



Mangochi ICEIDA Partnership in Education

A Pilot Programme to Improve the Quality of Education

Programme Document 2012 – 2016 - MAL 11220-1205

Part III of the Mangochi Basic Services
Programme (MBSP)



 iceida

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Preface

The following document outlines the co-operation between Mangochi District and ICEIDA in the Education Sector in Mangochi during the period 2012-2016 as stipulated in the Country Strategy Paper (CSP) for Iceland's development cooperation in Malawi 2012-2016.

This programme document forms a part of the Mangochi Basic Services Programme (MBSP) Master Programme Document – MAL16050-1201. The overall programme approach and management structures are stipulated in the Master Programme Document.

The ICEIDA Mangochi Partnership in Education is subject to the tripartite partnership agreement on funding, management, implementation and monitoring, between the Ministry of Local Government and Rural Development (MoLGRD), and Mangochi District Council on behalf of the Government of Malawi (GoM), and ICEIDA on behalf of the Government of Iceland.

This document is based on extensive consultations, workshops and meetings that have taken place since the dialogue between ICEIDA and the Mangochi District Office started at the end of the year 2009. The programme is in line with the Mangochi District Education Plan 2011-2013, the National Education Sector Plan for 2008-2017, the Education Sector Implementation Plan for 2009-2013¹ and Malawi Growth and Development Strategy II (MGDS) for 2011-16.

¹ Both the ESIP and DEP are being updated.

Abbreviations

CBE	Complementary Primary Education
CDSS	Community Day Secondary Schools
DAPP	Development Aid from People to People
DCT	District Coordination Team
DDP	District Development Plan
DEM	District Education Manager
DEMIS	District Education Management System
DEO	District Education Office
DEP	District Education Plan
EMIS	Education Management Information System
ESIP	Education Sector Implementation Plan
FPE	Free Primary Education
GoM	Government of Malawi
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immuno-Defeciency Syndrome
ICEIDA	Icelandic International Development Agency
ICT	Information and Communications Technology
MANEB	Malawi National Examination Board
MDGs	Millennium Development Goals
MGDS	Malawi Growth and Development Strategy
MIE	Malawi Institute of Education
MK	Malawi Kwacha
MoEST	Ministry of Education, Science and Technology
MoF	Ministry of Finance
MoH	Ministry of Health
MoLGRD	Ministry of Local Government and Rural Development
M&E	Monitoring and Evaluation
NESP	National Education Sector Plan
NGOs	Non-Governmental Organisations
NLGFC	National Local Government Fincancial Committee
OVC	Orphans and Vulnerable Children
PIF	Policy and Investment Framework
PEA	Primary Education Advisor
PSLCE	Primary School Leaving Certificate Examination
PTA	Parent Teacher Association
SMC	School Management Committee
STH	Soil Transmitted Helminths
TA	Traditional Authority
TDC	Teachers Development Centre
UNDP	United Nations Development Programme
UNICEF	United Nations International Children's Emergency Fund
WFP	World Food Programme

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Executive summary

Education is a key area of cooperation between Iceland and Malawi, as stipulated in the CSP for Malawi and the Strategy for Iceland's Development Cooperation. The modality provided by the CSP is a Programme Based Approach at the district level in Mangochi District. The Education Programme is one component of the Mangochi Basic Services Programme (MBSP), the other being Public Health, Water and Sanitation and support to the District Council's secretariat.

The current programme takes into account several important policy papers. A new revised poverty reduction strategy; Malawi Growth and Development Strategy II (MGDS II) was formally published in September 2012. This strategy is designed to attain the overall objective as outlined in Malawi's vision 2020. The strategy considers education as one of the keys to social development. Malawi faces considerable challenges with regard to education. The country has not adopted compulsory education, and according to the Malawi MDG report 2010, the country is considered unlikely to meet the millennium development goal (MDG) for education.

The goal of the government, as reflected in MGDS II, is to improve access to quality and relevant education. The expected medium term outcomes are:

- Expanded equitable access to education;
- Improved quality and relevance of education; and
- Improved management and governance of the education system.

The programme also takes notice of the National Education Sector Plan (NESP), covering the years 2008-2017. The NESP sets out the Government of Malawi's strategy for achieving goals and objectives in education for the period it covers. An Education Sector Implementation Plan (ESIP) was developed in order to implement the NESP. The ESIP organises the priorities of the NESP into three thematic areas: access and equity; quality and relevance; and governance and management. In addition to these national policy documents, Mangochi district has developed its own District Education Plan, which is also taken into account.

In spite of ambitious plans and efforts, the primary education sector in Malawi is weak and underdeveloped and cannot fulfil its obligations to its students, in terms of infrastructure, qualified teachers and teaching materials. At the same time, enrolment is increasing, which adds to the pressure on the system.

In line with the Mangochi Basic Services Programme, the overall objective of the Education programme is: *To assist the Government of Malawi and the Mangochi District Council to improve living standards in the rural communities in Mangochi District.*

The immediate objective of the education programme is: *Improved quality of education in target schools to reduce drop-out and repetition and promote effective learning.*

ICEIDA's budget for the education programme in Mangochi 2012-2016 is around 3.5 million USD. Although a considerable amount of funds, it would not add half a schoolblock to each of the approximately 250 primary schools in the district, if distributed evenly. Therefore, it was decided to initiate a pilot project and select 3 schools from 4 of the 17 educational zones in the district, a total of 12 schools, and assist them in fulfilling the government's education goals. By doing so, the programme may contribute to lessons learned for other financial contributors in the education sector in the country in near future.

The basic assumption underlying the programme rationale is that certain interventions leading to improvements in the quality of the educational environment and management will improve learners' performance at the schools. In line with Malawi objectives for educational standards at schools, the programme will assist the Mangochi District in attaining these standards at the target schools.

The main outputs of the programme are the following:

- 1. Improved capacity and support to learners in target schools**
 - 1.1. Capacity building of teachers and school managers
 - 1.2. Teaching and learning materials provided in target schools
 - 1.3. Community mobilised for educational support
- 2. Improved teaching and learning environment**
 - 2.1. New infrastructure and equipment in target schools
 - 2.2. Infrastructure rehabilitated in target schools
- 3. Enhanced equity and improved retention of girls and OVCs in target schools**
 - 3.1. Strengthen the role of Mother Groups in the Schools
 - 3.2. Strengthen the status of girls in schools
 - 3.3. Support to OVCs
 - 3.4. Increase enrolment of special needs learners into target schools
 - 3.5. Increased attendance and participation of learners
- 4. Improved management of target schools**
 - 4.1. Capacity building and training in education management and administration
 - 4.2. Strengthening of DEO's operations

The programme is considered as a pilot intervention where the objective is to establish an understanding on the relationship between improvements in the educational environment and learners performance. This will be carried out according to academic standards in order to achieve valid conclusions concerning the outcome of the intervention.

This intervention is targeted, first and foremost, at all learners in the 12 selected primary schools with a special consideration towards girls and OVCs, who will receive better quality education. Learners and staff of other schools in the district will also benefit to some extent, as well as the staff at the District Education Office.

During the lifetime of the programme, teachers in the target schools and education personnel in the whole district of Mangochi will receive extensive training. Learning materials will be provided in the 12 schools and special support will be provided for vulnerable students. New infrastructure will be provided and existing infrastructure rehabilitated. Special attention will be given to water and sanitation facilities.

Successful implementation of the programme depends on a number of assumptions. Among them are sustained political commitment at local and national levels, uninterrupted funding to and within the district, good collaboration with all stakeholders, adequate human resources, availability and reliability of contractors and sufficient materials, both for construction and learning materials.

It is expected that the programme's interventions will be sustainable, as the inputs follow the strategies set forward by the District and the Government of Malawi. The interventions will improve the learning conditions of the schools and along with capacity building of teachers and management, it is expected that the improved standards can be maintained in the long run.

1 Introduction

In accordance with the Country Strategy Paper (CSP) for Malawi, Iceland will support Malawi in its efforts to improve the living conditions of the poor population and to support the authorities in achieving the Millennium Development Goals (MDGs) by focusing on development issues prioritised by and agreed with the Malawian Government. The main focus of the CSP will be on Mangochi District. Priority areas for development cooperation in Malawi have been adopted in the Strategy for Iceland’s Development Cooperation (2011-2014), with education as one of the priority areas.

The education programme aims to increase the quality of education in target schools by improving learning and teaching conditions through improvement of school facilities and capacity building of staff and school authorities, along with more equitable access to education and improved well-being of learners. An assumption is thus made that these interventions will lead to improvements in the quality of education which can be measured by indicators, including; pass and retention rates², repetition rates, scores on standardised tests and selection rates for secondary schools.

The modality provided by the CSP is a programme based approach at district level providing for a “single entry point” into a complex aid management system in Malawi. The aim is to simplify procedures, minimize organisational strain, enhance local ownership and contribute to increased sustainability of programme activities.

The Education Programme forms a part of the Mangochi Basic Services Programme (MBSP) and will be implemented by the Mangochi District Council and funded by ICEIDA. The programme period is four years, from July 2012 to June 2016.

1.1 The education system in Malawi

The formal education system in Malawi follows an 8–4–4 pattern: 8 years of primary, 4 years of secondary and generally 4 years of tertiary education. In Standard 8 pupils sit for the Primary School Leaving Certificate Examination (PSLCE), that determines their eligibility for entry into secondary school. Public secondary students are selected to National Secondary schools, District Secondary schools or Community Day Secondary Schools (CDSSs).³ In Form 2, students take the national Junior Certificate of Education examinations, which is followed by the Malawi School Certificate of Education Examination in Form 4.

1.1.1 Growth of education in Malawi

Like most African countries, one of the aims of Malawi after independence was to expand education and to make it more relevant to the needs of society. As a result of these efforts the primary education system has been expanding ever since as illustrated in Table 1.

Year	Primary	Secondary
1964	359,841	5,951
2007	3,306,926	210,325
2008	3,600,771	233,573
2009	3,671,481	243,838
2009/2010	3,868,643	240,918

Table 1. Enrolment for primary and secondary levels of education in Malawi (1964 and 2007-2010) Source: EMIS 2011

² Retention is a measure of how learners of a particular cohort continue schooling to the next level, regardless of repetition.

³ Admission to a National secondary school is based on competition on the national level, while admission to a District secondary school is based on competition within a district. The Catchment for a Community Day Secondary School is the local community.

1.1.2 Primary education

The official entry age into primary level education is 6 years but there are wide variations in the ages of pupils, ranging between 4 years in Standard 1 to 18 years in Standard 8⁴. The wide variations are mainly due to late and multiple entries into schools and multiple grade repetitions. The Malawi government maintained a policy of open access (but not compulsory) to primary education for a long time. Prior to the introduction of the Free Primary Education (FPE) policy, access to primary school education was for those who could afford school fees, met the requirement to wear school uniform and the many other contributions parents were expected to make towards the education of their children.

1.1.3 Complementary basic education

Complementary Basic Education, a non-formal basic education programme, was designed to provide education for adolescent girls and boys who are out of school for different reasons but could be in primary school. The programme was introduced to target those who dropped out of primary school and those who never attended primary school. The CBE course content is equivalent to the first five standards of primary school. It is expected that those who complete the programme can return to primary school at Standard 6.

1.1.4 Adult literacy

This programme gives adults (aged 15 years and older) a second chance at learning opportunities that may have been missed when they were young. The programme teaches the specialised knowledge, skills, and attitudes that are needed to independently engage in active citizenship. Improving adult literacy in Malawi involves opening adult literacy classes, recruiting instructors, and providing teaching and learning materials. It also involves giving adults opportunities for post-literacy activities that may include easy-reading booklets, skill training, and information about small-business management. These programmes are free but provided by both governmental and non-state entities, including non-governmental organisations and private-sector and faith-based organisations.

1.1.5 Secondary education

Secondary education is offered by three categories of institutions: conventional secondary schools, CDSS and private schools. The private schools mainly cater for those primary school leavers who are not selected into the formal secondary schools by the government on the basis of the nation-wide PSLCE.

1.1.6 Management and administration of education

The Ministry of Education, Science and Technology (MoEST) has administrative, financial and academic control over primary, secondary, tertiary and distance education as well as the training of primary school teachers. The system of education is organised in four tiers. At the top of the national structure is the Minister of Education. The second tier is the division administration headed by a division manager. The divisions are organised into 33 education districts of which four are urban. After the introduction of the FPE policy, there was an attempt at improving the management of the education system which saw the districts being demarcated into zones. Each zone is manned by a primary education advisor (PEA) with a maximum number of schools of up to 15 and a teacher development centre in each zone. These are expected to play both inspection and supervisory roles in the schools.

At the bottom of the tier, are the schools. According to the 2011 education statistics, there were 5,395 primary schools and 1,041 secondary schools.

There are also two autonomous institutions which greatly contribute to education in the country. The Malawi National Examination Board (MANEB), which oversees examinations and the Malawi

⁴ EMIS Bulletin 2011

Institute of Education (MIE), which has in recent years played a leading role in curriculum and material development and in-service teacher education. The Malawi National Commission for United Nations Educational, Scientific and Cultural Organization (UNESCO) is a national organisation that links government ministries in the fields of education, science, culture, and communication. The Commission provides some training for education personnel in various fields of management. It also helps to solicit funding and to involve the Ministry in UNESCO programmes that have a bearing on the development of education in Malawi. The Malawi National Library Service has responsibility for promoting, establishing, equipping, and managing national libraries.

1.2 National policies in Malawi relating to education

The Malawian constitution, which was revised and enacted in 1994, defines the nation's educational objectives and regulates the sharing of responsibilities for education among the three key players – the state, religious groups and the private sector. The broad policy on education is to develop an efficient and high quality system of education of a type and size appropriate both to the available resources and to the political, social and economic aspirations of the nation. A number of documents describe the development goals and strategies for national development and/or education development in Malawi. Some of these documents are: Vision 2020, Poverty Reduction Strategy Paper, National HIV/AIDS Policy, the Policy and Investment Framework, the National Gender Policy 2000-2005 which articulated six thematic areas one of which was Gender and Education, the Medium Term Expenditure Framework, the National Decentralisation Policy and the Malawi Growth and Development Strategy II (MGDS) and the National Education Strategic Plan (NESP). The Vision 2020 is a long term policy in the light of expectations of Malawi by 2020, while others address policy issues from an angle of lessons learnt from past experiences. In all these policies it is clear that a balance of issues of rights and responsibilities and public concern were considered.

1.2.1 The Malawi Growth and Development Strategy II

A new revised poverty reduction strategy; Malawi Growth and Development Strategy II (MGDS II) was formally published in September 2012. This strategy is designed to attain the overall objective as outlined in Malawi's vision 2020. The strategy considers education as one of the keys to social development, along with population development, health, child development and protection, youth development and nutrition.

Malawi faces considerable challenges with regard to education. The country has not adopted compulsory education, enrolment rate is low⁵ and dropout rates are high⁶. High population growth, the age distribution of the population coupled with poor infrastructure make these challenges even more persistent. According to the Malawi MDG report 2010, the country is considered unlikely to meet the MGD in education.⁷

The goal of the government, as reflected in MGDS II, is to improve access to quality and relevant education. The expected medium term outcomes are:

- Expanded equitable access to education;
- Improved quality and relevance of education; and
- Improved management and governance of the education system.

The MGDS II identifies several key strategies in order to reach the defined goals, among them:

- Accelerating rehabilitation of existing learning institutions and construction of additional education infrastructure at all levels;

⁵ Net enrolment rate is 74,4%, at the national level (EMIS 2011)

⁶ The average dropout rate at national level is 10.67% and considerably higher among girls in Std. 7 and 8 (EMIS 2011)

⁷ 2010 Malawi Millenium Development Goals Report, see

<http://planipolis.iiep.unesco.org/upload/Malawi/MalawiMDGs2010Report.pdf>

- Training and recruiting additional teaching staff;
- Scaling up school meals programme;
- Introducing standardised testing to measure and monitor quality of learning and teaching;
- Reviewing and reforming school and college curricula to address national needs at all levels;
- Providing adequate and relevant teaching and learning materials;
- Providing a conducive environment for girls education including boarding facilities;
- Providing a conducive environment for students with special education needs;
- Promoting systematic and regular inspection of all learning institutions;
- Decentralizing the management and financing of the education system;
- Scaling up school health and nutrition, and HIV and AIDS programmes;
- Strengthening coordination and provision of early childhood development and complementary based education;
- Promoting the role of private sector and private financing in education system;
- Promoting public private partnerships in the provision of education infrastructure and services;
- Strengthening education management and information systems;
- Scaling up child friendly schools programmes; and
- Increasing number of girls opting for mathematics and science subjects at all levels.

