

Malawi

Basic Education and Youth Development, Early Childhood Development Sectoral and OR+ (Thematic) Report

January - December 2018



Binafrey in his class at Luwani ECD centre © UNICEF Malawi/2018/ThokoChikondi

EDUCATION THEMATIC REPORT JANUARY – DECEMBER 2018

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A: Table of Contents

A: TABLE OF CONTENTS	2
B: ABBREVIATIONS AND ACRONYMS	3
C: EXECUTIVE SUMMARY	4
D: STRATEGIC CONTEXT OF 2018	6
E: RESULTS IN THE OUTCOME AREA.....	9
F: FINANCIAL ANALYSIS	13
G: FUTURE WORKPLAN	17
H: EXPRESSION OF THANKS	18
I: HUMAN INTEREST STORY	19
ANNEX 1: REPORT FEEDBACK FORM	22

B: Abbreviations and Acronyms

AFCEN	African Early Childhood Development Network
AU	African union
BEYD	Basic Education and Youth Development
CBCC	Community Based Child care Centres
CCD	Care for Child Development
CPD	Country Programme Document
CRS	Catholic Relief Services
ECD	Early Childhood Development
ELDS	Early Learning and Development Standards
EMIS	Education Management Information System
ESAR	Eastern and southern African Region
ESIP	Education Sector Implementation Plan
IECD	Integrated Early Childhood Development
MDGSIII	Malawi Development Goals 111
MoEST	Ministry of Education, Science and Technology
MoGCDSW	Ministry of Gender, Children, Disabilities and Social Welfare
NCF	Nurturing Care Framework
NER	Net Enrolment Rate
NESP	National Education Sector Plan
NGO	Non-Governmental Organisation
NSO	National Statistical Office
SDGs	Sustainable Development Goals
TWG	Technical Working Group meeting
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNDAF	United Nations Development Assistance Framework
WHO	World Health Organisation
WRI	World Relief International

C: Executive Summary

This Thematic Report provides an overview of activities undertaken and progress made in 2018 by UNICEF Malawi and elaborates on the key challenges and issues in the Malawi Education Sector during 2018. During the reporting period, the education thematic fund enabled UNICEF to continue its support to the implementation of Early Childhood Development (ECD) programmes.

UNICEF Malawi embarked on a new Country Programme Document 2019 – 2023 (CPD), which is aligned with Malawi's Development and Growth Strategy (MDGS III) and emphasises on working multi-sectorally, thereby building on the United Nations system's comparative advantage. Therefore, this thematic report covers the final year of the previous country programme (2013-2018) for Basic Education and Youth Development (BEYD). The BEYD programme supports the Government of Malawi in the achievement of its general education sub-sector goals, articulated within the national Education Sector Implementation Plan (ESIP). More specifically, the programme seeks to improve the quality and equity of pre-primary and primary educational services with a corresponding improvement in the transition for adolescents into secondary education.

During this reporting period UNICEF continued its support for the implementation of ECD programmes using the following different strategies:

1. Advocacy at different levels (national, district and community levels)
2. Strengthening ECD coordination mechanisms,
3. Capacity building on Care for Child Development (CCD) at various levels,
4. Disseminating ECD policy and strategic plan,
5. Organising ECD diagnostic analysis exercise,
6. Validating, disseminating and implementing early learning and development standards (ELDS) and
7. Improving access to quality community-based care centres (CBCC).

Efforts to enhance the quality of ECD services in 2018 focused on strengthening school readiness (being ready to the transition to primary schools). A major issue for the subsector has been the quality of current service delivery in ECD Centres Community Based Care Centres (CBCCs) and consequently the limited numbers accessing primary education. A further issue is the effectiveness and relevancy of the teaching and learning taking place during the first year of primary schooling. Although the enrolment rate in ECD services and lower primary increased, dropout rates continue to be high at the lower primary (21%). While this points to children not being ready when they enter primary schools, it also highlights the inability of primary schools to cater for many children entering the system without any early childhood development experience.

Currently, net enrolment for early childhood development centres has reached 47%, showing the improvement from 45% in 2016 and 2017. However, early learning and development services continue to be organised on a volunteer basis by the communities, often resulting in a lack of adequate resources and quality.

Key Achievements in the ECD Sector

A total of 1,636,777 children aged 3 to 5 years were enrolled in community-based child care centres, an increase of 2 percent from 45 to 47 percent¹. Advocacy for increased budget allocation to the sector led to an increase of 8.6 percent compared to the 2017/18 budget. By promoting cross-sectoral integration, the linkages between community-based child centres and the primary education system were improved, enabling smoother transitions from ECD to primary education.

