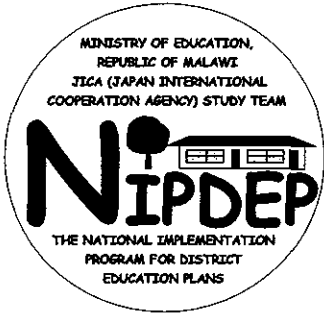
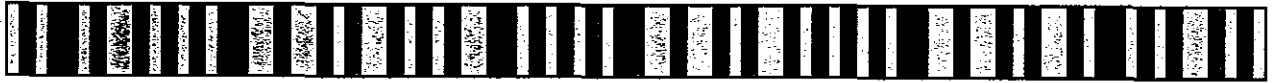


Ministry of Education,
The Republic of Malawi

Japan International
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**THE NATIONAL IMPLEMENTATION
PROGRAM FOR DISTRICT
EDUCATION PLANS (NIPDEP)
IN THE REPUBLIC OF MALAWI**

FINAL REPORT - SUMMARY -



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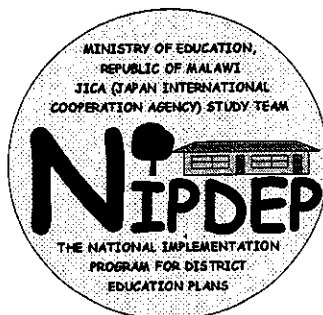
SEPTEMBER 2005

KRI INTERNATIONAL CORP.

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**Ministry of Education,
The Republic of Malawi**

**Japan International
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SEPTEMBER 2005

KRI INTERNATIONAL CORP.

**THE NATIONAL IMPLEMENTATION PROGRAM
FOR DISTRICT EDUCATION PLANS
IN THE REPUBLIC OF MALAWI
(NIPDEP)**

FINAL REPORT

SEPTEMBER 2005

VOLUME 1: FINAL REPORT: MAIN REPORT

VOLUME 2: FINAL REPORT: SUMMARY (ENGLISH)

VOLUME 3: FINAL REPORT: SUMMARY (JAPANESE)

VOLUME 4: NIPDEP REFERENCE DOCUMENTS



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PREFACE

In response to a request from the Government of the Republic of Malawi, the Government of Japan decided to conduct the National Implementation Program for District Education Plans (NIPDEP) and entrusted it to the Japan International Cooperation Agency.

JICA selected and dispatched a study team headed by Ms. Yoko Ishida of the KRI International Corp., to Malawi between February 2003 and September 2005. In addition, JICA set up an advisory committee headed by Mr. Hiromitsu Muta, Professor of Tokyo Institute of Technology, between February 2003 and September 2005, which examined the study from specialist and technical point of view.

The team held discussions with the officials concerned of the Government of Malawi, stakeholders at the division, district and school levels, and international development partners and implemented the project activities in the target areas. Upon returning to Japan, the team conducted further analyses and prepared this final report.

I hope that this report will contribute to the promotion of the quality education provision in Malawi and to the enhancement of friendly relations between our two countries.

Finally, I wish to express my sincere appreciation to the officials concerned of the Government of Malawi for their close cooperation extended to the project.

September 2005

Kazuhisa MATSUOKA,
Vice-President
Japan International Cooperation Agency

September 2005

Mr. Kazuhisa Matsuoka
Vice-President
Japan International Cooperation Agency (JICA)
Tokyo, Japan

Dear Mr. Matsuoka

Letter of Transmittal

We are pleased to submit to you the Final Report on “The National Implementation Program for District Education Plans in the Republic of Malawi (NIPDEP).” Under the contract with your esteemed organization, the subject study was carried out for the 32-month period from February 2003 to September 2005.

The study team 1) provided training on micro-planning, thereby formulating and updating the District Education Plans for primary and secondary education sub-sectors; 2) implemented and supervised pilot projects including classroom construction, teacher training and textbook procurement; and 3) produced the National District Education Development Plans, to build capacity in planning, implementation and monitoring and evaluation to foster the decentralization policy of the Government of Malawi.

We wish to take this opportunity to express our sincere gratitude to JICA, Ministry of Foreign Affairs, Ministry of Education, Culture, Sports, Science and Technology, Tokyo Institute of Technology and Matsue City. We also wish to express our deepest gratitude to Ministry of Education, division and district education offices, and education personnel as well as community leaders of the Republic of Malawi for the courtesies and cooperation extended to the team during the course of the project.

Very truly yours,

Yoko Ishida
NIPDEP Team Leader

LOCATION MAP: 2 EDUCATION DISTRICTS OF MALAWI

List of Education Districts

North (8 Districts)

1. Chitipa
2. Karonga
3. Rumphi
4. Nkhata Bay
5. Mzimba North
6. Mzimba South
7. Mzuzu City
8. Likoma

Central East (5 Districts)

9. Kasungu
10. Nkhosakota
11. Ntchisi
12. Dowa
13. Salima

Central West (6 Districts)

14. Lilongwe Urban
15. Lilongwe Rural East
16. Lilongwe Rural West
17. Mchinji
18. Dedza
19. Ntcheu

South East (5 Districts)

20. Mangochi
21. Machinga
22. Balaka
23. Zomba Urban
24. Zomba Rural

South West (5 Districts)

25. Blantyre City
26. Blantyre Rural
27. Mwanza
28. Chikwawa
29. Nsanje

Shire Highlands (4 Districts)

