

**DATA-III**

**Reports of PMT Wrap-up report of NIPDEP Pilot Projects**



## **NKHATABAY**

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Submitted in November 2004

### **SECTION I: Achievements of Phase II**

#### **1. INTRODUCTION**

Nkhatabay district assembly is one of the six districts in Malawi implementing NIPDEP JICA projects in the pilot phase. In 2003, a total sum of **13.5 Million Malawi Kwacha** was advanced to the district for implementation of pilot projects, NIPDEP JICA phase I. While some projects were successfully completed and were immediately put into use by the benefiting communities, there were yet others, which were not as complete when the implementation period came to an end. These were mainly construction projects ie classroom blocks and teachers' houses including a laboratory which lacked toilets furniture and laboratory equipment respectively for full use of the structures. In 2004 the district received funding from **NIPDEP JICA** for implementation of projects in phase II to the tune of 18.5 million Kwacha. The assembly deliberately came up with a follow up to phase I construction in order to address the areas which were not completed in the first phases. The project in phase II can be looked at from two perspectives namely construction and training. The trainings have been completed and their impact assessed. However, the construction part has not been completed due to some delays by the contractor.

#### **BACKGROUND**

Lack of classroom blocks, teachers houses, teachers with appropriate skills to teach in our community Day Secondary Schools and little involvement of communities in management of schools are key problematic areas impacting seriously on the Education sector. This is the reason why when the received the funding from NIPDEP-JICA, it had to come up with 4 projects on construction and 2 on capacity Building (trainings) It was hoped that the two components of the project will address the problems as perceived by the communities.

#### **2. PILOT PROJECTS PROGRESS**

The pilot projects for Nkhatabay in phase II are as follows:

- (1) Construction of a classroom block and a teacher's house in primary.
- (2) Construction of a classroom block in CDSS.
- (3) Training of teachers and Head teachers in CDSS.
- (4) Construction of a laboratory in CDSS.
- (5) Training of PTAs and SMCs in selected schools -pilot.
- (6) Follow -up to construction phase I.

As alluded to earlier on, these projects can be categorized into two major components namely Construction and Training.

##### **2.1 OUTLINE**

## OBJECTIVES OF CONSTRUCTION PROJECTS

- (1) To improve quality of education
- (2) To increase pupil access to education
- (3) To reduce dropout rate more especially for girls
- (4) To improve teaching and learning of science subjects.
- (5) To increase number of students taking science subjects.

## OBJECTIVES OF TRAINING

- (1) To enhance leadership skills in communities and teachers
- (2) To make communities take part in management of the schools and therefore own them.
- (3) To have personnel with appropriate knowledge and skills manning our Community Day Secondary Schools.
- (4) Capacity Building at school, zonal and district level.

## MAJOR ACTIVITIES

Major activities in the implementation of the pilot project phase 2 in Nkhatabay included the following:

1. Conducting meetings
2. Conducting survey of needs
3. Community mobilization
4. Resource mobilization
5. Tendering
6. Developing training content
7. Conducting trainings
8. Construction
9. Procurement
10. Monitoring and evaluation and many others

## 2.2 RATING OF PILOT PROJECT PERFORMANCE

Project Name	Goals & Objectives Fully met	Goals & Objectives Partially Met	Goals & Objectives Not Met	Comments
Construction of classroom and teacher's house in primary		✓		Classroom block and teacher's house not completed
Construction of classroom block on CDSS		✓		Classroom block not completed
Training of teachers and Head teachers in CDSS	✓			Trainings completed and improvement noted as per achieved objectives
Construction of laboratory in CDSS		✓		Laboratory construction not completed
Training of PTAs and	✓			Trainings completed and

SMCs				improvements noted as per achieved objectives
Follow up to construction phase 1 Teachers' houses Pit latrines	✓			Same activities not fully completed ie pit latrines and lab kits

## 2.3 ACHIEVEMENT OF SET OBJECTIVES

Set objectives have been achieved in training components only. The trainings have been completed and monitoring and supervision was done to assess the impact. The following were the results in terms of achievements:

### 2.3.1 TRAINING OF TEACHERS AND HEAD TEACHERS

- ◆ Teaching and learning have to some extent improved as per the various methodologies teachers now employ in their teaching.
- ◆ Record keeping has improved in CDSS as per recent inspection visits to the schools by Senior Education Methods Advisors from the Northern Education Division.
- ◆ Training manuals (content & methodologies) have been distributed to all schools.
- ◆ The district has developed Training Manual Bank for CDSS trainings for future use.
- ◆ Capacity has been built at school level.

### 2.3.2 TRAINING OF PTAS AND SMCS

- ◆ Capacity has been built at school and community level in terms of school management.
- ◆ Record keeping has improved in schools.
- ◆ School Managers are now accountable and transparent.
- ◆ Training manuals have been distributed to the schools for future references.
- ◆ Development work at school level has been enhanced - improved community participation as seen from bricks, which have been moulded.

## 2.4. ACHIEVEMENTS OF PILOT PROJECTS

In terms of achievements, the implementation of pilot projects phase II, Nkhatabay District has made great strides as compared to its performance of achievements during the implementation of pilot project phase 1. It may be concluded that the lessons learnt from the experiences during implementation of the projects in phase 1 must have helped the district team to come up with better strategies and eventually a better way forward.

PROJECT NAME	INDICATORS	
	OUTPUT	
Construction of a teacher's house and a classroom block in primary	One classroom block under construction. One teachers house under construction	Classroom and teachers house not in use
Construction of a classroom block in CDSS	One classroom block at roofing stage at Kavuzi CDSS	Classroom block not yet in use

In-service training of teachers & head teachers in CDSS	94 Teachers trained 16 head teachers trained Training manuals developed	Improved teaching as per inspection reports Good records
Construction of a laboratory in CDSS	One laboratory at roofing stage at Chihame II CDSS	Laboratory not yet completed and therefore not in use.
Training of PTAs and SMCs	52 PTAs trained Training manuals developed and distributed to schools	School managers transparent & accountable Record keeping improved in schools Community involvement and participation in development work improved ie many communities have moulded bricks for construction of classroom blocks and teachers' houses
Follow up to construction phase I	480 desks procured and delivered to schools Works completed on 3 construction sites for teachers houses 5 classroom blocks completed	Improved learning environment Improved pupil access to teachers Improved teaching & learning teachers at school Improved pupils access to classroom.

#### 2.4.1 CONSTRUCTION PROJECTS

- ◇ Community mobilization was done
- ◇ Project implementation committees were formed and sensitized
- ◇ Meetings were conducted regularly
- ◇ Contractors were identified as usual following normal government procedures
- ◇ Construction at finishing stage in all sites ie roofing except Msomba

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#### 2.4.2 TRAINING

- ◇ Needs assessment successfully
- ◇ Training content developed
- ◇ Training manuals developed
- ◇ Trainers identified
- ◇ Teachers & Head teachers in CDSS trained
- ◇ PTAs / SMCs trained
- ◇ Monitoring and supervision carried out
- ◇ Training manual distributed to all schools for both teachers and PTAs /SMCs
- ◇ Impact assessment

#### 2.4.3 ACHIEVEMENT OF IMPLEMENTATION SCHEDULE

Project	On schedule	Some What	Very Behind	Remarks
Project 1		✓		Not
Project 2		✓		Not
Project 3	✓			Completed
Project 4		✓		Not Completed
Project 5	✓			Complete
Project 6		✓		Not Completed

#### 2.4.4 BUDGET EXPENDITURE

Project Name	Expenditure Above Estimate	Expenditure as Estimated	Expenditure Below Estimated	Comments
Project 1		✓		Planning and budgets were accurate and seriously considered in all Task Forces
Project 2		✓		
Project 3		✓		
Project 4		✓		
Project 5		✓		
Project 6		✓		

### 2.5 SUMMARY OF THE PILOT PROJECTS

As alluded to in the preceding topics, there have been tremendous improvements and achievements in the implementation of NIPDEP JICA projects phase II. This has been possible largely due to commitment by all PMT members and Task Force Members.

If there were delays here and there and other problems, this must have been largely due to other equally important engagements by the district team otherwise most of the problems emanated from the contractor, the consultant or NIPDEP office. For example, construction projects have not yet been completed due to the problems of the contractor and not the district team or the communities. Where communities were lagging behind, the district team was always available sensitizing, re-sensitizing and encouraging the communities to work hard as they were the sole beneficiaries of the projects in question. There was marvelous coordination at district level by the district team and the District Commissioner himself was very handy at all times and therefore deserves special mention in this report. The District Community Development Officer was available for all Task forces doing construction and contributed significantly in terms of community mobilization as traditionally this area has posed big challenges in development work. The whole experience at the district was quite a marvel.

### 3. PROJECT MANAGEMENT: PROBLEMS AND OBSTACLES

The implementation phase of pilot project phase II had some challenges /problems. Listed down below are some of the pressing challenges:

- Delays by the contractor who could stay for weeks without doing any work on the construction site.
- Contractor using cement meant for cement blocks for his work. PMT felt there were sinister intentions behind this arrangement as the contractor was always paid on time.

- Consultant making changes on site without consulting with the district team and the community involved: ie the consultant advised the community to construct a laboratory instead of a classroom block as stipulated in the project manual. This delayed the whole process at Kavuzi.
- Some Task Forces failed to come up with reports even after performing the activities.
- Transport was a problem as all sites relied on the 3-toner lorry at the assembly.
- The difficult terrain of some sites impacted heavily on the supervision and monitoring visits to some projects ie Msawa was rarely monitored and supervised. Transportation of construction materials to the site was another nightmare as only a tractor could do the work.
- Some local contractors became rough with district personnel when payment was delayed.
- Planned and budgeted for items ie molders were not provided to the district. We do not know what happened to the funds meant for purchase of moulders for the district.
- NIPDEP JICA made so many changes to the project document without consulting the district ie classroom block and teachers house at Kavuzi CDSS changed to classroom block only without our knowledge.
- There were many equally important activities taking place at the district ie MASAF which required the same personnel used in JICA projects and this had an adverse impact on the projects.
- Some communities used pupils as a source of labour and in some cases learning time was affected.
- The houses constructed for teachers are too small for an African family where extended families are the order of the day. Some teachers refused to occupy the houses because they have more luggage than the house can accommodate.
- Chikale teacher's house has not been occupied since there is no water and being an urban school, there is also need for electricity.
- One accounts person responsible for task Force 4 disappeared with project funds to the tune of K90, 471.00 (K50, 500.00 for Task Force 3 and K39, 971.00 for Task Force 4)
- And his where about is not known to date. The district Assembly has promised and committed itself to replace the money immediately as per the bilateral agreement between the government of Malawi and the Japanese.

### 3.1 OVERVIEW

The major deficiencies in the management of the projects in phase II were

- Delays by the contractor who had 3 sites to himself.
- Transport to deliver materials like sand and quarry stone.
- Disappearance of an accounts person with project funds
- One Task force failing to come up with reports on activities done.

The major attributes to success in the management of the projects in phase II were the following:

- Good coordination by the district team.
- Transparency and Accountability in the implementation of the activities.
- Commitment and dedication to the project entire district team.
- Timely funding by NIPDEP when reports were submitted
- Good reporting system by the district.



### **3.2 SPECIFIC CASES**

- Disappearance of Task Force Treasurer with project funds
- Need for water and electricity at Chikale School
- Lab equipment not sourced to date although efforts are under to have the same applied.

## **4. PROJECT FINANCIAL MANAGEMENT**

Funds advanced to the district for project implementation were properly accounted for except in one case as indicated earlier on when one selfish individual chose to disappear with project funds. There was transparency and accountability in the management of the funds. all Task Force members were kept in the know as to how much the Task Force had been funded and how it will use the money. There was transparency at all levels.

### **4.1 PMT/DOF**

PMT together with the director of Finance managed the funds as stipulated in the manual. There were constant consultations at all times. PMT/DOF offered checks and balances to Task forces but could not interfere with operations of a particular Task force. Only advice was offered for smooth running of all projects.

### **4.2 TASK FORCES**

Each task force managed its activities and funds. PMT only came in to supervise the activities and came with monthly consolidated reports on the same. The DOF conducted monthly treasurers meetings where pertinent issues related to projects funds management were discussed.

## **SECTION II: IMPACT of NIPDEP PILOT PROJECT**

### **5. BENEFITS AND IMPACT**

Nkhatabay district communities have already started enjoying the benefits of the pilot projects phase II. The completed classrooms are now being used by pupils. The teachers' houses have been occupied though with resistance from some teachers who indicated the houses were too small. The trainings have resulted in quality teaching and learning taking place in the classrooms. More important is the fact that capacity has been built at community level, so much so that, any other project can ably be handled by the communities, using the structures now in place.

### **5.1 PROJECT SUSTAINABILITY**

Capacity which has been built at both community and school level will help to sustain the projects. For example, school management committees and PTAs were deliberately drilled in skills on school maintenance and repairs. The content material covered cross cutting issues ie gender, HIV AIDS and Environment in development. The training has also enhanced regular meetings and a deliberate effort has been made to ensure that pupils/students are constantly involved in decision-making process. It is therefore generally hoped that this arrangement will help sustain the projects.

## **6. LESSONS LEARNT**

- Regular monitoring and supervision is a must for success of any project.
- Regular meetings are a must in project implementation for success.
- Stakeholder is beneficial in project management for proper project maintenance and ownership.
- Transparency and accountability are pre-quisites to success in any projects venture.
- Good coordination/relation by the implementing team is a must and therefore should be enhanced for project success.
- Proper planning is important (If you do not plan –you are actually planning to fail)
- Monitoring and supervision should be continuous and this enables successful implementation of projects.

## **RELEVANCE OF PROJECT TO NEEDS**

NIPDEP JICA projects in both phases I and II have targeted needs of the district in the Education sector. This is evidenced by the fact that the projects addressed issues raised in the District Education Plan. The process to come up with a District Education Plan is very participatory as various stakeholders are involved in problems identification. Therefore, addressing issues in a document which were collectively raised entail meeting peoples' demands and therefore relevant to needs. This aspect is very important as no two districts can have exactly the same problems /needs.

## **7. CONCLUSION**

In conclusion, it can be said that implementation of NIPDEP JICA projects phase II has been a success. The overriding factor is that of good coordination at district level. Trainings were successfully completed. Construction is at roofing stage and come January 2005, pupils /communities who are direct beneficiaries of all these projects will ably use the infrastructure in question. It is also generally felt that the project will be sustained what with the capacity building that has been done. It remains the hope of Nkhatabay district assembly that NIPDEP JICA will continue with its interventions in the Education sector in the district.

## **NTCHISI**

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Submitted in November 2004

### **SECTION I: Achievements of Phase II**

#### **1. INTRODUCTION**

It was during Phase II of the pilot I in January 2002 when the director of Planning and Development, Coordinating PEA and the district Education Manager were invited to a course on Micro Planning where Ntchisi District Plan was borne. This was done in the context of Government Decentralization Policy. A structure for managing and implementing the projects was put in place. Each project had management unit (Task Force) that was responsible for day-to-day management and financial matters. It was composed of eight members who were competent in their own respect. The one chairing the Task force was a member of the Project Management Team. The Director of Planning and Development (Mr G. Mhango) chaired the Project Management Team. The task Force chairpersons were reporting this committee. We were being funded after submission of financial returns. It was the PMT that was responsible for submission of returns to NIPDEP.

#### **2. PROGRESS OF NIPDEP PILOT PROJECT PHASE II (FY 2004)**

In response to the needs of DEPs developed by March 2003 formulation of the pilot Project proposals was done. Ntchisi had to select seven projects out of fifteen submitted for approval. The formulation of project proposal was a result of consultative workshops held in Ntchisi and the results of the questionnaire sent to different stakeholders. The Ntchisi District Assembly approved the projects. During the first year the following projects were carried out:

- o In-service Training of Primary Teachers
- o Capacity Building on DEMIS /EMIS
- o School Management Committee Training
- o Construction of Primary of Primary Teachers Houses
- o Procurement of Desks for Primary School (Kamsonga Zone).

Some of the projects were continued this year (2004) like INSERVICE, SMC training and construction of teachers houses, follow up construction project and the following were only done this year: Procurement of Lab Equipment and Procurement of desks (Secondary Schools).

Launching of NIPDEP projects Phase II in Ntchisi conducted by both PMT and NIPDEP was done on April 2004 and all Task Force members were invited. The aim of the meeting was to finalize the matrices, which were developed at Malawi Institute of Management held on March 4<sup>th</sup> to 6<sup>th</sup> 2004 this meeting allowed both PMT and Task Force members to understand and appreciate their activities in relation to the budget, Phase II of the project. On 12<sup>th</sup> May 2004 members of the Education Committee Ntchisi District Assembly were briefed and updated on NIPDEP activities in Ntchisi district they were briefed on last years program (2003) and the current program (2004).

Implementation schedule was planned to begin from May, 2004 to 15<sup>th</sup> November 2004.

