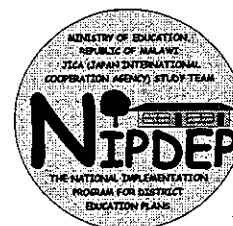


## **APPENDIX-IV**

### **National District Education Development Plan (NDEP)**



**THE NATIONAL IMPLEMENTATION PROGRAM  
FOR DISTRICT EDUCATION PLANS (NIPDEP)**



**THE NATIONAL  
DISTRICT EDUCATION  
DEVELOPMENT PLANS  
(NDEPs)**

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**- GUIDELINE AND ACTION PLAN  
FOR DEPS MANAGEMENT-  
2005/06 – 2007/08**

**THE REPUBLIC OF MALAWI  
MINISTRY OF EDUCATION**

**THE NATIONAL DISTRICT EDUCATION DEVELOPMENT PLANS (NDEPs)  
IN THE REPUBLIC OF MALAWI  
2005/06 – 2007/08  
-GUIDELINE AND ACTION PLAN FOR DEPS MANAGEMENT-**

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**APPENDIX-1: SUMMARY OF DEPS (2005/06 – 2007/08)**

**APPENDIX-2: LIST OF MEMBERS INVOLVED IN NDEP PREPARATION**

## ABBREVIATIONS

|          |   |
|----------|---|
| CPEA     | Coordinating Primary Education Advisor                                |
| DA       | District Assembly   |
| DANIDA   | Danish International Development Agency                               |
| DDF      | District Development Fund   |
| DDP      | District Development Plan   |
| DEM      | District Education Manager  |
| DEPs     | District Education Plans  |
| DfID     | Department for International Development, UK                          |
| DoF      | Director of Finance   |
| DPD      | Director of Planning and Development                                  |
| DTED     | Department of Teacher Education and Development                       |
| EMAS     | Education Method Advisory Services                                    |
| EMIS     | Education Management Information System                               |
| GoM      | Government of Malawi  |
| HIV/AIDS | Human Immuno-deficiency Virus and Acquired Immune Deficiency Syndrome |
| HQ       | Headquarters  |
| INSET    | In-Service Training   |
| JICA     | Japan International Cooperation Agency                                |
| LEA      | Local Education Authority   |
| MASAF    | Malawi Social Action Fund   |
| MK       | Malawi Kwacha   |
| MoE      | Ministry of Education   |
| MPRSP    | Malawi Poverty Reduction Strategy Paper                               |
| MTEF     | Medium Term Expenditure Framework                                     |
| NDEP     | National District Education Development Plan                          |
| NGO      | Non-Governmental Organization   |
| NIPDEP   | National Implementation Program for District Education Plans          |
| PEA      | Primary Education Advisor   |
| PIF      | Policy and Investment Framework                                       |
| TDC      | Teacher Development Center  |
| USAID    | U.S. Agency for International Development                             |

## **CHAPTER 1: INTRODUCTION**

### **1-1 BACKGROUND**

#### **1-1-1 NATIONAL SCHOOL MAPPING AND MICRO-PLANNING PROJECT**

The Ministry of Education (MoE) started the National School Mapping and Micro-Planning Project in November 2000 with the collaborative assistance of the leading international development partners in the basic education sector of the Republic of Malawi, including the Department for International Development (DfID), the Danish International Development Agency (DANIDA), the U.S. Agency for International Development (USAID) and Japan International Cooperation Agency (JICA) etc.

During the micro-planning component of the National School Mapping and Micro-Planning Project, MoE, division and district education officers, in collaboration with the JICA Study Team, established a micro-planning training system; conducted micro-planning training workshops; and formulated District Education Plans (DEPs) for all 33 education districts in the country.

The DEPs were prepared by district education officers, District Assembly (DA) officers and community leaders from the 33 education districts of Malawi, with technical support of the Division Planners. The DEPs drafted were approved by the DAs and ratified by the MoE.

#### **1-1-2 NATIONAL IMPLEMENTATION PROGRAM FOR DEPS (NIPDEP)**

Regarded as the Phase II of the National School Mapping and Micro-Planning Project, the National Implementation Program for DEPs (NIPDEP) have been conducted from February 2003 to September 2005.

NIPDEP, with the technical assistance of JICA, aimed at capacity development of the central and the district education offices in planning, implementation, monitoring and evaluation of education development projects, who are key persons to promote decentralization in the education sector in Malawi.

MoE, the division and the district education officers reviewed and updated their DEPs in the training workshops and conducted pilot projects, which are formulated by them based on their DEPs. At the same time, in the NIPDEP, the National District Education Development Plan (NDEP) was formulated to

prepare guidelines and an action plan to show the concrete roles and responsibilities of the key players to make full use of the DEPs and to implement them efficiently and effectively.

### **1-1-3 FORMULATION OF NDEP**

The approach which NDEP development advanced was based on consultation among the different key stakeholders with interest in education (civil societies, NGOs, international cooperation partners), government departments such as the Ministry of Economic Planning and Development and MoE HQs (Education Planning Department and other relevant departments) and the NIPDEP study team. The consultations culminated in a guide for a NDEP strategy and its implementation in the light of DEPs and other strategies advanced by the MoE.

In carrying out consultations and discussions, use of relevant literature such as PIF, Education for All Plan, Millennium Development Goals, Teacher Education Development Strategy and other documents were considered as one of the important factors, in addition to the DEPs, for developing the NDEP.

### **1-2 OBJECTIVES OF NDEP**

NDEP was created as guidelines and an action plan for planning, updating and implementing of the DEPs. The objectives of the NDEP are to:

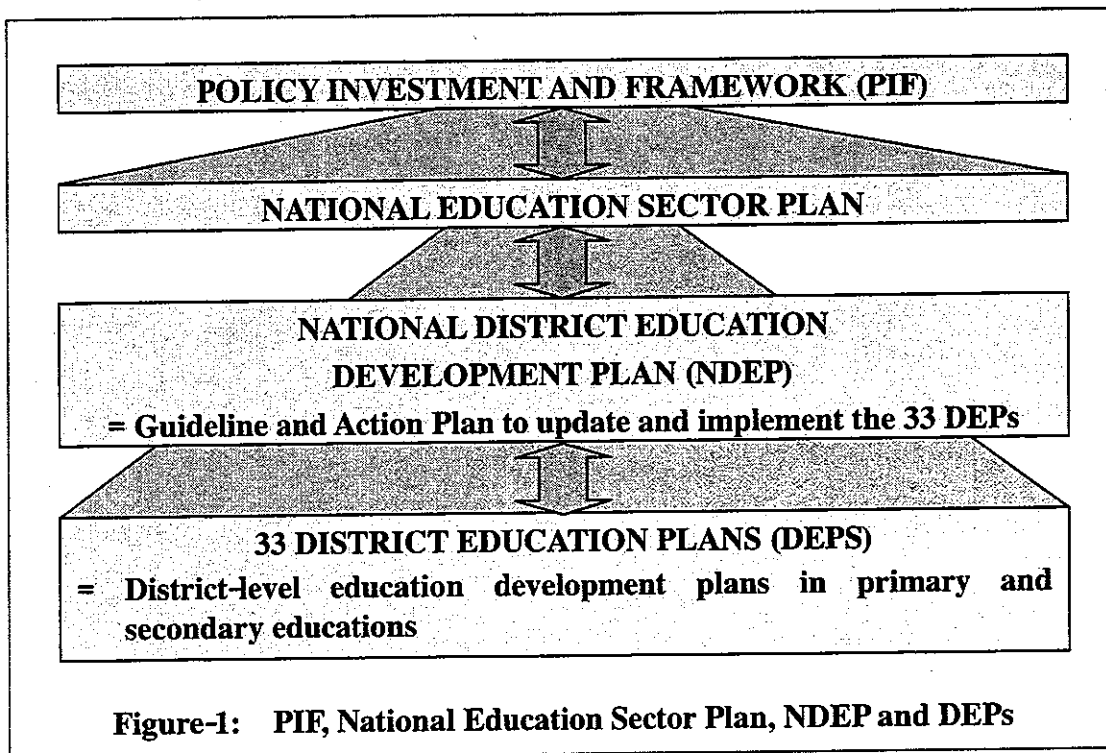
- (1) Contribute to the achievement of the national goals as stipulated in the Education Policy and Investment Framework (PIF) and the National Education Sector Plan. The NDEP is also expected to promote the National Decentralization/Devolution Plan, HIV/AIDS Policy Strategy, Malawi Poverty Reduction Strategic Paper (MPRSP) and Gender Strategy;
- (2) Provide MoE HQs and the district officials with a concrete guideline to update, implement, monitor and evaluate DEPs;
- (3) Improve understanding and build capacity in MoE HQs to support the districts' updating and implementing of DEPs;
- (4) Assist in defining more clearly the roles of MoE and the Government of Malawi (GoM) in improvement of education in the districts and what development actions and activities should be shared by GoM, MoE, division offices, international development partners, NGOs, civil societies, districts and local communities; and
- (5) Promote decentralization of the education sector in Malawi.



Along with these objectives, there are guidelines at national, division and district levels for applying the DEPs in the context of the Medium Term Expenditure Framework (MTEF) and the decentralization policy, so that the national level is seen as enhancing and reinforcing a national perspective at all levels of administration and management.

### 1-3 DEPS AND NDEP

The target sub-sectors of the DEPs and the NDEP are the primary and the secondary education. The relationships among PIF, the National Education Sector Plan, NDEP, and the 33 DEPs is shown as in Figure-1.



**Figure-1: PIF, National Education Sector Plan, NDEP and DEPs**

The 33 DEPs, which reflect the educational needs of the district in the opinion of the stakeholders and what is planned to overcome those needs, are developed within the context of the need to achieve the national goals of the National Education Sector Plan and then the PIF, through the NDEP guideline for supporting the DEPs planning/updating and implementation.

In many of the plans, there are needs identified that only the national government is able to address, such as pre-service teacher education and training, teacher certification or licensure, national EMIS development, a core curriculum and external student learning assessment. The national government must be responsible for the improvements in other related areas, such as

providing the funding for improved infrastructure, especially roads and electrification. The DEPs provide a confirmation and unique ground truth for national needs identified from other sources and processes. It is also noted that progress of the DEPs and the NDEP is subject to the development and progress of the decentralization process.

#### **1-4 CONTRIBUTION TO THE NATIONAL PLANS**

As shown in the objectives, NDEP will contribute to carrying-out, properly and effectively, of the annual DEPs updating and implementation through a continuous commitment and financial and staff support by GoM, MoE, Division Office, and the related ministries.

The DEPs, combined with the NDEP, will contribute to the accomplishment of the national plans in the education sector: the Education Policy and Investment Framework (PIF) and the National Education Sector Plan.

At the same time, the DEPs, with the NDEP, are expected to contribute to the achievement of the National Decentralization/Devolution Plan, HIV/AIDS Strategy, Malawi Poverty Reduction Strategic Paper (MPRSP) and Gender Strategy.

## CHAPTER 2: OVERVIEW OF DEPS MANAGEMENT

### 2-1 DEPS OUTLINE

The District Education Plans (DEPs) are three-year rolling plans which, having a close link with the MTEF and the National Education Sector Plan, show a district education profile, priority needs, goals and strategies, budget plans for each strategy or project and respective implementation schedules. Below is a standard outline for a DEP:

| <b>CONTENTS OF DEPS</b> |   |
|-------------------------|---|
| <b>CHAPTER I:</b>       | <b>Introduction</b>   |
| I-1                     | District Vision Statement   |
| I-2                     | Rationale for the DEP   |
| I-3                     | Role of Education in District Development   |
| <b>CHAPTER II:</b>      | <b>District Socio-Economic and Education Profile</b>  |
| II-1                    | Socio-Economic Conditions   |
| II-2                    | Education Provision   |
| II-3                    | Educational Achievements  |
| II-4                    | Educational Problems and Priorities   |
| II-5                    | Educational Resources and Finance   |
| <b>CHAPTER III:</b>     | <b>Stating Policy Objectives, Strategies, Indicators, Targets, Resources, Costing and Budgeting</b> |
| <b>CHAPTER IV:</b>      | <b>Implementation Schedule</b>  |
| <b>APPENDIX:</b>        | <b>Activity Budget Plans</b>  |

The objectives for preparing the DEPs are:

- (1) To develop capacity in data management, planning and improvement project management at the district level;
- (2) To create district-level education development plans to reflect actual improvement needs of the local primary and secondary education and to increase the ownership of plans to implement identified improvements by stakeholders; and
- (3) To assist GoM in the promotion of the Decentralization Policy.

The first version of a DEP was produced for each education district by the District Planning Team (District Education Manager (DEM); Coordinating Primary Education Advisor (CPEA); Director of Planning and Development

(DPD); and Director of Finance (DoF) etc.) at the training workshops during the National School Mapping and Micro-Planning Project. The summary of the second version of the DEPs, which were updated and prepared at the training workshop during the NIPDEP is shown in Appendix-1.

## 2-2 DEPS MANAGEMENT CYCLE

The major steps to prepare, update, implement, monitor and evaluate the DEPs in the context of Malawi are shown in Figure-2.

