

APPENDIX-VII

Minutes of Meetings of Steering Committees

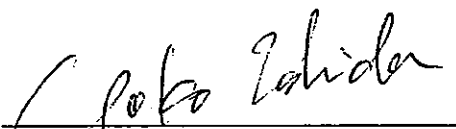
MINUTES OF MEETINGS
ON
INCEPTION REPORT
FOR
THE NATIONAL IMPLEMENTATION PROGRAM FOR DISTRICT
EDUCATION PLANS (NIPDEP)
IN
THE REPUBLIC OF MALAWI

LILONGWE

JANUARY 22, 2003



Dr. Kuthemba Mwale
Director of Education Planning
For Secretary for Education,
Science and Technology,
Ministry of Education
and
Chairman of Steering Committee,
National Implementation Program for
District Education Plans (NIPDEP)



Ms. Yoko Ishida
Team Leader
JICA Project Team of
National Implementation Program for
District Education Plans (NIPDEP)

In accordance with the Minutes of Meeting on the Scope of Work for the Project, agreed in October 2002, between the Government of Malawi (hereinafter referred to as "GOM") represented by the Ministry of Education, Science and Technology (hereinafter referred to as "MoEST") and Japan International Cooperation Agency (hereinafter referred to as "JICA"), JICA dispatched the Study Team (hereinafter referred to as "Study Team") headed by Ms. Yoko Ishida to undertake the "National Implementation Program for District Education Plan in the Republic of Malawi" (hereinafter referred to as "the Program").

The Study Team submitted the Inception Report (draft) to the MoEST on January 17, 2003. The Technical Committee meeting on the Inception Report (draft) was held on January 21, 2003. Following the explanation on the Program by the Study Team, the Inception Report (draft) was reviewed by the participants.

According to the request from the Technical Committee, the Steering Committee meeting on the Inception Report (draft) was held on January 22, 2003. The lists of participants of these meetings are attached in Appendix-1 and -2. The list of the Counterparts of the Project is shown in Appendix-3.

In the above meetings, the MoEST accepted the Inception Report and the following issues were agreed upon by both parties as focal points to ensure smooth implementation of the Program.

1. Selection Criteria of Pilot Districts

The selection criteria of the pilot districts were explained by MoEST. They are 1) quality of their District Education Plans; 2) capacity of the district education office personnel to implement the DEPs; 3) the priority given to education by the District Education Plans; 4) the need to consolidate the gains made in the original pilot districts; 5) presence of activities supported by other development partners; and 6) progress of SWAP in the target districts. Based on these criteria, Nkhata Bay, Ntchisi, Mchinji, Machinga, Thyolo and Nsanje were chosen as pilot districts of the Program.

2. Involvement of the Implementation Section Officers

The Program will have the same operation structure as the National School Mapping and Micro-planning Project (Phase I), which will be organized around a Steering committee, a Technical Committee, and a national trainers' team. Because this Program shall focus more on implementation and monitoring than on planning activities, the implementation team of the pilot projects, shall involve officers of the implementation sections of MoEST headquarters and of the education division offices.

3. Involvement and Capacity Building of District Assemblies

Given the fact that under the decentralization policy, District Assemblies play an important role in the implementation of DEPs, it will be necessary to involve key members of District Assemblies in the early stages of the Program activities such as formulation of pilot project plans. In this regard, capacity building of these officers of District Assemblies is critical for the effective and efficient implementation of the DEPs.

4. Money Flow and Accountability of Pilot Projects

One of the possible ways to avoid the expected confusion with the other votes of the DDF and to ensure the smooth implementation of the pilot projects might be to provide the funds directly to the district education offices. Based on the experience of the demonstration projects of Phase I, it is clear that district education offices can handle the project budget and keep good accounting records under the guidance of the trainers' team. The importance of the accountability of pilot projects was confirmed by all of the committee participants.

5. National Strategic Plan and National District Education Development Plan (National Plan)

MoEST has been preparing the National Strategic Plan in collaboration with other international development partners. This will be the implementation plan of PIF. The link between the National Plan and to Strategic Plan was discussed during the meetings. The National Plan is an implementation plan of 33 DEPs and will thus be prepared based on these DEPs. The Strategic Plan on the other hand will be prepared taking account of the National Plan and on the lessons learned from the implementation of the pilot projects. It shall incorporate national level strategies such as those on tertiary education, curriculum development, teacher training and other levels of education outside the mandate of districts.

6. Synchronization with the Other Development Plans

In reviewing and updating the DEPs, which were prepared based on the PIF strategies, it is necessary to consider their consistency with related plans: SWAP, Devolution Plan, District Development Plans, etc. It is also desirable for MoEST to review and sort out inconsistencies in these existing plans, such as responsibilities for deployment of teachers, etc.

7. Collaboration with the Other International Development Partners

During the implementation of Phase I, there was limited cooperation with other international development partners especially with regard to implementing school mapping and preparing the DEPs. Development partners will be called upon to do more regarding establishing a practical, functional implementation system for the DEPs. In situations where other international development partners promote their own programs and projects, it is most desirable to coordinate with their Program with a view to identifying possibilities of collaboration and/or to avoid the duplication and confusion at the district level. The meeting participants, representatives from MoEST, the Study Team and the international development partners, all agreed on continued cooperation and coordination with regard to the implementation of this Program.

**Appendix 1: List of Participants in the Meeting with the Technical Committee
(January 21, 2003)**

MOEST

Mr. S. Chamdimba,	Director of Secondary
Dr. A. F. Kamlongera,	Deputy Director of Education Planning
Mr. M. Chithonje	Inspector
Mr. L.T. Haji	Planner
Ms. K. Ndala	Planner
Mr. M. B. Ziba	NED, Planner
Mr. J. Mwamlima	CEED, Planner
Ms. T. Banda	CWD, Planner
Mr. D. Nkhoma	SEED, Planner
Mr. M. Masanche	SHED, Planner
Ms. G. L. Banda	SWED, Planner

JICA

Mr.K. Oki	Association Expert
Mr. Y. Nakayama	JICA Expert, Education Planning Advisor to MOEST

Project Team

Ms. Y. Ishida	Team Leader/Education Planning I
Ms. Y. Kobayashi	Education Planning II
Dr. P. Parker	Education Administration and Management
Mr. H. Umamo	Curriculum and Teaching Methodology
Ms. K. Yamada	Gender and Social Consideration
Dr. J. Chimombo	Education Planning Specialist (Director, CERT)

**Appendix 2: List of Participants in the Meeting with the Steering Committee
(January 22, 2003)**

MOEST

Dr. J. B. K. Mwale	Director of Education Planning
Dr. A. F. Kamlongera	Deputy Director of Education Planning
Mr. S. V. Chamdimba	Director of Secondary Education Division
Mr. A.B. Mbirika	CA
Mr. B.K.M.Mjojo	Human Resources
Mr. P.Moyo	Education Officer (Basic)
Ms. T. Banda	CWD, Planner
Ms. G. L. Banda	SWED, Planner

