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1. 要請書

1

APPLICATION FORM FOR JAPAN'S DEVELOPMENT STUDIES / PROGRAM

Date of entry: Month February; Year 2002

Applicant: the Government of Malawi

1. Project Digest

(1) **Project Title:** National Micro-Planning Project Phase II – Study on Strengthening of Operationalization System of the District Education Plans (DEPs) and Development of National Education Development Plan

Project Estimated cost: USD 2.5 million

(2) **Location (province/county name):** Nation-wide
(City/town/village name): Nation-wide
From the metropolis: about 0 hours' ride/flight

(3) Implementing Agency

Name of Agency: Ministry of Education, Science and Technology, Division of Education Planning

Number of Staff of the Divisions: Eleven (11)
(On a category basis)

Budget allocated to the Agency: MK5, 014,080 (Estimates based on 2001/02 budget)

*Attach an organizational chart, and mark the department responsible for the study.

(4) Justification of the Project

This project will contribute to addressing some of the key challenges facing the country's education system. The most significant of these challenges are: limited access and retention; unequal access; poor quality education; irrelevance of the school curriculum; weak management capacity; weak planning capacity; and weak financial capacity. The introduction of free primary education in 1994 intensified these challenges especially the quality of education, as schools have to accommodate more pupils than the available human, physical and financial capacity. Particularly serious is the shortage of trained teachers, classrooms and instructional materials.

The country's Education: Policy and Investment Framework (PIF), which was approved in 2000, and the Poverty Reduction Paper (PRSP) approved in 2001 have placed a high premium on the alleviation of these challenges. During the next 10 years, the goal of the Government of Malawi is to improve the: availability of educational opportunities at the primary, secondary and higher education levels; availability of school places and achievement for disadvantaged groups and regions;

quality of the country's education system; relevance of the country's education system; management and planning capacities at all levels of the system; and educational financing mechanisms and capacity for resource mobilization.

This proposed project would complement GoM efforts to improve the education situation by building on the accomplishments of the recently concluded National School Mapping and Micro-Planning Project (specifically the micro-planning component supported by JICA from November, 2000). Through the Micro-Planning component, all 33 districts of the country have been supported through training and preparation of District Education Plans (DEPs).

The Ministry of Education, Science and Technology (MoEST) finds it necessary to consolidate the gains achieved through the preparation of the DEPs by using the DEPs in the process of preparing a national education development plan to enhance informed implementation of both the DEPs and the PIF especially with regard to the mobilization of educational resources.

1) Sectoral development policy of the national/local government

The guiding principles on the development of the education sector are outlined in the PRSP and PIF and actualized through the Medium Term Expenditure Framework (MTEF). Education is expected to contribute towards national development in general and poverty reduction in particular by enhancing income potential of school graduates, the health status of those who go through school where they are taught how to plan their families, to eat a balanced diet and to take better care of themselves and their families; and increased agricultural production through the school curriculum and extension work.

Relevant policy is to be implemented under the new decentralization policy based on the Local Government Act of 1998. The policy requires that districts prepare their own development plans (DDPs) with each sector, such as education, contributing towards this DDP by preparing its own sectoral plan. Phase 1 of the project has already supported the development of the District Education Plans (DEPs) in keeping with the national decentralization policy. Among the issues highlighted in the DEPs are policies and strategies for addressing a broad array of problems including the implications for schools of the HIV/AIDS epidemic, the need for community involvement in education provision, the lack of qualified teachers and infrastructure deficiencies and related problems.

2) Problems to be solved in the sector

Phase 1 contributed quite significantly to building the capacity of district level personnel related to the development of DEPs and to creating a broad national picture of what needs to be targeted to improve education provision. Nevertheless, more needs to be done if the DEPs are to be implemented more successfully and if the national and district planning process has to be more sustainable.

