

## **APPENDICES**



**Appendix-1(1): Achievement in Primary Education at National, Divisional and Pilot District Level (2000/1 - 2003/4)**

| Indicators                               | National Figure |           | North Div.          |        | Central East Div.   |        | Central West Div.   |         | South East Div.     |         | Shire Highland Div. |         | South West Div.     |         |
|--|-----------------|-----------|---------------------|--------|---------------------|--------|---------------------|---------|---------------------|---------|---------------------|---------|---------------------|---------|
|  | 2003/04         | 2000      | Div. Figure 2003/04 | 2000   | Div. Figure 2003/04 | 2000   | Div. Figure 2003/04 | 2000    | Div. Figure 2003/04 | 2000    | Div. Figure 2003/04 | 2000    | Div. Figure 2003/04 | 2000    |
|  |                 |           |                     |        |                     |        |                     |         |                     |         |                     |         |                     |         |
| No. of Primary School                    | 5,103           | 4,639     | 1,194               | 163    | 965                 | 134    | 1,084               | 184     | 757                 | 158     | 499                 | 187     | 98                  | 604     |
| No. of Classroom Block                   | 34,707          | 30,557    | 8,226               | 1,040  | 5,367               | 881    | 7,564               | 1,095   | 5,320               | 1,087   | 4,128               | 1,229   | 1,266               | 4,102   |
| No. of Permanent Classroom Block         | 27,356          | 24,109    | 5,709               | 687    | 3,462               | 651    | 6,306               | 896     | 4,603               | 979     | 3,774               | 1,094   | 1,075               | 3,502   |
| % of Permanent Classroom Block           | 78.8%           | 78.9%     | 69.4%               | 66.1%  | 64.5%               | 73.9%  | 83.4%               | 81.8%   | 86.5%               | 90.1%   | 91.4%               | 89.0%   | 84.9%               | 85.4%   |
| No. of Primary Pupils (total)            | 3,166,786       | 3,009,623 | 501,780             | 72,999 | 518,068             | 52,296 | 794,501             | 100,832 | 515,995             | 102,295 | 419,846             | 151,312 | 154,440             | 416,598 |
| No. of Pupil (Male)                      | 1,590,193       | 1,554,287 | 256,096             | 37,195 | 258,493             | 25,362 | 391,397             | 50,821  | 260,161             | 51,716  | 210,232             | 74,828  | 80,246              | 213,826 |
| No. of Pupil (Female)                    | 1,576,593       | 1,455,336 | 245,684             | 35,804 | 259,585             | 26,934 | 403,104             | 50,011  | 255,834             | 50,579  | 209,614             | 76,484  | 74,194              | 202,772 |
| No. of Teachers (total)                  | 43,952          | 47,682    | 7,877               | 873    | 7,326               | 808    | 11,411              | 1,520   | 5,898               | 1,129   | 4,851               | 1,749   | 2,139               | 6,589   |
| No. of Teachers (Male)                   | 27,102          | 29,596    | 5,421               | 649    | 5,046               | 604    | 6,283               | 1,069   | 3,808               | 806     | 3,448               | 1,201   | 1,453               | 3,186   |
| No. of Teachers (Female)                 | 16,850          | 18,086    | 2,456               | 224    | 2,280               | 204    | 5,128               | 451     | 2,090               | 323     | 1,403               | 548     | 686                 | 3,403   |
| No. of Qualified Teachers                | 19,508          | 24,487    | 3,461               | 445    | 3,096               | 293    | 4,774               | 730     | 2,646               | 554     | 2,229               | 862     | 1,038               | 3,294   |
| (Teachers with more than MSCSE)          | 44.4%           | 51.4%     | 43.9%               | 51.0%  | 42.3%               | 36.3%  | 41.8%               | 48.8%   | 44.9%               | 49.1%   | 45.9%               | 49.3%   | 48.5%               | 50.0%   |
| Teacher Pupil Ratio 1:                   | 72              | 65        | 64                  | 84     | 71                  | 65     | 70                  | 66      | 87                  | 91      | 87                  | 87      | 72                  | 63      |
| Qualified Teacher Pupil Ratio 1:         | 162             | 123       | 145                 | 164    | 167                 | 178    | 166                 | 138     | 127                 | 195     | 188                 | 176     | 149                 | 126     |
| Classroom Pupil ratio 1:                 | 91              | 98        | 61                  | 70     | 97                  | 59     | 105                 | 92      | 105                 | 97      | 102                 | 123     | 122                 | 102     |
| No. of Repeaters                         | 595,146         | 450,439   | 98,641              | 12,839 | 91,877              | 10,333 | 147,871             | 21,081  | 102,844             | 21,054  | 81,261              | 30,772  | 20,213              | 72,652  |
| % of Repeaters                           | 18.8%           | 15.0%     | 19.7%               | 17.6%  | 17.7%               | 19.8%  | 16.6%               | 20.9%   | 14.8%               | 19.9%   | 19.4%               | 20.3%   | 13.1%               | 17.4%   |
| No. of Dropouts (total)                  | 345,541         | 301,249   | 45,788              | 5,330  | 55,194              | 6,844  | 85,687              | 12,203  | 64,477              | 14,487  | 54,177              | 17,967  | 17,212              | 40,218  |
| No. of Dropouts (Male)                   | 169,694         | 152,522   | 22,164              | 2,692  | 27,114              | 3,223  | 42,952              | 6,047   | 31,994              | 7,149   | 26,440              | 8,485   | 8,700               | 19,250  |
| No. of Dropouts (Female)                 | 175,847         | 148,727   | 23,624              | 2,638  | 28,080              | 3,621  | 42,735              | 6,156   | 32,483              | 7,338   | 27,737              | 9,482   | 8,512               | 20,968  |
| % of Dropout                             | 10.9%           | 10.0%     | 9.1%                | 7.3%   | 10.7%               | 13.1%  | 10.8%               | 12.1%   | 12.5%               | 14.2%   | 12.9%               | 11.9%   | 11.1%               | 9.7%    |
| No. of Pupil who pass PSLCE              | n.a.            | 105,273   | n.a.                | n.a.   | n.a.                | n.a.   | n.a.                | n.a.    | n.a.                | n.a.    | n.a.                | n.a.    | n.a.                | n.a.    |
| % of pupil who pass PSLCE                | n.a.            | 74.0%     | n.a.                | n.a.   | n.a.                | n.a.   | n.a.                | n.a.    | n.a.                | n.a.    | n.a.                | n.a.    | n.a.                | n.a.    |
| No. of Pupil at STD 8                    | 147,314         | 153,291   | 37,863              | 5,166  | 33,917              | 3,039  | 29,943              | 4,152   | 18,379              | 3,118   | 16,685              | 5,797   | 7,151               | 20,555  |
| Secondary level                          | 53,558          | 37,013    | 10,775              | 1,248  | 8,408               | 1,011  | 15,433              | 1,766   | 6,154               | 1,288   | 6,212               | 2,210   | 808                 | 8,576   |
| % of pupils who went to secondary level  | 36.4%           | 24.1%     | 28.5%               | 24.2%  | 35.2%               | 33.3%  | 44.9%               | 42.5%   | 33.5%               | 41.3%   | 37.2%               | 38.1%   | 11.3%               | 41.7%   |
| School without electricity               | 95.8%           | 97.5%     | 95.2%               | 98.8%  | 97.4%               | 98.5%  | 96.1%               | 97.3%   | 96.7%               | 100.0%  | 96.2%               | 94.7%   | 171.4%              | 92.1%   |
| girls students ratio                     | 49.8%           | 48.4%     | 49.0%               | 49.0%  | 50.1%               | 51.5%  | 50.7%               | 49.6%   | 49.6%               | 49.4%   | 49.9%               | 50.5%   | 48.0%               | 48.7%   |
| Female Dropout Ratio against all dropout | 50.9%           | 49.4%     | 51.6%               | 49.5%  | 50.9%               | 52.9%  | 50.1%               | 49.3%   | 50.4%               | 50.7%   | 51.2%               | 52.8%   | 49.5%               | 52.1%   |
| Female teacher ratio                     | 38.3%           | 37.9%     | 31.2%               | 25.7%  | 31.1%               | 25.2%  | 44.9%               | 29.7%   | 32.0%               | 35.4%   | 28.6%               | 31.3%   | 32.1%               | 51.6%   |
| No. of orphanage pupils                  | 386,728         | n.a.      | 67,362              | 11,643 | 51,700              | 5,286  | 85,675              | 11,584  | 68,171              | 11,629  | 58,093              | 19,883  | n.a.                | 386,728 |
| % of orphan students                     | 12.2%           | n.a.      | 13.4%               | 15.9%  | 10.0%               | 10.1%  | 10.8%               | 11.5%   | 13.2%               | 11.4%   | 13.8%               | 13.1%   | n.a.                | 92.8%   |

Data Source: Compiled from School Census 2004, EMIS 2003 and EMIS 2000 (Ministry of Education, Government of Malawi)

**Appendix-1(2): Achievement in Secondary Education at National Level (2000-2002)**

|                | National Figure                                  |         | Government School<br>(except for CDSSs) *1 |        | CDSS   |        | Private |        |        |
|----------------|--|---------|--|--------|--------|--------|---------|--------|--------|
|                | 2002   | 2000    | 2002                                       | 2000   | 2002   | 2000   | 2002    | 2000   |        |
| <b>Access</b>  | No. of Schools                                   | 781     | n.a.                                       | 75     | n.a.   | 550    | n.a.    | 143    | n.a.   |
|                | No. of Classroom Blocks                          | 3,819   | 3,415                                      | 825    | 381    | 2,361  | 1,655   | 566    | 672    |
|                | No. of Permanent Blocks *2                       | 3,754   | n.a.                                       | 821    | n.a.   | 2,309  | n.a.    | 559    | n.a.   |
|                | % of Permanent Blocks                            | 98.3%   | n.a.                                       | 99.5%  | n.a.   | 97.8%  | n.a.    | 98.8%  | n.a.   |
|                | No. of Students (total)                          | 139,756 | 164,459                                    | 31,550 | 30,880 | 93,195 | 117,783 | 14,438 | 15,796 |
|                | male   | 80,683  | 98,254                                     | 18,552 | 18,142 | 54,176 | 71,765  | 7,643  | 8,347  |
|                | female   | 59,073  | 66,205                                     | 12,998 | 12,738 | 39,019 | 46,018  | 6,795  | 7,449  |
|                | GER  |         |  |        |        |        |         |        |        |
| <b>Quality</b> | No. of teachers                                  | 10,805  | 5,905                                      | 2,453  | 1,012  | 7,869  | 4,063   | 475    | 677    |
|                | Male   | 8,317   | n.a.                                       | 1,665  | n.a.   | 6,198  | n.a.    | 447    | n.a.   |
|                | Female   | 2,488   | n.a.                                       | 788    | n.a.   | 1,671  | n.a.    | 28     | n.a.   |
|                | No. of unqualified teachers                      | 7,914   | 2,472                                      | 359    | 74     | 7315   | 2,230   | 232    | 98     |
|                | % of unqualified teachers                        | 73.2%   | 41.9%                                      | 14.6%  | 7.3%   | 93.0%  | 54.9%   | 48.8%  | 14.5%  |
|                | No. of Dropout                                   | 19,513  | 12,509                                     | 2,120  | 1,504  | 16,721 | 9,483   | 658    | 1,117  |
|                | Male   | 10,549  | 5,999                                      | 1,285  | 675    | 8,876  | 4,463   | 381    | 636    |
|                | Female   | 8,964   | 6,510                                      | 885    | 829    | 7,845  | 5,020   | 277    | 481    |
|                | % of Dropouts                                    | 14.0%   | 7.6%                                       | 6.7%   | 4.9%   | 17.9%  | 8.1%    | 4.6%   | 7.1%   |
|                | JC exam pass rate (total)                        | 60.5    | 43.8                                       |        | n.a.   |        | 42.3    |        | 49.4   |
|                | Male   | 66.6    | 31.0                                       |        | n.a.   |        | 32.7    |        | 28.8   |
|                | Female   | 52.8    | 61.0                                       |        | n.a.   |        | 56.0    |        | 72.8   |
|                | MSCE exam pass rate (total)                      | 30.3    | 20.0                                       |        | n.a.   |        | 8.6     |        | 28.9   |
|                | Male   | 34.5    | 23.4                                       |        | n.a.   |        | 10.8    |        | 35.4   |
| Female         | 24.0   | 14.3    |  | n.a.   |        | 4.3    |         | 20.9   |        |
| <b>Equity</b>  | Female Teacher Ratio                             | 23.0%   | n.a.                                       | 32.1%  | n.a.   | 21.2%  | n.a.    | 5.9%   | n.a.   |
|                | Girl Student ratio against all the student       | 42.3%   | 40.3%                                      | 41.2%  | 41.3%  | 41.9%  | 39.1%   | 47.1%  | 47.2%  |
|                | Female Dropout ratio against all students        | 45.9%   | 52.0%                                      | 41.7%  | 55.1%  | 46.9%  | 52.9%   | 42.1%  | 43.1%  |
|                | Female Dropout ratio against all female students | 15.2%   | 9.8%                                       | 6.8%   | 6.5%   | 20.1%  | 10.9%   | 4.1%   | 6.5%   |
|                | Male Dropout ratio against all male students     | 13.1%   | 6.1%                                       | 6.9%   | 3.7%   | 16.4%  | 6.2%    | 5.0%   | 7.6%   |