1.2.2 The National Education Sector Plan and the Education Sector Implementation Plan

The MoEST consultatively developed the NESP in 2006. The NESP covering the years 2008-2017 sets out the Government of Malawi's (GoM) strategy for achieving national education goals and objectives for the decade (2008-2017). The ESIP (2009 – 2013) was developed in 2009 in order to implement the NESP. ESIP articulated the broad development objectives of the NESP strategy 2008-2017 and is therefore an operational tool for all managers and implementers at every level of the education system.

ESIP gives details of the activities that each education sub-sector would undertake in the medium term in order to fulfil the NESP goals. The ESIP, being a subsidiary to the NESP, follows the same priorities, as in the NESP: basic education (early childhood development, primary education, out of school children and youth and adult literacy), secondary education, teacher education, technical, entrepreneurial and vocational education and higher education. The ESIP organises these priorities into three thematic areas, as (i) access and equity, (ii) quality and relevance, and (iii) governance and management.

1.3 The District strategy in the sector

The Mangochi District Education Plan (DEP) 2010-2013 is the main framework for all education efforts in the district⁸. It is guided by the second Millennium Development Goal⁹, MDGS II 2012, the National Education Sector Plan 2008-2017, the Education Sector Implementation Plan 2009-2013 and the National Decentralisation Policy (1998 and 2005). The Mangochi District Council updated the District Education Plan (DEP) for the period of 2010/11 to 2012/13 in line with the National Decentralisation Policy. Under the decentralisation dispensation, the District Education Office is part and parcel of the District Council. By the same token, education planning falls within the District Development Planning system.

⁸ The DEP for Mangochi district is now being updated.

⁹ MDG 2: Achieve universal primary education. Target 2: Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

The DEP's vision is *"...to provide sustainable quality and equitable basic education that inculcates the pupils with democratic values, knowledge, attitudes and skills to effectively cope with emerging local and global issues."*¹⁰

The DEP offers a description of socio-economic conditions in Mangochi district, maps out the provision of education and achievement hitherto and offers prioritisation regarding how to reach the goals defined in the NESP. The DEP priorities are outlined in section 2.2. below.

1.3.1 Rationale for the Mangochi District Council Education Plan

The development and the updating of DEP was guided by the provisions of the MGDS, NESP, Vision 2020 and other development strategies provided for by the Government. The DEP therefore is meant to address education issues in order to achieve the District Development Plan goals as outlined in the themes and goals in the MGDS.

During the formulation of the revised DEP the district council explored the challenges in education in the district holistically which helped them separate and prioritise long and short term challenges. The plan has the role of coordinating various interventions in an effort to put limited resources to the best use. The planning also lays out appropriate monitoring and evaluation system for checks and balances providing an opportunity for the planners to alter strategies as required and appropriate.

1.4 Previous involvement of ICEIDA in Primary Education

ICEIDA's support to Mangochi Education Office commenced in 1998 when the Namazisi school in Chirombo village was constructed. Through the years the co-operation between ICEIDA and the District Education Authorities has continued and in 2009 twenty three primary schools had been constructed or rehabilitated and furnished. ICEIDA provided furthermore funds to carry out training for teachers, parents and village committees. ICEIDA has also supported the construction of teachers' houses at primary schools during 2006 - 2012.

In the past, support was primarily aimed to construct and rehabilitate schools. With the current education programme, coordination and focus will improve, resulting in a more effective support to primary education in the District, providing stronger foundations for results based management.

1.5 Other donors and projects in the education sector in Mangochi

Various donors are involved in the education sector supporting district authorities through different modes of approaches:

- UNDP funds adult education under the helm of a Malawian/UNDP Project Implementation Unit that oversees the implementation in a total of 12 districts, including Mangochi. Each district receives supervised funds for this purpose, in addition to technical assistance.
- UNICEF is supporting the Project: "Improving Primary Schools Learning Environment in Mangochi through provision of safe water, sanitation facilities and promotion of hygienic practices". ICEIDA has participated in funding this project and discussions about continuation of this cooperation are underway.
- PEAs have been trained to oversee the implementation of the Child Friendly Schools UNICEF programme, but funds for carrying out activities according to the programme, have not been provided.

¹⁰ DEP, p. 6.

2 Background and rationale

A new phase in the co-operation between Iceland and Malawi has been in preparation since late 2009. The current ICEIDA programme-based support aims to improve living standards in Mangochi District. The support is adapted to Mangochi District's (Government of Malawi) planning, budgeting cycle, decision-making process and capacity situation. The education component is one of three pillars in the new collaboration. The two other components are water and sanitation and health.

In spite of ambitious plans and efforts, the primary education sector in Malawi is weak and underdeveloped and cannot fulfil its obligations to its students, in terms of infrastructure, qualified teachers and teaching materials. The provision of quality education is a considerable challenge under these circumstances, numbers from Malawi from the Africa Learning Barometer¹¹ indicate that up to 48% of schoolchildren in primary schools are not learning, as they are unable to read or write with fluency or successfully complete basic numeracy tasks. The numbers also show that on average poor rural children are at a much greater learning disadvantage. At the same time, enrolment in Malawi is increasing, which adds to the pressure on the system.

There are 254 primary schools in Mangochi district, out of which 243 are public. The public schools are mostly owned by the Diocese of Mangochi¹² (45%) and Local Education Authority (31%). Those remaining are owned by various religious groups, Anglican, Muslim, Presbyterian and Lutheran. The district is divided into 17 education zones.

Primary education is not compulsory in Malawi. According to projections from 2012, based on a 2008 census, Mangochi has a population of 916.274¹³, roughly half of which is of primary school age. Only about 60% of children of primary school age, however, are enrolled in school, while the national primary school age enrolment rate is at 75.4%¹⁴.

Given the poor status of infrastructure in primary schools in the district, lack of textbooks and qualified teachers, it is evident that the limited funds of ICEIDA allocated to primary education, would not add up to much for each student if evenly allocated across all the schools in the district. The interventions would be thinly spread with limited hope for measurable results and impact.

Therefore, it was determined, in cooperation with district authorities and MoEST, to select three schools from four education zones, twelve in total, to pilot a holistic intervention to improve the quality of education. This approach is based on thorough assessments and consultations. ICEIDA contracted an external consultant, Dr. Simeon Hau, a specialist in education in Malawi, to assist in preparing the programme. Two workshops were held, on 8 November and 12 December 2012, with the participation of representatives from the MoEST, Mangochi District and ICEIDA. At these workshop the approach and selection of target schools was discussed in detail, with selection criteria agreed upon by the stakeholders, which is further outlined in the next section.

The basic assumption underlying the programme rationale is that certain interventions considered to lead to improvements in the quality of the educational environment and management will improve learners' performance in schools. In line with Malawi objectives for educational standards at schools, the programme will assist the Mangochi District in attaining these standards at the target schools. The programme is clearly defined as a pilot program with an experimental element. The research

¹¹ Brookings Institute, Africa Learning Barometer, see: http://www.brookings.edu/research/interactives/africa-learning-barometer?utm_source=Veftimarit190912&utm_campaign=iceida&utm_medium=archive

¹² The schools were established by missionary agencies, and they were responsible for construction and rehabilitation and the government for providing teachers and teaching and learning materials. Because of difficulties in finances, the government took over running and providing everything, as well as construction and rehabilitation, but the missionary are still considered owners of the schools.

¹³ A „head count“, based on reports (1. Quarter 2012) from the Health Surveillance Assistants (HSAs), the population numbers 1.040.276. At that time, not all HSAs had received the appropriate training to perform the task, so the figures might not be accurate, but they indicate that the projection, based on the 2008 census, is not accurate either.

¹⁴ EMIS and DEMIS 2011

question which will be answered through this pilot intervention is: To what extent does improvement in the educational environment according to Malawi standards impact learners performance in schools. Thus the working hypothesis is: Learners performance in schools improves with improved educational environment according to Malawi standards.

The monitoring of progress and indicators will adhere to a defined research design. This will enable the programme to offer clear lessons based on solid methodology, which will be of value for future interventions in the primary education sector in Malawi.

2.1 Target schools

Overall, it can be stated that the situation in the 12 target schools is poor. There are almost 20,000 pupils enrolled, but given that the net enrolment rate in the district as a whole is a little less than 60%, it can be estimated that 33-34,000 children of primary school age live in the catchment area of those schools.

In the initial selection of zones the following criteria were considered:

- In poorest parts of the district
- Poor educational performance of the zones
- Distance between zones

Factors that were taken into consideration in the selection of the twelve schools were:

- Include Standards 1 to Standard 8
- Retention rates in Standard 4 and Standard 8,
- Percentage of outdoor classrooms, pupil classroom ratio
- Pupil/teacher ratio
- Teachers' houses
- Number of latrines per pupil
- Pass rates in standard 8.
- The proximity of the schools to each other so that they form a cluster

The schools that were selected according to the above criteria are illustrated in table 2 below:

Zone	Schools		
Chimbende	Chikomwe	Chimbende	Mtengeza
Chimwala	Changali	Changamire	Chimwala
Koche	Koche	Lwanga	Makawa
St. Joseph	Lupetere	Milimbo	St. Joseph

Table 2. The 4 educational zones and 12 target schools of the programme.

The consultant and ICEIDA staff visited all the twelve target schools, as well as several others together with the District Education Office. After the four zones had been selected (November 8), a thorough survey was conducted in all the schools in each zone. This data, along with information from the DEO database, were used to make the final selection of schools.

Figure 1 illustrates the number of learners in each of the target schools and the difference between the zones, where it is evident that the Koche zone has by far the most populous schools.

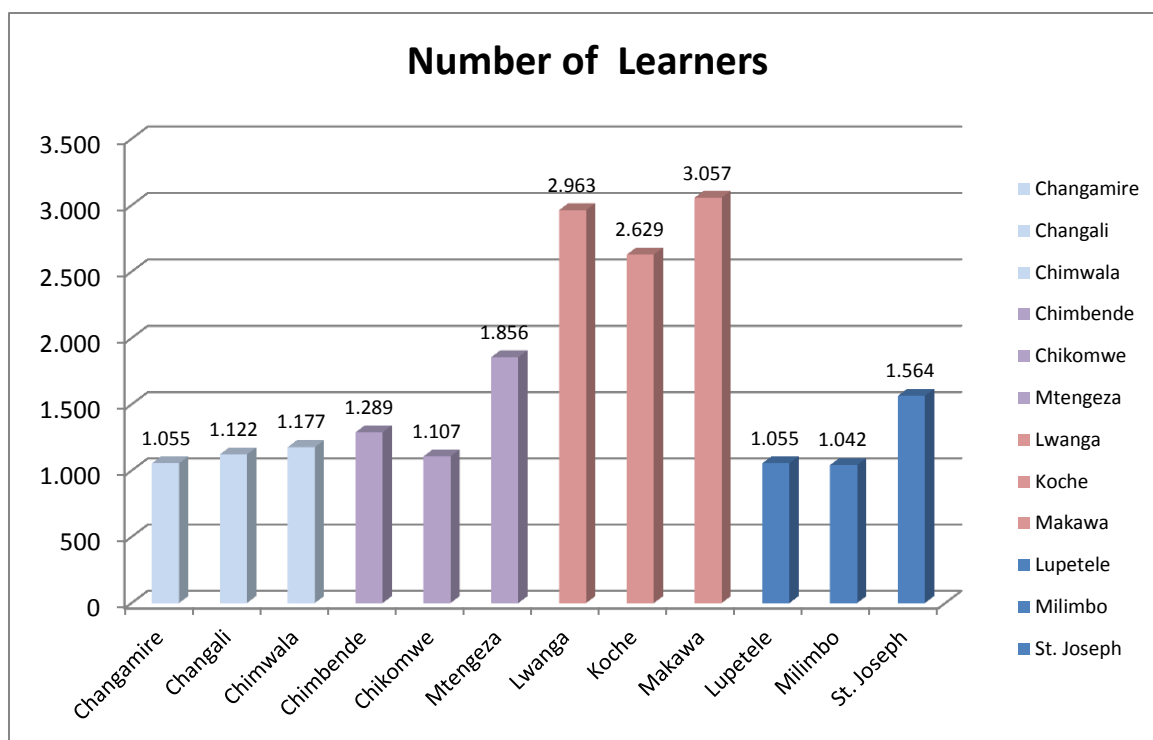


Figure 1: The number of learners in the target schools. The schools in the same colour are situated in the same educational zone.

There is a school feeding programme in six of the twelve schools. The Mary's Meals Programme provides school meals for students in the three schools in Chimbende zone, and the World Food Programme (WFP) for those in Koche zone.

School furniture is available for approximately 10% of the students in the target schools and most have to share textbooks in various subject areas. There is a severe shortage of qualified teachers, the pupil/teacher ratio varying from 62:1 to 206:1, on average. The ratio is 99:1 on average in the target schools. The highest is in Std. 2 in St. Joseph, where the pupil/teacher ratio is 456:1. Generally, the ratio is higher in lower standards. In order to reach the national target of 60:1, 129 new teachers have to be recruited in the target schools. Through a teacher training programme this project will provide support, along with DEO, for 60 new specially trained teachers which will be assigned to the target schools. To reach the same national target in terms of pupil/classroom ratio, 224 new classrooms are needed. Some of the main statistics of the target schools are found in table 3 below, where some of the results from the basic needs assessment have also been added.

The water and sanitation status in the target schools is far from adequate. In order to reach the target of 60 pupils per latrine at least 202 new latrines are needed. Only a third of the required latrines exist, and some of them are in poor condition or not well positioned, as they are too far from other school buildings to be considered secure for the girls. Given these facts, the need is probably greater than 202. Furthermore, water provision and quality is not sufficient in at least half of the schools.

	Learnes	Classrooms available	Classrooms required (gap)	Qualified teachers	Student/teacher ratio	Teachers needed	Latrines needed ¹⁵	Teachers' houses
Changamire	1055	8	10	8	132	10	8	1
Changali	1122	11	8	8	140	11	3	8
Chimwala	1177	8	12	8	147	12	8	8
Chimbende	1289	6	15	13	99	8	13	5
Chikomwe	1107	4	14	10	111	8	10	0
Mtengeza	1856	10	21	15	124	16	23	6
Lwanga	2963	12	37	33	90	16	35	8
Koche	2629	13	31	39	67	5	32	6
Makawa	3057	16	35	38	80	13	28	9
Lupetele	1055	7	11	9	117	9	10	2
Milimbo	1042	6	11	9	116	8	9	3
St. Joseph	1564	7	19	13	120	13	23	7
Total	19916	108	224	203		129	202	63

Table 3. The situation in the target schools¹⁶.

It is well known that various worm infections affect the performance of children in school. A survey conducted by Save the Children in 1998 showed, that the overall prevalence of bilharzia in coastal and upland schools in Mangochi district was 36% and some coastal schools saw an infection rate as high as 87%.¹⁷ Other kinds of worm infections are also widespread in Mangochi. Intestinal worm infections occur when skin comes into contact with contaminated water or soil thorough ingestion. It is passed on by human contact. Soil transmitted helminths (STH) are small parasitic worms that live in the intestines and deprive the children of essential nutrients, leaving them malnourished and tired. Symptoms can include stomach pain, coughing, fever, vomiting, diarrhea, loss of appetite, swollen belly, blood in stools or urine, fatigue and listlessness. STH can be found almost everywhere where inadequate water and sanitation conditions prevail.¹⁸

There are a total of 63 teachers' houses in the 12 target schools, or a ratio of 3 teachers per house. If, however, all teaching positions were filled, there would be more than 5 teachers per house. Some of the existing houses are in poor condition and need rehabilitation. Administration facilities are in most cases in poor condition, if existing at all, and the same goes for libraries.