Phase 2 of the project should further build on the accomplishments of Phase 1 by contributing to addressing some of the problems facing the sector. Firstly, although some very capable individuals lead the Division of Planning, the available capacity

needs to be supported to tackle the challenging task of developing a national education development plan and of implementing the DEPs, formulated through Phase 1. There is therefore a need to support the strengthening of the national policy/planning development capacity from the point view of training. The 33 DEPs developed through phase 1 will prove invaluable during this process, as they could be the basis for harmonizing district priorities into a comprehensive national plan. This plan could also be the basis for the coordinated implementation of the priorities identified by the 33 DEPs. In addition, through Phase 2 district level officers will be trained on updating, implementing and monitoring the 33 DEPs. With regard to implementation, district level officers could further be trained on the preparation of rolling plans to ensure that the DEPs are reviewed and implemented on annual basis and tri-annual basis in keeping with the demands of the MTEF. Also critical is the need for training on the mobilization of educational resources from sources outside of the central government.

Among other things, such training would cover issues related to the marketing of DEPs, the preparation of fund raising proposals, improved collection and utilization of educational data and information for management and planning as well as the mobilization of locally available funding.

3) Outline of the Project

The project will have three main components, namely:

Component 1: Development of a national education development plan based on the PRSP, PIF, MTEF, and the DEPs. The DEPs will be used as the basis for the development of a comprehensive and coordinated national education strategy. This will involve the summarization and harmonization of the key strategies of the 33 DEPs to the extent possible.

Component 2: Capacity-building on data collection, analysis, management and use and on ongoing review and updating of the DEPs at the central vis a vis the district level. A key element of the training here will be the imparting of skills related to the summarization and use of data for informed decision-making at the school, zonal and district levels.

Component 3: Implementation of some carefully selected demonstration projects from the 33 DEPs. These demonstration projects may target specific action plans of the DEPs covering one or two strategies such as training, equipment provision and construction in selected pilot districts. Special emphasis will be placed on financial aspects of the selected DEP strategies insofar as they relate to the new decentralized budget system and shall emphasize stakeholder involvement in funding the strategies recommended by the DEPs.

Component 4: Refinement of the products of components 1, 2 and 3 based on the results of various consultation and dissemination opportunities organised through the project. At this stage, relevant recommendations on future follow-up will also be made.

4) Purpose (short-term objective) of the Project

The immediate objectives of the project are:

- Support for the development of a national education development plan;
- Strengthening the central and lower level institutional capacity for planning, implementing and up-dating the DEPs; and
- Conduct of larger-scale demonstration projects.

5) Goal (long-term objective) of the Project

The project's long-term objective is:

- The improvement of access and quality of education services through informed planning and implementation of targeted education projects.

6) Prospective beneficiaries

The project will benefit a variety of education stakeholder groups including:

- Direct - Education officials at the central, division, district and zonal levels.
- Indirect - School pupils and students, teachers, parents and local community members.

7) The Project's priority in the National Development Plan/Public Investment Program

The Government places a very high premium on the development of an education system that can more effectively contribute to the alleviation of poverty. This needs to be guided by a well-planned national strategy implemented in the context of the decentralization policy. The national education strategy (plan) developed through this project will contribute to supporting these GoM objectives.

(5) Desirable or Scheduled Time of the Commencement of the Project:

Month: August/September Year: 2002. This timing is intended deliberately to coincide with the Malawi Government financial year.

(6) Expected funding source and/or assistance (including external origin) of the Project:

- JICA Development Study.

(7) Other Relevant Projects, if any

There are a number of projects related to this one and which both JICA and other development partners support. They include the implementation of strategies identified by the DEPs, among which are:

- Construction of primary schools/classrooms;
- Construction of secondary schools/classrooms;
- Provision of instructional materials;
- Training of teachers (in-service and pre-service);
- Curriculum reform and implementation of the revised syllabus;

- EMIS improvement at the national, district, zonal and school levels;
- Improvement of the school mapping component of planning;
- Strengthening of the school feeding programmes; and
- Strengthening of the secondary school cluster system, among others.

