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Tables and Charts of Pilot Projects

Appendix I Table-1: Summary of the 39 Pilot Projects of the NIPDEP Pilot Project Phase I (2004/5 - 2005/2)

Project No.	Project Title	Sub-sector	Major Key Issues	Objectives	Major Activities
Nkhata Bay					
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
Ntchisi					
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	Primary	Access	to provide minimum standard for quality primary education	community mobilization procure materials, construction and monitoring

Project No.	Project Title	Sub-sector	Major Key Issues	Objectives	Major Activities
	schools				
NT-5	Procurement of Desks for Primary School	Primary	Quality	to provide minimum standard for quality primary education	procurement and distribution of desks
Mchinji					
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
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
Machinga					
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 instructional materials	needs assessment procurement of instructional materials

Project No.	Project Title	Sub-sector	Major Key Issues	Objectives	Major Activities
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
Thyolo					
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
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

Project No.	Project Title	Sub-sector	Major Key Issues	Objectives	Major Activities
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
Nsanje					
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 I Table-2: Summary of 41 Pilot Project Proposals for NIPDEP Pilot Project Phase II

Project No.	Project Title	Sub-sector	Major Key Issues	Objectives	Major Activities
Nkhata Bay					
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 Secondary	Access	to increase pupil access to classrooms	completion of the Phase I projects
Ntchisi					
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

Project No.	Project Title	Sub-sector	Major Key Issues	Objectives	Major Activities
NT-6	Follow-up of Phase I Project	Primary	Access	to increase pupil access to classrooms	completion of the Phase I projects
Mchinji					
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
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
Machinga					
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	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

Project No.	Project Title	Sub-sector	Major Key Issues	Objectives	Major Activities
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
Thyolo					
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
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

Project No.	Project Title	Sub-sector	Major Key Issues	Objectives	Major Activities
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
Nsanje					
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 I Table 3: Comparison Table of School Blocks for Primary

Items / Type	DFID	KW (GOPA)	EDMU (WB - MoEST)	Physical Facility Unit (MoEST)	MASAF (Self-Build)	NIPDEP (Central)	NIPDEP (Micro)
Object on each Construction	Several Blocks	8Block and 2Teachers House and administrative Block	One Block or Several Blocks and teachers house	Depending on Situation	Two Blocks, Teachers Houses, Borehole,	One Block and one Teachers House	One Block and one teachers house
Design Drawing	Shown in Data Book						
Floor Area(m²)	150	130	150	120	160	135	135
Rooms and Function	2	2	2	2	2	2	2
Classroom	-	-	-	-	-	-	-
Staffroom	2	2	2	-	X	-	-
Storeroom	X	X	X	X	-	-	-
Sidewalks	X	-	-	-	-	-	-
Veranda	X	-	-	-	X	X	X
Structure	Reinforced Brick Structure	Reinforced Brick Structure	Steel Structure	Conventional Brick Structure	Conventional Brick Structure	Reinforced Brick Structure	Reinforced Brick Structure
Materials	Cement Blocks	Conventional Bricks	Concrete Footing	Conventional Bricks	Conventional Bricks	Conventional Bricks	Conventional Bricks
Super Structure	Soil Stabilized Blocks	Soil Stabilized Blocks	Steel Post	Conventional Bricks	Conventional Bricks, Soil Stabilized Blocks (MASAFIII)	Conventional Bricks, Soil Stabilized Blocks	Conventional Bricks, Soil Stabilized Blocks
Windows	Burglar Bar	Louver made by Steel	Depending on community, (Breezed Block)	Breezed Blocks	Breezed Blocks	Breezed Blocks	Breezed Blocks
Truss and Roof	Timber Truss(14) within 21m Micro Concrete Roof	Timber Truss(11) within 15m, Iron Sheet	Steel Frame and Iron Sheet with Translucent Sheet	Timber Truss and Iron Sheet (Translucent Sheet)	Timber Truss and Iron Sheet	Timber Truss(9) with 15m and Iron Sheet	Timber Truss(9) and Iron Sheet
Furniture	Equipped (Pre-cast Concrete)	Separately included cost	Separately prepared	Separately prepared	Separately prepared	Separately prepared	Separately prepared
Safety Standard	Approved Building Regulations Seems to be high	Approved Building Regulations Seems to be high	Approved Building Regulations	Approved Building Regulations	Designs followed Regulations,	Approved Building regulations	Design followed building regulations are checked by consultant

