



MWANZA DISTRICT ASSEMBLY

**DISTRICT EDUCATION PLAN
(DEP)**

2008/2009 – 2010/2011

December 2007

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Abbreviations

ACEM:	Association of Christian Education in Malawi
ADB:	African Development Bank
ADC:	Area Development Committee
AED:	Area Executive Committee
CDSS:	Community Day Secondary School
CIDA:	Canadian International Development Agency
DA:	District Assembly
DANIDA:	Danish International Development Agency
DAT:	District Advisory Team
DC:	District Commissioner
DDF:	District Development Fund
DEP:	District Education Plan
DEC:	District Executive Committee
DEM:	District Education Manager
DEMIS:	District Education Management Information System
DEO:	District Education Office
DEP:	District Education Plan
DFID:	Department for International Development
DPD:	Director of Planning and Development
DSS:	Direct Support to Schools
DTT:	District Training Team
EU:	European Union
FAO:	Food and Agriculture Organization
GOM:	Government of Malawi
GTZ:	Gesellschaft Technischr Zusammenarbeit
HIPC:	Highly Indebted Poor Countries
JICA:	Japan International Cooperation Agency
MASAF:	Malawi Social Action Fund
MOEST:	Ministry of Education, Science and Technology
MTEF:	Medium Term Expenditure Framework
NGO:	Non-Governmental Organization
OVC:	Orphans and other vulnerable children
PEA:	Primary Education Advisor
PIC:	Project Implementation Committee
PIF:	Policy and Investment Framework
PSLCE	Primary School Leaving Certificate Examination
PRA:	Participatory Rural Appraisal
PTA:	Parents and Teachers Association
SMC:	School Management Committee
TDC:	Teacher Development Center
T'LIPO:	Teacher Living Positively
TRF:	Textbook Revolving Fund
UNICEF:	United Nations International Children Education Fund
VDC:	Village Development Committee

Preface

Both the Malawi Growth and Development Strategy (MGDS) and the National Education Sector plan (NESP) emphasize on the role of education in national development and poverty reduction.

The 1998 National Decentralization Policy, based on the Local Government Act of the same year, stipulates devolution of some central government functions to the Local Assembly. Among other points, the National Decentralization Policy articulates the following;

- a) Devolution of political and administrative function to the district
- b) Integration of governmental agencies at the district and local level into one administrative unit through the process of institutional integration, man power absorption, composite budgeting and provision for decentralized services

Under the decentralization setting, the District Education Office is part and parcel of the District Assembly. By extension education planning falls within the District Development Planning System.

Whereas the Ministry of Education continues its role in giving policy direction, recruitment and training within the education sector, districts, on the other hand, have to ensure local participation in management of education within their areas of jurisdiction for accountability, ownership and sustainability.

It is from the sprit of decentralization and national development that the Assembly has updated the District Education Plan (DEP) for the period of 2008/09 – 2010/11.

I therefore call on Central Government, Donors, NGO, Communities and all stakeholders to support the plan for the attainment of quality education as a means of achieving development of the district and the country

Paul C. K. Kalilombe
DISTRICT COMMISSIONER

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This District Education Plan (DEP) is an update of the 2002-2006 and has been produced through the unwavering cooperation and enthusiastic support rendered by several stakeholders such as government officials, school management committees, faith based organizations, non governmental organizations and individuals too many to be mentioned. The District Planning Team is especially thankful to the Chairman and all members of the District Executive Committee (DEC) whose constructive criticisms shaped the production of this document. I am also immensely thankful to the members of the Planning Team namely: Messrs Joseph Kumalawi, Fisher Rukunya, Wyson Misi, Mphatso Kanyenyau, District Education Management and Information System (DEMIS) officers, Peter Ndawala and all the four Primary Education Advisors (PEAs) who sacrificed their precious time in the course of production of this vital document.

In particular, I would like to thank Maxwell Mbulaje (Acting Director of Planning and Development), whose detailed critique helped to make the text more significant; similarly, the School Management Committee (SMC) and Parents and Teachers Association (PTA) of Mphande zone whose discussions with me helped in different but valuable ways in the preparation of this edition.

Heartfelt appreciation and gratitude goes to officials from the Ministry of Education, Science and Technology (MOEST) especially the Planning Directorate for the timely guidelines, and officials from JICA more especially members of District Education Plan Institutionalisation Programme (DEPIP) Project team for technical, financial and logistical support provided to finalize this District Education Plan.

Since the District Education Plan is a 'living' document that is prone to changes after a three year period, it is my prayer that the cooperation and commitment that went into the production of this DEP will be maintained as the document gets updated at the expiry of its lifespan.

Ignatius Edson Kasonya
DISTRICT EDUCATION MANAGER

I. INTRODUCTION

1.1 Vision Statement

By the year 2020 the Education Sector in Mwanza District Assembly will have created a conducive working and learning environment by expanding equitable access to education for all including reduction in illiteracy rate from 38% to 25%, will have effective and efficient delivery of services, and will also have instilled sense of ownership of the resources, and promoted HIV/ AIDS awareness and gender equity.

1.2 Mission Statement

In order to promote quality and relevant education, Mwanza District Assembly will (i) strive to increase educational facilities such as classrooms, teachers' houses, and sanitary facilities; (ii) lobby for increased number of qualified teachers and improve the supply of teaching and learning materials; and (iii) improve governance and management of the system.

1.3 Rationale for the District Education Plan

The need to develop a District Education Plan (DEP) for Mwanza District is in line with the Malawi Government Decentralization Policy and Local Government Act of 1998. It calls for community participation in identifying their educational needs, prioritizing them, setting strategies and monitoring the progress of the education system in the district.

The DEP will be guided by the Policy and Investment Framework (PIF), Malawi Growth and Development Strategy (MGDS; November 2006), and National HIV/AIDS Policy.

The DEP will therefore

- guide the district to come up with medium term educational development strategies to address the various educational challenges the district faces as people's concerns
- assist to address problems faced by primary and secondary schools.
- use the plan to lobby for support from NGOs and prospective donors,
- intensify supervision, coordination, monitoring & evaluation of education activities
- make sure resources are properly used to avoid duplication of effort in some locations and ensure community participation and ownership.