MOF

Mr. D. Wirima	Assistant Director
Mr. C. Nyirongo	Assistant Chief Economist

International Development Partners

Mr. M.N. Mambo	World Bank
Mr. G. Enticknap	WFP
Mr. W. Goertler	GTZ
Mr. M. Jere	CIDA

JICA

Mr. K. Kai	Staff, First Study Div., Social Development Study Dep., Headquarters
Mr. K. Oki	Associate Expert
Ms. Y. Nakayama	JICA Expert, Education Planning Advisor to MOEST

Project Team

Ms. Y. Ishida	Team Leader/Education Planning I
Ms. Y. Kobayashi	Education Planning II
Dr. P. Parker	Education Administration and Management
Dr. Kilemi Mwiria	Training Program and Manuals
Mr. H. Umamo	Curriculum and Teaching Methodology
Ms. K. Yamada	Gender and Social Consideration
Dr. J. Chimombo	Education Planning Specialist (Director, CERT)


Appendix 3: List of Counterpart Personnel

Dr. A. F. Kamlongera,	Leader of the Counterparts' Team Deputy Director of Education Planning, MoEST
Mr. K. Ndala	Planner
Mr. L. T. Haji	Planner
Ms. G. L. Banda	SWD, Planner
Ms. T. Banda	CWD, Planner
Mr. J. Mwamlima	CEED, Planner
Mr. M. B. Ziba	NED, Planner
Mr. M. Masanche	SHED, Planner
Mr. D. Nkhoma	SEED, Planner

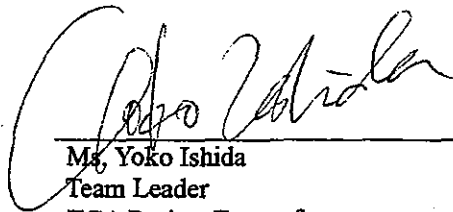
MINUTES OF MEETING
OF
2ND STEERING COMMITTEE
ON
PROGRESS REPORT I
OF
THE NATIONAL IMPLEMENTATION PROGRAM FOR DISTRICT
EDUCATION PLANS (NIPDEP)
IN
THE REPUBLIC OF MALAWI

LILONGWE

MAY 27 2003



Dr. Kuthemba Mwale
Director of Education Planning
For Secretary for Education,
Science and Technology,
Ministry of Education
and
Chairman of Steering Committee,
National Implementation Program for
District Education Plans (NIPDEP)



Ms. Yoko Ishida
Team Leader
JICA Project Team of
National Implementation Program for
District Education Plans (NIPDEP)

A draft of Progress Report I was prepared by the JICA Study Team, which was submitted to MoEST after a meeting with the JICA Advisory Committee in April 2003. The Progress Report I outlines the project progress and the pilot project proposals prepared by the district education officials and stakeholders.

The second Steering Committee meeting was held on 27 May 2003 and the Study Team presented the Progress Report I (draft) of the NIPDEP. The list of participants of this meeting is attached in Appendix-1.

The Committee reviewed and discussed Progress Report I. The report and the implementation of the proposed pilot projects were accepted and the following issues were agreed upon by both parties as focal points to ensure smooth implementation of NIPDEP: -

1. Donor Collaboration

The donor community expressed concern as to whether the NIPDEP project team had taken into consideration on going development programs in their pilot districts. They wanted to find out if the study team intended to take steps to collaborate with the donor agencies when implementing the pilot projects to prevent an overlap in resources and duplication of activities. Some of the activities mentioned were: - textbook distribution by CIDA; sanitation by GTZ; and the intention by UNICEF to construct school blocks in some of the study teams pilot districts. It was emphasized that collaboration would also assist in identifying gaps in development activities that would lead to there being better coordination among the donors. The NIPDEP study team reassured the Committee that it would work towards collaborating with the different agencies while pointing out that collaboration may differ with different agencies.

2. Devolution Process

One of the categories of the type of NIPDEP pilot projects mentioned was capacity building in planning and implementation of DEPs for which the study team together with MoEST planned to provide training. In light of the devolution process, GTZ was concerned about the team training district education and district assembly personnel now since many district level functions might later be revised. There was a call for the team to synchronize its capacity building activities with the devolution process as it strengthens institutional capacity at the district. MoEST reported to the Committee that although the devolution process had been stalled they were back at the drawing board trying to ensure that the process would have clear guidelines as who would perform certain functions at the district level. The NIPDEP study team stated that it had noted the concerns and would be closely observing the process.

3. Public Sector Development Programme

The final issue raised concerning the Progress Report I was whether the pilot project proposals had been submitted to the Ministry of Economic Planning and Development (MoEP&D) to be included in its Public Sector Investment Programme. There was concern that the government would not be able to sustain the projects. The study team informed the Committee that the Progress Report contained only the initial processes of NIPDEP and that a complete package would be submitted to the MoEP&D at a later stage. The chairman, responding for MoEST, told the Committee that the emphasis of NIPDEP pilot projects was to place sustainability at the community level and not solely on the government.

4. Baseline Survey

Many of the concerns raised by the Committee had to do with the baseline surveys' impact indicators and measurements. The committee wanted to know what the survey would focus on. The team informed the Committee that they had not completed work on the survey at this time and had yet to see areas upon which to concentrate on. They, however, said that they would include assessment of the current educational situation and impact of the project since its inception. The Committee wondered how the NIPDEP study team would isolate the impact of its project, considering that there are already existing development projects in most of the pilot districts. The team reassured the Committee that they would acknowledge all other existing projects when analyzing the results of the survey and welcomed all suggestions and comments from the Committee.

The chairman closed the meeting by re-emphasizing the need for there to be strong collaboration within the donor community and MoEST when implementing education development activities.

Appendix 1: List of Participants in the Meeting with the Steering Committee

(May 27, 2003)

MOEST

Dr. A. F. Kamlongera,	Deputy Director of Education Planning
Mr. K. K Ndala	Planner
Mr. M. Kalanda	Deputy Director Basic Education
Ms. R. Ngalande	DTED

JICA

Mr. S. Noguchi	Association Resident Representative
Mr. Y. Nakayama	JICA Expert, Education Planning Advisor to MOEST
Mr. S. Nkoka	Aid Coordinator

International Development Partners

Mr. W. Goertler	GTZ
Mr. M. Jere	CIDA
Ms. C. Chirwa	UNICEF

MoEP&D

Mr. C. C. Nyirongo	Assistant Chief Economist
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Domasi College of Education

Mr. N. T. Kaperemera	Principal
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Project Team

Ms. Y. Ishida	Team Leader/Education Planning I
Ms. Y. Kobayashi	Education Planning II
Mr. K. Kinyanjui	Training Program & Material Specialist
Dr. P. Parker	Education Administration and Management
Mr. H. Umamo	Curriculum and Teaching Methodology
Ms. K. Yamada	Gender and Social Consideration
Mr. T. Ishii	Teacher Training HRD
Dr. J. Chimombo	Education Planning Specialist (Director, CERT)