The process of planning/updating, implementing, monitoring and evaluating of the DEPs is not a one-way process. The whole process of DEPs preparation, implementation, evaluation and updating is in a cycle as shown in the DEPs management cycle in Figure-2:

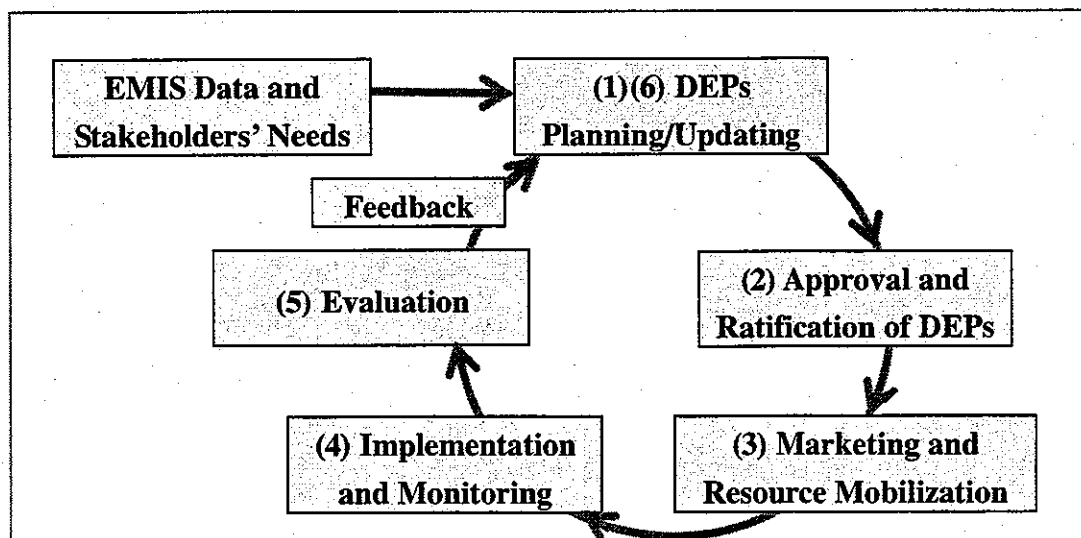


Figure-2: DEPs Management Cycle

### The steps of the DEPs management cycle:

- (1) DEPs are to be prepared by the District Planning Team; which consists of DEM, CPEA, DPD, DoF etc., with technical support of Division Planners, based on PIF, education and socio-economic data and stakeholders' needs.
- (2) DEPs drafts are approved by the District Assemblies (DAs) and ratified by the Ministry of Education (MoE).
- (3) After the approval and the ratification, the DEPs need to be marketed for resource mobilization to implement actions and activities included in the DEPs.

- (4) Each district will implement the DEP and monitor the progress.
- (5) Then, the achievements, impacts and potentials for sustainability of the DEPs are to be evaluated; and the important lessons learned need be fed back to the next stage of updating of the DEPs.
- (6) The DEPs are to be updated annually based on achievements and experience during the previous period, latest education data from EMIS/school census, socio-economic data from the district and National Statistics Office and the latest needs identified by the stakeholders of the district.

### 2-3 KEY PLAYERS IN DEPS MANAGEMENT

The DEPs management cycle has 6 major stages (Figure-2): (1) planning of DEPs; (2) approval and ratification of the DEPs; (3) marketing and resource mobilization; (4) implementation and monitoring; (5) evaluation; and (6) updating of DEPs.

The DEPs are produced; and are and will be updated following the central government guidelines and policies as well as the PIF, the latest district education and socio-economic data and stakeholders' needs in the district. The data and stakeholder input is collected and managed by the DEM office and MoE.

Therefore, prior to planning and updating of DEPs, data management needs to be properly done; because these data are a critical part of the base of the DEPs preparation.

**(0) data management** involves several key players. MoE is responsible for updating and management of EMIS at the national level and producing the school census and a feedback system of such data to the districts in a timely manner. Schools, DEM offices and divisions are responsible for collecting education data for the national EMIS and for collecting additional unique local data as needed for planning and management and for updating and managing the data.

District planning teams, consisting of DEM, CPEA, DPD, DoF etc., annually **(1) plan** and **(6) update** the DEPs, with the technical support of the Division Planners, annually. The drafts created by the district planning teams are to be assessed, validated and **(2) approved** by District Assemblies (DAs) and **(2) ratified** by the MoE. Once the DEPs are ratified by MoE, the DEPs should be

reflected in the national education budget and resource allocation plan by MoE. DEM offices and DAs need to (3) market their DEPs and to mobilize resources to accomplish the project planned.

When the resources become available, the projects in the DEPs will be (4) implemented and monitored by the Division Planners, DEM's office, DAs etc. The outputs and outcomes of the projects should be (5) evaluated and the feedback will be utilized for (6) updating of DEPs.

A more detailed explanation on actions, key players and their responsibilities for each step of the DEPs management are shown in Chapter 3.

**[Note of Figure-3 (next page)]**

In Figure-3 (P9), □-shape boxes show “what actions should be taken” and “who is responsible” for those actions. Main key players are shown and underlined in each box. ▭-shape boxes tell “which plans and documents” will be created by the actions shown in the previous box. ▤-shape boxes show “what types of information” are used to create and update the DEPs. “Reflection of DEPs in the national budget” (▣), input of “funds and resource” (☀), and “output” (Σ□) of the projects are shown in other special shaped boxes.

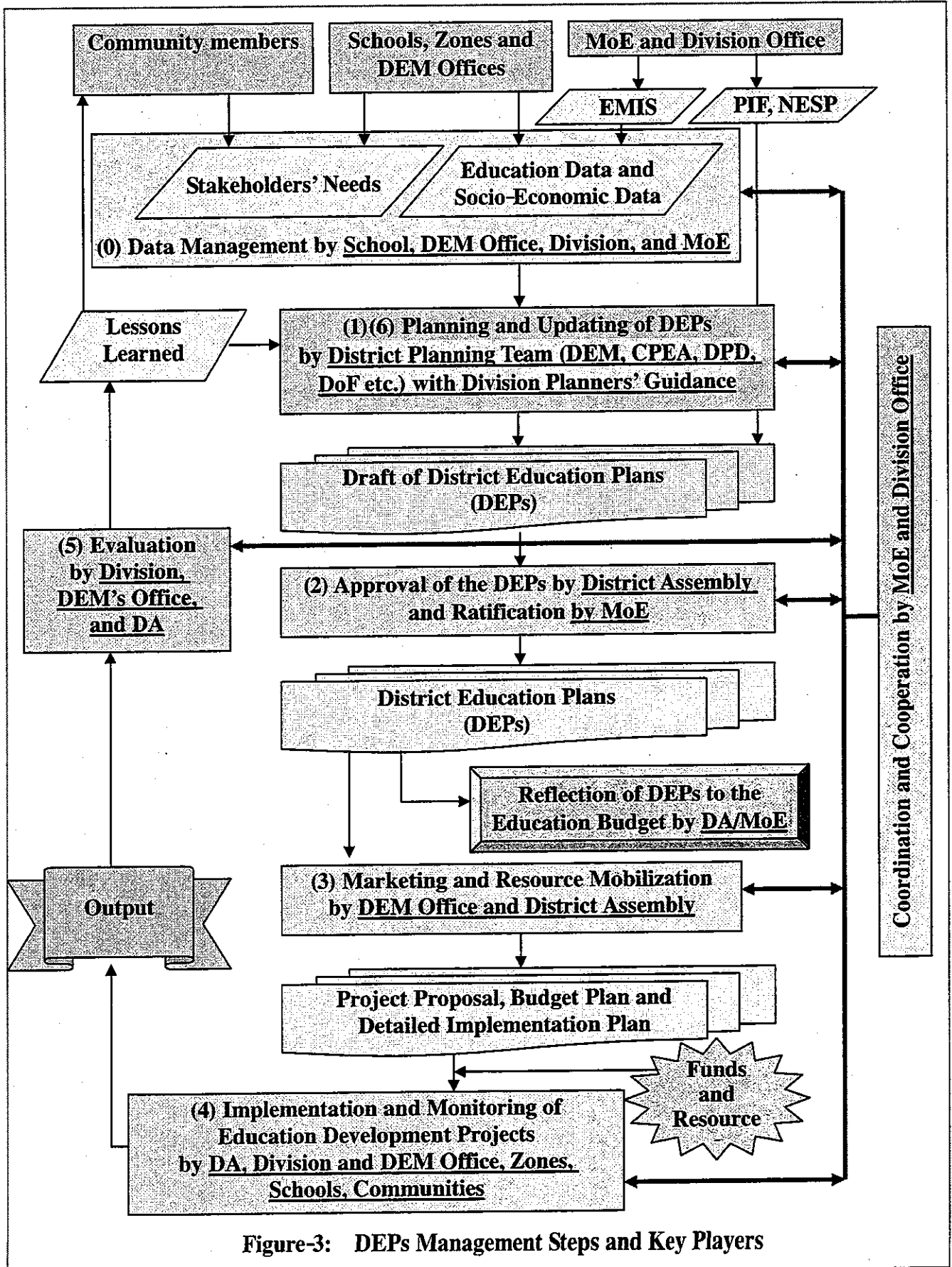


Figure-3: DEPs Management Steps and Key Players

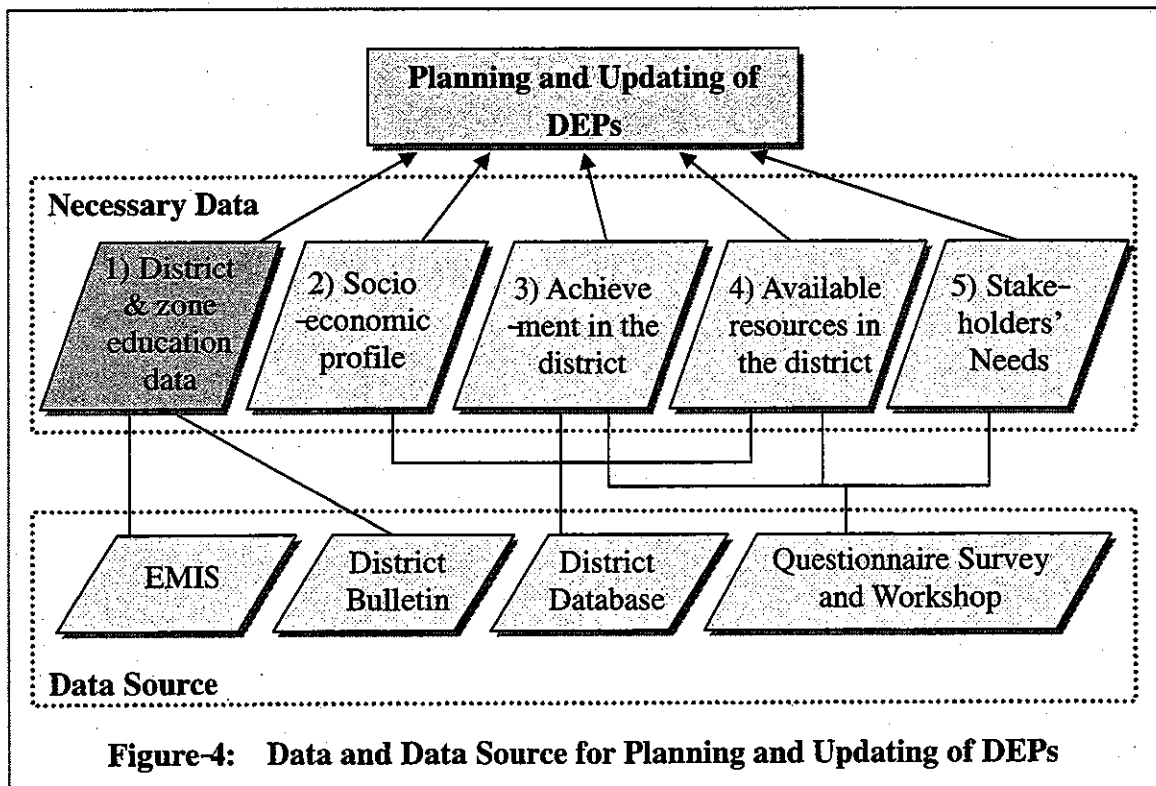
## CHAPTER 3: ACTION BY DISTRICT AND SUPPORT BY MOE

### 3-1 DATA MANAGEMENT

The development of a DEP is dependent on verifiable and reliable data. District and zonal education statistics are the most important quantitative data that shows the educational development situation by district and by zone.

In addition to the education data, information on educational needs identified by stakeholders, a district's socio-economic profile, district educational achievements, and available resources for development in the district, it is also necessary to make the improvement strategies and projects in the DEPs practical and the funding requirements and expectations realistic.

The latest data need to be collected and prepared by the DEM offices from the existing database or through the data collection survey and/or workshops prior to an annual DEP updating workshop as shown in Figure-4.



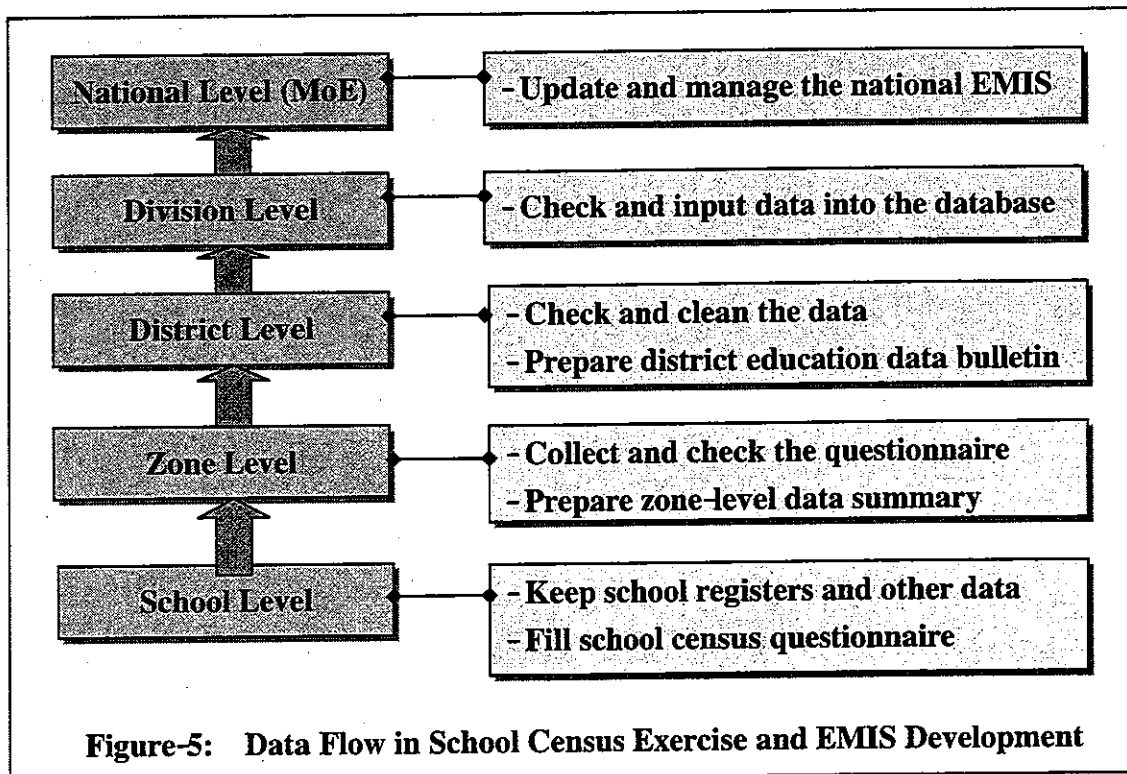
District and zone educational data are available from the MoE's Education Management Information System (EMIS). Other data might be also available from the district education database or district education data bulletin, which



are prepared and maintained by DEM offices based on the data collected for the annual national School Census or on matters which are of special or unique local concern.