1. A further 35,379 households were reached with parenting education and support, maintaining the total number of children who receive early learning, stimulation and responsive care from parents to 47 percent. This was achieved through advocacy and mobilisation for increased support to Community Based Care Centres (CBCC's) by the Ministry of Gender, Children, Disability and Social Welfare (MoGCDSW) and its partners, as well as the roll out of the Care for Child Development Modules.
2. The National ECD Policy Framework was put in place and operationalised, following its review and launch in October 2018. In addition, the Policy Framework and coordination mechanisms on the central level was improved, through South to South learning between the Government of Malawi and the Government of Rwanda. This led to an improved focus on operationalising an integrated strategic framework and on establishing decentralised coordination structures.
3. An in-depth ECD Sector Analysis was also carried out to identify the key bottlenecks and challenges in the sector that has led to poor management and delayed implementation of the ECD Sector Plan. This led to an improved focus on issues relating to quality and the strengthening of enabling environment for improved policy planning and dialogue especially in areas relating to financing, leadership and coordination.
4. The capacity of the MOGCDS to scale up access to CBCC's was improved through the scale up of an integrated co-effective Model, increasing the total number of CBCCs to 148 in 2018 CBCCs (although these are at varying stages of completion). Major achievement for the sector was the mainstreaming of the model within the World Bank (funded project at 60 million USD over the coming five years) that aims to provide an additional 325 model centres in 13 districts, increasing the enrolment rates for children into CBCC's significantly from 2019 onwards.
5. Early Learning and Development Standards (ELDS) and a revised ECD Strategic Plan are available and in use, following completion in 2018.
6. There was an overall percentage increase of 8.6% of the national budget allocated to ECD (pre-primary education) in the 2018/19 ECD budget following advocacy and mobilisation of key partners to raise the visibility of the importance of investing in ECD in 2017/18.

Access to ECD services is currently at 47% of the 3.7 Million children (based on 2016 NSO population pyramid of children aged zero to eight years). Only 1,622,491 children are benefiting from such services in 11, 600 ECD centres countrywide and 37, 644 households that have been reached with parenting education and support. Out of these children, 385,798 (24%) are orphans and other vulnerable children and 80,375 (5%) are children with special needs.

D: Strategic context of 2018

Socio-economic indicators of Malawi are exhibiting an upward trend; however, Malawi is still among one of the world's least developed countries, ranking 171 out of 189 on the Human Development Index (UNDP, 2018). The population of Malawi is predominantly Rural with 84% of the population living in Rural areas and earning their living through subsistence agriculture. 51% of the population are children below the age of 18 (NSO 2019). Overpopulation is a significant bottleneck for resource mobilisation in Malawi. An increasingly youthful population requires significant resources for expanding access to education such as the construction of school infrastructure and hiring more teachers. According to World Population Prospect 2015, approximately half (45%) of the population in Malawi is aged between 0-14, which is higher than the average for sub-Saharan African countries (43%) and least developed countries (40%).

About 70% of the population lives below the income poverty line and approximately 63% of children live in multidimensional poverty². These children usually do not receive adequate health, nutrition, early stimulation, learning opportunities, care and protection during the most critical years of early childhood. As a result, they tend to have lowered cognitive, language and psychosocial outcomes as well as executive functioning, which translates to lowered academic achievement in primary school and, ultimately, dropping out of school.

The Government of Malawi has recognised the importance of investing in integrated ECD. This is evident in key steps it has taken to update the National IECD Policy and strategic plan, national operational and accreditation guidelines, and early learning development standards and ECD modules. Furthermore, support to early childhood development is integrated in related national sectoral strategies, such as the National Health Sector Strategic Plan and the Multi-Sectoral National Nutrition policy and strategies as well as the joint implementation plan for Nurturing Care Framework and Care for Child Development (NCF & CCD).

Looking more specifically at educational outcomes from early learning to adolescent development in 2018, it is notable that while the net enrolment in early learning improved from 45% in 2017 to 47%, only 39% of the children enrolled in primary at Standard one had ECD experience (ECD Annual Report 2018). This means that there are still a significant number of children not ready for school. The range of poor educational outcomes in primary, including high repetition rates in standard one, high drop out and poor completion rates are attributed to among other factors to the lack of school readiness.

The Education Sector Strategic Plan (2013/14-2018), the Youth Strategic Plan and the Gender Sector Plan provide insight and overall context for government strategy and plans to address the various issues affecting the country. This includes the provision of education as well as adolescent development. The government sector plans, under which the MCO and BEYD programme is aligned, are defined within the revised MGDS III and ensure consistency with relevant SDG4 targets highlighted below that cover the entire BEYD section:

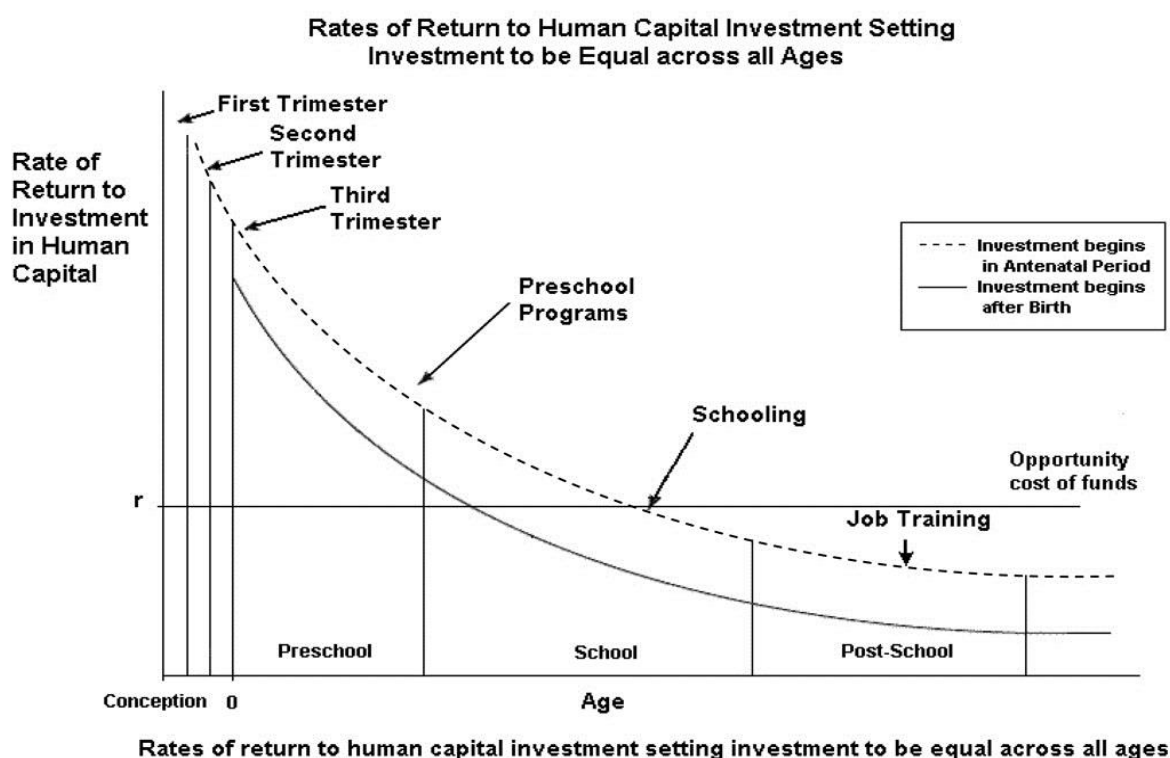
- Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

² UNICEF MALAWI Annual Report 2017- https://www.unicef.org/about/annualreport/files/Malawi_2017_COAR.pdf

- Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations
- Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men, and women, achieve literacy and numeracy

The UNICEF Malawi life cycle approach to quality learning and advocacy for ECD is supported by the theory of rates of return on human capital investment as the figure below describes. Intervention on ECD yields a high rate of return since it creates the basis for lifelong learning through healthy brain development that starts from conception as well as advancement of cognitive and non-cognitive skills. Thus, investment in ECD also improves efficiency of interventions in later stages in life. In this model, even basic education produces a lower rate of return compared to ECD, although a focus on the quality rather than just access ensures efficiency and better returns.

Figure1: Rates of return on human capital investment. (Carneiro and Heckman, 2003)



The Government of Malawi together with support from development partners has made remarkable progress in expanding access to ECD services. The number of ECD-aged children provided with services has grown from 2.9 percent in 2001 to 47 percent in 2018 (UNICEF Country Office Annual Report 2018), a commendable increase that has resulted in better education, child care, protection and health outcomes. Despite these achievements, implementation of ECD services in Malawi faces several challenges in terms of increasing access, equity, relevance and quality. These include: weak sectoral planning, coordination and

leadership; inadequate funding for implementation and infrastructure development; poorly maintained and insufficient infrastructure; lack of trained service providers and reliance on voluntary service providers; absence of CBCCs in some communities; insufficient attention to CBCCs; inadequate Teaching and Learning Materials – Activity and Reading Books; and limited parental engagement.

Table 1: Trends of ECD Service Expansion in Malawi

Year	ECD Centres	Children in ECD Centres	Children in Parenting	Children in Centres and Parenting	ECD Access Percentage
2001	1,645	72,110	750	72,760	2.91%
2002	2,602	125,015	2,021	127,036	4.88%
2003	3,207	127,222	8,214	135,436	5.64%
2004	4,529	219,701	10,121	229,823	9.70%
2005	5,945	570,207	12,200	582,407	22.40%
2006	6,240	600,367	15,111	615,478	26.76%
2007	7,801	665,611	18,214	683,825	29.77%
2008	8,398	700,121	20,171	720,292	30.23%
2009	8,917	740,143	31,523	771,666	32.13%
2010	9,340	820,503	38,405	820,918	33.87%
2011	9,780	841,607	44,211	895,818	34.78%
2012	9,783	1,002,053	55,500	1,057,553	36.74%
2013	9,874	1,179,200	76,173	1,255,373	38.04%
2014	10,209	1,256,723	88,000	1,344,723	39.61%
2015	11,105	1,300,965	103,000	1,400,965	40.03%
2016	11,588	1,422,200	133,493	1,555,693	44.53%
2017	11,600	1,448,888	158,603	1,607,491	45.36%
2018	12,220	2,014,820	762,735	2,777,555	46.55 %

Sources: Annual ECD Reports from Ministry of Gender, Children, Disability and Social Welfare 2018

UNICEF Malawi, together with the Ministry of Gender Children and Social Welfare and other partners has been supporting the government of Malawi to provide equitable access to quality ECD programmes for children 0-8 years and their parents/care givers since 2003. As a continuation of these efforts the thematic fund supported to achieve the following results in ECD during 2018.