30. Chiradzulu
31. Thyolo
32. Mulanje
33. Phalombe

Pilot Districts

ZAMBIA

TANZANIA

MOZAMBIQUE

MOZAMBIQUE

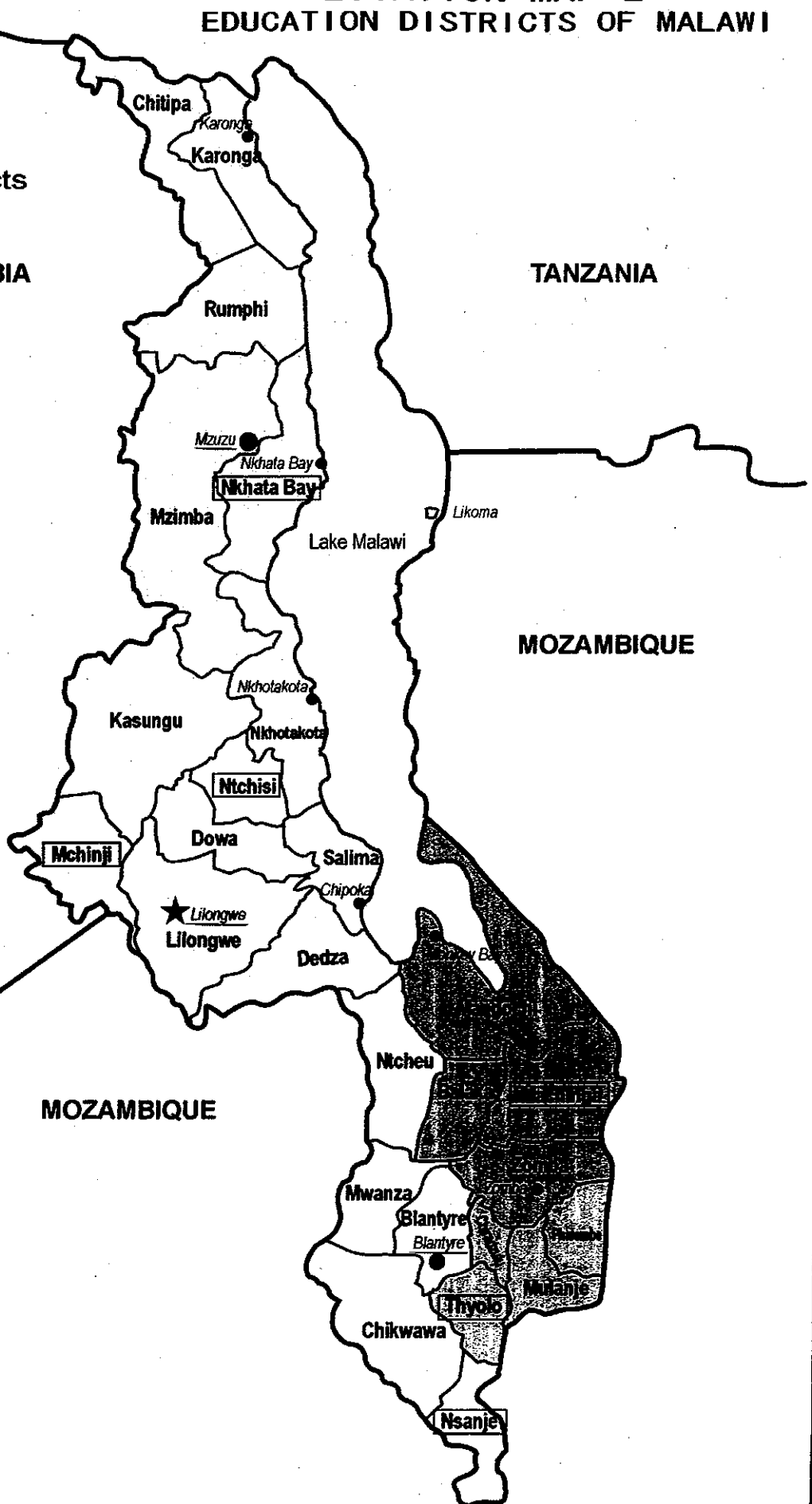


PHOTO COLLECTION OF NIPDEP ACTIVITIES

1. PROJECT MANAGEMENT

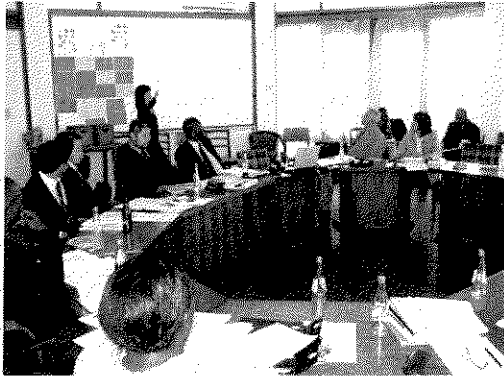


Photo-1: Steering Committee



Photo-2: Technical Committee



Photo-3: Workshop to Report NIPDEP Progress



Photo-4: NIPDEP Wrap-up Workshop

2. DEPS UPDATING AND MARKETING

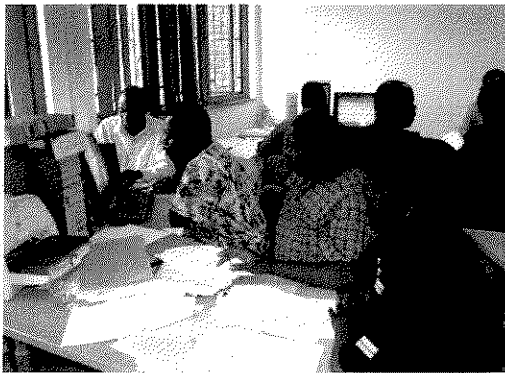


Photo-5: DEPs Updating Workshop



Photo-6: Marketing Fair Plenary Session



Photo-7: Marketing Fair DEM Presentation

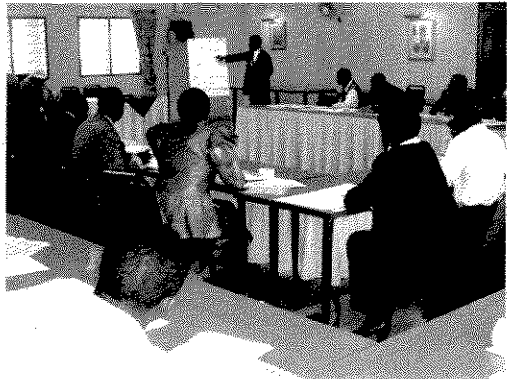


Photo-8: Division Marketing Fair (Machinga)

3. IMPLEMENTATION OF PILOT PROJECTS



Photo-9: PMT Meeting (Nkhata Bay)



Photo-10: Task Force Meeting (Mchinji)

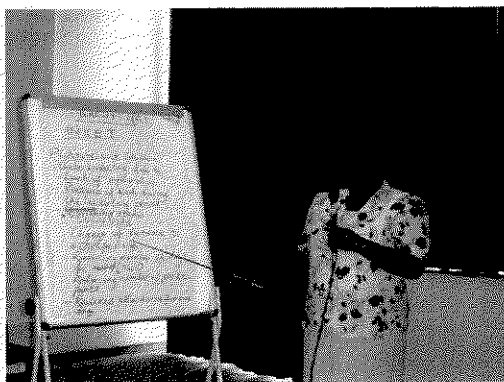


Photo-11: Progress Reporting Workshop
(Lilongwe)

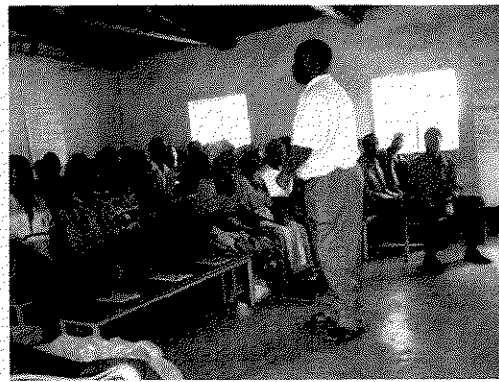


Photo-12: SMC Training (Thyolo)