In the demonstration projects of the National School Mapping and Micro-Planning Project in the year 2001, data management training courses were conducted at the zone and the district levels to improve the quality of the district data collected for the national School Census.

In the exercise, the activities shown in Figure-5 were carried out to make district officers and school managers understand the purpose of the School Census; to introduce a system for checking and cleaning the data collected at the zone and district levels; and to prepare the district education data summary in the form of a “district education data bulletin.”



MoE has made efforts to improve the quality of the EMIS. In their process, to make the EMIS data more reliable and helpful for the district officers, it is highly recommended to introduce a checking the system into the annual School Census exercise at the division, district and zone levels as shown in Figure-5. District officers need to be trained in how to prepare the district education data bulletin, which will be aggregated as a Division education bulletin compiled by the Division Planners.

**BOX-1: KEY POINTS IN DATA MANAGEMENT**

**➤ ACTION BY DISTRICT:**

- (1) DEM office compiles:
  - 1) the latest district and zone basic education data from MoE's EMIS and/or the district bulletin;
  - 2) the latest socio-economic data, information on achievements in education development and available funding sources from the district database; and
  - 3) the latest stakeholders' needs, achievements in education development and available resources through a questionnaire survey and/or a workshop.
- (2) DEM office prepares a district data package including the information and data above in No.1 through 3 for an annual DEP updating workshop.
- (3) DEM office keeps the package for their continuing data management in the district.

**➤ SUPPORT BY MOE:**

- The Planning Department of MoE provides feedback of EMIS data for each district
- Division Offices assist and train, if necessary, DEM offices to make sure they collect all necessary data for updating DEPs.

**➤ KEY PERSONS:**

- District Level: DEM and DEM office staff members (PEAs)
- National and Division Level: Division Planners, Statistics Officer of MoE Planning Department

**➤ TOOLS AND MATERIALS:**

- EMIS, District Education Data Bulletin, Zone Level Data Summary
- Micro-planning Training Manual Unit II: Data and Tools for Micro-Planning
- Questionnaire forms for stakeholders' needs, district achievements and district funding resource prepared and used by NIPDEP

**➤ IMPLEMENTATION SCHEDULE:**

- Data preparation for updating DEPs should be done in October: after an annual School Census exercise completed in August; after EMIS updated in September; and prior to an annual DEP updating workshop in November

### 3-2 PLANNING AND UPDATING OF DEPS

A District Planning Team, which consisted of DEM, CPEA, DPD and DoF, who were trained in the NIPDEP DEPs updating workshops, will update their DEP at a three to five day workshop annually in November, with technical support from the Division Planners, as the latest version of the DEPs to be approved by DA and ratified by MoE before the budget preparation from next year January. The District Planning Team will be headed by DEM and supported by the DEM office, DA and the Division office.

A workshop to update the DEP does not need any special facilities or equipment. It needs the District Planning Team members; the latest information collected by DEM office through “3-1 DATA MANAGEMENT;” a printed-out copy and a computer file of previous-year’s version of DEP, which is kept in DEM offices; PIF and other related national plans; and some stationary.

The DEM office will organize a workshop to invite the District Planning Team, to the DEM office or the DPD office, or a Teacher Development Center (TDC), where a computer is available. It will be helpful to have a representative number of head teachers from primary and secondary schools join the workshop. The necessary steps, analytical methods for needs analysis and other instructions needed to update are in the NIPDEP “DEP Updating Manual.”

After the workshop, the District Planning Team will have a 30-40 page document of an updated DEP, which constitutes a three year rolling plan and includes the contents shown in the sub-section “2-1 DEPS OUTLINE.”

The Division Planners will be requested to join at least one or two days of the activities of the workshop to give them technical guidance and to help evaluate and revise the DEP draft to see if it is properly analyzed, logically documented and practically planned and budgeted. The DEP draft must be vetted by the Division to verify its completeness.



**Photo-1: Scene from the DEP updating workshop during the NIPDEP in 2004**

**BOX-2: KEY POINTS IN PLANNING AND UPDATING DEPS**

**➤ ACTION BY DISTRICT:**

- (1) DEM office will organize and hold a three to five day workshop for DEP updating.
- (2) At the annual DEP updating workshop, the District Planning Team will conduct a survey of previous recent district educational achievements, review the previous version of its DEP and update it based on progress made in implementing the previous plan, review and analyze the latest education-related data developments. The revision process will be done DEP chapter by chapter as follows:
  - 1) Revision of “Chapter I: Introduction” of the DEP
  - 2) Revision of “Chapter II: District Education Profile” including gap analysis and prioritization of problems
  - 3) Revision of “Chapter III: Strategy, Activities, Budget etc.”
  - 4) Revision of “Chapter IV: Implementation Schedule” including resource mobilization plan

\* NIPDEP “DEP Updating Manual” explains details of each step.
- (3) DEM office and DA will support this workshop financially and with appropriate staffing.

**➤ SUPPORT BY MOE:**

- Division Offices monitor the districts’ holding an annual updating workshop.
- Division Planners provide the technical assistance in the workshop for the districts for which they have responsibility and assist in the DEP draft review and revision for the updated DEPs.
- Division Offices vet the DEP drafts to verify completeness.

**➤ KEY PERSONS:**

- District Level: District Planning Team (DEM, CPEA, DPD, DoF etc.)
- National and Division Level: Division Planners, Planning Department, Basic Education Department, Secondary Education Department, EMAS, DTED of MoE

**➤ TOOLS AND MATERIALS:**

- Previous year version of DEP
- Survey of extent to which previous strategies and projects have been implemented as planned and resources were mobilized.
- Latest district education data, socio-economic data, recent educational improvement achievements in the district, available resources for development, and district stakeholder educational needs identification by the DEM office.
- NIPDEP DEPs Updating Manual
- EMIS, PIF, National Sector Plan, and other related national plans and policies

**➤ IMPLEMENTATION SCHEDULE:**

- An annual DEP updating workshop should be held in November. The updated DEP should be ready for review by MoE and DA by the end of November.

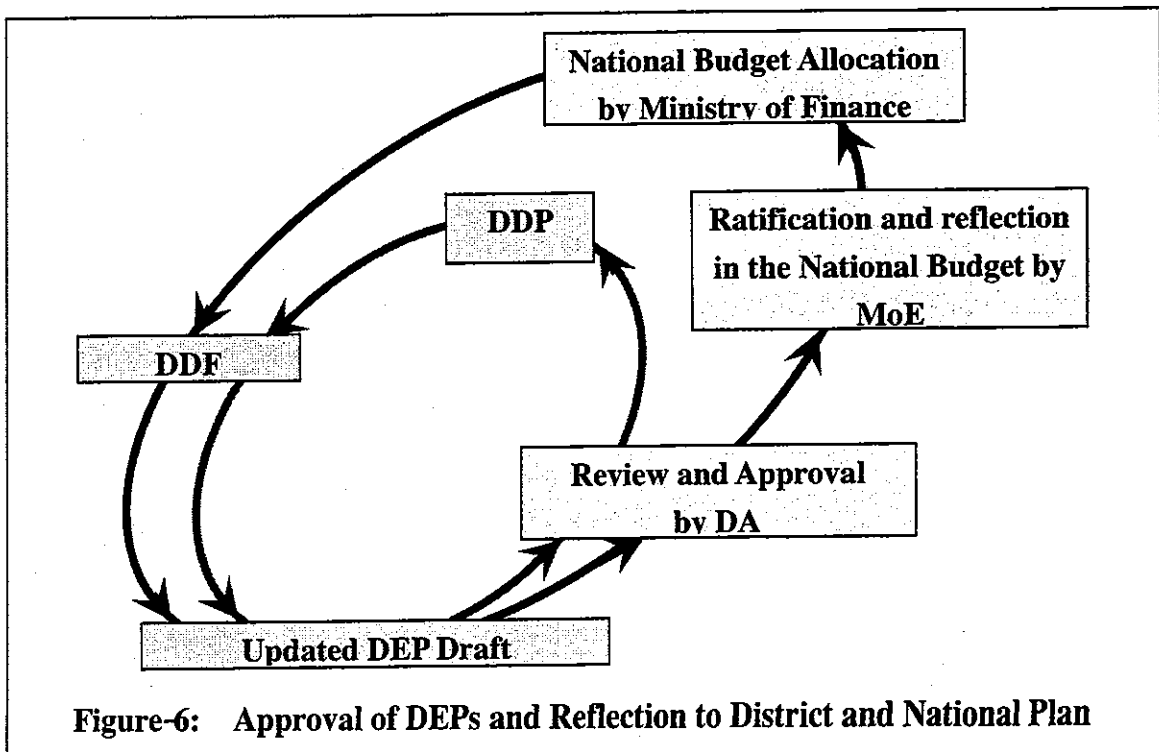
**3-3 APPROVAL AND RATIFICATION OF DEPS**

The latest draft of DEP, which is prepared and revised by the District Planning Team based on the Division Planners’ technical comments, needs to be submitted to and approved by the DA and ratified by the MoE (See Figure-6).

When Planning Department of MoE receives the DEP, they will share the copy with the related Departments of MoE: Basic Education Department, Secondary Education Department, Education Method Advisory Services (EMAS), Department of Teacher Education and Development (DTED) and Human Resources Department and request them to review the DEPs.

The Planning Department will organize a meeting with the other Departments to review the updated DEPs drafts. If there is any comment, the Planning Department will discuss it with DEM offices immediately. After necessary communication and revision completed, MoE will ratify the DEPs as official district education plans. It is especially important that the prioritized strategies and projects in the DEPs need to be reflected in the national education budget planning done by the Division Planners from January to March.

After the approval by DA and ratified by MoE, the DEP will be recognized as an official plan of the basic education sector of the District Development Plan (DDP) and is to receive the fund from the District Development Fund (DDF).



**Figure-6: Approval of DEPs and Reflection to District and National Plan**

**BOX-3: KEY POINTS IN APPROVAL OF DEPS**

**➤ ACTION BY DISTRICT:**

- (1) DEM office will submit the update DEP draft to the Planning Department of MoE
- (2) DEM office and the District Planning Team will discuss and review the DEP draft based on the consultation with MoE when necessary.
- (3) DEM office will submit the updated DEP draft to the District Assembly (DA).
- (4) DA will review the draft and approve it as the district education plan after necessary discussions.

**➤ SUPPORT BY MOE:**

- The Planning Department of MoE will collect DEP drafts updated by the 33 districts.
- The Planning Department will distribute a copy of the updated DEPs to the related departments of MoE: Basic Education Department, Secondary Education Department, EMAS, DTED and Human Resources Department.
- The Planning Department will organize a meeting with the related department of MoE to discuss DEPs ratification.
- MoE will ratify the draft as the district education plan and provide feedback to the districts through the Division Office.
- MoE will continuously identify needs for a support of the DEPs.
- The Planning Department will receive communications from the .DAs through DEMs.
- The Planning Department will reflect the priority strategies and projects in the DEPs in the national education budget prepared by the Division Planners.
- The DA will incorporate as much as possible the DEP strategies and projects for funding in district budget under DDF.
- The Planning Department will keep all DEPs in its library for internal funding agencies and for marketing and coordination with other ministries, international development partners and NGOs.

**➤ KEY PERSONS:**

- District Level: DEM office and District Planning Team, DA
- National and Division Level: Planning Department, Basic Education Department, Secondary Education Department, EMAS, DTED, Division Planners

**➤ TOOLS AND MATERIALS:**

- Updated DEPs
- National Education Budget
- DDPs and DDFs

**➤ IMPLEMENTATION SCHEDULE:**

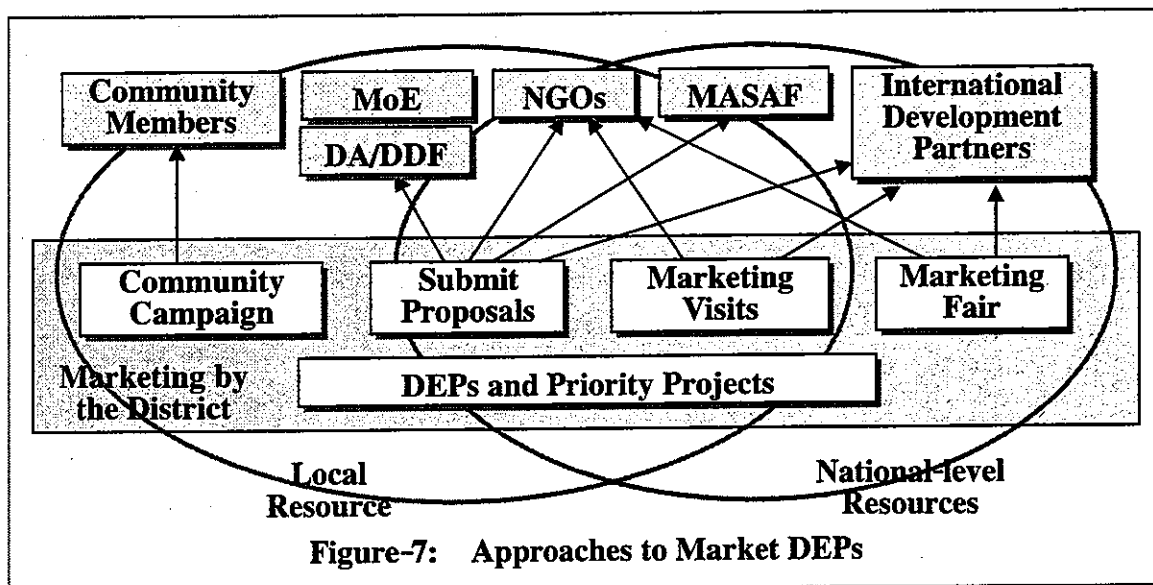
- Approval of DEPs by DA and ratification by MoE needs to be done in December for inclusion in the GOM's next fiscal year.