MINUTES OF MEETINGS

ON

PROGRESS REPORT II

OF

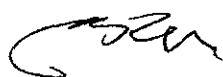
**THE NATIONAL IMPLEMENTATION PROGRAM FOR DISTRICT
EDUCATION PLANS (NIPDEP)**

IN

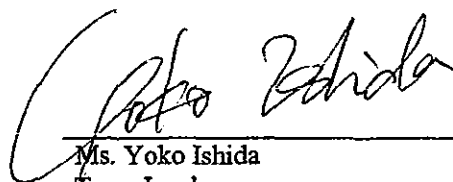
THE REPUBLIC OF MALAWI

LILONGWE

September 2003



Dr. Kuthemba Mwale
Director of Education Planning
For Secretary for Education,
Science and Technology,
Ministry of Education
and
Chairman of Steering Committee,
National Implementation Program for
District Education Plans (NIPDEP)



Ms. Yoko Ishida
Team Leader
JICA Project Team of
National Implementation Program for
District Education Plans (NIPDEP)

The Progress Report I of the JICA National Implementation Program for District Education Plans (NIPDEP) was accepted during the second Steering Committee held on 27 May 2003.

The Progress Report II (draft) was presented to the Technical Committee during its fourth meeting held at the NIPDEP Offices on 9 September 2003 and was presented and accepted by the Steering Committee on 11 September 2003 in the MoEST Headquarters Conference Room.

The lists of participants of these meetings are attached in Appendix 1 and 2.

In accepting the Progress Report II, the following observations were made and issues were clarified and agreed upon by both parties to ensure smooth implementation of the NIPDEP: -

Observations

Community Participation

All financial contributions by the community towards textbooks were only for secondary schools. Primary schools receive free textbooks from the Government.

The NIPDEP team was urged to investigate other areas where the community can be involved. That is, community participation should go beyond construction projects. For example, it was observed that most projects focus on using community participation in construction projects. However, there are fears that the communities may become frustrated as very few of these projects are executed. The NIPDEP team was asked to consider going through the Community Participation document which was produced through collaboration between MoEST, DfID, CERT and CARE.

Pilot Projects Progress in July and August

It was ascertained that most of the desks being procured by the districts are wooden and that local carpenters were being contracted for the work. The NIPDEP team sees this as a way of promoting not only capacity at the District Education Office, but at the District as a whole. The equipment to be procured in the pilot districts is mainly in the form of science kits.

Collaboration with International Partners

The need for collaboration was highlighted as important in order to minimize duplication. Furthermore, it was seen as one way of sharing useful methods for implementing education activities. UNICEF and the NIPDEP team are collaborating in the NIPDEP pilot

districts mainly in Nkhatabay – sanitation. UNICEF stated that the only limiting factor to collaboration would be the types and areas of activities. NIPDEP/JICA was commended for its proactive approach in donor collaboration mainly on sharing and seeking what is being done as education projects in the pilot districts.

MoEST admitted that it needed to develop capacity to be able to coordinate and monitor all donor-funded activities for better planning purposes.

Core Trainers' Roles

The NIPDEP Core trainers (Division Planners) remarked that very few of them had seen any of the contents of the training programs being developed and conducted in their pilot districts. Some of the districts, that chose not to engage training institutions like MIE, developed their own training programs after conducting needs assessments. The district personnel have been sending their training program contents and evaluations directly to the NIPDEP/JICA office without going through the core trainers. The core trainers did however agree to take more interest in following up such activities.

It was suggested and agreed that for those districts that do engage training institutions, although the institutions carry out training evaluations, the districts team should also send in their own evaluations so that the NIPDEP team has two perspectives: the institutions' and that of the trainees from the district.

A request was put forward that the NIPDEP Core Trainers submit monthly reports from the pilot districts to MoEST to ensure that they too are kept abreast on progress of the pilot projects and to give guidance and clarification on any problems that may be encountered.

Monitoring

The NIPDEP team observed that too frequent monitoring of the pilot projects made the DEMs more dependent on the project team. As the purpose of the NIPDEP is to build capacity at the DEM's office it was observed that the more frequent the monitoring, the more the district teams were looking to the NIPDEP team for solutions to their problems. This was seen as a negative development because most of the problems that are brought forward could easily be solved at the districts.

Working Relationship

It was agreed that the NIPDEP team should concentrate on sensitizing both contractors and consultants on the importance of building a working relationship with the communities.

They need to be made to understand the role of the communities because all structures to be constructed belong to the communities.

Procurement

It was assumed that the agreement by JICA for the financial allocation for the NIPDEP was in foreign currency and under this assumption the pilot projects should not be affected, as a majority of the procurement items are imported, by the devaluation of the Malawi Kwacha. The JICA expert in MoEST explained that the contracts placed between the NIPDEP and the Taskforces in the pilot districts were in Kwacha. All in all, there are attempts by JICA to take care of the effects of the devaluation of the Kwacha

Considering the short timeline given for completion of all the pilot projects (November 2003) and JICA procedures, the NIPDEP team could not fully incorporate District Assembly procedures especially for a number of procurement projects. Some of the District Assemblies managed to procure through tendering in good time but most construction projects had to undergo pre-qualification. The lessons currently being learned will be instrumental in defining levels of incorporation of District Assemblies during the next phase of activities (2004).

Financial Accountability

For financial accountability, the NIPDEP has been following guidelines provided by the Local Government Finance Committee (LGFC) for the implementation of the pilot projects. Overall, for NIPDEP, financial accountability lies with the Department of Local Government (DLG), which has officially acknowledged it through the LGFC parliamentary statement. Nevertheless, MoEST strongly emphasized the need to understand who would be accountable should anything go wrong during project implementation. As all financial transactions are not using MoEST vouchers or code, it cannot be held accountable for financial mismanagement but is still the overseer of all education projects. MoEST's concern was that it had observed no representation from the DLG during the meeting raising fears that decisions made during the meeting would not reach the DLG.

Formulation of NDEP

Although the NDEP framework does not include a section that highlights lessons learned from the NIPDEP pilot projects, it was strongly felt that it should. Most of the plans, it was observed, did not include sections that highlight the (potential) problems faced during implementation and what actions to be taken. Although lessons learned would be included in the NIPDEP final report and highlighted during the Decentralization in Education and DEP

updating workshop in November 2003, it was still felt that the NDEP should still reflect all problems faced during NIPDEP.

Under education sector coordination, the cluster level should be included as part of the chain.

The availability and sustainability of resources has to be seriously considered. The NIPDEP has been instrumental so far in providing, through the pilot projects, a human resource base through the trainings and physical resources under the infrastructure being constructed.

Clarification

Budget Management

The main problem the Districts have been having under budget management is a lack of financial discipline i.e. many would like to conduct activities that cannot be accommodated within their budgets.