Furthermore, it is worth mentioning that DEP is a baby of District Development Plan (DDP). The DDP is formed by National policies such as MGDS, Decentralization Policy, HIV/AIDS Policy and others. Since the DDP is the master plan for development for a three year period sanctioned by the Assembly at the district, the DEP is essentially an education component of DDP which is more detailed than DDP as far as education issues are concerned. It therefore implies that implementing the DEP is implementing the DDP, the Decentralization Policy, MGDS and the Millennium Development Goals (MDGs). In short, this approach has made education meaningful in the course of addressing the national agenda leading to the realization of the MGDS as the pillar for all socio-economic and industrial growth for Malawi, hence, both the linkage and relationship are crucial.

1.4 Role of Education in District Development

Among many other advantages, education assists individuals as well as the community to understand the problems of health and sanitation, HIV/AIDS, orphans and other vulnerable children (OVC) Care, gender, population, environment, development and group solidarity, democracy and tolerance of diversity, human rights and responsibilities, child labour, and problems of high school dropout.

In addition, education will assist individuals to easily adopt new agricultural technologies as well as ability to secure either formal or informal employment for self reliance.

Eventually, education will help to cultivate the culture of accommodating different groups through change of attitude and improvements in the literacy levels.

In the final analysis, this will result in the societies being empowered economically, socially and politically so that people freely participate in development activities of their areas so as to achieve the Government's policy of poverty reduction.

II. DISTRICT SOCIO-ECONOMIC AND EDUCATION PROFILE

2.1 Socio-Economic Conditions

Mwanza District which used to include Neno until July 2007, has a population of 78,271 and a density of 95 persons per sq. km. It has an annual growth rate of 1.2%.

Mwanza is on the western side of Malawi and shares borders with Mozambique to the northwest, Neno to the northeast and Chikwawa to the south.

The total area of the District is 826 sq. km representing 0.88% of the total land area of Malawi. The land is generally flat on the eastern side and hilly on the north, west and south.

Administratively, Mwanza has 2 Traditional Authorities (TAs) and one Sub Traditional Authority (STA) namely, TA Kanduku, Nthache, and STA Govati respectively. Politically, the district has 2 constituencies, namely Mwanza Central and West.

The main ethnic group in the District is Ngoni although other tribes like Mang'anja, and Nyungwe are also present in the district. The main language in the District is Chichewa with English as the official language.

Approximately 90% of the people are Christians, 3% are Moslems and the remaining 7% practises other forms of religious beliefs.

The main economic activities of the people include farming, retailing and wholesaling and other small scale trading and manufacturing. In addition to the above, as a border district and a major entry point to Malawi, Mwanza has Customs and Clearing Services including cross border trade among its major economic activities.

A low level of household income is ranked as the top priority problem among the development issues. The threat and incidence of HIV/AIDS poses a very big problem because of the cross border activities that have resulted in the flourishing of commercial sexual activities. The HIV/AIDS pandemic has produced a lot of orphans in the district.

There is poor accessibility to health services as there are only few health centres and a hospital. Despite recent improvements in the road network, there is still a problem with the rural transportation system. This, coupled with low literacy rate perched at 62%, result in a generally poor population (March 2007 SEP).

Tables 2.1 below summarizes statistics of the district.

TABLE 2-1: SOCIO ECONOMIC INDICATORS

Population	78,271
Population Density	95
Growth rate	1.2%
Literacy Level	62%
Life expectancy	40
HIV/AIDS Prevalence Rate	18.5%

It is expected that education can be the tool that assist in mitigating against growth rate and the alarming HIV/AIDS prevalence perched at 18.5% so that the life expectancy is improved.

Reducing illiteracy rate to 25% between 2008 and 2011 is expected to improve most of the challenges the district is facing.

2.2 Education Provision

2.2.1 Primary Education

The total primary school enrolment in public schools is currently 26,155 of which 50.6% are girls. There are 43 public primary schools and 4 private ones. Of the 4 private ones, one is run by Seventh Day Adventist (Thambani) and 3 by individuals (Umodzi, Chifuniro and Biki). 21 of these public schools are junior and 22 are senior primary schools and some of these operate in both permanent and temporary shelters with a few using tree shades as class rooms. The total number of teachers in public schools is 312 while 80 teachers man the private schools. The tables below will elucidate the points above

TABLE 2-2: KEY EDUCATION STATISTICS

Educational Zones	3
Public Primary Schools	43
Literacy Level	62%
Total Enrolment	26,155
Primary School Net Attendance Ratio (NAR)	34%
Secondary School Net Attendance Ratio (NAR)	N.A
Primary Pupil/Teacher Ratio	84:1
Primary Classroom Pupil Ratio	96:1
Female literacy level	58%
Public Primary Enrollment % for Girls	50.6%

Source: Mwanza SEP

TABLE 2-3: ENROLMENT & STAFFING IN PUBLIC AND PRIVATE SCHOOLS

Public Enrolment			Public Staffing			Private Enrolment			Private Staffing		
Boy (B)	Girl (G)	Total (T)	Male (M)	Female (F)	T	B	G	T	M	F	T
12,921	13,234	26,155	215	97	312	321	369	690	74	6	80

Source: 2007 School Census

TABLE 2-4 PRIMARY ENROLMENT BY ZONE IN 2007

ZONE	ENROLMENT		
	Boys	Girls	Total
Chidoole	2,766	2,779	5,545
Thambani	2,919	2,851	5,770
Mphande	7,236	7,604	14,840
TOTAL	12,921	13,234	26,155

Source: 2007 School Census

Table 2-3 above shows that, among many things, the pupil teacher ratio in public schools is 84:1 while in private schools is 9:1. Most guardians would rather send their children to a private school because there is more learning and individual attention taking place. The question of teachers' competency or qualification is immaterial to the guardians.

At zonal level (Table 2.4) Mphande zone has the most enrolment because it is semi urban and has most of the educational resources especially human as shown in Table 2.5 below.