**3-4 MARKETING AND RESOURCE MOBILIZATION OF DEPS**

The DEM office and DA need to market their DEP to potential donors and supporters, especially local sources of support, in order to mobilize resources to implement it. In order to make more funds available, it is important to prepare practical and realistic DEPs which justify the priority strategies and projects therein and contain a realistic budget for each one.

For marketing of DEPs, they must identify the possible funding sources at the local and national levels. The targets might include NGOs which are based in and/or active in their districts, international development partners and private investors etc. MoE, DA/DDF and MASAF are also listed. When planning of marketing of DEPs, the link of DA and the Ministry of Economic Planning and Development needs to be considered and utilized.

Contribution from communities will be one of the most useful and effective resources for the project implementation: such as their active participation in planning and oversight responsibilities for projects, volunteer labor provision, contributions of building materials, the contribution of locally available teaching materials, small funds from income generating activities by school committees and parents etc. (Figure-7).



DEM offices need to prepare a proposal for their priority projects and visit offices of the possible funding sources listed above and introduce to them their DEP and the priority projects. They may also choose to send their proposal

with a cover letter to possible sources for support. The districts will submit all proposals to MoE, DA/DDF and/or MASAF to reduce potentially non-productive duplications of efforts and foster necessary coordination at all levels of the system among all those concerned, including governmental and non-governmental agencies and organization that have a potential to provide support.

The Planning Department of MoE will assist each district in preparation of copies of DEPs for its marketing. The Planning Department can introduce priority projects to international development partners and to NGOs or improve the districts' more direct contacts to or communication with them. It may be useful for the Division Office and/or the Planning Department of MoE annually to organize a seminar or a fair to market DEPs with the District Planning Teams and DAs.



**BOX-4: KEY POINTS IN MARKETING AND RESOURCE MOBILIZATION**

**➤ ACTION BY DISTRICT:**

- (1) DEM office and DA will list up possible funding sources.
- (2) DEM office and DA will prepare a proposal for priority projects and send to the Division Office and Planning Department of MoE for review and comment before other action steps are taken, so assistance in marketing can be provided to the district.
- (3) DEM office and DA will send a copy of DEP and proposals to the possible funding sources.
- (4) DEM office and DA will consider and submit the proposal for DDF and/or MASAF
- (5) DEM office and DA will visit the possible funding sources with a copy of DEP and proposals.
- (6) DEM office and DA will organize a community campaign to mobilize resources from community members and local available private investors.

**➤ SUPPORT BY MOE:**

- The Planning Department of MoE prepares copies of DEPs for each district.
- The Planning Department introduces DEPs and districts' priority projects to international development partners and NGOs and coordinates their financial assistance based on the DEPs.
- The Planning Department organizes a fair and/or a seminar for the districts to market their DEPs and priority projects.
- Division Planners provide technical advice for the districts

**➤ KEY PERSONS:**

- District Level: DEM, DEM office and DA
- National and Division Level: Planning Department and Division Planners

**➤ TOOLS AND MATERIALS:**

- DEPs
- Project Proposals (\* It would be helpful if a guideline or a manual for proposal writing is prepared by MoE.)
- NIPDEP DEP Updating Manual (explanation on marketing and resource mobilization plan is included)

**➤ IMPLEMENTATION SCHEDULE:**

- Marketing activities had better be done soon after the approval of DEPs but need to be carried out throughout the year.

**3-5 IMPLEMENTATION AND MONITORING OF DEPS**

Once the resources are mobilized, the DEM office and DA will implement the funded projects in the DEP. Explanations as to how to implement and monitor an education development project in the district was an outcome of NIPDEP which has developed a Pilot Project Implementation Manual. Major steps for DEP strategy and project implementation are shown here and in BOX-5 as an example from NIPDEP.

As the Manual indicates, to implement a project under NIPDEP, the DEM office and DA will organize a PMT and its PIC, which consists of education officers, DA members, school managers and other related persons in the district and which will be responsible for the project implementation and financial management. An operational structure for the project should be set up properly to secure strong community ownership, smooth implementation, and transparent financial management of the project.

The DEM office, DA and the task force will prepare a detailed activity plan and a budget plan for the project. Next, the project needs to be approved by the Local Education Authority (LEA). It is necessary for the DEM office and DA to sensitize the community members regarding the implementation of the new project.

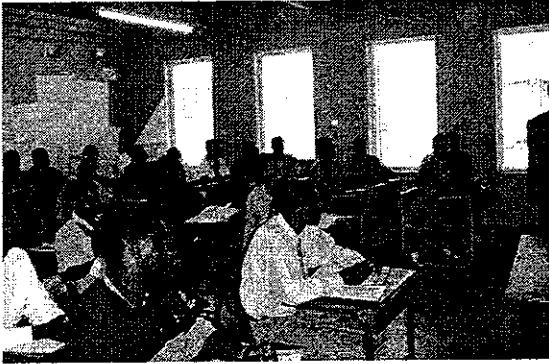
In an INSET/community campaign project, a task force will conduct, as a first step, a training needs survey and then prepare a training program and design and produce learning materials, decide trainees, invite trainers/facilitators, and conduct training courses. In a construction and/or procurement project, a task force will chose sites, conduct site surveys, organize bidding and chose a contractor/supplier, and construct facilities and/or procure necessary equipment.

For both types of projects, it is essential that site monitoring be done and the monitoring of project progress and financial reports need to be done on a regular basis in order to have proper and secure oversight of each project's activities and progress toward meeting its objectives in the most efficient and effective way.

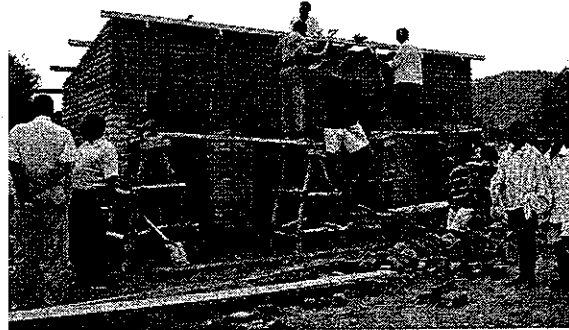
Direct monitoring of the projects will be done at the district level; at the same time, the Division Offices need to provide proper technical assistance and monitoring for the project implementation, monitoring and reporting done by

the district teams. It is necessary to prepare the budget for the Division Planners to monitor the district educational improvement activities.

It is important the findings and lessons learned from the district level and the division level monitoring are shared by all stakeholders including schools, community members etc.



**Photo-2: INSET of the NIPDEP Pilot Projects**



**Photo-3: Toilet Construction of the NIPDEP Pilot Projects**

**BOX-5: KEY POINTS IN IMPLEMENTATION AND MONITORING**

**➤ ACTION BY DISTRICT (ex. in the case of NIPDEP):**

- (1) DEM office and DA organize PMT and its PIC with education officers, DA members, school managers, community leaders etc. for each project.
- (2) DEM office and DA prepare a detailed activity plan and a budget plan.
- (3) The project plan is approved by the Local Education Authority (LEA).
- (4) Communities are sensitized to the project by the task force.
- (5) For an INSET/community campaign project, a task force will:
  - 1) conduct a training needs survey;
  - 2) prepare a training program and training materials;
  - 3) choose trainees and trainers/facilitators;
  - 4) conduct training courses; and
  - 5) monitor the activities and prepare monitoring report and financial report.
- (6) For a construction/procurement project, a task force:
  - 1) choose project sites/schools and conduct site survey;
  - 2) organize bidding and select a contractor/supplier;
  - 3) sensitize and mobilize community members;
  - 4) carry out construction and procurement;
  - 5) conduct use and maintenance training; and
  - 6) on a regular schedule monitor the activities and prepare monitoring report and financial reports.

**➤ SUPPORT BY MOE:**

- The Basic Education Department, Secondary Education Department, EMAS and DTED will assist in the monitoring of the projects implementation and their management.
- MoE and Division Planners will provide technical assistance for the projects implementations.
- MoE and Division Planners will monitor the progress of DEPs implementation.
- The related departments of MoE will provide interfaces between DEPs and teacher training to the new curricula developed.
- The Planning Department will coordinate financial and technical assistance from the international development partners and NGOs.

**➤ KEY PERSONS:**

- District Level: DEM office, DA and task force teams
- National and Division Level: Basic Education Department, Secondary Education Department, EMAS and DTED, MoE and Division Planners

**➤ TOOLS AND MATERIALS:**

- NIPDEP Pilot Project Implementation Manual

**➤ IMPLEMENTATION SCHEDULE:**

- Projects will be implemented any time in the fiscal year.

**3-6 EVALUATION AND FEEDBACK OF DEPS**

Each project as well as entire implementation of the DEPs will need to be evaluated by the districts and where possible by an external agency. DEM offices and DAs will prepare an evaluation plan and organize a team to evaluate the DEPs and projects. There will be a need for guidelines on monitoring and evaluation to be prepared by the MoE.

The relevance of objectives and the contents of the DEPs and their projects, project implementation processes, and project outputs and outcomes need to be evaluated through analyzing quantitative and qualitative data collected by a district evaluation team. The feedback from lessons learned from the previous project implementation experiences is very informative for improving the next updating of DEP and to improved project management.

**BOX-6: KEY POINTS IN EVALUATION AND FEEDBACK**

**➤ ACTION BY DISTRICT:**

- (1) DEM office and DA prepare an evaluation plan.
- (2) DEM office and DA organize a team to evaluate the DEPs implementation.
- (3) The evaluation team conducts a baseline survey before the DEPs implementation.
- (4) The team conducts a post-project evaluation after the completion of the projects.
- (5) The evaluation team prepares an evaluation report.
- (6) The feedback from the evaluation will be utilized for the updating of the DEPs.

**➤ SUPPORT BY MOE:**

- Division Planners will provide technical advice for the district evaluation team and develop an evaluation manual, including processes and procedures for conducting such evaluations.
- The Planning Department at MoE HQs will review the district evaluation reports.
- The Planning Department will provide liaison between national student assessment and district to ensure what is tested has a relationship to the DEP strategies and projects and who is targeted for assessment is appropriate to those same strategies and projects.
- The Planning Department review results and feedback of the DEPs evaluation and share them with all the districts, relevant departments of MoE, other related Ministries, international development partners and NGOs.
- The Planning Department will go beyond review and feedback to include sharing of report and making recommendations in the light of the monitoring and evaluation in order to bring forth an agreed action.

**➤ KEY PERSONS:**

- District Level: DEM office, DA and a district evaluation team
- National and Division Level: Planning Department, Division Planners, key staff of MoE testing and evaluation

**➤ TOOLS AND MATERIALS:**

- NIPDEP Pilot Project Implementation Manual and MoE Project Evaluation Manual which will be prepared by the Division Planners.

**➤ IMPLEMENTATION SCHEDULE:**

- Baseline survey should be implemented prior to a project implementation and post-project evaluation survey after the completion of the project.

## CHAPTER 4: OPERATION STRUCTURE

### 4-1 KEY PERSONS AND AGENCIES

The district staff members need to play a key role and show strong ownership in DEP management. Among the members of the district level, DEM is the key person of planning, updating, management and implementation of the DEPs at the district level. At the same time, DA and DA professional staff led by DPD are expected to collaborate in the DEP management. The operation structure of the DEP management is shown in Figure-8.

**Division Planners**, at the division level, are the key persons to provide technical support to their responsible districts. Their activeness and commitment will affect the effectiveness of the DEPs implementation. At the national level, the **Planning Department of MoE** is the leading agency to coordinate activities with the district, division and related departments of MoE, related Ministries, and the international development partners and NGOs.