Mode of Decentralization

There was mention on the mode of decentralization (de-concentration or devolution) to be adopted. However, this is subject to MoEST coming up with a definition. The Government of Malawi (MoEST) and JICA agreed to the NIPDEP at a time when there were no set guidelines on the implementation roles of Local Government and MoEST in line with decentralization.

Implementation Process

At the district level, the DEM and DA are working hand in hand to implement the projects and there has always been a relationship between the central Government and Local authorities at these levels i.e. District Executive Committees (DEC), Education Division and MoEST Headquarters (Planners). Notwithstanding the absence of the Department of Local Government during the meeting, whilst taking note of the relative effective and efficient partnerships at the district levels between the DEM and DA, the NIPDEP projects should continue. In essence, issues of fundamental principals such as financial accountability need to be clarified at the central and parliamentary level as regards decentralization especially devolution.

AOB

It would be a positive step for NIPDEP pilot district members to observe the projects that are being carried out in the other NIPDEP pilot districts. Inter-district observations would be a way for them to learn from each other and show case their successes and problems. On a

larger scale the districts could invite donors, NGO's and other Ministries for the same reasons but also to market their DEPs and their capacity to implement micro-projects.

**Appendix 1: List of Participants in the Fourth Meeting with the Technical Committee
(September 9, 2003)**

MOEST

Dr. J.B. Kuthemba Mwale	Director of Education Planning
Mr. Y. Nakayama	Education Advisor (JICA Counterpart)
Mr. J. Mwarulima	Planner/Core trainer (CEED)
Ms. T. Chimuzu	Planner/Core Trainer (CWED)
Ms. G. L. Banda	Planner/Core Trainer (SWED)
Mr. M. Masanche	Planner/Core Trainer (SHED)

UNICEF

Ms. M. Tomita	Project Officer (Basic Education Section)
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Project Team

Ms. Y. Kobayashi	Deputy Team Leader/ Planning Specialist II
Mr. J. Kuwabara	Facilities Development Specialist
Mr. H. Umano	Curriculum and Teaching Methodology Specialist
Dr. A. F. Kamlongera	Education Planning Specialist
Dr. J. Chimombo	Education Planning Specialist (Director, CERT)
Ms. B. Chidzero	Research Assistant

**Appendix 2: List of Participants in the Third Meeting with the Steering Committee
(September 11, 2003)**

MOEST

Mr. Z. D. Chikhosi	Principal Secretary
Dr. J. B Kuthemba Mwale	Director of Education Planning
Mr. Y. Nakayama	Education Advisor (JICA Counterpart)
Mr. M. Kalanda	Deputy Director Basic Education
Mr. M. Kabuye	DEMAS
Mrs. A. Chimzimu	Director of Finance and Administration
Mr. A. Mponda	Planning Officer
Mr. R. Chigadula	Education Officer (Special Needs Education)

UNICEF

Ms. K. Mtalo	Project Officer
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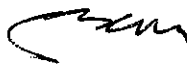
Project Team

Ms. Y. Kobayashi	Deputy Team Leader/ Planning Specialist II
Mr. J. Kuwabara	Facilities Development Specialist
Mr. H. Umamo	Curriculum and Teaching Methodology Specialist
Dr. A. F. Kamlongera	Education Planning Specialist
Dr. J. Chimombo	Education Planning Specialist (Director, CERT)
Ms. B. Chidzero	Research Assistant

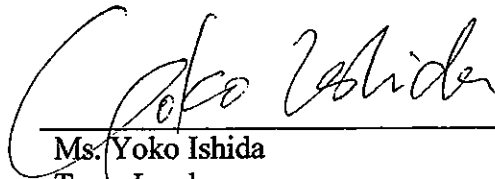
MINUTES OF MEETING
OF
4th STEERING COMMITTEE
ON
PROGRESS REPORT III
OF
THE NATIONAL IMPLEMENTATION PROGRAM FOR DISTRICT
EDUCATION PLANS (NIPDEP)
IN
THE REPUBLIC OF MALAWI

LILONGWE

6 MAY 2004



Dr. Kuthemba Mwale
Director of Education Planning
For Secretary for Education,
Science and Technology,
Ministry of Education
and
Chairman of Steering Committee,
National Implementation Program
for District Education Plans
(NIPDEP)



Ms. Yoko Ishida
Team Leader
JICA Project Team of
National Implementation Program
for District Education Plans
(NIPDEP)

A draft of Progress Report III was prepared by the JICA Study Team, which was submitted to MoEST after a meeting with the JICA Advisory Committee in March 2004. The Progress Report III outlines the project progress, achievement and lessons learned from the Phase 1 pilot projects and the detailed plans of the Phase 2 pilot projects.

The fourth Steering Committee meeting was held on 6 May 2004 and the JICA Study Team presented the Progress Report III (draft) of the NIPDEP. The list of participants of this meeting is attached in Appendix-1.

The Committee reviewed and discussed Progress Report III. The report and the implementation of the Phase 2 pilot projects were accepted and the following issues were agreed upon by both parties as focal points to ensure smooth implementation of NIPDEP: -

1. Pilot Project Operation Structure:

On the basis of lessons learnt in the project for the decentralization of the Education sector in terms of development and recurrent activities, it is apparent that the pilots have introduced operational structures and procedures that do not normally exist in the districts. The main concern is that once the projects are completed; NIPDEP comes to an end and these will disappear.

Although most of the procedures seem artificial many of these structures and procedures are transferable and ought to exist at district level. Unfortunately they do not exist at present because the centralized government operational structure and current financial situation limits opportunities for developing these skills. The advantage is that the districts are beginning to slowly incorporate and apply these practices to their recurrent activities for example in planning; submitting proposals to other funding bodies i.e. MASAF, preparing activity-based budgets and coordinating and working with other line ministries within the local assemblies.

2. Movement and Loss of Trained Human Resources

As much as there are many risks to be considered in the area of capacity building, the greatest one the program was asked to consider is the movement/loss of trained human resources in the districts. Furthermore, the officers currently on the ground may not all be

retained once the local assemblies become fully devolved as many functions may become dissolved. However, the movement/loss of trained personnel is a natural process in any system and the NIPDEP team was reminded to consider and plan for such kinds of eventualities. In addition, continuous dialogue between the NIPDEP team and the responsible departments i.e. Ministry of Local Government and Decentralization Secretariat was identified as an important measure to ensure that the gaps created are not too wide.

3. INSET on the New Curriculum

Citing the pilot projects on in-service training for teachers on the new curriculum and other development activities where community involvement is a must, the NIPDEP team was asked take into account the documentation on these two issues. Otherwise the INSET and community participation might be based on outdated curriculum materials and non-agreed community involvement procedures.

