



REPUBLIC OF MALAWI

NKHOTAKOTA DISTRICT ASSEMBLY



SOCIAL ECONOMIC PROFILE – part 3 of 3

Updated August 2009

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Abbreviations & Acronyms

NSO	National Statistical Office
NGO	Non Governmental Organisation
ADC	Area Development Committee
VDC	Village Development Committee
TA	Traditional Authority

AEC	Area Executive Committee
DC	District Commissioner
DEC	District Executive Committee
PVHO	Plant and Vehicle Hire Organisation
ADMARC	Agricultural Development and Marketing Corporation
ESCOM	Electricity Supply Commission of Malawi
MHC	Malawi Housing Corporation
MACOHA	Malawi Council for the Handicapped
MBC	Malawi Broadcasting Corporation
SEDOM	Small Enterprise Development of Malawi
DEMATT	Development of Malawi Traders Trust
FBO	Faith Based Organisation
CBO	Community Based Organisation
NAC	National Aids Commission
USA	United States of America
WESM	Wildlife and Environmental Society of Malawi
EPA	Extension Planning Area
HIV	Human Immuno Virus
AIDS	Acquired Immuno-Deficiency Syndrome
OPD	Out Patients Department
VCT	Voluntary Counselling and Testing
ARV	Anti-retroviral
PHC	Primary Health Care
NASFAM	National Smallholder Farmers Association of Malawi
FIDP	Farm Income Diversification Programme
FINCA	Finance Institution for Credit Assistance
NYO	Nkhotakota Youth Organisation
DPP	Democratic Peoples Party
UDF	United Democratic Front
MCP	Malawi Congress Party
ADD	Agricultural Development Division
DSOER	District State of the Environment Report
VNRMC	Village Natural Resources Management Committee
CID	Criminal Investigation Department
GDO	General Duties Officer
ACP	Assistant Commissioner of Police
UNICEF	United Nations Children's Education Fund
OVC	Orphan and Vulnerable Children
CAG	Community Action Group
BP	British Petroleum
GoM	Government of Malawi
KVA	Kilovolt
UNESCO	United Nations Education Scientific and Cultural Organisation
MTL	Malawi Telecommunications Limited
TNM	Telecommunication Network Malawi
ESSUP	Education School Support Programme

Chapter 1: EDUCATION

1.1 VISION STATEMENT

By the year 2020 Nkhotakota District will have improved quality and relevant education accessible to all. Education shall be a means for empowering the vulnerable by being a catalyst for Socio – economic development at a grass root level and will strive to enhance community participation, group solidarity and tolerance of diversity.

1.2 MISSION STATEMENT

The **Mission** of the Education sector in the district is to provide adequate, qualified and motivated teachers, supported by adequate and permanent infrastructure which will offer a conducive teaching and learning environment with sustainable community involvement in school management in order to produce self reliant citizens who shall positively contribute to the development of the nation.

Role of Education in District Development

Education plays a major role in the development of the district as it provides information and skills for addressing the most pertinent issues. In Nkhotakota it shall contribute to the following:

- Increased agricultural production through teaching modern agricultural methods;
- In a district with high occurrence of malaria, cholera, bilharzias and sleeping sickness, education should act as a vital instrument for easy diagnosis of signs and symptoms of these diseases for early treatment;
- It shall provide increased income generation and after school employment through teaching of technical skills in a district where fishing is one of the major income generating activities;
- Through teaching, education shall provide a medium for transmission of messages for the combat of HIV and AIDS and STIs;
- Education should also provide informed political participation through teaching e.g. social studies;
- Education shall enable pupils to appreciate the need to conserve the environment in order to check water pollution, flooding and soil erosion; and
- It shall also enhance the preservation of culture and its values.

Education will also aim at increasing the district's literacy rate which is estimated at 54%. Males have a higher literacy level of 57% compared to females, who are at 49%. This low literacy rate is a result of the very limited access to education, which was the case prior to the declaration of free education for all.

1.3 EDUCATION PROVISION

Education in the district is being provided at four levels namely; the Nursery or pre-school education, Primary education, Secondary and vocational Or tertiary education.

1.3.1 Nursery/Pre-School Education

The pre-school education programme prepares and promotes the social intellectual emotional and physical development of pre-school age population. Services provided at nursery schools include play, classroom work and childcare. This program is being supported and managed by the department of Social Welfare. The Ministry of Education is however in the process of formally taking up the responsibility of running pre-schools for children aged 4 and 5 in a class to be called P class.

1.3.2 Accessibility and coverage

There are a total of 173 pre-school education centers in the district. The number has been fractuating over the years from 128, 177, 183, 190 in 2003, 2004, 2005, 2006 respectively. .Most of them are community based child care centers (CBCCCs) being run by the communities with the assistance of some NGOs such as Malawi Red Cross Society in TA Mwansambo, SAVE the Children in TA Malengachanzi World Relief, World Vision International in Katimbila area in TA Kanyenda. The rest are privately owned and are commonly found in the trading centers and at the Boma. Table 2.1a is showing how they are distributed in the ADCs of the district.

Table 1: Number of Pre-School Level schools

TA	2003		2004		2005		2006		2007	
	CBCC C	PV T	CBCC C	PV T	CBCC C	PV T	CBCC C	PV T	CBCC C	PV T
Kafuzira	10	2	19	1	10	-	9	2	10	-
Kanyenda	20	4	29	4	31	8	33	9	35	5
Mphonde	17	4	21	4	20	4	23	4	21	3
Malengachan zi	40	8	49	10	54	10	57	13	47	9
Mwadzama	15	2	19	1	19	5	21	5	23	4
Mwansambo	15	1	19	1	18	4	10	4	13	3
TOTAL	117	21	156	21	152	31	153	37	149	24

(Source: social welfare office)

There are still very few learning centers for the pre-school age children in the district and those areas that are not exposed to NGO influence have no capacity to run these centers

1.3.3 Caregivers

Pre-schools are run by communities which engage people within the communities to take care of the children at school.

Table 2: Caregivers by ADC

TA	2003		2004		2005		2006		2007	
	Tr.	Untr.	Tr.	Untr.	Tr.	Untr.	Tr.	Untr.	Tr.	Untr.
Kafuzira	13	145	17	156	19	158	21	159	24	164
Kanyenda	27	149	29	151	31	159	35	163	37	165
Mphonde	39	156	41	157	46	161	46	167	46	171
Malengachanzi	17	122	19	129	21	132	28	132	28	135
Mwadzama	22	103	26	119	29	121	31	123	32	143
Mwansambo	37	151	39	157	41	163	45	165	47	181

(Source: social welfare office)

Caregivers work as volunteers and most of them are untrained. As a result care and facilitation of learning is inadequately provided. The reasons include lack of knowledge and skills by the care-givers, lack of or inadequate facilities such as playing materials, pre-school blocks and incentives for care-givers.

1.3.4 Enrolment

There are 3,443 children who are at pre-school, with males comprising 43% and females 57% of the total enrolment. (See table 2.1c).

Table 3: Pre-School Level Enrolment

TA	2004			2005			2006			2007		
	B	G	T	B	G	T	B	G	T	B	G	T
Kafuzira	221	327	548	231	389	620	243	401	644	254	451	705
Kanyenda	201	205	406	213	264	477	231	246	477	241	249	490
Mphonde	231	245	476	243	255	498	254	275	529	261	294	555
Malengachanzi	245	387	632	254	396	650	261	401	662	263	421	684
Mwadzama	104	194	298	121	201	322	132	217	349	147	229	376
Mwansambo	113	137	250	127	201	328	201	281	482	291	342	633
Total	1115	1495	2610	1189	1706	2895	1322	1821	3143	1457	1986	3443

(Source: social welfare office)

Most pre-school going age children are not in pre-schools and reasons include; illiteracy of parents/guardians, absence of the pre-schools in most communities or existing at longer distances for children to travel.

1.3.5 Infrastructure

Table 4: Pre-School Level number of classrooms by TA

TA	NUMBER OF CLASSROOMS				
	2003	2004	2005	2006	2007
Kafuzira	-	-	-	-	-
Kanyenda	-	-	-	-	-
Mphonde	-	-	-	1	1
Malengachanzi	1	3	3	4	4
Mwadzama	-	-	-	-	-
Mwansambo	-	-	3	6	6

(Source: social welfare office)

Most pre-schools that are community based have no classrooms with most learning being carried out under trees. Only the privately owned operate in some kind of shelter although often times it is in the proprietor' house.

1.3.6 Playing materials

This is another major problem in almost all centres. Playing materials are supposed to be developed from the locally available materials found within the communities. Lack of knowledge about how to develop these playing materials is the major problem

1.4 PRIMARY EDUCATION

1.4.1 Accessibility and coverage

Nkhotakota has 144 public primary schools and there are 11 private primary schools in the district. For proper management, the education zones have increased from 9 zones in 2005 to 11 zones in 2007. These zones are managed by 11 Primary Education Advisors (PEAs).

Table 5: Distribution of Primary Schools

TA	ZONE	2004		2005		2006		2007		2008	
		Publ	Priv	Publ	Priv	Publ	Priv	Publ	Priv	Publ	Priv
			
Kafuzira	Kasitu	16		16		12		12	-	12	-
Kanyenda	Kanyenda	18	5	18	5	15	5	15	7	16	5
	Kabiza sub zone	-		-	2	12	2	12	2	11	2
	Msenjere	19		19		15		15	1	15	-
Mphonde	Lozi	13		13		13		13	-	13	0
Malengachanzi	Boma	16	4	16	3	15	4	16	5	16	4
	Chididi	12		12		11		11		11	-
Mwadzama	Mkaika	16		16		11		11	1	12	-
	Kasipa	13		12	1	13	1	13	-	13	-
	Chipelera sub zone	-		-		12		12	-	12	-
Mwansambo	Kasangadzi	16		15		11		11	--	11	-
	Total	136	9	137	11	140	12	141	16	144	11

Note: Publ. Stands for public, Priv. Stands for private, (Source: District Education Office)

There are also privately owned primary schools in the major trading centers of the district. However their existence is often temporal except for Kasasa - which are owned by Dwangwa Sugar Corporation - and is following the British curriculum. In addition there are Chisita, Ulemu, and Dwangwa private schools while at the Boma there is Edmund Education Center owned by the Catholic Church, Kuwala, Islamic Primary, Shalom, and Chigumula among other private schools.

Distances covered for travel, range from 0 Km to 5 Km, with 90% of the pupils traveling less than 10 Km to and from school with exception of Lupachi area where over half of the pupils have to travel in some cases over 20 Km to and from school. The area is isolated from the main land of the district and the settlement pattern of people is scattered.

1.4.2 Enrolment

The total enrolment in public primary schools has increased from 74,856 in 2006 to 91,047 in 2009. 52 % were girls and 48 % boys of the enrolled learners. The large increase in enrolment came after successful sensitization campaign (by both government and NGOs) to reduce child labour and the importance of keeping kids in school – especially since enrolment dropped after the 2004 hunger. Unfortunately the increase in enrolment has heavily affected the quality of education.