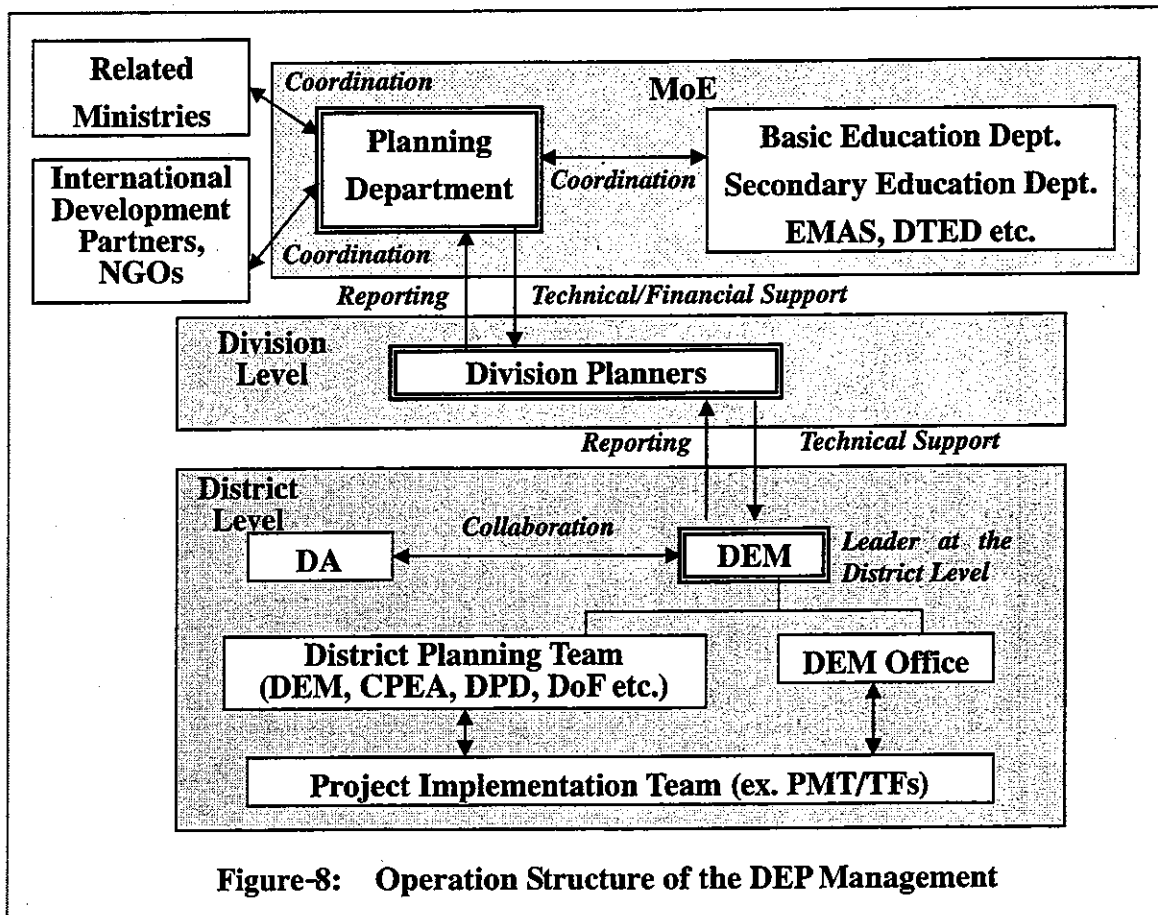
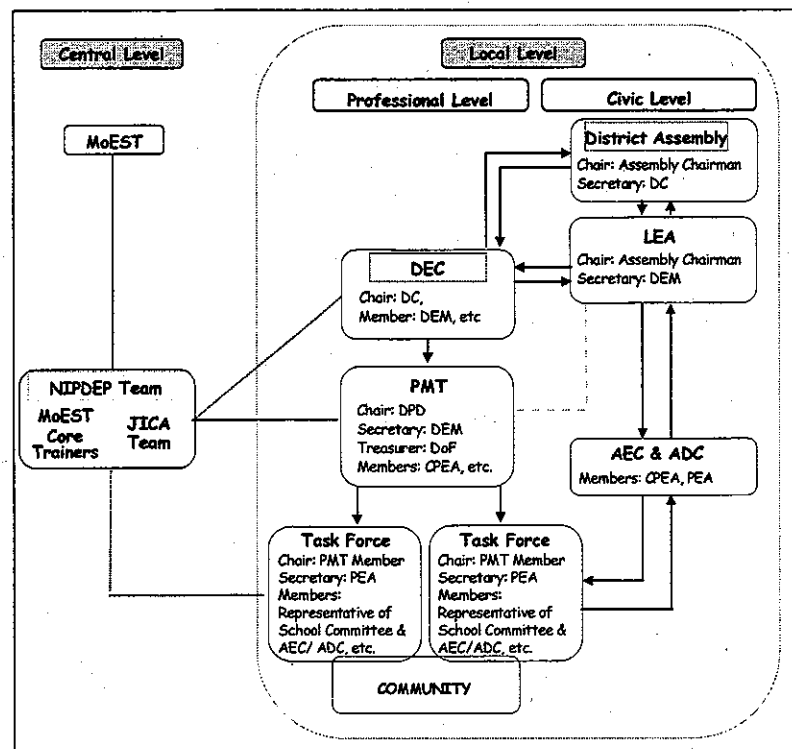


Figure-8: Operation Structure of the DEP Management

**Column: The Implementation Structure of the NIPDEP Project**

There is no formal project implementation structure below the district level in Malawi; therefore, the NDEP guideline introduces the implementation structure formed under the NIPDEP pilot project as an example case. This implementation structure, shown in the chart below, was organized by the NIPDEP Team and MoE to improve the ownership and participation of district professional staff and community members and to secure the transparency of the project management and financial management.



During the implementation and monitoring of the NIPDEP pilot projects, **DEM** and DEM's office members as well as **DPD** and DA professional staff led the **PMTs** and **TFs** with technical support of **Division Planners**.

In the NIPDEP pilot project, a Project Management Team (**PMT**) and Task Forces (**TFs**) were formed in each district to plan, implement and monitor the pilot projects, which were formulated based on the strategies and projects in the **DEPs**. Each district had a **PMT** to monitor and supervise the pilot projects. The **PMT** consisted of **DPD**, as a chairperson, **DEM**, as a secretary, **DoF**, as a treasurer and other professional staff members at the district level. A **TF**, led by one of the local professionals, consisted of other local professional staff members: such as **CPEA**, **PEAs**, head teachers, teachers, **NGOs** etc.



#### 4-2 KEY PERSONS AND THEIR RESPONSIBILITIES

There are other important key players, who are not shown in Figure-8, for updating and implementing the DEPs efficiently and effectively; such as central Government of Malawi (GoM) at the national level, and head teachers, school committees, community leaders and representatives at the local level.

For technical and financial support, the related Ministries, such as Ministry of Finance, Ministry of Local Government, Ministry of Agriculture, Ministry of Health etc., international development partners and NGOs should be included among key players.

Overview of the major key players and their main responsibilities in DEPs management is provided in Table-1.

**Table-1: Summary of Key Players and Their Main Responsibilities in DEPs Management**

| Key Players  | Major Responsibilities   |
|--|--|
| <p><b>Government of Malawi (GoM) (Central)</b><br/>                     - EPD<br/>                     - MoF<br/>                     - DLG etc.</p> | <ul style="list-style-type: none"> <li>- Understand and support NDEP and DEPs management activities in the context of the promotion of the decentralization policy</li> <li>- Implement a budget flow function from the central government to the district</li> <li>- Secure and improve the transparency of the financial flow from the central to the district and district to the central where required for accountability purposes</li> <li>- Mediate, where needed and requested, conflicts between districts and donors</li> </ul>  |
| <p><b>Planning Department, Ministry of Education (MoE)</b></p>   | <ul style="list-style-type: none"> <li>- Play a role as leading agency to implement NDEP and support DEPs</li> <li>- Review and ratify DEPs</li> <li>- Reflect the DEPs in the national education budget and resource allocation plans at national and district levels</li> <li>- Assist the districts in preparation of copies of DEPs for distribution</li> <li>- Keep all districts' DEPs for marketing them to GoM, international development partners and NGOs</li> <li>- Coordinate with other department of MoE</li> <li>- Coordinate DEP resource marketing and mobilization with international development partners</li> <li>- Monitor and supervise the DEP progress</li> <li>- Instigate a Manual for Project Evaluation</li> <li>- Review the evaluation reports of the districts</li> </ul> |

| Key Players   | Major Responsibilities  |
|---|---|
| <b>Implementation Dept., Ministry of Education (MoE)</b>  | <ul style="list-style-type: none"> <li>- Review the updated draft of DEPs</li> <li>- Provide technical assistance for DEP implementation</li> <li>- Collaborate with the Planning Department to monitor DEP updating and progress of DEP implementation</li> </ul>  |
| <b>Division Planners, Division Office</b>                 | <ul style="list-style-type: none"> <li>- Provide technical assistance for the districts in planning, updating, marketing, resource mobilization, implementation, monitoring and evaluation of the DEPs</li> <li>- Develop a Manual for Project Evaluation</li> <li>- Review, advise and support the DEPs for the national education budget planning process and provide feedback of the results to the district officers</li> <li>- Give priority to DEP project proposals submitted by the district based on the DEPs</li> <li>- Monitor and supervise the DEPs implementation management activities by the districts</li> </ul> |
| <b>District Planning Team (DEM, CPEA, DPD, DoF etc.)</b>  | <ul style="list-style-type: none"> <li>- Prepare the DEPs draft based on current status of implementation of previous plan, district and national education data and the result of the stakeholder survey</li> <li>- Review and revise the draft based on comments from DA's and stakeholders</li> <li>- Update the DEPs based on the achievements in the district, the latest education data and stakeholders needs, and lessons learned from the completed projects and the results of previous project evaluations and/or the review of the progress in implementing the previous DEPs</li> </ul>                              |
| <b>District Education Manager (DEM)</b>                   | <ul style="list-style-type: none"> <li>- Be the leader and manager of DEPs planning and management process in the district</li> </ul>   |
| <b>DEM's Office (DEM, CPEA, Desk Officers, PEAs etc.)</b> | <ul style="list-style-type: none"> <li>- Collect and manage the district education data</li> <li>- Conduct stakeholder questionnaire survey and/or workshops with stakeholders to collect information on their needs and priority</li> <li>- Track progress of current DEP projects</li> <li>- Coordinate and carry out marketing and fund-raising for the DEPs and consult the MoE to solicit funds where need be</li> <li>- Implement and monitor the DEPs</li> <li>- Evaluate the DEPs processes, outputs and outcomes</li> <li>- Reporting to MoE, Division Office and to the stakeholders in the district</li> </ul>         |

| Key Players  | Major Responsibilities  |
|--|---|
| <b>Director of Planning and Development (DPD)</b>        | <ul style="list-style-type: none"> <li>- Play a role as leader of the DA's collaborative actions and activities in DEPs planning and management</li> </ul>  |
| <b>District Assembly (DA) (DPD, DoF, DoA etc.)</b>       | <ul style="list-style-type: none"> <li>- Review and approve DEPs as the education component of the DDP</li> <li>- Collaboration with the DEM office in planning, updating, marketing, fund raising, implementation, monitoring and evaluation of the DEPs</li> <li>- Allocate as many resources as possible for the implementation of the DEP in accordance with its priority needs and strategies and the budget request submitted based on the DEP</li> </ul>   |
| <b>Head Teachers and Teachers</b>                        | <ul style="list-style-type: none"> <li>- Participate in stakeholder questionnaire survey and/or workshops</li> <li>- Collaborate and participate in DEP implementation</li> </ul>   |
| <b>School Management Committees</b>                      | <ul style="list-style-type: none"> <li>- Participate in stakeholder questionnaire survey and/or workshops</li> <li>- Collaborate and participate in DEP implementation</li> <li>- Take a positive and forceful role in sustaining DEP projects, including maintenance of facilities and oversight for continuing projects</li> </ul>  |
| <b>Community Leaders and Members PTAs and/or Parents</b> | <ul style="list-style-type: none"> <li>- Participate in stakeholder questionnaire survey and/or workshops</li> <li>- Collaborate and participate in DEP implementation</li> </ul>   |
| <b>Related Ministries and Agencies</b>                   | <ul style="list-style-type: none"> <li>- Provide technical assistance, coordination and collaboration in DEP updating, marketing, fundraising, implementation and evaluation</li> <li>- Collaboration in multi-sectoral challenges such as HIV/AIDS, food security, poverty reduction, improvement of infrastructure etc. in DEP implementation</li> </ul>  |
| <b>International Development Partners and NGOs</b>       | <ul style="list-style-type: none"> <li>- Provide technical and/or financial assistance in implementation of DEPs and education development projects based on marketing activities and project proposals done by the district</li> <li>- Cooperate in DEPs updating, marketing, fund-raising and implementation</li> <li>- Especially, provide information about their project achievements and project implementation plans in the districts to districts and Division Planners and MoE as an integral part of the regular DEP updating and as a part of the coordination of implementation efforts</li> <li>- Consider DEPs for their future project planning and/or financial assistance</li> </ul> |

## CHAPTER 5: IMPLEMENTATION SCHEDULE AND BUDGET

### 5-1 IMPLEMENTATION SCHEDULE

The implementation schedule of NDEP is shown as Figure-9.

**Figure-9: Implementation Schedule of NDEP (Malawi FY)**

|   | 2004/05 | 2005/06 |        | 2006/07 |      | 2007/08 |              |
|---|---------|---------|--------|---------|------|---------|--------------|
|   |         | July    | June   | July    | June | July    | June         |
| <b>1. Set-up of NDEP implementation structure</b>             |         |         |        |         |      |         |              |
| 1-1 Approval of NDEP  | —       |         |        |         |      |         |              |
| <b>2. Updating and implementation of DEPs 2005/06-2007/08</b> |         |         |        |         |      |         |              |
| 2-1 Data preparation  | —       |         |        |         |      |         |              |
| 2-2 Updating of DEPs  | —       |         |        |         |      |         |              |
| 2-3 Approval and ratification of DEPs                         | —       |         |        |         |      |         |              |
| 2-4 Marketing   |         | —————   |        |         |      |         |              |
| 2-5 Implementation & monitoring                               |         | —————   |        |         |      |         |              |
| 2-6 Evaluation  |         |         |        | —       |      |         |              |
| <b>3. Updating and implementation of DEPs 2006/07-2008/9</b>  |         |         |        |         |      |         |              |
| 3-1 Data preparation  |         |         | — Oct. |         |      |         |              |
| 3-2 Updating of DEPs  |         |         | — Nov. |         |      |         |              |
| 3-3 Approval and ratification of DEPs                         |         |         | — Dec. |         |      |         |              |
| 3-4 Marketing   |         | —————   |        |         |      |         |              |
| 3-5 Implementation & monitoring                               |         | —————   |        |         |      |         |              |
| 3-6 Evaluation  |         |         |        |         |      | —       |              |
| <b>4. Updating and implementation of DEPs 2007/08-2009/10</b> |         |         |        |         |      |         |              |
| 4-1 Data preparation  |         |         |        | — Oct.  |      |         |              |
| 4-2 Updating of DEPs  |         |         |        | — Nov.  |      |         |              |
| 4-3 Approval and ratification of DEPs                         |         |         |        | — Dec.  |      |         |              |
| 4-4 Marketing   |         | —————   |        |         |      |         |              |
| 4-5 Implementation & monitoring                               |         | —————   |        |         |      |         |              |
| 4-6 Evaluation  |         |         |        |         |      |         | (in 2008/09) |

5-2 BUDGET ESTIMATE

The budget estimate of NDEP is shown in Figure-10. The budget for DEPs approval and implementation is not included here.

