**Developing a reading culture among the rural masses of Mwambo, Zomba District, Malawi: a concept for the 21st Century and beyond**

**FRANCIS F.C. KACHALA**
University of Malawi
Chancellor College
Zomba, Malawi

## *ABSTRACT*

*While most cultures are a heritage of many nations most are alien and are adopted to achieve certain goals. Malawi is endowed with a rich culture but unfortunately reading is not among them. A reading nation is an informed and knowledgeable society that can contribute positively to economic transformation of its country and efforts being made in adopting the culture of reading are a manifestation. It is not surprising that the now so familiar phrase "developing a reading culture" has found itself a place amongst the media's daily vocabulary. The development of this culture should start at an early stage of childhood and nurture it to adulthood and in the process building a literate nation that can transform itself into an informed and knowledgeable society able to play their rightful role in the global village. Poor delivery of information services in the rural areas is, however, contributing highly to lower levels of educational standards and high levels of illiteracy. Further to this, the digital divide between the developed and developing nations is putting the rural masses at a great disadvantage in as far as access to relevant and timely information is concerned. A reading culture if developed at a tender age will ensure that pupils/students are well equipped to excel in their studies thereby improving the standards of education among the rural masses. In addition, deliberate efforts should be made to empower the rural masses with literacy skills that will improve their livelihoods. Innovative solutions should also be explored to provide low-cost means of accessing Information Communications Technologies which creates economic, political and social empowerment for the rural people in the developing world.*

## PURPOSE

The purpose of this paper, which is conceptual in nature, is to provide a model intervention for the 21st century and beyond for promoting a reading culture among rural masses of Traditional Authority Mwambo in Zomba District of Malawi through establishment of rural conventional libraries (RCLs), implementation of adult literacy programmes (ALPs) and provision of low-cost information and communications technologies (ICTs).

## AIMS AND OBJECTIVES

The aims and objectives of the concept paper are to:-
- Analyse the situation regarding delivery of information services in the area;
- Outline some of the contributing factors to low educational standards, high levels of illiteracy and poor delivery of ICTs in the area;
- Outline the role of libraries and ICTs in improving education standards and promotion of adult literacy among the rural masses;
- Outline the purpose and process of developing a reading culture among the rural communities; and
- Outline the role of community participation and other stakeholders in the implementation of the model intervention.

## INTRODUCTION

Malawi is among the world's least developed countries, with most of the estimated 13,013,926 population involved in subsistence agriculture and 76% living below the poverty line (under $2.00 a day) (Millennium Development Goals Indicators, 2006). The country suffers a sharp decline in education standards basically hinged on high illiteracy level amongst its rural masses; inadequate reading materials, lack of awareness and interest in reading habits and inadequate rural conventional libraries that should act as information providing centres to the people.

The need of developing a reading culture is based on the perceived need to promote literacy amongst rural communities as the country reels from sharp decline in educational standards. The establishment of RCLs, implementation of ALPs, training the communities in how to run the libraries and implementation of low-cost ICTs are being proposed as means to complement government's policy to achieve education for all. This is in line with the millennium goals of universal primary education (UPE) and the education for all by the year 2015 under the famous Malawi Growth and Development Strategies (MGDSs).

## SITUATION ANALYSIS

Traditional Authority Mwambo which has an estimated population of 96,106 is situated to the eastern part of Zomba District whose population is estimated at 377,495. The impact area which has five Group Village Headmen (GVHs) of Chilunga, Chingondo, Kadewere, Kimu and Kwindimbule has 132 villages with an estimated population of 34,202 (Appendices 1 – 5). This represents a percentage of 35.6 beneficiaries from the whole population of Mwambo who have been identified for the pilot phase of the intervention. This percentage becomes even smaller against the estimated population of 321,055 of the rural people in the District who the intervention hopes to reach out to if successful in the pilot phase. According to a baseline survey (Sep 2006), the GVHs have a number of 17 primary schools with an enrolment of 12,197 pupils and 4 secondary schools with an enrolment of about 645 students (Appendices 6 – 7).

This means that about 37.5% of the population are school going pupils/students. Adding to this number is a significant percentage of students pursuing their studies by correspondence.

In Malawi, public/information services are mostly provided by the National Library Service (NLS) which at the moment is mainly concentrating its services in urban and

district areas. Apart from the eight (8) outlets which the NLS has out of the twenty-eight (28) districts, it also has four hundred (400) registered rural libraries. Although pupils, particularly in the urban areas, are encouraged to use these services, the rural masses are still not exposed to any library facilities at all." (Mabomba, 1985).

The need for developing a reading culture among the rural masses becomes more pertinent when we grapple with the reality that despite the many opportunities that have availed themselves with the advent of computers/ internet in affording ease access to relevant information, their use is a monopoly of the literate and their confinement to urban centres a barrier.

ICT service providers in the country are concentrated to the urban areas and are 100% commercial, thus the rural population who are poor and constitute over 90% of the country's population have no access to ICT. The concept of telecentres which is relatively new in Africa has not been tested in Malawi to capitalise on experiences that ICTs have transformed the way people in the industrialised world manage their professional lives (Kaddu and Nyumba, 2006).