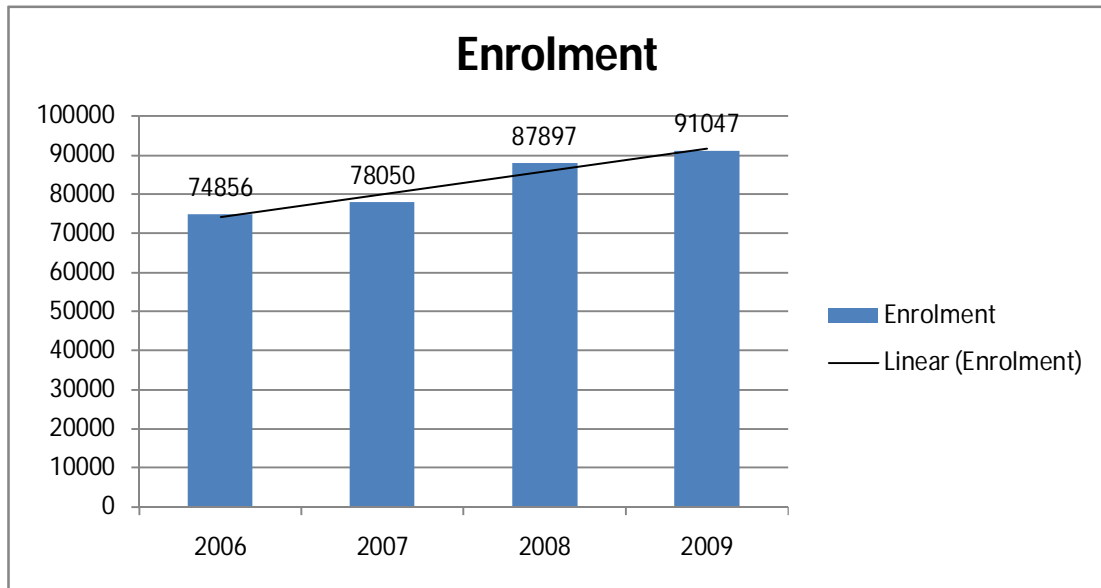
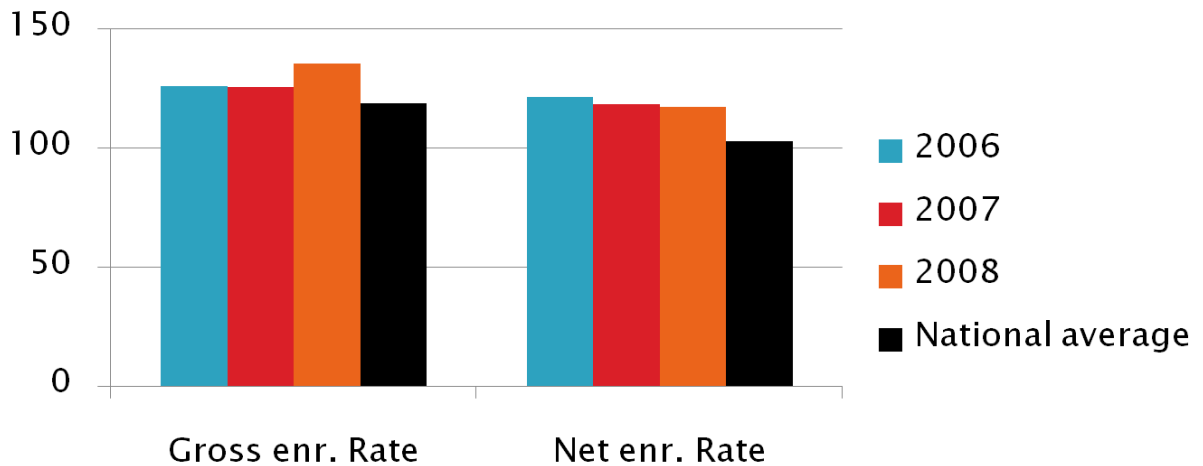


Figure 3.1: Primary Enrolment 2006-2009.

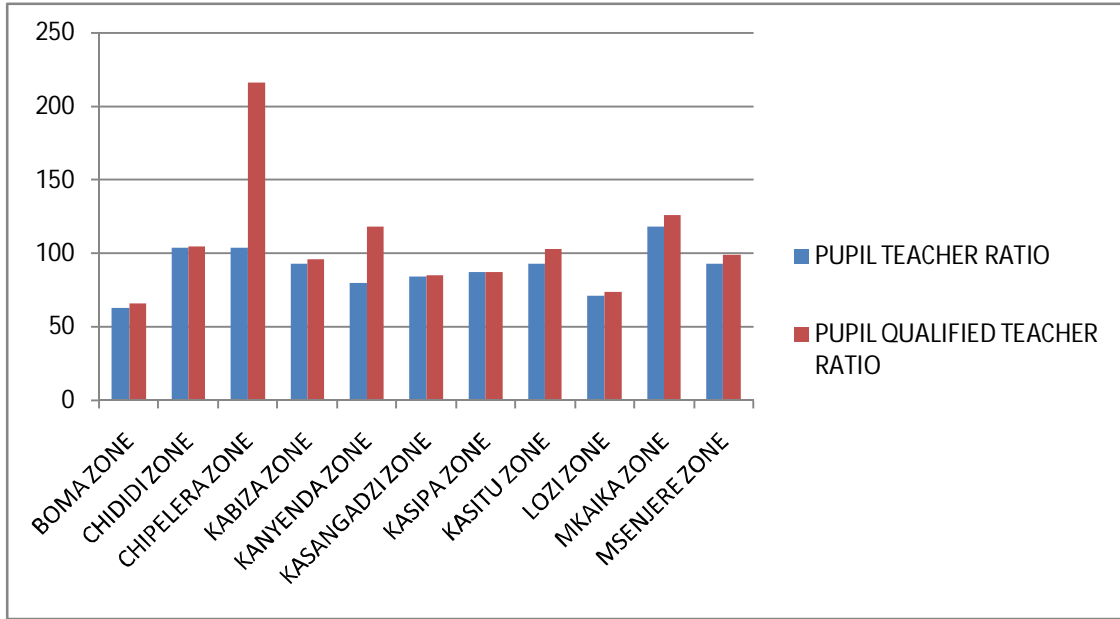
The gross enrolment ratio is at 134 % and net enrolment is 117 %. The high number indicates either a) inflated enrolment from head teachers, b) errors in the population census or c) large numbers of temporary workers from other districts d) on gross enrolment people with lower or higher age are enrolled than the normal school going age e) a combination of the reasons mentioned above. This seems to be a national problem.

Figure 1: Gross and Net enrolment 2006 to 2008



The teacher – pupil ratio in the district is on average 1:89. Overall T/P ratio is lowest in Boma Zone, 1:63 and highest in Mkaika with 1:118. On Qualified T/P the highest is still Boma zone with 1:66 and lowest is Chipelera with 1:218!

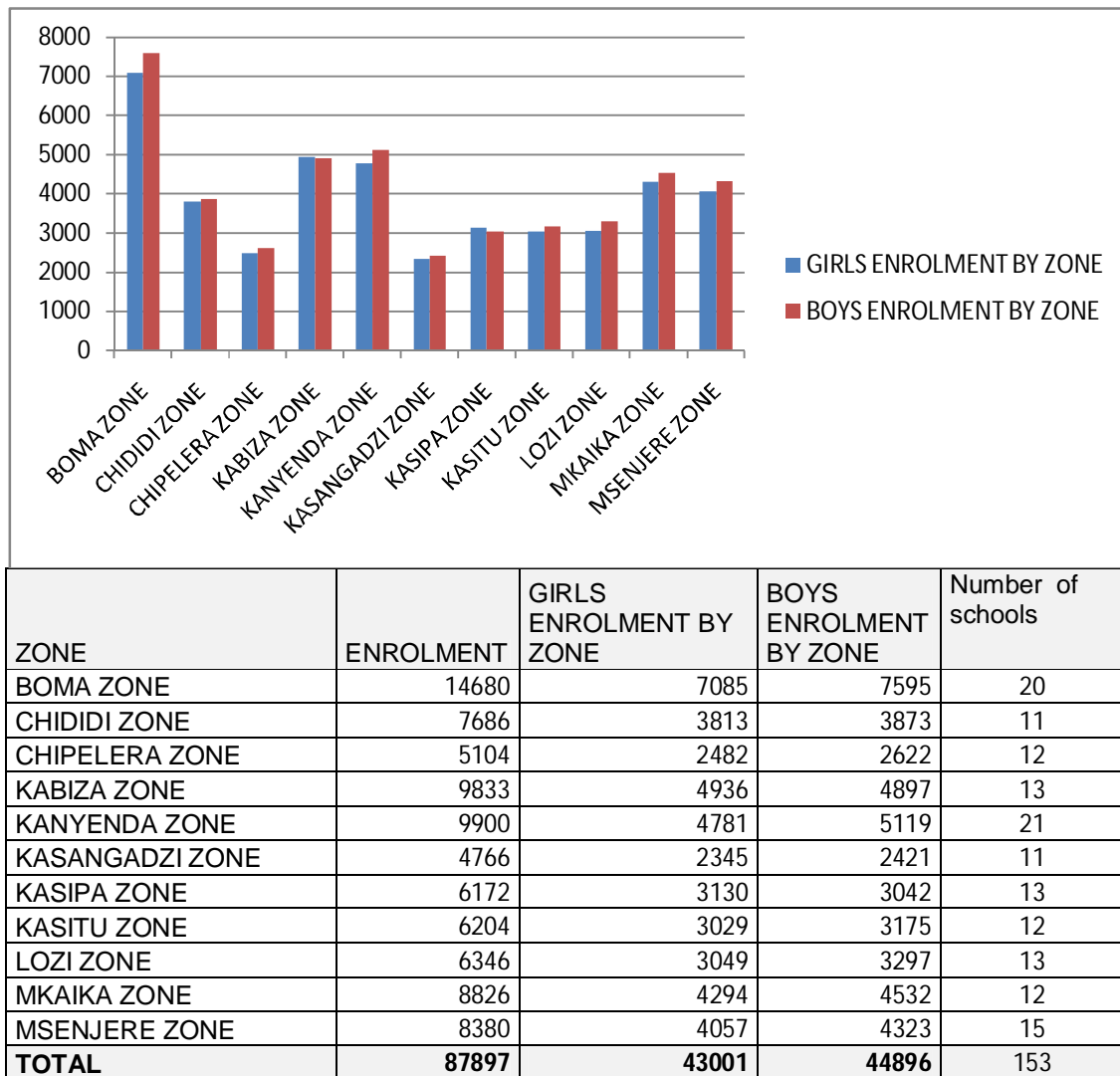
Figure 2: Teacher –pupil ratio by zone



The graph below shows that there is a slight difference between boys and girls in terms of enrolment. The enrolment of boys is slightly higher than that of girls. Boma zone is having the highest enrolment while Chipelera is registering the lowest enrolment. This may be attributed to the fact that the Boma zone area has high population since it is an urban area and most of the people flock to the area to access the social amenities. Chipelera zone enrolment is very low because it is situated in a very remote area. The enrolment was also expected to be very high for Dwagwa area which is also a major urban area in Nkhotakota but it is moderate since the area has been re-demarcated into 2 zones thus Kanyenda and Kabiza zones.

The graph also shows that the boys' enrolment is slightly higher in all zones only save for Boma, Mkaika and Kasipa zone where girls' enrolment is slightly higher than that of boys.

