



EDUCATION FOR IMPACT – 2024 JSR

PRESENTED BY CSEC@ THE 2024 JSR MEETING HELD AT
BICC, Lilongwe

“Education is not preparation for life; education is life itself.”

- John Dewey

Presentation Outline

1. Introduction
2. Lessons from the past – Budget analysis and tracking and student attainment.
3. “Education for Impact”: Staying the Course – What CSOs are doing?
4. Key advocacy issues
5. Conclusion

INTRODUCTION

- Civil Society Education Coalition (CSEC) is coalition of 82 local and international organisations in Malawi. It envisions ***“A society where all people enjoy the right to education that promotes equity, relevance, accessibility, quality and critical thinking”***.
- CSEC regards JSR as a critical platform not only for shared dialogue and learning but also for shaping the future of “Education for Impact” for the present and future generations.
- CSEC membership commits to the 2024 JSR theme: ***“Education For Impact”***. *We stand to be change agents from both fronts: policy and practice in line with Malawi 2063 Agenda and NESIP (2030).*

**Lessons from the Past: through
CSO budget analysis and
tracking, and other initiatives**

2023/24 FY Budget Tracking

**a. Performance
of the 2023/24
Education
Budget**

- **Low Disbursement levels:**
 - SIG – Primary schools
 - ORT – secondary
 - TLM
- **Utilization challenges**
- **Inefficiencies**

Unfinished & abandoned projects (MK 1.8 b'n Girls Hostel at Machinga CDSS)



Disasters hitting hard on education (Chingoli PS – MJ)



Attainment and Access Concerns

If we are to improve “Education for impact” then we have to think about learning outcomes (knowledge and skills) and spaces in both secondary and Universities

Exam Type	Year	Pass Rate (%)	Change in Pass Rate	Selection Rate (%)
PSLCE	2023	87.7		40.96
	2024	86.16	-1.54	44.96
JCE	2023	73.07		
	2024	72.65	-0.42	
MSCE	2023	54.4		
	2024	54.79	0.39	
UNIVERSITY	2023			30.20%
	2024			46.30%

Hope (opportunities to harness)





HOW TO ACCESS THE 2024 PRIMARY SCHOOL LEAVING CERTIFICATE OF EDUCATION (PSLCE) AND JUNIOR CERTIFICATE OF EDUCATION (JCE) EXAMINATION RESULTS ONLINE

EXAMINATION CENTRES

1 Login to e-Registration Portal on <http://maneb.malawi0245.com/portal/Account/Login>

NB National Bank of Malawi plc

Go smart with your MANEB payments

JUST DIAL *256*

Pay your MANEB fees effortlessly with Mo626, Standard, Easy, and Fast! Payments open from 22nd September to 20th December 2024.

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All You Need is the Number

MANEB e-REGISTRATION AND e-PAYMENT SYSTEM

Register Online at an approved Maneb examination centre.
Pay examination fees using these platforms:

airtel money **Mo626** **EasyBank**

**“Education for Impact” : What CSOs
are doing (sample)?**

CSEC Policy and Budget advocacy



CSEC Awareness Campaigns On Ed-tech And Inclusive Education



In Malawi, the trend of students entering university at a notably young age, particularly around 16 years old, is becoming increasingly prevalent. While some children develop faster than others, necessitating individualised consideration regarding entry into higher education, the average age of tertiary students in Malawi highlights critical concerns that cannot be overlooked. This trend, despite its advantages, presents significant challenges that demand careful consideration.

Firstly, the developmental stage of 16-year-olds is a crucial factor in this discussion. At this age, many students are still undergoing vital cognitive, emotional, and social development. Dr. Jane Doe, a developmental psychologist, notes, "Adolescents at 16 are often still navigating key stages of brain development that are essential for executive functions such as planning, decision-making, and emotional regulation." This

The Double-Edged Sword of Early University Entry: Balancing Benefits and Risks in Malawi



involvement undermines the However, these benefits come with significant drawbacks. The immaturity of

independence can result in decreased productivity and innovation, hindering the overall growth and competitiveness of the economy. Additionally, the added responsibility of supporting young students through university and early career stages can strain parents, impacting their own professional and personal lives. If a significant portion of the workforce enters employment without adequate preparation, it could slow the country's developmental trajectory, undermining efforts toward sustainable development.

To mitigate these challenges, several stakeholders need to take action. Educational institutions should implement programs that foster independent thinking and essential life skills. This could

disparity necessitates a comprehensive discussion to ensure consistency and fairness in the education system. Encouraging independence by gradually reducing assistance with assignments and job searches can help foster self-reliance.



