

APPENDIX-V

DEP 2005/06-2007/08 Nkhata Bay (Sample)

**DISTRICT EDUCATION PLAN
(DEP)**

YEAR 2005/06 – YEAR 2007/08

NKHATA BAY DISTRICT

February 2005

ACKNOWLEDGEMENTS

This District Education Plan (DEP) is a main output of the National Implementation Program for District Education Plans (NIPDEP), a joint Ministry of Education (MoE) and Japan International Cooperation Agency (JICA) initiative. This DEP is an update of the DEP 2002/03 – 2005/06, which was prepared during the National School Mapping and Micro-Planning Project (2000-2002). The NIPDEP supported the micro-planning and the DEP updating training activities in the districts of Malawi. All thirty three education districts updated their respective DEPs in 2004.

The DEPs support the Government of Malawi's commitment to the decentralization process under which all districts are expected to prepare their own District Development Plans (DDPs). Thus, the DEPs are to fit within the overall district development plans. The National District Education Development Plan (NDEP), a guideline for MoE and the districts to update and implement the DEPs, was also produced by the NIPDEP. Following the steps and schedule in the NDEP, the districts are to update, implement, monitor and evaluate the DEPs with proper support from the MoE.

The update and production of this and the other thirty two DEPs has been made possible through the support of a number of organizations and individuals. MoE's Directorate of Planning provided the JICA NIPDEP Team with the assistance required to set up the project's steering and technical committees that guided all the activities of the project. MoE also provided the NIPDEP Team with appropriate meeting venues within the Ministry headquarters. The Director of Planning, Dr. Joseph Kuthemba Mwale, further identified for the project a competent team of Malawian core trainers. It is this team of trainers that facilitated the micro-planning and the DEPs updating training workshops and the subsequent activities. Core trainers, lead by a local education planning specialist of the NIPDEP Team, Dr. Augustine Kamlongera and Director of CERT, Dr. Joseph Chimombo, comprise of all the division education planners and one planner based at MoE headquarters. District Education Managers of the districts led the process of developing and updating the respective district DEPs, including the DEP-related stakeholder and other important local consultations at the district level.

KRI International Corporation, which was led by Ms Yoko Ishida, managed this project on behalf of JICA. This involved coordination of all the activities of the training programme and the preparation of the training materials that were used to guide the process of DEP development. In addition, KRI International Corporation provided the technical assistance team that worked hand in hand with Malawian counterparts during the training that culminated in the production of the DEPs.

Finally, JICA has sponsored the publication of all the DEPs developed through the project as well as training and materials that were used in subsequent workshops in 2003 and 2004.

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ABBREVIATIONS

ADEO	Assistant District Education Officer
CDSS	Community Day Secondary School
CIDA	Canadian International Development Agency
CPEA	Coordination Primary Education Advisor
DA	District Assembly
DC	District Commissioner
DDF	District Development Fund
DDP	District Development Plan
DEC	District Education Committee/Distance Education Centre
DEM	District Education Manager
DEP	District Education Plan
DOF	Director of Finance
DPD	Director of Planning and Development
EMAS	Education Methodology Advisory Service
EMIS	Education Management Information System
EU	European Union
GABLE	Girls' Attainment of Basic and Literacy Education
GER	Gross Enrolment Ratio
GOM	Government of Malawi
HT	Head Teachers
INSET	In-Service Training
JCE	Junior Certificate of Education
LEA	Local Education Authority
MANEB	Malawi National Examination Board
MASAF	Malawi Social Action Fund
MIITEP	Malawi Integrated In-Service Teacher Education Programme
MOE	Ministry of Education
MOTIT	Ministry of Trade, Industry and Tourism
MSCE	Malawi School Certificate of Education
MSSSP	Malawi Schools Support Systems Programme
MTEF	Medium Term Expenditure Framework
NER	Net Enrolment Ratio
PEA	Primary Education Advisor
PIF	Policy Investment Framework
PSLCE	Primary School Leaving Certificate of Education
PTA	Parents Teacher Association
SC	School Committee
SCF	Save the Children Fund
SMC-	Social Mobilisation Campaign
TDC	Teacher Development Centre
TSC	Teacher Service Commission
VEC	Village Education Committee

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I. INTRODUCTION

1-1 Vision Statement

By 2008, Nkhata Bay district will have improved access to school by all school going age children (both boys and girls), improved education quality at both primary and secondary levels, improved education sanitation facilities where stakeholders will take a leading role in decision making in all education matters. The district envisages sound leadership principles where transparency and accountability will be enhanced.

1-2 Rationale for the DEP

The Malawi Local Government Act of 1998 provides for the establishment of local government as a basis and framework for the devolution of functions, responsibilities, authority and resources to the district. This, therefore, implies that each District Assembly has to develop its own District Development Plan (DDP) reflecting the district's needs which should embody major development sectors such as education, health and population, agriculture, just to mention a few.

The purpose of the District Education Plan (DEP) is to act as a tool for determining educational progress, challenges and areas of improvement as guided by the provisions of the Policy and Investment Framework (PIF) of the Ministry of Education and Human Resource Development (2000–2012). The plan shall facilitate local community participation in decision-making in education matters in the district. It will also facilitate coordination of various educational interventions so that limited resources are put to the best use. The plan shall put in place appropriate monitoring and evaluation system for educational activities to enhance quality education in the district.

1-3 Role of Education in District Development

Education is a tool to address the socio-economic problems that Nkhata Bay District is facing such as low income levels per household (poverty) HIV/AIDS, drug abuse, environmental degradation and unemployment. Education enhances community participation in the district development, which promotes the spirit of ownership, self-reliance, confidence, gender and human rights awareness.

The District Education Plan will specifically focus on the problems that the district is facing at the moment. The DEP will map up strategies to improving access, equity, quality, relevance, management, planning and finance in education in the district as interventions to alleviate the problems that the district faces.

II. DISTRICT SOCIO-ECONOMIC AND EDUCATION PROFILE

2-1 Socio-Economic Conditions

Nkhata Bay District is one of the six districts in the Northern Region of Malawi and one of the eight education districts in the Northern Education Division. It borders Likoma District to the southeast, Rumphi District to the northwest, Mzimba District to the west, Nkhotakota to the south and Tanzania to the east. The eastern part of the district is covered by Lake Malawi. It is 47 kilometers away from Mzuzu City on the M1 road to the district. The district has ten Traditional Authorities and three sub-Traditional Authorities. According to the 1998 census the district has a population of 164,761 and an annual population growth rate of 2.7%. It has an area of 4,071 square kilometers.

Agriculture is the predominant activity in the district where most of the population is deriving their livelihood. 85% of the population practice subsistence farming and they grow cassava, maize, rice, sweet potatoes and bananas for both food and cash crops. The district also has estates where rubber, tea and coffee are grown as cash crops. Besides the subsistence farming, fishing is the other source of income for 10% of the population who live along the lakeshore of Lake Malawi in the district. The civil servants, service industry workers and casual labourers constitute 8% of the population. Self-employment is mainly in the small and medium scale enterprises and constitutes 7%.

The Tonga accounts for a majority 60% of the population while the Tumbuka makes up 30%. Besides Tonga and Tumbuka as primary languages, Chichewa is generally spoken in the District. The people are predominantly Christians with various sects. Only 30% of the population is accessible to safe water. 55.3% of the population use pit latrines.

2-2 Education Provision

(1) Primary Education

The district has 164 schools in 12 zones and each zone has schools ranging from 14 to 24 schools. Each zone is supervised by a Primary Education Advisor (PEA). These schools belong to LEA and different religious agencies such as CCAP, Synod of Livingstonia, Mzuzu Diocese, the Anglican Diocese of Northern Malawi and Seventh Day Adventist Church. The total enrolment in schools within Nkhata Bay in the year 2004 was 74,536 comprising 36802 boys and 37434 girls. The enrolment by zone ranges from 897 to 14436. Teachers in the district number up to 846 of which 457 are qualified male, 167 are

qualified female, 138 are unqualified male and 84 are unqualified female teachers. (This data is for the year 2004.)

The district has 701 permanent and 253 temporary classrooms with 1069 permanent and 673 temporary pit-latrines and 6965 desks. At present the schools have no equipment and very few schools have access to safe drinking water. The pupil/textbook ratio varies from zone to zone with extreme cases of one book to 4 pupils and 2 books to a pupil. Other instructive materials are locally prepared by teachers at school and zonal levels such as charts and photocopied teachers' guides on the new curriculum.

Schools have School Committees and PTAs, which in some cases are inactive. Under the decentralization process the management system is in place and monitoring and evaluation is currently under way. On finance there is still need for more money from central government, local and other sources.

(2) Secondary Education

There are 30 secondary schools in the district. Out of these, 2 are grant-aided, 1 government boarding, 1 government day, 2 partially registered and 5 unregistered private secondary schools. 19 are Community Day Secondary Schools (CDSS). Of the 19 CDSSs only 3 are approved. The total number of pupils enrolled in the year 2004 was 3797 of which 2064 were boys and 1,733 were girls. There were 152 teachers of which 123 were male and 29 were female. The number of qualified teachers was 52 and that of unqualified teacher was 100 in the year 2004.

There are 92 classrooms, 9 laboratories and 16 libraries. The textbook ratio per student ranges from 1 book to 2 students to 1 book to 4 students. The management in secondary schools is similar to that in primary schools such as School Committees, PTAs and Board of Governors in Grant Aided Schools but secondary schools are grouped as clusters, which are similar to the zones in primary sector. There are currently 2 clusters in Nkhata Bay namely Nkhata Bay and Bandawe. Schools are financed through ceiling from the Treasury and school fees, and by NGOs and other institutions such as World Vision International, MASAF, EU, CSC, JICA, UNICEF, ACTION AID etc.

2-3 Major Educational Achievements

(1) Primary Education

Primary Education has experienced a number of achievements since 1994 among which are:

- High enrolments have been achieved with the introduction of free primary education. The total enrolment was 47,940 in 1993/4, which increased to 74,536 in 2004.
- Low dropout rate for girls due to GABLE programme, accelerated girls education, school feed programme and best girl awards.
- The number of primary schools has increased from 147 in the year 2000 to 164 in 2004.
- The district has been divided into educational zones some of which have Teacher Development Centres (TDCs) already in place except for two. The movement of PEAs has been simplified due to the provision of motorcycles.
- There has been in-service training for teachers and PEAs under Malawi School Support System Programme. There has been a boost in construction of primary schools with funding from MASAF, JICA and NGOs, with the increased participation of communities.

(2) Secondary Education

Secondary Education has experienced a number of achievements since 2000:

- More students were enrolled in secondary schools due to the opening of more CDSSs.
- The creation of clusters for secondary schools has been facilitated better managerial skills, inter-school co-operation, and inter-school competitions.
- More libraries have been established with assistance from DANIDA.
- There is increased infrastructure in CDSSs.
- There is increased supply in teaching and learning materials due to TRF and Malawi Government.
- Selection to secondary schools has increased for girls due to the 25/25 to make up 50 students.
- Promotion of teachers into managerial posts.
- Posting of qualified teachers to the approved CDSSs.
- In Service Training for all qualified teachers and Head teachers in CDSS.
- In Service Trainings for all teachers at cluster level.