Monitoring of activities was done by some members of PMT, TOT and on matters of training sensitization and orientation programs, Mr A.E. Msefula and H Chilora of MIE offered advice and provided direction.

## **2.1. OUTLINE OF PROJECTS**

### **2.1.1. IN-SERVICE TRAINING OF PRIMARY TEACHERS**

The project was implemented to equip teachers with relevant knowledge and skills in teaching the current curriculum. The current curriculum has been put in place without the orientation of teachers in its implementation this resulted in teachers failing to teach and not teaching all subjects. You may be aware that as from 1995 teachers were being recruited and trained on the job.

The activities started in May 2004 with preparatory meetings. Malawi institute of Education was contacted and contracted to conduct TOT training held at Mponela in August 2004. The second and last phase for the training of primary school teachers was in five zones: Chikho, Chinthembwe, Kayoyo, Mpalo, Makanda. This was done in October and early November 2004.

### **2.1.2. SCHOOL MANAGEMENT COMMITTEE TRAINING**

This project was implemented with the aim of strengthening community involvement in school management and builds a sense of ownership of the school so as to promote a culture of maintenance. This was promoted because it was observed that there was high absenteeism and dropout rate.

The activities started in May 2004 with preparatory meetings. Task force did selection of TOT members and total of 23 TOTs was selected. Malawi Institute of Education was contacted to conduct TOT training held at Mponela in August 2004. The second and last phase for the training of primary school teachers was done in five zones: Chikho, Chinthembwe, Kayoyo, Mpalo, and Makanda. This was done in October and early November 2004. These TOT were mostly the same who were involved during 2003 SMC training. The zonal based SMC training was done in September and November 2004 and 300 Training manuals printed and were distributed to all Primary Schools, Secondary Schools and TDCs. Training and formation of Zonal Management Committee was conducted in December 2004.

### **2.1.3. CONSTRUCTION OF 2 TEACHERS' HOUSES**

This was a continuation of last years project whose aim was to develop and maintain the provision of minimum standard for quality basic education and to reduce teachers' absenteeism and increase teachers' time on task. There is acute shortage of teachers in the rural schools and one of the contributing factors is lack of accommodation. Two houses are under construction at Msinda School and construction of teacher's houses and toilets is in the finishing stages. The community was taught how to mould bricks by mixing soil and cement.

Two machines were procured for the moulding of SSB and Cement blocks and distributed to the community.

#### **2.1.4. PROVISION OF 3 MOBILE EQUIPMENTS TO COMMUNITY DAY SECONDARY SCHOOLS**

Almost all CDSSs in the district have no laboratory. For Malawi to develop and be prosperous emphasis must be on teaching of sciences. The objective was to develop critical thinking, creativity, and life skills in our students.

The Task Force started in May 2004 by conducting meetings and selection of schools to benefit from this project. The following are the schools, which were identified to be supplied with Lab. Equipment: Kayoyo, Malomo and Nyangoza CDSSs. Sensitization meetings were conducted in the three school where the head teacher, two science teachers three members of SMC and one member of PTA, two student (head boy and head girl) and PEA for the zone were invited to attend. Apart from the sensitization meetings, the science teachers were trained by competent experience science teachers (Mr. Chibwana) on number of topics pertaining to Science Equipment and Laboratory Management.

The laboratory equipment was sourced from CLC Consulting Services by quotation. Delivery of the three mobile lab equipment and the trolleys was done in December 2004.

#### **2.1.5. PROCUREMENT OF DESKS FOR SECONDARY SCHOOLS**

One of the major problems secondary school is poor quality education. Procurement of desks for the secondary school aims at promoting equitable participation and retention of girls in school. The reduction of pupil to desk ratio to 2 : 1 is the desired goal.

The Task Force had to identify the schools to be supplied with desks by visiting the schools to establish the need. And procurement was by quotation. It was RAIPLY that was selected and supplied desks to schools in October and November 2004. The schools were Chinthembwe CDSS Kayoyo CDSS, Mpherere CDSS, Mawiri CDSS, Malomo CDSS, Kanjiwa CDSS, Ntchisi Secondary School and Mbomba Sec school. A total of 450 desks and 450 chairs were procured.

#### **2.1.6. FOLLOW UP ACTIVITIES FOR FIRST YEAR PILOT ACTIVITIES**

Several activities for the construction of teachers' houses were not completed within the timeframe of the first year pilot activities. These were the three houses at Kafantandala, Msinda Kayuwi schools. Completion of all the three houses at three sites was done. New contractors were engaged and the contract of the first one was terminated.

## **2.2. RATING**

### **ACHIEVEMENT OF PROJECT GOALS AND OBJECTIVES**

<b>Project Name</b>	<b>Goals and objectives Fully</b>	<b>Goals and Objectives</b>	<b>Goals and Objectives</b>	<b>Comments</b>

	Met	Partially Met	Not Met	
1. In-service	Yes			There were delays
2. SMC training		Yes		Its not easy to assess since it was toward end of year but all SMC train formation of zonal committee and sip
3. Construction			Yes	Work still in progress
4. Lab. equip		Yes		Lab Equipment not yet in use. Delivered during the holiday
5. Desks	Yes			
6. Follow Up		Yes		House not yet occupied

### ACHIEVEMENT OF IMPLEMENTATION SCHEDULE

Project Name	On Schedule Somewhat	Somewhat behind schedule	Very behind schedule	Comments
1. In-service	Yes			
2. SMC		Yes		Delayed by late submission
3. Construction		Yes		
4. Lab Equip.		Yes		Delivered late Lab Equipment
5. Desks	Yes			
6. Follow Up	Yes			

### BUDGET EXPENDITURE

Project Name	Expenditure Above Budget Estimate	Expenditure As estimated	Expenditure Below estimates	Comments
1. In-service		✓		
2. SMC		✓		
3. Construction		✓		
4. Lab Equip		✓		Reduction in quantity to fit the budget
5. Desks		✓		The number of desks procured less than planned
6. Follow Up			✓	Funds released from the sell of tender documents utilised

## 2.3. ACHIEVEMENTS OF THE PILOT PROJECTS

### 2.3.1. OUTPUTS AND OUTCOMES DATA

Project Name	INDICATORS			
	OUTPUTS		OUTCOMES	
	March 2004	Current	March 2004	Current
1. In-service	✓ 462 teachers oriented ✓ Current	✓ 389 teachers oriented. It is being taught	✓ Improved pass rate ✓ All subjects	All subjects being taught use of TALLULAR

	Curriculum being taught		taught ✓ Effective use of instructional materials	being observed inspection and monitoring
2. SMC	<ul style="list-style-type: none"> <li>✓ 1500 SMC members trained</li> <li>✓ Class attendance improved</li> <li>✓ School Buildings &amp; desks maintained</li> </ul>	<p>1709 trained</p> <p>There is slight improvement</p> <p>Development activities intensified</p>	<ul style="list-style-type: none"> <li>✓ Improved school / community relationship</li> <li>✓ Community participation in School management</li> <li>✓ School discipline improved</li> </ul>	Few cases of Community chasing teacher Formation of Zonal Management Committee & S.I.P.
3. Construction	<ul style="list-style-type: none"> <li>✓ Materials on site</li> <li>✓ 2 teachers houses constructed</li> </ul>	Yes although low participant still under construction	<ul style="list-style-type: none"> <li>✓ Reduced teacher: house ratio</li> <li>✓ Attendance of pupils improved</li> <li>✓ PTR improved</li> <li>✓ Pass rate improved</li> <li>✓ Improved teacher attendance</li> <li>✓ Improved teacher punctuality</li> </ul>	Houses not yet occupied
4. Lab Equip	<ul style="list-style-type: none"> <li>✓ Equipment and chemical and distributed</li> <li>✓ 3 Lab Kit purchased</li> </ul>	<p>Bought but in reduced quantity</p> <p>Done</p>	<ul style="list-style-type: none"> <li>✓ Improved performance in sciences</li> <li>✓ Students change of attitude towards science subject</li> </ul>	The students have not yet started using them. Distribution done during the holiday
5. Desks	<ul style="list-style-type: none"> <li>✓ 610 desks distributed to 6 schools</li> <li>✓ Reduced pupil desks ratio</li> </ul>	450 procured & distributed 7 schools	<ul style="list-style-type: none"> <li>✓ Improved participation of girls in education</li> <li>✓ Improved learning environment</li> </ul>	Distributed as school were preparing for examinations
6. Follow Up	<ul style="list-style-type: none"> <li>✓ 3 teachers houses completed and move in condition</li> </ul>	3 teachers houses completed	<ul style="list-style-type: none"> <li>✓ Staffing at school locations improved</li> <li>✓ Student / teacher ratio at school reduced</li> </ul>	Not yet as they have not handed over to community /sc

## 2.4. SUMMARY OF THE ACHIEVEMENT TO DATE

### 2.4.1. INSERVICE TRAINING OF PRIMARY TEACHERS IN THE CURRENT CURRICULUM

The project started on a good note. And all planned activities of the project were done. It was during TOT training when we experienced problems at Mponela. Malawi institute of Education contracted to train the participant had raised the consultation fee. Although we requested for the contingency funds we were not assisted. The force had to reduce number of MIE staff and the number of days for the training. On the last day some of the PEAs did not complete the course as they were invited to go to Lilongwe for a motorcycle-riding course.

During zonal training the TF experienced some problems with the allowances as they were comparing with what their colleagues got last year. This was sorted out and did not affect the mood of training. In the proposal it was indicated that 470 teachers to be oriented but only 389 were oriented. This was due to the factor that the number of teacher in the district has gone down. When orientation was taking place, some teachers were at the Teacher Training Colleges and others had their services terminated due to failure of Professional examination at College.

The TF spent within the budget but they have not yet utilized the contingency funds. The original plan was to procure a photocopier but the plans were changed to buy books and establish a resource centre. The photocopier was to be used for the production of handouts and teaching materials used during training to be distributed to all teachers as reference materials. This will be done as a photocopier has been procured using PMT funds.

During monitoring, it was observed that teachers had improved on delivery of content and it was pupil centered and participatory methods of teaching. The timetable is being followed and teachers are confident.

#### **2.4.2. TRAINING OF SCHOOL MANAGEMENT COMMITTEE AND COMMUNITY**

The TF was affected by delays in funding. This is due to other TF not submitting reports in good time and other activities requiring the services of the PEA and CDA. Never the less all planned activities were done though not on schedule.

The number of trained members is high than the planned because of demand. Printing of the training manual and distributed to all schools is a great achievement because the Zonal officer can use it if the committee is dissolved and a new one elected. SMC made Action Plans by themselves and were empowered to solve problems on their own. Formation of Zonal Management Committee to supervise and monitor the action plan is commendable, it will ensure sustainability if monitoring is intensified.

The TF faced the following challenges:

- ◇ Delay in funding which has made the project to take long to implement
- ◇ Reduction of allowances to TF members and participants
- ◇ Limited number of chiefs trained not all were trained that are concerned with or take part in the development of the school.

#### **2.4.3. CONSTRUCTION OF 2 TEACHERS HOUSES IN REMOTE RURAL PRIMARY SCHOOL**



It was planned that 2 houses will be constructed at Msinda and Kafantandala but all the 2 houses were constructed at Msinda. This was due to the fact that Kafantandala had another construction project by DFID (Classroom Construction)

Work is going on well. The project is behind schedule because low community participation and there was critical shortage of cement in the country. the community has benefited from training organized by NIPDEP on the use SSB and Cement Blocks molding machine. There has been transfer of knowledge to the community.

#### **2.4.4. PROVISION OF 3 MOBILE LABORATORY EQUIPMENTS TO COMMUNITY DAY SECONDARY SCHOOLS**

These are the schools that do not have science equipment. The head teachers, pupils, SMC members, science teachers were sensitized on the use and sustainability of the equipment. They were taught on the use of incident books and inventory.

- ◇ The TF faced the following problems:
- ◇ Transport problems when visiting schools during community sensitization
- ◇ Time for training of science teachers was very short. Funds limited.
- ◇ Not all TF members attended meetings all the time this had an effect on continuity
- ◇ There are limited science equipment suppliers as a result not easy to get three quotations.

#### **2.4.5. PROCUREMENT OF DESKS FOR SECONDARY SCHOOLS**

All planned activities done. The number of desks was reduced because quotations obtained from the suppliers were high. RAIPLY was the cheapest of all. The TF managed to procure 450 desks and 450 chairs and distributed to 7 secondary schools on time. There has been complaint that conventional secondary schools eg Ntchisi and Mbomba should not have benefited from NIPDEP because Government funds them. These were recommended by TF after need assessment.

#### **2.4.6. FOLLOW UP ACTIVITIES FOR FIRST YEAR PILOT ACTIVITIES**

It was construction of three houses that was not completed last year. The houses are now completed but they have not been handed over to the school community.

### **2.5. SUMMARY OF THE PILOT PROJECT PHASE II (FY 2004)**

In-service training was on schedule. Participation was very good despite changes of some logistics. A total of 21 TOT and 389 teachers were oriented in five zones. Monitoring done has shown that preparation and upkeep of teaching records such as schemes of work, lesson preparation availability of class timetables has improved and registers up to date, effective use of T/L materials and locally available resources was observed. The teaching of life subjects and incorporation of practical aspects of agriculture, which in most schools is ignored, has been revitalized.

SMC training was within budget although zonal training was behind schedule. All school committee members were trained and some influential chiefs around the school. Although it was planned that 1500 members will be trained but 1709 members were trained. A training manual has been printed and distributed to schools. Community participation in school management has improved and formation of zonal committees will enhance monitoring of the action plan developed.

Construction of 2 teachers' houses in the rural schools where accommodation is not available will induce teachers to work in rural schools. Construction is slightly behind schedule but there is good progress. There are within budget. Capacity has been built with regard to operation of SSB and Cement moulding machine.

Provision of mobile laboratory equipment has been achieved and Malomo, Kayoyo, and Nyangoza CDSS. Teachers and community leader were sensitized.

Procurement of desks for secondary school has been achieved. In some school they had no desks and this has reduced the pupil desk ratio drastically. Apart from this the communities were sensitized to provide security and maintain the desks when damaged. They stayed on schedule and within budget although they had to reduce the number of desks to be procured.

Follow up project had been completed and on schedule.

### **3. PROJECT MANAGEMENT DURING THE PILOT PROJECT PHASE II (FY 2004)**

The Task Forces managed the projects, and PMT was supposed to be supervising. This was not the case because most of the times PMT was not meeting to discuss challenges and way forward. The PMT was receiving reports from the Chairperson of Task Forces, TF treasurers and sometimes TF secretary once every month. Most of the time the reports were submitted late. These reports were compiled and submitted to NIPDEP sometimes as a district report or individual TF report depending on the circumstances.

The task Forces conducted meetings at least once a month and when need arises. They responsible for procurement of materials for the project, survey of needs, secure venue for training designing training program, select and inform participants, community mobilization and awareness campaign and monitor the program.

The PMT was responsible for appointment of Chairperson and members of Task Forces. It was the responsibility of PMT to inform task forces once funds were disbursed from NIPDEP to the bank. Mainly the PMT Treasurer did this.

The Task Force members were committed to their duties and their frequent meetings helped the management to be on course. If they had problems with the budget they could readjust the budget and scale down the activities. In some cases when funding was delayed due to late submission of reports, they could carry on the activity or borrow from other task force. The Task Forces were encouraged to save funds for eventualities.

Some of the problems in the management of projects were late funding. Some of the treasurers were submitting to PMT financial reports late. This was like these because as we were appointing TF treasurers we wanted to involve as many departments as possible. When appointing these treasurers certain realities were overlooked for example department had one Accounts Officer so he could not leave core business of his/her department when faced with a choice. This affected the

activities of the Task Force and other Task Forces. Reports were submitted late and in some cases Chairperson of Task force had to use other TF treasurers to compile reports. When PMT had to meet it was a mixture of Secretaries treasurers and whoever was available to represent the Chairman of the Task force. Most of the time the chairpersons were not available because the Ntchisi experienced a number of program pertaining to different line ministry. We also a hard working and dedicated chairperson of task Force II. She retired from the Government. This did not affect the smooth running of the Task force.

Although the reports were submitted late, almost all the projects are complete and NIPDEP was very understanding to sometimes fund a Task Force, as time was not on our side.

### **3.1. GENERAL OVERVIEW**

People were prepared to work awkward hours. During training of teachers in Mpalo zone, teachers were being trained on Saturdays and Sundays because the program could not fit in the normal working day. And sometimes-public holidays were utilized. Resources were being shared especially transport and this was common with construction project. The facilitators resolved the issue of differences in allowances amicably and this did not affect the mood of training.

## **4. PROJECT FINANCIAL MANAGEMENT**

The lesson learnt during preparation of the project budget plan was to prepare the budget after checking prices and then brief Task Force members on the way the budget was prepared to have their input before finalizing the project budget.