Visits during the preparation of the programme to the proposed target schools, the DEO as well as meetings and workshops, have revealed that there is room for improvement as regards the quality of teaching. Similarly, it is clear that the participation of the local communities can be enhanced in supporting the schools. School Management Committees (SMC), Parent Teacher Association (PTA) and Mother Groups (MG) are supposed to operate in all schools. In some schools these committees are either non existing or inactive, to a varying degree.

The training of Head Teachers, their deputies and teaching staff is inadequate in most schools and support to OVCs and HIV/AIDS infected and affected needs to be improved.

¹⁵ Many of the existing 117 latrines may need to be replaced, since rehabilitation of latrines is not considered feasible.

¹⁶ The calculations are based on information from Iceida's baseline survey from the four educational zones conducted in December 2012 and the national target of teacher/pupil ratio of 1:60. Some discrepancies were between the baseline survey and numbers from the DEO provided in January 2013. According to the DEO the number of learners were 19.915, the number of classrooms available were 110, the number of qualified teachers were 202 (hence the number of teachers needed were 130) and latrines needed were 215.

¹⁷ Controlling bilharzia in schools. Successes and lessons learned from Mangochi District, Malawi, September 2008 – a report from Save the Children

¹⁸ www.dewormtheworld.org

The general conclusion is that the situation in the 12 target schools is inadequate. There is a severe need for expanded infrastructure and rehabilitation of existing one, and there is need for considerable effort in terms of training and support to students and staff. A detailed report of the situation in target schools is given in Annexes 5 and 6.

2.2 Problems to be addressed

Mangochi district faces considerable challenges in education, with 254 primary schools and approximately 212,000 enrolled pupils. Dropout rates for pupils are higher than in other districts in Malawi (see table below) and repetition rates are high. Among the contributing factors are frequent absenteeism from class for both learners and teachers, early marriages, long distance to school and lack of interest.

LEVEL	STANDARD 1		STANDARD 2		STANDARD 3		STANDARD 4		STANDARD 5		STANDARD 6		STANDARD 7		STANDARD 8		AVG
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	
NATIONAL	14,2	13,7	5,22	5,42	9,49	9,45	10,1	10,1	11,1	11,6	8,86	10,7	9,4	15	10,4	16	
	13,96		5,32		9,47		10,12		11,33		9,79		12,19		13,19		10,7
DISTRICT	18	20	18	10	15	13	14	13	19	17	14	18	17	23	18	24	
	19		14		14		13,5		18		16		20		21		16,9

Table 4. Dropout rates in Std. 1-8 in Mangochi district, and at national level.

LEVEL	STANDARD 1		STANDARD 2		STANDARD 3		STANDARD 4		STANDARD 5		STANDARD 6		STANDARD 7		STANDARD 8		AVG
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	
REPETITION	22	21	20	20	21	22	19	18	15	16	13	14	13	14	12	15	17,5

Table 5. Repetition rates in Std. 1-8 in Mangochi district.

Inadequate school facilities and large number of children in class, with a pupil/classroom ratio of about 137:1 in the district, the national standard being 60:1, do not provide a conducive school environment. Inadequate facilities seem to have a higher impact on girls, since more girls drop out of school along the way than boys, despite their original enrolment number being identical. It has also been pointed out that inadequate sanitary facilities may be a contributing factor in this. Furthermore, shortage of teachers is a major problem in Mangochi. This is exacerbated by the lack of teachers' housing, especially in rural areas.

According to the DEP¹⁹, the education challenges confronting the district, ranked by stakeholders as problems affecting the delivery of education services, are as follows:

Problem Ranking Order	Problems identified by the stakeholders
Rank 1	Lack of involvement of communities in support of schools
Rank 2	Inadequate involvement of school management committees
Rank 3	Inadequate involvement of PTAs
Rank 4	Shortage of teachers' houses
Rank 5	Inadequate number of qualified teachers
Rank 6	Shortage of learning materials
Rank 7	Inadequate number of classrooms
Rank 8	Lack of incentives for primary teachers in rural areas

¹⁹ In preparing the DEP, the DEO conducted a survey among stakeholders. See Page 14 of the DEP.

Rank 9	Inadequate toilets/pit latrines in schools
Rank 10	Inadequate access to safe water
Rank 11	Inadequate transport facilities for district education office
Rank 12	Lack of support to teachers living with HIV/AIDS

Table 6. Main education challenges in Mangochi

As a part of the preparations for this project, The DEO in Mangochi provided further prioritisation of the challenges facing education in Mangochi and listed the following items as the highest priority issues²⁰:

Problem Ranking Order	Problems identified by the DEO
Rank 1	Training the teachers on what to teach
Rank 2	Teachers' houses
Rank 3	Classrooms
Rank 4	Support to OVCs
Rank 5	Support to HIV infected students and teachers

Table 7. Further prioritisation of education challenges

The programme will address these challenges by providing new classrooms and teachers' houses, as well as rehabilitating existing ones. It aims at increasing community participation, the number and training of teachers, providing learning materials and access to sanitation facilities, as well as bilharzia and intestinal worm prevention and treatment.

2.3 Priority issues

In the stakeholder workshops in November and December 2012, there was a consensus among participants to divide interventions to address the most pressing challenges into two major categories, hardware and software.

The hardware category includes:

- Classrooms – new and rehabilitated
- Teacher's houses – new and rehabilitated
- Water and sanitation facilities
- Furniture
- Textbooks and other teaching materials
- Inadequate number of secondary and feeder schools

The software interventions include:

- Increased number of teachers
- Identify, support and hire candidates from local area to undertake teacher training
- In-service training of teachers
- Training of school managers²¹
- Special support to disabled, OVCs, HIV/AIDS affected
- Strengthening the status of girls in schools
- Mobilisation and training of PTAs, SMCs and MGs

²⁰ Information gathered when the consultant hired by Iceida, Dr.Hau, visited the DEO in Mangochi in November 2012.

²¹ Head teachers, deputy head teachers, heads of sections, 4 PEAs, 4 Assistant Zonal Centre coordinators, Coordinating PEA and a participant from DEO.

- Health interventions (deworming activities)
- Standardised tests

In addition special support to the DEO was discussed, both in terms of capacity building and procurement of equipment. Support to the DEO is seen to contribute to overall better quality of education in the district through improved supervision of monitoring of educational activities.

2.4 Programme strategy

ICEIDA will be one of Mangochi District's partners in funding the District Strategy and Investment Plan 2007 -2015. The support is planned during a period of four years, from July 2012 to July 2016.

The interventions provided by the programme are based on priorities defined by the District and ICEIDA, under the guidance of an external consultant, and based on the NESP, the ESIP and the DEP. In addition to the Mangochi district education strategy the design of the programme has taken into consideration the principles provided in UNICEF and MoEST "Child Friendly Schools" as outlined in a handbook in October 2008. The handbook attempts to define the provision of quality education in a holistic and integrated approach and consists of five principles that characterise a Child Friendly school:

1. A right based and inclusive school.
2. An academically effective school.
3. A safe, protective and health promoting.
4. Gender responsive, equity and equality promoting school.
5. A School-community linkages and partnerships.²²

In line with the DEP, NESP, ESIP, data gathered from surveys and workshops, and considering the above mentioned principles, the following components are emphasized along with the cross cutting issue of gender.

- **Software interventions:** Identify, support and hire candidates for teacher training, in-service training of school managers and teachers, and provision of textbooks are considered to be of major importance and will be provided to all the 12 target schools. The same goes for the establishment, training and mobilisation of Mother Groups, School Management Committees and Parent Teacher Association.
- **Improving education infrastructure:** Water and sanitation facilities are considered to be of utmost importance for improving the educational environment, and will be constructed in all schools as applicable. Additional infrastructure interventions will be carried out in all schools in accordance with needs and priority assessment, through phased implementation. In two zones during the first part of the programme and the six schools will follow in the latter half of the programme's duration. Classrooms and teachers' houses in the six schools will be rehabilitated on the basis of a technical needs assessment. New classrooms, teacher's houses and administration facilities will be built in accordance with a prioritisation done in cooperation with the district education authorities.
- **Institutional development and capacity building at the DEO:** To enhance educational management and administration in the district the programme will implement activities aimed at improving the performance of the DEM's office and the PEAs, the zonal supervising officers. This includes training of staff, both at the district level and at zonal level. Furthermore, it includes the provision of a motor vehicle for the DEM's office, as well as support for the mobility of PEAs in the four target zones.²³

²² Introduction to the Handbook for Child Friendly Schools (CFS) in Malawi, published by the Ministry of Education, Science and Technology, October 2008.

²³ In the form of the procurement of motorcycles and additional fuel for the TDCs in each target zone.

- **Cross cutting issues – gender:** The programme aims to increase participation of both genders in decision-making and participation in SMCs and PTAs²⁴, as well as encouraging the hiring of female teachers and identifying female teacher trainees in rural and remote schools, in order to improve the gender balance. Specific outputs of the programme also pertain directly to strengthening the status of girls in the target schools.
- **Health and nutrition:** Students in the 12 schools will be provided with an intestinal worm and bilharzia prevention and/or treatment twice every year. Teachers in the schools will be trained specifically for these purposes, as well as the importance of general health and nutrition and schools. This activity will be carried out under the supervision and monitoring of the DHO.
- **OVCs and children with disabilities:** The project will give special consideration to the situation of OVCs and children with disabilities in the target schools, to improve access for them and accommodate their learning and social needs. There is a total of 285 children with special needs in the 12 schools, 167 boys and 118 girls.

The programme is confined to twelve primary schools, in four education zones in TA Mponda (Chimbende, Chikomwe, Koche, Makawa, Lwanga), TA Chowe (Mtengeza), TA Chimwala (Chimwala, Changali, Changamire), TA Namayi (St. Joseph, Milimbo) and TA Makanjira (Lupitere). The immediate objective is to improve the quality of education in these schools and bring them closer to the government's official standards, and the district's policy as well as to establish the effectiveness of the interventions.

The programme is therefore a pilot project, aiming, among other things, at demonstrating to what extent access to acceptable facilities contributes to improved educational achievement of students.

During the implementation of the programme in the target schools, several activities are designed to improve the overall service of the District Education Office in Mangochi. Capacity building at the DEO, with special emphasis on ICT is one of them and special training for all the PEAs in the district another. This is intended to benefit the entire primary education sub-section in Mangochi District.

In the programme, there is an emphasis on access to safe water and sanitation facilities in the target schools. This will be complemented by the provision of albendazole tablets for treatment of parasitic worm infestations. ICEIDA has in the past cooperated with UNICEF on water and sanitation in schools and continued co-operation is being explored, which would benefit other schools in Mangochi district. The organisation will cooperate with the ministries of health and education in the deworming activities, and perform them under the supervision of the DHO.

2.4.1 District led interventions

The Mangochi District Council will lead the implementation of all interventions outlined in this programme, funded by ICEIDA. The programme's support will therefore be aligned to the strategy of the District Council, its planning, and implementation of the support in line with the District's monitoring and evaluation system and reporting.

2.4.2 Management of results to ensure sustainability

The programme will follow result-based management principles through setting clear objectives, developing sound indicators with targets, collecting base-line values, managing risks, and linking the monitoring and evaluation plan with targets and base-lines.

2.4.3 Research strategy

A research design will be developed to study the effect of the interventions, as proposed in the pilot programme. Clear baseline data has been collected during the preparatory stages and all indicators will be thoroughly monitored throughout the programme. This will create a reliable dataset from

²⁴ The DEO has a deliberate policy of ensuring at least 30% representation of women in SMCs and PTAs

which further analysis can be derived about the impact of the programme. The ICEIDA programme manager and DEM office will jointly carry out the tasks required for this, with input from an external education development consultant, if deemed necessary.

Moreover, a certain number of other schools, both from the programme zones as well as from other zones in the district, will function as a control group for comparative purposes. Data will be collected for the schools in the control group and baseline data will also be gathered for those schools.

Special measures will be implemented to evaluate the quality of capacity building activities, including in-service training for teachers, which are planned in the programme..

2.5 Target groups and beneficiaries

This intervention is targeted, first and foremost, at all learners in the 12 selected primary schools with a special consideration towards girls and OVCs, who will receive better quality education. All teachers in the target schools will be trained in the “what to teach” and “how to teach”, while the school management in each school, from the head teacher to the heads of sections will be trained with an aim of improving their management skills. The school committee members (SMCs, PTAs and Mother Groups) will be given proper orientation.

The chiefs and communities will participate in the various aspects of school development and improvements.

Moreover, PEAs in the whole district will benefit from training, as well as the staff of the DEO, who will benefit from capacity building and the provision of necessary equipment to increase effective service delivery to the rural communities of Mangochi.

In the long run it is anticipated that the whole Mangochi District will benefit from the programme, as the target schools may become models for other schools in the district and provide valuable lessons learned to future interventions and donor programmes.

2.6 Cross cutting issues

To address the importance of girls’ education and women’s illiteracy the programme will put specific emphasis on the education of girls. Studies have shown that education of girls helps induce healthier, wealthier and safer communities and societies. It furthermore supports the reduction of child deaths and the spread of HIV and AIDS, it improves maternal health and supports the achievement of most of the MDGs²⁵. The Human Development Report 2013 places particular emphasis on girls’ education and states for instance that mothers’ education level is more important to child survival than household income. The report also points out that girls’ education is critical as it relates to demographics as educated women tend to have fewer healthier and better educated children.²⁶ Along these lines studies have also shown that children in Africa who’s mothers receive five years of primary education are 40% more likely to survive beyond the age of five²⁷. An educated woman is furthermore 50% likely to have her children immunised against childhood diseases²⁸. Studies have also shown that women with at least basic education are much less likely to be stuck in perpetual poverty. The provision of only one extra year of schooling beyond the average to girls has been illustrated to potentially increase their eventual wages by 10 to 20 per cent²⁹.

²⁵ <http://www2.ohchr.org/english/issues/development/docs/girlseducation.pdf>

²⁶ UNDP Human Development Report 2013

²⁷ Summers, L. 1994. “Investing in All the People: Educating Women in Developing Countries”. EDI Seminar Paper, No. 45. Washington DC: World Bank.

²⁸ Gage, A.; Sommerfelt, E.; Piani, A. 1997. “Household Structure and Childhood Immunisation in Niger and Nigeria”. *Demography*, 34 (2)

²⁹ Psacharopoulos, G.; Patrinos, H. A. 2002. Returns to Investment in Education: A Further Update. Washington, DC, World Bank, Education Sector Unit, Latin America and the Caribbean

According to the DEMIS (2011), the dropout rate among girls in standards 7 and 8 were considerably higher than among boys.³⁰ The programme will implement activities aiming to reduce this gap. In light of the important role of girl's education the programme has established specific activities to strengthen the status of girls in schools. It plans to encourage the formation of girls' clubs that will train the girls and hold interface meetings with school authorities. The programme will also strengthen the role of the Mother Groups that play an important supportive role for the girls in the schools.

As lack of adequate sanitation facilities can contribute to the drop out of girls from schools, as has been pointed out, for example by UNICEF, the programme will construct new latrines with an emphasis on providing secure sanitation facilities for the girls.

The intervention is not considered to raise particular issues with regards to environmental impact. All construction work shall be carried out in accordance with applicable laws and regulations in Malawi, including environmental legislation.

Region. (Policy Research Working Paper No. 2881).

³⁰ 17% and 18%, among boys, and 23% and 24% among girls.

3 The Education Programme

3.1 Overall objective

In line with the Mangochi Basic Services Programme, the overall objective of the Education programme is:

To assist the Government of Malawi to improve living standards in the rural communities in Mangochi District.

3.2 Immediate objectives

Improve quality of education in target schools to reduce drop-out and repetition and promote effective learning.