TABLE 2-5: PRIMARY STAFFING BY ZONE IN 2007

ZONE	STAFFING		
	Male	Female	Total
Chidoole	53	2	55
Thambani	50	2	52
Mphande	112	93	205
TOTAL	215	97	312

Source: 2007 School Census

2.2.2 Secondary Education

There are 9 secondary schools in the district, one of which is a conventional one, three are Community Day Secondary Schools (CDSSs) and five are private. In addition to these, two secondary schools are to be constructed in Futsa by European Union and another one in Njanjama area by Action Aid respectively.

The total enrolment in both public and private secondary schools is 2,259 and 36.9% are girls. The secondary schools are manned by 70 teachers but only 28 (40%) of these are qualified (24 in public and only 4 teachers in private schools), while the rest are either under-qualified or unqualified as shown below:

TABLE 2-6: ENROLMENT & STAFFING IN PUBLIC & PRIVATE SECONDARY SCHOOLS

School & Qualification	Enrolment			Staffing (qualified)		
	Boys	Girls	Total	Male	Female	Total
Public	708	408	1116	25 (18)	9 (6)	34 (24)
Private	718	425	1143	36 (4)	0 (0)	36 (4)
Total	1,426	833	2,259	61 (22)	9 (6)	70 (28)

Source: 2007 School Census

The picture shown is that both private and public secondary school students are, on average, being taught by teachers whose academic background leaves a lot to be desired; hence, relevant qualification is vital.

2.3 Major Educational Achievements

2.3.1 Primary Education

The district has tried to improve the quality of education between 2005 and 2007.

Two more schools have been established in Mphande zone in order to improve on access.

During the same period, additional classroom blocks and teachers houses have been added in 12 schools by Action Aid, European Union and MASAF III.

There has also been an improvement on sanitary facilities provided by UNICEF to 22 schools under an emergency program to protect the learners against cholera.

On enrolment, there has been a significant increase of 29% from 2001 and 27% from 2004. This has been due to a number of factors including community sensitization and stakeholders commitment to improve education especially for girls. The stakeholders for awareness raising include CRECCOM, Action Aid and UNICEF. Mary's Meal has also been involved in school feeding to ensure enrolment and retention. Although the pupil/teacher ratio is refusing to improve, enrolment is on the increase with girls taking the lead. Table 2-7 below summarises the situation.

TABLE 2-7: PRIMARY EDUCATION ENROLMENT AND PUPIL TEACHER RATIO 2001 – 2007

Indicator	Year		
	2001	2004	2007
Total enrolment	20,273	20,668	26,155
Girls enrolment	9,731	10,127	13,234
Boys enrolment	10,542	10,541	12,921
Pupil/Teacher ratio	51:1	57:1	84:1

Source: 2007 School Census

To further improve quality, refresher courses for teachers and PEAs have been accomplished by Association of Christian Education in Malawi (ACEM), Food and Agriculture Organization (FAO) and other NGOs. The courses included supervision and good governance.

The district has also benefited from MASAF under procurement of desks distributed to a few schools

2.3.2. Secondary Education

A number of achievements have been registered in the sub-sector. This includes the construction of a new school in Njanjama area which will cater for 75% girls. The construction is still in progress and is being funded by Action Aid.

Thambani CDSS has also benefited on the promotion of access, where there is massive expansion to increase intake and will be ready for additional students in January 2008.

In addition to this, a girls' hostel has been added at Mwanza secondary school to improve access. At the same school, a computer room has been constructed to ensure quality education.

Apart from the above, the Teacher Development Centres (TDCs) have become resource centres for secondary school teachers where they are able to borrow books for their preparation and upgrading.

On management, the PTAs have been empowered further to run the affairs of the boarding without waiting for the central office to decide for them. This has resulted in total sustainability and full community participation.

2.3.3 District Wide

The district found it fit to improve the road network for access to the schools. This has resulted in teaching and learning materials being delivered to the schools. The district is also boasting of qualified teachers in all the zones although there are volunteer teachers employed by the SMC/PTA.

Similarly, 90% of the schools have potable water with boreholes drilled within 500 meters of the school and this has promoted retention.

The table below summarizes what has so far been described for Primary, Secondary and District Wide.

TABLE 2-8: MAJOR EDUCATIONAL ACHIEVEMENT IN THE DISTRICT (2005 – 2007)

NESP Theme	Primary	Secondary	District wide
Access and Equity	-Establishment of 2 more schools -Construction of additional permanent classroom blocks and teachers houses in 12 schools -16% increase on the enrolment of primary schools. -6% increase in PSLCE entry -Provision of free teaching & learning materials to pupils: e.g. note books & textbooks. This continues to encourage some children to go to school.	-One more secondary school to be constructed in Njanjama. -More structures (in form of classrooms, toilets) were added in the existing schools especially expansion of Thambani CDSS to increase access.	-Road construction (Culverts, a Bridge and earthworks) from Chidoole school to Lipenga; Chikudzu, Mpila, Kaphirikamodzi and Mphingwi school roads to improve accessibility.
	-Increase in girls' enrolment from 49.7% to 50.5%. -Promotion of girls education by CRECCOM & UNICEF -Boys continue learning needlecraft, which was believed to be for girls only, and girls doing hand craft which was believed to be for boys only.	-Construction of a girls hostel at Mwanza Sec school	
Quality and Relevance	-Provision of refresher training courses for teachers by NGOs e.g. Action Aid, ACEM, UNICEF, FAO. -More instruction materials coming to schools by MIE, UNICEF, DSS. -Some teachers have been trained in PSS -PEAs have undergone training in PCAR, Inspection & Supervision	-Organization of cluster based INSETs to share knowledge & experiences. -Improved supply of textbooks on cost sharing basis. -Solar Electrification of Thambani CDSS is well	-All primary school teachers are qualified