## LIBRARIES : THEIR CONTRIBUTION TOWARDS EDUCATION STANDARDS, LITERACY AND ICTs

This section discusses some of the factors contributing to low levels of educational standards, high levels of illiteracy among adults and poor delivery of ICTs in the area.

### FACTORS CONTRIBUTING TO LOW LEVELS OF EDUCATIONAL STANDARDS

The country's education standards have been deteriorating fast as measured by the results of the Malawi School Certificate of Education (MSCE) towards the end of the 1990s. Sections of the Malawi society have been drawing mixed conclusions to the trend. However, there is an evident consensus that emphasis on quantity (increased access to education) at the expense of quality education has been one of the factors contributing to the poor results over the past few years. This trend is attributed to the free primary education which the Malawi Government introduced in 1994. This concession is supported by statistics based on the 2000 Malawi Demographic and Health Survey (MDHS) which had an improvement in the net attendance ratio (NAR) of 78.2% and gross attendance ratio (GAR) of 106.8% since the 1992 MDHS (Chinula, 2000). The increase is also reflected in the 2004 MDHS where NAR reached a record 82.0% with GAR slightly declining to 105.8%.
The swelling primary school attendance necessitated the construction of more secondary schools and recruitment of more teachers to cope up. This again resulted in an increase in the NAR (7.7%) and GAR (26.8%) for secondary schools in the 2000 MDHS (Chinula, 2000). There was a 30% increase in the 2004 GAR (29.6%) and NAR (11.4%) (Dambula and Chibwana, 2004). As a result, sub-standard secondary schools were constructed and unqualified teachers recruited.

Focus groups organized by a commission of inquiry set up by the State in the year 2000 revealed that poor working conditions for teachers, shortage of learning materials, and indiscipline were other contributing factors. However, the library was not directly linked to any of these as one on the factors (Mchulu, 2000).

The importance of libraries in attainment of quality education cannot be overemphasized. Libraries are a must if students are to pass exams well. In Malawi, like many nations south of Sahara, there are many challenges facing provision of library services in both primary and secondary schools.

These include small budgets allocated to schools or education divisions for the purchase of learning and teaching materials, lack of trained librarians managing the library, lack of opportunities and options for keeping abreast of the changing library services and environment and lack of published appropriate reading materials beyond school textbooks. Overall, since the introduction free primary education which was aimed at eradicating illiteracy among pupils and adults in Malawi, there are about 3,706 primary schools and 74 government secondary schools and 50 private secondary schools (Kishindo, n.d.) and almost all these lack adequate library facilities.

The area under study is no exception. It is some 30 kilometres away from the NLS branch which at the moment is the only public source of reading materials in the district. There is a presence of some libraries or a semblance of them in various primary and secondary schools but they lack adequate and relevant reading materials, capable human resources to manage the information resources and proper or no building at all to house the few available information resources. Other sources of information in the area could be found in Teacher Development Centres (TDCs) of Namiwawa and Ntonda which get support from NLS and Canadian Overseas Development on Education (CODE) respectively, but these are placed far between. Hunger Malawi Project is also providing library services to a small percentage of the population around in the participating GVHs.

**FACTORS CONTRIBUTING TO LOW LEVELS OF LITERACY AMONG ADULTS**
The ability to read and write is an important asset enabling women and men to have increased opportunities in life. The 2004 MDHS defines literacy based on the UNICEF definition as persons who are able to read a complete sentence or those with some secondary education.
However, illiteracy, which is high among the rural masses (42% women and 24% men) is adversely affecting their opportunities to participate in development efforts in the area (Mahowe, 2004).

Most adversely affected are women who are at a slight disadvantage relative to their male counterparts in terms of access to essential resources and facilities. More females are illiterate and their involvement in economic activity is limited to farming and doing other domestic chores.

High illiteracy levels are also contributing to low standards of education in the area as they (adults/parents) cannot monitor education of their children. Ngwira (2006) contends that "parents who can not read are unable to teach their children to read" creating a viscious cycle. "That is why the drive for literacy in schools should go hand in hand with the drive to promote literacy in adults".

The 2004 MDHS also reveals that one in five men and one in ten women read a newspaper. This clearly demonstrates that people in the rural areas are most affected due to unavailability of information (Mahowe, 2004).

The initial on spot check revealed that the high illiteracy rate amongst women is a direct result of cultural beliefs and also because the current primary education has experienced a lot of dropouts that have since married. The other contributing factor to low levels of literacy is the lack of adequate functional literacies. At present there are only six Adult Literacy Classes (ALCs) which do not reach out to a great number of those in need of literacy. Development efforts at district level seem to sideline the rural areas in terms of provision of functional literacies and the area under study has not been spared. Compounding to the shortfall of ALCs is the lack of reading materials to compliment the lessons provided by instructors. The library run by Hunger project lacks adequate books, trained staff to properly manage it, in the process denying the communities access to relevant information. Although information is the lifeblood of every human endeavour, the area experiences non-availability of printed information for recreation and education thereby pushing illiteracy to higher levels.