Figure 3: Total Enrolment by Sex and Zone 2008

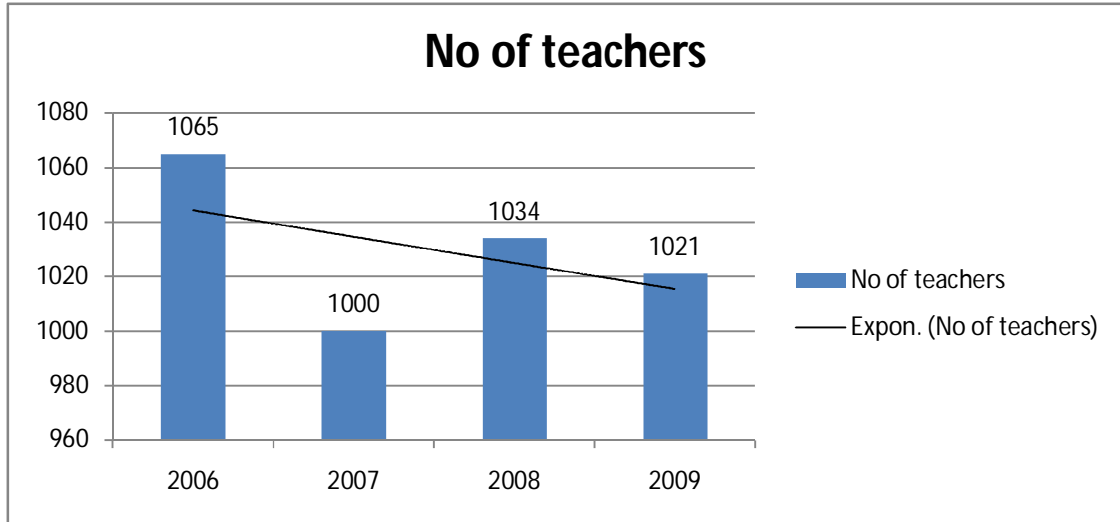


The enrolment varies from one zone to another due to several factors. The Table above below shows the district primary school enrolment by zone and sex.

1.4.3 Primary Staffing

The number of teachers in the district has dropped from 1065 in 2006 to 1021 in 2009. The decrease has been due to several factors like; deaths, retirements and transfers to other departments yet there have been no recruitments since 2000. About 31 percent of the teachers are female, remaining 69 percent are men.

Figure 4: No of teachers 2006 to 2009

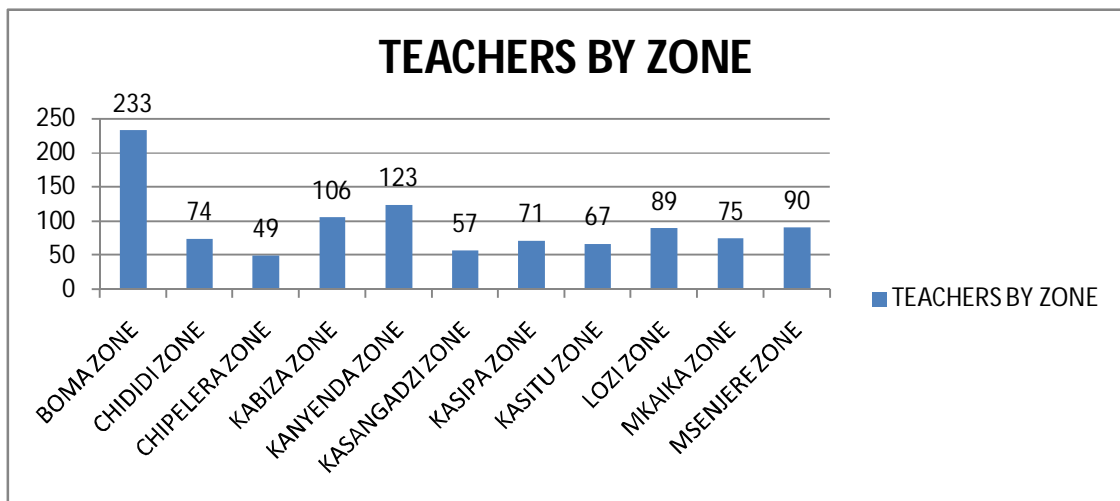


The pupil/teacher ratio, as seen in figure 40 above, ranges from 1:63 at the Boma zone to 1:118 like at Mkaika zone. This wide range is attributed to the fact that in some areas where a lot of social amenities are available, teachers prefer those areas than remote areas like Kasitu where most of social amenities are not available.

But as for Kanyenda and Kabiza zones, pupil/teacher ratio is high due to high enrolment in most schools. High enrolment is coming because of high population in their catchment's areas due to the presence of sugar estates. From the figures below, it clearly shows that even in the Boma zone, the pupil teacher ratio is over the PIF goal of 60:1.

The shortage of teachers is also compounded by the HIV and AIDS pandemic which is claiming the lives of most of the teachers. HIV and AIDS is also a cause of a lot of the absenteeism among teachers who are themselves ill or have to attend to spouses or relatives who are ill.

Figure 5 Number of teachers by zone



1.4.4 Physical Facilities

The district had 992 classrooms, out of these are 831 are permanent. There is 26 libraries where only half of them are permanent and 384 teacher houses – where only 264 are permanent for the 1021 teachers in the district.

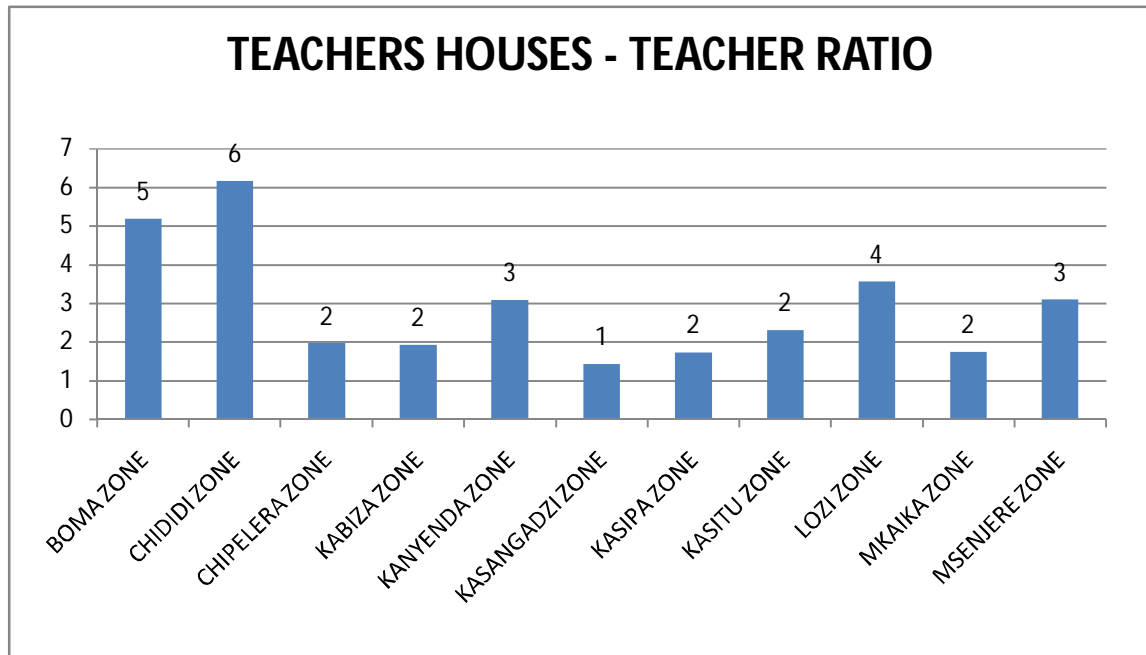


Figure 6: Teacher – teacher houses ratio

Teachers’ houses are a problem which prevents most of the schools from being better staffed. They are not just there in some schools or their condition is often times so poor that the teacher feels greatly humiliated to be accommodated in such houses.



Picture: Teacher house at Thale 2 primary school.

Although several classrooms have been constructed over the three years in primary schools, there are still several schools that do not have adequate classrooms. Teaching and learning is still taking place under trees or in temporary shelters (see picture below) which are not suitable for learning.



Picture by the DEM -2007

Picture: Unbealivable but Real: A Standard 3 and 4 Classrooms Block at Thale II School –Boma Zone

Bricks are available in most schools which is an opportunity that the district could capitalize on to solve the classroom and teachers' houses shortages. (see Table below).

Table 6: Number of school facilities, 2008

Type of Room	Existing Rooms						Required Permanent Rooms
	Complete and In Use			Under Construction			
	Permanent	Temporary	Total	Permanent	Temporary	Total	
Classrooms	831	161	992	26	7	33	570
Libraries	13	13	26	0	0	0	119
Store Rooms	40	3	43	1	0	1	109
Workshops	1	0	1	0	0	0	65
Head Teacher Office	57	8	65	2	0	2	95
General Office	6	1	7	1	0	1	84
Staff Rooms	34	3	37	1	0	1	92
Recreation Hall	4	0	4	0	0	0	75
Kitchen	2	0	2	0	0	0	103
Teacher's Houses	264	120	384	25	16	41	865
Water Toilet - Boys	48	0	48	4	0	4	130
Water Toilet - Girls	33	0	33	7	0	7	105
Water Toilet - Male Staff	10	0	10	1	0	1	22
Water Toilet - Female Staff	6	0	6	1	0	1	30
Pit Latrine - Boys	226	262	488	4	16	20	755
Pit Latrine - Girls	206	277	483	4	23	27	770
Pit Latrine - Male Staff	76	42	118	1	1	2	163
Pit Latrine - Female Staff	55	16	71	0	1	1	140
Totals for Area	1 912	906	2 818	78	64	142	4 292

Although several classrooms have been constructed over the three years in primary schools, there are still several schools that do not have adequate classrooms. Teaching and learning is still taking place under trees or in temporary shelters (see picture above) which are not suitable for learning. Pupil classroom ratio by zone, 2008 is ranging from 1:72 to 1:122. Average for the district is 1:89. The ratio is calculated using both permanent and temp classrooms. Using only the permanent classrooms – the district average will increase to 1:106.