Table 2-1: Educational Achievement of Nkhata Bay

	PRIMARY	SECONDARY	DISTRICT WIDE
ACCESS	37 classroom blocks constructed 28 teachers' houses constructed 530 pit latrines constructed 1630 desks procured	21 classroom blocks constructed 4 teachers houses constructed	Improved DEMIS
QUALITY	Training of primary school teachers Construction of 2 TDCs Provision of text Books	94 unqualified teachers trained 16 Head teachers trained provision of Text Books Construction of 2 laboratories Construction of 2 libraries	Assembly Library constructed and opened
EQUITY	—	—	—
PLANNING	School census DEP updating	School census DEP updating	School census DEP updating
MANAGEMENT	Training of SMCs Training Of Head teachers Training of PTAs in 52 schools	Training of head teachers in 16 schools (CDSS)	Training of DEM Training of 11 PEAs Provision of vehicle by UNICEF Transport Management training for Staff at DEM's office HIV/AIDS awareness
FINANCE	Funding for construction, trainings, procurement of equipment	Funding for Trainings and Procurement of equipment	

2-4 Educational Problems and Priorities

(1) Primary Education

The problems in the primary education sector were discussed and analyzed at the stakeholder consultation meeting (31st May 2001) and the micro-planning workshop (4th – 15th June 2001), and DEP Review workshop (29th November to 3rd December 2004). The following are the district's prioritized problems in the primary education sector:

1. Inadequate number of classrooms

The present ratio of classroom/pupil in extreme case has 1 classroom to about 103 pupils. The PIF goal is 1 classroom to 60 pupils. In some cases we have full primary schools with only 2 permanent classrooms and temporary shelters such as Sanje and Nkhafu Full Primary Schools. The problem is also mostly in developing schools where there is literally no permanent buildings such as Chithowe junior Primary School.

2. Inadequate number of qualified teachers

The district experiences a shortage of qualified teachers. The qualified teacher/pupil ratio by zone ranges from 1:88 to 1:119 with an average district ratio of 1:103 against the national target of 1:60 as described in the PIF.

3. Limited teacher in-service training

This is limiting factor for continuous professionalism in teachers whether qualified or not. Unless there is an improvement in in-service trainings professional progress of teachers will be very minimal with the new ideas gained in line with new education interventions.

4. Lack of access to safe water and poor sanitation

Lack of access to safe water is another problem in Nkhata Bay. About 46% of the total number of schools in the district has access to safe water. By policy each school needs to have a source of safe water for pupils. The problem needs to be taken care of if we are to talk of good hygiene and sanitation in schools as agents of change.

5. Inadequate supply of furniture in the schools

Primary schools in the district have inadequate furniture. The desk/pupil ratio for the district is 1 desk to 10 pupils while the national requirement is 1 desk for 2 pupils. The shortfall of desks is most serious in Chombe, Ching'oma, Kavuzi and Usisya Zones.

6. Inadequate provision of pit latrines

In Nkhata Bay most schools have inadequate number of pit latrines for both boys and girls. The overall district ratio of 36 boys to one pit latrine and 32 girls for pit latrine is far from adequate. This is a serious health hazard. The required standard is 1 pit latrine for 10 girls and 1 pit latrine for 25 boys.

7. Less opportunities for the disadvantaged

There are less opportunities for the disadvantaged children because in the district there are only three centres which provide special education to disadvantaged with special attention only to the deaf, visually impaired and the mentally retarded. There is need to open up more centers to reduce the problems of the disadvantaged.

8. Insufficient budget for the district

There is need to increase financial resources in order to provide adequate facilities which will improve in turn access, quality and equity in education for the district.

9. Quality and accuracy of data available

There is need to improve both quantity and quality of data collected from schools so that it bears the true reflection of the situation on the ground. All educational institutions need to respond when required to.

10. High repetition rate for boys and girls

The average repetition rate for boys and girls are 14.4% and 12.6% respectively. The repetition rates for both boys and girls are noted to be very high and need to be reduced in order to reduce drop out rate.

11. High dropout rate for boys and girls

The district is experiencing a high dropout rate for both boys and girls in all 12 zones, which is 6.9% for boys and 7.5% for girls. The dropout rate in the zones ranges from 5.1% in St. Maria Goretti to 11% in Chihame II for boys, and 5.7% in St. Maria Goretti to 11.9% in Chihame II for girls. The PIF stipulates 5% as the minimum dropout rate.

12. Inadequate provision of teachers' houses

The other major challenge in the educational system in Nkhata Bay is that of housing for teachers. Common sense tells that one teacher is entitled to be provided with one house. However, in Nkhata Bay we have more teachers than houses. For example, in Chihame I and St. Maria Goretti Zone the ratio is 3 teachers to one house. The target should be to provide at least a house to a teacher.

13. Uneven distribution of schools

The district has areas which are noted to have been underserved with school notably in Mazamba, Usisya and Rwarwe Zones.

14. Low teacher/pupil ratio

The district is currently experiencing problems in teacher/pupil ratio. In some extreme cases like Ching'oma, Chombe, St. Maria Goretti and Usisya zones, the teacher/pupil ratio ranges from 1:88 to 1:130 while the PIF goal is 1 teacher to 60 pupils. Automatically this results to overcrowding in classes making it very difficult for teachers to give individual help where need may arise for quality education. Pupils' health may also be affected due to

overcrowding. It is only a healthy happy pupil who can participate to the maximum in class.

15. Uneven teacher distribution by stream

The distribution of teachers by stream is not very even. A class by national standards has to have 60 pupils. But not all classes are the same, some are more than the required standard and some are less. A class with 10 pupils also requires a teacher. District statistics show that in some cases there are more teachers for one class while in other zones there are less teachers for one class. The ratio should be one teacher to one class.

16. Need to continue training of managers at the district, zonal and school levels.

There is still need to continue training both Human and Finance managers to ensure enhancement of skills, transparency and accountability.

Table 2-2-1: The Results of Problem Analysis: PIF vs Nkhata Bay (Primary)

Key Problems (in priority order)	PIF Goal (target year)	District Status	GAP	REMARKS
Access				
Inadequate classrooms (Pupil : classroom ratio)	1:60	1:103	-43	
Shortage of teacher houses (teacher : teacher house ratio)	1:1	1:3 (St. Maria Goretti)	NA	
Quality				
Shortage of qualified Teachers (Pupil : qualified teacher ratio)	1:60	1:103	-43	
Inadequate furniture (desk : pupil ratio)	1:2	1:10	-8	
Shortage of in-service training	NA	NA	NA	
Equity				
Girls' enrollment is higher than boys	1:1	36,802 (boys, 49%) : 37,434 (girls, 51%)		
Uneven gender recruitment of qualified teachers (Number of male qualified teachers : female qualified teachers	NA	457:167		
Financing				
Inadequate budget for the district				
Planning				
No training in planning for head teachers				
No training in data collection for school census for PEAs and district staff				
Management				
Inadequate training for head teachers				
Inadequate training for PTAs				
Inadequate training for SMCs				

(2) Secondary Education

The following are the district's prioritized problems in the secondary education sector:

1. Inadequate number of classrooms/infrastructure

The required classroom/student ratio in secondary schools is 1:50. The existing situation of 1:71 in the district shows that there is shortage of classrooms. There is need for more classrooms to combat the present situation of overcrowding of pupils in the classrooms.

2. Inadequate number of teachers especially qualified teachers

The qualified teacher/student ration on secondary schools in the district is 1:73 against the required standard of 1:50. The inadequacy of qualified teachers in schools is more serious in CDSSs, a majority of which have only the under-qualified teachers. In general the under-qualified teachers outnumber the qualified teachers. The under-qualified teachers represent 65.7% of the total number of secondary school teachers in the district.

3. Limited teacher in-service training

Unless there is an improvement in in-service trainings professional progress of teachers will be very minimal with the new ideas gained in line with new education interventions.

4. Inadequate teachers' houses

This has come about because of the expansion of CDSSs by the government. When the government approved certain MCDE's to CDSSs not all the requirements were put in place and housing was first one of them. The existing houses especially in CDSSs were meant for teachers who man these schools today. Apart from standards of houses the numbers fall far below the present number of teachers. For example in Nkhata Bay we have 152 teachers against 67 houses

5. Inadequate provision of laboratories

There are only 6 schools with laboratories out of 28 schools in Nkhata Bay. The PIF goal is 1 laboratory to 1 school and in absence of a laboratory there should be provision of a mobile science kit while waiting for the construction of the lab.

6. Inadequate provision of libraries

Fourteen secondary schools in the district have libraries out of 30 schools. There is need for every secondary school in the district to have a library in order to improve quality of education.

7. Inadequate supply of textbooks due to change of curriculum

From the statistics the ratio of textbooks to student differs from subject to subject and school to school. In spite of the PIF goal of 1 textbook to 1 student, the textbook/student ratio in the district is 1:3 for Chichewa, 1:3 for mathematics and 1:4 for English.

8. Inadequate provision of furniture

There is insufficient furniture such as desks, tables, chairs, benches, etc. in most secondary schools. An adequate supply on these would certainly boost education quality in the district.

9. Low access by disadvantaged children

The district has a problem on the access of the disadvantaged due to lack of resource centres in boarding secondary school. At present there is no single secondary school with a resource centre in the district.

10. Uneven distribution of secondary schools

The distribution of secondary schools by constituencies in the district ranges from 1 to 5 schools. There are areas in the district which are under served with secondary school. If we are to reduce the walking distance for students to less than 5 km to a school we need to establish new CDSSs in those areas.

11. Insufficient funding for secondary schools

Funding for secondary schools is found low. Unapproved CDSSs do not get any funding apart from teachers' enumeration. If school operations in secondary schools are to improve the schools have to be adequately funded.

12. High dropout rate in secondary schools

With the alarming present data on the drop-out, namely 6.2% and 10.3% for boys and girls respectively, the district with a cross-section of different stakeholders needs to critically look into the issue and come up with a remedial mechanism in order to have a productive society in three years to come.

13. Inadequate student and personnel management

Many are not equipped with managerial, supervisory and leadership skills through any kind of induction or orientation. It is important to note that the climate of any school depends on the type and integrity of leadership prevailing at a school. It is therefore important to equip school managers with the required skills in order to better manage students, teachers and any other person or community to boost quality education.

14. The impact of HIV/AIDS, alcohol and drug abuse in education

The HIV/AIDS has killed a number of teachers and parents of our students leaving them as orphans. This affects orphans education because they will not have the necessities such as school fees and other requirement. While this is true we find that the orphans unless taken care of may not have a sense of direction. Usually they engage themselves in alcohol and drug abuse. Discipline in school is affected, which may lead to high drop-out rate.

15. Little input by stakeholders at grassroots level on the curriculum

Involvement of stakeholders in curriculum development may improve relevance of the curriculum to their day-to-day life after one graduate from school and becomes a useful member of the society.