The provision of Account books was good because it was not difficult to follow after submitting reports to NIPDEP. The disbursement of funds according to the activities for the month was a good system despite letting down those Task Forces doing a good work always on schedule. This was one-way of controlling cash flow and letting every to be on board, a social pressure. The cash deposited in the bank outline the activities to be spent on was like a remind for the Task Force to spend within the budget. It was the responsibility of the Task Force chairperson who is the member of PMT to inform the Task Force. The management of the funds was the responsibility of the Task Force. It was important to have a good relationship between the members of the Task Force and be transparent.

The Task Force Treasurer was responsible for collection of funds from the PMT Treasurer, bookkeeping, cash custody, payment and procurement, keeping of receipts and compilation of financial report. Procurement was done jointly with other members of the Task Force. The Director of Finance who is PMT Treasurer did Disbursement at Assembly. The bank transactions were also his responsibility although he could delegate.

Although the PMT Treasurer was supposed to supervise and check the books of TF Treasurers, it was not easy for several reasons for example time and as some financial report were submitted late to PMT he had no time to check. In some cases the Treasurers could meet to discuss the financial reports before submitting to NIPDEP. This was to receive reports.

The document to be completed by the Task Force were well designed although at first it brought in confusion but it was clarified after the treasurer met to discuss documentation concerning accounting. There is need to have close supervision especially to record transaction of the day on the same day to avoid loss of some documents eg receipts. Treasurers of busy offices should not be considered next time especially if he/ she is the only account personnel in the office.

## **5. PROJECT SUSTAINABILITY**

### **5.1. INSERVICE**

To sustain the project the education office should come up with a program of zonal and school based inset. It is important for the PEAs to intensify monitoring during supervision and inspection visits to schools. Promotion of peer observation during teaching among teachers should be encouraged. Zones should conduct open day where each school would display its T/L materials used in their school. Exchange visits should be organized so that teachers share knowledge and experiences. Production of handouts used during training to be distributed to all teachers in the district to reinforce the techniques imparted during training and to be used as resource materials as they conduct school based insets.

### **5.2. SMC**

The Developed Action Plan needs to be monitored to remind members of the community of their roles and what they pledged to do. This will be done jointly: by the members of the newly established zonal committees, and the field officers. By training them the communities have been empowered. The production of the training Manuals will assist very much the school administrator during orientation of the new SMC members. The training manuals will be the property of the school.

### **5.3. DESKS AND LAB EQUIPMENT**

The involvement of the communities will sustain the projects. The community has been empowered to encourage local creativity to source funds for repair and to provide security. Broken pieces of furniture or apparatus should be paid for. The community should provide security. In construction the community has been involved and provided materials and also they have been trained on how to operate the SSB machine. The community awareness campaign and sensitization will help and you link this to SMC training. Rent released from the houses will also help to maintain the houses.

The pilot projects conducted during Phase I that were targeted for the Post -Project Impact Survey Capacity Building on DEMMIS/EMIS, Construction of Teachers Houses and Procurement of Desks for Primary Schools.

The project on DEMMIS aimed at improving planning capacity at school zone and district levels. Head teachers, teachers were trained and a computer procured attendance registers were procured and distributed to all schools in the district. A District Statistical bulletin was produced.

The other project was on construction of Teachers Houses at Kafantandala, Kayuwi and Msinda. It was one house at each site.

The third project targeted for Impact Survey was Procurement of Desks. 410 desks were purchased from local contractors within the district and distributed to 5 schools in Kamsonga Zone. The Survey was conducted in the form of a discussion being guided by the questionnaire (interview sheet). There were a number of groups, parents SMC members, teachers and pupils. The one conducting the interview was the DEM and the CPEA or his representative.

## **SECTION II: IMPACT of NIPDEP PILOT PROJECT**

### **6. SUMMARY OF THE RATING RESULTS**

Attached.

### **7. BENEFITS AND IMPACT**

There are several benefits of the JICA NIPDEP Pilot Projects. The training the members managing the project was part of capacity building and knowledge is treasure. The interaction and involvement of people of different backgrounds and profession shared experiences. The allowances and awarding of contracts to the local people was part of poverty eradication. There has been transfer of skills and knowledge to the community e.g. Msinda Community who were taught how to use the SSB machines. People appreciated the importance of meeting deadlines and working within the budget. They know the importance of budgeting and having Plan of Action. It is also important to work as team. The smooth running of the project depended on teamwork hence those monthly Task Force meetings. It was also discovered that it is important to record what you are doing to report to your friends.

The skills gained by our teacher will help the education department offer quality education to the children. The teachers are now confident therefore will enjoy / like the teaching profession. Since all subjects will be taught absenteeism of pupil will reduce, as the schools will offer a variety for subject catering for different talents of the pupils. There is increased efficiency in the trained teachers on how to handle lessons.

Desks and the Laboratory equipment will create good teaching and learning environment in the classroom. This will encourage the participation of especially girl in class. Student will be challenged to opt for the sciences and therefore Malawi will develop.

The involvement of the communities in school management will ensure schools are well managed and provide security to the school. The construction of the teachers' houses apart from providing shelter to our teachers will attract teachers to teach in the rural schools to the benefit of the pupils, and increased moral support from community leaders and increased collaboration between teachers and community.

The training of our teachers on data management has assisted the office in planning and detecting the zones with problems on absenteeism and drop out. Storage of data and processing it in the computer is now manageable. The office will be producing Statistical Bulletin on time and

distribute it to our development partners for assistance with the help of the updated District Education Plan.

## **8. LESSONS LEARNT**

- ◇ The projects to be done in good time to allow for monitoring and reflection.
- ◇ To avoid overloading the PEAs and CDAs the projects should be well spaced or use of other officers in the district.
- ◇ The formation of Task Forces to manage the projects should be encouraged and there is need to hold frequent meetings and very close supervision.
- ◇ There is need to intensify community mobilization to be actively involved in the project. Do not send contradicting messages to the communities.
- ◇ The involvement of other stakeholders has brought people closer to the education sector.
- ◇ The involvement of people of different backgrounds and profession to shared experiences and worked as a team.
- ◇ The involvement of people at grassroots level brought the issue of relevancy.

## MCHINJI

Written by: George G.K. Ngaiyaye, District Education Manager / PMT Secretary  
Submitted in November 2004

### SECTION I: ACHIEVEMENT OF NIPDEP PILOT PROJECTS

#### 1. INTRODUCTION

In the Financial Year 2004, Mchinji was implementing Six Pilot Projects namely; Construction of two classroom blocks at Lombwa, Construction of two classrooms at Nthema, In-service Training of Under qualified teachers in Community Day Secondary Schools, Construction of One School block and Administration block at Bua CDSS, Provision of Sanitary Facilities in Primary Schools and Gender awareness Campaign.

There was project pinning done at the beginning of the year which included project proposals. Planning included Prioritizing needs of the District, laying out activities against time schedule, costing of the activities as major areas. Based on experience, thorough planning was done as an improvement from the Phase I of the Pilot Project. There was seen an improvement in the implementation and monitoring of the Project activities especially in In-service Training and Gender awareness.

#### 2. PILOT PROJECT PROGRESS IN PHASE II

##### 2.1. OUTLINE OF PILOT PROJECT OF PHASE II

As outlined in the introduction, six Pilot Projects were being implemented. Following are objectives and major activities by Pilot Projects.

##### 2.1.1. CONSTRUCTION OF TWO SCHOOL BLOCKS AT LOMBWA

###### Goals and objectives of the Pilot Project included: -

- i. To ensure provision of quality education to students by improving learning environment.
- ii. To increase access of pupils to education.
- iii. Making maximum use of learning time by making pupils more comfortable and motivated.

###### Major activities included the following: -

- i. Task Force meetings
- ii. Community sensitisation.
- iii. Needs assessment survey.
- iv. Community mobilization.
- v. Monitoring.
- vi. Monthly progress and financial reports.
- vii. Procurement of materials.
- viii. Construction.

- ix. Furniture procurement.
- x. Procurement survey.
- xi. Purchase order.
- xii. Receipt of Desks.
- xiii. Transport of desks.
- xiv. Evaluation

#### **2.1.2. CONSTRUCTION OF TWO CLASSROOM BLOCKS AT NTHEMA**

For the goals, Objectives and Activities refer to 2.1.1.

#### **2.1.3. INSERVICE TRAINING UNDERQUALIFIED SECONDARY SCHOOL TEACHERS**

Goals and objectives include: -

- iv. To improve the qualities in teachers.
- v. To motivate teachers in their profession.

Main activities included:

- i. Task Force meetings.
- ii. Needs assessment
- iii. Describing the Training Program
- iv. Decide on deliverer
- v. Contracting chosen deliverer
- vi. Recruitment
- vii. Training of Trainers
- viii. Training preparations
- ix. Training of Teachers
- x. Monitoring and Reporting
- xi. Follow up Evaluation
- xii. Final funds accounting

#### **2.1.4. CONSTRUCTION OF BUA CDSS SCHOOL BLOCK AND ADMINISTRATION BLOCK**

For the Goals, Objectives and Main Activities refer to 2.1.1.

#### **2.1.5. PROVISION OF HEALTH AND SANITARY FACILITIES IN PRIMARY SCHOOLS**

Goals and objectives included:

- i. To improve retention of pupils.
- ii. To improve health and sanitary facilities in schools
- iii. To improve the health of pupils in the schools
- iv. To make safe water accessible to pupils

Main activities included:



- i. Task Force meetings
- ii. Community Participation
- iii. Needs assessment survey
- iv. Natural conditions survey
- v. Tendering
- vi. Monitoring
- vii. Construction
- viii. Procurement survey of materials
- ix. Training of stakeholders in sanitation promotion
- x. Evaluation

### 2.1.6. AWARENESS OF GENDER ISSUES

#### Goals and objectives included:

- i. To encourage awareness of Gender issues
- ii. Cultivate positive attitudes in parents to send girl pupils to School

#### Main activities included

- i. Task Force meetings
- ii. Needs assessment
- iii. Decide on deliverer
- iv. Training of Trainers
- v. Procurement of materials
- vi. Sensitisation meetings
- vii. Monitoring.
- viii. Evaluation

## 2.2. RATING OF PILOT PROJECT PERFORMANCE

### ACHIEVEMENT OF PROJECT GOALS AND OBJECTIVES

Project Name	Goals and objectives Fully met	Goals and Objectives Partially met	Goals and objectives Not Met	Comments
Construction at Lombwa			_____	Contractor was very slow
Construction at Nthema			_____	Contractor was very slow
In-service Training	_____			Well done
Construction at Bua CDSS			_____	Contractor was very slow
Sanitary Facilities			_____	Construction is yet to be completed
Gender Awareness	_____			Well done

### ACHIEVEMENT OF IMPLEMENTING SCHEDULE

Project Name	On Schedule	Somewhat Behind Schedule	Very Behind Schedule	Comments
Construction at			_____	Contractor was very

Lombwa				slow
Construction at Nthema			_____	Contractor was very slow
In-service Training	_____			Well done
Construction at Bua CDSS			_____	Contractor was very slow
Sanitary Facilities		_____		Construction is being completed
Gender Awareness	_____			Well done

### BUDGET EXPENDITURE

Project Name	Expenditure Above Budget Estimate	Expenditures as Estimated	Expenditure Below Estimates	Comments
Construction at Lombwa	_____			Due to change in Contractor Expenditure will be higher
Construction at Nthema	_____			Due to Change in contractor Expenditure will be higher
In-service Training		_____		
Contraction at Bua CDSS	_____			Due to change of contractor Expenditure will be higher
Sanitary Facilities			_____	
Gender Awareness		_____		

### 2.3. SUMMARY OF THE PILOT PROJECT PHASE II

In summary, two Pilot Projects (In-service Training and Gender Awareness) did very well as far as scheduling was concerned and they were completed within Budget Estimates.

Provision of Sanitary facilities was also well implemented. Delays were experienced in construction because of logistics between the Executing Agency and NIPDEP study team. On the Budget Estimates, the project made some savings and these are being used at a third site, which was not budgeted for.

On Macro-Projects of Construction (Task Forces 1, 2 and 4) the Contractor was very slow and currently another contractor has been identified to take over the construction work, which is hoped to be completed in January. With this change in contractor, the budget is inevitably expected to be higher than initially drawn.

### 3. PROJECT MANAGEMENT DURING THE PILOT PROJECT PHASE II

The implementation of Pilot Project Phase II had some management difficulties or obstacles encountered. However, due to lessons learned in the implementation of Pilot Projects Phase I these difficulties and obstacles were minimised. The major challenges in Phase II were as follow:

**i. LATE SUBMISSION OF REPORTS**

Many Task Forces were not able to submit their progress and financial reports to the PMT on time. This in turn led to late submission of reports by the PMT to NIPDEP. As a result of this, funding of the Task Forces was delayed affecting some activities in the Task Forces.

**ii. LACK OF TRANSPORT FOR MONITORING AND SUPERVISION BY THE TASK FORCES**

Some members of Task Forces especially those residing at the Boma had Problems in securing vehicles to be used in monitoring and supervising the Projects. This was so because Government Departments in Mchinji District Assembly have a few vehicles available to them. Vehicles could be mobilised sometimes, but in many cases they were not available to be matched with the scheduling of the activities of the Task Forces.

**iii. DELAYS IN CONSTRUCTION**

Construction in three Projects was delayed. This is attributed to the contractor who was awarded the contract. The contractor was unable to construct according to schedule. A change in contractor was made later. This had had a bearing on many issues. The Budget, Schedule, and monitoring activities by the Task Forces were all affected.

**iv. COMMUNITY PARTICIPATION**

One of the Project site (Nthema) had been misinformed about what the Community was expected to contributed to the project. People were made to contribute foodstuffs to the workers at the project site and unfortunately the Task Force and PMT took a long time to discover and intervene.

**v. ABANDONMENT OF TRAINING OF TRAINERS**

The identified Facilitators in the Training of Trainers abandoned the Training claiming that the allowances that they were given were not adequate. It was unfortunate that after the Task Force had several meetings with representatives of the facilitators and agreed on all the logistics, the Facilitators abandoned the Training after three days out of the agreed five days.

### **3.1. GENERAL OVERVIEW**

There have been lessons that have been learned in the preparing of plans, implementation and monitoring. In general the lessons learned in Phase I enabled us to improve in Phase II. Below are the lessons learned under subheadings of preparation of plans, implementation and monitoring.

### PREPARATION OF PLANS:

- a. Many stakeholders had a very good understanding on the priorities of the District and how the projects were arrived at.
- b. More stakeholders were involved in the planning process as compared with the planning in Phase
- c. The budget for each project contained contingency, which was putting the project on the safer side in case of price fluctuations in commodities. For example, in construction projects the contractor was withdrawn and another one had to be identified. In this case the one who was identified was on the higher side in terms of price. The contingency cushioned the challenge, which could have been there.
- d. There is still need for thorough planning especially on the activities, which are to be carried out in the project. It was discovered in Gender Campaign that a certain group of community was not initially targeted and their activities were planned later on.

### MONITORING

- a. In most cases members of the Task Forces and PMT did not document their observations on the monitoring forms and in the end they could not match the activities done and the expenses encountered.
- b. Resource mobilisation needs to be improved in order for monitoring to be done effectively, especially on vehicles.
- c. All members have to be assigned to monitor the projects and report to their respective Task Forces.

### IMPLEMENTATION

- a. A lot of effort is required by the PMT to make sure that activities are being implemented on schedule.
- b. Frequent consultations are made amongst TFs, PMT and NIPDEP to avoid delays in tackling emerging issues in the course of project implementation.
- c. The PMT has to meet frequently with the District Executive Committee and the District Assembly to brief members on progress and solicit some advice, which can improve the implementation of the activities.

## **3.2. SPECIFIC PROJECTS**

There were some difficulties and obstacles that were met by specific projects and here they will be discussed in three groups of Construction, Training and Procurement.

### **3.2.1. CONSTRUCTION**

In the construction projects of Task Forces 1, 2, 4, and 5 the major difficulties and obstacles were as follows:

#### **a) IDENTIFICATION OF CONTRACTORS:**

The process of identifying contractors was done behind the agreed schedule. This had an impact on other activities such as community mobilization.

**b) COMMUNITY MOBILIZATION:**

It was discovered though late that at one of the sites the community was told to contribute foodstuffs as community contribution towards construction. The Task Force and PMT intervened and everything was corrected.

**c) FAILURE BY ONE OF THE CONTRACTOR:**

A contractor who was hired for Macro-projects failed to construct on time and later withdrawn. A replacement had to be identified and this had taken sometime. And this had taken sometime. The projects will be completed behind schedule.

**3.2.2. TRAINING (INSET and GENDER AWARENESS)**

In training projects, fewer problems were met as compared to Phase 11 of the Pilot Projects. A major obstacle met was the abandonment of Training of trainers programme by officials from Methods and Advisory Section in Central Western Division who were facilitators. They abandoned the training after three days out of five days agreed. This was a set back to us as we were convinced that we had made agreements with them on logistics.

**3.2.3. PROCUREMENT:**

In Mchinji procurement of Desks as a component of construction was done and one obstacle met is that one of the Suppliers supplied the desks early in December and due to the reason that construction delayed, storage of the desks was a problem. Temporarily the community has stored the desks.

