



**Final Report**

# **YALE AND V&NFE MAPPING STUDY**

**SUBMITTED TO**

**The Regional Director for Southern Africa**

**DVV International, LILONGWE**

**BY**



**Centre House Arcade, Top Floor, City Centre**

**Private Bag B508, Lilongwe 3**

**TEL: +265 01 772 647**

**+265 888 846 102/999 776 799**

**E-mail: [consultingidm@yahoo.com](mailto:consultingidm@yahoo.com)**

With financial support from the



**January 2018**

## TABLE OF CONTENTS

<b>ACKNOWLEDGEMENT .....</b>	<b>III</b>
<b>LIST OF ACRONYMS .....</b>	<b>IV</b>
<b>LIST OF FIGURES .....</b>	<b>V</b>
<b>LIST OF TABLES .....</b>	<b>V</b>
<b>EXECUTIVE SUMMARY.....</b>	<b>VI</b>
<b>1.0 INTRODUCTION.....</b>	<b>1</b>
1.1 BACKGROUND AND CONTEXT OF MAPPING STUDY .....	1
1.2 PURPOSE AND OBJECTIVE OF THE MAPPING .....	5
<b>2.0 STUDY METHODOLOGY AND STRATEGY .....</b>	<b>6</b>
2.1 GEOGRAPHICAL COVERAGE .....	7
2.2 ANALYTICAL APPROACHES.....	7
<b>3.0 KEY FINDINGS .....</b>	<b>9</b>
3.1 PRINCIPAL DEFINITIONS, TERMINOLOGY AND NOMENCLATURE CURRENTLY EMPLOYED IN THE FIELDS OF YALE AND VNFE/REFLECT.....	9
3.2 MAPPING OF ORGANIZATIONS WORKING, MANAGING AND FINANCING YALE AND V&NFE NATIONWIDE .....	10
3.2.1 Stakeholders Engaged in YALE.....	13
3.2.2 Stakeholders Engaged in V&NFE .....	15
3.3 COORDINATION OF YALE AND VNFE .....	19
3.4 YALE AND V&NFE BENEFICIARIES.....	19
3.4.2 Benefits of YALE activities to the beneficiaries .....	21
3.4.3 Experiential learning from beneficiaries.....	22
3.4.4 Beneficiary Challenges.....	23
3.5 KEY CHALLENGES IN THE PROVISION OF YALE/VNFE .....	23
3.5.1 Community level challenges .....	24
3.6 KEY GAPS IN THE PROVISION OF YALE AND VNFE .....	24
<b>4.0 CONCLUSION AND KEY RECOMMENDATIONS .....</b>	<b>26</b>
4.1 CONCLUSION.....	26
4.2 KEY RECOMMENDATIONS .....	26
4.2.1 Addressing challenges in the provision of YALE and VNFE .....	26
4.2.2 Addressing gaps in the provision of YALE and VNFE.....	26
4.2.3 Recommendations to inform DVV programming .....	27
<b>ANNEXES.....</b>	<b>29</b>
ANNEX 1: TERMS OF REFERENCE .....	29
ANNEX 2: MAPPING TOOLS .....	32
ANNEX 3: REFERENCES .....	35
ANNEX 4:LIST OF STAKEHOLDERS ENGAGED IN MAPPING EXERCISE .....	36
ANNEX 4: LIST OF PARTICIPANTS TO DRAFT MAPPING REPORT PRESENTATION PLATINUM HOTEL, LILONGWE .....	39
ANNEX 5: INSTITUTIONS PROVIDING YALE AND VNFE SERVICES BY DISTRICTS.....	43

## **ACKNOWLEDGEMENT**

This mapping study report is a result of collaborative effort by many individuals, too numerous to mention. It is their support, dedication, encouragement and hard work that are highly appreciated. We wish to express our sincere gratitude to the DVV International and their Government partner, Ministry of Civic Education, Culture and Community Development through the National Centre for Literacy and Adult Education for providing funds and allowing us to work on this assignment and in facilitating and ensuring the successful conduct of the exercise.

Special thanks go to all informants from various institutions and groups that provided the necessary information to help with the analysis and compilation of the report. Special recognition is due to those that attended the stakeholders' conference where the draft report was presented for their insightful contributions that enriched the report.

We recognize the technical support provided by the research team for their tireless efforts to collect the field data and input to this work within given deadlines.

The authors take responsibility for any errors.

James M A Chima  
*For IDM Consulting & Associates*

## **LIST OF ACRONYMS**

CDA	Community Development Assistant
CBE	Complementary Basic Education
CBET	Competence Based Testing
CONGOMA	Council for NGOs in Malawi
COMSIP	Community Savings and Investments Promotion
CSEC	Civil Society Education Coalition
CSOs	Civil Society Organizations
DCDO	District Community Development Officers
DMEC	District Monitoring and Evaluation Committee
DVV	Deutscher Volkshochschul-Verband e.V.
EMIS	Education Management Information Systems
MCECD	Ministry of Civic Education and Community Development
MDAs	Ministries, Departments and Agencies
MGDS	Malawi Growth and Development Strategy
MOEST	Ministry of Education Science and Technology
MSCE	Malawi School Certificate of Education
NCLAE	National Centre for Literacy and Adult Education
NESP	National Education Sector Plan
NGOs	Non-Governmental Organizations
NICE	National Initiative for Civic Education
PSLCE	Primary School Leaving Certificate Examinations
REFLECT	Regenerated Freirean Literacy through Empowering Community Techniques
TAs	Traditional Authorities
TEVET	Technical, Entrepreneurial and Vocational Education and Training
TEVETA	Technical, Entrepreneurial Vocational Education and Training Authority
TLMS	Teaching and Learning Materials
V&NFE	Vocational and non-formal education
VSLs	Village Savings and Loans
YALE	Youth and adult literacy and education

## LIST OF FIGURES

FIGURE 1: NET ENROLMENT FOR PRIMARY AND SECONDARY SCHOOLS .....	3
FIGURE 2: NET ENROLMENT RATIOS FOR ECD, PRIMARY, CBE, SECONDARY, TEVET, AND UNIVERSITY .....	3
FIGURE 3: NUMBER OF ORGANIZATIONS PROVIDING YALE AND VNFE SERVICES .....	11
FIGURE 4: DISTRIBUTION OF YALE AND VNFE SERVICES BY TYPE OF ORGANIZATION .....	11
FIGURE 5: PROPORTION OF ORGANIZATIONS BY TYPE OF SERVICES OFFERED .....	12
FIGURE 6: ORGANISATIONS OFFERING YALE SERVICES IN THE SAMPLED DISTRICTS .....	13
FIGURE 7: SHARE OF ORGANIZATIONS BY V&NFE SERVICE PROVISION.....	15

## LIST OF TABLES

TABLE 1: PROPORTION OF YOUTH POPULATION BY EDUCATIONAL STATUS AND SEX, 2012, AND 2014 .....	4
TABLE 2: PROGRAM OUTPUT INDICATORS FOR YOUTH ECONOMIC EMPOWERMENT PROGRAMME (2015-2017) .....	5
TABLE 3: FINANCING OF YALE AND VNFE PROGRAMMES IN 2016/17 AND 2017/18 FINANCIAL YEARS .....	17
TABLE 4: ANNUAL BUDGET AND UNIT COST IN YALE AND VNFE SERVICES .....	18
TABLE 5: ORGANIZATIONS BY NUMBER OF YALE AND VNFE BENEFICIARIES.....	20

## **EXECUTIVE SUMMARY**

Youth and adult education programmes are essential in inculcating knowledge and skills, consequently helping to develop capacity of the country's citizens and national development. Government's responsibilities in promoting Youth and Adult Literacy and Education (YALE) and Vocational and Non Formal Education (V&NFE) come in the wake of widely acknowledged gaps in the formal education system which have led to high illiteracy levels, high dropouts in lower levels of school, and limited access to higher levels of education beyond primary.

In Malawi, youth and adult literacy programmes are coordinated by the Ministry of Civic Education, Culture and Community Development (MCECCD) which collaborates with other stakeholders such as the Ministry of Education, Science and Technology (MOEST), Ministry of Agriculture, and Ministry of Labour, Youth, Sports and Manpower Development as well as cooperating partners and non-governmental organizations. However, efforts to expand the coverage and coordinate initiatives under youth and adult literacy programmes has been faced by an information gap on the key service providers and their specific interventions, geographical scope, financing and beneficiary information.

To address the information gap, Deutscher Volkshochschul-Verband (DVV) International in partnership with MCECCD through the National Centre for Literacy and Adult Education (NCLAE) commissioned this study which sought to do a mapping of stakeholders and providers of YALE and V&NFE in Malawi. The objective of the exercise was to identify and classify organizations working directly in the management, service provision, and financing of activities in the field of YALE and V&NFE nationwide.

The exercise was facilitated between November and December 2017 by a team of researchers from IDM Consulting & Associates that devised the study methodology, collected data, undertook analysis, and produced the report. The methodology applied a blend of qualitative and quantitative techniques to collect and analyse data. Purposive and snowball sampling techniques were used to collect data from the representative institutions, individuals and focus groups that informed the study. A stakeholder's conference was held in Lilongwe to present the draft report, validate the findings and address gaps that informed the final report.

There are interesting findings from the study. Firstly, there are different words and definitions associated with YALE and V&NFE. Secondly, many institutions are involved in YALE and V&NFE but their work is not adequately documented. This report has analysed the work of 58 organizations from an initial planned target of 32. Thirdly, key approaches to YALE and V&NFE include Functional Literacy (promoted by government through NCLAE), Complementary Basic Education (CBE) under MOEST, and Regenerated Freirean Literacy through Empowering Community Techniques (REFLECT), which is mostly implemented by Non-Governmental Organizations (NGOs)/Civil Society Organizations (CSOs). Fourthly, government is the main provider of adult literacy programmes and, in each district, government strives to cover all Traditional Authorities (TAs) and Educational zones with varying degrees of success. On the other hand, NGOs/CSOs tend to focus on a few villages in designated TAs as operational areas. Fifth, the beneficiaries include both youth and adults, but there is a big challenge of disaggregating data in terms of numbers of youth vs adults, males vs females, boys vs girls, and people with disabilities. Lastly, the study established key challenges and gaps in the provision of YALE and V&NFE. These include weak coordination, lack of national policy and strategy to guide programme implementation, inadequate funding for materials, mobility and training of facilitators, as well as human resource gaps. There are also gaps in networking, information,

and curriculum design which need to be addressed by stakeholders. Finally, there are no advocacy interventions around the YALE and V&NFE programmes due to lack of interest or initiative by NGOs/CSOs and NGO networks.

The mapping exercise has provided an initial step towards identifying and categorizing key stakeholders in provision of youth and adult literacy services. However, since not all institutions were reached due to limitations in time, there is a need to undertake this exercise on a regular basis in future in order to update the information. In addition, owing to the findings of the study, there is a need to address the gaps and challenges in the youth and adult literacy sub-sector in order to ensure expansion of the programmes and initiatives.

## 1.0 Introduction

Deutscher Volkshochschul-Verband e.V. (DVV) International is the Institute for International Cooperation of the German Adult Education Association which represents the interests of the approximately 900 adult education centres (Volkshochschulen), the largest further education providers in Germany. As the leading professional organization in the field of adult education and development cooperation, DVV International has committed itself to supporting lifelong learning for more than 45 years, providing worldwide support for the establishment and development of sustainable structures for Youth and Adult Education. DVV International provides capacity development and professional training, as well as advice and media for adult education policy engagement and system building.

Recognizing the essential role that youth and adult education have to play in contributing to the development of the Republic of Malawi, DVV International in partnership with the Ministry of Civic Education, Culture and Community Development, specifically the National Centre for Literacy and Adult Education (NCLAE), had sought to carry out a national mapping of stakeholders and providers of youth and adult literacy and education (YALE) and vocational and non-formal education (V&NFE) in Malawi.

In this context, DVV International Malawi commissioned a national mapping of stakeholders and providers of youth and adult literacy and education (YALE) and vocational and non-formal education (V&NFE) in Malawi. This was meant to ensure that DVV International and its Government partner set off on a sound footing that is premised on a thorough and informed landscape of the players which it envisages to work with from community to national level. The mapping exercise was particularly important to locate the stakeholders and gauge the level of their capacity in particular geographical areas. Thus expanding the DVV's envisaged interventions' reach to as many districts as possible requires a firmly-grounded understanding of the strongest players in each district – which vary considerably from district to district. Besides, mapping is also key in allowing the project to achieve depth of coverage in reaching beyond the urban to rural areas since Malawi is predominantly rural-based, as well as revealing gaps and opportunities. These will mirror the output of the exercise as a tool with which to reflect on the gaps and opportunities over time recognizing the essential role that youth and adult education have to play in contributing to the development of the Republic of Malawi.

It is hoped that the mapping will enable stakeholders in YALE and V&NFE to better network with each other at the local level thus giving them knowledge about who else is active within their respective local niches and what resources are available to pursue YALE and V&NFE services or advocacy. This is particularly critical given the fact that oftentimes stakeholders stumble over each other to create synergies.

### 1.1 Background and Context of the Mapping Study

Malawi has a youthful population – almost two in five people are between the ages of 10 and 29, and more than two thirds of the population are under the age of 30. This youthful population is acknowledged as being one of Malawi's prized assets, and the *Malawi Growth and Development Strategy (MGDS) II 2011-2016* listed youth development and empowerment as one of its nine priorities. As young people transition into adulthood, their health, education, and overall development are likely to have profound effects on the development of the country. Therefore, if properly nurtured



and supported, adolescents and youth will contribute or even drive the social and economic prosperity and stability of Malawi<sup>1</sup>. That progress toward achieving many Education For All (EFA) goals had been sluggish so that many goals were not met in full by the end of 2015 paints a gloomy picture. One of the missed goals focused on achieving a 50 per cent improvement in levels of adult literacy by 2015 and equitable access to basic and continuing education for all adults. The other equally important goal was improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills<sup>2</sup>.

The existence of adult education policies indicates that a country recognizes the importance of the education of adults as a means towards achieving social, cultural or economic development or other goals. It also indicates explicit political commitment to allocate the necessary resources to implement appropriate strategies for adult education. The country at the moment operates without an operational framework in YALE and V&NFE with the result that implementers lack knowledge on which stipulations guide YALE and V&NFE. In practice, the tendency also manifests that V&NFE is centralized which affects implementation, monitoring and evaluation of practices.

Government's responsibilities in promoting YALE and VNFE come in the wake of gaps in the formal education system which have led to high illiteracy levels, high dropouts in lower levels of school and limited access to higher levels of education beyond primary.

According to the Review of the Second Malawi Growth and Development Strategy (MGDS II), Malawi's literacy rate for the population above 15 years is estimated at 71.3% (GOM, MGDS II Review, 2016: 141). This reveals that illiteracy remains relatively high at 28.7% nationally and more acute in rural areas at 32.4%. These figures are, however, lower than the average illiteracy level at African level which is 38% (UNESCO- UIS 2017).

A review of Education Management Information System (EMIS) documents shows that while enrolment trends have been steadily increasing in recent years, especially following the introduction of the free primary education policy in 1994, there is general limitation in access to post primary school. At primary level, as shown in Fig 1, enrolment figures have hit 4.8 million, leading to an impressive Net Enrolment Ratio (NER) of 97.9 (MOEST, 2016). Although there is high primary school enrolment, at least 300,000 children of primary school age are deemed to be out of school. Government is implementing Complementary Basic Education (CBE) to allow marginalized out of school children to access basic education in various centres across the country. The number of CBE centres has been growing since MoEST started in 15 pilot centres in three districts in 2006. In 2012/13, the sector had 600 CBE centres operating in 10 districts. The programme targets districts with the highest dropout rates at primary level, namely, Kasungu, Ntchisi, Salima, Lilongwe Rural West and East, Dedza, Mwanza, Phalombe, Chikhwawa and Nsanje. Additionally, the programme has also been running in Lilongwe Urban and Blantyre Urban. In 2016/17 government opened 240 centres in Dowa, Ntcheu and Balaka. The programme to-date has reached out to 41,145 children (of which 55 percent

---

<sup>1</sup> Government of Malawi (2016): Malawi Youth Status Report: Adolescent and Youth Situational (?) Analysis, *Ministry of Labour, Youth and Manpower Development. Lilongwe. p15*

<sup>2</sup> GoM (2015): *MGDS II Review and Analysis Report*. Ministry of Finance Economic Planning and Development, Lilongwe. p42.

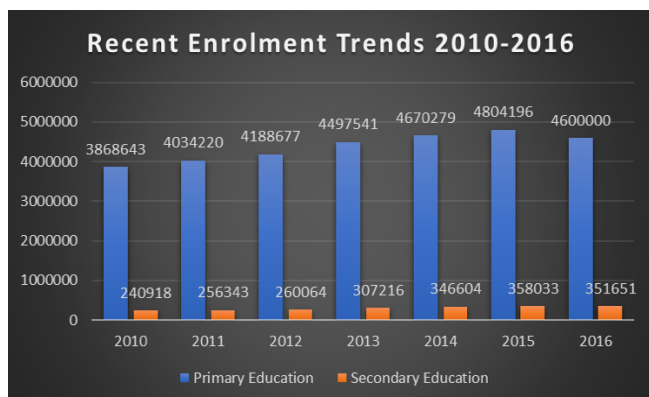
are female and 45 percent are male learners) in 1,381 centres but faces problems of funding to scale up, given that the NER at that level is only 14.8 (MOEST, 2016).

After primary level, although secondary enrolments have hit a high of nearly 360000, the NER is much lower at 15% and the transition rate from primary to secondary is only 35%. Although government planned to double secondary enrolment from 350,000 to almost 700,000 by 2017/18, Fig 1 and 2 show a declining trend from 358,033 in 2015 to 351,651 learners in 2016 (MoEST, 2016).

