

## 付 属 資 料

1. 要請書 (Terms of Reference)
2. 教育セクターの現状と課題
3. 予備調査 M/M
4. 事前調査 S/W
5. 本格調査実施の妥当性
6. 主要面談者リスト
7. 役務コンサルタントの報告書



## TECHNICAL COOPERATION BY THE GOVERNMENT OF JAPAN

### APPLICATION

By the Government of Malawi (hereinafter referred to as "the GOM") for a Development Study (hereinafter referred to as the "Study") on Community-Based Basic Education Program to the Government of Japan.

#### 1. Project Digest

- (1) Project Title : Community-Based Basic Education Program
- (2) Location : District(s)
- (3) Responsible Agency : Ministry of Education and Culture (MEC)
- Executive Agency : Education Development and Management Unit (EDMU), MEC will be the Executive Agency for the Study and will be directly responsible for coordination for the Study activities.
- Collaborating Agencies : (Coordinating Agency for Foreign Assistance)  
District Education Office
- (4) Justification of the Study : A Policy and Investment Framework for Education in Malawi 1995-2005 (PIF) targets universal primary education for the first eight years of school by 2000 and net enrollment for secondary education (grade 9 to 12) up to 10% by 2005. The Government of Malawi (GOM) has been in the process of revising the PIF for further constructive investment with the assistance from the World Bank and other donor agencies. Free primary education since 1994 has led to the increasing demand for education facilities as well as personels at both primary and secondary level. Insufficient capacity of the basic education system associates with the high drop-out and repetition rate at primary schools, and low enrollment rate at secondary schools. In order to meet the increasing demand for schooling at both primary and secondary education, it is necessary to build basic education system at District level which promotes close school-community partnership.
- (5) Desirable Time of Commencement of the Study : September 1999 (for 28 months until December 2001)

#### 2. Terms of Reference (T/R) of the Proposed Study

##### (1) Background of the Study

The GOM had set its direction of education development in A Policy and Investment Framework for Education in Malawi 1995-2005 (PIF). Based on the PIF the MEC, with the assistance of the World Bank and other donor agencies, has been preparing further investment plan focusing on specifically the education for girls and children in rural areas.

Despite its priority on primary education in the policy framework, the GOM has not successfully allocated its resources to meet a growing demand for primary education and secondary education as well. Facing the rural-urban differences of educational situation and achievement, reform of the current centralized education system is now under consideration. Accordingly, it is proposed to formulate the Study entitled "Community-Based Basic Education Program." in order to expand basic education opportunities: to build school-community partnership for school management; and to improve the services of District Education Office.

## (2) Necessity /Justification of the Study

In 1994 the GOM set the target year of 2000 for achievement of universal primary education (grade 1 to 8). In terms of secondary education, the progression rate to the junior secondary school (grade 9 to 10) is about 10% and the GOM targets the progression rate of 30% by the year of 2005. Despite the rapid growth of primary school enrollment as a whole, educational situations in rural area remain under served and education opportunity for girls is still limited. Furthermore a number of secondary school age children have been unwillingly pushed out from the formal school system due to insufficient school facilities. To meet this increasing demand for schooling at both primary and secondary level, it is necessary to strengthen education system at district level through school-community partnership, and to build implementation and management mechanism related to both expansion and improvement of basic education.

## (3) Objectives of the Study

The overall objective of the study is to form the District education system, which contributes to improve the situation of basic education both in its quality and its quantity. More specifically, the study is proposed to;

- (i) undertake a primary education and secondary education sub-sector analyses at district level for setting criteria of the Study;
- (ii) provide series of workshops for district officials, school headmasters, community leaders, and parents to promote the school-community partnership;
- (iii) coordinate with Teacher Development Program (TDP) in the District in order to develop and disseminate school-based production of teaching and learning materials and promote school-based professional training;
- (iv) construct community schools (grade 1-4); upper primary school (grade 5-8) forming a cluster of basic education system in the District;
- (v) develop supervisory manuals and procedure guidelines for school construction, and guidelines for building school-community partnership; and
- (vi) develop supervision manual for school management.

## (4) Study Area(s)

The proposed Study would target (3 or 2; one in each Province or 2 in each Province) District(s) as its Pilot Project area(s) - actual operational sites will be selected based on the education sub-sector analyses.