2. Terms of Reference of the proposed Study

(1) Necessity/Justification of the Study

The main justification for phase 2 arises from the fact that its objectives are supportive of the GoM educational goals as spelt out by the PRSP, PIF and the DEPs that have been prepared through phase 1 of this project. The PRSP and the PIF underline the need for expanding and improving the quality of the national education system with a view to promoting national development and individual well-being. This can however be achieved only if there exists adequate and professionally qualified human capacity to carry out the required changes.

This project will contribute towards meeting this need through the development of a national education plan and capacity building at all levels of the system. Moreover, the programmes to be implemented through this project will have emanated from the PIF and the already completed DEPs and will benefit from the school-mapping component.

(2) Necessity/Justification of the Japanese Technical Cooperation

The main justification for JICA cooperation emanate from the need to:

- Make the best use of the project and training operational structure built in the Ministry and the districts through the JICA micro-planning project;
- Build more stable institutions based on the accomplishments of the national micro-planning project;
- Learn from Japan's experience in the field of education development and preparation of education policies and their implementation;
- Strengthen collaboration and coordination with other donors, including USAID, DfID, and DANIDA, which has been established through the JICA, supported micro-planning project.

(3) Objectives of the Study

The objectives of the project are three fold, namely:

- Formulation of a national education development plan in collaboration with the headquarters officials of MoEST;
- Strengthening the institutional capacity for planning, implementing and up-dating of DEPs at the central and district levels; and
- Conduct of larger-scale demonstration projects in the selected pilot districts.

(4) Areas to be covered by the Study

The project's coverage will be:

- Planning, administration, and financial management of education at the national and district levels;

- Primary and secondary education sub-sectors;
- Higher education relevant to primary and secondary education;
- All education districts of the Republic of Malawi; and
- A selected number of pilot districts for larger scale demonstration Projects.

(5) Scope of the Study

The scale of the study will include:

- 1) Review of the DEPs prepared through the National School Mapping and Micro-Planning Project;
- 2) Review of key policies related education statements highlighted by the PRSP, MTEF, PIF, HIV/AIDs, Teacher Education and Primary School Management Strategy Papers, among others;
- 3) Attempt to promote coordination of related MoEST departments to ensure more effective implementation of national education policies;
- 4) Situation analysis of the current primary and secondary education sub-sectors;
- 5) Improving understanding on donor cooperation;
- 6) Preparation of a training plan;
- 7) Capacity-building of HQ and division personnel in preparing the national education development plan;
- 8) Formulation of the national education development plan;
- 9) Capacity-building of central, division and district level personnel in reviewing, updating, implementing and monitoring DEPs;
- 10) Planning, implementation and monitoring of demonstration projects (selected from the DEPs strategies) in pilot districts;
- 11) Evaluation of demonstration projects;
- 12) Finalization of the national education development plan; and
- 13) Preparation of the final report.

(6) Study Schedule

The scheduling of the project's activities is as follows:

- | | |
|-----------------------------------|--|
| Aug./Sept. 2002 – Oct./Nov. 2002: | <ul style="list-style-type: none"> - Review of the DEPs (all districts) - Review/analysis of national level policy documents - Situation analysis of the education system - Improving understanding on donor collaboration - Preparation of training programme/plan |
| October/Nov. 2002 – March 2003: | <ul style="list-style-type: none"> - Capacity building of HQ and Division personnel - Planning of demonstration projects - Formulation of national education plan |
| Feb./March 2003 – March 2003: | <ul style="list-style-type: none"> - Capacity building on DEP implementation (33 districts) |
| May 2003 – September 2004: | <ul style="list-style-type: none"> - Implementation of demonstration projects (pilot districts) |
| October 2004 – December 2005: | <ul style="list-style-type: none"> - Evaluation of demonstration projects - Finalization of national education plan |

- Preparation and submission of final report

(7) Expected Major Outputs of the Study

Among the outputs of the project will be:

- A national education development plan formulated;
- National level staff trained on the development of a national education plan;
- Central and district level education officials trained in planning, implementing and up-dating of DEPs;
- Training materials and system developed through capacity-building activities; and
- Direct output of the demonstration Projects.

