COORDINATING THE DEVELOPMENT AND IMPLEMENTATION OF THE 2003 – 2013 NATIONAL ACTION PLAN (NAP) FOR CHILDREN IN MALAWI

By

FRANCIS R.W. CHALAMANDA
MINISTRY OF GENDER AND COMMUNITY SERVICES, MALAWI

A Project Submitted in Partial Fulfillment of the Requirements for Degree of BACHELOR OF ARTS

In the School of Child and Youth Care,
Faculty of Human and Social Development

Dr. Alan R. Pence, Supervisor (School of Child and Youth Care)

Dr. Judith Evans, Departmental Member (School of Child and Youth Care)

Mrs. Esmie Kainja (Ministry of Gender and Community Services, Malawi)

©Francis R.W. Chalamanda, 2004
University of Victoria

All rights reserved. This project may not be reproduced in whole or in part, by photocopy or other means, without the permission of the author.
Supervisor: Dr. Alan R. Pence

ABSTRACT

The objective of the project was to facilitate implementation of national policies designed to ensure efficient and effective care, protection, development and participation of the young and the vulnerable children in Malawi. The project involved the identification of strategies for coordinating the development and implementation of a 2003-2013 National Action Plan (NAP) for the Survival, Protection and Development of Children in Malawi, facilitating the development of the NAP, including strategic activities that are aimed at providing care and development to all children without any discrimination.

The title for the major project is **Coordinating the Development of the National Action Plan (NAP) for the Survival, Protection, and Development of Children in Malawi from 2003 to 2013**. This major project was chosen for three major reasons:

- To identify strategies that facilitate implementation of the ECD and OVC policies, and other sectoral strategic plans;
- To outline mechanisms, processes and strategies for coordinating the development and implementation of the NAP; and
- To outline operational linkages and networks between the two policies and other existing child care policies, sectoral strategic plans and institutions.

Malawi has just had its policies on ECD, and on Orphans and Vulnerable Children (OVC) approved by cabinet in February 2003. The policies were launched officially on 1st March 2004 and are now being implemented by various stakeholders. The availability
of the policies on their own has not changed size of implementation and not much is being done to implement the policy statements. Hence, the policies on their own are not enough. There are no clear mechanisms to ensure the implementation of the policies and strategic plans. One of the mechanisms is the National Action Plan (NAP). All stakeholders working in Early Childhood Development (ECD) and those working with Orphans and other Vulnerable Children (OVCs) were mobilized to come up with a viable action plan that responds to national policy and children’s rights.

The NAP is a document that defines the Malawi Government’s commitment on issues concerning children. It is based on two principal documents: A World Fit for Children (A/RES/S-27/2002 of the official text from the United Nations General Assembly of the Special Session for Children), and the UN Convention on the Rights of the Child (CRC). These documents provide the basic framework within which the Millennium Development Goals were framed. The 2004 NPA incorporates issues that were not properly implemented in the 1992 NAP, and includes plans to ensure the successful implementation of policy in the next ten years. This project builds on the first NAP for Malawi and is a response to the Special Sessions for children of the UN General Assembly of 2002.

The project was designed to facilitate viable implementation of the National Policies on ECD and OVC, Sectoral Strategic Plan and other national policies, as well as other Child Care and Development Policies and the Global Goals for Children. Coordination of NAP development and implementation was seen as extremely important in identifying strategies for implementing Global Goals for Children, the CRC and the National Policies for children in Malawi. Viable implementation can only be achieved if
the new NAP is formulated using current information, doing an analysis of available literature, and developing communication and technological systems that provide coverage to all the relevant people who are involved in and know what is happening in their societies.

The NAP has been developed through a consultative process in which all the sectors that are involved in child care and development were involved: children, parents, families, care-givers, service-providers, the youth, departments, community-based organisations, faith-based organisations, I/NGOs, and bi/multi-lateral donors. All sectors of society were involved in various ways in the process. The key beneficiaries in this project are children aged from conception to eighteen, mothers and caregivers.

This paper presents processes, mechanisms and strategies for coordinating the development and implementation of the National Action Plan (NAP) for the Survival, Protection and Development of Children in Malawi from 2003 to 2013. The development of NAP was identified at the literature review exercise as one of the key strategies for implementing the National Policies and sectoral strategic plans for children. The paper describes processes and strategies that were undertaken to develop the NAP, how the stakeholders were identified and mobilized, how they worked on the NAP, the current status of the NAP and how it will be implemented efficiently and effectively.

Project Advisory Committee:

Dr. Alan R. Pence, Supervisor (School of Child and Youth Care)
Dr. Judith Evans, Departmental Member (School of Child and Youth Care)

Mrs. Esmie Kainja (Ministry of Gender and Community Services, Malawi)
TABLE OF CONTENTS

ABSTRACT ........................................................................................................... ii

TABLE OF CONTENTS ...................................................................................... vi

ACKNOWLEDGEMENTS ..................................................................................... viii

CHAPTER 1: Introduction ...................................................................................... 1
  1.1 Rationale of the Project ............................................................................. 2

CHAPTER 2: Literature Review ............................................................................ 6
  2.1 Introduction .................................................................................................. 6
  2.2 Literature Review ....................................................................................... 8
  2.3 Learning From Other Programs as well as Other Countries ..................... 9
  2.4 Institutional Cooperation: Opportunities and Challenges ......................... 13
  2.5 Tools that Facilitate Policy Implementation .............................................. 15
  2.6 Literature and Work Sustaining Implementation of ECD and OVC Policies ___ 18

CHAPTER 3: Coordinating the Development and Implementation of 2003-2013 NAP for
the Survival and Protection of Children in Malawi ................................................ 21
  3.1 Introduction .................................................................................................. 21
  3.2 Identifying the NAP Task Force ................................................................. 21
  3.3 Developing the 2003-2013 NAP Framework .............................................. 22
  3.4 Developing the NAP for 2003-2013 ............................................................ 24
  3.5 Program of Activities for Coordinating the Development and Implementation of
the 2003-2013 NAP ......................................................................................... 28

CHAPTER 4: Implementation Strategies for the 2003-2013 NAP ......................... 32
  4.1 Introduction .................................................................................................. 32
4.2 The Development of the Implementation Plan to follow the National Policy 33

4.3 The Development of the NAP as a Multifaceted Document to Involve
Multisectoral Process 33

4.4 The Development of the NAP as a Long Process Built on Implementation,
Experiences and Survey Findings of Implementation Processes 34

4.5 The Consultative Planning Meetings Had to Take Place at All Levels 34

4.6 2003-2013 NPA Framework 35

4.7 The Twelve Thematic Areas 35

4.8 Situation Analysis 36

4.9 Data Analysis Matrix 37

4.10 Coordinating Implementation of the 2003-2013 NAP 39

4.11 2004 Project Plan Of Action (PPA) For Community Child Care (CCC) 40

Project Objectives 40

Specific Objectives 40

4.12 Challenges and Constraints in the Development and Implementation of 2003-
2013 NAP 51

CHAPTER 5: Recommendations and Conclusion 53

5.1 Recommendations 53

5.2 Conclusion 55

BIBLIOGRAPHY 58
ACKNOWLEDGEMENTS

I would like to acknowledge the support and encouragement that I received from my supervisors, namely Dr. Alan Pence, Dr. Judith Evans, Mrs. Esme S. Kainja, Cyril Dalais as well as ECDVU administrators for their guidance and moral support, namely Lynette Jackson, Sarah Fleury, and Dr. Jessica Schafer. I also acknowledge and express gratitude for the support that was received from the following people: Ms. Catherine Mbengue, Ms. Elizabeth Hughes, Mrs. Lucy Kachapila, Mrs. Lilian Selenje, Mr. S. Phalula, Mr. P.S. Kilembe, Mr. F.S. Chatsalira, L.M.C. Mhango, and Mrs. C. Chisala. Special thanks should go to the Government of Malawi and UNICEF for supporting the studies financially, materially and moral support.

Special gratitude should go to all the following persons who participated in the development of the 2003-2013 National Action Plan for Children in Malawi, namely O.J. Chaponda of Malawi Human Rights Commission, E. Bonongwe and J. Hamela of MoGCS, L.J.E. Madeya of Lilongwe Technical College, M.T. Phiri of Ministry of Economic Development and Planning, C. Mkangama of Ministry of Health, M.J. Mwanyula and K. Langwe of Ministry of Finance. Gratitude should also go to Mr. A. Chibwana of Ministry of Agriculture, Mr. Nthegwe and Mr. Mike Nowa of Ministry of Education, Mr. Sikwese and Mr. Muhezuwa of Ministry of Water Development, D.S. Gausi of Ministry of Labour and Vocational Training, Mr. Nakwagala and Anne Landenberg of UNICEF, Mr. Mainala of Ministry of Local Government and District Administration.

My beloved family and friends are also thanked for supporting and encouraging me in the course of the studies, namely my wife, Chrissy Jean Chalamanda (nee Mpapa),
my children Jean, Chrissie, Ekari, Novahiwa and Eraniveh; my brothers and sisters
Magombo, Kachenga, Mary, Salephera, Chiembekezo, Mercy and all my relations. As
the African Family Values state, “I survive and succeed as a unit of my family and
friends”; so it is with this project.
CHAPTER 1: Introduction

The focus of this major project was chosen for three major reasons:

1. To identify strategies that facilitates implementation of the ECD and OVC policies. Malawi has just had its policies on Early Childhood Development (ECD) and Orphans and Vulnerable Children (OVCs) approved by cabinet on 28th February 2003 and were launched on 1st March 2004 at Mchinji Boma in Malawi by Honorable Alice Sumani, the Minister of Gender and Community Services.

