

## 付属資料

1. 合同評価報告書承認にかかる協議議事録（1）

添付資料：合同評価報告書（英文）

2. 調査結果に基づいた変更事項承認にかかる協議議事録（2）

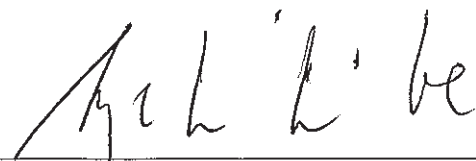
**MINUTES OF MEETINGS  
BETWEEN  
THE JAPANESE MID-TERM REVIEW TEAM  
AND  
THE AUTHORITIES CONCERNED OF  
THE GOVERNMENT OF THE REPUBLIC OF MALAWI  
ON  
THE JAPANESE TECHNICAL COOPERATION  
FOR  
THE PROJECT FOR PILOTING THE IMPLEMENTATION  
OF THE NATIONAL EDUCATION DEVELOPMENT PLAN**

The Japan Mid-term Review Team (hereinafter referred to as “the Team”), organized by the Japan International Cooperation Agency (hereinafter referred to as “JICA”) and headed by Mr. HOSHINO Akihiko, the Deputy Resident Representative of JICA Malawi Office, conducted the Mid-Term Review from 25 January to 22 February 2009. The objectives of the Review were to verify the achievement made so far in “the Project for Piloting the Implementation of the National Education Development Plan” (hereinafter referred to as “the Project”) and to make necessary recommendations for more effective and efficient implementation of the Project.

During its evaluation, both the Team and the authorities concerned of the Republic of Malawi (hereinafter referred to as “both sides”) had a series of discussions and exchanged views on the Project. Both sides jointly monitored the activities and evaluated the achievements based on the Project Design Matrix (hereinafter referred to as “PDM”) which was agreed in the Record of Discussions (hereinafter referred to as “RD”) on 6 December 2006.

As the result of the discussions, the both sides agreed upon the matters referred to herein the Joint Mid-Term Evaluation Report of the Project attached hereto, and to report to their respective government the matters in the document attached hereto endorsed by the Steering Committee Meeting on 12 February 2009.

Lilongwe, 13 February 2009



Mr. Moffat Chitimbe  
Principle Secretary for  
Education, Science and Technology  
Government of the Republic of Malawi



Mr. HOSHINO Akihiko  
Deputy Resident Representative of Malawi Office  
Leader for Japanese Mid-Term Review Team  
Japan International Cooperation Agency



Ministry of Education, Science and  
Technology, Republic of Malawi



Japan International Cooperation Agency

**THE PROJECT FOR SUPPORTING  
DISTRICT EDUCATION PLAN  
INSTITUTIONALISATION PROGRAMME  
IN THE REPUBLIC OF MALAWI**

**Joint Mid-term Evaluation Report**

Lilongwe, 13 February 2009

A handwritten signature in black ink, appearing to be 'MIA'.

A handwritten signature in black ink, appearing to be 'ah'.

## Table of Contents

1	Introduction.....	1
1-1	Objectives of the Evaluation Study .....	1
1-2	Members of the Evaluation Study .....	1
2	Outline of the Project .....	2
2-1	Background .....	2
2-2	Outline of the Project.....	2
3	Methodology of Evaluation .....	4
3-1	Five Criteria.....	4
3-2	Methodology of Data Collection and Analysis.....	4
4	Achievements and Implementation Process.....	5
4-1	Inputs.....	5
4-2	Achievements of the Output.....	5
4-3	Prospects to Achieve Project Purpose.....	7
4-4	Prospects to Achieve Overall Goal.....	7
4-5	Implementation Process.....	7
5	Results of Evaluation with Five Criteria.....	8
5-1	Relevance .....	8
5-2	Effectiveness.....	8
5-3	Efficiency .....	8
5-4	Impact.....	8
5-5	Sustainability .....	9
6	Conclusion.....	10
7	Finding and Recommendations.....	11
7-1	Findings.....	11
7-2	Recommendations.....	11

## Annexes

- I. Schedule of the Evaluation Study
- II. List of Interviewees
- III. *Original* Project Design Matrix (PDM<sub>0</sub>)
- IV. Evaluation Grid
- V. Summary of Project Inputs
- VI. Summary of Project Activities

MSI

## Abbreviations and Acronyms

CPEA	Coordinating Primary Education Advisor
DP	Development Partner
DDP	District Development Plan
DDPS	District Development Planning System
DEM	District Education Manager
DEO	District Education Office
DEP	District Education Plan
DEPIP	District Education Plan Institutionalisation Programme
DoF	Director of Finance
DPD	Director of Planning and Development
EFA	Education for All
FTI	Fast Track Initiative
FY	Financial Year
GoM	Government of Malawi
HQs	Headquarters
JICA	Japan International Cooperation Agency
LA	Local Assemblies
MDGs	Millennium Development Goals
M&E	Monitoring and Evaluation
MGDS	Malawi Growth and Development Strategy
MK	Malawi Kwacha
M/M	Minutes of Meeting
MoEP&D	Ministry of Economic Planning and Development
MoEST	Ministry of Education, Science and Technology
MoLGRD	Ministry of Local Government and Rural Development
NDEP	National District Education Development Plan
NDP	National Decentralisation Policy
NESP	National Education Sector Plan
NIPDEP	National Implementation Programme of District Education Plans
NLGFC	National Local Government Financial Committee
NSMMP	National School Mapping and Micro-planning Project
ORT	Other Recurrent Transaction Cost
PDM	Project Design Matrix
PO	Plan of Operations
SWAp	Sector Wide Approach

# 1 Introduction

## 1-1 Objectives of the Evaluation Study

Japan International Cooperation Agency (JICA) has been supporting “*The Project for Piloting the Implementation of the National Education Development Plan*” in the Republic of Malawi since December 2006 which is commonly known as “*The Project for Supporting District Education Plan Institutionalisation Programme*” (hereafter called “the Project”). Duration of the Project is four years, starting in December 2006 up to 2010. The Project has 2 Japanese experts: Chief Advisor and Project Management/Coordinator. The experts are working to build capacity of the staff of Ministry of Education, Science and Technology (MoEST) at all levels.

Having reached the middle of the programme’s life span, a joint mid-term evaluation of the Project was conducted. A joint mid-term evaluation team (hereafter called “the Team”) comprised both Malawian and Japanese sides. The objectives of the evaluation are:

- 1) To verify whether the Project has been implemented smoothly and is on the right track to produce effects with reference to the five evaluation criteria of relevance, effectiveness, efficiency, impact and sustainability.
- 2) To contribute to improvement of the Project contents.

Based on the results, the Team was expected to provide necessary recommendations and to provide suggestions for modification of Project Design Matrix (PDM) and Plan of Operations (PO), if necessary. After the discussion of the evaluation report in the steering committee that is the highest policy decision-making body, the Minutes of Meeting will be signed.

## 1-2 Members of the Evaluation Study

Malawian side:

Mr. Bernard Sande	Secretary for Education, Science and Technology (SEST) / Project Director
Dr. Augustine Kamlongera	Director of Education Planning, MoEST / Project Manager
Mr. Duncan Chione	Senior Deputy Secretary, MoEST
Mr. McKnight Kalanda	Director of Basic Education, MoEST
Ms. Grace Milner	Senior Planner of Department of Education Planning, MoEST

Japanese side:

Mr. HOSHINO Akihiko	Team Leader	Deputy Resident Representative, JICA Malawi Office
Ms. MASUDA Tomoko	Education Management	Visiting Senior Advisor (Education), JICA HQs
Ms. TOTANI Akane	Programme Coordinator	Associate Expert for Division of Basic Education, Human Development Dept., JICA HQs
Ms. TANIGAWA Ayako	Evaluation Analysis	Project Consultant, PADECO Co., Ltd
Mr. FUJIWARA Shingo	Evaluation Analysis	Social Sector Manager, JICA Malawi Office
Mr. Mumo Matandala	Evaluation Analysis	Aid Coordinator for Education, JICA Malawi Office
Mr. Lingstone Chiona	Evaluation Analysis	Programme Officer for Education, JICA Malawi Office
Mr. KAWABATA Hiroshi	Evaluation Analysis	Programme Formulation Advisor for Governance and Finance / Economist, JICA Malawi Office

## 2 Outline of the Project

### 2-1 Background

Introduction of Free Primary Education by Government of Malawi (GoM) in 1994 led to massive increase in enrolment at the primary school level. But at the same time, that intervention also elicited the downside of quality of education such as the decline in the pass rates at various levels due to the shortage of school facilities, educational equipments and materials, and qualified teachers to meet the demand for school places.

For achieving the Millennium Development Goals (MDGs) and Education for All (EFA), improvement of educational services was prioritized. In addition, efforts were made by MoEST to enhance the capacity of planning at the district level where needs and challenges of education are better understood. Accordingly, MoEST started the study for the **National School Mapping and Micro-planning Project (NSMMP, 2000-2002)** in October 2000 with the support of JICA. NSMMP targeted capacity development of data management, data analysis, and educational planning through enhancing EMIS, developing the database for school mapping in cooperation with other development partners (DPs). As an output of NSMMP, the manual for planning District Education Plan (DEP) was developed. The National Decentralisation Policy (NDP) of 1998 and the Guideline of Sector Decentralisation of 2001 are the basis for decentralised planning process. Accordingly, primary education has been devolved to districts, but still requires quality local education governance.

Upon highly recognising the output of NSMMP, MoEST started the **National Implementation Programme of District Education Plans (NIPDEP, 2003-2005)** with the support of JICA. NIPDEP aimed at making DEP contribute to establishing and setting up the framework of educational development while decentralisation policy was in progress. NIPDEP selected pilot districts from 6 educational divisions to implement activities listed in DEP, such as construction of schools and teacher houses, and provision of textbooks.