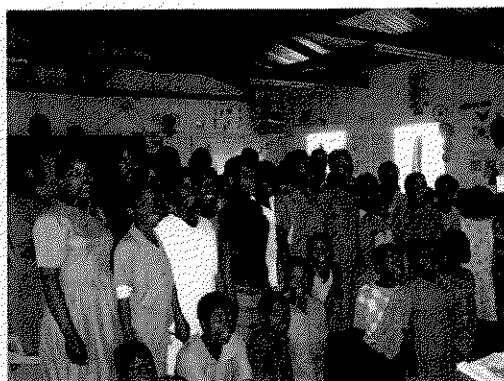


Photo-13: HIV/AIDS Awareness Campaign
(Machinga)

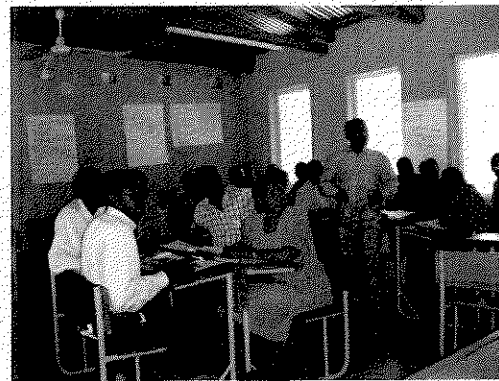


Photo-14: INSET for Teachers (Nsanje)



Photo-15: Textbook Procurement (Machinga)

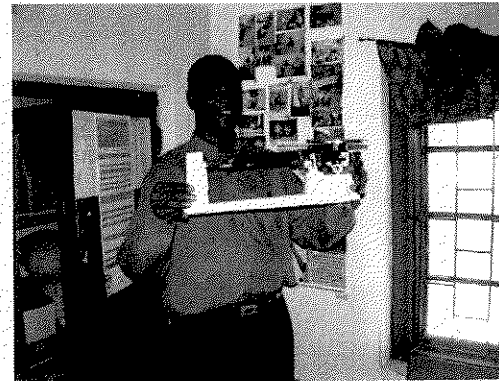


Photo-16: Procurement of Science Kit (Thyolo)



Photo-17: Community Participation
: Water Fetching (Machinga)



Photo-18: Community Participation
: Brick Production (Mchinji)

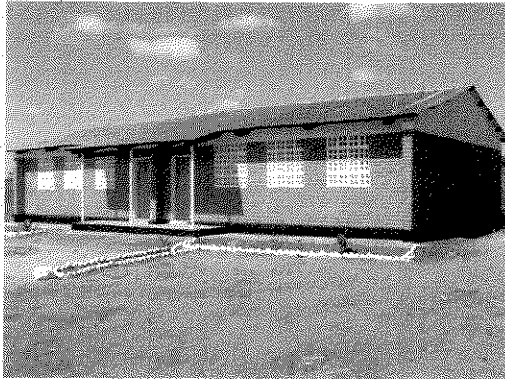


Photo-19: Classroom Block Construction
(Mchinji)

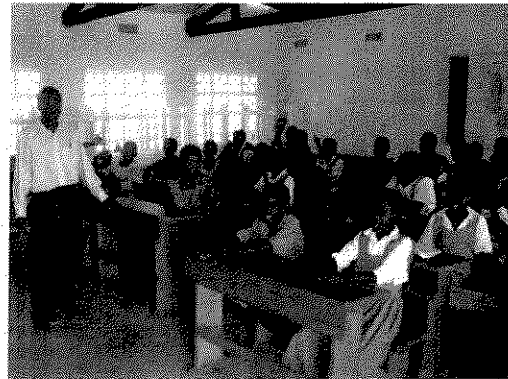


Photo-20: Learning in a New Classroom
(Nkhata Bay)

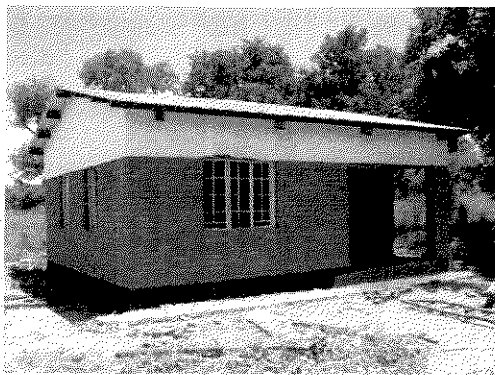


Photo-21: Teacher's House Construction
(Ntchisi)

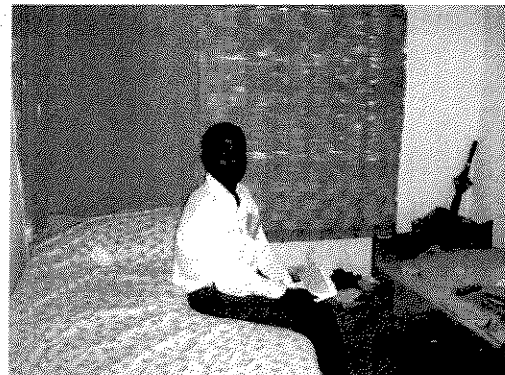


Photo-22: Head Teacher Living in a New
Teacher's House (Nkhata Bay)



Photo-23: Borehole Construction (Machinga)

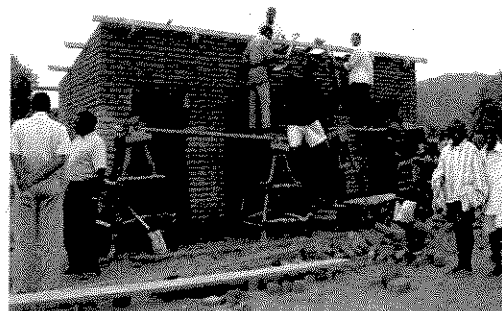


Photo-24: Pit Latrine Construction (Thyolo)

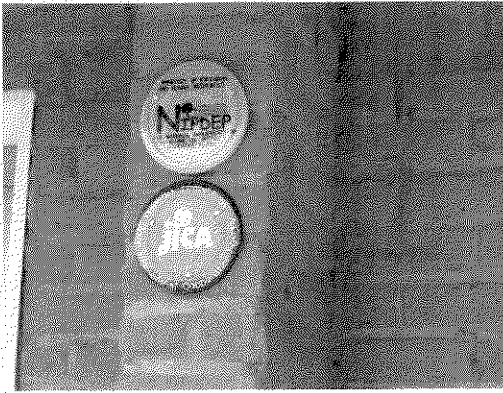


Photo-25: JICA and NIPDEP Logos
For Newly Constructed Facilities



Photo-26: Income Generation Project
(Harvesting from Fish Pond in Machinga)



Photo-27: Task Force Wrap-up Meeting
(Nsanje)



Photo-28: Pilot Project Wrap-up Workshop
(Lilongwe)

4. TRAINING AND INFORMATION EXCHANGE IN JAPAN, INDONESIA AND ETHIOPIA



Photo-29: Counterpart Training in Japan (Kyoto)



Photo-30: Counterpart Training in Japan (Matsue)



Photo-31: Study Tour to Indonesia JICA-assisted
REDIP (Semarang, Indonesia)