4. Involvement of District-level Human Resources

The pilot project Task Forces employed both local and external expertise during implementation. HIV/AIDS was addressed in one of the pilot projects and although the district Task Force was responsible for implementation; external expertise was sought where necessary. The district Task Forces, when planning the projects, took into consideration the human resources available within their districts i.e. PEAs, CDAs and to devised strategies on how to utilize them without disrupting their regular duties. For example teacher in-service trainings were conducted during the school holidays. The INSET programs did not strictly target teachers only but PEAs, SMCs and DEMs as well.

5. Addressing Human Processes in Education through the Pilot Projects

The projects, being a pilot, is unable to address every problem that affects the quality of education in the districts although it has managed, through infrastructure development and other activities to contribute towards reducing the occurrence of some of these problems. Thus, during the first phase, there were pilot projects that directly targeted some of these quality issues. There were projects that distributed attendance registers as part of an EMIS improvement project. Besides, the committee was reminded that all the projects that were and will be implemented were chosen and prioritized by the stakeholders at the districts.

6. Issues to be considered

- MoEST has created a development vacuum and should take the lead in addressing the symptoms. MoEST should coordinate different activities for example coming up with a national policy on community participation which different development agencies can follow. It should also come up with formats which different donors ought to follow in conducting development activities.
- The sustainability of the program was another issue of concern to the committee. The Deputy Representative of the JICA Malawi Office explained that, although the program was supporting the implementation of the Government's decentralization policy, the poor clarity of the decentralization process was placing JICA in a difficult position as to how to proceed after NIPDEP. The uncertainty of what structures will exist in the future and what roles the current beneficiaries of the program at the local assemblies will play puts JICA in a dilemma as to how to proceed.
- There are some very fundamental problems that need immediate attention such as basic principles being overlooked in the education sector at almost all levels but more especially at school/teaching level by the Ministry. For example, the importance of keeping registers should not be pointed out to MoEST by outsiders as an immediate and critical factor. Therefore, the committee realized that the time had come for these issues to be presented and discussed at policy level, and the Ministry must take the lead.
- Much time has elapsed since the inception of NIPDEP. A situation analysis conducted at the beginning of the program showed the needs at a particular time. The NIPDEP, through the pilot projects, has been a mirror reflecting the actual current situation on the ground, the gaps at local and national levels and has given an indication of what action needs to be taken at present. However, although, the members felt that there was a need for a more current situation analysis.
- The lessons learned will be presented at national level in the National District Education Development Plan (NDEP) which is a document NIPDEP is in the process of producing, the committee felt that it could not wait until the end of the program to start applying these lessons.
- Taking into consideration all these issues, a proposal was put forward to hold a Steering Committee meeting whose agenda would be to discuss the sustainability of the program, how it could be used to strengthen the decentralization process and how to proceed in addressing the various policy related issues that are constantly arising. Noting absence of representation from Ministry of Local Government and Decentralization Secretariat

during the meeting, the chairman stressed the importance of ensuring all responsible ministries and development partners be present during the proposed meeting.

7. Closing Remarks

The chairperson closed the meeting by thanking the committee members for their presence and contributions.

The meeting was closed at 11:40 am.

NIPDEP 4th STEERING COMMITTEE MEETING ON PROGRESS REPORT III**ATTENDANCE LIST****MoEST**

Dr. J.B Kuthemba-Mwale	Director, Education Planning
Mr. M. Makalande	Deputy Director, Education Planning
Ms. G. Milner	Senior Education Planner
Ms. A. M. Chimzimu	Director, Finance
Mr. S. K. Yonasi	Deputy Director, Tertiary Education
Mr. S. A. F Mgomba	Chief Accountant, EDMU
Mr. C.P. Imani	Chief Education Officer Secondary
Mr. G. D. Nambindo	Controller of Accounting Services
Ms. R. M Ngalande	Coordinator, DTED
Mr. M. Upalisedue	MoEST/USAID Policy Advisor
Mr. Y. Nakayama	MoEST/JICA Planning Advisor

Economic Planning & Development

Mr. H. Mwamlima	Assistant Chief Economist
Mr. S. Mulungu	Economist

JICA Malawi

Mr. T. Murase	Deputy Resident Representative
Mr. S. Noguchi	Assistant Resident Representative
Mr. F. P. Ngwenya	Program Officer

Development Partners

Mr. W. Goertler	Education Advisor - GTZ
Mr. D. Mulera	Senior Program Officer (Education) - UNESCO National Commission
Ms. C. Wallace	Education Advisor - DFID
Ms. M. Tomita	Program Officer – UNICEF

NIPDEP Team

Ms. Y. Ishida	Team Leader/Education Planning
Ms. Y. Kobayashi – Sangala	Deputy Team Leader/Education Planning
Dr. K. Kinyanjui	Training Program and Materials Specialist
Dr. P. Parker	Education Administration and Management Specialist
Dr. A. Kamlongera	Education Planning and Training Specialist
Mr. J. Kuwabara	School Facilities Specialist
Ms. M. Tsurui	Gender/Monitoring Specialist
Ms. B. Chidzero	Research Assistant

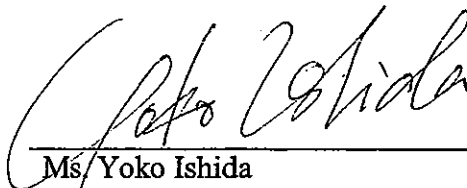
MINUTES OF MEETING
OF
5th STEERING COMMITTEE
ON
PROGRESS REPORT IV
OF
THE NATIONAL IMPLEMENTATION PROGRAM FOR DISTRICT
EDUCATION PLANS (NIPDEP)
IN
THE REPUBLIC OF MALAWI

LILONGWE

8th February 2005



Dr. S. Hau
Principal Secretary
Ministry of Education
and
Chairman of Steering Committee,
National Implementation Program
for District Education Plans
(NIPDEP)



Ms. Yoko Ishida
Team Leader
JICA Project Team of
National Implementation Program
for District Education Plans
(NIPDEP)

Opening Remarks

The Progress Report IV was prepared by the NIPDEP Study Team to report the NIPDEP Study progress to MoE and JICA Headquarters. The first draft of the Report was submitted to MoE and JICA Headquarters in December 2004. The contents of the Progress Report IV were discussed and approved by the Technical and Steering Committees of NIPDEP in February 2005.

The Technical Committee met on 2nd February 2005 at the NIPDEP offices, Development House and the meeting was chaired by the Director of Education Planning in the Ministry of Education; Dr. J. B. Kuthemba Mwale. The Steering Committee, chaired by the Principal Secretary for Education, Dr. S. Hau, met on 8th February 2005 at MoE Headquarters Conference Room.

A common agenda was set and subsequently adopted by both committees during their respective meetings. The NIPDEP Progress Report IV was presented to the Committees by the NIPDEP Study Team as follows

1. Overview of the Report
2. District Education Plans (DEP) Updating
3. Progress of NIPDEP Pilot Projects
4. National District Education Development Plan (NDEP)
5. Capacity Building/Development

1. Overview of the Report

The overview was presented to the members as presented in Chapter IV. The following were the key issues tabled:

- Objectives of the NIPDEP study in terms of implementation mechanisms of DEPs and building capacity in planning and implementation of DEPs.
- Approaches for achieving the objectives, namely use, through revision and updating of DEPs and formulation of NDEP.