(8) Possibility of being Implemented/Expected Funding Resources

- JICA Development Study
- Operation Cost from the Ministry of Education, Science and Technology

(9) Request of the Study to other donor agencies, if any

No request for support of this study has been submitted to other donor agencies.

(10) Other relevant information

There is substantial donor collaboration in the education sector. This is particularly the case with regard to the National School Mapping and Micro-Planning Project, a joint effort of a consortium of donors, namely CIDA, DfID, DANIDA, NORAD and JICA. JICA has supported the Micro-Planning portion of the project while DfID has been the leader with regard to the School Mapping aspect of it. The main collaboration between the School Mapping and Micro-Planning components has been limited to the use of some initial school location maps generated through the school mapping initiative during the micro-planning training workshops.

There has also been collaboration with the USAID-funded EMIS Project. First, data generated through EMIS has been used during the micro-planning workshops. Second, the demonstration projects in four of the pilot districts of this project (Dedza, Mchinji, Thyolo and Nsanje) have focused on the strengthening of EMIS capacity through the training of District Education Managers, Coordinating PEAs, and School teachers for both primary and secondary education on data collection, analysis and use. The Micro-Planning Project has also provided relevant EMIS infrastructure including computers, school attendance registers and data summary sheets for all levels of the education system in the pilot districts.

Collaboration with DANIDA has mainly involved use of the secondary schools cluster system established through DANIDA support as the basis for organizing census training of the demonstration projects in the districts of Dedza, Mchinji, Thyolo and Nsanje.

3. Facilities and information for the Study

(1) Assignment of counterpart personnel of the implementing agency for the Study:

A carefully selected MoEST team representing the key divisions involved in the project will implement. This team shall include:

- 1 Counterpart leader, preferably the Deputy Director of the Planning Division who was the counterpart leader during Phase 1.
- A team of about 8 core trainers representing key MoEST divisions and at least four planners from the central and field education offices;
- Representative of steering and technical committees to ensure that inputs from the whole of MoEST are taken account of during project implementation.

(2) Available data, information, documents, maps, etc. related to the Study:

(Please attach the list.)

There is substantial published and unpublished data that will be used by the study. It includes:

- Phase 1 of the National School Mapping and Micro-Planning Project progress reports I and 2 and the final report;
- Training materials (Unit I, II and III) prepared through Phase 1 of the National School Mapping and Micro-Planning Project;
- District Education Plans prepared through Phase 1 of the National School Mapping and Micro-Planning Project;
- Education: Policy and Investment Framework (PIF);
- Poverty Reduction Strategy Paper (PRSP);
- Medium Term Expenditure Framework (MTEF);
- HIV/AIDS Strategy Paper;
- Annual Education Statistical bulletins;
- Education Management Information System Database;
- Reports of the School Mapping Component (for 33 Education Districts);
- Decentralization Policy documents and Local Government Acts;
- Donor Reports;
- ETC.

(3) Information on the security conditions in the Study Area:

Malawi is politically very stable and therefore the project is not likely to be subjected to any risks.

4. Global Issues (Environment, Gender, Poverty, etc.)

(1) Environmental components of the Project, if any.

None

(2) Anticipated environmental impacts (both natural and social) by the Project, if any.

None

(3) Women as main beneficiaries or not.

(3) Women as main beneficiaries or not.

The project will address issues related to the enrollment and retention of girls and women in the education system. These issues are also highlighted by the DEPs whose implementation will be supported through the project. A good number of the beneficiaries of the project's trainees at the central and lower levels shall be women.

(4) Project components, which require special considerations for women, if any.

The project will promote more involvement of female planners, trainers and trainees in its implementation. The project will also address some of the key obstacles to the participation of girls and women in the education system as highlighted by the DEPs.

(5) Anticipated impacts on women caused by the Project, if any.

The project will impact upon women's participation in education by enhancing:

- Girls' enrollment in the education system;
- Girls' and women's retention and progression in the system;
- Women's literacy level; and
- Women's participation in teaching and administration of the education system.

(6) Poverty alleviation components of the Project, if any.