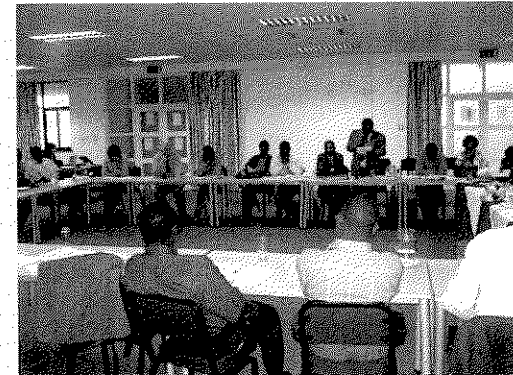


Photo-32: Views Exchange with Ethiopia
JICA-assisted SMAPP (Lilongwe)

**THE NATIONAL IMPLEMENTATION PROGRAM
FOR DISTRICT EDUCATION PLANS
IN THE REPUBLIC OF MALAWI (NIPDEP)**

**FINAL REPORT: SUMMARY
CONTENTS**

**PREFACE
LETTER OF TRANSMITTAL
LOCATION MAP
PHOTOS OF NIPDEP ACTIVITIES**

**CONTENTS
LIST OF TABLES
LIST OF FIGURES
ABBREVIATIONS**

	Page No.
CHAPTER I: INTRODUCTION	1
1.1 OBJECTIVES AND APPROACHES	1
1.2 TARGET AREA	1
1.3 OPERATION STRUCTURE	1
1.4 PUBLIC RELATIONS.....	3
CHAPTER II: BASIC EDUCATION IN MALAWI	3
2.1 NATIONAL DEVELOPMENT GOAL AND STRATEGY	3
2.2 EDUCATION POLICY AND STRATEGIES	4
2.3 EDUCATIONAL ADMINISTRATION	4
2.4 EDUCATIONAL FINANCIAL MANAGEMENT	5
2.4 BASIC EDUCATION PROFILE.....	5
2.5 DECENTRALIZATION OF EDUCATION.....	7
CHAPTER III: TRAINING WORKSHOP TO UPDATE DEPS.....	8
3.1 BACKGROUND.....	8
3.2 DEPS UPDATING WORKSHOPS	9
3.3 DEPS MARKETING AND MARKETING FAIRS.....	11
3.4 KEY ISSUES IN UPDATING AND MARKETING OF DEPS	12
CHAPTER IV: PILOT PROJECTS TO IMPLEMENT DEPS.....	13
4.1 OBJECTIVES AND TARGET GROUPS	13
4.2 PLANNING OF PILOT PROJECTS	13
4.3 OPERATION STRUCTURE	14
4.4 FINANCIAL MANAGEMENT AND REPORTING.....	15
4.5 ACHIEVEMENT IN TRAINING AND AWARENESS CAMPAIGN PROJECTS	15
4.6 ACHIEVEMENT IN PROCUREMENT PROJECTS	16
4.7 ACHIEVEMENT IN CONSTRUCTION PROJECTS	17
4.8 KEY ISSUES AND PROBLEMS.....	18
CHAPTER V: NATIONAL DISTRICT EDUCATION DEVELOPMENT PLANS (NDEP) TO SUPPORT DEPS MANAGEMENT.....	20
5.1 EXPECTED ROLES OF NDEP AND DEPS.....	20
5.2 APPROACH	20
5.3 CONTENTS OF NDEP	21
5.4 KEY ISSUES FOR NDEP IMPLEMENTATION	21
CHAPTER VI: POST PROJECT IMPACT SURVEY DONE BY PILOT DISTRICTS.....	22
6.1 APPROACH, METHODOLOGY AND OPERATION STRUCTURE.....	22
6.2 FINDINGS OF IMPACT SURVEY.....	22
6.3 KEY ISSUES.....	26
CHAPTER VII: POST PILOT PROJECT EVALUATION BY NIPDEP TEAM	27
7.1 METHODOLOGY AND OPERATION STRUCTURE	27
7.2 FINDINGS OF QUANTITATIVE DATA COLLECTION AT SCHOOL LEVEL	28

7.3	FINDINGS OF ACHIEVEMENT TEST.....	31
7.4	FINDINGS OF TEACHERS SURVEY.....	32
7.5	FINDINGS OF FOCUS GROUP INTERVIEW.....	33
7.6	KEY ISSUES AND FINDINGS OF POST PILOT PROJECT EVALUATION.....	34
CHAPTER VIII: CAPACITY DEVELOPMENT IN NIPDEP.....		35
8.1	APPROACH: METHODOLOGY, SCHEDULE AND OPERATION STRUCTURE.....	35
8.2	CAPACITY DEVELOPMENT IN DEP UPDATING.....	36
8.3	CAPACITY DEVELOPMENT IN PILOT PROJECTS.....	38
8.4	CAPACITY DEVELOPMENT AT THE ADMINISTRATION LEVEL.....	38
8.5	KEY ISSUES.....	39
CHAPTER IX: CONCLUSION AND RECOMMENDATIONS.....		40
9.1	CONCLUSION.....	40
9.2	RECOMMENDATIONS FOR MOE'S ENHANCEMENT OF DEPS AND NDEP.....	43
9.3	RECOMMENDATIONS FOR A NEW PROJECT AFTER NIPDEP.....	44
Appendix-1:	Achievement in Primary and Secondary Education.....	A-1
Appendix-2:	Summary of the NIPDEP Pilot Projects.....	A-4
Appendix-3:	Summary of INSET and Awareness-related Pilot Projects.....	A-10
Appendix-4:	Output of the Procurement Pilot Projects.....	A-14
Appendix-5:	Output of the Construction Pilot Projects.....	A-15
Appendix-6:	Collection of NIPDEP Pilot Project Anecdotes.....	A-17
Appendix-7:	Rader Chart of the Results of the Achievement Tests of the Pilot Districts.....	A-29

LIST OF TABLES

	Page No.	
Table-1:	Member List of the Core Trainer Team and the NIPDEP Team.....	2
Table-2:	Pass Rate of PLSCCE in the Six Pilot Districts.....	6
Table-3:	Pass Rate of JCE and MSCE in the Six Pilot Districts.....	7
Table-4:	Change of Percentage of Primary Schools with Safe Water Supply in the Pilot Districts.....	29
Table-5:	Pupils to Latrine in the Primary Schools in the Pilot Districts.....	29
Table-6:	Percentage of Untrained Teachers of the Primary and Secondary Schools in the Pilot Districts.....	30
Table-7:	Percentage of Pupils to Desks Ratio of the Primary and Secondary Schools in the Pilot Districts.....	30
Table-8:	Dropout Rates of the Primary and Secondary Schools in the Pilot Districts.....	31
Table-9:	Number of Qualified and Unqualified Teachers by Sex in the Pilot Districts.....	32
Table-10:	Frequency of Teaching/Learning Interaction Methods Used in the Classrooms.....	32
Table-11:	Primary Schools Selected for School-Level Evaluation.....	33
Table-12:	Secondary Schools Selected for School-Level Evaluation.....	33
Table-13:	Logical Framework of the NIPDEP.....	35
Table-14:	Schedule of the Self-Evaluation Questionnaire Survey.....	36
Table-15:	Aggregate Rating of Checklist of DEPs Revised During the 2 nd Workshops.....	37
Table-16:	Evaluation Results of NIPDEP.....	40