Meanwhile, MoEST with the support of JICA Technical Advisor for Education Planning and Management developed Guidelines for the Management of Education Functions Devolved to District Assemblies (Devolution Guideline), in which the importance and functions of DEP is clearly stated. Nonetheless, weaknesses remained in the capacity of MoEST and organizations in charge of decentralisation, and lack of harmonization between National Education Sector Plan (NESP) and DEP. MoEST in collaboration with JICA decided to implement **District Education Plan Institutionalisation Programme (DEPIP)** from December 2006 as a sequel project to NSMMP. It aims at institutionalizing district education planning and management by building capacity of MoEST Headquarters, Division Offices, and District Assembly level. Under these three projects, DEPs were formulated and updated for all districts for the periods of: 2002-2005, 2005-2008, and 2008-2011.

### 2-2 Outline of the Project

According to the Master Plan of the Project, the outline is described below.

#### 2-2-1 Project Period

4 years (from December 2006 to December 2010)

#### 2-2-2 Super Goal

Quality education is provided

### **2-2-3 Overall Goal**

Quality District Education Plans are implemented in the 33 Education Districts in Malawi

### **2-2-4 Project Purpose**

Quality DEPs are annually updated according to district needs and National Education Sector Plan in all 33 Education Districts in Malawi

### **2-2-5 Output**

- (1) DEP/Budgeting guideline is prepared.
- (2) Strengthen capacities of Ministry HQ and divisional education officials to manage DEPs updating and DEP budgeting.
- (3) Strengthen capacities of district education officials to update DEPs and in financial management.
- (4) DEP monitoring and evaluation system is established.
- (5) DEPIP activities widely publicized

### **2-2-6 Activities**

#### **(1) Output 1**

- 1-1: Conduct baseline survey on DEPs updating.
- 1-2: Prepare DEP/Budgeting guideline to link DEP with DDP, and DEP with NESP
- 1-3: Conduct DEP/Budgeting guideline dissemination workshop for division and district officials

#### **(2) Output 2**

- 2-1: Conduct OJT and other training to Ministry HQ officials to manage DEP updating and DEP budgeting
- 2-2: Conduct DEP planning and financial management-training workshops for divisional education officials
- 2-3: Develop DEP planning and updating schedule
- 2-4: Disseminate DEPs to stakeholders (Development partners, NGOs & District Assemblies)

#### **(3) Output 3**

- 3-1: Support and monitor divisional officials conduct training for district officials
- 3-2: Conduct DEP updating workshop

#### **(4) Output 4**

- 4-1: Conduct a baseline study on capacities and needs of district, Division and MOEVT levels in M&E
- 4-2: Develop DEP monitoring and evaluation strategy
- 4-3: Organize training workshops to strengthen monitoring and evaluation capacities at District, Division and MoEST levels
- 4-4: Equip Division and District offices with the necessary materials to conduct necessary monitoring and supervision of the DEP & NESP

#### **(5) Output 5**

- 5-1: Hold sensitization workshops to publicize DEPIP activities
- 5-2: Publicize DEPIP activities through newsletters, circulars, radio and TVM. Etc
- 5-3: Develop website of DEPIP



### **3 Methodology of Evaluation**

#### **3-1 Five Criteria**

The Project is evaluated from the view of the following five criteria: relevance, effectiveness, efficiency, impact and sustainability. Indicators used for evaluation are defined in the PDM, and they are added and/or replaced if necessary.

##### **(1) Relevance**

Relevance of the Project plan is reviewed by the validity of the project purpose and the overall goal in connection with the development policy of the GoM and needs of the beneficiaries and also by logical consistency of the Project plan.

##### **(2) Effectiveness**

Effectiveness is assessed by evaluating to what extent the Project has achieved its purpose and clarifying the relationship between the purpose and output.

##### **(3) Efficiency**

Efficiency of the Project implementation is analyzed with the emphasis of the relationships between output and inputs in terms of timing, quality and quantity.

##### **(4) Impact**

Impact is assessed by long-term, and a spill over effect of the Project. It is reviewed by to what extent the overall goal is likely to be achieved, whether any positive and negative influences caused by the Project are seen.

##### **(5) Sustainability**

Sustainability of the Project is assessed in organizational, financial, and technical aspects by examining the extent to which the achievement of the Project will be sustained and expanded after the Project's completion.

#### **3-2 Methodology of Data Collection and Analysis**

Data are collected by document review, questionnaire, and interviews with the stakeholders of MoEST and Divisions, Districts (District Education Offices and District Assemblies), the Project Team (Japanese Experts and a local consultant), and DPs. For List of Interviewees, please refer Annex II.

## **4 Achievements and Implementation Process**

### **4-1 Inputs**

From the Japanese side, the inputs of 1) long-term and short-term experts, 2) local staffs, 3) equipment, and 4) expenses for project activities has been made. The dispatch of experts was delayed and only a local consultant was assigned in the first year, which delayed the smooth implementation of the activities.

From the Malawian side, the inputs of 1) office space, and 2) allocation of the budget (insurance fee for the Project vehicle) are made. Counterpart personnel and secretary staff have not been provided from the Malawian side as agreed in R/D.

For details, please refer to Annex V.

### **4-2 Achievements of the Output**

The achievement of the output through the corresponding activities is measured by the indicators of the initial PDM. The followings are the summaries of the results. For details, please refer to Annex IV.

#### **4-2-1 Output 1: DEP/Budgeting Guidelines is prepared.**

DEP Guidelines and the Updating Manual were developed in June 2007 and November 2007 respectively, using the output of NIPDEP. DEP Guidelines show overview of DEPs, with strategic linkages with MGDS, NESP, and DDPS as well as the roles and responsibilities of each stakeholder. In addition, workshops to introduce DEP Guidelines were conducted in July and August 2007. Regular review of the guideline and further dissemination to core trainers were requested from some districts and a division planner.

DEP Guidelines still need modification as it requires further elaboration in the following:

- How to link with MGDS;
- How to coordinate with SIP and DDPS;
- How to further analyse EMIS data and put into DEP development; and
- Formats to be harmonised with the existing budgeting process.

Regarding the PDM design, it is necessary to reconsider the appropriateness of the current output, as this is rather deemed as activity than output.

#### **4-2-2 Output 2: Strengthen capacity of Ministry HQ and divisional education officials to manage DEPs updating and DEP budgeting.**

For the purpose of more involvement and capacity building at both national and division levels, core trainer system was introduced in 2008. Core trainers consist of 9 National level officials (6 from MoEST, 2 from MoLGRD, and 1 from NLGFC), education planners from all 6 Education Division Offices, and 6 DEMs of 6 districts from each division.

Training sessions targeting core trainers were held for three times. The numbers of the participants of the sessions at national and division levels are 13, 8, 13 respectively, which are less than the target figure (over 19 participants). Trainers from the division level attend regularly, however, the participation of MoEST HQ has not been consistent.

As for the PDM design, “the number of the participants” that PDM<sub>0</sub> sets as an indicator to measure Output 2, is not very appropriate to examine the degree of the capacity. Thus, the Team conducted a questionnaire

survey and interviewed to find perceptions about skills of personnel at the division and national levels. The result of the questionnaire shows that all of the 24 DEMs agreed that core trainers are good enough to provide training about DEP. It can be said that core trainers at the division level has developed basic facilitation skills as trainers, but further planning and M&E skills are needed. Also, it is important to follow-up newly appointed core trainers; for example, four out of six division have assigned after the last DEP update.

#### **4-2-3 Output 3. Strengthen capacities of district education officials to update DEPs and in financial management<sup>1</sup>.**

For the purpose of capacity development at the district level, three training/workshops: training for DEP updating; DEP Sensitisation Workshop; and DEP Process Review Workshop were held. The participants of those training/workshops exceeded the target figure of PDM (i.e. 33 officials).

According to the questionnaire, participants feel that the workshop helped them develop the districts' abilities to understand the process of planning/reviewing DEPs and how to mobilise resources for DEP implementation. District Planning Teams, headed by DEMs, have obtained basic knowledge to update DEPs, such as setting up the target, listing up necessary activities with priority, although there are some exceptions.

However, they need further knowledge/skills such as:

- more in-depth prioritization based on the data analysis
- data analysis (quantitative from EMIS and qualitative from local stakeholders, to be aligned with M&E framework);
- needs assessment and project proposal by zone and/or school; and
- linkage of NESP and MGDS with DEP.

Regarding the PDM design, the indicator of the current output is not appropriate, as the number of the participants is not relevant to the degree of their capacity.

#### **4-2-4 Output 4. DEP monitoring and evaluation (M&E) system is established.**

The Project has not developed DEP M&E tools yet, although it conducted some activities related to M&E system establishment. Baseline 2 was conducted from July to December 2008 to examine the existing M&E system, and obtained the information regarding data source, M&E structure at the LA level, EMIS, and the flow of information in the district data bank system. In January 2009, the Project introduced "Local Assembly Reporting Format" as a monitoring tool developed by MoEP&D to the districts at Process Review Workshop.

The Project is expected to develop DEP M&E tools and guideline this year, aligning NESP M&E framework which was just drafted in Feb 2009 with District M&E framework such as Local Assembly Reporting Format. After the development, it is important for the Project to let District Planning Team use and get feedback from them.

#### **4-2-5 Output 5. DEPIP activities widely publicized.**

The Project has conducted the planned activities, i.e. Sensitization Workshops, publications of newsletter quarterly, press release on daily newspapers, and hosting DEP on MoEST website. It can be said that Output 5 has been attained. Mzimba North District even started publishing newsletter by itself.

---

<sup>1</sup> As "financial management" is not clear in the PDM, the Team defines it as budgeting and resource mobilisation.



### 4-3 Prospects to Achieve Project Purpose

The project purpose, “update of DEPs” was completed in all 34 districts in 2007. Thus, the present project purpose is likely to be achieved, if the Project continues activities (e.g. training and modifying the contents of DEP) for districts to update, reflecting district needs. It should be noted that the Team did not take into account about “quality” of DEP, as “Quality DEP” is not discussed or defined among stakeholders. In addition, this project purpose does not have correlation with output 4, and 5, that is, the project purpose can be achieved without those output. It is necessary to review the output and the project purpose to make them logical.

### 4-4 Prospects to Achieve Overall Goal

The Team examined the implementing status of DEPs in the districts, to see the prospects to achieve overall goal, “Quality DEPs are implemented in the 34 Education Districts in Malawi.” At least one activity is implemented in the 34 districts. A survey of 10 sample districts conducted by the Project shows that 56 of 64 projects planned for 2008/2009 were implemented, although among 56 projects, target attainment level varies from 3% to more than 1,000%.