3.3 Outputs and activities

1. Improved capacity and support to learners in target schools

1.1. Capacity building of teachers and school managers

- 1.1.1. MIE training for teachers on what to teach and how to teach
- 1.1.2. Train School managers on school management according to MIE programme and modules
- 1.1.3. Identify, support and hire 60 candidates for teacher training from the local area

1.2. Teaching and learning materials provided in target schools

- 1.2.1. Establish Talular centres (Teaching and Learning Using Locally Available Resources) at each of the target schools
- 1.2.2. Procure and distribute school textbooks for three subjects in standards 1-4 and 6 subjects for standards 5-8 at a ratio of 1:1
- 1.2.3. Acquisition of supplementary books according to MIE list
- 1.2.4. Provision of basic sports equipment
- 1.2.5. Provision of notebooks for all learners in target schools
- 1.2.6. Acquire and distribute teachers' guides for all primary school subjects
- 1.2.7. Provision for standardised tests

1.3. Community mobilised for educational support

- 1.3.1. Train School committees to enhance their performance
- 1.3.2. Organise theatre for development
- 1.3.3. Role models visit schools and give talks for learners (Role modelling) once per term

2. Improved teaching and learning environment

2.1. New infrastructure and equipment in target schools

- 2.1.1. At least 52 new classrooms constructed
- 2.1.2. At least 36 teacher's houses constructed
- 2.1.3. At least 48 improved and secure latrines constructed
- 2.1.4. At least 96 water and sanitation facilities installed
- 2.1.5. School furniture provided in at least 200 classrooms
- 2.1.6. Teacher's tables and chairs provided in at least 220 classrooms
- 2.1.7. Situational analysis of requirements for feeder and secondary schools in target zones

2.2. Infrastructure rehabilitated in target schools

- 2.2.1. General maintenance of classrooms, teachers' houses, latrines, water and sanitation through maintenance fund

3. Enhanced equity and improved retention of girls and OVC's in target schools

3.1. Strengthen the role of Mother Groups in the schools

- 3.1.1. Provide 2 pushbikes for each Mother Group
- 3.1.2. Provide two trainings for each Mother Group during the programme, to make their work productive

- 3.1.3. Provide financial support for Mother Groups
- 3.1.4. Organise exchange visits for members of the mother groups

3.2. Strengthen the status of girls in schools

- 3.2.1. Form and train the girls' clubs
- 3.2.2. Hold interface meetings (speak out) with the school authorities

3.3. Support to OVCs

- 3.3.1. Provide bursaries to OVCs
- 3.3.2. Provide scholarships to OVCs in Secondary schools
- 3.3.3. Psychosocial support provided to OVCs by mother groups

3.4. Increase enrolment of special needs learners into target schools

- 3.4.1. Identify and provide management support for children with special needs
- 3.4.2. Provide special needs teaching and learning materials such as Braille materials, assistive devices and training on use
- 3.4.3. Establish or rehabilitate resource centres for children with special needs

3.5. Increased attendance and participation of learners

- 3.5.1. Train teachers to administer deworming and bilharzia prevention tablets
- 3.5.2. Procure and distribute deworming and bilharzia prevention tablets
- 3.5.3. Monitor and supervise the deworming and bilharzia prevention exercise

4. Improved management of target schools

4.1. Capacity building and training in education management and administration

- 4.1.1. Develop data management training package
- 4.1.2. Train 18 PEAs in data management according to training by the education planning directorate from the MoE
- 4.1.3. Train staff at DEM's office in the use of ICT by the MoEST ICT department
- 4.1.4. PEAs trained by MIE

4.2. Strengthening of DEM's office operations

- 4.2.1. Conduct a needs assessment and strategy for hardware and software
- 4.2.2. Procure ICT equipment based on needs assessment
- 4.2.3. Procure a vehicle for use at DEM's office with operational guidelines
- 4.2.4. Rehabilitate the DEM's office
- 4.2.5. Procure one motorcycle for each TDC in the target zones
- 4.2.6. Provide additional fuel for motorcycles

The outputs and activities are further outlined in the Logical Framework Matrix in Annex I and the Workplan in Annex 2.

3.4 Key indicators

Outcome Indicator	Baseline	Source	Target
Retention rate of learners in target schools	80%	DEMIS (annually)	retention rate goes up to 85%
Promotion % of learners	66%	DEMIS	Promotion of learners goes up to 75%
Pass rate, % of learners at each grade level passing/taking exams	65% all classes 54% standard 8	DEMIS	Pass rate increases to 75% (by gender)
Selection rate for secondary school (% of learners in std.8 who get selected)	41%	DEMIS	Selection rate increases to 50%
Output indicators			
# of teachers trained	0	Quarterly reports from the district	257
# of school managers trained on school management	0	Quarterly reports from the district	Total number of school managers
# of teacher trainees graduated and hired at target schools ³¹	0	Quarterly reports from the district	60
# of schools having received all necessary teaching and training material	0	Quarterly reports from the district	12 schools
# of school committees actively participating in school management	3	DEMIS	SMCs active in the 12 schools active
# classrooms in target schools	110	Quarterly reports from the district	162
# teacher's houses in target schools	63	Quarterly reports from the district	99
# improved latrines	115	Quarterly reports from the district	211 improved latrines
# water and sanitation facilities	0	Quarterly reports from the district	288
# of school structures rehabilitated	0	Quarterly reports from the district	90
# of classrooms with schools furniture	30	Quarterly reports from the district	230
# classrooms with teacher's tables and chairs	0	Quarterly reports from the district	220
# mother groups receiving support	0	Quarterly reports from the district	12
# girls' clubs active in target schools	0	Quarterly reports from the district	12
# OVCs receiving support	0	Quarterly reports from the district	12
# children with special needs enrolled in the schools	232	Quarterly reports from the district	300
# PEAs actively ³² supervising and monitoring schools	0	Quarterly reports from the district	4 active PEAs
DEO staff using ICT for data management and operations	4	Quarterly reports from the district	24

Table 8. Key indicators

³¹ The number of teachers, school managers and teacher trainees refers to the training modalities introduced in this programme

³² Visiting the schools at least 3 times per term and checking the work of teachers and other stakeholders

Since only three years are remaining of the programme period, it must be acknowledged that impact from this programme component on living standards in Mangochi District will be negligible, if any, during the programme period. However, if dropout is reduced and retention increased with more children therefore continuing in school than before, then there will be a long term impact on living standards. Consequently, the first step on the long road to improvements in living standards will be larger student populations than currently in the more senior Standards in the target schools. Therefore, in order to see if the education programme component will have an impact on living standards, there will be monitoring of retention rates between Standard 3 and Standard 4, on one hand, and between Standard 5 and Standard 6, on the other hand. From table 1 in Annex 5 it can be observed that currently retention is especially poor at these two levels. These rates will be compared to non-target schools to see if the programme is making a difference.

4 Inputs

The inputs of different parties are stipulated in Articles 3-5 in the tripartite partnership agreement. With regards to this programme, the main inputs are outlined in the following sections.

4.1 ICEIDA

ICEIDA will fund investment in capacity building, construction and rehabilitation of infrastructure, equipment and learning material of the target schools as well as capacity building and strengthening of the DEO. For the most part running costs and consumables will be the responsibility of GoM.

ICEIDA will support provision of the required research competencies to effectively study the impact of the pilot interventions.

ICEIDA shall, to the extent possible, support the District Council with technical assistance, engage in a constructive dialogue and provide monitoring and evaluation support to activities planned and undertaken, to ensure that they are in conformity with outputs and objectives prescribed in this document.

In order for ICEIDA to fund training activities, the following criteria apply:

1. The training scheme is a part of an annual work plan, proposed and budgeted for in a transparent manner.
2. Training is based on needs assessment and has practical applications. At all times, certified formal training is preferred to ad hoc schemes.
3. Proposal must be presented with rationale and agenda, budget and work plan, reference to available training materials, availability of certified facilitators and number of beneficiaries.
4. ICEIDA only funds workshops, seminars and training schemes that apply to the agreed guidelines of the international donor group in Malawi. This covers the cost for venues (with prior agreement), accommodation and meals if necessary, training materials (for facilitators and trainees) and transport if necessary. External facilitators can be hired but facilitating allowances for civil servants are not supported.
5. ICEIDA does not pay sitting allowance and does not pay for incidentals. A donor harmonised allowances scheme has been agreed to by all major donors, including ICEIDA. The scheme reflects maximum allowed rates and each donor can adjust this scheme downwards according to own criteria.

4.2 Mangochi District Council

The District Council shall be responsible for implementing the Programme in the most efficient manner and in compliance with existing national laws and policies. The District Council shall have the

overall responsibility for the planning, implementation and reporting of the Programme. The District Council shall provide staff and other resources as appropriate. The District Council shall ensure that the funding is used according to approved work plans and budgets. The District Council shall promptly inform ICEIDA and the Ministry of Local Government and Rural Development of any circumstances that interfere or threaten to interfere with the successful implementation of the Programme.

The District Council and teacher trainees sent to DAPP Chilangoma Teacher’s Training College, sign a bond in which the student accepts to serve for five years in a school decided upon by the council. See bond in Annex 8.

4.3 Local Communities

The role of local communities is expected to be as follows:

- Organising active school committees
- Involvement in school development and improvement
- Supporting children to attend school
- Organisation of Mother Groups to support the schools
- Provision of locally available materials and labour (e.g. construction of teachers’ houses and latrines.
- Providing safe place(s) for storage of construction materials

5 Cost estimates

The current economic situation in Malawi makes future predictions difficult. Consequently, there is considerable doubt about the overall cost of the programme. The current cost estimate is USD 3.5 million for the four year period, with the annual allocations shown in table 6. Annex 3 includes an output based budget estimate for each year. Due to recent developments in the foreign exchange market in Malawi, there is considerable uncertainty regarding the cost of many activities in the programme. A detailed budget will be worked out annually, in line with the District Implementation Plan (DIP), for approval at the March bi-annual meeting specified in Article 7 of the Partnership Agreement.

Financial year	Cost in USD ³³
2012/13	161,700
2013/14	1,378,850
2014/15	898,350
2015/16	1,030,700
Total	3,469,600

Table 9. Current cost estimate

The ICEIDA Country Strategy Paper for Malawi 2012-2016 proposes scaling up of funding during the Programme period contingent upon success in implementation from one year to the next. Subject to performance and delivery of results as well as available funding, within the overall ICEIDA estimated funding to Malawi, targets for the programme may be adjusted accordingly.

³³ Exchange rate used 390 MK against 1 USD

6 Expected outcome and sustainability

The specific objective of the programme is to improve the quality of education in the target schools in order to reduce drop-out and repetition rates and promote effective learning. This will be measured with indicators pertaining directly to the learners, namely, retention rate, pass rate and selection rate to secondary school as well as learners' performance on standardised tests. To achieve these results the programme will support improvements in the educational environment of the target schools, including infrastructure development and maintenance and training of teachers. Furthermore, the project will enhance the capacity of the District Education Office to deliver services, assess needs and implement monitoring and evaluation activities. The programme also aims at raising the awareness of the local community regarding the importance of education as well as their participation and support for their children's education. Increased participation of parents and the community is seen to further strengthen the educational environment of the schools.

The programme is considered a pilot intervention where the objective is to establish an understanding on the relationship between specific improvements in the educational environment and learners performance. This will be carried out according to academic standards in order to achieve valid conclusions concerning the outcome of the interventions. In a bigger context this programme will therefore provide knowledge for educational programmes in Malawi, and provide input to development efforts in the sector. As the programme has already established targets with its interventions, it can be stated that it is assumed that the working hypothesis is true, i.e. that: Learners performance in schools improves with improved educational environmental according to Malawi standards.

It is expected that the programme's interventions will be sustainable, as the inputs follow the strategies set forward by the District. The interventions will improve the learning conditions of the schools and along with capacity building of teachers and management, it is expected that the improved standards can be maintained in the long run.

7 Organisation and management

7.1 Institutional arrangements

The Mangochi District Council has the responsibility of improving the services in the district and will lead the programme work. This entails that the District Council's annual work plans, financial management system and monitoring and evaluation system will be used by the programme to the fullest extent possible. In general, this programme will be treated by the District Education Office as any programme funded by the Government of Malawi.

The organisation and management of the programme is stipulated in the MBSP Programme Document, chapter 3: Programme management and oversight procedures.

The implementing agent in the Mangochi ICEIDA Partnership in the Education programme is the District Education Office, headed by the District Education Manager. The DEO prepares development plans, sensitises, trains and supports communities in the management of new infrastructure development.

The District Coordination Team (DCT) will supervise and monitor progress of the programme as it does with other Education projects in the district. The DCT carries the responsibility of ensuring that donor support to the district in education does not overlap.

The programme contributes to the decentralisation strategy of the Government of Malawi. It is fully in line with the Mangochi District Development Plan and will be implemented at the local level by the Mangochi District Council, in particular through the District Education Office. During the

implementation, the District Council and the District Education Office will follow all government regulations and procedures for the management and monitoring of public funds.

7.2 Financial management

The financial management and disbursement of funds is subject to the tripartite partnership agreement as specified in Article 6 and further stipulated in chapter 4 of the MBSP Master Document.

During the implementation, the District Council and the District Education Office will follow all government regulations and procedures for the management and monitoring of public funds.

The Education Programme shall have a separate ledger in the books of the District Development Fund which can be accessed by ICEIDA's representatives at all times.

7.3 Procurement

All procurement of goods and services under the programme will be undertaken by the District Council and shall follow competitive bidding procedures. The procedures shall be governed by the Public Procurement Act (2003) and any subsequent procurement guidelines that may be provided by the Government of Malawi, through the Office of the Director of Public Procurement.

ICEIDA must give its "no-objection" on tender documents, before a tender is advertised. In addition, ICEIDA's "no-objection" on bid evaluation reports is required before contracts are awarded to bidders. The District Council shall furnish ICEIDA with all relevant information on its procurement practices and actions taken, and provide access to all related records and documents. ICEIDA may require access to information, even during the stage in the procurement procedure when it is restricted to the officers performing the procurement. Restrictions on such information shall be respected until the information can be made public without any risk of detriment to the result of the procurement.

A procurement plan for the programme is attached in Annex 4.

7.4 Monitoring of programme activities and outputs

As indicated in Article 7 of the tripartite Partnership Agreement, bi-annual meetings will be held, in March and October each year, to (i) discuss progress, (ii) discuss and approve work plans and budgets, and (iii) discuss any issues of special concern for the implementation of the programme and determine action if required.

The District Coordination Team (DCT) will supervise and monitor progress of the programme as it does with other education projects in the district. The Ministry of Local Government and Rural Development is responsible for monitoring of the programme at the central government level. Its National Local Government Finance Committee (NLGFC) will include this programme in its normal work with the Mangochi District Council. The DCT and ICEIDA will jointly formulate a monitoring and evaluation plan during the first half of 2013, based on the logical framework matrix in Annex 1, which shall guide the monitoring of progress in the programme. The programme shall aim to support the District Education Office and the District Council in implementing monitoring procedures.

7.4.1 Reporting

The District Council shall submit quarterly progress reports in accordance with Annex II of the Partnership agreement between the Government of the Republic of Malawi and the Icelandic International Development Agency. Furthermore, regular review visits by ICEIDA will be made for progress evaluation to capture the need for changes or adjustment to the plans.

The District Education Manager shall present programme progress reports to DCT meetings for discussions and directions.

Data will be collected on teacher and student absenteeism in the target schools and analysed as part of the monitoring efforts. ICEIDA can ask for information from the District Education Management Information System at any time during the lifetime of the programme.

The general reporting mechanisms for the MBSP are further stipulated in chapter 3.4 of the Master Programme Document.

7.4.2 Methodology

The Mangochi District monitoring system has three specific areas of focus: progress against results, sustainability of project results, and data management.

The PEAs and the DEO gather information on the performance of learners, teachers and schools in the district, as well as information on enrolment, repetition and dropout. This information is made accessible in the DEMIS (District Education Management Information System).

Standardised formats shall be developed for the collection of data for monthly and quarterly monitoring sessions by the M&E department at the Mangochi District Council in collaboration with ICEIDA. The reports shall be based on the monthly progress reports, field visits and surveys where needed.

Results from standardised tests as well as reports on retention and repetition will be used to evaluate the quality of education provided.

The quality of the capacity building interventions will be evaluated by an external consultant, hired especially for this purpose.

7.5 External evaluation

A mid-term external review will be organised no later than December 2014. Subsequently, the results will be discussed at the bi-annual partnership meeting and decisions taken to address any issues or concerns such a review may define. The ICEIDA head office will also provide input to such discussions.