Access to formal education is much worse for Technical, Entrepreneurial, Vocational Education and Training (TEVET) and University levels where the NER is around 0.3% and 0.4% respectively. TEVET access is at merely 35 per 100,000 inhabitants as only 6,000 out of 50,000 applicants are enrolled in technical schools (representing a 12% admission rate). In public universities where enrolment levels are one of the lowest in Africa, there are less than 20,000 students translating to 80 students per 100,000 inhabitants (Hall & Mambo, 2015). Higher education only absorbs just 4.9% of those who pass the MSCE (MoF, 2017).

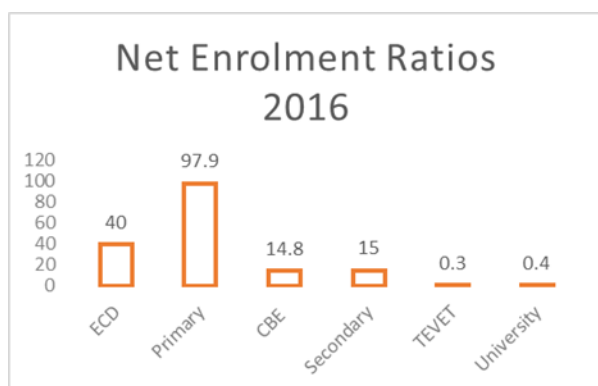
The situation above means that the overall success of enrolling learners into primary school does not translate into the same number of learners accessing higher levels of education. This means a significant proportion is lost from the formal education system and can only be captured back into the system through adult education programmes.

**Figure 1: Net enrolment for primary and secondary schools**



*Source: MoEST, 2016; MoF 2016*

**Figure 2: Net enrolment ratios for ECD, Primary, CBE, Secondary, TEVET, and University**



Source: MoEST, 2016; MoF 2016

The challenges to completing primary school and proceeding to higher levels are many. Schools, particularly in rural areas, are often significantly overcrowded with class sizes of 70+ students being common<sup>3</sup>; the number of fully trained teachers working in the classroom has increased but does not yet correlate with the Government’s target of reducing classroom size and teacher/pupil ratio. Access to teaching and learning materials is still a challenge, resulting in few pupils having a set of their own personal materials. On the demand side, long distances from schools and lack of boarding facilities clash with the need of poorer families to ask their children to help with household chores and work; child labour is one of the leading causes of drop out of schools for boys and girls.

The demand for youth and adult literacy and education is high, given that the formal education system has left many youths who have never attended school, or dropped out before graduating or completing school as presented in the table below.

**Table 1: Proportion of youth population by educational status and sex, 2012, and 2014**

Educational status	2012			2014		
	Total	Male	Female	Total	Male	Female
Never attended school	5.9	2.9	4.4	7	5.9	7.9
Dropped-out before graduation or completion of school	62.6	44.5	54	47.3	41.1	53.2
Currently attending school	27.7	45.4	36.2	31.8	37.4	26.5
Educated completed	3.8	7.2	5.4	13.8	15.5	12.5

Source: NSO 2014

It is only recently that youth have been regarded as a distinct and important category of adult education learners, largely as a result of the increasing concern about the growing number of young people who are currently ‘not in education, employment, or training’. However, despite this, adult education frameworks have not been adequately reviewed and restructured to accommodate the needs of the youth. In addition, adult education is usually defined very narrowly as basic literacy or post-literacy – or, even at its broadest, as education that is equivalent to primary and secondary schooling. The situation is further complicated by the ambiguities regarding which components of youth and adult education (literacy, non-formal education, vocational education, life skills or continuing education) are covered by policy.<sup>4</sup>

Furthermore, to provide a lifeline to youths who have fallen out of formal schooling, government through the Ministry of Labour, Youth and Manpower Development and TEVETA has put in place youth development and technical and vocational education programmes so that youth capacity can be built to contribute fully to the country’s socio-economic development (MoF, 2017). Such programmes offer room for expanding Vocational and Non Formal Education (V&NFE) opportunities. However, there is limited access to both formal and informal TEVET and in most cases is only accessible for those young people living in urban and industrial areas.

Equitable access to TEVET is limited because publicly subsidized skills development is merit-based and is mostly restricted to formal programs at post-secondary level. Marginalized groups such as

<sup>3</sup>Youth consultations conducted for the SITAN, July 2015.

<sup>4</sup> Aitchison, J (2012): Youth and Adult Learning and Education in Southern Africa Overview of a five nation study. Osis/DVV International p 2

youths from poor households, school drop-outs and people living in the rural areas face considerable problems to access relevant skills development programmes. Although the TEVET Authority (TEVETA) is implementing a bursary scheme, the number of students effectively targeted is also low due to funding shortages. The TEVET system largely benefits the rich given that the proportion of students drawn from the richest households is high at 75.3% and 24.7% from poor households, and females constitute only around 30% of enrolment in TEVET institutions (Hall & Mambo, 2015).

This situation is worsened by the high rate of unemployment and lack of technical, vocational and entrepreneurial skills to guarantee alternative sources of income beyond employment. Youth unemployment refers to the share of the labour force aged 15-24 without work but available for and seeking employment (modelled on International Labour Organisation (ILO) estimate). According to the Ministry of Finance (MoF), youth unemployment is at 12% and World Bank puts it at 9.1%<sup>5</sup> and the percentage of youth living below the poverty line is high at 27%. Yet very few youths access government's economic empowerment programmes with recent figures showing that only 6500 youths were engaged in entrepreneurship and only 8900 skilled youths got tested and certified in 2016/17 (MoF, 2017) as presented in the table below.

**Table 2: Program Output Indicators for Youth Economic Empowerment Programme (2015-2017)**

<b>Output Indicators</b>				
<b>Subprogram 1 : Youth Economic Empowerment</b>				
<b>Output 1: 40% of the youth population economically empowered by 2018</b>				
<b>Indicator(s):</b>	<b>2015/16 ACTUAL</b>	<b>2016-17 TARGET</b>	<b>2016-17 PLERIMINARY OUTPUTS</b>	<b>2017-18 PROJECTION</b>
1.1. Number of youths trained in vocational, livelihood and technical skills	7000	2000	1300	1500
1.2. Number of youths trained in business management and entrepreneurship skills	8000	2000	2500	3000
1.3. Number of youths provided with start-up tools and equipment	3000	3000	1000	1500
1.4. Number of youths linked to financial lending institutions	3500	2500	3000	4000
1.5. Number of youths engaged in entrepreneurship	8000	6000	6500	7000
<b>Totals</b>	<b>29500</b>	<b>15500</b>	<b>14300</b>	<b>17000</b>

Source: MOF, 2017, 2017/18 Draft Program Based Budget, Budget Document No 5, page 361

Against the background above, there is need for concerted effort and better coordination to advocate and implement more programmes that will help address the skills gap among youths and adults and ensure more benefit from the literacy and NFE programmes across the country. However, better coordination requires adequate information to help in decision making but such information, especially related to key stakeholders and what they do and where is often lacking.

## **1.2 Purpose and Objective of the Mapping**

The mapping exercise was carried out to provide information on stakeholders and service providers working in the fields of YALE and V&NFE to inform future project design and implementation.

<sup>5</sup> World Bank, Youth Unemployment Rate for Malawi [SLUEM1524ZSMWI], retrieved from FRED, Federal Reserve Bank of St. Louis; <https://fred.stlouisfed.org/series/SLUEM1524ZSMWI>, accessed January 22, 2018.

Specifically, the exercise sought to identify and classify, by means of appropriate tools and methods, organizations working directly in the management, provision and financing of activities in the field of YALE and V&NFE nationwide.

The mapping provides an inventory of who is doing what, where and with what resources as well as identification of needs and gaps among the various stakeholders and partners that will assist DVV to plan for interventions that would address the identified gaps and develop suitable indicators for capacity building and programme monitoring processes.

The study has documented institutional and technical capacities of organizations undertaking YALE and V&NFE interventions nationwide through working, managing and financing roles. This has looked at those organizations that perform all the three roles, any combination of the two roles or any one role and stating whether it is YALE or V&NFE. This is premised on the knowledge that there are various approaches to provision of YALE, among others, Adult Literacy and REFLECT. It was thus deemed vital to specify the approach (es) each organization is using. An attempt has been made to organize the mapping data based on various criteria (e.g. type of provider, geographical area, number/type of participants, etc.).

In terms of study time and geographical boundaries, the study was informed by the desire to have a national coverage to locate various stakeholders by level and depth of activities in YALE and V&NFE in terms of management, provision and financing of activities although time was the main constraint.

## **2.0 Study Methodology and Strategy**

The Mapping study employed a variety of participatory techniques to collect data, analyse and assess the situation of YALE and V&NFE fields in Malawi by providing for meaningful involvement by all relevant stakeholders, including beneficiaries. The consultants managed the process from a situational analysis of the organizations working in the sector. To augment the scope of work, the study process entailed, in consultation with DVV and NCLAE focal point, meeting with the various key stakeholders: DVV, NCLAE, respective District Community Development Offices' representatives across the country, relevant ministries such as Ministry of Education, Ministry of Gender, Children, Disability and Social Welfare, Ministry of Transport and Public works, Ministry of Labour, Youth and Manpower Development, and Local Government Finance Committee, national collaborators, development partners, and other relevant Government Sector institutions based on guidance from the client, DVV/NCLAE. This list was augmented by contributions from Civil Society Education Coalition (CSEC) of NGOs that are involved in Adult Literacy; database from CONGOMA and NGO Board on adult literacy; from CISANET, a list of agriculture related NGOs involved in Adult Literacy; Youth NGOs, Churches/religious institutions, TEVETA, and NICE. Literature review of relevant documents was also conducted.

An Inception Report was developed which detailed the process of undertaking the study to achieve the mapping purpose as stated in the sections above. It included tools for the engagement with key informants via interviews and Focus Group Discussions based on the ToRs and body of literature that accompanied the inception report. The report was presented to and discussed with NCLAE and DVV before the mapping exercise commenced.

The primary audience for the mapping exercise is DVV and Government through NCLAE. Other audiences include District Councils, beneficiary communities and interested stakeholders with major considerations of their views and experiences. Stakeholder participation was an integral component of the mapping design and planning; data collection; the development of findings; mapping reporting; and results dissemination. Thus the techniques involved the various players and stakeholders prevailing in the continuum of YALE and V&NFE in Malawi at local community, district and national levels with major considerations of their views and experiences based on previous lessons learnt.

The study took three main approaches in its data collection process to generate information for the identified indicators of the study, namely, literature review, semi-structured interviews, and focus group discussions with representatives of key stakeholders using guides developed during inception. These specific tools as guides were developed responding to the focus of the study. For definitions and nomenclature of adult literacy and adult education, this was derived from existing policy documents, strategies, and partner reports triangulated by input from academia, the representatives of NGOs on the ground as well as the Belem Framework of Action.

## **2.1 Geographical Coverage**

Based on the detailed TORs, the research team observed that the task demanded a national landscape of the YALE and V&NFE. From the suggested list given and guidance received, the team balanced representation of districts across administrative regions with the other stakeholders reached through emails and phone contact to ensure broadened national coverage. The latter category of stakeholders were identified as engagements with stakeholders were in motion, thereby availing more leads into prospective levels of YALE and V&NFE activities.

Thus in terms of geographical coverage, the following were the sampled districts for focused interfaces by the regions:

*Southern Region:* Blantyre, Chikwawa, Mwanza, Mangochi, Zomba, and Mulanje.

*Central Region:* Lilongwe, Ntcheu, Kasungu, Salima, Dedza, Mchinji, and Nkhotakota.

*Northern Region:* Mzuzu, Karonga, Mzimba, and Nkhata Bay

At national level, 58 representative institutions were engaged in the study. At district level, the team held stakeholder key informant interviews for participants from NGOs, Government MDAs, and development with offices at each of the sampled districts.

Six (6) Focus Group Discussions were held as an instrument for getting beneficiary community level data and information from relevant stakeholder groups which were held at Literacy /community centre level which balance between rural (4) and urban centres (2). An average number of 12 participants were sampled from each sampled villages.

Comprehensive tabulated information has been presented in terms of contexts and all other data required of the YALE and V&NFE landscape in Malawi.

## **2.2 Analytical Approaches**

The data collection tools used in the study generated data in quantitative and qualitative form. Qualitative data included responses to open-ended survey questions, interviews with key informants

from different institutions, and focus group discussions in the selected sites. Quantitative data was generated mostly from input of key informants as well as from structured questionnaires with those institutions directly involved in provision, management and financing by way of reports and statistics and other literature regarding YALE and V&NFE.

The qualitative data collected was analysed, critiqued, processed and summarized based on key domains/issues which were established during literature review, the field survey, and interview notes. The consultants used a mixture of grounded theory analysis, synthesis, elements of storytelling, content analysis, pattern analysis, and key word analysis.

On the other hand, the quantitative data was analysed through excel spreadsheets so as to allow for meaningful statistical parameters and information to be drawn. Descriptive statistics and means were generated for purposes of analysis.

### **2.3 Study limitations**

In the process of stakeholder mapping, the study was beset by some challenges which affected data collection as follows:

- a) Some of the community development offices which were the link did not have information and contacts for all organizations involved in YALE and V&NFE at district level. In extreme cases, despite making several calls, they were not answered and therefore meetings did not materialize.
- b) Limited time to interface with all organizations engaged in YALE and V&NFE at district level
- c) Some organizations did not know which other stakeholders engaged in similar work through presence of district networks.
- d) Unavailability of officers on pre-agreed meeting times and days which meant some recalls as well as engaging through phone calls as emails do not guarantee responses
- e) There is limited data on YALE and V&NFE by all stakeholders

### 3.0 Key Findings

The mapping exercise was carried out to provide information on stakeholders and service providers working in the fields of YALE and V&NFE to inform future project design and implementation. Findings are presented as follows: Principal definitions, mapping of institutions providing YALE and VNFE activities in the district, analysis of beneficiaries, co-ordination of YALE/VNFE interventions, key challenges, key gaps, and key recommendations

#### 3.1 Principal Definitions, Terminology and Nomenclature currently employed in the fields of YALE and VNFE/REFLECT

These are some perspectives given by stakeholders but the list generated by the consultants is appended in the report:

- a) *Literacy*: most organizations defined this as the ability of an individual to read, write and numerate (undertake basic calculations). Thus, it is the ability for one to be able to read, write and compute/apply numerical skills; ability to read, write and count in Chichewa and English; beyond reading and writing but also interpreting current affairs in a positive manner. Most of the classes start with Chichewa, and after mastery, the learners start learning in English. Functional literacy is what is promoted by Government in the YALE field in Malawi.
- b) *Economic empowerment*: training of individuals and community groups in business, entrepreneurship, vocational skills and helping them access loans/funds to open businesses related to trades such as carpentry, bricklaying, bee keeping, baking, welding, and tailoring, etc.
- c) *Youth* was defined as someone within the age bracket of 10-37years for most respondents. However a few went up to 40 years and added that this is someone who is still dependent and may not be able to make their own decisions. Other respondents categorised youth as those in adolescent years or reproductive age.
- d) *Adult*: people from age 15 up to 74 years. It was noted that many adults attending classes fell between 30 and 50 years; and that for the institutions there is no limitation in age (respond to demand) and usually someone above 35 years and independent as defined by most respondents.
- e) *REFLECT*: This means Regenerated Freirean Literacy through Empowering Community Techniques. REFLECT is an approach of reflection and problem solving and it is used by NGOs to mobilise and organise communities to identify issues affecting them using participatory techniques and provide solutions; reflect changes in way of life to have more success stories beyond reading, writing and counting.
- f) *Inclusive education*: denotes an education that recognizes the right of all learners to quality education that meets their basic learning needs, to the development of their full potential regardless of their special educational needs (disabilities), sex, social, or economic status. Thus, it provides for learners of diverse backgrounds, especially those with special needs like physical disabilities, and other learning challenges.
- g) *Quality education/literacy*: Quality education was mostly defined as the type of education that meet set standards in terms of infrastructure, teacher qualification, teaching and learning materials. The sort of delivery that does not compromise the essence of education delivery in order to benefit the participant. This in tandem with having acceptable standards



as determined by the levels of qualifications of the training providers and levels in the quality standards determined by the regulatory authority. It includes (1) *inputs* (e.g. teaching and learning materials, finances, teachers, infrastructure,) (2) *process factors* (e.g. number of contact hours, curriculum, pedagogy); (3) *output concerns* (e.g. learning outcomes, knowledge and skills gained and application thereof). From interviews held, in Malawi there is little emphasis on quality in YALE services.