Source: Compiled from Basic Education Statistics 2000 & 2002 (Malawi Government)

\*1: including Government Day, Government Boarding, Grant Aided Secondary Schools

\*2: including Good, Minor and Major Repair needed, and Semi Permanent

**Appendix-1(3): Achievement in Secondary Education in Pilot Districts (2001-2004)**

| Indicators                        | Nkhata Bay |       | Mchinji |       | Ntchisi |       | Machinga |       | Thyolo |       | Nsanje |       |
|-----------------------------------|------------|-------|---------|-------|---------|-------|----------|-------|--------|-------|--------|-------|
|                                   | 2001       | 2004  | 2001    | 2004  | 2001    | 2004  | 2001     | 2004  | 2001   | 2004  | 2001   | 2004  |
| Enrolment                         |            |       |         |       |         |       |          |       |        |       |        |       |
| Male                              | 2,467      | 3,797 | 4,635   | 5,926 | 2,527   | 2,926 | 3,993    | 3,690 | 7,351  | 7,833 | 3,379  | 3,813 |
| Female & (%)                      | 1,778      | 2,064 | 2,617   | 3,303 | 1,494   | 1,755 | 2,524    | 2,277 | 4,654  | 4,702 | 2,415  | 2,451 |
| % of female students              | 689        | 1,733 | 2,018   | 2,623 | 1,033   | 1,171 | 1,469    | 1,413 | 2,697  | 3,131 | 964    | 1,362 |
|                                   | 28%        | 46%   | 44%     | 44%   | 41%     | 40%   | 37%      | 38%   | 37%    | 40%   | 29%    | 36%   |
| No. of schools                    | 15         | 29    | 18      | 28    | 9       | 15    | 18       | 27    | 22     | 35    | 15     | 20    |
| No. of classrooms                 | 54         | 107   | 72      | 206   | 54      | 80    | 84       | 152   | 107    | 179   | 90     | 89    |
| Ratio of pupils / classroom       | 45:1       | 35:1  | 64:1    | 51:1  | 47:1    | 38:1  | 48:1     | 25:1  | 69:1   | 50:1  | 38:1   | 46:1  |
| No. of teachers                   |            |       |         |       |         |       |          |       |        |       |        |       |
| Male                              | 87         | 187   | 157     | 261   | 75      | 155   | 144      | 222   | 222    | 338   | 108    | 149   |
| Female                            | 58         | 168   | 132     | 229   | 61      | 113   | 120      | 194   | 182    | 282   | 65     | 129   |
| % of female teacher               | 29         | 19    | 25      | 35    | 14      | 22    | 24       | 28    | 40     | 56    | 43     | 20    |
|                                   | 33%        | 10%   | 16%     | 13%   | 19%     | 16%   | 17%      | 13%   | 18%    | 17%   | 40%    | 13%   |
| % of under qualified teachers *1  | 43%        | 32%   | 23%     | 64%   | 36%     | 59%   | 25%      | 67%   | 67%    | 66%   | 55%    | 76%   |
| No. of dropout                    |            |       |         |       |         |       |          |       |        |       |        |       |
| Male                              | 266        | 338   | 633     | 356   | 271     | 515   | 607      | 759   | 564    | 344   | 381    | n.a.  |
| Female                            | 126        | 204   | 378     | 200   | 131     | 244   | 308      | 419   | 224    | 171   | 259    | n.a.  |
| Dropout rate *2                   | 140        | 134   | 255     | 156   | 140     | 271   | 299      | 340   | 340    | 173   | 122    | n.a.  |
|                                   | 11%        | 11%   | 14%     | 9%    | 11%     | 22%   | 15%      | 26%   | 8%     | 14%   | 11%    | 13%   |
| No. of teacher houses             | 31         | 82    | 55      | 77    | 33      | 40    | 44       | 61    | 64     | 38    | 26     | 12    |
| Pupil / Textbook Ratio (Chichewa) | 2:1        | 4:1   | 2:1     | 4:1   | 3:1     | 3:1   | 1:1      | 1:1   | 2:1    | 2:1   | 1:1    | 4:1   |

(Source: compiled from EMIS 2000, 2004)

\*1: figure extracted from EMIS 2003 is given in the place of 2004

\*2: figure given by DEM's office in Dec 2003 in the place of 2004

\*3: figure is for rural schools, written on PIF.

**Appendix-2(1): Summary of the 39 Pilot Projects of the NIPDEP Pilot Project Phase I (2003/04)**

| Project No.       | Project Title  | Sub-sector        | Major Key Issues | Objectives   | Major Activities  |
|-------------------|--|-------------------|------------------|--|---|
| <b>Nkhata Bay</b> |  |                   |                  |  |   |
| NB-1              | Construction of classroom blocks in primary schools  | Primary           | Access           | to increase pupil access to classrooms and teachers                    | community mobilization and sensitization, construction of classroom blocks and teacher houses |
| NB-2              | Construction of teachers houses in primary schools   | Primary           | Access           | to increase pupil access to classrooms and teachers                    | community mobilization and sensitization, construction of classroom blocks and teacher houses |
| NB-3              | Construction of classroom blocks and teacher's houses in CDSS  | Secondary         | Access           | to increase student access to classrooms and teachers                  | community mobilization and sensitization construction of classroom blocks and teacher houses  |
| NB-4              | Construction of laboratories in CDSSs.   | Secondary         | Quality          | to improve teaching and learning of science subjects                   | procurement of equipment and furniture construct laboratory facilities                        |
| NB-5              | In-service training for teachers, head teachers, PEAs and managers   | Primary           | Quality          | to improve quality of teaching by unqualified and qualified teachers   | development of training programs and materials conduct of in-service training                 |
| NB-6              | Improve availability and accuracy of Data (DEMMIS)   | Primary/Secondary | Planning         | to improve record keeping to improve management and planning           | development of training programs and materials conduct of training, data collection           |
| NB-7              | Activate school committees   | Primary           | Management       | to assist in school management to improve community participation      | development of training programs and materials conduct of training                            |
| <b>Ntchisi</b>    |  |                   |                  |  |   |
| NT-1              | In-service Training of Primary Teachers in the New Curriculum  | Primary           | Quality          | to equip teachers with relevant knowledge and skills in new curriculum | training of trainers zonal training of teachers   |
| NT-2              | Capacity Building on DEMMIS/EMIS   | Primary/Secondary | Planning         | to improve planning capacity at school, zone and district levels       | development of training manuals conduct training, data collection and prepare bulletins       |
| NT-3              | Training of School Management Committee  | Primary           | Management       | to strengthen community involvement in school management               | trainers training training of school committees at zone level                                 |
| NT-4              | Construction of teachers houses in remote rural primary schools  | Primary           | Access           | to provide minimum standard for quality primary education              | community mobilization procure materials, construction and monitoring                         |
| NT-5              | Procurement of Desks for Primary School  | Primary           | Quality          | to provide minimum standard for quality primary education              | procurement and distribution of desks   |
| <b>Mchinji</b>    |  |                   |                  |  |   |
| MC-1              | Construction of school blocks, teachers houses and toilets in primary schools and procurement of desks (North) | Primary           | Access           | to increase access and to ensure provision of quality education        | community mobilization construction and monitoring  |

| Project No.     | Project Title  | Sub-sector        | Major Key Issues | Objectives   | Major Activities   |
|-----------------|--|-------------------|------------------|--|--|
| MC-2            | Construction of school blocks, teachers houses and toilets in primary schools and procurement of desks (South) | Primary           | Access           | to increase access and to ensure provision of quality education            | community mobilization construction and monitoring   |
| MC-3            | In-service training for untrained primary teachers   | Primary           | Quality          | to improve the quality of teachers in schools                              | needs assessment and training material development conduct of training                               |
| MC-4            | EMIS improvement at district zone/clusters + school level  | Primary Secondary | Planning         | to improve data collection, record keeping, analysis and application       | needs assessment and training production of bulletins  |
| MC-5            | Provision of furniture to CDSS   | Secondary         | Equity           | to create enabling environment for teaching and learning for girl children | procurement and distribution of desks  |
| MC-6            | Provision of health and sanitary facilities in primary schools   | Primary           | Quality          | to improve retention of pupils to improve health of pupils                 | construction of pit latrines and water points train stakeholders in health promotion                 |
| <b>Machinga</b> |  |                   |                  |  |  |
| MA-1            | Machinga education awareness campaign  | Primary           | Quality          | to reduce dropout rate to increase net enrollment rate                     | conduct campaign meeting and publicity campaign formulation of local education monitoring committees |
| MA-2            | Procurement of textbooks and teachers' guides in CDSS  | Secondary         | Quality          | to increase accessibility of instructional materials                       | needs assessment procurement of instructional materials  |
| MA-3            | In-service teacher trainings in CDSS   | Secondary         | Quality          | to improve the level of teacher competency and expertise                   | design course outline and produce manuals implement training courses                                 |
| MA-4            | In-service teacher training in primary schools   | Primary           | Quality          | to improve the level of teacher competency and expertise                   | design course outline and produce manuals implement training courses                                 |
| MA-5            | Construction of teachers' houses in primary schools  | Primary           | Access           | to improve quality of teaching and learning in schools                     | stakeholders meeting, resources mobilization teacher house construction                              |
| MA-6            | Provision of water and sanitary services for primary schools   | Secondary         | Access           | to improve access to safe water to improve health standards                | mobilize local materials construct boreholes and toilets   |
| MA-7            | School-based income generation activities project  | Primary           | Quality          | to identify and establish an income generation activity                    | stakeholder meetings, formation of project committees construction and operation of fish pond        |
| <b>Thyolo</b>   |  |                   |                  |  |  |
| TH-1            | Provision of In-service training to primary school teachers related to curriculum issues                       | Primary           | Quality          | to improve quality of education by improving teacher competency            | training needs assessment, contract with MIE trainers' training and conduct training of teachers     |
| TH-2            | Provision of In-service training to secondary school teachers in curriculum issues                             | Secondary         | Quality          | to improve quality of teaching and learning in CDSS                        | training needs assessment, contract with MIE trainers' training and conduct training of teachers     |