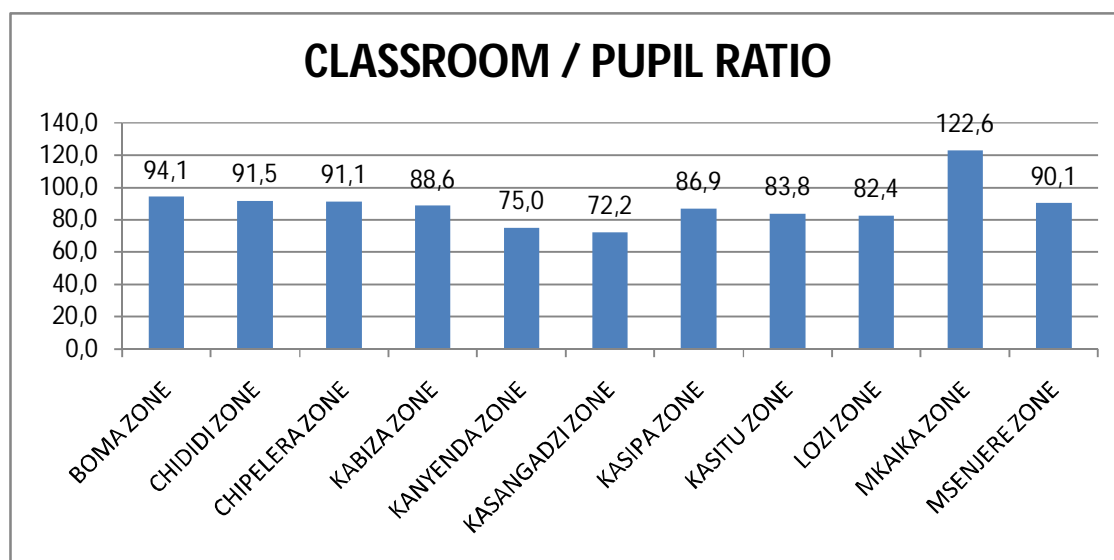
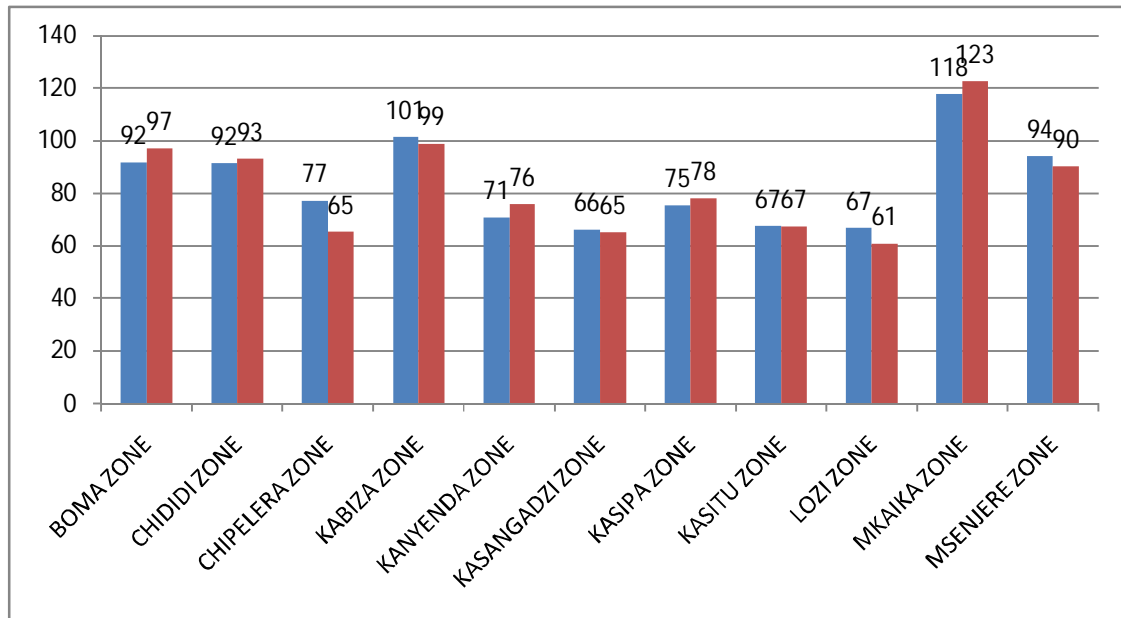


Figure 7: Classroom – pupil ratio 2008

The sanitation situation at the schools in the district is far from impressive. The toilet/pupil ratio is 1:84. Ratio for Girls (red color) are almost similar with 1:83. Most of

the toilet facilities are pit latrines. Combined with the fact that 17 of the schools have no water source the situation is not good at all. The table below is showing results by zone.

Figure 8: Toilet – pupil ratio 2008



17 of the schools have no waterpoints at all, 3 are using rivers or a lake – in other words at least 20 of 154 schools has a non secure water source.

Figure 9: Waterpoint – pupil ratio 2008

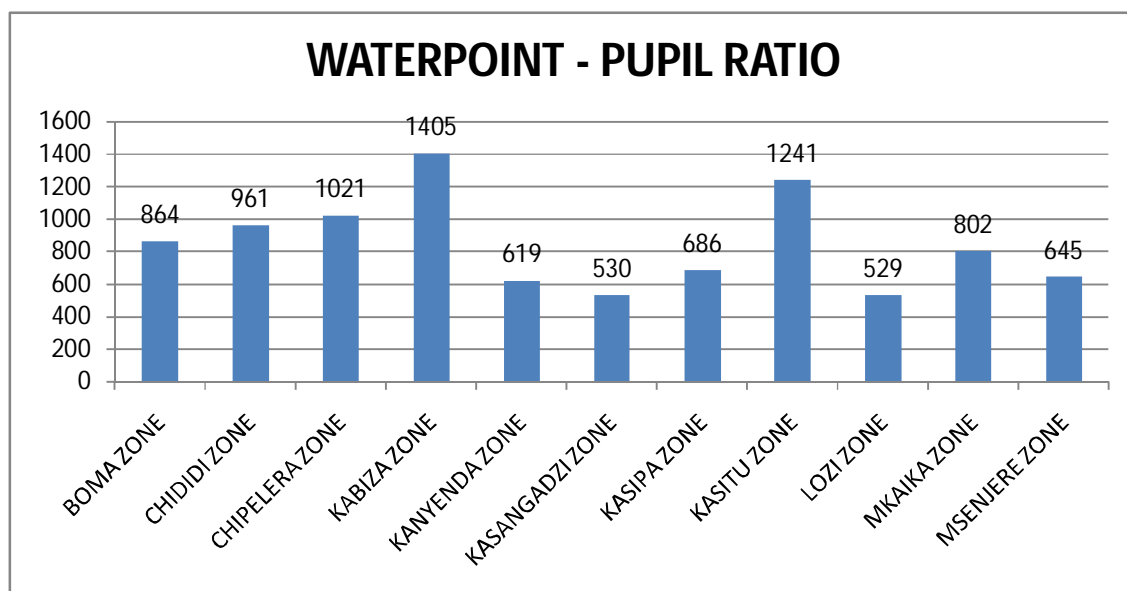
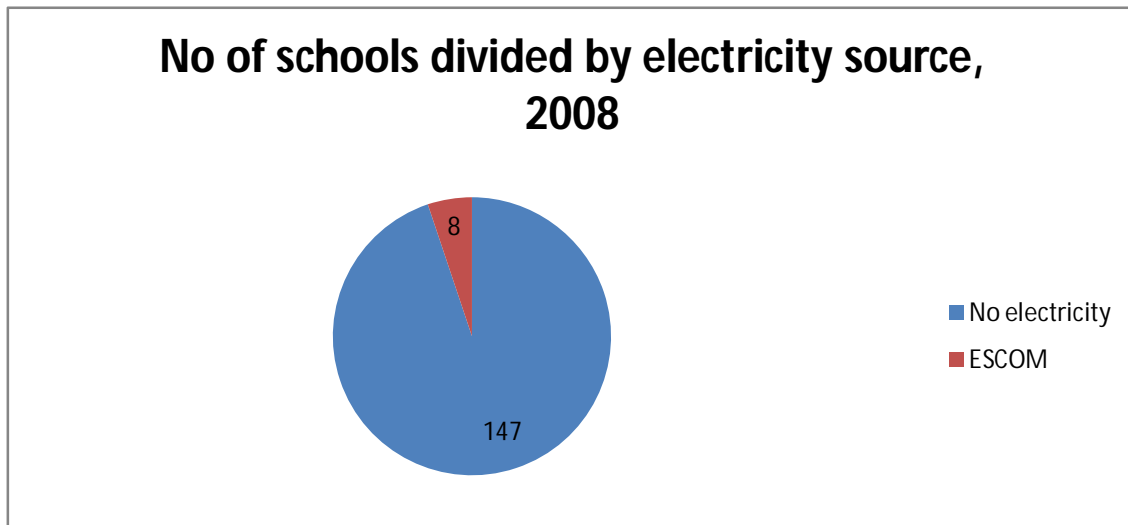
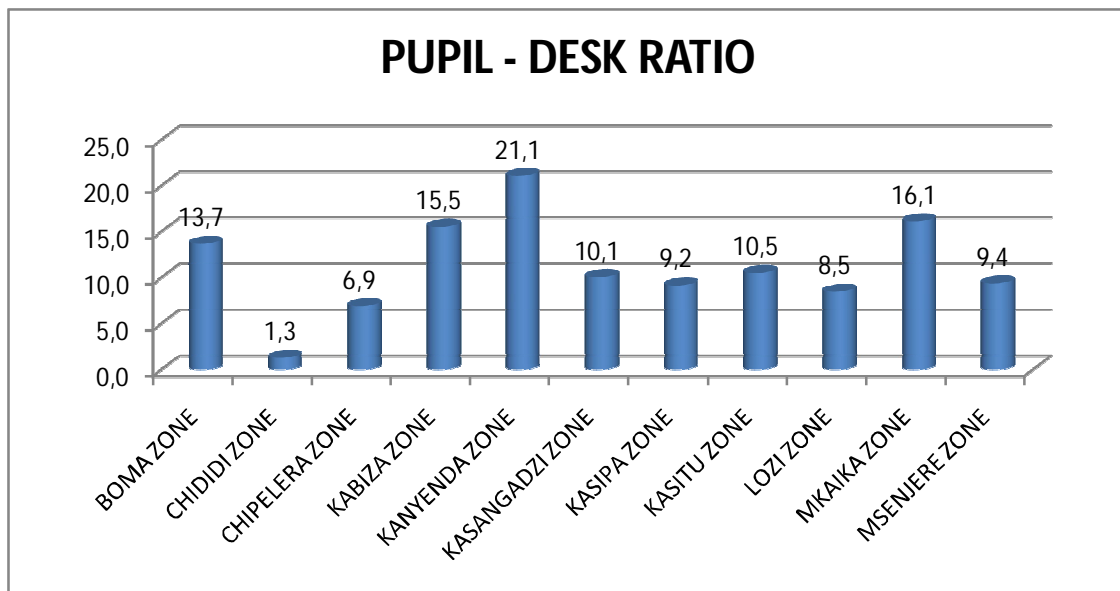


Figure 10: Schools by electricity source 2008



The number of desks in schools is also quite low. In fact, an average of 11 pupils shares the use of one desk resulting in students sitting on floors during lessons. The recommended desk to pupil ratio is 1 to 2 for double sitter desks or 1 to 1 for single sitters. (see graph below). The ratio within the district is ranging from 1,3:1 to 20:1. Teachers too do not have tables and chairs which they need to conduct lessons or for preparation of their work.

Figure 11: Pupil – desk ratio 2008



1.5 SECONDARY EDUCATION

At the secondary school level, very few children (22 %) of the secondary school going age are in school. Nkhotakota has **12,621** boys and **13,302** girls between the ages of 14 and 17 (2008 estimate from 1998 NSO) who are supposed to be in secondary school, only **3402 (27 %)** boys and **2271 (17 %)** girls are at school. The reasons are many ranging from cultural beliefs to inadequate secondary school places to cater for the population in primary school.

The district had 29 secondary schools and about 160 classrooms in August 2008. These schools were sharing 244 teachers.

Table 7: Secondary school enrolment 2008.

	Girls	Boys	Total
2006	1962	3294	5256
2007	2201	3689	5890
2008	2271	3402	5673

1.5.1 Accessibility and coverage

The district has 29 secondary schools. Sixteen of them are Community Schools (CDSS), 3 are conventional secondary schools and 10 private secondary schools. The district has three clusters namely; Walemera to the North with four zones Kasitu, Kanyenda, Msenjere and Kabiza; Nkhotakota cluster caters for Chididi, Lozi and Boma zones at the centre; Mwansambo cluster caters for Mkaika, Kasipa, Chipelera and Kasangadzi zones to the South. Secondary education is monitored and managed by the regional office in Kasungu.

1.5.2 Enrolment and Staffing

The enrolment in both public and private schools has increased from 4,928 students in 2005 to 5,166 in 2007. In 2008 5673 students were registered, 2271 girls representing 40 % of the total enrolment. There are 3,506 pupils in government schools of which 1,271 are girls representing 36.3%. The pupil/teacher ratio is 23:1. If you consider the pupil/qualified teacher ratio it is 63:1 - and therefore below the national recommendation of 50 to 1. Most of the qualified teachers are in the three conventional schools, leaving very few qualified teachers unevenly distributed in 16 CDSSs.

