

REFERENCES

- ActionAid, 1994, *Giving People Choices: ActionAid and Development*, ActionAid, London.
- AGLIT, 1997, AGLIT Project Design Document.
- AGLIT 2000, Evaluation of AGLIT Report, June, 2000.
- Ajulu, D. 2001, *Holism in Development: An African Perspective on Empowering Communities*, MARC, Monrovia.
- Allen, T. & Thomas, A. (eds) 2000, *Poverty and Development into the 21st Century*, The Open University, Melton Keynes.
- Anheier, H.K. 2000, Managing Non-Profit Organisations: Towards a New Approach, Civil Society Working Paper 1, Centre for Civil Society, University of London.
- Archer, D. 1993, The changing roles of NGOs in the field of education, mimeo, Paper presented to Oxford Conference on Education, September, 1993.
- Archer, D. 1994, 'The changing roles of non-governmental organisations in the field of education (In the context of changing relationships with the state)', *International Journal of Educational Development*, vol. 14, no. 3, pp. 223-232.
- Association for the Development of Education in Africa (ADEA), 1999, Prospective, Strategic Review of Education in Africa, Draft Synthesis Document for the 1999 Biennial Meeting.
- Ball, C. & Dunn, L. 1995, *Non-Governmental Organisations: Guidelines for Good Policy and Practice*, The Commonwealth Foundation, London.
- Banda, K.N. 1982, *A Brief History of Education in Malawi*, Dzuka Publishing Company, Blantyre.
- Beauchamp, T. L. & Childress, J. F. 1994, *The Principles of Biomedical Ethics*, Oxford University Press, New York.
- Bebbington, A. & Riddell, R. 1997, 'Heavy hands, hidden hands, holding hands? Donors, intermediary NGOs and civil society organisations', in *NGOs, STATES*

- and *DONORS-Too Close for Comfort?* eds D. Hulme & M. Edwards, Macmillan Press Ltd, London.
- Bebbington, A. & Farrington, J. 1993, 'Government, NGOs and Agricultural development: Perspectives on changing inter-organisational relationships', *Journal of Development Studies*, vol. 29, no. 2, pp. 199-219.
- Bebbington, A. & Riddell, R. 1995, 'The direct funding of Southern NGOs by donors: New agendas and old problems', *Journal of International Development*, vol. 7, no. 6, pp. 879-893.
- Billis, D. & MacKeith J. 1993, *Organising NGOs: Challenges and Trends in the Management of Overseas Aid*, Centre for Voluntary Organisations, London School of Economics, London.
- Benavot, A. 1992 'Curricula content, educational expansion and economic growth', *Comparative Education Review*, vol. 36, pp 150-172.
- Bendell, J. 1998, *Citizen's cane?: Relations between business and civil society*, Paper presented at the Third Biennial Conference of the International Society for International Development, Geneva, 8-12 July.
- Bennett, J. 1997, 'Introduction', in *NGOs and Government: A Review of Current Practice for Southern and Eastern NGOs*, ed. J. Bennett, INTRAC, London, pp. 1-12.
- Bennett, J. & Gibbs, S. 1996, *NGO Funding Strategies: An Introduction for Southern and Eastern NGOs*, ICVA/INTRAC.
- Bennett, N., Glatter, R. & Levacic, R. 1994, *Improving Educational Management Through Research and Consultancy*, Paul Chapman Publishing Ltd., Open University.
- Berry, J. de 1999 (updated 4th February, 2002), 'Exploring the concept of community: Implications for NGO management', *CVO International Working Paper Number 8*. Retrieved from: <http://www.lse.ac.uk/Depts/ccs/pdf/IWP8de-berry.PDF>
- Bisika, J.J., Sichinga, J. & Chamgomo, E.F. 1995, Report of the GOM/UNDP Fifth Country Programme workshop on collaborative mechanism between government and NGOs in basic education, Blantyre, 12-13 December.

- Bopp, M. 1994, 'The illusive essential: Evaluating participation in non-formal education and community development process' *Convergence*, vol. 27, no. 1, pp. 23-45.
- Booth, W. & Ndalama, M. 1995, Training Needs Assessment of Malawian NGOs, World Learning-SHARED Project, Lilongwe.
- Bratton, M, 1989, 'The politics of Government-NGO relations in Africa', *World Development*, vol., 17, no. 4, pp. 569-587.
- Brehm, V.M. 2001, Promoting Effective North South NGO Partnerships: A Comparative Study of 10 European NGOs, INTRAC Occasional Papers No. 35.
- Brohman, J. 1996, *Popular Development: Rethinking the Theory and Practice of Development*, Blackwell, Oxford.
- Buckland, J. 1998, 'Social capital and sustainability of NGO intermediated development projects in Bangladesh', *Community Development Journal*, vol. 33, no. 3, pp.236-248.
- Burkey, S. 1993. *People First: A Guide to Self-reliant, Participatory Rural Development*, Zed Books, London.
- Butchert, L. 1999. Coordination of aid to education at a country level: some experiences and lessons from the United Republic of Tanzania in the 1990s. In: Butchert, L. 1999. Coordination of aid to education at a country level: some experiences and lessons from the United Republic of Tanzania in the 1990s. In: K. King and L. Buchert (eds) *Changing International Aid to Education: Global Patterns and National Contexts*, UNESCO/NORRAG, Paris, pp. 222-238.
- Burns, R.B. 1997, *Introduction to Research Methods* (3rd edn), Addison Wesley Longman Australia Pvt. Limited, Merlbourne.
- Caledon Institute of Social Policy, 1998, *Perspectives on Partnership*, Caledon, Ottawa.

- Campbell, P. 1987, *Management Development and Development Management for Voluntary Organisations*, International Council of Voluntary Agencies Occasional Paper No. 3, Geneva.
- Carmen, R. 1996, *Autonomous Development: Humanasing the Landscape-An Excursion into Radical Thinking and Practice*, Zed Books, London.
- Carroll, T. 1992, *Intermediary NGOs: The Supporting Link in Grassroots Development*, Kumarian, West Hartford.
- Chakumodzi, J. 1992, *The Role of NGOs in Development*, Blantyre, CONGOMA.
- Chalker, L. 1989, *The role of NGOs in today's world*, Cecil Jackson Memorial Lecture delivered at the Commonwealth Institute, ODA, Mimeo, London.
- Chambers, R. 1992, 'Past, present and future', *Forests, Trees and People Newsletter*, vol. 15, no.16, pp. 1-9.
- Chambers, R. 1995, 'Poverty and livelihoods: Whose reality counts?' *Environment and Urbanisation*, vol. 7, no. 1, pp. 173-204.
- Chambers, R. 1997, *Whose Reality Counts? Putting the First Last*, Intermediate Technology Publications, London.
- Charlton, R. & May, R. 1995, 'NGOs, Politics, Projects and probity: A Policy implementation perspective', *World Development*, vol., 25, no. 12, pp. 2057-2070.
- Checkoway, B. 1995, 'Six strategies of community change', *Community Development Journal*, vol. 3, no. 9, pp. 2-20.
- Checkoway, B. 1984, 'Two types of planning in neighbourhoods', *Journal of Planning Education and Research*, vol. 3, (Winter), pp. 102-109.
- Checkoway, B. 1982, 'Public participation in health planning agencies: Promises and practices', *Journal of Health Politics, Policy and Law*, vol. 7 (Fall), pp. 101-133.
- Chilambo, M.N. 1988, *Primary Social Studies in Malawi: An Exploration of Factors Related to Student Achievement*, University of Manitoba, M. Ed. Dissertation.
- Chirwa, W. 2000, 'Civil society in Malawi's democratic transition', in *Malawi's Second Democratic Elections: Process, Problems and Prospects*, eds M.

- Ott, K.M. Phiri, & N. Patel, Christian Literature Association in Malawi, Blantyre, pp. 23-56.
- Chisvo, M. 1998/1999, 'Zimbabwe: A gender perspective on non-formal education', in *The Reality of Aid 1998/1999: An Independent Review of Poverty Reduction and Development Assistance*, eds J. Randell & T. German with D. Ewning, Earthscan Publications, London, pp. 211-215.
- Church of Central Africa Presbyterian (CCAP)-Projects Office 2000, *Impact Assessment Report: Development Through Literacy*, Projects Office, Blantyre.
- Church of Central Africa Presbyterian (CCAP)-Projects Office 1999, Annual Report, Blantyre.
- Church of Central Africa Presbyterian (CCAP)-Projects Office 1998, Annual Report, Blantyre.
- Clark, J. 1991, *Democratising Development: The Role of Voluntary Organisations*, Earthscan Publications, London.
- Clark, J. 1995, 'The state, popular participation and the voluntary sector', *World Development*, vol.23, no. 4, pp. 593-601.
- Collin, P. 2000, 'The last fifty years and the next fifty years: A century of public administration and development', in *Applying Public Administration in Development-Guideposts to the Future*, eds P. Collins, John Wiley & Sons Ltd, Chichester, pp. 3-19.
- CONGOMA, 2000, *Our Way Forward in the New Millennium*, CONGOMA, Blantyre.
- CONGOMA 1996, Draft Government Policy on Non-Governmental Organisations, Blantyre, CONGOMA.
- CONGOMA 1999, *The Directory of Non-Governmental Organisations in Malawi*, Blantyre, Montfort Press.
- Cooke, B. & Kothari, U. 2001, 'The case for participation as tyranny', in *Participation: New Tyranny?*, eds B. Cooke & U. Kothari, Zed Books, London, pp. 1-15.
- Cooke, B. 2001, 'The social psychological limits of participation', in *Participation: New Tyranny?*, eds B. Cooke & U. Kothari, Zed Books, London, pp. 102-121.