2. To outline mechanisms, processes and strategies for coordinating the development and implementation of the NAP.

3. To outline operational linkages and networks between the two policies and other existing child care policies, sectoral strategic plans and institutions.

A National Action Plan (NAP) is an outline of activities and mechanisms that are developed to facilitate the implementation of the national policies, legal instruments and sectoral strategic plans for children and women. The process involved mobilizing all stakeholders in childcare, protection and development to come up with a viable child-responsive action plan. The project involved identifying strategies for coordinating the development and implementation of the national policies, legal instruments and other childcare strategic plans. The project utilized the information that was gathered in the course of the work of developing the policies on ECD and OVC. This information enabled stakeholders to come up with a viable implementation plan for children in Malawi. The process that was employed to develop the plan was extremely important in this project and it forms the basis of the entire paper.
1.1 Rationale of the Project

This project, coordinating the development and implementation of a National Action Plan (NAP), identified strategies and mechanisms meant to facilitate efficient and effective care, protection, development and participation of the young and the vulnerable children in Malawi. A NAP provides a framework within which strategic activities are defined. These activities are aimed at ensuring survival, development, protection, and participation of all children without any discrimination.

The Government of Malawi developed the first NAP for Malawi in 1992 for the period 1992 to 2002 (NPA, 1992) and was known as the ‘National Plan of Action for the Survival, Protection of Children in the 1990s.’ Progress on implementation of this plan was reported to the Special Session for Children at the UN General Assembly in 2002 (UN General Assembly Report for Malawi, 2002). The report revealed some successes and challenges that hampered child development and care services. The main challenges listed in the report were:

- Inadequate capacity in the coordinating ministry to facilitate the implementation of children’s programs
- Inadequate legal guidance in the protection of children
- Lack of specific policies and programs that are directly related to the principle of the best interest of the child that can be achieved through parental guidance, child protection, leisure, recreation and participation in cultural activities, education, vocational information and guidance, and other related children’s needs
- Malawi’s infant and child mortality rates are very high by regional and international standards
• General lack of enforcement of laws related to child protection, care and development, i.e. Affiliation Act (Laws of Malawi, Cap. 26:02), and the Maintenance Order Enforcement and the Divorce Act (Laws of Malawi, Cap. 25:04)

• Limited funds and resources to care for orphans, children living with HIV/AIDS and other vulnerable children

• There is no ECD Act to regulate the implementation of the ECD Policy

• Very few children with disabilities enjoy the rights as stipulated in the CRC, as well as other national and international legal and development instruments

• Malawi Constitution has provided the necessary background to the implementation of the CRC as well as the National Socio-Economic Development Programs and Plans, but there are limited efforts to provide specific policies, Acts, laws and plans for their enforcement and implementation

To address the shortcomings identified in the 2002 review of the 1992 NPA, the 2003-2013 NAP incorporates issues that were not properly implemented so that they can be implemented successfully in the next ten years.

As noted above, this project builds on the first NPA for Malawi and is a response to the Special Sessions for Children of the UN General Assembly (1990 & 2002). The Government of Malawi and UNICEF carried out a Situation Analysis in 2002 to assess the implementation of 1997-2001 Program for Children and Women. The program had five focal areas: 1) health, 2) youth and education, 3) water and sanitation environment, 4) care and nutrition, and 5) social policy, advocacy and communication. The framework for this program was based on the CRC and the Convention on the Elimination of All
Forms of Discrimination against Women (CEDAW). The analysis provided the
government and UNICEF an opportunity to assess the implementation process, progress
made in relation to the interventions and the resultant impact.

The Situation Analysis of Children and Women in Malawi (2002) revealed that
most children live under poor socio-economic conditions that are responsible for the
violation of their fundamental basic human rights. The dehumanizing conditions result
from widespread and deep-rooted poverty, chronic malnutrition, HIV/AIDS, child abuse,
poor childcare practices at household and community levels, and emotional and social
depprivation, among other variables. All these problems can best be dealt with through the
development and proper implementation of a NAP that provides a workable framework
for coordinating and implementing children’s programs.

The rationale of the project is to facilitate implementation of the National Policy
on ECD, as well as other Child Care and Development Policies and the Global Goals for
Children. It has been noted that when policies are launched they are often not
implemented. Planners and implementers carry out activities that do not address the
policy strategies.

Moreover, some policies are never operationalized; they exist only in the
bookshelves. Hence, coordinating the development and implementation of the NAP was
extremely important. It was necessary to identify strategies for implementing Global
Goals for children, the CRC and the National Policies for children in Malawi. Viable
implementation can only be achieved if the new NAP is formulated with the current
information, communication and technological coverage where all people are involved
and know what is happening in their societies and are able to make informed decision in issues affecting their children and women. The other benefits of the NAP are to:

- Enact the Global Goals, the CRC and the National Policies
- Create workable linkages with the existing Socio-economic policies
- Monitor and evaluate implementation processes related to the current NAP, Global Goals, the Convention on the Rights of the Child, and National Policies on children
- Facilitate the creation of mechanisms to facilitate policy implementation

The NAP was developed through a consultative process in which all the sectors involved in child care and development contributed, namely: children, parents, families, care-givers, service-providers, the youth, departments, community-based organisations, faith-based organisations, I/NGOs, and bi/multi-lateral donors.
CHAPTER 2: Literature Review

2.1 Introduction

In order to understand what is required to implement the policy, a literature review was conducted in relation to ECD policies and their implementation. The literature review process was an important part of the project because it provided information on how the project could be carried out; it also provided the suggested strategies, processes and mechanisms for coordinating and implementing the NAP, as well as the ECD and OVC Policies. Furthermore, the literature revealed what other scientists have already done on the related project. National Action Plan (NAP) is a strategy for implementing the National Policies on ECD, OVC, Health, Education, Water and Sanitation, Gender, and, sectoral strategic plans, and implementation frameworks. Each of the reference materials that were reviewed was very important to the project because they outlined key areas that various writers and scientists presented points or critical issues in policy development and implementation. The resources that were analyzed in this document had linkages to the policy implementation process, specifically children’s policies. The literature review has assisted in the identification of factors that facilitate sustainable policy review and implementation. The focus of the review was on the identification of strategies and mechanisms that facilitated development and implementation of the policies.

The CRC Report presented at the Children’s Summit in New York by Malawi (Government of Malawi, CRC Report, 2002) emphasized the importance of implementation plans and legal guidelines in the execution of national and international conventions on children and women. A variety of books, websites, videos, TV Programs
and other experiences were analyzed. During the review implementation plan for children stood out as one of the key strategy in putting into action children plans and policy statements. Even though the emphasis was on the implementation, attention was also given on the manner policies are developed and approved by the policy makers into legal documents for child care, development, protection and involvement of children. There are linkages between policy formulation and implementation, because a policy to be accepted and owned by implementers the process of formulation and involvement of all concerned parties determines the degree of ownership and responsibility over the policy and implementation. The main processes and points to be taken into consideration formulating and involving partners were identified in the literature as follows:

- Institutional cooperation: opportunities and challenges to be identified and utilized
- Tools that enable policy implementation should be identified and make them ready
- Different approaches and strategies in policy implementation should be identified,
- Conceptual framework for policy analysis should also be put in place to track down implementation process
- Relevance of strategies to country situation is also very important
- Learning and employing strategies from other sectoral programs and projects.
- Identifying responsible persons for policy implementation
- Monitor and evaluate policy implementation right from the start of developing the policy and strategic plans
• Policies, strategic plans, and programs have to be reviewed at intervals to facilitate their implementation at all times in relation to the existing situation

### 2.2 Literature Review

The 2003-2013 NAP draft was developed and is being refined to make it ready for printing, advocacy and implementation. It was developed and is being reviewed under the coordination of the Ministry of Gender and Community Services with full collaboration and involvement of multiple key government agencies including the Ministries of Health, Education, Agriculture, Labour, Finance, Office of the President and Cabinet, Economic Planning and Development, National Statistical Office, Local Government and District Administration, National Statistics Office (NSO), and. Some Donor Agencies represented in the country were also part of the consultation and as well as INGOs and NGOs during the formulation process. The result has been a comprehensive National Action Plan that addresses all the major sector goals of the World Summit with various adjustments to suit the country’s situation. The main areas of focus in NAP include objectives that address national problems such as HIV/AIDS, food and nutrition, Social cultural beliefs and practices, economic resources, poverty, education, emotional development, housing, women’s health, and child spacing among others.

This is a challenge which the Government will pursue vigorously within the existing financial limitations brought about by concurrent problems of drought, refugees, civil war in neighbouring countries and as a consequent of our traditional and cheap transportation routes, inflation, recession, the lowering of international commodity pricing for major exports and diminishing aid money. Indeed, in meeting this challenge the first steps have already been taken towards this end in the creation of a Gender
Department and Children’s section in the Ministry of Gender and Community Services, which will coordinate the task of implementing the NAP. The National Action Plan recognizes the important and vital role being played by individuals, families and communities in the care and development of our children. As such, it places a lot of emphasis on the need to empower them with knowledge, skills and attitudes essential for survival and protection of the country’s children. They are empowered by providing them with various Information, Education and Communication (IEC) and other family support programs. It also lays much focus on community based, low cost and preventive initiatives not so much as a means to reduce state financial burdens but in recognition of the importance of self-help and community involvement and participation as a key to meaningful human development.