However, it is difficult to estimate prospects to achieve the overall goal, “Quality District Education Plans are implemented in the 34 Education Districts in Malawi” due to the accuracy of PDM as follows:

- No indicators and target figures are given in the PDM<sub>0</sub>;
- Correlation between some activities and the project purpose of DEP updating is not clear, i.e. implementation of these activities may not be directly related with DEP updating; and
- Logical relation between overall goal and project purpose is unclear.

### 4-5 Implementation Process

As PO was not developed at the beginning of the Project, implementation process was not monitored timely for the first year.

In the first year, as a long-term expert was not dispatched, only a local consultant was assigned. JICA Malawi Office did not provide clear direction or enough support for the Project during that time. In addition, lack of adequate communication between JICA and MoEST regarding Project activities made it once difficult to establish mutual trust, which prevented the smooth implementation of the Project.

After the Experts were dispatched, implementation structure was put in place, i.e. core trainers, although the Project is still required to deepen DEP management mechanism. Some districts started to show their ownership, even to utilise DEP for resource mobilisation.

The involvement of MoEST is still weak at the national level, compared to other levels. Although responsibilities of MoEST are mentioned in DEP Guideline, MoEST has not performed those roles at present. Six members are assigned as core trainers from MoEST HQ, but their attendance is not consistent whilst the personnel at the division level attend regularly. This prevents district level to get guidance or feedback from MoEST. It is needed for all the core trainers from MoEST to participate in DEP activities, and to share information among them if they cannot make it. Inappropriate selection of HQ core trainers in terms of their related tasks and responsibilities may be the reason of their absenteeism.

## **5 Results of the Evaluation with Five Criteria**

### **5-1 Relevance: High**

The concept of DEP matches the decentralisation policy in Malawi. Districts' needs of developing/updating DEP as a resource mobilisation tool are relatively high. However, under the delay of decentralisation process, which is planning to devolve a part of development budget to districts, DEP cannot be used as a budgeting tool as expected when starting the Project.

The Project is relevant to the Malawian policy (NESP). Since NESP shares the same objectives with MGDS, it can be said that the Project is relevant to Malawian national policies. In addition, it is coherent with the Japanese assistance policy as well as JICA's country programme to Malawi. However, whilst the decentralisation process is slower, the expected roles of DEP and the Project have been changing.

As a nation-wide practice, it is appropriate to cover all the districts. Targeting districts may make the validity of the Project low under the situation that devolution to districts is not in progress as considered in the beginning.

### **5-2 Effectiveness: Relatively High**

Effectiveness of the Project is evaluated through the analysis of the progress of the output and the prospects of achievement of the project purpose. As stated, the project purpose, "districts will be able to update DEP in accordance with district needs", is likely to be achieved, if the Project continues their activities (e.g. training and modifying the contents of DEP).

However, there are some constraining factors. Firstly, although DEP is aligned to NESP, in terms of targets, the link between DEP and NESP is still weak. In relation to DDP and DEP, division planners noted that some districts updated DEP after DDP had updated, making it impossible to reflect DEP into DDP.

Although the current project purpose is likely to be achieved, it may be necessary to change the project purposes as explained in 4-3.

### **5-3 Efficiency: Relatively Low**

There were some issues that prevent efficient implementation of the Project. The biggest factor was that the direction of the Project was not clear among stakeholders in the first year. This was because timing of dispatching experts was delayed, and discussion between JICA Malawi Office and MoEST was insufficient. That brought the delay of activities, some of which had to be repeated. For example, the baseline surveys had to be conducted twice, because the scope of the first survey did not cover the required information.

Since the experts were dispatched in 2008, however, the Project has been managed in the better manner for efficient implementation.

On the other hand, as a constraining factor, it can be raised that some DEMs delegate to other staff when they are not able to attend workshop, but it is not certain that they share the contents they learned with DEMs. In addition, vacancies contributed that some targeted officials missed the training sessions.

From now, the Project is expected to deepen the project management mechanism, including more involvement of the Malawian side including DEPIP secretariat.

#### 5-4 Impact: Difficult to predict

Impact of the Project can be assessed by the prospects of achievement of the overall goal, and other unintended impacts whether positive or negative, direct or indirect. As mentioned in 4-4 "Prospects to Achieve Overall Goal", at least one activity in all the 34 districts, and in sample 10 districts, more than 80% of the planned projects were implemented. However, as DEP is not fully funded, the implementation of the plan depends on districts' efforts to obtain other sources. Considering such situation, full attainment of the overall goal is likely to be challenging.

On the other hand, some good impacts of the Project are seen especially at the district level such as:

- The priorities set by the plan were understood among community.
- Communication between LA and DEO has improved.
- The districts are more confident to negotiate with DPs by using DEP.

#### 5-5 Sustainability: Low

Sustainability of the Project is evaluated from policy/system aspects, financial aspect, and technical aspect.

With regard to the policy aspect, the fact that MoEST gives policy support towards DEP in NESP and Devolution Guideline is favourable for sustainability. However, districts are not well informed about how to coordinate NESP and DEP targets.

It is necessary for DEP to be incorporated into DDP to obtain development funds. A part of the plan in DEP is seen in DDP at present; however, there is no regular process to reflect DEP's priorities into DDP. It requires further efforts by both MoLGRD and MoEST to make this process more systematic. Also, the future prospect of DDP (including plan period which is currently under review) may change under the decentralisation process, so that should be kept in mind.

With regard to budget for DEP updating, although the commitment of disbursing costs is made by MoEST, it has not been shared by the Malawian side. Financial sustainability is low if this situation lasts.

With regard to technical aspect, the development of DEP management mechanism (e.g. M&E system, core trainer system) and stakeholder's capacity is in progress. Districts have developed their basic skills to develop/update DEPs, negotiate with others for resource mobilisation. Nevertheless, more development of technical skills among stakeholders is required when the Project revisits the contents of DEP. Simultaneously, it should be considered by MoEST how to sustain the DEP mechanism including personnel allocation, with the support from the Project. The induction training for the new people using the guidelines and manuals are also considered after the project.

From those reasons, it can be said that the prospect for sustainability of the Project as of now is low, and further efforts are needed.

## 6 Conclusion

The direction of the Project was not clear among stakeholders in the first year, because timing of dispatching the experts was delayed and the communication between insufficient discussion between JICA Malawi and MoEST. That brought the delay of activities, which some of them had to start over in the second year. Implementation of the Project was not very efficient.

The Team confirmed some progresses to achieve the output, such as development of DEP Guidelines (Output 1), training/workshops for each level (Output 2 & 3), and publicity activities (Output 5). More activities such as elaboration of DEP Guidelines, further capacity development of core trainers, and development of DEP monitoring, are required to achieve outputs. The project purpose (update of DEPs in all the districts) is likely to be achieved, but it is difficult to predict whether the overall goal (implementation of DEPs) will be achieved at this point of time.

With regard to evaluation results judged by the five criteria, relevance and effectiveness are relatively high. Efficiency is evaluated as low, considering the implementation process in the beginning, but the situation has been improving after the Experts were dispatched. Although the attainment of the overall goal is uncertain, some positive impacts are seen in some districts, such as utilising DEP as a tool for resource mobilisation, and enhancing communication among stakeholders etc.

Sustainability is examined as low, considering unclearness of the system to continue DEP. Although policy support exists, Ministry has not yet started giving guidance to the districts about DEPs, and the future prospects of DDP may change under the decentralisation process. Financial and technical sustainability is not clear at the moment.



## **7 Findings and Recommendations**

### **7-1 Findings**

#### **(1) Necessity of DEP at the district level**

DEP is considered as an important tool for management of educational activities at DEO. Through the process of DEP development, DEO is able to clarify targets and directions for education development and to prioritize issues. It is also used as a tool for resource mobilization and communication.

#### **(2) Limited capacity of DEP management in DEO**

DEO has the basic skills for developing and reviewing DEP using the available EMIS and collecting voices of stakeholders within the district. Personnel of DEO who had experience of NIPDEP have better understanding and more skills of DEP development/updating. However, the weakness was found that such skills are in the hand of limited personnel of DEO, such as DEM and CPEA. This is due to limited number of personnel and lack of information sharing within DEO. Since DEM and CPEA are eventually to transfer to other posts, institutional memory of DEP development in DEO may not be expected unless necessary training is constantly conducted before DEM and CPEA are first appointed. This may affect sustainability of DEP from the technical aspect.

#### **(3) Budget constraints for DEP implementation**

Currently the budget for implementing DEP is limited, which makes the setting the target difficult. The review of planned activities in 2008 shows that there is variation in terms of achieving the set target (0% to more than 100%). Non-existence of regular funding to implement DEP makes the plan a communication and resource mobilisation tool among DEO, LA, and DPs. MoEST confirmed that there is limited development budget available to be disbursed for DEP implementation and that all the budget for primary education should be channelled through LA.

#### **(4) Increased district budget is expected but not certain**

The budget channelled through the MoLGRD is expected to be increased as decentralisation process progresses. The target date of full devolution of funding is the end of 2009, however, it is likely that the schedule will be delayed. In addition, some DPs are planning to increase budgetary support in education, which will be channelled through the Ministry of Finance and LA. MoEST considers that same mechanism will be utilized in case of the FTI catalytic fund which is expected to come in the future. All these show that DEP is to serve as the basis of funding education from the district budget.

### **7-2 Recommendations**

#### **<Rationalisation of DEP>**

#### **(1) Further discussion on how to implement DEP within MoEST**

There should be more discussion within MoEST regarding how DEP as a means of achieving NESP goals can be implemented. The question of "what is the role of MoEST in NESP/DEP" should be raised, if budget allocation for DEP implementation is left to district initiatives and DPs. How MoEST can support DEO technically, legally, and institutionally to ensure the sufficient budget for DEP implementation needs to be further examined.

From the Project experience, it was found that the support of DPs tend to concentrate in the easy to reach rural districts while little attention is paid to difficult to reach districts such as Chitipa. Important roles that MoEST



needs to play in the decentralised system is to set the education targets for LA and to intervene where those targets are not met as a watch guard. To fulfil this role, MoEST needs to pay attention to the disparities among districts and provide any technical support to most disadvantaged areas. Such a gap-filling role is a part of quality assurance role of MoEST. At least MoEST can consolidate DEP and articulate the needs to DPs, and share macro level information of DPs to all districts.