- Cordeiro, A. 2000, 'Building partnerships and collaborations for education', in *The Gender Gap in Basic Education: NGOs as Change Agents*, ed R. Wazir, Sage Publications, London, pp. 225-249.
- Cracknell, B.E. 2000, *Evaluating Development Aid-Issues, Problems and Solutions*, Sage Publications, London.
- Craig, D. & Porter, D. 1997, 'Framing participation: Development projects, professionals and organisations', *Development in Practice*, vol. 7, no. 3, pp. 229-236.
- DANIDA/CASA 1989, Evaluation Report, Danish NGOs, Report No. 1, Synthesis, DANIDA, Copenhagen.
- Denscombe, M. 1998, *The Good Research Guide for Small-Scale Social Research Projects*, Open University Press, Buckingham.
- Denzin, N.K. & Lincoln, Y.S. 1998 (eds), *Collecting and Interpreting Qualitative Materials*, Sage Publications, London.
- Diesing, P. 1972, *Patterns of Discovery in the Social Sciences*, Routledge and Kegan Paul, London.
- Dichter, T. W. 1989, 'Development management: plain or fancy? Sorting out some muddles', *Public Administration and Development*, vol. 9, pp. 381-393.
- Doepp, van P. 1998, 'The kingdom beyond *zasintha* :churches and political life in Malawi's post-authoritarian era', in *Democratisation in Malawi: A Stocktaking*, *Kachere Books No. 4*, eds K.M. Phiri, K.R. Ross, Christian Literature Association in Malawi, Blantyre, pp. 102-126.
- Drabo, A.S. & Yahie, A.M. 1995 'The role of NGOs in poverty alleviation programmes in Africa', in *The Design and Management of Poverty Reduction Programmes and Projects in Anglophone Africa*, eds M. Bamberger, A. Yahie & G. Matovu, The World Bank, Washington D.C., pp. 85-93.
- Edwards, M. 2002, 'Organisational learning in non-governmental organisations: What have we learnt?', in *NGO Management*, eds M. Edwards & A. Fowler, Earthscan Publications, London, pp. 331-346.

- Elu, J. & Banya, K. 1999, 'Non-governmental organisations as partners in Africa: a cultural analysis of North-South relations', in *Changing International Aid to Education: Global Patterns and National Contexts*, eds K. King & L. Butcher, UNESCO Publishing/NORRAD, Paris, pp. 182-206.
- Escobar, A. 1995. *Encountering Development: The Making and Unmaking of the Third World*, Princeton: Princeton University Press.
- Eyben, R. 1994, Draft Overseas Development Administration (ODA) Technical Note on Participation, Overseas Development Administration, London.
- Faiti, D.E.O. 1995, National NGO Coordination: Experiences from Council for NGOs in Malawi (CONGOMA): A Dissertation Submitted in Partial Fulfilment of the Requirements for the M.Sc. Economics in Social Development Planning and Management, University of Wales, Swansea.
- Feeney, P. 1998, *Accountable Aid: Local Participation in Major Projects*, Oxfam Publications, Oxford.
- Feld, W. & Jordan, R. 1983, *International Organisations: A Comparative Approach*, Praeger, New York.
- Fisher, J. 1993, *The Road to Rio: Sustainable Development and the Non-Governmental Movement in the Third World*, Praeger, New York.
- Fowler, A. 1988, 'Non-governmental organisations in Africa: Achieving comparative advantage in micro-development', *Discussion Paper No. 249*, Institute of Development Studies, University of Sussex.
- Fowler, A. 1989, 'Why is managing social development different?' *NGO Management*, vol. 12, pp. 18-20.
- Fowler, A. 1991, 'Building partnerships between Northern and Southern development NGOs: Issues for the 1990s', *Development in Practice*, vol. 1, no. 1, pp. 5-18.
- Fowler, A. 1997, *Striking a Balance: A Guide to Enhancing the Effectiveness of Non-Governmental Organisations in the International Development*, Earthscan Publication, London.
- Fowler, A. 2000a, *Civil Society, NGDOs and Social Development: Changing the Rules of the Game*, Occasional Papers No. 1, January, Geneva 2000.

- Fowler, A. 2000b, *Partnerships: Negotiating Relationships: A Resource for Non-Governmental Development Organisations*, INTRAC Occasional Papers No. 32.
- Fowler, A. 2000c, *The Virtuous Spiral: A Guide to Sustainability for NGOs in International Development*, Earthscan Publications, London.
- Fowler, A. 2002, 'Beyond partnerships: Getting real about NGO relationships in the Aid systems' in *NGO Management*, eds M. Edwards and A. Fowler, The Earthscan Publication, pp. 241-255.
- Fozzard, A. & Simwaka, C. 2002, *How, When, and Why does Poverty get Budget Priority: Poverty Reduction Strategy and Public Expenditure in Malawi-Case Study*, Overseas Development Institute (ODI) Working Paper 166.
- Freire, P. 1970, *Pedagogy of the Oppressed*, The Seabury Press, New York.
- Friedmann, J. 1992, *Empowerment: The Politics of Alternative Development*, Blackwell, Cambridge.
- Freedman, J. (ed), 2000, *Transforming Development: Foreign Aid for a Changing World*, University of Toronto Press, Toronto.
- Fyvie, C. & Ager, A., 1999, 'NGOs and innovation: Organisational characteristics and constraints in development assistance work in the Gambia', *World Development*, vol. 27, no. 8, pp. 1383-1395.
- Gariyo, Z. 1998/1999 'Uganda: Aid and education development,' in *The Reality of Aid 1998/1999: An Independent Review of Poverty Reduction and Development Assistance*, eds. J. Randell & T. German with D. Ewning, Earthscan Publications, London, pp. 206-210.
- Gidron, B., Kramer, R.M. & Salamon, E.M. (eds) 1992, *Government and the Third Sector: Emerging Relationships in Welfare States*, Jessey-Bass Publications, San Fransisco.
- Glesne, C. & Peshkin, A. 1992, *Becoming a Qualitative Researcher*, Longman, London.
- Government of Malawi, 1988, *Statement of Development Policies 1988-1996*, Government Press, Zomba.

- Government of Malawi 1994, Speech on the State Opening of The Parliament of Malawi, Government Press, Zomba
- Government of Malawi & United Nations 1994, Report of a Workshop on Collaborative Programming for Poverty Alleviation, Blantyre, Malawi.
- Government of Malawi 1995, *Policy Framework for Poverty Alleviation Programme* , PAP Coordinating Unit, Lilongwe.
- Government of Malawi/UNDP/UNCDF 1997, Local Governance and Development Management Programme-Programme Document, MLW/97/CO1.
- Government of Malawi 1998, An Education Policy and Investment Framework (PIF) for Education in Malawi, 1999-2009, Lilongwe, Malawi.
- Government of Malawi 1999, Policy Analysis Initiative: Sectoral Report on Education. Policy Analysis Document No. 9, Lilongwe, Malawi.
- Government of Malawi, 2000, Education Sector: Policy Investment Framework (PIF), Lilongwe, Malawi.
- Govinda, R. 1997, *Lok Jumbish: An Innovation in Grassroots Level Management*, UNICEF, New York.
- Grillo, R.D. 1997, *Discourses of Development: Anthropological Perspectives*, Berg, Oxford.
- Hadden, K. & London, B. 1996, 'Educating girls in the Third World: The demographic, basic needs and economic benefits' *International Journal of Comparative Sociology*, vol., 37, pp31-46.
- Hailey, J. 2001, 'Beyond formulaic: Process and practice in South Asia', in *Participation: New Tyranny?*, eds B. Cooke & U. Kothari, Zed Books, London, 88-101.
- Harper, C. 1997 'Using grassroots experience to inform macro level policy: An NGO perspective', *Journal of International Development*, vol. 9, no. 5, pp. 771-778.
- Hauya, J.R. 1993, *Primary School Education in Malawi: The Question of Curriculum*, MIE, Domasi.