Other areas highlighted as part of the overview were:

- major activities during the period 2003 to march 2004
- explanation and discussion of the Progress report III to the technical and steering committees
- conducting of the Achievement Test of the Mid-term Evaluation
- Implementation and monitoring of the NIPDEP Project Phase II

- Preparation of NDEP
- Conduct of a Post Project Impact Survey on NIPDEP Pilot Project Phase I by DEMs
- Preparation of Progress Report IV
- Public awareness promotion
- Updating of the NIPDEP Project Website
- Filming the Project Activities,
- Preparation of the Pilot Project Information Boards in the District Offices, and
- Preparation of the NIPDEP newsletter.

2. DEP Updating

Members were informed about the DEP 2002 Micro-Planning project in terms of

- production of 33 DEPs and their integration in the District Development Plan
- Processes for reviewing and updating DEPs, such as meeting stakeholders, data and gap analysis, development of strategies and the annual updating of plans as three year rolling plans
- Updating process and timing of DEPs in 2003 – 2004 in terms of number of workshops and groups, improvements on the processes (budget format, marketing, limiting to two – three projects per PIF theme, marketing and resource mobilization plans in order to be realistic,
- Quality of results which was shown as mixed in terms of some DEPs being better than earlier ones whilst the non-pilot district had a significant number of DEPs that were not good, and
- Capacity growth amongst the pilot project teams, importance of leadership, lack of data and short time frame for developing DEPs.

Members were keen to know whether during the updating process the districts were given opportunities to interact and exchange their different experiences. The members were informed that this did occur during the DEP updating workshops. However, the southern region non pilot districts met separately from the north and central region districts and from the pilot districts. Therefore, although there was interaction and exchange between the pilot districts and districts within the same regions this was not yet the case at national level. Members were informed of the NIPDEP Study Team's intention to hold a national seminar for the presentation of the Final Report and a DEP marketing fair later in the year (2005) which would be platforms for this kind of interaction and exchange.

3. Progress of the NIPDEP Pilot Projects

It was stated that Chapter IV contained the following issues:

- Planning in terms of training and awareness campaigns, procurement and construction, and
- Management issues such as planning, monitoring financial management and reporting and logistics of implementation.

Members felt that there was need to improve

- Monitoring by including it in the normal routine work of the division planners and likewise include it under the monthly budget allocation for it not to look like an extra cost to the division. However, members were cautioned on overlapping of activities to reduce conflict of interest and execution under monitoring. Overall monitoring was taken as a key tool for sensitization, support to the project and information sharing, and
- The outlook of officers on allowances in the light of how it is included in the budget.

The selection of contractors was presented as an issue worth noting because of its consequences on completion of work, size of work and procedures to be followed and why in the context of district assembly regulations.

Concern was expressed on the association between the plans and MASAF projects in the light of procedures and processes which MASAF demands although changes were inevitable as a result of Assemblies demand synchronization between the district Investment Programme/DPP and MASAF projects.

4. NDEP

Upon presentation of NDEP chapters I to VI, the following discussions ensued on each chapter and changes were made accordingly (see below for details):

- The **title** of the document was changed and had an added sub-title which should read: "NDEPs: Guideline and Action Plan for DEPs management"
- **Chapter I:** Changes were made on 1-1-1 in terms of changing district governmental officers to assembly officers in paragraph 3 line 1, inclusion of divisions wherever necessary as one of the key institutions offering technical support to districts. There was need to define or clarify further objective 4 and finally Figure I: needed to reflect the

other policy documents and their linkage with NDEP. Hence it was suggested that probably the Figure at the inception of the NDEP in 2003 and 2004 could still apply as Figure I subject to the Steering Committees concurrence.

- **Chapter II:** It was observed that the MTEF link with the Rolling Plan should be made explicit. The approval of the district was critical for Primary Education whereas that of the MoE was for Secondary Education hence the need for approval by both DA and MoE. The same procedure should be reflected in the budgeting procedures and processes.
- Chapter III:** under: **Action 1** the question of data was taken as a duty for all levels in terms of accuracy, reliability and validity. Hence the need to include the school level in the provision of accurate data.

Action 2: the timing for DEP updating was critical for linking it with the budgetary process and timing.

- **Action 3:** The process of approval by MoE and DA should be understood in the light of the decentralization process and implicit players and stages in both the DA and MoE. However, it is important to note that both from the education and Local Government sectors there will arise a need for an Investment Programme. Such a programme will emphasize the different mandates of the respective ministries/departments. On the annual revision of the DEP in relation to the DPP, it is expected that the process will be synchronized by the end of the day. However it was felt that DEP approval should first be at Assembly level followed by ratification at national level by MoE.

Action 4: Should base some of the issues on experiences which the NIPDEP project has gone through, such as the marketing fair.

Action 5: It was requested that an example from NIPDEP should be presented as part of the documentation.

Action 6: There might be a need for guidelines on evaluation (evaluation format specification) if we are to bring forth uniformity among the districts. It is also important to have district manuals for updating DEPs and project Implementation manual

Chapter IV: There is need to include the project implementation structure(s) under the operation structure. This should also be put forward to the steering committee for their consideration.

Chapter V: There is need to state the exchange rate on the budget. The division should be included in the budget under 4 and 6.

Chapter VI: Apart from change in wording part of the title, there is need for a recommendation on the implementation structure where NIPDEP may be highlighted as an example.

5. Capacity Development

Members learnt that capacity development was through DEP updating, project management and implementation in the pilot districts. It was further stated that the lessons learnt from the capacity development were:

- hands on learning,
- local personnel as practical and key trainers,
- need for adequate time for training,
- personnel continuity in training matters, and
- document are critical for ease of reference and later use.

Recommendations

Following the presentation of the Progress Report IV and subsequent discussions, members of the committees made several recommendations on the way forward for NIPDEP and MoE as follows

- Members felt that although the DEPs were responding to local needs, there was still a great need for guidance during the planning process to ensure that the plans did not overlook other areas of need for example, disabilities and special needs, by concentrating on infrastructure development
- The NIPDEP team was encouraged to take into consideration existing policies and documents for guidance on the NDEP preparation.
- MoE was advised to work towards merging the NIPDEP/NDEP (bottom up planning, district level implementation) and National Education Sector Plan (school/community level implementation) approaches to form a cohesive and common approach to future development planning and implementation.

- Members agreed that it was the duty of MoE to gather approaches, experiences, lessons and recommendations from the different education projects, integrate these and develop an operation mechanism that will be implemented at all levels.

