



CSE in MoE

By

Fiona Nguluwe

Ministry of Education



Presentation outline

- Introduction
- Background Information
- Snapshot of Current Situation
- Policies and Strategies Guiding CSE in Malawi
- Successes
- Bottlenecks
- Recommendations



Introduction

The Ministry of Education in Malawi introduced Life skills Education program with the intention to empower children with appropriate information and skills to deal with social and health problems affecting the nation including the fight against HIV infections.



Background Information

Young people receive a range of conflicting and confusing messages about sexuality and gender on a daily basis. We believe that a thorough and high quality curriculum-based sexuality education programme can help all children and young people navigate these messages, and develop positive norms about themselves, about relationships and about their health as well as responsible citizenship.

Preparing children and young people for the transition to adulthood has always been one of humanity's great challenges, with human sexuality and relationship at its core. Ministry's efforts to address the challenge in a world with AIDS to protect the learners from the epidemic and early and unintended pregnancies.

Life skills stands a key subject to assist learners to build resilience to conquer poor decisions. It will also assist them to delay the sex debut.



Snapshot of current situation

- EMIS bulletin, 2017 highlights reasons for learners drop out.
- Pregnancy 6.2% of which 5.9%g and .3%b
- Marriage 9.3%, 7.7%g and 1.6%b
- Family responsibilities 52%, 25.9%g and 28.1%b
- Lack of interest 47.1%, 21.7%g and 25.4b
- Life skills will help to reduce the percentages of these indicators.
- These reasons mostly affect girls and boys at primary school level.
- Some districts contribute more to these poor indicators.



Policies Strategies Guiding CSE in MoE

- National Girls Education Strategy
- AGYW Strategy
- SRH Strategy
- National Gender Policy
- National Education Act
- National Girls Education Communication Strategy
- National Education Standards
- CPD Framework
- Teacher Code of Conduct



Successes

- Aligning CSE with curriculum
- Aligning CSE with the CPD framework
- Designation of Nalikule College of Education as centre of excellence for CSE
- Review of Life Skills curriculum
- Incorporation of CSE in National Mother Group Training Manual
- Training of secondary school teachers in CSE
- Establishment of computer Laboratories for CSE
- Development of CSE face to face training materials
- MoE political will to implement and support CSE



Bottlenecks

- Constrained by a variety of social and cultural contextual factors
- Attention given to Mathematics and Science subjects
- Highly pressured roles of teachers in terms of managing their school resources; school clubs suffer (Development partners open separate clubs)
- Different agendas and expectations of partners
- Scanty work due to donor or partner



Bottlenecks Cont...

- Weak coordination among stakeholders responsible for implementing CSE which leads to duplication of efforts.
- Fragmented efforts towards implementation of CSE
- Most programmes end at pilot level hence programmes are not sustainable.
- High overhead costs of implementing partners lead to low coverage i.e. reduced number of beneficiaries.
- Lack of information sharing and best practices.



Recommendations

- All DPs should seek advice from MoE on the operation of CSE clubs
- All DPs should seek advice from MoE on where to implement CSE
- All DPs should not implement CSE on their own, government should own program
- Both soft ware and hard ware part of the programme should be handed over to government for continuation after programmes phase out.
- Coordination of mode of implementation of on the onset of programmes.