UNICEF facilitated ECD dialogue and ensured collaborative efforts with civil society (ECD Associations and NGOs), leading to wider engagement for increased advocacy and ECD service delivery. In collaboration with partners, 5 CBCCs were built (with community support), 5,776 children (0-8 years) reached in CBCCs, 320 households reached with parenting, 130 caregivers trained, 2 district TWGs strengthened, an indirect coverage of 121 CBCC communities (including sustainable refugee solutions) achieved, a comprehensive national model centre framework developed and alignment with World Bank and partners achieved.

E: Results in the Outcome Area

The Thematic Contribution supports the Government of Malawi/UNICEF Country Programme (2013-18) and specifically the Basic Education and Youth Development (BEYD) Programme to ensure Malawi achieves the relevant SDG goals. In this regard, the three (3) strategic outcomes defined in the Country Programme Document include the following:

1. Evidence-informed early childhood policy, legislation, plans and budgets are in place and implementation of interventions that target the most vulnerable children are supported.
2. National education sector strategies and systems strengthened within the education sector-wide mechanism to address low survival rates and high internal systemic inefficiencies. Support provided to ensure that schools in 10 low performing districts record at least 50 percent increased retention, learning achievement, survival to grade 8 and transition rates to secondary education.
3. Alternative education system strengthened to provide functional literacy and numeracy skills for out-of-school youth, and systems developed to ensure that at least 30 percent of adolescents out of school in 10 selected districts, especially girls, acquire livelihood skills.

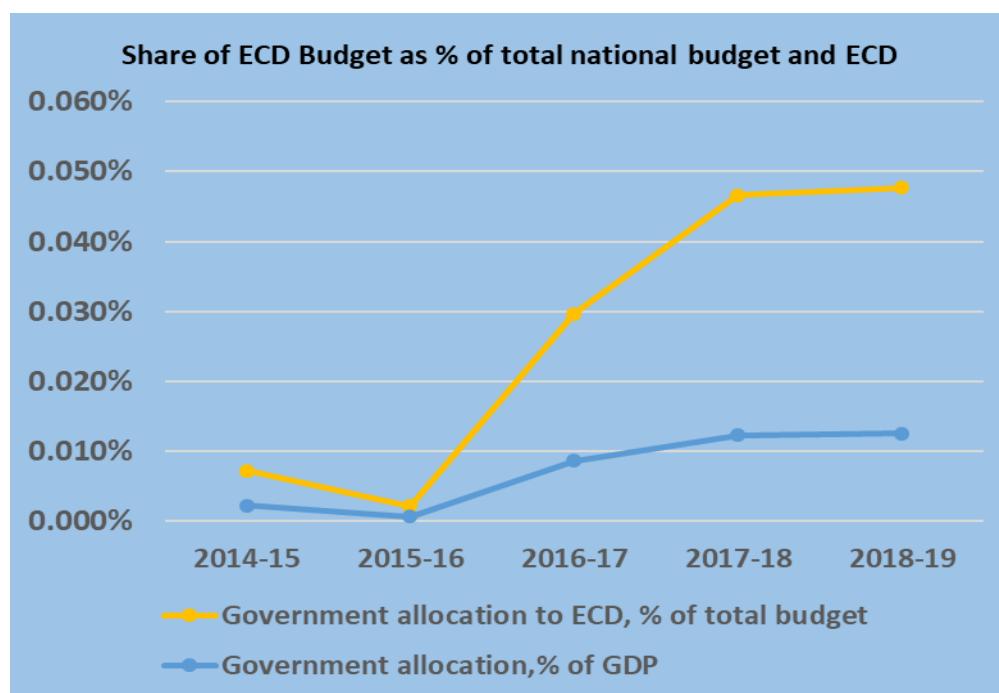
The Thematic Resources were utilised by the BEYD programme to support strategic outcome 1 on Early Childhood Development with below achievements by intervention area.

UNICEF Malawi continued to actively support the Government to implement the national ECD programme. Due to active engagement by UNICEF, the ECD programme expanded its to reach over 12,000 Community Based Childcare Centres (CBBCs), targeting children three to five years to promote access. Parenting education for parents of children zero to three years old to strengthen their positive parenting skills are also supported.