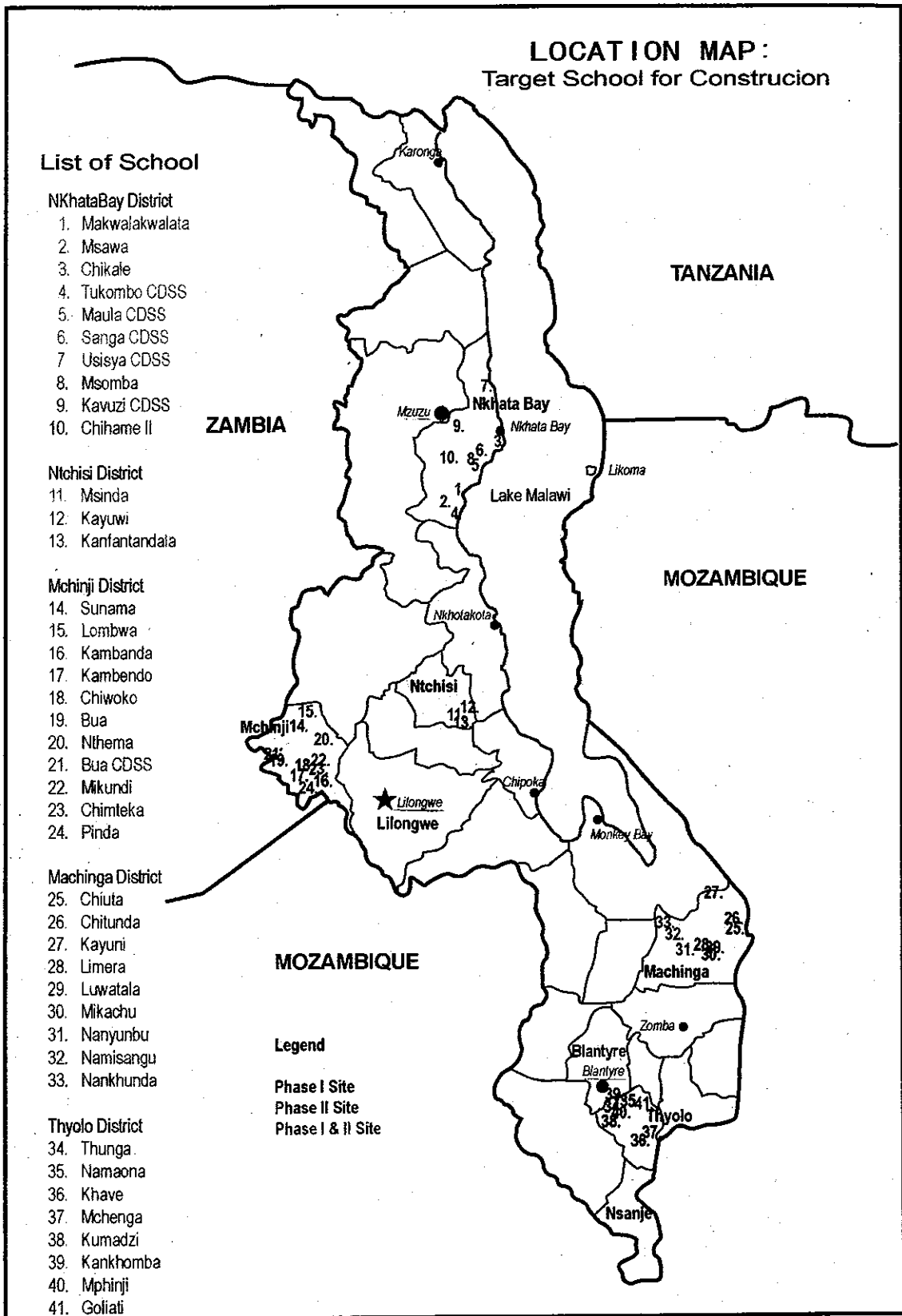
Designs

Items / Type	DFID	KfW (GOPA)	EDMU (WB - MoEST)	Physical Facility Unit (MoEST)	MASAF (Self Build)	NIPDEP (Central)	NIPDEP (Micro)	
Construction Formation	Bidding	Competitive Local Bidding (Prequalification)	International Style	Competitive Local Bidding	Contractor Material (Quotation)	Competitive Local Bidding (Prequalification)	Contractor (Bidding) Material Quotation	
	Contractor	Full Contractor	Steel Contractor and Labor Supply Contractor	Full Contractor (Small Scale)	Brick layers or Artisan (Local and community)	Full contractor	Labor supply contractor (District Based)	
	Supervision	Inspector, Clerk of Works (Direct Hiring)	EDMU Officer and Consultants	PIU Direct Supervision	MASAF Officer (District Level) and Community	District Officer and Consultant	District Officer and Consultant	
	Material Testing	Compulsory 3 months	Compulsory 6 months	Options 3 months	Options 6 months (Fastest, excluded Training Period 2 weeks)	Options 5 months	Options 5 months and more	
	Standard Unit Price *	90-100 USD	70-80 USD	105-115 USD	80-90 USD	65 USD	60 USD (66 USD-SSB)	
	Price Stage Conditions (Inclusive)	Past Record	Past Record	Past Record	Pre-tender Estimate	Record (Litongwe Rural)	Record	Pre-tender Estimate
		Preliminary External Works Physical Cont 5%	External Works Physical Cont 20% Furniture	Preliminary External Works Physical Cont 10%, Community parts are exclusive	External Works	-	Preliminary External Works Physical Cont 15%	Physical Cont 5% Without Tax Free Status
	Defect Liability	1 year	1 Year (Machine Mixture of Concrete) 3 Year (Hand Mixture of Concrete)	1 year	9 Month	-	1 year	3 month (DA should have responsibility for providing materials)
