	6,150,000
Promote the PPPs in ALE	TORs for PPP mapping Developed	Development of TORs for PPP mapping		-	-	-	-
	Expression of interest advertised	Advertisement for expression of interest	400,000				
	Consultancy engaged	Consultant engagement	22,000,000	-	-	-	-
	PPP mapping conducted	Conducting PPP mapping	-	950,000	1,900,000	1,900,000	-
	PPP MOU's Drafted	Drafting the PPP MoUs	-	950,000	1,900,000	1,900,000	-
	Conducting negotiations meeting with the respective private partners	Conducting negotiations meeting with the respective private partners	3,550,000	3,550,000	3,550,000	3,550,000	3,550,000
	PPP submitted to Ministry of Justice for endorsement	Submitting PPP to Ministry of Justice for endorsement	950,000	950,000	950,000	950,000	950,000

INTERVENTION	OUTPUT	ACTIVITY (CODE)	Estimate 2021/22	Estimate 2022/23	Estimate 2023/24	Estimate 2024/25	Estimate 2025/26
		Total	139,700,000	45,050,000	53,100,000	53,100,000	49,300,000
THEMATIC AREA : CAPACITY DEVELOPMENT							
OUTCOME: Improved human resources capacity in ALE through recruitment and training by 2026							
OUTCOME INDICATOR: 100 % of ALE staff vacancies filled 2021, 100 % of personnel involved in ALE (at all levels) trained/oriented by 2021							
Conduct recruitment and selection of Adult Literacy Instructors	ALE vacancies filled	Recruit and select of Adult Literacy Instructors	13,500,000	14,850,000	-	-	-
Improve Innovation and incentives for ALE Instructors	Honoraria for Adult Literacy instructors revised	Increase Honoraria for Adult literacy instructors ⁶					
Professionalize ALE sector to motivate the personnel	Conduct skills and competency assessment of ALE Personnel and develop specialized ALE professional courses	Skills and competency assessment of ALE personnel conducted and Specialized Certificate, Diploma and Degree courses in ALE developed	15,000,000	15,000,000	15,000,000	15,000,000	15,000,000
	Train adult literacy and education personnel in short term/ long term professional courses	Adult Literacy and Education personnel trained in professional courses	207,240,000	287,964,000	276,760,400	374,436,440	374,436,440

⁶ The strategy advocates pegging Honoraria to minimum wage

INTERVENTION	OUTPUT	ACTIVITY (CODE)	Estimate 2021/22	Estimate 2022/23	Estimate 2023/24	Estimate 2024/25	Estimate 2025/26
Strengthen Human Performance Management System and Implement it at all levels	Staff trained in performance appraisal system	Train staff in human resource performance of appraisal system	7,200,000	7,920,000	8,712,000	9,583,200	10,541,520
	Appraisal forms printed and distributed	Print and distribute appraisal forms	280,000	308,000	338,800	372,680	409,948
	Work environment audit conducted	Conduct Work Environment Audit	7,250,000	-	-	9,649,750	-
	Employee Satisfaction study conducted	Conduct Employee Satisfaction Study	6,200,000	6,200,000	8,200,000	8,200,000	8,200,000
		TOTAL	256,670,000	332,242,000	309,011,200	417,242,070	408,587,908
THEMATIC AREA : CURRICULUM AND PROGRAMME DEVELOPMENT							
OUTCOME: Improved access, quality and relevant ALE programmes and curriculum to provide knowledge and skills to enhance lifelong learning and productive citizenship by 2026							
OUTCOME INDICATOR: 50 % increase in enrolment (access) to ALE classes by communities; 50% of ALE graduates with livelihood skills by 2026; 60% of ALE graduates proceeding to formal, technical and vocational education programmes by 2026							
Introduce and promote innovative approaches integrating adult learning and education improve ALE programming	Identify Innovative approaches in ALE	Innovative approaches in ALE identified	13,473,000	-	-	14,820,300	-
	Pilot test Implementability of ALE innovative approaches	Implementability of ALE innovative approaches pilot tested	15,850,000	17,435,000	19,178,500	21,096,350	23,205,985
	Roll out ALE innovative approaches	ALE innovative approaches rolled out	1,800,000	1,980,000	2,178,000	2,395,800	2,635,380