In the example of health sector, the planning department of the Ministry has the role to allocate SWAp funding based on the formula. MoEST is currently using school-age population as a criterion of fund allocation, and may need to take into other factors into consideration to prepare for the budgetary support in the future. In that process, department of basic education, and the unit related to school construction needs to be further involved.

## **(2) Improvement of inter-ministerial coordination**

In order for DEP to be effective, DDP at the district level needs to be valid and regularly updated as well. There should be more inter-ministerial coordination between MoEST and MoLGRD to ensure alignment of DEP and DDP system in the context of decentralisation. Governance and Management Technical Working Group (TWG) is expected to play an important role on this.

### **<Strengthening current DEP mechanism>**

## **(3) Improvement of DEP to acquire sufficient budget from LA**

Considering the situation that there is limited funding from MoEST for education activities at the district level, DEO has to be able to acquire sufficient budget from the district budget, and DEP should be a convincing document for that. From this viewpoint, current DEP need further improvement in the following aspects:

- DEP should clearly explain the gap between current situation and benchmarks set for MGDS and NESP for medium-term and long-term. Urgency and seriousness of filling the gaps need to be explained by using the comparison with the national average, for example;
- DEP should have clearer prioritization of activities;
- DEP should specify where (in which zones and schools) needs exist. DEP should touch upon the comparisons between zones and schools; and
- DEP should be based on deeper problem analysis. For example, quality issues are related not only to the number of teachers, but also other factors.

It is recommended that after the consensus of “Quality” of DEP is made, the Project should pay more attention to the quality of DEP and provide more technical support when necessary.

## **(4) Further capacity building for DEP development at the district level**

More capacity building is required at the district level to fulfill the above recommendations, which suggests that further dissemination workshop and training are needed. In addition, planning exercise need to be widely shared within DEO as well as LA. It is particularly important to inform LA of planning or even involve LA in the process of planning. The Team has found that the level of coordination between DEO and city/town assembly is relatively lower than between DEO and district assembly.

## **(5) Facilitation for resource mobilisation**

Besides the planning capacity, capacity for resource mobilisation at the district level needs to be strengthened. First, the Project can facilitate stronger linkage between DEO and LA by further involving LA in planning and monitoring process of DEP. Secondly, the Project can facilitate linkage between DEO and DPs. The Team

found that the marketing exercise that the Project supported provided districts with valuable opportunities to match needs and available resources. Mobilisation of community resources can be experimented as well. The Project needs to support strengthening marketing and advocacy skills of DEO.

**(6) Clarification of Divisions' roles in DEP**

Currently, division education office has a role of monitoring education activities in the districts including implementation of DEP. Division offices are not able to provide financial support, however, they should have roles to link districts and the ministry. Suggestions can be made that division education offices should articulate the disparities among districts and indicate the areas that require extra support from MoEST and other DPs. Then, they can report such analysis utilising the monitoring results of DEPs to MoEST as well as DPs. In addition, coordination at the division level may have importance particularly in linking various resources that may not exist at the district level.

**(7) More involvement and increased cost sharing of MoEST for ensuring sustainability**

It is suggested that involvement and information sharing within Department of Planning as well as within MoEST should be further strengthened for sustainable effects of the Project, i.e. institutionalisation of DEP. Reviewing roles and functions of core trainers as well as the current member selection may be necessary.

To increase financial sustainability, cost-sharing of MoEST needs to be discussed. For example, activities that are required only during the project period such as core trainer training shall be funded by JICA within the regulations of JICA. Financing of those activities that are required even after the Project needs to be made by MoEST/LA such as updating, monitoring, and marketing DEP.

The Project at the same time needs to pay attention to develop cost-efficient operation in those activities. For example, training for core trainers can be substituted by more field-based activities such as district monitoring with the project team. Other workshops targeting district level personnel can be conducted at the district level.

**<Improvement of Project implementation>**

**(8) Revision of PDM**

Current PDM has the following shortfalls, and need to be revised: 1) output and the project purpose is not logically sequenced. The project purpose can be achieved without output 2, 4, and 5; 2) Likewise, the project purpose and the overall goal is not logically related; and 3) Some of the indicators to measure the achievement are not valid. The length of the project period should be kept the same.

**(9) Involvement in Governance and Management Technical Working Group**

It is desirable that the Project continues to contribute to the Technical Working Group (TWG) on "Governance and Management" and exchange relevant information with the MoEST officials and all stakeholders including other DPs. Through the active participation in the TWG activities, the Project is expected to share information on the system for updating and implementing DEP which has been developed by the Project and to present possible difficulties and issues to be considered especially in terms of the appropriate linkage of DEP with NESP and other policies/plans. Since such information sharing through the TWG is crucial for ensuring possible exit strategy for the Project, taking a balance of workloads for the project experts into consideration, the necessary supports should be provided by the JICA Malawi office.

## ANNEX I: Schedule of the Evaluation Study

Date			Schedule
1	25/Jan/09	Sun	<i>Ms. Tanigawa (Consultant) leaves Japan.</i>
2	26/Jan/09	Mon	<i>Ms. Tanigawa arrives at Lilongwe.</i> 15:30 Courtesy call on the MoEST Principal Secretary with Senior Planner in Dept of Education Planning 16:30 Meeting with the Experts
3	27/Jan/09	Tue	08:00 Meeting with the Director of Education Planning 09:00 Meeting with the Director of Basic Education Observe the DEP Process Review Division workshop in MIM. 14:00 Interview to PEMA, MoEST
4	28/Jan/09	Wed	Whole Day: The DEP Process Review Division workshop in MIM. 13:30 Interview to Division Planner, NED 14:30 Interview to DEMs of 8 Districts in NED and Phalombe 15:30 Interview to District Assembly Officials from 8 Districts in NED and Phalombe
5	29/Jan/09	Thu	09:00 Meeting with <u>Lilongwe Rural West</u> District Education Officials (DEM, CPEA, Desk Officer) 10:30 Meeting with <u>Lilongwe Rural West</u> District Assembly Officials (DPD, and M&E Officer) <i>Ms. Totani arrives at Lilongwe.</i> 14:00 Courtesy call on Principal Secretary of Rural Development at MoLGRD 14:30 Meeting with the Head of Planning, MoLGRD 15:40 Meeting with Executive Secretary with Planning Officer of NLGFC
6	30/Jan/09	Fri	10:00 Meeting with <u>Mchinji</u> District Education Officials (DEM, CPEA) 11:00 Meeting with <u>Mchinji</u> District Assembly Officials (DPD, Ag-DOF, M&E Officer)
7	31/Jan/09	Sat	Data and information analysis and drafting the evaluation report
8	1/Feb/09	Sun	Data and information analysis and drafting the evaluation report 14:00 Meeting with Senior Advisor for Governance
9	2/Feb/09	Mon	09:00 Meeting with MoF Officials (Assistant Budget Director, Education Desk) (Ms. Totani) 09:00 Meeting with Senior Planner in Dept of Education Planning (Ms. Tanigawa) 10:30 Meeting with M&E officer (Core trainer)- MoEST (Ms. Totani) 11:00 Meeting with DoF, Lilongwe Rural West District Assembly (Ms. Tanigawa) <i>Ms. Masuda arrives at Lilongwe.</i> 14:30 Meeting with <u>Lilongwe Urban</u> District Education Official (Desk Officer) 16:00 Meeting with <u>Lilongwe City</u> Assembly Officials (Ag-DPD, Assistant DOF, M&E Officer)
10	3/Feb/09	Tue	09:00 Meeting with <u>Dedza</u> District Education Officials (Desk Officer) 11:00 Meeting with <u>Dedza</u> District Assembly Officials (DPD, Assistant DOF, M&E Officer) 16:00 Meeting with the Experts for drafting the evaluation report
11	4/Feb/09	Wed	10:00 DFID 14:00 Meeting with the Director of Education Planning for drafting the evaluation report
12	5/Feb/09	Thu	09:00 Meeting with Director of Development Planning (EP&D) 11:00 USAID PM.: Drafting the evaluation report
13	6/Feb/09	Fri	08:00 Meeting with <u>Central West Education Division Office (CWED)</u> officials (DM, DP) 09:00 Technical Working Group meeting on POW 11:00 German Cooperation (InWent/DED/GTZ) 14:00 Internal meeting for drafting the evaluation report
14	7/Feb/09	Sat	Data and information analysis and drafting the evaluation report
15	8/Feb/09	Sun	Drafting the evaluation report
16	9/Feb/09	Mon	07:30 Meeting with DoEP, Dr. Kamlongera Whole day Internal meeting on future plan, Drafting evaluation report
17	10/Feb/09	Tue	07:30 Meeting with DoEP, Dr. Kamlongera Whole Day: Final Drafting the Evaluation Report and M/M, internal discussion on PDM
18	11/Feb/09	Wed	09:00 Drafting the Evaluation Report and M/M, internal discussion on PDM 15:30 <b>Dissemination workshop</b> (presentation of the evaluation report and M/M)
19	12/Feb/09	Thu	14:00 <b>Steering Committee</b> for comments and approval on the Report and ways forward of the Project Finalizing the Minutes of Meetings and the Mid-term Evaluation Report based on the recommendations of the dissemination workshop by the evaluation team
20	13/Feb/09	Fri	09:00 <b>Signing of the Evaluation Report and M/M</b> 14:00 Debriefing meeting with the RR and JICA Malawi Office staff 16:00 Debriefing meeting at the Embassy of Japan

Date			Schedule
21	14/Feb/09	Sat	Ms. Masuda and Ms. Tanigawa leave Malawi.
22	15/Feb/09	Sun	Ms. Masuda and Ms. Tanigawa arrive in Japan
23	16/Feb/09	Mon	Finalisation of the evaluation report
24	17/Feb/09	Tue	Ditto
25	18/Feb/09	Wed	Ditto
26	19/Feb/09	Thu	Ditto
27	20/Feb/09	Fri	Ditto
28	21/Feb/09	Sat	Ms. Totani leaves Malawi.
29	22/Feb/09	Sun	Ms. Totani arrives in Japan.