Figure-10: Budget Estimate of NDEP

(Malawi FY, Unit: MK, Exchange Rate: US\$1.00 = 106MK as of 30 April, 2005)

|   | FY2005/06     |                  | FY2006/07     |                  | FY2007/08     |                  | Total          |                  |
|---|---------------|------------------|---------------|------------------|---------------|------------------|----------------|------------------|
|   | 1 District    | MoE/<br>Division | 1 District    | MoE/<br>Division | 1 District    | MoE/<br>Division | 1 District     | MoE/<br>Division |
| <b>(1) Data Preparation</b>                               |               |                  |               |                  |               |                  |                |                  |
| Stationery  | 3,000         | 0                | 3,000         | 0                | 3,000         | 0                | 9,000          | 0                |
| Transport   | 12,000        | 0                | 12,000        | 0                | 12,000        | 0                | 36,000         | 0                |
| <b>Sub-Total:</b>   | <b>15,000</b> | <b>0</b>         | <b>15,000</b> | <b>0</b>         | <b>15,000</b> | <b>0</b>         | <b>45,000</b>  | <b>0</b>         |
| <b>(2) Updating of DEPs</b>                               |               |                  |               |                  |               |                  |                |                  |
| Workshops (6 persons x<br>5 days)                         | 3,000         | 0                | 3,000         | 0                | 3,000         | 0                | 9,000          | 0                |
| Stationery  | 1,000         | 0                | 1,000         | 0                | 1,000         | 0                | 3,000          | 0                |
| Transport (6 persons x<br>5 days)                         | 6,000         | 0                | 6,000         | 0                | 6,000         | 0                | 18,000         | 0                |
| Transport and<br>accommodation for<br>6 Division Planners | 0             | 60,000           | 0             | 60,000           | 0             | 60,000           | 0              | 180,000          |
| <b>Sub-Total:</b>   | <b>10,000</b> | <b>60,000</b>    | <b>10,000</b> | <b>60,000</b>    | <b>10,000</b> | <b>60,000</b>    | <b>30,000</b>  | <b>180,000</b>   |
| <b>(3) Approval and<br/>ratification of DEPs</b>          |               |                  |               |                  |               |                  |                |                  |
| <b>(4) Marketing</b>                                      |               |                  |               |                  |               |                  |                |                  |
| DEP copies (100 per<br>district)                          | 0             | 800,000          | 0             | 800,000          | 0             | 800,000          | 0              | 2,400,000        |
| Stationery to prepare<br>proposals                        | 5,000         | 0                | 5,000         | 0                | 5,000         | 0                | 15,000         | 0                |
| Transport and<br>accommodation for<br>marketing visits    | 50,000        | 0                | 50,000        | 0                | 50,000        | 0                | 150,000        | 0                |
| <b>Sub-Total:</b>   | <b>55,000</b> | <b>800,000</b>   | <b>55,000</b> | <b>800,000</b>   | <b>55,000</b> | <b>800,000</b>   | <b>165,000</b> | <b>2,400,000</b> |
| <b>(5) Implementation</b>                                 |               |                  |               |                  |               |                  |                |                  |
| Transport for<br>monitoring by 6<br>Division Planners     | 0             | 300,000          | 0             | 300,000          | 0             | 300,000          | 0              | 900,000          |
| <b>Sub-Total:</b>   | <b>0</b>      | <b>300,000</b>   | <b>0</b>      | <b>300,000</b>   | <b>0</b>      | <b>300,000</b>   | <b>0</b>       | <b>900,000</b>   |
| <b>(6) Evaluation</b>                                     |               |                  |               |                  |               |                  |                |                  |
| Stationery  | 3,000         | 0                | 3,000         | 0                | 3,000         | 0                | 90,000         | 0                |
| Transport   | 12,000        | 0                | 12,000        | 0                | 12,000        | 0                | 36,000         | 0                |
| Transport and<br>accommodation for<br>6 Division Planners | 0             | 90,000           | 0             | 90,000           | 0             | 90,000           | 0              | 270,000          |
| <b>Sub-Total:</b>   | <b>15,000</b> | <b>90,000</b>    | <b>15,000</b> | <b>90,000</b>    | <b>15,000</b> | <b>90,000</b>    | <b>45,000</b>  | <b>270,000</b>   |
| <b>TOTAL:</b>   | <b>95,000</b> | <b>1,250,000</b> | <b>95,000</b> | <b>1,250,000</b> | <b>95,000</b> | <b>1,250,000</b> | <b>285,000</b> | <b>3,750,000</b> |

Note: The items in Figure-10 are critical where funding/cost is subject to change.

## **CHAPTER 6: RECOMMENDATIONS**

### **6-1 ENHANCEMENT OF DEP UPDATING AND MANAGEMENT WITH NATIONAL EDUCATION SECTOR PLAN**

MoE prepared and approved the National Education Sector Plan in July 2005, which is the higher-level plan of NDEP and DEPs. The National Education Sector Plan provides budget for the preparation of the 33 DEPs in its Part II: Action Plan. It means that the National Sector Plan regards the DEPs as “the official district-level education development plan and strategy” and that the MoE will support the DEM offices’ annual DEPs updating.

It is necessary to enhance the series of bottoms-up approaches included in DEPs updating and management, which have been created by NIPDEP and are described in NDEP, in order to improve prioritization of educational improvement needs and resource allocation, although the National Sector Plan does not mention the purpose of the DEPs to promote GoM’s decentralization policy and the roles and responsibilities of the MoE, Division Offices, and DEM offices in DEP updating and management in its Part I.

Additionally, the DEPs updating and implementation efforts, which have been done and will be done by the districts and Division Planners following the NDEP, should be officially backed up by the MoE under the National Education Sector Plan as well as under the decentralization policy.

### **6-2 LEADERSHIP OF PLANNING DEPARTMENT OF MOE**

The Planning Department of MoE has played a role in leading the preparation and implementation of the DEPs and the NDEP. In the implementation stage of the NDEP and the DEPs, the mission of the Planning Department will become more and more important, not just in the production stage of the DEPs; but in its role to assist the districts, which are eager to implement their DEPs completed and updated based on the actual educational improvement needs in their districts, which collectively represent the needs of the country as a whole.

In no way to diminish the principal role of the districts’ potentials and to promote the education development activities at the district level, it is highly recommended that the Planning Department in its delineated roles at the

national level have a stronger sense of its leadership role and have a strong sense of ownership in the NDEP and DEP implementation.

The success of the implementation of the DEPs is dependent upon a shared commitment at both the national and the district levels to improvement and an understanding that collaboration between the levels is the only option to making the needed improvement in the districts and for the nation as a whole. The two levels are mutually dependent, each having resources the other needs and must use to improve the schools and the access and quality of teaching and learning.

Especially, the following activities in the NDEP need be led and coordinated by the Planning Department effectively:

- (1) As the DEPs official position already defined in the National Education Sector Plan, the Planning Department should support the DEPs implementation activities and initiatives as part of the routine responsibilities of those responsible for the implementation of the National Sector Plan and the incorporated DEPs;
- (2) Review and ratify the updated DEPs annually in collaboration with all other related Departments of MoE;
- (3) Ensure that the DEPs are reflected in the national education budget and resource allocation plans in accordance with the National Sector Plan;
- (4) Coordinate the international development partners in updating, fund-raising and implementation of DEPs; and
- (5) Improve the sustainability of the DEPs updating efforts through financial and technical assistance.

When coordinating international development partners, the Planning Department must prepare a list of project achievements, outputs and future project plans in each district with those which MoE has completed and/or plans to implement in collaboration with international development partners.

Without this list, the District Planning Teams can not have the whole picture of current education development and near term project plans for DEP updating. The preparation and updating of this list is one of the most important donor coordination activities done by the Planning Department. Needless and wasteful duplication of efforts can be avoided if the Department plays a forceful coordinating role.

**6-3 ACTIVE RECOGNITION OF DEPS BY THE MOE IMPLEMENTATION DEPARTMENTS**

The related Departments of MoE; Basic Education Department, Secondary Education Department, EMAS and DTED, did not actively participate in the DEP preparation stage. During the preparation of the NDEP, the NIPDEP Team requested them to join the activities; however, their involvement was minimal.

For the smooth implementation of the DEPs and the NDEP, these plans should be officially and routinely recognized by related Departments within MoE and be regarded as an important official plan and as part of the National Sector Plan, which can not be disregarded with respect to the implementation of education development projects and programs in their responsible sub-sectors.

During the DEPs implementation stage, technical assistance provided by these Departments is indispensable for the DEM offices and the DAs.

**6-4 GOOD FACILITATION SKILLS OF DIVISION PLANNERS**

The Division Planners from the Division Offices have played an important role as Core Trainers during the micro-planning component of the National School Mapping and Micro-Planning Project and during the NIPDEP.

They have become more capable in education planning; after four years working with the NIPDEP Team. They have learned new organizational management, budgeting, and communication and facilitation skills, which are essential to improve the district officers' leadership in DEP planning and management and helped them to promote and enlist community resource mobilization and participation.

These capacities and capabilities developed among the division planners should be made use of optimally to review, control and improve the quality of the updated DEPs annually by the districts; which gives more voice for the district stakeholders in the DEP updating and implementation process.

**6-5 CAPACITY DEVELOPED AND OWNERSHIP AND PARTICIPATION STRENGTHENED AT THE DISTRICT LEVEL**

Through the DEP preparation and updating activities for the past four years and with the 33 education districts as well as through the implementation of NIPDEP pilot project in 6 pilot districts, it is obvious that a sense of ownership



and participation among the DEMs and among the other DA officers has increased measurably in most of the districts.

The stakeholders, professionals, managers and officers are more active and serious in analyzing problems in the education sector in their districts, in listening to stakeholders, and in preparing and updating the DEPs with its detailed budget plans. At the same time, their capacity in data management and planning has increased compared with the situation at the very beginning of the National School Mapping Project.

However, there are still some critical issues which need to be addressed in order to make their DEPs more realistic and useful through the technical assistance of MoE and/or the Division Planners and through professional practice of their duties. The main issues are to:

- (1) Better prepare more accurately and analyze more carefully the district education data;
- (2) Make a more realistic plan for project implementation based on their district management capacity and their previous project implementation experiences;
- (3) Make more realistic budgets and resource mobilization plans based on available resources in the district and their past resource mobilization process. They, currently need to expect unforeseeable support from the international development partners more than the budget from the central government or from the DDF; and
- (4) Be proactive in marketing DEPs to locate and secure possible funding resources locally from their communities as well as externally rather than waiting for donors' to come to the district.

#### **6-6 SETUP OF IMPLEMENTATION STRUCTURE AND CLARIFICATION OF RESPONSIBILITIES BASED ON THE NIPDEP EXPERIENCE**

There is no formal implementation structure for education development projects. Different projects have been implemented under the different implementation structures, usually dependent upon the operational modes and philosophies of the donor agencies. As shown in Chapter 4, the NIPDEP pilot projects formed a implementation structure, which consisted of a Project Management Team and Task Forces. The achievements and the impact of the NIPDEP pilot projects have proven that this implementation structure is

functional and helpful at the district level to increase the ownership and partnership of the district professionals and community members and to improve the transparency and accountability of the project implementation and financial management.

It is highly recommended that a formal project implementation structure be instituted nationally to clarify the responsibilities of the key players at the district level for the effective and efficient project implementation based on the lessons learned and experience of the NIPDEP pilot projects.

#### **6-7 INTERNATIONAL DEVELOPMENT PARTNERS AND NGOS**

Since the National School Mapping and Micro-Planning started, the DEPs production and updating activities have been improved with increased understanding and recognition of the value of the DEPs in their own interventions, resulting in increased collaboration from the related international development partners.

To make the DEPs and NDEP function more efficiently and effectively, the international development partners, international and local NGOs and civil societies are requested to assist the districts and MoE in:

- (1) Providing of technical and/or financial assistance for DEP preparation and for education improvement projects proposed by the districts based on the DEPs;
- (2) Providing information about their project achievements and near future project plans in the districts to the MoE on a routine and systematic basis to improve donor coordination and support for the districts in updating and implementing their DEPs; and
- (3) Routinely considering DEPs in their future project planning and/or financial assistance.

By the implementation of the DEPs and the NDEP, according to the National Education Sector Plan and as part of it, to achieve the PIF goals and with the above recommendations being accepted by all concerned, MoE and the NIPDEP Team believe that basic and the secondary education will be improved with more certainty and effectiveness and be made sustainable for the long term benefit of the people of Malawi.