- Heijden, H. van der 1986, 'Development impact and effectiveness of non-governmental organisations', in *The Record of Progress in Rural Development Cooperation* (Mimeo).
- Holloway, I. & Walker, J. 2000, *Getting a PhD in Health and Social Care*, Blackwell Science, London.
- Hughes-d'Aeth, A., Chimombo, J., Kaperemera, N.T. & Thomo, E. 1996, Malawi Schools Support System Project: 1996 – 2001 Needs Assessment Report for Primary Education Advisers and Senior School Staff, Lilongwe, Malawi.
- Hulme, D. & Edwards, M. (eds) 1997, *NGOs, STATES and DONORS: Too Close for Comfort?*, Macmillan Press Ltd, London.
- International Planned Parenthood Federation 1999, 'Partnerships: Key to effective reproductive health strategies', retrieved from
<http://www.ippf.org/resources/conferences/991104ngo/index/htm>
- Isbister, J. 1991, *Promises Never Kept: The Betrayal of Social Change in the Third World*, Kumarian Press, West Hartford.
- James, R., Ryder, P & Elliot, S. 1998, *Survey of Northern NGO Approaches to Capacity Building*, INTRAC, Oxford.
- James, C. & Kakatera, F. 2000, Assessment of the Primary Education Sector in Malawi, Oxfam and Action Aid, Blantyre.
- Jellema, A. 1997, *From Providing to Enabling*, ActionAid, London.
- Joseph, J. A. 2001, 'NGOs: Fragmented dreams', in *Debating Development: NGOs and the Future*, eds D. Eade & E. Ligteringer, Oxfam Publication, UK.
- Juma, M. 1995, 'Kenya: NGO coordination during the Somali refugee crisis, 1990-93', in *Meeting Needs: NGO Coordination in Practice*, eds. J. Bennett, with M. Duffield, M.K. Juma, J. Borton, A. Burge & C. Benson, Earthscan Publications, London, pp. 89-117.
- Kadzamira, E.C. & Kunje, E. 2002, The changing role of non-governmental organisations in education in Malawi, Paper presented at the Comparative and International Education Society (CIES), Orlando, Florida, March 6-9, 2002.
- Kaimila-Kanjo, G. 1999, A Study on the State of Basic Education in Malawi, Lilongwe.

- Kakatera, F. 2000. Assessment report to determine the viability of an NGO coalition towards quality basic education in Malawi, Lilongwe: Oxfam and ActionAid.
- Kalemba, E., Banda, H. & Horea, P. 1996, *Implementation of the World Summit for Social Development in Malawi: Issues, Problems and Recommendations for Follow-Up Action*, Lilongwe, Malawi.
- Kanbur, S., Sandler, T., & Morrison, K.M. 1999, *The Future of Development Assistance: Common Pools and International Public Goods. Policy Essay No. 25*, Overseas Development Council, Washington DC.
- Kazibwe, C. 2000, 'NGO partnerships: The experience from Africa', *Ontrac*, vol. 16, Retrieved from: <http://www.intrac.org/n-ont16.htm>
- Kitchin R. & Tate, N.J. 2000, *Conducting Research into Human Geography: Theory, Methodology and Practice*, Prentice Hall, New York.
- Kleinschmidt, H. 1996, Policy making from the 'bottom-up': Beyond development slogans, Paper presented at the Third African Regional Meeting of the NGO Working Group on the World Bank, Johannesburg, South Africa.
- Kochan, A.B. 2000, *Community Projects Database: An International list of Community Projects*, CIDE/IOISE, University of Toronto.
- Korten, D. 1990, *Getting to the 21st Century: Voluntary Action and the Global Agenda*, Kumarian Press, West Hartford.
- Lane, J. 1995, 'Non-governmental organisations and participatory development: The concept in theory versus the concept in practice', in *Power and Participatory Development: Theory and Practice* eds. N. Nelson & S. Wright, Intermediate Technology Publications, London, pp. 181-199.
- Lewis, D. 1998, 'Bridging the gap: The parallel universes of the non-profit and non-governmental organisation research traditions and the changing context of voluntary action', *CVO International Working Paper No. 1*, London.
- Lewis, D. 2001, *The Management of Non-Governmental Organisations: An Introduction*, Routledge, London.
- Lincoln, Y. S. & Guba, E. G. 1985, *Naturalistic Inquiry*, Sage Publications, Beverly Hills, California.

- Lister, S. 1999, *Power in Partnership? An Analysis of an NGO's Relationship with its Partners*, CVO International Working Paper Number 5, University of London.
- Mackintosh, M. 1992, 'Questioning the state', in *Development Policy and Public Action* Oxford University Press, Oxford, pp. 61-90.
- Maclure, R. 2000, 'NGOs and education in Sub-Sahara Africa: Instruments of hegemony or surreptitious resistance?', *Education and Society*, vol. 18, no.2, pp. 25-45.
- Makuwira, J.J. 1998, *The Review and Documentation of the NGO Law Process in Malawi*, CONGOMA, Blantyre.
- Malawi EconomicJustice Network (MEJN), 2001, *Position Paper on the Status of Poverty Reduction Strategy Papers and Civil Society Involvement in Malawi*, MEJN, Lilongwe.
- Malhotra, K. 1997, "'Something nothing" Words, lessons in partnership from Southern experience', in *Between Rhetoric and Reality: Essay on Partnership in Development*, eds. L. Hately & K. Malhotra, North South Institute, Renouf Publishing, Ottawa.
- Manji, F. 2000, 'Collaboration with the South: Agents of aid or solidarity?' in *Development, NGOs, and Civil Society*, ed J. Pearce, Oxfam Publication, Oxford, pp. 75-79.
- Marsden, D., Oakley, P. & Pratt, B. 1994, *Measuring the Process: Guidelines for Evaluating Social Development*, INTRAC, Oxford.
- Marshall, C. & Rossman, G. B. 1989, *Designing Qualitative Research*, Sage Publications, London.
- Marshall, C. & Rossman, G. B. 1999, *Designing Qualitative Research*, (3rd edn), Sage Publications, London.
- Martinussen, J. 1997, *Society, State and Market: A Guide to Competing Theories of Development*, Zed Books, London.
- Mason, J. 1996, *Qualitative Researching*, Sage Publications, London.
- Merriam, S. B. 1988, *Case Study Research in Education: A Qualitative Approach*, Jossey-Bass Publishers, San Fransisco.

- Miles, M.B. & Huberman, A.M. 1984, *Qualitative Data Analysis: A Sourcebook of New Methods*, Sage Publications, Newbury Park, California.
- Miles, M.B. & Huberman, A.M. 1998, 'Data management and analysis methods', in *Collecting and Interpreting Qualitative Materials*, eds N.K. Denzin & Y.S. Lincoln, Sage Publications, Thousand Oaks, pp. 179-210.
- Minichiello, V., Aroni, R., Timewell, E. & Alexander, L. 1995, *In-Depth Interviewing*, (2nd edn), Longman, London.
- Ministry of Education & UNICEF 1998, Malawi Experience in Free Primary Education (Draft Report), Centre for Educational Research and Training, Zomba.
- Mitchell, J.C. 1983, 'Case and situation analysis', *Sociological Review*, vol. 31, no. 2, pp. 187-211.
- Mohiddin A. 1999, 'Partnerships: A new buzzword or realistic relationship?' in *Journal of the Society for International Development*, vol. 41, no. 4.
- Moore, M. & Putzel, J. 1999, *Thinking Strategically about Politics and Poverty*, IDS Working Paper 101, Institute of Development Studies, Sussex.
- Mufune, P., Mwansa, L.K. & Siamwiza, R. 1996, 'Motivation, Integrity, Performance and accountability in NGOs: The case of NGOCC in Zambia', *Community Development Journal*, vol. 31, no. 1. pp. 20-31.
- Muir, A. 1992, Evaluating the impact of NGOs in rural poverty alleviation- Zimbabwe country study, *Working Paper No. 52*, London, Overseas Development Institute.
- Mundy, K. & Murphy, L. 2001, 'Transnational advocacy, global civil society? Emerging evidence from the field of education', *Comparative Education Review*, vol.45, no.1, pp. 85-126.
- Murphy, B. 1991, 'Canadian NGOs and the politics of participation' in *Conflicts of Interest*, eds J. Swift and B Tomlinson, Between the Lines, Toronto.
- Myers, B.R. 1999, *Walking with the Poor: Principles and Practices of Transformative Development*, Orbis Books, New York.
- Najam, A. 1996, 'NGO Accountability: A conceptual framework', *Development Policy Review*, vol. 14, pp. 339-353.

- Narman, A. 1999, 'Getting towards the beginning of the end for traditional development aid: Major trends in development thinking and its practical application over the last fifty years', in *Development as Theory and Practice: Current Perspectives on Development and Development Cooperation*, eds D. Simon & A. Narman, Addison Wesley Longman, Harlow, pp. 149-180.
- National Economic Council (NEC), 1998, *Vision 2020: National Long-Term Perspective Study*, National Economic Council, Lilongwe.
- National Statistical Office 1997, *Population and Housing Census for 1997*, Government Printer, Zomba.
- Ndengwa, S. 1996, *The Two Faces of Civil Society*, Kumarian Press, Hatford,
- Nelson, N. & Wright, S. (eds)1995, *Power and Participatory Development: Theory and Practice* eds. Intermediate Technology Publications, London.
- Non-Governmental Organisations Act, 2000, *The Non-Governmental Organisations Bill*, Lilongwe, Malawi.
- Ntin, S.M. & Ayettey, D. 1992, Poverty and poverty alleviation programmes in Ghana, Paper presented at the seminar on the Design and Management of Targeted Poverty Alleviation Projects in Anglophone Africa, May, 1992, Kampala.
- Nwamuo, C. 2000, 'Capacity building through North-South partnerships: The African university sector', in *Capacity.org: Advancing the Policy and Practice of Capacity Building in International Cooperation*, Issue 6.
- Nyamugasira, W. 1999, 'NGOs and advocacy: How well are the poor represented?', in *Development and Social Action*, ed D. Eade, Oxford Publications, London, pp. 104-119.
- Nyamwaya, D.O. 1997, 'Three critical Issues in community health development projects in Kenya', in *Discourses of Development: Anthropological Perspectives*, eds R.D. Grillo & R.L. Stirrat, Berg, Oxford, pp. 158-183.
- Oakley, P. 1991, *Projects with People: The Practice of Participation in Rural Development*, Oxford and IBH Publishing Co. PVT Ltd., New Dehli.
- OECD 1988, *Voluntary Aid for Development: The Role of Non-Governmental Organisations*, Paris, OECD.