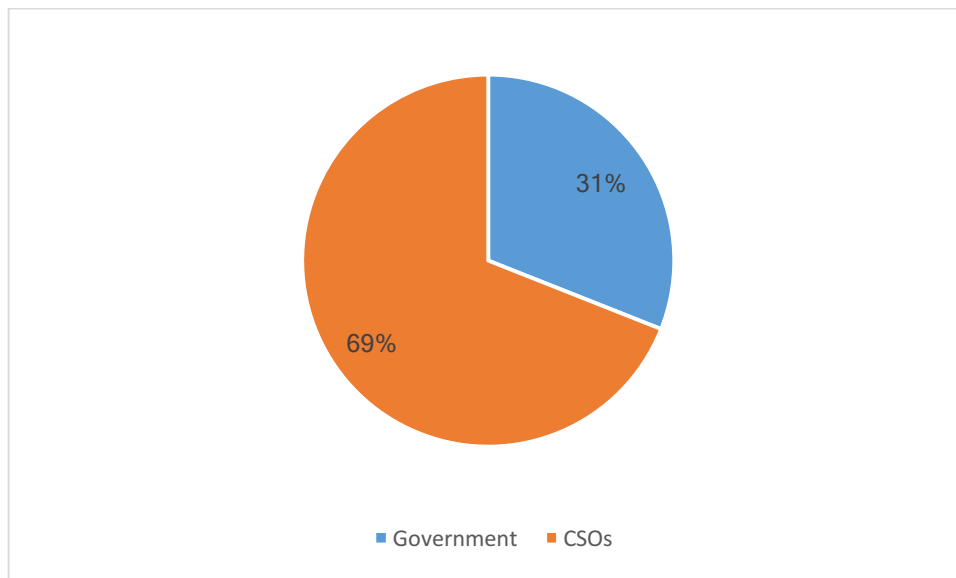
- h) *Study circles*: classes, centres for REFLECT
- i) *Literacy classes*: rooms/classes where teaching and learning for youth and adults are conducted
- j) *Instructors*: teachers/ facilitators during literacy classes
- k) *Facilitators*: instructors/teachers in REFLECT study circles
- l) *Community Development Assistants*: extension workers/officers from DCDO monitoring and facilitating implementation of youth and adult literacy classes.
- m) *VSL/ Banki Mkhonde*: Village banking schemes through Village Savings and Loans
- n) *Capacity building*: training, orientation of YALE instructors/ facilitators
- o) *Community empowerment*: capacitating the community with literacy skills as well as basic business management skills
- p) *YALE*: denotes the entire body of organized education processes, formal or non-formal for youths and adults which enrich their knowledge, improve their skills as well as their technical or professional skills that bring about changes in their attitudes, behaviour, income and as well as socio-economic and cultural development. It is deemed as service delivery that ensures that youths and adults are able to read and write and numerate so as to express themselves and get more information that would bring a change in their lives since this education is key to development. It is often informal and is usually given to someone with no exposure to formal education.
- q) *V&NFE* was described as the art of imparting handiwork/technical skills with the aim of economically empowering an individual. It can be formal where someone is assessed or informal where someone learns and applies without certification and does not go through a class setting. Thus it is skills training and an education type that is delivered through a system which is formalized or not formalized. Essentially, skills training enables trainees to have a hands on experience while on training to acquire the skills and be able to use the skills so as to be self-reliant. This is done in well-established institutions where participants are formally assessed and awarded or done in the non-formal settings either in established institutions for a shorter period of time or in community centres so that the target group is equipped with specific skills that would help them earn a living.

### **3.2 Mapping of Organizations Working, Managing and Financing YALE and V&NFE Nationwide**

The study information was derived from engagement with institutions drawn from 17 districts as shown in Fig 3 below providing YALE and VNFE services. There were 58 institutions sampled

from government (18) and NGOs/CSOs (40) across study districts representing 31% and 69% respectively.

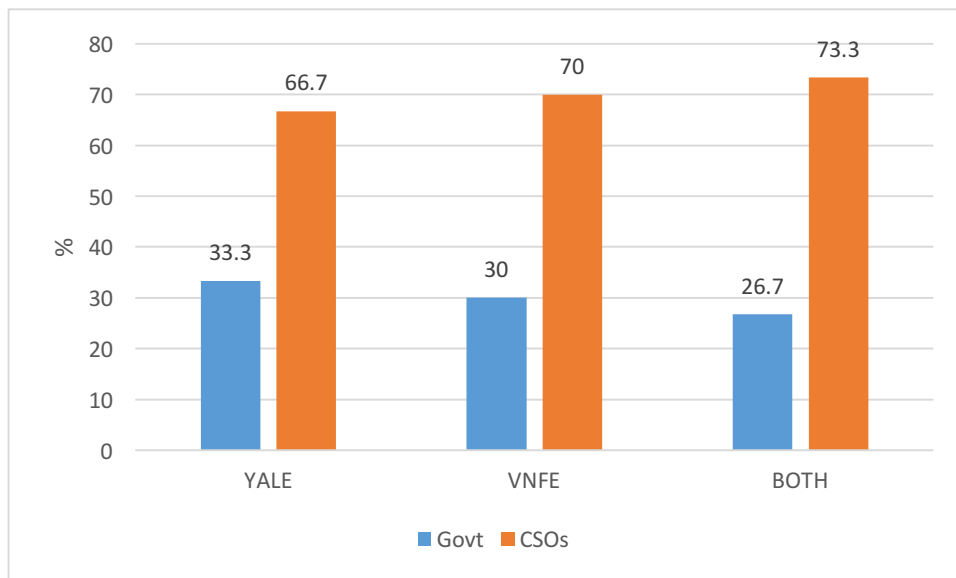
**Figure 3: Number of organizations providing YALE and VNFE services**



Source: Field Data, 2017

In terms of organizations by type of services provided, 11 CSOs/NGOs (73.3%) and 4 government (one district youth office and three DCDOs) (26.7%) are involved in both YALE and VNFE; 11 of them being government ones (33.3%) and 22 CSOs/NGOs (66.7%) are in YALE, and 3 from government and 7 CSOs/NGOs provide VNFE as shown in Fig 4.

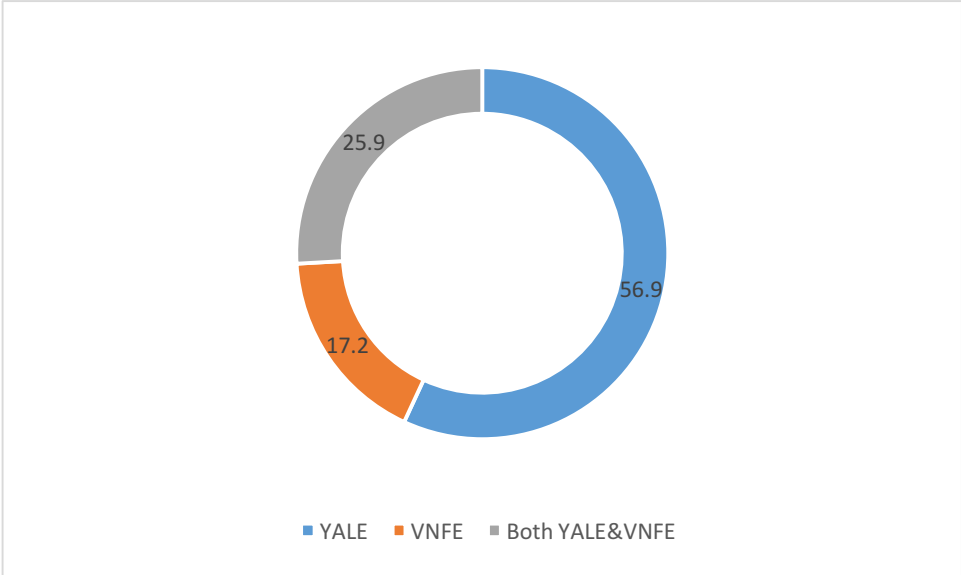
**Figure 4: Distribution of YALE and VNFE services by type of organization**



Source: Field Data, 2017

With regard to type of services provided by organizations, 15 organizations representing 25.9% are involved in both YALE and VNFE; 33 institutions representing 56.9% are in YALE, and 10 organizations representing 17.2% provide VNFE as shown in Fig 5 while 2 (DENS) not offering YALE services but interested or with potential to advocate for YALE.

**Figure 5: Proportion of organizations by type of services offered**



Source: Field Data, 2017

There are 4 NGOs offering REFLECT approach; 54 organisations (DCDOs and NGOs/CSOs) offering YALE and /or VNFE.

- Key REFLECT Activities include: Community sensitisation and mobilisation; Establishment and operation of REFLECT circles; Identification and training of REFLECT Facilitators; Supporting communities to find development solutions and linking them to financiers and service providers.
- Key YALE activities include: Establishing and operating literacy centres; Community mobilization and sensitisation; recruiting and training of instructors; empowering communities with skills in business management.
- Key VNFE activities; Offering skills/vocational training to communities in areas like brick laying, baking, tinsmith, and linking the communities to loan institutions including COMSIP and VSLs.
- NGO services - including community mobilisation, service delivery/provision, and vocational education. No NGO/NGO Network undertaking advocacy around YALE or VNFE activities but potential and willingness expressed during interviews.
- On the other hand, Government services combine service provision with community mobilisation, managing and vocational education as well as playing a “loose” coordination role at district level.

- Geographical coverage differs per organisation and district, but government (DCDOs) doing everything possible to cover all TAs and Education zones in the district while acknowledging that resources are limited
- Beneficiaries include both youth and adults and people with special needs but more females than males and very few people with special needs.

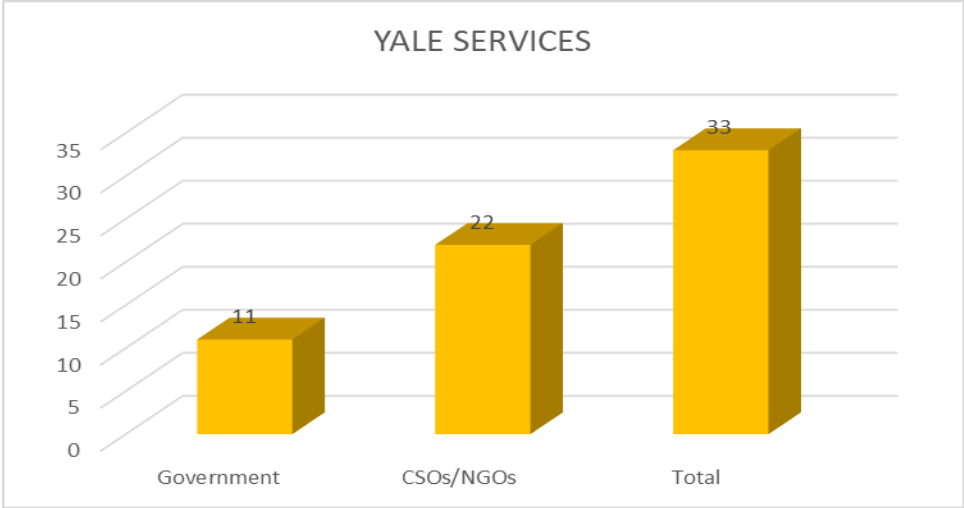
The stakeholders engaged have been divided into two categories based on their inclination towards either YALE or V&NFE.

**3.2.1 Stakeholders Engaged in YALE**

**3.2.1.1 Service Provision**

The main providers of YALE services are civil society organizations at 67% followed by Government at a 33% as shown in Fig 6. Government is the key player in provision of YALE in the country through the Ministry of Civic Education and Community Development, as well as the Ministry of Education through the District Community Development Office for the former and Complementary Basic Education (CBE) for the latter. The Community Development Office which exists in every district has the mandate to establish literacy centres at village level and provides a more formal kind of methodology of delivering adult literacy where beneficiaries undergo lessons from a developed curriculum and are assessed upon completion of that curriculum; those who pass are certified. In most of its centres, Chichewa and Arithmetic are the common subjects but recently English as a subject has also been introduced. As policy holders, the office is also responsible for policy guidance to stakeholders and coordinates complementary efforts seeking the same. Community development literacy targets anyone above 15 years, although with a cut off of 60 years, but interest becomes the key determinant, hence there have been isolated cases of learners over sixty years of age being enrolled. CBE on the other hand targets youth between 9 and 17 years with the aim of getting them back to the formal sector through providing complementary classes. The department of youth also runs literacy centres for the youth through youth clubs or T/A based youth networks. In terms of geographical coverage these departments cover throughout a district.

**Figure 6: Organisations offering YALE Services in the Sampled Districts**



Source: Field Data, 2017

Non-governmental organizations implementing programs and projects in YALE include Care Malawi, Total Land Care, Action Aid, Centre for Youth Empowerment and Civic Education (CYECE), Adolescent Girls Literacy (AGLIT), World Vision, YONECO, MACOHA, Build On, YICOD, Link Community Development, United Purpose (formerly Concern Universal), Assemblies of God, Malawi Lake Basin Consortium, Build On, and Starfish. These organizations use either Adult literacy, Complementary Basic Education or REFLECT as methodologies in implementing activities through projects.

**a) *Organizations using Adult Literacy Methodology***

YONECO, MACOHA, Build On and Link Community Development use adult literacy methodology where they work with Community Development Offices leading in recruiting and training literacy instructors using the approved adult literacy curriculum. All of these institutions target both youth and adults. They are running literacy centres at community (village) level where they work with community leaders and structures in identifying learning structures whereby the organization and community refurbish through shared responsibilities. Build On adds economic empowerment to its initiative through VSL and a revolving fund to minimize drop outs and ensure sustainability.

**b) *Organizations using Complementary Basic Education***

These work with the Ministry of Education to administer a developed curriculum to youth aged between 9 and 17 with the aim of getting them back to the formal education system in school upon completion and passing of exams. AGLIT, CYECE, Build On, Care Malawi and World Vision implement using this methodology.

**c) *Organizations using REFLECT***

Total Land Care uses the REFLECT methodology in its Management for Adaptation to Climate Change Project in Salima, Dowa, Ntchisi, and Nkhotakota. YICOD, with a focus on youth as beneficiaries, works with youth clubs and youth networks using these as a platform for REFLECT Circles through which literacy classes take place depending on issues arising. Specifically, Action Aid uses REFLECTION ACTION where the focus is not on adult literacy but rather uses adult literacy as a means to changing behaviour.

**3.2.1.2 Management (Policy Guidance, Coordination and Oversight)**

This role mainly rests with the Government through respective District Community Development Offices and Education Offices. Each district is supposed to have the District Monitoring and Evaluation Committee (DMEC) to take up the role of coordination, monitoring and evaluation, but this seem to be non-functional. In the face of poor or no coordination between the government offices and civil society organizations as well as among civil society organizations themselves, most of the players have opted to work in isolation.

**3.2.1.3 Financing Role**

Government, UNICEF, UNESCO, Plan Malawi, GIZ, USAID, NAC, UNFPA, and We Effect are the main institutions that fund youth and adult literacy and education. This funding is either through budgetary support or material support such as teaching and learning materials.

**3.2.1.4 Key Activities in YALE**

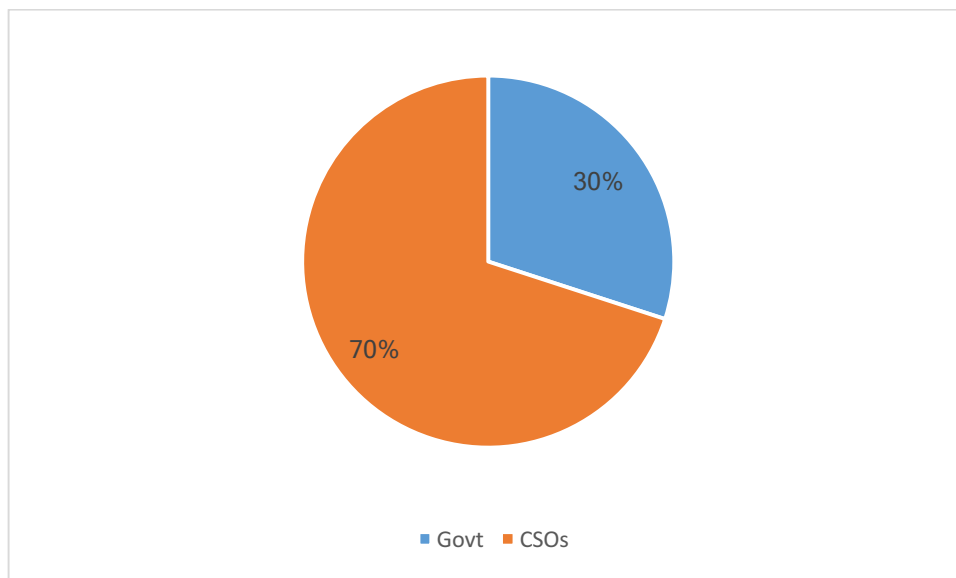
Key activities in youth and adult literacy education include:

- a) Community mobilization: most organizations working in YALE use existing community structures and community leaders to mobilize communities for awareness of the project activities. Interested beneficiaries are invited to register as self-targeting for attendance and identify a place of meeting (literacy centres) which are refurbished with the help of the project intervention support
- b) Establishment of Community Literacy Committees responsible for overseeing day to day activities at the literacy centres to ensure that lessons are being administered effectively
- c) Instructors' recruitment and training: the organizations advertise for the post of instructors whereby qualified members from the community apply, go through an interview and the successful candidates undergo a training on YALE often provided and facilitated by the Community Development Office through Community Development Assistant (CDA).
- d) Monitoring: the respective organizations then monitor the classes from time to time. Organizations working with relevant Government departments usually conduct a joint monitoring
- e) Upon completion of the term which ranges from 10 months to 2years, the learners sit for examinations and those that pass are given certificates
- f) In cases where re-enrolment follows, those who graduate are then recommended to be re-enrolled back into formal system of education depending on their level of performance where they are admitted into Standard 3, 4 or 5.

### 3.2.2 Stakeholders Engaged in V&NFE

In terms of VNFE service provision, the majority of players are CSOs that make up 70%, while the rest are Government agencies as shown in Fig 7.

**Figure 7: Share of organizations by V&NFE Service provision**



Source: Field Data, 2017

#### 3.2.2.1 Service Provision

Ministry of Labour, Youth, Sports and Manpower Development is the policy holders of vocational education on the side of government. It establishes vocational skills centres for the youth and endeavours to operate throughout a district but mostly with little success due to resource

*DVV International Malawi Mapping Study Final Report* *IDM Consulting & Associates 15*

constraints. It manages community colleges that exist in almost all districts of the country with few exceptions. For example, in the Central region, all districts have at least one community college except for Ntcheu. However, plans are underway to establish one by 2019. Civil Society organization such as ADRA, Nkhotakota Youth Organization, Good Health, World Relief, World Vision, CICOD, Winrock, MACOHA, St John of God, and YONECO have a stake in vocational and non-formal education.