M/S

ah

## ANNEX II: List of Interviewees

### Experts and Local Consultant

1	Yuki Kobayashi-Sangala	Chief Advisor / Local Education Administration
2	Haruhiko Yoshida	Project Coordinator
3	Charles Matema	Assistant Coordinator (local consultant)

### Ministry level

1	Bernard Sande	Secretary for Education, MoEST (Project Director)
2	Augustine Kamlongera	Director of Education Planning, MoEST (Project Manager)
3	Grace Milner	Senior Planner, MoEST (core trainer)
4	Wathando Mvghandira	M&E officer, MoEST (core trainer)
5	McKnight Kalanda	Director of Basic Education, MoEST
6	Jennings Kayira	Principal Education Methods Advisor, MoEST (core trainer)
7	Richard H. Chakhame	Head of Planning, MoLGRD
8	Wezi Mjojo	Executive Secretary, NLGFC
9	Silli Mbewe	Officer, NLGFC
10	Cliff K. Chiunda	Director of Development Division, MoEP&D
11	Dennis R. Mwangonde	Deputy Director, Development Division, MoEP&D
12	Edward Kabwinja	Economist, MoEP&D
13	Peterson Ponderani	Assistant Budget Director, MoF
14	Loyce Chilimsunguni	Education Desk Officer, MoF

### Division level

1	Lowland Sakala	Division Planner, North Education Division
2	Magret Alfazema	Division Planner, Central West Education Division

### District level

1	B. A. N'gambi	Desk Officer	Chitipa district
2	N. K. Mkandawire	Desk Officer	Karonga district
3	D. J. Matola	DOF	Karonga district
4	L. M. Chirambo	CPEA	Rumphi district
5	I. Shimakwera	M&E Officer	Rumphi district
6	Mzondi Moyo	DEM	Nkhata Bay district
7	M. J. Donda	Assistant DOF	Nkhata Bay district
8	S. S. Shaba	M&E Officer	Nkhata Bay district
9	L. R. H. Mwasikakata	Desk Officer	Mz. North district
10	M. G. U. Kayoyo	DEM	Mz. North district
11	W. B. Milanzi	Assistant Accountant	Mz. North district
12	A. Sichinga	DEM	Mzuzu City
13	P. F. Kacheche	Assistant District Registrar	Likoma district
14	H. B. Nkhoma	M&E Officer	Likoma district
15	E. K. Ali	DEM	Phalombe district
16	C. Chafutoza	Internal Auditor	Phalombe district
17	R.B. Hausi	DEM	Lilongwe Rural West District
18	A.L. Mvula	CPEA	Lilongwe Rural West District
19	Hilda Chitedze	Desk Officer	Lilongwe Rural West District
20	Smart Lans Gwedemula	DPD	Lilongwe Rural West District
21	Malango Botomani	M&E Officer	Lilongwe Rural West District
22	Leonard Kishombe	DoF	Lilongwe Rural West District
23	George GK. Ngaiyaye,	DEM	Mchinji District
24	Dominic Phiri	CPEA	Mchinji District
25	Blessings B.M. Nkhoma	DPD	Mchinji District
26	Emma Msokera Ngoma	Acting Director of Finance	Mchinji District
27	Emmanuel Sohaya	M&E Officer	Mchinji District
28	Geoffrey Chana	Desk Officer	Lilongwe Urban DEO
29	Yohane Nyanja	Acting DPD	Lilongwe City Assembly
30	George Ndhlovu	Assistant DoF	Lilongwe City Assembly
31	Mercy Mpakule	M&E Officer	Lilongwe City Assembly
32	Alex Kamowa	Desk Officer	Dedza District
33	Michael Chimbalanga	DPD	Dedza District
34	Edson Zaniku	Assistant DoF	Dedza District
35	Gideon Jere	M&E Officer	Dedza District

MJI

ah

**Development Partners**

- |   |                         |  |
|---|-------------------------|--|
| 1 | Don Taylor              | Education Advisor, DFID                  |
| 2 | Vera N'goma             | Assistant Education Advisor, DFID        |
| 3 | Marisol Perez           | Education Team Leader, USAID             |
| 4 | Ramsey Sosola           | Program Management Specialist, USAID     |
| 5 | Frank Hartkopf-Vom-Hoff | Chief Advisor, MGPDD, GTZ                |
| 6 | Whinston Khamula        | Deputy Programme Coordinator, MGPDD, GTZ |



ah

### ANNEX III: PDM<sub>0</sub>

Project Name : The Project for Piloting the Implementation of the National Education Development Plan  
Target Group : N/A

Project Period : Dec 2006- Dec 2010

Date : 4 Dec 2006

Version : No. 0

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumptions/Risks
<p><b>[Super Goal]</b> Quality education is provided</p> <p><b>[Overall Goal]</b> Quality District Education Plans (hereinafter referred to as "DEP") are implemented in the 33 Education Districts in Malawi</p>	<p>1. N/A</p>	<p>1. Survey results by the EMAS.</p>	<p>Development partners continues or increases support for education sector</p>
<p><b>[Project Purpose]</b> Quality DEPs are annually updated according to district needs and National Education Sector Plan in all 33 Education Districts in Malawi</p>	<p>1. From the second year of the Project, every year MoEST budget for DEP updating. 2. By the end of the Project, updated DEPs obtain mean of over 3 on the scale of 0 to 4 in the DEP Monitoring Capacity Index administered by the EMAS of MoEST 3. By the end of the Project, DEP are updated over 3 times.</p>	<p>1. Public Expenditure Review 2. Project Monitoring and Evaluation reports. 3. Project Monitoring and Evaluation reports.</p>	<p>1. GoM continues or increases its budget for education sector 2. MoEST continues or increases its budget for DEP updating.</p>
<p><b>[Output]</b></p> <ol style="list-style-type: none"> <li>1. DEP/Budgeting guideline is prepared</li> <li>2. Strengthen capacities of Ministry HQ and divisional education officials to manage DEPs updating and DEP budgeting</li> <li>3. Strengthen capacities of district education officials to update DEPs and in financial management</li> <li>4. DEP monitoring and evaluation system is established</li> <li>5. DEPIP activities widely publicized</li> </ol>	<ol style="list-style-type: none"> <li>1-1. By the end of the Project, DEP /Budgeting guideline is published.</li> <li>1-2. By the end of the Project, DEP/Budgeting guideline dissemination workshop for division and district officials are held and over 100 officials participated in the Workshop.</li> <li>2-1. By the end of the Project, over 19 division and Ministry officials participate in training sessions for strengthening their administrative capacity.</li> <li>3-1. By the end of the Project, over 33 district officials participate in training sessions for strengthening their administrative capacity.</li> <li>3-2. By the end of the Project, DEPs are updated over 3 times in more than 33 districts.</li> <li>4-1. By the end of the Project, DEP monitoring and evaluation tools are developed.</li> <li>4-2. By the end of the Project, DEP monitoring and evaluation training are held at Ministry HQ, Divisional and District levels.</li> <li>5-1. By the end of the Project, DEP sensitization workshops for development partners are held and over 20 development partners including NGOs participated in the workshops.</li> <li>5-2. DEPIP newsletters are published once a quarter during project period.</li> <li>5-3. DEPIP website are developed and regularly updated.</li> </ol>	<ol style="list-style-type: none"> <li>1-1. Project Monitoring and Evaluation reports.</li> <li>1-2. ditto.</li> <li>2-1. ditto.</li> <li>3-1. ditto.</li> <li>4-1. ditto</li> <li>4-2. ditto.</li> <li>4-3. ditto.</li> <li>4-4. ditto.</li> <li>5-1. ditto.</li> <li>5-2. ditto.</li> <li>5-3. ditto.</li> </ol>	<ol style="list-style-type: none"> <li>1. 70% of trained ministry officials continue to work in their position.</li> </ol>

[Activities]	[Inputs]	[Pre-conditions]
1-1 Conduct baseline survey on DEPs updating 1-2 Prepare DEP/Budgeting guideline to link DEP with DDP, and DEP with NESP. 1-3 Conduct DEP/Budgeting guideline dissemination workshop for division and district officials.	Japanese side: 1. Human Resources • Dispatch of long-term expert. • Dispatch of short-term expert(s). • Hiring local consultant(s).  2. Training of counterpart personnel in Japan.  2. Provision of equipment.  3. Expenses for organizing DEP updating work shop	Malawian side: 1. Assignment of counterpart personnel. Policy and Planning Team of Planning Department 2. Assignment of administrative personnel.  3. Buildings and facilities necessary for the Project.  4. Allocation of the budget necessary for the Project.
2-1 Conduct OJT and other training to Ministry HQ officials to manage DEP updating and DEP budgeting 2-2 Conduct DEP planning and financial management-training workshops for divisional education officials 2-3 Develop DEP planning and updating schedule. 2-4 Disseminate DEPs to stakeholders (Development partners, NGOs & District Assemblies).		
3-1 Support and monitor divisional officials conduct training for district officials 3-2 Conduct DEP updating workshop.		
4-1 Conduct a baseline study on capacities and needs of district, Division and MOEVT levels in M&E 4-2 Develop DEP monitoring and evaluation strategy 4-3 Organize training workshops to strengthen monitoring and evaluation capacities at District, Division and MOEVT levels. 4-4 Equip Division and District offices with the necessary materials to conduct necessary monitoring and supervision of the DEP & NESP.		
5-1 Hold sensitization workshops to publicize DEPIP activities. 5-2 Publicize DEPIP activities through newsletters, circulars, radio and TVM. Etc. 5-3 Develop website of DEPIP		