The national development plan developed through the project will assist the GoM to implement short, medium and long-term strategies, which relate to poverty reduction. Moreover, increased access to quality education will open up new income generation opportunities in the formal and informal sectors.

(7) Any constraints against the low-income people caused by the Project.

None

5. Undertakings of the Government of (the recipient country)

In order to facilitate the smooth and efficient conduct of the Study, the Government of (the recipient country) shall take necessary measures to:

- (1) Secure the safety of the Study Team,
- (2) Permit the members of the Study Team to enter, leave and sojourn in (the recipient country) in connection with their assignment therein, and exempt them from foreign registration requirements and consular fees,
- (3) Exempt the Study Team from taxes, duties and any other charges on equipment, machinery and other materials brought into and out of (the recipient country) for the conduct of the Study,
- (4) Exempt the Study Team from income tax and charges of any kind imposed on or in connection with the implementation of the Study,
- (5) Provide necessary facilities to the Study Team for remittance as well as utilization of the funds introduced in (the recipient country) from Japan in connection with the implementation of the Study,
- (6) Secure permission for entry into private properties or restricted areas for the conduct of the Study,

- (7) Secure permission for the Study Team to take all data, documents and necessary materials related to the Study out of (the recipient country) to Japan, and,
- (8) Provide medical services as needed. Its expenses will be chargeable to members of the Study Team.

6. The Government of (the recipient country) 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.

7. (The implementing Agency) shall act as counterpart agency to the Japanese Study Team and also as coordinating body in relation with other governmental and non-governmental organizations concerned for the smooth implementation of the Study.

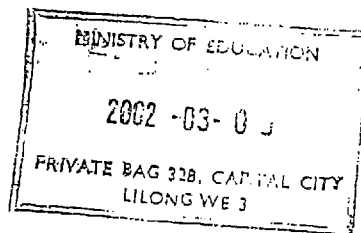
8. (The implementing Agency) will, as the executing agency of the project, take responsibilities that may arise from the products of the Study.

The Government of (the recipient country) 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: *[Signature]*
Title: *Principal Secretary (BE)*

On behalf of the Government of *Malawi*

Date: *5th March, 2002*

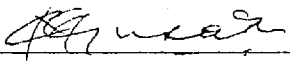


2. 実施細則 (S/W)

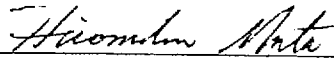
SCOPE OF WORK
FOR
THE NATIONAL IMPLEMENTATION PROGRAM FOR
DISTRICT EDUCATION PLANS
IN THE REPUBLIC OF MALAWI
AGREED UPON BETWEEN
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
OF THE REPUBLIC OF MALAWI
AND
JAPAN INTERNATIONAL COOPERATION AGENCY

Lilongwe, Malawi

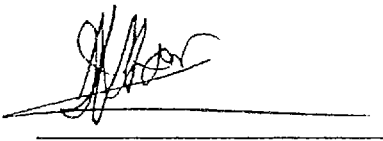
1st October, 2002




Mr. Charlie M. Gunsaru
Secretary for Education Science
and Technology
Ministry of Education, Science
and Technology




Dr. Hiromitsu Muta
Leader
Preparatory Study Team
Japan International Cooperation Agency



Mr. M. M. Sibande
Deputy Director
Debt and Aid Management Department
Ministry of Finance and Economic Planning



M.M.



I. INTRODUCTION

In response to the request of the Government of the Republic of Malawi (hereinafter referred to as "GOM"), the Government of Japan (hereinafter referred to as "GOJ") has decided to conduct a " the National Implementation Program for the District Education Plans " (hereinafter referred to as "the Program") consistent with the Policy and Investment Framework, in accordance with the relevant laws and regulations in force in Japan.