NESP Theme	Primary	Secondary	District wide
	-ACCOs have been trained in inspection & supervision	maintained. -Construction of a computer room at Mwanza Secondary School	
	-Change of curriculum to include issues of HIV/AIDS, gender, life skills, Human Rights, Good Governance & Environment -Some teachers have been trained in Guidance and counseling by ACEM -T'LIPO group has been formed and is supported by DEM's office	-Introduction of sexual Reproductive Health Issues	-Sensitization of community on IMCI -Provision of potable water to the schools.
Management and Governance	-Heads of schools and deputies given management training in Good Governance. -Communities sensitized by NGOs: e.g. Action Aid, CRECCOM. -Training of SMC/PTA & Mother groups (by Action Aid) in the promotion of education -Separation of Neno from Mwanza to intensify management -PEAs have been oriented on TDC management	-2 TDCs are available as resource centers for teachers. -Communities became more involved in school development activities. -Management training provided to heads, deputies and heads of departments by MIE.	-AEC Trainings (which include PEAs, Headteachers and Teachers) in project management sponsored by EU.
	-Training of DEMIS officers to manage data -EMIS training for head teachers	-Introduction of the cluster system where schools can plan together on their common needs such as national examinations.	-DEM's Office was provided with a set of Computers to pilot Data Management.
	-More funding from donors and NGOs for construction of school structures, sanitary facilities and provision of materials and furniture, e.g. ADB through District Development Fund (DDF), MASAF, , Action Aid, EU, UNICEF and World Bank	-Promotion of the cost sharing approach in acquiring materials e.g. the textbook revolving fund and boarding management.	

Source: Stakeholder Questionnaire Survey by the Project, 2007 School Census, & Monthly Returns

2.4 Educational Problems and Priorities

2.4.1 Primary Education

(1) Stakeholder Input:

In order to identify educational problems and priorities in the District, a Survey was conducted which involved the following stakeholders: Education Personnel, District Government Officials, NGOs, Community Leaders, SMC/PTAs, Politicians and Faith Based Organizations. 59 stakeholders that were given questionnaires responded as detailed below

Table 2-8: Summary of Top 3 Areas of Need

Rank	Primary	%
1	Increased number of teachers	64.5
2	Increase teachers houses	61.0
3	Increase class room blocks	33.8

Source: Stakeholder Questionnaire Survey by the Project

Table 2-8 shows that the following were identified to be the three key problems by those that responded to basic education and would like to see an immediate redress of the situation.

Additional problems were as follows:

Lack of classroom, toilets, desks and chairs

Lack of INSETs for head teachers & teachers

Lack of rehabilitation of class rooms

Lack of massive involvement of community in support of schools

It was observed that the response rate to the questionnaire was 84% due to the following reasons:

A successful DEC orientation that was done in advance on DEP updating

Education campaign & relevant theme for National day of Education in 2007

Time given was quite adequate.

Sensitization meetings with SMC/PTAs done by NGOs & stakeholders prior to the questionnaire distribution

(2) Gap Analysis

In the following GAP analysis, there is a deliberate attempt to compare the responses against the PIF goal and identify the problematic zones and their indicators.

TABLE 2-9: RESULTS OF GAP ANALYSIS IN PRIMARY EDUCATION (2007)

NESP Theme	PIF Goal	Status	Gap	Remarks
Quality & Relevance				
a) Inadequate number of teachers	60:1	83:1	-23	Shortage of teachers is worst in Thambani where it is 120:1
b) Shortage of classrooms	60:1	96:1	-36	Very serious in Mphande zone with 101:1
c) shortage of desks	2:1	8:1	-6	This is most serious in Chidoole zone where some schools have had no desk
Governance & Finance				
a) Shortage of teachers houses	1:1	4:1	-3	Mphande has the worst shortage of houses
b) Lack of INSETs	na	Only two were done	na	Most teachers need refresher courses for competency
c) Inadequate community participation	na	Some SMC/PTAs are dormant	na	Sensitization will awakening the inactive school committees.
Access & Equity				
a) Lack of rehabilitation to classroom blocks	na	Only two schools have been rehabilitated	na	Most schools had their roof blown off and need repairs
b) Lack of toilets	25:1	Boys have 125:1 & girls 127:1	-100 -107	Sanitation is quite problematic in the district as a whole especially in Thambani zone (152:1)

Source: Stakeholder Questionnaire Survey by the Project, 2007 School Census, & Monthly Returns

The table above shows the need to address the gaps as soon as possible to ensure that the right of the child to education is not tampered with. Volatile learning environment encourages high drop out especially for the girl child.

Below is a table showing the problems at zonal level.

Table 2-10: Education Problems and Priorities in Primary Education by Zone (2007)

Problem Area	Chidoole	Mphande	Thambani
Shortage of classrooms (pupil/classroom ratio)	76:1	101:1	95:1
Shortage of qualified teachers (Pupil/ teacher ratio)	99:1	69:1	120:1
Shortage of teachers' houses (Teacher/house ratio)	2:1	4:1	2:1
Lack of toilets	69:1	75:1	152:1
Shortage of desks	12:1	9:1	4:1

Source: School Census (2007)

The above table shows that the key problematic areas are more serious when viewed at zonal level and therefore need urgent attention if schools are to be child friendly.

TABLE 2-11: IDENTIFICATION OF PRIORITY PROBLEMS (PRIMARY)

Priority problem	Brief Description of Issues or problems	Justification for priority for problem or Issue	NESP Theme to which problem Relates
Shortage of Teachers	Shortage of Teachers is rampant in all zones except Mphande because of its urban set up.	Pupil/Teacher ratio ranges from 69: 1 to 120: 1 in Thambani as observed by stakeholders	Quality and Relevance
Shortage of class rooms	Due to high enrolment some schools have conduct classes under trees or prayer houses	Was identified by stakeholders & more common in Mphande zone	Access and Equity
Shortage of Teachers` houses	In all zones this problem is very crucial.	House/ Teacher ratio ranges from 2:1 to 4:1 and the stakeholders are sympathetic to the situation since in some areas there are no rentable houses	Management and Governance
Shortage of Toilets	In all schools toilets are grossly inadequate	Pupil/ Toilet ratio Boys 123: 1 Girls 127 :1 this demotivates the learners esp the girl child	Access and Equity

The recruitment of newly qualified teachers in 2007 may improve the availability of teachers in a small way but the rest of the problems require concerted effort.