LIST OF FIGURES

Figure-1:	Flow of National Policies, NSMMP and NIPDEP.....	1
Figure-2:	Operation Structure of NIPDEP.....	2
Figure-3:	Organization Structure of MoE.....	4
Figure-4:	Timeline of DEPs Preparation and Updating from 2000 to 2005.....	9
Figure-5:	Steps and Schedule of a DEP Updating Training Workshop.....	10
Figure-6:	Schedule of the NIPDEP Pilot Project Implementation.....	13
Figure-7:	Operation Structure of the NIPDEP Pilot Project.....	14
Figure-8:	PIF, National Education Sector Plan, NDEP and DEPs.....	20
Figure-9:	Study Flowchart.....	27
Figure-10:	Pupils to Classroom Ratio of the Primary Schools in the Pilot Districts.....	28
Figure-11:	Students to Classroom Ratio of the Secondary Schools in the Pilot Districts.....	29

ABBREVIATIONS

AED	Academy for Educational Development
CDI	Communication Development Initiatives
CDSS	Community Day Secondary School
CEED	Central East Education Division
CERT	Center for Education Research and Training
CIDA	Canadian International Development Agency
CPEA	Coordinating Primary Education Advisor
CSR	Center for Social Research
CSS	Conventional Secondary School
CWED	Central West Education Division
DA	District Assembly
DCDO	District Community Development Officer
DDF	District Development Fund
DDP	District Development Plan
DEC	District Executive Committee
DEM	District Education Manager (formerly called DEO)
DEPs	District Education Plans
DfID	Department for International Development
DLG	Department of Local Government
DoA	Director of Administration
DoF	Director of Finance
DPD	Director of Planning and Development
DPT	District Planning Team
DPW	Director of Public Works
DS	Decentralization Secretariat
DTED	Department of Teacher Education and Development
EFA	Education For All
EMAS	Education Method Advisory Services
EMIS	Education Management Information System
EPD	Ministry of Economic Planning and Development
ESSUP	Education Sector Support Project
EU	European Union
GoM	Government of Malawi
GPF	General Purpose Fund
GSES	Grant to Support the Education Sector
GTZ	Gesellschaft Technischer Zusammenarbeit
HIPC	Highly Indebted Poor Countries
HIV/AIDS	Human Immuno-deficiency Virus and Acquired Immune Deficiency Syndrome
HQ	Headquarters
INSET	In-Service Training
JCE	Junior Certificate of Education
JICA	Japan International Cooperation Agency
KfW	Kreditanstalt für Wiederaufbau
KRI	Koei Research Institute
LEA	Local Education Authority
MASAF	Malawi Social Action Fund
MBCAH	Malawi Business Coalition Against HIV/AIDS
MDGs	Millennium Development Goals
MEGS	Malawi Economic Growth Strategy
MEP&D	Ministry for Economic Planning and Development

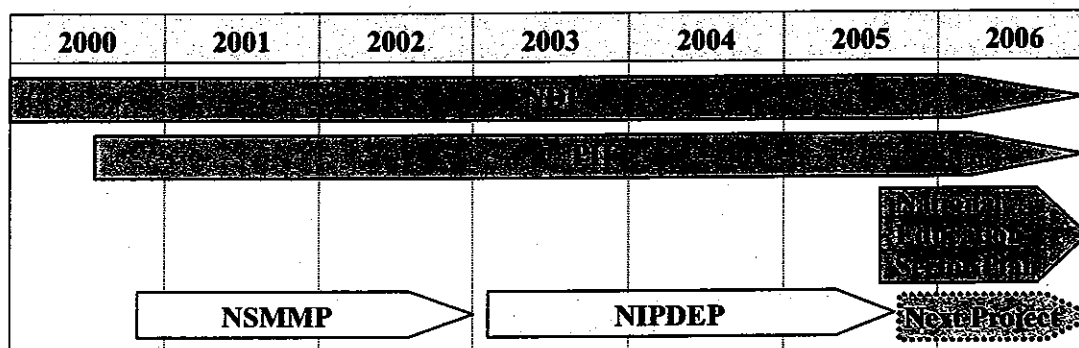
MIE	Malawi Institution of Education
MIM	Malawi Institute of Management
MoE	Ministry of Education
MoF	Ministry of Finance
MoLGRD	Ministry of Local Government and Rural Development
MPRSP	Malawi Poverty Reduction Strategy Paper
MSCE	Malawi School Certificate Examination
MTEF	Medium Term Expenditure Framework
NAC	National Aids Commission
NDEP	National District Education Development Plans
NDP	National Decentralization Plan
NED	North Education Division
NGO	Non-Governmental Organization
NIPDEP	National Implementation Program for District Education Plans
NORAD	Norwegian Agency for Development Cooperation
NSMMP	National School Mapping and Micro-planning Project
PEA	Primary Education Advisor
PIF	Policy and Investment Framework
PMT	Project Management Team
PSLCE	Primary School Leaving Certificate Examination
PTA	Parent Teacher Association
REDIP	Regional Education Development and Improvement Program in Indonesia
SEED	South Eastern Education Division
SEMA	Secondary Education Method Advisor
SHED	Shire Highland Education Division
SMAPP	The Project on Increasing Access to Quality Basic Education through Developing School Mapping and Strengthening Micro-planning in Oromia Region, Ethiopia
SMC	School Management Committee
SSB	Soil Stabilized Blocks
STD	Standard
SWAp	Sector Wide Approach
SWED	South West Education Division
TA	Traditional Authority
TALULAR	Teaching and Learning Using Locally Available Resources
TDC	Teacher Development Center
TF	Task Force
TRF	Textbook Revolving Fund
UNDP	United Nations Development Plan
UNICEF	United Nations Children's Fund
UNIMA	University of Malawi
USAID	United States Agency for International Development
WB	World Bank

CHAPTER I: INTRODUCTION

1.1 OBJECTIVES AND APPROACHES

The Ministry of Education, Malawi (MoE) conducted the National Implementation Program for District Education Plans (NIPDEP) from February 2003 to September 2005, after the completion of the National School Mapping and Micro-planning Project (NSMMP), to develop and strengthen a sustainable mechanism to implement the District Education Plans (DEPs), which were created during NSMMP, as a technical cooperation program of Japan International Cooperation Agency (JICA). After NIPDEP, MoE will start a new project in collaboration with JICA to enhance the outputs of NIPDEP. NSMMP and NIPDEP, were supported by the Policy and Investment Framework (PIF), the National Decentralization Plan (NDP) of the Government of Malawi (GoM) and the National Education Sector Plan, which will be finalized in 2005. The flow of the related national policies, NSMMP and NIPDEP is shown in Figure-1.