- Office of the President and Cabinet (OPC) 2000, *Decentralisation Process in Malawi*, Government Press, Lilongwe.
- Pachai, B. 1973, *Malawi: The History of the Nation*, Longman, London.
- Patton, M.Q. 1980, *Qualitative Evaluation Methods*, Sage Publications, Newbury Park, California.
- Peet, R. & Hartwick, E. 1999, *Theories of Development*, The Guilford Press, New York.
- Pieterse, J-N, 1996, 'My paradigm or yours? Alternative Development, Post-Development, Reflexive Development, Working Paper Series, Institute of Development Studies, The Hague.
- Pieterse, J-N. 2000, 'After Post-Development' *Third World Quarterly*, vol. 21, no. 2, pp. 175-191.
- Poverty Monitoring Unit/UNICEF 1997, *Malawian Children. The State of Health, Nutrition, Education, Water and Sanitation*, UNICEF, Lilongwe.
- Poverty Monitoring Unit /National Economic Council, 2000, *Statistical Booklet on Poverty*, Lilongwe.
- Rahnema, M. 1997, 'Towards post-development: searching for signposts, A new language and new paradigms', in *The Post-Development Reader*, eds M Rahnema & V. Bawtree, Zed Books, London, pp. 377-403.
- Randel, J. & German, T. 1998/1999, *The Reality of Aid: An Independent Review of Poverty Reduction and Development Assistance*. Earthscan Publications, London.
- Rassool, N. 1999, *Literacy for Sustainable Development in the Age of Information*, Multilingual Matters Ltd, Sydney.
- Riddell, R.C. & Robinson, M. 1995, *Non-Governmental Organisation and Rural Poverty Alleviation*, Clarendon Press, Oxford.
- Rifkin, S.B. & Pridmore, P. 2001, *Partners in Planning: Information, Participation and Empowerment*, Macmillan, London.
- Rogge, T. 1997, A Brief Overview of the NGO Sector in Malawi: Options for CIDA Programming, Blantyre, Malawi.

- Rossmann G.B. & Wilson, B.L. 1985, 'Numbers and words: Combining quantitative and qualitative methods in single large-scale evaluation study', *Evaluation Review*, vol. 9, no. 5, pp. 627-643.
- Rubin, H.J. & Rubin, I.S. 1994, *Qualitative Interview: The Art of Hearing Data*, Sage Publications, London.
- Rugh, A. & Bossert, H. 1998, *Involving Communities: Participation in the Delivery of Education Programmes*, Creative Associates International Inc., ABEL Project, Washington DC.
- Sachs, W. 1992. "Introduction" in *The Development Dictionary: A Guide to Knowledge as Power*, ed W. Sachs, London: Zed Books, 6-25.
- Sawyer, H. (1997) 'Quality Education: One answer for many questions' *The Progress of Nations. 1997*, New York UNICEF House.
- Schafer, M.J. 1999, 'International non-governmental organisations and Third World education in 1990: A cross national study', *Sociology of Education*, vol. 27, pp. 69-88.
- Seary, B. 1996, 'The early history: From the Congress of Vienna to the San Francisco conference', in *The Conscience of the World: The Influence of Non-Governmental Organisations in the U.N. System*, ed P. Willets, The Brookings Institution, Washington, D.C, pp. 15-30.
- Seers, D. 1972, 'What are we trying to measure?' *Journal of Development Studies*, vol. 8, no. 3, pp. 22-36.
- Sen, A. 1999, *Development as Freedom*, Oxford University Press, Oxford.
- Shaw, D.J. & Muchena, M. 1998, *Report of the Commonwealth Poverty Reduction Mission to Malawi*, Commonwealth Secretariat, London.
- Sheehan, J. 1998 (updated 7TH July, 2000), 'NGOs and participatory management styles: A case study of CONCERN Worldwide, Mozambique', *CVO International Working Paper Number 2*. Retrieved from: <http://www.Ise.ac.uk/Depts/ccs/pdf/int-work-paper2.pdf>
- Shepherd, A. 1998, *Sustainable Rural Development*, Macmillan, Hampshire.
- Silverman, D. 2000, *Doing Qualitative Research: A Practical Handbook*, Sage Publications, London.

- Simon, D. 1999, 'Development revisited: Thinking about, practising and teaching development after the Cold War', in *Development as Theory and Practice*, eds D. Simon & A. Narman, Addison Wesley Longman, Harlow, pp. 17-54.
- Simukonda, H. 1992, 'Creating a national NGO council for strengthening social welfare services in Africa: Some organisational and technical problems experienced in Malawi', *Public Administration and Development*, vol. 12, no. 27, pp. 416-431.
- Smillie, I. 1995, *The Alms Bazaar: Altruism Under Fire-Non Profit Organisations and International Development*, IDRC, Ottawa.
- Society for Participatory Research in Asia, n.d., *Politics of Capacity Building*, International Institute of Rural Reconstruction, Cavite, Phillipines.
- Stake, R.E. 1995, *The Art of Case Study Research*, Sage Publications, Thousand Oaks.
- Stokke, O. (ed) 1995. Aid and political conditionality: core issues and state of the art. In: Stokke, O. *Aid and Political Conditionality*, London: Frank Cass, 1-87.
- Strauss, A. & Corbin, J. 1998, *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*, (2nd edn), Sage Publications, Thousand Oaks.
- Sturman, A. 1999, 'Case study methods', in *Issues in Educational Research*, eds J.P. Keeves and G. Lakomski, Pergamon Press, London, pp. 103-122.
- Sweester, A.T. 1999, *Lessons from the BRAC Non-Formal Primary Education Programmes*, ABEL, Washington D.C.
- Taylor, S. J. & Bogdan, R. 1998, *Introduction to Qualitative Research Methods: A Guidebook and Resources*, John Wiley and Sons, Inc., New York.
- Jazairy, I., Alamgir, M. & Panuccio, T. 1991, *The State of World Rural Poverty: An Inquiry into Causes and Consequences*, IFAD, New York.
- Tembo, F. 2001, Conflicting Images Underlying Assistance Negotiation: The Case of NGOs Working in Rural Communities in Malawi, Paper Presented at CGPE Conference on "The Global Constitution of Failed States", University of Sussex

- Tendler, J. 1982, Turning private voluntary organisations into development agencies: Questions for evaluation programme evaluation *Discussion Paper No. 12*, Washington D.C, USAID.
- Tennyson, R., Marriage, M. & Simpson, S. 1994, What is partnership?: A collection of essays on the theme of cross-sector partnerships for sustainable development, *Participation Handbook Series No. 1*, Prince of Wales Business Leaders Forum, London.
- Thomas, A. 2000, 'Meanings and views of development', in *Poverty and Development into the 21st Century*, eds T. Allen & A. Thomas, The Open University in Association with Oxford University Press, Oxford, pp. 4-23.
- Thomas, A. & Allen, T. 2000, 'Agencies of development', in *Poverty and Development into the 21st Century*, eds T. Allen & A. Thomas, The Open University in Association with Oxford University Press, Oxford, pp.189-216.
- Tizora, A. 1999, NGO-Government Alliance for Basic Education in Malawi. Alliance Framework Document and Five-Year Plan, 2000-2004. First Draft, December, 1999.
- Torres, R. 1997, *Alternatives in Formal Education: Columbia's Escuela Nueva Programme*, UNICEF, New York.
- Turner, M & Hulme, D. 1997, *Governance, Administration and Development: Making the State Work*, Macmillan Press Ltd, London.
- Tvedt, T. 1998, *Angels of Mercy or Development Diplomats?: NGOs and Foreign Aid*, African World Press, Trenton.
- UN/GOM 1994, *The Situation of Poverty in Malawi*, Government Printer, Zomba.
- UNDP 1993, *Human Development Report, 1993*, Oxford University Press, Oxford.
- UNDP 1997, Poverty and Human Development in Malawi, UNDP, Human Development Report Office.
- UNESCO (1998) *SADC Initiative in Education Policy Development, Planning and Management: A Report of A Needs Assessment Study*. The Netherlands Government.