## FACTORS AFFECTING DELIVERY OF ICTs IN THE RURAL AREAS

According to MDGIs (2005), telephone/cellular subscriptions in Malawi rose from 0.31% in 1990 to 2.55% in 2005; internet usage from 0.01% in 1998 to 0.37% in 2005; and number of personal computers increased from 0.08% in 1999 to 0.16% in 2005. The 2004 MDHS reveals that 67% of women and 85% of men listen to the radio while only 9% of women and 19% of men watch Television. It further reveals that 13% of men have no access to any type of media compared to 20% of women. Urban dwellers have more access to all types of media than the rural masses. Literacy is also highly linked to media exposure; 24% of women and 33% of men with secondary or higher education have access to all types of media, compared to 7% or less for those with lower education.

Financial resources are also a contributing factor to accessing all types of media with 19% of higher economic status enjoying all types of media, the corresponding proportion for those relatively poor being 1% or less (Mahowe, 2004).

There are other challenges that prohibit the use of ICT facilities to directly benefit the rural communities and they include non-existence of telecentres, low penetration and quality of telecommunication services, unstable electricity supplies, and lack of emphasis on introducing computer classes in Secondary Schools in the country.

## THE PURPOSE OF DEVELOPING A READING CULTURE

Lack of a reading culture among Malawians has been a persistent sore in the eyes of many organizations. Concerted efforts being made by these in ensuring that the seeds of this culture are sown are a manifestation of their recognition that it is only a literate and knowledgeable society that can fully participate in and positively contribute to national development. The revelation that about 33% of the adult population in the rural areas is illiterate therefore means that their involvement in economic development of their area is limited. This section outlines the role of a library as a source of information to primary and secondary school pupils/students in improving education standards and promoting functional literacy programmes in the rural areas with a view of improving the livelihoods of adults/parents who never had a chance of

attaining formal education or dropped out of school. It further outlines the role of ICT in promoting access to latest and relevant information with the view of improving educational standards and the livelihoods of the rural communities.

**THE ROLE OF A LIBRARY IN EDUCATION STANDARDS**
The primary purpose of establishing a Rural Conventional Library (RCL) is to provide information to primary and secondary school pupils/students in the participating GVHs with a view of improving the low education standards in the area.

Schools exist to provide the future citizen of Malawi with education which will fit them to assist with the development of their country. With this aim in mind schools prepare candidates for specific public examinations and also prepare pupils intellectually, morally, and physically for the life ahead of them (Wells and Casteleyn, 1985). The library therefore exist to provide a bridge to this.

While there has been a remarkable progress in access to and coverage of education, its quality on the other hand has drastically gone down. The main reasons advanced by the Zomba District Socio-Economic Profile (2000) for this decline are shortage and quality of inputs, like teachers, physical facilities and learning materials required in the delivery of education services. The absence of the mention of a library among the reasons speaks volumes of government's oversight on the role of libraries in improving educational standards.
This is even evident in the Government's reluctance to enact a piece of legislation to regulate library and information services in the country which is lacking political will despite the many efforts by many stakeholders including the Malawi Library Association (MALA), National Research Council of Malawi (NRCM) and the Civil Service Forum for Library and Information Personnel (CSFLIP) to have a policy in place.

**THE ROLE OF INFORMATION IN FUNCTIONAL LITERACY PROGRAMMES**
Empowering rural men and women requires the removal of formal and informal institutional barriers that prevent them from taking action to improve their well-being - individually or collectively – and limit their choices. Paramount among the four key tools of empowering the rural masses is access to information (The World Bank, 2002). The secondary purpose of establishing an RLC in the area is, therefore, to provide information to adults/parents in the participating GVHs who never had a chance of attending formal education or dropped out of school with a view of improving their literacy skills in the process promoting their livelihoods.

As already stated, the area under study has 6 ALCs in six of the participating GVHs which were established by the Hunger Malawi Project. These are supported by a library which was also established by the Hunger Project.
While these efforts are quite commendable, it strongly believed that the established RCL would play a crucial role in promoting the establishment of more ALCs thereby increasing the number of beneficiaries.

The reading culture is the base to greater passion of every individual's inner self. Malawians particularly in the impact areas will be sensitized that reading books with attention would exercise their faculties of reason to enable the individual have self

control to his baser passion. The literacy promotion will arouse keenness in the people to read more of the printed information, which should open the mind of many to better understanding of issues affecting them. This is more or so important with the realization that the future of all citizens require self-education and self-culture because academic excellence is not enough without the culture to keep on reading for continuous self-improvement.

**THE ROLE OF ICTs IN IMROVING EDUCATION STANDARDS AND RURAL LIVELOHOODS**
The important role that ICTs play in connecting rural people to critical areas of information which include state and private sector performance, education, financial services and markets, and rules and rights regarding basic services cannot be overemphasised. ICT often plays a pivotal role in broadening access to such information (The World Bank, 2002). This fact is supported by Kaddu and Nyumba in their study among four Telecentres in Uganda. Though their contribution has not been very significant, results indicated that ICTs have repeatedly demonstrated their potential for improving [information] management.
In many instances poor people have experienced benefits in form of increased income; better health care; improved education and training; access to job opportunities; engagement with government services; contact with family and friends; enterprise development opportunities; increased agricultural productivity and environmental management (Kaddu and Nyumba, 2006).