Table 8: Secondary Enrolment and Staffing (public secondary schools) By Zone-2007

Name of Zones	Number of Schools	Enrolment	Staffing
Kasitu	2	249	12
Kanyenda	2	322	17

Kabiza	2	309	13
Msenjere	2	468	21
Lozi	2	295	18
Boma	3	1,022	51
Chididi	1	109	5
Chipelera	0	0	0
Mkaika	1	116	7
Kasangadzi	3	476	25
Kasipa	1	140	5
Total	19	3,506	174

Source: Education Division office

According to the analysis, the issue of inadequate teachers in secondary schools does not pause as a problem considering the ratio 44:1 when the PIF Goal is 50:1. However, this is a problem considering that teachers in secondary school teach by their subjects of specialization and more over there are many subjects that need to be taught in class.

In addition to the stakeholders' survey, the data analysis showed that the most serious problem is lack of trained teachers. Only 40 % of the teachers are qualified. Other problems include; inadequate teachers' houses, lack of teaching and learning materials, high dropout from school..

Table 9: Student – teacher ratio and student – classroom ratio 2006-2008.

	Student/teacher ratio	Student Qualified teacher ratio	Student – classroom ratio.
2006	1:23	1:78	39:1
2007	1:24	1:63	39:1
2008	1:23	-	36:1

1.5.3 Physical Facilities

The district has 29 secondary schools. The above table shows that there is no secondary school in Chipelera zone which has 12 primary schools. Enrollment in Boma zone is very high because of high population (Urban Area) and the presence of a boarding school which caters for all students in the district. Boma Zone is also registering the highest number of teachers while Chididi is having the least number.

The district has 160 classrooms, where 11 of them are temporary. Out of the 19 public secondary schools, only 5 schools have laboratories.

Chapter 2: TRANSPORT, COMMUNICATION AND ENERGY

2.1 ROAD NETWORK

Nkhotakota is served by an extensive road network totalling about 985 Kilometres. The road network fall into 5 categories: main, secondary, district, tertiary and undesignated roads. Undesignated roads comprise approximately 66 percent of the network as shown in Table 3-1 below. About 98 percent of the road length is not bituminised.

Table 10: No. of Roads by Classification, updated May 09.

Classification	No. of Roads	Percent
Main	2	2
Secondary	1	1
District	5	5
Tertiary	2	2
Undesignated	91	89
Total	102	100.0

2.1.1 Main Roads

Two main roads pass through Nkhotakota, namely M5 (Chiluwa - Dwambazi) and M18 (Kaliba - Kaombe). These roads have a combined length of 207.8 km representing 20.5 percent of total road length for the district. The M5 road links the district to some major centres in the country as Mzuzu in the Northern Region, Blantyre in the Southern Region and Lilongwe, the Capital City.

The M18 road, on the other hand, connects Nkhotakota to Ntchisi and Kasungu to the west and other lakeshore districts through Kaliba Jetty on Lake Malawi to the east. It stretches from the Lake to Kaombe River, which marks the boundary between Nkhotakota and Ntchisi districts covering a distance of 28.8 km. The M18 is bituminised although currently it is in a very poor state.

2.1.2 Secondary Roads

Nkhotakota has one secondary roads: S113, which branches off the M5 at Kasitu and leads to Lupache and F341.

2.1.3 District Roads

Nkhotakota has 5 district roads with a combined length of 41 kilometres. Most of these roads are in fair condition. ED/E branches off from the M5 at Mwansambo Turn-Off and transmits to Kayoyo T/O. The road is 110 km long.

2.1.4 Tertiary and Undesignated Roads

Tertiary roads: T341 branches off at MBC in T/A Malengazhanzi all the way to Mwansambo Trade Centre and has a total km of 60 via Mpamantha. T35: ChisakaMwadzamo road is 5,5 km, total 65,5 km.

Tertiary and undesignated roads cover a distance of 65,5 and 645 km, respectively. This implies that most (65.5%) of the roads in the district are undesignated.

Table 11: Sum Length of Roads by Classification

SN	Classification	Sum Length of Roads	Percent
1	Main	207.8	21
2	Secondary	26	2,6
3	District	41	4,2
4	Tertiary	65,5	6,6
5	Undesignated	645	65,5
	Total	985,3	100

Source: Nkhotakota Public Works (May, 2009)

2.1.5 Bridges

There are 98 bridges connecting the road network of the district. About 59 percent of these are concrete decked while the rest are timber and steel decked.

2.1.6 Modes of Transport

Travelling within the Boma is mostly by foot or push bikes. More than 90% of the population walk to various places such as work, schools, markets and churches (Malawi Government, 2006).

People travelling to the major centres within the country use buses, minibuses and *matola*¹. People travelling Kasungu and Ntchisi via the M18 usually use *matola*. Of late, bicycles (bicycle taxis) have also become a popular mode of transport at the Boma, Dwangwa, Mwansambo and other all trading centres within the district. Lake transport is commonly used by those travelling to the island district of Likoma while wooden boats are commonly used by fishermen.

Transportation in the district is unsatisfactory as the operation of most operators is limited only to good roads leaving most of the rural areas unattended to. Inter-village routes are dominated mainly by the use of bicycles and ox-carts as motor vehicles cater for inter-district routes which are more patronised.

The old bus depot at the Boma owned by the Shire Bus Lines is no longer operating as buses and other passenger vehicles do not use it. This is because the bus depot is located within the old commercial centre which is now deserted due to seasonal flooding. Further, the depot is far away from the M5 road. That has left Nkhotakota Boma without a bus depot, an important structure which contributes towards the welfare of passengers through provision of shelter, bathrooms and toilets among other facilities. As a result, buses, minibuses and other passenger vehicles at the Boma park along the M5 and M18 roads, blocking visibility along the roads, hence, creating traffic hazards (GoM, 2006).

The district assembly has plans to construct a bus depot but has no funds for this. A bus depot is constructed in Dwangwa funded by local government.

¹ Carrying of unauthorized passengers

2.1.7 Transport by Air

Nkhotakota has one air field in Dwangwa, which is owned by Illovo Sugar Corporation. The airfield at the Boma, which was owned by the Department of Civil Aviation, was closed in 2004 due to unauthorised developments within and in the vicinity of the airstrip that created a hazard for aircrafts to land on the airfield.

2.1.8 Transport by Water

The M.V. Ilala II operated by the Malawi Lake Services is the only steamer currently operating in Nkhotakota. The steamer calls at the Boma twice a week (Tuesday and Friday nights) throughout the year. The Boma is the only place along the Lake on the Malawian side where steamer crosses to and from Mozambique on its way between Monkey-Bay in the south and Karonga in the north.

In 2004, the number of passengers disembarking at the Boma was 5,035 with 5,412 disembarking (Table 3-3). Commodities dispatched at the Boma include fuel, groceries, maize, iron sheets, dry cassava, cassava plants, fruits, vegetables and flour while those received include dry and live fish, boats, canoes and maize. However, commercial freight movement in out of Nkhotakota Boma via the lake is still negligible (GoM, 2006).

Table 12: Volume of Water Transported Passenger and Cargo at Nkhotakota 2003 -

Year	No. of Passengers		Quantity of Cargo	
	Embark	Disembark	Dispatch	Receive
2003	5298	5099	239	330
2004	5035	5412	233.5	434.5

Source: GoM (2006).

The standard of landing facilities is poor. The jetty which became unusable in 1975 has not been replaced. As a result, steamers anchor offshore and passengers are carried to and from the shore by small boats, which are dangerous especially in bad weather.

2.2 COMMUNICATION

Communication in the district is mainly through the use of letters delivered either by hand or post. Telephone services are limited and confined along the main roads and urban areas such as Nkhotakota Boma and Dwangwa. In most rural areas, messages are sent through persons on bicycles or foot. Nkhotakota district Hospital is connected to a wireless message communication system with all health centres in the district.

2.2.1 Postal Services

There are 7 Post Offices, 2 Sub Offices and 5 Postal Agencies in Nkhotakota as shown in Table 3-4. Services rendered at post offices and postal agencies include sale of postage stamps, money orders, postal orders; accepting and receiving of telegrams, postage of letters and parcels including express and bulky mail. Dwangwa is the busiest post office due to high patronisation by staff from Illovo – Dwangwa that get their wages on weekly basis. Lozi, on the other hand is the least busy post office.

Ordinary mail services are reliable although problems are encountered in some areas such as Mwansambo Rural Growth Centre due to poor road condition. It is believed that modern

communication technology such as mobile phones and the internet are negatively affecting the use of postal services (GoM, 2006).

Table 13: Postal Facilities in Nkhotakota by TA

Name of Facility	Type	TA	Specific Location
Nkhotakota Post Office	Post Office	Malengachanzi	Nkhotakota Boma
Dwangwa Post Office	Post Office	Kanyenda	Dwangwa
Liwaladzi Post Office	Post Office	Kanyenda	Liwaladzi
Lozi Post Office	Post Office	Mphonde	Lozi
Chia Post Office	Post Office	Malengachanzi	Chia
Mwansambo Post Office	Post Office	Mwansambo	Mwansambo
Mpamantha Sub Office	Sub Office	Malengachanzi	Mpamantha
Sani Sub Office	Sub Office	Malengachanzi	Sani
Dwambazi Postal Agency	Postal Agency	Kafuzira	Dwambazi
Kasitu Postal Agency	Postal Agency	Kafuzira	Kasitu
Ngala Postal Agency	Postal Agency	Kanyenda	Ngala
Mkaika Postal Agency	Postal Agency	Mwadzama	Mwansambo T-Off
Benga Postal Agency	Postal Agency	Mwadzama	Benga

Source: Nkhotakota Post Office (May 2007).

2.2.2 Telecommunication Services

Telephone, fax, radio and e-mail are the telecommunication services which Nkhotakota Boma has. Telephone services include ground lines by Malawi Telecommunication Ltd. (MTL) and mobile lines by Telecom Networks Malawi (TNM) and Celtel. By 2005, at least 2.1% of the population in the district had access to a mobile phone compared to only 0.8% that had access to a landline (NSO, 2005).

The district has 2 automatic telephone exchanges, a UXD5 Exchange with a switching capacity of 500 lines serving the Boma and a NIAX Exchange with a switching capacity of 600 lines serving Dwangwa. The two exchanges have a combined total of 826 telephone subscribers shared among private telephones (487), private bureaus (102), institutional telephones (181) and public call booths (32). Some of these lines are also used for faxes (30) and e-mails (18) (Table 3). Some of the telephone lines are connected outside the cable network through radio. In the district has 7 radio telephones connected to Kasakula Sec. School, Mwansambo Trading Centre, Nkhotakota Pottery, Lozi Sec School and Ntchisi Boma.

Table 14: Telecommunication Facilities in Nkhotakota

SN	Area (Location)	TA	No. of Private Telephones	No. of Private Bureaus	No. of Public Call Booths	No. of Institutional Telephones	No. of Faxes	No. of E-Mails
1	Nkhotakota Boma	Malengachanzi	179	61	13	131	20	-
2	Dwangwa	Kanyenda	318	43	21	61	12	-
	Total		497	104	34	192	32	-

Source: Malawi Telecommunications Ltd, Dwangwa and Nkhotakota Offices (June, 2009)

Telephone service is mostly confined to TA Kanyenda and Malengachanzi where public calling booths are also located. It is estimated that only 5 percent of the district population are being served by the telephone service. This is due to high cost associated with installation of telephone lines and the lack of resources to replace worn-out/faulty parts especially within the Boma Exchange, which was installed in the early 1990's. Although the number of lines for Boma Exchange is lower than the capacity, the exchange is unable to meet the demand because it is too old to reach the maximum. Unlike the UXD5 serving the Boma, the NIAX which serves Dwangwa has the capacity to expand by installing updated software. Telecom Networks Malawi and Celtel subscribers at the Boma are served by transmitters which are located within MTL premises.