Figure-1: Flow of National Policies, NSMMP and NIPDEP



NIPDEP aimed to:

- (1) establish and strengthen the implementation mechanisms of DEPs; and
- (2) build capacity in planning and implementation of DEPs of the central and local education officers in the context of the NDP.

The three major components of NIPDEP to accomplish the goals mentioned above are:

- (1) updating of the DEPs;
- (2) implementation and monitoring of pilot projects; and
- (3) preparation of the National District Education Development Plans (NDEP).

1.2 TARGET AREA

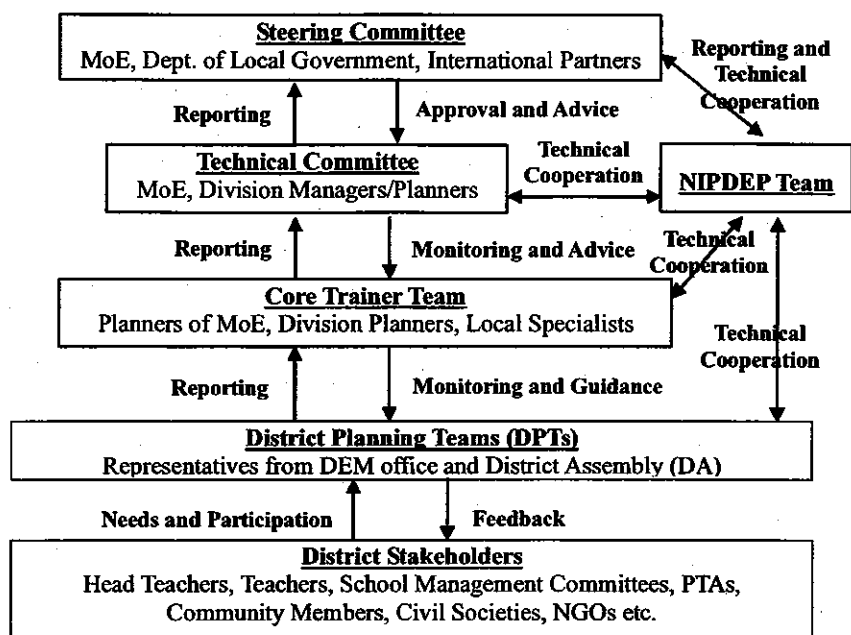
NIPDEP covered all areas of Malawi. The pilot projects were conducted in the six pilot districts, Nkhata Bay, Ntchisi, Mchinji, Machinga, Thyolo and Nsanje.

1.3 OPERATION STRUCTURE

NIPDEP, at the central and division level, had a Steering Committee, which was headed by Dr. Simeon Hau, Principal Secretary of MoE, and a Technical Committee, headed by Dr. Kuthemba Mwale, Director of Education Planning, as shown in Figure-2. During NIPDEP, after discussions with the Technical Committee, where decision making at the policy level was required, the Technical Committee called a meeting of the Steering Committee. The Core Trainer team and the NIPDEP Team reported to the Steering Committee based on the advice of the Technical Committee. The major

components of NIPDEP were carried out by the District Planning Team (DPT) with the input of district stakeholders under the technical guidance of the Core Trainer team.

Figure-2: Operation Structure of NIPDEP



The members of the Core Trainer team and the NIPDEP Team are listed in Table-1.

Table-1: Member List of the Core Trainer Team and the NIPDEP Team

Name	Responsibility (Company and/or Position)
1. Core Trainer Team	
1) Augustine Kamlongera, Dr.	Team Leader (Education Specialist)
2) Joseph Chimombo, Dr.	Co-Leader (Center for Education Research and Training (CERT))
3) Grace Milner	Planner, Planning Department, MoE
4) Ziba Maclean	Division Planner, North Education Division (NED)
5) Job Mwamlima	Division Planner, Central East Education Division (CEED)
6) Thokozire Chimuzu	Division Planner, Central West Education Division (CWED)
7) Dyce Nkhoma	Division Planner, South East Education Division (SEED)
8) Grace Banda	Division Planner, South West Education Division (SWED)
9) Martin Masanche	Division Planner, Shire Highland Education Division (SHED)
2. NIPDEP Team	
1) Yoko Ishida	Team Leader and Education Planning 1 (KRI International Corp.)
2) Yuki Kobayashi	Co-Leader and Education Planning 2 (KRI)
3) Paul Parker Ph.D.	Education Administration and Management (AED: Academy for Educational Development)
4) Kilemi Mwiria Ph.D.	Training Program and Manuals 1 (Kimkam)
5) Kabiru Kinyanjui Ph.D.	Training Program and Manuals 2 (Kimkam)
6) Jun Kuwabara	School Facility and Equipment (KRI)
7) Joseph Cohen Ed.D.	School Management and Community Participation (AED)
8) Tetsuya Ishii	Human Resources Development (KRI)
9) Hiroaki Umano	Curriculum and Teaching Methodology (KRI)
10) Kazuko Yamada	Gender and Social Consideration (KRI)
11) Mikiko Tsurui	Gender and Pilot Project Monitoring (KRI)
12) Yoko Takimoto	Pilot Project Monitoring/Coordinator (KRI)
13) Wellington Madimbo	School Construction Specialist (Construction Specialist)
14) Bernadine Chidzero	Research Assistant (Social Survey Specialist)

1.4 PUBLIC RELATIONS

The following activities were carried out to promote public awareness on NIPDEP:

- (1) NIPDEP project website (<http://www.nipdepmalawi.com>)
- (2) NIPDEP Newsletter (quarterly)
- (3) NIPDEP pilot project information boards in the DEM office of the pilot districts
- (4) Study tour to the JICA-assisted Regional Education Development and Improvement Program in Indonesia (REDIP) in July 2004 (The report prepared by the NIPDEP counterparts is included in the NIPDEP Reference Documents)
- (5) Video production of the NIPDEP activities
- (6) DEPs Marketing Fair at the central and division levels in August 2005
- (7) Malawi and Ethiopia Views Exchange Workshop with the counterparts of the JICA-assisted Project on Increasing Access Quality Basic Education through Developing School Mapping and Strengthening Micro-planning in Oromia Region, Ethiopia (SMAPP) Project in August 2005.

CHAPTER II: BASIC EDUCATION IN MALAWI

2.1 NATIONAL DEVELOPMENT GOAL AND STRATEGY

A number of national policy documents describe the development goals and strategies for national development and/or education development in Malawi. Some of these documents are: Vision 2020, MPRSP, Malawi Economic Growth Strategy (MEGS) and the National HIV/AIDS Policy. While Vision 2020 is a long term policy stating the expectations for Malawi development by 2020, the three other documents address policy issues from a perspective of experiences and lessons from past situations. All these policies attempt to balance carefully issues of rights and responsibilities and public concerns.