Suffice to say, without information that is relevant, timely and presented in forms that can easily be understood, it is impossible for rural people to take effective action. Information dissemination does not end with the written word, but also include group discussions, poetry, story telling, debates and street theatre – among other culturally appropriate forms – and use of a variety of media including radio, television and the internet.

Books and ICT compliment each other; the internet offers immediate access to information both locally and internationally and networked information is not limited by physical barriers like the book. Radio, audio-visual materials can increase the range of information sources for the library, wheras access to newspapers can play a key role in developing a reading culture and maintaining reading skills (The World Bank, 2002).

## THE PROCESS OF DEVELOPING READING CULTURE
The process of developing a reading culture as earlier stated should start at an early stage of childhood and nurtured into adulthood. This model is therefore expected to play a multi-dimensional function. Firstly, it is hoped to improve the standards of education and gradually reduce illiteracy. Secondly, it will enable many rural masses own rural libraries from which they can access information and other reading materials. Thirdly, it hopes to enable the communities source, preserve and access a wide range of literature. And lastly, it hopes to enable the communities maximise the use of ICTs to improve their livelihoods. This section outlines the importance of establishing rural conventional libraries, implementation of functional literacy programmes and provision of low-cost ICTs as a way of developing and promoting a reading culture among the rural masses.

**ESTABLISHMENT OF A RURAL CONVENTIONAL LIBRARY**

The NLS which was established by an Act of Parliament in 1967 has over the decades played a crucial role in the establishment of libraries in the major cities and towns of the country and continues to do so. However, the services of NLS are concentrated to the urban and semi-urban areas of the country leaving out the rural areas which constitute over 90% of the population of Malawi. The coming of democracy in Malawi, has also seen the establishment of various organizations in our districts and rural town centers. These organizations generate a lot of informational materials that usually end up in markets and latrines yet they are valuable information for our young democracy, social empowerment, religious and economic development.

The RCL will be established with a primary focus of developing and promoting a reading culture at all levels of the rural communities by among others sourcing, providing storage facilities, classifying and properly organizing these valuable information resources and making them accessible to the people at all times. It will be operated centrally while providing assistance to individual Learning Resource Centres (LRCs) which will be established in every participating GHV. The Library will cater for the whole population because it will be linked to NLS as a result all the adult literacy learners will get their post literacy materials from the individual LRC being supported by the RCL. The LRCs will also provide access to reading materials to over 11,000 pupils from the 17 primary schools (both public and private).

The over 600 secondary students from Pirimiti CDSS, Namisonga CDSS, Emafimo Pvt Secondary School and Manase Pvt Secondary School will benefit from the RCL to be established. Teachers under Namiwawa and St. Paul's TDC and to some extent St. Michael's TDC will also benefit from the RCL. Even those distant students doing studies by correspondence will have access to reference materials from the library.

Community members of all walks of life will be encouraged to register so that they can have access to a rich source of library and information resources for recreational, personal upliftment, widening the knowledge base or just as a pass time activity in the spirit of sustaining a reading culture.

**IMPLEMENTATION OF FUNCTIONAL LITERACY PROGRAMMES**

One major component that should be pursued in the process of developing a reading culture is a Functional Literacy Programme. Although non-literate people have much to contribute to development, literacy is the key to development, literate people are more apt to adopt modern agricultural practices, follow family planning methods and even volunteer to be elected into various positions in their community. To this end, 20 ALCs will be opened in the participating GVHs. This component will be aimed at contributing towards reduction of adult illiteracy amongst men and women who had no opportunity of receiving education during their early childhood.

The target group is men and women from 18 years in the area whose illiteracy rate is very high. This entails that a large number of men and women cannot benefit from the written word hence being unable to contribute effectively to the social developments of their area as well as the district up to the national level.

Functional Adult Literacy that employs global techniques will be used with a view of not only creating a literate society but to envision a society that is made stronger by

participation in various development activities aimed at improving their livelihood. The aim is to produce a society that is holistically empowered with basic skills that will open them up to a window of many opportunities.

**IMPLEMENTATION OF ICT SERVICES**

The power of ICT to open communication and spread information help rural people to overcome powerlessness and voicelessness even when structural inequalities exist such as education, land and finance. Exploitation of the potential of ICT to improve the lives of the rural people, however is not automatic and requires supportive and strategic project design. The primary factor of reaching out to the rural masses is a low-cost access to information infrastructure.

Using the Ugandan experience, Telecentres where telecommunication services will be provided to test the proposition that ICTs can also have significant transformation effects in the developing world like they did in the developing world will be introduced. Services offered will include telephone, fax, e-mail and internet. The multipurpose model of Telecentre will be employed using the RCL to act as technology hub to allow the rural masses to establish many programmes and services, which will provide social, economic and IT support.

These are hoped to encourage and support communities to manage their own development through access to appropriate facilities, resources, training and services (Kaddu and Nyumba, 2006). In launching the ICT services in the impact area, the information needs of the communities will be thoroughly assessed in a participatory process that will include the active involvement of the target community. Deliberate efforts will be made to incorporate "HI-Tech" equipment for the purpose of providing services which will stimulate the creative use of telecommunications, computer technology, information access, education, employment, training and business enterprise (Kaddu and Nyumba, 2006).