INTERVENTIO N	OUTPUT	ACTIVITY (CODE)	Estimate 2021/22	Estimate 2022/23	Estimate 2023/24	Estimate 2024/25	Estimate 2025/26
	Develop, print and distribute Supplementary materials on emerging issues for adult literacy graduates	Supplementary materials on emerging issues for adult literacy graduates developed and distributed to adult literacy graduates	11,850,000	13,035,000	14,338,500	15,772,350	17,349,585
	Operationalize Rural Communication Information Centers	Rural Communication Information Centers operational	55,900,000	-	-	-	-
	Link Adult literacy graduates to appropriate technical, vocational, entrepreneurial skills training and SLG services to enable them utilize the TVET skills	Adult literacy graduates linked to appropriate technical, vocational and entrepreneurial skills training	33,400,000	33,400,000	33,400,000	33,400,000	33,400,000
		Adult literacy graduates linked to SLG services to enable them utilize the TVET skills	24,000,000	24,000,000	24,000,000	24,000,000	24,000,000
Promote inclusive adult literacy and education services to benefit people with disabilities	Translate adult literacy and education materials into braille	Adult literacy and education materials translated into braille					
	Print braille adult literacy and education materials	Braille adult literacy and education materials printed	15,000,000	15,000,000		15,000,000	15,000,000

INTERVENTION	OUTPUT	ACTIVITY (CODE)	Estimate 2021/22	Estimate 2022/23	Estimate 2023/24	Estimate 2024/25	Estimate 2025/26
	Train adult educators in braille materials	Adult educators trained delivery of braille materials	20,000,000	20,000,000		20,000,000	20,000,000
	Train adult educators in sign language	Adult educators trained in sign language	15,000,000	15,000,000		15,000,000	15,000,000
	Introduce inclusive adult literacy and education classes (braille/ sign language)	Inclusive adult literacy and education classes introduced (braille/ sign language)	30,000,000	30,000,000		30,000,000	30,000,000
Strengthen ALE Assessment system	Review Learner Assessment tools	Learner Assessment tools reviewed	9,000,000	9,900,000	10,890,000	11,979,000	13,176,900
	Print Learner assessment tools printed	Learner assessment tools printed	9,240,000	-	-	-	-
	Monitor administration of learner assessment Monitored	Administration of learner assessment Monitored	9,000,000	-	-	-	-
Promote linkages between ALE and formal education sector	Develop TORs for establishing an ALE equivalency programme for various qualifications levels (Primary, and TVET education)	TORs for establishing an ALE equivalency programme for various qualifications levels (Primary, and TVET education) developed	786,000				

INTERVENTIO N	OUTPUT	ACTIVITY (CODE)	Estimate 2021/22	Estimate 2022/23	Estimate 2023/24	Estimate 2024/25	Estimate 2025/26
	Advertised expression of interest	Expression of interest advertised	400,000	-	-	-	
	Hire consultant to develop the curriculum for the equivalency programme	Consultant to develop the curriculum for the equivalency programme hired	2,550,000	2,805,000	3,085,500	3,394,050	3,733,455
	Distribute, print and distributed teaching and learning materials for the equivalency programme	Teaching and learning materials for the equivalency programme developed, printed and distributed	6,600,000	7,260,000	7,986,000	8,784,600	9,663,060
	Roll out Curriculum for the for the equivalency programme	Curriculum for the for the equivalency programme rolled out	10,640,000	11,704,000	12,874,400	14,161,840	15,578,024
	Conduct Equivalency programme monitored	Equivalency programme monitored	15,000,000	16,500,000	18,150,000	19,965,000	21,961,500
	Periodic reviews of the various components of the ALE equivalency curriculum	Periodic reviews of the various components of the ALE equivalency curriculum conducted	9,000,000	9,900,000	10,890,000	11,979,000	13,176,900
Review and operationalize implementation guidelines for ALE programmes	Review adult literacy and education implementation guidelines	Adult literacy and education implementation guidelines reviewed	3,420,000	3,762,000	4,138,200	4,552,020	5,007,222

INTERVENTION	OUTPUT	ACTIVITY (CODE)	Estimate 2021/22	Estimate 2022/23	Estimate 2023/24	Estimate 2024/25	Estimate 2025/26
	Print Guidelines	Guidelines printed	2,600,000	2,860,000	3,146,000	3,460,600	3,806,660
	Guidelines disseminated	Guidelines disseminated	10,640,000	11,704,000	12,874,400	14,161,840	15,578,024
Operationalize Quality assurance System for ALE programmes	Quality assurance Structures for ALE established at all levels	Quality assurance Structures for ALE established at all levels	12,500,000	13,750,000	15,125,000	16,637,500	18,301,250
	Capacity of quality assurance structures at all levels (e.g. literacy committee) enhanced	Capacity of quality assurance structures at all levels (e.g. literacy committee) enhanced	9,000,000	9,900,000	10,890,000	11,979,000	13,176,900
		TOTAL	266,649,000	189,895,000	203,144,500	232,539,250	233,750,845
THEMATIC AREA :VISIBILITY, COMMUNICATION AND ADVOCACY FOR ALE							
OUTCOME: Increased knowledge about the importance of ALE (leading to greater participation in programmes and increased budget allocation for ALE)							
OUTCOME INDICATOR: 50 % increase in visibility and awareness of the importance of adult literacy and education programmes among stakeholders by 2026							
Develop visibility, communication and advocacy Strategy for the ALE Sector by the end of 2022 FY	Planning Meetings held	Hold planning Meetings	-	-	-	-	-
	ToRs for consultancy developed	Develop ToRs for Consultancy	-	-	-	-	-
	Consultancy advertised	Advertise for consultancy	1,200,000	-	-	-	-
	Consultant Hired	Select Consultant	30,000,000				
	Consulted contracted	Contract consultant	-				
	Regional workshops held	Hold regional workshops	10,500,000	-	-	-	-
	Strategy validated	Validate strategy	7,500,000	-	-	-	-