**4. PROJECT FINANCIAL MANAGEMENT**

As earlier said in this report, there are some lessons learned in preparation of budget plans. Some of the lessons are:

**a) Provision of contingency funds in the project budget:**

Each project had its own contingency that cushioned the effects of commodity price changes and it was also used to deal with some deficiencies, which were discovered in the process of implementing the project.

**b) Activities to be planned thoroughly to avoid having a lot of gaps in the implementation of the projects.** The gaps, which are discovered on the way, would need a separate budget. The overall project financial management was very good. The training of PMT / Task Force Treasurers prior to the projects implementation gave the Treasurers ability to handle the funds Well, spend according to activities. From Phase 1, there has been a very big improvement. However, there is still room for improvement especially in reporting. Many Treasurers were not able to submit reports on time making the PMT to chase the Task Force.

**5. PROJECT SUSTAINABILITY**

The projects, which were being implemented, are sustainable. The first advantage that will make these projects sustainable is that there are many stakeholders involved in the Planning Process, Implementation, Monitoring and Evaluation.

This, then means that the stakeholders, among whom there are; Community members own the projects. Ownership of these projects is the key to sustaining the projects. The Communities themselves will hopefully sustain projects in construction. In training projects, it is encouraging that signs are already there that the projects are going to be sustained. Since Phase 1 of the NIPDEP, Zonal PEAs have intensified Zonal Based In-service Training of the Teachers. The District Education Office has the feeling that these In-service Trainings are encouraged all the time.

## **SECTION II: IMPACT of NIPDEP PILOT PROJECT**

### **1. IMPACT TO STAKEHOLDERS**

As it has already been mentioned that desks were procured for Magawa Secondary School and Bua CDSS, the desks have had an impact on the schools, the teachers, the students, the parents and the communities, as follows:

#### **1.1. TO THE SCHOOLS**

The desks will encourage the students to improve their attendance to the schools especially girls. More to this the schools are attractive now than they were.

#### **1.2. TO THE TEACHERS**

The teachers are now comfortable to supervise their students while classes are in progress as opposed to a situation where students are seated on the floor. Their students when they are standing up or when they are going out do not disturb the teachers.

#### **1.3. TO THE STUDENTS**

The students say they are now comfortable learning while seated on desks than in the past when the schools did not have the facility. Other than this they say they are now cleaner than before because in the past they were sitting on the floor on the same they walked and it was usually dirty. They continue to say girls who were being embarrassed as they were standing from the floor due to the nature of their dressing are not being embarrassed any more. However, because the desks are fewer in number as compared to enrolment, students struggle to use the desks. They quarrel over the use of the desks.

#### **1.4. TO THE PARENTS**

The parents say they are happy that their children are being looked after very well by providing them with desks. They again say this will improve performance of their children in class and during National Examinations.

## **1.5. TO THE COMMUNITIES**

The members of the community feel that the provision of desks to the schools concerned has improved the teaching and learning environment. They observe that this will in turn improve students' performance.

## **2. MAINTENANCE PLAN**

The schools have mentioned their maintenance plans depending on the projects and how they source funds.

### **2.1. CONSTRUCTION PROJECTS**

In general the schools are thinking of making members of the communities contribute funds towards the maintenance of the school blocks and teachers houses through community leaders. This appears to be feasible because normally community leaders mobilise their subjects in contributing funds for a specific cause.

### **2.2. PROCUREMENT PROJECTS**

In the secondary schools students pay development fund, which is used at the school in any development activity decided by the school. The development fund varies from school to school depending on the type of the project. The schools will be using development fund to maintain the desks.

### **2.3. FINDINGS FROM THE DATA SHEET**

Generally some indicators have improved since the implementation of the pilot projects. With some exceptions, enrolment has improved in the schools concerned. It has also been established that attendance has also improved particularly in the schools where construction of school blocks took place.

Some indicators like passing rate and dropout rate may take some time before they are observed.

## **3. BENEFITS AND IMPACT**

The NIPDEP pilot projects Phases I and II have a lot benefits to the development of Education in Mchinji. These are categorised into short-term benefits and long-term benefits.

### **3.1. SHORT TERM BENEFITS**

- a. Pupils' enrolment will increase with the different interventions that NIPDEP/JICA funded.
- b. The schools i.e. teachers, pupils and community members are motivated to develop their schools by playing different roles.
- c. Being included in the implementation structure of the projects motivates the members of all task forces, which included various stakeholders in the District.
- d. The communities got the infrastructure that they have been waiting for. Donor support in these schools has been sought for a very long time.

- e. Members of the communities have appreciated their involvement in such big projects and they will want to be involved in all projects implemented in their areas.

### **3.2. LONG TERM BENEFITS**

- a. The community members will develop sense of ownership because of their involvement in the implementation of the projects. This will enable them to sustain the projects.
- b. The quality of education will be improved. The interventions will address the gaps that exist in education. This will in turn improve the indicators that are used to determine quality education.
- c. The projects have built capacity in planning, budgeting and the implementation of educational projects to members of the District Education office and members of District Executive Committee.
- d. Transparency and accountability will improve in the district. This will be achieved by involvement of different stakeholders in the implementation of the projects.

## **4. LESSON LEARNED**

### **RELEVANCE OF PROJECT TO NEEDS**

- a. Enough consultations should be made in order to assess the needs of the schools and later prioritise.

### **BUDGETING**

- a. Involvement of many stakeholders would reduce under budgeting in planning process of the projects
- b. Budgeting in local currency especially with donor support should be revisited as the Malawi currency is dictated by the strength of the United States Dollar.

### **SCHEDULING**

- a. The Scheduling has been very good. However more time has to be given to the process of tendering as more is involved.

### **IMPLEMENTATION ORGANIZATION AND ADMINISTRATION**

- a. The organization and administration is good also. The only area that needs improvement is availability of Chairpersons of the Task Forces in activities. Since the chairpersons of the Task Forces are Heads of Departments, it has been observed that they also have a lot to do in their respective offices. It is very difficult for them to be available in all activities.

### **COMMUNITY INVOLVEMENT/CONTRACTING**

- a. The communities contributed much to the projects especially construction projects. The communities were easily mobilised and this contributed positively to the whole process of construction.
- b. Contracting in Macro-projects has been observed to take a lot of time. Therefore, a lot of time is required in our schedules for this process.

### **RESOURCE ALLOCATION**

- a. On resource allocation, we have done much better.

### **OVERSIGHT/MONITORING**



- a. Reporting on the observations made during monitoring has not been adequate. Improvement is required in this area.
- b. Not all members of each task force are involved in monitoring of the activities. It would be necessary for all members to monitor their activities so that their involvement benefit the Task Forces.

#### **EVALUATION ACTIVITIES**

- a. Adequate resources be put aside to be used for evaluation.
- b. Enough time is required for evaluating the pilot projects.

#### **REPORTING ACTIVITIES**

- a. Late reporting has always disrupted the planned schedule. There is need for Task Forces to improve in this area.
- b. There has been an improvement in what is reported to NIPDEP. This has been observed by comparing Phase I and Phase II.

## MACHINGA

Written by: C. TAMBALA, District Education Manager / PMT Secretary  
Submitted in November 2004

### SECTION I: ACHIEVEMENT OF NIPDEP PILOT PROJECTS

#### 1. INTRODUCTION

NIPDEP pilot projects in Machinga have been seven in phase I (FY3) and eight in phase II (FY4) the types of these projects were Construction, In-Service Training for both Primary and Community Day Secondary Schools and Procurement of Textbooks and Teachers Guides in Community Day Secondary School.

These projects were geared to address the following policy objectives: quality, access and finance. PMT (Project Monitoring Team) and Task Forces as implementing, management and monitoring bodies were formed and trained in very specific skills.

In Phase I problems/ challenges outweighed success. Poor and late reporting for both progress and financial were common challenges.

These problems were translated in to lessons that made Phase two to be a better implemented, managed and monitored phase. In phase II, timely and accurate reporting proved to be the basis for projects to be on schedule.

#### 2. PILOT PROJECT PROGRESS IN PHASE II

##### 2.1. OUTLINE OF PILOT PROJECT OF PHASE II

###### 2.1.1. EDUCATION AWARENESS CAMPAIGN

In terms of performance we are yet to identify 16, more bicycles for the remaining 16 clusters. 18% enrolment increase has been registered at the end 2004 academic year.

The project has come along with a very critical problem of shortage of teachers to attend to this influx of pupils and challenge is at 1:98 teacher pupils ratio as at November 2004. The projection of this challenge poses a very threatening teacher-pupil ratio this coming 2005 academic year.

###### 2.1.2. PROVISION OF TEXTBOOKS AND TEACHERS GUIDES IN CDSS

There are 15 CDSS in Machinga and these have have been supplied with textbooks and teachers guides as per each schools identified needs. Shortage of textbooks and teachers guided was aggravated by the withdrawal of the DANIDA government, which was providing textbooks to Secondary Schools along side matching fund.

It is the withdrawal of DANIDA and the presence of under qualified teachers in CDSS that necessitated the project to improve performance at national examination.

The project did well in phase I but phase II had some problems namely

- In accurate needs assessment
- Failure to come up with an agreed amount of money from the students as a contribution to the budget and to effect it.
- Failure to monitor the proper use of the textbooks.

However phase II went on schedule and according to the budget.

### **2.1.3. INSET: Secondary**

Teachers and Head teachers in CDSS are under qualified hence the origin or basis of the project. 68 and 69 teachers under went training under phase I and II respectively. In phase II Head teachers underwent management and administration programme.

Both phase I and II had both success and problems. On the part of problems the under listed were some of them.

- Shortage of time (not enough time)
- Entry point to the programme of the participants was below average.

Another challenge is to establish impact since it has long-term impact. However in terms of implementation and management of the project, it was well done. On objectives the project partially achieved the intended goals and objectives for the listed challenges had a negative impact. However the project was on schedule and according to the budget.

Lastly there is a challenge on sustainability. There is great need to continue with the project as it has been highlighted already that these under qualified teachers need a lot of continued professional; development programmes.

### **2.1.4. INSETS: Primary**

The project was on schedule and has the same challenges as in Project 3. To establish quality training, phase II had half of those trained in phase I. As additional to challenges in project 3 lesson planning emerged as an additional and critical challenge facing the primary school teachers.

There is need to come up with an interaction to address the challenge. The last but not least challenge was on budgeting. The budget turned out to be un-sufficient due to lack of proper consultation with MIE about the costs of the services the later was requested to provide. There is a lesson learned here to have proper consultations and agreements with any body whose services are required to implement a project.

### **2.1.5. CONSTRUCTION OF TEACHERS HOUSES IN PRIMARY SCHOOLS**

Inadequate accommodation in Machinga posed still poses a very critical challenge currently it is at the 3:1 teacher house ratio.

Phase II performed better than Phase I in terms of being on schedule within budget and objectives fully achieved.

Two houses have been constructed in phase II.

### 2.1.6. Provision of Sanitary Services

This project had toilets to be constructed and two boreholes to be drilled. On the borehole part the project performed better than the toilets. The most outstanding problem the project faced was the failure to supply cement by the supplier. The project therefore didn't perform well.

### 2.1.7. INCOME GENERATING PROJECT (FISH POND)

This is a continued project from phase I and phase II. It is a project faced with a lot of challenges. The most outstanding challenge was that of huge atones in the third pond.

However the project performed well in the sense that its objectives were fully achieved and was within budget.

Water and Sanitation (Follow Up Project)

It is a follow up project from phase I.

In terms of performance, it did not do well. Inadequate community sensitization, shortage of building materials and adequate budget were the outstanding challenges the project faced right away from phase I into phase II.

## 2.2. RATING OF PILOT PROJECTS PERFORMANCE

**Table 1: Achievement of Goals**

Name of Project	Goals/Objectives Fully Met	Goals /Objectives Partially Met	Goals /Objectives Not Met	Comments
Education Awareness Campaign	✓			Well planned and implemented
Provision Text on CDSS	✓			Well planned and implemented
Inset CDSS	✓			Well planned and implemented
Inset Primary	✓			
Construction of teachers Houses	✓			
Water and sanitation	✓			
Income Generating Activity	✓			
Water and Sanitation Follow-up		✓		

**Table 2: Achievement of Implementation Schedule**

Project Name	On Schedule	Somewhat on Schedule	Very Behind Schedule	Comments
Education Awareness Campaign	✓			
Provision Text on CDSS	✓			
Inset CDSS	✓			
Inset Primary		✓		
Construction of Teachers Houses	✓			
Water and sanitation		✓		Delayed Material Supply
Income generating Activity		✓		Stones in the third Pond. Lack of coordination between the construction and the Task Force
Water and Sanitation Follow Up		✓		Delayed material supply. Inadequate Community Sensitization

Achievement should also be established if the project was within the budget. Table 3 outlines achievement based on budget expenditure.

**TABLE 3: ACHIEVEMENT ON BUDGET EXPENDITURE**

Name of Project	Expenditure Above Budget Estimate	Expenditure As Estimated	Expenditure Below Estimates	Comments
Education Awareness Campaign		✓		
Provision Text on CDSS		✓		
Inset CDSS		✓		MIE too expensive
Inset Primary				Delayed production of materials
Construction of Teachers Houses	✓	✓		
Water and sanitation				
Income Gen. Activity				
Water and Sanitation follow up		✓		

As table displays all projects were implemented within budgets. It is a clear testimony that there was efficient project implementation and financial management at Task Force level. It goes without any disagreement that this prudent financial management is due to the training of treasurers organized and conducted by NIPDEP at MIM.

### 2.3. ACHIEVEMENT BASED ON OUTPUTS AND OUTCOMES DATA

We are to look at project based on outputs and outcomes to establish their achievements and performance. As a summary table 4 displays both outputs and outcomes for each project in current status against 2004 status.

**TABLE 4. Achievement Based on Outputs and Outcomes**

Project Name	Indicators			
	Outputs		Outcomes (Impact)	
	March 2003	Current	March 2003	Current
Education Awareness Comp.	92,723 Pupils in 2003	109,467 33 clusters formed 17 bicycles distributed 33 Action plans produced		<ul style="list-style-type: none"> <li>• Drop out reduced</li> <li>• Enrolment increased by 16,744=18%</li> </ul>
Provision of textbooks in CDSS				<ul style="list-style-type: none"> <li>• Effective teaching and learning</li> </ul>
Inset CDSS	68	69 trained		<ul style="list-style-type: none"> <li>• Knowledge of subject matter enhanced</li> <li>• Efficient teaching and learning</li> <li>• Officiate administrative and management skills</li> </ul>
Inset Primary	1160 trained	580 trained	Little impact because the number was too big to handle for quality training	<ul style="list-style-type: none"> <li>• Knowledge on subject matter enhanced</li> <li>• Effective teaching and learning</li> </ul>
Construction of Teachers House Constructed	3 houses constructed	5		Effective teaching and learning
Provision of Water and Sanitation	3	5	Access to clean water reduced born	Access to clean water Reduced water born diseases

			diseases	
Income generating Activity	3 fish ponds	3 Fish ponds	Knowledge and skills in fish farming acquired	Knowledge and skills in fish farming acquired
Provision of Water and Sanitation	3 toilets	3 toilets	Reduced air bone diseases	Reduced air born diseases

It is important to give a brief descriptive summary of table 5 of each pilot project

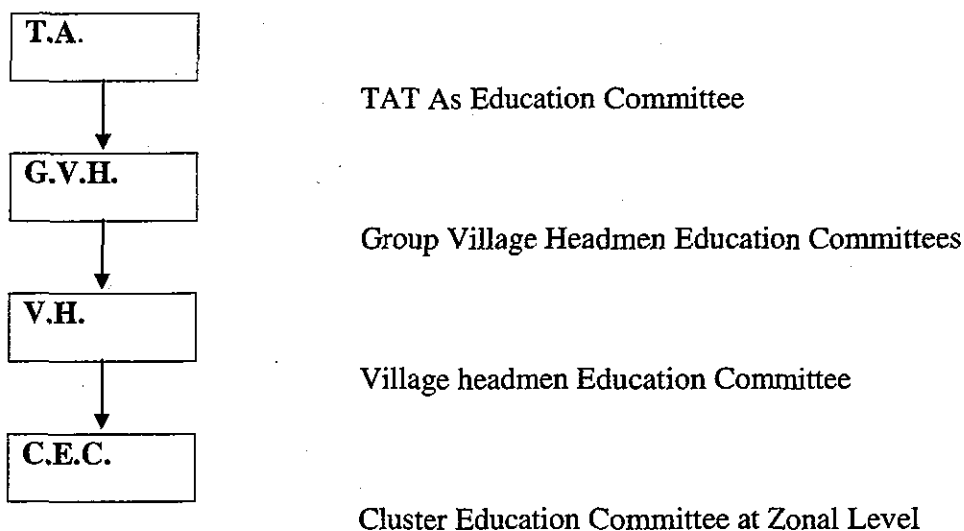
### 2.3.1. Education Awareness Campaign

- i. **OUTPUTS:** The project has well established cluster education committee in all the 10 zones in the district. 17 of those committees have been provided with bicycles as monitoring tools in their respective clusters. There are also 13 committees one in each Traditional Authority.