An external final evaluation will be organised no later than July/August 2016 and conducted by external evaluators.

Funding for the mid-term review shall be covered by programme funds while the final evaluation will be funded separately by ICEIDA.

8 Risks

A number of internal and external risks may impede the implementation of the programme or have a negative influence on the achievement of results and sustainability. These can be mitigated with planning and vigorous monitoring efforts. The risks and mitigation efforts are outlined in Chapter 5 of the Malawi Country Strategy Paper.

Lower per capita budget allocation to the education sector in Mangochi from the central government could have negative impact on the progress towards improved education indicators proposed for this programme.

Construction time at each building site must be kept to a minimum, because service delivery usually suffers while construction and rehabilitation work are underway. Low performance of contractors in infrastructure could affect the programme.

Inadequate funding of recurrent costs and salaries, and lack of support to the DEO in carrying out its role is regarded as a substantial risk. This will be addressed through measures, aimed at strengthening the operational capacity of the District Education Office and building capacity at the district level and providing technical support and guidance as deemed necessary.

Shortage of human resources, low salaries and lack of opportunities for continuing education can result in low retention of well trained and capable teachers and education personnel. Shortage or high turnover of staff at district and facility levels would affect the work and the results.

Considering the pilot nature of the programme, there is the risk that the impact of some interventions and their interaction will not be as supposed.

As this project aims for an holistic intervention in the 12 schools in Mangochi district, it follows that the target schools will offer a considerably better learning environment and quality of education than other schools in their respective school zones. It needs to be considered that this may lead to an increased pressure on those particular schools for further enrolment of students, which could in turn reduce the expected impact as numbers would increase. Further, an issue of equity may be raised when nearby schools offer different standards of learning environment for adjacent communities. To mitigate this the DEO will ensure to the best of its abilities that student numbers in target schools remain within the government targets and that the communities in the respective zones are kept informed on the premises on which this approach is based.

Other important risks and assumptions include:

1. Political and economic stability in Malawi and Iceland
2. Slower progress of decentralisation than planned
3. Availability of teachers and teacher trainees
4. Availability of textbooks and teaching materials
5. Inflation and exchange rates in Malawi
6. Stability and retention of staff at the District
7. Adverse impact of HIV/AIDS on those receiving training

Other risks factors can affect the performance of this programme despite not being listed here.

Annex 1 Logical Framework Matrix

Narrative Summary	Objectively Verifiable Indicators	Sources and MOV	Assumptions
Overall Objective			
To assist the Government of Malawi to improve living standards in the rural communities in Mangochi District.	<ul style="list-style-type: none"> Retention rates of students from Standard 3 to Standard 4 and from Standard 5 to Standard 6 		
Immediate Objective (Outcome)			
Improve quality of education in target schools to reduce drop-out and repetition and promote effective learning.	<ul style="list-style-type: none"> Retention rates of learners in target schools (Target: 80%) Promotion % of learners , by gender (Target: 66%) Pass rate, % of learners at each grade level passing/taking exams by gender (Target: 65% all clasees, 54% standard 8) Selection rate for secondary school, (% of learners in std. 8 who get selected), by gender and OVC (Target: 41%) 	<ul style="list-style-type: none"> DEMIS (annually) DEMIS DEMIS DEMIS 	<ul style="list-style-type: none"> Political and economic stability in Malawi and Iceland. No changes in development cooperation policy in Iceland Placements in secondary schools available
Expected Results (Outputs)			(Output to Outcome)
1. Improved capacity and support to learners in target schools			
1.1 Capacity building of teachers and school managers			
1.1.1. MIE training for teachers on what to teach and how to teach	<ul style="list-style-type: none"> # of teachers trained 	<ul style="list-style-type: none"> Quarterly reports from the District Monitoring reports from MIE Report from ext. consultant 	
1.1.2. Train School managers on school management according to MIE programme and modules	<ul style="list-style-type: none"> # of school managers trained on school management 	<ul style="list-style-type: none"> Quarterly reports from the District Monitoring reports from MIE Report from ext. consultant 	
1.1.3. Identify, support and hire 60 candidates for teacher training from the local area	<ul style="list-style-type: none"> # of teacher trainees graduated and hired at target schools 	<ul style="list-style-type: none"> Quarterly reports from the District 	<ul style="list-style-type: none"> Availability of spaces in the colleges

1.2 Teaching and learning materials provided in target schools			
1.2.1 Establish Talular centres (Teaching and Learning Using Locally Available Resources) at each of the target schools	<ul style="list-style-type: none"> • # of schools with Talular centres • % of teachers per school actively using the teaching and learning materials developed. 	<ul style="list-style-type: none"> • Quarterly reports from the District 	
1.2.2 Procure and distribute school textbooks for three subjects in standards 1-4 and 6 subjects for standards 5-8 at a ratio of 1:1	<ul style="list-style-type: none"> • # of learners have relevant textbooks • -learner/textbook ratio 	<ul style="list-style-type: none"> • Quarterly reports from the District 	<ul style="list-style-type: none"> • Availability of books
1.2.3 Acquisition of supplementary books according to MIE list	<ul style="list-style-type: none"> • # of supplementary books available for learners and actively used 	<ul style="list-style-type: none"> • Quarterly reports from the District 	<ul style="list-style-type: none"> • Availability of books
1.2.4 Provision of basic sports equipment	<ul style="list-style-type: none"> • # of classes using sports equipment in PE classes. 	<ul style="list-style-type: none"> • Quarterly reports from the District 	
1.2.5 Provision of notebooks for all learners in target schools	<ul style="list-style-type: none"> • # of notebooks received by learners 	<ul style="list-style-type: none"> • Quarterly reports from the District 	
1.2.6 Acquire and distribute teachers' guides for all primary school subjects	<ul style="list-style-type: none"> • Teacher/teachers' guide ratio per learning area 	<ul style="list-style-type: none"> • Quarterly reports from the DEM 	<ul style="list-style-type: none"> • Availability of the teacher's guides
1.2.7 Acquire and apply standardised tests	<ul style="list-style-type: none"> • # of students having taken standardised tests 	<ul style="list-style-type: none"> • Quarterly reports by the DEM 	
1.3 Community mobilised for educational support			
1.3.1 Train School committees to enhance their performance	<ul style="list-style-type: none"> • Number of PTAs, SMCs and MG actively participating in school management 	<ul style="list-style-type: none"> • EMIS 	
1.3.2. Organise theatre for development	<ul style="list-style-type: none"> • # of theatre for development organised 	<ul style="list-style-type: none"> • Reports • Scripts 	
1.3.3. Role models visit schools and give talks for learners (Role modelling) once per term	<ul style="list-style-type: none"> • # of different people invited to give a talk 	<ul style="list-style-type: none"> • Reports 	
2. Improved teaching and learning environment			
2.1. New infrastructure and equipment in target schools			
2.1.1. At least 52 new classrooms constructed	<ul style="list-style-type: none"> • # of classrooms constructed 		
2.1.2. 2.1.2. At least 36 teacher's houses constructed	<ul style="list-style-type: none"> • # of teacher's houses constructed 		
2.1.3. 2.1.3. At least 48 improved and secure latrines constructed	<ul style="list-style-type: none"> • # of improved latrines constructed 		

2.1.4.	2.1.4. At least 96 water and sanitation facilities installed	<ul style="list-style-type: none"> # of water and sanitation facilities installed 		
2.1.5.	2.1.5. School furniture provided in at least 200 classrooms	<ul style="list-style-type: none"> # of classrooms provided with school furniture 		
2.1.6.	2.1.6. Teacher's tables and chairs provided in at least 220 classrooms	<ul style="list-style-type: none"> # of classrooms provided with teacher's tables and chairs 		
2.1.7.	2.1.7. Situational analysis of requirements for feeder and secondary schools in target zones	<ul style="list-style-type: none"> Situational analysis conducted 	<ul style="list-style-type: none"> Report from District Council 	
2.2. Infrastructure rehabilitated in target schools.				
2.2.1	General maintenance of classrooms, teachers' houses, latrines, water and sanitation through maintenance fund.	<ul style="list-style-type: none"> # of buildings maintained 	<ul style="list-style-type: none"> Maintenance report 	
3. Enhanced equity and improved retention of girls and OVC's in target schools				
3.1 Strengthen the role of Mother Groups in the Schools				
3.1.1.	Provide 2 pushbikes for each Mother Group	<ul style="list-style-type: none"> # of pushbikes provided 		
3.1.2.	Provide two trainings for each Mother Group during the life of the programme, to make their work productive	<ul style="list-style-type: none"> # of mother groups receiving support # of active mother groups # of trainings given to mother groups 	<ul style="list-style-type: none"> Quarterly reports by DEM 	
3.1.3.	Introduce the Mother Group members to Village Savings and Loan Scheme	<ul style="list-style-type: none"> # of mother groups having been introduced to Village Savings and Loans Scheme 	<ul style="list-style-type: none"> Quarterly reports by DEM 	
3.1.4.	Organise exchange visits for members of the Mother Groups	<ul style="list-style-type: none"> # of exchange visits 	<ul style="list-style-type: none"> Quarterly reports by DEM 	
3.2. Strengthen the status of girls in schools				
3.2.1.	Form and train the girls' clubs	<ul style="list-style-type: none"> # of girls' clubs formed # of girls' clubs trained 	<ul style="list-style-type: none"> Quarterly reports by DEM 	
3.2.2.	Hold interface meetings (speak out) with the school authorities	<ul style="list-style-type: none"> # of girls' clubs engaged in interface meetings with school authorities 	<ul style="list-style-type: none"> Quarterly reports by DEM 	

3.3. Support to OVCs			
3.3.1. Provide bursaries to OVCs	<ul style="list-style-type: none"> • # of bursaries provided • retention rate of OVCs • enrolment rate of OVCs 	<ul style="list-style-type: none"> • Quarterly reports by DEM 	
3.3.2. Provide scholarships to OVCs in Secondary schools	<ul style="list-style-type: none"> • # of scholarships provided 	<ul style="list-style-type: none"> • Quarterly reports by DEM 	
3.3.3. Psychosocial support provided to OVCs by mother groups	<ul style="list-style-type: none"> • # of OVCs receiving psychosocial support 	<ul style="list-style-type: none"> • Quarterly reports by DEM 	
3.4. Increase enrolment of special needs learners into the target schools.			
3.4.1. Identify and provide management support for children with special needs.	<ul style="list-style-type: none"> • # of special needs children identified and supported. 	<ul style="list-style-type: none"> • Quarterly reports by DEM 	<ul style="list-style-type: none"> • Availability of special needs education specialists
3.4.2. Provide special needs teaching and learning materials such as Braille materials, assistive devices and training on use.	<ul style="list-style-type: none"> • - # of materials and devices provided 	<ul style="list-style-type: none"> • Quarterly reports by DEM 	
3.4.3. Establish or rehabilitate resource centres for children with special needs	<ul style="list-style-type: none"> • # of resource centres established and rehabilitated 	<ul style="list-style-type: none"> • Quarterly reports by DEM 	
3.5. Increased attendance and participation of learners			
3.5.1. Train teachers to administer deworming and bilharzia prevention tablets	<ul style="list-style-type: none"> • # of teachers trained in administering deworming tablets 	<ul style="list-style-type: none"> • Biannual reports by DEM 	
3.5.2. Procure and distribute deworming and bilharzia prevention tablets	<ul style="list-style-type: none"> • # of deworming tablets procured and distributed 	<ul style="list-style-type: none"> • Biannual reports by DEM 	<ul style="list-style-type: none"> • Availability of deworming and bilharzia prevention tablets
3.5.3. Monitor and supervise the deworming and bilharzia prevention exercise	<ul style="list-style-type: none"> • # of schools monitored and supervised 	<ul style="list-style-type: none"> • Biannual reports by DEM 	
4. Improved management of target schools			
4.1. Capacity building and training in education and management			
4.1.1. Develop data management training package	<ul style="list-style-type: none"> • Data management training package developed 	<ul style="list-style-type: none"> • Quarterly reports by DEM 	

4.1.2. Train 18 PEAs in data management according to training by the education planning directorate from the MoE	<ul style="list-style-type: none"> • # PEAs trained in data management. 	<ul style="list-style-type: none"> • Quarterly reports by DEM • Training report 	
4.1.3. Train staff at DEM's office in the use of ICT by the MoEST ICT department	<ul style="list-style-type: none"> • # of staff trained in the use of ICT 	<ul style="list-style-type: none"> • Quarterly reports by DEM • Training report 	
4.1.4. PEAs trained by MIE	<ul style="list-style-type: none"> • # of trained PEAs 	<ul style="list-style-type: none"> • Quarterly reports by DEM • Training report 	
4.2. Strengthening of DEM's office operations		<ul style="list-style-type: none"> • 	
4.2.1. Conduct a needs assessment and strategy for hardware and software	<ul style="list-style-type: none"> • Needs assessment report 	<ul style="list-style-type: none"> • Needs assessment report 	
4.2.2. Procure ICT equipment based on needs assessment	<ul style="list-style-type: none"> • ICT hardware in place 	<ul style="list-style-type: none"> • Quarterly reports by DEM 	
4.2.3. Procure a vehicle for use at DEM's office with operational guidelines	<ul style="list-style-type: none"> • Vehicle in place and operational with operational guidelines 	<ul style="list-style-type: none"> • Report by DEM 	
4.2.4. Rehabilitate the DEM's office	<ul style="list-style-type: none"> • The DEM's office rehabilitated 	<ul style="list-style-type: none"> • Report by DEM • Report by DOPW 	
4.2.5. Procure one motorcycle for each TDC in the target zones	<ul style="list-style-type: none"> • 4 motorcycles procured • All PEAs and Centre coordinators inspecting schools 	<ul style="list-style-type: none"> • Inspection reports 	
4.2.6. Provide additional fuel for motorcycles	<ul style="list-style-type: none"> • 20 litres of fuel provided for each TDC 	<ul style="list-style-type: none"> • Quarterly reports by DEM 	

Annex 2 Activities and Work Plan

Activities	Budget Year				2012-2013				2013-2014				2014-2015				2015-2016			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4				
1. Improved capacity and support to learners in target schools																				
1.1. Capacity building of teachers and school managers																				
1.1.1.1. MIE training for teachers on what to teach and how to teach																				
1.1.2.1. Train school managers on school management according to MIE program and modules																				
1.1.3.1. Identify and support 60 teacher trainee candidates from local areas																				
1.1.3.2. Train 60 teacher trainee candidates from local areas																				
1.2. Teaching and learning material provision																				
1.2.1.1. Establish Talular centres																				
1.2.2.1. Procure school textbooks for three subjects in standards 1-4 at a ratio of 1:1																				
1.2.2.2. Distribute junior school textbooks																				
1.2.2.3. Procure school textbooks for six subjects in standards 5-8 at a ratio of 1:1																				
1.2.2.4. Distribute senior school textbooks																				
1.2.3.1. Acquire supplementary books according to MIE list																				
1.2.3.2. Distribute supplementary books																				
1.2.4.1. Procurement of basic sports equipment																				
1.2.4.2. Distribution of sports equipment																				
1.2.5.1. Procure 40 page notebooks																				
1.2.5.2. Procure 40 page notebooks																				
1.2.6.1. Procure teacher's guides for all primary school subjects																				
1.2.6.2. Distribute teachers' guides																				
1.2.7.1. Acquire standardised tests																				
1.2.7.2. Apply standardised tests																				
1.3. Community mobilization																				
1.3.1.1. School committees actively performing their roles																				
1.3.2.1. Organize theater for development																				
1.3.3.1. Role models visit schools and give talks for learners																				

