



Bildung ändert alles – Schul- und Berufsausbildung für Kinder und Jugendliche in Malawi



Kindernothilfe-Projekt: 62261

Schwerpunkte: Bildung, Armutsbekämpfung

Projektgebiet: Blantyre und Umgebung, Malawi

Partner vor Ort: Word Alive Ministries (WAM)
International

Berichtszeitraum: 2014

Die wichtigsten Projekt-Fortschritte im Überblick

- 16.134 Mädchen und Jungen im Grundschulalter erreicht
- 121 Schulabbrecher gehen wieder zur Schule
- 493 Schülerinnen und Schüler erhalten Schuluniformen
- 222 Mädchen und Jungen erhalten je zwei Hühner
- 78 Kinder und Jugendliche erhalten Saatgut
- 168 Lehrerinnen und Lehrer geschult
- 25 Jugendliche beginnen eine Ausbildung
- Sechs neue Klassenräume werden gebaut
- Zwölf Toiletten für Schülerinnen und Schüler werden gebaut
- 45 zusätzliche Lehrer werden eingestellt

Introduction

The goal of the project is to contribute towards improved and progressive right to education for 13.600 primary, 1.500 pre-primary, 30 secondary school children, and 75 vulnerable out-of-school youth. The project works with governance structures within 14 primary schools and 111 with chiefs and their subjects from 111 surrounding villages. In 2014, the project reached out to 16.134 (7.865 boys and 8.269 girls) primary school children, 2.002 (997 boys and 1.005 girls) children from 54 community based child-care centres, 30 secondary school learners, 25 vulnerable out-of-school youth and 111



Scenery in Malawi

village leaders. On the part of duty bearers, the project has empowered a total of 302 teachers and 660 community members who make up the local schools' governance structures.

External Influences

The hostile political climate created by the delayed announcement of the winners of tripartite elections conducted in May 2014 adversely affected security of field officers and school sensitization meetings for the period of a month.

Improvements made in equity and access to education

Firstly, access to pre-primary education has increased from 1.810 (845 boys and 965 girls) in 2013 to 2.002 (997 boys and 1.005 girls) in 2014. 257 children from community based child care centres supported by the project graduated from pre-primary into primary schools. This was to ensure children to access education progressively.

Secondly, access to primary education has increased from 15.557 from 2013 to 16.134 in 2014. Out of the 136 children (40 boys and 96 girls) who dropped out of school, 121 returned due to psychosocial support provided by mother groups, field officers and peers from learner's school council. Out of the 15 who could not return, 8 were due to teen pregnancy and are willing to go back in the subsequent academic year. The project's interventions which include quarterly school sensitisation meetings, use of role models, home visits, psychosocial support, provision of agricultural inputs and school kits to orphans and other vulnerable children and



In 2014 more children were able to get education.

advocacy efforts by local governance structures and chiefs have greatly contributed to keeping children in school. 493 learners received school uniforms from mother groups. The project provided 222 children with 2 chickens each and 78 were provided with farm inputs such as maize and vegetable seeds (2 kilogram) and fertilisers (20 kilogram) for both basal and top dressing so that they have access to adequate food.

Thirdly, 30 orphans and other vulnerable children (OVCs) continued with their secondary school through provision of education bursaries and motivation talks. 8 children completed their secondary education in September.

Improvements made in quality and relevance of education

In 2014, 168 primary school teachers were provided in-service training in order to address knowledge and skills gaps identified by education advisors. These trainings, coupled with interschool English drama competition, have improved the academic achievement of the learners. Based on 2014's Malawi National Examination Board (MANEB) primary school leaving certificate examinations results in the project area, pass rate has increased from 76.9 percent in 2013 to 78 percent in 2014. For example, the five most outstanding learners in the entire education zone were drama beneficiaries. Through drama, schools receive a variety of reading materials from the National Library Service. Teachers have also made testimonies that apart from improving learning outcomes among learners, drama intervention has improved learners' self esteem.

In collaboration with Vocational Education and Training Authority (TEVETA) and Southern Region Informal Sector Training Providers Association (SORISTPA), 25 (13 male and 12 female) vulnerable out of school youth were trained in various trades that are relevant to their aspirations, low education qualifications, needs and local market. 4 were trained in electrical installation, 5 in hair dressing, 5 in tailoring, 3 in tinsmith, 2 in brick laying, 2 in welding and fabrication and 4 in carpentry and joinery. 4 trainees had physical disabilities including one with speech impairment. After graduation, the trainees received Malawi government recognised certificates from TEVETA and tools from the project. 90 percent of them have already started practising their trades while the rest are mobilising resources to add onto their business capital.



All children have the right to education.

Improvements made in governance and management within the education system

The project in the period under review has empowered school governance committees, including the parents-teacher association (PTA), school management committees (SMC), mother groups and learners' school councils to promote learning in the schools. Through their advocacy efforts, the number of teachers has increased from 257 in 2013 to 302 in 2014 thereby improving teacher-pupil ratio. Additionally, there has been an increase in number of school infrastructure: Six teacher's houses, six classrooms and twelve toilets for students were built.



Six new classrooms were built in 2014.

Furthermore, children's school development recommendations made through learners councils were incorporated and implemented in the schools. Community members engaged with school service providers (teachers, primary education advisors, district education managers, department of public works) on a regular basis. There was an increase in the number of linkages made by the local governance structures in support of education. Also an increase was seen in transparency of managing school resources due to more community members' active participation in

school development activities. These improvements have made the school environment better for teaching and learning. The schools committees also provided awards to 288 learners and 38 teachers for their outstanding performance in 2014.

Children's Development

The Learners' school councils in all the 14 primary schools continue to acquire leadership skills as they conduct regular meetings to identify and discuss issues that affect their life at school; including teaching and learning. A success of the councils is that they are able to influence decision making in schools. Namwanje primary school council influenced the inclusion of school pillar in the recurrent budget's heir school improvement plans (SIP) and their voice was held and a pillar bearing the school's name was constructed.



Herzlichen Dank für Ihre wertvolle Hilfe!