2.3 Learning From Other Programs as well as Other Countries

A primary resource for the project was the lessons learnt from other people’s experiences. Many times people have expressed concern that policies are not implemented when they are passed into program policies. There were lessons to be learnt about the implementation process from various countries: starting with Malawi, there is the Malawi Poverty Reduction Strategy Paper (MPRSP, 2002) Document, an implementation plan that is being used to eradicate poverty in Malawi. It outlines the objectives, strategies and activities in order of priority, leading institutions, other responsible institutions, indicators, current status of each objective and the targets by the year 2005. The document goes further to give the development processes of the MPRSP as a good example of a national plan being implemented successfully. It was developed in three stages: mobilization, preparation and validation processes. These stages were
aimed at building Malawian ownership, building consensus on it, to enhance policy adoption, implementation, and sustainability, and to meet donor requirements. From this document a more comprehensive monitoring and evaluation master plan was produced in 2002. Even with all the plans that were developed, however, this policy has not been implemented successfully due to lack of funds and inadequate coordination.

MPRSP management framework was defined showing the overall process and structure of developing and implementing the plan and with full involvement of all sectors from grassroots to the national levels: Ministerial Committee, National Steering Committee, Technical Committee, Sectoral Working groups based on the objectives of the MPRSP and sub-groups. An implementation committee was set up to coordinate enactment and implementation of the plan. An implementation structure was also outlined to facilitate coordination and communication amongst stakeholders. All these structures are still working in the implementation of the MPRSP but not efficiently due to limitation of resources, and hence affecting effectiveness. The approach and structures that were set up during the development and implementation process are a good strategy for implementing policies.

Other notable lessons that are helping in the implementation of National Policies are activities that are laid out in the document in order of priority. There is a monitoring and evaluation action plan; cross sector involvement in the development of the policy; a management framework to implement the plan was drawn up; and various committees were set up to facilitate the implementation of the plan. (MPRSP, 2002).

The numerous lessons learnt from a number of countries in Sub-Saharan Africa such as Kenya, Uganda, Zanzibar, Zimbabwe, South Africa, Namibia, Mauritius and
Angola highlight a number of areas that facilitate policy implementation. The lessons from these countries are the development of implementation plans, multi-sectoral approach to the development of the policies, localization of the issues to reflect the felt needs of children in those countries, etc. The websites also present information on how other NAPs have been developed and are being utilized in the implementation of childcare and development activities. The following are key and useful points that have been identified from those countries in the development of the NAP:

- **Approaches to ECD Policy and Program Provision in SSA:**
  Enabling political conditions facilitate viable the development and implementation of ECD programs, community pre-school programs; ECD provision efforts to children in difficult circumstances and broader ECD awareness and policy efforts.

- **ECD Delivery Models and Program Implementation Issues:** Building on existing local social cultural context; integrating health, nutrition, education and emotional development; community participation; organizing structures at grassroots levels for policy impact; and targeting investment.

- **Ensuring Quality ECD Programs:** through the use of local teachers and trainees, training of community pre-school teachers, parents and other local caregivers, and measuring the program quality and effectiveness through report analysis, reviews, and program assessment.

- **Sustaining Institutional Cooperation:** for ECD programs through institutional arrangements, cooperation structures at all levels of the society, inter-ministerial
cooperation, partnership with NGOs, and developing and identifying supportive National Policies.

- **Implementing the ECD Programs to Scale**: at reasonable costs, financing efforts and ensuring sustainability.

- **Clarifying the Roles**: of the state, partners and the private sector in the financing of the ECD implementation.

- **Forecasting the Future Challenges**: to enhance planning and evaluation program quality, institutional cooperation and having control over scale, costs, financing and sustainability (Colletta & Reinhold, 1997).

All these lessons were very important in the coordination of the development and implementation of the national policies, the NAP, as well as other sectoral strategic plans. They were the basis for realistic and responsive action plan. This was the reason why they were outlined and analysed prior to the actual processes. Other lessons from other countries and literature on the development and implementation of NPA are:

- Learning from other programs and implementers to have models of the task
- Creating a conducive environment for policy implementation as outlined above
- Creating potential enabling political conditions for implementing ECD programs
- Ensuring community participation in the development and implementation of ECD plans
- Putting up efforts to focus on children in difficult circumstances and broader ECD awareness and policy efforts
➢ Sustaining institutional cooperation; various sectors and organisations working together in the implementation of the Child Care and Development Policies

➢ Maintaining ECD delivery models and program; the models and standards that have been set for the program must be followed and maintained.

➢ Ensuring Quality ECD programs; all the instructional materials that have been put in place to maintain standards must be adhered to and implemented

➢ Implementing the ECD Programs to scale; start small and increase in size and quality

➢ Clarifying the roles of implementing partners; identify and define the roles of all the players in the implementation process

➢ Forecasting the future challenges and preparing strategies to deal with such challenges

2.4 Institutional Cooperation: Opportunities and Challenges

Institutional cooperation looks at the institutional support toward National Policies on ECD, OVC, Sectoral Strategic Plans and other related policies. It envisages that a successful policy should be backed up and supported by recognized institution frameworks. This work presents a gradual process of building up original, genuine, and national system for preschool education that can be implemented despite hard periods of social-economic development. The approach was pioneered by UNICEF, and supported and sustained by the people of Mauritius. Manifestations of the poverty, child and women abuse, sexual exploitation, increasing drug and alcohol dependency, relegation of children with disabilities in social services; they are but a few of the problems of children that needed to be addressed. In addition to the national framework, Early Childhood
Development also presents other aspects such as early stimulation, health, nutrition and young child education. Success in ECD programming depends on the synergy between the latest scientific knowledge from the field of psychology, sociology, and anthropology. It combines knowledge, experience and best traditional practices and basic values in a society (Dalais, 2002).

Other institutional frameworks that need to be taken into consideration are the family, the community and the social setting. This structure helps us to appreciate and understand the fact that ECD Policy Implementation is best achieved and sustained through direct and active parental involvement, community participation and adequate support from organized social structures. Furthermore, there are also the issues of monitoring and evaluation of indicators of both processes and impact on young child development. Emphasis is on Integrated Early Childhood Development (IECD) as an important strategy for promoting the human factors. Furthermore, other areas to take into consideration are comprehensive national children’s policy, partnership building, placing the child on top of the national agenda and building the country fit for children. The issues that have been raised in this document are very necessary for policy implementation, as they are very important areas that need to be taken into consideration and work for their success (Mauritius Experience, ECD Analysis, 2002).

It should be noted that the outlined institutional cooperation could be set up with the policyholders. Deliberate efforts must be put in place to create institutional cooperation. People need to realize that their institutions are very important and building linkages with their institutions is, similarly, very important. The challenge is in countries
where the institutions are divided and there are no apparent efforts for joint implementation of their programs.

2.5 Tools that Facilitate Policy Implementation

There are some general policy considerations that act as tools for policy implementation, namely international influences on national policies, complementary frameworks built on causal factors, mediating influences, policy and program outcomes. The conceptual framework for policy analysis as outlined in the World Bank Technical Paper 367 (Colletta & Reinhold, July 1997) is as follows:

- **Formulation:** emanating from empirical world, the process of analyzing national priorities, and conceptual world for the policy options.
- **Evaluation:** of feasibility, affordability, desirability and consequences
- **Adoption:** of policy decisions and making them operational.
- **Implementing:** through a consultative planning process.
- **Assessing:** the process, the system, and the impact.
- **Adjusting the facility areas:** of the policy, improving it and its implementation process
- **New policy adopted:** through analysis, research, induction, negotiations, ad hoc options, judgments and the policy options.

A policy can be judged as successful or not depending on multiple factors surrounding the policy itself or its implementation process. Here are some clues on how a policy can be judged as successful or not:

- **Desirability:** it must address a practical (felt) need of the people,
- **Feasibility:** it should be able to be implemented and be practical, and
➢ **Affordability:** it should be economically viable or it should be implemented using locally available resources.

Colletta and Reinhold (1997) suggest that good and viable policy/programs should have some characteristics that qualify it to be a good and viable policy document:

➢ Inclusive for all children, without discrimination based on race, gender, nationality, creed, socio-economic status.

➢ Capacity building for families in order for caregivers to ably provide care, protection and development to their children.

➢ Start with prenatal children, because the unborn children require care and support for their survival and development. The first three years of the child’s life are critical as the child is still developing and has to be nurtured in order to undergo adequate development safe birth.

➢ Recognize the need for change so that it is seen as a benefit to the children.

➢ Recognize holistic approach because the needs of children are multifaceted.

➢ Follow sequence of development because the child’s development profile follows a pattern of life.

➢ Promote active learning in the children and the caregivers; children learn more by doing through play.

➢ A variety of forms of learning should be used so that children and caregivers have more opportunity to learn.

➢ Attention to adult child caregivers, their multiple skills and knowledge to provide proper care, protection and development to children.

➢ Seek integration of all needs and sectors.
➢ Foster active participation of all stakeholders.

➢ Build on local and inherent child rearing practices, children grow up in a social cultural context which needs to be taken into consideration.

➢ Integration by involving all generations and all sectors.

➢ Complement approaches: most crucial to Malawi policies are the district plans and profiles that are largely developed based on the PRA results, but policies are never used in such important activities. Hence, ECD Policy should complement any other existing social-economic development plans.

➢ Seek cost effectiveness and incorporate monitoring and evaluation into ECD programs.

The Malawi annual CRC report illustrates how policies may be monitored. The report helps to identify methods and ways of assessing implementation process and impact of the ECD Policy. The report gives details on how the Human Rights, including CRC, are implemented in Malawi. It also provides areas of great concern to the children of Malawi. The identified areas were and are still taken into consideration when implementing the ECD Policy. (CRC Annual Report, 2002).

The outlined categories offer some good information for evaluating the viability and practicability of the national policies and strategic plans for children. These are some of the key strategies for making sure that policies are implemented. Most policies have failed to deliver the desired results for the following reasons:

➢ Implementation plan: they do not have implementation plan.

➢ Implementation structure: they rely on the policy document itself.

