

**CHAPTER 3 PROJECT EVALUATION AND
RECOMMENDATIONS**

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3.1 Project Effects

(1) Direct Effects

The implementation of the Project is expected to have the following direct effects.

- 1) Through teaching exercises at the demonstration secondary school, 480 qualified teachers equipped with teaching methods for real classrooms and practical teaching knowledge will be produced every year (180 boarding students and 300 distance education students).
- 2) The construction of additional female hostels will increase the boarding capacity of the DCE, making it possible to accept 120 more female students to equal the capacity for male students, i.e. 270. In 2008 and thereafter when the available spaces for female boarding students are fully taken, 240 qualified female teachers, including 150 for distance education, will be produced every year to rectify the male-female ratio of secondary school teachers which is currently biased towards male teachers.
- 3) The construction of the computer room will enable the production of 150 qualified computer teachers a year in line with the requirement of the new curriculum introduced in 2000 for such teachers.
- 4) The construction of the gymnasium will allow regular physical training for the Physical Education (PE) course which is not interrupted by the weather conditions to produce 30 qualified PE teachers a year in line with the requirement of the new curriculum introduced in 2000 for such teachers.
- 5) The development of laboratory experiment and practice exercise methods as well as classroom teaching methods by the DCE teaching staff and others using the demonstration school will improve the secondary education teaching level. Moreover, through collaboration with the neighbouring Malawi Institute of Education (MIE), an improved curriculum and teaching methods will be developed to serve trainers and trainees (students) in the secondary education teacher training field.

The present situation and problems, improvement measures under the Project and effects and degree of improvement by the Project are compiled in Table 3-1.

Table 3-1 Effects of and Degree of Improvement by Project Implementation

	Present Situation and Problems	Improvement Measures Under the Project	Effects of and Degree of Improvement by the Project
1	<ul style="list-style-type: none"> Students of the DCE do not have regular opportunities for teaching exercises. Members of the DCE find it difficult to conduct research for the development of teaching methods and the development of the curriculum through teaching exercises. 	<ul style="list-style-type: none"> Construction of a demonstration secondary school on the campus of the DCE Provision of a wide range of equipment, including library equipment, laboratory and workshop equipment, office equipment and school furniture (desks and chairs, etc.) 	<p>The provision of routine exercises for students is expected to have the following effects.</p> <ul style="list-style-type: none"> ① Familiarity with class management ② Development of teaching methods ③ Study of the development of teaching methods and curriculum ④ Networking between the DCE and the demonstration school ⑤ Teaching exercises using laboratories and workshops
	<ul style="list-style-type: none"> The capacity of existing staff housing is insufficient, resulting in the short service of teachers. 	<ul style="list-style-type: none"> Construction of new staff housing 	<ul style="list-style-type: none"> ① Longer, stable service by staff members ② Higher proportion of female staff compared to other universities/colleges
2	<ul style="list-style-type: none"> The existing student hostels at the DCE can only accommodate 390 male students and 150 female students. The shortage of female hostels has restricted the enrolment of female students. 	<ul style="list-style-type: none"> Construction of new female hostels 	<ul style="list-style-type: none"> ① Provided that the total enrolment of 540 remains the same, the number of female students will increase to 270, half of the number of students enrolled at the DCE.
		<ul style="list-style-type: none"> Provision of furniture, etc. (beds, desks and chairs, etc.) 	
3	<ul style="list-style-type: none"> In response to the social need for human resources capable of handling computers, the new curriculum introduced in 2000 incorporates computer education in secondary education but the teaching environment has not been improved. 	<ul style="list-style-type: none"> Improvement of the computer room 	<ul style="list-style-type: none"> ① Computer lessons will be provided. ② Students will acquire the necessary skills to use computers.
		<ul style="list-style-type: none"> Provision of furniture (desks and chairs, etc.) 	
4	<ul style="list-style-type: none"> The new curriculum introduced in 2000 calls for PE to be part of secondary education. While only the DCE is capable of training PE teachers for secondary schools, exercises are hampered by rain or hot weather due to the lack of appropriate facilities. 	<ul style="list-style-type: none"> Construction of a gymnasium 	<ul style="list-style-type: none"> ① More frequent PE exercises ② Increased confidence of students to teach PE
		<ul style="list-style-type: none"> Provision of gymnasium equipment for the practice of volleyball and basketball, etc. 	
5	<ul style="list-style-type: none"> The low pressure water supply for only a limited number of hours is a serious problem for college management. 	<ul style="list-style-type: none"> The Domasi Water Supply Project assisted by the AfDB will improve the water supply situation at the DCE. 	<ul style="list-style-type: none"> ① Following the completion of the Project, the water supply volume will increase by approximately 50% with the DCE campus as a whole receiving 129 – 259 m³/day. ② As the required water supply volume for the campus, including the new facilities to be constructed under the Project, is 127 – 182 m³/day, the required water supply volume will be secured.