Table 2-2-2: The Results of Problem Analysis: PIF vs Nkhata Bay (Secondary)

Key Problems (in priority order)	PIF Goal (target year)	District Status	GAP	REMARKS
Access				
Inadequate classrooms (student : classroom ratio)	1:50	1:71	-21	
Shortage of teacher houses (teacher : teacher house ratio)	1:1	1:2.3	-1.3	
Quality				
Shortage of qualified Teachers (student : qualified teacher ratio)	1:50	1:73	-23	
Inadequate furniture (desk : students ratio)	NA	NA	NA	
Inadequate textbooks (textbook : pupil ratio)	1:1	1:3 (for Chichewa) 1:4 (for English)	-2 -3	
Shortage of in-service training	100%	94 trained (62%)	-38	Total number of teachers in the district = 152
Equity				
Boys' enrollment is higher than girls	1:1	2,064 (boys, 54%) : 1,733 (girls, 46%)		
Uneven gender recruitment of qualified teachers (Number of male qualified teachers : female qualified teachers	NA	123:29		
Financing				
Inadequate budget for the district; no funding at all in non-approved CDSS				
Planning				
No training in planning for head teachers				
Management				
Inadequate training for head teachers				
No training for PTAs				
No training for SMCs				

(3) District Wide

The district wide problems of Nkhata Bay are:

- 1) DEM Office is too small and no vehicle available for transportation of teachers and students;
- 2) Teachers dying from HIV/AIDs related diseases;
- 3) Some schools are not accessible by car.

(4) Identification of Priority Problems

See the table 2-3 below.

Table 2-3: Identification of Priority Problems of Nkhata Bay

Priority Problem Theme (Topics)	Brief Description Of Issue or Problem	Justification for Priority for Problem or Issue	PIF Theme to Which Problem Relates
Primary			
1. Inadequate Infrastructure.	Inadequate infrastructure [a] Most primary schools have no permanent classrooms and pupils use temporary shelters for classrooms. [b] Most schools have no teachers' houses. Teachers live very far away from schools in rented houses.	During rainy season there is no teaching and learning. Delivery of service in terms of teaching is negatively impacted as teachers report late for classes.	Access and Quality
2. Inadequate Qualified Teachers	Inadequate qualified teachers. Most schools in Nkhatabay are manned by Unqualified teachers. Out of 846 teachers 222 are unqualified. Looking at the number of pupils in school, 74536 against 624 qualified teachers; quality of education is adversely affected.		Quality
3. Poor sanitation in schools.	Sanitation is very poor in most schools as there are no permanent pit latrines in most schools in Nkhatabay. The situation is worsened by the fact that most schools have no safe water.	Of the 1742 pit latrines in schools only 1069 are permanent and the rest are temporary. The temporary ones cannot be used during rainy season. Most of pupils suffer from diarrhea and catch Bilharzia due to poor sanitation in school.	Quality
4. Inadequate INSET for Teachers	Inadequate in-service training for teachers.	Most teachers lack in service training as the curriculum is changing due to the socio-economic, political change. There is need to change the teaching techniques as well. Lack of In service training for teachers therefore affect the quality of teaching and learning.	Quality
5. Lack of Furniture [desks] in schools.	Inadequate and lack of furniture	Some schools have inadequate furniture while others have literally no single desk. Pupils literally on the muddy floors. The hygiene and comfort of the pupils are at stake and therefore teaching and learning is greatly affected.	Quality

Priority Problem Theme (Topics)	Brief Description Of Issue or Problem	Justification for Priority for Problem or Issue	PIF Theme to Which Problem Relates
SECONDARY			
1. Inadequate Infrastructure.	<p>Inadequate infrastructure</p> <p>[a] Most CDSSs have one permanent classroom block for forms 1 and 2 and students leave school even after passing JCE Examination.</p> <p>[b] Most CDSSs have no teachers' houses. Teachers live very far away from schools in rented houses.</p>	<p>There is increased drop out after JCE</p> <p>Delivery of service in terms of teaching is negatively impacted as teachers report late for classes.</p>	Access and Quality
2. Inadequate In Service Trainings for teachers	<p>Most CDSSs are manned by Primary school Teachers who are under qualified to teach in secondary school. These require some trainings from time to time in order to teach effectively</p>	<p>Quality of teaching by these teachers is generally poor and this is the reason why most CDSSs perform poorly during national examinations.</p>	Quality
3. Poor sanitation in schools.	<p>Sanitation is very poor in most secondary schools as there are no permanent pit latrines. The situation is worsened by the fact that some secondary schools have no safe water</p> <p>Girls at adolescent stage require water time and again for their Hygiene. Lack of water in the school affects their education.</p>	<p>Girls in most cases absent themselves from school when they are menstruating. This has an impact on access to quality education by girls.</p>	Quality
4. Lack of Furniture [desks] in schools.	<p>Inadequate and lack of Furniture is one of the critical issues affecting quality of education in secondary school. There are instances where half of the class sits on desks while the rest literally sit on the floor. During National examinations where you combine two or more schools, this creates loop holes for likelihood of cheating.</p>	<p>Some schools have inadequate furniture while others have literally no single desk. Pupils literally sit on the muddy floors. The hygiene and comfort of the pupils are at stake and therefore teaching and learning is greatly affected.</p>	Quality

2-5 Educational Resources and Finance

(1) Human Resource Needs

For the DEP to work there is need to have different sectors of the community to get involved in the implementation process. Such sectors include the District Assembly, religious organizations some of which are proprietors of some schools, the district education officials, parents through their school committees, teachers and students.

The NGOs' input will play a very crucial role in providing financial and material resources especially in the provision of infrastructure and safe water in schools. The contribution from the business community, parents and pupils in the implementation shall be significant.

(2) Finances

Sources of Funding

The success of plan implementation shall depend to a large extent on the variety of sources of funding and how ready and sympathetic the fund-providing agencies will be in providing the required funds. Sources of funding shall include the treasury, the District Assembly, the donor community, NGOs, the local community and individual donations for sponsorship.

Problems with Funding

The success in raising funding shall depend on the commitment displayed by various education stakeholders in soliciting funds from the donor community and the local sources. The current mode of funding by the treasury through the divisional office indeed needs to be reviewed in favour of direct funding to the district education office to save time and improve efficiency.

III. STATING POLICY OBJECTIVES, STRATEGIES, INDICATORS, TARGETS AND RESOURCE NEEDS

Primary and Secondary Education

Policy Objectives: Based on stakeholder's inputs, district survey data and other sources, priority policies shall include increasing access to classrooms by pupils, improving quality of education, improving school sanitation, improving management of schools by increasing community participation while at the same time making sure of availability of quality data for planning.

Strategies: The district shall employ a number of strategies to address the most critical problems facing our education system. These will include building more class rooms, laboratories, teachers' houses and pit latrines, In Service Training for teachers and Head teachers and training for PTAs and School Management Committees. The Primary Education Advisors and the DEM shall also under go some training.

Indicators: For purposes of monitoring, the success of our strategies and their supporting activities, each strategy shall have measurable indicators assigned. Such indicators will measure when and how contraction projects are proceeding, if planned activities are on schedule and take into consideration frequency of the activities conducted. The DEMIS which is currently in place, thanks to JICA, shall be a useful tool in management of data collected from schools.

Targets: The DEP for Nkhata Bay is quite aggressive as evidenced by the set targets. The targets include such information as: number of personnel trained, number of classroom blocks constructed and number of desks or laboratory equipment procured over three years of the medium term plan. By understanding our targets, we will be able to see progress made in relation to national goals set in the PIF as well as district goals set by stake holders.

Resources, Costing and Budgeting: Each strategy and supporting activities require human and financial resources to ensure that targets are met. The tables contain an analysis of these requirements and a resulting budget of K85,699,200 for primary education and K118,352,750 for secondary education.

The DEP Summary of Nkhata Bay is shown in Tables 3-1 and 3-2.

Table 3-1: Summary District Education Plan (DEP)

Level: Primary Education		Period: 2005/2006 – 2007/2008		Summary of Total Project Costs per Year (See details in Appendix)					
PIF Policy Objective in Priority Order	Brief Description of Strategy or Project in Priority Order	Three year Objective of Strategy or Project	Type of project construction, procurement, or training	Indicators and Targets for Project Progress	Intended Outcomes of Strategy or Project	Total Cost	2005/2006	2006/2006	2007/2008
ACCESS	Construction of classroom blocks	Improvement of pupils' access to school	Construction	18 classrooms blocks constructed	Reduced classroom/pupil ratio	25,990,500 mk	8,663,500 mk	8,663,500 mk	8,663,500 mk
	Construction of teachers houses	Improvement of teachers' and pupils' access to school	Construction	15 classrooms blocks constructed	Reduced classroom/pupil ratio	25,234,500 mk	8,411,500 mk	8,411,500 mk	8,411,500 mk
	In-Service training teachers	Quality improvement of teaching and learning in the classroom	Training	672 teachers trained.	Improved teaching and learning	5,190,960 mk	1,730,320 mk	1,730,320 mk	1,730,320 mk
QUALITY	Construction of pit latrines	Quality improvement of sanitary situation in school	Construction	15 pit latrines constructed	Improved school sanitation	6,267,090 mk	2,089,030 mk	2,089,030 mk	2,089,030 mk
	Procurement of teaching materials (desks and chairs)	Quality improvement of teaching and learning environment in the classroom	Procurement	Teaching and learning materials procured for 45 schools	Improved teaching and learning	13,002,270 mk	4,334,090 mk	4,334,090 mk	4,334,090 mk
	Training of PTAs and SMCs	Improvement of school management and community participation	Training	112 PTAs trained	Improved community participation in school management	4,578,360 mk	1,526,120 mk	1,526,120 mk	1,526,120 mk
MANAGEMENT	Training of PEAs and DEM	Improvement of PEAs' and DEM management skills	Training	12 PEAs and DEM trained	Improved supervision skills	5,435,600 mk	2,105,200 mk	1,665,200 mk	1,665,200 mk

Table 3-2: Summary District Education Plan (DEP)

Level: Secondary Education		Period: 2005/2006 -- 2007/2008				Summary of Total Project Costs per Yea (See details in Appendix)			
PIF Policy Objective in Priority Order	Brief Description of improvement Strategy or Project in Priority Order	Three year Objective of Strategy or Project	Type of project construction, procurement, or training	Indicators and Targets for Project Progress	Intended Outcomes of Strategy or Project	Total Cost	2005 /2006	2006 /2006	2007 /2008
ACCESS	Construction of classroom blocks	Improvement of students' access to school	Construction	12 classrooms blocks constructed	Reduced classroom/pupil ratio	25,381,800 mk	8,461,200 mk	8,460,300 mk	8,460,300 mk
	Construction of teachers houses	Improvement of teachers' and pupils' access to school	Construction	18 classrooms blocks constructed	Reduced pit latrine/pupil ratio	39,458,100 mk	13,152,700 mk	13,152,700 mk	13,152,700 mk
	In-Service training for teachers	Quality improvement of teaching and learning in the classroom	Training	152 teachers trained.	Improved teaching and learning	8,981,400 mk	2,993,800 mk	2,993,800 mk	2,993,800 mk
QUALITY	Construction of pit latrines	Quality improvement of sanitary situation in school	Construction	15 pit latrines constructed	Improved school sanitation	6,215,370 mk	2,071,790 mk	2,071,790 mk	2,071,790 mk
	Laboratory construction	Quality improvement of teaching and learning environment in science	Construction	15 Laboratories	Improved science teaching and learning environment	29,929,830 mk	9,976,610 mk	9,976,610 mk	9,976,610 mk
	Procurement of laboratory equipment	Quality improvement of teaching and learning environment in science	Training	17 sets of equipment	Improved science teaching and learning environment	8,386,250 mk	3,328,750 mk	2,528,750 mk	2,528,750 mk