➢ Multi-sectoral Approach: they are developed on single sectoral basis.
Multi-faceted Needs: no other sectors and needs are incorporated into the policy.

Resource mobilization: no efforts are put in place to mobilize resources for implementing the policy.

Public awareness on the existing policies: some policies are never publicized, they are merely shelved documents that communities know nothing about.

Reliable and Stable Staffing Levels: there are no reliable and sustainable custodians that ensure their implementation due to unstable staffing levels.

The temptation with so many policy makers is to formulate their own policies when they take over offices rather than sustaining the development of policies that were started with their predecessors. It is more effective to set up the policy and institutional conditions necessary for sustained impact of ECD efforts (Colletta & Reinhold, July 1997).

2.6 Literature and Work Sustaining Implementation of ECD and OVC Policies

Development Planning Handbook for District Assemblies by the Government of Malawi, Office of the President and Cabinet (OPC) Lilongwe (2001), is a document that sets out the procedures for the formulation of District Development Plans, paving the way for a coordinated approach to the identification and implementation of development programs and projects. It represents a rationale and deliberate public investment for development activities. It provides the mechanisms for linking district and national level planning, budgeting, implementing monitoring and evaluation in an operational system at grassroots level. One remarkable aspect of this work is the involvement of people at
grassroot level in coming up with this planning document. The approach leads to the development of local capacity and sustainability of efforts in the community.

The approach of this document assisted in developing National Action Plan (NAP): development of local capacity to sustain the best childcare practices at household and community levels. Moreover, this document serves as an entry-point for childcare and development activities in the districts and communities. The NAP development process took note of the given procedures and was seen to complement the system that had been put in place. Furthermore, the document worked as the resource book for implementing childcare and development plans because it provided development planning system and its structures from national to grassroot levels. The NAP will later be translated into local plans.

There are also development planning system linkages: National Planning Tools, Malawi Vision 2020, MPRSP, Sector Investment Program (SIP), District and National Development Planning Linkages; Planning Process, Development Plan Framework, how to prepare plans; how to mobilize resources, how to implement plans, coordination, management, and monitoring and evaluation systems. This document was very instrumental in the implementation of children’s policies and plans.

Family and Community Care (FCC) Project is one of the projects that is being implemented by the Government of Malawi with the support from UNICEF and other organisations for policy formulation and coordination of support for families and communities. The paper on FCC Review describes the projects that UNICEF Malawi has been supporting, mainly in the areas of AIDS control and community based care for orphans and other people affected and infected by HIV/AIDS. It is presented as a report
on the progress of implementing family and childcare project in Malawi. It goes further to suggest some ways of promoting implementation of the child care activities. Special focus is made on orphans and people living with HIV/AIDS. The report was based on the assessment of practical aspects of Family and Community Care (FCC) project. It provided some key areas that needed to be implemented and it assisted in the development and implementation of the NAP as it suggests some ways of improving FCC project.
CHAPTER 3: Coordinating the Development and Implementation of 2003-2013 NAP for the Survival and Protection of Children in Malawi

3.1 Introduction

The process of developing NPA has largely been consultative and multi-sectoral. The issues that are outlined in the plan involve a number of sectors at all levels of society and this is why its development cannot be an individual task, but multi-sectoral. This is why the goal of the project is to Coordinate NAP Development and Implementation. In this regard, it was very important to examine process of coordinating this task, how was coordination done, what did it take to develop the plan and to kick-start its implementation. The main areas that were taken into consideration were identifying the NAP Task Force, developing the NAP Framework, developing the NAP for 2003-2013, and program of activities for developing the NAP.

3.2 Identifying the NAP Task Force

The government departments, donor organisations and NGOs that are involved in child development and care services were identified as the key sectors to participate in the development of the NAP. The sectors were Health, Social Welfare, Education, Gender, Water, Agriculture, Finance, Economic Planning and Development, Human Rights Commission, Youth Affairs, National Statistics, Local Government, Justice, External Relations, Labour and Vocation Training, UNICEF, UNESCO, Save the Children Federation (USA and UK), etc. These sectors represented the key sectors that led other organisations in the development and implementation of the 2003-2013 NAP.
3.3 Developing the 2003-2013 NAP Framework

Framework development was part of the task of coordinating the development of the NAP. A framework was developed and the Steering committee for the Global Goals for Children discussed, reviewed and adopted it. The new framework was drawn up using the 1992 NAP framework and the issues that were raised in the 2002 NAP report. Hence, during the steering committee meeting that adopted the framework, the committee agreed to adopt and use the 1992 NAP framework in the development of the new 2003-2013 NAP and the new framework should be a guide so that all identified issues for children are taken into consideration. After coming up with framework, the Task Force shared the sections of the NAP to be developed by relevant sectors. Each sector was given three weeks to collect data for their sector using current sectoral strategic plans and policy documents. The framework that was agreed upon by the Steering Committee was outlined as follows:

- **Headline/Sector**
- **Introduction**
  - Background
  - Current status: data, policies, strategic plans, and other legal documents
  - Targets by the year 2013: activities, objectively verifiable indicators
- **Sectoral Plans**
  - Sector goals
  - Objectives: to be based on the sectoral policy
  - Strategies and activities
Action Plan

The action plan is subdivided in a matrix form as follows:

- Objectives
- Strategies
- Activities
- Outputs
- Inputs/Resources
- Coordinating organisations
- Collaborating organisations
- Budget per year

Conclusion

- Action Points

These items were presented in the format as laid above and the table was attached at the end of the NAP as an annex. This framework was adopted and reviewed from the Malawi Poverty Strategy Paper (Government of Malawi, 2002). Further to the coordination role, the whole NAP framework was developed and agreed upon as follows:

Cover

Content

Foreword by the Head of State

Executive Summary

- Global Goals for children
- National Agenda for children in Malawi
Commitment of the government towards children

Implementation structure

Social and Economic Background

Sectoral Presentations

1. Early Childhood Development
2. Health
3. Basic Education
4. Child Protection
5. HIV/AIDS
6. Food Security and Nutrition
7. Water and Environmental Sanitation
8. Children in Difficult Circumstances
9. Gender and Development
10. Children and the Media
11. Leisure and Entertainment for children
12. Youth Activities in support of children’s activities

Appendix: Data, Sectoral Action Plans, Sector involved in Early Childhood

Sources

Acknowledgement

3.4 Developing the NAP for 2003-2013

Three weeks were set aside for all the participating sectors to gather information concerning the section that was given to them. The information they gathered was
analyzed using a matrix that was worked out using the Global Goals for children and was as follows:

- Global Goal for children
- Issues and objectives under the goal
- Current Situation of children in Malawi in relation to that goal
- Targets by the year 2013
- Responsible Sector
- Collaborating Sectors

It was very important that various sectors were involved in the drafting of the NAP because they identified themselves with the work and were assured of its ownership and implementation, and had a true picture of what the various sectors were doing and will be doing. After each sector completed the matrix, they were compiled together as one document and distributed to all sectors. The matrix was meant to help them develop the sections of the NAP systematically. Some sectors were doing very good work while others were not doing very well due to capacity problems. Those sectors that were not developed properly were refined and compiled together with other sections. Thus, the coordination role extends as far as refining and compiling the whole document. The coordination process of this project entailed of:

- Outlining the strategies for coordinating the process of developing NAP.
- Identifying and supervising partners that are developing the NAP.
• Consultations with the Ministries of Gender and Community Services, Health, Education, Agriculture, Youth-Sports and Culture, Water Development, Justice, Information, NSO, Labour and Vocational Training, Local Government and District Administration.


• Consultations with District Assemblies: Karonga, Mzimba, Dedza, Dowa, Mulanje, Balaka, Nkhata-Bay, Mchinji, and Thyolo.

• Consultations with District, Area and Village Development Committees in each of the specified districts.

• Analyzing the information that was collected and compiled from various districts and communities.

The consultation was done through personal contacts, questions and answers, questionnaires, and collection of policies, strategic plans, and legal and implementation plans. The work was further done through literature reviews, interviews, review of mass media information from websites, radios, video tapes, TV programs and other telecommunication tools, focus group discussions and by identifying implementation strategies of the policies, identifying other related policies, assessing how those policies have been implemented.

The study was also carried out through interviews with policy- makers and planners. Therefore, the project activity involved literature review, interviews, and
discussions with various groups of people involved in policy development and implementation.

**Children’s Participation** in the development was another important aspect of the whole exercise, because the NAP is there to address issues of children. Moreover, the Global Goals for World Fit for Children and the CRC emphasize on child participation in all the socio-economic development activities of our country.

The first and outstanding objective of Education for All (EFA) Declaration is to promote an intersectoral and holistic approach to the development of the young child, including the children themselves in the process. The rights of the children are indivisible and interdependent, and their developmental needs are multifaceted and multidimensional; they can never be addressed by one sector and in isolation of the children. Hence networking and collaboration with other sectors and participation of children will bear many lasting fruits in education and other goals. Divided we fall, united we stand. The important thing here is sectoral unity with the participation of children in order to improve the quality of education and integral lives of our children for our children.

Furthermore, science has demonstrated that the intellectual, the physical and psychosocial development is interwoven and happens simultaneously, not sequentially.

It should also be noted that the first years of the child’s life provide the basis for all later development of an individual. Hence, the impact of human development in the early years goes beyond primary and secondary education. In fact, it continues throughout one’s life. Therefore, it is of primary importance to involve children in issues
that concern them, because they can articulate much better their needs and have to grow up knowing the underlying issues of their lives.

There are numerous things to be done beyond this NAP. The national policy on ECD needs to be implemented fully and adequately by us all. In Malawi, more ECD centres need to be opened up and equip more caregivers so that the country may ensure a good start to life for all the children, and more especially vulnerable ones living in plight due to HIV/AIDS and other social calamities. Early Childhood Programs, through the development of the NAP, were accorded the same and primary support as any other national development programs at community, district and national levels. After all, the future of this nation relies on the young children.