**a) *Formal Vocational Skills***

Miracle Technical Institute in Karonga, Ngala Community Technical College, Phwezi Rural Polytechnic, St John of God Services, and Nkhotakota Youth Organization provide vocational skills. Like other community colleges working under TEVETA, these institutions use the formal imparting of vocational skills to the youth as well as adults. Instructors are hired following TEVET qualification requirements and assessment and certification is done by TEVETA. The trades offered range from tailoring, bricklaying, electrician, carpentry and IT. World Vision has established a community college in Dedza that sprung out of the demand from community members, where computer lessons are offered. The college will take on a formal skills training starting with IT, carpentry and tailoring trades.

**b) *Non-Formal Education***

Good Health, MACOHA, ADRA, World Relief, CICOD, Winrock, and YONECO link the youth and adults who wish to learn vocational skills to local artisans, where they learn for a very small or no fee or train, assess and certify them without necessarily following TEVET requirements. Trades include carpentry, tailoring, motor vehicle mechanics, tinsmith, weaving, baking, and bricklaying. Total Land Care trains young people in Climate Smart Agriculture, Irrigation and fruit tree propagation as an entrepreneurial skill, where upon completion, the beneficiaries are given equipment through a soft loan to use what they have learnt as a means to economic empowerment. The Agriculture Development Offices at district level also uses non formal education to teach farmers various agricultural technologies for purposes of farming as a business. They also run Farming Business Schools where the beneficiaries are awarded a certificate of completion after attendance as evidence of competence.

**3.2.2.2 *Management***

TEVETA is the regulatory body for the formal vocational skills education, with the responsibility to ensure that all stakeholders interested in enhancing vocational skills training follow and adhere to government requirements through monitoring the vocational centres. It often works with organizations using the formal curriculum to enhance quality assurance. However, on the other hand, they do not deal with organizations that have opted to use non-formal education approaches.

**3.2.2.3 *Financing***

Financing of YALE and VNFE comes from both government and non-governmental sources (including donors, international NGOs and Communities). The government is the main source of funding for government programmes under the National Adult Literacy Programmes and Complementary Basic Education and TEVET. A review of government budget documents shows that over the past two financial years, funding for YALE and VNFE related programmes amounted to at least MK9,659.41 (US\$13.23) million. However, figures show a decline in expenditure from K6178.75 (US\$8.46) million in 2016/17 to K3480.66(US\$4.77) million in 2017/18.

National Adult Literacy programmes budget allocations fall under the Community and Child Development Programme. In the 2017/18 budget the programme was allocated K751.06 million a reduction from K1,202.9 million revised allocation for 2016/17. Under the programme the 2017/18 approved allocation for adult literacy was K123.93 million, up from the revised allocation for 2016/17 of K81.64 million.

**Table 3: Financing of YALE and VNFE programmes in 2016/17 and 2017/18 Financial Years**

No	Programme	Revised budget allocation 2016/17 (K' million)	Estimates for 2017/18 (K' million)	2016/17 + 2017/18 (K' Million)
1	Adult Literacy	81.64	123.93	205.57
2	Complementary Basic Education (CBE)	110.00	76.00	186.00
3	Technical & Vocational Training	5,337.11	2,598.23	7,935.34
4	TEVETA	650.00	682.50	1,332.5
	Total	6178.75	3480.66	9,659.41

Source: Ministry of Finance, 2017, 2017/18 Approved Financial Statement (page 98-99)

Under the MoEST budget, Complementary Basic Education (CBE)'s approved allocation for 2017/18 was K76 million, a reduction from K110 million 2016/17 revised allocation. Technical and vocational training had an approved allocation of K2,598.23 million for 2017/18, down by 50% from K 5,337.11 million revised allocation of the 2016/17 financial year. The 2017/18 approved expenditures under TVET include K121.81 million for vocational school management, K683.43 million for technical colleges, K630 million for community colleges, and K397.64 million for trade test services. TEVETA's approved allocation for 2017/18 is K6,822.5 million, up from the 2016/17 revised allocation of K 650 million.

From the study, it was established that bilateral and multilateral donor organizations such as USAID, World Bank, European Union, NORAD, Norwegian Embassy, Japanese Embassy, Chinese Embassy, and FUSS - Norway, have been financing vocational skills development interventions. International organizations such as Action Aid, Plan International, World Vision, and Tools for Reliance have funded V&NFE interventions through specific projects which are normally off government budget.

During the study, the research team sought to establish annual expenditures in YALE and VNFE from various organisations. Information on a number of beneficiaries was sought to establish beneficiary unit cost. Financial data proved limited, but at least 19 organisations provided funding data and as can be seen from Table 3. Collectively, these spent K1.16 billion or (US\$1.55 million). The total number of beneficiaries from the organizations amounted to 491,686 giving budget/beneficiary unit cost of US\$3.2 (MK2366).

From the study, it was noted that the annual budget per organization that provided data ranges from US\$3,333 (K2.5 million) to US\$401,333 (K301 million), while the number of beneficiaries ranges from 32 to 223,054. Nine (9) out of 19 organizations which provided budget data have an annual budget of US\$20,000 or less; 16 out of 19 organizations have a budget of less than US\$100,000; while only 3 organizations have a budget of US\$200,000 and more. Of the 3 DCDOs with budget data (Dedza, Mangochi, Salima), none had budgets reaching US\$30,000 for YALE services. Dedza had US\$5,333; Salima had US\$10,720 and Mangochi US\$8,000. The average annual budget is US\$81,000; but excluding Miracle, UNESCO and Chikwawa whose budgets ranged from US\$200,000 to US\$401,333, the mid-range budget average is US\$30,000. Unit cost



averages (US\$3.2) or MK2,366 but the range varies from US\$0.04 (MK33) to US\$732 (MK549450). In DCDOs the average unit cost is US\$1 (K750).

**Table 4: Annual budget and unit cost in YALE and VNFE Services**

N	Organization	Annual Budget		Beneficiaries/ Learners	Beneficiary Unit Cost	
		MK	US\$		MK	US\$
1	Miracle Technical Institute	300,000,000	400,000	1286	233281	311
2	Lusubilo Community-Based Organization	37,500,000	50,000	10397	3606	4.8
3	St John of God Community Services	28,000,000	37,333	100	280000	373
4	UNESCO	150,000,000	200,000	1020	147058	196
5	NASFAM	15,000,000	20,000	40000	375	0.5
6	Dedza DCDO	4,000,000	5,333	6750	592	0.8
7	YICOD Dedza	5,000,000	6,667	26571	188	0.25
8	Dedza Agriculture Min	53,000,000	70,667	223,054	237	0.3
9	Ntcheu District Youth Office	5,000,000	6,667	151590	33	0.04
10	MACOHA Ntcheu	6,000,000	8,000	32	187500	250
11	Good Health Kasungu	65,000,000	86,667	4000	16250	22
12	Build On Kasungu	49,539,000	66,052	4804	10312	14
13	World Relief Salima	50,000,000	66,667	91	549451	733
14	ADRA Salima	2,500,000	3,333	116	21552	29
15	CBE Salima	8,088,000	10,784	2068	3911	5
16	Nkhotakota Youth Organisation	70,000,000	93,333	630	111111	148
17	Salima DCDO	8,040,000	10,720	8376	959	1.3
18	Mangochi DCDO	6,000,000	8,000	8848	678	0.9
19	Chikwawa SOS	301,000,000	401,333	1953	154121	205
	<b>Totals</b>	<b>1,163,667,000</b>	<b>1,551,556</b>	<b>491,686</b>	<b>2367</b>	<b>3.2</b>

Source: KII (Dec 2017)

### 3.2.2.4 Key Activities in V&NFE

The main activities undertaken under V&NFE include the following:

- a) Training in vocational skills and soft skills
- b) Supporting needy youths with school fees
- c) Provision of tools to the trained individuals
- d) Provision of business start-ups to the trained youth and adults through loan facility
- e) Advocacy, though not focused and systematic so far
- f) Using existing community structures to mobilize participants
- g) Identifying local artisans through engaging with them to see if they are willing to participate in the programme
- h) Link the participating students to locally identified artisans. In some cases the local artisan may charge a fee to the participant, while at times others do not charge any fee
- i) Some organizations provide funding for start-up capital in terms of soft loans and manage this as a revolving fund
- j) In case of formal vocational training, an advert is placed where candidates with a minimum of JCE apply and those selected are enrolled

- k) Other activities included in non-formal education are village savings and loans, financial literacy, farm business school, entrepreneurship, and agribusiness

In terms of institutions providing YALE and VNFE services by districts, the details are appended in Annex 2.

### **3.3 Coordination of YALE and VNFE**

Stakeholders in the provision of YALE and V&NFE are coordinated through the NCLAE and Technical Working Group. There are varied unstructured mechanisms at district levels through events such as workshops, training of trainers, and monitoring of the activities done by the stakeholders. At district level, various organizations meet during the District Executive Committee (DEC) to discuss various issues affecting their organizations and occasionally such issues may be tabled. Organizational stakeholder meetings are organized at organization level.

Coordination efforts are sometimes hampered by the fact that the office responsible for monitoring YALE/V&NFE activities at district levels, that is, the District Monitoring and Evaluation Committee lacks capacity to fulfil its mandate in terms of resources. There is little to poor coordination among stakeholders engaged in youth and adult literacy as well as vocational and non-formal education. Most organizations implement in isolation, which poses a challenge of no shared best practices platform. Very few organizations work together. This also affects monitoring of activities and may lead to duplication of initiatives. District level networks are mostly on paper as they rarely meet to share information, and policy gaps just compound the coordination situation.

### **3.4 YALE and V&NFE Beneficiaries**

The study sought to establish the beneficiaries of the YALE and V&NFE interventions. A review of literature showed that the beneficiaries include those in pure adult literacy programmes, those involved in complementary basic education (CBE), and those involved in formal and non-formal vocational education and training programmes. For instance, it was noted that in the 2016/17 financial year the national adult literacy programme enrolled 24,000 adult literacy learners in adult literacy classes; identified and trained 9,633 male and female Adult Basic Literacy (ABL) volunteer instructors. The programme projected a 10% increase in literacy levels for youths and adults but only managed to achieve 1% (MOF, 2017)<sup>6</sup>. CBE, which is under MoEST, is being rolled out in more than 10 districts across the country in the 2016/17 financial year, the government ensured that 540 existing Community Based Education centres were maintained and 16% of out of school youth were enrolled in CBE. Around 40,000 people are enrolled in the CBE centres. (MOF, 2017). For the same financial year, MoLYSMD, which addresses formal and non-formal vocation and skills development activities for youth and adults, registered 3,693 candidates who were issued with Trade Test Certificates to increase their chances of securing formal employment. In addition, soft loans were issued out to successful candidates. In addition, 690 students (468 males and 222 females) completed their technical studies, with the first cohort having graduated in December 2016 and 1,180 (826 males and 354 females) started their training in January, 2017, reflecting an 18 percent increase in the enrolment rate from last year. (MOF, 2017, page 357).

During the mapping exercise, informants were asked to provide information on the beneficiaries of their interventions and group them in terms of age (youth and adults), gender (men and women,

---

<sup>6</sup> Government of Malawi. 2017/18 Draft Program Based Budget, page 113, 117  
*DVV International Malawi Mapping Study Final Report*

boys and girls) and disability. Table 5 below provides beneficiary information from 32 organizations that provided data.

### 3.4.1 Beneficiaries of YALE and VNFE services from the sample

From the study, it was noted that there were serious gaps in disaggregation of data, especially adults vs youth. 19 (59%) out of 32 organizations with beneficiary data failed to produce disaggregated data on youth and adult beneficiaries despite saying their interventions reached out to both. Only 14 (44%) out of 32 organizations which had beneficiary information provided disaggregated data on men and women, while only 10 (31%) provided disaggregated data on boys and girls. From the sample, women outnumbered men in 11 (78.5%) out of the 14 organizations which provided disaggregated data for men and women, although in total women (71,452) benefited less than men (162,434), largely due to figures from Dedza Ministry of Agriculture, which showed that more men (158,368) than women (46,841) accessed extension services. On the other hand, boys outnumbered girls in 6 (60%) out of 10 organizations which provided disaggregated data for girls and boys. In total, YALE and VNFE services are reaching at least 503,000 beneficiaries which include at least 9,724 adults; 201,700 youth; 234,085 youth and adults together; 83,036 girls vs 80,200 boys; and 71,452 women vs 162,434 men.

**Table 5: Organizations by number of YALE and VNFE beneficiaries**

N	Organization	Adults	Youth	Youth and Adults	Men	Women	Boys	Girls	beneficiaries/ learners
1	Miracle Technical Institute	0	0	163	43	120	656	467	1,286
2	Lusubilo Community-Based Organization	0	397	397					10,397
3	St John of God Community Services	0	0	0			56	44	100
4	UNESCO	0	0	0					1,020
5	NASFAM	0	0	0					40,000
6	Dedza DCDO	0	0	6,750	1,649	5,101			6,750
7	YICOD Dedza	0	26,571	26,571					26,571
8	Dedza Agriculture Min	0	17,845	17,845	158,368	46,841			223,054
9	Ntcheu District Youth Office	0	151,590	151,590			76,017	75,573	151,590
10	MACOHA Ntcheu	32	0	32	17	15			32
11	Good Health Kasungu	0	0	0					4,000
12	Build On Kasungu	1,200	1,802	3,002			892	910	4,804
13	World Relief Salima	0		0					91
14	ADRA Salima	116		116	58	58			116
15	CBE Salima	0	2,068	2,068			1,089	979	2,068
16	Nkhotakota Youth Organization	0	630	630			441	189	630
17	Salima DCDO	8,376	0	8,376	120	8,256			8,376
18	Mangochi DCDO	0	0	8,848	1,072	7,776			8,848
19	Chikwawa SOS	0	0	540	144	396	897	1,056	1,953

20	Mangochi Assemblies of God Care	0	0	341	9	332			341
21	Mangochi Malawi Lake Basin	0	0	1,647	377	1,270			1,647
22	AGLIT Salima	0	0	0				3,645	3,645
23	Total Land Care Salima	0	0	0					177
24	Star Fish Salima	0	125	125			82	43	125
25	Care Malawi Salima	0	90	90			29	61	90
26	CYECE Salima	0	582	582					582
27	Hunger Project Chikwawa	0	0	0					244
28	Mchinji DCDO	0	0	978	305	673			978
29	Blantyre Foundation for Irrigation and Sustainable Development (FISD)	0	0	373	87	286	41	69	483
30	Stephanos Foundation Blantyre	0	0	478	184	294			478
31	Zomba Naphini Community Learning Centre	0	0	35	1	34			35
31	Zomba DCDO	0	0	1,973					1,973
32	Mwanza Build On	0	0	535					535
	<b>Totals</b>	<b>9,724</b>	<b>201,700</b>	<b>234,085</b>	<b>162,434</b>	<b>71,452</b>	<b>80,200</b>	<b>83,036</b>	<b>503,019</b>

Source: KII (Dec 2017)

### 3.4.1.1 Categories of beneficiaries

Further analysis of the data showed that the beneficiaries of the YALE and V&NFE comprise the following:

- a) Youth/Adult- All organisations target both youth and adults in their programmes
- b) Inclusivity- both men and women, boys and girls participate, but in adult programmes it is mostly dominated by women as men shy away from attending literacy classes. The reasons given by the learners and instructors for poor participation of men included negative attitude towards literacy, shyness, and lack of incentives attractive to men. Again, most organisations are open to cater for people with special needs such as those with physical disabilities, visual impairments, hearing impairments, etc., but these groups are in very low numbers and most organisations lack documentation on how many are benefiting from the programmes, and most organisations lack the teaching and learning aids for the special needs group.

It should be noted, however, that there is high rate of dropout in YALE activities for both learners and instructors due to lack of facilities and incentives. The research team also noted that those managing REFLECT programmes had higher retention due to the attractiveness of the approach. When asked about the impact of the YALE and V&NFE programmes in their lives, the beneficiaries cited several benefits including gaining of literacy skills; economic empowerment; developmental structures or projects, etc.

### 3.4.2 Benefits of YALE Activities to the Beneficiaries

Through focus group discussions (FGDs) conducted, the beneficiaries cited a number of benefits realised from the YALE activities as follows:

- a) YALE activities help them achieve the key skills in reading, writing and numeracy. Such skills help them open up their minds to critical thinking. One female beneficiary said, *“ndisanayambe makalasi ndinalibe nzeru zoganzira bwino mmene ndingachitire zinthu pakhomo panga. Koma maphunziro anditsegula mutu”* (Before I commenced the lessons I did not have the wisdom to think properly on how to manage affairs at home. But the lessons have opened my mind). A male learner in the Chichewa class, said *“nkhani yasukulu ikuthandiza ndiupangiri wa momwe tingayendetsere bizinesi kunyumba kwathu”* (the school has helped me with skills for choosing business at home). Another learner from an English Class said she felt proud to be able to speak and understand English which was hard for most villagers.
- b) REFLECT circles provide them an opportunity to come together to reflect on the problems in the community and find solutions. It opened up their minds to think critically around developmental issues in the village. It has helped them to contribute towards environmental protection through the planting of trees.
- c) Ability to read, write and numerate has earned them opportunities to be considered in other development initiatives, which has enhanced their knowledge through other capacity building initiatives. For instance, one woman commented that she is able to understand the cash management procedures in her village savings and loan which was not the case before.
- d) Others also praised the initiative that they have now become entrepreneurs running petty to small scale businesses.
- e) Attending literacy classes has enabled the participants to be recognized by different development structures, which has seen some holding leadership positions. They have gained social relations and have new networks of friends in the community from class interaction.
- f) Ability to use new technologies. Adult literacy has indeed benefited the respondents in that they have improved knowledge therefore making technology such as phones and ATM machines easier to use.