2.4.2 Secondary Education

(1) Stakeholder Input

The responses to the same questionnaires mentioned in 2.4.1 show the following most serious problems according to the stakeholders as highlighted in Table 2-12 below:

TABLE 2-12: SUMMARY OF TOP 3 AREAS OF NEED (SECONDARY)

Rank	Secondary	%
1	Provide bursaries to the needy	30.5
2	Provide education equipment	22.0
3	Increase number of teachers	16.9

Source: Stakeholder Questionnaire Survey by the Project

Additional problems included

- Equip libraries
- Lack of qualified teachers
- Poor teachers' discipline
- Lack of desks and chairs.

An analysis of the priority problems as presented by the stakeholders and a comparison against PIF goals revealed the following Gaps in the district are as follows:

TABLE 2-13: RESULTS OF GAP ANALYSIS IN SECONDARY EDUCATION (2007)

Key Problems	PIF Goal	Status	GAP	Remarks
1 Access & Equity				
a) Provision of bursary to the needy	na	Over 68 new applicants are desperate for financial assistance	na	The bursary committee is yet to process these forms while looking for sustainable way of assisting the needy
2. Quality & Relevance				
a) Provision of teaching & learning materials esp science subjects	2:1	Almost all the CDSS do not have teaching/ learning material for science subjects	75%	If we are to ensure achievement, science equipment is crucial
b) Equipping school libraries	na	CDSS do not have reference books apart from prescribed ones	60%	Referece material will assist both the learner and the teacher
3.Governance & Finance				
a) shortage of qualified teachers	40:1	Two (2) CDSS do not have any qualified teacher	60%	The under qualified teachers are a menace to quality education

Source: Stakeholder Questionnaire Survey by the Project, 2007 School Census, & Monthly Returns

Table 2-14: Education Problems and Priorities in Secondary Education by Zone (2007)

Problem Area	Chidoole	Mphande	Thambani
Shortage of qualified teachers (pupil/qualified teacher ratio)	No Qualified teacher	34:1	No Qualified teacher
Lack of instructional materials (pupil/textbook ratio)	2.1	2.1	2.1
Shortage of schools (No. of schools by zone)	2	6	1
High dropout rate (% of dropout)	11.3	3.1	8.0
Shortage of teacher houses (Teacher/house ratio)	No House	3:1	2:1

Shortage of qualified teachers affects all the 3 zones in the District (see Table 2-15). However, there have been improvements in availability of instruction materials with assistance from CIDA. The reported high dropout rate has now improved in the District. All zones experience shortage of teachers' houses. The worst situation is in Chidoole, followed by Thambani zone.

Indiscipline among pupils is no longer an issue but there is still inadequate teacher commitment in all the zones.

TABLE 2-15 : IDENTIFICATION OF PRIORITY PROBLEMS (SECONDARY)

<i>Priority problem</i>	<i>Brief Description of Issues or problems</i>	<i>Justification for priority for problem or Issue</i>	<i>NESP Theme to which problem Relates</i>
Lack of bursary for the needy	Due to the HIV/AIDS pandemic, most students are orphans and need support	The stakeholders put this as a priority	Access
Shortage of science equipment for teaching & learning	In all the CDSS there is no science equipment to assist the learners	The stakeholders know that science is vital in this millennium	Quality
Equipping of school library	Schools rely on TRF for the purchase of books	The money contributed by parents are inadequate for modern books	Quality
Shortage of qualified teachers	Only one zone has qualified teachers	The pupil/teacher ratio is 60:1 and this is dangerous	Quality

2.5 Educational Resources and Finance

Administratively, the District Education Office has an District Education Manager (DEM) who is the overall administrator of basic education, assisted by a team of Primary Education Advisors (PEAs), who oversee education activities in the three zones, and a desk officer who assists the DEM. The District has 43 head teachers in the 43 public primary schools. The office requires the services of a Deputy DEM, Principal Accountant and Principal Human Resources Officer.

As part of the district development initiative, there is a possibility of sourcing funding from MASAF III, District Development Fund (DDF), Action Aid, European Union (EU), and other donors in the provision of classroom blocks, furniture, latrines, teaching and learning materials, in-service training (INSET) for teachers and sensitizing the communities on their role in education.

There is a monthly government allocation of funds to the district for recurrent expenditure ranging from K 700,000 to K 800,000, which has been consistent.

Other organizations and source of funds that contribute to education development in the district include: Action Aid, European Union, UNICEF, MASAF, District Assembly, and FAO. These have contributed in forms of construction of school blocks and teachers' houses, rehabilitation of infrastructure and provision of instruction materials and INSET.

The table below captures the activities of the development partners. It shows that the district lacks aggressive and committed NGOs/Donors. When Action Aid International pulls out in June 2008, there will be no reliable NGO for construction work.

TABLE 2-16: SUMMARY OF STAKEHOLDERS IN THE DISTRICT.

ACTIVITY	DONOR	REMARKS
Construction of classroom blocks	Action Aid, EU, Assembly	Action Aid will pull in June, 2008
Construction of sanitary facilities	UNICEF	There is a regular and emergency program
Construction of teachers houses	Action Aid, EU, MASAF III	EU responds very slowly
Psychosocial Trainings	FAO, ACEM	FAO supports four schools only
INSET	UNICEF	Concentrates on joyful learning strategies
Promotion of Girls Education	CRECCOM, UNICEF, Action Aid	CRECCOM Scholarships are awarded to few pupils
Construction of new sec school	Action Aid	Has pledged MK16 million
Training of SMC	UNICEF, Action Aid	Trainings is mainly on Mother Groups
Provision of Bursary	Red Cross, Action Aid, NAC	The bursaries are short-lived
Construction	African Parks	This is a temporary support to the schools close to Majete
School Feeding	Mary's Meal	Feeding is at one school

III. STATEMENT OF OBJECTIVES, STRATEGIES, INDICATORS TARGETS AND RESOURCE NEEDS

Based on the education profile in Chapter II, the following policy objectives were developed for Mwanza District for both primary and secondary education:

The Mwanza District Assembly shall:

- Strive to promote the capacity of all schools to offer high quality education irrespective of their location.
- Mobilize resources for teachers' accommodation
- Ensure improved management capacity and good governance in all schools.
- Improve access to education for all communities.
- Create conditions to give all children an equal opportunity to education, and

It should be noted that some strategies can not be tackled by the education sector alone but by a multi-sectoral approach. **Among such strategies are the following:**

- Finding sources of support to the education system
- Addressing current and emerging issues,
- School management,
- Community mobilization, and
- Encouraging children to go and remain in school.