## (5) Scope and Contents of the Study

The scope and contents of the Study are proposed to be formulated on three major components which aim to build capacity of local administration of basic education expansion and improvement in the above targeted study area: Component 1 - Study Formation and Management; Component 2- the Pilot Project; and Component 3 - Evaluation of the Study. More details of each component are given as follows:

Component 1- Study Formation and Management: will be further divided into three sub-components:  
(i) preparatory workshops for providing overall guidance, setting up Study implementation mechanism, forming core working groups at the District level and school community levels (and the Pilot Project Implementation Unit at the District level), and reaching consensus among working

groups on objectives, scope and approaches of the Study; (ii) data collection and analysis are to utilize for site selection and consultation with each stakeholders, and to finalize the plan of pilot project; and (iii) inception report including site selection and justification, and implementation plan and approaches.

Component 2 - The Pilot Project: consists of four sub-components: (i) school-community mobilization for school construction and management; (ii) construction of primary schools and in the sub-districts in close partnership with its community; (iii) quality improvement of primary education through teachers' training and development of teaching methodology; (iv) preparation of supervisory manuals and procedure guideline for school construction, and the project implementation guideline for future expansion; (v) school management.

Component 3 - Evaluation of the Study: prepares a final report of the Study, assessing the overall outcomes of the Study, especially the degree and effectiveness of strengthening school-community partnership in community-based basic education expansion and improvement. Through the study formation and management, and implementation of the pilot project, the format and contents of the Manuals/Implementation Guidelines should be consolidated for more wider circulation and future implementation. Outcomes of the Study shall be shared among the related education institutes and other donor agencies.

#### (6) Study Schedule

The duration of the Study would be approximately 28 months from September 1999 to in which Study components/sub-components are sometimes overlapped one another and, therefore, should carefully be designed and delineated by meaningfully linking them with the existing planning process and practices. It is proposed that each component/sub-component would require the following duration:

Component 1 - would require six months (September 1999 - ):  
 Preparatory Workshops (September 1999 - )  
 Data collection and Analysis (September - )  
 Inception Report (November 1999 - )

Component 2 - would require 25 months (September 1999 - )  
 School-Community Mobilization for School Construction and Management (September 1999 - )  
 Construction of Primary Schools (March 2000 - )  
 Quality Improvement of Basic Education (March 2000 - )  
 Preparation of the Manuals/Guidelines (March 2000 - )

Component 3 - would require five months (August 2001 - )  
 Evaluation of the Study (August 2001 - )  
 Consolidation of the Manuals/Guidelines (October 2001 - )  
 Final Report and Seminar (October 2001 - )

#### 3. Undertakings of the GOM

In order to facilitate the smooth and efficient conduct of the Study, the GOM shall take necessary measures as follows:

- (1) to secure the safety of the Study team;
- (2) to permit the members of the Study team to enter, leave and sojourn in Malawi in connection with their assignment therein, and exempt them from alien registration requirements and consular fees;
- (3) to exempt the Study team from taxes, duties and any other charges on equipment, machinery and other materials brought into and out of Malawi for the conduct of the Study;
- (4) to exempt the Study team from income tax, and charges of any kind imposed on or in connection with any emoluments or allowances paid to the members of the Study team for their services in connection with the implementation of the Study;
- (5) to provide necessary facilities to the Study team for remittance as well as utilization of the funds introduced in Malawi from Japan in connection with the implementation of the Study;
- (6) to secure permission for entry into private properties or restricted areas for the conduct of the Study;
- (7) to secure permission for the Study team to take all data, documents and necessary materials related to the Study out of Malawi to Japan; and
- (8) to provide medical services as needed. Its expenses will be chargeable to members of the Study team.

In addition, the GOM shall take necessary measures more specifically related to the Study as follows:

- (1) to provide counterpart personnel and support staff for the Study in national and local government;
- (2) to secure coordination among related ministries and directorates in national and local government;
- (3) to provide office space for the Study along with standard furniture and fixtures as well as stationary in MEC and in District Offices at Sites;
- (4) to secure budget to conduct planning activities in national and local government and in schools; and
- (5) to provide maps, data, reports and other materials relevant to the Study.

4. The GOM shall bear claims, if any arise against member(s) of the Japanese Study team resulting from, occurring in the course of or otherwise connected with the discharge of their duties in the implementation of the Study, except when such claims arise from gross negligence or willful misconduct on the part of the member of the Study team.

5. The Executing Agency, shall act as a counterpart agency to the Japanese Study team and also as a coordinating body in relation with other governmental and non-governmental organizations concerned for the smooth implementation of the Study.

The GOM assures that the matters referred to in this form will be ensured for the smooth conduct of the Development Study by the Japanese Study team.