### **3.4.3 Experiential Learning from Beneficiaries**

Most of the learners joined adult literacy classes because they were tired of having to rely on someone to read and write for them since they didn't have the ability. They felt left out of development initiatives in terms of decision-making positions and other initiatives that required the ability to read and write. Even at household level, management of finances and involvement in their children's lives in terms of studies was deemed a non-starter.

Others' decision to register and attend adult literacy classes met with resistance from friends within development circles where other community members considered the initiative a waste of time because it would not change their status. Most of them confessed that they had nearly dropped out but the support from family members discouraged them from quitting.

During lessons they felt the teachers/instructors treated them with respect and were patient. This gave them motivation and developed a positive perspective towards the value of adult learning. Most feel the initiative is a good development for a wide age range such as those groups/classes made up of youth, adults and the elderly. This combination in terms of age is deemed a challenge initially as most adults don't want to learn with youths, but with time they realize that it is a common need that has brought them together and complementarities also develop through the ability to support each other as class sessions unfold.

The teaching approach employs a methodology that assumes that all learners have not gone to school, therefore do not know how to read and write. However this is not the case as some of the participants have been exposed to the subjects offered, having dropped out in standards 1 or 2. Interestingly some have undergone a number of literacy classes over the years, for some since 2000. This in part reveals the gap of poor linkages for those graduating to interventions that enable them to apply their skills in their localities. These commented that the approach has changed and the curriculum has been reviewed several times. When asked why they are still attending, having graduated, they responded that they want to learn new experiences, and be exposed to new topics. Some community members that have resisted attending the lessons now admire the change in the participants. Now it is the same people asking help from the respondents to read and write for them or even take them to the bank.

#### **3.4.4 Beneficiary Challenges**

The beneficiaries cited the following challenges:

- a) Inadequate Teaching and learning materials: There are not enough books for the learners to reference when at home.
- b) Inadequate infrastructure: the learning space they use is not adequate to accommodate all learners and it is often in high demand for usage by other community committees or gatherings. For example, once a week the meeting place is used by the youth to access health services. This affects attendance and participation as some prefer to stay home because they do not wish to learn outside.
- c) Poor incentives for the instructors: as much as this role is considered to be on a voluntary basis, the instructors need some kind of motivation to enable them to contribute effectively.
- d) Distance to learning centres: Some learners walk long distances to attend the classes, and at times there are too many learners in one class, which affects the attention needed to be given to each.
- e) Incentive after graduation: some commented that lack of incentive such as tools box upon graduation contributes to drop out. Others stated that they lacked capital to start businesses as well as markets where the literacy centres were far from the cities.

### **3.5 Key Challenges in the Provision of YALE/VNFE**

Delivery of YALE and VNFE services are hampered by the following:

- a) *High Demand, Low Supply*- In all districts, informants acknowledged that there is high demand for youth and adult literacy services, owing to the fact that there is high illiteracy compounded by high dropouts in primary education. However, it was noted that the capacity to meet this demand is inadequate due to low numbers of donors/funders and service providers in either YALE and V/NFE that are mostly spread thinly in TAs /and education zones.
- b) *Underfunding of YALE/VNFE Activities*- services are poorly financed, especially those managed by government; Available ORT is insufficient to accommodate the activities required to ensure effective and efficient implementation of programmes. This results in community commitment sometimes being hard to get, especially when funds are limited.
- c) *Lack of Coordination of YALE/VNFE Activities*: DCDOs lack capacity/platform to coordinate activities at district level; sometimes DCDO conducts monitoring visits and attend activities of

partners but there is no structured platform for joint planning, review and assessment of programmes at district level. CSOs lack a forum to coordinate their initiatives. Every player is doing things in an isolated manner and most NGOs don't feel obliged to submit annual reports on YALE activities at district level despite clear guidelines that demands this.

- d) *Lack of Advocacy for YALE despite presence of CSOs/NGOs*: District Education Networks (DENs) exist in all the districts but NGOs are not engaged in advocacy around YALE activities, despite conducting advocacy in other areas such as gender violence, funding for primary school improvement grants, etc.
- e) *Inadequate competencies*: Lack of sign-language and interpreter expert services is a key challenge to trainees with hearing and speech problems.

### **3.5.1 Community Level Challenges**

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

- a) *Handout syndrome*: Most community members register for attendance at the beginning of the project 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 linked to some access to livelihood interventions
- b) Some *community leaders do not value adult literacy* initiatives. This affects mobilization since they do not encourage community members to enrol
- c) *Community attitude towards the initiative*: 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.
- d) Some *local artisans demand payment for the services* rendered to the beneficiaries. The challenge here is that some of the participants come from disadvantaged families that they cannot afford to pay the fees
- e) There is high demand in some communities, which is in some cases more than the projects and resources can accommodate

### **3.6 Key Gaps in the Provision of YALE and VNFE**

The following are the main gaps identified in the provision of YALE and VNFE services:

- a) *Financing Gaps*- There is inadequate financing from government. Most development partners do not take the responsibility of funding recurrent costs, such as honoraria for teachers/instructors, and centre leaders. This results in little commitment on the part of those that are expected to move things at community level. DCDOs express worry about gaps in financing, resulting in limited teaching and learning materials being available for classes; shortage of motor cycles for extension workers to do field monitoring; failure to conduct refresher/new training/orientation of instructors, and failure to pay honoraria on time. Limited financing opportunities have also hit institutions hard due to a hike in the training cost (arising from increasing cost of training materials and cost of living in general) resulting in drop out of trainees.
- b) *Staffing gaps*- all DCDOs complain of shortage of staff/officers/Community Development Assistants (CDAs) to coordinate and monitor YALE activities in the districts; instructors are

not adequate and are poorly qualified for most centres; instructors dropout due to lack of incentives.

- c) *Policy gap*- no YALE and VNFE policy in place; districts have no strategies.
- d) There is limited or no career guidance to pupils in primary schools as well as secondary schools, as well as no provision of awareness (civic education) for parents and guardians so that they take part in YALE and V & NFE. This results in some parents discouraging their children from enrolling in V&NFE
- e) *Information/Documentation Gap*: minimal level of reporting for YALE/ V/NFE activities; lack of documentation of good practices in provision of YALE and V/NFE services
- f) *Networking gaps*- no platform exists at district level to facilitate networking; no websites for sharing information on YALE and VNFE; DEC meetings offer limited opportunities for networking. DCDO lack capacity/resources for networking. CSO DENs have not taken YALE and VNFE as an advocacy and networking issue.
- g) *Lack of post training tool support* for all graduates
- f) *Curriculum design gaps*
  - i) The teaching and learning materials lack relevance to the present day world. This is because it takes a long time to review the materials. This is compounded by limited or no instructors' refresher trainings to keep them abreast with emerging practices which affects teaching as the teachers themselves are poorly exposed
  - ii) There is no age demarcation in some initiatives where young people learn with adults. This may cause some participants to drop out as they do not want to mix with different age groups. Again, the lessons may not be youth or adult friendly as they relate to daily living
  - iii) Does not consider the education background of participants. Some of the participants have attended school before and may have just dropped out, while others have never been to school
  - iv) Most lessons are not inclusive; they do not take into consideration the issues of people with disabilities, and in cases where the instructors have been oriented to attend to special needs learners, there are no teaching and learning materials and infrastructure to accommodate them
  - v) There is no diversity in skills development to tally with community needs. Limited vocational trades being offered and, in some cases, some trades are not necessarily marketable in that particular area



## **4.0 Conclusions and Key Recommendations**

### **4.1 Conclusions**

The mapping exercise has provided space for stakeholders to ignite and engage in sustained and systematic ways, to nurture effective and efficient efforts in delivering YALE and VNFE services in a harmonized fashion in light of existing challenges and the landscape of this sector. The timing fits well with the steam that currently exists to bolster development of adult education policy and practice, with indications showing emerging concerted efforts pursuing this agenda.

It is the aspiration of this work that more and sustained engagement will be built to bolster adult education's contribution to the national development agenda. Considering that the study did not cover all the districts, it is vital that mapping is done regularly to update information that informs effective planning of YALE and VNFE interventions subsequently.

### **4.2 Key Recommendations**

#### **4.2.1 Addressing challenges in the provision of YALE and VNFE**

The following recommendations are drawn to address the identified challenges and gaps in delivering YALE and VNFE services:

- a) *High Demand, Low Supply*- More institutions (donors/NGOs) should introduce YALE activities in the districts. Government should mobilise these to develop interest through district and national stakeholder forums.
- b) *Underfunding of YALE/VNFE Activities*: Government should increase funding allocated to DCDO. More donors should provide support to initiatives by government and NGOs/CSOs in the field of YALE/ V NFE
- c) *Lack of Coordination of YALE/VNFE Activities*: DCDOs in collaboration with DEMs and DENs should create a platform for joint planning, review of YALE and VNFE activities at district level. Stakeholders should create online and offline platforms for sharing community of practices in the area of YALE and VNFE
- d) *Lack of Advocacy for YALE despite presence of CSOs/NGOs*: DENs should develop interest in YALE and undertake advocacy initiatives around access, quality and financing of YALE activities in districts. Need to revive Malawi REFLECT Forum or create an advocacy CSO network around YALE and VNFE activities.

#### **4.2.2 Addressing gaps in the provision of YALE and VNFE**

- a) *Financing Gaps*- Stakeholders, including donors, government and NGOs, should mobilise more funds to address the funding gap in order to ensure adequate funding for materials, training/orientation of instructors and payment of instructor honoraria as well start-up equipment for V&NFE. Basket funding arrangement can be explored to increase the resource base for YALE and V&NFE.

- b) *Staffing gaps*- officers, instructors: Government through DCDOs should recruit more staff instructors and improve their incentives. This should be coupled with providing standardized incentives of literacy instructors.
- c) *Policy gap*- Government should finalise the draft policy on YALE and disseminate it to all stakeholders in then districts for consistency in policy implementation. This should entail redefinition of adult education beyond literacy, redefinition of the role and functions of NCLAE, as well as establishing within the adult education department a clear mandate on authority for YALE and V&NFE with legal backing to avoid free platform implementation and enhance coordination; develop a comprehensive mid-term and long-term costed programme and lobby for support for its implementation from Government and key partners such as World Bank, EU, and AfDB. This should accompany development of an operational framework for YALE and V&NFE and systematic information flow on policy, data collection tools for monitoring and best practices platform.
- d) *Limited career awareness*: Continued community sensitization on YALE and V&NFE participation to ensure ownership and sustainability. Career talks in primary and secondary schools coupled with provision of guidance and counselling to those who have already enrolled so as to help them manage the challenges they face and reduce drop-out rates. Civic education for parents and guardians so that they have an awareness of the advantages of V & NFE.
- e) *Information/Documentation Gap*: Government should enforce reporting and documentation of YALE and VNFE initiatives at all levels as well as develop an online platform for YALE and VNFE and publish a periodic directory for YALE and VNFE providers in the country.
- f) *Networking gaps*: Enhance networking through creation of networking platforms at district and national levels. Regular meetings for joint planning, review and sharing of information and best practices in the YALE and VNFE sectors should be established at district and national levels. Capacitate district coordination, monitoring and evaluation mechanisms as well as strengthen coordination at T/A level and decentralize vocational skills management to district level. Commemoration of international days on literacy should extend to more actors. CSOs should initiate advocacy activities and establish a coalition/network on YALE and V&NFE initiatives.
- g) *Lack of post training tool support* for all graduates – facilitate support for graduates by linking them with other entities that will entail application of acquired skills. This may include incentivizing linkage to local artisans where the local artisan can also benefit in supporting new graduates
- h) *Curricula*: Curriculum for vocational skills should be based on needs assessment, while there should be regular review of the curriculum on YALE
- i) *Concerted advocacy on YALE and VNFE*: Lobby for donor support on YALE and V&NFE

### **4.2.3 Recommendations to Inform DVV Programming**

Bearing in mind that the study seeks to inform DVV programming, the following recommendations are made to DVV International at macro, meso and micro-levels.

**At macro (national) level** DVVI should:

- a) Facilitate in enhancing the status, provision and impact of Adult Literacy and Education (ALE), i.e. DVVI should help in rebranding the National Adult Literacy Programme in order to attract more stakeholders, especially Development Partners (DPs) and to make them recognise the potential of ALE so that they can be encouraged to support it;

- b) Promote networking amongst key players in ALE, Complementary Basic Education, Non-formal education for youths, technical and entrepreneurship education for youths & adults in order to promote synergy and enhanced collaboration for effective delivery of programmes and to address policy overlaps and gaps existing amongst the key players;
- c) Support and strengthen the role of the National Centre for Literacy and Adult Education (NCLAE) and the Department of Community Development (DCD) in the development and provision of the rebranded ALE. This would entail undertaking an institutional review to identify key gaps and challenges to be filled and addressed;
- d) Support the development of an information management system (MIS) and a monitoring and evaluation (M&E) system to provide accountability and make available data to provide evidence on real accomplishments of ALE so that more DPs can support ALE;
- e) Support advocacy and lobbying for government to put in place a national policy and implementation framework for YALE and V&NFE which takes on board SDGs
- f) Support setting up a basket fund for YALE and V&NFE to enhance the resource base for implementing program activities at national, district and community levels

**At Meso (Middle/Organisational level), DVV should**

- a) Support the DCD in embedding the Community Learning Centre (CLCs) or Adult Literacy Centres (ALCs) in communities as key institutions and hubs of development at local level/village level providing lifelong learning opportunities for youths and adults;
- b) Provide support towards interested advocacy NGOs and CSO networks to perform their important roles and functions effectively in relation to vibrancy of advocacy and lobbying at various levels;
- c) Identify and work with District level stakeholders and CSOs in developing and implementing capacity building/training programmes for YALE and V&NFE practitioners to ensure enhanced impact at community level.

**At micro (local/community) level, DVVI should:**

- a) Facilitate setting up of model CLCs that provide a variety of relevant education opportunities in response to community needs;
- b) Strengthen community capacity to utilize the existing vocational skills
- c) Undertake in-depth studies to establish the most cost effective and efficient way(s) of delivering quality ALE that responds to society/community needs;
- d) Support the development of curricula that responds to community needs whose success can be scaled up for national coverage;
- e) Promote community ownership and accountability of CLCs through developing effective and workable public-private partnerships for sustainability of the programmes.

## **ANNEXES**

### **Annex 1: Terms of Reference**

#### **CALL FOR PROPOSALS TO CARRY OUT A MAPPING EXERCISE TO INFORM PROJECT IMPLEMENTATION**

Education for Everyone. Worldwide. Lifelong.

#### **BACKGROUND**

DVV International is the Institute for International Cooperation of the German Adult Education Association (Deutscher Volkshochschul-Verband e.V.), which represents the interests of the approximately 900 adult education centres (Volkshochschulen), the largest further education providers in Germany. As the leading professional organisation in the field of adult education and development cooperation, DVV International has committed itself to supporting lifelong learning for more than 45 years, providing worldwide support for the establishment and development of sustainable structures for Youth and Adult Education. DVV International provides capacity development and professional training, as well as advice and media for adult education policy engagement and system building.

Recognising the essential role that youth and adult education have to play in contributing to the development of the Republic of Malawi, DVV International in partnership with the Ministry of Civic Education, Culture and Community Development, specifically the National Centre for Literacy and Adult Education (NCLAE), is seeking to carry out a national mapping of stakeholders and providers of youth and adult literacy and education (YALE) and vocational and non-formal education (V&NFE) in Malawi.

## **OBJECTIVES OF THE WORK**

The objective of the mapping is to provide information on stakeholders and service providers working in the fields of YALE and V&NFE to inform future project design and implementation. The specific objective of the mapping is:

- To identify and classify, by means of appropriate tools and methods, organisations working directly in the management, provision and financing of activities in the field of YALE and V&NFE nationwide.

## **DELIVERABLES**

The deliverables of the work are:

- A mapping of organisations working, managing and financing YALE and V&NFE nationwide.

- A searchable database of the mapping data capable of generating reports based on various criteria (e.g. type of provider, geographical area, number/type of participants, etc.).

- A narrative report providing an overview of the mapping exercise and the data collected, including a statistical analysis of the collected data, and a glossary of the principal definitions, terminology and nomenclature currently employed in the fields of YALE and V&NFE in Malawi.

- Facilitation of a workshop to present the findings of the mapping to partners and stakeholders.

## **DURATION OF ASSIGNMENT**

The assignment should be completed within 30 days after the signing of the contract. The first draft should be delivered no later than November 20<sup>th</sup>, followed by the final draft on November 30<sup>th</sup>.

## **QUALIFICATIONS AND EXPERIENCE**

The successful applicant should have:

- A background in education and development or related fields

- Knowledge of development issues, practices and challenges within the country, and at community level

- Knowledge of different adult literacy approaches practised in the country

- Experience and knowledge of the Malawian education system, including YALE and V&NFE

- Experience in carrying out research projects, particularly mapping exercises, on a national scale

- Proven analytical, data collection, and research skills

- Be legally allowed to work in Malawi

## **SUBMISSION REQUIREMENTS**

If you fulfil the requirements and you are interested in working on this assignment, please send your proposal to conduct this mapping exercise by October 20<sup>th</sup>, 2017 electronically to the following e-mail address: [dvmalawi@gmail.com](mailto:dvmalawi@gmail.com). Proposals should include:

- a short letter emphasizing your experience and qualifications in relation to the assignment;
- a summary of the proposed methodology and approach, including a proposed time schedule with an indicative estimation of working days and detailed costs per task, and a brief explanation of the tools to be employed;
- an overview of the consultant or team (in the event of more than one person).