Books donation to schools

Investment: USD 400, 000







DVV International work Investment: USD

- CLCs
- Functional Literacy
- Prison Education
- Diploma in Adult Education and Development at CUNIMA
- Inclusive Integrated Adult Education (IIAE) at Namiyango (FDYD)
- ALEMIS
- MISA Malawi Awards
- National ALE Policy & Strategy

Let's Build



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- ❑ Founded in 2020 in Norway and has operated in Malawi for 3 years since 2021
 - ❑ Focuses entirely on Secondary education specialises in construction and school furnishes
 - ❑ **In the last 3 years Let's Build has constructed a total of :**
 - ❑ **48 classroom blocks (55 seater) in Lilongwe alone and 26 CDSSs** have benefitted some of which are: Kabudula, Nsundwe, Chiseka and Chitukula, Magwero, Biwi CDSSs etc.
 - ❑ Disability friendly **52 VIP pit latrines**
 - ❑ All the double classrooms are furnished with **200 desks each i.e. 9.600 desks**

 - ❑ **Investment : USD 1.2 million**



Plan Malawi



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- In the last 5 years PLAN has constructed a total of:
 - 18 classroom blocks primary schools in Mzimba, Kasungu, Lilongwe, Mulanje, Chikwawa and Nsanje e,g, Ngombekwawa in LL and Muonekera school in Mulanje
 - 14 disability friendly VIP toilets in Kasungu and Mulanje
 - 12 classrooms are furnished with 960 desks
 - Support girls with mobility means – 950 buffalo bicycles supplied to girls in 20 CDSS
 - Provision of bursaries for secondary and tertiary education – 1650 beneficiaries
 - **Investment: USD 380, 000**





- 2023/2024 Primary level: 30,596 (22,231 girls & 8,365 boys), Cumulative direct support 273,946
- 2023/2024 Secondary students: 5,843 (5,388 girls & 455 boys)- cumulatively (direct) 64,226
- Students currently in Universities and Colleges: 1679
- 27 scholars are at United States International University Africa-(USIU-Africa-Nairobi KENYA
- New **Public University scholarship students**: 301 and will reach **2000 by end of Oct-2024**
- Recruit and provide Comprehensive **Bursary Support to 6284 new Secondary Bursary beneficiaries in 2024/2025 Academic Year**
- Women leading businesses that create significant profits, good quality jobs and are linked to higher levels of philanthropy for girls thriving in school



FAWEMA

Investment: MK619 million



Gender Responsive Pedagogy trainings in Lilongwe and Dowa

- FAWEMA has so far trained a total of 1,115 teachers (729 males, 386 females) across the country in Gender Responsive Pedagogy.
- Within the reporting period (2024) a total of 75 teachers (50 male, 25 female) have been trained in Lilongwe and Dowa district under the IHEARD project with funding Global Affairs Canada.
- Aims at teachers to become more gender aware and to adopt teaching practices that promote equal treatment and participation of boys and girls in the classroom and within the wider school community.
- Currently the GRP module has been digitized and key government officers have been oriented on the online GRP.



Online GRP sensitization meeting

1. Printing and distribution of Puberty books to compliment life skills curriculum for both boys and girls aged 10-14 and puberty books for adolescents aged 15-19

- FAWEMA through the Innovations in Health Rights project (IHEARD) has formed clubs in 43 schools in Lilongwe, Dowa and Ntchisi
- In these clubs' learners discuss various topics on life skills and SRHR with the aim of providing more information & accurate information on issues of puberty & SRHR. The book that is used is called Puberty books.
- FAWEMA printed and distributed a total of 2559 books (1026 copies of Puberty Books for Girls 10-14, 439 copies of Puberty Books for Boys 10-14 and 1094 copies of SRHR focused Resources to AGYW and ABYM 15-19 years)