## ANNEX IV: Evaluation Grid

### 1. Achievements of the Project

Evaluation Items	Judgement Standards/ Indicators	Results
<p>1-1 Output</p> <p><b>Output 1. DEP/Budgeting guideline is prepared.</b></p>	<p>1(a). By the end of the Project, DEP/Budgeting guideline is published.</p> <ul style="list-style-type: none"> <li>• Number of the guideline published</li> <li>• Contents of the guideline</li> <li>• User-friendliness of the guideline</li> </ul> <p>1(b). By the end of the Project, DEP/ Budgeting guideline dissemination workshop for division and district officials are held and over 100 officials participated in the workshop. •</p> <ul style="list-style-type: none"> <li>• Date of the workshop</li> <li>• Attendance of the workshop (Number, Position)</li> <li>• Contents of the workshop</li> <li>• Status of distribution and understanding of the guideline</li> </ul>	<ul style="list-style-type: none"> <li>• DEP/Budgeting Guidelines, Marketing Guideline, and a DEP updating manual were prepared (See Annex VI for details).</li> <li>• The Guidelines indicate how to prepare/update DEP and overview a relationship between DEP and other policy/plan such as NESP, and DDP. However, it requires further modification of DEP to make: 1) clearer link with national plans(MGDS, NESP), 2) more harmonised format and contents with the existing budgeting process.</li> <li>• The questionnaire asked the degree of satisfaction of DEP guidelines in four scales. Districts (DEM&amp;DoF) and Division planner evaluated better than 3 (relatively good) except one Division planner who assessed 2 (not so good).</li> <li>• Needs such as including indicators from MGDS&amp;NESP and reviewing of the guideline reflecting the present situation are seen.</li> </ul> <p>Two Guideline Workshops were implemented in 2007 and more than 100 division and district officials participated in each workshop. However, Participation from the MoEST was relatively low (See Annex VI for details).</p>
<p><b>Output 2. Strengthen capacity of Ministry HQ and divisional education officials to manage DEPs updating and DEP budgeting.</b></p>	<p>2(a).By the end of the Project, over 19 divisions and Ministry officials participate in training sessions for strengthening their administrative capacity.</p> <ul style="list-style-type: none"> <li>• Has the capacity of Ministry and Division (Division planners) strengthened?</li> </ul> <p>2(b) Link of MoEST HQ, divisions and districts are strengthened in terms of the number of meetings and visits. (for cooperation to manage DEPs updating and implementation)</p> <ul style="list-style-type: none"> <li>• Number of meetings and visits</li> <li>• Contents of meetings and visits</li> </ul>	<ul style="list-style-type: none"> <li>• The Project introduced a core trainer system in 2008 to provide a series of training for all 34 district officials efficiently and effectively.</li> <li>• Core Trainers (total 21) were assigned including National (MoEST 6, MoLGRD 2, and NLGFC 1), all 6 divisions, and 6 districts from each division.</li> <li>• Training for Core Trainers was held for 3 times. 13, 9, and 18 national and divisional officials participated in those training. (See Annex VI for details).</li> <li>• From questionnaires, All of 24 DEMs agreed that core trainers are good enough to provide training about DEP.</li> <li>• As a division planner, most of them want more skills of planning and M&amp;E.</li> <li>• Participation of MoEST at the Ministry level is not consistent.</li> <li>• Workshop/training such as Training for core trainers and DEP Process Review Workshop gathered different levels, i.e. MoEST, divisions, and districts (See Annex VI for details), although participation from MoEST is low.</li> <li>• The questionnaire shows that 88% of DEMs feel comfortable to contact with</li> </ul>

Evaluation Items	Judgement Standards/Indicators	Results
<p>Output 3. Strengthen capacities of district education officials to update DEPs and in financial management.</p>	<ul style="list-style-type: none"> <li>• Status of linkage among MoEST, divisions and districts</li> <li>3(a). By the end of the Project, over 34 district officials participate in training sessions for strengthening their administrative capacity.               <ul style="list-style-type: none"> <li>• Date and frequency of the training</li> <li>• Contents of the training</li> <li>• Administrative capacity which was strengthened by the training</li> <li>• Attitude change and impacts on the district officials</li> </ul> </li> </ul>	<p>different levels, however, there is variation.</p> <ul style="list-style-type: none"> <li>- Training for DEP update was held once in Nov 2007.</li> <li>- DEP Process Review Workshop was held in Jan. 2009. All the districts and divisions attended. (See Annex VI for details)</li> <li>• Both experts and district officials think that they have improved their ability to update DEP. However, the level of ability depends on individuals.</li> <li>- Due to the delay of setting up the project and C/Ps, some DEOs/ Divisions which need further support have not been followed up enough.</li> <li>- Knowledge and skills that district officers obtained from the training were not fully shared with other officers at DEO, so it is difficult to say that necessary capacity is firmly instilled as an institutional memory at DEO.</li> <li>• Some districts face shortcomings in developing DEP such as:           <ul style="list-style-type: none"> <li>➢ Although local needs and gap analysis was supposed to be conducted to develop quality DEP, some districts didn't ask community's needs by conducting questionnaire with them, but only made gap analysis of EMIS.</li> <li>➢ Some DEPs do not include the detailed projects by zone in project proposals.</li> <li>➢ Some DEO personnel do not fully understand the contents of DEP.</li> <li>➢ Some DEO personnel do not have enough knowledge about NESP and MGDS to link them with DEP.</li> </ul> </li> </ul>
<p>Output 4. DEP monitoring and evaluation (M&amp;E) system is established.</p>	<p>3(b). By the end of the Project, DEPs are updated over 3 times in more than 34 districts.</p> <ul style="list-style-type: none"> <li>• Number of updated DEPs</li> <li>• Contents of the DEPs which were updated</li> <li>• Process of updating DEPs (Timing, Actors)</li> </ul> <p>4(a). By the end of the Project, DEP Monitoring and Evaluation Tools are developed.</p> <ul style="list-style-type: none"> <li>• M&amp;E tools</li> <li>• Linkage with NESP's monitoring and evaluation system</li> <li>• Status of utilisation of DEP Monitoring and Evaluation tools (6 districts)</li> </ul> <p>4(b). By the end of the Project, DEP monitoring and evaluation training are held at Ministry HQ, Divisional and District level.</p> <ul style="list-style-type: none"> <li>• Date and frequency of the training</li> <li>• Attendance of the training (Number, Position)</li> <li>• Contents of the training</li> <li>• Monitoring and evaluation capacity which were</li> </ul>	<ul style="list-style-type: none"> <li>• All 34 districts updated DEP in 2007. The next update is planned in July 2009.</li> </ul> <ul style="list-style-type: none"> <li>• As the Project waited for completion of NESP M&amp;E framework, M&amp;E Tools for DEP have not been developed yet.</li> <li>• Baseline survey 2 was conducted between Sep-Dec 2008, to examine existing M&amp;E system such as Data source, M&amp;E structure at assembly level, EMIS, and flow of information in District Data bank system.</li> <li>• Systematic M&amp;E for DEP implementation has not been taken place at districts. Since M&amp;E officers are assigned in some LAs, they will monitor project progress.</li> <li>- Through DEP Process Review Workshop in Jan 2009, existing M&amp;E tools were reviewed.</li> </ul>

Evaluation Items	Judgement Standards/Indicators	Results
Output 5. DEPIP activities widely publicized	<p>strengthened by the training.</p> <p>5(a). By the end of the Project, DEP sensitization workshops for development partners are held and over 20 development partners including NGOs participated in the workshop.</p> <ul style="list-style-type: none"> <li>• Date and frequency of the training</li> <li>• Attendance of the training (Number, Position)</li> <li>• Contents of the training</li> <li>• Response of development partners and NGOs</li> <li>• How much DEP is well known among stakeholders</li> </ul> <p>5(b). DEPIP newsletters are published once a quarter during project period.</p> <ul style="list-style-type: none"> <li>• Number and frequency of newsletters published</li> </ul>	<ul style="list-style-type: none"> <li>• DEPIP dissemination workshop and 3 sensitisation workshops were held in May 2007, and July-Dec 2008 respectively.</li> <li>• Marketing workshop helped DEP dissemination to stakeholders.</li> <li>• In Dedza district, marketing workshop helped DEO get funding from donors: MK76 mil from MASAF, and MK3 mil from Total&amp;Care.</li> </ul>
1-2 Activity	<p>5(c). DEPIP website are developed and regularly updated.</p> <ul style="list-style-type: none"> <li>• Status of project website</li> <li>• Awareness of DEP</li> </ul>	<ul style="list-style-type: none"> <li>• DEPIP Brochure was published in September 2007</li> <li>• DEPIP Newsletters were published 4 times before Dec 2008, and Distributed to Donors, NGOs, Government organizations, member of the parliament, District Executive Committee members, and primary schools.</li> <li>• Press Release in Newspaper: Once in 2007 (in two newspapers), Twice in 2008 (in two newspapers each)</li> <li>• DEPIP Brochure was uploaded in MoEST website (Oct 2007).</li> <li>• DEP (2008-2011) was uploaded in MoEST website (July 2008).</li> <li>• DPs know the existence and some such as DFID, EU, UNICEF and the World Bank programmes fund DEP activities. One City Assembly secretariat officials were found that they do not know DEP, because the positions were vacant at the time of DEP updating.</li> </ul>
Degree of achievement of the activities	Comparison of actual project activities with the original plan based on PDM and PO	It is not possible to compare actual project activities with the original plan, as the plan was not clear, and PO was not prepared in the beginning. After the Experts were dispatched, the project developed a new PO.
1-3 Input	<p>a. Dispatch of long-term expert</p> <p>b. Dispatch of short-term expert(s)</p> <p>c. Hiring local staffs</p> <p>d. Training of counterpart in Japan</p> <p>e. Provision of Equipment</p>	<ul style="list-style-type: none"> <li>• Experts: Total 14.6MM (Refer Annex V-a for detail)</li> <li>• In the beginning of the Project, only local consultant was assigned. In Nov. 2007, short-term expert was assigned for one month. Long-term Expert has been dispatched since April 2008, and short-term expert (6 months per year) since May 2008.</li> <li>• CERT conducted baseline survey as local consultant (Jan-March 2007).</li> <li>• One local consultant (since May 2007), Secretary and driver (since Jan 2007)</li> <li>• CP training in Japan was not conducted yet. The reasons are 1) only local consultant, who did not know the process of CP training, was assigned; 2) In 2008, establishment of the project structure was the first priority.</li> <li>• (YR1) 6,611,201JPY (YR2) 9,525,418JPY (YR3) 2,256,724JPY (planned)</li> <li>• One car was stolen, and replaced. Refer Annex V-d for detail.</li> </ul>

Evaluation Items	Judgement Standards/Indicators	Results
	f. Expenses for organizing DEP updating workshop	<ul style="list-style-type: none"> <li>(YR1) 9,126,378.JPY (YR2) 11,325,033.JPY (YR3) 7,261,066.JPY (as of 12/2008)</li> </ul>
Inputs of the Malawian Side	a. Assignment of counterpart personnel	Refer Annex V-c for detail
	b. Assignment of administration personnel	No assignment of administration personnel.
	c. Buildings and facilities necessary for the Project	The office space is provided.
	d. Allocation of the budget necessary for the Project	<ul style="list-style-type: none"> <li>Part of maintenance expenses for the project car is provided.</li> <li>MK1.5 million is secured for Training for Core-trainer in Mar 2009.</li> </ul>
<b>1-4 Important Assumptions</b>		
<u>Overall Goal Level</u>		
1. Development partners continue or increase its support for education sector.		
<u>Project Purpose Level</u>		
1. GoM continues or increases its budget for education sector.		
2. MoEST continues or increases its budget for DEP updating.		
<u>Output Level</u>		
1. 70% of trained ministry officials continue to work in their position.		