These 13 committees are composed of group village headmen. Each group village headman has an education committee composed of village headmen and the cluster education committees are formed or composed of parents from the villages.

At the top there is education committee composed of Traditional Authorities or Traditional chiefs Sensitization and training took on board all these categories of the stakeholders at grass roots level:

Below is the organization structure of education committees for project 1



The output can best be explained through enrolment data. The project started in 2003 and at the end of that academic Year enrolment was 92,723.

2004 academic Year registered 109467 pupils and this gives us an increase of 16744 pupils representing 18 % increase to the 2003 enrolment. In July 2004 the enrolment was 109758 and then in October 2004 it was 109467 and the difference 291 represents drop out for all the 10 Zones and it gives 29 as dropouts per zone in three months. Now for these three months dropout rate per month was 10 pupils per Zone.

It can be seen that due to education awareness campaign enrolment has gone up substantially and dropout rate significantly reduced.

This is the most outstanding project of all in all aspects.

The activities of the education awareness campaign had a notable impact on parents hence education is valued much more than before.

### **2.3.2. Projects: Provision of Textbooks and Teachers Guides to CDSS:**

To establish impact for this project needs time. There is need to assess the impact through interviews with both students and teachers based on the 2004 JCE and MSCE national examination results. However even before this assessment is done it is of no doubt the provision of textbooks have an impact on the 2004 national examination results. 950 textbooks were procured and distributed in phase II.

### **2.3.3. Projects 3: In-service training for CDSS teachers.**

In terms of outputs 69 and 68 teachers underwent this training for 2003 and 2004 phases respectively. Establishment of impact, time is needed to carry out assessment form both pupils and teachers.

### **2.3.4. Insets; Primary School Teachers:**

Outputs for 2003 and 2004 are 1160 and 580 respectively. It can be assumed that effective teaching and learning is taking place in the schools. However, to establish the actual outcomes, time is needed since these are long time outcomes.

### **2.3.5. Construction of teachers Houses For Primary School Teachers**

Outputs for both 2003 and 2004 Phases are 5 teachers houses constructed. Outcomes can only be established in the actual schools where the construction has taken place. The actual outcomes shall be established with time since it is a long-term outcome. However the achievements can lead to effective teaching and learning. There is need to have a special programme of monitoring impact of the projects based on its goals and objectives of the project.

### **2.3.6. Provision of Water and Sanitary Services:**

5 Boreholes have been drilled and 8 toilets constructed in both phases. These achievements can lead to the required impact based on its goals and objectives of the project. These outcomes cannot be established at district level but school level. There is need to have data of



both air and water borne diseases to establish real impact. However goals and objectives have been fully achieved.

#### **2.3.7. School Based Income Generating Activity Project:**

This is a school-based project aiming at making the school meet some of its recurrent costs on its own and to give life sustenance skill to pupils.

Three fishpond and poultry keeping have been introduced in at Chikwenzule CDSS. Plans are underway to purchase 100 chickens with money realized from the sales of eggs. Fishing nets are have been purchased ready for the harvesting reason at the end of this year or early next year.

Pupils have been taking part right away from the begging of the project and are fully equipped with fish farming, management and poultry keeping. This is the type of project that could be replicated to the rest of the schools.

#### **2.3.8. Provision of Water and Sanitary Services (Follow-up Project)**

As a follow-up project, it has the same goals and objectives to project 6 of phase 2. The project was to complete toilets which were not completed in phase I namely Kayuni and Mikachu the objectives are achieved however, outcome or impact shall be established with time comparatively with the data on air and water born disease before the project at school level.

### **3. PROJECT MANAGEMENT: OBSTACLES / DIFFICULTIES**

Now I would like to highlight some of the problems or challenges met during the project management.

Highlighting these challenges is very critical for future project planning, budgeting and management.

#### **3.1. Education Awareness Campaign**

- i. Collecting data on enrolment and drop out from cluster Education Committees
- ii. Transport problems hampered monitoring programmes at time.
- iii. Distribution of the 17 bicycles to 32 cluster committees posed a very critical challenge

#### **3.2. Provision of Text Books and Teachers Guides in CDSS**

- i. Coming up with a sustainability package
- ii. Condition problems: Task Force, NIPDEP and supplier
- iii. In availability of some text books
- iv. Problems in needs identification

#### **3.3. INSET: CDSS**

- i. Inadequate time allocated for the actual training
- ii. Monitoring and Evaluation

- iii. Too many materials

#### **3.4. INSET: Primary**

- i. Lack of proper consultation with MIE on service charge this affected budget
- ii. Delayed production of materials
- iii. Time given for the training too short
- iv. Monitoring and evaluation problems

#### **3.5. Construction of Teachers Houses in Primary Schools**

This project went on without major problems requiring serious observation

#### **3.6. Provision Of Water And Sanitary Services**

The supplier contracted out by NIPDEP failed to supply some of the materials.

#### **3.7. School Based income Generating Activity:**

- i. Coordination problem among participating parties thus: Task Force and the contractor.
- ii. The contractor and the school administration and the SMC.
- iii. Lack of proper land survey rocks found underneath hampered progress.

#### **3.8. Follow Up Project (Provision of Water and Sanitary Services)**

- i. Delayed provision of materials
- ii. Misunderstanding: No proper community sensitization.

### **4. PERFORMANCE OF PROJECT FINANCIAL MANAGEMENT**

Let us see how finance was managed based on both positive and negative lessons encountered. These are cross cutting lessons experienced throughout the management of the projects.

#### **4.1. Positive Lessons:**

- i. Scheduled reporting: there has been speedy and timely financial reporting. This brought about speedy and timely disbursement of funds from NIPDEP. Such transactions put the projects on schedule.
- ii. Training of the treasurers by NIPDEP; this training was vital as it enabled the treasurers produce accurate financial reports that facilitated the progress of the Pilot Projects.
- iii. The scheduled treasurers meetings facilitated accurate and timely financial reports.
- iv. The activity based budget expenditure had an impact in the sense that expenditure was based on scheduled project activity and this enhanced project progress and accountability.

#### **4.2. Negative Lessons:**

- i. At times NIPDEP could not disburse funds despite the submission of financial report on time. This was a threat to project progress.

There were no major financial management at both PMT and Task Force level worth mentioning in this report.

## **5. PROJECT SUSTAINABILITY**

As it is always the case, donors pull out from a project after a certain agreed period of project establishment. This withdrawal brings along the issue of sustainability with it.

### **5.1. Education Awareness Campaign:**

- i. Provision of bicycles as a monitoring tool and the training on bicycle maintenance shall contribute to sustainability.
- ii. Financial contribution from parents at cluster level shall sustain the activity.
- iii. Its structure, from the traditional chiefs to cluster committees and the link of cluster committees to PEA at zonal level shall play a role to sustain the activity.

### **5.2. Provision of Text Books to CDSS**

Sustainability for this project is some how difficult to establish because of the high prices of textbooks in the country and the only sustainable strategy is:

- i. Through maintenance fee for the textbooks
- ii. Through textbook revolving fund but this shall be at a very low scale annually.

### **5.3. INSET: CDSS**

Funds have to be accessed from the central government by the division for continuous professional development.

### **5.4. INSET: Primary**

As we are preparing the annual budget continuous professional development has been budgeted for as an activity for curriculum implementation.

### **5.5. Construction of teachers Houses in Primary Schools**

- o A reasonable amount of rental fee has to be established and enforced.
- o Training of SMC members on maintenance of the houses.
- o MASAF shall provide funds for the drilling of boreholes and construction of toilets.
- o DDF shall as well provide funds.

### **5.6. Provision of Water and Sanitary Services In Primary School**

- o MASAF shall provide funds for the drilling of boreholes and construction of toilets.
- o DDF shall as well provide funds

### **5.7. School Based Income Generating Activity:**

The money realized from the sales of fish and eggs shall sustain the activity.

## **SECTION II: IMPACT of NIPDEP PILOT PROJECT**

The project impact survey targeted three pilot projects implemented in phase 1 (FY 2003) and they are:

- i. Construction of teachers' houses in primary schools.
- ii. Procurement and distribution of textbooks in CDSS
- iii. Provision of clean water and sanitary survives in primary schools.

### **1. IMPACT OF EACH TARGET PILOT PROJECTS**

#### **1.1. Construction of Teachers Houses**

The impact of this project can be categorized into namely:

Short-term impact communicated  
Long-term impact (distant facture)

##### **Short term impact**

- i. The scenery of the school has been transformed for the better
- ii. Supervision and monitoring of daily operations of school have been enhanced
- iii. Pupil-teacher contract has improved
- iv. Teaching and learning has improved
- v. Following the training on maintenance the community shall be able to sustain the outlook of the houses hence durability enhanced

#### **1.2. Provision of textbooks in CDSS**

- i. Teaching and learning has improved
- ii. Following the sensitization meetings with parents by the Task Force parents are aware of the importance of textbooks and their role in procuring text books.

#### **1.3. School based income-generating activity**

- i. Skills in fish and poultry farming have been acquired
- ii. The school to a greater extent be self dependent financially
- iii. The graduates shall be able to realize money on their own once given resources

#### **1.4. Provision of clean water and sanitary services:**

- i. Drop out rate has and absenteeism have reduced
- ii. Both water and air borne diseases have been reduced
- iii. The existence of the school is highly appreciated and valued by the community due to the accessible clean water

### **2. BENEFITS AND IMPACT OF JICA PROJECTS:**

There are a lot of benefits that JICA Projects have brought to pupils, teachers and the communities around.

- o Effective teaching and learning in both CDSS and Primary Schools
- o The stakeholders can now see and value school
- o Pupils are able to highly appreciate education

**Long-term:**

Some benefits shall be established in long term. Such Pilot Projects are:

- o INSET: Primary
- o INSET: CDSS
- o Provision of textbooks in CDSS
- o Provision of water and sanitary services
- o Construction of Teachers houses in Primary Schools

**2.1. INSET: CDSS**

This pilot project can have both short and long term benefits.

The output should high and quality pass rates at national examination level in CDSS. This a long term as well as long lasting benefit for both teachers and pupils.

**2.2. Inset: Primary**

Water has been outlined in 'a' applies here as well. The benefit is knowledge for both teachers and pupils. To establish its impact as benefit, time is needed hence it has a long-term benefit in terms of impact or outcome.

**2.3. Provision of textbooks and teachers guides in CDSS**

A book is an asset and the acquiring of these books is a long-term benefit to the school. In terms of the impact this knowledge it is also a long term benefit for both teachers and pupils in these schools.

**2.4. CONSTRUCTION OF TEACHERS HOUSES IN PRIMARY SCHOOLS**

The district as well as the specific schools has a long-term benefit since a house is a fixed asset. Looking at the impact of the houses in terms of curriculum implementation, they have as well a long-term benefit to these individual schools.

**2.5. PROVISION OF CLEAN WATER AND SANITARY SERVICES**

- o Research has it that lack of clean and sale water and toilets in a school is one of the potential contributing factors to both drop out and absenteeism in a school.
- o The drilling of boreholes a alongside the construction of toilets are a long-term benefits to the difficult and to the individual schools in particular.

- o Both boreholes and permanent toilets are fixed assets to the schools
- o The compact of these facilities in terms of health and access to quality education these schools have benefited and it's a long-term benefit.

## **2.6. School Based Income Generating Activity**

The construction of the three four fishponds is a long-term benefit both to the district and the school. The actual outcome in terms of sales of the products is also a long-term benefit to the school.

## **3. Lessons Learned**

The following lessons have been established and can of great importance to make improvements in the following educational developments.

1. Deliverance
  - o Need for proper needs identification
2. Budgeting: Realistic specific activities that need to be carried out.
3. Scheduling: Scheduling should be logical and take into account other activities lacking place in the district
4. Implementation, Organization and administration
  - o Train the implementers first
  - o Select people within reach
  - o Select knowledgeable people according to the nature of the project
  - o Reports should be accurate and to schedule
5. Community Involvement
  - o Sensitize the community fully
  - o Involve the community spearhead the project at grass root level
  - o Let the community confidently say it is their own project
  - o Give feedback of any development in the project
6. Resource allocation
  - o Have comprehensive needs identification from the grass root level.
7. Oversight / Monitoring
  - o Have a schedule for monitoring and stick to it
  - o Give feedback of the monitoring to the stakeholders and project implementers.
8. Evaluation activities:
  - o Evaluation needs to be well planned and objectives
9. Reporting Process:
  - o Have task force/PMT meetings according to schedule
  - o Submit reports in time to keep the project on schedule

## THYOLO

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Submitted in November 2004

### SECTION I: ACHIEVEMENT OF NIPDEP PILOT PROJECTS

#### 1. INTRODUCTION

The Japanese government, through JICA funded some projects derived from District Education Plans. This is in a pilot stage and the year 2004 saw the implementation of the second phase of the pilot projects. Thyolo is one of the six pilot districts. Planning for these projects started with a stakeholders meeting which discussed problems facing the education sector in Thyolo district. The problem areas were identified through a questionnaire survey, which was administered by the education office in conjunction with JICA. At the stakeholders meeting 19 problem areas were identified prioritized.

The district project team made a final prioritization of the problem areas and formulated 8-project proposal. These were budgeted for and sent to JICA for approval. Seven projects were approved. These were 2 projects on teacher in-sets, 3 on procurement of various education support materials, 1 on HIV/AIDS intervention and the last one on construction of pit latrines. These were carried-out during the first phase of piloting in 2003. No changes were made on the type of projects. That is phase II is a continuation of Phase I activities. However, in the second phase, an additional project was formulated to be a follow-up on all uncompleted activities during Phase I.

Implementation of the projects begun in June, two months ahead of last year's schedule. To achieve high levels of efficiency, the duty of undertaking activities was given to task forces, which were put in place to run each project. These signed project contracts with the donor. They also had the task to procure all materials. The task forces were responsible to the Project Management Team (PMT). The PMT disbursed funds to task forces, offered advice to task forces wherever necessary, and submitted district reports to JICA on a monthly basis.

The task force members, JICA NIPDEP study team and PMT executive did monitoring of the projects' activities. Activities, which were thus monitored, were mainly on training, procurement and construction. In phase II an independent officer was recruited to assist in the monitoring of especially the in-service training of teachers. He was working together with Malawi Institute of Education.

#### 2. PILOT PROJECT PROGRESS

##### 2.1. OUTLINE OF THE PILOT PROJECTS OF THE PHASE II

Just as it was in phase I, the first project was to do with the provision of in-service training to primary school teachers related to curriculum issues. It was entitled the Provision of in-Service Training to Primary School Teachers Related to curriculum Issues. The idea behind this project was to develop a teacher-training program that could be used in the district. It also sought to train all PEAs as trainers in primary curriculum issues. In addition, there was a desire to train 1,000 teachers who have never received any kind of formal teacher training in the district. In phase II the training

targeted 360 teachers. All the same, these teachers were called for formal training at various colleges. This forced the task force to change its target and redesign the training program. The focus changed from all subjects to the teaching of English, Mathematics, Physical Education and Music, and from unqualified to qualified teachers. The major objective was to promote and improve the teaching of these subjects in primary schools.

The major activities during the year included:

- (i) Redesigning training program
- (ii) Identification and selection of would be trainees
- (iii) Negotiating with Malawi Institute of Education to train the trainers of trainers
- (iv) Training of 13 PEAs and 26 teachers as trainers
- (v) Training of 748 teachers in the 13 zones
- (vi) School-based in-service training
- (vii) Monitoring of activities.

The second project was again an IN-SET. It was called the Provision of In-service Training to Secondary School Teachers in Curriculum Issues. The targets for this project were secondary school untrained teachers. It was planned that all untrained teachers should be oriented to the new curriculum for the secondary sector by the end of phase II of the project. Specifically the project's objective was to orient and or train all unqualified teachers who were not considered during phase I. However, the task force realized that it would be difficult, taking into account the available resources. The group therefore resolved to train 60 teachers from the two remaining clusters in phase I of the project. This time teachers from registered private secondary schools were invited. The major activities for this project were:

- (i) Orientation of facilitators
- (ii) Reproduction of manuals
- (iii) Identification and selection of teachers to be trained
- (iv) Training of teachers in clusters
- (v) Supervision of teachers
- (vi) Monitoring of the training

The third project was Provision of Secondary School Textbooks for Core Subjects. This involved the procurement of textbooks for secondary schools. The major objective was to procure textbooks in core subjects for secondary schools. It was planned that at least 5 secondary schools in the district should be supplied with the good reputation of Textbook Revolving Fund (TRF) collection and usage benefited from the intervention. Activities in this project included:

- (i) Textbook needs assessment survey
- (ii) Production of a tender document and advertising
- (iii) Procurement of textbooks
- (iv) Community sensitization
- (v) Monitoring on care and usage of books
- (vi) Distribution of textbooks to schools

Design and implementation of HIV/AIDS Interventions in Primary Schools was the fourth project. It was planned that schools, which did not benefit from this and any other intervention of the type during phase 1 must be targeted. In essence the projects aimed at increasing AIDS awareness among



primary school pupils, and train them in life skills planning. The main activities, which have been carried, were:

- (i) Knowledge, Attitude, Practice and Behaviour (KAPB) survey
- (ii) Formation of life skills clubs in 16 schools
- (iii) Training of head teachers and club patrons in life skills planning.
- (iv) Training of peer educators
- (v) Reproduction of training manuals
- (vi) Monitoring of life skills activities in schools
- (vii) Procurement of wards for competitions

Competitions between life skills clubs have not taken place.