Signed: \_\_\_\_\_

Title : SENIOR ASSISTANT SECRETARY

On behalf of the Government of Malawi

Date : 23 November 1998

## 付属資料2. 教育セクターの現状と課題

マラウイ共和国は、1990年代初頭まではアフリカ諸国のなかでも教育の普及が遅れていたが、1994年に無償初等教育普遍化政策を導入し、その様相は一変する。1994年は複数政党制により独立後初めての大統領選挙が行われた年であり、無償化教育に対して国民の期待が高まった時でもあった。一方で、経済的には年間35%（1994年）のインフレと慢性的な財政赤字に見舞われていた。無償化政策を導入するには、財政面ではあまりにも時期が悪かったと言わざるを得ない。

1980年代の初等教育総就学率は60～70%であったものが、1994年を境に不自然なまでに急激に上昇する。1993年の就学率が82%（男84%、女80%）であったものが、1994年には120%（男126%、女114%）となり、児童数は190万人から286万人へと急増している（ユネスコ資料）。このような「教育」機会の量的拡大は、初等教育の無償化によりいとも簡単に行われたわけであるが、このことがマラウイの教育に様々な歪みをもたらしている。初等教育のこのような拡大は、中等教育への需要の増大へとつながり、更にマラウイ第二の大学であるムズズ大学の設立へと進んでいく。

政府予算に占める教育予算の割合は、1994年の17%から1996年には25%に伸びており、政府は確かに教育予算を最優先に増加させているが、それだけでこのような教育機会の拡充に応えることは困難であることは明らかであった。NGOを含め、その他の援助機関や民間機関、コミュニティからの協力も不可欠である。世界銀行からは、初等教育部門の開発のために22.5百万ドル（1996年から）、中等教育部門に48百万ドル（1998年から）をそれぞれ借り入れている。

これらの世界銀行のプロジェクト審査報告によれば、初等教育及び中等教育の各部門の主要課題を次のように指摘している。マラウイ政府もPolicy & Investment Framework（PIF）で指摘しているように、あまりにも急激な初等教育の拡大が初等教育段階だけではなく、中等段階以降の教育に様々な問題をもたらしている。

### ●初等教育：

- (1) 教育省が行う教育開発プログラムの経常経費の著しい不足
- (2) 教室不足と過密学校・教室
- (3) 未習熟な教員による教育の質と効率の低下（特に、無償初等教育後に雇用した2万人）
- (4) 非効率なセクター・マネジメント（特に、視学・指導が弱い）
- (5) 男女間の格差（特に、初等教育段階後）

●中等教育：

- (1) 初等教育段階の急激な就学者数の増加
- (2) 中等教育への需要の増加
- (3) 中等教育段階での学習到達度の低さ
- (4) 中等教育へのアクセスの不公平
- (5) 限られた組織受容力
- (6) H I V / A I D S の蔓延
- (7) 制度拡充による経常経費の高さ

前述の P I F は 2000 年 1 月付けで発表されているが、教育セクターの総合的分析に基づいて作成されたもので、これまでの対処療法的な十分に計画されていない政策ではない。1996 年の D A C 新開発戦略や 2000 年の世界教育フォーラムにおける 2015 年までに初等教育を完全普及させるという目標に呼応する形で、2015 年を 1 つの目標年次とした総合的なマラウイの教育政策であるところに特徴がある。

P I F の目標に述べられている主要な点を引用すると次のとおりである。

- (1) あらゆる教育段階において教育機会を拡充すること。2015 年までにすべての郡で初等教育純就学率を 95 % までに引き上げる。中等教育段階では、総（粗）就学率を現在の 18 % から 30 % までにする。高等教育段階においては、0.3 % から 1 % へと上げる。初等教育の完全普及を最優先するが、教育段階間のトレードオフは最小限にするよう努める。このような認識のもと、P I F はすべての教育段階において低出席率・在籍・留年・中退の問題を緩和する方策を提案している。
- (2) 現存する社会集団や地域間の不公平を増大させないこと。P I F は、すべての教育段階において、女子や女性、障害児やその他の恵まれない若者、そして農村部のコミュニティーの参加を高める方策を明らかにしている。初等・中等・高等教育の各段階において、少なくとも全体の就学者数の 50 % まで女性の参加を増やす計画である。
- (3) 教育の質と適切な教育内容を維持するとともに改善すること。質的改善は、適切な資源の投入（施設・教員・教材）、適切な方法（マネージメント・効果的指導）、適切な成果（やる気のある学生・国家開発への貢献能力）を結合させることにより達成される。適切な教育制度については、国家ニーズはもちろんのこと個人のニーズに合致したカリキュラムのレビューをより効果的に行おうとしている。特に専門性を有する有資格教員は教育の質的改善を促進するため非常に重要である。
- (4) 将来に向けて学校・生徒を維持させ得る組織的・財政的枠組みを開発すること。教育省及び