Activities	Budget Year				2012-2013				2013-2014				2014-2015				2015-2016			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4				
2. Improved teaching and learning environment																				
2.1. New infrastructure and equipment in target schools																				
2.1.1.1. Plan the construction of at least 52 classrooms																				
2.1.1.2. Construct at least 52 new classrooms																				
2.1.2.1. Plan the construction of at least 36 teacher's houses																				
2.1.2.2. Construct at least 36 teacher's houses																				
2.1.3.1. Plan the construction of at least 48 improved and secure latrines																				
2.1.3.2. Construct at least 48 improved and secure latrines																				
2.1.4.1. Plan the installation of at least 96 water and sanitation facilities																				
2.1.4.2. Procure water and sanitation facilities																				
2.1.4.3. Install water and sanitation facilities																				
2.1.5.1. Procure school furniture in at least 200 classrooms																				
2.1.5.2. School furniture distributed																				
2.1.6.1. Procure teacher's tables and chairs for at least 220 classrooms																				
2.1.6.2. Distribute teachers' tables and chairs																				
2.1.7.1. Situational analysis of requirements for feeder and secondary schools in target zones performed																				
2.2. Infrastructure rehabilitated in target schools																				
2.2.1.1. Establishment of maintainance fund																				
2.2.1.2. Assessment of maintainance needs of classrooms, teachers' houses, latrines, water and sanitation facilities in target schools																				
2.2.1.3. General maintenance of infrastructure																				
3. Enhanced equity and improved retention of girls and OVC's																				
3.1. Strengthen the role of Mother Groups in the Schools																				
3.1.1.1 Procure 24 pushbikes																				
3.1.2.1. Provide two trainings for the mother groups in the life of the programme to make their work productive																				
3.1.3.1. Provide financial support for Mother Groups																				
3.1.4.1. Organize exchange visits for members of the mother groups																				

Activities	Budget Year	2012-2013				2013-2014				2014-2015				2015-2016			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
3.2. Strengthen status of girls in schools																	
3.2.1.1. Form girls' clubs																	
3.2.1.2. Train girls' clubs																	
3.2.2.1 Hold interface meetings with the school authorities																	
3.3. Support to OVCs																	
3.3.1.1. Provide bursaries to the OVCs																	
3.3.2.1. Provide scholarships to OVCs in Secondary schools																	
3.3.3.1. Provide psychosocial support to OVCs																	
3.4. Increase enrolment of special needs learners into target schools																	
3.4.1.1. Identify children with special needs																	
3.4.1.2. Provide management support for children with special needs																	
3.4.2.1. Procure special needs teaching and learning materials																	
3.4.2.2. Provide training on how to use special needs teaching and learning materials																	
3.4.3.1. Establish or rehabilitate resource centres for children with special needs																	
3.5. Increased attendance and participation of learners																	
3.5.1.1. Train teachers to administer deworming and bilharzia prevention tablets																	
3.5.2.1. Procure deworming and bilharzia prevention tablets																	
3.5.2.2. Distribute deworming and bilharzia prevention tablets																	
3.5.2.3. Monitor and supervise the deworming and bilharzia prevention exercise																	
4. Improved management of target schools																	
4.1. Capacity building and training																	
4.1.1.1. Develop data management training package																	
4.1.2.1. Train PEAs in data management according to training by MIE																	
4.1.3.1 Train staff at DEM's office in the use of ICT by the MoEST ICT department																	
4.1.4.1. PEAs trained by MIE																	
4.2. Strengthening of DEM's office operations																	
4.2.1.1. Conduct a needs assessment for hardware and software																	
4.2.2.1. Procure ICT equipment based on needs assessment																	
4.2.3.1. Procure a vehicle for use at DEM's office																	

Activities	Budget Year	2012-2013				2013-2014				2014-2015				2015-2016			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
4.2.2.2. Provide operational guidelines for vehicle																	
4.2.4.1. Plan rehabilitation of DEM's office																	
4.2.4.2. Rehabilitate DEM's office																	
4.2.5.1. Procure 4 motorcycles for TDCs in target zones																	
4.2.6.1. Provision of additional fuel for motorcycles																	

Annex 3 Budget

Output	2012/2013	2013/2014	2014/2015	2015/2016	Total	
1. Capacity building and support to learners	92.000	442.050	178.900	339.700	1.052.650	30,3%
1.1. Capacity building of teachers and school managers	72.750	131.600	131.600	28.700	364.650	10,5%
1.2. Teaching and learning material provided in target schools	10.700	310.450	43.900	311.000	676.050	19,5%
1.3. Community mobilized for educational support	8.550	0	3.400	0	11.950	0,3%
2. Improved teaching and learning environment	4.050	704.850	645.600	642.700	1.997.200	57,6%
2.1. New infrastructure and equipment in target schools	3.850	589.250	530.000	527.100	1.650.200	47,6%
2.2. Infrastructure rehabilitated in target schools	200	115.600	115.600	115.600	347.000	10,0%
3. Enhanced equity and improved retention of girls and OVC's	28.400	63.800	39.250	30.050	161.500	4,7%
3.1. Strengthen the role of Mother Groups in the Schools	5.800	3.700	3.100	7.000	19.600	0,6%
3.2. Strengthen status of girls in schools	0	1.200	1.200	0	2.400	0,1%
3.3. Support to OVCs	22.600	22.400	22.300	10.400	77.700	2,2%
3.4. Increase enrolment of special needs learners into target schools	0	15.400	0	0	15.400	1,3%
3.5. Increase attendance and participation of learners	0	21.100	12.650	12.650	46.400	1,3%
4. Improved management of target schools	37.250	168.150	14.100	18.250	237.750	6,9%
4.1. Capacity building and training in mgmt. and admin.	250	29.000	0	3.750	33.000	1,0%
4.2. Strengthening of DEM's office operations	37.000	139.150	14.100	14.500	204.750	5,9%
Mid-term review			20.500		20.500	0,6%
Total	161.700	1.378.850	898.350	1.030.700	3.469.600	100,0%
Percentage of total	4,7%	39,7%	25,9%	29,7%	100,0%	

Annex 4 Procurement Plan

Activity	Loan #:	Description	Implementing Agency	Qty	Unit Price	Estimated Amount in MKW	Procurement Method	Prior or Post Review	Plan vs Actual	Preparation by Agency	Iceida no objections	Bid/Quotation Invitation date	Bid/Quotation Closing/Opening Date	Preparation of Evaluation Rpt	Submit to ODDP/IPC	Iceida no objections	Contract Amount in MKW	Contract Finalization	Date Contract Signature	Contract starts
										21	7	28	7	7	14	7		5	10	
	01	GOODS/WORKS/SERVICES								Days	Days	Days	Day	Days	Days	Days		Days	Days	
1.2.1.1		Stationery for TALULAR	DEO	12	10.000	120.000	RFQ	Prior	Actual	15-Mar-13	5-Apr-13	12-Apr-13	10-May-13	17-May-13	24-May-13	7-Jun-13	120.000	14-Jun-13	19-Jun-13	
1.2.1.2		Stationery for TALULAR	DEO	12	10.000	120.000	RFQ	Prior	Actual	5-Jan-15	26-Jan-15	2-Feb-15	2-Mar-15	9-Mar-15	16-Mar-15	30-Mar-15	120.000	6-Apr-15	11-Apr-15	
1.2.2.1		Procure school textbooks	DEO	69.300	1.500	103.950.000	SSS	Prior	Plan	5-Jul-13	26-Jul-13	2-Aug-13	30-Aug-13	6-Sep-13	13-Sep-13	27-Sep-13	103.950.000	4-Oct-13	9-Oct-13	
1.2.2.2		Procure school textbooks	DEO	69.300	1.500	103.950.000	SSS	Prior	Plan	5-Jul-15	26-Jul-15	2-Aug-15	30-Aug-15	6-Sep-15	13-Sep-15	27-Sep-15	103.950.000	4-Oct-15	9-Oct-15	
1.2.3.1		Procure supplementary text books	DEO	2.400	500	1.200.000	RFQ	Prior	Plan	15-Apr-13	6-May-13	13-May-13	10-Jun-13	17-Jun-13	24-Jun-13	8-Jul-13	1.200.000	15-Jul-13	20-Jul-13	
1.2.4.1		Procure footballs	DEO	24	10.000	240.000	RFQ	Prior	Plan	15-Apr-13	6-May-13	13-May-13	10-Jun-13	17-Jun-13	24-Jun-13	8-Jul-13	240.000	15-Jul-13	20-Jul-13	
1.2.4.2		Procure footballs	DEO	24	10.000	240.000	RFQ	Prior	Plan	15-Apr-14	6-May-14	13-May-14	10-Jun-14	17-Jun-14	24-Jun-14	8-Jul-14	240.000	15-Jul-14	20-Jul-14	
1.2.4.3		Procure footballs	DEO	24	10.000	240.000	RFQ	Prior	Plan	15-Apr-15	6-May-15	13-May-15	10-Jun-15	17-Jun-15	24-Jun-15	8-Jul-15	240.000	15-Jul-15	20-Jul-15	
1.2.4.4		Procure footballs	DEO	24	10.000	240.000	RFQ	Prior	Plan	15-Feb-16	7-Mar-16	14-Mar-16	11-Apr-16	18-Apr-16	25-Apr-16	9-May-16	240.000	16-May-16	21-May-16	
1.2.4.1b		Procure netballs	DEO	24	7.000	168.000	RFQ	Prior	Plan	15-Apr-13	6-May-13	13-May-13	10-Jun-13	17-Jun-13	24-Jun-13	8-Jul-13	168.000	15-Jul-13	20-Jul-13	
1.2.4.2b		Procure netballs	DEO	24	7.000	168.000	RFQ	Prior	Plan	15-Apr-14	6-May-14	13-May-14	10-Jun-14	17-Jun-14	24-Jun-14	8-Jul-14	168.000	15-Jul-14	20-Jul-14	
1.2.4.3b		Procure netballs	DEO	24	7.000	168.000	RFQ	Prior	Plan	15-Apr-15	6-May-15	13-May-15	10-Jun-15	17-Jun-15	24-Jun-15	8-Jul-15	168.000	15-Jul-15	20-Jul-15	
1.2.4.4b		Procure netballs	DEO	24	7.000	168.000	RFQ	Prior	Plan	15-Feb-16	7-Mar-16	14-Mar-16	11-Apr-16	18-Apr-16	25-Apr-16	9-May-16	168.000	16-May-16	21-May-16	
1.2.5.1		Procure 40 page note books	DEO	50.700	29	1.470.300	RFQ	Prior	Plan	15-Mar-13	5-Apr-13	12-Apr-13	10-May-13	17-May-13	24-May-13	7-Jun-13	1.470.300	14-Jun-13	19-Jun-13	
1.2.5.2		Procure 40 page note books	DEO	152.100	29	4.410.900	RFQ	Prior	Plan	2-Jul-13	23-Jul-13	30-Jul-13	27-Aug-13	3-Sep-13	10-Sep-13	24-Sep-13	4.410.900	1-Oct-13	6-Oct-13	
1.2.5.3		Procure 40 page note books	DEO	152.100	29	4.410.900	RFQ	Prior	Plan	2-Jul-14	23-Jul-14	30-Jul-14	27-Aug-14	3-Sep-14	10-Sep-14	24-Sep-14	4.410.900	1-Oct-14	6-Oct-14	
1.2.5.4		Procure 40 page note books	DEO	152.100	29	4.410.900	RFQ	Prior	Plan	2-Jul-15	23-Jul-15	30-Jul-15	27-Aug-15	3-Sep-15	10-Sep-15	24-Sep-15	4.410.900	1-Oct-15	6-Oct-15	
1.2.5.1b		Procure 80 page note books	DEO	18.600	49	911.400	RFQ	Prior	Plan	15-Mar-13	5-Apr-13	12-Apr-13	10-May-13	17-May-13	24-May-13	7-Jun-13	911.400	14-Jun-13	19-Jun-13	
1.2.5.2b		Procure 80 page note books	DEO	55.800	49	2.734.200	RFQ	Prior	Plan	2-Jul-13	23-Jul-13	30-Jul-13	27-Aug-13	3-Sep-13	10-Sep-13	24-Sep-13	2.734.200	1-Oct-13	6-Oct-13	
1.2.5.3b		Procure 80 page note books	DEO	55.800	49	2.734.200	RFQ	Prior	Plan	2-Jul-14	23-Jul-14	30-Jul-14	27-Aug-14	3-Sep-14	10-Sep-14	24-Sep-14	2.734.200	1-Oct-14	6-Oct-14	
1.2.5.4b		Procure 80 page note books	DEO	55.800	49	2.734.200	RFQ	Prior	Plan	2-Jul-15	23-Jul-15	30-Jul-15	27-Aug-15	3-Sep-15	10-Sep-15	24-Sep-15	2.734.200	1-Oct-15	6-Oct-15	
2.1.1.1		Construct school blocks	DEO/DoPW	8	10.000.000	80.000.000	NCB	Post	Plan	1-Jul-13	22-Jul-13	29-Jul-13	26-Aug-13	2-Sep-13	9-Sep-13	23-Sep-13	80.000.000	30-Sep-13	5-Oct-13	
2.1.1.2		Construct school blocks	DEO/DoPW	9	10.000.000	90.000.000	NCB	Post	Plan	1-Jul-14	22-Jul-14	29-Jul-14	26-Aug-14	2-Sep-14	9-Sep-14	23-Sep-14	90.000.000	30-Sep-14	5-Oct-14	
2.1.1.3		Construct school blocks	DEO/DoPW	9	10.000.000	90.000.000	NCB	Post	Plan	1-Jul-15	22-Jul-15	29-Jul-15	26-Aug-15	2-Sep-15	9-Sep-15	23-Sep-15	90.000.000	30-Sep-15	5-Oct-15	
2.1.2.1		Construction materials for teachers houses	DEO/DoPW	12	4.363.115	52.357.380	RFQ	Prior	Plan	9-Jul-13	30-Jul-13	6-Aug-13	3-Sep-13	10-Sep-13	17-Sep-13	1-Oct-13	52.357.380	8-Oct-13	13-Oct-13	
2.1.2.2		Construction materials for teachers houses	DEO/DoPW	12	4.363.115	52.357.380	RFQ	Prior	Plan	7-Jul-14	28-Jul-14	4-Aug-14	1-Sep-14	8-Sep-14	15-Sep-14	29-Sep-14	52.357.380	6-Oct-14	11-Oct-14	
2.1.2.3		Construction materials for teachers houses	DEO/DoPW	12	4.363.115	52.357.380	RFQ	Prior	Plan	7-Jul-15	28-Jul-15	4-Aug-15	1-Sep-15	8-Sep-15	15-Sep-15	29-Sep-15	52.357.380	6-Oct-15	11-Oct-15	
2.1.2.1b		Labour charge	DEO/DoPW	12	1.565.245	18.782.940	RFQ	Post	Actual	9-Jul-13	30-Jul-13	6-Aug-13	3-Sep-13	10-Sep-13	17-Sep-13	1-Oct-13	18.782.940	8-Oct-13	13-Oct-13	
2.1.2.2b		Labour charge	DEO/DoPW	12	1.565.245	18.782.940	RFQ	Post	Actual	9-Jul-14	30-Jul-14	6-Aug-14	3-Sep-14	10-Sep-14	17-Sep-14	1-Oct-14	18.782.940	8-Oct-14	13-Oct-14	
2.1.2.3b		Labour charge	DEO/DoPW	12	1.565.245	18.782.940	RFQ	Post	Actual	9-Jul-15	30-Jul-15	6-Aug-15	3-Sep-15	10-Sep-15	17-Sep-15	1-Oct-15	18.782.940	8-Oct-15	13-Oct-15	
2.1.3.1		Construction materials for school toilets	DEO/DoPW	16	600.000	9.600.000	RFQ	Prior	Plan	9-Jul-13	30-Jul-13	6-Aug-13	3-Sep-13	10-Sep-13	17-Sep-13	1-Oct-13	9.600.000	8-Oct-13	13-Oct-13	
2.1.3.2		Construction materials for school toilets	DEO/DoPW	16	600.000	9.600.000	RFQ	Prior	Plan	9-Jul-14	30-Jul-14	6-Aug-14	3-Sep-14	10-Sep-14	17-Sep-14	1-Oct-14	9.600.000	8-Oct-14	13-Oct-14	
2.1.3.3		Construction materials for school toilets	DEO/DoPW	16	600.000	9.600.000	RFQ	Prior	Plan	9-Jul-15	30-Jul-15	6-Aug-15	3-Sep-15	10-Sep-15	17-Sep-15	1-Oct-15	9.600.000	8-Oct-15	13-Oct-15	
2.1.3.1b		Labour charge	DEO/DoPW	16	240.000	3.840.000	RFQ	Post	Actual	9-Jul-13	30-Jul-13	6-Aug-13	3-Sep-13	10-Sep-13	17-Sep-13	1-Oct-13	3.840.000	8-Oct-13	13-Oct-13	
2.1.3.2b		Labour charge	DEO/DoPW	16	240.000	3.840.000	RFQ	Post	Actual	9-Jul-14	30-Jul-14	6-Aug-14	3-Sep-14	10-Sep-14	17-Sep-14	1-Oct-14	3.840.000	8-Oct-14	13-Oct-14	
2.1.3.3b		Labour charge	DEO/DoPW	16	240.000	3.840.000	RFQ	Post	Actual	9-Jul-15	30-Jul-15	6-Aug-15	3-Sep-15	10-Sep-15	17-Sep-15	1-Oct-15	3.840.000	8-Oct-15	13-Oct-15	
2.1.4.1		Procure handwashing facility	DEO	96	1.100	105.600	RFQ	Prior	Plan	15-Apr-13	6-May-13	13-May-13	10-Jun-13	17-Jun-13	24-Jun-13	8-Jul-13	105.600	15-Jul-13	20-Jul-13	
2.1.5.1		School desks	DEO	3.000	16.000	48.000.000	NCB	Post	Plan	26-Aug-13	16-Sep-13	23-Sep-13	21-Oct-13	28-Oct-13	4-Nov-13	18-Nov-13	48.000.000	25-Nov-13	30-Nov-13	