All proposals should be accompanied by the applicant's CV with references.

Any questions regarding this assignment should be addressed to DVV International at the email above.

## Annex 2: Mapping Tools

### YALE AND V&NFE MAPPING STUDY

Name of Organization: \_\_\_\_\_

Name(s) & positions of staff met: \_\_\_\_\_

---

---

---

#### Date of interview:

1. Services involved with: |\_\_||\_\_||\_\_|

1=Youth and adult literacy and education (YALE)

2=Vocational and non-formal education (V&NFE)

3=Both

2. Niche in YALE/V&NFE: |\_\_|

1=Service provider 2=Just an interested party but not service provider

3. If service provider in 2. Above, what type of service provider |\_\_||\_\_||\_\_|

1=Working (service delivery) 2=Managing (Policy guide, coordination, & oversight role)

3=Financing 4=Just interested party

5=Others specify \_\_\_\_\_

4. What is the geographical area of work (district, TA, and education zone)?

District	TA	Education zone

--	--	--

5. What is the type of participants/beneficiaries served?    1=Youth, 2=Adults 3=Both

6. Do you have any participants with special needs  1=Yes=1 No=2

7. What is the number of participants served? \_\_\_\_\_

Women	Men	Girls	Boys	Total

8. For how long have your organization been providing this service? \_\_\_\_\_

9. What has been your average annual budget in US\$ \_\_\_\_\_

10. How do you define the following:

- a) Literacy
- b) Youth
- c) Adult
- d) Inclusive literacy/education
- e) Quality literacy/education
- f) Youth and Adult Literacy and Education (YALE)
- g) Vocational and Non Formal Education (V & NFE)

11. What is the fundamental role of adult learning and education that your organization been fostering?

1=general issues 2=service provision 3=manging 4=financing 5=vocational 6=community mobilization/civic education  
7=Other specify \_\_\_\_\_

12. What are the key activities implemented over the past five years?

13. Which organizations are active in provision of YALE in this country/district/area?

- a. In terms of working/service provision
- b. Management
- c. Financing?

14. What are the key activities implemented by these organizations mentioned in 11 above?



- 15. Which organizations are active in the provision of V and NFE in this country/district/area?
  - a. In terms of working/service provision
  - b. Management
  - c. Financing

16. What are the key activities implemented by these organizations mentioned in 13 above?

17. How are stakeholders coordinated in the provision of YALE and V and NFE in this country/district/area?

18. What are the key challenges that your organization has encountered in providing the services mentioned in 10 above? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

19. What are the key gaps in your view that exist in delivering YALE and V&NFE in Malawi regarding the services mentioned in 3 above? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

20. What recommendations would you propose to address the challenges and gaps mentioned?  
Challenges:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Gaps \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**THANK YOU FOR YOUR TIME**

### Annex 3: References

1. Aitchison, J (2012): Youth and Adult Learning and Education in Southern Africa Overview of a five nation study. Osisa/ DVV International
2. Government of Malawi (GOM), 2016, Malawi Growth and Development Strategy II Review, Lilongwe: Ministry of Finance, Economic Planning and Development.
3. Hall and Mambo (2015). *Financing Education in Malawi*: Paper Presented at Oslo Summit on Financing for Education, Norway.
4. National Statistical Office (NSO) 2014. Malawi Labour Force Survey 2013. Zomba, Malawi
5. Ministry of Education, Science and Technology (MOEST), 2016, *Education Sector Performance Report for 2015/16*, Lilongwe: MOEST.
6. MOF, 2017, *2017/18 Draft Program Based Budget, Budget Document No 5*, Ministry of Finance, Economic Planning and Development.
7. MOF (2017), *Approved Financial Statements for the 2017/18 Financial Year*, Lilongwe: Ministry of Finance, Economic Planning and Development.
8. MOF (2017), *2017 Annual Economic Report*, Lilongwe: Ministry of Finance, Economic Planning and Development.
9. UN (2015) *Transforming our world: The 2030 Agenda for Sustainable Development*. UN, New York. <https://sustainabledevelopment.un.org/post2015/transformingourworld/publication>
10. UNESCO (2015a) Education 2030, Incheon Declaration and Framework for Action: Towards inclusive and equitable quality education and lifelong learning for all. UNESCO, Paris. <http://www.uis.unesco.org/Education/Documents/incheon-framework-for-action-en.pdf>
11. UNESCO UIS 2017, [http://uis.unesco.org/sites/default/files/documents/fs45-literacy-rates-continue-rise-generation-to-next-en-2017\\_0.pdf](http://uis.unesco.org/sites/default/files/documents/fs45-literacy-rates-continue-rise-generation-to-next-en-2017_0.pdf)

#### Annex 4: List of stakeholders engaged in mapping exercise

District	Organization	Name	Position	Contact phone/email
Karonga	Miracle Technical Institute	Wanangwa Mfunne-Sichone (Mrs)	Principal	0992528253 <a href="mailto:mfunewanangwa@yahoo.com">mfunewanangwa@yahoo.com</a>
		Bro Dingiswayo Soko	Human Resources Manager	<a href="mailto:chipangulasoko@yahoo.com">chipangulasoko@yahoo.com</a> <a href="mailto:miracle@broadbandmw.com">miracle@broadbandmw.com</a>
	Karonga Diocese	Remmie Kamanga	Education Desk Officer/Secretary	0999320117 <a href="mailto:kamangaremmie@gmail.com">kamangaremmie@gmail.com</a>
	District Education Office	Pauper Mkandawire	District Education Manager	0998938763 <a href="mailto:Mkandawire.pauper@yahoo.com">Mkandawire.pauper@yahoo.com</a>
	District Community Development Office	Kelly Mhone Goodson B Kamanga	DCDO CDA Mzata Area	0999360605 <a href="mailto:kellymhone@yahoo.com">kellymhone@yahoo.com</a>
	Lusubilo Community Based Organization	Vitumbiko Ngwira	Deputy Director	0994389400 <a href="mailto:vitu8819@gmail.com">vitu8819@gmail.com</a>
	Ngara Community Technical College	Glyn Nyirongo	Principal	0999373969 <a href="mailto:principalngara1@gmail.com">principalngara1@gmail.com</a>
Rumphi	Phwezi Rural Polytechnic	Alick Chihana	Principal	0999477132 <a href="mailto:alickchihana@gmail.com">alickchihana@gmail.com</a>
		O. J. Gondwe	Deputy Principal	0999372279 <a href="mailto:mkupagondwe@gmail.com">mkupagondwe@gmail.com</a>
Mzuzu	St John of God	Christopher Mhone Andrew Manda Michael Nyirenda Priscilla Msukwa Oswald Mhango	Programme Coordinator Program Leader Clinical Director Special Needs Teacher Project Coordinator	0991456482 <a href="mailto:christopher.mhone@sjog.mw">christopher.mhone@sjog.mw</a>
Mzimba	District Community Development Office	Bester Chirwa	Adult Literacy Instructor	0884263412
Dedza	Dedza Community Development Officer	Maria Gama	District Community Development Officer	0999009122
	Link Community Development	Michael Mulenga	Project Manager	0999008470
	Dedza Agriculture Office	Joshua Mphanda	Assistant DADO	0888366177/0999218315 <a href="mailto:joshuamphanda139@gmail.com">joshuamphanda139@gmail.com</a>
	Action Aid	Olipa Misomali	Programme Officer	0999312487/0999276272
	World Vision	Solomon Banda	Development Facilitator	
	Youth Initiative for Community Development (YICOD)	Andrew Bwanali	Team leader	0997758761
		Alinafe Chiperesa	Project Associate	
Sherifa Dasu		Project Officer		
	Tamanda Mendulo	Finance Officer		
Ntcheu	Ntcheu Labour office	Efford Geza	District Labour Officer	
		Moreen Tembo	Labour Officer	

		Mary Mwale	Labour Officer	
	YONECO	Richard Nkhonjera	Project Officer	0888209974
	CICOD/Winrock	Godfrey Kambankadzanja	Desk Officer- Arise project	0881767372
	Ntcheu District Youth Office	Aberson Mwale	District Youth Officer	0999273399
	MACOHA	Ernest Zgambo	District Manager	0999377107
Kasungu	Care Malawi	Mwawi Mkandawire	Project Manager	0996885663
	Good Health Youth Organization	Spiky Chimphanda	Administrator	0999408136
		Charles Phiri	Field Facilitator	
		Bristia Mangulu	Finance Officer	
	United Purpose	Frank Domingo	District Coordinator	
	Kasungu Community Development Office	Matriida Chirwa	Community Development Assistant	0999478703
		Lucy Kauzanani	Community Development Assistant	
		Linily Kampuka	Community Development Assistant	
	Build On	Alinafe Limbanga	Education Coordinator- CBE	0999016318 <a href="mailto:alinafe.limbanga@buildon.org">alinafe.limbanga@buildon.org</a>
Deniss Chimgonda		Educ Coord- Adult literacy	0999352997 <a href="mailto:deniss.chimgonda@buildon.org">deniss.chimgonda@buildon.org</a>	
Salima	Salima District Youth Office	Aubrey Banda	District Youth Officer	0993903816
	Starfish	Bonwell Yona	Spiritual Manager	
		Towera Kamanga	Sponsorship Officer	
		Emmanuel Chiumia	Links Officer	
	Care Malawi	Lydia Chazama	Field Advisor	0998225536
	Centre for Youth Empowerment and Civic Education (CYECE)	Joseph Magaleta	District Coordinator	
	CBE- Ministry of Education	Luckwell Ngongonda	CBE Coordinator	0999351370
	Salima Community Development Office	Brighton Chunga	DCDO	0992857880/0888301940
	Total Land Care	Vincent Kamwanja	Field Coordinator	0995422454
	Adolescent Girls Literacy (AGLIT)	Mary Kasela	District Coordinator	0994857765/0884043659
	World Relief	Gerald Phiri	OVC Coordinator	0999198092
ADRA	Shadreck Bandawo	Community Development Coord	0999358256/0888620547	
Nkhotakota	Community Development Office	Lusleen Mpota	Adult Literacy Instructor	

	Nkhotakota Youth Organization	Andrew Masoakhumbira	Programs Officer/Deputy Executive Director	
Mangochi	District Com Dev office	Anthony Zimba	DCDO	0888 586 680/0995233559 <a href="mailto:Anthony.zimba@yahoo.com">Anthony.zimba@yahoo.com</a> ,
	Assemblies of God Care	Mr. Allan Sangala		0888069530 <a href="mailto:allansangala@gmail.com">allansangala@gmail.com</a> ; <a href="mailto:seedmalawi@gmail.com">seedmalawi@gmail.com</a>
	Mangochi District Education Network	Andrew D Livanga	Coordinator	<a href="mailto:andrewlivanga@ymail.com">andrewlivanga@ymail.com</a> , <a href="mailto:livangaandrew@gmail.com">livangaandrew@gmail.com</a> 0999625877/0884642700
	Malawi Lake Basin Programme	Mwabi Sichinga	Project Officer	<a href="mailto:mwabi.sichinga@weeffect.org">mwabi.sichinga@weeffect.org</a> 01594 245
Mwanza	Mwanza Com Dev office	P. Mponda		0888 314 629
	Build On	Harold Juma		0881257662/0999377746 <a href="mailto:haroldjuma@gmail.com">haroldjuma@gmail.com</a>
Chikwawa	Chikwawa DCDO	Spencer Kamalizeni,		0888791633 <a href="mailto:kamalizenispencer@gmail.com">kamalizenispencer@gmail.com</a> ,
	United Purpose:	Mavuto Simbi		<a href="mailto:simbimavuto@gmail.com">simbimavuto@gmail.com</a> 0999781373
	SOS	Charles Mthengomwacha		0888338435 <a href="mailto:Charles.mthengomwacha@sos-malawi.org">Charles.mthengomwacha@sos-malawi.org</a>
	The Hunger Project	Kennedy Kapulula		0999782629; Email: <a href="mailto:kennedy.kapulula@thp.org">kennedy.kapulula@thp.org</a>
Mulanje	Mulanje DCDO	Colins Njala		0888698804; 0997809028 <a href="mailto:njalacollins@gmail.com">njalacollins@gmail.com</a>
	ADRA	Andiyesa Mhango,		0888352429 <a href="mailto:andiyesa.mhango@adra.org.mw">andiyesa.mhango@adra.org.mw</a>
Zomba	Zomba Com Dev Off,	Mrs Flora Mvuta	DCDO	0999 369 325/ 0881 624 018 <a href="mailto:floramvuta@yahoo.com">floramvuta@yahoo.com</a>
	Naphini Community Learning Centre	Lyson Walusa,	Coordinator	<a href="mailto:naphiniclc@gmail.com">naphiniclc@gmail.com</a> , 0993 864 808
Blantyre	BT Comm Dev Office	Mrs Agnes Napwanga	DCDO	08888 56901 <a href="mailto:agnapwanga@gmail.com">agnapwanga@gmail.com</a>
	FISD:	Amey Tchongwe,	Project Officer	<a href="mailto:anytchongwe@gmail.com">anytchongwe@gmail.com</a> 0999326177
	Stephanos Foundation	Gilbert Nkhwangwa	Project Officer	<a href="mailto:nkhwangwag@gmail.com">nkhwangwag@gmail.com</a> 0884430822/0999731623
Mchinji	District Education Network:	Helen Makukula,	Coordinator	<a href="mailto:helenmakukula@gmail.com">helenmakukula@gmail.com</a> 0999 277 300
	DCDO Mchinji	Ms Joyce Ntukuso	DCDO	0888 047 083; 0999 262 224

## Annex 4: List of Participants to Draft Mapping Report Presentation Platinum Hotel, Lilongwe

NAME	ORGANISATION	CONTACT ADDRESS	DESIGNATION	CONTACT NUMBER	E-MAIL ADDRESS
Clotilda Sawasawa (Mrs)	Community Development	Private Bag 384, Lilongwe 3	Director of Community Development	0888 51 27 24	<a href="mailto:cosawasawa5@yahoo.com">cosawasawa5@yahoo.com</a>
David Harrington	DVV International	699/47/4 Lilongwe	Regional Director southern Africa	0993903634	<a href="mailto:harrington@dvv-international.de">harrington@dvv-international.de</a>
James Chima	IDM Consulting and Associates	P/Bag B 508, Lilongwe 3	Lead Consultant	0888 84 61 02 0999 77 67 99	<a href="mailto:consultingidm@yahoo.com">consultingidm@yahoo.com</a>
Ivy Luhanga	MoCECCD	P/Bag 384 Lilongwe	Principle Secretary		<a href="mailto:iluhanga@yahoo.com">iluhanga@yahoo.com</a>
Hon. Grace Chiumia M.P	MoCECCD	P/Bag 384, Lilongwe 3	Honourable Minister		
Loveness Mgalamadzi	LUANAR-Extension Department	P.O. Box 219, Lilongwe	Lecture in Extension & rural development	0996 411 420 0888 189 654	<a href="mailto:imgalamadzi@luanar.ac.mw">imgalamadzi@luanar.ac.mw</a> <a href="mailto:loveness.msofi@gmail.com">loveness.msofi@gmail.com</a>
Dr. Allan Lipenga	Chancellor College School of Education	P.O Box 280, Zomba	Lecture-Language Education	0991 264 094 0888 899 907	<a href="mailto:alipenga@cc.ac.mw">alipenga@cc.ac.mw</a>
Admson Chakanika	NACLAE	P.O Box 30786/ P/ Bag 384 Lilongwe 3	Chief Community Development Officer	0995 60 68 30 0888 3799 64	<a href="mailto:adamson.chakanika@yahoo.com">adamson.chakanika@yahoo.com</a>
Phillip Weyer	Germany Embassy	P.O. Box 300046, Lilongwe		+265^772 555	<a href="mailto:Rh-referendar^@lilo.diplo.de">Rh-referendar^@lilo.diplo.de</a>
Geoffrey Chilombo	Department of Agriculture & Extension Services (DAES)	P.O. Box 30145, Lilongwe	Agriculture Communication Officer	0999 603 087 0882 430 573	<a href="mailto:chilombog@gmail.com">chilombog@gmail.com</a>
Limbani Nsapato	EDUKANS	P.O. Box 330361 Lilongwe 3	Country Representative	0880 025 678 0994 846 688	<a href="mailto:linsapato@gmail.com">linsapato@gmail.com</a> <a href="mailto:limbani@edukans.org">limbani@edukans.org</a>
Osborne Mfwilaseko	CSCE	P.O. Box 30736, Lilongwe 3	Project Manager	0884 588 358 0992 782 070	<a href="mailto:osbornemfwilaseko@yahoo.co.uk">osbornemfwilaseko@yahoo.co.uk</a>
Gift DalitsoKasamira	Lilongwe City Council	P.O. Box 30396, Lilongwe 3	City Development Strategy Manager	0998 497 871 0882 316 554	<a href="mailto:gkasamira@gmail.com">gkasamira@gmail.com</a>
Joyce Kalonga	MoCECCD (NACLAE)	P.O. Box 30786 Lilongwe 3	Community Development Officer	0888 381 403 0993 840 897	<a href="mailto:joycekalonga@gmail.com">joycekalonga@gmail.com</a>