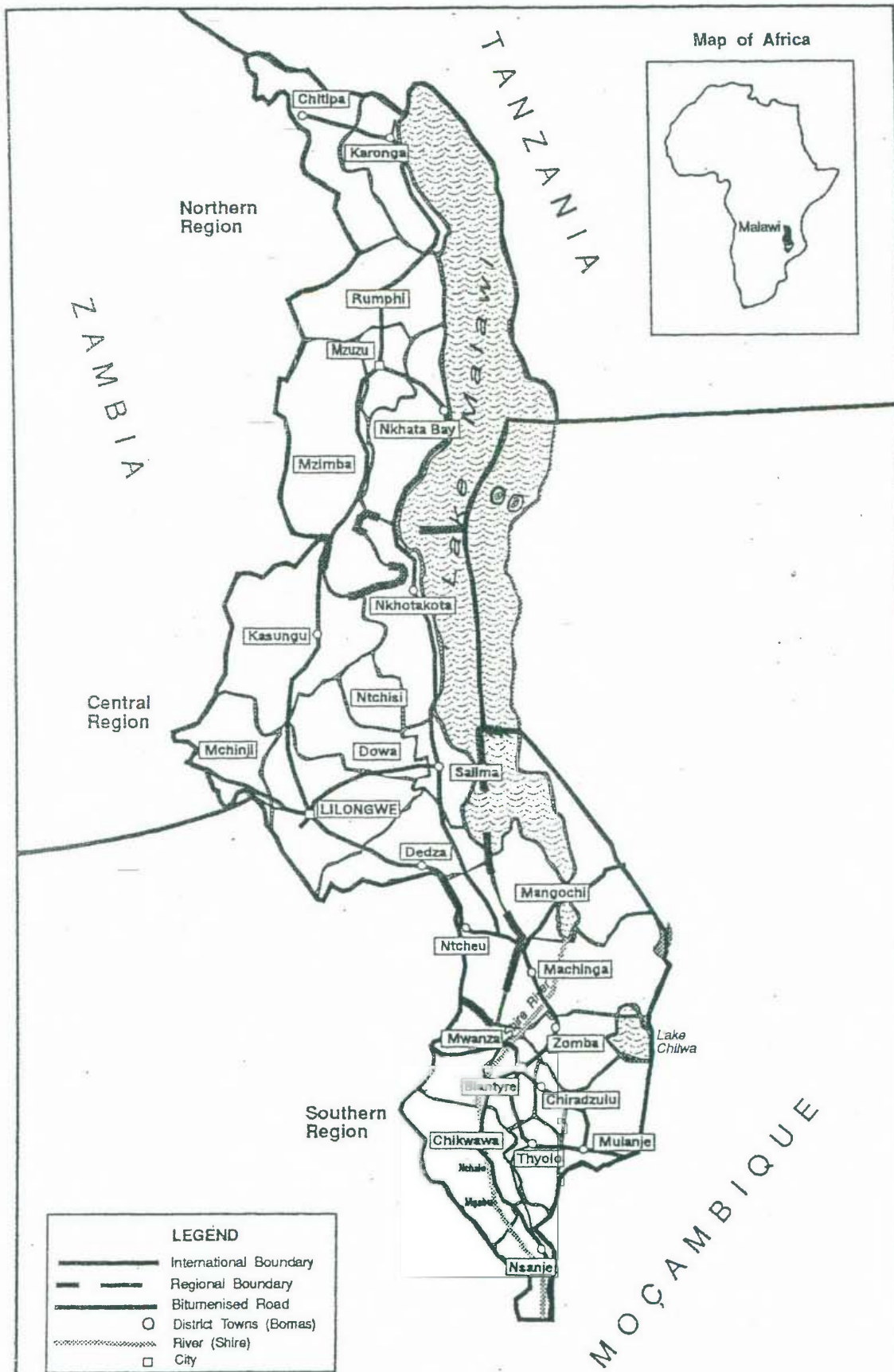
- UNESCO, 2000, *Developing Partner Cooperation in Support of Education For All: Rationale and Strategies*, A discussion paper, UNESCO, Paris.
- UNICEF, 1997, *The Community Schools Movement in Egypt*, UNICEF, New York.
- United Nations 1992, *Partners in Rural Poverty Alleviation: NGO Cooperation*, United Nations, New York.
- United Nations Research Institute for Social Development (UNRISD) 2000, *Visible Hands-Taking Responsibility for Social Development*, An UNRSD Report for Geneva, 2000.
- United Nations, 1998, *Towards Vision 2020: United Nations Development Assistance for Poverty Eradication in Malawi*, UNDP.
- Uphoff, N. 1996, *Learning from Gal Oya: Possibilities for Participatory Development and Post-Newtonian Social Sciences*, Intermediate Technology Publications, London.
- USAID MALAWI 1994, *Non-Governmental Organisations in the Education Sector-A Needs Assessment*, USAID, Lilongwe.
- Utting, P. (ed) 1994, *Between Hope and Insecurity: The Social Consequences of the Cambodian Peace Process*, UNRISD, Geneva.
- Vakil, A.C. 1997, 'Confronting the classification problem: Towards a taxonomy of NGOs', *World Development*, vol. 25, no. 12, pp. 2057-2070.
- Valderrama, M. 1998/1999, 'Latin America: International cooperation and basic education in Peru, Guatemala and El Salvador', in *The Reality of Aid 1998/1999: An Independent Review of Poverty Reduction and Development Assistance*, eds J. Randell & T. German with D. Ewning, EarthscanPublications, London, pp. 173-181.
- Vivian, J. 1994, 'NGOs and sustainable development in Zimbabwe' *Development and Change*, vol. 25, pp. 181-209.
- Voorhies, S.J., 1996, 'Community participation and holistic development', in *Serving with the Poor in Africa*, eds T.Yamamori, B. L. Myers, Bediako, K. & L. Reed, MARC, Monrovia, California, pp. 123-148.

- Wallace, T. 2000, 'Is the role played by donors in supporting Ugandan NGO sector enabling it to develop effectively?', In *Applying Public Administration in Development-Guideposts to the Future*, eds P. Collins, John Wiley & Sons Ltd, Chichester, pp. 227-248.
- Watkins, K. (1995) *The Oxfam Poverty Reports*. Oxfam, UK& Ireland.
- Watkins, K. 2000, *The Oxfam Education Report*, Oxfam Publication, London.
- Wazir, R. (ed) 2000, *The Gender Gap in Basic Education: NGOs as Change Agents*, Sage Publications, New Dehli.
- Wazir, R. 2000, 'Making a difference: NGO strategies revisited', in *The Gender Gap in Basic Education: NGOs as Change Agents*, ed R. Wazir, Sage Publications, London, pp. 250-274.
- White, S.C. 1995, 'Depoliticising development: The uses and abuses of participation', *Development in Practice*, vol. 6, no. 1, pp. 6-15.
- White, S.C. 2000, 'Depoliticising development: The uses and abuses of participation', in *Development, NGOs and Civil Society*, ed D. Eade, Oxford Publications, London, pp. 142-155.
- Willets, P. 1996, 'Consultative status of NGOs at the United Nations', in *The Conscience of the World: The Influence of Non-Governmental Organisation in the U.N. System*, The Brookings Institution, Washington, D.C, pp. 31-62.
- Wilson, G. & Heeks, R. 2000, 'Technology, poverty and development', in *Poverty and Development into the 21st Century*, eds T. Allen & A. Thomas, Open University & Oxford Press, Oxford, pp. 403-424.
- Woost, M.D. 1997, 'Alternative vocabularies of development? "community" and "Participation" in development discourse in Sri Lanka', in *Discourses of Development: Anthropological Perspectives*, eds R.D. Grillo & R.L. Stirrat, Berg, Oxford, pp. 270-255.
- World Bank 1990, *Malawi: Growth Through Poverty Reduction, Report no. 8140*, MAI, Washington, D.C.
- World Bank 1997, *Handbook on Good Practice for Laws Relating to NGOs*, World Bank, Washington D.C.
- World Bank 1999, *Education Sector Strategy*, World Bank, Washington D.C.

- World Vision 2001, 'Transform a community: Change a child's life', retrieved 10 May 2001 from <http://www.worldvision.org/worldvision/projects.nsf>
- World Vision 1997, World Vision Chitera Area Development Programme: Development Proposal, Chiradzulu.
- Yamamori, T., Myers, B. L. & Bediako, K. & Reed, L. (eds) 1996, *Serving with the Poor in Africa*, MARC, Monrovia, California.
- Yin, R.K. 1994, *Case Study Research: Design and Methods* (2nd edn.), Sage Publications, London.
- Yin, R.K. 1989, *Case Study Research: Design and Methods* (2nd edn.), Sage Publications, London.
- Zadek, S. & Szabo, S. 1994 Valuing Organisations: The Case of Sarvodaya, *N.E.F. Working Paper No. 1*, London; NEF.
- Zaidi, S.A. 1999, 'NGO failure and the need to bring back the State', *Journal of International Development*, vol. 11, pp. 259-271.

Appendix 1: Map of Malawi

Malawi. showing Bitumenised Road, International, Regional and District boundaries,



Appendix 2: Basic Education Policies in Malawi

4. Proposed Policies (2000-2015)

4.1 Basic Education

4.1.1 Mission Statement

The Government aims at developing and providing quality basic education for every child in an effective partnership with relevant stakeholders. The purpose of primary education is to equip students with basic knowledge and skills to allow them to function as competent and productive citizens in a free society. The provision of primary education will be the main contribution of the education sector to poverty alleviation.

4.1.2 Access

(a) Policies

1. Equal access for all children to quality primary education shall be the main thrust of Government policy on basic education access. Net enrolment ratio shall increase to 95 % by 2007.
2. The Government shall develop and implement a more coherent strategy on basic education issues such as pre-school provision, adult education and literacy and school health and nutrition. Relevant strategy documents shall be produced by 2002 and adult literacy rate shall improve from the estimated 65% to 85% over PIF period.
3. Government shall promote the development of pre-school facilities so that an increasing number of children have access to pre-school facilities.
4. Government shall promote strong partnerships with other basic education providers with the aim of strengthening the involvement of private education providers.
5. Minimum entry into primary education shall be 6 years of age while the maximum age of entry shall be 11 years. Average age range in a class will reduce from 10+ years to 5 years.
6. The MoES&C shall promote a double shift system for those schools that are adequately equipped for such an innovation as a way of expanding access.