MEGS was launched in July 2004 in order to complement MPRSP in terms of effectively involving the private sector in the drive towards transforming the economy and reducing abject poverty in the process. The overall objectives of MEGS are to create an overall macroeconomic environment conducive to broad based growth of at least 6% annum that is sustained over the long term; and to ensure wide participation in and sharing of the benefits from higher economic growth. MEGS identified five priority cross-cutting constraints on private sector, and one of them is related to the human resource base. The current human resource base is relatively weak, characterized by limited vocational and technical skills and low productivity. The strategy to tackle this constraint is set to improve human resource base by:

- (1) providing more funding for increasing training in vocational and technical skills;
- (2) rehabilitating and increasing the number of technical colleges in the country;
- (3) strengthening the response to HIV/AIDS pandemic by the private sector through the launch of the Malawi Business Coalition Against HIV/AIDS (MBCAH) and formation of stronger partnership with National Aids Commission (NAC) and MBCAH;
- (4) mainstreaming HIV/AIDS in the workplace, and how to care for those infected and affected; and use available funding for relevant initiatives and learning from the initiatives of other businesses in Malawi and beyond; and
- (5) increasing of business management training opportunities in the country and introduction of vocational and technical and business management courses at primary and secondary schools.

2.2 EDUCATION POLICY AND STRATEGIES

The specific policy documents which have a direct impact on the education sector are: the PIF; Medium Term Expenditure Framework (MTEF); and National Education Sector Plan. The PIF (2000-2012) was formulated in 2000. The PIF is expected to guide the development of the education sector. It outlines seven main themes which may be taken as goals; namely access, equity, quality, relevance, management, planning and financing. The MTEF is a three year rolling expenditure framework. It was introduced in 1995 as an instrument for improving the link between budgeting and development priorities and to produce a comprehensive budget plan.

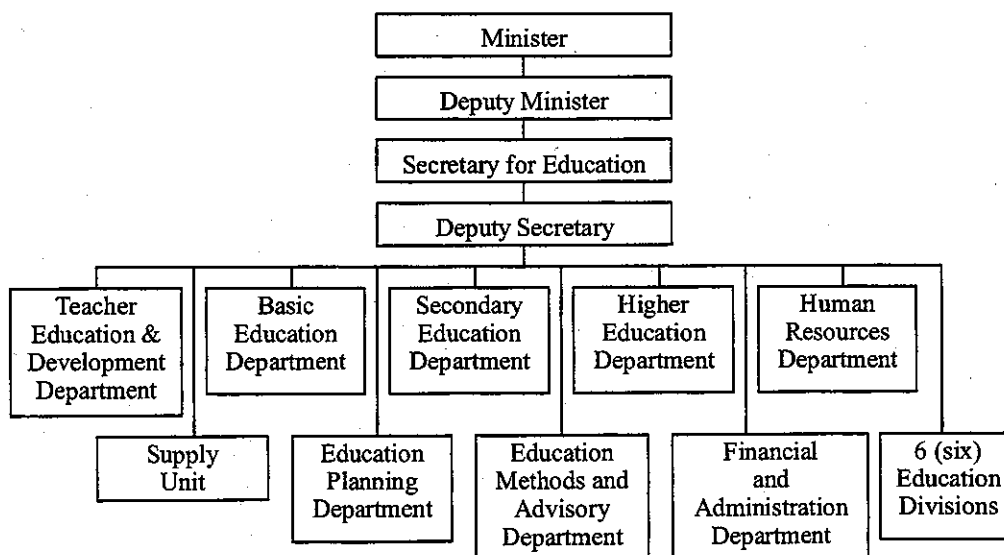
The National Education Sector Plan, which will be finalized in 2005 by MoE in collaboration with international development partners, states the MoE's vision, mission, strategic objectives and core values and aims at giving a new direction for the implementation of policies for achieving stated objectives in a timely, efficient and cost effective way. The Plan covers the period 2003 to 2008, according to the MoE. The Sector Plan will be broken down into sub-sector plans for basic and secondary, teacher education and tertiary and higher education. In general, the Plan will provide the basis for a process that includes the rationale for improvement planning and implementation.

2.3 EDUCATIONAL ADMINISTRATION

MoE is responsible for planning, management and financing of the education sector in Malawi. There are currently six education divisions in Malawi: north, central east, central west, shire highlands, south east, and south west. Each education division administers between four and six education districts. There are currently 34 education districts; one education district was added in 2003. An education district is sub-divided into zones for primary schools and clusters for secondary schools. The MoE headquarters consists of nine departments as is shown in Figure-3.

The day-to-day operation of both primary and secondary schools is led by head-teachers and his/her deputies. School heads and their clerks/bursars handle overall or general administrative issues; whilst teachers operate under sections in primary and in department in secondary schools. Primary schools have school management committees (SMCs) and parent teacher associations (PTAs) to complete the picture of the overall management of the schools.

Figure-3: Organization Structure of MoE



2.4 EDUCATIONAL FINANCIAL MANAGEMENT

Headquarters and divisions have been the traditional units for budgeting, i.e. cost centers. With the new financial year 2005/2006, the conventional secondary schools (CSS) and approved community day secondary schools (CDSS) and all districts have been made new budget (cost) centers. The division is to handle funds for the non-approved CDSSs. Other new cost centers, in 2005/2006, will be Department for Teacher Development (DTED), Teachers Training Colleges (TTCs) and Teaching Service Commission (TSC). Upon the adoption of MPRSP in April 2002, a priority poverty expenditures (PPE) budget was introduced, to finance high priority MPRSP activities. PPE in primary education is subdivided into teaching and learning materials, teacher's salaries, teacher training and teacher housing.

The education sector is also supported by international development partners. Their assistance comes through: 1) budgetary support for recurrent expenditures, 2) budgetary support for capital expenditures, and 3) external funding for non-recurrent or non-capital expenditures which Malawi received but heretofore has never been reflected in its budget documents. Some funds are in the form of grants and some are from debt relief programs for the Highly Indebted Poor Countries (HIPC).

The District Assemblies (DAs) also develop plans for the education sector in their development budgets. The funding sources for district education development are in the District Development Fund (DDF) which is financed by Norwegian Agency for Development Cooperation (NORAD), United Nations Development Plan (UNDP), and other donors, Micro Projects of the European Union (EU), and the Malawi Social Action Fund (MASAF) III of World Bank (WB). DDF and MASAF III Local Assembly Managed Project funds are sent directly to the DA's accounts. Assistance also comes from United Kingdom's Department for International Development (DfID), United States Agency for International Development (USAID), Canadian International Development Agency (CIDA) and through other bilateral agreements which give high priority to primary education in support of Malawi's poverty reduction strategy. Modalities are being finalized so that funds from each donor will have their own budget code number under the DDF.