The fifth project was Procurement Of Science Kits For Secondary Schools. The project was designed to supply 5 secondary schools science kits. The objective was to supply multi-subject science kits to 5 secondary schools in order to promote and improve the teaching of various science related subjects. These are community Day Secondary Schools, which, teach science subjects, but have no laboratories. The major activities for the task force of this project were:

- (i) Conducting a needs assessment survey
- (ii) Selection of schools to receive the kits
- (iii) Carrying out the tendering process.
- (iv) Community sensitization
- (v) Distribution of science kits to schools
- (vi) Orienting science teachers to the use of the kits
- (vii) Monitoring on the care and use of the science kits

The sixth project was on Provision of Office Equipment in Community Day Secondary Schools. The aim was to give teachers access to equipment for producing instructional materials and tests. The major activities for the project were:

- (i) The conduct of office equipment needs assessment survey
- (ii) Selection of schools to receive equipment
- (iii) Procurement of typewriters and duplicators
- (iv) Community sensitization
- (v) Training of teachers in the care and use of typewriters.

Provision of latrines for Primary schools was the last formal project. It was planned that pit latrines should be constructed at 2 schools. The major objective was to promote access by improving the health and sanitation at the schools. Some of the activities, which the task force for this project has undertaken, include:

- (i) Needs assessment survey
- (ii) Site verification
- (iii) Conducting feasibility study of the sites
- (iv) Community sensitization and mobilization
- (v) Training of school management committees on project management

- (vi) Procurement of construction materials
- (vii) Identification of contractors

The last project for phase II was a follow-up on the construction of latrines. Its main purpose was to provide resources for the completion of unfinished business for phase I. It also catered for some additional worthwhile activities, for example the construction of hand-washing facilities in all the sites for example the construction of hand-washing facilities in all the sites for taskforce 7. The major activities for the taskforce were:

- (i) Construction of hand-washing facilities
- (ii) Training of school staff and community members on the care and maintenance of latrines.
- (iii) Construction of one toilet block

## 2.2. Rating of Pilot Project Performance

### Achievement of Project Goals and Objectives

Name of Project	Goals/Objectives Fully Met	Goals /Objectives Partially Met	Goals /Objectives Not Met	Comments
Provision of In-Service Training too Primary School Teachers Related too Curriculum Issues	✓			Teachers appreciated the training especially in Music. Many had no knowledge on how to teach the subject. We moreover, had trained more than double the number of teachers that was planned.
Provision of In-service Training to Secondary School Teachers in Curriculum Issues	✓			The inclusion of teachers from private schools revealed the gap which is there between government and private institutions.
Procurement of Secondary School Textbooks For Core Subjects	✓			All schools which were targeted received the books.
Design And Implementation of HIV /AIDS Intervention In Primary Schools	✓			There is an improvement in terms of the achievement of goals compared with phase I, which was almost a total failure.
Procurement of Science Kits For Secondary Schools		✓		Taskforce had problems in buying science tables because of price fluctuations. However, all the kits were delivered
Provision of Office equipment In Community Day Secondary Schools	✓			Taskforce was very much committed and decided to increase the number of beneficiaries
Provision of Latrines for Primary Schools		✓		The shortage of cement and lack of transparency by the supplier delayed the project
Follow-up Project on Latrines Construction	✓			The work remaining for phase I was accomplished with much ease

### ACHIEVEMENT OF IMPLEMENTATION SCHEDULE

PROJECT NAME	ON SCHEDULE	SOME WHAT BEHIND SCHEDULE	VERY BEHIND SCHEDULE	COMMENTS
Provision of In-Service Training too Primary School Teachers Related too Curriculum Issues	✓			Activities could have been affected by change of training program, but they were on track. Only Luchenza zone delayed in finishing its training.
Provision of In-service Training to Secondary School Teachers in Curriculum Issues	✓			The second phase of the training was delayed a bit due to national examinations
Procurement of Secondary School Textbooks For Core Subjects		✓		Procurement delayed, but still the activities finished in good time.
Design And Implementation of HIV /AIDS Intervention In Primary Schools		✓		The chairman though not readily available provided a lot of guidance in the activities.
Procurement of Science Kits For Secondary Schools		✓		The late procurement of science tables delayed the finishing of the project activities.
Provision of Office Equipment in Community Day Secondary Schools		✓		The supplier did not deliver the machines in time and this affected the completion of the project. Training of teachers was delayed.
Provision of Latrines for Primary schools			✓	
Follow -up project on latrine construction			✓	There was unnecessary delay in rebuilding the latrine at Kankhomba.

### ACHIEVEMENT OF BUDGET EXPENDITURE

Project Name	Expenditure Above Estimated	Expenditure as Estimated	Expenditure Below Estimate	Comments
Provision of In-Service Training too Primary School Teachers Related too Curriculum Issues		✓		The budget was strictly followed except at Luchenza where participants received allowances not according to budgetary provisions.
Provision of In-service Training to Secondary School Teachers in Curriculum Issues		✓		The budget was strongly adhered to.
Procurement of Secondary School Textbooks For Core Subjects		✓		There was an improvement in the utilization of the budget as no activity was done at the expense of the other.
Design And Implementation of HIV /AIDS Intervention In Primary Schools		✓		The taskforce registered the most outstanding improvement in budget utilization despite

				some small problems with allowances.
Procurement of Science Kits For Secondary Schools	✓			The budget was properly utilized good planning and strict adherence to the budget produced some savings. Additional machines have been bought with contingency support.
Provision of Latrines for Primary Schools.			✓	
Follow -up project on latrine construction		✓		The budget was properly utilized.

### 2.3. Achievement of the Pilot Projects

#### OUTPUTS AND OUTCOMES DATA

PROJECT NAME	INDICATORS			
	OUTPUTS		OUTCOMES (IMPACT)	
	MARCH 2004	CURRENT	MARCH 2004	CURRENT
Provision of In-service Training to Primary School Teachers related To Curriculum Issues	i. 13 PEAs improve their facilitating and training skills. ii. 300 teachers trained across 13 zones for 9 days	i. 13 PEAs and 26 teachers improve their facilitation and training skills ii. 748 teachers trained across 13 zones	i. Classroom practices improved ii. Students achievement increased iii. Relevant curriculum implemented iv. Teaching competence increased v. Student motivation increased vi. Absence rate reduced vii. Dropout rate reduced viii. Graduation rate increased	i. Classroom practices improved ii. Relevant curriculum implemented iii. Teaching competence increased iv. Student motivation increased
Provision of In-service Training to Secondary School Teachers in Curriculum Issues	60 CDSS teachers trained across 2 clusters for 15 days.	60 CDSS and 5 private school teachers trained across 2 clusters for 15 days.	i. Classroom teaching improved ii. Student achievement increased iii. Relevant curriculum implemented iv. Teaching competence	i. Classroom teaching improved ii. Relevant curriculum implemented iii. Student motivation increased iv. Absence rate reduced

			<p>v. Student motivation increased</p> <p>vi. Absence rate reduced</p> <p>vii. Drop-out rate reduced</p>	
Procurement of Secondary School Textbooks for Core Subjects	<p>i. 5 secondary schools supplied with student textbooks</p> <p>ii. Teacher guides provided to all subject teachers in 5 secondary schools.</p> <p>iii. Appropriate number of dictionaries acquired for each school.</p>	<p>i. 5 secondary schools supplied with student textbooks</p> <p>ii. Teacher guides provided to all subject teachers in 5 secondary schools.</p>	<p>i. Quality of teaching and learning improved</p> <p>ii. Textbook/student ratio reduced</p> <p>iii. Student achievement increased</p> <p>iv. Teacher competence and knowledge increased</p>	<p>i. Quality of teaching and learning improved.</p> <p>ii. Textbook/student ratio reduced.</p>
Design and Implementation of HIV/AIDS Intervention in Primary Schools	<p>i. 16 life skills clubs formed</p> <p>ii. 230 peer educators trained</p> <p>iii. 16 club patrons trained in life skills</p> <p>iv. 16 school managers trained</p> <p>v. a minimum of 50% of enrolled students participate in clubs, competitions and other events.</p>	<p>i. 16 life skills clubs formed</p> <p>ii. 230 peer educators trained</p> <p>iii. 16 club patrons trained in life skills</p> <p>iv. 16 school managers trained</p>	<p>i. Positive behavior change demonstrated</p> <p>ii. Reduced dropout rate resulting from pregnancy</p> <p>iii. Reduced absenteeism</p>	Not yet assessed
Procurement of Science kits for Secondary Schools	<p>i. 5 secondary schools supplied with science kits</p> <p>ii. Over 1,000 students to access improved science instruction</p>	<p>i. 5 secondary schools supplied with science kits</p> <p>ii. About 1000 students to access improved science instruction</p>	<p>i. Increased higher order learning of students</p> <p>ii. Reduced dropout and absenteeism rates</p> <p>iii. Increased</p>	Increased higher order learning of students

	iii. Over 30 science teachers to have access to new instructional materials	iii. Over 30 science teachers to have access to new instructional materials	employment potential for better jobs	
Provision of Office Equipment in Community day Secondary Schools	i. 5 CDSSs supplied with duplicating machines and type writers	i. 2 CDSSs supplied with typewriters ii. 4 CDSSs provided with duplicators	i. Increase in quality and range of communication ii. More accurate data available iii. Improved student assessment system iv. Increased school efficiency	i. Increase in quality of communication ii. Improved student assessment system
Provision of latrines for Primary Schools	Construction of latrines for students in two schools.		i. Reduction in waterborne diseases ii. Reduced absence and dropout rate especially for girls iii. Increased female enrolment and graduation rates	
Follow-up Project on Latrines Construction	i. Construction of latrines for students ii. Construction of latrines for teachers	i. 8 schools provided with hand washing facilities ii. 1 latrine constructed	i. Reduction in waterborne diseases ii. Reduced absence and dropout rate especially for girls iii. Increased female enrollment and graduation rates	

## 2.4. Summary of the Achievements to Date

### **Project 1: In-service Training for Primary School Teachers**

- ◇ The 2<sup>nd</sup> phase of this project has produced 39 trainers of Physical Education, Music, English and Mathematics. These are 13 Primary Education Advisors and 26 teachers.
- ◇ A total of 748 qualified teachers have received training in the teaching of the four subjects named above.
- ◇ A good number of teachers who were not trained at the TDCs are receiving a dose of the training from their colleagues through school-based INSETs.
- ◇ This is the project which registered a high degree of monitoring. The TF and a member of the CDI group visited all training centers. This enhanced the quality of delivery by the facilitators.
- ◇ Through the training the district has acquired musical instruments which will greatly promote and improve the teaching of Music.

### **Project 2: Provision of In-Service Training to Secondary School Teachers**

- ◇ 65 unqualified secondary school teachers were oriented to the new curriculum. These were drawn from Masambanwati and Mountain View clusters.
- ◇ Supervision done by members of the task force and Methods Advisors from the Division office indicated that teachers' approach to teaching has improved very much.
- ◇ Evaluation forms completed by participants at the end of the training indicated that they had benefited quite a lot.
- ◇ All teachers who were oriented have received manuals for future reference.
- ◇ The TF has oriented 5 teachers from private secondary schools. These are often sidelined whenever there are training opportunities.

### **Project 3: Procurement of Textbooks**

- ◇ The TF successfully tendered for and procured all the books that were required. 1,555 textbooks have been bought.
- ◇ 5 schools have been supplied with textbooks in core subjects.
- ◇ The textbook/student ratio in the five schools has been improved. In some schools such as Goliati C.D.s.S. the ratios for Mathematics and English have gone down from 236:0 to 12:1. On the other hand, at Nang'ombe CDSS it has reduced to almost 1:1.

### **Project 4: HIV/AIDS Intervention in Primary Schools.**

- ◇ The task force successfully conducted a knowledge, Attitude, Practice and Behaviour (KAPB) survey on HIV/AIDS in three zones. These zones were Mpinji, Ntambanyama and Folopensi.
- ◇ 16 head teachers and club patrons respectively have been trained as trainers in life skills planning.
- ◇ 80 peer educators have been trained in life skills planning. These were drawn from 16 schools.

- ◇ Monitoring of activities was done, unlike in phase 1.

#### **Project 5: Provision of Science Kits To Secondary Schools**

- ◇ The task force carried - out an up to date needs assessment survey in a all the Community Day Secondary Schools. From this a pre-qualified list of schools to benefit from the project was compiled.
- ◇ Tendering for suppliers of Science Kits was successfully done by the task force.
- ◇ They chose the suppliers on their own.
- ◇ 5 schools have been supplied with science kits.

#### **Project 6: Provision of Office Equipment to CDSSs**

- ◇ Successfully advertised and conducted a tender process.
- ◇ 2 Schools have been supplied with type-writers
- ◇ 4 schools have received duplicating machines
- ◇ 12 teachers have been oriented on typewriter usage and care.

#### **Project 7: Provision of Pit Latrines to Primary Schools**

- ◇ There has been positive contribution from the community as a result of the sensitization done by the task force.
- ◇ Construction work on the two chosen sites is in progress. A total of 4 four-hole latrines should have been constructed by the end of the second phase of the project.
- ◇ School Management Committees were trained in project management.
- ◇ 2 SSB making machines were purchased.
- ◇ Committees trained in the use of SSB machines.
- ◇ Technical support was provided to contractors.

### **2.5. Summary Of the Pilot Project Phase II**

There were mixed fortunes in the seven projects, which the district had. Some projects were on schedule, but later found themselves behind because they were overtaken by some events. Other projects suffered because of funding delays while others still met problems brought about by task forces themselves.

Task force 1 met the objectives of the training. That is, they conducted the training of all PEAs and 26 teachers as trainers; trained teachers in all the 13 zones of the district and monitored the zonal training activities. They were also on schedule and did not spend outside the projects' budget limit. However, their collaboration with zonal task forces was not good. Consequently, the school-based training was not properly monitored. Much of the work was done by the CDI member alone. This affected the quality of the training that was offered at school level. In some schools teachers were not serious enough with the training.



Task force 2 was on schedule, but activities could not finish as per plan. This was because of the involvement of facilitators in national examinations. In terms of objectives, they were met. The projects' expenditure is within the budget limit.

Task force 3 met its objectives though the number of books was reduced due to price fluctuations. It is one of the projects which were very much on schedule. However, community sensitization was not properly done despite that the task force had a budget for the activity. The project has not overshot its budget in terms of expenditure.

Task force 4 is somehow behind schedule. It has met its objectives, but there was a big delay in the reproduction of manuals. This was due to payment procedures. All the same, it was the most improved task force. Despite that the chairman was mostly busy with other activities, the members still carried-on with task force duties.

Task force 5 tried to be on schedule, but has been affected by delays made by the supplier of science kits. The expenditure is within the budget. It is rather too early to comment on whether objectives have been met or not.

Task force 6 is one of the most efficient. The project was somehow on schedule though procurement of the various equipments was delayed. The objectives were met in as far as provision of the equipment is concerned. The task force has exhausted its entire budget.

Task force 7 is very much behind schedule. It started very well, with great enthusiasm from the chairman and his task force. However, the delay in the procurement of cement has adversely affected the project. Even the morale of the communities is down. They are very unsure of getting what they were promised. Their only hope is the assurance from the NIPDEP chairman.

### **3. PROJECT MANAGEMENT**

#### **3.1. GENERAL OVERVIEW**

In general there was an improvement in the way phase II activities were planned. This was both at the NIPDEP and district level. Activities were more focused and the budgets were reasonable. Monitoring also improved tremendously in phase II. At the onset of the second phase everything seemed rosy. However, some problems were faced by the pilot project as outlined below.

##### **1. Lack of transport**

There was no transport, especially for monitoring project activities. It was difficult to visit remote areas. Therefore only those activities taking place close to the main road were adequately monitored. None the less some task forces made a grand effort to overcome this problem by having a resident monitor in the remote area. This was so particularly with taskforce 4.

##### **2. Irregular Meetings**

Task forces and the PMT did not have scheduled meetings. This happened when there was a timetable. It was difficult to conduct meetings as per plan because most taskforce members were very busy with other assignments. However, almost all meetings were conducted since weekends were utilized.