| Project No.   | Project Title  | Sub-sector        | Major Key Issues | Objectives  | Major Activities  |
|---------------|--|-------------------|------------------|---|---|
| TH-3          | Procurement of secondary school textbooks for core subjects                  | Secondary         | Quality          | to increase access to textbooks to improve the quality of education             | participatory assessment of textbook status procurement and distribution of textbooks                             |
| TH-4          | Design and implementation of HIV/AIDS interventions in primary schools       | Primary           | Quality          | to reduce the HIV/AIDS among primary school pupils                              | KAPB survey, form and train life skills club procure HIV/AIDS literature and youth festivals                      |
| TH-5          | Procurement of science kits for secondary schools                            | Secondary         | Quality          | to enhance science and technology education in schools                          | participatory assessment on science subjects procurement and distribution of science kits                         |
| TH-6          | Provision of office equipment in CDSS  | Secondary         | Management       | to improve the capacity of CDSS to provide support services to education        | needs assessment and check availability of solar panels, procurement and training of use of equipment             |
| TH-7          | Provision of latrines for primary schools                                    | Primary           | Equity           | to improve health and sanitation environment                                    | conduct survey of schools latrine situation inspect installation of latrines                                      |
| <b>Nsanje</b> |  |                   |                  |   |   |
| NS-1          | Provision of desks tables and chairs to primary schools                      | Primary           | Equity           | to improve retention of the girls To provide a conducive learning               | security set at schools, distribution of furniture, community sensitization on maintenance                        |
| NS-2          | Provision of desks tables and chairs to secondary schools                    | Secondary         | Equity           | to improve retention of the girls To provide a conducive learning               | security measures, distribution of furniture, community sensitization on maintenance                              |
| NS-3          | Provision of science laboratory kit and training of science teachers in CDSS | Secondary         | Quality          | to equip CDSS science teachers with necessary information and equipment         | list up the already available kits, train science teachers distribution of the kits and teacher skills evaluation |
| NS-4          | Provision of pupils books and teachers guides to secondary schools           | Secondary         | Quality          | to improve the implementation of the new curriculum                             | school sensitization purchasing and distribution of books   |
| NS-5          | Improving the operation of the TDC   | Primary           | Management       | for TDC to function as In-service and referral center                           | train officials as supervisors and managers of TDC security measures and delivery of equipment                    |
| NS-6          | In-service training in managerial skills                                     | Primary/Secondary | Management       | to improve the educational management to promote collaboration with communities | managerial training course for DEM and head teachers conduct training courses, post training assessment           |
| NS-7          | In-service training to secondary school teachers at cluster level            | Secondary         | Quality          | to improve the teachers delivery capacity                                       | needs assessment and preparation of manuals conduct of training   |



**Appendix-2(2): Summary of 41 Pilot Project Proposals of the NIPDEP Pilot Project Phase II (2004/05)**

| Project No.       | Project Title  | Sub-sector           | Major Key Issues | Objectives  | Major Activities  |
|-------------------|--|----------------------|------------------|---|---|
| <b>Nkhata Bay</b> |  |                      |                  |   |   |
| NB-1              | Construction of classroom blocks and teacher houses in primary schools   | Primary              | Access           | to increase pupil access to classrooms and teachers                                 | community mobilization and sensitization, construction of classroom blocks and teacher houses |
| NB-2              | Construction of classroom blocks and teacher's houses in CDSS  | Secondary            | Access           | to increase student access to classrooms and teachers                               | community mobilization and sensitization construction of classroom blocks and teacher houses  |
| NB-3              | INSET Training for Teachers and Head teachers (CDSSs)  | Secondary            | Quality          | to improve quality of teaching by unqualified teachers                              | development of training programs and materials conduct of INSET training                      |
| NB-4              | Construction of laboratories in CDSSs  | Secondary            | Quality          | to improve teaching and learning of science subjects                                | procurement of equipment and furniture construct laboratory facilities                        |
| NB-5              | Activate school committees   | Primary              | Management       | to assist in school management to improve community participation                   | development of training programs and materials conduct of training                            |
| NB-6              | Follow-up of Phase I Project   | Primary<br>Secondary | Access           | to increase pupil access to classrooms  | completion of the Phase I projects  |
| <b>Ntchisi</b>    |  |                      |                  |   |   |
| NT-1              | INSET Training of Primary Teachers in the New Curriculum   | Primary              | Quality          | to equip teachers with relevant knowledge and skills in new curriculum              | training of trainers zonal training of teachers   |
| NT-2              | Training of School Management Committee  | Primary              | Management       | to strengthen community involvement in school management                            | trainers training training of school committees at zone level                                 |
| NT-3              | Construction of teachers houses in remote rural primary schools  | Primary              | Access           | to provide minimum standard for quality primary education                           | community mobilization procure materials, construction and monitoring                         |
| NT-4              | Provision of Mobile Laboratory Equipment for CDSS  | Secondary            | Quality          | to improve creativity, critical thinking, a life skills and experimental researches | procurement of laboratory equipment   |
| NT-5              | Procurement of Desks for Secondary School  | Secondary            | Quality          | to provide minimum standard for quality education                                   | procurement and distribution of desks   |
| NT-6              | Follow-up of Phase I Project   | Primary              | Access           | to increase pupil access to classrooms  | completion of the Phase I projects  |
| <b>Mchinji</b>    |  |                      |                  |   |   |
| MC-1              | Construction of school blocks, teachers houses and toilets in primary schools and procurement of desks (North) | Primary              | Access           | to increase access and to ensure provision of quality education                     | community mobilization construction and monitoring  |

| Project No.     | Project Title  | Sub-sector | Major Key Issues | Objectives  | Major Activities   |
|-----------------|--|------------|------------------|---|--|
| MC-2            | Construction of school blocks, teachers houses and toilets in primary schools and procurement of desks (South) | Primary    | Access           | to increase access and to ensure provision of quality education                 | community mobilization construction and monitoring   |
| MC-3            | INSET training for untrained CDSS teachers   | Secondary  | Quality          | to improve the quality of teachers in schools                                   | needs assessment and training material development conduct of training                               |
| MC-4            | Construction of CDSS school blocks, teachers houses and toilets in primary schools and procurement of desks    | Secondary  | Access           | to increase access and to ensure provision of quality education                 | community mobilization construction and monitoring   |
| MC-5            | Provision of health and sanitary facilities in primary schools   | Primary    | Quality          | to improve retention of pupils to improve health of pupils                      | construction of pit latrines and water points train stakeholders in health promotion                 |
| MC-6            | Awareness of gender issues   | Primary    | Equity           | to encourage awareness of gender issues cultivate positive attitudes in parents | procurement of sensitization materials sensitization meeting and campaign                            |
| <b>Machinga</b> |  |            |                  |   |  |
| MA-1            | Machinga education awareness campaign  | Primary    | Quality          | to reduce dropout rate to increase net enrollment rate                          | conduct campaign meeting and publicity campaign formulation of local education monitoring committees |
| MA-2            | Procurement of textbooks and teachers' guides in CDSS  | Secondary  | Quality          | to increase accessibility to instructional materials                            | needs assessment procurement of instructional materials  |
| MA-3            | INSET teacher trainings in CDSS  | Secondary  | Quality          | to improve the level of teacher competency and expertise                        | design course outline and produce manuals implement training courses                                 |
| MA-4            | INSET teacher training in primary schools  | Primary    | Quality          | to improve the level of teacher competency and expertise                        | design course outline and produce manuals implement training courses                                 |
| MA-5            | Construction of teachers' houses in primary schools  | Primary    | Access           | to improve quality of teaching and learning in schools                          | stakeholders meeting, resources mobilization teacher house construction                              |
| MA-6            | Provision of water and sanitary services for primary schools   | Secondary  | Access           | to improve access to safe water to improve health standards                     | mobilize local materials construct boreholes and toilets   |
| MA-7            | School-based income generation activities project (operation)  | Primary    | Quality          | to identify and establish an income generation activity                         | stakeholder meetings, formation of project committees construction and operation of fish pond        |
| MA-8            | Follow-up of Phase I Project   | Primary    | Quality          | to improve education environment  | completion of the Phase I projects   |
| <b>Thyolo</b>   |  |            |                  |   |  |
| TH-1            | Provision of INSET training to primary school teachers related to curriculum and school management             | Primary    | Quality          | to improve quality of education by improving teacher competency                 | training needs assessment, contract with MIE trainers' training and conduct training of teachers     |

| Project No.   | Project Title   | Sub-sector        | Major Key Issues | Objectives  | Major Activities   |
|---------------|---|-------------------|------------------|---|--|
| TH-2          | Provision of INSET training to secondary school teachers in curriculum issues | Secondary         | Quality          | to improve quality of teaching and learning in CDSS                             | training needs assessment, contract with MIE trainers training and conduct training of teachers                  |
| TH-3          | Procurement of secondary school textbooks for core subjects                   | Secondary         | Quality          | to increase access to textbooks to improve the quality of education             | participatory assessment of textbook status procurement and distribution of textbooks                            |
| TH-4          | Design and implementation of HIV/AIDS interventions in primary schools        | Primary           | Quality          | to reduce the HIV/AIDS among primary school pupils                              | KAPB survey, form and train life skills club procure HIV/AIDS literature and youth festivals                     |
| TH-5          | Procurement of science kits for secondary schools                             | Secondary         | Quality          | to enhance science and technology education in schools                          | participatory assessment on science subjects procurement and distribution of science kits                        |
| TH-6          | Provision of office equipment in CDSS   | Secondary         | Management       | to improve the capacity of CDSS to provide support services to education        | needs assessment and check availability of solar panels, procurement and training of use of equipment            |
| TH-7          | Provision of latrines for primary schools                                     | Primary           | Equity           | to improve health and sanitation environment                                    | conduct survey of schools about latrine situation inspect installation of latrines                               |
| TH-8          | Follow-up of Phase I Project  | Primary           | Quality          | to improve education environment  | completion of the Phase I projects   |
| <b>Nsanje</b> |   |                   |                  |   |  |
| NS-1          | Provision of desks tables and chairs to primary schools                       | Primary           | Equity           | to improve retention of the girls To provide a conducive learning               | security set at schools, distribution of furniture, community sensitization on maintenance                       |
| NS-2          | Provision of desks tables and chairs to secondary schools                     | Secondary         | Equity           | to improve retention of the girls To provide a conducive learning               | security measures, distribution of furniture, community sensitization on maintenance                             |
| NS-3          | Provision of science laboratory kit and training of science teachers in CDSS  | Secondary         | Quality          | to equip CDSS science teachers with necessary information and equipment         | list up the already available kits, train science teacher distribution of the kits and teacher skills evaluation |
| NS-4          | Provision of pupils books and teachers guides to secondary schools            | Secondary         | Quality          | to improve the implementation of the new curriculum                             | school sensitization purchasing and distribution of books  |
| NS-5          | Improving the operation of the TDC  | Primary           | Management       | for TDC to function as INSET and referral center                                | train officials as supervisors and managers of TDC security measures and delivery of equipment                   |
| NS-6          | Inset in managerial skills  | Primary/Secondary | Management       | to improve the educational management to promote collaboration with communities | managerial training course for DEM and head teachers conduct training courses, post training assessment          |
| NS-7          | INSET to secondary school teachers at cluster level                           | Secondary         | Quality          | to improve the teachers delivery capacity                                       | needs assessment and preparation of manuals conduct of training  |