(b) Strategies

1. More schools and classrooms will be built, based on clearly identified needs and priorities especially in areas where there is under-provision. Classroom stock will increase from 25,000 in 1997 to 40,000 in 2012.
2. Existing schools will be improved, renovated and maintained. Pupil: permanent classroom ratio will improve from 119 in 1997 to 80 in 2012.
3. Census, school mapping and coordinated data collection exercises will be organised which will specify the areas of greatest need, in terms of provision and maintenance of school infrastructure, facilities and resources.
4. A series of strategies, incorporating elements of civic education, which will highlight the benefits of education and increase the participation of communities and other stakeholders in the education process will be developed and implemented.
5. The Ministry of Education, Sports and Culture will actively seek closer links with the Ministry of Gender, Youth and Community Services, the Ministry of Health and Population and the Ministry of the Disabled to generate discussion and debate on areas of mutual interest. These enhanced links will lead to the identification of strategies and plans of action to tackle basic education issues in a more holistic manner.

Government will enact appropriate legislation to ensure the necessary enabling environment to encourage the provision of quality private primary education in order to increase the number of pupils in private primary schools.

Government shall establish guidelines on community participation in primary education while taking into account significant variations among different communities.

Government shall provide an enabling environment for children with special educational needs who are underprivileged within the conventional school system.

Government shall be proactive in its investigation of strategies needing to be introduced, to make education all-inclusive. Specific target groups to include: orphans (especially those whose parents have died of HIV/AIDS); children with special educational needs; girls; and out-of-school youth.

Special needs education shall be afforded a priority status with the aim of getting a higher percentage of pupils with special education needs to complete the primary education cycle.

Gender equity shall be promoted by making the school an environment supportive of the needs of both boys and girls. The target is increased and equitable participation of boys and girls in education. The MoES&C shall put in place appropriate measures to enhance the participation of girls in basic education. The proportion of female pupils enrolled rises from 49.8% to 50% in 2002.

MoES&C shall devise and implement strategies whereby teachers (including female teachers) are encouraged to teach in remote and difficult areas. The proportion of rural schools with a 60:1 pupil ratio will increase from 15% in 1997 to 25% in 2002.

The needs of students with severe disabilities shall be addressed through setting up a supportive framework with other Ministries (e.g. Health and Population, Gender Youth & Sports Services and Ministry of Persons with Disabilities) and with civic organisations such as ACOHA by the end of 2000.

Government will develop and implement a primary education policy aimed at making education at the primary level all-inclusive.

MoES&C will coordinate a social mobilization campaign targeting socially disadvantaged groups, which will aim to boost the participation of out-of-school youth, orphans (especially those whose parents have died of HIV/AIDS) and children with physical and learning difficulties.

Children with mild disabilities will be taught in regular schools, supported by teachers with specific training in special education.

The physical design and construction of schools will address the needs of children with special needs.

Government will promote the Community Rehabilitation Strategy in the case of pre-adolescent children, with the objective of helping families cater for children with special needs so that older female siblings can be released to attend school.

The Special Needs Education Support System will be strengthened.

MoES&C will continue the development of gender sensitive instructional materials, and the sensitization of teachers to gender issues and through gender-sensitive approaches to education.

Community Based Childcare (CBCC) will be promoted in primary schools.

9. MIE & MANEB will continue to devise strategies to ensure that pupils with special needs are not disadvantaged in their efforts to complete their courses of study.
10. The MoES&C will promote the acceptance and operationalisation of the fact that more equitable education will be provided through enhanced partnerships, especially with local communities.
11. The MoES&C will investigate the options of incentive schemes and improved conditions of service for teachers posted to remote and difficult rural areas.

4.1.4 *Quality*

(a) Policies

1. The MoES&C shall establish and maintain agreed minimum standards for the provision of quality teaching and learning in all primary schools. Survival rate to standard 8 shall increase from 20% in 1997 to 30% in 2002.
2. The MoES&C shall strive to promote the capacity of schools to offer a comprehensive range of literacy and numeracy skills.
3. Efforts shall be made to reduce the current pupil – qualified teacher ratio to 60:1 across all primary standards by 2012. The national teacher: pupil ratios in Standards 1 shall reduce from 134:1 in 1997 to 80:1 in 2007 and 60:1 2012.
4. The MoES&C shall put in place appropriate measures to reduce pupil repetition and early school withdrawal. Repetition rate shall decrease from an average of 15% to 5% in standards 1-7 and to 10% in standard 8. Dropout rate shall reduce to 5% in all standards during the plan period.
5. The MoES&C shall investigate and tackle the main causes of chronic pupil absenteeism in primary schools and will develop and introduce collaborative strategies and measures such as community sensitisation to address the situation. The intention is to increase the daily attendance/enrolment ratio from 60% in 1999 to 80% in 2002 and to 100% in 2007.
6. Schools shall be required to promote good health and sanitation practices. National pupil: permanent latrine ratio shall decrease from 349:1 in 1997 to 100:1 by 2007.
7. Schools shall be suitably and cost-effectively constructed so as to enhance effective learning and practical maintenance. National pupil: classroom ratio shall decrease from 119:1 in 1997 to 80:1 in 2007.
8. Government shall establish standards and guidelines for minimum quality infrastructure while taking into account variations in both local conditions and different levels of community expertise.
9. Every effort shall be made to address the rehabilitation and maintenance needs of all schools.
10. The MoES&C shall ensure that each school has an adequate supply of instructional and teaching/learning materials, and that schools have some degree of control and choice over such a supply. The pupil textbook ratio shall improve from an average of 24 pupils per textbook in 1997 to 2 pupils per textbook by 2002.
11. The MoES&C shall improve the distribution of school materials and supplies. It is hoped that by 2002 the distribution of these materials will have improved such that all pupils will be supplied with exercise books and writing materials.
12. Schools shall be encouraged to establish school libraries, allowing pupils greater access to books as a way of improving their literacy levels.
13. The MoES&C shall take relevant action aimed at improving the supervisory, inspection and advisory system. Visits to schools by PEAs shall increase to at least 3 times a year.
14. As a mechanism for monitoring and evaluating the quality of primary education, pupil assessment procedures shall be afforded a high priority.

(b) Strategies

1. The MoES&C will plan, introduce and promote the concept of 'Whole School Development' process nationally.
2. Future developments of primary school facilities and infrastructure will be in response to identified need.
3. The MoES&C will establish, publish and promote national norms and guidelines for school construction.
4. A schools rehabilitation and maintenance programme will be developed by 2002. The MoES&C will ensure that this programme is implemented and monitored.
5. Guidelines for an acceptable level of water and sanitation provision will be developed. Every effort will be made to provide the minimum necessary health and sanitation facilities, which includes provision of adequate latrines and safe water, and effective health promotion in schools and communities
6. Strategies to improve the supply and distribution of school materials and teaching/learning resources, such as the decentralisation of distribution will be developed and introduced. Such strategies will endeavor to target the most poorly resourced schools.
7. The MoES&C will develop and enforce systems and procedures, which will lead to more efficient use, and functional life of instructional materials.
8. The MoES&C will review and implement the supervisory, inspection and advisory mechanisms and procedures, both at the centre and in the decentralised offices, to provide more effective support to schools and staff.
9. The process of national assessment shall be reviewed and appropriate recommendations for change shall be made in the light of emerging needs and the changes in local catchment recruitment at the secondary level.
10. Appropriate guidance and counseling programmes will be designed and implemented as a way to improve the quality of primary school education.

4.1.5 *Relevance*

(a) Policies

1. The MoES&C shall through the MIE be responsible for the development, implementation and monitoring of a basic national curriculum, which addresses both the academic and non-academic needs of pupils. The primary school curriculum will be revised by 2002.
2. While every school shall adopt and follow the basic curriculum, schools shall be encouraged to develop and introduce not more than two, non-examinable and skill-focused subjects oriented towards the local enrichment and diversification of curriculum. The equipping of teachers with relevant curriculum development skills shall precede the implementation of this strategy.
3. The MoES&C shall actively encourage the promotion of schools as environments where pupils are enlightened on all communicable diseases, including HIV/AIDS.

(b) Strategies

1. The MoES&C will review, publish, implement and monitor the primary national curriculum starting from 2000.
2. The basic education curriculum and syllabuses will be amended to reinforce the messages related to the social impact and coping strategies of the HIV/AIDS pandemic.

4.1.6 Management

(a) Policies

1. Government shall vigorously pursue its policy of decentralisation of responsibilities and services so as to support schools and to ensure efficiency gains.
2. The system of teacher recruitment and deployment shall be rationalised and decentralised so as to respond to the actual needs of pupils, schools and communities. Districts shall assume the responsibility of recruitment and deployment by 2002.
3. While the Government shall continue to be the main provider of education, parents and communities shall be involved in the management of schools. The intention is increase the percentage of effectively functioning school committees to 100% by 2012.
4. In respect to school governance, Government shall establish guidelines on community participation and school management, while taking into account significant variations among different communities.
5. The Government shall forge stronger links with all stakeholders in the education process.