Picture: Nkhotakota Telephone Exchange Complex with Nkhotakota Radio Station to the far right.

Nkhotakota also has one radio broadcasting station: Nkhotakota Community Radio Station located next to the MTL complex close to the DC's Office. The station opened its airwaves in November 2003 with the support of UNESCO. Transmission relies upon the MTL transmitter and is heard in the whole of Nkhotakota, parts of Kasungu, Ntchisi, Mchinji, Nkhatabay and Likoma. Apart from entertaining the listeners, the station broadcast development programmes on agriculture, the environment, fisheries and other general sensitisation issues (GoM, 2006).

2.3 ENERGY

2.3.1 Electricity Supply

Electricity mainly generated from hydro electric power by ESCOM is one of the major sources of energy at Nkhotakota Boma and Dwangwa. Electricity is generated from hydro electric power from the national grid transmitted through overhead lines from Nkula Power Station. This source of energy which is distributed through 16 sub stations with 1905 KVA as installed capacity is mostly used for lighting, cooking and light industrial activities by the population at the Boma (GoM, 2006).

ESCOM had 1480 customers connected at the Boma with 201 customers waiting for connection (already paid). On average, 16 new connections are registered every month at the Boma during this financial year. To meet future demand, ESCOM increased its primary source capacity from 500 KVA to 3000 KVA in 2004 (GoM, 2006). Electricity is supplied to main trading centres along the M5, lakeshore resorts along the lake and Mwansambo. At least 13.8% of the households in the district have access to electricity within 100 metres of dwelling. However, only 2,4 percent of the households had access to electricity in July 2009.

2.3.2 Alternative Energy Sources

Fuelwood, petroleum and electricity are the major sources of energy in the district for both cooking and lighting. There is a potential for other sources of energy, like solar and biogas, but they need further exploration.

Fuelwood

The most common source of energy available for cooking is fuelwood. In addition, charcoal is mostly used by urban dwellers at the Boma and at Dwangwa. About 95 percent of households in the district use fuelwood for cooking, which contributes to the high rate of deforestation estimated at 3.7 percent annually.

Petroleum

Paraffin is the main fuel for lighting in 83.7 percent of households in the district (NSO, 2005). Paraffin is also mostly used for lighting in the fishing industry. In urban areas, paraffin is supplied to petroleum stations by oil companies while distribution to consumers in rural areas is done by local shops and hawkers who purchase the commodity from the petroleum stations. Other sources of fuel for lighting include grass (7.9%), firewood (3.3%), electricity (3.3%) and candles (0.8%) (NSO, 2005).

As of June 2007, the district had 2 service stations, one British Petroleum (BP) retail shop at the Boma and a Total retail shop at Dwangwa while a third station was under construction at Sani. Main commodities sold include petrol, diesel, paraffin and oils. Free services, such as car wash and oil checking are also provided but tyre pressure checking is only provided at Nkhotakota Service Station.

Chapter 3: SOCIAL SERVICES, YOUTH AND SECURITY

3.1 COMMUNITY DEVELOPMENT

Community Development sector is obliged to combine the efforts of the people with those of the Government and Non Governmental Organisation in order to raise the Social Economic and Cultural conditions of the populace so as to contribute to the development of the country.

The philosophy and the humour behind is the realization that people should be masters of their own destiny and should actively be involved in decision making in issues that affects their day to day lives.

The objectives of Community Development directly reflect those of the National Development and those objectives are aimed at helping people in Communities to gain self confidence. These objectives are:

1. To help people free themselves from traditional beliefs and practices that block enterprises and innovation and to foster a said of responsibility for the whole Community Welfare;
2. To assist people understand the material and social needs of the members of their families and households and to make use of the human and materials resource that can raise living standards;
3. To help people recognise Community needs and to form groups which can plan and carryout joint projects of community interest using local resources and services; and
4. To promote a greater sense of national Consciousness so that Communities will be able to see their place in National Development.

To achieve the above objectives Community Development services provide four main thematic services to the community such as functional adult literacy, economic empowerment, capacity building for the grass root local government structures, bursary to needy students, .

3.1.1.1 Functional Adult Literacy Programme

The literacy level of the district is at about 60%. About % of the population aged above 25 does not read and write. This is mainly caused by early drop out from conventional primary schools. It is very clear that the main contributing factor to early drop out is fishing industry. The department in liaison with its stakeholders is providing adult literacy classes to the community. The enrolment is encouraging more especially by females as compared to the male counterpart. Men are usually shy to attend the classes together with the females. Cultural beliefs also affect the enrolment.

The service is however hampered by inadequate learning and teaching materials. Besides, the instructors are not motivated since they get a honorarium of MK500/month, which is too little.

Table 15: Enrolment Distribution by TA

NAME OF T/A	NO OF LEARNERS REGISTERED 2004			2005			2006		
	M	F	T	M	F	T	M	F	T
1. Kafuzira	64	128	192	60	125	185	55	160	215
2. Kanyenda	80	150	230	55	215	270	52	184	236
3. Mphonde	115	320	435	51	222	273	30	186	216
4. Malengachanzi	120	540	660	75	217	292	65	267	332
5. Mwadzama	192	575	767	125	230	355	122	548	670
6. Mwasambo	84	168	252	40	100	140	48	202	250
TOTALS	655	1881	2536	406	1109	1515	372	1547	1919

Source: District Community Development Office (December 2007)

Table 16: Graduation Distribution by TA

NAME OF T/A	2004			2005			2006		
	M	F	T	M	F	T	M	F	T
1. Kafuzira	20	54	64	23	81	104	15	48	63
2. Kanyenda	25	164	189	18	118	136	43	151	194
3. Mphonde	20	75	95	26	47	73	11	57	68
4. Malengachanzi	57	195	252	72	54	126	26	139	165
5. Mwadzama	71	154	225	74	107	181	50	213	263
6. Mwasambo	19	97	116	19	68	87	20	73	93
T Totals	212	739	951	232	475	707	165	681	846

Source: District Community Development Office (December 2007)

It is evident that enrolment picked up over the years, however the number of learners continued to drop due to a number of factors as highlighted above.

3.1.1.2 CAPACITY BUILDING PROGRAMME

This aims at training community leaders and Development Committees for effective leadership in development activities ideally issues of group Dynamics, project Planning, Monitoring project sustainability and transparency and accountability are discussed.

Table 17: Number of Formal Community Capacity Building Trainings

T/A	TYPE OF TRAINING					
	No of Project Management Trainings	No of Leadership Trainings	No of Schools Committees Management Training	Total of individuals Reached		
				M	F	T
Kafuzira	12	6	5	138	92	230
Kanyenda	16	10	16	315	105	420
Mphonde	12	8	10	120	180	300
Malengachanzi	16	10	12	228	152	380
Mwadzama	12	9	8	174	116	290
Mwasambo	14	12	12	230	150	380

SOURCE: District Community Development Office (December 2007)

3.1.1.3 ECONOMIC EMPOWERMENT PROGRAMME

The aim of the program is to enable more rural women and men to be engaged in profitable business in bid to uplift their economic status. This programme is also supported by a number of stakeholders as listed in the table below.

Table 18: Number of Groups reached

SECTOR	2003	2004	2005	2006	2007	TOTAL CLIENT	TOTAL LOANS
Community development	54	140	204	345	350	4581	3,600,000
Agriculture	11	14	19	29	45	4720	1,500,000
Chia project	0	0	72	83	90	2940	0
Pride			2	5	7	700	12,070,590
Mardef						105	14,691,300

Source District Community Development Office 2007

The district still faces bottlenecks to MIFs access for the mere reasons that they are inadequate and those that are available have stiff condition.

3.1.1.4 COMMUNITY BASED POPULATION EDUCATION PROGRAMMES (CPEP)

The purpose of this programme is to disseminate and implement community based population Education activities that promote behaviour change from an integrated prospective in addressing development issues or challenges one of which is to enhance effective behaviour change in SRH/HIV Aids family planning and Gender based Violence .

For the effective outreach 48 Community Action Groups (CAGs) were formed by field Community Development staff. The main role of these CAGs is to assist communities' rights in the villages to curb Gender Based Violence.

Table 19: Community Action Groups

T/A	No of CAGS
Kafuzira	3
Kanyenda	12
Mphonde	11
Malengachanzi	19
Mwasambo	3
Total	48

Source District Community Development Office (December 2007)

3.1.1.5 Gender Mainstreaming

The overall objective of the programme is to ensure that Gender issues are integrated into programme activities at all levels. The Assembly has managed to reach out to over 3000 communities with assistance rendered by the sister relationship with Flora Municipality of Norway. The Department was able to reach all 31 wards of the District to sensitise community leaders and communities on Gender Equity and Gender Equality. With this programme the assembly aims at achieving 30% representation of lady representation in a number of local structures such as VDC, ADC, and Assembly (councillors).

3.2 SOCIAL WELFARE



Picture: Nkhotakota Community Centre Hall

Social welfare covers a wide of activities that aim at protecting families and communities to play an active role in assisting and promoting the welfare of vulnerable, disadvantage, and marginalised group of people. Such functions therefore encompass family and child welfare, children support services, probation and after care social support /public assistance.

The district is currently facing a number of problems such as increased number of orphans, gender based violence, increased suffering of the vulnerable and marginalized groups in the society. Though the office has the following mandate:

- (a) Families are protected in all forms as the basic unit of life;
- (b) Families and communities are strengthened in coping capacities to provide care and support to orphans and other vulnerable children (OVC);
- (c) Children are protected against sexual exploitation;
- (d) Prevention of crime and rehabilitation of families who are in conflict with the law;
- (e) Surety and support of needy children to enable them to access quality education;
- (f) Assistance of a series of services that affect the livelihood of individuals, families and the communities;
- (g) Rationalization and even distribution of NGOs and ensure optional utilization of resources; and
- (h) Coordination of CBOs activities and register them.

It is failing to effectively implement their work due to understaffing, inadequate resources and low number of stakeholders. The key stakeholders include Concern Worldwide, World Medical Fund, UNCEF and other government departments.

Table 20: Support Services to orphans and venerable Groups

PROGRAMME /ACTIVITY	2003		2004		2005		2006		2007	
	M	F	M	F	M	F	M	F	M	F
OVC'S	5879	7547	6744	8093	7601	8997	8494	9264	8871	9501
Education support	12	13	12	18	25	25	70	50		
Destitution	14	21	19	27	12	23	16	29	11	26
Matrimonial	2	13	1	23	2	19	-	26	-	22
Child abuse	2	6	3	5	1	7	3	6	2	8
Probation and after care	14	2	17	1	19	2	17	-	12	-
Foster care	3	-	1	1	-	-	-	-	-	-
IGA capital grants	-	60	18	102	-	-	-	-	-	-
Hospital work	2	6	3	8	1	4	-	4	1	2
Disability	8	5	11	9	7	6	4	7	3	4
Social support	-	-	-	-	-	-	-	-	1	0

Source: District Social Welfare Office (November 2007)

It is evident that the government institutions could not manage to reach the whole affected people, the communities is also taking part in assisting the vulnerable groups. The table above show the number of community based organization.