**Appendix-3(1): Summary of Outputs and Outcomes of the INSET and Awareness-related Pilot Projects in Phase I and Phase II**

| Name of Pilot Project | Output                                 |   | Outcome (Positive and Negative)                                  | Managerial and technical issues encountered  |
|-----------------------|--|---|--|--|
|                       | Phase-I                                | Phase-II  |  |  |
| Nkhata Bay            | TF 5<br>INSET for management (Phase-I) | 146 teachers and DEM heads trained  | NA   | Teachers commented that they can now teach the new curriculum with ease and confidence.  |
|                       | TF 6<br>DEMIS/EMIS Training (Phase-I)  | 179 heads trained. Statistical bulletin was prepared                                  | NA   | Improved data management and record keeping was observed in the targeted schools.  |
|                       | TF 3<br>INSET CDSS (Phase-II)          | NA  | 94 head teachers were trained<br>Training manuals were developed | Improved teaching as per inspection reports.<br>The participants become confident enough to give the same INSET to their colleagues and actually plan to conduct INSET at school-level.<br>It has been observed participants are applying participatory methods acquired at the training at classroom level. |
|                       | TF 5<br>Activating SMC                 | 710 SMCs trained<br>Training manuals were developed                                   | 52 PTAs were trained<br>Training manuals were developed          | Record keeping improved in schools.<br>Community involvement and participation in development work improved. E.g. many schools have molded bricks for construction of classrooms.  |
|                       | TF2<br>DEMIS/EMIS Training (Phase-I)   | 1 computer procured<br>354 attendance registers procured<br>675 teachers were trained | NA   | More local people who came to the DEM's office to report discipline problems with teachers, requested more teachers and are asking for changes in teachers.  |
| Ntchisi               | TF 1<br>INSET Primary                  | 482 teachers trained  | 389 teachers trained   | The participants understood the importance of so-called neglected subjects such as agriculture, art crafts, and PE. Some participants have increased the number of hours for art crafts. Some of the participants have started voluntarily school farming after the INSET.                                   |
|                       | TF 2<br>INSET SMC                      | 76 SMCs trained<br>Training manual was produced                                       | 1700 SMCs, PTAs members trained<br>PTA manual was produced       | After the training, some SMCs became more active in constructing and maintaining teachers' houses.<br>The participants feel confident in INSET with their colleagues.  |

| Name of Pilot Project | Output                              |  | Outcome (Positive and Negative)   | Managerial and technical issues encountered  |  |
|-----------------------|-------------------------------------|--|---|--|--|
|                       | Phase-I                             | Phase-II   |   |  |  |
| Machinga              | TF3<br>INSET Primary                | 187 Untrained teachers trained   | NA  | Class management skills were most effective and time management was particularly improved.   | The initial content targets for the teachers (trainees) were not all covered.  |
|                       | TF 4<br>EMIS Training (Phase-I)     | 80 Senior staff trained<br>Statistical bulletin<br>1 photocopier machine procured. | NA  | Training enabled the head teachers and deputy head teachers to fill in the various statistical homes at the school level.  | In some schools, records were not available; some head teachers were also teaching and they had no time for record updating. |
|                       | TF 3<br>INSET Secondary (Phase-II)  | NA   | 129 Under-qualified teachers were trained   | Teachers are now better prepared before their classes and they now use INSET teaching and learning materials. More teachers now try to motivate their students.<br>More teachers have voluntarily prepared teaching materials for effective classroom teaching.  | ToT was conducted only for 3 days due to misunderstandings between the facilitators from SEMA and the TF.                    |
|                       | TF 6<br>Gender Awareness (Phase-II) | NA   | 895 (pupils, teachers, community leaders trained.<br>Sensitization materials were developed | With the training, the TAs and village headmen now can convince parents to send their girls to school. Some communities encouraged the religious-traditional practice of initiation to take place only during the school holidays.   | Because of the wide coverage area, the TFs had tremendous problems in monitoring the activity.                               |
|                       | TF1 Education Awareness             | 33 cluster committees formed   | 33 SMC committee members trained.<br>17 Bicycles were provided for 17 active committees.    | In Michonpe cluster in Machinga, while almost one third of the children left the school during last academic year, there were only a few drop-outs this year. This was due to the effort of a cluster leader (village headman) who imposed fines on the parents not sending their children to school.<br>In Naperi cluster, the members monitored the attendance of the pupils and visited the pupil's homes if he/she was absent for more than a week. Inaccessibility to bicycles discouraged the activities of some committees. | Reporting from each cluster committee was very poor and it was difficult for NIPDEP and TFs to grasp the progress.           |
|                       | TF 3<br>INSET CDSS                  | 140 teachers trained   | 115 CDSS teachers from in 15 CDSS   | According to classroom observation, more teachers started to prepare day-to-day lesson plans as well as an annual teaching plan and some of them voluntarily prepared teaching materials for effective classroom teaching.<br>It seems that this INSET and TF2 procurement of textbook have synergistic effects in terms of a better quality of education.   |  |
| TF 4<br>INSET Primary | 1,044 teachers trained              | 290 teachers from 5 aones trained  | Neglected subjects such as music and PE are now taught at many schools.                     | Training in 7 subjects in 4 days was inconsumable for the most of the participants.  |  |

| Name of Pilot Project | Output  |  | Outcome (Positive and Negative)  | Managerial and technical issues encountered  |
|-----------------------|---|--|--|--|
|                       | Phase-I   | Phase-II   |  |  |
| Thyolo                | TF 1<br>INSET Primary                           | 289 untrained teachers trained   | 448 teachers in 13 zones trained   | The INSET program included music and physical education. 2 teachers who participated in the INSET said that pupils enjoyed the classes of music and PE much more than before. Some teachers had not learned these subjects at school and they were not capable of teaching them without subject matter training. All participants have received training manuals, which were to be used continuously after the training on classroom teaching. |
|                       | TF 2<br>INSET CDSS                              | 60 CDSS teachers oriented to new curriculum                              | 60 CDSS private teachers trained and 5 schools were trained              |  |
|                       | TF4<br>HIV/AIDS Intervention in Primary schools | 46 LSCs formed<br>30 SMC members and patrons, 150 peer educators trained | 16 primary schools (pupils, patrons and head teachers total 112) trained | The existing Life Skill Clubs were reactivated. LSC members in each target school conducted their campaigns at school twice a week.  |
| Nsanje                | TF 6<br>INSET Primary /Management               | 6 PEAs and DEM trained   | 179 head and deputy teachers (Head teachers trained                      | Some participants use the maps and pictures which were given at the Training at their school, which attracts pupils to what is being taught much more than before. School management has been ameliorated, which encourages SMC to make and collect bricks for constructing headmaster's house.  |
|                       | TF7<br>INSET Secondary                          | 127 CDSS teachers trained  | 125 CDSS teachers (119 on day 1 and 121 on day 2) trained                | Secondary teachers, interviewed said that they have learned a lot about the subjects, especially in science and English. They said they can make the most of this experience in actual classroom teaching.   |

**Appendix-3(2): Key Players of INSET-related Projects in Phase I and Phase II**

|            | Type of Training        | Program Developer | Contents Developer  | Trainer of Trainers   | Material Developer  | Trainers (Facilitator) (No.)                          | Trainees (No.)  |
|------------|-------------------------|-------------------|---|---|---|---|---|
| Nkhata Bay | TF 3 CDSS               | TF                | SEMAs, secondary teachers in the district<br>Headmaster<br>PEAs, NGOs<br>CDAs (community dev. assistants) | SEMAs, secondary teachers in the district<br>Headmaster<br>PEAs, NGOs<br>CDAs (community dev. assistants) | SEMAs, secondary teachers in the district<br>Headmaster<br>PEAs, NGOs<br>CDAs (community dev. assistants) | SEMAs, secondary teachers in the district<br>PEA, CDA | 94 teachers<br>16 head teacher<br>52 Parents & teachers association |
|            | TF 5 SMC                | TF                |   |   |   |   |   |
| Ntchisi    | TF 1 Primary            | TF                | MIE   | MIE   | MIE   | MIE   | 389 teachers trained  |
|            | TF 2 SMC                | TF                | TF  | TF  | TF  | PEAs, CDAs<br>NGOs                                    | 1700 SMCs, PTAs<br>members trained                                  |
| Mchinji    | TF 3 Secondary          | TF                | SEMAs   | SEMAs   | SEMAs   | SEMAs   | 129 under-qualified<br>teachers                                     |
| Machinga   | TF 3 CDSS               | TF                | SEMAs, DEM<br>Secondary teachers in the district  | SEMAs, DEM<br>Secondary teachers in the district  | SEMAs, DEM<br>Secondary teachers in the district  | SEMAs<br>Secondary teachers<br>DEM                    | 115 CDSS teachers<br>from in 15 CDSS                                |
|            | TF 4 Primary            | TF                | MIE   | MIE   | MIE   | PEAs, experienced<br>teachers                         | 290 teachers from 5<br>Zones  |
| Thyolo     | TF 1 Primary            | TF                | MIE   | MIE   | MIE   | PEAs, experienced<br>teachers                         | 448 teachers in 13<br>zones   |
|            | TF 2 CDSS               | TF                | Experienced teachers within the district  | Experienced teachers within the district  | MEN   | Experienced teachers within the district              | 60 CDSS 5 private<br>schools teachers                               |
| Nsanje     | TF 6 Primary Management | TF                | MIE   | MIE   | MIE   | PEAs, experienced<br>secondary teachers               | 179 head and deputy<br>teachers                                     |
|            | TF7                     | TF                | SEMAs DPD<br>Domasi College of Education<br>Chancellor College  | SEMAs DPD<br>Domasi College of Education<br>Chancellor College  | SEMAs DPD<br>Domasi College of Education<br>Chancellor College  | PEAs, experienced<br>secondary teachers               | 125 CDSS teachers   |

**Appendix-4(1): Output of the Procurement Pilot Projects in Phase I**

| District | Pr No | Project  | Type of Equipment                              | No of School | No.    |
|----------|-------|--|--|--------------|--------|
| Ntchisi  | 5     | Procurement of desks for primary schools   | Desks and chairs                               | 5            | 410    |
| Mchinji  | 5     | Provision of furniture to secondary schools  | Desks and chairs                               | 2            | 195    |
| Machinga | 2     | Procurement of textbooks and teaching Guides in CDSS   | Textbooks                                      | 7            | 880    |
| Thyolo   | 3     | Procurement textbooks for secondary schools  | Textbooks                                      | 10           | 2,980  |
|          | 5     | Procurement of science kits for secondary schools  | Science kits (chemicals & movable table)       | 5            | 5      |
|          | 6     | Procurement of office equipment for CDSS   | Typewriter<br>Typewriter & duplicating machine | 7<br>3       | 7<br>3 |
| Nsanje   | 1     | Improvement of teaching and learning environment by provision of desks table and chairs in primary schools           | Desk and chairs (double desk)                  | 4            | 400    |
|          | 2     | Improvement of teaching and learning environment by provision of desks, tables, and chairs in CDSSs                  | Desk and chairs (single desks)                 | 4            | 400    |
|          | 3     | Improvement of science teaching by provision of laboratory kit and training of science teachers in secondary schools | Mobile lab kit                                 | 7            | 7      |
|          | 4     | Provision of pupils book and teachers guide for secondary schools  | Textbook                                       | 7            | 1,304  |
|          | 5     | Operationalizing teachers development center as in-service and referral center                                       | Duplicating machine<br>Typewriter              | 2<br>3       | 2<br>3 |