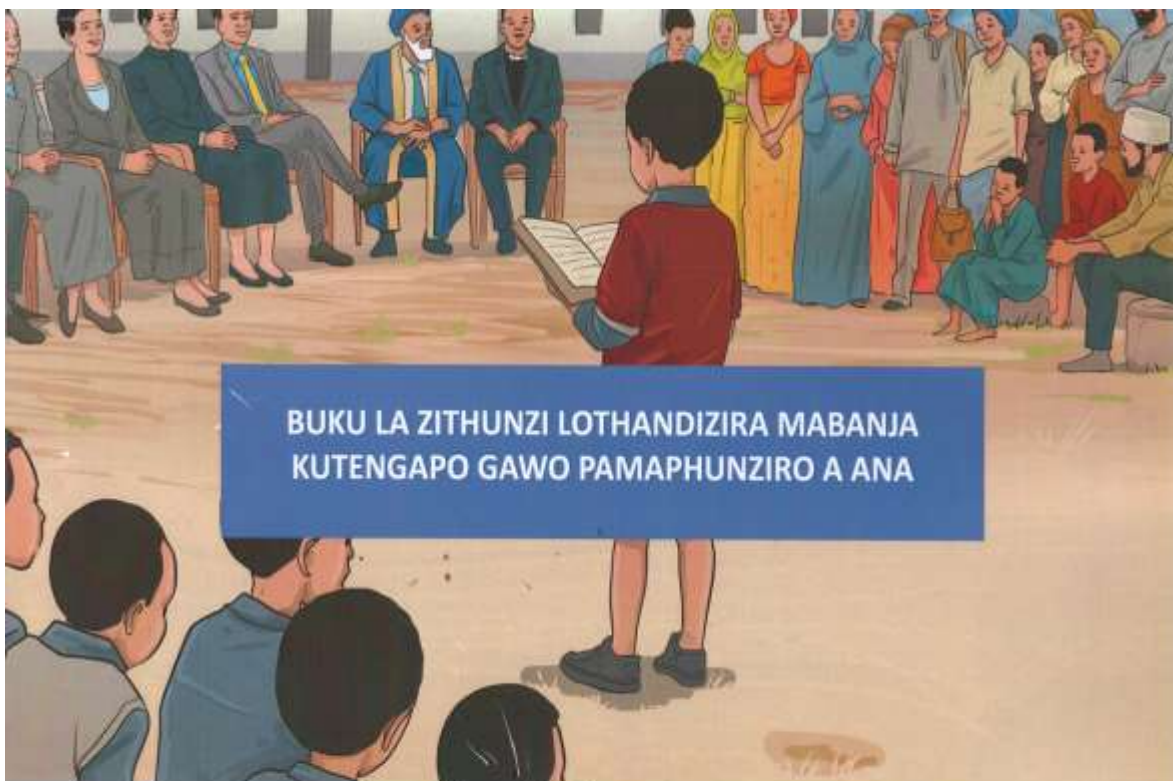
Learners from Ndaula Primary school in Lilongwe posing after receiving Puberty books



CRECCOM

Investment: MK1.6 billion

- ❑ 926 teachers trained in inclusive early-grade literacy
- ❑ 1984 learners assessed for disability in 65 schools
- ❑ 4417 learners (1741 boys and 2506 girls) from 189 schools were readmitted.
- ❑ 170 learners (85boys and 85 girls) with disabilities were readmitted.
- ❑ 2520 teachers were trained on teacher code of conduct, inclusive education and Gender transformative pedagogies



**BUKU LA ZITHUNZI LOTHANDIZIRA MABANJA
KUTENGAPO GAWO PAMAPHUNZIRO A ANA**

Kuwerenga ndi gwero la nzeru
"Okondedwa makolo, chonde werengani nane"



Action Aid Malawi

Investment: USD1.1 million

act:onaid

- ❑ AAM is implementing SRI in 12 Districts comprising 1, 744 facilities (1, 260 ECD centers and 484 Primary schools).
- ❑ Currently the initiative is in Phase III of implementation targeting 280 CBCCs and 65 Schools
- ❑ Upgrading of 25 ECD centers is underway and will be completed within two weeks
- ❑ 96% of School Management teams have included pre-primary improvements in SIP.
- ❑ 97% of ECD centers and primary schools established transitional process for ECD and Standard 1 teachers, such as coordination meetings before the end of academic year or parent days among others.
- ❑ 43,274 children have participated in organized learning one year before starting Standard 1



Beyond Our Hearts Foundation



- ❑ Improving education by Tracking School Improvement grant. This is a cross-cutting activity in all the programmes of BOHF. Supported by CSEC and CSO Network .
- ❑ Paid 2024 Examination fees to over 84 learners in Neno district
- ❑ BOHF is still supporting 210 orphans and vulnerable children by provision of scholastic materials, school fees and basic materials from support from well-wishers.
- ❑ Supported all schools after Cyclone Freddy and Anna with WASH and School materials
- ❑ There are many OVCs that need support but the financial capacity of BOHF cannot support beyond the 20 beneficiaries.
- ❑ **Investment: USD500, 000**



VSO - System strengthening

DESCRIPTION	TARGET	ACHIEVEMENT
Outcome 1: Improved literacy and numeracy skills for girls and boys in early grade level through EdTech.		
Training of in-service Teachers in one course and Digital Lessons delivery	4340 Nationally	1381(765 M, 616 F)
Training of TOTs to support DET implementation at district level	70 Nationally	62 (28 M, 34 F)
Review of DET manuals for in-service and Preservice teachers	2 Manuals	2
Conduct a grant Management workshop for Teacher Training Colleges (TTCs)	8 TTC including	Done
Provide Grants to TTCs for training of Preservice Teachers and supervision of the DET teaching practice	8 TTCs	Not done
Conduct training of Preservice Teachers in onecourse	6000 Nationally	551 Nationally