Table 21: Distribution of Community Based Organizations

TRADITION AUTHORITY	2003	2004	2005	2006	2007
Kafuzila	6	8	11	16	16
Kanyenda	9	13	17	23	23
Mphonde	3	5	9	14	14
Malengachanzi	9	14	21	27	29
Mwansambo	7	12	14	18	18

Mwadzama	6	11	14	16	16
TOTAL	40	63	86	114	116

Source: District Social Welfare Office (November 2007)

3.3 YOUTH

Unavailability of vocational skills centres coupled with low intake to national apprenticeship institutions has negatively affected the youth development in the district more especially the out of school category. This has resulted into drug and alcohol abuse, promiscuity and increasing burden over the parents/guardians to take care of their welfare.

The department of Youth and Sports in conjunction with stakeholders embarked on district-wide sensitization aiming at equipping the youths in various skills. The programme has seen the mushrooming of youth clubs who are engaged in implementing a number of development projects such as tree planting, behaviour change, family life education, gender, community mobilisation, vocational skills, HIV/AIDS awareness campaign and life skills. The mother body of the youth clubs are Nkhotakota district youth office.

Table 22: Distribution of Youth Clubs per T/A

NO	Tradition Authority	No of Youth Clubs
1	Kafuzila	17
2	Kanyenda	33
3	Mphonde	25
4	Malengachanzi	85
5	Mwadzama	35
6	Mwansambo	25
	TOTAL	220

Source: District Social Youth Office (March 2009)

The mother body for the youth organisations in the district is Nkhotakota Youth Organization of which the rest are affiliates. Currently Nkhotakota youth organization in collaboration with Flora Youth Council and Flora Secondary School of Norway has established an Internet Café. The cafe opened for business December 2007. Affiliates in Kanyenda are Katimbira and Tenganimbali youth organisation. In Kafuzira, Dwambazi Y.O. In Malengachanzi; Chisoti, angelican and Katengeza Y.O. In Mwadzama; Chidawi and Mkaika Y.O and in Mwansambo; Mwansambo Y.O.

3.3.1 Community Radio Station

Nkhotakota Community Radio station is a important organisation within Nkhotakota. It cooperates with almost every sectors and NGO within the district on delivering messages and information to the people. Its mission is “To educate and to promote cultural activities through the free flow of information”. The workforce, consisting of 22 (March 2009) is working on voluntary basis. To fund their operations they are funded through UNESCO, but do also charge NGOs and Assembly Sectors for airtime. The radio station has proved that it is the major communication media in the district. A survey from 2007 indicates that 85 % of all

people in the district do listen to the radio on a daily basis. The radio is also heard in neighbouring districts of Ntchisi, Salima, Kasungu, Dowa, Mzimba, Likoma and Nkhata Bay.

However, the radio station needs support in capacity building especially with regard to training in programming and equipment. Another challenge is lack of transportation. The station also needs to diversify its source of income to meet the running costs.

3.4 SECURITY

3.4.1 NKHOTAKOTA POLICE

Nkhota Kota district has two police stations; namely Nhotakota police station which is situated at the boma and responsible for security issues in the area from Kaombe to Chilua, and Nkhunga police station which is responsible for security of the area starting from Kaombe to Dwambazi. It has two police units under its jurisdiction and these are; Msenjele and Liwalazi police units.

Nkhotakota Police station has three main core functions: Crime management, traffic management and community policing.

Table 23: Crime management 2007-2008

	Total 2007	Total 2008		Total 2007	Total 2008
Mob justice	0	0	Defilment	12	16
Manslaughter	0	0	Rob with Violence	14	26
Sodomy	1	0	B/1/B/C/F Theft	33	32
FIP of Firearms	0	0	Common assault	54	32
Theft from m/vehicle	1	1	AOAB harm	53	41
Dangerous Drugs	2	1	F/I/P Hemp	67	42
Human trafficking	1	1	Theft of m/vechile	0	43
Growing I Hemp	1	1	House breaking /theft	37	43
Theft of cattle	0	2	Other theft	49	58
Witchcraft	6	2	Theft of bicycle	43	77
Ind. Assult	6	3	Ullawful woundings	76	83
Arm. Robbery	0	3	Burglary/theft	81	88
theft by public servant	0	3	Other crimes	202	182
Grevious harm	3	5	General theft	213	253
Murder	2	6	Other SR's	138	363
Rape	5	7	SR	218	409
Arson	16	11	Penal	879	972

Source: Nkhotakota Police , research and planning, 2009

The table above shows that a total of 1033 cases were reported in xxx. The data is only from Nkhotakota Police Station, not from Dwangwa branch.

3.4.1.1 Staffing Levels police

Nkhotakota police unit has a work force of about 120 officers 10 of who are based at the three post units of Benga, mkaika and mwansambo. Nkhunga police unit has a work force of 55 officers 6 of who are based at the two post units of Liwalazi and Msenjele. The present work force in the district is insufficient as 1 policeman is expected to serve an average of 1500 persons. If we are to go by the number of police units currently in the district, the number does not sufficiently address the problem of access to safe security due to the long distances which the communities have to walk to report cases of crime as such many cases remain unreported. A provision of a police unit every 15-20 kilometres would have improved the situation. (staffing data from 2007)

3.4.2 ADMINISTRATION OF JUSTICE

Proper administration of justice is another way for reducing crime in the district. There are only three subsidiary magistrate courts in the district and one district court. The subsidiary courts are Kanyenda, Malenga chanzi and Mwadzama while the district one is called Nkhotakota magistrate court.

The number of judicial staff available do not match with the rate at which crime is occurring in the district as such a lot of cases have remained unattended to for many years thereby increasing congestion in the prison at the Boma. Table below shows number of magistrates and other staff members per court in the district in some selected years (2003, 2007 and per March 2009).

Table 24: Number of juridical staff in the District

2003			REQUIRED				AVAILABLE			
Court	TA	YEAR	Magis- trate	Clerks	Marshals	Sec. guards	Magis- trate	Clerks	Marshals	Sec. guards
Nkhotakota	M/chanzi	2003	3	6	6	2	1	5	5	
M/Chanzi	M/chanzi	2003	1	2	4	2	1	2	2	
Nkhunga	Kanyenda	2003	2	3	5	2	2	3	4	
Bua	Kanyenda	2003	1	1	2	2				
Kasitu	Kafuzira	2003	1	1	3	2				
Mtosa	Mwadza	2003	1	1	4	2		2	1	
Total		2003	9	14	24	12	4	12	12	0

2007			REQUIRED				AVAILABLE			
Court	TA	YEAR	Magis- trate	Clerks	Marshals	Sec. guards	Magis- trate	Clerks	Marshals	Sec. guards
Nkhotakota	M/chanzi	2007	3	6	6	2	2	5	4	1
M/Chanzi	M/chanzi	2007	1	2	4	2	Part of Nkhotakota			
Nkhunga	Kanyenda	2007	2	3	5	2	2	1	3	
Bua	Kanyenda	2007	1	1	2	2				
Kasitu	Kafuzira	2007	1	1	3	2				
Mtosa	Mwadza	2007	1	1	4	2			4	
Total			9	14	24	12	4	6	11	1

2009			REQUIRED				AVAILABLE			
Court	TA	YEAR	Magis- trate	Clerks	Marshals	Sec. guards	Magis- trate	Clerks	Marshals	Sec. guards
Nkhotakota	M/chanzi	2009	3	6	6	2	2	6	6	3
M/Chanzi	M/chanzi		1	2	4	2	Part of Nkhotakota			
Nkhunga	Kanyenda		2	3	5	2	2	2	4	1
Bua	Kanyenda		1	1	2	2				1
Kasitu	Kafuzira		1	1	3	2				
Mtosa	Mwadza		1	1	4	2		1	4	
Total			9	14	24	12	4	9	14	5

Source: Nkhotakota Judiciary 2009.

The table has demonstrated that the district still has only four lawyers to handle all forms of cases in the local government area. The available personell resources are far away from reaching the requirements. It has also been almost no improvement since 2003 up to 2009. This therefore poses problems in the handling gender sensate cases. The shortage of layers delays the delivery of justice as required by the law.

3.4.3 Nkhotakota Prison

Nkhotakota Prison was built to cater for approximately 150 prisoners but had 320 prisoners as of June 2009. The prisoner present is normally serving sentences below 8 years - and are from both Nkhotakota and Salima district since Salima does not have its own prison. With 27 wards, the warder/prisoner ratio is 1:12, even though the recommended ratio is 1:5.

The facilities at Nkhotakota Prison are very basic – the prison full so please avoid crimes.

Chapter 4: MONITORING AND EVALUATION

4.1 INTRODUCTION

DDPS as a cycle includes *Monitoring and Evaluation* as one of the stages. In practice, monitoring and evaluation are discussed as if they are one and the same thing. Though closely related and having dependent activities monitoring is separate from evaluation. Monitoring as a *project management process* is the assessment of the progress in the implementation of the defined objectives (of a project or planned activity) within a prescribed time frame and budget. The underlying objective is to provide up to date information to the decision makers and stakeholders during implementation for corrective measures once problems occur.

Evaluation on the other hand, based on monitoring reports is the assessment of the extent to which the project or activity has achieved its objectives at one point in time. For instance, how have projects/programs implemented during 2005/06-2007/08 period impacted on the major issues highlighted in the then SEP.

4.2 MONITORING AND EVALUATION MASTERPLAN

The monitoring of the DDPS will ideally be in accordance with Monitoring and Evaluation Systems Master Plan which describes how the M & E will be conducted within the DDPS at community, district and national level. The master plan should include list of stakeholders at all levels, reporting structures and schedule of meetings.

4.2.1 Monitoring Process

Since the multiparty democracy, Malawi government has introduced a decentralized planning system as a way of consolidating the planning, implementation and management of development in Malawi within the decentralized policy framework and the DDPS has been deliberately designed to allow all stakeholders to participate in development process of the district. Thus the DDPS is characterized by four features namely, district focused, people centred, bottom-up and participatory. The DDPS will serve as a guide to systematic planning and management of district development in the assembly thereby allowing easy harmonization and consolidation of development plans at community, district and national levels. Hence the characteristics, of the DDPS need to be demonstrated at all stages of the system one of which is monitoring progress of projects during implementation.

Since the system emphasizes on a participatory approach, stakeholder analysis need to be systematically done at all levels for effective dissemination of information and definition of roles at all levels during the process. All the stakeholders be identified, by their roles and influence over the DDP and the system.

4.2.2 Monitoring Responsibilities and Reporting Flow

The monitoring process will take at all levels. The institutions involved at all stages of the DDPS for preparation of the DDP, shall be assigned obligatory reporting responsibilities so

that all the stakeholders are provided with up to date information. The reporting responsibilities at each level will include the following steps as laid down in the *District Planning System Hand Book*.

4.2.2.1 Community Level

- Step 1 Follow-ups on daily basis during implementation of the project activities based on the implementation schedule is the responsibility of the PIC.
- Step 2 The PIC based on its work plan shall prepare and submit on monthly basis to their respective VDC's the Community Project Monitoring Report which shows the progress, problems/issues, action taken, recommendations including work plans for the next month. In cases where project funds are transferred to the PIC, a detailed breakdown of funds disbursed (or expended) per activity, shall be attached to the CPMR.
- Step 3 The VDC shall compile all PIC Community Project Monitoring Report into one CPMR which will be submitted to the ADC on a monthly and quarterly basis and a copy furnished to the M & E Officer at the Assembly.
- Step 4 The ADC with the technical assistance of the AEC compiles and consolidates all the VDC's CPMR and feeds the information into the monthly and quarterly physical and financial progress report and work plans for information and appropriate action by the members and other stakeholders.
Information regarding financial accomplishments, including the itemized cost of materials delivered and received by the PIC is provided by the office of the Director of Finance to the ADC.
Regarding funds transferred to the PIC, financial accomplishments are derived from the CPMR.
The completed Physical and Financial Progress Report and Work Plans for the next month and quarter are forwarded to the DPD on a monthly basis.