The decentralization system of our development efforts has given assemblies a challenge to consider issues of children seriously and support early learning initiatives. Hence, the NAP will be used as planning document for assemblies with the participation of children and all sectors.

3.5 Program of Activities for Coordinating the Development and Implementation of the 2003-2013 NAP

The activities that were undertaken to come up with the NAP were literature review, consultative planning meetings, drafting the NAP, presenting the draft for review. It must be noted that development of NAP required concerted effort and dedication from all the people that were involved in the process so that we could come up with the best implementation tool for addressing children issues in this country. Furthermore, the technical officers involved in the work had to have the required knowledge and skill for them to ably work on the plan systematically. We achieved this by orienting the officers
on what they were required to do. Hence, training of technical officers involved in the development of the NAP is an essential part of the whole process. It is not enough to train the officers, they were monitored from time to time to make sure they do the right things, collect the right information and deliver data in time. Monitoring and evaluation is an essential package of the process of developing any NAP. The main activities of this process were:

- **Literature Review**: to review previous NAP for Malawi and other countries, ECD Policy and other policies, sectoral strategic plans, program documents, research studies, UN resource materials on children’s fora, global goals, plans, reports, minutes, websites on children issues and other relevant resources.

- **Consultative Planning Fora**: these were forums where various sectors from Government Departments, Donor Organisations, NGOs, FBOs, and other organisations, children and parents come together to present their goals, objectives, strategies and activities, and current situations in various sectors. They also presented their sectoral targets, their action plans for the period 2003 to 2013, sectors involved in implementing those sectoral activities. The fora assisted to gather information for the NAP for all the relevant sectors.

- **Drafting the NAP for 2003 to 2013**: key players are being identified to draft sections of the NAP. The draft was later reviewed by Steering Committee for Children.

- **Presenting the Draft NAP**: the fifth copy of the NAP will be presented as the draft copy to UVIC. Prior to the presentation, the progress of the work has always been submitted to course advisors for comments and guidance. The draft copy of the
NAP is still being reviewed by various sectors and it is hoped that it will be launched for implementation by June 2004. Then the plan will be disseminated in the District Assemblies for them to make District Action Plans for Children.

**Action Plan for the project was outlined as follows:**

<table>
<thead>
<tr>
<th>N</th>
<th>Activity Item</th>
<th>Input</th>
<th>Output</th>
<th>Timing: 2003-2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Literature &amp; proposal review</td>
<td>Data Sources</td>
<td>Issues</td>
<td>26th August</td>
</tr>
<tr>
<td>2</td>
<td>Consultative Planning</td>
<td>Funding</td>
<td>Compilation</td>
<td>Sept wks 1-3</td>
</tr>
<tr>
<td>3</td>
<td>Proposal presentation</td>
<td>Data on policies</td>
<td>Proposal</td>
<td>14th October</td>
</tr>
<tr>
<td>4</td>
<td>Drafting NPA for 2003-2013</td>
<td>Expert Advise</td>
<td>Draft NPA</td>
<td>Sept wks3-Nov Wk3</td>
</tr>
<tr>
<td>5</td>
<td>Presenting the Draft NPA</td>
<td>E-mail</td>
<td>NPA sent</td>
<td>Dec wk 4 – Jan wk 2</td>
</tr>
<tr>
<td>6</td>
<td>Submitting the final project</td>
<td>E-mail</td>
<td>Project sent</td>
<td>Feb Week 2</td>
</tr>
<tr>
<td>7</td>
<td>Review and submission</td>
<td>Email</td>
<td>Final Project</td>
<td>May Week 3</td>
</tr>
</tbody>
</table>

The above outline was the suggested timeline for coordinating the development of the NAP for Children in Malawi from 2003 to 2013. The project has improved further the skills of all those who took part in the development of the plan in project development, leadership skills and monitoring implementation of children’s activities. The most important emphasis in this respect is the implementation of the Early Childhood Care and Development (ECCD) Policies that have been put in place in Malawi by various sectors at household, community, national and organizational levels.

**The Draft National Action Plan (NAP) for Children in Malawi:** The draft NAP for 2003 to 2013 is made available to all officials that have been involved in its drafting and those who will implement it. The final step in the development of the NAP
will be presenting it to the Ministerial Committee for Children and Women Affairs who will endorse it for its implementation. The committee will then pass it to the Cabinet Committee on Children and Women Affairs in order to get government funding and technical support.
4.1 Introduction

The findings that have so far been made in the process of coordinating the development and implementation NAP are numerous, but the key ones that can assist in the implementation of the plan are:

1. Annual implementation plans to follow the NAP. The 2004 Project Plan of Action (PPA) is a good example of implementation plans for every year. The PPA has some of the activities into implemental statements, with timeline, catchment areas, working partners, budget and the resources.

2. Development of the PPA as a multifaceted plan followed a multisectoral process, involving all the sectors,

3. The development of the PPA is a long process built on implementation of experiences and survey findings,

4. Consultative meetings,

5. Designing the PPA framework,

6. Identifying the thematic areas based on the needs of the community that are being identified from time to time,

7. Assessing the socio-economic situation of impact areas and Malawi as a country,

8. Holding consultative discussions to discuss the identified issues, and

9. Developing and reviewing the PPA.
4.2 The Development of the Implementation Plan to follow the National Policy

The NAP, Sectoral Strategic Plans and National Policies alone are not enough. There is need to go beyond the plans and the policies by developing implementation plans annually that can be reviewed quarterly and annually. The Statements and the Policy Strategies that are remarkable amongst all the Policy Implementation Strategies (PIS) are as follows: Implementation Plan, Monitoring the implementation process of the policy and plans. Reinhold (1997), Developing Program Documents to put policy strategies into actionable points, i.e. NPA, PPAs, Developing strategic plans to implement the Policy. MPRSP (2002), Redefining the policy within the context of the community for their understanding, assimilation, adoption, implementation and ownership. Micas (1997) and Government of Malawi, (2001). Clearly, define implementation system and structure to support the activities and sustain them. Mauritius Experience (2002), Involvement of all sectors in the development and implementation of the Policy and the subsequent plans. ECD as a Multisectoral discipline is necessary that all and relevant sectors examine their role in the implementation process. (Malawi Human Rights Commission, 2002).

4.3 The Development of the NAP as a Multifaceted Document to Involve Multisectoral Process

Involving all the sectors that implement early childhood activities is very important and must be encouraged. This means that one cannot develop the document alone and by one sector alone. There are other aspects to be considered: participation,
ownership, contribution of efforts and resources, sustainability, and identity. These aspects cannot be achieved if one does not involve others in the process.

4.4 The Development of the NAP as a Long Process Built on Implementation, Experiences and Survey Findings of Implementation Processes

Malawi’s process of developing NAP dates back to 1992 when the first NAP for the 1990s was developed and launched. During its implementation reviews, assessment and analysis has been made in order to come up with a viable NAP for the 2003-2013. The Government of Malawi together with partners nominated Early Childhood Development Section, in the department of Social Welfare, Ministry of Gender and Community Services (MoGCS), as the focal point for coordinating the work of developing the second NAP for the 2003-2013. The ministry organized a number of consultative planning meetings with various stakeholders to contribute information that would form the basis of the NAP for the 2003-2013.

4.5 The Consultative Planning Meetings Had to Take Place at All Levels

The community, district, national and international levels had to take part in the consultative meetings, including those that outstanding in the community, the participation of the voiceless. Remarkable amongst all these are:

- The children’s parliament deliberations held in Malawi and at international levels where children from Malawi had taken very active roles.
- The children’s consultative meetings that have provide for a voice to their issues, aspirations and requests to the nation.
- The children’s participation in the Special Session for children in New York.
The Strategic plans for children in various departments, private organizations, faith-based organizations and community-based organizations.

The surveys that have recently been conducted to assess the situation of children and the impact of projects on childcare and development interventions.

Remarkable amongst all the surveys that were used are: the Household Baseline Survey on Key Child Care Practices of 2000 and the Household and Community Baseline Survey on Early Childhood Development Practices of 2003 that were used in the preparation of the NAP. Then a Task Force was formed composed of stakeholder representatives from Ministries of Gender and Community Services, Health and Population, Agriculture, Finance, Economic Planning and Development, Water, National Statistic, Education, Science and Technology, Malawi Human Rights Commission, national Library of Malawi, Youth Sports and Culture, UNICEF and Child Parliamentarians.

4.6 2003-2013 NPA Framework

The major step to begin the process was brainstorming the children’s issues in preparatory meetings. Then the Task Force came up with the NPA Framework that was adopted together with the format of the first NAP of 1992. It was agreed that the first format be adopted and make some additions to it in order to include other missing areas. The basis of the entire work was on the Global Goals for Children that were set to create A World Fit for children, A/RES/s-27/2002. The Task Force discussed the sector or areas that were to be the main themes.

4.7 The Twelve Thematic Areas
With the guidance of the Global Goals and consultative meetings, the Task Force analyzed the situation of children in Malawi and came up with **twelve thematic areas** using the Human Rights approach. After a thorough analysis and discussions members agreed on the following thematic sectors:

1. Integrated Early Childhood Development
2. Health
3. Basic Education
4. Child Protection
5. Nutrition and Food Security
6. Water and Environmental Sanitation
7. Gender and Child Care
8. Social Welfare
9. HIV/AIDS
10. Mass Media and Child Participation
11. Leisure and Entertainment
12. Youth and Child Development

### 4.8 Situation Analysis

These thematic areas were arrived upon after **assessing the socio-economic situation of Malawi and holding consultative discussions with various sectors, families and communities**. **The main issues** that lead to the adoption of these thematic areas that may also be defined as sectors were as follows:

- Poor child survival chances
- Inadequate stimulation of children at birth and in early years
High rates of child/infant mortality and morbidity

Child Rights abuse and the abuse of women’s rights

Poor access to a low quality of education

Increased cases of chronic malnutrition and food scarcity

High rate of poverty and increased destitution of children and women

Social and economic insecurity

High infection rates of HIV/AIDS and related diseases

Gender and social imbalances, more especially in the control of resources and socio-economic benefits

Misrepresentation of children in the mass media

Unfavourable sociocultural practices.