- Chibimphi Primary school LC in LL Rural West – Learning Centre



Oxfam Malawi



- Community Mobilization and changing negative socio norms Campaign
- Provision of scholarship support for girls and other vulnerable children with tuition fees, bicycles, and leaning materials to increase access, retention and completion of learners.
- Improving numeracy and literacy through supporting study circles and reading centres to improve learning outcomes.
- Strengthening capacity of school and community structures in case management and referral systems to create a safe learning environment for learners.
- Provision of girl friendly infrastructure i.e. changerooms to support girls retention and participation in education

Oxfam Annual Investment: GBP 650,000.00



Achievement Education for Impact

Agenda: Advocacy Areas

1. Investment in education sector – Minimum 15% per the UNESCO benchmark

- Responsive and inclusive investment
- Improved efficiency – utilization
- Upscale of innovative financing models i.e. public-private partnerships
- Improved results (improved retention, completion and pass rates)

Foundational Learning as catalyst

Promote foundational learning

Comprehensive ECE package: paradigm shift

Skill- Based Curriculum

- Digital Literacy
- Entrepreneurial Skills
- Critical Thinking and Problem Solving

- STEM (core)
- Disaster curriculum sensitive

School safety and protection...

SCHOOL VANDALISM



"CSEC STANDS FIRM AGAINST SCHOOL VANDALISM: URGENT CALL FOR SWIFT ACTION"

Issued this 19th day of March 2024.

We, at the Civil Society Education Coalition (CSEC), vehemently condemn the reprehensible act of vandalism at Kamwanya Community Day Secondary School (CDSS) in Mchinji district, where 7,200 textbooks were deliberately set ablaze, and the Information and communication technologies (ICT) laboratories were maliciously damaged. This deplorable incident follows a disturbing trend of school vandalism across the nation, with nine secondary schools already falling victim to such senseless acts.

The destruction at Kamwanya CDSS, including the deliberate destruction of

SCHOOL VANDALISM



"STATEMENT ON THE UNACCEPTABLE DAMAGE TO ROBERT BLAKE SECONDARY SCHOOL PROPERTY"

Issued this 22nd day of September 2023.

We, at Civil Society Education Coalition, are deeply dismayed and concerned by the recent reports of the wanton vandalism of school property at Robert Blake Secondary School. It has come to our attention that a distressing incident occurred, leading to the burning of school buildings, which has caused significant damage to the educational infrastructure of the institution.

While we recognize that student grievances and concerns are an essential part of the educational environment, we firmly believe that any form of protest or expression of discontent should be channeled through peaceful and constructive means. Vandalism and destruction of school property not only undermine the learning environment but

“The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education.”

- Martin Luther King Jr



CSEC Demands Action: Combatting Sex-for-Grade Exploitation

Issued this 8th day of April, 2024.

For immediate release

Sex for grades

The Civil Society Education Coalition (CSEC) vehemently condemns these egregious actions and stands in solidarity with the victims whose dignity and freedom have been callously violated. Recent revelations have brought to light alarming allegations that lecturers, abusing their power, engage in sexual activities with female students in exchange for academic grades. These despicable acts stain the sanctity of education with their insidious grasp.

Reports spanning several years expose a distressing pattern of abuse and exploitation within Malawi's educational institutions. Incidents such as a private university seeking counseling for a student coerced into sexual favors for grades, as reported by Malawi Voice in November 2022, and public university lecturers leaking exams to students with whom they had conjugal relationships, as documented by Nyasa Times in September 2020, underscore the pervasive

Teacher Quality, Equitable Distribution and Welfare

- Deliberate equitable efforts in student-teacher admission into TTCs
- Targeted and accessible CPD
- Teacher recognition

- Enabling teaching environment
- Intended and consistent teacher deployment (qualified) in hard to reach and marginalised areas.

Resilient Infrastructure and Sustainable Resourcing

- ❑ Taking advantage of MERP, SEED, EQUALS, SAVE etc, sustainable investment in infrastructure development.
- ❑ TLMs, including local TLM initiatives

Conclusion

- ❑ **Invest in Skills-Based Learning for Future Resilience:** Education must go beyond academic theory to equip students with practical, job-ready skills that match Malawi's evolving economy.
- ❑ **Strengthen Accountability through Community-Led Monitoring:** We must engage local communities to actively monitor and report on education quality, resource allocation, and outcomes.
- ❑ **Encourage Cross-Sector Partnerships for Impact:** Education cannot be reformed in isolation. It requires partnerships between government, private sector, civil society, and local communities to leverage each sector's strengths.
- ❑ **Prioritize Equity to Leave No Child Behind:** children with disabilities, marginalised communities, OVCs. **As we do this, let us not forget a boy child – some are in more precarious state than girls!!**

THANK YOU ALL