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

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

II. OBJECTIVES OF THE PROGRAM

The objectives of the Program are:

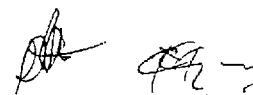
- (1) to promote the implementation of District Education Plans (DEPs);
- (2) to strengthen the capacity of Malawian public officials to manage a decentralized educational administration system through training; and
- (3) to formulate the National District Education Development Plan to improve the quality of primary and secondary education consistent with the Policy and Investment Framework and DEPs;

III. AREA FOR THE PROGRAM

The Program will cover whole Malawi in the development of the National District Education Development Plan. The pilot projects will be implemented in six districts. Among these six districts, two districts will be targeted for a holistic approach to improve educational effectiveness and will thus receive more resources than the other four districts.

IV. SCOPE OF THE PROGRAM

1. Review and problem/solutions analysis of the current condition of the primary and secondary education sub-sectors
2. Implementation of pilot projects in accordance with DEPs
 - (1) Planning for pilot projects



- (2) Training of relevant officials and teachers for pilot projects
 - (3) Implementation of pilot projects
 - (4) Evaluation of the pilot projects
3. Formulation of the National District Education Development Plan
- (1) Framework of the National District Education Development Plan
 - (2) Recommendations for construction and facility improvement
 - (3) Recommendations for teacher training and materials improvement
 - (4) Recommendations for appropriate capacity building in education administration system and proper budget allocation
 - (5) Action plan to implement the National District Education Development Plan
 - (6) Cost estimation/ economic analysis for the action plan
 - (7) Financial plan for the implementation of action plan



V. SCHEDULE OF THE PROGRAM

The Program shall be carried out for approximately 26 (twenty-six) months in accordance with the tentative study schedule shown in APPENDIX.

VI. REPORTS

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

1. Inception Report
Thirty (30) copies at commencement of the Program in Malawi
2. Progress Report 1
Thirty (30) copies within three (3) months after the commencement of the Program.
3. Progress Report 2
Thirty (30) copies within eight (8) months after the commencement of the Program.
4. Progress Report 3
Thirty (30) copies within fourteen (14) months after the commencement of the Program.
5. Draft Final Report
Thirty (30) copies within twenty-four (24) months after the commencement of the Program.



H. M.

GOM will provide JICA with its written comments within one (1) month after the receipt of the draft final report.

6. Final Report

Fifty (50) copies together with summary and CD-ROM within one (1) month after JICA's receipt of the written comments on the draft final report from GOM.

VII. UNDERTAKING OF THE GOM

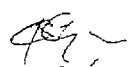
1. To facilitate smooth conduct of the Program, GOM shall take the following necessary measures :

- (1) to permit the members of the team for the Program (hereinafter referred to as "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;
- (2) to exempt members of the Team from taxes, duties, fees and any other charges on equipment, machinery and other material brought into Malawi for the implementation of the Program;
- (3) to exempt members of the Team from income tax and charges of any kind imposed on or in connection with any emoluments or allowances paid to for their services in connection with implementation of the Program;
- (4) to provide necessary facilities to the Team for remittance as well as utilization of the funds introduced into Malawi from Japan in connection with the implementation of the Program;

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 discharge of their duties in the conduct of the Program, except when such claims arise from gross negligence or willful misconduct on the part of the members of the Team.

3. The Ministry of Education, Science and Technology shall, at its own expense, provide the Team with the following, in cooperation with other organizations concerned:

- (1) Security-related information on as well as measures to ensure the safety of the Team;
- (2) Information on as well as support in obtaining medical service;
- (3) Available data and information related to the Program;
- (4) Counterpart personnel;



- (5) Suitable office space; and
- (6) Credentials or identification cards.

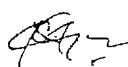

VIII. UNDERTAKING OF JICA

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

- (1) To dispatch, at its own expense and on a grant basis, the Team to Malawi; and
- (2) To pursue technology transfer to the Malawi counterpart personnel in the course of the Program.