MANGOCHI ICEIDA PARTNERSHIP IN EDUCATION – PROGRAMME DOCUMENT

Activity	Loan #:	Description	Implementing Agency	Qty	Unit Price	Estimated Amount in MKW	Procurement Method	Prior or Post Review	Plan vs Actual	Preparation by Agency	Icelda no objections	Bid/Quotation Invitation date	Bid/Quotation Closing/Opening Date	Preparation of Evaluation Rpt	Submit to ODDP/IPC	Icelda no objections	Contract Amount in MKW	Contract Finalization	Date Contract Signature	Contract starts
2.1.5.2		School desks	DEO	1,500	16,000	24,000,000	NCB	Post	Plan	30-Aug-14	20-Sep-14	27-Sep-14	25-Oct-14	1-Nov-14	8-Nov-14	22-Nov-14	24,000,000	29-Nov-14	4-Dec-14	
2.1.5.3		School desks	DEO	1,500	16,000	24,000,000	NCB	Post	Plan	30-Aug-15	20-Sep-15	27-Sep-15	25-Oct-15	1-Nov-15	8-Nov-15	22-Nov-15	24,000,000	29-Nov-15	4-Dec-15	
2.1.6.1		Tables for teachers	DEO	220	36,698	8,073,560	NCB	Post	Plan	26-Aug-13	16-Sep-13	23-Sep-13	21-Oct-13	28-Oct-13	4-Nov-13	18-Nov-13	8,073,560	25-Nov-13	30-Nov-13	
2.1.6.2		Chairs for teachers	DEO	220	9,903	2,178,660	NCB	Post	Plan	26-Aug-13	16-Sep-13	23-Sep-13	21-Oct-13	28-Oct-13	4-Nov-13	18-Nov-13	2,178,660	25-Nov-13	30-Nov-13	
2.2.1.1		Rehabilitation of school infrastructure	DEO/DoPW	30	1,500,000	45,000,000	NCB	Post	Plan	1-Jul-13	22-Jul-13	29-Jul-13	26-Aug-13	2-Sep-13	9-Sep-13	23-Sep-13	45,000,000	30-Sep-13	5-Oct-13	
2.2.1.2		Rehabilitation of school infrastructure	DEO/DoPW	30	1,500,000	45,000,000	NCB	Post	Plan	1-Jul-14	22-Jul-14	29-Jul-14	26-Aug-14	2-Sep-14	9-Sep-14	23-Sep-14	45,000,000	30-Sep-14	5-Oct-14	
2.2.1.3		Rehabilitation of school infrastructure	DEO/DoPW	30	1,500,000	45,000,000	NCB	Post	Plan	1-Jul-15	22-Jul-15	29-Jul-15	26-Aug-15	2-Sep-15	9-Sep-15	23-Sep-15	45,000,000	30-Sep-15	5-Oct-15	
3.1.1.1		Bicycles for mother groups	DEO	24	30,000	720,000	RFQ	Prior	Plan	10-Jun-13	1-Jul-13	8-Jul-13	5-Aug-13	12-Aug-13	19-Aug-13	2-Sep-13	720,000	9-Sep-13	14-Sep-13	
3.5.2.1a		Procure deworming and bilharzia prevention tablets	DEM/DEHO	19,916	198	3,949,440	RFQ	Prior	Plan	1-Oct-13	22-Oct-13	29-Oct-13	26-Nov-13	3-Dec-13	10-Dec-13	24-Dec-13	3,949,440	31-Dec-13	5-Jan-14	
3.5.2.1b		Procure deworming and bilharzia prevention tablets	DEM/DEHO	19,916	198	3,949,440	RFQ	Prior	Plan	1-Oct-14	22-Oct-14	29-Oct-14	26-Nov-14	3-Dec-14	10-Dec-14	24-Dec-14	3,949,440	31-Dec-14	5-Jan-15	
3.5.2.1c		Procure deworming and bilharzia prevention tablets	DEM/DEHO	19,916	198	3,949,440	RFQ	Prior	Plan	1-Oct-15	22-Oct-15	29-Jul-14	26-Aug-14	2-Sep-14	9-Sep-14	23-Sep-14	3,949,440	30-Sep-14	5-Oct-14	
4.2.2.1		Computers for DEMs office	DEO	29	300,000	8,700,000	NCB	Prior	Plan	22-Apr-13	13-May-13	20-May-13	17-Jun-13	24-Jun-13	1-Jul-13	15-Jul-13	8,700,000	22-Jul-13	27-Jul-13	
4.2.2.2		Computer software (antivirus)	DEO	29	25,000	725,000	RFQ	Prior	Plan	24-Jun-13	15-Jul-13	22-Jul-13	19-Aug-13	26-Aug-13	2-Sep-13	16-Sep-13	725,000	23-Sep-13	28-Sep-13	
4.2.2.3		Computer software (antivirus)	DEO	29	25,000	725,000	RFQ	Prior	Plan	24-Jun-14	15-Jul-14	22-Jul-14	19-Aug-14	26-Aug-14	2-Sep-14	16-Sep-14	725,000	23-Sep-14	28-Sep-14	
4.2.2.4		Computer software (antivirus)	DEO	29	25,000	725,000	RFQ	Prior	Plan	25-Jun-15	16-Jul-15	23-Jul-15	20-Aug-15	27-Aug-15	3-Sep-15	17-Sep-15	725,000	24-Sep-15	29-Sep-15	
4.2.2.5		Computer software (antivirus)	DEO	29	25,000	725,000	RFQ	Prior	Plan	25-Jun-16	16-Jul-16	23-Jul-16	20-Aug-16	27-Aug-16	3-Sep-16	17-Sep-16	725,000	24-Sep-16	29-Sep-16	
4.2.2.6		Computer Operation software	DEO	6	50,000	300,000	RFQ	Prior	Plan	24-Jun-13	15-Jul-13	22-Jul-13	19-Aug-13	26-Aug-13	2-Sep-13	16-Sep-13	300,000	23-Sep-13	28-Sep-13	
4.2.2.7		Printer/Photocopier	DEO	1	700,000	700,000	NCB	Prior	Plan	22-Apr-13	13-May-13	20-May-13	17-Jun-13	24-Jun-13	1-Jul-13	15-Jul-13	700,000	22-Jul-13	27-Jul-13	
4.2.2.8		Dongles	DEO	17	11,000	187,000	SSS	Prior	Plan	10-Jun-13	1-Jul-13	8-Jul-13	5-Aug-13	12-Aug-13	19-Aug-13	2-Sep-13	187,000	9-Sep-13	14-Sep-13	
4.2.3.1		Motor vehicle	DEO	1	27,000,000	27,000,000	SSS	Prior	Plan	22-Jul-13	12-Aug-13	19-Aug-13	16-Sep-13	23-Sep-13	30-Sep-13	14-Oct-13	27,000,000	21-Oct-13	26-Oct-13	
4.2.3.2		Vehicle insurance	DEO	1	2,044,575	2,044,575	RFQ	Prior	Plan	4-Jan-14	25-Jan-14	1-Feb-14	1-Mar-14	8-Mar-14	15-Mar-14	29-Mar-14	2,044,575	5-Apr-14	10-Apr-14	
4.2.3.3		Vehicle insurance	DEO	1	2,044,575	2,044,575	RFQ	Prior	Plan	4-Jan-15	25-Jan-15	1-Feb-15	1-Mar-15	8-Mar-15	15-Mar-15	29-Mar-15	2,044,575	5-Apr-15	10-Apr-15	
4.2.3.4		Vehicle insurance	DEO	1	2,044,575	2,044,575	RFQ	Prior	Plan	3-Jan-16	24-Jan-16	31-Jan-16	28-Feb-16	6-Mar-16	13-Mar-16	27-Mar-16	2,044,575	3-Apr-16	8-Apr-16	
4.2.4.1		Rehabilitation of DEMs Office	DEO/DoPW	1	10,200,000	10,200,000	NCB	Post	Plan	15-Apr-13	6-May-13	13-May-13	10-Jun-13	17-Jun-13	24-Jun-13	8-Jul-13	10,200,000	15-Jul-13	20-Jul-13	
4.2.5.1		Procure motorcycles	DEO	4	3,500,000	14,000,000	SSS	Prior	Plan	1-Apr-13	22-Apr-13	29-Apr-13	27-May-13	3-Jun-13	10-Jun-13	24-Jun-13	14,000,000	1-Jul-13	6-Jul-13	
						Total											1,072,576,825			

Annex 5 Detailed information on the twelve target schools school year 2012/2013

Table 1. Students per standard in target schools

	Std 1	Std 2	Std 3	Std 4	Std 5	Std 6	Std 7	Std 8	Total
Changamire	216	223	177	176	117	59	63	24	1055
Changali	324	178	180	222	83	71	27	37	1122
Chimwala	244	231	218	156	122	87	78	41	1177
Chimbende	356	302	227	114	140	81	43	26	1289
Chikomwe	535	237	132	100	38	31	18	16	1107
Mtengeza	798	435	374	93	58	44	30	24	1856
Lwanga	624	614	720	233	418	154	135	65	2963
Koche	586	509	442	288	274	192	171	167	2629
Makawa	750	642	466	392	351	233	125	98	3057
Lupitele	342	288	145	99	72	52	36	21	1055
Milimbo	326	222	171	100	68	46	73	36	1042
St. Joseph	379	456	340	142	107	69	35	36	1564
Total	5480	4337	3592	2115	1848	1119	834	591	19916

Table 2. Learners, teachers and infrastructure in target schools

Zone	School	Learners			Teachers			Infrastructure				P:Teacher Ratio*	G:FTr Ratio**	P:Crm Ratio***	P:Lat Ratio	P:Seat Ratio	Tr:Hs Ratio
		Boys	Girls	Total	Male	Female	Total	Class rooms	Houses	Latrines	Seats						
Chimbende	Chikomwe	550	557	1107	6	5	11	4	0	8	60	101	111	277	138	18	
Chimbende	Chimbende	644	653	1297	8	3	11	6	5	8	52	118	218	216	162	25	2,2
Chimbende	Mtengeza	880	975	1855	8	1	9	11	6	8	12	206	975	169	232	155	1,5
Chimwala	Changali	515	599	1114	4	3	7	14	8	16	0	159	200	80	70		0,9
Chimwala	Changamire	497	552	1049	4	8	12	8	1	10	78	87	69	131	105	13	12,0
Chimwala	Chimwala	490	564	1054	7	12	19	8	7	12	10	55	47	132	88	105	2,7
Koche	Koche Model	1343	1286	2629	12	28	40	10	6	12	132	66	46	263	219	20	6,7
Koche	Lwanga	1432	1495	2927	19	27	46	12	8	14	60	64	55	244	209	49	5,8
Koche	Makawa	1431	1359	2790	19	23	42	16	8	21	0	66	59	174	133		5,3
St. Joseph	Lupetere	533	521	1054	3	4	7	4	3	2	10	151	130	264	527	105	2,3
St. Joseph	Milimbo	548	494	1042	6	2	8	8	6	8	15	130	247	130	130	69	1,3
St. Joseph	Miwawe	353	326	679	4	3	7	4	3	10	0	97	109	170	68		2,3
St. Joseph	St. Joseph	774	749	1523	8	7	15	6	3	16	2	102	107	254	95	762	5,0

* Pupil:Teacher Ratio

** Girls:Female Teacher Ratio

*** Pupil:Classroom Ratio

Table 3. Performance of students in target schools

Zone	School	Dropouts			Repeaters			PSLCE* Results					
		Boys	Girls	Total	Boys	Girls	Total	Total Sat	Passed	Selected	Girls Sat	G/Passed	G/Selected
Chimbende	Chikomwe	5	5	10	131	156	287	23	6	3	17	3	0
Chimbende	Chimbende	3	5	8	91	114	205	30	19	6	14	6	1
Chimbende	Mtengeza	9	10	19	117	124	241	32	12	3	16	3	1
Chimwala	Changali	28	32	60	106	119	225	37	12	5	23	5	4
Chimwala	Changamire	4	10	14	110	101	211	42	18	10	24	10	4
Chimwala	Chimwala	16	20	36	169	196	365	52	42	21	30	21	19
Koche	Koche Model	165	158	323	158	168	326	122	92	47	66	47	23
Koche	Lwanga	47	42	89	58	66	124	103	73	37	57	37	22
Koche	Makawa	25	23	48	227	244	471	120	94	42	59	42	24
St. Joseph	Lupetere	1	2	3	98	56	154	43	23	6	15	6	0
St. Joseph	Milimbo	0	5	5	36	40	76	19	7	2	9	2	2
St. Joseph	Miwawe	2	1	3	38	41	79	44	26	8	22	8	8
St. Joseph	St. Joseph	56	83	139	141	144	285	22	16	3	3	3	3

* Primary School Leaving Certificate Examination

Annex 6 Information on Special Needs Learners

No	School Name	Learners by type	Standard 1		Standard 2		Standard 3		Standard 4		Standard 5		Standard 6		Standard 7		Standard 8		Total by sex		Grand Total
			Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
1	Changali	Low vision	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Changali	Blind	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Changali	Hard of hearing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Changali	Deaf	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Changali	Physical Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Changali	Learning difficulties	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

No	School Name	Learners by type	Standard 1		Standard 2		Standard 3		Standard 4		Standard 5		Standard 6		Standard 7		Standard 8		Total by sex		Grand Total
			Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
2	Chimwala	Low vision	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Chimwala	Blind	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Chimwala	Hard of hearing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Chimwala	Deaf	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2	3
	Chimwala	Physical Impairment	2	1	1	0	0	0	1	0	0	0	0	0	0	0	0	1	4	2	6
	Chimwala	Learning difficulties	1	2	0	1	4	3	5	4	4	4	5	2	3	2	5	0	27	18	45
Total			4	5	1	1	4	3	6	4	4	4	5	2	3	2	5	1	32	22	54

MANGOCHI ICEIDA PARTNERSHIP IN EDUCATION – PROGRAMME DOCUMENT

No	School Name	Learners by type	Standard 1		Standard 2		Standard 3		Standard 4		Standard 5		Standard 6		Standard 7		Standard 8		Total by sex		Grand Total
			Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
3	Changamire	Low vision	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Changamire	Blind	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Changamire	Hard of hearing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Changamire	Deaf	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Changamire	Physical Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Changamire	Learning difficulties	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total			0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

No	School Name	Learners by type	Standard 1		Standard 2		Standard 3		Standard 4		Standard 5		Standard 6		Standard 7		Standard 8		Total by sex		Grand Total
			Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
4	Koche Model	Low vision	1	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	2	2	4
	Koche Model	Blind	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Koche Model	Hard of hearing	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	1	2
	Koche Model	Deaf	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	1	2	3
	Koche Model	Physical Impairment	1	1	3	0	0	1	0	1	0	1	2	0	0	0	0	0	6	4	10
	Koche Model	Learning difficulties	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total			3	2	3	2	1	1	0	1	1	2	2	0	0	1	0	0	10	9	19