Underutilization of potential resources in national development initiatives

Lack of Leisure and entertainment for children

The plight of orphans, widows and people living with HIV/AIDS

Misuse and underutilization of human power, mainly the youth in the care and development of children

High unemployment rates and most school leavers have nothing to do

4.9 Data Analysis Matrix

These were deemed to be the main causes of poor child situation in Malawi and can best be dealt with under the twelve thematic sectors. This Task Force came up with a data analysis matrix based on the Global Goals in which were outlined the current situation of each goal, targets, sectors and sources. Then the thematic sectors were shared amongst the government departments and commission to develop them using the
available data in the Global Matrix. More time was spent on this as members had to get more resources and information to write the thematic areas. The participating sectors were given opportunity to conduct consultative meetings to collect their data. The thematic areas framework was developed and laid out in the following manner:

- Thematic area or sector
- Introduction: What is it about?
- Current status
- Targets by the year 2013
- Goal
- Objectives
- Strategies
- Activities
- Action Plan with objective, strategies, activities, outputs, inputs/resources, coordinating organizations, collaborating organization and budget
- Conclusion with actionable points

When the writing up was done, the draft were merged and came up with the first draft, then the second, the third, and the forth. Then the editors came up to work on the language, flow of ideas. At this level refining consultations were done in forms of meetings, workshops and awareness. The outcome of this project is the actual draft of the NAP as well as the Project Plan of Action for children in Malawi for 2004. The document awaits the final review and endorsement by the Principle Secretaries of various Government Departments and Chief Executives of organisations.
4.10 Coordinating Implementation of the 2003-2013 NAP

The NAP document is in the process of being finalised and soon it will be an implementation document. Nevertheless, despite being a draft, the contents have started being used for implementation. Organisations cannot wait for the completion of the document for them to start carrying out some activities. It should also be noted that this paper is meant to identify and outline strategies for coordinating development and implementation of the NAP, National Policies on ECD, OVC and other related policies. Therefore, it should be noted that strategies for coordinating implementation of these document were identified and examined accordingly. The main strategies for coordinating development of the outlined plans and policies were: formulation of networks to facilitate implementation, development of annual plans, reviewing the plans and implementation process.

As part of this exercise and as part of official duty, there was coordination of the development and implementation of the National Project Plan of Action (PPA) of 2004 for Integrated Early Childhood Development (IECD). The process started with coordinating the formulation of Village Action Plans (VAPs) at the village level by the community, then the formulation of Area Action Plans (AAPs) is extension workers and community leaders, and the formulation of District Action Plans (DAPs) at the district levels by the heads of departments and organisations. The NPA was also used as a guide in the process of guiding the people at all levels to formulate their plans to address their identified issues. The DAPs played a crucial role in the development of the National PPA for 2004. The PPA for 2004 is outlined below as a way of implementing the NPA and the national policies.
4.11 2004 Project Plan Of Action (PPA) For Community Child Care (CCC)

Project Objectives

To provide families with skills for caring of young children including nutrition, health and psychosocial support.

1. To ensure that acute malnutrition among under five children stays below 10%.
2. To strengthen the capacity of implementing partners to collect and use information to monitor and evaluate programs on early childcare.
3. To promote integrated childhood development during the first three years of life.
4. To prevent the death among children occurring in the homes.

Specific Objectives

1.1 Project support: To ensure that project districts have the necessary support and capacity to plan, implement, monitor and evaluate in an integrated manner.
1.2 Infant Feeding: To develop capacity of at least 90% of the key players (extension workers, community leaders, caregivers) on appropriate infant feeding practices
1.3 Integrated Early Childhood development: To develop the capacity of caregivers to provide appropriate home care for the promotion of children’s cognitive and psychosocial development
1.4 Community IMCI:
   (a) To develop capacity of communities in project districts to prevent six common childhood illnesses.
   (b) To develop the capacity of communities in project districts to provide appropriate care for children during illness and health.
1.5 To monitor and evaluate the project

**Project Plan of Action (PPA) for 2004**

<table>
<thead>
<tr>
<th>Sub-project Objective</th>
<th>Activity description</th>
<th>Current Status</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Project support:</td>
<td>1.1.1 Conduct training on project management for district and community facilitators (design, planning, implementation, monitoring and evaluation)</td>
<td>Task force teams: 20 at national and 20 district levels will be trained in project management in November 2003.</td>
<td>This activity will have to be continued next year.</td>
</tr>
<tr>
<td>To ensure that project districts have the necessary support &amp; capacity to plan, implement &amp; monitor in an integrated manner</td>
<td>1.1.2 Provided logistical support Inputs procured</td>
<td>Supplies requested last year not yet provided. New supplies to be provided</td>
<td>3 vehicles, 2 computers, 20 motor bikes, 220 ambulance bicycles</td>
</tr>
<tr>
<td>1.1.3 Conduct district profile in all the impact districts</td>
<td>District profiles for ECC not yet done due to some logistical problems</td>
<td>Need for mapping out of all stakeholders and where they are working</td>
<td></td>
</tr>
<tr>
<td>1.1.4 Travel to meetings and conferences</td>
<td>One trip was done to Uganda</td>
<td>Need for more lessons and experiences.</td>
<td></td>
</tr>
<tr>
<td>1.2 Infant Feeding and psychosocial care:</td>
<td>1.2.1 Organize meeting to review the final infant feeding policy and guidelines in line with the new global strategy on infant feeding</td>
<td>The policy was finalised and approved.</td>
<td>Launch and disseminate the policy</td>
</tr>
<tr>
<td>To develop the capacity of at least 50% of the key players (extension workers, community leaders,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sub-project Objective</td>
<td>Activity description</td>
<td>Current Status</td>
<td>Remarks</td>
</tr>
<tr>
<td>-----------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>----------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>caregivers impact areas) on appropriate infant feeding practices</td>
<td>1.2.2 Train district teams and community leaders on child rights, infant feeding, HIV/AIDS and national code of implementation</td>
<td>One district conducted training</td>
<td>Design &amp; Procure Home Based Care Kits for chronically ill children and procures</td>
</tr>
<tr>
<td></td>
<td>1.2.3 Conduct training session to community support groups on infant feeding practices</td>
<td>MoHP Report</td>
<td>MoHP Report</td>
</tr>
<tr>
<td>1.3 Early childhood development: To develop capacity of caregivers to provide appropriate home care for the promotion of children’s cognitive and psychosocial development in line with the ECD policy and relevant parts of the PRSP, ECD findings.</td>
<td>1.3.1 Provide integrated support to capacity building: conduct life skills training on early learning, stimulation and psychosocial development and care to duty bearers</td>
<td>Not done</td>
<td>Target community leaders and care givers</td>
</tr>
<tr>
<td></td>
<td>1.3.2 Develop locally made early learning material for psychosocial development</td>
<td>Not yet produced</td>
<td>MOGCS to take up the task</td>
</tr>
<tr>
<td>1.3 To develop capacity amongst partners to respond to emergency situations focusing on Early childhood development and vulnerable children</td>
<td>1.3.3 procure the disaster Early Childhood Development Kits</td>
<td>New</td>
<td>Support &amp; orient partners to undertake preventive emergency measures</td>
</tr>
<tr>
<td>Sub-project Objective</td>
<td>Activity description</td>
<td>Current Status</td>
<td>Remarks</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------</td>
<td>----------------</td>
<td>---------</td>
</tr>
<tr>
<td>1.3.4 Organize study tour for partners on early learning in countries with best practices</td>
<td>Not yet done</td>
<td>Experiences from other countries will enrich implementation in early learning</td>
<td></td>
</tr>
<tr>
<td>1.3.5 Finalize ECD curriculum and guidelines</td>
<td>Not yet done</td>
<td>ECD curriculum and guidelines developed and disseminated need to be developed</td>
<td></td>
</tr>
<tr>
<td>1.3.6 Launch and disseminate ECD policy</td>
<td>Not yet done</td>
<td>Activity is delayed due to logistical problems</td>
<td></td>
</tr>
</tbody>
</table>

1.4 Community IMCI: To develop capacity of communities in project districts to prevent and provide appropriate care for children during illness and health