関係機関が費用対効果のより高い方法で、教育プログラムを計画・管理する能力を強化する。  
同様に、教育省下部機関の能力が一層強化され、教育の質を改善することに役立つ。

- (5) 国家予算の27%を教育に充当しており、これ以上に増やすことは困難であるが、現行予算の範囲では上記の目標は達成できそうにない。この政策の推力は、教育費用の分担が可能な人々にはそれを依頼し、一方で教育費用が支払えないがために退学せざるを得ないことがないように貧困層に配慮することである。コミュニティーや民間部門が教育開発に果たす役割を認識し、この分野への民間投資の増大を奨励する方策を提案する。

P I Fを概観したところ、「すべての教育段階において」という表現が多用されており、初等教育だけではなく中等・高等教育を含めた教育部門全体のバランスのとれた発展を計画していることがわかる。これは、1994年に初等教育を無償化し就学者数が急増し、そのことが中等教育・高等教育に間断なく影響を与えたという苦い経験からであろうか。

これらの目標を実現するためには、現行の国家財政で賄うことは不可能であり、費用分担 (cost-sharing) と民間主導 (private initiatives) が提言されている。P I Fには、教育省と両親・コミュニティー・雇用者・N G O・宗教団体など関係者との密接な協力に加え、国際パートナー (international partners) からの継続的財政支援が必要である、と記されている。2000年中に地方議会制度が導入される予定であり、教育の地方分権化も一段と進むものと考えられる。様々な問題が生起するであろうが、地域住民が自らの開発に参加する素地が政治的側面からでもできることになる。

MINUTES OF MEETING  
FOR  
THE STUDY ON COMMUNITY-BASED BASIC EDUCATION PROGRAMME  
IN THE REPUBLIC OF MALAWI

AGREED UPON BETWEEN

MINISTRY OF EDUCATION, SPORTS AND CULTURE

AND

JAPAN INTERNATIONAL COOPERATION AGENCY

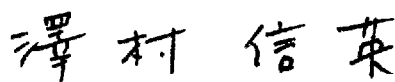
LILONGWE

10 APRIL 2000



---

Mr. M. W. Matemba  
Principal Secretary  
Basic Education  
Ministry of Education, Sports and  
Culture  
and  
Chairman of Steering Committee,  
National School Mapping and  
Micro Planning Project



---

Mr. Nobuhide Sawamura  
Leader,  
Contact Mission,  
Japan International  
Cooperation Agency

Based on the request of the Government of the Republic of Malawi, the Japanese Contact Mission, organized by the Japan International Cooperation Agency (JICA) and headed by Mr. Nobuhide Sawamura, visited the Republic of Malawi from 3 to 11 April 2000, to discuss the original request made in November 1998 entitled the "Study on Community-based Basic Education Programme in the Republic of Malawi " (hereinafter referred to as "the Study") and subsequently revised as "the National School Mapping and Micro-planning Project" and submitted to various donors including Japan in 1999.

During the Contact Mission's stay in Malawi, a series of discussions were held between the Mission and the Malawian side and the major discussions points made are described below.

The list of participants appears in Appendix 1.

## 1. PROPOSED JICA STUDY

The Study is undertaken within the framework of the National School Mapping and Micro-planning Project which is being implemented by the Ministry of Education, Sports and Culture (MoESC) in collaboration with other cooperating partners including CIDA, DANIDA, DFID, NORAD and USAID. Both the Malawian and the Japanese sides agreed that the Study shall cover the "Micro-planing" part of the following National School Mapping and Micro-planning Project in order to improve the planning capacity of educational districts in Malawi.

### School Mapping (Other Donors )

- Needs assessment
- Training of trainers
- Training at the districts, zones and schools
- Data collection and field work
- Data analysis
- Establishment of education management information system

### Micro-planning (Japan)

- Needs assessment
- Training materials development
- Training of trainers
- Training of district and zone/cluster staff
- Formulating micro plans

The proposed JICA component has been discussed and supported by the Ministry /Donor Steering Committee. The basic components of JICA's proposed support are shown in Appendix 2 and Appendix 3.