Catherine Ngoleka	NGO Board	P.O. Box 31785 Lilongwe 3	Program Officer	0999 802 147 01770 014	<a href="mailto:cathngoleka@gmail.com">cathngoleka@gmail.com</a> cathngoleka@gmail.com
Dr. Elizabeth Gomani Chindebvu	Museums and Monuments	P/Bag384, Lilongwe 3	Director of Museums and Monuments	0996 195 848 0888 899 209	egomanichindebvu@yahoo.com
Lucy Banda	Total Land care	Box 2440 Lilongwe	Monitoring and Evaluation officer (Intern)	0991 247 942	lucycbanda@gmail.com
Gray Nyali	National library Services	P.O. Box 30314, Lilongwe 3	National Librarian CEO	01773560 0999 955 880	gnyali@hotmail.com
Henry B. Chimbeleko	Magomero Community Development Training College	P/Bag 3 Namadzi	Deputy Principal	0994 304 700	hchimbel@gmail.com
Humphrey Mpondaminga	Department of Arts	P/Bag 384, Lilongwe	Director of Arts	0881 959 902 0999 768 682	<a href="mailto:humphrey.mpondaminga@hotmail.com">humphrey.mpondaminga@hotmail.com</a>
Dr. Potipher M. Kaliba	Museums and monuments	p/bag 384 Lilongwe 3	Deputy Director	0888 836 336	pmkaliba@yahoo.com
Bannet S. Banda	MoCECCD	P.O. Box 86 Mzimba	SCDA	0888 347 230 0997 210 630	bandabarnett@gmail.com
Owen Zedi	CD	P.O. Box 54 Mulanje	Community Development Assistant	0884 279 594 0993 610 996	zediowen132@gmail.com
Chrispinkalaya	Department of Civic Education	P/Bag 384 Lilongwe 3	Civic Education Officer	0999 466 741 0884 646 950	cakalaya@gmail.com
Lucy Chiwanga	DoCD (NACLAE)	Box 30786 Lilongwe 3	ACDO	0884 333 840 0995 221 029	chiwangalucy@yahoo.com
Stella Tsiga	NACLAE	P. O. Box 30786 Lilongwe	ACDO	0888 709 811 0991 205 332	<a href="mailto:swazietsiga@gmail.com">swazietsiga@gmail.com</a>
Agness Napwanga	CD	Blantyre District Council P/Bag 97, Blantyre	DCDO	0888 856 901 0991 607 889	agnapwanga@gmail.com
Joyce Mtukuso	CD Mchinji District Council	Box 132, Mchinji	DCDO	0999 262 224 0888 047 083	joycemtukuso@gmail.com
Emily Mzembe	CD	Mzimba (N) Box 60 Mzuzu	ACDO	0888 858 302 0999 776 936	emilymzembe@yahoo.com
Blessings Chogowo	NACLAE	P. O. Box 30786 Lilongwe	AHRMO	0999 379 206 0882 140 856	bchigowo@yahoo.com

Dingire Cynthia Mnyenyembe	DC	District Development Officer P/Bag 48 Nkhotakota	DCDO	0888 553 012	cynthiamnyenyembe@gmail.com
Patrick Mpoya	MoCECCD	P/Bag, 384	Minister's Office	0991 844 745	
Patience Chankakala	MoCECCD	P/Bag, 384	PAO	0888 850 011 0998311 946	petmanda@gmail.com
Ashraf Banda	MoCECCD	P/Bag, 384	Principal Economist	0993 678 644	
Francis Sailes Nankhonya	MoCECCD	P/Bag, 384	Procurement Officer	0884 757 508	francissailles@outlook.com
Ahmed Ngalawango	MoCECCD	P/Bag, 384	Chief Human Resource Mgt. Officer	0999 955 342 0888 059 442	ahmedwango@yahoo.com
Andrew C. T. Chima	MoCECCD	P/Bag, 384	DCDO	0888 358 149 0997 918 884	achima02@yahoo.com
Kelly B. Mhone	CD	P.O. Box 270	DCDO	0999 360 605	kellymhone@yahoo.com
Emily Mazengera	CD	Lilongwe DCDO P.O. Box 908, Lilongwe	ACDO	0999 639 770 0888 580 903	emilychipata@gmail.com
Oscar Maseko	CD	DCDO Box 1 Nkhatabay	DCDO	0888 315 654	masekooscar@yahoo.com
Beatrice Phiri	CD	DCDO Box 47 Ntcheu	DCDO	0999 208 352 0882 222 542	beatsokophiri@gmail.com
Bernard Chanachi	CD	Kasungu District Council, P/Bag 1 Kasungu	DCDO	0999 478 703 0881 742 074	bchanachi@gmail.com
Haddy Mulenga	CD	Rumphi District Council, p/Bag 106, Rumphi	DCDO	0884 126 953 0996 011 097	haddymulenga@gmail.com
Francis K. Banda	CD	Salima District Council, P/Bag 15, Salima	ACDO	0997 169 000	fkbanda23@gmail.com
Aubet Mkwawira	NACLAE	Box 30786, Lilongwe	CCDO	0995 501 359	admkwawira@outlook.com
Happy Kumwenda	CD	Dedza District Council, P.O. Box 9, Dedza	CDA	0995 143 864	kumwendahappy1@gamil.com happy.kumwenda@yahoo.com
Phillip Mponda Banda	CD	Mwanza District Council, P.O. Box 48, Mwanza	DCDO	0888 314 629	phillippondabanda@gmail.com
Charles Mkunga	CD	Box 30786, Lilongwe	CCDO	0999 797 882	charlesnkunga@yahoo.com
Robert Njewa	CD	Box 30786, Lilongwe	CCDO	0888 441 201	rnjewa@gmail.com



				0993 430 332	
Chimwemwe Sankhulani	NACLAE	Box 30786, Lilongwe	Camera Man	0888 708 889 0993610 145	<a href="mailto:sankhulanichimwemwe@yahoo.com">sankhulanichimwemwe@yahoo.com</a>
William Chilemba	NACLAE	Box 30786, Lilongwe	Camera Man	0881 806 660	<a href="mailto:chilembawilliam@yahoo.com">chilembawilliam@yahoo.com</a>
Spencer Kamalizeni	CD	Chikwawa District Council, P/Bag 1	DCDO	0888 554 698	<a href="mailto:kamalizenis@gmail.com">kamalizenis@gmail.com</a>
Patricia Kumambala	NACLAE	P.O. Box 30786 Lilongwe 3	Typist	0888 64 15 42 0999 64 15 42	<a href="mailto:patriciakumambala@yahoo.com">patriciakumambala@yahoo.com</a>

### Annex 5: Institutions providing YALE and VNFE Services by Districts

DISTRICT	INSTITUTION	SERVICES (YALE/ VNFE)	GEOGRAPHICAL COVERGAE	MAIN ACTIVITIES/ SERVICES	BENEFICIARY PARTICIPANTS	PERIOD IN SERVICE	ANNUAL BUDGET
Karonga	1. Karonga Diocese	Both	Based in TA Kyungu but offers training to youths and adults from all regions of Malawi	Training of youths and adults. Internship of trainees. Construction of the boarding facility. Marketing of programs offered at the institution. Capacity building	1, 286 youths and adults (120 women, 43 men 467 girls656 boys) have been able to graduate from the institution. 332 youths and adults are still on training – 275 on campus and 57 on industrial attachments.	15 Years	US\$400,000
	2. Remie Kamanga, Education Desk Officer/Secretary, 0999320117 <a href="mailto:kamangaremmie@gmail.com">kamangaremmie@gmail.com</a>						
	3. Miracle Technical Institute Wanangwa Mfunne-Sichone (Mrs) Principal 0992528253 Email: <a href="mailto:miracle@broadbandmw.com">miracle@broadbandmw.com</a> Bro Dingiswayo Soko Human Resources Manager Email: <a href="mailto:chipangulasoko@yahoo.com">chipangulasoko@yahoo.com</a>						
	4. Lusubilo Community-Based Organization Vitumbiko Ngwira, Deputy Director, 0994389400 <a href="mailto:vitu8819@gmail.com">vitu8819@gmail.com</a>	Both	All TAs under Karonga Diocese spanning Karonga and Chitipa districts and part of Rumphi	Trained youth in various vocational skills Empowered communities in new agricultural activities Helped many orphans re-unite with their families Technical education Special needs education Education sponsorships Community mobilization	Beneficiaries which include both youth and adults as well as those with special needs. Reaches out to more than 10,000 adults through community empowerment program. Over 397 youth have benefited from our vocation skills program	20 years	US\$50000
	5. DCDO	YALE	Whole district	Mobilisation of adult literacy classes			

DISTRICT	INSTITUTION	SERVICES (YALE/ VNFE)	GEOGRAPHICAL COVERGAE	MAIN ACTIVITIES/ SERVICES	BENEFICIARY PARTICIPANTS	PERIOD IN SERVICE	ANNUAL BUDGET
	Kelly Mhone, 0999360605 Email: <a href="mailto:kellymhone@yahoo.com">kellymhone@yahoo.com</a>			Establishing adult literacy classes and providing teaching and learning materials Establishing committees Training of instructors			
	6. World Vision Steven Chekecheke 0888316208 <a href="mailto:Steven_chekecheke@wvi.org">Steven_chekecheke@wvi.org</a>	YALE	All TAs	Capacity building. Financing Training Civic education			
	7. District Education Manager (DEM) Pauper Mkandawire 0998938763 <a href="mailto:Mkandawire.pauper@yahoo.com">Mkandawire.pauper@yahoo.com</a>	YALE	Whole district	CBE			
	8. Foundation for Community support Services (FOCUS) Kossam Munthali 0 888 510 259/0 999 793 698/ 01 362 712 <a href="mailto:focuska@focusmw.org">focuska@focusmw.org</a> <a href="mailto:kmunthali@focusmw.org">kmunthali@focusmw.org</a>	YALE	TA Kyungu	Civic education Capacity building			
	9. Ngara Community Technical College Glyn Nyirongo Principal 0999373969 <a href="mailto:principalngara@gmail.com">principalngara@gmail.com</a>	V&NFE	Various districts	Training of youths and adults. Internship of trainees. Capacity building Civic education			
	10. Phwezi Rural Polytechnic, Alick Chihana, Principal 0999477132	V&NFE	Various districts	Training of youths and adults. Internship of trainees. Capacity building			

DISTRICT	INSTITUTION	SERVICES (YALE/ VNFE)	GEOGRAPHICAL COVERGAE	MAIN ACTIVITIES/ SERVICES	BENEFICIARY PARTICIPANTS	PERIOD IN SERVICE	ANNUAL BUDGET
	<a href="mailto:alickchihana@gmail.com">alickchihana@gmail.com</a>						
Mzuzu	11. St John of God Community Services Christopher Mhone 0991456482 <a href="mailto:christopher.mhone@sjog.mw">christopher.mhone@sjog.mw</a>	V&NFE	Whole Mzuzu urban	Vocational skills training in Horticulture, Tailoring , Carpentry, Home management, Bricklaying, Life skills training, and Counselling	100 (44 girls and 56 boys) beneficiaries which include youth only as well as those with special needs annually Another 100 from community program since 2014.	15 years	MK28m
	12. SOS	Both	Whole Mzuzu urban	Youth economic empowerment Vocational skills training School support Adult literacy classes			
	13. DCDO (Mzimba North) Emily Mzembe ACDO 0888 858 302 0999 776 936 <a href="mailto:emilymzembe@yahoo.com">emilymzembe@yahoo.com</a>	YALE	Mzimba North	Mobilisation of adult literacy classes Establishing adult literacy classes and providing teaching and learning materials Establishing committees Training of instructors			
	14. Rafik Foundation	Both	Whole Mzuzu urban	Health Services Youth economic empowerment Vocational skills training Adult literacy classes			
	15. CCAP Synod of Livingstonia	YALE	Mzimba, Rumphi, Nkhata Bay, Karonga, & Chitipa	Health Services Youth economic empowerment Vocational skills training School support			
Mzimba	16. DCDO Bannet S. Banda Senior CDA 0888 347 230 0997 210 630 <a href="mailto:bandabarnett@gmail.com">bandabarnett@gmail.com</a>	YALE	Mzimba South	Mobilisation of adult literacy classes Establishing adult literacy classes and providing teaching and learning materials Establishing committees Training of instructors			
National	17. NACLAE Aubert Mkwawira	YALE	National	Coordination of delivery of YALE services			

DISTRICT	INSTITUTION	SERVICES (YALE/ VNFE)	GEOGRAPHICAL COVERGAE	MAIN ACTIVITIES/ SERVICES	BENEFICIARY PARTICIPANTS	PERIOD IN SERVICE	ANNUAL BUDGET
	Chief CDO 0995 501 359 <a href="mailto:admkwawira@outlook.com">admkwawira@outlook.com</a>			Materials development Curriculum development			
National	18. UNESCO David Mulera 0999939437 <a href="mailto:dmulera@yahoo.com">dmulera@yahoo.com</a>	Both	National in general but as for specific projects, e.g. the bridge project Lilongwe (TA Malili Njewa Zone); Zomba (TA Malemia Domasi Zone); and Blantyre Bangwe zone	Establishment of community learning centres Provision of teaching and learning materials Training of teachers and management committees Construction work on infrastructure	1020 beneficiaries which include both youth and adults as well as those with special needs	7 years for Bridge Project	US\$200,000
National	19. NASFAM Mrs. E. Kwanjana 0884098383 <a href="mailto:Ekwanjana@nasfam.org">Ekwanjana@nasfam.org</a>	Both	5 districts (Thyolo, Mulanje, Balaka, Zomba, Phalombe) Mangochi, Ncheu, Lilongwe, Dowa Mchinji, Ntchisi, Kasungu, Mzimba, Rumphu, Karonga,	YALE intervention (Functional literacy as a skill for successful farming business) VNFE linked to literacy as platform for application of skills acquired Integrate gender within literacy Energy saving intervention linkages Self-sponsored programmes English literacy classes in Zomba, Balaka, and Phalombe/Mulnaje/Thyolo VSL Build role models within communities Community mobilization	>40000	2003	US\$20,000
National	20. Action Aid Julie Juma 0888523212 <a href="mailto:Julie.Juma@actionaid.org">Julie.Juma@actionaid.org</a>	YALE (REFLECT)	National	Literacy through REFLECT approach Financing Provision of teaching and learning materials Construction of infrastructure			
National	21. CSCE Osborne Mfwilaseko	YALE	National	Coordination			

DISTRICT	INSTITUTION	SERVICES (YALE/ VNFE)	GEOGRAPHICAL COVERGAE	MAIN ACTIVITIES/ SERVICES	BENEFICIARY PARTICIPANTS	PERIOD IN SERVICE	ANNUAL BUDGET
	Project Manager 0884 588 358/ 0992 782 070 <a href="mailto:osbornemfwilaseko@yahoo.co.uk">osbornemfwilaseko@yahoo.co.uk</a>						
Lilongwe/D owa	22. NAFIM Mc Billy Ng'ombe 0999922937	YALE	2 TAs in Dowa and Lilongwe	Study circles Adult literacy			
Dedza	23. Community Development Office Maria Gama District Community Development Officer 0999009122	YALE (adults)	Whole district	Adult literacy centres management Training of Literacy Instructors Assessment and certification of adult literacy learners Adult literacy initiatives coordination and supervision Provision of teaching and learning materials Renovation of literacy centres Community mobilization	6750 adults (5101 women and 1649 men)	Since 1966	MK4m
	24. Action Aid Olipa Misomali Programme Officer 0999312487 <a href="mailto:Olipa.misomali@action.org">Olipa.misomali@action.org</a>	YALE (Both adults and youth)	TAs Kasumbu	Adult literacy through REFLECTION ACTION Community mobilization School infrastructure development Lobbying and advocacy	Not sure	7 years	MK40m
	25. World Vision Solomon Banda Development Facilitator <a href="mailto:Solomon_banda@wvi.org">Solomon_banda@wvi.org</a>	YALE (Youth) & VNFE	TAs Tambala, Kaphuka, Kachere	Youth literacy (CBE) Manage Vocational skills development centres To introduce community based youth vocational skills centres	Not sure on youth literacy 250 men on vocational education	13 years 3 years	MK42m
	26. Youth Initiative for Community Development (YICOD) Andrew Bwanali Team leader 0997758761	YALE (youth)	TAs Kasumbu, Kachere	Advocacy on youth skills development Youth literacy through REFLECT circles Current Chairperson for Dedza District Youth Network	26571 youths	5 years	MK5m

DISTRICT	INSTITUTION	SERVICES (YALE/ VNFE)	GEOGRAPHICAL COVERGAE	MAIN ACTIVITIES/ SERVICES	BENEFICIARY PARTICIPANTS	PERIOD IN SERVICE	ANNUAL BUDGET
	27. Link Community Development Michael Mulenga Project Manager 0999008470	YALE (adult literacy)	Education Zones: Chimwangulu, Chilanga, Chitundu, Tchesa, Kanyenda, Bembeke, Chikololere, Makota	Youth literacy through youth learning centres IGA skills development to establish small businesses Advocacy	Not sure	3 years	Not sure
	28. Agriculture Office Joshua Mphanda Assistant DADO 0888366177/0999218315 <a href="mailto:joshuamphanda139@gmail.com">joshuamphanda139@gmail.com</a>	Non formal education	Whole district	Agribusiness training through farmer field schools and farming as a business classes Community mobilization Policy direction and monitoring and supervision Extension services	Total of 223,054 comprising 46841 women, 158368 men, and 17845 youth		MK53m
Ntcheu	29. District Youth Office Aberson Mwale District Youth Officer 0999273399	Both (Vocational and youth literacy)		Vocational skills training in carpentry, tailoring, weaving, electrician Youth literacy Youth development centres Link youth to community colleges Link youth to local artisan	151590 youths (76017 boys 75573 girls)		MK5m
	30. DCDO Beatrice Phiri DCDO 0999 208 352 0882 222 542 <a href="mailto:beatsokophiri@gmail.com">beatsokophiri@gmail.com</a>	YALE	Whole district	Mobilisation of adult literacy classes Establishing adult literacy classes and providing teaching and learning materials Establishing committees Training of instructors			
	31. Labour Office Efford Geza District Labour Officer 0999276272	VNFE (Vocational education)	TAs Ganya, Njolomol, Kwataine	Advertise job opportunities in the district-link employer and employee Lobby for employee/employer rights Settle labour disputes advocate against child labour vocational skills development in community colleges	Not sure	3 years	Not sure
	32. MACOHA Ernest Zgambo	VNFE	Whole district	Link to national vocational centres linking to local artisan	32 adults (15 women and 17 men)	2 years	MK6m