In order for the telecentres to act as a delivery model for ICT in transforming the lives and livelihoods of the people of Mwambo area, services of organisations and grassroots intermediaries with appropriate incentives and a proven track record of working with the rural masses will be engaged.

## THE ROLE OF COMMUNITY PARTICIPATION AND OTHER STAKEHOLDERS

To achieve social-economic and environmental sustainability the rural communities who are the primary stakeholders of the model will be encouraged to work in relationship with Non-Governmental Organisations (NGOs) that are based on values of honesty, commitment to transparency, accountability, equality and justice.

These will include all the other organizations and government departments interested in library/information services including NLS, Malawi Library Association (MALA), Zomba District Assembly and NGOs such as National Initiative for Civic Education, Zomba District Civil Society Network for Quality Basic Education, to mention but a few.

Rural communities will be empowered to participate actively and effectively in the construction work by giving them responsibilities as committee members to ensure ownership of the RCL, LRCs, the TCs and the ALCs. A community based

development approach will be employed because it has great potentials and outputs in empowerment, ownership and therefore sustainability.

## CONCLUSION
Embracing a reading culture should go beyond mere pep talk. Affirmative action must be taken where establishment of rural conventional libraries, implementation of functional literacy programmes and above all, provision of low-cost ICTs should be encouraged with an aim of contributing to high quality of education, empowering rural men and women in the four broad areas namely; provision of basic services; improved local and international governance, support for entrepreneurship and access to financial services.

REFERENCES
CHINULA, R.C. (2001). "Characteristics of households and households members." *In*: Malawi Demographic and Health Survey 2000. National Statistical Office, Zomba: 9 - 19;
EMPOWERMENT and poverty reduction : a source book. (2002). Edited by Naruyan Deepa. Washington, D.C. : The World Bank;
DAMBULA, I and E.N.B. Chibwana. (2004). "Characteristics of households and household members." *In*: Malawi Demographic and Health Survey 2004. Retrieved on 07/05/07 from: http://www.measuredhs.com/pubs/pdf/FR175/02Chapter02.pdf;
http://www.infoplease.com/ce6/world/A0859441.html. Retrieved on 27/03/07;
ISON, J. (1995). "Rural Public Libraries in Multitype Library Cooperatives". *In:* SET: Library Trends (Summer 1995) 44: 136;
KADDU, S. and J.B. Nyumba. (2206). "Telecentres as strategies for knowledge management in the SCECSAL Region : a case of Uganda." *In*: SCECSAL XVII : Librarianship as a Bridge to an Information and Knowledge Society, Dar es Salaam, Tanzania (10-14th July 2006): 293 – 309;
KHAMULA, E.H. (2004). Global indicators workshop on community access to ICTs, Mexico (16-19 November 2004). Retrieved on 22/02/07 from http://www.itu.int/ITU-D/ict/mexico04/doc/doc/24_mwi_e.doc;
KISHINDO, G.W.P. (n.d.). The Malawi National Library Service. INASP. Retrieved on 01/02/07 from http://www.inasp.info/Idp/libraries/PublicLibrariesInAfrica.pdf;
MABOMBA, R. (1985). The developing library and information services to rural communities in Malawi. Unpublished Masters Dissertation, The University of Wales.
MAHOWE, M. (2004). "Characteristics of respondents and women's status ". *In*: Malawi Demographic and Health Survey 2004. Retrieved on 07/05/07 from: http://www.measuredhs.com/pubs/pdf/FR175/02Chapter02.pdf;
MCHULU, A. (2000). "Exams inquiry misses deadline." *In*: The Nation (16/09/00): 1-2;
MUNTHALI, A.B.K. (2004). "The role of a library and information centre to our today Malawi." Paper presented at a Seminar on "*Which way the information fraternity? : a focus for the future*", (13/08/04) Chancellor College;
MWALABU, I. (2007). Non-existence of libraries in some primary schools in the rural areas : a case study of Namiwawa Education Zone - Zomba. Unpublished Research Project for MALA Course 2006/7;
NGWIRA, F. (2006). "Libraries and promotion of a reading culture in schools : key to sustained literacy." *In*: MALA Bulletin, vol. 10 (2206) 1: 27-32;
NHLANE, S. (2006). Statistics on primary education. Weekend Nation, (December 16-17, 2006): 11;
WELLS, P. and M. Casteleyn. (1985). "School libraries in Malawi." *In*: Libraries in Malawi. Edited by M. Casteleyn. Zomba: Malawi Library Association: 25-32;
ZOMBA District socio-Economic Profile. (2000). [Zomba : Government Press].