	Maintenance Cost	Low	Low 3% of Construction cost is expected Small Maintenance	Low on Structural part,	Sometimes needs Structural Rehabilitations	Sometimes needs Structural Rehabilitations	Cannot analyzed at this stage	Cannot analyzed at this stage
	Expected Life Span	30-40 years or more	40 years more	20 years or more	50 Years (max)	20-30 years	20-30 years (depending on quality control)	20-30 years (depending on quality control)
Cost and Others								

Items / Type	DMID	KfW (GOPA)	EDMU (WB - MoEST)	Physical Facility Unit (MoEST)	MASAF (Self Build)	NIPDEP (Central)	NIPDEP (Micro)
Formation	School Management Committee		Project Committee Formulated	-	Project Committee organized	Project Committee organized	Project Committee organized
Design Stage	Site Identification and Site Plan Participation, Based on School Improvement Plan	Land Only	Site Identification	-	Site Identification Components Selection Site Planning	Site Identification	Site Identification
Actual Construction Stage	Signing Payment Certificate	-	Construction of curtain wall and windows	None(Failed)	Unskilled work Management (Accounting, Payment, Decision Making, Supervision, Procurement, Transportation, Project by Committee, Bricks, Aggregate, Sand, Water and so on)	Material Supplied (Bricks, Aggregate Sand, Water and so on)	Material Supplied (Bricks, Aggregate, Sand, Water and so on)
Operation and Maintenance Stage	Community Groups	Providing Manuals for District Officials	Physical Facility Unit (Structural Part), Community (Another part)	Community group (Request to Government)	Community	Community (School of Committee)	Community (School Committee)
Remarks	-	-	This Project finished in failure, because of low community participation and learning of consultant,	-	-	-	This type of procurement cannot enjoy tax free status for procurement.