Table 2: BEYD results assessment framework for ECD

Indicator	Baseline	Target (2017/18)	Status (2018)	Source
Net enrolment into ECD centres	30%	47%	47%	Sector review report
% of children, having accessed some form on ECD before enrolling into std. 1	30%	40%	34%	Multiple Indicators Cluster Survey
Proportion of national basic service budget allocated to ECD	0.26%	2%	0.5%	Sector review report
ECD legislation and ECD policy developed and in place	Neither developed nor in place	ECD legislation developed and passed, and ECD policy developed and in place	A road map and position papers for ECD legislation developed, and ECD policy developed and in place	Sector review report

Continuous policy advocacy by UNICEF and other development partners led to a significant increase in budget allocation to Early Childhood Development (ECD) sector in 2018.



Sources: Ministry of Gender, Children, Disability and Social Welfare

3.1. Strengthening ECD Coordination Mechanisms

The year 2018 saw significant improvement in collaboration and coordination within the ECD network. UNICEF supported the ECD Technical Working Group (TWG) with regular and special meetings to strengthen its capacity, including a review of the TWG terms of reference (TOR) to improve multisectoral approach and a study tour to Rwanda (which has strong coordination mechanisms and best practices for community involvement in ECD activities).

Government counterparts, UNICEF and other NGO partners also participated in the 1st African Early Childhood Development Network (AFCEN) workshop in Kenya and the Nurturing Care Framework launch where they learnt more about best practices in IECD. Following participation at the NCF launch, the team members, in consultation with the TWG, developed an action plan on NCF implementation for Malawi and contributed to the development of the new ECD strategy for Eastern and Southern African region. Malawi also hosted an African Union head of states summit where AFCEN represented the ECD network.

UNICEF played an active role in sector coordination and was considered a strong technical interlocuter in the TWG. UNICEF also exercised its convening power to create multi-stakeholder forums involving both government and NGOs for collective engagement in ECD.

3.2. Early Learning and Development Standards & Age Validation

UNICEF has been providing support to develop Early Learning and Development Standards (ELDS) since 2009. The ELDS and Age validation documents were finalised in 2017 and were printed and disseminated in 2018 for national implementation. The standards will provide ECD service providers, ranging from teachers to care givers and parents, with parameters of what children aged 0-8 years ought to know and be able to do. Implementation of ELDS will improve the quality of ECD by providing a framework for quality assurance and measurement of progress based on concrete results. The standards will serve as a guideline for children and caregiver training, programme evaluation, parenting education and transition programmes from ECD centres to primary schools. The standards will also inform the review of the national ECD curriculum in 2019.

3.3. Implementation of Care for Child Development (CCD)

UNICEF supported the government to adapt and translate the global UNICEF/ World Health Organisation (WHO) Care for Child Development Package to local languages and print all related CCD materials for roll out of the programme nationwide. UNICEF also supported the training of 132 district officials from various Government department (health, Nutrition, Education, Social welfare) on CCD and Nurturing Care Framework to facilitate the roll out to communities/households. Participants developed district specific action plans for rolling out and were equipped with CCD materials to be used within their Districts.

UNICEF advocated for CCD implementation as a key strategy for child and caregiver interactions. These interactions lead to improved early care, learning, and stimulation, supported by global evidence that the human brain develops faster between conception and two/three years than at any other time. This advocacy resulted in some organisations, including CRS, WRI and Help a Child, implementing CCD in their districts. Furthermore, the World Bank is planning to include CCD implementation in its “Investing in Early Years” (IEY) project via care groups as an entry point in 10 districts.

3.4. Advocacy & National ECD Week Events

In 2018, UNICEF continued to advocate on the importance of ECD for cognitive, non-cognitive, and socioemotional development of children. In collaboration with civil society in Malawi and relevant ministries, UNICEF led a high-level dialogue advocating the Government to increase support to the ECD sector.

UNICEF supported the launch of the ECD week in Malawi with Members of Parliament involving committees responsible for Budget and Finance, Social Welfare, Women, Decentralisation, and Education. The ECD week increased awareness and support for ECD and generated demand by communities. UNICEF’s advocacy work in this area contributed to the increased government budget allocation for ECD in 2018-19, up 8.6 percent from K616 million in 2017-18.

As part of its ECD advocacy, UNICEF supported the Government to orient 60 Media personnel on popularising “Mmera mpoyamba”, equipping various media houses with knowledge on what IECD is and why it is critically important in the development of Malawi. This orientation enabled them to develop and air programmes on IECD for the public to improve their awareness on importance of ECD including positive parenting skills.

An orientation of 150 community leaders from various districts in Malawi was conducted by the Ministry of Gender, Children, Disability and Social Welfare with a support from UNICEF. This also enabled chiefs to use their power and authority within their communities to promote community involvement for ownership of ECD programmes and implementation.