## APPENDIX 1:    Population for GVH Chilunga

| No | Name of Village | Households | Males | Females | Total Population |
|----|-----------------|-----------|-------|---------|------------------|
| 1 | Bongwe | 49 | 93 | 121 | 214 |
| 2 | Bwanali | 74 | 145 | 172 | 317 |
| 3 | Chibisa | 51 | 116 | 125 | 241 |
| 4 | Chilunga | 100 | 238 | 243 | 481 |
| 5 | Chiwanganya | 127 | 246 | 269 | 515 |
| 6 | Gibson | 53 | 121 | 111 | 232 |
| 7 | Godfrey | 19 | 33 | 31 | 64 |
| 8 | Gomani | 98 | 169 | 205 | 374 |
| 9 | Katunga | 101 | 218 | 197 | 415 |
| 10 | Kumalinje | 179 | 321 | 353 | 674 |
| 11 | Kumisuku | 41 | 68 | 73 | 141 |
| 12 | Madyelo | 36 | 60 | 58 | 118 |
| 13 | Majawa | 9 | 13 | 21 | 34 |
| 14 | Mapata | 55 | 98 | 115 | 213 |
| 15 | Misomali | 104 | 204 | 223 | 427 |
| 16 | Mtambo | 58 | 95 | 112 | 207 |
| 17 | Mthipera | 9 | 15 | 25 | 40 |
| 18 | Mtilisha | 126 | 225 | 280 | 505 |
| 19 | Mulenga I | 40 | 56 | 82 | 138 |
| 20 | Mussa | 3 | 8 | 6 | 14 |
| 21 | Namalindi | 7 | 18 | 12 | 30 |
| 22 | Namalitha | 18 | 34 | 42 | 76 |
| 23 | Namsedegu | 88 | 160 | 174 | 334 |
| 24 | Nasiyaya | 1 | 1 | 2 | 3 |
| 25 | Nawanga | 73 | 137 | 139 | 276 |
| 26 | Ngong'o | 19 | 39 | 41 | 80 |
| 27 | Ronald | 224 | 399 | 299 | 698 |
| | | | | **TOTAL** | **6,861** |

Source: Malawi National Statistical Office, 2006


## APPENDIX 2:    Population for GVH Chingondo

| No | Name of Village | Households | Males | Females | Total Population |
|----|-----------------|-----------|-------|---------|------------------|
| 1 | Chaima | 51 | 102 | 97 | 199 |
| 2 | Chalamlendo | 131 | 277 | 286 | 553 |
| 3 | Chingondo | 24 | 38 | 42 | 80 |
| 4 | Jumbe | 74 | 126 | 144 | 270 |
| 5 | Kambwiri | 11 | 18 | 25 | 43 |
| 6 | Kampango | 80 | 139 | 163 | 302 |
| 7 | Kaviliza | 130 | 262 | 257 | 519 |
| 8 | Kwaitana | 11 | 33 | 28 | 61 |
| 9 | M'mango | 90 | 179 | 179 | 358 |
| 10 | M'meyiwa | 108 | 201 | 225 | 426 |
| 11 | Mohiwa | 54 | 84 | 115 | 199 |
| 12 | Mopiha | 75 | 128 | 122 | 250 |
| 13 | Mpasakamwa | 49 | 82 | 102 | 184 |
| 14 | Msosa | 38 | 87 | 56 | 143 |
| 15 | Mulula II | 40 | 66 | 71 | 137 |
| 16 | Muuwa | 13 | 16 | 23 | 39 |
| 17 | Mwamphera | 51 | 82 | 104 | 186 |
| 18 | Mwapasa | 30 | 47 | 59 | 106 |
| 19 | Namaponya | 23 | 45 | 62 | 107 |
| 20 | Nankhuni | 12 | 27 | 26 | 53 |
| 21 | Nkoloma | 13 | 25 | 26 | 51 |
| 22 | Nkupasya | 195 | 349 | 378 | 727 |
| 23 | Ntopola | 144 | 261 | 286 | 547 |
| 24 | Salanya | 1 | 14 | 17 | 31 |
| 25 | Semani-Mwanapali | 151 | 290 | 289 | 579 |
| 26 | Siliya | 90 | 173 | 181 | 354 |
| | | | | **TOTAL** | **6,504** |

Source: Malawi National Statistical Office, 2006

**APPENDIX 3:**  Population for GVH Kadewere

| No | Name of Village | Households | Males | Females | Total Population |
|----|-----------------|------------|-------|---------|------------------|
| 1 | Bakali | 94 | 260 | 260 | 520 |
| 2 | Chiondeka | 18 | 41 | 49 | 90 |
| 3 | Chiputula | 136 | 305 | 356 | 661 |
| 4 | Kadewere | 9 | 12 | 20 | 32 |
| 5 | Kasambwe I | 104 | 184 | 198 | 382 |
| 6 | Kasambwe II | 31 | 77 | 73 | 150 |
| 7 | Kumchenga | 57 | 145 | 113 | 258 |
| 8 | Malewa | 47 | 68 | 88 | 156 |
| 9 | Maluluka | 10 | 21 | 18 | 39 |
| 10 | Mbilima | 61 | 121 | 141 | 262 |
| 11 | Meeya | 70 | 138 | 145 | 283 |
| 12 | Mulenga II | 22 | 44 | 42 | 86 |
| 13 | Muwawa | 103 | 169 | 209 | 378 |
| 14 | Mwadzodzo | 52 | 100 | 130 | 230 |
| 15 | Mwambo | 120 | 164 | 219 | 383 |
| 16 | Mwazaonga | 48 | 88 | 101 | 189 |
| 17 | Namwera | 24 | 41 | 50 | 91 |
| 18 | Sumaili | 28 | 49 | 51 | 100 |
| 19 | Walani | 61 | 127 | 125 | 252 |
| | | | | **TOTAL** | **4,542** |