MANGOCHI ICEIDA PARTNERSHIP IN EDUCATION – PROGRAMME DOCUMENT

No	School Name	Learners by type	Standard 1		Standard 2		Standard 3		Standard 4		Standard 5		Standard 6		Standard 7		Standard 8		Total by sex		Grand Total
			Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
5	Lwanga	Low vision	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
	Lwanga	Blind	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	1	2
	Lwanga	Hard of hearing	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	2
	Lwanga	Deaf	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	1
	Lwanga	Physical Impairment	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	2	2
	Lwanga	Learning difficulties	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	2	0	2
Total			0	0	0	0	1	4	4	1	0	0	0	0	0	0	0	0	5	5	10

No	School Name	Learners by type	Standard 1		Standard 2		Standard 3		Standard 4		Standard 5		Standard 6		Standard 7		Standard 8		Total by sex		Grand Total
			Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
6	Makawa	Low vision	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Makawa	Blind	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Makawa	Hard of hearing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	
	Makawa	Deaf	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Makawa	Physical Impairment	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	2
	Makawa	Learning difficulties	10	3	13	5	4	4	6	2	4	3	8	6	0	1	0	1	45	25	70
Total			10	3	15	5	4	4	6	2	4	3	8	6	0	1	0	2	47	26	73

MANGOCHI ICEIDA PARTNERSHIP IN EDUCATION – PROGRAMME DOCUMENT

No	School Name	Learners by type	Standard 1		Standard 2		Standard 3		Standard 4		Standard 5		Standard 6		Standard 7		Standard 8		Total by sex		Grand Total
			Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
7	Chikomwe	Low vision	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0	2
	Chikomwe	Blind	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Chikomwe	Hard of hearing	4	2	0	0	0	0	1	0	0	0	0	0	0	0	0	0	5	2	7
	Chikomwe	Deaf	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Chikomwe	Physical Impairment	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
	Chikomwe	Learning difficulties	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	4
Total			7	4	0	0	0	0	1	0	0	0	0	0	2	0	0	0	10	4	14

No	School Name	Learners by type	Standard 1		Standard 2		Standard 3		Standard 4		Standard 5		Standard 6		Standard 7		Standard 8		Total by sex		Grand Total
			Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
8	Chimbende	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Chimbende	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Chimbende	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Chimbende	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Chimbende	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Chimbende	6	2	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	3	2	5
Total			2	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	3	2	5

MANGOCHI ICEIDA PARTNERSHIP IN EDUCATION – PROGRAMME DOCUMENT

No	School Name	Learners by type	Standard 1		Standard 2		Standard 3		Standard 4		Standard 5		Standard 6		Standard 7		Standard 8		Total by sex		Grand Total	
			Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
9	Mtengezal	Low vision	1	2	1	1	1	2	2	1	1	0	0	0	0	0	0	0	0	6	6	12
	Mtengezal	Blind	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Mtengezal	Hard of hearing	6	7	5	6	3	4	1	1	1	1	1	1	1	0	2	1	20	21	41	
	Mtengezal	Deaf	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Mtengezal	Physical Impairment	3	3	2	2	1	3	1	1	2	1	0	0	0	0	2	1	11	11	22	
	Mtengezal	Learning difficulties	3	2	0	0	2	1	0	0	0	0	0	0	2	0	0	0	7	3	10	
Total			13	14	8	9	7	10	4	3	4	2	1	1	3	0	4	2	44	41	85	
No	School Name	Learners by type	Standard 1		Standard 2		Standard 3		Standard 4		Standard 5		Standard 6		Standard 7		Standard 8		Total by sex		Grand Total	
			Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls		
10	Milimbo	Low vision	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Milimbo	Blind	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Milimbo	Hard of hearing	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Milimbo	Deaf	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Milimbo	Physical Impairment	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	1	2	3	
	Milimbo	Learning difficulties	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	
Total			0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	1	3	4	

MANGOCHI ICEIDA PARTNERSHIP IN EDUCATION – PROGRAMME DOCUMENT

No	School Name	Learners by type	Standard 1		Standard 2		Standard 3		Standard 4		Standard 5		Standard 6		Standard 7		Standard 8		Total by sex		Grand Total
			Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
11	Lupetere	Low vision	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Lupetere	Blind	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Lupetere	Hard of hearing	5	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	3	8
	Lupetere	Deaf	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Lupetere	Physical Impairment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Lupetere	Learning difficulties	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total			5	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	3	8

No	School Name	Learners by type	Standard 1		Standard 2		Standard 3		Standard 4		Standard 5		Standard 6		Standard 7		Standard 8		Total by sex		Grand Total
			Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
12	St Joseph	Low vision	2	2	1	0	0	0	1	0	0	0	0	0	0	0	0	0	4	2	6
	St Joseph	Blind	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	St Joseph	Hard of hearing	0	0	0	0	0	0	3	0	1	0	0	0	1	0	0	0	5	0	5
	St Joseph	Deaf	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	St Joseph	Physical Impairment	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1
	St Joseph	Learning difficulties	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	1
Total			2	2	1	0	0	0	5	1	1	0	0	0	1	0	0	0	10	3	13

2012 SPECIAL LEARNERS SUMMARY

Learners by type	Standard 1		Standard 2		Standard 3		Standard 4		Standard 5		Standard 6		Standard 7		Standard 8		Total by sex		Grand Total
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Low vision	4	4	2	2	1	2	4	1	2	0	0	0	2	1	0	0	15	10	25
Blind	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	1	2
Hard of hearing	16	12	5	6	4	5	5	1	2	2	1	1	2	0	2	2	37	29	66
Deaf	1	3	0	1	1	1	0	0	0	0	0	0	0	0	0	0	2	5	7
Physical Impairment	7	5	9	3	1	7	2	3	2	2	2	0	0	0	2	2	25	22	47
Learning difficulties	18	11	13	6	11	9	14	6	8	7	13	8	5	3	5	1	87	51	138
Total	46	35	29	18	18	24	26	12	14	11	16	9	9	4	9	5	167	118	285

Annex 7 Questionnaire submitted to all schools in target zones

Questionnaire

T/A _____				Zone _____			School _____		Proprietor _____				
STD	Boys	Girls	Total	No of repeaters	Number of classes	# indoor classrooms	# outdoor classes	Number of qualified teachers	Number of Assistant teachers	Number of ODL teachers	Number of student teachers	Furniture for how many?	
1													
2													
3													
4													
5													
6													
7													
8													
Total													

Number of Teachers houses _____

Situation regarding library _____

Availability of textbooks – provide details for each class and each subject area

Situation regarding administration blocks _____

Number of...	For boys	For girls	For teachers	
WCs				
Latrines				
Handwashing facilities				

Water situation

Yes or no					
Is there a designated water source for school?	Borehole	Protected well	Open well	Handpump	Play pump

Comments on water situation: _____

Community support:

	Does it Exist?	Number of members	Active/inactive
Mothers group			
PTA			
SMC			

Are there any other committees? If yes list them and provide a brief description of their roles

Number of children in the school's area [This information is likely to be obtained from the Headvillage person or the Group village person or the T/A]

Age	Boys	Girls
6		
7		
8		
9		
10		
11		
12		
13		

Age range of the Standard 1 learners _____

Is there a feeding programme in the school?

Yes ___ No ___

If yes, name the sponsor _____

Pass rate in Standard 8 _____ Girls _____ Boys _____

Annex 8 Teacher Trainee's Bond



MANGOCHI DISTRICT COUNCIL EDUCATION SECTOR

TEACHER TRAINEE'S BOND

This Agreement made the.....day of.....between Mangochi District Council, Education Sector(here referred to as the sponsor) of the one part, and.....of.....Village, Traditional Authority.....in.....district (here referred to as the beneficiary) of the other part:

Whereas the sponsor invited applications for candidates to undergo a Teacher Training Course for teachers to work in Rural Schools and has accepted the application made by the beneficiary.

And whereas pursuant to the arrangement cited above the District Education office has agreed with the student to financially support and enable him/her to enroll for a Primary school Teacher's Certificate (here referred to as the course) which the student has agreed to pursue at DAPP Chilangoma Teacher's Training College.

And whereas the said student has agreed with the District Council that upon the completion by him/her of the said course, he/she shall serve for a period of not less than FIVE years from the date of employment as the council may deploy him/her to any school in a Rural Area (Koche, Chimwala, Chowe and Namalaka) in Mangochi district.

And he/she has further agreed with the district council that in the event of his/her breach of agreement by his deliberate failure or refusal to continue and remain in the service of the district council for the required period, he/she shall be bound for the

payment to the district council of all the amounts paid to or on behalf of the student pursuant to this agreement as liquidated damages.

The following will form part of the AGREEMENT

1. The beneficiary will attend the course at DAPP Chilangoma Teachers Training College
2. The district education manager will pay full fees for the course
3. The district education manager will not pay transport, upkeep and any other allowances throughout the course
4. The district education manager shall demand for progress report from the beneficiary
5. Once enrolled the beneficiary will not voluntarily dropout until the end of the course
6. Beneficiary who opts out of the programme voluntarily will be required to reimburse the fees paid for them in full
7. Beneficiary should report to the district education manager on any shortcomings that may affect their academic work through their principal
8. At the end of the training the beneficiary will work in a Rural Area (Koche, Chimwala, Chowe and Namalaka) in Mangochi for a Minimum of **5 (FIVE YEARS)** before they can move to other places
9. The terms and conditions of this sponsorship are not negotiable

I HAVE READ AND UNDERSTOOD THE CONDITIONS OF THE SUPPORT THAT WILL BE GIVEN TO ME.

NAME.....

SIGNED.....DATE.....

In the presence of

NAME.....

SIGNATURE.....DATE.....

On behalf of the district council

NAME.....

SIGNATURE.....DATE.....

TITLE.....

Annex 9 MOU Between DEO Mangochi and MIE for the provision of inservice training to teachers



MEMORANDUM OF UNDERSTANDING BETWEEN DISTRICT EDUCATION OFFICE MANGOCHI AND MALAWI INSTITUTE OF EDUCATION FOR THE PROVISION OF INSERVICE TRAINING TO TEACHERS

1.0 Background

One of the challenges facing primary education in Malawi is poor performance of learners in literacy and numeracy. Most learners fail to demonstrate competency in reading and performing mathematical calculations at all levels of the primary cycle. This is mainly attributed to poor teaching due to lower levels of competency among the teachers in both subject content and methodologies. The problem is further aggravated by overcrowding in many classrooms. Since the introduction of free primary school education, children from different socio-economic backgrounds gained access to schooling. As a result of this, the teacher-pupil ratio increased tremendously. Under these conditions, teaching and learning, in general, and acquisition and development of literacy and numeracy skills in particular, cannot be done efficiently and effectively.

However, efforts are being made by the Ministry of Education, and other stakeholders to address some of the challenges mentioned above. Currently, Icelandic International Development Agency (ICEIDA) is supporting the implementation of an education programme by the district education manager, in four zones covering 12 primary schools in Mangochi District. The immediate objective of the education programme is “Improved *quality of education in target schools to reduce drop-out and repetition and promote effective learning* (Mangochi/ICEIDA Education Document, 2013)”. The district education office believes this can be achieved, among other things, by enhancing the proficiency of teachers in terms of content knowledge and methodology

The Malawi Institute of Education was, therefore, consulted by the District Education Manager to conduct training workshops for teachers in the district. It is expected that by the end of the training workshops, at least 184 teachers teaching at all levels in the targeted primary schools will be trained in content and methodology for Literacy (English and Chichewa), Numeracy and mathematics and Expressive Arts. The training will be conducted by Curriculum Specialists from the Malawi Institute of

Education. Direct interaction with the teachers will be done in order to avoid dilution of information as it passes from one level to another through a cascade model. It is also expected that the trainees will, in turn, orient the other teachers in their zones. In order to assess impact of the training, MIE officers will monitor and support both the training workshops and programme implementation.

2. The Aim of This MOU

This Memorandum of Understanding is intended to establish the partnership framework within which the Malawi Institute of Education will be providing in-service training for teachers for primary schools in partnership with Mangochi District Education Office, with the aim of improving the quality of education in primary schools and contributing to the achievement of the Millennium Development Goals for education in Malawi.

3. 0 Outcomes

The main purpose of the workshops is to enable teachers in the targeted schools gain knowledge and skills in teaching Literacy in Chichewa and English, Numeracy and Mathematics and Expressive Arts. Specifically, participants are expected to:

- Demonstrate an understanding of the pre-reading and pre-writing skills in literacy development
- Demonstrate a deeper understanding of appropriate teaching methods of literacy for beginning readers
- Demonstrate understanding of the role of oral literacy in the development of literacy skills in English
- Demonstrate a deeper understanding of the importance of a print-rich literacy environment in the classroom
- Understand the importance of using supplementary readers for literacy development
- Understand the importance of community involvement as a way of providing extended learning in literacy
- Demonstrate and understanding of concepts in Expressive Arts
- Demonstrate an understanding of appropriate methodologies for the teaching of Expressive Arts
- Demonstrate a deeper understanding of the basic skills for Expressive Arts
- Demonstrate a deeper understanding of appropriate methodologies for the teaching of Numeracy and mathematics
- Demonstrate an understanding of basic mathematical concepts
- Demonstrate an understanding of basic mathematical skills

4.0 The approach

Training will be done in three phases, and that is during the school holidays. The trainings will be conducted in two parallel sessions, each covering one learning area for five days.

1. Training on Literacy in English and Chichewa
2. Training in Numeracy and Mathematics and Expressive Arts

Two facilitators will be allocated for each learning area. MIE will develop four training manuals covering topics that address the needs as presented by the District Education Manager. MIE will be required to produce the following manuals:

1. Training manual on Literacy in Chichewa
2. Training manual on Literacy in English
3. Training manual on Numeracy and Mathematics
4. Training manual on Expressive Arts

5. Roles and Responsibilities of the District Education Office

1. The Mangochi District Education Office will pay, for each five day training session Mk 60,000 consultancy fee per person for a maximum of 8 persons, and a subsistence allowance according to prevailing ICEIDA per diem rates, currently Mk 11,500 per day, to all officials working as facilitators and monitors of the in-service training. It will also provide fuel and other materials for the workshops.
2. The District Education Manager will transfer the funding to MIE upon receipt of an invoice from the institute prior to the in-service training of the teachers.
3. The District Education Manager will be responsible for communication and monitoring the implementation of the agreement on the in-service training to be provided.

6. Roles and Responsibilities of the Malawi Institute of Education

The Malawi Institute of Education Malawi enters into the partnership agreement as an implementing agent. As a partner to the Mangochi District Education Office, its roles and responsibilities shall be as follows:

1. Provide tailor-made in-service training to 184 teachers from twelve schools during recess periods.
2. Provide bi-annual narrative progress reports to Mangochi District Education Office.
3. Monitor the performance of teachers after undergoing the training.
4. Prepare training content in relation to needs agreed by DEO and MIE.

7. Duration of the MOU

The Memorandum of Understanding (MOU) is valid for a period of 3 years effective from 1st July, 2013 to 30th June, 2016.

8. Termination of the MOU.

This agreement shall be terminated by either party in writing by expressing the intention to do so provided that the other party shall be given 30 days' notice in each of the following situations:

- a) if it concludes that the other Party has breached its obligations under this Agreement and has not remedied that breach after being given fourteen (14) calendar days' written notice to do so; and
- b) if it concludes that the other Party cannot meet its obligations under this Agreement

- c) if funding for the teacher in-service training program is no longer available

9. Declaration

Both parties accept to work together in a spirit of cooperation, mutual respect, transparency and accountability. If there is a dispute, controversy or claim between the Parties, they will try to reach agreement amicably by direct negotiations. If no agreement can be reached within thirty (30) days, the dispute, controversy or claim will be discussed by the District Education Manager for Mangochi District and the Director of the Malawi Institute of Education meeting together, in person or otherwise, to consider the matter.