<table>
<thead>
<tr>
<th>Activity description</th>
<th>Current Status</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conduct a follow-up household baseline survey in the 5 districts. Very crucial &amp; important</td>
<td>New</td>
<td>Steering &amp; technical working groups to identify the consultants &amp; methodology</td>
</tr>
<tr>
<td>Support the development of the strategic plan for C-IMCI</td>
<td>To be carried out very soon</td>
<td>Funding with MoHP</td>
</tr>
<tr>
<td>1.4.2 Conduct HRAP in the context of C-IMCI to key partners</td>
<td>New</td>
<td>MoHP to take a lead in this activity</td>
</tr>
<tr>
<td>1.4.3 Develop clear terms of reference, operational guideline &amp; roles for the C-IMCI task force teams at all levels</td>
<td>Not yet done for ECC</td>
<td>Term of references and guidelines to be developed</td>
</tr>
<tr>
<td>Sub-project Objective</td>
<td>Activity description</td>
<td>Current Status</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>1.4.4 scale up:</td>
<td>Conduct the community dialogue on 17 key care &amp; support communities to develop action Plans</td>
<td>Being carried out at district levels.</td>
</tr>
<tr>
<td>1.4.5 Develop IEC materials for CCC communication strategy to address the behavioural changes for the key care practices</td>
<td>Not yet done</td>
<td>Communication strategy to be developed (IEC documents disseminated on infant feeding, early care seeking, EPI, malaria, male involvement on childcare, CRC, early learning care for children and women); document of C-IMCI; 1 video film produced</td>
</tr>
<tr>
<td>1.4.6 Promote &amp; orient the community on the use &amp; accessibility to purchase treated mosquito nets</td>
<td>MoHP</td>
<td>MoHP Report</td>
</tr>
<tr>
<td>1.4.7 Promote &amp; train on the use of community drug kits: EHP</td>
<td>MoHP</td>
<td>MoHP Report</td>
</tr>
<tr>
<td>Sub-project Objective</td>
<td>Activity description</td>
<td>Current Status</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>1.4.8 Incorporate the district action plan into the district development plans &amp; involve MASAF and NGOs to facilitate co-ordination and networking.</td>
<td>Activity not yet undertaken</td>
<td>To be carried over 2004</td>
</tr>
<tr>
<td>1.4.9 Conduct exchange visits &amp; networking for partners &amp; community leaders to areas with integrated child care activities</td>
<td>Being carried out by districts</td>
<td>More of these activities need to be undertaken</td>
</tr>
<tr>
<td>1.4.10 Print and disseminate C-IMCI guidelines, Manual for training &amp; orientation at all levels</td>
<td>Not yet done</td>
<td>Very important activity</td>
</tr>
<tr>
<td>1.4.11 Extension workers and community health volunteer training in early seeking care before danger signs</td>
<td>MoHP</td>
<td>MoHP Report</td>
</tr>
<tr>
<td>Sub-project Objective</td>
<td>Activity description</td>
<td>Current Status</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>1.5. Monitoring and Evaluation: To improve monitoring and evaluation of activities</td>
<td>1.5.1 Conduct monitoring and supervisory visits to each of the project districts</td>
<td>One supervisory visit undertaken</td>
</tr>
<tr>
<td></td>
<td>1.5.2 Produce, implement and review plans at national, district and area level</td>
<td>Quarterly meeting conducted</td>
</tr>
<tr>
<td></td>
<td>1.5.3 Develop IECD indicators.</td>
<td>To be developed</td>
</tr>
</tbody>
</table>

**Emergency Nutrition**

OVERALL OBJECTIVE: To contribute to the reduction of chronic and acute malnutrition rates in Malawi.

<table>
<thead>
<tr>
<th>Sub-project Objective</th>
<th>Activity description</th>
<th>Current Status</th>
<th>Remarks/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Therapeutic Feeding: To improve the quality of treatment of severe &amp; moderate acute malnutrition in NRUs and SFCs.</td>
<td>3.1.1. Establish demonstration centres for Therapeutic Feeding.</td>
<td>MoHP</td>
<td>MoHP Report</td>
</tr>
<tr>
<td></td>
<td>3.1.2. To establish standardised &amp; regular M &amp; E mechanisms: Therapeutic Feeding Program</td>
<td>MoHP</td>
<td>For standardised reports to be coming in regularly</td>
</tr>
<tr>
<td>Sub-project Objective</td>
<td>Activity description</td>
<td>Current Status</td>
<td>Remarks/Notes</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------</td>
<td>----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>To reduce mortality rate of under-five from 2002 levels to below 10% of total admissions</td>
<td>3.1.3. Train TOT to conduct on the job training for 36 core NRUs</td>
<td>MoHP</td>
<td>MoHP Report</td>
</tr>
<tr>
<td></td>
<td>3.1.4 Establish standard M &amp; E system at district &amp; national level</td>
<td>Mop</td>
<td>Systematic information flow from health centres to district and nation level</td>
</tr>
<tr>
<td>3.2 Supplementary Feeding: Reduce moderate acute malnutrition &amp; prevent severe malnutrition</td>
<td>3.2.1 Conduct National level refresher training for TOT</td>
<td>Mop/MoGCS</td>
<td>This activity should involve ECD centres</td>
</tr>
<tr>
<td></td>
<td>3.2.2. Establish Standard Supplementary Feeding Program M &amp; E system.</td>
<td>MoHP/MoGCS</td>
<td>This activity should involve ECD centres</td>
</tr>
<tr>
<td></td>
<td>3.2.3 Establish Community, district &amp; national level SFP data collation and dissemination systems</td>
<td>MoHP/MoGCS</td>
<td>This activity should involve ECD centres</td>
</tr>
<tr>
<td>3.3 Nutrition Surveys/ Surveillance: To establish and promote standardised nutrition surveillance system.</td>
<td>3.3.1. Conduct TOT training for 16 technical support teams on nutrition survey methods, data analysis and report writing</td>
<td>MoHP/MoGCS</td>
<td>This activity should involve ECD centres</td>
</tr>
<tr>
<td></td>
<td>3.3.2 Establish standardised nutrition surveillance system</td>
<td>MoHP/MoGCS</td>
<td>This activity should involve ECD centres</td>
</tr>
<tr>
<td></td>
<td>3.3.3 Conduct quarterly nutrition surveys in 22 districts surveys</td>
<td>MoHP/MoGCS</td>
<td>Include ECD centres for all districts</td>
</tr>
<tr>
<td></td>
<td>3.3.4. Conduct analysis of food security and nutrition data at national level and compile national level nutrition survey results and disseminate to stakeholder</td>
<td>MoHP/MoGCS</td>
<td>Include ECD centres for all districts</td>
</tr>
<tr>
<td>Sub-project Objective</td>
<td>Activity description</td>
<td>Current Status</td>
<td>Remarks/Notes</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>3.4 To development of long-term strategy</td>
<td>3.4.1 Establish working groups &amp; develop their TORs for these working groups: SFP, TFC, surveillance, co-ordination, monitoring and evaluation.</td>
<td>MoHP/ MoGCS</td>
<td>This activity should involve ECD centres</td>
</tr>
<tr>
<td></td>
<td>3.4.2. Facilitate the development of strategies by working groups.</td>
<td>MoHP/ MoGCS</td>
<td>This activity should involve ECD centres</td>
</tr>
<tr>
<td></td>
<td>3.4.3. Consolidate of the sector specific strategies.</td>
<td>MoHP/ MoGCS</td>
<td>This activity should involve ECD centres</td>
</tr>
<tr>
<td></td>
<td>3.4.4. Hold stakeholders’ meeting to discuss the strategy and adopt strategy incorporate feedback</td>
<td>MoHP/ MoGCS</td>
<td>This activity should involve ECD centres</td>
</tr>
<tr>
<td></td>
<td>3.4.5. Produce the final copy of the strategy and dissemination</td>
<td>MoHP/ MoGCS</td>
<td>This activity should involve ECD centres</td>
</tr>
<tr>
<td></td>
<td>3.4.6. Facilitate implementation activities recommended in the strategy document</td>
<td>MoHP/ MoGCS</td>
<td>This activity should involve ECD centres</td>
</tr>
<tr>
<td></td>
<td>3.4.7. Monitor and evaluate the activities</td>
<td>MoHP/ MoGCS</td>
<td>This activity should involve ECD centres</td>
</tr>
<tr>
<td>3.5. To promote coordination at both community and national levels</td>
<td>Monthly TNP meetings conducted and minutes circulated</td>
<td>MoHP/ MoGCS</td>
<td>This activity should involve ECD centres</td>
</tr>
<tr>
<td></td>
<td>Recommendations from TNP meetings implemented and followed up.</td>
<td>MoHP/ MoGCS</td>
<td>This activity should involve ECD centres</td>
</tr>
<tr>
<td>Sub-project Objective</td>
<td>Activity description</td>
<td>Current Status</td>
<td>Remarks/Notes</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------------</td>
<td>----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>District NTP meetings implemented in all districts</td>
<td>MoHP/ MoGCS</td>
<td>This activity should involve ECD centres</td>
<td></td>
</tr>
<tr>
<td>SPHERE workshop conducted</td>
<td>MoHP/ MoGCS</td>
<td>Involve ECD centres</td>
<td></td>
</tr>
<tr>
<td><strong>3.6. To ensure project supplies and logistical support to project areas</strong></td>
<td><strong>3.6.1 Procure nutrition supplies: includes F100 and F 75, Feeding kits, systematic drugs, weighing scales and height boards.</strong></td>
<td>MoHP/ MoGCS</td>
<td>Involve ECD centres</td>
</tr>
<tr>
<td><strong>3.6.2. Distribute nutrition supplies to counterparts and NGOs partners</strong></td>
<td>MoHP/ MoGCS</td>
<td>Include ECD centres</td>
<td></td>
</tr>
<tr>
<td><strong>3.6.3. Print, supplies, manuals &amp; stationary for monitoring nutrition programs</strong></td>
<td>MoHP/ MoGCS</td>
<td>Include ECD centres</td>
<td></td>
</tr>
</tbody>
</table>