**APPENDIX-1 SUMMARY OF 33 DISTRICT EDUCATION PLANS (DEPS) 2005/06 – 2007/08 (1/9)**

| Division | No. | Education District | Primary                             |  | Secondary                           |  |
|----------|-----|--------------------|-------------------------------------|--|-------------------------------------|--|
|          |     |                    | PIF Goals in Priority Order (Top 3) | Priority Strategy or Project (Top 3)   | PIF Goals in Priority Order (Top 3) | Priority Strategy or Project (Top 3)   |
| NED      | 1   | Chitipa            | 1. Quality                          | 1-1 Increase number of trained teachers  | 1. Quality                          | 1-1 Increase number of trained teachers  |
|          |     |                    | 2. Access                           | 2-1 Construct new school blocks<br>2-2 Construct teachers houses<br>2-3 Provide desks  | 2. Access                           | 2-1 Construct new school blocks<br>2-2 Construct teachers houses<br>2-3 Provide desks                      |
|          |     |                    | 3. Relevance                        | 3-1 Orient teachers in new curriculum  | 3. Relevance                        | 3-1 Procure teaching and learning materials  |
|          | 2   | Karonga            | 1. Access                           | 1-1 Increase the number of classroom blocks<br>1-2 Increase number of toilets  | 1. Quality                          | 1-1 Provide adequate accommodation for teachers  |
|          |     |                    | 2. Quality                          | 2-1 Increase number of desks<br>2-2 Increase number of water points<br>2-3 Provide transport for monitoring filed work                                   | 2. Management                       | 2-1 Install a sense of ownership among community members<br>2-2 Awareness campaign on HIV/AIDS prevention  |
|          |     |                    | 3. Equity                           | 3-1 Provide facilities for pupils with special needs   | 3. Equity                           | 3-1 Provide additional classrooms for secondary school students (adequate classes for both boys and girls) |
|          | 3   | Rumphi             | 1. Access                           | 1-1 Construct teachers houses<br>1-2 Purchase desks  | 1. Quality                          | 1-1 Provide training for teachers<br>1-2 Construct laboratories<br>1-3 Purchase textbooks                  |
|          |     |                    | 2. Quality                          | 2-1 Provide training for teachers<br>2-2 Construct classrooms  | 2. Access                           | 2-1 Construct teachers houses  |
|          |     |                    | 3. Management                       | 3-1 Provide retraining of PTAs and school committees with their roles and responsibilities<br>3-2 Provide sensitization training for pupils and teachers | 3. Planning                         | 3-1 Build capacity in data collection and management   |
|          | 4   | Nkhata Bay         | 1. Access                           | 1-1 Construct classroom blocks<br>1-2 Construct teachers houses  | 1. Access                           | 1-1 Construct classroom blocks<br>1-2 Construct teacher houses   |
|          |     |                    | 2. Quality                          | 2-1 Provide INSET for teachers<br>2-2 Construct pit latrines<br>2-3 Procure teaching and learning materials  | 2. Quality                          | 2-1 Provide INSET for teachers<br>2-2 Construct pit latrines<br>2-3 Construct laboratories                 |
|          |     |                    | 3. Management                       | 3-1 Training of PTAs and SMCs<br>3-2 Training of PEAs and DEM  |                                     |  |

**APPENDIX-1 SUMMARY OF 33 DISTRICT EDUCATION PLANS (DEPS) 2005/06 – 2007/08 (2/9)**

| Division | No. | Education District | Primary                             |  | Secondary                           |  |
|----------|-----|--------------------|-------------------------------------|--|-------------------------------------|--|
|          |     |                    | PIF Goals in Priority Order (Top 3) | Priority Strategy or Project (Top 3)   | PIF Goals in Priority Order (Top 3) | Priority Strategy or Project (Top 3)   |
| NED      | 5   | Mzimba North       | 1. Quality                          | 1-1 Procure desks<br>1-2 Intensify team inspection of schools<br>1-3 Train teachers in participatory learning methodology                      | 1. Quality                          | 1-1 Conduct INSET for T2 teachers in CDSSs<br>1-2 Construct science laboratories and provide equipment<br>1-3 Procure textbooks  |
|          |     |                    | 2. Access                           | 2-1 Construct classroom blocks<br>2-2 Construct teachers houses<br>2-3 Rehabilitate school blocks  | 2. Access                           | 2-1 Construct classroom blocks<br>2-2 Construct teachers houses  |
|          |     |                    | 3. Management                       | 3-1 Train head teachers and teachers in MRSR and child rights<br>3-2 Train PEAs in monitoring and supervisory skills                           | 3. Management                       | 3-1 Train head teachers and teachers on MRSR and child rights<br>3-2 Train head teachers and deputies in management and supervisory skills                                       |
|          | 6   | Mzimba South       | 1. Quality                          | 1-1 Increase number of qualified teachers in primary schools<br>1-2 Increase number of desks<br>1-3 Increase number of classroom blocks        | 1. Quality                          | 1-1 Increase number of qualified teachers<br>1-2 Improve teaching in science subjects<br>1-3 Conduct INSET to improve MSCE results in CDSSs                                      |
|          |     |                    | 2. Access                           | 2-1 Increase number of pit latrines and safe water points<br>2-2 Training and community mobilization to increase retention and completion rate | 2. Access                           | 2-1 Increase number of classroom blocks in CDSSs<br>2-2 Increase number of desks in schools<br>2-3 Training and community mobilization to increase retention and completion rate |
|          |     |                    | 3. Equity                           | 3-1 Increase number of teachers' houses<br>3-2 Increase staffing positions in rural areas<br>3-3 Promote girl child education                  | 3. Equity                           | 3-1 Increase number of teachers' houses<br>3-2 Provide bursaries to reduce drop-out rate   |
|          | 7   | Mzuzu City         | 1. Access                           | 1-1 Construct school blocks<br>1-2 Construct latrines<br>1-3 Construct teachers houses   | 1. Quality                          | 1-1 Provide textbooks to CDSSs<br>1-2 Procure desks to schools<br>1-3 Construct teachers' houses   |
|          |     |                    | 2. Quality                          | 2-1 Conduct INSET to increase attendance rate<br>2-2 Procure desks<br>2-3 Conduct INSET to provide more qualified                              | 2. Relevance                        | 2-1 Provide sensitization training for teachers and students in HIV/AIDS awareness<br>2-2 Improve quality of curriculum delivery by teachers                                     |
|          |     |                    | 3. Planning                         | 3-1 Improve capacity in data management at DEM office  |                                     |  |

**APPENDIX-1 SUMMARY OF 33 DISTRICT EDUCATION PLANS (DEPS) 2005/06 – 2007/08 (3/9)**

| Division | No. | Education District | Primary                             |  | Secondary                           |   |
|----------|-----|--------------------|-------------------------------------|--|-------------------------------------|---|
|          |     |                    | PIF Goals in Priority Order (Top 3) | Priority Strategy or Project (Top 3)   | PIF Goals in Priority Order (Top 3) | Priority Strategy or Project (Top 3)  |
| NED      | 8   | Likoma             | 1. Quality                          | 1-1 Provide instructional materials to new junior primary schools<br>1-2 Rehabilitate classrooms<br>1-3 Construct additional pit latrines                          | 1. Quality                          | 1-1 Improve teacher competence through training of qualified teachers<br>1-2 Construct additional teachers houses<br>1-3 Supply adequate instructional materials            |
|          |     |                    | 2. Access                           | 2-1 Construct additional teacher houses<br>2-2 Construct additional classrooms<br>2-3 Support destitute children   | 2. Access                           | 2-1 Provide bursary to needy students   |
|          |     |                    | 3. Equity                           | 3-1 Supply instructional materials to impaired children  | 3. Equity                           | 3-1 Construct pit latrine to provide enough toilets to girls  |
| CEED     | 9   | Kasungu            | 1. Quality                          | 1-1 Provide INSET to improve quality of teachers in teaching and classroom management<br>1-2 Purchase pupil desks and chairs<br>1-3 Construct more teachers houses | 1. Quality                          | 1-1 Provide INSET to improve quality of teachers in teaching and learning<br>1-2 Purchase pupil desks and chairs<br>1-3 Purchase education equipment (science laboratories) |
|          |     |                    | 2. Access                           | 2-1 Construct classrooms<br>2-2 Construct permanent latrines   | 2. Access                           | 2-1 Construct classrooms<br>2-2 Construct permanent latrines  |
|          |     |                    | 3. Equity                           | 3-1 Provide facilities for pupils with physical disabilities   | 3. Equity                           | 3-1 Provide facilities for pupils with physical disabilities  |
| CEED     | 10  | Nkhotakota         | 1. Quality                          | 1-1 Increase number of teachers<br>1-2 Construct teachers houses   | 1. Quality                          | 1-1 Provide training for unqualified teachers   |
|          |     |                    | 2. Access                           | 2-1 Construct school classrooms<br>2-2 Procure school desks  | 2. Equity                           | 2-1 Construct laboratories in CDSSs<br>2-2 Construct teachers houses  |
|          |     |                    | 3. Equity                           | 3-1 Conduct INSET to increase retention rate for both girls and boys   |                                     |   |
| CEED     | 11  | Ntchisi            | 1. Quality                          | 1-1 Increase teacher houses<br>1-2 Provide desks and chairs  | 1. Quality                          | 1-1 Increase number of teacher houses<br>1-2 Improve the performance of pupils in science subjects  |
|          |     |                    | 2. Equity                           | 2-1 Improve distribution of teachers   |                                     |   |
|          |     |                    | 3. Management                       | 3-1 Training heads senior school staff in  |                                     |   |

APPENDIX-1 SUMMARY OF 33 DISTRICT EDUCATION PLANS (DEPS) 2005/06 – 2007/08 (4/9)

| Division | No. | Education District  | Primary                             |   | Secondary                           |  |
|----------|-----|---------------------|-------------------------------------|---|-------------------------------------|--|
|          |     |                     | PIF Goals in Priority Order (Top 3) | Priority Strategy or Project (Top 3)  | PIF Goals in Priority Order (Top 3) | Priority Strategy or Project (Top 3)   |
| CEED     | 12  | Dowa                | 1. Quality                          | 1-1 Post enough qualified teachers to school<br>1-2 Supply enough textbooks and other instrumental materials and notebooks to schools | 1. Quality                          | 1-1 Provide desks and chairs<br>1-2 Build laboratories in all schools<br>1-3 Construct library blocks  |
|          |     |                     | 2. Access                           | 2-1 Construct classrooms<br>2-2 Retain pupils in schools  |                                     |  |
|          |     |                     | 3. Equity                           | 3-1 Construct teachers houses in rural areas  |                                     |  |
| CEED     | 13  | Salima              | 1. Quality                          | 1-1 Increase number of qualified teachers<br>1-2 Provide INSET to enhance teachers' capacity in teaching and learning process         | 1. Quality                          | 1-1 Increase number of qualified teachers  |
|          |     |                     | 2. Access                           | 1-3 Construct new classrooms<br>2-1 Build new school blocks   | 2. Access                           | 2-1 Build new school blocks  |
|          |     |                     | 3. Equity                           | 3-1 Form and train mothers' bodies and girls' clubs<br>3-2 Ensure even distribution of teachers                                       | 3. Equity                           | 3-1 Form and train PTAs and school committees<br>3-2 Ensure even distribution of teachers  |
| CWED     | 14  | Lilongwe Urban      | 1. Access                           | 1-1 Construct new schools and classrooms<br>1-2 Construct latrines  | 1. Quality                          | 1-1 Send unqualified teachers to training<br>1-2 Procure furniture   |
|          |     |                     | 2. Quality                          | 2-1 Procure desks<br>2-2 Provide INSET for teachers (head teachers, deputy heads, section heads)                                      | 2. Access                           | 2-1 Construct new schools and classrooms   |
|          |     |                     |                                     |   |                                     |  |
| CWED     | 15  | Lilongwe Rural East | 1. Quality                          | 1-1 Increase number of teachers   | 1. Quality                          | 1-1 Increase number of teachers with basic skills and knowledge in secondary education<br>1-2 Procure desks to create conducive learning environment |
|          |     |                     | 2. Access                           | 2-1 Increase number of classrooms blocks<br>3-1 Increase number of latrines whereby more girls will be free to go to school           | 2. Access                           | 2-1 Construct school blocks  |
|          |     |                     | 3. Equity                           |   |                                     |  |
| CWED     | 16  | Lilongwe Rural West | 1. Quality                          | 1-1 Increase number of primary teachers   | 1. Quality                          | 1-1 Provide training for all under qualified teachers<br>1-2 Provide management training for head  |
|          |     |                     |                                     |   |                                     |  |

**APPENDIX-1 SUMMARY OF 33 DISTRICT EDUCATION PLANS (DEPS) 2005/06 -- 2007/08 (5/9)**

| Division | No. | Education District              | Primary                             |  | Secondary  |                                      |  |
|----------|-----|---------------------------------|-------------------------------------|--|--|--------------------------------------|--|
|          |     |                                 | PIF Goals in Priority Order (Top 3) | Priority Strategy or Project (Top 3)   | PIF Goals in Priority Order (Top 3)  | Priority Strategy or Project (Top 3) |  |
| CWED     | 16  | Lilongwe Rural West (continued) | 2. Access                           | 2-1 Increase number of teachers houses<br>2-2 Increase number of desks and chairs<br>3-1 Enable PEAs and DEMs to acquire management skills | 2-1 Construct teachers houses<br>2-2 Construct classroom blocks  | 2. Access                            | 2-1 Construct teachers houses<br>2-2 Construct classroom blocks  |
|          |     |                                 | 3. Management                       |  |  |                                      |  |
|          |     |                                 | 1. Access                           | 1-1 Increase No. of teachers houses<br>1-2 Increase No. of classroom blocks  | 1-1 Increase No. of teachers houses in CDSS<br>2-1 Provide laboratories and procurement of science equipment in CDSS<br>2-2 Increase No. of desks in CDSS<br>2-3 Increase No. of text books (English, Science and maths) | 1. Access                            | 1-1 Increase No. of teachers houses in CDSS<br>2-1 Provide laboratories and procurement of science equipment in CDSS<br>2-2 Increase No. of desks in CDSS<br>2-3 Increase No. of text books (English, Science and maths) |
|          | 17  | Mchinji                         | 2. Quality                          | 2-1 Increase No. of desks  |  | 2. Quality                           |  |
|          |     |                                 | 3. Equity                           | 3-1 Increase No. of health and sanitary facilities   |  | 1. Access                            | 1-1 Increase the access of the needy students' access to bursary   |
|          |     |                                 | 1. Management                       | 1-1 Increase number of qualified teachers  |  | 2. Management                        | 2-1 Increase number of qualified teachers<br>2-2 Increase number of teachers houses<br>2-3 Increase number of Chichewa textbooks for all forms   |
|          | 18  | Dedza                           | 2. Access                           | 2-1 Construct new classroom blocks shelters<br>2-2 Renovate dilapidated school blocks<br>2-3 Procure of desks                              |  |                                      |  |
|          |     |                                 | 3. Quality                          | 3-1 Construct teachers houses  |  |                                      |  |
|          |     |                                 | 1. Access                           | 1-1 Construct classrooms, pit latrines and teachers houses   |  | 1. Quality                           | 1-1 Construct teachers houses<br>1-2 Procure photocopying machines   |
|          | 19  | Nicheu                          | 2. Quality                          | 2-1 Procure desks  |  | 2. Management                        | 2-1 Provide training for heads of department   |
|          |     |                                 | 3. Management                       | 3-1 Provide training for head teachers   |  |                                      |  |