4.2.2.2 District Level

- Step 5 The M & E Officer/DPD, together with the DAT, will consolidate and analyse the physical and financial progress reports and work plans submitted by the ADC. The consolidated physical and financial progress reports and work plans submitted to the DEC on a monthly and quarterly basis. The DPD's office through M & E Officer should provide guidance to the DAT in the consolidation and analysis of the report.
- Step 6 The accounts office of Nkhotakota District Assembly, shall prepare monthly and quarterly project financial reports on the projects implemented under the DDP. The report shall be forwarded to the DPD through the M & E Officer, DAT and ADC for the integration into the monthly and quarterly physical and financial progress report and work plan.
- Step 7 The DEC shall discuss the completed monthly/quarterly physical and financial progress report and work plan in its monthly meetings and provide recommendations to identified implementation problems and issues.

- Step 8 Reports are submitted to the DA, which acts on the recommendations of the DEC. Finally, the monthly/quarterly physical and financial progress reports and work plans are forwarded to the MoLG & RD where they distribute to sector ministries and MoEP & D, Monitoring and Evaluation Section.
- Step 9 The DA informs the DEC of feedback from the national level on the reports submitted.
- Step 10 The DAT and office of the DPD should conduct regular field visits at least once a monthly. It shall also hold regular community meetings to disseminate information on the monthly/quarterly physical and financial progress report and work plans to ADCs and VDCs and provide feedback on project issues and decisions intended to solve implementation problems.

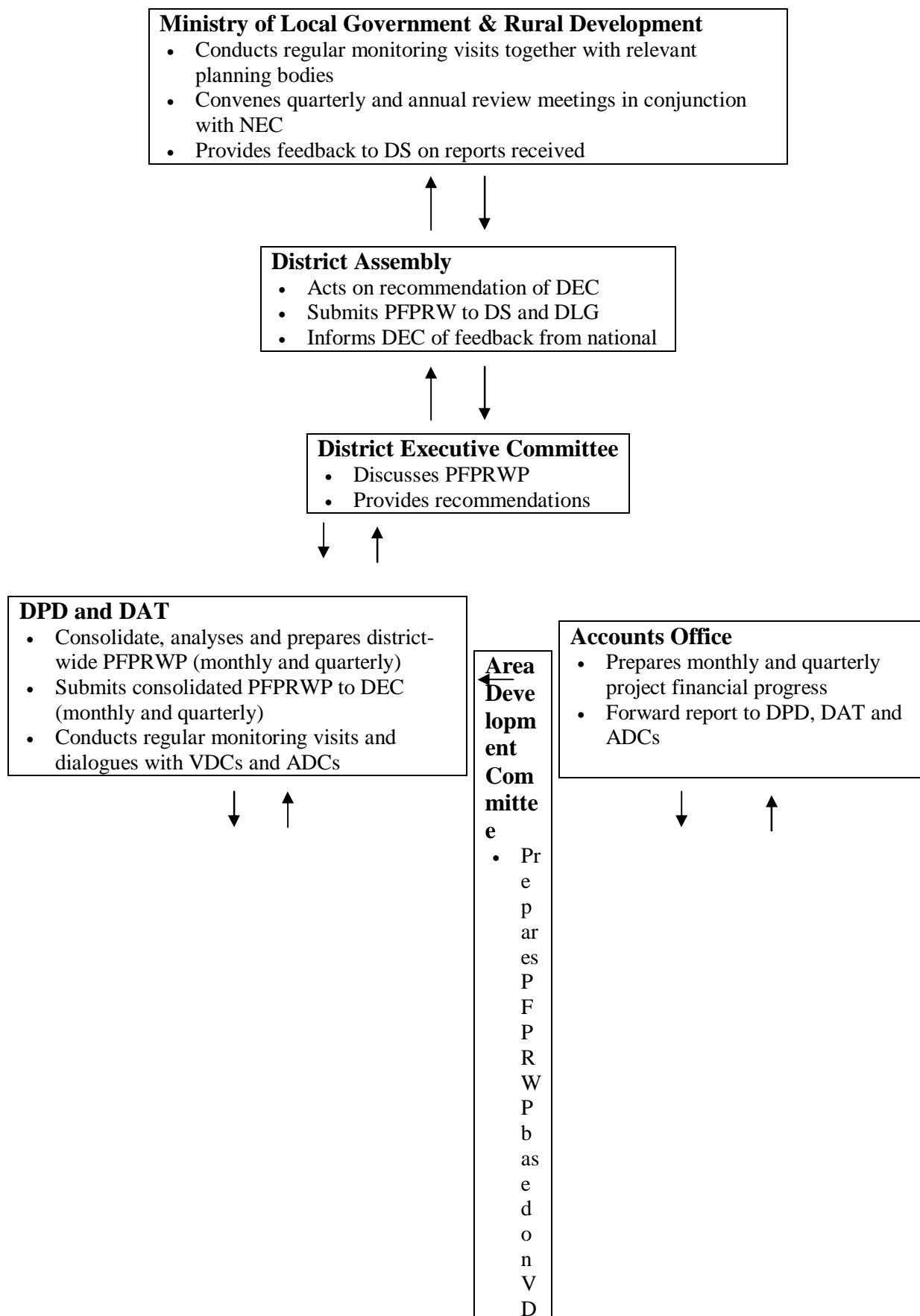
4.2.2.3 National Level

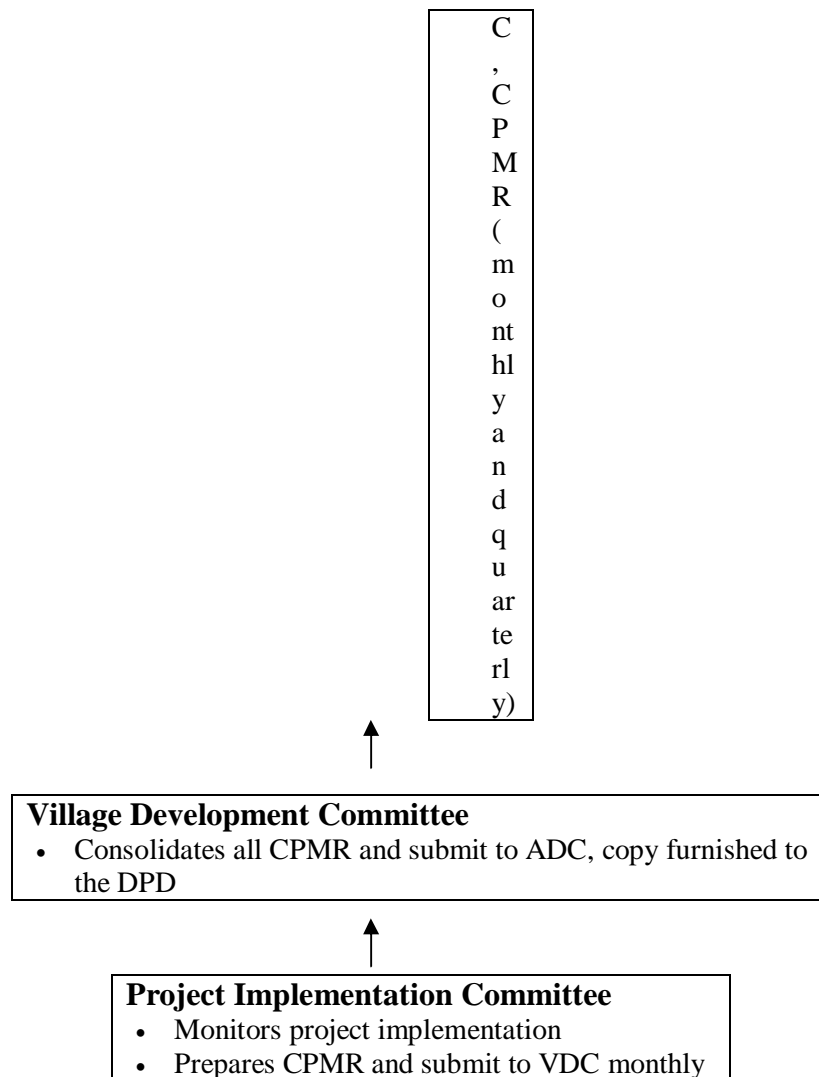
The preparation of the DDPS takes into account overarching national policy the MGDS, other national and sector policies and programmes so that there is no conflict at the district and national levels in pursuit of development.

- Step 11 Representatives from the Ministry of Local Government & Rural Development (MoLG & RD), Sector Ministries and other relevant planning bodies should make regular visits to the districts to assess the progress of planned activities. Consistent guidelines for field visits should be used. Copies of field visit reports should be sent to respective stakeholders.
- Step 12 The (MoLG & RD) and other concerned national bodies provide feedback to the DA, through the (MoLG & RD), on the monitoring reports received.
- Step 13 At the central level, the (MoLG & RD) in conjunction with the MoEP & D and other Sector Ministries should convene quarterly and annually to review progress on all programmes at the districts and provide continual feedback

The figure below illustrates the monitoring responsibilities and reporting flow at all levels from community to district level

Figure 12: monitoring responsibilities and reporting flow.





4.3 EVALUATION SYSTEM

Evaluation will be conducted during and after implementation of projects or planned activities. Thus there will be three forms of evaluation namely, **on-going, outcome** and **impact evaluation**.

4.3.1 On-going Evaluation

The evaluation will be done to progressively review the strategies according to changing circumstances in order to attain the desired activity or objective. The on-going evaluation will take place during the project life time. As the implementation is taking place, the evaluation will be done to identify challenges, sustainability or impact issues so that corrective measures are taken and executed.

Efficiency and effectiveness of the projects will be evaluated thus the indicators for this evaluation will mainly be based on timeframe and cost effectiveness. The office of the DPD through M & EO will conduct evaluation and financial records (expenditure) in comparison with the physical could be used.

4.3.2 The Outcome Evaluation

The evaluation describes the product of the activity i.e. the number of pupils attending school due to increase in the number of classrooms. This form of evaluation seeks to provide an annual or end of three year (Medium Term Planning Period) critical assessment of the projects and programs implemented in relation to outputs, objectives and issues.

The indicators are derived from investment Plan for respective projects/programs. The indicators also include performance benchmarks for respective sectors.

Outcome evaluation will be participatory through the established planning structures since the DDPS is people-centred, participatory and bottom-up planning.

4.3.3 Impact Evaluation

Look at the outcomes of the project in terms of benefits that will accrue to project beneficiaries if the project goals/objectives are met. This evaluation will measure changes in condition of the targeted beneficiaries (i.e. reduced illiteracy in the community). The objective is to assess both negative and positive impact on the beneficiaries or contribution towards issues highlighted in SEP.

Quantitative and qualitative indicators are used but the latter are very crucial in the DDPS. The Assembly will use them to assess the impact of development programs whose indicators are usually un-quantifiable.

For quantifiable indicators, Nkhotakota District Assembly through the *Assembly Monitoring Management Information System* (AMMIS) has a multisectoral databank, which provides access to indicators for all the sectors among other outputs. What is required of the Assembly is to collect and update the data periodically so that changes and trends are established over time.