IV. IMPLEMENTATION PLAN, SCHEDULE AND RESOURCE MOBILIZATION PLAN

4-1 District Monitoring and Administrative Structure

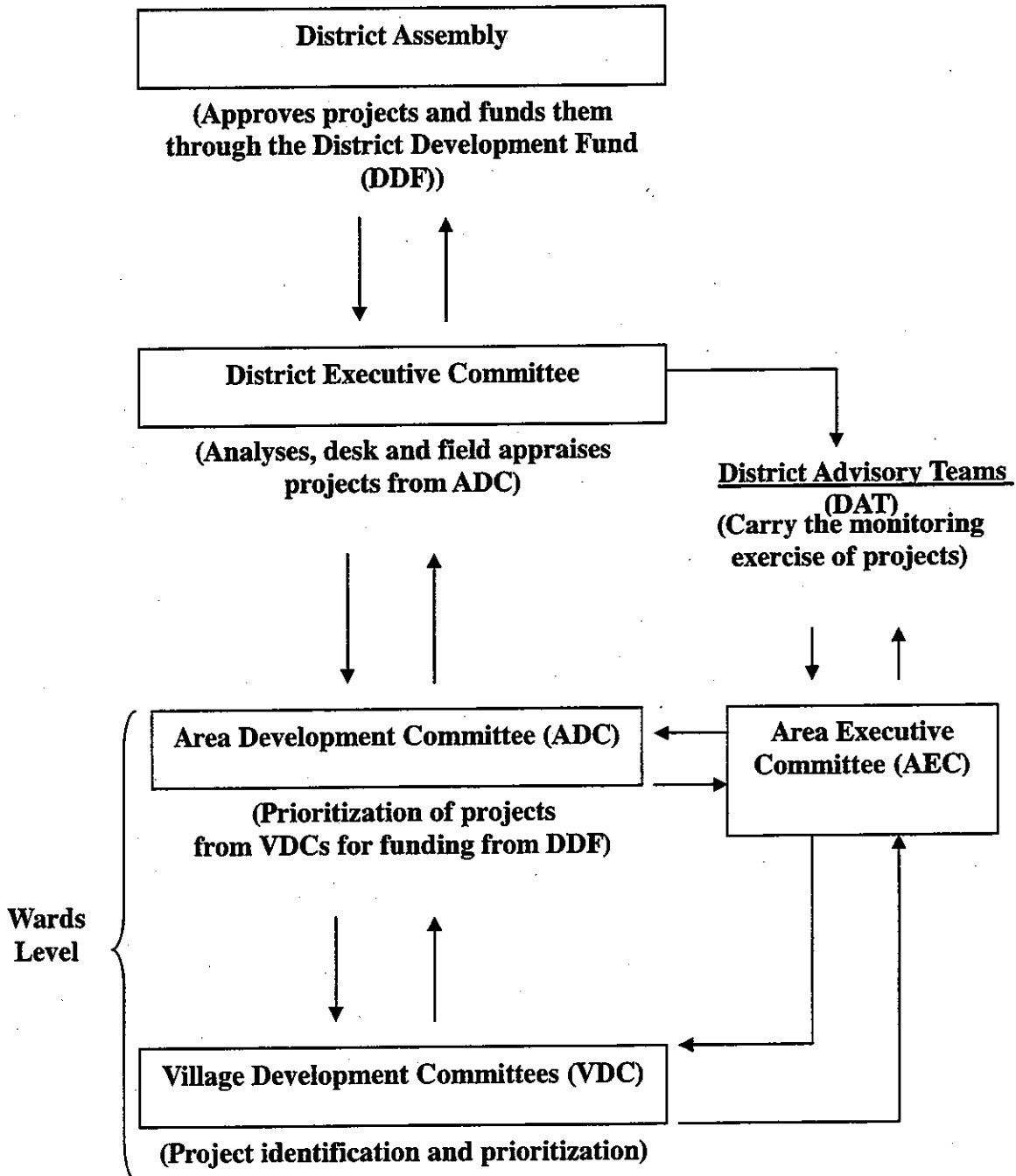


Figure 4-1: Sample Administrative, Monitoring and Evaluation Structure in the District

4-2 Implementation Plan and Schedule Summary

Primary and Secondary Education

As mentioned earlier, primary and secondary education continue to face critical problems and challenges in Nkhata Bay. These need attention in the period 2005/06 – 2007/08. The policy objectives in order of priority for Nkhata Bay are as follows:

- Access
- Quality
- Management
- Planning
- Finance
- Equity
- Relevance

The strategies are meant to achieve intended goals as stipulated in the policy objectives. Indicators on the other hand specify points to be used in gauging the extent to which the stated targets are being met.

Target groups indicate the beneficiaries of the output of all educational activities. There are also other beneficiaries like teachers and communities.

Time-frame is the period during which planned activities will be implemented. Time-frame for activities on this plan is represented by a continuous line for an activity to be proposed continuous or by a dotted line or an x for an activity to be proposed intermittently.

An output is in this case, a quantified achievement at a given time e.g. A classroom blocks to be built in the first year of implementation period.

Implementers are people who will actually perform the activity. Implementers are identified for their specialized role and skills.

The manager is a supervisor for an activity who will facilitate the operation. This information will help someone to have quick understanding of the relevant information captured in the tables.

The DEP implementation plan and schedule of Nkhata Bay is shown in Tables 4-1 and 4-2.

Table 4-1: Implementation Plan and Schedule Summary: Primary Education (Period: 2005/2006 – 2007/2008)

Implementation Strategies in Order of Priority from Table III	Target Group (Beneficiaries)	Indicators of Progress From Table 3-1	Outputs From Table III			Time Frame Use lines to indicate time span for implementation			Responsible Department/Official		Monitoring Activities	
			05/06			06/07			07/08			
			05/06	06/07	07/08	05/06	06/07	07/08	Implementer	Manager		
Construction of classroom blocks	Pupils, teachers and communities	18 classrooms blocks constructed	6	6	6				Contractor	DEM DPD		
Construction of teachers houses	Pupils, teachers and communities	15 classrooms blocks constructed	5	5	5				Contractor	DEM DPD		
In-Service training for teachers	Pupils and teachers	672 teachers trained.	672	672	672				PEAs	DEM		
Construction of pit latrines	Pupils, teachers and communities	15 pit latrines constructed	5	5	5				Contractor	DEM DPD		
Procurement of teaching and learning materials (desks and chairs)	Pupils and teachers	Teaching and learning materials procured for 45 schools	15	15	15				PEAs	DEM		
Training of PTAs and SMCs	Pupils, teachers and communities	112 PTAs trained	112	112	112				PEAs CDAs	DEM DPD		
Training of PEAs and DEM	PEAs and DEM	12 PEAs and DEM trained	12 1	12 1	12 1				PEAs	DEM		

Table 4-2: Implementation Plan and Schedule Summary: Secondary Education (Period: 2005/2006 – 2007/2008)

Implementation Strategies in Order of Priority from Table III	Target Group (Beneficiaries)	Indicators of Progress From Table 3-1	Outputs From Table III			Time Frame Use lines to indicate time span for implementation			Responsible Department/Official Manager		Monitoring Activities
			05/06	06/07	07/08	05/06	06/07	07/08	Implementer	Manager	
			Construction of classroom blocks	Pupils, teachers and communities	12 classrooms blocks constructed	6	6	6			
Construction of teachers houses	Pupils, teachers and communities	18 classrooms blocks constructed	5	5	5				Contractor	DEM DPD	
In-Service training for teachers	Pupils and teachers	152 teachers trained.	152	152	152				Cluster Leaders	DEM	
Construction of pit latrines	Pupils, teachers and communities	15 pit latrines constructed	5	5	5				Contractor	DEM DPD	
Laboratory construction	Pupils, teachers and communities	15 laboratories constructed	5	5	5				Contractor	DEM DPD	
Procurement of laboratory equipment	Pupils and teachers	17 sets of laboratory kits provided	7	7	7				Contractor	DEM	

4-3 Resource Mobilization Plan

Table 4-4 is a mobilization action plan by project. It has a list of project in order of priority for both primary and secondary education.

The proposal leaders are someone who will be responsible for the proposal to interested donors. Also captured in the table are main objectives outputs, outcomes and estimated cost for each project.

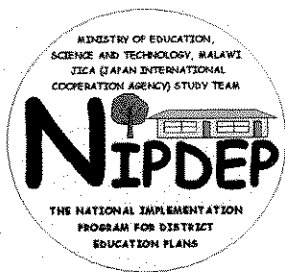
Finally, the table highlights possible contribution from the district in cash or in kind and other possible contributions from outside district ending up with a list of potential donors for each project.

Table 4-3: Mobilization Action Plan by Project

Project name listed by priority order	Proposal leader Main objectives	Project outputs	Project outcomes	Estimated total cost	Contribution from District in MK or in-kind	Contributions from outside district	List potential donors
Primary							
Construction of classroom blocks	DEM Improvement of pupils' access to school	18 classrooms blocks constructed	Reduced classroom/ pupil ratio	25,990,500 mk	Bricks, sand, land and labor	Funds	JICA, MAASAF, DDF, Action Aid, WVI, GoM
Construction of teachers houses	DEM Improvement of teachers' and pupils' access to school	15 classrooms blocks constructed	Reduced pit latrine/pupil ratio	25,234,500 mk	Bricks, sand, land and labor	Funds	JICA, MAASAF, DDF, Action Aid, WVI, GoM
In-Service training for teachers	DEM Quality improvement of teaching and learning in the classroom	672 teachers trained.	Improved teaching and learning	5,190,960 mk	Personnel	Funds	JICA, MAASAF, DDF, Action Aid, WVI, GoM
Construction of pit latrines	DEM Quality improvement of sanitary situation in school	15 pit latrines constructed	Improved school sanitation	6,267,090 mk	Bricks, sand, land and labor	Funds	JICA, MAASAF, DDF, Action Aid, WVI, GoM
Procurement of teaching and learning materials (desks and chairs)	DEM Quality improvement of teaching and learning environment in the classroom	Teaching and learning materials procured for 45 schools	Improved teaching and learning	13,002,270 mk	Personnel	Funds	JICA, MAASAF, DDF, Action Aid, WVI, GoM
Training of PTAs and SMCs	DEM Improvement of school management and community participation	112 PTAs trained	Improved community participation in school management	4,578,360 mk	Personnel	Funds	JICA, MAASAF, DDF, Action Aid, WVI, GoM
Training of PEAs and DEM	DEM Improvement of school management and community participation	12 PEAs and DEM trained	Improved supervision skills	5,435,600 mk	Personnel	Funds	JICA, MAASAF, DDF, Action Aid, WVI, GoM