## 2. Implementation Process

Evaluation Items	Judgement Standard/Indicators	Results
Project management system	<ul style="list-style-type: none"> <li>Whether project management system is appropriately established.</li> </ul>	<ul style="list-style-type: none"> <li>Core-trainer system has just been introduced in June 2008. Core trainers are playing facilitation role in the workshop.</li> <li>Roles of each stakeholder at different level are not yet institutionalised. For example, although MoEST is expected to provide guidance and support for updating and implementing DEPs, the MoEST has not taken any actions to do.</li> <li>As of January 2009, M&amp;E system has not been established yet.</li> </ul>
Ownership of C/P	<ul style="list-style-type: none"> <li>Number of officials who are assigned as C/Ps</li> <li>Status of assignment of C/Ps and their roles</li> <li>Status of involvement of C/Ps in project's decision-making</li> <li>Cost sharing</li> </ul>	<ul style="list-style-type: none"> <li>At central level, there is a good understanding and ownership of Director of Planning. However, an assigned C/P has not been fully involved in the Project activity.</li> <li>MoEST tends to consider that DEP is under the responsibility of local government, and central government should not take direct part in the issue too much in the process of decentralisation policy.</li> <li>Division and districts start to have their ownership over the DEP activity. DEM in Lilongwe Rural West states, "DEP changed our mind-set towards participation".</li> <li>Steering committee is supposed to be held for decision-making, but at present, it is more likely information sharing.</li> <li>DEPIP secretariat is a project management body. Although one from Planning Unit was assigned, major tasks have not been shared.</li> </ul>
Communication among stakeholders	<ul style="list-style-type: none"> <li>Whether communication among stakeholders has been good.</li> </ul>	<ul style="list-style-type: none"> <li>Especially in the first year of the project, lack of communication among MoEST, JICA Malawi Office, and JICA HQ was seen.</li> </ul>

ah

Evaluation Items	Judgement Standard / Indicators	Results
Modification of PDM	<ul style="list-style-type: none"> <li>Background of designing PDM</li> <li>Appropriateness of PDM</li> <li>Possible changes of PDM</li> </ul>	<ul style="list-style-type: none"> <li>As the Project was not designed with enough discussion between JICA and MoEST, the project design has some problems, i.e. some causes and results are not logical, indicators are not clear, and some activities are missed out.</li> <li>PDM1 was proposed at the 2nd SC held in June 2008.</li> </ul>
Methods of Technical Transfer	<ul style="list-style-type: none"> <li>Introduction of core-trainer system</li> </ul>	<p>After core-trainer system was introduced, technical transfer has been made to some extent to division and district levels. However, major technical transfer has not been made at national level.</p>

### 3. Project Evaluation by five criteria

Evaluation Items	Sub items	Results
<b>3-1 Relevance:</b>		
Necessity	<ul style="list-style-type: none"> <li>Needs for preparing/updating DEP</li> <li>Linkage with EMIS, DDP</li> <li>Progress of decentralisation policy</li> <li>Expected role of DEP (e.g. utilisation for FTI budgeting)</li> </ul>	<ul style="list-style-type: none"> <li>Needs for DEP are seen in districts from the following points: <ul style="list-style-type: none"> <li>Enhance their planning skills and manage their plans.</li> <li>Increase more communication among stakeholders, i.e. DEO, DA, Divisions, and politicians.</li> <li>Use as resource mobilisation tool.</li> </ul> </li> <li>DEP is not fully supported by the funding, hence not all the activities are carried out. The questionnaire found that 5 out of 9 districts implemented less than third of the previous DEP</li> <li>Expected roles of DEP and MoEST in relation with DEP have not been discussed enough.</li> </ul>
Priority	<ul style="list-style-type: none"> <li>Priority in the Malawian educational policy (NESP).</li> <li>Coherence of the Project with Japanese cooperation policy and the JICA country program</li> </ul>	<ul style="list-style-type: none"> <li>DEP is referred in both NESP and Devolution Guideline.</li> <li>However, it is not clear how DEP is integrated into NESP in terms of being instrumental in achieving NESP targets</li> <li>Japanese ODA policy puts a particular emphasis on supporting "nation-building" and "human resources development."</li> <li>The Project covers three areas out of five that JICA prioritizes for basic education, and the Project is included in JICA Malawi Office's country program.</li> </ul>
Validity as Means	<ul style="list-style-type: none"> <li>Selection of target group (appropriateness of target level)</li> <li>Cooperation with other Development Partners (DPs)</li> <li>Progress of other DP's assistance in education and decentralisation</li> </ul> <p>Appropriateness of the project approach (Effectiveness of technical cooperation, i.e. training, workshop, etc.)</p>	<ul style="list-style-type: none"> <li>As a nation-wide practice, the Project is expected to cover all the districts; however, it is difficult for the Project to ensure capacity building of each district with the current scale of the inputs.</li> <li>Major part of the DEP is implemented through the DPs' fund for infrastructure (DFID, EU, World Bank, and UNICEF),</li> <li>In-service was implemented by DPs (PCAR), but the correlation between DEP is not clear.</li> <li>USAID is starting the support at district level, which includes linking DEP to SIP.</li> <li>GTZ/DED is planning to support re-defining the role of Division</li> <li>The original project design did not fully consider progress of decentralisation as external factor. Targeting districts makes the validity of the Project low under the situation that devolution to districts is slow in progress as considered in the beginning.</li> </ul>
<b>3-2 Effectiveness</b>		
Prospect to achieve project purpose	(a) From the second year of the Project, every year MoEST budget for DEP updating.	<ul style="list-style-type: none"> <li>The present project purpose is likely to be achieved, if the project continues their activities (e.g. training and modifying the contents of DEP) for districts to update, reflecting district needs and NESP.</li> </ul>

Evaluation Items	Sub Items	Results
	<p>(b) By the end of the Project, updated DEPs obtain means of over 3 on the scale of 0 to 4 in the DEP Monitoring Capacity Index administered by the EMAS of MoEST.</p> <p>C) By the end of the Project, DEP are updated over 3 times.</p>	<p>(a) DEP Updating workshop was not held in the second year.</p> <p>(b) Through interview with EMAS, it is found that DEP Monitoring Capacity Index does not exist.</p> <p>(c) All 34 districts updated DEPs in Nov-Dec 2007. As the Project found that it is not meaningful to update DEP annually, the second update is planned to be conducted in 7/2009. Third update is likely to be made by the end of the Project.</p>
Whether output contribute to achieve project purpose	Appropriateness of output to achieve project purpose	<ul style="list-style-type: none"> <li>- The project purpose can be achieved without output 3, 4 or 5. Modification of the project purpose can be considered.</li> </ul>
Contributing and constraining factors to achieve project purpose	Contributing and constraining factors to achieve project purpose	<ul style="list-style-type: none"> <li>• Some DEOs and Division Trainers don't have enough knowledge about NESP and MGDS to link them with DEP.</li> </ul>
<b>3-3 Efficiency</b>		
Correlation between activities and output	Appropriateness of activities to achieve output	<ul style="list-style-type: none"> <li>• Activities are appropriate to achieve the output in PDM0.</li> </ul>
Quantity, Quality and Timing of inputs	Appropriateness of quantity, quality and timing of inputs for smooth implementation of project activities	<ul style="list-style-type: none"> <li>• The timing of dispatching Experts was delayed, which caused the delay of establishing project management system.</li> <li>• The input of Experts was not enough in the beginning of the Project. As a local consultant didn't have authority to manage the budget, there were extra transaction occurred between MoEST, JICA, and the Project.</li> </ul>
Cost effectiveness	Correlation between degree of achievement of project purpose, and output and inputs	<ul style="list-style-type: none"> <li>• The Project direction was not very clear in the first year, as timing of dispatching experts was delayed and discussion between JICA Malawi Office and MoEST was insufficient. That brought the delay of activities, some of which had to be repeated.</li> <li>• As a constraining factor, it can be raised that some DEMs appoint other staff when they are not able to attend workshop, but it is not certain that they share the contents among DEMs.</li> <li>• In some districts, knowledge/skills of DEP stay in individuals.</li> <li>• In a city assembly, there was a case of little communication and collaboration between DEO and the assembly secretariat.</li> </ul>
Other constraining factors to achieve output		
<b>3-4 Impact</b>		
Prospect to achieve overall goal	No indicators given	<ul style="list-style-type: none"> <li>• DEPs are not likely to be implemented in all the districts, unless development budgets are devolved to the districts, as ORT is too small to implement all the activities in DEPs.</li> </ul>
Constraining factors from achieving overall goal		<ul style="list-style-type: none"> <li>• Most LAs do not have enough budgets to implement activities based on DEP, which prevents updated DEP to be fully implemented.</li> <li>• DDP is not updated in some districts.</li> <li>• Sample of 10 Districts shows over 80% of their plan were implemented for Year 1 of the current DEP, however, the % of the attainment of set targets varies from 3% to more than 1000%.</li> </ul>
Correlation between project purpose and overall goal	<ul style="list-style-type: none"> <li>• Appropriateness of project purpose to achieve overall goal</li> </ul>	<ul style="list-style-type: none"> <li>• There is a gap between Project Purpose and Overall goal; i.e. the achievement of project purpose does not lead to Overall goal.</li> </ul>