## 2. OBJECTIVE OF THE STUDY

The objectives of the Study are to:

1. develop in consultation with stakeholders an appropriate methodology for carrying out micro-planning at the district level in a sustainable and cost-effective manner using the school mapping results,
2. enhance the district level training and planning capacity by offering workshops for MoESC staff in all 33 districts. For the 6 pilot districts, training in micro-planning will also be given at the zone and school levels,
3. assist in the preparation of district education micro-plans, and
4. pursue knowledge transfer in the course of the Study.

## 3. SCOPE OF THE STUDY

In order to achieve the objectives mentioned above, the Study shall cover the following items in collaboration with other stakeholders including staff of MoESC, 6 divisions and the 33 districts. The JICA component will be closely integrated with the school mapping component being supported by the other donors:

1. Development of Micro Planning Training Capacity
  - Training needs analysis
  - Training materials development
  - Training of trainers
2. Micro Plans Development for the 6 Pilot Districts for Decentralization
  - Training of district, zone and school headmaster staff in Nkhata-bay, Mchinji, Dedza, Mangochi, Thyolo and Nsanje
  - Preparation of district micro plans using school mapping data
3. Demonstration Projects for Improving Quality and Equity
  - Demonstration projects based on micro plan priorities and local district financial commitments
  - Evaluation and lessons learned documented
4. Replication of Training in Remaining 27 Districts
  - Training materials and methodologies revised
  - Training of district staff in 27 districts

## LIST OF PARTICIPANTS

## [MALAWIAN SIDE]

Mr. C. M. Gunsaru	PS Secondary and Higher Education, MoESC
Mr. M. W. Matemba	PS Basic Education, MoESC
Dr. J. B. K. Mwale	Director of Education Planning, MoESC
Mr. Blair Khonje	Director of Basic Education, MoESC
Dr. A. F. Kamlongera	Planning, MoESC
Ms. B. Udedi	Planning, MoESC
Mr. Mepherson Jere	Planning, MoESC
Ms. C. Soko	Education Method Advisory Service, MoESC
Ms. Saeri Muto	Planning Advisor, MoESC

## [JAPANESE SIDE]

Mr. Nobuhide Sawamura	Leader of the Mission
Dr. Robin Ruggles	Member of the Mission
Ms. Reiko Akezumi	Member of the Mission
Dr. J. G. Chimombo	Member of the Mission
Mr. Keiichi Okitsu	JICA Malawi Office

## [COOPERATING PARTNERS]

Mr. Grant Hawes	CIDA, Head of Project Support
Mr. Peter Killick	CIDA
Ms. Sarah Dowswell	CIDA, Program Manager, Hall, Quebec
Mr. Ted Ramsey	Consultant, CIDA, Hall, Quebec
Mr. Jan H. Olsson	Royal Norwegian Embassy
Mr. Mike Kiernam	DANIDA
Dr. Sarah Wright	USAID

Proposed JICA Component: To Strengthen the Capacity of Educational Districts in Malawi for Micro Planning

OBJECTIVES

GOAL

To Improve Educational Quality, Equity and Management in Malawi Through School Mapping and Micro Planning

PURPOSE

To Improve the Capacity of Educational Districts in Malawi to use school mapping data to prepare micro planning investment decisions on quality and equity

Tentative Schedule

Contact Mission Minutes of Meeting	Apr
Scope of Work	May
Proposal Bid	Jun-July
Contract	Aug
Consultants Dispatched	Sept

OUTPUTS

Micro Planning Training Capacity Developed

Micro Plans Developed for the 6 pilot decentralization districts

Demonstration Projects Implemented for improving quality based on the micro plans for the 6 pilot districts

Replication of training completed for district level staff in remaining 27 districts

ACTIVITIES

- Conduct training needs analysis based on review of roles and responsibilities
- Develop Training materials for both trainers and district staff
- Complete training of trainers at Ministry level

- Train district and zone staff and headmasters in:
  - Nkhata-bay - Mchinji
  - Dedza - Mangochi
  - Thyolo - Nsanje
- Prepare district micro plans using school mapping data specifying educational needs and prioritizing them

- Select demonstration projects based on micro plan priorities and local government funding commitments
- Implement Projects to improve quality
- Evaluate and document lessons learned for the demonstration projects

- Revised training materials and methodologies based on experience gained in the 6 pilot districts
- Deliver training to staff in 27 districts