**ADDITIONAL ACTIVITIES FOR 2004 PPA**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Activity description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.8 Early Learning and stimulation activities for 2004.</td>
<td>3.7.1. Facilitate the opening up of ECD centres for children on the street</td>
</tr>
<tr>
<td></td>
<td>3.7.2. Provide supplies &amp; food items to children on the street, abused children &amp; women</td>
</tr>
<tr>
<td></td>
<td>3.7.3. Develop standard tools for M &amp; E and reporting issues of children on the street.</td>
</tr>
<tr>
<td></td>
<td>3.7.4. Conduct a study on child abuse and HIV/AIDS on children on the street</td>
</tr>
<tr>
<td></td>
<td>3.7.5. Train caregivers on early learning stimulation.</td>
</tr>
<tr>
<td></td>
<td>3.7.6. Monitor food distribution of early learning materials</td>
</tr>
<tr>
<td></td>
<td>3.7.7. Develop standard package on early learning materials for psychosocial development and early stimulation.</td>
</tr>
<tr>
<td></td>
<td>3.7.8. Disseminate C-IMCI Baseline Survey.</td>
</tr>
<tr>
<td></td>
<td>3.7.9 Review the IECD survey</td>
</tr>
<tr>
<td>Objective</td>
<td>Activity description</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------</td>
</tr>
<tr>
<td>3.7.10 Launch and disseminate the ECD Policy</td>
<td></td>
</tr>
<tr>
<td>3.7.11 Set up IECD resource centre at national and district levels</td>
<td></td>
</tr>
<tr>
<td>3.7.12 Conduct training course for district and community officers in IECD</td>
<td></td>
</tr>
<tr>
<td>3.7.13 Incorporate HRAP into the new IECD training manual</td>
<td></td>
</tr>
<tr>
<td>3.7.14 Scale up and train new districts on the 17 key child care practices</td>
<td></td>
</tr>
<tr>
<td>3.7.15 Develop a documentary for IECD activities</td>
<td></td>
</tr>
<tr>
<td>3.7.16 Publish IECD newsletter, to start as soon as possible (2003)</td>
<td></td>
</tr>
<tr>
<td>3.7.17 Support the introduction of ECD degree program in the UNIMA</td>
<td></td>
</tr>
<tr>
<td>3.7.18 Monitor the provision of start up capital to ECD caregivers.</td>
<td></td>
</tr>
<tr>
<td>3.7.19 Assess the importance of start up capital children</td>
<td></td>
</tr>
</tbody>
</table>

3.8 Emergency preparations activities for eventualities that may happen in Malawi: natural, political, social occurrences that affect children.

| 3.8.1. | Train officers in emergency preparation |
| 3.8.2. | Provide supplies & food items to abused children and those in ECD centres |
| 3.8.3. | Revise and update standard tools for M & E and reporting emergency disasters. |
| 3.8.4. | Conduct a study on the impact of child abuse and HIV/AIDS in Malawi |
| 3.8.5. | Provide supplementary feeds to the ECD and OVC centres. |
| 3.8.6. | Monitor food distribution in ECD centres |
| 3.8.7. | Conduct Baseline Survey on food intake in the ECD centres |
| 3.8.8. | Strengthen the capacity of District Disaster Committees with training, transport, & stationary. |
| 3.8.9 | Orient ECD caregivers on how to handle children in difficult circumstances. |

3.9 Parent Education activities to improve on the parenting skills for parents and caregivers.

<p>| 3.9.1 | Develop program document for parental education |
| 3.9.2 | Develop training manual for parental education |
| 3.9.3 | Review a guide for parental skills |
| 3.9.4 | Launch and disseminate parental education |
| 3.9.5 | Train district and field officers in parental education |</p>
<table>
<thead>
<tr>
<th>Objective</th>
<th>Activity description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.9.6</td>
<td>Mobilize resources for parental education</td>
</tr>
<tr>
<td>3.9.7</td>
<td>Monitor implementation of parental education</td>
</tr>
<tr>
<td>3.9.8</td>
<td>Conduct open days for parental education at national and community levels</td>
</tr>
<tr>
<td>3.9.9</td>
<td>Facilitate the opening up of parental organizations and groups at all levels</td>
</tr>
</tbody>
</table>

### 4.12 Challenges and Constraints in the Development and Implementation of 2003-2013 NAP

The main challenges that were faced in the course of this project were numerous but dealt with the officers commitment, perseverance, being systematic and foresightedness that helped the process to go on, keeping in mind the coordination role and the concern for the children of Malawi. Some of the challenges were as follows:

- Limited number of committed partners taking part in the development of the NPA. Otherwise, most of the key people are busy people with multiple professional commitments.
- Inaccessibility and unavailability of strategic plan for some of the thematic areas, i.e. Mass- Media, Leisure and Entertainment.
- Inadequate commitment by some stakeholders, as a result the coordination role was extended to the role of developing and organizing the NAP.
- Limited capacity of some of the developers, some of them could not follow systematically the agreed upon framework.
- Synergy of the twelve thematic areas of the NAP for Malawi in the development and implementation of the document is not an easy task. Some partners are very...
protective of their sectors, so much so that synergy with other sectors becomes a big problem.

- Some partners are challenged by the role of children and caregivers in the process of developing this document.

- Inadequate resources in terms of funds, transport, books, stationery and computers to be used by partners to do their work.

These were a few of the so many challenges that were faced in the carrying out of the task of coordinating and implementing this major project.
5.1 Recommendations

The work that has been carried out here is not just for academic purposes only, but it is also meant to serve the children in Malawi. In fact, the task of coordinating the development and implementation of the NAP was allocated by a consultative group of various sectors that wanted to review the previous one, the one that was developed in 1992. Because of this project some recommendations suggesting directions for further action are listed here as follows:

- A coordinating secretariat should be set up and mandated by all stakeholders to oversee implementation and review of the NAP from time to time.
- National Networks on ECD and other child related groups should develop plans and monitor them in relation to the NAP. The networks should be strengthened in order to sustain the multisectoral nature of this plan and its strategies.
- All sectors, families, communities and district assemblies implementing children’s activities should be encouraged to develop their plans and proposals based on the NAP as a guide and yardstick for child care and development activities in the country.
- The NAP should be launched and disseminated to all communities and stakeholders so that everybody and all the concerned institutions use it.
- Enough resources should be mobilized to support the implementation and coordination of the NAP at all levels of the society. It is very important that states and donor organizations take a lead in putting aside adequate funds and resources for coordinating and implementing the NAP.
➢ It is very important to keep track of the development process of other NAPs and policies. Therefore, a monitoring team has been suggested in the NAP to oversee its implementation.

Despite having the first 1992 NPA, Malawi has had no substantive ECD Policy and ECD syllabus, as well as other instructional materials to guide in the implementation of child development and care activities. Hence, this situation has led to poor delivery of ECD services at both preschool, institutional, community and household levels. The impact of HIV/AIDS has made a lot of children destitute and living in plight. The ECD Policy and instructional materials, supported by the NAP, are there to be used to improve the poor ECD services. The trainers and caregivers that will be equipped in this training will equip other caregivers in their impact areas and organizations.

There are the issues of monitoring and evaluation of NAP indicators of both processes and impact on young childcare and development. Emphasis is on Integrated Early Childhood Development (IECD) as an important strategy for promoting the human development. Other areas to take into consideration are comprehensive national children’s policies, partnership building, placing the child on top of the national agenda and building the world fit for children. The issues that have been raise in this document are very necessary for Policy Implementation, as they are very important areas that need to be taken into consideration and work for their success.

Deliberate efforts must be put in place to create institutional cooperation: realization of existing institutions and sectors is very important, and building linkages with the institutions is very important. The challenge is the division of institutions and there are no apparent efforts for joint implementation of programs from some sectors.
Deliberate efforts need to be put in place to sustain the momentum that has been set up by this project.

5.2 Conclusion

The process of coordinating the development and implementation of the NAP was the main project that has been described here. The result of the whole work is the draft copy of the NAP for Malawi from 2003 to 2013. As it is a draft it may be subjected to some changes, but the main point here is that the document is ready and is being used even though it has not been launched. It is being used as a guide for implementers of children programs.

The coordination role was carried out whilst observing and manifesting a number of leadership skills; power and influence over the people that were involved in the development of the NAP; managerial skills over the participants, resources, space and time, data and information collected from various sectors; and commitment over the task to have the work done despite all the odds.

Another important area was the involvement of other sectors, moving beyond the bureaucratic institutions to the traditional settings such as families and individuals, namely children and the parents. All these players take part in the development and implementation of the plan. This condition enables them to have ownership and responsibility over the plan. As a result, sustainability of initiatives and the process is ensured.

Furthermore, the lessons that have been acquired in this exercise are numerous, but a few of them are as follows: other sector and community involvement enriches the quality of the work to be produced, multisectoral approach to any work promotes capable
coordination role, collaboration, and improved resources mobilization. Due to multiple problems existing in the communities, to which solutions may not be readily available within the capacity of the people, it is very important that the purpose of any task be clarified at the beginning of the process to avoid creating false expectations.

The comparative baseline surveys that were conducted in 2000 and in 2003 on C-IMCI and IECD respectively indicated that there was a lot of knowledge raised at the community and household levels through community dialogue strategy, but yet there is a big parenting skills gap and some knowledge gap in the parents and guardians of children. The NAP should close this gap and during implementation, the coordination role should consider this situation. People know the child care practices that can promote the survival, growth, development, and participation of their children; but they do not have skill on how they can improve the care practices at the household and community levels.

- They know the importance of play, but they do not have the required skills on how they can provide an environment for play.
- They know the importance of toilets but they do not have the required skills on how to build good toilets, and where to get the materials.
- They are aware that a child has to be stimulated to speak; to ask and answer questions, but teaching the child these skills is a problem.
- They are aware of the importance of men and women taking part in child care practices, as well as caring for pregnant women, but as to how these roles can efficiently and affectively be carried out is a problem.
The information provided here indicates how important it is to define the situation and implementation process of the existing programs so that current child responsive plans are made and implemented. The objectives that were set up for this project have been met as planned.
BIBLIOGRAPHY


http://sen.parl.gc.ca/lpearson/specialsession/


http://www2.unesco.org/wef/countryreports/malawi/rapport_1_2.html