Table 3-1 below for primary education gives appropriate details for the DEP and it largely centres on:

- 1) Deployment of teachers,
- 2) In-service training,
- 3) Construction of new schools, classrooms, toilets, and teachers' houses,
- 4) Community mobilization.

Table 3-2 for secondary education covers similar details with additional emphasis on support to needy pupils and procurement for quality education.

TABLE 3-1 SUMMARY DISTRICT EDUCATION PLAN (DEP) LEVEL:
Primary Education (Period 2008/09 – 2010/11)

NESP Policy Objective in priority Order	Brief Description of improvement Strategy	Three year Objective of Strategy or Project.	Type of project Construction , procurement	Indicators and 3 year: Output Targets	Intended Outcomes of Strategy or Project	Major Activities or Steps to Accomplish Strategy or Project	Summary of Total Project Costs per Year (See details in Appendix)			
							Total Cost (MK)	2008/2009	2009/2010	2010/2011
Quality and Relevance	Lobby for more trained teachers	To improve quality of Education.	na	• 180 Teachers deployed	• Improved pupils` performance and pass rate	• Need identification. • Send requests to MOE. • Deployment of existing teachers.	na	na	na	
	Conduct INSET.	To improve Teachers professionalism..	• Training	• 180 Teachers Trained	• Improved lesson delivery and class management	• Need Analysis • Develop Training Program. • Select Contractor (e.g MIE) • Design Training Program • Secure Site. • Select Instructors (TOT) • Recruit and select participants. • Program Monitoring. • Complete Training program • Reporting on Program • Follow-up Evaluation.	6,474,400	2,158,133	2,158,133	2,158,133
Governance and Management	Construction of Teachers houses	To increase Teachers` houses	• Construction	• 15 Teachers` houses Constructed.	• More Teachers housed.	• Community sensitization. • Social survey of needs. • Natural condition survey. • Tendering Process. • Issue Tender. • Community mobilization for actual work. • Construction. • Monitoring and Supervision. • Establishment of maintenance Program after construction. • Monthly meetings and reporting of construction progress and finances. • Other steps.	Building only 43,391,250	14,463,750	14,463,750	14,463,750

Access and Equity	Construction of School Blocks	To increase Classroom Blocks	<ul style="list-style-type: none"> • Construction 	<ul style="list-style-type: none"> • 15 Classroom Blocks Constructed. 	<ul style="list-style-type: none"> • Improved learning environment. • Reduced Classroom/Pupil Ratio. 	<ul style="list-style-type: none"> • Community sensitization. • Social survey of needs. • Natural condition survey. • Tendering process. • Issue Tender. • Community mobilization for actual work. • Construction. • Monitoring and Supervision. • Establishment of maintenance Program after construction. • Monthly meetings and reporting of construction progress and finances. • Other steps. 	Building only 53,865,000	17,955,000	17,955,000	17,955,000	
Access and Equity	Improved Sanitation Facilities	To reduce Pupil/Toilet ratio.	Construction	90 Toilets Constructed.	Reduced Pupil/Toilet Ratio.	<ul style="list-style-type: none"> • Community sensitization. • Social survey of needs. • Natural condition survey. • Tendering Process. • Issue Tender. • Community mobilization for actual work. • Construction. • Monitoring and Supervision. • Establishment of maintenance Program after construction. • Monthly meetings and reporting of construction progress and finances. • Other steps. 	31,827,400	10,669,133	10,579,133	10,579,133	
Primary Grand Total								150,615,950	50,751,983	49,931,983	49,931,983

Table 3-2 Summary District Education Plan (DEP) Level: Secondary Education (Period 2008/09 – 2010/11)