APPENDIX-2

## Capacity Building for Micro Planning

Level	Number of organizations	Target audience	Roles and areas to be strengthened
Community		Area/Village Development Committees Community Leaders, Religious Leaders Counsellors	Sensitization to educational micro-planning
School	4000 800	Primary School Headteachers Secondary School Headteachers Parents Teacher Associations School Committees	Record collection and management Use of collected data for diagnosing educational needs and prioritizing them
Zone/ Cluster	315	Zonal Officers (Primary Education Advisors) Teacher Development Center	Use of school mapping data to prepare micro plans for primary education
District	33	District Development Committees District Education Officers Assistant District Education Officers Typists/ Secretaries	Interpretation of school mapping data Maintenance and use of school mapping Micro-planning including priority setting for the improvement of access, equity and quality Word processing training
Division	6	Division Managers, Deputy Division Managers Education Methods Advisors Desk Officers for Primary and Secondary/ Higher Education, Planners, Statistical Clerks	Conversion of Ministry strategic plans into division operational plans
Ministry	1	Staff in Planning Division	Integrating school mapping and micro planning data with the Educational Management Information System (EMIS)

**SCOPE OF WORK**

**FOR**

**THE STUDY ON NATIONAL SCHOOL MAPPING AND  
MICRO-PLANNING PROJECT**

***IN THE REPUBLIC OF MALAWI***

**AGREED UPON BETWEEN**


**MINISTRY OF EDUCATION, SPORTS AND CULTURE**

**AND**

**JAPAN INTERNATIONAL COOPERATION AGENCY**

**LILONGWE**

**JUNE, 2000**



---

Mr M.W. Matemba  
Principal Secretary, Basic Education  
Ministry of Education, Sports and  
Culture and  
Chairman of Steering Committee,  
National School Mapping and Micro  
Planning Project



---

Mr Hiroshi Murakami  
Resident Representative  
Japan International Cooperation  
Agency (JICA) Malawi Office



## **I. INTRODUCTION**

In response to the request of the Government of the Republic of Malawi (hereinafter referred to as "GOM"), the Government of Japan has decided to conduct "the National School Mapping and Micro-Planning Project" (hereinafter referred to as "the Study") in accordance with relevant laws and regulations in force in Japan.

Accordingly, Japan International Cooperation Agency (hereinafter referred to as "JICA"), the official agency responsible for the implementation of the technical cooperation programs of the Government of Japan, will undertake the Study in close cooperation with the authorities concerned of GOM.

The present document sets forth the scope of work with regard to the Study.

## **II OBJECTIVES OF THE STUDY**

The objectives of the Study are:

1. to develop in consultation with stakeholders an appropriate methodology for carrying out micro-planning at the district level in a sustainable and cost-effective manner using the school mapping results
2. to enhance the district level training and planning capacity by offering workshops for Ministry of Education, Sports and Culture (hereinafter referred to as "MOESC") staff in all 33 districts. For the 6 pilot districts, (Nkhata-bay, Mchinji, Dedza, Nsanje, Thyolo, Mangochi), training in micro-planning will also be given at the zonal and school levels,
3. to assist in the preparation of district education micro-plans, and
4. to pursue knowledge transfer to the Malawian counterpart personnel of GOM in the course of the Study.

## **III THE STUDY AREA**

The Study Area shall cover the whole national territory of Malawi.



#### **IV SCOPE OF THE STUDY**

In order to achieve the objectives mentioned above, the Study shall cover the following items in close consultation and collaboration with the MOESC and other relevant authorities of GOM/ Donor Steering Committee of National School Mapping and Micro-Planning:

1. Development of Micro-planning Training Capacity
  - Training needs analysis
  - Training materials development
  - Training of trainers
2. Micro-plans Development for the 6 Pilot Districts for Decentralisation
  - Training of district, zone and school headteacher staff in Nkhata-bay, Mchinji, Dedza, Mangochi, Thyolo and Nsanje
  - Preparation of district micro plans using school mapping data
3. Demonstration Projects for Improving Quality and Equity
  - Demonstration Projects based on micro plan priorities and local district financial commitments
  - Evaluation and lessons learned documented
4. Replication of Training in Remaining 27 Districts
  - Training materials and methodologies revised
  - Training of district staf in 27 districts

#### **V. STUDY SCHEDULE**

The Study will be conducted in accordance with the attached tentative schedule as shown in APPENDIX - 1.

#### **VI. REPORTS**

JICA shall prepare and submit the following reports in English to GOM.