Source: Prepared by the NIPDEP Study team

**Appendix-4(2): Output of the Procurement Pilot Projects in Phase II**

| District | No | Project  | Type of Equipment                                 | No of School | No.    |
|----------|----|--|---|--------------|--------|
| Ntchisi  | 4  | Provision of 3 mobile laboratory kits to CDSS  | Laboratory kit                                    | 3            | 3      |
|          | 5  | Procurement of desks for secondary schools   | Desks and chairs                                  | 8            | 450    |
| Machinga | 2  | Provision of textbooks in CDSS   | Textbooks, teachers guide                         | 7            | 1282   |
| Thyolo   | 3  | Procurement secondary school textbooks for core subjects   | Textbooks, teachers guide                         | 5            | 1,150  |
|          | 5  | Procurement of science kits for secondary schools  | Science kits (chemicals & movable Table)          | 5            | 5      |
|          | 6  | Procurement of office equipment for CDSS   | typewriter & duplicating machine, filing cabinets | 5            | 5      |
| Nsanje   | 1  | Improvement of teaching and learning environment by provision of desks table and chairs in primary schools | Desk and chairs (double desk)                     | 8            | 504+17 |
|          | 2  | Improvement of teaching and learning environment by provision of desks, tables, and chairs in CDSSs        | Desk and chairs (single desks)                    | 6            | 506+10 |
|          | 3  | Improvement of science teaching in provision of laboratory kit and training of science teachers            | Science kit                                       | 7            | 7      |
|          | 4  | Provision of pupils books and teachers guide   | Textbook  | 8            | 977    |
|          | 5  | Provision of office equipment to TDCs  | Duplicating machine, typewriter                   | 6            | 6      |

Source: Prepared by the NIPDEP Study team



**Appendix-5(1): Outputs of the Construction Pilot Projects in Phase I**

| District   | No     | Project Name  | Site   | Objects  |                         |
|------------|--------|---|--|--|-------------------------|
| Nkhata Bay | 1      | Construction of School Blocks in Primary Schools Phase II Follow-up             | Makwalakwalata   | 1 classroom block  |                         |
|            |        |   | Msawa  | 1 classroom block  |                         |
|            |        |   | Chikale  | 1 classroom block  |                         |
|            | 2      | Construction of Teachers House in Primary Schools Phase II Follow-up            | Makwalakwalata   | 1 teacher house  |                         |
|            |        |   | Msawa  | 1 teacher house  |                         |
|            |        |   | Chikale  | 1 teacher house  |                         |
|            | 3      | Construction of Classroom Blocks and Teachers houses in CDSS Phase II Follow-up | Tukombo CDSS   | 1 classroom block  |                         |
|            |        |   | Maula CDSS   | 1 classroom block  |                         |
|            |        |   | Sanga CDSS   | 1 teachers house   |                         |
|            | 4      | Construction of lab in CDSS   | Usisya CDSS  | 1 laboratory   |                         |
| Ntchisi    | 4      | Construction of Teachers Houses in Primary School Phase II Follow-up            | Msinda   | 1 teacher house with pit latrine each                    |                         |
|            |        |   | Kayuwi   |  |                         |
|            |        |   | Kafamtandala   |  |                         |
| Mchinji    | 1      | Construction of Classroom Blocks and Teachers Houses in Primary School          | Sunama   | 1 classroom block and 1 teachers houses with pit latrine |                         |
|            |        |   | Lombwa   |  |                         |
|            | 2      |   | Kambanda   |  |                         |
|            | 6      | Provision of Health and Sanitary Facilities in Primary Schools                  | Kamwendo   |  | 2 pit latrine (4 holes) |
|            |        |   | Chiwoko  |  |                         |
|            |        |   | Bua School   |  |                         |
| Machinga   | 5      | Construction of Teachers Houses in Primary School                               | Chiuta 1   | 2 teachers house with pit latrine                        |                         |
|            |        |   | Chitunda   | 1 teachers house with pit latrine                        |                         |
|            | 6      | Procurement of Water and Sanitation Phase II Follow-up                          | Kayuni   | 2 pit latrines, 1 borehole                               |                         |
|            |        |   | Limera   | 2 pit latrine,   |                         |
|            |        |   | Luwatala   | 1 borehole*  |                         |
|            |        |   | Mikachu  | 2 pit latrine, 1 borehole                                |                         |
|            | 7      | Income Generation Activity in CDSS  | Chikwezule CDSS  | Fish pond  |                         |
|            | Thyolo | 6   | Provision of Latrines for Primary Schools Phase II Follow-up | Thunga   | 4 holes each            |
| Namaona    |        |   |  |  |                         |
| Khawe      |        |   |  |  |                         |
| Mchenga    |        |   |  |  |                         |
| Kumadzi    |        |   |  |  |                         |
| KanKhomba  |        |   |  |  |                         |

Source: Prepared by the NIPDEP Study team

**Appendix-5(2): Outputs of the Construction Pilot Projects in Phase II**

| District   | TF | Project Name/Type  | Site                 | Construction Works   |
|------------|----|--|----------------------|--|
| Nkhata Bay | 1  | Construction of School Block and Teachers house in Primary Schools             | Msomba               | 1 classroom blocks<br>1 teachers house with pit latrine<br>2 pit latrine |
|            | 2  | Construction of School Block in CDSS   | Kavuzi CDSS          | 1 classroom blocks<br>2 pit latrine                                      |
|            | 4  | Construction of 1 lab in CDSS  | Chihame II CDSS      | 1 laboratory<br>2 pit latrine  |
|            | 6  | Follow-up for the Phase I Project (Micro Project)                              | Makwalakwalata       | 1 pit latrine (1 hole)<br>1 pit latrine (4 hole)                         |
|            |    |  | Msawa                | 1 pit latrine (1 hole)   |
|            |    |  | Chikale Primary      | 1 pit latrine (1 hole)<br>1 pit latrine (4 hole)                         |
|            |    |  | Tukombo CDSS         | 1 pit latrine (4 hole)   |
|            |    |  | Maula CDSS           | 1 pit latrine (4 hole)   |
| Sanga CDSS |    |  | 1 pit latrine(1hole) |  |
| Ntchisi    | 3  | Construction of Teachers Houses in Primary School                              | Msinda Primary       | 2 teachers houses with latrine   |
| Mchinji    | 1  | Construction of School Blocks and toilets in primary Schools                   | Lombwa Primary       | 2 classroom blocks<br>2 pit latrines (4 hole)                            |
|            | 2  | Construction of School Blocks and toilets in primary Schools                   | Nthema Primary       | 2 classroom blocks<br>2 pit latrines (4 hole)                            |
|            | 4  | Construction of 1 CDSS school block and Administration Block                   | Bua CDSS             | 1 classroom blocks<br>1 administration block<br>1 pit latrines (4 hole)  |
|            | 5  | Provision of Health and Sanitary Facilities in Primary Schools (Micro Project) | Mikundi Primary      | 2 pit latrines (4 hole)  |
|            |    |  | Chimteka Primary     | 1 pit latrine (3 hole)<br>2 pit latrines (2 hole)                        |
|            |    |  | Pinda Primary        | 2 pit latrines (4 hole)  |
| Machinga   | 5  | Construction of Teachers Houses in Primary School                              | Nanyumbu Primary     | 2 teachers houses with pit latrine                                       |
|            | 6  | Procurement of Water and Sanitation (Micro Project)                            | Namisangu Primary    | 3 pit latrines (4 hole)<br>1 borehole*                                   |
|            |    |  | Nankhunda Primary    | 3 pit latrines (4 hole)<br>1 borehole*                                   |
| Thyolo     | 7  | Provision of Latrines for Primary Schools (Micro Project)                      | Mpinji Primary       | 2 pit latrines (4 hole)  |
|            |    |  | Goliati Primary      | 2 pit latrines (4 hole)  |

Source: Prepared by the NIPDEP Study team

## APPENDIX-6: COLLECTION OF NIPDEP PILOT PROJECT ANECDOTES

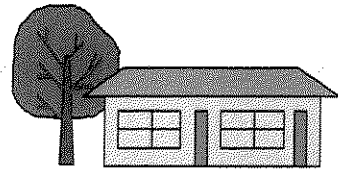
During monitoring of the NIPDEP pilot projects in the six pilot districts the NIPDEP Team had opportunities to meet and talk to a number of people, when they heard about their perceptions, experiences, hardships and heart-warming stories related to informal experiences in the pilot projects. Every time we heard such stories, tried to note them in order to share the important lessons learned from them with the rest of the NIPDEP Team members in Lilongwe. At the end of NIPDEP, we collected various stories and prepared this "Collection of NIPDEP Pilot Project Anecdotes".

### 1. Community Leadership and Cooperation to Construct a Classroom on the Top of a Hill in Nkhata Bay

District: Nkhata Bay

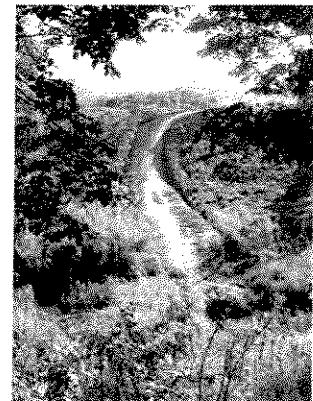
TF 1: Construction of School Blocks in Primary Schools

Implementation: 2003-2004



Nkhata Bay proposed a remote classroom construction site in Mwasu, located on the top of a hill in Phase I of the pilot projects. They chose it, because the existing school facilities were extremely obsolete, but no donors helped them due to inaccessibility to the site. NIPDEP agreed to build it, but not without misgivings. Soon it became evident that it would be very difficult to complete the construction on schedule.

They did not have enough water to prepare concrete on the top of the hill. The contractors and community volunteers had to bring water from the bottom of the valley to the top of the hill on foot. The TF members discussed and decided to use part of the project funds, which they originally planned to use for the allowance for their monitoring. They decided to reduce the amount of the allowance, but to keep the frequency and quality of the monitoring activities. They bought 20 bags of cement and constructed shallow well on the top of the hill at the early stage of the project. This well greatly helped the TF, contractors and community volunteers.



They had another problem. They had to carry construction materials all the way to the top of the hill on foot up a 2km steep road (see the above photo). The project fell far behind its schedule by December 2003, and the TF and the NIPDEP Team began to think it might be impossible to complete it at all in spite of the strong desires of the target school and the community members.

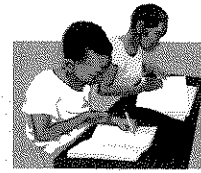
Mr. Matayataya, the District Community Development Officer (DCDO), took charge and demonstrated the strong leadership to push the community members to work together. He convinced the community members to make optimum use of the NIPDEP funds for the sake of their children. Additionally, he hired a tractor from the district office of the agriculture department to carry construction materials up to the certain point. To everyone's surprise, pride and satisfaction, construction sped up, with the enthusiastic help of the community, they finished the school only a little behind schedule.

## 2. Strong Community Commitment to Education Improvements in Nkhata Bay

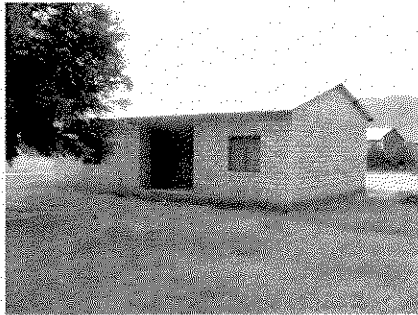
District: Nkhata Bay

TF 1 & TF 3: Construction of School Blocks

Implementation: 2003-2004



Nkhata Bay constructed classroom blocks in Maula CDSS and Chikale Primary School, besides the one in Msawa introduced above. The village communities in Nkhata Bay generally showed a very strong commitment to school improvement. The TFs seemed to know their roles in education management and have a sense of ownership for their schools. Under the guidance and supervision of the DEM office and Mr. Banda, DEM of Nkhata Bay, the communities cared to understand that the classrooms would be used for other community activities such as church services and others.