(a) Strategies

1. More effective and efficient use of the existing school facilities will be made. Piloting strategies to make more efficient use of school facilities might include multi-grade teaching/learning.
2. Management responsibilities and provision of services to primary schools will be transferred to the district, zonal and school levels.
3. Deployment of personnel, training and resourcing will be strengthened at the district and zonal levels.
4. School management will be supported through training programmes for Primary Education Advisers, senior school staff and school management committees.
5. Teacher recruitment and posting policy will be reviewed so teachers are more efficiently recruited and deployed.
6. Primary school teacher recruitment and deployment will acknowledge the scale of teacher attrition due to a variety of factors including the HIV/Aids pandemic.
7. The MoES&C, in consultation with relevant stakeholders, will establish guidelines for the working relationship between parents' association, teachers' union and school management committees.

4.1.7 Planning

(a) Policies

1. EMIS shall be afforded a priority status in the quest for an effective tool in the rational planning of the primary education system. A functioning and relevant EMIS will be in place by 2002.
2. A School Mapping Exercise shall be mounted every five years so as to enhance the capacity of Ministry staff to efficiently assess, plan and effect education development in line with the socio-economic and demographic factors, at national, divisional, district and zonal levels.

(b) Strategies

1. EMIS will be enhanced through an improved and streamlined school census exercise and expanded school mapping effort.
2. The capacity of schools, zones, districts and divisions to gather, interpret and use data will be enhanced.
3. Reliable, relevant and timely information will be freely available to all personnel, at all levels of the system. Training in data analysis and utilisation will follow.

4.1.8 Finance

(a) Policies

1. The government shall continue to increase and maximise the share of the educational budget allocated to basic education. The share of allocation to basic education shall rise from 62% in 1997 to at least 65% in 2002.
2. The Government shall encourage and strengthen partnerships in educational development.
3. The MoES&C shall introduce measures to increase the internal efficiency of the system so as to reduce the overall cost of primary education. The input/output ratio shall improve from 2.38:1 in 1997 to 1.5:1 in 2002.
4. The MoES&C shall pursue policies, which increase the allocation of the education budget to primary school teaching/learning materials. The share of allocation to teaching/learning materials shall increase from 3% in 1997 to 13% in 2002.
5. The Government shall introduce cost-saving measures regarding the maintenance of existing teaching and learning materials. Relevant measures shall be in place by 2002.
6. The MoES&C shall continue to encourage communities and parents to assist in school construction and maintenance in kind through the provision of their labour. However, parents/communities wishing to make cash contributions will be allowed to do so and the MoES&C shall establish mechanisms, which schools and school committees should follow to allow greater transparency and accountability.
7. The MoES&C shall promote the expansion of private primary schools.
8. The double shift system, focusing on more effective use of physical facilities shall be increased, particularly in urban schools by.

(b) Strategies

1. The MoES&C will strengthen links partnerships between individuals, local communities, Non-Governmental Organisations (NGOs), the private sector, central government and the donor community.
2. Internal efficiency will be improved by repetition and drop out rates being systematically reduced. Efforts will be made to ensure that the strategies utilised to bring about these reductions will not compromise the access that pupils have to education, nor the quality of that education.
3. The MoES&C will devise a mechanism for guiding the determination of schools, which may have the potential to implement double shifting by the end of 2000.

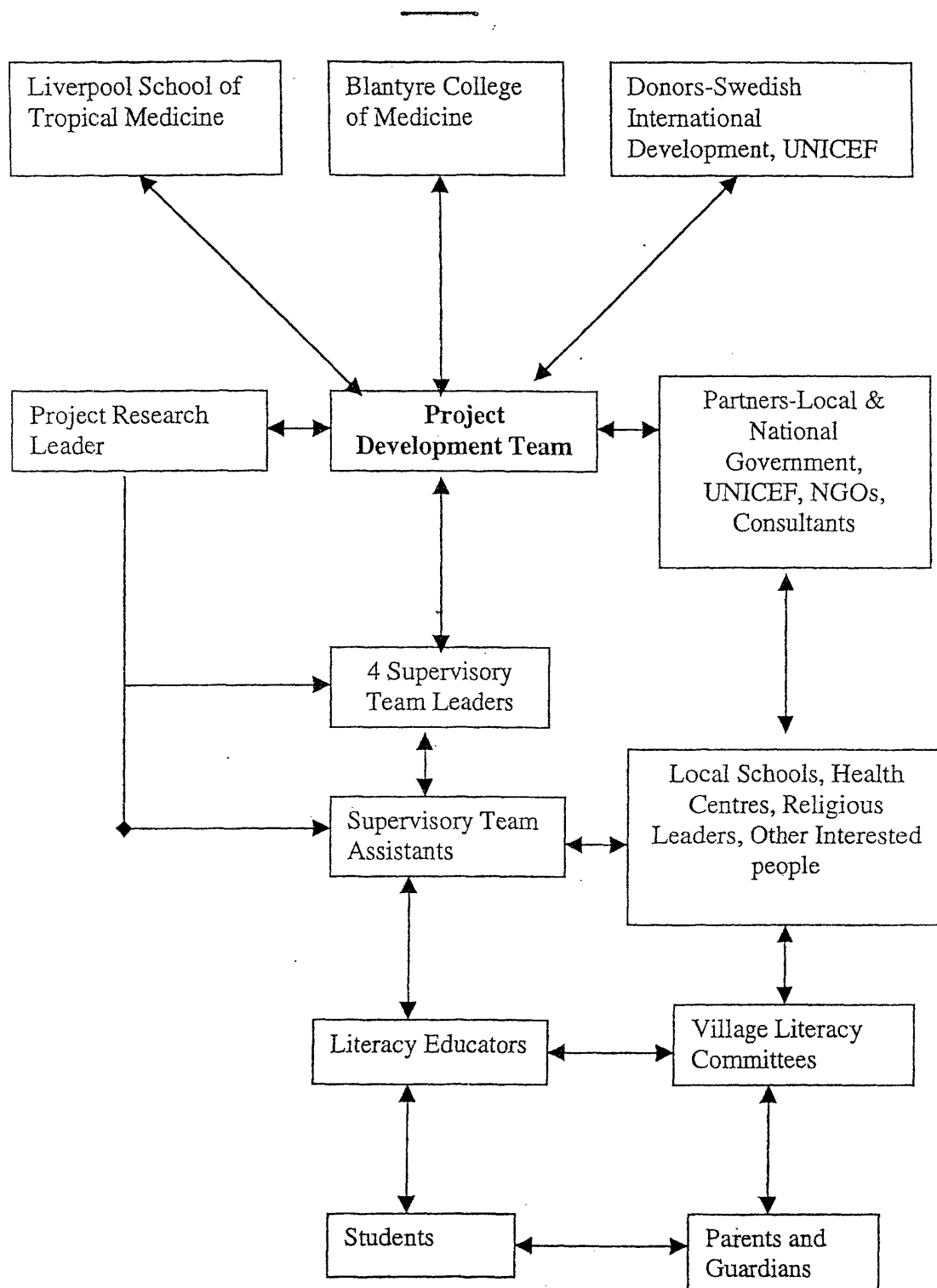
Appendix 3: Categories of Participants in the Study

	MULTIPLE CASES			PARTICIPANTS		
	Case No. 1 International NGO	Case No.2 Established Local NGO	Case No. 3 Emerging Local NGO	Ministry of Education Officials	Local Community Members	District Development Committees
Aim/Objective	To determine the extent to which International NGOs contribute to overall basic education programmes in Malawi and how they collaborate with other stakeholders in the process.	Determine basic education practices and consultative and collaborative mechanisms with other stakeholders in providing basic education in rural communities.	Determine basic education practices and consultative and collaborative mechanisms with other stakeholders in providing basic education in rural communities.	To document how they perceive as NGO's viability in contributing to basic education in Malawi and how government can effectively collaborate with NGOs in this regard.	To ascertain what they perceive is the role of NGOs in basic education and the extent to which they are involved in the entire process of identification, implementation, monitoring and evaluation of the basic education programmes.	To determine collaborative mechanisms at the district level among various development partners in issues of basic education.
Data Sources	From the Executive Director and his deputy; The Project Officers both at the head office and the project sites (field); Field Officers; Teachers; School Committees.	The Executive Director and his deputy; Board Members; Project Officers; Field Officers; Teachers and Committee Members	The Executive Director and his deputy; Board Members; Project Officers; Field Officers; Teachers and Committee members.	The Minister of Education and his deputy; 3 Chief Methods Advisors; 3 Zonal Education Officers; 2 Regional Education Officers; 4 District Education Officers; 7 Primary Education Advosors.	5 Village Headmen; 14 Local Community Members; 3 representatives of major political parties; and 3 members of parliament.	3 District Commissioners; Chairpersons, Secretaries and Treasurers of District Development Committees, District Executive Committees, Local Education Authority, and Community Development Officers.