1. Inception Report summarizing the approach and implementation schedule of the Study  
20 copies within one (1) month after the commencement of the Study
2. Progress Report (I) summarizing the results of the development of micro-planning training capacity and the results of micro-plans development for the 6 polit district for decentralization

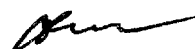


20 copies within six (6) months after the commencement of the Study

3. Progress Report (II) summarizing the results of the demonstration projects for improving quality and equity.  
20 copies within sixteen (16) months after the commencement of the study.
4. Draft Final Report summarizing the overall study results  
20 copies of main report and its summary within twenty two (22) months after the commencement of the Study  
GOM will submit its written comments on the report to JICA within one (1) month after receipt of the Draft Final Report.
5. Final Report  
20 copies of main report and its summary within one (1) month after the receipt of written comments on Draft Final Report from GOM.

## VII UNDERTAKING OF GOM

1. To facilitate smooth implementation of the Study, GOM shall take the following necessary measures:
  - (1) to secure the safety of the JICA Study Team (hereinafter referred to as "the Team");
  - (2) to permit the members of the Team to enter, leave and sojourn in Malawi for the duration of their assignments therein, and exempt them from foreign registration requirements and consular fees;
  - (3) to exempt the members of the Team from taxes, duties and any other charges on equipment, machinery and other material brought into Malawi for the implementation of the Study;
  - (4) to exempt members of the Team from income tax and charges of any kind imposed on or in connection with the implementation of the Study;
  - (5) to provide necessary facilities to the Team for the remittance as well as utilization of the funds introduced into Malawi from Japan in connection with the implementation of the Study;
  - (6) to secure permission for entry into private properties or restricted areas for the implementation of the Study;



- (7) to secure permission for the Team to take all data and documents including maps and photographs related to the Study out of Malawi to Japan for analysis; and
  - (8) to provide the medical services as needed. Its expenses will be chargeable to the members of the Team
2. GOM shall bear claims, if any arises, against the members of the Team resulting from occurring in the course of, or otherwise connected with, the Study, except when such claims arise from gross negligence or wilful misconduct on the part of the members of the Team.
  3. MOESC shall act as a counterpart agency to the Team and also as a coordinating body with other Non Governmental Organisations concerned for the smooth implementation of the Study, on behalf of GOM.
  4. MOESC shall, at its own expense, provide the Team with the following in cooperation with other organisations concerned:
    - (1) available data and information related to the Study;
    - (2) counterpart personnel, especially MOESC trainers responsible for training staff at the division and district level;
    - (3) suitable office space with necessary office equipment and facilities at the MOESC; and
    - (4) credentials or identification cards

#### **VIII UNDERTAKING OF JICA**

For the implementation of the Study, JICA shall take the following measures:

1. to dispatch, at its own expense, the Team to Malawi; and
2. to pursue knowledge transfer to the Malawi counterpart personnel in the course of the Study.

#### **IX OTHERS**

JICA and MOESC shall consult with each other in respect of any matter that may arise from or in connection with the Study.



## APPENDIX 1. TENTATIVE SCHEDULE

Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Work in Malawi																									
Work in Japan																									
Report																									

IC/R : Inception Report  
 P/R1 : Progress Report 1  
 P/R2 : Progress Report 2  
 DF/R : Draft Final Report  
 F/R : Final Report

### Contribution to Decentralization

Malawi is in the process of decentralizing government service (e.g, education, health, agriculture) to the district level. The Ministries will continue to provide policy, direction, strategic planning and monitoring functions but it will be the responsibility of the 33 districts, who will need to convert the strategic plans into operational plans at the local level. The national treasury will provide the districts with block funding to implement these services. It will be the responsibility of the District Assembly to make budget allocations to the various sectors. The District Education Office will in turn, be responsible for making allocations within the education sector. Since the needs for services in various sectors is greater than the funding available, it is essential to have an information base that allows the district offices to make informed decisions based on an analysis of priority.

### Improving Educational Decision Making at the Local Level

In the case of the education sector, school mapping and micro planning will enable the district education office to assess its needs in such areas as quality and equity and prioritise these needs based on a participating approach with local stakeholders. This will develop local membership for the decisions being made; improve the transparency of the budget allocation process; ensure the relevance of the educational services provided to the local needs (which vary from district to district ); improve the equity as well as at the individual school level (e.g. primary ) where the availability of female latrines may still be an issue.

The micro planning should hopefully improve the quality of the education ( e.g. by identifying specific needs for more textbooks by grade level within an individual school as well as identifying the needs for in- service training of unqualified teachers. The improved quality of education at the district level should lead to an improved efficiency of the education system in terms of reducing absenteeism, repetition and dropout rates while improving school completion rates. The school mapping and micro planning study is an essential improvement of the Ministry of Education Management Information System (EMIS) which should result in school census data being collected only once a year but being used for a variety of purposes.