INTERVENTION	OUTPUT	ACTIVITY (CODE)	Estimate 2021/22	Estimate 2022/23	Estimate 2023/24	Estimate 2024/25	Estimate 2025/26
	Strategy finalized	Finalize strategy	-				
Implement the Visibility, Communication, and Advocacy Strategy	IEC materials produced and disseminated	Produce and disseminate IEC materials	11,000,000	11,500,000	12,300,000	12,300,000	12,300,000
	Awareness campaigns conducted	Conduct awareness campaigns	19,620,000	19,620,000	19,620,000	19,620,000	19,620,000
	Workshops/training s/orientations conducted	Conduct workshops/trainings/orientations	39,500,000	39,500,000	39,500,000	39,500,000	-
	Roundtables Conducted	Conduct roundtables	-	7,000,000	7,000,000	7,000,000	7,000,000
	Meetings Conducted	Conduct Meetings	-	14,000,000	14,000,000	14,000,000	14,000,000
Review the Visibility, Communication, and Advocacy strategy	Planning Meetings Conducted	Hold planning Meetings for strategy review	-			7,000,000	
	ToRs developed	Develop ToRs	-			3,450,000	
	Regional workshops held	Hold regional workshops	-	-	-	10,500,000	-
	Strategy Revised	Revise Strategy				250,000	
	Strategy Disseminated	Disseminate revised strategy	-	-	-	600,900,000	-
		TOTAL	119,320,000	91,620,000	92,420,000	714,520,000	52,920,000
THEMATIC AREA 5: COORDINATION, COLLABORATION AND MANAGEMENT							
OUTCOME: Improved coordination and networking amongst ALE stakeholders; Improved management and information sharing for effective and efficient programme implementation by 2026							
OUTCOME INDICATOR: Functional coordination structures in place at district and national levels; Improved participation of the public, CSOs and private sector in the delivery of adult literacy and education; Improved organizational, management and administrative services.							

INTERVENTION	OUTPUT	ACTIVITY (CODE)	Estimate 2021/22	Estimate 2022/23	Estimate 2023/24	Estimate 2024/25	Estimate 2025/26
Assess & develop capacity needs in M&E amongst stakeholders	Stakeholders capacity assessment on ALE and M&E conducted	Conduct sessions for developing M&E Training modules	8,700,952	-	-	-	-
		Conduct training sessions for Stakeholders on M&E	3,350,000	3,685,000	4,053,500	4,458,850	4,904,735
	Baseline Survey on key ALE indicators conducted	Conduct Baseline Survey on key ALE indicators	16,500,000				
	Follow up meetings with Stakeholders conducted	Consultative Stakeholder meetings	23,150,000	25,465,000	28,011,500	30,812,650	33,893,915
Establish/Strengthen TWGs	TWG instituted & members identified	Conduct stakeholder briefing meetings on identification of TWG members	23,150,000	25,465,000	28,011,500	30,812,650	33,893,915
	TORs for TWG formulated	Formulate TORs for TWG	21,400,000	-	-	-	-
	Mapping tools developed	Develop mapping tools	7,325,000	-	-	-	-
	400 Copies of mapping tools printed & distributed	Print& distribute the mapping tools	4,475,000	-	-	-	-
	Joint sector review meetings conducted	Conducting joint sector review meetings	9,050,000	9,955,000	10,950,500	12,045,550	13,250,105
Establish ALE MIS	Awareness meetings with stakeholders on	Hold awareness meetings with stakeholders on ALE	7,175,000	-	-	-	-