The SMCs and PTAs of Maula CDSS and Chikale Primary School realized the importance of the classroom blocks to the whole community and so became more enthusiastic in their volunteer work through the NIPDEP project implementation process. They began on their own to construct a new school block. The increase in number of pupils attracted to the new classroom blocks has resulted in shortages of teachers and textbooks, which needs to be solved by the district and the communities, but now the

communities can be counted on to help. The TF 3 constructed a laboratory block in Usisya CDSS in Nkhata Bay. In the process of the project, community volunteers prepared thousands of soil stabilized blocks (SSB) and labors were hired by some of the community volunteers.

After they completed the laboratory, they understood the importance of facilities in the CDSS and decided to use the school funds to construct a new administration block. They produced bricks by borrowing the SSB machine and used iron sheets and window frames of the abandoned hospital in the community. Finally they completed an administration block (see the above photo) with two rooms and storage for the teachers.

## 3. "A Bitter Experience, But Learned a Lot" - Stolen Window Glass in Nkhata Bay

District: Nkhata Bay

TF 3: Construction of Teacher House in CDSS

Implementation: 2003-2004



In Nkhata Bay, the Sanga community benefited from a teacher's house at Sanga CDSS under the NIPDEP pilot project. Since not all projects were fully completed in Phase 1, the house was completed as a follow-up project in Phase II. When the house was completed and while the TF members were waiting for a teacher to move into the house, 34 window panes, which had just been installed, were stolen by a thief. The matter was reported to the police and DA chairperson, but he/she has yet to be found and arrested. Instead of requesting additional funds from NIPDEP to replace the loss, the PMT, TF and DA conducted an inspection, had discussions, and submitted a report to the NIPDEP Team, which said that the funds to buy new

glass would be covered by SMC funds and the DDF.

This shows a strong sense of ownership and commitment to the pilot project in the community. The theft was really unfortunate; however, what happened in Sanga taught everyone a lot about project management, financial management and the community and donor commitment in improving schools.

#### **4. Community Mobilization to Produce Construction Materials Results in Income Generation at a School in Ntchisi**

District: Ntchisi

TF 4: Construction of Teachers Houses in Primary School

Implementation: 2003-2004



Ntchisi constructed a teacher's house for primary schools. As part of the NIPDEP construction projects, the TF mobilized community members to collect and produce quarry stones for the teacher house, which was a very successful and resulting in enough materials for the teacher's house construction. The original plan, behind this teacher house construction project, was to make it a collaborative work among the school, TF, DfID and NIPDEP, because DfID planned to construct classroom blocks in the district, but not build companion teacher houses. The agreement was that classrooms were to be constructed by the DfID-assisted project and teacher houses constructed by NIPDEP under the coordination of the PMT and TF.

To NIPDEP's surprise, the community members sold the materials they collected and produced for the NIPDEP teacher house to the DfID school block construction projects. The sales were used as school resource and the community members were motivated to generate more construction materials, which caused a delay in the start-up of the NIPDEP project.

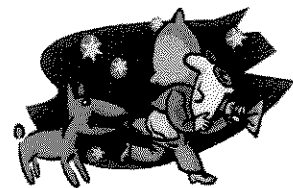
Eventually, the NIPDEP-funded teacher's house was constructed; however, the completion was delayed. The community members were successful in mobilizing available resources to complete all their district projects. At the same time, it was learned that more effective and fairer coordination among MoE, the DEM office, and international development partners needs to be carried out within the district.

#### **5. Community Neighbors Protect Construction Materials from Thefts in Ntchisi**

District: Ntchisi

TF4: Construction of Teachers Houses in Primary School

Implementation: 2003-2004



During the NIPDEP construction project, the TF and community volunteers needed to keep watch and protect construction materials in order not to be stolen. The NIPDEP Team advised all TFs to store construction materials in storage, a head teacher's house or a classroom, and keep it locked carefully. When the NIPDEP Team visited a construction project site of the TF 4 in Ntchisi, they found materials were left outside. They asked a TF member why they did not follow the advice. The TF member said, "We wanted to do that, but there is a problem. We have two classrooms. A door of one classroom is broken. Windows of the other classroom are broken," they continued, "This is the safest way for us. Those are left outside; however, the location is

the best to keep them safely in the community. The materials are put in the middle of the three houses. The materials can be always watched by one of them and the houses can monitor each other at the same time. Also, we hired watchman."

Eventually, they proved that they could protect their materials safely in their own way by completing a new teachers' house successfully without any materials stolen; however, it is still recommendable to keep construction materials in storage rather than keep them outside. They can not always request community members to watch and protect them.

## **6. SMC Mobilized to Construct More Teachers Houses in Ntchisi**

District: Ntchisi  
TF 2: SMC Training  
Implementation: 2004



The main objective of this pilot project training was to better equip the PTA and SMC members and local communities with knowledge, skills and attitudes which are needed to district with effective school management. TF 2 conducted a four-day training for 1,700 PTA and SMC members and community leaders. The Ntchisi training centered on the functions and management of the SMC and tried to show how other stakeholders could possibly be related to them. The immediate output of the training was an action plan for each target group. When formulating an action plan, most of the PTAs and SMCs were more active and concerned about the implementation of construction projects such as teacher's houses and classroom blocks.

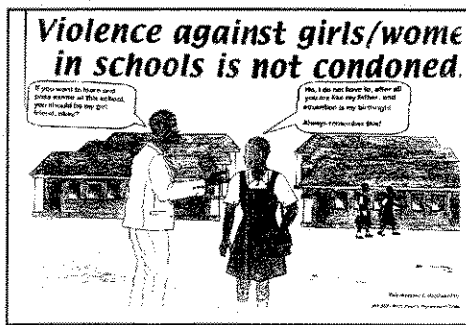
As a result, SMCs are now coordinating with all donors to encourage them to build teachers' houses at the same sites (schools) where new school buildings are being constructed, especially with respect to sites being assisted by DfID for the building school blocks without teacher houses. During the project, in Ntchisi, the TF produced a training manual for the PTAs and SMCs to guide them in ways to ensure future sustainability of development activities. These manuals are now kept and used by the DEM's office. They will be utilized as a general guideline for forthcoming awareness activities in the district.

## **7. Collaborative Work among Officers, Communities, Ministries and NGOs for Gender Training in Mchinji**

District: Mchinji  
TF 6: Promotion of Girl Child Education in Primary Schools  
Implementation: 2004



The main objective of this project was to increase gender awareness across the district with stress on increasing girls' enrolment. Sensitization meetings organized by the TF targeted 790 people, including students (girls and boys), teachers (female and male teachers) and community leaders (village headmen) in 11 zones. What made this program important was the collaboration of various stakeholders. The TF selected facilitators for trainers' training from every possible organization related to girls' education: DEM, Ministry of Gender, National Initiative for Civil Education (NICE), Women's Voice (local human rights NGO) and Youth Association. These organizations are all based in Mchinji having their own capacities with respect to gender issues.



The TF members prepared the training and sensitization materials, including training texts, posters and leaflets advocating increased enrolment of girls (see a sample on the left side). The Ministry of Gender and other facilitators also helped the TF to finalize the materials. Mr. Chinkota, the chairperson of TF6, proudly commented: "After this training, these materials will be utilized by both DEM and DCDO and further, we can organize the gender sensitization training again next year." The Ministry of Gender handled gender issues

generally before this project and did not have any specific materials focused on girls' enrolment. The DEM office did not have these kinds of materials either. At the end of the pilot project, the TF submitted a report compiling all the documents related to the TF activities. This will help Mchinji and also the TFs in other districts by creating a future reference for gender awareness programs. The materials, also, will be helpful to the Ministry of Gender.

### 8. Active Community Collaboration Contributes to the Completion of a Classroom Block on Time in Mchinji

District: Mchinji

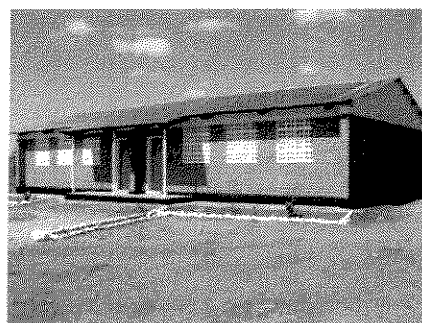
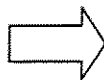
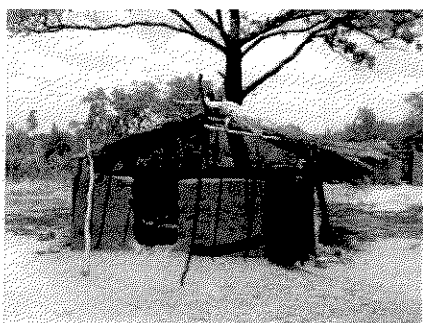
TF 1: Construction of Classroom Blocks in Primary School

Implementation: 2003-2004



Mchinji conducted a pilot project to construct a classroom block in Kambanda Primary School. Their existing classroom blocks were obsolete (see the photo below) and the teachers, students, parents and the community members were very eager to build a new one to improve the classroom environment in the school. They were very happy when their school was chosen as a target for the NIPDEP school block construction pilot project.

The well pump, near the classroom construction site in Kambanda, was broken. The construction work required a substantial volume of water to make cement, therefore, community volunteers had to carry water to the construction site. The community volunteers, who were mobilized by the TF, understood the importance of their cooperation, carried very heavy buckets of water from a faraway water source. During the construction, even after the well near the site was fixed, the housewives helped the project by continuing to carry water.



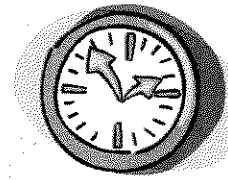
As a result of collaborative work among the TF, SMC and community members, the classroom block was completed on time and now the school has a beautiful new classroom block (see the above photo) and a new pit latrine. Besides these facilities, the project produced a strong sense of ownership and teamwork among the local officers and community members.

## 9. District Officers Understand the Importance of Project Management and Time Keeping in Mchinji

District: Mchinji

PMT: Management of Pilot Projects

Implementation: 2003-2004



In all pilot districts, particularly in Mchinji, it was the norm to hear and talk about how important time management and punctuality was for project implementation and teamwork, which was never discussed by community members before.

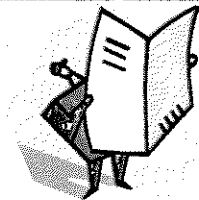
Mr. Kaluwa, District Environmental Officer (DEO) and Mr. Ngaiyaye, DEM of Mchinji appreciated NIPDEP's contribution to the improvement in the community members' awareness of project management. NIPDEP has changed them in time keeping, made them understand and be critical of budgetary issues, ensuring community participation in construction work and learn to rely on other technical personnel (experts) from within the district in executing the different projects. Mr. Kaluwa narrated about his "escapades" in ensuring that the pit latrines were completed on time, and how the district emulated the approach for other water and sanitation projects in the district. Besides, the DEO would mention that the expedient budgetary approach pursued by NIPDEP provided them with an opportunity to raise savings and extend the project to more sites than was planned.