“I did not know how important ECD is. I thought it was only children playing, now I know, and I will ensure that all children 3-5 years are accessing ECD services” Said chief Mathotho village in Neno

3.5. Validation, finalisation and dissemination of National ECD Policy and Strategic Plan

UNICEF, in partnership with the ECD thematic working group members namely; Save the Children, World Vision, Action Aid, Association of ECD in Malawi and key government ministries of Gender, Children, Disability and Social Welfare, Health and Education, updated the ECD policy in 2017. The new ECD policy was reviewed and a major reform was included, namely the creation of platforms for other sectors, especially education, health and nutrition to actively and effectively take part in the sector. The new ECD policy was approved by the Cabinet and officially launched in October 2018. Being an integrated ECD policy, it has led to the facilitation of a multi-sectoral approach from various ministries, which will promote holistic child development and survival and the scale up of model centres for IECD. In addition, a dialogue is being initiated with the Cabinet towards the development of ECD Act to be followed by engagement with the Ministry of Justice.

3.6. ECD Sector Analysis - ECD Diagnostic and Planning Exercise

UNICEF provided support for an ECD diagnostic and planning exercise with participation from over 40 key stakeholders in different sectors (Education, Health, Nutrition, Finance), academic institutions and NGOs to assess the ECD status in Malawi, using the ECD/Pre-primary diagnostic tool developed by UNICEF Headquarters. The tool also addressed enabling environment issues, particularly in the areas of financing, leadership and coordination. The tool also aimed at development of investment cases, strengthening coordination mechanisms amongst ECD stakeholders and advocacy for scaling up ECD services.

UNICEF is currently supporting a comprehensive ECD sector analysis for Malawi. The strategies identified during the ECD diagnostic analysis and planning exercise in the areas of enabling environment (Legislation/Policies, Financing, Leadership/Capacity, Public Demand) will feed into the ECD sector analysis study to verify the current ECD status. The results will also inform ECD programming in the country and developing actionable short, mid and long-term plans and interventions.

3.7. Improved access to ECD services

Increasing the enrolment at Community Based Child Care Centres (CBCCs) is UNICEF's main strategy for improving access to quality ECD. There was a slight improvement in enrolment at these CBCCs from 45 percent in 2017 to 47 percent in 2018, with a total of 1,636,777 children aged 3 to 5 years now enrolled in 12,200 CBCCs and a total of 35,379 households were reached with parenting education and support.

With the objective to demonstrate provision of integrated quality ECD services, UNICEF supported construction of 5 model ECD centres / CBCCs and equipped them with required ECD resource centre materials such as ECD kits for children's in-door play activities and outdoor play materials for their play grounds. In addition, a concept note for the scale up of model learning centres to improve the school readiness of children was finalised and advocacy for increased support to CBCCs is ongoing to mobilise other actors to expand services. Three-hundred and sixty refugee children in Luwani refugee camp were also reached with Quality ECD service as part of a promotion of ECD services for marginalised and displaced children.

F: Financial Analysis

Table 3: Planned budget for the thematic sector 2018 (in US Dollar)

Intermediate Results	Funding Type ¹	Planned Budget ²
921/215 ECD framework strengthened and scale up	RR	180,771.64
	ORR	296,844.16
921/216 - ECD standards in place	RR	21,779.41
	ORR	-
922/227 - Institutional mechanisms for quality edu	RR	100,900.25
	ORR	144,284.99
922/228 - Inclusive and learner centered learning	RR	862,145.22
	ORR	5,602,528.18
900/921 – Emergency	RR	-
	ORR	46,467
Total Budget		7,255,720.85

¹ RR: Regular Resources, ORR: Other Resources - Regular (*add ORE: Other Resources - Emergency, if applicable*)

² Planned budget for ORR (*and ORE, if applicable*) does not include estimated recovery cost (only programmable amounts).

*Note: this report was pulled in March 2019 from ZPS_Plan/Financial View and the totals in this table does not match reports pulled later.

Table 4: Country-level Thematic contributions to thematic pool received in 2018

Donors	Grant Number*	Contribution Amount	Programmable Amount
Global - Education THEMATIC FUND	SC149905	673,883.97	
Global - Education THEMATIC FUND	SC189904	252,607.66	
Total		926,491.63	

Table 5: Expenditures in the thematic sector by results area (in US\$)

Organizational Targets	Expenditure Amount*			
	Other Resources - Emergency	Other Resources - Regular	Regular Resources	All Programme
22-01 Equitable access to quality education	-2,570	870,231	140,936	1,008,597
22-02 Learning outcomes	97,373	5,730,053	2,250,399	8,077,825
22-03 Skills development	-8,745	1,134,370	568,110	1,693,736
Total	86,059	7,734,654	2,959,446	10,780,158

Table 6: 2018 Thematic expenses by results area

Organizational Targets	Expenditure Amount*		
	Other Resources - Emergency	Other Resources - Regular	Total Amount
22-01 Equitable access to quality education		33	33
22-02 Learning outcomes	104,071	891,864	995,935
22-03 Skills development		32,769	32,769
Total	104,071	924,666	1,028,737