IX. CONSULTATION

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



Tentative Schedule

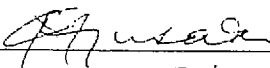
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Work in Malawi																											
Work in Japan																											
Report	△ Ic/R		△ P/R1					△ P/R2						△ P/R3											△ DF/R		△ F/R

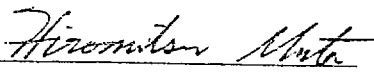
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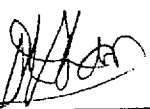
- Ic/R: Inception Report
- P/R: Progress Report
- DF/R: Draft Final Report
- F/R: Final Report



3. 協議議事録 (M/M)

MINUTES OF MEETING
ON
SCOPE OF WORK
FOR
THE NATIONAL IMPLEMENTATION PROGRAM FOR
DISTRICT EDUCATION PLANS
IN THE REPUBLIC OF MALAWI
AGREED UPON BETWEEN
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
OF THE REPUBLIC OF MALAWI
AND
JAPAN INTERNATIONAL COOPERATION AGENCY
Lilongwe, Malawi
1st October, 2002


Mr. Charlie M. Gunsaru
Secretary for Education, Science,
and Technology
Ministry of Education, Science,
and Technology


Dr. Hiromitsu Muta
Leader
Preparatory Study Team
Japan International Cooperation Agency


Mr. M. M. Sibande
Deputy Director
Debt and Aid Management Department
Ministry of Finance and Economic Planning

 M.M.


In response to the request of the Government of the Republic of Malawi (hereinafter referred to as "GOM"), the Government of Japan (hereinafter referred to as "GOJ"), dispatched the preparatory study team headed by Dr. Hiromitsu Muta, to discuss technical cooperation for the "the National Implementation Program for District Education Plans" (hereinafter referred to as "the Program") consistent with the Policy and Investment Framework (PIF).

The Team visited the Ministry of Education, Science and Technology of GOM in Lilongwe and had a series of meetings with authorities concerned. The list of participants to the meetings is shown in APPENDIX-I.

The following summarizes the major points discussed between the Ministry of Education, Science and Technology of GOM and the Team during its visit in Malawi.

1. Title

Both sides agreed that the title of this development study should be " the National Implementation Program for the Districts Education Plans" instead of the original title of "Study on Strengthening of Operationalization System of the District Education Plans and Development of the National Education Development Plan in the Republic of Malawi" to express and summarize the objectives and contents of the Program more clearly in shorter title.

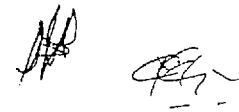
Meanwhile, both side also agreed that the title of "the National Education D Plan" that will be formulated by the Program should be amended to " the National District Education Development Plan" in order to express the contents and objective of the plan more appropriately.

2. Commencement of the Program

The Program is expected to commence around January 2003. The pilot projects are expected to be implemented during May 2003-December 2004.

3. Objectives of the National District Education Development Plan

The National District Education Development Plan should be consistent with PIF, Sector Devolution Plan, and District Education Plans (DEPs) formulated in the National School Mapping and Micro-Planning Project. The National District Education Development Plan is to make recommendations for promotion of DEPs planning, implementation, monitoring, evaluation and updating.



4. Target period

The target period for the implementation of the National District Education Development Plan shall start from 2005 and continue to 2008.

5. The counterpart agency

The Ministry of Education, Science and Technology is the counterpart agency for the Program. The planning division and other relevant divisions in the Ministry of Education, Science and Technology and the steering committee mentioned in item 7 are in charge of the coordination of the Program.

6. Districts for the pilot projects

Both sides agreed that the holistic approach mentioned in the Scope of Work will be applied in Nkhata Bay and Mchinji. Other four districts will be decided by Ministry of Education, Science and Technology by 9th October, 2002 based on the criteria the JICA preparatory study team proposed.

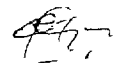
7. Coordination body

Both sides agreed that a steering committee should be set up for the effective implementation of the Program. The committee will consist of representatives from the relevant sections in the Ministry of Education, Science and Technology. Membership should be decided in advance of the commencement of the Program and would be expanded during the course of the Program if necessary. The committee will be held at the submission of each report from JICA such as, inception, progress and draft final report to discuss and agree the contents of them and to decide the direction of the Program.

Meanwhile, both sides also agreed that, under the steering committee, some technical committee could be set up to ensure the smooth implementation of the Program (for example, for the planning, monitoring and evaluation of pilot projects), of which necessity and membership should be decided in advance of the commencement of the pilot projects.