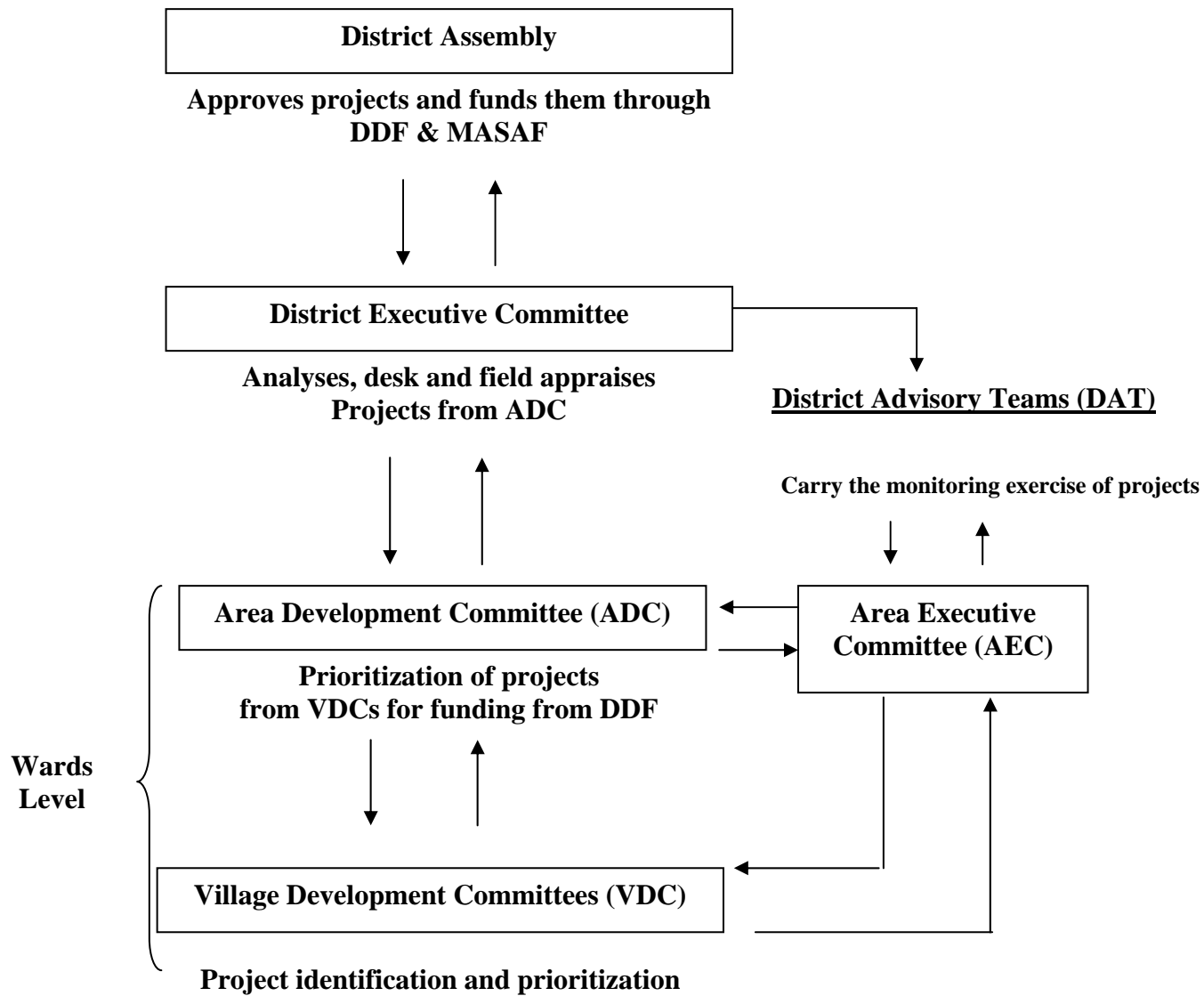
<i>NESP Policy Objective in priority Order</i>	<i>Brief Description of improvement Strategy in priority Order.</i>	<i>Three year Objective of Strategy or Project.</i>	<i>Type of project Construction, procurement or Training</i>	<i>Indicators year: Output Targets for Project Progress</i>	<i>Intended Outcomes of Strategy or Project</i>	<i>Major Activities or Steps to Accomplish Strategy or Project</i>	<i>Summary of Total Project Costs per Year (See details in Appendix)</i>			
							<i>Total Cost</i>	<i>2008/2009</i>	<i>2009/2010</i>	<i>2010/2011</i>
Quality and Relevance	Lobby for more trained teachers	To improve quality of education	na	<ul style="list-style-type: none"> 60 Teachers recruited 	<ul style="list-style-type: none"> Improved pupils` performance and pass rate 	<ul style="list-style-type: none"> Need identification. Send requests to MOE. Deployment of existing Teachers. 	na	na	na	na
	Equipment procurement	To improve T/Learning	12 computers and 12 portable lab equipment procured	12 computers 12 portable lab equipment procured	<ul style="list-style-type: none"> Improved lesson delivery 	<ul style="list-style-type: none"> Survey of needs Execute order or purchase order & contract Delivery of goods purchased Train on equipment or material Follow up inspection & monitoring 	21,448,000	7,524,000	6,962,000	6,962,000
Access and Equity	Construction of Classroom and Hostels	-To provide good learning environment -To reduce distance covered by pupil to School	Construction	<ul style="list-style-type: none"> 6 Classrooms Blocks and 3 Hostels Constructed and Furniture Procured. 	<ul style="list-style-type: none"> Reduced Classroom/Pupil ratio. 	<ul style="list-style-type: none"> Community sensitization. Social survey of needs. Natural condition survey. Tendering process. Issue Tender. Community mobilization for actual work. Construction. Monitoring and Supervision. Establishment of maintenance Program after construction. Monthly meetings and reporting of construction progress and finances. Other steps. 	Construction Expenses 51,513,750	17,171,250	17,171,250	17,171,250

	Establishment of Schools	To increase Access	<ul style="list-style-type: none"> • Construction 	<ul style="list-style-type: none"> • 3 New Schools Constructed 	<ul style="list-style-type: none"> • Increase intake 	<ul style="list-style-type: none"> • Community sensitization. • Social survey of needs. • Natural condition survey. • Tendering process. • Issue Tender. • Community mobilization for actual work. • Construction. • Monitoring and Supervision. • Establishment of maintenance Program after construction. • Monthly meetings and reporting of construction progress and finances. • Other steps. 	New School Construction Expenses 45,000,000	15,000,000	15,000,000	15,000,000
	<ul style="list-style-type: none"> • Non-construction expenses for construction of school blocks, hostels, and new schools 						2,898,900	1,038,967	929,967	929,967
Secondary Grand Total							120,860,650	40,734,217	40,063,217	40,063,217

IV. IMPLEMENTATION PLAN, SCHEDULE AND RESOURCE

MOBILIZATION PLAN

There are structures at Mwanza District Assembly which oversee administration, implementation, monitoring and evaluation of projects. The structures are shown in Figure 4-1.



NOTE: The Education Committee is expected to play a leading role in scrutinizing the requirements of the education sector based on the DEP and lobby the assembly's Development Committee for consideration in funding the activities of the Education sector. The same is true with the marketing of the DEP.

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

4.1 IMPLEMENTATION SCHEDULE

Tables 4-1 and 4-2 below show the implementation schedules for primary and secondary education. They contain implementation strategies in order of priority, target group (district beneficiaries), indicators, outputs, specific activities, log-frame for each activity, departments or officials responsible for implementation, management and monitoring of activities.

4.2 Primary Education

The main areas for implementation are:

- Construction of classrooms, school blocks, toilets and teachers' houses;
- Capacity building in form of orientation and training of PEAs and teachers in various areas of specialization which include planning, management and supervision; and
- Promotion of community participation in education activities.