Community Participation

Source: Prepared by the NIPDEP Study team



Source: Prepared by NIPDEP Study team

Figure 4-8: Location of Target Schools for the NIPDEP Construction Pilot Projects

APPENDIX-II

Anecdotes of Pilot Projects

COLLECTION OF NIPDEP PILOT PROJECT ANECDOTES



During monitoring of the NIPDEP pilot projects in the six pilot districts; namely Nkhata Bay, Ntchisi, Mchinji, Machinga, Thyolo and Nsanje, 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". This includes good memories and useful lessons learned from the pilot projects, which, we hope, would be also useful for all those who are involved in other education improvement projects.

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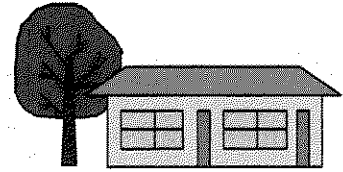
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1. Community Leadership and Cooperation to Construct a Classroom on the Top of a Hill in Nkhata Bay

District: Nkhata Bay

TF 1: Construction of School Blocks in Primary Schools

Implementation: 2003-2004



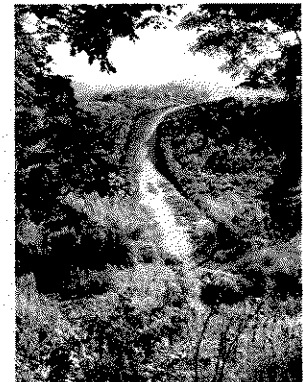
Nkhata Bay proposed a remote classroom construction site in Mwasu, located on the top of a hill in Phase I of the pilot projects. They chose it, because the existing school facilities were extremely obsolete, but no donors helped them due to inaccessibility to the site. NIPDEP agreed to build it, but 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 (see the above photo) 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 photo on the right side). 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

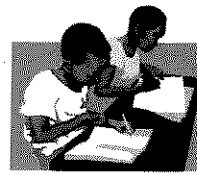
of the community, they finished the school only a little behind schedule.

2. Strong Community Commitment to Education Improvements in Nkhata Bay

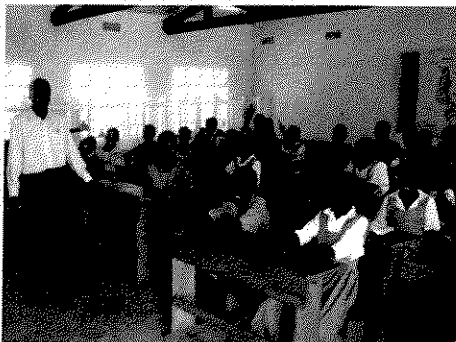
District: Nkhata Bay

TF 1 & TF 3: Construction of School Blocks

Implementation: 2003-2004



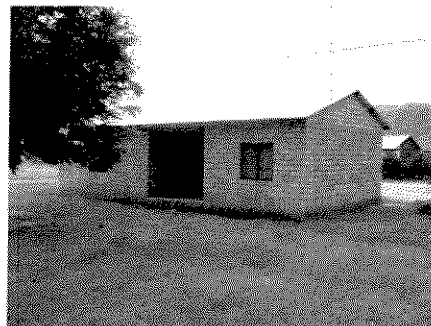
Nkhata Bay constructed classroom blocks in Maula CDSS and Chikale Primary School, besides the one in Msawa introduced above. The village communities in Nkhata Bay generally showed a very strong commitment to school improvement. The TFs seemed to know their roles in education management and have a sense 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 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 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.



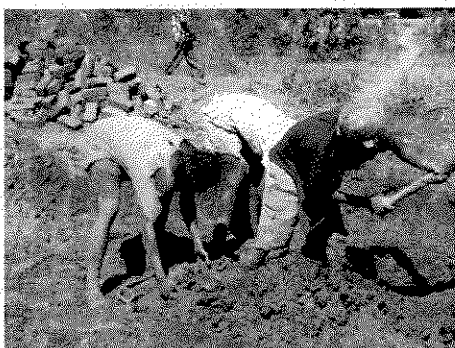
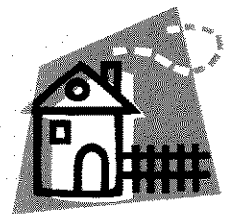
This shows a strong sense of ownership and commitment to the pilot project in the community. The theft was really unfortunate; however, what happened in Sanga taught everyone a lot about project management, financial management and the community and donor commitment in improving schools.