### **3. Allowances**

Both facilitators and trainees in those projects, which offered training, caused problems with no allowances. Even some high-ranking facilitators surprised PMT with their attitude on allowances. This might have affected the quality and impact of the trainings, which were offered. For example, Luchenza zone; the primary in-set second round was disturbed by the allowance issue.

### **4. Irregular Meetings**

There were no scheduled meetings for the task forces. This resulted in irregular meetings being conducted. The PMT was the biggest culprit followed by task forces 5 and 6. This affected the implementation as most of the times reports were submitted late to NIPDEP.

### **5. Insufficient Monitoring By PMT**

The PMT planned to monitor all field activities. However, this did not materialize because its executive was very busy. The secondary school in-set was not properly monitored by the PMT since most of its executive was out of the district on other duties. Another area where the PMT did not do as it wished was the attendance to taskforce meetings. The members in most cases failed to attend taskforce meetings, especially because they were conducted not adhering to the timetable. All the same, chairpersons kept the PMT well informed of their various activities.

## **3.2. Special Projects**

### **3.2.1. INSET**

#### **(a) Transport**

It was difficult during the in-service training to visit all centers for monitoring and supervision. This was so in as much as the district has no reliable vehicles. As already cited elsewhere, it was hard to monitor primary INSET where it was done far from the district.

#### **(b) Needs Analysis**

There was no proper needs analysis. As a result, content for the training was discussed with the participants on the day that the training was supposed to begin. This was so particularly with the secondary INSET. The quality of the training might have been somehow compromised by such arrangements.

#### **(c) Lack of commitment**

In some schools teachers refused to attend the school-based INSET because it had no allowances. Other teachers attended the sessions, but the training was done haphazardly. Teachers were also not very serious, I think because they were being taught by their peers.

(d) **Insufficient Training Materials**

During the trainers workshop for the primary INSET there were insufficient training materials. Participants had to photocopy the training manual on their own. The secondary school INSET did not have enough manuals for Social Studies.

**3.2.2. Construction**

(a) **Lack of transparency**

The supplier of materials for taskforce 7 lacked transparency. He did not reveal to the group about his failure to provide cement. The project was adversely affected by the delay made in the supply of this major material for the construction. Things failed to take another turn even with NIPDEP intervention.

(b) **Vandalism**

At Kankhomba the community was stealing sand and mortar meant for latrine construction. Even after the intervention of the school committee the problem still continued. At Thunga one door for the latrine was stolen on the same day it was fixed.

**3.2.3. Procurement**

(a) **Poor Advertising**

Taskforces 3 and 6 gave very limited time for advertising. This might have affected the procurement in one way or another. For instance, many interested bidders failed to submit their bids for textbooks because time was too short for them. Consequently only two bidders competed. This might have a negative effect on the procurement in terms of variety of choice and even the purchase price. As for taskforce 6 they went off-schedule because the equipment was brought in rather late.

(b) **Price Fluctuations**

Taskforce 5 failed to purchase science tables in time because of high prices. The supplier had hiked the price by a substantial amount and this was repugnant to the taskforce. Another problem related to this taskforce is that the supplier for chemicals failed to supply sodium compounds, which the schools demanded quite a lot. Taskforce 3 did not buy all the books it wanted due to changes in the cost of books.

**4. Project Financial Management**

The final budget for phase II was submitted in April, 2004. It was largely based on phase I by taking note of the shortcomings. For example, the problems of under-budgeting and non-inclusion of some worthwhile activities were given attention. The budget had contingencies for each project so as to take care of any eventualities.

Financial accountability was much better in phase II. This could be an attribute of the training, which NIPDEP offered to all treasurers, and directors of finance. In addition, prior to the onset of phase II activities, Thyolo PMT held its own kick-off meeting. At this forum discussions were centered on the issue of financial accountability and management. The district commissioner was invited as a guest of honour to a reception, which was held soon after the meeting. He also

emphasized much on financial management. At this function taskforce II was given its trophy as the best during phase I. All members were given an award of K1,000.00 for the work well done. Members were informed that the task force won due to its sound financial management. This is another background to the improvements, which are there in terms of accountability and the management of funds.

#### **4.1. PMT FINANCIAL MANAGEMENT**

The second phase of the projects saw a great improvement as regards financial management. The area where the PMT did not perform at its best in phase I was in the management of funds. This was manifested by the way funds were transferred to task forces. Many a time task forces did not get their monthly budget allocations in time. A related problem was on how the funds were disbursed. Task forces were not properly advised on how to spend the money. It was imperative to direct the money to its intended activities, but in most cases PMT did not provide the direction. This resulted in taskforces spending more on one activity at the expense of the others.

During phase II the Director of Finance was replaced. This paid dividends because the problems outlined above were not prevalent. Task forces were advised to bring their budget for activities before funds could be released. This minimized misallocation of funds and task forces, which had produced such budgets, performed very well. Another good thing is that there was no any form of embezzlement of funds on the part of the PMT.

In terms of bookkeeping, the PMT improved to some level, whereby records for each taskforce could be followed. However, completion of the account logs was not up to date. The PMT treasurer was given a tough task of checking wrongly completed account logs. Some mistakes made by treasurers of various taskforces escaped the eye of the PMT treasurer. This affected funding because NIPDEP spent more time to rectify the mistakes. Moreover some of the financial records were not entirely complete.

As regards accountability, PMT tried its best. All task forces were made to produce monthly financial reports with supporting documents. A PMT financial report was then compiled and sent to JICA. However, it is unfortunate that sometimes taskforces forgot to submit one or two receipts.

#### **4.2. Task Force**

Just as it were with the PMT, taskforces also improved in phase II in as far as financial management is concerned. Management of funds by the treasurers and chairpersons of taskforces was good. Many taskforces did follow the financial allocations for activities as prescribed by the budget. Funds were collected and spent according to the budget.

As a result, all activities were done properly though with some limitations.

One aspect noteworthy is that some taskforces checked their treasurers on how they were using finances. This provided a check and balance on part of the taskforce. Such taskforces were transparent and their financial management proved to be sound, for example taskforces 1,2,3,4 and 6.

All task forces displayed some level of accountability. Almost all the expenditure was backed by genuine receipts. However, some treasurers leave a lot to be desired in the way they submitted their reports. The daily accounts logs were poorly filled. They could not

distinguish between an Item and Description as shown in the account log. There was also some untimely submission of liquidations even if the activity done was a single meeting. Save for one task force, the rest did keep financial records. Treasurers' reports which they submitted to PMT were saved in a computer for future reference. It was therefore not difficult to follow expenditure incurred by any taskforce.

## **5. Project Sustainability**

### **Project 1**

This will continue even after the funding from an outside donor. The main reason is that the district has trained its own PEAs and some 26 teachers as trainers and they have the training manuals. In addition zonal in-service taskforces have already been put in place to take-over from the JICA-NIPDEP taskforce.

### **Project 2**

This project will again be self-sustainable. This is so because senior heads and some teachers in the district were trained as trainers. With the reproduction of the manuals, the INSET will become an ongoing activity.

### **Project 3**

There is already textbook revolving fund contributed by students in schools. This will help to sustain the project after the donor leaves. However, the money collected is too little compared to the cost of textbooks.

### **Project 4**

Club patrons have been encouraged to undertake various activities such as drama to generate some income. This will be put in the Zonal Incentive Package (ZIP). This money will be used for purchasing awards for competitions at zonal level. P.E.As will be encouraged to monitor life skills activities whenever they visit schools.

### **Project 5**

Science kits are expensive. It may be hard for the district to sustain this project. However, the taskforce will encourage schools to generate some income for the purchase of stationery and repair of the machinery. In addition, the taskforce will lobby with the District Assembly to assist the schools from the District Development Fund (DDF).

### **Project 6**

The purchase of equipment is an expensive undertaking. It will be difficult for the district to sustain the project on its own. Schools, which have already benefited will have to be encouraged to budget for consumables and repair of their machines.

### **Project 7**

School committees take part in school projects of various types. Therefore sustaining this project will not be a problem. The communities will be encouraged to take over and continue from where the project stops. Since they have already shown a lot of interest this may not be difficult. Moreover they have been trained in project management.

## **SECTION II: IMPACT OF NIPDEP PILOT PROJECT PHASE I**

### **1. Introduction**

During phase 1 of the JICA NIPDEP pilot project, Thyolo district implemented seven projects. Two projects were to do with the provision of in-service training to teachers, both at the primary and secondary sectors. The primary school in -set aimed at inducting untrained teachers to the various aspects of the school and classroom management as well as teaching methodologies. The secondary in-set hinged mainly on orienting the teachers to the new curriculum. The target group was primary school teachers who are teaching in community day secondary schools. There three projects involving the procurement of various school materials for community day secondary schools. Through these projects the schools received textbooks for core subjects, typewriters and duplicating machines or printers, and science laboratory kits. One project provided training in life skills planning. Through this project, some school administrators, patrons of life skills clubs and peer educators received training in life skills planning. In another single project the district-constructed latrines for primary school students.

The purpose of this segment of the report is to give an overview of the impact these projects have had in the schools as well as the communities wherever applicable. In addition, the report seeks to explain how the projects will be sustained. In the post-project impact survey, monitoring and evaluation are the major activities. in order to assess the impact of the projects on the schools and communities at large, a questionnaire was used. The interviewees included head teachers, students, parents and members of school management committees. The interviews were conducted in ten schools, which selected at random.

### **2. Summary of the Rating Results**

The schools, which were involved in this survey, were the phase 1 beneficiaries. It is only those schools, which benefited from the procurement and construction that were targeted. The table below shows how each type of procurement was rated against the number of responses.

### **3. Impact of Procurement Projects**

During phase 1 of the JICA NIPDEP project Thyolo district procured textbooks, typewriters, duplicating machines/ machines printers and science laboratory kits. Various communities.

#### **3.1 Typewriters and Duplicating Machines /Printers**

The impact survey revealed that the office equipment procured for community day secondary schools have made an impact as outlined below.

- Typing of examinations is now easy unlike in the past when this was done at another school or the division Office. As typing is done at the school, the quality of examinations has improved because papers are now being produced to the required standard.
- Expenditure on production of tests has gone down. This is because previously typists had to be paid allowances for typing examinations. The head teachers also are no longer traveling to distant schools and the Division office for typing of tests.

- Teachers have learned a new trade - typing. Two teachers at each school were trained in the use of the typewriters. These are also training their colleagues. More teachers are now able to type examinations and other documents on their own.
- Students are taking examinations in time. The delay, which was there because of congestion at the Division, has vanished.
- In some schools, the authorities are assisting nearby primary schools with printed pupil's progress reports. These are a motivation to the pupils and parents are appreciating.
- Communication between the school and community and other offices has improved. Letters are well typed and easy to read. Some stakeholders are also assisted with typing services.
- Schools and communities are under panic as they make arrangements for sustainability.

### **3.2 Textbooks**

- The self-confidence in teachers has increased during lesson delivery. This is because reference material is readily available and enables them to make good preparations for their lessons.
- Students are getting more information on their own since they now have access to textbooks.
- On the part of parents, the burden of buying textbooks for their wards has been eased.
- At a school where the management committee used to subsidize the purchase of textbooks, the project has enabled them to save some money.

### **3.3 Science Kits**

In some schools where Physical Science was offered in the junior section only, the subject has been extended to their senior classes. Elsewhere the teaching of Physical Science has been introduced.

The data sheet further indicates that the student/textbook ratio has improved a great deal. The following table shows the scenario.

SCHOOL	TEXTBOOK RATIO BEFORE JICA NIPDEP		TEXTBOOK RATIO BEFORE JICA NIPDEP	
	Mathematics	English	Mathematics	English
Chikolombe	16:1		4:1	
Goliati	236:0	236:0	12:1	12:1
Nang'ombe	41:0	10:1	4:1	3:1
Nkhwangwa	2:1	3:1	1:1	2:1

This improvement in textbook ratios might have been one factor contributing to the high attendance rates. The science kits might have played the same role. This conclusion is based on the assumption that lessons became more interesting.

## **4. Benefits And Impact**

### **4.1 Short Term**

Each of the projects being funded by JICA has benefits, some of which have already been seen.

In the provision of In-service Training to Teachers, classroom practice has registered some improvement. The in-sets provided the teachers with classroom management skills and appropriate teaching methodologies. This has led to increased teacher competence, producing a corresponding increase in students' interest.

The provision of textbooks to secondary schools has increased student access to textbooks. In addition, the textbook/ student ratio has been reduced. Moreover there is improved quality of teaching and learning because reference material is readily available. The office equipment supplied to schools has led to an improvement in the production of internal examinations. Secretarial services are also becoming more efficient.

The pit latrines, which are under construction, will reduce the toilet/ student ratio. Improved health and sanitation is another benefit if there will be proper care of the latrines.

#### **4.2 Long term**

As a result of the in-sets provided to teachers and the provision of textbooks and Science kits, the quality of education will be high. Moreover, examination results will improve while at the same time producing more knowledgeable graduates for the labor market. Furthermore drop out and absenteeism will be highly reduced, as a lot of interest in education will be cultivated in the students.

The HIV/AIDS Intervention will not only lead to behavior change among the primary School pupils. It will also bring about a reduction in dropout rates resulting from pregnancy. There may also be a corresponding reduction in alcohol and drug abuse among pupils. Furthermore, through life skills activities the intervention will produce citizens who would make well-informed decisions about their life.

#### **COMMUNITY INVOLVEMENT**

- a. Consent should be sought from the community for their involvement in a particular project.
- b. Communities must be fully aware of the nature of their contributions towards a particular project.
- c. Where possible communities must be trained on how they would do some activities.

#### **Resource Allocation**

- a. More time should be allocated to construction projects.
- b. Training materials must properly be identified and allocated at the planning stage.
- c. Transport allocations must be made available for monitoring and supervision of insets and other related projects.
- d. Resources should in the future be allocated to less number of projects.
- e. The money and resources will thus be thinly spread and the impact may be big than it could be from so many projects.

#### **Monitoring**



- a. Monitoring should be done by people who understand the nature of the activities taking place.
- b. Monitoring should be comprehensive and regularly done.
- c. There should be enough resources allocated for the activity.
- d. Tools should always be used in monitoring wherever possible and reports produced.

### **Conclusion**

All in all, JICA NIPDEP project was a success, because most of the critical activities have been done except for projects which are still under way. The major problem is that almost all activities were greatly scaled down due to financial limitations. This has transformed the face of the project. Thanks to JICA NIPDEP Study Team for the tremendous support which it offered during the planning through the implementation of the various components of the projects. We have learned quite a lot, which will be applied to various other projects in the district.

**Arigato gozaimashita**

## **NSANJE**

Written by: C.V.B. SAKWATA, District Education Manager / PMT Secretary  
Submitted in November 2004

### **SECTION I ACHIEVEMENT OF NIPDEP PILOT PROJECTS PHASE II (2004)**

#### **1. INTRODUCTION**

The Pilot Projects in phase II were based on the district Education Plan document produced in 2000 / 2001. The projects were aimed at improving the quality of education in the district.

Phase II was a continuation of phase I by the Stakeholders were involved in the identification and prioritisation of the projects. There were seven projects and each one of them was being implemented by a task Force.

The composition of the Task Force included the following: Chairman, Secretary, Treasurer and four other members.

All the seven projects were being supervised by the Project monitoring Team (PMT) which was made up of ten members: The chairman (DPD), the secretary (DEM), the treasurer (DOF), these were the key persons, the remaining seven were the chairpersons of the task forces.

The PMT as a monitoring and supervisory body started its work as soon as implementation started with the task forces.

In the second section, this report, will unveil the Impact of the NIPDEP Pilot project Phase I (FY 2003). These are the results of the impact survey conducted by the PMT in October 2004. All the projects were targeted where by teachers, Pupils, Parents and School committee members were interviewed.

In summary, the NIPDEP projects in Nsanje have been implemented through a multi-sector approach. All the stakeholders were involved in the problem identification, deciding on the type of project required to solve the problem and the same approach used in implementation and monitoring of the projects.

#### **2. PILOT PROJECT PROGRESS IN PHASE II (FY 2004)**

##### **2.1. Outline of the Pilot Projects of the Phase II (FY 2004)**

The seven projects in Nsanje were divided into two major groups namely, training and procurement. The major objectives of the projects were: to create conducive learning environment in schools through the provision of desks and to improve the quality of education through the provision of text books, Lab Kits to secondary schools and in-service training to both primary school and secondary school teachers.

##### **2.1.1. DESKS FOR PRIMARY SCHOOLS**

The implementation plan of the Task Force included the following:

- Monthly Task Force Meetings - where members met to discuss progress.
- Needs Assessment and reporting - all schools in the targeted zones were visited to determine need.
- Obtaining quotations - different prices were obtained from different dealers so as to select one who would supply the desks.
- Community sensitization - this involved meeting the school committee members, parents pupils and the local leaders to sensitize them on the project and to solicit views on project sustainability.
- The other step was the delivery of the desks to the schools.
- Then there was hand over of the desks to the schools.
- The PMT monitored that all the activities were done.