## 10. Effective Awareness Campaign through Cooperation with MESA (USAID-supported) Project in Machinga

District: Machinga

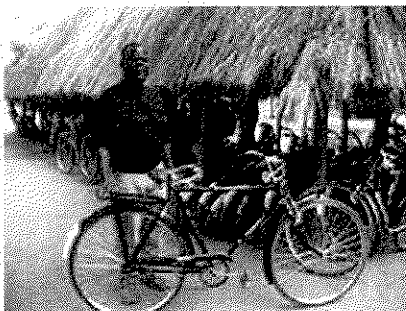
TF 1: Education Awareness Campaign

Implementation: 2003-2004



In Machinga, TF 1 conducted an education awareness campaign to encourage school attendance. They formed 33 so-called cluster education committees (CECs) consisting of 3-4 primary schools in 10 zones organized by head teachers, chiefs and parents, under the Malawi Education Support Activities (MESA) program with technical assistance from the Save the Children, funded by USAID.

During Phase I of the NIPDEP pilot project, the CEC at each zone prepared an action plan based on its survey of the attitudes of parents and students. CEC action plans included various program objectives such as "reducing the rate of absenteeism of pupils," "reducing the number of girls' drop-outs," "encouraging parents to send their children to school" etc. Key stakeholders of the project were the traditional authorities and village heads. To encourage the whole community to participate in the program, the TF visited all 12 traditional leaders to ask them to support their activities. The TF and traditional authorities visited each group village headmen and the village headmen.



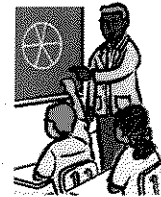
According to the impact survey, enrolment in one school increased from 9,068 in 2003 to 9,777 in 2004, and in another school from 11,149 to 11,368. In the Michonpe cluster, almost one third of the children left school in 2004; however, there were only a few drop-outs in 2005. These were very



visible impacts due to the effort of a cluster leader (village head) who introduced fines for parents who did not send their children to school. In the Naperi cluster, the members made efforts to monitor the attendance of pupils and visited pupil's houses to talk to parents if the student was absent for more than a week. In addition, bicycles provided for the clusters by the pilot projects provided the means for the cluster members to work more actively for school monitoring and community awareness improvement.

### 11. NIPDEP Pilot Project as "a Learning Process" in Machinga

District: Machinga  
TF3: INSET Training for CDSSs  
Implementation: 2003-2004



TF 3 in Machinga conducted an INSET project for 255 teachers in CDSSs over two pilot phases. From two-years of experience, the TF learned much from their successes and failures. By the second phase, the TF members knew what steps to take and what to avoid in implementing a project. The TF carefully took each needed step to conduct a successful INSET from the preparation of a needs assessment, identification of trainees as well as trainers, training of trainers, actual teacher training to the subsequent monitoring and evaluation of the project.

"The NIPDEP pilot project, I believe, was a significant learning process," said Mr. Mambala, the chairperson of TF3. "Of course, the outcomes of training are important, but I think what is more important for us was the process of implementation. We have learned so much on how to select participants, facilitators and programs through a needs assessment and on all other technical and logistic arrangements necessary for training. If there is anything like a 'NIPDEP Diploma' for the graduates of projects, I am always ready to receive it." With these experiences, the TF members feel they are now confident enough to implement an INSET project by themselves, even after the NIPDEP pilot projects. For this, the TF has succeeded in incorporating division personnel into the project implementation processes.



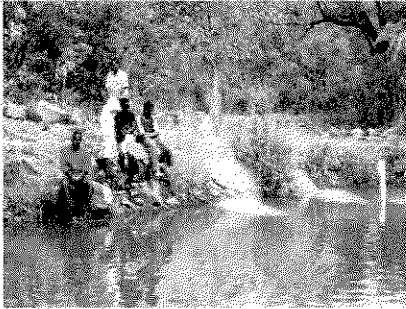
Secondary Education Method Advisors (SEMA) were the main facilitators during the trainers' training. They were also responsible for monitoring during the actual training. The expenses were covered by the division office. Furthermore, the Division Manager was invited to the opening ceremony of the INSET. During her opening speech, she encouraged the participant teachers to emphasize their important roles in improving the quality of education. With these newly acquired skills and knowledge, the TF members say that they will collaborate more competently in future

with both division and the DEM offices to provide more INSET in the coming years.

### 12. Life Skills Improvement in Machinga

District: Machinga  
TF 7: Income Generation Activity in CDSS  
Implementation: 2003-2004





In Machinga, TF 7 conducted an income generation project for a CDSS. Most of the CDSSs have faced serious quality problems with respect to teachers, teaching/learning materials and facilities. To improve school management to develop a more self-supporting system for a CDSS, the project constructed fish ponds and a hen house in the school area to provide additional resource to the school and a supplementary learning opportunity for students.

The construction process was very slow due to various problems related to site selection, operational structure and the ownership of the pond. After the two-year project period, the first harvest was done and selling of fish began in February 2005; however, the pupils started to see benefits through the selling of eggs from the end of 2003. The TF members and the SMC kept close contact with the Ministry of Fisheries to get technical assistance when necessary. The SMC members and the students of the CDSS still need to learn how to improve the fish farming and marketing. Both teachers and pupils, even the local community members, are now learning about fish, fish farming, taking care of chickens, selling eggs, poultry and fish, and bookkeeping.



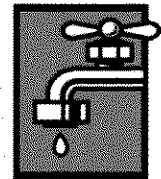
Additionally, the teachers, pupils, and community members have had the advantage of eating more protein in their diet mainly from eggs and chicken meat. They, also, managed to build a better chicken house than the first one using the contingency from the pilot project funding. The hen houses and fish ponds here now produced a source of new funds that are being used for school activities.

### 13. Sanitation Improvement Increases Girls' Attendance Rate in Machinga

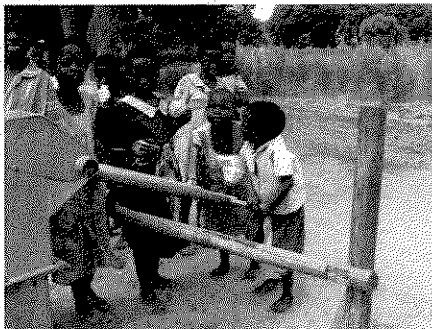
District: Machinga

TF 6: Construction of Sanitary Facilities in Primary Schools

Implementation: 2003-2004



Machinga had a pilot project, also, to construct sanitary facilities for primary schools, including boreholes and pit latrines. The boreholes drilled at schools, in Machinga, were used by the surrounding communities as well as the schools. It saved a substantial volume of time for pupils, teachers and community members who before had to fetch water from far away water points.



The pit latrines, constructed by the pilot projects, contributed to the improvement in health conditions for the community members living around the target schools, which was evidenced by the reduced incidence rate in the area from diarrhea. Additionally, the new pit latrines began to change the attitudes of the girls, who did not want to go to school because of dirty toilets or in most cases a lack of toilets. The new latrines gradually contributed to the improvement in girls' attendance rates and drop-out rate.

#### 14. Useful NIPDEP Procedure in Thyolo

District: Thyolo

PMT: Management of Pilot Projects

Implementation: 2003-2004



As elsewhere in Malawi, decentralization is underway in Thyolo and the new activity-based budgeting procedures will be adopted for the next fiscal year. With respect to the activity-based budget formulation, Thyolo has an advantage over the rest of the districts, according to Mr. Ernest H. Kaphuka, DPD of DA. Mr. Kaphuka was the chairperson of PMT, for both first and second years, of the NIPDEP pilot project. "What the district must now follow for the national financing process is something similar to the experience with the NIPDEP pilot project" said Mr. Kaphuka.

"Through the NIPDEP implementation process for two years, we have learned how to make a project proposal, prioritize projects and formulate detailed activity budget plan;" He continued, "What really keeps encouraged us is that the project strengthened decentralization at the district level by promoting a new collaboration between the sector ministries, as there have been frequent interactions among PMT and TF members in the course of pilot implementation, which never happened before"

Thyolo has had exceptionally good collaborative efforts among the PMT members. For instance, Thyolo was the only district that organized a celebration at the Boma (center of the district), for NIPDEP's Phase I achievements. In May 2004, Mr. Sam Kalanda, DEM of Thyolo, organized a reception inviting all PMT members, a Core Trainer and the members of TF 2 who won the Best Pilot Project Award in Thyolo in Phase I. It was a good incentive for the rest of the members to improve the project performance in the Phase II and in the future.

#### 15. "Seeing is Learning" - Procurement of Science Kits in Thyolo

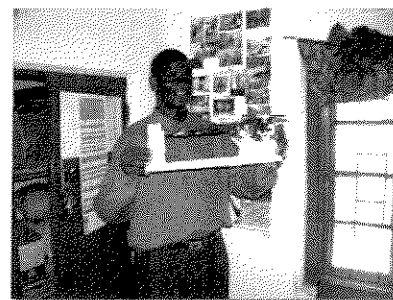
District: Thyolo

TF5: Procurement of Science Kits

Implementation: 2003-2004



Lack of science equipment in secondary schools, especially in CDSSs, limits teaching methodology to lecturing only. Without any practical hands on lessons, the level of students' understanding about science will remain low in such schools. TF 5 in Thyolo took up this issue and decided to provide science kits for five CDSSs in the district, in the first and second years of NIPDEP. One of the important beneficiaries of the science kits project were the science teachers in CDSSs.



"Until recently, I had to use plastic bottles and cups to substitute beakers and flasks when illustrating a science experiment." said one male teacher at Liphon CDSS (a photo above). He continued, "With these new instruments, I am more confident about teaching science now. I hope that more students will pass the national examination."

In fact, the supply of kits alone would not suffice in meeting the purpose of improving science learning. During the Phase I, the TF discovered several CDSSs that were supplied with kits, were not using them because teachers did not know how to use them in their instruction even after the

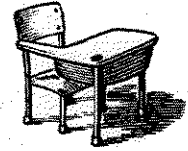
hands-on teacher trainings. Hence, the Phase II project included training of teachers from schools that obtained the kits in Phase I. It appears that now the teachers are acquired to make maximum use of the science kits for the benefit of the students.

### **16. Stop Vandalism through Procurement of Desks/Chairs in Nsanje**

District: Nsanje

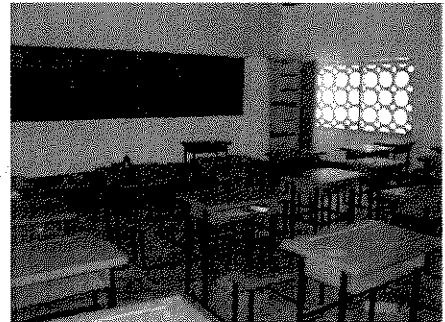
TF 1&2: Procurement of Desks and Chairs

Implementation: 2003-2004



In many schools in Nsanje, learning conditions are unfavorable, a situation where pupils have to sit on the floor without any desks and chairs. It is also problematic from a hygiene point of view. The Nsanje education officers recognized that girls' dropout was particularly high in those schools with no school furniture. It was expected that new desks and chairs would bring many positive impacts, such as creation of an attractive teaching and learning environment in the classroom and would improve the hygiene and sanitary conditions, which might positively affect the drop-out of girls.

During the implementation, the selection of target schools for NIPDEP interventions was the most critical issue among the TF members. During the first year, the TF found that "no desks and no chairs" was not the only criteria for target school selection, but also the need for more security and good management of schools for the maintenance of desks and chairs were also important criteria to use in selections. For instance, it was judged by the TF that Dinde Primary School in Nsanje was not suitable as a target because the school was currently notorious for continuous "vandalism." Without a security provision, the school, for many years, suffered from the stealing of school equipment, such as teaching materials and blackboards.