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.

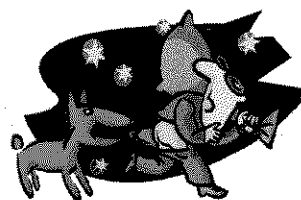
Eventually, the NIPDEP-funded teacher's house was constructed; however, the completion was delayed. The community members were successful in mobilizing available resources to complete all their district projects. At the same time, it was learned that more effective and fairer coordination among MoE, 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, as shown in the photo on the right side, 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

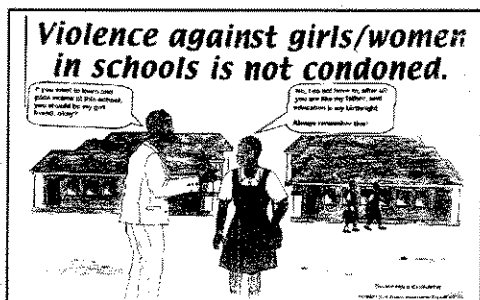
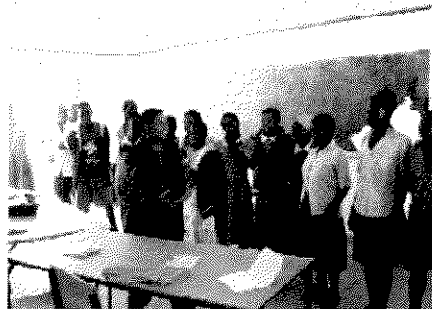
TF 6: Promotion of Girl Child Education in Primary Schools

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

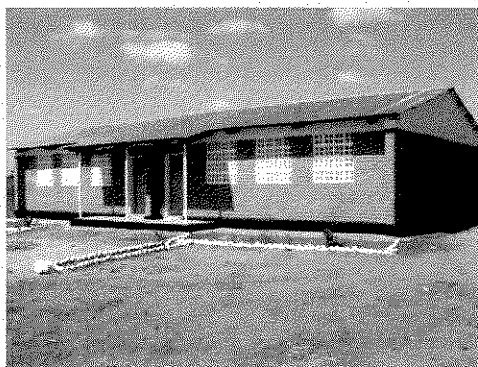
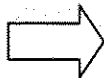
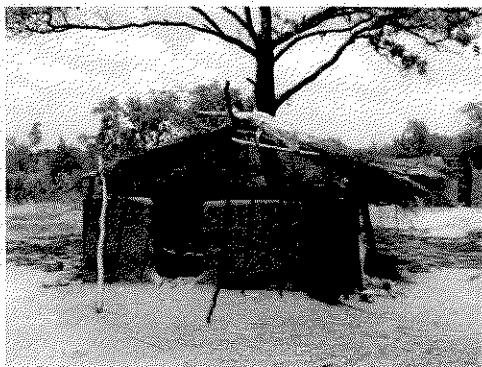
Implementation: 2003-2004



Mchinji conducted a pilot project to construct a classroom block in Kambanda Primary School. Their existing classroom blocks were obsolete (see a photo on the next page) 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.



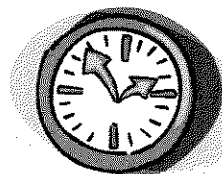
As a result of collaborative work among the TF, SMC and community members, the classroom block was completed on time and now the school has a beautiful new classroom block (see the above photo) and a new pit latrine. Besides these facilities, the project produced a strong sense of ownership and teamwork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

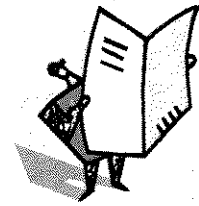


**10. Effective Awareness Campaign through Cooperation with MESA
(USAID-supported) Project in Machinga**

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." 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 all group village headmen and 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 (SEMAs) 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 (see the photo on the right side), 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.