The Task Force purchased 504 double desks, which were distributed to the following school as follows:

1. Dinde School in Nyamadzere Zone (100 desks, 4 chairs and 2 tables)
2. Mchere school in Mchere Zone (100 desks, 4 chairs and 2 tables)
3. Mpatsa school in Mpatsa Zone (100 desks, 4 chairs and 2 tables)
4. Nyachilenda school in Nyachilenda zone (100 desks, 4 chairs and 2 tables)
5. Nyanjiwa school in Nyamadzere zone (54 desks)
6. Nsanje Catholic School (27 desks)
7. Nyamadzere School (27 desks)

Note: The desks that were supplied to Nyanjiwa, Nsanje catholic and Nyamadzere were purchased using the money allocated on the contingency.

### **2.1.2. DESKS FOR SECONDARY SCHOOLS**

This project had similar objectives as that of desks for Primary Schools. The two Task Forces followed the same activities:

- Monthly Task Force meetings - where members met to discuss progress.
- Needs Assessment and reporting - all schools in the targeted zones were visited to determine need.
- Obtaining quotations -different prices were obtained from different dealers so as to select one who would supply the desks.
- Community sensitization- this involved meeting the school committee members, parents, pupils, and the local leaders to sensitize them on the project and to solicit views on project sustainability.
- The other step was the delivery of the to the schools.
- Then there was hand over of the desks to the schools.
- The PMT monitored that all the activities were done.

The following Community Day Secondary Schools were assisted:

1. Mpatsa 100 single desks, 2 tables and 4 chairs.

2. Nyamadzere 100 single desks, 2 tables and 4 chairs
3. Chekerere 100 single desks 2 tables and 4 chairs
4. Mtowe 100 single desks, 2 tables and 4 chairs
5. Chididi 46 single desks
6. Nkhande 60 single desks

Note the desks given to Chididi and Nkhande were purchased using the money allocated to the contingency.

### **2.1.3. LABORATORY KITS FOR COMMUNITY DAY SECONDARY SCHOOLS**

The lab Kits were earmarked for the CDSS that did not receive in the first phase. These schools are: Fatima, Kadabwako, Chididi, Mtowe, Chekerere, Nkhande and Phokera.

The activities followed are just the same as in the first two procurement projects. This project is aimed at improving the teaching of the science subjects such as physical science and biology.

### **2.1.4. TEXT BOOKS FOR PUPILS AND TEACHERS' GUIDES FOR SEC. SCHOOL**

This was a continuation of phase I where by eight secondary schools were assisted. The remaining schools were Bangula, Nsanje, Fatima , Nyamadzere, Kalambo, Kadabwako, Nkhande and Mtowe.

This project is aimed at reducing the textbook/pupil ratio since most schools did not have enough books due to the introduction of the new curriculum. All the steps for a procurement project were followed.

### **2.1.5. OPERATIONALIZATION OF THE TEACHER DEVELOPMENT CENTRES**

This project was aimed at improving the standards of the TDCs through the stocking of some equipment which would assist teachers prepare teaching and learning aids. The TDCs that have received duplicating machines and manual typewriters are: Nyachilenda, Mchere, Mpatsa and Mlonda.

Using the balance and the contingency additional machines has been ordered for Kalulu and Masenjere zones. All the TDCs will get stationery from the contingency.

### **2.1.6. IN-SERVICE FOR PRIMARY HEADTEACHERS AND TRAINING FROM THE DISTRICT EDUCATION MANAGER IN HUMAN RESOURCE MANAGEMENT**

The in-service training was aimed at capacity building to the heartaches and their deputies in school administration, and the DEM was trained at the Malawi Institute of Management in Human Resource Management Skills.

### **2.1.7. INSERVICE TRAINING FOR SECONDARY SCHOOL TEACHERS**

The in-service training targeted all the teachers teaching in all the secondary schools in the district. It was a week long training in which teachers were taught the subject content of some topics which the teachers felt they had some problems in teaching.

The topics were identified through the needs assessment.

The project was aimed at improving the capacity of teachers in teaching by equipping them with relevant teaching content.

## 2.2. Rating of Pilot Project Performance

The district had seven projects to accomplish as stated earlier on. All the projects have been successfully implemented. This has been possible through good working relationship, which existed between the members of respective Task Force members and the PMT on one hand and the NIPDEP staff on the other.

The projects have been accomplished following the implementation schedule. The only problem we have encountered is that there was a delay in implementing the activities of the laboratory Kits (Task Force # 3) this was due to change of price of chemicals and the trolleys.

### (1) Achievement of Project Goals and Objectives

Project Name	Goals and Objectives(s) Fully met	Goals and Objective(s) Partially Met	Goals and Objectives (s) not met	Comments
Desks for Primary Schools	✓			504 double desks, 8 tables and 16 chairs have been delivered
2. Desks for Secondary Schools	✓			506 single desks, 8 tables and 16 chairs have been delivered
3. Lab Kits for CDSS		✓		The kits have not yet been delivered. But Training for science teachers done.
4. Text books for sec. schools	✓			All books have been delivered and librarians trained
5.TDC Operationalization	✓			Duplicating and type writers delivered Operators trained
6. Inset for H/T and DEMs training	✓			100 H/T and 79 D/HT in-serviced and DEM trained
7. Inset for secondary school teachers	✓			All teachers (125) in serviced in their respective teaching subjects

### (2) Achievement of Implementation Schedule

Project Name	On Schedule	Somewhat behind schedule	Very behind schedule	Comments
1. Desks for Primary	✓			All activities planned have been finished on time
2. Desks for secondary school	✓			All activities planned have been finished on time
3. Lab Kits for CDSS		✓		The kits have not been delivered to schools

4. Text books for secondary schools	✓			All activities done-books delivered
5. TDC Operationalization	✓			All planned activities done - duplicating machines delivered
6. HT and DEM training	✓			Activities finished as planned
7. Inset for secondary school teachers	✓			Training was done as scheduled

### (3) Budget Expenditure

Project Name	Expenditure above budget estimates	Expenditures as estimated	Expenditures below Estimates	Comments
1. Desks for primary school		✓		Contingency used to buy additional desks
Desks for secondary		✓		Contingence used to buy additional desks
Lab kits		✓		There was reducing some of the chemicals so as to be within budget limit.
Text books		✓		Money allocated was enough because we used the matching fund method
TDC		✓		Money allocated was enough
HT and DEMS Training		✓		Reduced numbers of trainees of school administrators from 200 to 179
Inset for sec school teachers		✓		Instead of using facilitators from MIE, some practicing teachers were used together with lecturers from Domasi College

No Task Force spent more money than allocated to an activity, as such all expenditures were within the estimated budget. If it was found to be above the estimated budget NIPDEP usually advised to reduce the numbers.

### 2.3. Achievement of the Pilot Projects

	Indicators	
	Outputs	Outcomes (impact)
1. Desks for Primary	504 desks, 8 tables and 16 chairs	Reduced desk / pupil ratio in the schools that desks
2. Desks for secondary	506 desks 8 tables and 16 chairs	Reduced desk / pupil ratio in the schools that got desks
3. Lab Kits	7 seven lab kits to 7 schools and training of science teachers	Capacity building through training and improved science

		facilities in the CDSS
4. Textbooks for secondary schools	8 schools supplied with textbooks in the different subjects as requested in the needs assessment	Reduced textbook /pupil ratio
5. TDC	4 TDCs supplied with duplicating machines and type writers	TDCs are able to duplicate exams for schools in the zones
6. Inset for HT and DEM training	100 head teachers and 79 deputies in-service in school management and the DEM trained in Human Resource Management skills	Improved school administration in schools and Human Resource Management
7. Inset for secondary school teachers	125 secondary school teachers in-service in their respective teaching subjects	Improved content delivery by teachers

## 2.4. Summary of the Achievement

### 2.4.1. DESKS FOR PRIMARY SCHOOLS

- ◇ Initially the TF planned to procure 400 double desks but managed to have 504 desks.
- ◇ Nyanjiwa School, which had no desk, has benefited 50 desks bought using the contingency.
- ◇ The community has been fully sensitized to own the project, manifested in the way they received desks- some off loaded even at night.

### 2.4.2. DESKS FOR SECONDARY SCHOOLS

- ◇ The task force planned to procure 400 single desks but managed to procure 506 desks
- ◇ Two other CDSS benefited 100 desks (Chididi 46 desks and Nkhande 64 desks)
- ◇ Community fully participated in the project

### 2.4.3. LAB KITS FOR CDSS

- ◇ Seven schools earmarked for the lab kits
- ◇ 21 science teachers trained (3 from each school)
- ◇ Community participated by formulating rules and regulations for the caring and safekeeping of the kits

### 2.4.4. TEXTBOOKS FOR SECONDARY SCHOOL

- ◇ 8 secondary schools have received textbooks in various subjects.
- ◇ Teacher librarians were trained in the management of libraries by the National Library Service
- ◇ The National Library Service gave some books to the schools they trained

#### **2.4.5. TDC OPERATIONALISATION**

- ◇ 4 TDCs have received duplicating machines and type writers
- ◇ All the operators of the machines were trained by the dealers.
- ◇ Some additional machines to be given to Magoti and Kalulu zones.

#### **2.4.6. INSET TO HEADTEACHERS AND TRAINING FOR THE DEM**

- ◇ All the 100 head teachers turned for the training
- ◇ The first training the DEM had in Human Resource Management skills
- ◇ The training will assist the DEM the administration of the teaching staff in the district.

#### **2.4.7. INSET FOR SECONADRY SCHOOL TEACHERS**

- ◇ All the 125 teachers in the secondary school sector in the district were trained in their respective subjects.
- ◇ This training will assist the under qualified teachers to teach properly.
- ◇ Handouts containing notes were given to teachers according to their teaching subjects

### **2.5. SUMMARY OF THE PILOT PROJECT PHASE II (FY 2004)**

The implementation of the pilot projects in the phase II has been an interesting one in the sense that the first phases acted as a learning time to implement projects.

All the projects were within the estimated budgets; there is no project that spent more than budgeted. This was due to the conditions set not to spend more than allocated.

The only project that has not been implemented according to the schedule is TF # 3. The problem with this project is that the price of the chemicals was increased. This made the TF to sign new contracts. This caused some delays in the implementation.

### **2.6. PROJECT MANAGEMENT OF PHASE II**

The management of the project was very interesting in the sense that it was continuation of the first phase. The problem we got was that one task force (#3) delayed in the implementation of its activities because there was a change in prices of the chemicals.

There was an improvement in the management because we were able to correct our mistakes from phase I.

#### **2.6.1. Overview**

It was good time implementation the pilot project. Only task Force 3 was affected in the month of august because it delayed in implementing July activities it did not receive August funding.



The other problem we encountered was all that some Task Force submitted reports late. Though as a district we made some improvement in sending reports to NIPDEP there was a lot of following by the PMT treasurer and secretary.

The implementation of the project had some problems with transport. Some of the activities were rescheduled waiting the opportune time to borrow a vehicle from District Commissioner. Nsanje has acute shortage of vehicles: education department has no vehicle. This also contributed to problems in monitoring.

The fluctuation of the currency also affected the implementation of the project. For example fuel price went up. This affected most projects eg TF 6 whereby number of participants was reduced.

During the period of implementation we have learned some lessons for example:

- Contingency should only to be used after project implementation.
- Reports to be produced and sent on time on time failure to do that no funding for that project.
- Scheduled time lines in project implantations are to be followed.
- Transfer of funds from one Task Force to another without authority from NIPDEP was not allowed.

#### **2.6.2. PROBLEM SOLVING**

1. The Task Force and PMT met to discuss some problems even in the absence of funding. Whenever there was a problem the PMT did not wait for a scheduled meeting.
2. Task Forces with similar activities met to sought out common problems eg TF 1 & 2, TF 6 & 7.
3. Communication with the NIPDEP office solved some of the problems.
4. The Task Forces the PMT and CDI Mr Pinanji worked together for the benefit of the pupils in Nsanje.

## **SECTION II. IMPACT OF NIPDEP PILOT PROJECT PHASE I (FY 2003)**

In the first year of the NIPDEP Projects the following projects were conducted:

- o Procurement of desks to Primary Schools. The schools, which benefited were Chikali in Fatima zone, Masenjere in Kalulu Zone, Nkhadzi in Magoti Zone, Nyamithuthu and Thangadzi I in Mlonda Zone.
- o Procurement of desks to secondary schools. The schools that benefited were Makhanga cDSS, Masenjere CDSS, Klambo CDSS and Kadabwako CDSS.
- o Laboratory Kits for community Secondary Schools. The schools that benefited were: Nyachilenda, Nyamadzere Mapatsa, Kalmbo, Magoti, Makhanga and Masenjere.
- o Textbooks for Secondary schools. The following schools were targeted: Chididi Masenjer, Chekerere, Nyavhilenda, Makhanga, Phokera, Magoti and Mapatasa.
- o The fifth project was the buying of equipment to the Teacher Development Centres. Two centres benefited, namely Nyamadzere and Fatima TDCs .
- o In-service training for PEAs at MIE.
- o In-service training for secondary school teachers.

## OBJECTIVES OF THE SURVEY

- o To rate the projects results for the facilities / equipment/ materials and maintenance.
- o To find out what have been the most significant changes (positive/ negative) in the schools, pupils, and teachers as a result of the pilot projects.
- o To find out the maintenance plan put in place by the community on the materials received in phase I.

All the seven pilot projects of phase I were targeted the methodology used to get the information was through interviews with pupils, teachers, PEAS parents and the school committee members. The other way of getting more information was to see where the materials were kept ie textbooks lab kits.

### 1. SUMMARY ON RATING RESULTS

#### Procurement

	Very poor				Very Good
Desks	1	2	3	4	✓ 5
Science Lab kits	1	2	✓ 3	4	✓ 5
Textbooks	1	2	3	4	✓ 5
Duplicating machines	1	2	3	4	✓ 5
Insert for PEAs	1	2	3	4	✓ 5
Insert for sec. teachers	1	2	3	4	✓ 5

On the rating scale the scores are high only the duplicating machines scored so low because the one at Fatima has never worked successfully.

### SUMMARY OF THE IMPACT OF PROJECTS

#### 1. Desks for Primary School and Secondary School

- Pupils from both primary and secondary schools are now comfortable at school using desks.
- Their uniforms are kept clean as compared to the time they were sitting on the floor.
- Assisted in examinations each candidate in the schools that were given desks sat on the desk and wrote exams comfortably.

#### 2. Lab Kits for the Community Day Secondary Schools

- Physical Science has been introduced in some schools ie Mpatsa CDSS
- Interest in Science subjects has been aroused in some pupils
- Qualified teachers in the science subjects lacking in CDSS

#### 3. Textbooks for Secondary Schools

- Teachers and pupils have been assisted with the text books
- Libraries are required so that pupils should have access to some of the reference books

#### **4. Duplicating Machines**

- Very useful in the preparation of examinations (mock exams)
- Very delicate machines with high maintenance costs
- The accessories of the machines e.g ink, master roll are very expensive.

#### **5. In-service Trainings for both PEA (TF 6) and Teachers (FT7)**

- The training was very successful for the PEAs at MIE
- The training of teachers was a good one, only that time was not adequate
- Teachers feel there should be more of these in-service training.

## **2. MAINTENANCE PLAN**

### **2.1. DESKS FOR PRIMARY & SECONDARY SCHOOLS**

The FT members and the schools (pupils, teachers, school committee members and parents) sat down and formulated regulations to be followed on the usage and care of desks. They agreed that desks should be maintained as soon as it is showing signs of defects. The School Committee is responsible for the maintenance of the desks.

### **2.2. LAB KITS**

TF 3 made some social contracts with the schools that were assisted with the lab kits. These schools are held responsible for replacing the broken items. They agreed that if a pupil breaks some of the apparatus intentionally then he/she should be charged to replace. The school will be responsible to replace used up chemicals

### **2.3. TEXTBOOKS**

- o The Task Force responsible made agreements with the schools that the books shall be maintained. all books were stamped to show which school they belong to.
- o Head teachers agreed to send back books bearing another school stamp if found at their school.
- o Parents agreed that a pupil who has lost a book should buy a new book to replace.
- o Torn out books should be maintained by the school using GPF

### **2.4. DUPLICATING MACHINES FOR THE TDC**

- o The operation rules were set at the time the machines were put in place. The TDC Management Team agreed it would be assisting to maintain the machines using the money realized from charges from those who want to have their work duplicate.
- o However this has not worked very well because the machines have problems.
- o The schools in Nsanje have really benefited from the NIPDEP Phase I projects.
- o The number of desks has been increased. For example at Nkhadzi School there was no desk but now they have 100 desks with an enrolment of 351.
- o Chekerere CDSS had no books. They used to borrow from Nsanje Secondary School; with assistance from NIPDEP they have now books in stock.
- o No CDSS in Nsanje had any lab kit before the coming of NIPDEP, P/Science has now been introduced in the CDSS, the only problem is to have qualified science teachers.