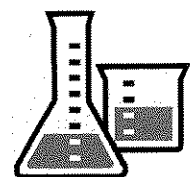
During Phase II, the SMC members of Dinde School asked the TF again for the provision of desks and chairs, promising that they would improve the current security conditions and their school management. The SMC together with PTA members, discussed and set out new rules and regulations in a social contract for the use in the procurement of desks and chairs. They also installed security locks for every school room. In the course of the pilot project implementation, local communities became aware of the importance of maintaining and securing school properties and the need for more cooperation. Furthermore, the success of the procurement of desks and chairs has brought about one unexpected outcome. The construction of a new school block, which was temporarily stopped without enough commitment from the surrounding communities, was re-started. Now students are using brand-new desks and chairs in brand new classrooms, that are better secured.

### **17. Effective Collaboration in Science Kit Procurement between TF and Division Planner in Nsanje**

District: Nsanje

TF 3: Procurement of Science Kits to CDSSs

Implementation: 2003-2004



Nsanje conducted a pilot project to procure science kits for CDSSs to improve the teaching and learning environment in science in CDSSs. They could buy small equipment such as test tubes and beakers from the local supplier, but they had difficulties in the transport of them from Blantyre to Nsanje, with limited damage to the goods purchased. The trolleys to store the science kits were not available in Malawi. Nsanje originally planned to buy trolleys for science kits from South Africa; however, they found them too expensive, due to the weakened Malawi Kwacha. Hard currency was required in order to purchase the kits and it would take time to ship them from South Africa.

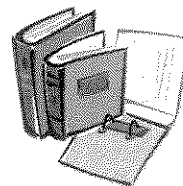
The Core Trainer and the TF members agreed to order the kits from a local furniture shop to produce them. The trolley for science kits needed special functions and the furniture shop had never produced one. The Core Trainer designed it with the collaboration of the TF and they prepared trolleys and delivered them to CDSSs. The quality of the trolleys exceeded expectations. It saved time and cost and this experience might be useful for other districts needing trolleys, also.

### **18. Functional Textbook Revolving Funds Increases the Number of the Purchased Textbooks in Nsanje**

District: Nsanje

TF 4: Procurement of Textbooks to Secondary Schools

Implementation: 2003-2004



The textbook procurement project in Nsanje revitalized a matching fund from the students at the target schools to add and replace textbooks. The matching fund for textbooks was already established and promoted by MoE; however, it was not well managed by the districts as intended.



In the Nsanje pilot project, they sensitized the schools and the community members and mobilized them to collect textbook funds for the matching fund. With the funds collected through the Textbook Revolving Funds, TF 4 could purchase almost one and half times more books than they had initially planned.

### **19. Positive Impact on a Community Member's Religious Faith in Nsanje**

District: Nsanje

TF 7: INSET to Secondary School Teachers

Implementation: 2003-2004



At the end of the INSET for primary school head teachers and deputy head teachers in August 2004, a newly appointed head teacher, who attended the INSET, was asked to give a closing prayer but he could not give the prayer as people expected. Instead of praying, he gave a speech which was still "a prayer" for him. In his prayer, he stated that he had never been part of any INSET since he graduated from college. He commended the DEM for appointing him as head teacher at the time when this workshop was being organized. Then he thanked NIPDEP, JICA

and the TF for organizing the workshop and choosing the right people (MIE) as facilitators.

He ended this prayer by saying "thank you" when in normal circumstances a prayer would end by saying "Amen." He then promised the audience; "I am now not only wanting to improve teaching here, but also will I join a certain church and start praying because I realized that prayer was important and needed.

\* \* \* \* \*

Through the anecdotes introduced above, we learn that:

- 1) Participation in decision making and experience of implementing projects strengthen ownership sense and capacity of district officers and community members;
- 2) Leadership of district officers and community commitment greatly contribute to the successfulness of project outputs; and
- 3) Good collaboration among district officers and community members creates unexpected products such as additional facility construction;

There might be many more good stories and lessons learned from the NIPDEP pilot projects, which will encourage and empower district officers and community members to work together and to improve not only access and quality of basic education, but also living conditions in the community.

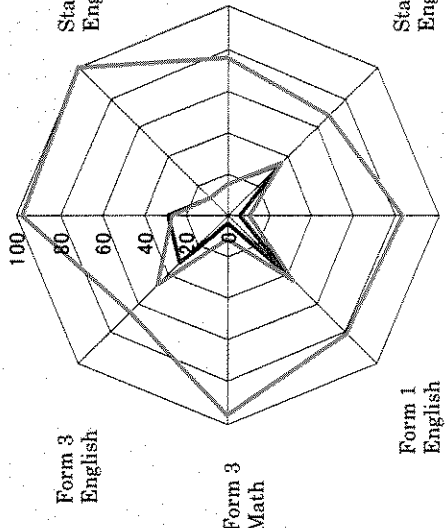
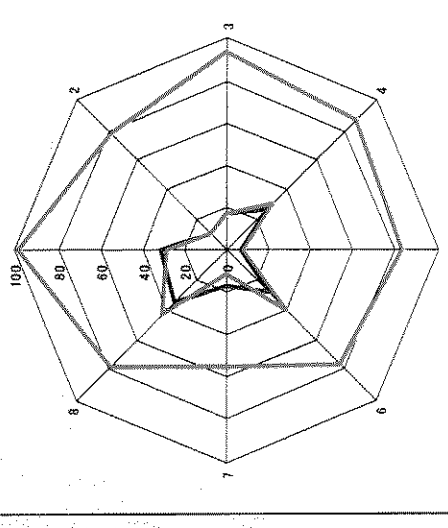

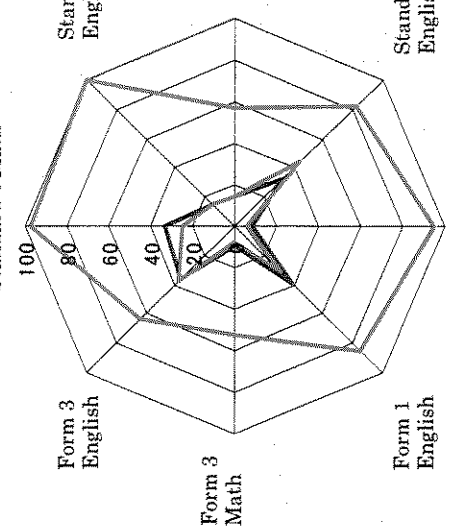
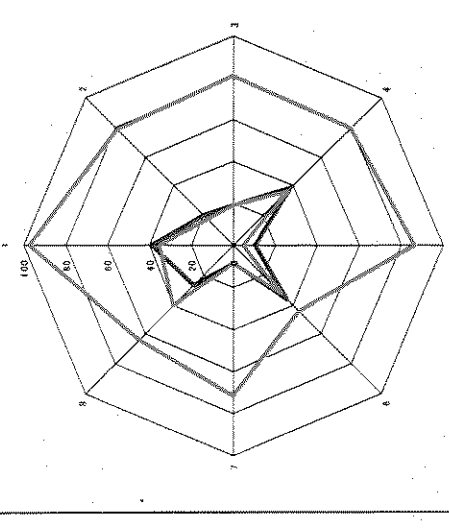
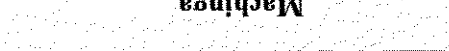
The NIPDEP Team members greatly appreciate the cooperation from the districts and local community members.

September 2005

**Appendix-7: Rader Charts of the Results of the Achievement Tests of the Pilot Districts**

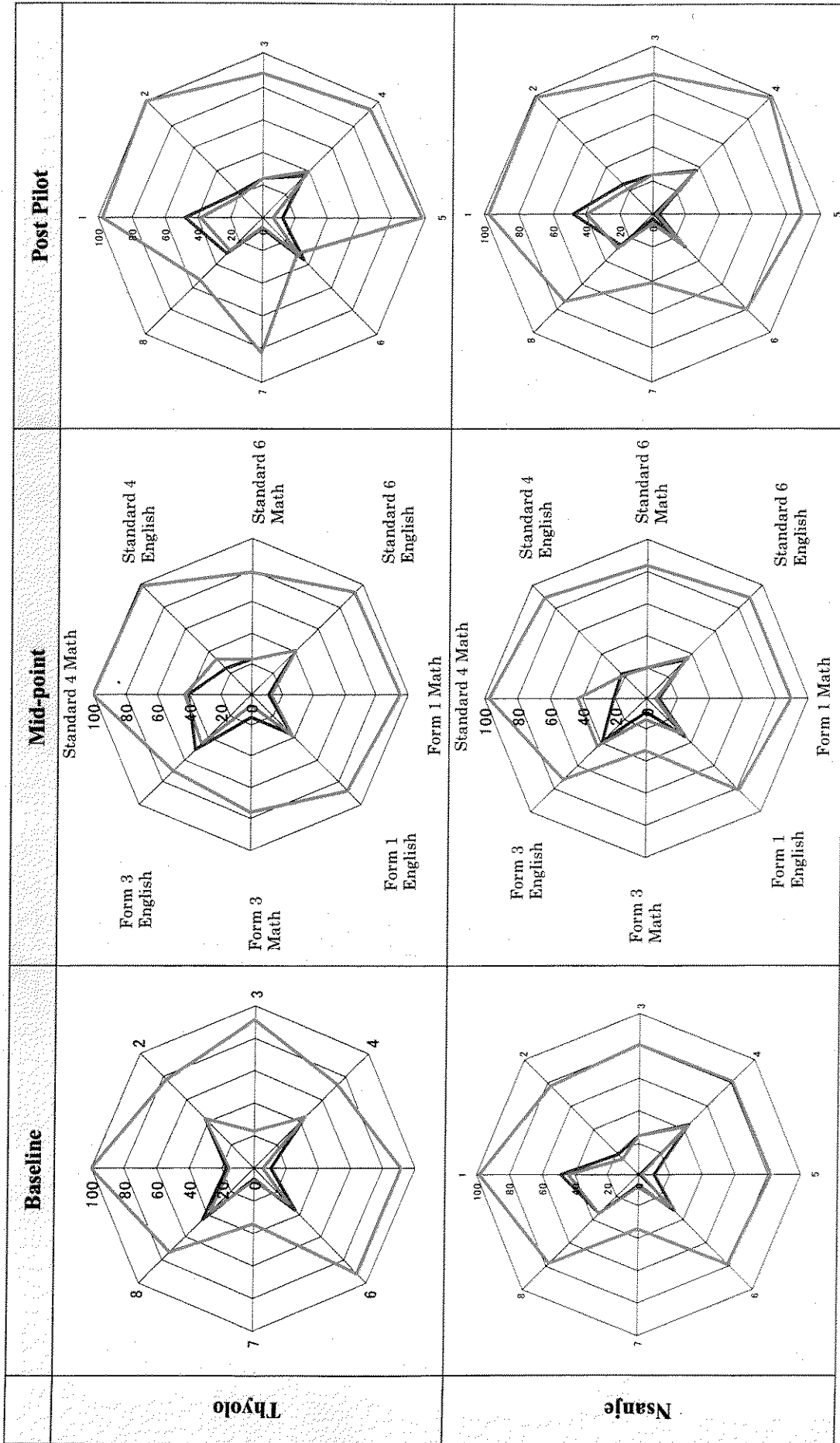
|                   | Baseline  | Mid-point | Post Pilot |
|-------------------|---|-----------|------------|
| <b>Nkhata Bay</b> | <p>* Records of Form 1 Math and English for Teachers were not available here.</p> |           |            |
| <b>Ntchisi</b>    |   |           |            |

Note: blue line — for boys; red line — for girls; orange line — for teachers

|          | Baseline  | Mid-point  | Post Pilot   |
|----------|---|--|--|
| Mchiji   |   |   |   |
| Machinga |  |  |  <p data-bbox="1276 174 1340 698">* Records of Form 1 Math and English for Teachers were not available here.</p> |

Note: blue line — for boys; red line — for girls; orange line — for teachers





Note: blue line — for boys; red line — for girls; orange line — for teachers