APPENDIX-1 SUMMARY OF 33 DISTRICT EDUCATION PLANS (DEPS) 2005/06 - 2007/08 (6/9)

| Division | No. | Education District | Primary                             |   | Secondary                           |   |
|----------|-----|--------------------|-------------------------------------|---|-------------------------------------|---|
|          |     |                    | PIF Goals in Priority Order (Top 3) | Priority Strategy or Project (Top 3)  | PIF Goals in Priority Order (Top 3) | Priority Strategy or Project (Top 3)  |
| SEED     | 20  | Mangochi           | 1. Quality                          | 1-1 Increase number of teachers<br>1-2 Construction of teachers houses<br>1-3 INSET for teachers  | 1. Quality                          | 1-1 Increase number of trained teachers<br>1-2 Provide laboratory equipment<br>1-3 Provide INSET training   |
|          |     |                    | 2. Access                           | 2-1 Construct classrooms including desks  | 2. Equity                           | 2-1 Make classrooms user friendly to physically challenged pupils<br>2-2 Increase girls attendance through community awareness  |
|          |     |                    | 3. Equity                           | 3-1 Make classrooms user friendly to physically challenged pupils<br>3-2 Procure photocopier and fridge   |                                     |   |
|          | 21  | Machinga           | 1. Quality                          | 1-1 Provide INSET for teachers<br>1-2 Construct teacher houses  | 1. Access                           | 1-1 Construct classroom blocks<br>1-2 Drill bore holes  |
|          |     |                    | 2. Access                           | 2-1 Construct classrooms<br>2-2 Construct pit latrines<br>2-3 Drill bore holes  | 2. Quality                          | 2-1 Procure laboratory equipment<br>2-2 Procure textbooks<br>2-3 Construct teacher houses   |
|          |     |                    |                                     |   |                                     |   |
|          | 22  | Balaka             | 1. Quality                          | 1-1 Recruit more qualified teachers<br>1-2 Procure school furniture<br>1-3 Provide INSET for teachers   | 1. Quality                          | 1-1 Recruit more qualified teachers<br>1-2 Construct laboratories and procurement of lab. Equipment   |
|          |     |                    | 2. Access                           | 2-1 Construct classrooms  | 2. Access                           | 2-1 Provide bursaries to needy students   |
|          |     |                    | 3. Management                       | 3-1 Construct teachers houses   |                                     |   |
|          | 23  | Zomba Urban        | 1. Access                           | 1-1 Construct classroom blocks<br>1-2 Procure furniture   | 1. Quality                          | 1-1 Procure instructional materials<br>1-2 Construct science laboratories and procurement of education equipment<br>1-3 Construct school libraries and procurement of library books |
|          |     |                    | 2. Quality                          | 2-1 Procure teaching and learning materials<br>2-2 Construct school libraries and procurement of library books<br>2-3 Conduct HIV/AIDS sensitization and awareness campaign | 2. Access                           | 2-1 Construct infrastructure of CDSSs   |
|          |     |                    | 3. Management                       | 3-1 Conduct INSET<br>3-2 Construct teachers houses  | 3. Management                       | 3-1 Conduct INSET   |



**APPENDIX-1 SUMMARY OF 33 DISTRICT EDUCATION PLANS (DEPS) 2005/06 – 2007/08 (7/9)**

| Division | No. | Education District | Primary                             |   | Secondary                           |   |
|----------|-----|--------------------|-------------------------------------|---|-------------------------------------|---|
|          |     |                    | PIF Goals in Priority Order (Top 3) | Priority Strategy or Project (Top 3)  | PIF Goals in Priority Order (Top 3) | Priority Strategy or Project (Top 3)  |
| SEED     | 24  | Zomba Rural        | 1. Quality                          | 1-1 Provide training of unqualified teachers<br>1-2 Procure teaching and learning materials<br>1-3 Capacity building for PEAs, managers and head teachers | 1. Access                           | 1-1 Construct new secondary schools<br>1-2 Construct laboratories<br>1-3 Construct teachers houses  |
|          |     |                    | 2. Access                           | 2-1 Recruitment of new qualified teachers<br>2-2 Construction of teachers houses<br>2-3 Construction of new classroom blocks                              | 2. Quality                          | 2-1 Provide training of unqualified teachers<br>2-2 Provide desks and chairs<br>2-3 Capacity building for SEMAs, managers and head teachers |
|          |     |                    | 3. Management                       | 3-1 Education awareness campaign for communities<br>3-2 Redeployment of teachers  | 3. Finance                          | 3-1 Provide of laboratory facilities  |
| SWED     | 25  | Blantyre City      | 1. Access                           | 1-1 Construction of new schools<br>1-2 Construction of additional schools<br>1-3 Construction of new latrines   | 1. Quality                          | 1-1 Construct of laboratories<br>1-2 Procure equipment for laboratories<br>1-3 Provide training of teachers in CDSSs                        |
|          |     |                    | 2. Quality                          | 2-1 Procure desks<br>2-2 Provide management training to reduce repetition rate<br>2-3 Provide INSET for teachers  | 2. Access                           | 2-1 Construct new schools<br>2-2 Construct additional classrooms  |
|          |     |                    | 3. Management                       | 3-1 Increase participation of communities in school management<br>3-2 Provide training of head teachers   | 3. Equity                           | 3-1 Provide bursaries to needy students   |
| SWED     | 26  | Blantyre Rural     | 1. Equity                           | 1-1 Redistribute teachers   | 1. Access                           | 1-1 Construct teachers houses<br>1-2 Construct latrines<br>1-3 Construct classrooms   |
|          |     |                    | 2. Access                           | 2-1 Construct latrines<br>2-2 Construct classrooms  | 2. Quality                          | 2-1 Training of unqualified teachers<br>2-2 Construction of laboratories<br>2-3 Procurement of laboratory equipment and chemicals           |
|          |     |                    | 3. Quality                          | 3-1 Procure desks<br>3-2 Provide INSET<br>3-3 Improve maintenance of dilapidated classrooms   | 3. Management                       | 3-1 Improve coordination between the DEM office and conventional secondary schools and CDSSs  |

APPENDIX-1 SUMMARY OF 33 DISTRICT EDUCATION PLANS (DEPS) 2005/06 – 2007/08 (8/9)

| Division        | No. | Education District | Primary                             |  | Secondary                           |  |
|-----------------|-----|--------------------|-------------------------------------|--|-------------------------------------|--|
|                 |     |                    | PIF Goals in Priority Order (Top 3) | Priority Strategy or Project (Top 3)   | PIF Goals in Priority Order (Top 3) | Priority Strategy or Project (Top 3)   |
| SWED            | 27  | Mwanza/Neno        | 1. Quality                          | 1-1 Lobby for more trained teachers<br>1-2 Conduct INSET   | 1. Quality                          | 1-1 Increase trained teachers  |
|                 |     |                    | 2. Finance                          | 2-1 Fund raising for construction of teacher houses  | 2. Access                           | 2-1 Construct classrooms and hostels<br>2-2 Establish schools  |
|                 |     |                    | 3. Management                       | 3-1 Promotion of teachers commitment   |                                     |  |
| SWED            | 28  | Chikwawa           | 1. Quality                          | 1-1 Provide additional qualified teachers<br>1-2 Provide enough relevant material resources<br>1-3 Provide adequate resources for supervisory visits | 1. Quality                          | 1-1 Provide additional qualified teachers<br>1-2 Provide enough relevant material resources<br>1-3 Provide adequate resources for supervisory visits |
|                 |     |                    | 2. Access                           | 2-1 Construct additional classrooms<br>2-2 Construct teachers houses<br>2-3 Construct pit latrines   | 2. Access                           | 2-1 Construct new secondary schools<br>2-2 Construct teachers houses<br>2-3 Construct pit latrines   |
|                 |     |                    | 3. Management                       | 3-1 Reduce dropout rate through civic education  | 3. Management                       | 3-1 Orient teachers to effective class management  |
| SWED            | 29  | Nsanje             | 1. Quality                          | 1-1 Increase No. of teachers<br>1-2 Conduct awareness campaign and feeding program to increase drop-out rate<br>1-3 Procure desks                    | 1. Quality                          | 1-1 Increase No. of teachers<br>1-2 Provide training of unqualified teachers<br>1-3 Provide INSET for qualified teachers                             |
|                 |     |                    | 2. Access                           | 2-1 Construct classrooms   | 2. Access                           | 2-1 Construct teachers houses<br>2-2 Provide bursaries for secondary school students   |
|                 |     |                    |                                     |  |                                     |  |
| Shire Highlands | 30  | Chiradzulu         | 1. Access                           | 1-1 Construct teacher houses   | 1. Access                           | 1-1 Construct teachers houses  |
|                 |     |                    | 2. Quality                          | 2-1 Conduct awareness campaign on dropouts   | 2. Quality                          | 2-1 Construct libraries and laboratories   |
|                 |     |                    | 3. Management                       | 3-1 Provide training of opinion leaders on school management   | 3. Equity                           | 3-1 Fund raising for equal opportunities   |
| Shire Highlands | 31  | Thyolo             | 1. Quality                          | 1-1 Provide adequate qualified teaching staff<br>1-2 Provide physical resources (desks)<br>1-3 Provide physical resources (teacher)                  | 1. Quality                          | 1-1 Improve competence of unqualified teachers<br>1-2 Increase number of laboratories  |
|                 |     |                    | 2. Access                           | 2-1 Increase number of classrooms  | 2. Access                           | 2-1 Provide bursaries to needy students  |
|                 |     |                    | 3. Equity                           | 3-1 Increase number of permanent pit latrines  | 3. Management                       | 3-1 Provide and maintain physical resources of DEM office  |

**APPENDIX-1 SUMMARY OF 33 DISTRICT EDUCATION PLANS (DEPS) 2005/06 – 2007/08 (9/9)**

| Division        | No. Education District | Primary                             |                                      |  | Secondary                            |   |   |
|-----------------|------------------------|-------------------------------------|--------------------------------------|--|--------------------------------------|---|---|
|                 |                        | PIF Goals in Priority Order (Top 3) | Priority Strategy or Project (Top 3) | PIF Goals in Priority Order (Top 3)  | Priority Strategy or Project (Top 3) | PIF Goals in Priority Order (Top 3)   | Priority Strategy or Project (Top 3)  |
| Shire Highlands | 32                     | Mulanje                             | 1. Quality                           | 1-1 Recruit and train teachers   | 1. Quality                           | 1-1 Recruit and train teachers  | 1-1 Recruit and train teachers  |
|                 |                        |                                     | 2. Access                            | 2-1 Construct classrooms in existing schools   | 2. Equity                            | 1-2 Construct laboratories  | 1-2 Construct laboratories  |
|                 |                        |                                     | 3. Equity                            | 3-1 Equitable distribution of teachers   | 3. Access                            | 2-1 Conduct civic education on the value of education for girls   | 2-1 Conduct civic education on the value of education for girls   |
|                 | 33                     | Phalombe                            | 1. Access                            | 1-1 Construct additional classrooms<br>1-2 Construct new schools in hard-hit zones<br>1-3 Construct teacher houses | 1. Quality                           | 1-1 Supply enough textbooks, notebooks and other instructional materials<br>1-2 Train or upgrade unqualified teachers<br>1-3 Build three laboratories | 1-1 Supply enough textbooks, notebooks and other instructional materials<br>1-2 Train or upgrade unqualified teachers<br>1-3 Build three laboratories |
|                 |                        |                                     | 2. Quality                           | 2-1 Provide INSET to unqualified teachers and qualified teachers   | 2. Equity                            | 2-1 Provide bursaries to girls  | 2-1 Provide bursaries to girls  |
|                 |                        |                                     | 3. Equity                            | 3-1 Conduct meetings for civic education of DA members on the importance of girls                                  | 3. Access                            | 2-2 Build kitchen in secondary schools  | 2-2 Build kitchen in secondary schools  |
|                 |                        |                                     |                                      |  |                                      | 3-1 Build additional latrines for girls   | 3-1 Build additional latrines for girls   |
|                 |                        |                                     |                                      |  |                                      |   |   |
|                 |                        |                                     |                                      |  |                                      |   |   |
|                 |                        |                                     |                                      |  |                                      |   |   |

**Appendix-2:**

**LIST OF MEMBERS INVOLVED IN NDEP (2005/06 – 2007/08) PREPARATION**

**Ministry of Education (MoE)**

|                         |  |
|-------------------------|--|
| Dr. J.B. Kuthemba Mwale | Director Education Planning                        |
| Mr. R. B. K Chunga      | Principal HRMO                                     |
| Mr. N. T. Kaperepera    | Director Basic Education                           |
| Ms. G. Milner           | Senior Planning Officer (Desk Officer JICA)        |
| Mr. Y. Nakayama         | JICA Education Expert (MoE)                        |
| Sr. E. Dambo            | Division Manager (SWED)                            |
| Ms. H. Manda            | Division Manager (Shire Highlands)                 |
| Mr. D. Chiwala          | Division manager (Central East)                    |
| Ms. R. Chokotho         | Desk Officer (Secondary Education – SEED)          |
| Mr. Nthengwe            | Assistant Deputy Director, Basic Education         |
| Mr. Nyangulu            | PEMA (NED)   |
| Mr. Mc. Ziba            | Core trainer (Division Planner of NED)             |
| Mr. J. Mwamlima         | Core trainer (Division Planner of CEED)            |
| Ms T. Chimuzu           | Core trainer (Division Planner of CWED)            |
| Mr. Nkhoma              | Core Trainer (Division Planner of SEED)            |
| Mr. M. Masanche         | Core trainer (Division Planner of Shire Highlands) |
| Ms. G. Banda            | Core trainer (Division Planner of SWED)            |

**JICA Malawi Office**

|                |                   |
|----------------|-------------------|
| Mr. F. Ngwenya | Education Officer |
|----------------|-------------------|

**NIPDEP Study Team**

|                   |   |
|-------------------|---|
| Ms. Y. Ishida     | Team Leader                                   |
| Ms. Y. Kobayashi  | Deputy Team Leader                            |
| Dr. Paul Parker   | Education Administration Specialist           |
| Mr. J. Kuwabara   | Facilities Development Specialist             |
| Ms. Y. Takimoto   | Project Monitoring Specialist                 |
| Dr. J. Chimombo   | Education Planning Specialist (CERT Director) |
| Dr. A. Kamlongera | Education Planning Specialist                 |
| Ms. B. Chidzero   | Research Assistant                            |