Project name listed by priority order	Proposal leader Main objectives	Project outputs	Project outcomes	Estimated total cost	Contribution from District in MK or in-kind	Contributions from outside district	List potential donors
Secondary							
Construction of classroom blocks Secondary	DEM Improvement of students' access to school	12 classrooms blocks constructed	Reduced classroom/pupil ratio	25,381,899 mk	Bricks, sand, land and labor	Funds	JICA, MAASAF, DDF, Action Aid, WVI, GoM
Construction of teachers houses	DEM Improvement of teachers' and pupils' access to school	18 classrooms blocks constructed	Reduced pit latrine/pupil ratio	39,458,100 mk	Bricks, sand, land and labor	Funds	JICA, MAASAF, DDF, Action Aid, WVI, GoM
In-Service training for teachers	DEM Quality improvement of teaching and learning in the classroom	152 teachers trained.	Improved teaching and learning	8,981,400 mk	Personnel	Funds	JICA, MAASAF, DDF, Action Aid, WVI, GoM
Construction of pit latrines	DEM Quality improvement of sanitary situation in school	15 pit latrines constructed	Improved school sanitation	6,215,370 mk	Bricks, sand, land and labor	Funds	JICA, MAASAF, DDF, Action Aid, WVI, GoM
Laboratory construction	DEM Quality improvement of teaching and learning environment in science	15 Laboratories	Improved science teaching and learning environment	29,929,830 mk	Bricks, sand, land and labor	Funds	JICA, MAASAF, DDF, Action Aid, WVI, GoM
Procurement of laboratory equipment	DEM Quality improvement of teaching and learning environment in science	17 sets of equipment	Improved science teaching and learning environment	8,386,250 mk	Personnel	Funds	JICA, MAASAF, DDF, Action Aid, WVI, GoM

APPENDIX-VI
NIPDEP Newsletters



Ministry of Education, science and Technology, Malawi
JICA (Japan International Cooperation Agency) Study Team



NIPDEP NEWSLETTER

01 JUNE 2004 [1st Edition]

The National Implementation Program for District Education Plans (NIPDEP)

The Ministry of Education, Science and Technology (MoEST) of Malawi has conducted the National Implementation Program for District Education Plans (NIPDEP) since January 2003 in collaboration with the JICA Study team as Phase II of the National School Mapping and Micro-Planning Project (2000-2002). These programs have been conducted as the technical cooperation of Japan International Cooperation Agency (JICA).

NIPDEP aims at establishment and strengthening of implementation mechanism of the District Education Plans (DEPs) and capacity building in planning and implementation of DEPs of the central and local education officers in the context of the government Decentralization Policy. NIPDEP includes the major activities such as 1) implementation and monitoring of the NIPDEP Pilot Projects; 2) updating of District Education Plans (DEPs); and 3) preparation of the National District Education Development Plan (NDEP).

The NIPDEP Pilot Projects Phase II will be implemented in the six Pilot Districts, Nkhata Bay, Ntchisi, Mchinji, Machinga, Thyolo and Nsanje, from the end of May 2004 to the middle of November 2004. The objective of the NIPDEP Pilot Project is to build capacity of the district level officers in planning, implementing, monitoring and evaluation of education projects, which might be beneficial for promoting the devolution policy as well as for carrying out their daily duties efficiently.

We are very pleased to inform you that we would issue a newsletter "NIPDEP Newsletter" in the beginning of the NIPDEP Pilot Project Phase II.

This newsletter aims to inform our stakeholders, including MoEST of Malawi, other Government Agencies, District Education Managers, Project Management Team, Task Force, Development Partners and NGOs, about the progress and the findings of NIPDEP.

We will issue this newsletter quarterly and look forward to receiving your comments and opinions on NIPDEP.

Thank you,

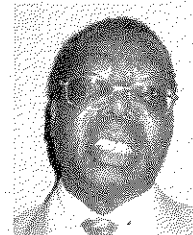
Yoko Ishida

Team Leader, JICA NIPDEP Study Team



Greeting from MoEST

Dr. Kuthemba Mwale, Director of
Education Planning Division, MoEST



It is our pleasure to introduce the National Implementation Program for District Education Plans (NIPDEP).

This is a follow up to the project the Government of Malawi and Japan International Cooperation Agency (JICA) implemented from November 2000. That project, the National School Mapping and Micro-planning, was supported by JICA and the other Development Partners including DFID, DANIDA, GTZ and USAID.

In that project the Government of Malawi wanted to develop a reliable and effective Education Management Information System (EMIS) with full details of location of each Primary and Secondary School, the status of the physical structures, enrolment, staff strength and schools' performance and achievement.

That process was quickly followed by an activity which JICA supported fully, that was microplanning. The Ministry, through that project, developed District Education Plans for each of the country's district education. After these plans were developed, there was need to develop a strategy for implementing them.

The strategy for implementing the District Education Plans in the country has been called, the National Implementation Programme for District Education Plans (NIPDEP). The activity has been undertaken by teams which included the Central office, Divisional office, District teams and the JICA team. The process has included the revision of the the District Education Plans (DEPs), revisiting the proposed costings of the activities in the plans, strengthening capacity and institutions at the District level and the implementation, monitoring and evaluation of some pilot projects within the NIPDEP project.

The project has been concentrated in six (6) districts across the country, namely: Nkhata Bay, Ntchisi, Mchinji, Machinga, Thyolo and Nsanje. During Phase I of the project, we implemented 39 pilot projects. The output of these pilot projects include 8 classroom blocks, 13 teachers' houses, 1 science laboratory, 20 latrines, 3 boreholes; procurement of more than 5,000 textbooks, 1,400 sets of desks and chairs, and 12 science kits; and capacity building for our 2,000 teachers. During the Pilot Project II of the project, we shall implement 41 Pilot Projects. They will focus on the review and updating of the District Education Plans, implementation of further pilot projects and the preparation of National District Education Development Plans. With the continued support and involvement of the NIPDEP study team and the District level officers, it is hoped that the implementation process will be smooth, efficient and successful thus contributing to the qualitative and quantitative improvement of primary and secondary education.

Dr. J. B. Kuthemba Mwale
Director of Education Planning, MoEST

From the Pilot Districts

LIST OF PILOT PROJECTS OF NIPDEP (PHASE II)

-Nkhata Bay and Ntchisi-

The NIPDEP Pilot Projects Phase II will be conducted in 6 districts. Out of 6, we introduce Nkhata Bay and Ntchisi on this edition.

[Nkhata Bay]

1	Construction of Classroom Blocks and Teacher House in Primary Schools
2	Construction of Classroom Blocks and Teacher's House in CDSS
3	In-service Training for Teachers and Head Teachers (CDSSs)
4	Construction of Laboratory in CDSS
5	Activate School Committees
6	Follow up to Construction of Phase I - Procurement of Laboratory Equipment, Desks, Chairs and Tables and Construction of Pit Latrines

[Ntchisi]

1	In-service Training of Primary Teachers in the Current Curriculum
2	Training of School Management Committees and Community Leaders
3	Construction of Teacher Houses in Remote Rural Primary Schools
4	Provision of Mobile Laboratory Equipment to CDSSs
5	Procurement of Desks for Secondary Schools
6	Follow-up Activities for First Year Pilot Activities

POSITIVE STORIES DURING PHASE I

Nkhata Bay District had one classroom construction site located on the top of a hill. They chose the site because the existing school facilities were not in a good condition, but no donors helped the school due to the inaccessibility of the site. In December 2003, it initially seemed impossible to expect completion of the construction by the deadline, because they were so far behind the schedule. However, a DCDO with a strong leadership, persuaded the community members that they should complete a school block for their students and make the funding from NIPDEP more meaningful. They eventually managed to shorten their construction progress! Even though the roofing has not yet been completed, with the help of the community they almost finished the school at the end of Phase I.



Community people helped school for construction in Nkhata Bay

About NDEP

The National District Education Development Plan (NDEP) will be prepared by the Working Group which consists of MoEST officers and by the NIPDEP Study Team based on the lessons learned from the DEPs updating and the implementation of the pilot projects in NIPDEP. The NDEP is expected to be a guideline to show how to prepare, update and implement the DEPs for the district officers and how to support them for the MoEST HQs and for the division officers.

The NDEP will include 1) summary of 33 DEPs; 2) action plan to review and update DEPs; 3) action plan to market and implement DEPs; 4) action plan to support DEPs implementation; 5) action plan for capacity building; 6) input and resources; 7) contribution to the national plans; and 8) recommendations.

NIPDEP Diary

On May 1st, 4th and 5th, the Kick-off workshops for Pilot districts were held in Lilongwe. Approximately 30-40 officers from each district attended the meeting and confirmed their monitoring/financial reporting system. They will start the Pilot Project Phase II from the end of May.

On May 6th, the Steering Committee Meeting was held in MoEST in Lilongwe. The NIPDEP Team Leader Ms. Ishida briefed members about the Progress Report III, the District Education Plans Updating, completion of Pilot Project Phase I, Pilot Project Baseline Survey and Mid-term evaluation, and the National District Education Development Plan (NDEP). The participants from governmental agencies and development partners participated in the discussions enthusiastically.



Discussion in Steering Committee on May 6th.

What's New

- ◇ DEP Updating Workshop: 1st batch (11 Southern Districts, 9-13 Aug at MIM) 2nd batch (16 Northern and Central Districts, 16-20 Aug at MIM), and 3rd batch (6 Pilot Districts, 29 Nov - 3 Dec at MIM)
- ◇ National Workshop on the Study Progress: 23 & 24 Aug at MIM.

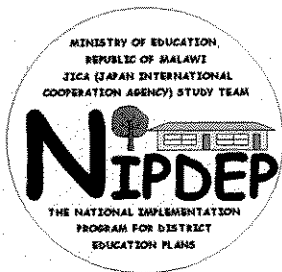
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The National Implementation Program for District Education Plans
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NIPDEP NEWSLETTER

01 AUG 2004 [2nd Edition]

DEP Updating Workshop (27 District)

One of the main activities of NIPDEP (the National Implementation Program for District Education Plans), Updating Workshops of District Education Plans (DEPs), 2002-2004 to 2005-2007, conducted at MIM, Lilongwe, during the 2nd week and 3rd



Mr. Mpando, DS, MOE, made a presentation in front of 11 South districts about decentralization process in Malawi.

week of August. As it was introduced in the first edition of the Newsletter, NIPDEP aims at establishing and strengthening implementation mechanisms of the District Education Plans (DEPs), and capacity building of the central and local education officers in planning and implementation of DEPs in the context of the government Decentralization Policy. Participants for DEPs Updating Workshop included DEM, CPEA, DPD and DOF from each district. They conducted various tasks such as: data analysis, stakeholder survey, socio-economic and educational problems analysis, GAP analysis between PIF and current district education indicators, and identification of district's

priority educational problems. When it came close to the last session, identification of improvement projects at each primary, secondary and district-wide level and budgeting and project



4 District Officers from Phalombe work on computers to update their own DEPs

planning, each group carried its discussions until very late at night. The NIPDEP Study team and core trainers were very much impressed with their enthusiasm in tackling the challenges of education problems in their districts. The first DEP draft for non-pilot project districts will be reviewed in each district, and also by NIPDEP Study Team, and final draft will be submitted to the Ministry of Education in November 2004.