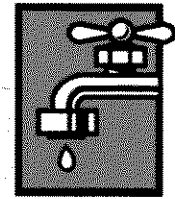
Additionally, the teachers, pupils, and community members have had the advantage of eating more protein in their diet mainly from eggs and chicken meat. They, also, managed to build a better chicken house (see the photo on the left side) than the first one using the contingency from the pilot project 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. At the same time, 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 the increase in girls' attendance rates and a decrease in the drop-out rate.

14. Useful NIPDEP Procedure in Thyolo

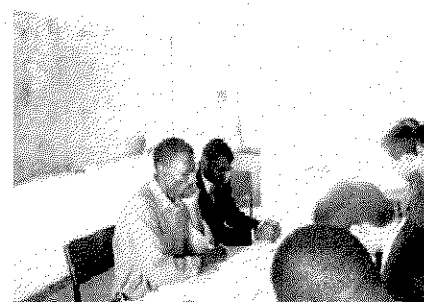
District: Thyolo

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

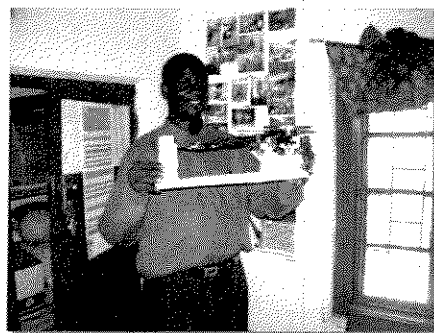
TF5: Procurement of Science Kits

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 Liphu CDSS (a photo on the right side). He continued, "With these new instruments, I am more confident about teaching science now. I hope that more students will pass the national examination."



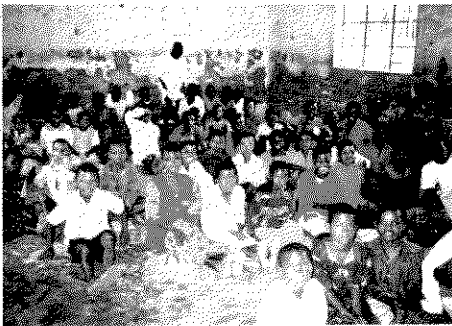
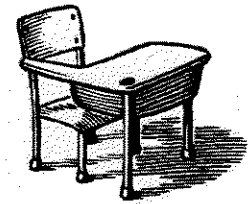
In fact, the supply of kits alone would not suffice in meeting the purpose of improving science learning. During the Phase I, the TF discovered several CDSSs that were supplied with kits, were not using them because teachers did not know how to use them in their instruction even after the hands-on teacher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

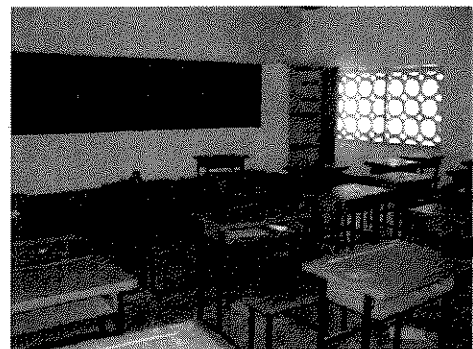
Implementation: 2003-2004



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.

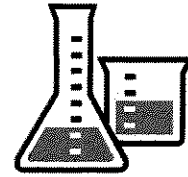
In the course of the pilot project implementation, local communities became aware of the importance of maintaining and securing school properties and the need for more cooperation. Furthermore, the success of the procurement of desks and chairs has brought about one unexpected outcome. The construction 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 CDSs

Implementation: 2003-2004



Nsanje conducted a pilot project to procure science kits for CDSs to improve the teaching and learning environment in science in CDSs. 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.

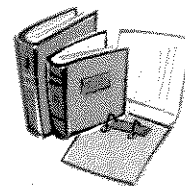
The Core Trainer and the TF members agreed to order the kits from a local furniture shop to produce them. The trolley for science kits needed special functions and the furniture shop had never produced one. The Core Trainer designed it with the collaboration of the TF and they prepared trolleys and delivered them to CDSs. 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.