8. Counterpart team

Both sides agreed that the Program should be conducted jointly by the Malawi and Japanese sides. In this context, the Malawi side agreed to set up a counterpart team composed of concerned officials of the Ministry of Education, Science and



Technology.

Both sides agreed that prior arrangement is necessary in the likelihood of change of these counterpart members.

Both sides also agreed that district level counterpart teams could be set up in the districts for the pilot projects, if necessary. Officials and principals of the districts for the pilot projects should be involved in the district level counterpart team.

9. Counterpart training in Japan

The Malawi side requested that the counterpart training be conducted in Japan for a smoother technology transfer during the Program. The Japanese side promised to convey this request to JICA Headquarters for consideration.

10. Seminars/Workshops

The Malawi side requested that seminars/workshops should be held for the technology transfer and public awareness at least twice in the course of the Program. The Japanese side recognized the necessity and promised to convey the request to JICA Headquarters for consideration.

11. Vehicles for the Program

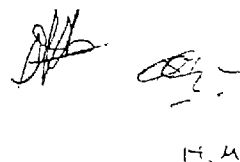
The Malawi side requested that the vehicles required for the program should be procured or hired by JICA. The Japanese side promised to convey the request to JICA Headquarters for consideration.

12. Necessary equipment and furniture in the office space for the Program

The Malawi side requested that the necessary equipment and furniture in the office space required for the Program should be provided by JICA. The Japanese side promised to convey the request to JICA Headquarters for consideration.

13. Donor Coordination

Both sides agreed that the steering committee mentioned in item 7 of these minutes will act as a body for the donor coordination by involving the officers of the relevant international and/or bilateral development agencies when necessity arises.



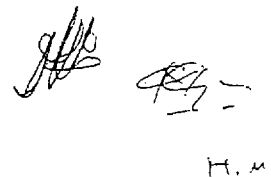
Handwritten signatures and initials, including the letters 'H. M.' at the bottom right.

14. Reports

The final report should be considered as a public document.

15. Undertakings of both sides

Both sides agreed to provide all undertakings listed in the Scope of Work for the Program agreed on 1st October, 2002.



Handwritten signatures and initials, including the letters "H. M." below the signatures.

The List of Participants**Malawi Side**

Ministry of Education,
Science and Technology

Mr. Charlie M. Gunsaru	Secretary for Education, Science and Technology
Dr. A. F. Kamlongera	Deputy Director of Planning Division
Mr. Joseph Matola	Director of Basic Education Division
Mr. M. S. H. Kalanda	Deputy Director of Basic Education Division
Mr. S. V. Chamdimba	Director of Secondary Education Division
Dr. A. H. Mvula	Controller of Human Resource Management & Development Division
Mrs. A. M. Chimzimu	Director of Finance & Administration
Ms. Dorothy Matiti	Principal Education Method Advisor
Ms. B. Udedi	Senior Education Planning Officer of Planning Division

Ministry of Finance and
Economic Planning

Mr. Ambrose Mzoma	Deputy Director of Debt and Aid Management Department
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Department of Local
Government

Mr. Luckie. Sikwese	Deputy Director of Planning and Development
Mr. Alex E. Malembo	Chief Planning Officer

Japanese Side

Dr. Hiromitsu Muta	Leader of JICA Preparatory Study Team Professor, Tokyo Institute of Technology
Dr. Robin Ruggles	Member of JICA Preparatory Study Team JICA-CIDA exchange officer
Mr. Kentaro Kai	Member of JICA Preparatory Study Team Staff, First Study Div., Social Development Study Dept., JICA
Mr. Toru Ishibashi	Member of JICA Preparatory Study Team Consultant, JICA
Mr. Keiichi Okitsu	Assistant Resident Representative, JICA Malawi Office
Mr. Yoshihito Nakayama	JICA-Specialist, Education Planning Advisor in MoEST
Mr. Stephen E. H. Nkoka	Aid Coordinator, JICA Malawi Office