INTERVENTION	OUTPUT	ACTIVITY (CODE)	Estimate 2021/22	Estimate 2022/23	Estimate 2023/24	Estimate 2024/25	Estimate 2025/26
	ALE MIS conducted	MIS					
	MIS developed	Develop MIS	15,300,000	-	-	-	-
	400 Staff trained/oriented	Train/Orient staff in MIS	36,800,000	-	-	-	-
Engage the private sector in ALE	Development and signing of MOUs facilitated	Facilitate the development and signing of MOUs		-	-	-	-
	ALE stakeholder mapping conducted	Conduct stakeholder mapping	3,852,000	-	-	-	-
	28 ALE committees at district and community levels established	Establish ALE committees at district and community levels	22,360,000	-	-	-	-
Develop ALE research Agenda	ALE Research Agenda facilitated	Facilitate the development of ALE Research Agenda	8,360,000	-	-	-	-
	ALE Research results disseminated	Disseminate ALE Research results	15,750,000	-	-	-	-
	Surveys conducted	Conduct Surveys on various topical issues	12,550,000	-	-	-	-
	SUB-TOTAL		39,247,952	64,570,000	71,027,000	78,129,700	85,942,670
	OVERALL PROGRAMMES TOTAL		1,021,586,952	723,377,000	728,702,700	1,495,531,020	830,501,423
	HONORARIA FOR INSTRUCTORS		7,623,400,000	9,903,740,000	10,894,114,000	11,983,525,400	13,181,877,940
	GRAND TOTAL		8,644,986,952	10,627,117,000	11,622,816,700	13,479,056,420	14,012,379,363

ANNEXURES

Annex 1: Stakeholders at National, District and Community Level

No	Name and role of the stakeholder	Benefits or interest they will have	Level of influence	Level of power to influence change
1	UN Agencies- UNESCO, UNFPA, DVVI etc.	Play an active role in technical guidance, resource mobilization and collaborative role with national and international organization of similar nature	Positive: Provide funding and technical support to implementation of activities Negative: They are not direct implementers and would work through CSOs, NGOs, CBOs	High
2	Ministry of Education- Complimentary Basic Education	Provide technical support on literacy including curriculum review	Positive: As overall policy holder on education, they provide policy guidance on education and literacy. Negative: Adult literacy and education subsector is overshadowed by the formal education subsector	High
3	National Library Service	Ensure that adult education and lifelong learning materials including ICT equipment are available in rural information centres	Positive: Have a network of rural information centres in selected areas Negative: Limited capacity to establish information centres extensively	Medium
4	National CSOs eg- Edukans, CSEC, Action Aid, etc.	Complement Government efforts in the provision of lifelong	Positive: They raise resources from diverse sources	Medium

No	Name and role of the stakeholder	Benefits or interest they will have	Level of influence	Level of power to influence change
		learning services; advocate for the promotion, mobilization of resources and raising awareness of the programme	Negative: They are limited in their reach due to resource constraint	
5	TEVET	Imparts technical skills, Knowledge generation to out of school youth	Positive: Offers opportunities for post literacy Negative: Limited opportunities	Medium
6	Agriculture Extension Services	Literacy, Farming techniques	Positive: Offers opportunities for post literacy Negative: Limited resources to reach out to many beneficiaries	Medium
7	NGOs: Hunger Project, United Purpose, Synod of Livingstonia, Action Aid, St John of God, DAPP	They mobilize funding and technical support from NGOs to establish and enhance adult learning and education.	Positive: They are in direct contacts with beneficiaries Negative: They are limited in capacity, reach etc.	Medium
8	Community Based Organizations or community based CSOs	Implementing projects in communities	Positive: Close to people and well positioned to change mindset of people Negative: May lack the capacity to manage projects and to economically empower women	Low

No	Name and role of the stakeholder	Benefits or interest they will have	Level of influence	Level of power to influence change
9	Traditional leaders	These are the cultural custodians	<p>Positive: They are gate keepers to changes in mindset regarding norms, beliefs and values</p> <p>Negative: They may play double standards in supporting economic empowerment of women and protecting cultural values.</p>	High
10	Religious leaders	These are mobilisers of participation in development projects at community level	<p>Positive: They are gate keepers to changes in mindset regarding norms, beliefs and values</p> <p>Negative: They may be biased towards members from their faith groups.</p>	High
11	Politicians	These are mobilisers of participation in development projects at all levels	<p>Positive: They are gate keepers to decisions regarding availability and distribution of resources at national, district and community levels</p> <p>Negative: They may be biased towards members from their political parties</p>	High
12	Area Development Committees	They take a lead in planning, implementing, monitoring and coordinating of	Positive: They are an existing and functional structure. They support implementation of projects at community levels	High

No	Name and role of the stakeholder	Benefits or interest they will have	Level of influence	Level of power to influence change
		development projects at community levels.	Negative: May lack the capacity manage ALE program	

Source: Consultants synthesis of various reports, consultation information