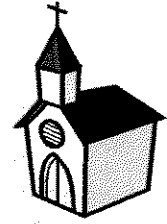
In the Nsanje pilot project, they sensitized the schools and the community members and mobilized them to collect textbook funds for the matching fund. With the funds collected through the Textbook Revolving Funds, TF 4 could purchase almost one and half times more books than they had initially planned.

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-III

Pilot District Post Project Impact Survey Questionnaire Form

**POST-PROJECT IMPACT SURVEY OF THE NIPDEP PILOT PROJECTS
(OCTOBER 2004)**

Instructions:

- This impact study aims to understand the changes and the impact of the **NIPDEP Pilot Projects Phase I** at school level.
- The study covers the primary and secondary schools and/or TDCs which were the **targets of the construction and procurement projects of the NIPDEP Pilot Project Phase I (Year 2003)**.
- Please select 10 schools as samples from the target schools/TDCs of the construction, desk/chair procurement, textbook procurement projects etc. in your district.
- The interviewers' (team) (DEM, CPEA or PEAs from PMT/TFs) will visit the sample schools and interview school heads, deputies and/or PEAs at TDCs.
- Please record the responses, based on the information collected through the interview and from the school records and/or the district educational database, in the spaces provided in **PART 1 INTERVIEW SHEET** and fill the columns in **PART 2 DATA SHEET**.

Interviewers:

<u>Name</u>	<u>Position</u>
_____	_____
_____	_____

Person Interviewed: _____ Title or Position: _____
 School/TDC: _____
 District _____ Zone: _____
 Date: _____

PART 1 INTERVIEW SHEET

I. What did NIPDEP assistance provide during Pilot Project Phase I? Please tick as appropriate

Construction

- | | | |
|------------------------|-----------------------------|------------------|
| _____ School block(s) | _____ Science laboratory | _____ Latrine(s) |
| _____ Teacher House(s) | _____ Other (specify) _____ | |

Procurement

- | | | |
|------------------------------|-------------------------------|-----------------|
| _____ Desks/chairs | _____ Science laboratory kits | _____ Textbooks |
| _____ Teacher guides | _____ Computer(s) | |
| _____ Duplicating machine(s) | _____ Other (specify) _____ | |

II. Rate on scale of the Project results for the facilities/equipment/materials and maintenance. Please tick one.

Construction

	<u>Very poor</u>				<u>Very good</u>
School block(s)	1	2	3	4	5
Science laboratory	1	2	3	4	5
Latrine(s)	1	2	3	4	5
Teacher House(s)	1	2	3	4	5
Construction Maintenance Plan	1	2	3	4	5
Other ()	1	2	3	4	5

Procurement

Desks	1	2	3	4	5
Science laboratory kits	1	2	3	4	5
Textbooks	1	2	3	4	5
Computer(s)	1	2	3	4	5
Duplicating machine(s)	1	2	3	4	5
Procurement Maintenance Plan	1	2	3	4	5
Other ()	1	2	3	4	5

III. Please indicate the positive/negative opinion of the interviewee as to the most significant changes to (1) your school, (2) teachers, (3) students/pupils, (4) parents, (5) school committees and/or community, positive and/or negative, as a result of the following applicable pilot project(s) during NIPDEP Pilot Project Phase I (in FY2003) delivered to the school in the box below:

III-1 Construction Project(s)

1) School blocks construction, if provided

	School	Teachers	Students/ Pupils	Parents	School Committee	Community
Positive Statement						
Negative Statement						

2) Science laboratory construction, if provided

	School	Teachers	Students/ Pupils	Parents	School Committee	Community
Positive Statement						
Negative Statement						

3) Pit latrine construction, if provided

	School	Teachers	Students/ Pupils	Parents	School Committee	Community
Positive Statement						
Negative Statement						

4) Teacher houses construction, if provided

	School	Teachers	Students/ Pupils	Parents	School Committee	Community
Positive Statement						
Negative Statement						

5) Other facilities, if provided (specify: _____)

	School	Teachers	Students/ Pupils	Parents	School Committee	Community
Positive Statement						
Negative Statement						

6) Will the facilities provided be properly maintained? Yes / No
(Please tick one)

Please explain.