- Members felt that sustainability could not exist for projects like NIPDEP unless they become national support programs or become integrated into other existing national programs. It was felt that although NIPDEP has been a very good intervention, there was a need to move away from piloting without a clear intention for nationwide implementation. Although it was agreed that the idea of implementation on a wider scale was beyond the NIPDEP Study Team's control, it was felt that MoE ownership of such types of projects could be one way of ensuring that the structures and capacity these projects introduced remained in place long after they are withdrawn.

In response MoE suggested that several meetings be held to discuss and address some of the issues raised such as

- Sustainability of the NIPDEP project and the way forward (MoE officials)
- Coordination of existing education pilot projects

ATTENDANCE LIST OF TECHNICAL AND STEERING COMMITTEE MEETINGS

February 2005

Ministry of Education

Dr. S. Hau	Principal Secretary
Dr. J.B. Kuthemba Mwale	Director Education Planning
Mr. M. Makalande	Dep. Director Education Planning
Mr. R. B. K Chunga	Principal HRMO
Mr. N. T. Kaperemera	Director Basic Education
Ms. G. Milner	Senior Planning Officer (Desk Officer JICA)
Mr. Y. Nakayama	JICA Education Expert (MoE)
Mr. Upali Sedere	Senior Planning Advisor
Sr. E. Dambo	Division Manager (SWED)
Ms. H. Manda	Division Manager (Shire Highlands)
Mr. D. Chiwala	Division manager (Central East)
Mr. M. Masanche	Core trainer
Ms. G. Banda	Core trainer
Ms T. Chimuzu	Core trainer
Mr. J. Mwamlima	Core trainer
Mr. Mc. Ziba	Core trainer
Ms. R. Chokotho	
Mr. Nthengwe	
Mr. Nyangulu	

JICA

Mr. T. Murase	Dep. Resident Representative
Mr. F. Ngwenya	Education Officer

DEVELOPMENT PARTNERS

Mr. W. Goertler	GTZ
Mr. H. Shumba	USAID

NIPDEP Study Team

Ms. Y. Ishida	Team leader
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Ms. Y. Kobayashi

Dr. Paul Parker

Ms. Y. Takimoto

Mr. J. Kuwabara

Dr. J. Chimombo

Dr. A. Kamlongera

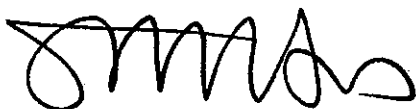
Ms. B. Chidzero

Deputy Team leader

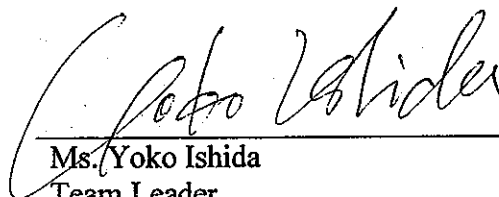
MINUTES OF MEETING
OF
6th STEERING COMMITTEE
ON
DRAFT FINAL REPORT
OF
THE NATIONAL IMPLEMENTATION PROGRAM FOR DISTRICT
EDUCATION PLANS (NIPDEP)
IN
THE REPUBLIC OF MALAWI

LILONGWE

9th August 2005



Dr. S. Hau
Secretary for Education
Ministry of Education
and
Chairperson of Steering Committee,
National Implementation Program for
District Education Plans (NIPDEP)



Ms. Yoko Ishida
Team Leader
JICA Study Team of
NIPDEP

Witnessed by



Dr. Hiromitsu Muta
Chairperson
JICA Advisory Committee for
NIPDEP

The National Implementation Program for District Education Plans (NIPDEP) submitted the draft of the Final Report to MoE in August 2005. The Final Report is the final output of NIPDEP, including the major activities and achievements of NIPDEP and the lessons learned and recommendations formulated based on all the processes of NIPDEP for 30 months from February 2003 to August 2005. The copies of the draft were distributed to the relevant persons in the MoE headquarters, division managers and planners, district education managers of the pilot districts, related agencies and international development partners.

The Technical Committee meeting on the draft of the Final Report was held on August 9th, 2005. Following the explanation of the report by the NIPDEP Team, each chapter of the report was reviewed by the participants. Based on discussions at the meeting and according to the request from the Technical Committee, the 6th Steering Committee meeting on the draft of the Final Report was held on August 9th, 2005. The participants' list is attached in Appendix-1.

In the above meeting, the MoE complimented NIPDEP for the successful completion of the project and accepted in general the draft of the Final Report. Both parties agreed that the comments on the draft of the Final Report from the Malawi side would be provided to the NIPDEP Team through the JICA Malawi Office by August 23rd, 2005 and the revised and completed Final Report would be submitted to the MoE at the end of September. Additionally, both parties agreed on the necessity and the urgency of following-up on NIPDEP, completion of the National Education Sector Plan, strengthening of the annual DEPs updating process, implementation and marketing of the DEPs and enhancement of the liaison and guidance of the DEP process by the MoE. The following are the major focal points discussed during the 6th Steering Committee meeting:

1. Opening remarks

The Final Report was prepared by the NIPDEP Team to present to MoE and JICA offices (Malawi and Japan) and highlight achievements and other issues. The draft of the Final Report was submitted to MoE and JICA on August 3rd, 2005. The contents of the Final Report were discussed and approved by the Technical and Steering Committees of the NIPDEP in August 2005.

2. Overview of the report

The overview of the Final Report was presented to the members in terms of the following key issues:

- DEP updating and its consequences for improving the ability of district level personnel to prepare a DEP although there were a number of problems;
- Improving of planning, management, monitoring and reporting for pilot projects;
- Results of NIPDEP evaluations and surveys; and
- Recommendations for MoE, divisions and districts and for the next phase of NIPDEP.

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Other areas highlighted were:

- Project management mechanisms and their usefulness during and after the pilot project;
- Financial management;
- Output of pilot projects under both Phase I and II;
- The link between PIF, Sector Plan NDEP and DEP;
- DEPs updating and implementation, Ratification and approval of DEPs;
- Post Project Impact, study flow and results of capacity building evaluation; and
- JICA Advisory Committee's added recommendations to Chapter IX.

3. Matters arising from previous meeting's minutes

It was noted that there is a concern, which arose during the last Steering committee meeting, and whose answer is yet to come, that the Planning Department was requested to follow up and find an answer to and/or determine modalities of the association between the DEPs and MASAF projects in the light of procedures and processes which MASAF demands.

4. Discussions

The following points were discussed relating to the Final Report, the NIPDEP marketing fair and the next phase of NIPDEP:

(a) Relationship between National Education Sector Plan (NESP) and DEP

It was stated that although a lot of good work had gone into the DEP preparation and its results, the MoE should consider how the NESP will encompass the DEPs in order to reflect the total national and district picture.

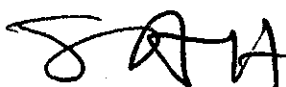
(b) Decentralization in Education

The role of the MoE should be to monitor, evaluate and coordinate the DEP updating process and implementation and to ratify the DEPs updated rather than actually running the process, if decentralization was to be enhanced. In addition, much as devolution of primary education has been done on paper, it warrants continued national coordination if equity and fairness are to be maintained in the entire system and be sensitive to the needs and priorities of districts.