Evaluation Items	Sub items	Results
Important Assumption	<ul style="list-style-type: none"> <li>• Appropriateness of important assumption to achieve to overall goal</li> <li>• Possibility to meet important assumptions</li> </ul>	<ul style="list-style-type: none"> <li>• Progress of decentralisation and development of DDP is not added as important assumptions.</li> <li>• As missing important assumptions are big and critical, it can be considered to change project purpose.</li> <li>• Present assumptions set in PDM<sub>0</sub> are likely to have no problem, But the assumptions mentioned above, which are not included in the PDM<sub>0</sub> shall be included in the revised PDM.</li> </ul>
Possible impacts	<ul style="list-style-type: none"> <li>• Possible impacts (positive and negative) except overall goal</li> </ul>	<ul style="list-style-type: none"> <li>• There are some positive impacts seen as follows:               <ul style="list-style-type: none"> <li>➢ Communication with DA and DEO has increased.</li> <li>➢ The district can negotiate better with DPs, by referring DEP together with DPs.</li> <li>➢ The district can utilise date for decision-making.</li> <li>➢ In Mchinji district, DA wants to ask other sectors to develop plans like DEP, as DEP is the only tool to show the direction of education sector in the district.</li> </ul> </li> <li>• Not major negative impacts are seen.</li> </ul>
<b>3-5 Sustainability:</b>		
Policy and System Aspects (Prospect for DEPs' implementation in districts after the Project)	<ul style="list-style-type: none"> <li>• Policy support for the implementation of DEPs</li> <li>• Harmonization with other initiatives (NESP, EMIS, etc.)</li> <li>• Expected role of DEPs under the decentralisation</li> <li>• Possibility to integrate DEPs into DDP and to secure necessary budget for implementing DEPs</li> </ul>	<ul style="list-style-type: none"> <li>• MoEST supports DEP in NESP, and clarify the roles of DA and MoEST in Devolution Guideline. In addition, it agrees MoEST's roles as indicated in DEP Guideline.</li> <li>• However, it does not give support to districts as indicated.</li> <li>• There is a need to coordinate education part of DDP and DEP.</li> </ul>
Financial Aspect	<ul style="list-style-type: none"> <li>• Current budget system</li> <li>• Financial sources</li> </ul>	<ul style="list-style-type: none"> <li>• Dept of Education Planning confirmed its intention to bear the cost of DEP updating.</li> </ul>
Technical Aspect	<ul style="list-style-type: none"> <li>• Degree of completion of the model (manual/guideline)</li> <li>• Necessary capacity development for modifying and utilizing DEPs according to the situation</li> </ul>	<ul style="list-style-type: none"> <li>• The Project requires to revisit DEP management mechanism towards sustainability</li> <li>• More development of technical skills are required when the project changes its format and process of DEP.</li> </ul>

ah

## ANNEX V: Summary of Project Inputs

### V-a: List of Experts (as of December 2008)

No.	Name	Field	Duration		
			from	To	Months
1	Yuki Kobayashi-Sangala	Policy and Institution	16/11/2007	21/12/2007	1.2
2	Haruhiko Yoshida	Project Coordinator	4/2008	(3/2010)	9.0
3	Yuki Kobayashi-Sangala	Chief Advisor / Local Education Administration	7/5/2008	(12/2010)	4.4

Total 14.6

### V-b: List of Local Consultants (as of December 2008)

No.	Name	Field	Duration		
			from	To	Months
1	Centre for Education Research and Training (CERT)	Baseline Survey and Sensitisation Workshop	1/2007	3/2007	2.0
2	Charles Matemba	Assistant Coordinator (local consultant)	6/2007	(12/2009)	18.0

Total 20.0

### V-c: List of Core Trainers (as of December 2008)

No.	Name	Position	Organization
1	Dr. A. Kamlongera	Director (DEPIP Project Manager)	Education Planning, MoEST HQ
2	Mr. J. Mwamlima	Senior Planning Officer	Planning, Budget Section, MoEST HQ
3	Mrs. G. Milner	Senior Planning Officer	Planning, Policy and Planning Section, MoEST HQ
4	Mr. M. Masanche	Senior Planning Officer	Planning, EMIS Section, MoEST HQ
5	Mr. W. Mughandira	Planning Officer	Planning, M&E Section, MoEST HQ
6	Mrs. C. Mussa	Deputy Director of Basic Education	Dept. of Basic Education, MoEST HQ
7	Mr. J.M. Kayira	Principal Education Method Advisor	Dept. of Education Method Advisory Service (EMAS), MoEST HQ
8	Mr. T. Pangani	Economist, Dept., of Local Government	Ministry of Local Government and Rural Development
9	Ms. E. Jere	Economist, Planning Unit	Ministry of Local Government and Rural Development
10	Linda Magombo	Principal Planning & Economic Services Analysis	National Local Government Finance Committee
11	Mr. L. Sakala	Division Planner	North East Education Division
12	Mr. A. Gawani	Division Planner	Central East Education Division
13	Mrs. M. Alfazema	Division Planner	Central West Education Division
14	Mr. D.K. Nkhoma	Division Planner	South East Education Division
15	Mr. K. Kanchewa	Division Planner	South West Education Division
16	Mr. M.G. Kuse	Division Planner	Shire Highland Education Division
17	Ms. A. Sichinga	DEM	Mzuzu City
18	Mr. Nthandika	DEM	Ntchisi District
19	Mrs. Misomali	DEM	Lilongwe City
20	Mr. Alufandika	DEM	Zomba City
21	Mr. Sakwata	DEM	Nsanje District
22	Mr. Naunje	DEM	Chiradzulu District

*MK*

*uh*



V-d: List of Major Equipment Provided by JICA

as of Dec, 2008

No.	Name of Equipment	Quantity	Total Cost (JPY)	Condition
<b>Project Office</b>				
1	Office desk and chair	3	0	Good
2	Project vehicle	1	4,341,911	Good
			507,583	(One was stolen.)
3	Desktop Computer	2	468,202	Good
4	17" Monitor	2	0	Good
5	Laser Printer	1	0	Good
6	UPS	2	0	Good
7	Photocopier	1	1,457,645	Good
8	SVS (stabilizer)	1	39,753	Good
9	FAX machine	1	61,396	Good
10	Switching HUB	1	0	Good
11	Visitors' chair	2	0	Good
12	Scanner	1	126,000	Good
<b>6 Divisions and 22 District Education Offices</b>				
13	Desktop Computer	10	2,792,026	Good
14	17" Monitor	10		Good
15	Laser Printer	10		Good
16	UPS	10		Good
17	Photocopier	2		Good
18	SVS	2		Good
19	Desktop Computer	18	4,984,401	Good
20	17" Monitor	18		Good
21	Laser Printer	18		Good
22	UPS	18		Good
23	Photocopier	4	3,498,132	Good
24	SVS	4		Good
Total			24,412,297	

(37,441,025 MK)  
1MK=0.65202JPY

## ANNEX VI: Summary of Project Activities

### VI-a: Guidelines/Manual Developed

Title	Date
DEP Guideline	June, 2007
DEP Updating Manual	November, 2007
DEP Marketing Guideline	July, 2008
DEP Budgeting Guideline	Included in November 2007

### VI-b: Workshops/Training Conducted

#### 1) Guideline Workshops

Date	Workshop etc	Participants
July 2007 (1day)	Guideline Dissemination Workshop (Division and District)	MoEST:2, Division:8, District:39
Aug 2007 (1day)	Guideline Dissemination Workshop (District Assembly)	District: About 1,000
Nov-Dec 2007 (5 days each)	DEP Updating Workshop (Division and District)	MoEST:5, Division:3, District:122

#### 2) Training for Core Trainers

Date	Workshops	Participants	Purpose
July 2008 (2days)	Review of DEP Marketing/DEP updating guidelines	DEM:4, Division:6, MoEST:4, Other Ministries:3	Marketing skill and facilitation to hold the next training
Oct 2008 (2 days)	Japanese Education Administration and school management under decentralisation (by Professor from Kanazawa University)	DEM:5, Division:6, MoEST:1, Other Ministries:2 JICA trainees from other countries:13	Knowledge about Education Administration
Jan 2009 (3days)	DEP Budgeting and M&E	DEM:6, District:5, Division:6, MoEST:4, Other Ministries:3	Preparation for process review (budgeting, M&E, Annual review to bridge those)

#### 3) Workshops/Meetings

Date	Workshops	Participants	
May 2007	Meeting for Annual Plan Development	MoEST:3 Division:4 District:7	
Oct 2007 (1day)	First Steering Committee	MoEST:4 Division:2, District:1 DP:5	
Jun 2008 (1day)	Second Steering Committee	MoEST:5, Other Ministry:1 Division:4, District:2 DP:6	
Jan 2009 (2days each)	DEP Process Review Workshop for implementation, budgeting, and M&E	Districts in South East & Shire Highland	MoEST:0, Division:1, District:17
		Districts in South West Division	MoEST:3, Division:2, District:17
		Districts in Central East & Central West Division	MoEST:1, Division:2, District:20
		Districts in Northern Division	MoEST:1, Division:1, District:22

#### 4) Sensitisation/Marketing Workshops

Date	Contents	Participants
May 2007	DEP Sensitization Workshop for Districts	No records exist.
July 2008 (2days)	DEP National Sensitisation	Donor:8, NGO:11, Journalist:2, Education stakeholders:18, Other Ministries:4, District:53 from Districts (Total:94)
Aug 2008 (1day each)	DEP Division Sensitisation	6 Divisions, 33 Districts, MoEST (Total:129)
Sep-Dec 2008 (1day each)	DEP Sensitisation at districts	33 Districts (Total:1,000)

#### 5) Technical Working Group/Joint Sector Review

Date	Contents	Participants
Aug 2008 (3days)	Joint Sector Review	No records exists but Ministries and DPs attended
July 2008 (1day)	First Technical Working Group	MoEST:1, Other Ministry:1, District:4 DP:7
Aug 2008 (1day)	Second Technical Working Group	MoEST:1 District:1 DP:5

MKT

ah