Source: Malawi National Statistical Office, 2006

**APPENDIX 4:**  Population for GVH Kimu

| No | Name of Village | Households | Males | Females | Total Population |
|----|-----------------|------------|-------|---------|------------------|
| 1 | Chamba | 52 | 107 | 105 | 212 |
| 2 | Chande | 48 | 102 | 89 | 191 |
| 3 | Chikumba | 30 | 65 | 69 | 134 |
| 4 | Chikuni | 24 | 53 | 47 | 100 |
| 5 | Chikwakwasu | 129 | 272 | 292 | 564 |
| 6 | Chikwatu | 91 | 205 | 206 | 411 |
| 7 | Chilumpha | 157 | 311 | 332 | 643 |
| 8 | Chimbalanga | 121 | 251 | 255 | 506 |
| 9 | Chindevu | 61 | 106 | 111 | 217 |
| 10 | Chipendo | 156 | 276 | 299 | 575 |
| 11 | Chitimbe | 116 | 223 | 236 | 459 |
| 12 | George-Masangano | 47 | 88 | 111 | 199 |
| 13 | Kambwiri | 11 | 18 | 25 | 43 |
| 14 | Khwiliro | 18 | 29 | 33 | 62 |
| 15 | Kimu | 101 | 195 | 206 | 401 |
| 16 | Lita | 75 | 138 | 152 | 290 |
| 17 | Maloya | 85 | 154 | 156 | 310 |
| 18 | Masala | 119 | 233 | 229 | 462 |
| 19 | Masambuka | 57 | 133 | 241 | 274 |
| 20 | Masikini | 175 | 336 | 382 | 718 |
| 21 | Mrepo | 15 | 38 | 39 | 77 |
| 22 | Mtokota | 40 | 74 | 77 | 151 |
| 23 | Mulula I | 77 | 149 | 152 | 301 |
| 24 | Mutano | 48 | 66 | 85 | 151 |
| 25 | Mutheko | 8 | 22 | 17 | 39 |
| 26 | Mwinjilo | 90 | 173 | 187 | 360 |
| 27 | Namakhwa | 45 | 96 | 100 | 196 |
| 28 | Namakoka | 123 | 264 | 259 | 523 |
| 29 | Namsasala | 122 | 237 | 246 | 483 |
| **No** | **Name of Village** | **Households** | **Males** | **Females** | **Total Population** |
| 30 | Nangwale | 28 | 53 | 48 | 101 |
| 31 | Naonje | 101 | 185 | 193 | 378 |
| 32 | Ndapata | 34 | 78 | 65 | 143 |
| 33 | Nkotima | 54 | 92 | 107 | 199 |
| 34 | Saiti | 26 | 47 | 51 | 98 |
| 35 | Savula II | 5 | 9 | 11 | 20 |
| 36 | Sitima I | 98 | 163 | 189 | 362 |
| 37 | Sitima III | 213 | 373 | 425 | 798 |
| 38 | Tchaula | 46 | 70 | 81 | 151 |
| | | | | **TOTAL** | **10,829** |

Source: Malawi National Statistical Office, 2006

12

**APPENDIX 5:** Population for GVH Kwindimbule (Source: NSO, 2006)

| NO | Name of Village | Households | Males | Females | Total Population |
|---|---|---|---|---|---|
| 1 | Bokosi | 59 | 154 | 148 | 302 |
| 2 | Chalera | 21 | 51 | 34 | 85 |
| 3 | Chifisi | 93 | 194 | 207 | 401 |
| 4 | Chikanga | 37 | 89 | 75 | 164 |
| 5 | Chinangwa | 61 | 101 | 129 | 230 |
| 6 | Chitanda | 54 | 109 | 127 | 236 |
| 7 | Chitulu | 23 | 44 | 48 | 92 |
| 8 | Gibson | 125 | 263 | 258 | 521 |
| 9 | Kaliyati-Chimombo | 56 | 99 | 116 | 215 |
| 10 | Kaliyati-Mlonya | 115 | 206 | 245 | 451 |
| 11 | Kwindimbule | 13 | 23 | 20 | 43 |
| 12 | Makandanje | 133 | 254 | 267 | 521 |
| 13 | Makolija | 78 | 144 | 170 | 314 |
| 14 | Malembo | 1 | 1 | 1 | 2 |
| 15 | Mandota | 110 | 230 | 234 | 464 |
| 16 | Mkomera I | 100 | 177 | 182 | 359 |
| 17 | Mpokwa | 48 | 101 | 101 | 202 |
| 18 | Mtawanga | 58 | 117 | 119 | 236 |
| 19 | Mtholola | 58 | 126 | 176 | 302 |
| 20 | Namwera | 32 | 52 | 53 | 105 |
| 21 | Nkata | 29 | 73 | 73 | 146 |
| 22 | Sonjera | 23 | 33 | 42 | 75 |
| | | | | **TOTAL** | **5,466** |