## Visibility of Japanese Assistance and its Contribution to Capacity Building,

### Sustainability and Improved Quality of Education

By focusing on capacity building for micro planning at the district level, there are some added advantages for JICA. Traditionally Japan has focused more of its assistance on facilities and capacity building at a national ministry level. This study will enable JICA support to focus on capacity building at the district level for all 33 educational districts in Malawi.

The visibility of Japanese assistance will be enhanced throughout the country . Moreover since the JICA component focuses on increasing the training and planning capacity at the district level, this will help lead to the school mapping / micro planning initiative to be sustainable since there will be qualified local expertise to conduct micro planning studies in the future, even when the JICA support for Development Study is implemented.

One of the key components to the JICA support for school mapping and micro planning is the provision of a modest amount of funding for demonstration projects in the 6 pilot districts to improve the quality of education. This ensures the micro plans for these 6 pilot districts is more than just an academic exercise . It becomes an integrated continuous starting with using school mapping data to identify educational needs; developing a consensus for a procedure to prioritize these needs; and then selecting a few options that can lead to improved quality of education, and communities will see the benefit of how the quality of education in their schools has been increased as a result of the micro planning exercise. Part of the Japanese support is thus making a contribution to grass roots development at the local level.

### Synergy from the Selection of the Pilot Districts

JICA made an international choice when selecting the 6 pilot districts for JICA support at the zone and headmaster level as well as the district level and for the demonstration projects to link improved educational quality at the school level to the results of the micro plans developed for these districts. These 6 districts have been finally designated by the Malawi government as pilot districts for the decentralization process ( covering all sectors ). They should thus be strong district partners for JICA since several ministries will be working with district level staff to improve their capacities. The experience and lessons learned in micro planning for these 6 districts will be valuable to the Malawian government as it tries to facilitate the decentralization process with the remaining 27 districts.

There should thus be considerable synergy by linking the JICA pilot districts for educational micro planning to the same districts designated by the government as pilots for the entire decentralization program.

### Integrating JICA in Multi Donor Initiatives

There is another important justification for JICA to support this study since it will ensure Japan is a key player in a multi donor initiative. In some countries, the World Bank and several bilateral donors are taking a sector wide approach (SWAP) which ensures an integrated approach by the donors and recipient government in the development of a sector. It also reduces the demands on ministries with limited capacity to produce numerous reports to donors on a frequent basis. These sector wide approaches tend to involve co- mingling of funds, something which donors such as USAID and JICA cannot comply with.

The Malawi school mapping and micro planning exercise, however, is a rather unique approach that allows same donors to support certain aspects of the study (e.g. school mapping ) through a common fund which involves co- mingling while other donors such as JICA and USAID have the flexibility to fund a specific component of the study. This ensures an integrated approach is being taken by all donors to the school mapping / micro planning exercise while providing JICA the flexibility to contract a Japanese consulting firm to implement the micro planning activities at the district level. By being an active member on the Ministry / Donor steering committee, Japan will be viewed as a collaborating partner that is not pursuing an independent direction for its educational assistance to Malawi. The approach should provide Japan some valuable lessons learned when dealing with the SWAP issue in other developing countries.



付属資料6. 主要面談者リスト

主要面談者リスト

マラウイ国側関係者

Mr. C. M. Gunsaru	PS Secondary and Higher Education, MoESC
Mr. M. W. Matemba	PS Basic Education, MoESC
Dr. J. B. K. Mwale	Director of Education Planning, MoESC
Mr. Blair Khonje	Director of Basic Education, MoESC
Dr. A. F. Kamlongera	Planning, MoESC
Ms. B. Udedi	Planning, MoESC
Mr. Mepherson Jere	Planning, MoESC
Ms. C. Soko	Education Method Advisory Service, MoESC

関連援助機関

Mr. Grant Hawes	CIDA, Head of Project Support
Mr. Peter Killick	CIDA
Ms. Sarah Dowswell	CIDA, Program Manager, Hall, Quebec
Mr. Ted Ramsey	Consultant, CIDA, Hall, Quebec
Mr. Jan H. Olsson	Royal Norwegian Embassy
Mr. Mike Kiernam	DANIDA
Dr. Sarah Wright	USAID

日本側関係者

村上 博	JICAマラウイ事務所 所長
興津 圭一	JICAマラウイ事務所 所員
武藤 小枝里	教育省専門家
遠藤 賢司	在ザンビア日本国大使館
稲垣 妙子	在ザンビア日本国大使館
石川 満男	JICAザンビア事務所 所長