III-2 Procurement Project(s)

1) Desks/chairs, if provided

	School	Teachers	Students/ Pupils	Parents	School Committee	Community
Positive Statement						
Negative Statement						

2) Science kits, if provided

	School	Teachers	Students/ Pupils	Parents	School Committee	Community
Positive Statement						
Negative Statement						

3) Textbooks and teachers' guide, if provided

	School	Teachers	Students/ Pupils	Parents	School Committee	Community
Positive Statement						
Negative Statement						

4) Computers/duplicating machines, if provided

	School	Teachers	Students/ Pupils	Parents	School Committee	Community
Positive Statement						
Negative Statement						

5) Other equipment/materials, if provided (specify: _____)

	School	Teachers	Students/ Pupils	Parents	School Committee	Community
Positive Statement						
Negative Statement						

6) Are the equipment/materials provided being delivered and used properly?

7) Will the facilities provided be properly maintained?

___ Yes / ___ No
(Please tick one)

Please explain.

III-3 Income Generation Project (Machinga Fish-pond)

1) Impact of the Hen House

	School	Teachers	Students/ Pupils	Parents	School Committee	Community
Positive Statement						
Negative Statement						

2) Impact of the Fish Pond

	School	Teachers	Students/ Pupils	Parents	School Committee	Community
Positive Statement						
Negative Statement						

3) Who and how the Hen House being operated?

4) Average monthly income of the Hen House

5) Average monthly cost to operate the Hen House

6) How do you use the profit from the Hen House?

7) Who and how the Fish Pond being operated?

8) Will the Hen House and Fish Pond be properly maintained?

Yes / No
(Please tick one)

Please explain.

PART 2 DATA SHEET

Please fill in the appropriate boxes, according to your project type:

Indicators	Before the NIPDEP Pilot Projects (As of May 2003)	After the NIPDEP Pilot Projects (As of September 2004)	Difference
Indicators for Construction, Procurement and Income Generation Projects			
■ No. of Pupils/Students			
Standard 1/Form 1	(boys: girls:)	(boys: girls:)	(boys: girls:)
Standard 2/Form 2	(boys: girls:)	(boys: girls:)	(boys: girls:)
Standard 3/Form 3	(boys: girls:)	(boys: girls:)	(boys: girls:)
Standard 4/Form 4	(boys: girls:)	(boys: girls:)	(boys: girls:)
Standard 5	(boys: girls:)	(boys: girls:)	(boys: girls:)
Standard 6	(boys: girls:)	(boys: girls:)	(boys: girls:)
Standard 7	(boys: girls:)	(boys: girls:)	(boys: girls:)
Standard 8	(boys: girls:)	(boys: girls:)	(boys: girls:)
Total	(boys: girls:)	(boys: girls:)	(boys: girls:)
■ Attendance Rate			
Standard 1/Form 1	(%)	(%)	()
Standard 4/Form 4	(%)	(%)	()
Standard 6	(%)	(%)	()
■ No. of Teachers			
Male	()	()	()
Female	()	()	()
Total	()	()	()
Indicators for Construction Project			
■ No. of Classroom Block			
Permanent	()	()	()
Temporary	()	()	()
■ The classroom blocks newly constructed by the NIPDEP are used by Standard/Form _____			
■ Pupil/Classroom Ratio (ex. 150:1)	(: 1)	(: 1)	()
■ No. of Pit Latrine for Boys	()	()	()
■ No. of Pit Latrine for Girls	()	()	()
■ No. of Teachers' Houses			
Permanent	()	()	()
Temporary	()	()	()
■ Safe Water (ex. Available or N/A)	()	()	()
Indicators for Procurement Project			
■ No. of desks	()	()	()
■ No. of Science Kits	()	()	()
■ No. of Textbooks (Subject:)	()	()	()
■ Pupils/Textbooks Ratio (Subject:) (ex. 150 : 1)	(: 1)	(: 1)	()
■ No. of Textbooks (Subject:)	()	()	()
■ Pupils/Textbooks Ratio (Subject:) (ex. 150:1)	(: 1)	(: 1)	()
■ No. of Computers	()	()	()
■ No. of Duplicating Machines	()	()	()