(2) Indirect Effects

The implementation of the Project is also expected to have the following indirect effects.

- 1) It is planned that the new demonstration secondary school will act as the core school for the local cluster system (system for mutual assistance for school operation and other aspects through the grouping of several local schools into a cluster) through (i) technical mutual studies by teachers of different secondary schools, (ii) assistance for school management and (iii) technical advice on teaching methods and school management by more experienced staff of the member schools for other less experienced staff.
- 2) The multi-purpose hall of the demonstration secondary school will offer the place for workshops and other social activities to the local community, and it will promote the social education and activities also the education-related activities such as PTA in particular.

The DCE produces an average of 480 qualified secondary school teachers a year, i.e. 180 boarders for new training or retraining and 300 by distance education. DCE graduates will account for some 70% of the newly qualified secondary school teachers nationwide in 2006 after the completion of the new facilities to be constructed under the Project. The training of secondary school teachers at the DCE will, therefore, have a great impact on the quality of education at secondary schools in Malawi.

3.2 Recommendations

(1) Ripple Effect on Cluster System

There are four clusters in Zomba. At present, the Songani and Nsondole Zones have seven schools, i.e. three CDSSs and four private schools, but have no conventional secondary day school. As such, no school cluster has been formed. The nearest example is the cluster around the Mulunguzi Secondary School in Zomba. Once opened, the demonstration secondary school planned under the Project will function as a leading school for the seven other schools in Domasi. However, following the retreat of the DANIDA which had been supporting the cluster system a year ago, the operation of the cluster system has come to a deadlock at present.

The demonstration secondary school to be created under the Project will be established as part of the DCE which is the core training institution for secondary school teachers in Malawi and will provide a place for research for development of the curriculum for secondary education through collaboration with the neighbouring MIE. For this reason, if the demonstration school becomes active as the leading school of a cluster, it can develop as a model school for research on the desirable relationship with neighbouring schools, the cooperation system between schools and the cooperation system with local communities, etc. Even though many aspects of the roles expected of the demonstration school in the cluster have yet to be analysed, it is desirable for it to become the leading school in a new cluster and to maintain its cluster-related activities.

(2) Issues to be Grappled with by the Malawian Side

1) Long Service of Experienced Teachers

The DCE is experiencing a severe teacher shortage as only 60% of the available positions are filled. At present, the Faculty of Science has 13 vacant positions out of 26 and three teachers are not currently teaching on the grounds of their own study. Three more teachers are planning to give up their teaching positions soon because of their further study. The questionnaire survey conducted on students of the DCE as part of the Basic Design Study (68 out of 120 students, i.e. 56.7%, responded) found that even though they are generally satisfied with the courses, they are quite dissatisfied with the teachers. Among students of the Faculty of Science, 75% of students responding said that they are either very dissatisfied or dissatisfied with the teachers. All of the students responding pointed out that the syllabus is not entirely covered because of the teacher shortage and that practical lessons and tutorials are not conducted according to the schedule because of the same reason. The causes of the staff shortage include a natural decrease due to HIV/AIDS infection and low incentives.

The scope of the Project includes housing for teachers of the demonstration secondary school. As the current housing shortage for DCE staff is a factor for unsettled staff, the expansion and improvement of staff housing together with other improvements is highly desirable to improve the incentives for staff members of the DCE.