4.3 Secondary Education

This sub-sector has the following important areas:

- Deployment of more qualified teachers in the schools;
- Procurement and distribution of instruction materials;
- Construction of schools and teachers houses;
- Increasing intake into secondary school through establishment of well equipped private schools in terms of infrastructure and trained personnel;
- Capacity building through orientation and training of teachers; and
- Improvement of intake of girls and disabled children into school.

Table 4-1: Implementation Plan and Schedule Summary: Primary Education (Period: 2008-2011)

<i>Implementation Strategies in Order of Priority from Table III</i>	<i>Target Group (Beneficiaries)</i>	<i>Indicators of Progress From Table 3-1</i>	<i>Outputs From Table III</i>			<i>Specific Activities From Table 3-1</i>	<i>Time Frame</i>			<i>Responsible Department/ Official</i>		<i>Monitoring Activities</i>
			<i>08/09</i>	<i>09/10</i>	<i>10/11</i>		<i>08/09</i>	<i>09/10</i>	<i>10/11</i>	<i>Implementer</i>	<i>Manager</i>	
Lobbying for Teachers Training, and Recruitment of Teachers	Pupils	No of Teachers Recruited	60	60	60	Lobbying	→	→	→	District Assembly	D.E.M.	Reports
Teachers` Houses	Pupils	No of Houses Constructed	5	5	5	Constructi on	→	→	→	DA (DPD)	DEM	-Reports -Spot Checks -Minutes
Classroom Blocks	Pupils	No of Classrooms Constructed	5	5	5	Constructi on	→	→	→	DEM	DOF	-Reports -Spot Checks -Minutes
Teachers` Commitment And Discipline	Teachers	No of Teachers Trained	30	30	30	Training	→	→	→	DEM	DOF	-Reports

Table 4-2: Implementation Plan and Schedule Summary: Secondary Education (Period: 2008-2011)

<i>Implementation Strategies in Order of Priority from Table III</i>	<i>Target Group (Beneficiaries)</i>	<i>Indicators of Progress From Table 3-1</i>	<i>Outputs From Table III</i>			<i>Specific Activities From Table 3-1</i>	<i>Time Frame</i>			<i>Responsible Department/ Official</i>		<i>Monitoring Activities</i>
			<i>'08/09</i>	<i>'09/10</i>	<i>'10/11</i>		<i>'08/09</i>	<i>'09/10</i>	<i>'10/11</i>	<i>Implementer</i>	<i>Manager</i>	
Lobbying for More Teachers	Students	No of Teachers Recruited	20	20	20	Lobbying	→	→	→	DA (DPD)	D.E.M.	-Reports -Spot Checks -Minutes
Construction of Classrooms	Students	No of Classroom Blocks Constructed	2	2	2	Construction	→	→	→	DA (DPD)	DEM	-Reports -Spot Checks -Minutes
Construction of Hostels	Students	No of Hostels Constructed	1	1	1	Construction	→	→	→	DA (DPD)	DEM	-Reports -Spot Checks -Minutes
Establishment of New School	Students	No of Schools Established	1	1	1	Construction	→	→	→	DA (DPD)	DEM	-Reports

4.5 Resource Mobilization Plan

Tables 4-3 and 4-4 below describe the resource mobilization action plans for primary and secondary education. These plans should be the starting point for any intervention in Mwanza. It is expected that these plans will be used during discussions with stakeholders who may wish to assist the district as they establish modalities on how resources can be mobilized and used.

TABLE 4-3: RESOURCE MOBILIZATION ACTION PLAN BY PROJECT (PRIMARY)

<i>Project name listed by priority order</i>	<i>Proposal Leader</i>	<i>Main objectives</i>	<i>Project outputs</i>	<i>Project outcomes</i>	<i>Estimated Total Cost (MK)</i>	<i>Contribution from District in MK or in kind</i>	<i>Contributions from outside district</i>	<i>List potential Donors</i>	<i>Date to develop proposal & start Marketing</i>
Lobbying for Recruitment of Teachers, and Training	DEM	To improve quality of Education	No of teachers recruited	Many Teachers trained				DDF	27/09/04
Construction of Teachers Houses	DPD	To improve Teachers welfare	No of houses constructed	Many Teachers housed	112,088,150	25% of total	75% of total	WVI MASAF	
Construction of Classroom	DPD	To Increase Access	No of Classroom Blocks constructed	Improved access	104,032,650	25% of total	75% of total	EU	
Teachers` Commitment & Discipline	DEM	Teachers to improve performance and observe code of conduct.	No of Teachers in serviced	Committed and disciplined Teachers	6,195,400	167,626	1,508,634	DFID Action Aid	
Construction of Toilets	DEM	To improve sanitation	No of Toilets constructed	Reduced Pupil/Toilet Ratio.	31,867,400	25% of total	75 % of total		

TABLE 4-4: MOBILIZATION ACTION PLAN BY PROJECT (SECONDARY)

<i>Project name listed by priority order</i>	<i>Proposal Leader</i>	<i>Main objectives</i>	<i>Project outputs</i>	<i>Project outcomes</i>	<i>Estimated Total Cost (MK)</i>	<i>Contribution from District in MK or in kind</i>	<i>Contributions from outside district</i>	<i>List potential Donors</i>	<i>Date to develop proposal & start Marketing</i>
Lobby for more trained teachers	DEM	To improve quality of education	Additional teachers trained	No of teachers trained	na	na	na	DDF	27/09/04
Construction of Hostels	DPD	To Increase Access	No of hostels constructed	Improved access and discipline	Building only 29,967,750	25% of total	75% of total	WVI MASAF	
Construction of Classroom Blocks	DPD	To Increase Access	No of Classroom Blocks constructed	Improved access	Building only 21,546,000	25% of total	75% of total	EU	
Establishment Of New School	DPD	To Increase Access	No of New Secondary Schools Opened	Improved Access	Building only 45,000,000	25% of total	75% of total	DFID Action Aid	