The NIPDEP Study Team plans to conduct a Marketing Fair in January, 2005 where each district will display their project plan based on updated DEPs. We would like to invite donors and NGOs to the Fair, so that many related organizations and stakeholders will be attracted to each district's identified and planned education projects.

Counterpart Training in Japan from MoE

From June 20 June to 18 July 2004, two officers and NIPDEP core trainers) from Ministry of Education visited Japan as a Counterpart Training Program, supported by JICA. Ms. Thoko Chimuzu, a Division Planner from Central West Division and Ms. Grace Banda, a Division Planner from South West Division visited various schools and educational organizations in Japan. Objectives of the visit were (1) to learn the good practices and lessons in education for girls, special needs education, distance education, sanitary education, HIV/AIDS education, and maternal and child health education, and (2) to find out possibilities of application of Japan's experience in the Education in Malawi. In Tokyo, a NIPDEP seminar was held by NIPDEP Study Team, and Ms. Chimuzu and Ms. Banda briefly explained about NIPDEP and how they participate in NIPDEP activities. They also reported what they had learned during their visit; such as girls' education, special education, and decentralized education system, etc. They were impressed by the cooperation that local industries give to their local schools and lively alumni organization activities. They say that they would like to utilize this experience in improving education in Malawi.



Ms. Chimuzu and Ms. Banda warmly welcomed by Japanese students. (Left: Junior high school. Right: A kindergarten in Matsue)

Counterpart Training in Indonesia from MoE



NIPDEP Core Trainers and DEM were welcomed warmly by one of the REDIP site Secondary school of in Indonesia

Another Counterpart Training supported by JICA was to visit Indonesia, from 20th June 2004 to 1st July 2004. Six officers from Ministry of Education, who are also Core-trainer of NIPDEP, participated in the training tour to observe another JICA study program, the Regional Educational

Development and Improvement Program (REDIP). The objectives were (1) to learn REDIP's activities and experience in working with the target schools and the local governments and (2) to exchange mutual knowledge and expertise in education development under the decentralization policy. Participants from Malawi learned how REDIP involved schools, students and received contributions from the community. NIPDEP team and core-trainers would like to make the best use of this experience to improve NIPDEP activities in Malawi.

From the Pilot Districts

LIST OF PILOT PROJECTS OF NIPDEP (PHASE II)

-Mchinji and Machinga-

The NIPDEP Pilot Projects Phase II is conducted in 6 districts. Out of 6, we introduce Mchinji and Machinga on this edition.

[Mchinji]

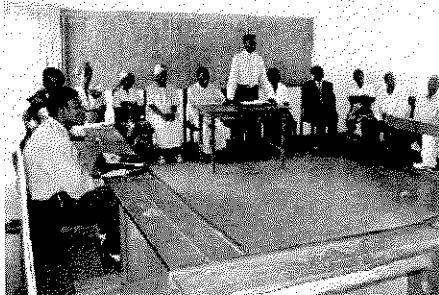
1	Construction of 2 school blocks and 2 toilets in primary schools and procurement of 120 desks at Lombwa
2	Construction of 2 school blocks and 2 toilets in primary schools and procurement of 120 desks at Kapiri
3	In-service Training for 210 Under-qualified Secondary school Teachers
4	Construction of Bua CDSS school block, 1 Administration Block and 1 four hole pit latrine
5	Provision of health and sanitary facilities in primary schools
6	Awareness of Gender Issues

[Machinga]

1	Education Awareness Campaign
2	Procurement of textbooks and teachers' guides in CDSS
3	In-service Teacher Trainings in CDSS
4	In-service Teacher Trainings in Primary schools
5	Construction of 3 teachers' houses in Primary schools
6	Provision of water and sanitary services in primary schools
7	School-based income generation activities project
8	Follow-Up (Provision of water and sanitary services in primary schools)

INTRODUCTION OF PROJECT IN PHASE II

In Machinga District, TFI is conducting education awareness campaign. They formed 33 so-called Cluster Education Committee (consists of 3-4 primary schools) in 10 zones organized by Head teachers, Chiefs and parents. Each zone has its own Action Plan that was planned in Phase I based on their surveys on parents and students. Their Action plans include various programs such as "Reducing rate of absenteeism in pupils", "Reducing number of girls drop-outs", "Encouraging parents to send their children to school", so on. According to their impact survey, enrolment in one of school in July 2003 increased from July 2003 from 9,068 to 9,777, and in another school, from 11,149 to 11,368. Mr. Tambala, a District Education Manager, explains that the reason why they increased was that they involved community authority structurally, TAs, group village heads and village heads, and persuaded them that education is important to enhance life skills of their children. Since many parents in Machinga, where fishery industry is active, do not value education in school, involvement of community is a critical and effective approach.



Community people participated to "Encouraging parents to send their children to school" Action Plan Campaign in Machinga.

About NDEP

The purpose of preparation of the National District Education Development Plan (NDEP) is to provide guidelines and action plan for the implementation of the District Education Plans. This will be prepared by a Working Group which consists of the MoE officials and by the NIPDEP Study Team. The NDEP will draw heavily on the accumulated experiences and lessons learned from the DEPs updating activities and the implementation of the NIPDEP pilot projects. The NDEP is expected also to provide to the district officers guidelines on how to prepare, update and implement the DEPs.

The NDEP will include 1) a summary of 33 DEPs; 2) DEPs planning and management cycle; 3) action plan for Human resources development and organization and institutional strengthening; 4) input and resources; 5) contribution to the national plans; and 6) recommendations geared towards organizational reforms and deepening decentralization policies.

The first draft of the NDEP will be ready in December, 2004, for review and discussion by the Working Group of the Ministry of Education, the NIPDEP Study Team and donor agencies.

NIPDEP Diary

On August 9 to 11, the Construction workshop for Pilot districts was held in Lilongwe. Approximately 30-40 officers drawn from the districts attended the meeting and discussed their construction projects procedures, such as site selection, pre-contract activity, design arrangement, community sensitization and financial management system. They also discussed maintenance procedures of the structures so that they can be sustainably utilized.



Construction Workshop held in Lilongwe, on 9th August

On August 23 and 24, a workshop to review mid-term evaluation and to report progress on Pilot projects was held at MIM, Lilongwe. Each district DEM briefly reported problems, solutions taken, and lessons learnt from their projects in the last 4 months. On the 2nd day of the workshop Dr. Chimombo, the Director, Centre for Educational Research and Training, University of Malawi briefed the participants on the mid-term evaluation of pilot projects.

What's New

- ◇ Pilot Project Progress Workshop in 6 districts, 3-9 Sep, 2004
- ◇ DEP Updating Workshop for 6 Pilot Districts, 29 Nov - 3 Dec 2004.

For further information and inquiries, please contact address/e-mail below;
The National Implementation Program for District Education Plans (NIPDEP)
in the Republic of MALAWI
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NIPDEP NEWSLETTER

01 Feb 2005 [3rd ISSUE]

Happy New Year 2005! The Phase-II of NIPDEP Pilot Project, started in May 2004 has already come close to the completion. This 3rd Issue of NIPDEP Newsletter highlights the progresses and outcomes of the Pilot Project Phase-II and other major activities.

Pilot Project Wrap-Up Meeting

On 4 December 2004, the Wrap-up Meeting on the NIPDEP Pilot Project Phase-II was held at NRC (Natural Resource College). Six Project Management Team (PMT) and TF (Taskforce) members were invited from all 6 pilot districts, i.e., Nkhata Bay, Ntchisi, Mchinji, Machinga, Thyolo, and Nsanje. Following opening remarks by Team Leader, Yoko Ishida, each district presented its achievements and lessons learned from the implementation of Phase-II projects. While the discussions at the end of Phase I mainly focused on administrative issues, like the delay of activities and inaccuracy of financial reporting etc in Phase-I, this year, it was more on technical and quality issues. Participants said they gained more experience this year and all were proud to present achievements and improvements. Apart from some of the construction projects, such as school blocks and pit latrines, nearly 70 per cent of 41 pilot projects have been completed. The wrap-up report of the Pilot project report phase-II will be made available as part of the Final Report of the NIPDEP Study.



Learning in New Class Room Block Mchinji

Maintenance Workshop at Pilot Districts

Maintenance workshops were conducted in each pilot district from 8th December. Establishment of maintenance operation structure was one of the priority areas for NIPDEP Pilot construction projects. Therefore, TF members formulated maintenances action plans and programs at the local workshops and at the construction workshop at central level. 40-50 persons attended local workshops, from each target school. Members were school heads, teachers, school committee members, village heads, and other community leaders. District Officers gave lectures on operational, financial and technical matters, while consultants covered practical technical skills, needed for maintenance. After these lectures, participants did actual repair work as part of hands on demonstrations.



Lectures



Participants of workshop

From the Pilot Districts

NIPDEP Pilot Projects Phase II were conducted in 6 districts. Our final edition of "From the Pilot Districts" introduces the activities in Thyolo and Nsanje

LIST OF PILOT PROJECTS OF NIPDEP (PHASE II)

[Thyolo]

1	INSET Training to Primary School Teachers Related to Curriculum and School Management
2	INSET Training to Secondary School Teachers
3	Procurement of Secondary School Textbooks for Core Subjects
4	Implementation of HIV/AIDS Interventions in Primary Schools
5	Procurement of Science Kits for Secondary Schools
6	Procurement of Office Equipment for CDSSs
7	Provision of Pit Latrines to Primary Schools
8	Follow-up of Phase-I

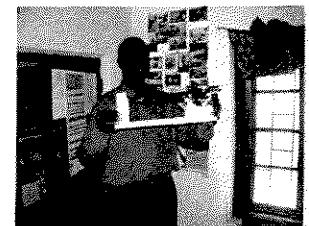
[Nsanje]

1	Provision of Desks, Tables and Chairs (Primary School)
2	Provision of Desks, Tables and Chairs (Secondary School)
3	Provision of Science Lab. Kit and Training of Science Teachers
4	Provision of Pupils Books and Teachers Guides
5	Operationalising Teachers Development Centres (TDCs)
6	INSET for Primary Heads and Deputy Heads
7	In-Service to Secondary School Teachers at Cluster Level

INTRODUCTION of PROJECT: Science Kits Procurement in Thyob

The lack of Science equipment in secondary schools especially CDSSs limits teaching methodology. Without any practical lessons, the level of student understanding of science remains low in these schools. Task Force 5 in Thyolo District oversaw the provisions of science kits in 5 CDSSs in the district, as it did in Phase I.

One of the important beneficiaries of the science kits project is the science teachers in CDSSs, let alone the students. "Until recently I had to use plastic bottles and cups as substitute beakers and flasks," said one male teacher at Liphio CDSS (see photo below). He continued, "With these new instruments, I am more confident in teaching science and I hope that more students will pass the national examination". The supply of kits alone were not suffice to improve Science learning that it will help greatly. During Phase-I, the TF discovered that several CDSSs were supplied with kits are not using them because teachers still lacked necessary knowledge even after the training. Hence the Phase-II project included the training of teachers from schools that obtained the kits in Phase-I but needed more training. The success of the project is in the hands of teachers.