Source: Malawi National Statistical Office, 2006

**APPENDIX 6:** Enrolment in Primary Schools in the participating GVHs

| No | School | Village | GVH | S 1 | | T 2 | | A 3 | | N 4 | | D 5 | | A 6 | | R 7 | | D 8 | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | B | G | B | G | B | G | B | G | B | G | B | G | B | G | B | G | |
| 1 | Chilumba | Mtulisha | Chilunga | 30 | 43 | 32 | 30 | 20 | 12 | | | | | | | | | | | 167 |
| 2 | Likangala | Mwambo | Kadewere | 114 | 164 | 111 | 115 | 78 | 84 | 38 | 24 | 31 | 34 | 41 | 32 | 18 | 11 | 7 | 8 | 910 |
| 3 | Magomero | Namakhwa | Kimu | 48 | 49 | 30 | 40 | 45 | 46 | 26 | 29 | 24 | 25 | 18 | 21 | | | | | 401 |
| 4 | Matandwe | Chingondo | Chingondo | 114 | 167 | 79 | 98 | 112 | 151 | 62 | 47 | 58 | 65 | 27 | 42 | 32 | 31 | 17 | 12 | 1114 |
| 5 | Maula | Chikanga | Kwindimbule | 113 | 106 | 24 | 41 | 41 | 77 | 16 | 26 | 11 | 18 | 19 | 13 | | | | | 505 |
| 6 | Mbidi | Mthipera | Chilunga | 70 | 130 | 27 | 30 | 24 | 29 | 16 | 20 | 28 | 50 | 20 | 19 | 14 | 19 | | | 496 |
| 7 | Mtonda | Namakoka | Kimu | 150 | 155 | 89 | 98 | 69 | 66 | 55 | 74 | 60 | 48 | 47 | 45 | 42 | 40 | 40 | 23 | 1101 |
| 8 | Mulawa | Nankhuni | Chingondo | 51 | 44 | 39 | 23 | 12 | 15 | 9 | 16 | 4 | 11 | | | | | | | 224 |
| 9 | Nakhombe | Kasambwe I | Kadewere | 80 | 40 | 47 | 34 | | | | | | | | | | | | | 201 |
| 10 | Namachete | Naonje | Kimu | 225 | 243 | 175 | 146 | 115 | 136 | 94 | 113 | 79 | 85 | 49 | 38 | 33 | 44 | 52 | 39 | 1666 |
| 11 | Namiwawa | Kumisuku | Chilunga | 104 | 108 | 77 | 82 | 165 | 94 | 66 | 67 | 43 | 35 | 64 | 45 | 46 | 49 | 40 | 46 | 1131 |
| 12 | Pemba | Godfrey | Kimu | 70 | 66 | 51 | 45 | 34 | 40 | 14 | 16 | 8 | 7 | | | | | | | 351 |
| 13 | Pirimiti Boys | Mandota | Kwindimbule | 103 | | 112 | | 98 | | 62 | | 55 | | 50 | | 68 | | 56 | | 532 |
| 14 | Pirimiti Girls | Mandota | Kwindimbule | | 95 | | 68 | | 60 | | 52 | | 78 | | 88 | | 100 | | 66 | 607 |
| 15 | Sakatama | Lita | Kimu | 71 | 70 | 43 | 53 | 32 | 31 | 33 | 44 | 22 | 16 | | | | | | | 415 |
| 16 | Sekwele | Saiti I | Kimu | 269 | 284 | 132 | 147 | 98 | 94 | 72 | 62 | 53 | 55 | 39 | 44 | 37 | 35 | 21 | 20 | 1462 |
| 17 | St. Peters | Kimu | Kimu | 120 | 109 | 71 | 95 | 81 | 45 | 86 | 49 | 27 | 30 | 40 | 57 | 25 | 31 | 29 | 19 | 914 |
| | | | | | | | | | | | | | | | | | | **TOTAL** | | **12,197** |

Source: Namiwawa, Ntonda and St. Michael's Teacher Development Centres, 2006

## APPENDIX 7: Enrolment in Secondary Schools (Government/Private) in the

### participating GVHs

| No | Secondary School | Village | GVH | F 1 | | O 2 | | R 3 | | M 4 | | TOTAL |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | B | G | B | G | B | G | B | G | |
| 1 | Emafimo Private | Chinangwa | Kwindimbule | 21 | 15 | 31 | 17 | 26 | 13 | 36 | 18 | 177 |
| 2 | Manase Private | Mrepo | Kimu | 49 | 40 | 25 | 25 | 43 | 19 | 29 | 26 | 256 |
| 3 | Namisonga Community Day | Kumisuku | Kwindimbule | 18 | 18 | 23 | 20 | 17 | 18 | 16 | 9 | 139 |
| 4 | Pirimiti Community Day | Mandota | Kwindimbule | 22 | 9 | 11 | 13 | 7 | 3 | 5 | 3 | 73 |
| | | | | | | | | | | **TOTAL** | | **645** |

Source: Respective Head Teachers, 2006