2) Improvement of Existing Facilities and Teaching Materials

The above-mentioned questionnaire survey also found that more than 85% of students of the Faculty of Science are dissatisfied with the current equipment and laboratories compared to the almost uniform satisfaction expressed by students of the Faculty of Humanities. Meanwhile, none of the students of either faculty are satisfied with the teaching materials. When asked for suggestions for facilities and equipment, 90% of students want improvement of the library, 80% want the provision of textbooks and teaching materials and 68% want the provision of computers and computer courses. 64% of the students responding recognise the need to establish a system to monitor equipment and teaching materials. As the improvement of facilities and equipment under the Project primarily focuses on the new demonstration secondary school, self-reliant efforts on the Malawi side are strongly hoped for to improve the existing facilities and equipment of the DCE.

3) Improvement of Business Management Skills

The manpower shortage and insufficient experience have led to a decrease of staff and a decline of morale. The questionnaire survey conducted as part of the Basic Design Study found that all eight of the teachers responding (response rate: 20.5%) state that the better working conditions than those at secondary schools are the reason for taking up a teaching position at the DCE. Most of these were recruited by the DCE in 2001 and more than 60% of them have worked at the DCE for 2 – 3 years. However, all of them express a clear intention of not remaining at the DCE for long because of the low level of services, including salary, promotion and other working conditions. Improvement of the business management skills on the part of those in senior positions is desirable to improve the situation.

(3) Relevance of Technical Cooperation

The preparatory work for the project designed to strengthen science and mathematics education in secondary schools in Malawi (SMASSE INSET Malawi) based on the DCE commenced in 2000 in collaboration with a similar SMASSE project in Kenya. At present, Japan is providing assistance for the SMASSE INSET Malawi until December, 2004 and pilot activities are being conducted in the South Eastern Division where the DCE is located. Intra-regional cooperation through training in third countries is also making some achievements. Even though the present Project is not specifically designed to improve facilities relating to science and mathematics courses at the DCE, its inclusion of the establishment of a demonstration secondary school means the possible use of the new facilities for the training of participants in the SMASSE In-Service Training Programme and also for the preparation of an in-service curriculum. In this context, the Project can be regarded as a supplementary project for the SMASSE INSET Malawi and multiplication effects can be hoped for. As the support for the SMASSE project is scheduled to end at roughly the same time as the Project, a system to inherit the achievements of the SMASSE project following the completion of the new facilities under the Project appears to be necessary.

In connection with the Project, technical cooperation in the form of the dispatch of experts, volunteers and JOCV members to both the DCE and the demonstration school is deemed to be the most relevant. To be more precise, it is believed that the dispatch of JOCV members to teach science subjects and mathematics at the demonstration school will be highly effective as they will be able to assist local teachers who may be unfamiliar with the new laboratory and other equipment. If a fully functional computer room is developed, the

dispatch of a system engineer should prove to be effective in view of ensuring a greater contribution by the JOCV member already working at the site. In the case of PE, because of its short history as a formal subject, the dispatch of a JOCV member or senior volunteer will be effective once the gymnasium has been constructed under the Project.

(4) Collaboration With Other Donors

It is expected that the DCE will play a growing role in the Malawi Poverty Reduction Strategy (MPRSP) as the base for the implementation of the teacher development programme as well as the base for distance education. Meanwhile, the master plan for the DCE plans the introduction of day diploma programmes and pre as well as in-services using distance education to tackle the current shortage of secondary school teachers. This master plan was formulated with the participation of DCE staff, assisted by the CIDA which has been providing assistance for the upgrading of secondary school teachers by means of distance education. Even though the plan has not yet been approved by the MoEST as of the end of February, 2003, it is believed to be highly feasible. It is, therefore, hoped that efforts to work on related government offices will continue.

The DCE has already secured the approval of the MoEST to establish the four year Faculty of Primary Education which will commence in 2004. In the first year (2004), the DCE plans to accept 30 in-service teachers from other teacher training colleges (TTCs). After their consistent training at the DCE for four years, the DCE plans to accept 30 in-service teachers every four years for similar training. The USAID has been providing support for trainees to obtain a degree under the UPIC Programme and the appointment of those with a newly acquired degree at the DCE will commence in October, 2003. In line with the establishment of the Faculty of Primary Education with USAID assistance, the classrooms and administration offices of the DCE are scheduled to be expanded. Collaboration with other donors, mainly the USAID and CIDA, is desirable to firmly materialise the steps designed to make the DCE grow as a leading teacher training university in Malawi in accordance with the DCE's own master plan.