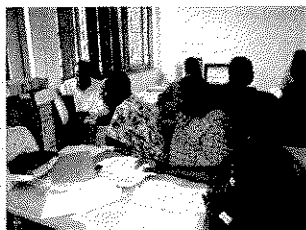


DEP Updating for all Districts (33) Completed...

[UPDATING WORKSHOP for PILOT DISTRICTS]

Following the August Workshops, Updating Workshops for District Education Plans (DEPs), 2002-2004 to 2005-2007 was conducted at NRC from 29 Nov to 3 Dec 2004. Despite the busy season for the selection of secondary candidates, all districts managed to send the key stakeholders including DEM, CPEA, DPD and DOF to the five-day long workshop. Like the previous two workshops in August, the participants were actively involved in DEP updating activities including educational data analysis, GAP analysis between PIF and current district education indicators, and the identification of priority educational problems. The most important (and critical) part of the DEP is the identification and plenty of improvement projects at primary, secondary and district-wide level and budgeting for them. All district members worked very hard on the updating after meeting, until very late at night.

Compared with the non-pilot districts, updating exercises, the pilot district process went much smoother this time partly due to the experience of updating workshop in the previous year. More importantly, however, the pilot districts were better-off due to the two years spent implementing pilot projects. Since these districts have undergone planning, budgeting and implementation of pilot projects for two phases, they are now capable of formulating more realistic DEPs to be implemented and supported by the District and development partners.



DEP Updating Workshop

[MARKETING OF DEPS] With the completion of the third-

- Contents of DEP -	
Chap1: Introduction	Districts are now covered by the NIPDEP Study. Then, what to do with its completed DEPs?
Chap2: District Socioeconomic and Educational Profiles	
- Educational Achievement	First of all, "DEP" itself should be widely recognized by the stakeholders related to district development. And DEP is a comprehensive strategic plan for educational development which needs to be incorporated in the development plans of the district as a whole and other related sectors, as part of the District Development Fund (DDF). For promotion and
- Educational problems and priorities (GAP analysis)	
Chap3: Policy Objectives, Strategies, Indicators, Targets and Resource Needs	
- Summary of DEP (Activity Budgeting) for Primary, Secondary and District	
Chap4: Implementation Plan and Summary	marketing of DEPs, DEP Marketing Fair is going to be conducted by NIPDEP in May 2005. Government officials, development donors, NGOs will be invited to this fair so that each district will have an opportunity to market its DEPs and projects to the participating partners.
- Implementation Plan	
- Resource Mobilization Action Plan	

So, how do you go about Marketing? – It is not too early for the districts to start preparing for the Marketing Fair to attract as wide an audience as possible!

About NDEP

The purpose of providing NDEP (National District Education Development Plan) is to give guidance's and a concrete action plan for implementing District Education Plans. The first draft of the NDEP was prepared by MoE and NIPDEP Study Team in December 2004 based on the discussions with the working groups which consisted of the education officers in MoE as well as the findings and lessons learned from the DEP updating activities and NIPDEP pilot projects.

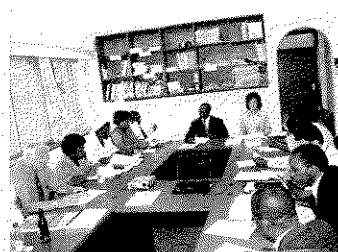
The NDEP includes 1) Overview of DEPs Management; 2) Action by District and Support by MoE; 3) Operation Structure 4) Operation Structure; 5) Implementation Schedule and budget and 6) recommendations geared towards organizational reforms and deepening decentralization policies.

The NIPDEP study organized meetings to discuss the 1st draft of NDEP with the Department of Education Planning, Division Planners and other related stakeholders in February 2005. In addition to clarify the roles of stakeholders, in DEP and NDEP processes, it was an opportunity to discuss how to mobilize resources in each district.

NIPDEP Diary

On February 2, the Technical Committee met to review NIPDEP Progress Report IV. NDEP Workshop to discuss about NDEP was also held at the same time, at NIPDEP Office, Lilongwe. It was Chaired by Dr. Kuthumba Mwale, Director of Education Planning Division, MoE, and participants from 6 Divisions (Directors and Planners) commented on the Report and NDEP.

On February 8, the Steering Committee Meeting was held at MoE, chaired by Dr S. Hau Principal Secretary, MoE. Directors of MoE and international donors commented on the Report and discussed how it is important to harmonize and coordinate this project along with the on-going National Education Strategic Plan.



Above Left: 5th Technical Committee Meeting held on February 2.

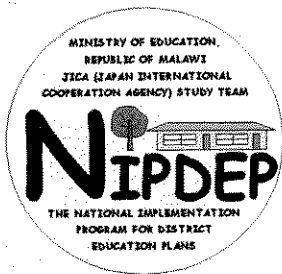


Above Right: 5th Steering Committee Meeting held on February 8.

What's New

◆ NIPDEP Marketing Fair to be conducted in August 2005.

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NIPDEP NEWSLETTER

01 July 2005 [4th ISSUE]

From Team Leader

After two and a half years, the NIPDEP Phase I is closing in September 2005. A Post-project Evaluation Survey is now underway. The Evaluation should tell us about the impacts of NIPDEP with respect to student academic achievement and capacity building of district education officers. As most readers know, NIPDEP has conducted pilot projects in six districts to demonstrate how DEPs can be implemented. In June-July, the NIPDEP team visited these projects to observe what was achieved and what lessons were learnt about DEP implementation. Importantly, NIPDEP will conduct a Marketing Fair, on August 8th and 9th, 2005, at MIM to promote to donors the 33 District Education Plans. These DEPs are the latest ones produced by district planning teams in 2004, the first DEPs being produced in 2002-03. The final NIPDEP summary report will be submitted to the MoE in August 2005. Finally, we would like to warmly thank you and all NIPDEP participants for the kind and excellent support given to making NIPDEP your success.

Special Topic

- Construction Lessons Learnt From Community Participation -

NIPDEP construction projects were implemented in 5 out of 6 pilot districts, i.e. Nkhata Bay, Ntchisi, Mchinji, Machinga, and Thyolo. They involved the construction of classroom blocks, teacher houses, pit latrines, boreholes, and fish ponds. In early July 2005, the NIPDEP Team visited projects and discussed lessons learned with the NIPDEP construction task forces (TFs).

The main lessons concerned community participation. NIPDEP projects had asked the communities to mobilize and contribute construction materials, such as bricks, sand, quarry, and water. There was a striking difference between projects with respect to community help and successful construction. Successful ones, for example, in Nkhata Bay, the communities mobilized necessary materials on site for the pilot projects, and after construction was completed, used the momentum gained continue to contribute of materials for additional buildings not funded by NIPDEP. Some communities have gone further to identify fund sources on their own and to complete administration blocks with their own resources. Success seemed to be the result of not only good community sensitization, but also the strong leadership of the local authority and SMC was combined effectively to assure success. In

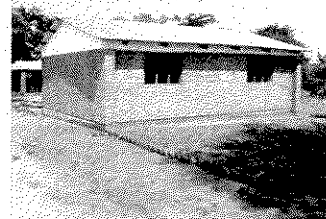


Machinga Fish Pond - Additional Chicken House - activity utilizing contingency

the Machinga fish pond site, the sense of community ownership and cooperation from the SCM was relatively weak. But after the first harvest of fish and related chicken production, the people became more proactive. Their Fish Pond committee

was restructured so that the chickens are under a separate committee from the one for fish. The both are under the overall control of the SMC so that cooperation between the school and community is apparently ensured.

On the other hand, it was observed that the unsuccessful construction projects had several reasons to be less successful. Some difficulties arose from an unsatisfactory initial site survey. For example, one site was found, after construction began, to be without sand near the site. The community could not transfer physically and financially the right sand from a far away place. It was realized by task forces in several pilot districts that more time was required for an initial site selection survey beforehand more technical expertise should be involved. An analysis should be done as part of the survey as to the quality and quantity of materials which can be expected from the community. For some sites, NIPDEP introduced the use of a Soil Stabilized Blocks (SSB) Machine that could be operated by community volunteers. This meant that SSB cement blocks could be substituted more economically for bricks. But the shortage of cement for periods last year negatively affected the community's attitude toward in-kind contributions, and by the time cement arrived on site, some people



Nkhata Bay Administration Block at Maula CDSS built by the community initiative as post project activity

were busy with other things and would not come back and contribute their efforts to the projects.

Others attributed failures in community contribution to weak school management committee (SCM) leadership, the formal link with the

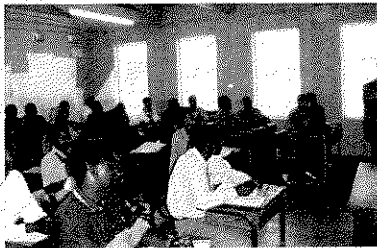
surrounding community. A very difficult community participation problem arose in Ntchisi and Mchinji when different international donor approaches conflicted with NIPDEP's. While NIPDEP emphasized community contribution of materials and labor, the other donor's approach was to buy materials rather than use community made ones. In fact, the donor purchased NIPDEP bricks that were made for the NIPDEP projects as a free in-kind contribution, disrupting construction. Also, after this, the communities began to refuse to make a free contribution of materials to NIPDEP projects where this happened.

It was observed that in some places there was a gap between community perceptions of priority educational needs identified in the DEPs. For example, in Thyolo, the DEP prioritized the need for pit latrines, while the wider community's perception was that new school blocks were the greatest need. In Ntchisi, the wider community seemed to prefer school blocks rather than a teachers' house. In retrospect, the task forces should have more deeply and widely explained the rationale for DEP priorities and sought more vigorously at the outset community understanding and support for the DEP.

NIPDEP construction projects were the most complex projects handled at the District level. The most difficult aspect was how to balance quality assurance, with less professional community participation in the effort. As a consequence, NIPDEP brought in a Construction Consultant to: design a quantity site selection survey, supervise the construction, and certify completion and quality of the work. Soon, after, at a site meeting with the Consultant, PMT, and TF, the members of the PMT and TF said they felt ignored and by-passed, because the consultant had been going straight to the construction sites to give advice and supervise the contractors. The NIPDEP concept was to have the PMT and TF have a close responsibility for the projects, so the consultant had to revise his approach to include these groups in his tasks. Also, some projects used a clerk of the works stationed at sites from the Consultant Company to work more hand in hand with the District Assembly staff on a task forces on a more routine and daily basis.

Post-Pilot Project Activities - continuity and sustainability

Upon completion of the pilot projects (in-service training and awareness, procurement and construction), it is expected that



INSET of the NIPDEP Pilot Projects

NIPDEP activities will continue in one way or another. In a number of districts, the NIPDEP projects were expected to be on-going; whilst others were linked to other similar projects funded by different donors. For example the HIV/AIDS awareness campaign in Thyolo resulted in the local people setting up a school football and netball league as a way to promote youth abstinence from dangerous activities. Thyolo, followed up INSET projects also by having PEAs check whether the subjects and skills taught in trainings were utilized in teaching. In Nkhata Bay the training of School Management Committees led to the introduction of a "Mothers group," through UNICEF funding, whose aim is to allow women of influence to encourage girls to attend school and complete their education.