(c) Roles of the MoE and the Planning Department

It was important to determine and define the role of the Planning Department in advising the donors/cooperating partners as to how they should intervene in respective districts, so that no districts feels left out without or none assumes that they or others are favoured.

It was important to remember that the NDEP defines and supports decentralization by highlighting the processes and procedures to be followed by different stakeholders involved in decentralization at all levels.



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(d) Key Issues in DEP Updating

One of the major problems in updating DEPs annually is the high rate of staff turnover in the districts, which also negatively affects capacity building. However, it was pointed out that staff turnover was inevitable when the district education system was overhauled from being headed by primary certificate holders to university graduates.

(e) Marketing Fair

It was reported and observed that the Marketing Fair was impressive and it provided the DEMs with an opportunity to make presentations of their DEPs. Furthermore, it provided the DEMs with an opportunity to learn how the projects in their DEPs could be marketed to different and potential donors/cooperating partners. Finally the DEMs had a chance of knowing how cooperating partners could be accessed and vice versa.

It was observed that the cooperating partners were following a top-down approach, in order to make inroads into the education sector, they tried to operate through ministry headquarters and not from the district level and where following prescribed procedures laid down by their respective countries. However, all members concurred that the fair was a success and perhaps the top down approach may eventually change.

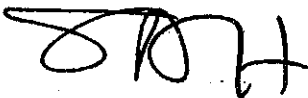
(f) Plans

Concern was expressed about the relationship between the School Plans and DEP. It was noted that the School Plans should not be dealt with in isolation from the DEPs if progress and continuity are to be maintained at the districts level. The school plans could help make the DEPs better and more comprehensive.

5. Advice from the JICA Advisory Committee

The following points were reported by the NIPDEP Team as the advice from the JICA Advisory Committee, which will be added to Chapter IX as recommendations:

- (1) Description related to the National Education Sector Plan needs to be corrected, since the Plan has not been finalized yet. There should be more recommendations added in Chapter IX to reconfirm the importance of the roles of the district offices under the national decentralization plan and the roles of the DEPs and NDEP in the Sector Plan.
- (2) Description related to institutional capacity development needs to be added. It is important to transfer what the trainees learned during NIPDEP to their colleagues and so as to extend the impact and to improve the sustainability of the projects. For example, what they learned in the DEPs updating workshops should be shared with other related agencies and officers and what they learned in INSET courses should be shared with other teachers.
- (3) The next phase NIPDEP may include the implementation of the education improvement projects, "pilot projects" in NIPDEP; it should be noted that, to improve the quality of the project outputs, to strengthen the monitoring activities, and to measure the impact of the project outputs properly, the pilots should be implemented in two or three districts at the same time.
- (4) The importance of the monitoring should be more stressed; effective monitoring mechanism had better be included in Chapter IX based on the lessons learned from the NIPDEP pilot projects.



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- (5) The importance of the marketing of the DEPs should be stressed in Chapter IX, as we observed in the NIPDEP marketing fair on 8th and 9th August. Additionally, it is desirable to show how to improve the marketing fair and other marketing activities in the next phase NIPDEP. This will lead to strengthening of the sense of ownership of DEPs, improvement of the DEPs sustainability and better donor coordination.
- (6) Collaboration with other sectors is important to implement education development projects efficiently. The possibility of the collaboration with other sectors such as health, agriculture, electrification should be stressed more concretely in the recommendations.
- (7) During NIPDEP, three types of evaluation were conducted namely: 1) evaluation of the pilot projects done by the DEMs; 2) evaluation of the pilot project impacts by the NIPDEP Team; and 3) assessment of the capacity developed during NIPDEP. Based on the experience and lessons learned from the updating of DEPs and the pilot projects, monitoring and evaluation should be improved in the next phase; efficient monitoring and evaluation mechanisms 1) for the National Education Sector Plan and DEPs as well as 2) for the outputs and impacts of the education development projects need to be shown.

6. Next Steps of NIPDEP

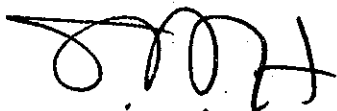
The following areas were presented as issues which constitute the next steps of NIPDEP:

- (1) Importance of clarifying the role of MoE in the decentralization process in relation to the DEM and the DEP;
- (2) Need for MoE to determine the working modalities of the different offices and personnel in readiness for the next phase of "NIPDEP";
- (3) The importance and need for guidelines for defining how the DEM and donor/cooperating partners can approach each other bearing in mind the existing relationships of the donors with the MoE Headquarters, as an entry point for assistance by the donor/cooperating partner;
- (4) Importance of making explicit the link between the NESP and DEP in order to denote them as complementary documents. Furthermore, the need for dissemination of the NESP in relation to DEPs at all levels both in education and Local Government to bring forth harmony and synchronization so that prioritization is stemming from or reflects both national and district levels;
- (5) The need to make the monitoring and evaluation activity of MoE (Planning Department) proactive with respect to helping with next step;
- (6) Importance of the MoE to continue with the capacity building process in these districts that have been identified as lagging behind; and
- (7) MoE to critique the draft final report and provide feedback by the 23rd August 2005.

The meeting was closed at 4:45 pm.

7. Closing remarks

The chairman thanked all present for making the effort to attend the meeting. He went on to inform the committee that the Minister of Education had commended the project, and acknowledged its importance and wanted to be kept informed of its progress.

 H. M.

Appendix 1:

STEERING COMMITTEE MEETING ATTENDANCE LIST

August 9th, 2005

MoE

Dr. S. Hau	Chairperson (Secretary for Education) MoE
Mrs. G. Milner	Department of Education Planning, MoE
Mr. R. Agabu	MoE
Dr. M. Nkhokwe	Department of Education Planning, MoE
Mr. N. T. Kaperemera	MoE
Mr. Y. Kiuchi	JICA Advisor to MoE

MoEPD

Mr. H. Chipungu	MoEPD
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Civil Societies

Mrs. C. Chindime	Civil Society Coalition for Quality Basic Education
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International Development Partners

Mr. Mc Jere	Education Specialist CIDA
Mr. T. LeBlanc	USAID
Mr. Bill Mvalo	USAID

JICA

Dr. H. Muta	Chairperson of JICA Advisory Committee for NIPDEP
Mr. N. Nemoto	JICA HQs
Mr. T. Uchiyama	JICA Malawi Office
Mr. F. Ngwenya	JICA Malawi Office

JICA NIPDEP Team

Ms. Y. Ishida	NIPDEP Team Leader
Ms. Y. Kobayashi	NIPDEP Sub-leader
Dr. P. Parker	NIPDEP
Dr. A. F. Kamlongera	NIPDEP
Ms. Y. Takimoto	NIPDEP



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4.2.