Sampling method	Non-probabilistic or purposive or criterion-based sampling	Non-probabilistic or purposive or criterion-based sampling	Non-probabilistic or purposive or criterion-based sampling	Non-probabilistic or purposive or criterion-based sampling	Non-probabilistic or purposive or criterion-based sampling	Non-probabilistic or purposive or criterion-based sampling
Data Collection Method	In-Depth Interviewing, using semi-structured interviews; and Documentary evidence	In-Depth Interviewing using semi-structured interviews; and Documentary evidence.	In-Depth Interviewing using semi-structured interviews; and Documentary evidence	In-Depth Interviewing using semi-structured interviews; and documentary evidence	In-depth Interviewing using semi-structured interviews.	In-Depth Interviewing using semi-structured interviews; and documentary evidence
Data Analysis Method	Thematic analysis/coding and discourse analysis	Thematic analysis/coding and discourse analysis	Thematic analysis/coding and discourse analysis	Thematic analysis/coding and discourse analysis	Thematic analysis/coding and discourse analysis	Thematic analysis/coding and discourse analysis

Appendix 4: AGLIT's Organisational Management

Structure



Appendix 5: Council for NGOs in Malawi's (CONGOMA) Profile

CONGOMA is a membership umbrella organisation with a composition of both National and International NGOs. Established in 1992 and delinked, as it were, from government, its membership mainly consists of NGOs undertaking a cross-section of development and human rights activities. The organisation was established to:

- Enhance and improve operational environment within which NGOs function,
- Promote and facilitate coordination, collaboration and cooperation within and among the NGO community, government, donor community and the private sector within Malawi,
- Further the standing of NGOs as competent, professional and suitable agents of development, and
- Support member NGOs to build and strengthen their institutional capacity.

Over the last couple of years, the increasing number and importance of NGOs in facilitating development activities has dramatically soared, notwithstanding evident constraints encountered, viz-a-viz:

- Their struggle to become independent institutions with a clear identity and vision,
- Operating within deteriorating social and economic environment compounded by increasingly adverse relationship between the state and civil society,
- Designing programmes in response to shifting donor interest rather than to a clear analysis of the needs of their constituencies,
- Inadequate systems of management and poor planning and programme design,
- Complete dependence on outside donor funding,
- Staff members' lack of skills in policy analysis and advocacy, information in form of arguments backed by empirical evidence and access to policy-making arena.

In spite of all these, CONGOMA advocates for developing strategies that transcend project oriented approach to greater and broader vision their (NGOs') roles in development. The organisation realises that an improvement in NGO staff's technical and managerial skills should help to demonstrate the effectiveness of their intervention in reaching the grassroots. CONGOMA further realises that greater leadership and better

knowledge of the socio-economic environment in which its membership operates is vital in addressing negative policies which stand in the way of development. In view of some of these pertinent issues, CONGOMA has embarked on a number of programmes aimed at assisting local NGOs develop a clear sense of identity and roles as a stepping stone for the designing of better and strong programme and organisation. These programmes are:

- CONGOMA Institutional and Programme Development- basically focussing on CONGOMA's effectiveness and efficiency, particularly based on what is already working
- Self-Reflection and Learning Programmes- aimed to assisting NGOs to understand who they are and where they are going.
- Strengthening Leadership for Development-a programme aimed at strengthening the technical skills of NGO staff and improving their structures and programmes, with much emphasis on participation in all aspects of CONGOMA member's work to enhance their accountability to their own constituencies.
- NGO and Advocacy-the programme designed to enable CONGOMA members to define constructive civic role and participate actively in promoting effective development approaches and influencing policy-making process in the broader context.
- Smart Partnership for development-this is a programme intended to strengthen the thinking around achieving financial and other resources sustainability through a broader search for alternatives focusing at the local level than purely dependent on donors.
- Improving NGO Operational Environment-a programme whose main focus is to provide information about bureaucratic and political perspectives as well as policy alternatives and implications in order to develop strategies for engaging the state

Appendix 6: Interview Questions

IDENTIFICATION NUMBER:

INTERVIEW SCHEDULE FOR NON-GOVERNMENTAL ORGANISATION (NGO) STAFF

- 1 Would you tell me some of the programmes your organisation implements.

2. Where do you implement basic education programmes?

3. Can you tell me in as much detail as possible, why you implement basic education programmes in the areas you have mentioned?

(Reasons for sites and type of beneficiaries)

4. Can you give me some examples of basic education programmes you are implementing.

5. Could you say something about the processes of the implementation of basic education programmes?

Probe on the following:

Identification, development, implement, monitoring and evaluation of the programmes,

Who is involved? Why are they involved?

What is the information base?

What are the consultative processes used to enhance participation?

What techniques are used?

6. What do you think are the major challenges of basic education programmes in your target areas?

What are the causes of these challenges?

7. Are there any other organisation providing basic education programmes in the geographical areas you are working in?

If yes, how would you describe your relationship with them?

Could you describe, in as much detail as possible, a situation which demonstrates your working relationship with other NGOs providing basic education in the area?

8. Do you consider that your programmes are achieving the desired outcomes?

If yes, what is/are the change(s)?

If not, why is/are there no change(s)?

Probe: Processes of evaluation.

9. From your experience, in what way(s) would you improve the provision of basic education programmes?
10. Can you tell me whether there is any relationship between your organisation and government in so far as basic education programmes are concerned?

What is the nature of your relationship?

Is government aware of your basic education programmes?

What examples could you provide or describe to indicate that there is mutual relationship between your organisation and government?

11. Do you have any other comments to make regarding basic education and how you work with the communities?

**THANK YOU FOR THE INFORMATION AND
COOPERATION**

IDENTIFICATION NUMBER:

**INTERVIEW SCHEDULE FOR MINISTRY OF EDUCATION
OFFICIALS.**

1. In your role within The Ministry of Education, have you had any experience in working with NGOs?
2. What knowledge do you have of the role and approach of NGOs to the implementation of basic education?
3. What role does the Ministry of Education play in the NGOs' provision of basic education programmes?
4. Are there forums for dialogue, debate, interaction or communication, especially on issues of basic education and on how NGOs provide basic education?

If yes, how does the Ministry of Education do it?

If not, why not?

5. Does the Ministry of Education participate in basic education programmes implemented by NGO?

(Probe for examples and evidence)

6. What, in your view, are the matches and mismatches, if any, in what NGOs do in relation to government priorities in basic education?

(Probe for conflicts and disagreements; overlaps and synergies; and how they are settled)

7. What would you say are the major positive developments in NGO basic education interventions?
8. What, in your opinion, are the major challenges that government faces in working with NGOs in basic education?

What are the causes of the challenges?

How does the Ministry of Education deal with the challenges in order to facilitate NGOs' contribution to basic education in Malawi?

9. What other issues would you like to share with respect to NGOs in basic education in Malawi?

**THANK YOU VERY MUCH FOR THE COOPERATION AND
PROVIDING THE VALUABLE INFORMATION.**

IDENTIFICATION NUMBER:

INTERVIEW SCHEDULE FOR LOCAL COMMUNITY PARTICIPANTS

1. What development programmes are undertaken in your community?
2. Which of those programmes are provided by NGOs?
3. Of the programmes provided by NGOs, can you give me some examples of basic education programmes?
4. Why do NGOs provide basic education programmes in your community?
5. How would you describe the processes NGOs follow to initiate basic education programmes in your community.

(Probe the process of:

- **consultation**
- **inclusiveness of various players in the process**
- **participatory processes**
- **effectiveness of programmes**
- **outcomes)**

6. Do you support NGOs' effort of providing basic education programmes?

If yes, why do you think it is important to support the NGOs?

If not, why not?

7. How would you describe your relationship with NGOs?
8. Have there been major positive developments of NGOs' provision of basic education in your community?

What are the developments?

Why have those developments occurred?

If not, why have there not been any positive developments?

9. What, in your view, are the challenges that you encounter in working with NGOs in basic education?

What are the causes of those challenges?

How do you deal with the challenges?

10. Are there any other organisations/institutions that work along with NGOs in your community?

Do they collaborate with each other?

Do those other partners consult you?

What is your working relationship with them?

8. Have you experienced any differences and conflicts with NGOs in basic education?

If so, how have they been resolved?

9. Do you have any other comments to make with regards to NGOs' contribution to basic education in your community?

THANK YOU VERY MUCH FOR THE INFORMATION

IDENTIFICATION NUMBER:

INTERVIEW SCHEDULE FOR VARIOUS DEVELOPMENT COMMITTEE MEMBERS

1. Can you describe, in as much detail as possible, how development programmes are initiated at a district level.
2. What types of organisations have established development projects in the district?
3. What is the process of initiating a development project with NGOs in the district?
4. From your experience, how do NGOs initiate development programmes, especially in basic education?
5. Do the various district development committees collaborate in order to facilitate NGO basic education programmes

Why do they collaborate?

How do they collaborate?

If not, why don't they collaborate

6. Based on government development plans, to what extent would you say NGOs contribute to overall government plans to poverty alleviation through basic education?
7. Do district development committees and NGOs collaborate with local communities on issues of basic education?
If yes, how?
Give examples of such collaborative efforts.
8. What challenges do you encounter in the collaborative process between and among development partners (including NGOs) in implementing basic education programmes?
What are the causes of the challenges?
How do you deal with such challenges?
9. What would you say is the role of the donor community in the financing of basic education programmes?
10. Is there any positive impact NGOs are making in basic education in the district?
If yes, can you give some examples?
Why is there such a positive impact?
If there is no positive impact, why?
11. What recommendation would you suggest in order to improve the impact of NGO effort in basic education?

12. Do you have any other comments that you would like to make regarding NGOs and basic education in the district?

**THANK YOU VERY MUCH FOR THE INFORMATION AND
YOUR COOPERATION**