DISTRICT	INSTITUTION	SERVICES (YALE/ VNFE)	GEOGRAPHICAL COVERGAE	MAIN ACTIVITIES/ SERVICES	BENEFICIARY PARTICIPANTS	PERIOD IN SERVICE	ANNUAL BUDGET
	District Manager 0999377107	(Vocational education)					
	33. CICOD/Winrock Desk Officer Godfrey Kambankadzanja Desk Officer- Arise project 0881767372	YALE (Youth literacy)	TAs Ganya, Njolomol, Kwataine	Vocational skill training in carpentry and tailoring Youth literacy classes Support formal education with learning materials	Not sure	7 years	Not sure
	34. YONECO Richard Nkhonjera Project Officer 0888209974	YALE (Youth literacy)		Youth and adult literacy Vocational skills development through linking youth to local artisan Youth counselling and HTC Life skills training Community mobilization and awareness	20 youths	3 years	Not sure
Kasungu	35. Good Health Youth Organization Spiky Chimphanda Project Officer 0999408136	VNFE (Vocational education)	TAs Kaomba, Mwase, and Chilowamatambe	Vocational skills training in computer training Financial support to youth for skills development Behavioural change and mobilization	4000	15 years	MK65m
	36. Community Development Office Bernard Chanachi DCDO 0999 478 703 0881 742 074 <a href="mailto:bchanachi@gmail.com">bchanachi@gmail.com</a>	YALE (Adult literacy)	Whole district	Adult literacy Coordinating adult literacy initiatives in the district Training adult literacy instructors Assessment of adult literacy classes Provision of teaching and learning materials Establishing adult literacy centres	Not sure	Over 50 years	Not sure
	37. Care Malawi Mwawi Mkandawire Project Manager 0996885663 <a href="mailto:mwawi.mkandawire@co.care.org">mwawi.mkandawire@co.care.org</a>	YALE (Youth literacy)	Zyalambe Zone	Youth Literacy with a focus on girls (teen mothers) Getting youth back to formal education upon completion of the course Renovate youth learning centres Training learning centre management committees	90 boys and 180 girls	Less than 1 years (Jan 2017)	Not sure



DISTRICT	INSTITUTION	SERVICES (YALE/ VNFE)	GEOGRAPHICAL COVERGAE	MAIN ACTIVITIES/ SERVICES	BENEFICIARY PARTICIPANTS	PERIOD IN SERVICE	ANNUAL BUDGET
	38. Build On Alinafe Limbanga Education Coordinator- CBE 0999016318 <a href="mailto:alinafe.limbanga@buildon.org">alinafe.limbanga@buildon.org</a> Deniss Chingonda Educ Coord- Adult literacy 0999352997 <a href="mailto:deniss.chingonda@buildon.org">deniss.chingonda@buildon.org</a>	YALE (Adult & Youth literacy)	Zyalambe Zone	Youth literacy- complementary basic education Adult literacy Provision of teaching and learning materials Community mobilization Economic empowerment- VSL and revolving fund	Adult literacy 1200 Youth literacy 1802 youths (892 boys and 910 girls)	11 years 2 years	US\$67400
	39. United Purpose Frank Domingo District Coordinator 0999478703 <a href="mailto:Frank.domingo@united-purpose.org">Frank.domingo@united-purpose.org</a>	YALE (adult literacy)	TAs Kaomba, Santhe, Simlemba, Kawamba, & Nyazi	Adult literacy- but phased out in October 2017 Water and Sanitation	Phased out in October 2017		Not available
Salima	40. District Youth Office Aubrey Banda District Youth Officer 0993903816	Youth literacy/vo cational skills	Whole district	Functional literacy Economic empowerment-Vocational skills development Youth leadership training Youth participation- Youth parliament Community mobilization	Not sure	Over 50 years	MK5million
	41. World Relief Gerald Phiri OVC Coordinator 0999198092	Vocational skills	Khombedza	Finance linkage of youths to local artisan in carpentry, baking, bricklaying, tailoring Target OVC	91	3 years	MK50m
	42. ADRA Shadreck Bandawo Community Development Coordinator 0999358256	Vocational skills	TAs Kambiri, Ndindi, Kalonga	Vocational training in carpentry and joinery, tinsmith, tailoring Training in entrepreneurship Team building Community mobilization	116 adults (58 women and 58 men)		MK2.5m
	43. AGLIT Mary Kasela	Girls literacy	Ngolowindo, Katelera, Kaphate	Teen (girls) complementary basic education	3645 girls	2 years	Not sure

DISTRICT	INSTITUTION	SERVICES (YALE/ VNFE)	GEOGRAPHICAL COVERGAE	MAIN ACTIVITIES/ SERVICES	BENEFICIARY PARTICIPANTS	PERIOD IN SERVICE	ANNUAL BUDGET
	District Coordinator 0994857765/ 0884043659		nga, Chipoka Zones	Training instructors			
	44. CBE Luckwell Ngongonda CBE Coordinator 0999351370	Youth literacy	Whole district	Complementary basic education Getting beneficiaries back to formal education Training instructors Provision of teaching and learning materials	2068 youths (1089 boys and 979 girls)	7 years	MK8,088,000
	45. Community Development Office Francis K. Banda ACDO 0997 169 000 <a href="mailto:fkbanda23@gmail.com">fkbanda23@gmail.com</a>	Adult literacy	Whole district	Adult literacy Coordinating adult literacy initiatives in the district Training adult literacy instructors Assessment of adult literacy classes Provision of teaching and learning materials Establishing adult literacy centres	8376 adults (8256 women and 120 men)	Over 50 years	MK8,040,000
	46. Total Land Care Vincent Kamwanja Field Coordinator 0995422454 <a href="mailto:vincent@tlc.mw">vincent@tlc.mw</a>	Adult literacy/ non formal education	EPAs: Katelera, Makande, Matenje, Chiluja	Adult literacy through REFLECT circles Vocational skills training for the youth in Conservation Agriculture and Irrigation as an agribusiness Provision of start-up equipment in form of a soft loan	177	3 years	Not sure
	47. Starfish Towera Kamanga Sponsorship Officer 0888620547	Vocational education	Whole district	Vocational skills in tailoring, carpentry Sponsorship to secondary school learners School linking with UK to improve literacy Provision of sports material for youth development	125 youth (82 boys and 43 girls)	7 years	Not sure
	48. Care Malawi Lydia Chazama Field Advisor 0998225536 <a href="mailto:lydia.chazama@care.org">lydia.chazama@care.org</a>	Youth literacy	TA Kalonga	Youth literacy with a focus on girls (teen mothers) Re-enrolment to formal education upon completion Intends to introduce vocational skills for girls who wish not to be re-enrolled	90 youth (29 boys and 61 girls)	Less than 1 years (Jan 2017)	Not sure

DISTRICT	INSTITUTION	SERVICES (YALE/ VNFE)	GEOGRAPHICAL COVERGAE	MAIN ACTIVITIES/ SERVICES	BENEFICIARY PARTICIPANTS	PERIOD IN SERVICE	ANNUAL BUDGET
				Community mobilization			
	49. Centre for Youth Empowerment and Civic Education (CYECE) Joseph Magaleta District Coordinator 0888301940		TAs Khombedza & Mwanza Kanongola & Matenje Zones	Functional literacy Establish and manage transitional learning centres Provision of teaching and learning materials Back to school programme initiative Governance and youth participation	582	1.5 years	Not sure
Nkhotakota	50. DCDO Dingire Cynthia Mnyenyembe DCDO 0888 553 012 <a href="mailto:cynthiamnyenyembe@gmail.com">cynthiamnyenyembe@gmail.com</a>						
	51. Nkhotakota Youth Organization Andrew Masoakhumbira Programs Officer/Deputy Executive Director	YALE	Whole district	Vocational skills training in carpentry and joinery, tailoring and fashion design, electrician and installation, welding and fabrication, ICT, arts and craft Provide bursary for marginalized youths and young offender (in prison)	Total 630 youths (441 boys and 189 girls)	6 years	MK70m
CHIKWA WA	52. SOS Chikwawa Charles Mthengomwacha 0888338435 <a href="mailto:Charles.mthengomwacha@sos-malawi.org">Charles.mthengomwacha@sos-malawi.org</a>	Both	TA Ngabu (in Ngabu and Nsenjere Education zones)	Capacity building in parenting Economic empowerment Community empowerment through CBOs Direct service provision in areas of health, care and education	396 females, 144 males; 1056 girls, 897 boys		
	53. The Hunger Project Kennedy Kapulula 0999782629 <a href="mailto:kennedy.kapulula@thp.org">kennedy.kapulula@thp.org</a>	Both	2 TAs of Chapananga and Kasisi	Establishing adult literacy classes Recruiting remunerating volunteers Supporting community initiated projects Skills training of people (bakery, carpentry, brick laying, tinsmith)	244 people		

DISTRICT	INSTITUTION	SERVICES (YALE/ VNFE)	GEOGRAPHICAL COVERGAE	MAIN ACTIVITIES/ SERVICES	BENEFICIARY PARTICIPANTS	PERIOD IN SERVICE	ANNUAL BUDGET
				Linking communities to loan organizations for their small businesses Community mobilization and sensitization meetings			
	54. Chikwawa DCDO Spencer Kamalizeni 0888791633 <a href="mailto:kamalizenispencer@gmail.com">kamalizenispencer@gmail.com</a>	YALE	Whole district in 11 TAs	Mobilisation of adult literacy classes Establishing adult literacy classes and providing teaching and learning materials Establishing committees Training of instructors Empowering communities with skills in business management Monitoring and supervision of programmes			
	55. United Purpose Mavuto Simbi 0999781373 <a href="mailto:simbimavuto@gmail.com">simbimavuto@gmail.com</a>	YALE	2 TAs of TA Katunga and Maseya	Capacity building Provision of materials Mobilisation campaigns Training of instructors			
Mchinji	56. District Education Network of Mchinji Helen Makukula Coordinator 0999 277 300 <a href="mailto:helenmakukula@gmail.com">helenmakukula@gmail.com</a>	N/A	Whole district	Advocacy around education issues Mobilising NGOs in education (22 members, 16 active ones) Tracking school improvement grants (SIGs)	Primary and secondary schools		
	57. Mchinji DCDO Ms Joyce Ntukuso DCDO 0888 047 083/ 0999 262 224 <a href="mailto:joycemtukuso@gmail.com">joycemtukuso@gmail.com</a>	Both	Whole district in 13 TAs	Capacity building-training beneficiaries in group dynamics and business management Opening and operating literacy classes- 270 for Chichewa and 58 for English Community mobilisation Economic empowerment- through COMSIP	970 learners in 2016/17 (673 women and 305 males) in English		
BLANTYR E	58. Blantyre DCDO Mrs Agnes Napwanga DCDO	YALE	Whole district in 8 TAs	Recruiting instructors and training them using ORT Establishing literacy centres	340 instructors, 30 class supervisors, 58 English instructors		

DISTRICT	INSTITUTION	SERVICES (YALE/ VNFE)	GEOGRAPHICAL COVERGAE	MAIN ACTIVITIES/ SERVICES	BENEFICIARY PARTICIPANTS	PERIOD IN SERVICE	ANNUAL BUDGET
	08888 56901 <a href="mailto:agnapwanga@gmail.com">agnapwanga@gmail.com</a>			Community mobilisation and sensitisation on literacy programmes	Numbers of learners to be provided		
	59. Foundation for Irrigation and Sustainable Development (FISD) Amey Tchongwe Project Officer 0999326177 <a href="mailto:anytchongwe@gmail.com">anytchongwe@gmail.com</a>	Both (REFLECT Approach)		Social mapping of problems affecting communities Establishing REFLECT circles- 23 Recruit and train REFLECT facilitators Conduct REFLECT classes Purchase and distribute TLMs in centres Community mobilisation and sensitisation on developmental issues including environment	483 (including 286 women, 87 men, 69 girls, 41 boys) 23 REFLECT circles 69 REFLECT facilitators (3 per circle)		
	60. Stephanos Foundation Gilbert Nkhwangwa Project Officer 0884430822/ 0999731623 <a href="mailto:nkhwangwag@gmail.com">nkhwangwag@gmail.com</a>	Both	In TA Kuntaja in Chigumukire Education Zone	Establishing learning centres Recruiting and training instructors Conducting awareness campaigns on youth and adult literacy Facilitating VCT for youths Operating a primary school and vocational school	478 including 294 women and 184 men		
ZOMBA	61. Naphini Community Learning Centre Lyson Walusa Coordinator <a href="mailto:naphiniclc@gmail.com">naphiniclc@gmail.com</a> , 0993 864 808	YALE	Malemia GVH	Operating literacy classes (Chichewa and English) Training youth and adults in business planning and management- baking, Participating in adult literacy events e.g. Literacy Day, Award Ceremonies, writing festivals	35 learners (1 man and 34 women)		
	62. ZOMBA DCDO Mrs Flora Mvuta DCDO 0999 369 325/ 0881 624 018 <a href="mailto:floramvuta@yahoo.com">floramvuta@yahoo.com</a>	YALE	Whole district in 11 TAs	Operating English and Chichewa literacy classes Mobilising youth and adults to be in literacy programmes Economic empowerment under COMSIP	1973 learners 58 English classes 220 Chichewa classes		

DISTRICT	INSTITUTION	SERVICES (YALE/ VNFE)	GEOGRAPHICAL COVERGAE	MAIN ACTIVITIES/ SERVICES	BENEFICIARY PARTICIPANTS	PERIOD IN SERVICE	ANNUAL BUDGET
Mangochi	63. Assemblies of God Care Allan Sangala 0888069530 <a href="mailto:allansangala@gmail.com">allansangala@gmail.com</a> ; <a href="mailto:seedmalawi@gmail.com">seedmalawi@gmail.com</a>	YALE (REFLECT approach)	TA Jalasi in Masongola Education Zone	Promoting REFLECT Approach Identify and recruit REFLECT facilitators Improving literacy levels through REFLECT circles Community mobilisation and sensitisation			
	64. DCDO Anthony Zimba DCDO 0888 586 680/0995233559 <a href="mailto:Anthony.zimba@yahoo.com">Anthony.zimba@yahoo.com</a>	YALE	Whole district	Recruiting instructors and training them using ORT Establishing literacy centres Community mobilisation and sensitisation on literacy programmes			
	65. Malawi Lake Basin Programme Mwabi Sichinga Project Officer 01594 245 <a href="mailto:mwabi.sichinga@weeffect.org">mwabi.sichinga@weeffect.org</a>	YALE (REFLECT Approach)	Four TAs (Chimwala, Mponda, Chowe, Nankuma) through Mbwazulu and Nansenga programme offices	Capacity building of staff and instructors Capacity building- published a manual on REFLECT Participation in coordination and review meetings by government Operate learning centres and holding graduation ceremonies in collaboration with government	32 classes 377 males, 1270 females (total of 1647)		
	66. Mangochi DEN Andrew D Livanga Coordinator 0999625877/ 0884642700 <a href="mailto:andrewlivanga@ymail.com">andrewlivanga@ymail.com</a> , <a href="mailto:livangaandrew@gmail.com">livangaandrew@gmail.com</a>	N/A	TA Mponda, Boma Zone	Advocacy for Education access and quality Mobilising and coordinating NGOs	N/A		
MWANZA	67. Build On Harold Juma 0881257662/	YALE	All TAs in Mwanza	Enrolling and teaching youth and adult learners Community mobilisation and sensitisation on literacy programmes	535 learners 20 centres 20 facilitators		

DISTRICT	INSTITUTION	SERVICES (YALE/ VNFE)	GEOGRAPHICAL COVERGAE	MAIN ACTIVITIES/ SERVICES	BENEFICIARY PARTICIPANTS	PERIOD IN SERVICE	ANNUAL BUDGET
	0999377746 <a href="mailto:haroldjuma@gmail.com">haroldjuma@gmail.com</a>			Economic empowerment programmes and linking to VSLs Construction of schools (16 schools in 2017) Afforestation			
	68. DCDO Phillip Mponda Banda DCDO 0888 314 629 <a href="mailto:phillipmpondabanda@gmail.com">phillipmpondabanda@gmail.com</a>	Both	In 3 TAs (Kanduku, Nthache and Govati)	Establishing literacy centres Recruiting and training instructors Community mobilization and sensitization	To provide information later		
MULANJE	69. Mulanje DCDO Colins Njala 0888698804; 0997809028 <a href="mailto:njalacollins@gmail.com">njalacollins@gmail.com</a>	Both	In 6 TAs and 3 Sub TAs	Establishing literacy centres Sensitising communities and mobilising them to take part Recruiting and remunerating instructors Receiving reports from partners	To provide later		
	70. ADRA Andiyesa Mhango 0888352429 <a href="mailto:andiyesa.mhango@adra.org.mw">andiyesa.mhango@adra.org.mw</a>	Both (REFLECT APPROACH)	In TA Chikumbu in 22 villages	Establishing REFLECT circles (22 centres) Identifying facilitators with help of communities Training activities for facilitators Procurement and distribution of materials for REFLECT centres			