2.4 BASIC EDUCATION PROFILE

The education cycle comprises eight years of primary schooling, four years of secondary and an average of four years of tertiary education. Primary education, pre-school education and non-formal educational initiatives such as adult education fall into the category of basic education. Primary education is not compulsory as well, but it is free since 1994. Its program culminates in the Primary School Leaving Certificate Examination (PSLCE) at the end of STD 8. Secondary education is provided by CSSs, CDSSs and private secondary schools. Secondary education lasts four years, divided into two stages of two years' duration each. The first stage (Forms I-II) prepares students for the Junior Certificate Examination (JCE) and the second stage (Forms III-IV) culminates in the Malawi School Certificate Examination (MSCE).

The national and pilot district achievements in the primary and secondary sub-sectors from 2000 to 2004 are summarized in Appendix-1(1) and (2).

In Malawi, total enrolment of primary schools increased by 5.2% between 2000 and 2003 from 3,009,623 to 3,166,786, with better gender balance. The girl student ratio has increased from 48.4% to 49.8%. The increase in enrollment, however, is not catching up with the pace of the annual population growth rate of 3% between 1975 and 2002 (UNDP 2004). Thus, the enrolment in real terms as a

percentage of the population receiving schooling has declined. There are increasing numbers of children not going to primary schools. The number of primary schools and classroom blocks has increased more rapidly (10.0% and 13.6% respectively). This suggests that the supply side expanded its capacity to accept more pupils; consequently, classroom to pupil ratios have improved from 1:98 to 1:91¹, while the percentage of permanent classroom blocks has decreased marginally from 78.9% to 78.8%. The transfer rate from primary to secondary level (percent of Standard (STD) 8 pupils who continue to secondary education) has positively changed from 24.1% to 36.4%. However, from another perspective, the absolute number of STD 8 pupils has decreased by about 4%. This situation suggests that access to secondary education in Malawi still needs to be increased.

The number of teachers has decreased by 7.8% between 2000 and 2003/04. The number of male teachers has decreased by 8.4%, more than that of female teachers (6.8%). This might be closely related to the impacts of HIV/AIDS. As a result, the teacher to pupil ratio has deteriorated from 1:63 to 1:72. What is worse is that the percentage of qualified teachers has significantly dropped from 51.4% to 44.4%. An increase in dropouts and repeaters, 14.7% and 32.1% respectively, can be partly explained by the inadequate number of teachers and the poor quality of instruction. The results of the PSLCE of the NIPDEP pilot districts for the past three years are shown in Table-2. Mchinji, Machinga, Thyolo and Nsanje recorded a steady increase. The pass rates in Nkhata Bay and Ntchisi dropped once in 2003 and increased in 2004, although they were still lower than the national average (70.6%).

Table-2: Pass Rate of PLSCE in the Six Pilot Districts

District	2002 (%)	2003 (%)	2004 (%)
Nkhata Bay	61.3	56.1	61.2
Ntchisi	54.3	52.7	59.8
Mchinji	72.3	72.7	81.1
Machinga	67.6	72.5	76.3
Thyolo	68.3	73.0	78.9
Nsanje	64.2	76.9	79.9
National Average	63.7	64.6	70.6

Source: MoE HQs and DEM's Offices

The number of students of the secondary schools has decreased by 15% from 164,459 to 139,756 between 2000 and 2002 (Appendix-1(2)). The rate of decrease among male students (-17.9%) is more serious than among female students (-10.8%); however, the number of classroom blocks has increased by 11.8% from 3,415 to 3,819, most of which are permanent structures (98.3%) according to EMIS 2003. Consequently, the classroom block to student ratio has improved significantly from 1:48 to 1:37. While the number of secondary teachers has dramatically increased by 83% from 5,905 in 2000 to 10,805, only 23% of these teachers are qualified. The number of qualified secondary teachers has decreased by 15.8% from 3,433 to 2,891. Although the increase of the secondary teachers has contributed to decreasing teacher to student ratio from 1:28 to 1:13, qualified teacher student ratio has not changed (1:48). Many of the secondary school teachers have been recruited from primary schools, weakening instructional quality at that level.

¹ However this figure still is not sufficient to conclude that Malawi's education functions in a good school environment.

The majority of secondary schools are CDSSs in Malawi. More than 70% (70.4%) of the secondary schools are CDSSs, while 9.6% are government schools and 18.3% are private schools. There are serious gaps between CDSSs and other government schools in terms of the quality of teachers. The ratio of under-qualified or unqualified teachers is only 14.6% in government schools and 48.8% in private schools, while it is as many as 93% in CDSSs. It should also be noted that the percentage of unqualified or under-qualified teachers has significantly increased from 54.9% to 93%.

Despite these negative aspects, the examination pass rate at national level for both JCE and MSCE has improved; the JCE increasing from 43.8% to 60.5% and MSCE from 20.0% to 30.3% of those who sat the examinations. The examination pass rates of both JCE and MSCE in the NIPDEP pilot districts from 2002 to 2004 is displayed in Table-3. Although they have been gradually increasing in all of the pilot districts, only Nkhata Bay and Thyolo have better pass rates, in both of JCE and MSCE, than the national average.

Table-3: Pass Rate of JCE and MSCE in the Six Pilot Districts

Districts	2002		2003		2004	
	JCE (%)	MSCE (%)	JCE (%)	MSCE (%)	JCE (%)	MSCE (%)
Nkhata Bay	59.2	31.1	53.8	43.4	72.1	45.1
Ntchisi	44.3	21.1	56.8	14.6	64.9	33.2
Mchinji	48.6	20.7	61.7	21.6	69.7	44.3
Machinga	56.6	24.0	63.2	30.2	79.1	32.0
Thyolo	55.5	13.7	57.9	27.3	76.9	42.7
Nsanje	56.1	19.6	56.8	25.4	65.8	33.2
National Average	NA	NA	NA	NA	71.7	41.7

Source: MoE HQs and DEM's Offices

2.5 DECENTRALIZATION OF EDUCATION

Under the Department of Local Government and Rural Development (MoLGRD), the NDP was passed by the parliament in December 1998. The plan intended to begin and continue with the process of devolving GoM functions to local governments under the DAs. The Decentralization Secretariat (DS), supported by UNDP, was created to direct and manage the transition to decentralization.

Education is expected to continue with its sector devolution. Parallel to the transferring of the payroll, the MoLGRD is preparing a guideline for the preparation of District Development Plans (DDPs) with intent that by December 2005 all DAs will execute development projects based on their DDP. The DDPs will take into account all sector plans without assuming that the sector plans have had the blessing of the DA and its affiliates. Thus for education, it is expected that the DDP will summarize the DEP being arguing for changes under the issue of literacy levels, human capital development in the light of national policy frameworks (Vision 2020, PIF, MEGS) and international protocols such as MDGs and "Education for All (EFA)."

Overall, it is presented in the devolution guidelines of MoE that the management and administration of basic education (primary schools) will be transferred to DAs although the registration of schools, licensing of teachers and registration of teachers will be retained by the MoE. The MoE will also