Table 7: Expenses by Specific Interventions Codes

Organisational Targets	Expenditure Amount*
22-01-03 Provision of (formal and non-formal) primary education (including in temporary learning spaces)	15,925
22-01-07 System strengthening - inclusive education for other vulnerable children poorest quintile, ethnic/linguistic minorities, migrant children, non-citizens/undocumented children etc.	2,476
22-01-08 System strengthening - risk informed programming, including climate, resilience, disaster, conflict, and emergency preparedness	-220
22-01-11 Other activities for equitable access to quality education e.g. school feeding, school grants	777,031
22-01-12 Education analyses including OOSCI, Education Sector Analyses, etc.	54,962
22-01-14 Education Management Information System (EMIS) (excluding learning assessment systems)	145,806
22-02-01 Provision or procurement of early learning / pre-primary education learning materials	-174
22-02-03 Provision or procurement of secondary education learning materials	285,076
22-02-08 Provision of primary education teacher training	2,116
22-02-14 System strengthening - early learning / pre-primary policy, leadership, and budget	420,135

22-02-15 System strengthening - early learning / pre-primary standards and governance	115,804
22-02-17 System strengthening - curricula and learning materials design (excluding early learning / pre-primary)	-4,942
22-02-18 System strengthening - learning assessment systems	-148
22-02-19 System strengthening - mother tongue / multilingual education	-166
22-02-20 System strengthening - teacher development, management, and support	3,243,121
22-02-22 System strengthening - gender-responsive teaching and learning (excluding SRGBV)	3,091,519
22-02-99 Technical assistance - Learning outcomes	348,979
22-03-02 Provision of skills development for adolescents (10-19-year-olds) (including in temporary learning spaces)	937,331
22-03-05 System strengthening - responsiveness of education/training system to the labour market	107,741
22-03-08 Education analyses including OOSCI, Education Sector Analyses, etc.	62,034
22-03-10 Education Management Information System (EMIS) (excluding learning assessment systems)	3,033
22-03-99 Technical assistance - Skills development	390,116
26-01-01 Country programme process (including UNDAF planning and CCA)	28,476
26-02-01 Situation Analysis or Update on women and children	2,515
26-02-05 Administrative data, registers and non-MICS household surveys and censuses	146,690
26-02-07 Data dissemination	756
26-02-08 Programme monitoring	10,520
26-03-01 Advocacy and partnership-building for social behaviour change	13,642
26-03-02 Capacity and skills development for social behaviour change	12,862
26-03-03 Children, adolescent and youth engagement and participation	10,531
26-03-04 Community engagement, participation and accountability	5,446
26-03-06 Research, monitoring and evaluation and knowledge management for C4D	44,885
26-03-07 Strengthening C4D in Government systems including preparedness for humanitarian action	6,086
26-03-99 Technical assistance - Cross - sectoral communication for development	-363,998
26-04-01 CO/RO Supply - technical assistance and collaboration in supply chain, procurement of goods and services, and logistics	69,005
26-05-03 Country Programme evaluations (including UNDAF evaluations)	14,373
26-06-02 Innovation activities	49,578
26-06-04 Leading advocate	12,677
Total	10,780,158

Table 8: Planned Budget for 2019

Priority	Sectors	Budget (estimated USD)	Thematic Funds (USD)	Gap
Quality Learning	Early learning, Primary, alternative, Secondary	1,000,000	100,000	900,000
Quality Teaching	Early learning, Primary, alternative, Secondary	1,000,000	100,000	900,000
Quality School environment	Early learning, Primary, alternative, Secondary	2,000,000	100,000	1,900,000
Integrated Adolescents Services	Early learning, Primary, alternative, Secondary	2,000,000	100,000	1,900,00
Data support for Quality Education	Early learning, Primary, alternative, Secondary	700,000	50,000	650,000
Total		6,700,00	450,000	6,250,000

The financial gap identified will be covered through contributions made by key partners such as the Royal Norwegian Embassy that is funding two priority areas (Integrated Adolescents Services through the JPGE Program and National Education Sector Support that is supporting the Teaching, learning and data support priorities). Direct funding from the US fund will continue to support the provision of quality school environment with committed additional support from the German and Swiss National Committees. The programme will significantly leverage on the national sector budget and from the operationalisation of the ESJF. As such, no significant funding gaps are anticipated or if they are, the impact will be mitigated through diversified resources.