In the districts where construction has taken place most districts are actively planning to add more structures with the support of the Malawi Social Action Fund (MASAF) or find other sources, such as the Malawi District Development Fund, the European Union or World Vision. Since DfID is already constructing classroom blocks in districts, such as Ntchisi at Kafantandala, to further complement the teachers' houses built by NIPDEP. In the same way, World Vision is also continuing the effort begun by NIPDEP through its construction projects in Mchinji as well as Ntchisi. Under procurement, there are items still in the pipeline, but it is hoped that these procurements will be completed upon approval of the new 2005-06 Malawi budget. A number of non-NIPDEP related development programs are waiting for central government funding, such as the training of music teachers and the improvement of supervision and inspection of Physical Education and Music in Thyolo. In Nsanje, the textbook revolving fund is fully operational and the district is assured of continuity in the procurement of books and science materials.

In aggregate, the major achievements in each pilot district have been a catalyst for the community to organize more post NIPDEP projects,

therefore leading to the molding and stockpiling of bricks, the initiation of site security measures; and the raising of new demands to the divisions and MoE for in-service training of teachers.

[MARKETING OF DEPS]

During the DEP Updating workshops in 2004, the idea surfaced for NIPDEP to organize a donor fair to market and promote DEP implementation.

- | | |
|--|---|
| - Main Program of DEP Marketing Fair - | |
| 1: Opening Ceremony | Government officials, |
| 2: Workshop Goals and Objectives | development donors, |
| 3: Presentation (Part 1) of the DEPs by DEMs in Groups | NGOs, religious groups will be invited to this fair so that each district will have an opportunity to |
| 4: Plenary Session | |
| 5: Informal Exchange and Marketing | |
| 6: Wrap-up of DEPs Updating and Marketing | |
| 7: Closing | |

market its DEPs and projects to the participating partners. The fair will be held August 8-9 at MIM in Lilongwe, so do not miss this opportunity! Please come on August 8th and 9th, to MIM, Lilongwe. - District people will have an opportunity to invite donors, also from your district! Donors and NGOs will have an opportunity to identify educational needs and project plans provided by each district! See you all August 8th!

NDEP Meeting

The NDEP (National District Education Development Plan) is a national action plan to implement District Education Plans. It includes many specifics about how the DEPs are to be implemented within national frameworks and policies, including budget implications. A meeting was convened at MoE on June 21 to review the draft NDEP and thereafter submit it to the NDEP Steering and Technical Committee on August 9, 2005 for final approval and submission to the MoE. The June meeting of 33 participants was chaired by the Dr. J.B. Kuthemba Mwale. The participants included DBE MoE, DEMAS Moe HQs, Division planners, the DEMs, donors from CIDA, UNICEF, USAID and JICA Malawi Office. The purpose of the NDEP meeting was to review the NDEP document prepared in February (2nd and 3rd February, 2005).

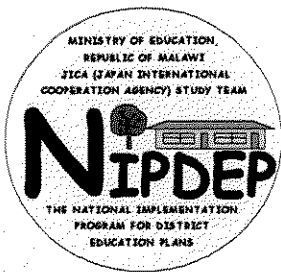
Dr. Mwale, emphasized the vital link between the MoE and Local Assemblies (Ministry of Local Government and Rural Development) for implementing the DEPs. They must work closely together.

The funds for the annual DEPs updating is included in the budget plan of the National Education Sector Plan, approved in July 2005. This will enhance the sustainability of NDEP and DEPs.

What's New

- ◇ NIPDEP DEP Marketing Fair on August 8 (starting from 13:00pm) and 9 (ending at 13:00), 2005 at MIM.
- ◇ Technical Committee and Steering Committee to be conducted on Aug 9. TC from 1pm and SC from 2pm, at MoE.
- ◇ NIPDEP Workshop - Malawi-Ethiopia Views and Knowledge Exchange Workshop in Basic Education - on August 10, from 8:30 am, at MIM.

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NIPDEP NEWSLETTER

15 August 2005 [5th ISSUE]

From Team Leader

The Wrap-up Workshop and the Marketing Fair were conducted, in August 2005, to share the findings and lessons and to publicize NIPDEP and District Education Plans (DEPs). These events were quite new challenges for the district education officers and resulted in strong support from the participants including representatives from donors, NGOs and civil societies. These events were the last workshops of this phase of NIPDEP; however, at the same time, these were the meaningful start of the next phase to expand the outcomes of NIPDEP.

The NIPDEP Team members greatly appreciate kind understanding and cooperation of MoE, district officers, district stakeholders, donors and NGOs and hope the next phase will be another successful one.

Zikomo Kwambirini!

DEP Marketing Fair

Below photo: Participants from districts, divisions, MoE, and development partners at MIIM, Lilongwe



On August 8 and 9, 2005, NIPDEP held a DEP Marketing Fair in order to call attention of the development partners and NGOs to the DEPs and encourage assistance to implement the improvement projects embedded in them. Over 20 organizations such as the World Bank, UNDP, UNICEF, WFP, DfID, USAID, GTZ, EU, MASAFA, Sight Savers International, Action Aid, World Vision, and Care International sent representatives to MIIM to listen and react to presentations by all 33 districts of their DEPs, highlighting their major needs and priority projects. These sessions generated very useful feedback from the international partners to make improvements in future updated DEPs. The Fair helped development partners,



District Education Manager (DEM) marketing DEP

NGOs and district personnel to open new contacts, as well, that hopefully will be

followed-up with more detailed explanation of opportunities for DEP implementation. Participants rated the Fair as very useful and indicated that it should be followed up with fairs at the division level and perhaps become an annual event.

The Wrap-up of 2004 and 2005 Pilot Project

In the morning of August 8 at MIIM, NIPDEP hosted a workshop to wrap-up 2004 and 2005 Pilot Projects. At the conclusion of the workshop, awards were handed out to Mchinji, as the Best Performance in all aspects of pilot project implementation, and Nkhata Bay, as the best financial management pilot district, out of the six pilot districts. Other awards went



Awarded by Dr. Mwale, Director of Education Planning, MoE, to MR. G. NGAYIYAYE, Mchinji DEM as the Best Performance Pilot District



Awarded by Dr. Mwale to MR. B. BANDA, Nkhata Bay DEM as the Best Financial Management Pilot District.

to the taskforces shown in the below box:

Best Pilot Project-Task Force in Each District Congratulations!

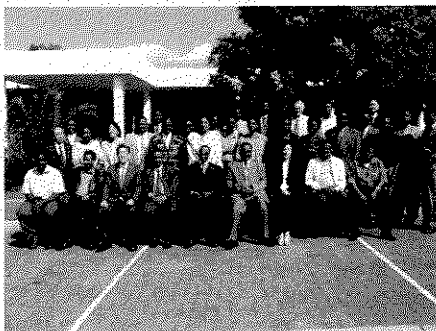
- 1: Nkhata Bay: TF4 Construction of Laboratory at CDSS
- 2: Ntchisi: TF2 Improvement of School Management Committee
- 3: Mchinji: TF5 Provision of Sanitary Facilities (Primary)
- 4: Machinga: TF5 Construction of Teacher's Houses (Primary)
- 5: Thyolo: TF5 Procurement of Science Kits for Secondary School
- 6: Nsanje: TF1 Provision of Desks and Chairs for Primary Schools

During the Workshop, the DEMs and other education office and assembly staff presented the results of a NIPDEP Impact survey to determine to what extent there were positive and negative changes in the educational situation in each of the six pilot districts. The results varied from district to district, but there were some common outcomes, such as improvement in students' attendance rate, teachers' absenteeism and community awareness of education. Summary of project outputs is:

People Trained; Buildings Constructed; & Items Procured	NIPDEP Outputs (for two years)
Nb. of teachers, SMCs and PTAs	5,180 teachers 2,730 SMC/PTA members
Classroom blocks	15 blocks
Teacher houses	18 houses
Science laboratories	2 labs
Pit latrines	39 latrines
Boreholes	5 boreholes
Fish ponds	3 ponds
Textbooks	8,580 books
Desks and chairs	2,890 desks/chairs
Science kits	27 kits

The district presenters summarized, as well, the lessons learned in managing the projects for the benefit of others who will in future implement projects, especially how to involve community participation in overseeing, monitoring and evaluating projects as a way for the communities to have a needed sense of ownership for project results for the long term.

Ethiopia Education Officers Visited NIPDEP



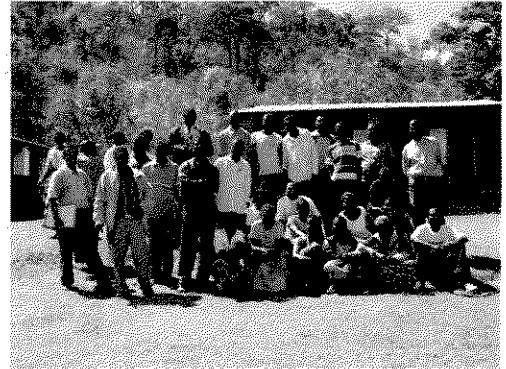
Malawi-Ethiopia Views and Knowledge Exchange Workshop in Basic Education held on August 10, 2005 at MIM.

From August 5 to 13, four officers from the Oromia Region of Ethiopia came to Malawi to visit NIPDEP and to share the views and

experience in the education development. These four officers are the counterpart members of the JICA-assisted education project in Ethiopia: "Improving Access to Quality Basic Education through Developing School Mapping and Strengthening Micro-planning in Oromia

Region (SMAPP)" which started in May 2005.

Four Ethiopian Education Officers participated in the Field Study Trip, at Chinkwezule CDSS, Income Generation Pilot Project Site in Machinga



Mr. Dereje Asfaw Jettu, Head of Education Division, Oromia Education and Capacity Building Bureau from Ethiopia, interviewing a community member of CDSS at Pilot Project Site in Mchinji.



The delegation visited some of the NIPDEP pilot project sites with the NIPDEP Team to discuss better ways of project planning, implementation and monitoring with district education officers and school heads and teachers. They visited Machinga and Mchinji to see how the pilot projects, such as classroom block construction, INSET and fish pond projects, were planned, implemented and monitored. Community participation was, also, one of the important topics of discussion. The delegation attended the Wrap-up Workshop and the DEP Marketing Fair at MIM in Lilongwe on August 8 and 9. On August 10, the Malawi-Ethiopia Views and Knowledge Exchange Workshop was held at MIM. The four Ethiopian education officers and the Malawian representatives including the pilot and non-pilot district education managers, division planners and the NIPDEP Team members attended the workshop and shared the experience, problems and potentials to improve the access and quality in primary and secondary education. Finally, the Ethiopian and Malawian sides agreed on the future collaboration to achieve the MDGs goal of universal basic education.

Contact Info

Would you have any enquiries, please contact:

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