G: Future Workplan

Lessons Learned in 2018

- Government's leadership and coordination of key partners in the ECD sector (including CBCC, CCD/NCF) is key for scaling-up ECD/CBCC and CCD programmes nationwide and improve infrastructures
- Undertaking ECD/CBCC and CCD investment cases for resource mobilisation and efficient use of resources can yield better results in resource allocation for direct beneficiaries
- Using proper/popular forms for parent's engagement and community ownership in awareness creation and support to quality ECD programs should be valued and prioritised
- Maximise all opportunities available (using different partners for effective ECD/CBCC and CCD development.
- Implementation and utilisation of the new ELDS may improve monitoring of ECD operations in ECD centres for quality ECD services in both private and public ECD service centres

Moving forward in 2019, the UNICEF Country Programme (2019 – 2023) will focus on the following areas related to ECD:

1. The integration of key services for parents and children, such as the provision of maternal health care and nutrition for mothers (especially for adolescent mothers).
2. There will be an increased emphasis on greater investment and evidence generation on key ECD related issues. This is to ensure that children are nurtured, receive a nutritious diet, are free from stunting and receive the necessary stimulation and care required to ensure that they develop important cognitive skills.
3. Increased access and quality of ECD services through the provision of parenting skills to promote early stimulation, learning and care and the scaling up of quality ECD services in communities.

Specifically, the support for ECD will focus on the following priority actions:

- Provide technical and financial support to the Ministry of Gender to implement ECD strategic plan including finalisation of the comprehensive ECD sector analysis which will provide a country status report for Malawi with findings to be used for policy advocacy, development and leveraging of resources.
- Continued support to implement the Care for Child Development and NCF services as a cross-sectoral effort with emphasis on scaling up/ cascade the CCD/NCF training to community /household levels
- The development of a road map for creating an ECD legislation to guide the development of an ECD act through the Malawi Law Commission
- Support the implementation and monitoring of the new early learning development standards (ELDS)
- Development/review of the ECD curriculum in line with the new ELDS.

H: Expression of thanks

UNICEF expresses its sincere gratitude to all the donors who have supported UNICEF Malawi in its efforts to contribute to quality education for all children. We believe we have made considerable progress in recent years in providing children in this country with improved access to quality education and want to thank all partners for their passionate support in these key areas of UNICEF work. National Committees continue to be very critical partners in driving the education agenda in Malawi, and we look forward to furthering collaborations in the future. Flexibility of funding of the Thematic fund made it possible for the Malawi Country Office to provide additional focus on ECD.

I: Human Interest Story

Bringing together a community so that children can learn

By Tendai Banda, UNICEF Malawi



Children outside their class at Tigwirizane ECD centre in Mangochi © UNICEF Malawi/2018/Tendai Banda

Behind the Bwananyambi mountains in southern Malawi, stands a proud building filled with children. It is a cold morning but the warmth from the children's care-givers comforts and surrounds them.

In one of the rooms, the chants of adult and children voices are saying, "Well done. Well done. We are proud of you. You are great at this!" as children are being congratulated for correctly reciting their vowels.

It's another normal, albeit, exciting day at Tigwirizane early childhood development (ECD) centre.

ECD is an educational technique that uses stimulation to help the brains of young children develop. In poor communities such as this one, many young children are left idle as parents go out to work and don't have books or toys to engage them.

Tigwirizane for children

The name of the centre, "Tigwirizane" means "let's unite" and reflects the spirit of the people of nearby Kuluwe village in ensuring a bright future for their children through education.

The chief of the village, Danger Maulidi, known as Village Headman Kuruwe, said when the school first opened in 2008 children were taking lessons sitting under a tree as they didn't have any classrooms.

Maulidi said village elders decided to construct a grass thatched building to provide shade. He said the thatched structure was not adequate when it was cold or during the rainy season.

“We had been asking for support to build a school from the village development committee, and other community-based organisations,” says Maulidi.

He says he wanted to build a classroom block to serve as an ECD centre. Then one day he got a call from an organisation called the Namwera AIDS Coordinating Committee (NACC).

“They told us to start making bricks for a building. We moulded 140,000 bricks in two months.”



Children learning vowels Tigwirzane ECD centre in Mangochi © UNICEF Malawi/2018/Tendai Banda

Partnering to promote children learning

The NACC is a local organisation which works to promote people’s wellbeing and economic empowerment.

Through its work on ECD, it partnered with UNICEF in 2017 to promote services in the district. One of the focus areas under the partnership is supporting communities build ECD centres.

Jasiya Alick, ECD project officer from NAC, said they selected Kuluwe village for the project because it needed a centre and because people seemed ready to help.

“The local people had already moulded bricks and were determined to improve ECD education by building a new structure and provide a better learning space,” says Alick.

UNICEF supported the project with cement, wood, iron sheets, sand, bricks and paint and the building was completed last May.

To ensure the building is maintained properly, NAC has established a technical working group to oversee the management of the school and bring together all the necessary services.

“I am so happy because what I was looking for has now been found. Children can now learn in a good structure. I urge other villages to take after us,” says the chief.

Agness Maida, a mother of two children at the school, said the new structure was helping children get an education and could eventually help them find jobs.

“This school can help us build our community as our children will go to primary school having learned almost everything they need to know,” says Maida.

Annex 1: REPORT FEEDBACK FORM

UNICEF is working to improve the quality of our reports and would highly appreciate your feedback. Kindly follow this link ([English version](#)) to answer questions for the above-mentioned report. Thank you!