

CHAPTER FOUR: RESULTS OF THE TEACHERS' SURVEY

4.1 Introduction

To ensure that results of the evaluation studies are comprehensive, the design of the NIPDEP evaluation studies had included a questionnaire that was administered to some teachers of the selected schools. This questionnaire solicited information about the characteristics of the teachers who responded to the questionnaire, schools, classrooms and the teaching and learning environment. At every school, a maximum of ten teachers responded to the questionnaire. The teacher survey was intended to complement the results from the focus groups and the quantitative questionnaire as observed above. All the tables for this chapter came from the teacher self-administered survey questionnaire. First, we present the basic characteristics of the teachers who responded to the survey questionnaire. Then, the results are presented following the themes outlined in the questionnaire. In presenting the results, all teachers' responses are expressed as percentages of the valid total.

4.2 Sample of Teachers

Table 4-1 below shows the number of teachers responding to the questionnaire during the baseline, mid point and post survey in primary and secondary schools in the six districts.

Table 4-1: Teachers Responding to Questionnaire by District and Sex

| Sex/District | Nkhata Bay | | | Ntchisi | | | Mchinji | | | Machinga | | | Thyolo | | | Nsanje | | | |
|------------------|------------|-----|------|---------|-----|------|---------|-----|------|----------|-----|------|--------|-----|------|--------|-----|------|--|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | |
| Primary | | | | | | | | | | | | | | | | | | | |
| Male | 85 | 79 | 79 | 79 | 87 | 76 | 157 | 149 | 144 | 77 | 77 | 113 | 178 | 217 | 134 | 59 | 74 | 102 | |
| Female | 25 | 26 | 46 | 26 | 30 | 26 | 72 | 80 | 70 | 54 | 28 | 42 | 49 | 86 | 66 | 46 | 35 | 27 | |
| Total Primary | 110 | 105 | 125 | 105 | 117 | 102 | 229 | 229 | 184 | 131 | 105 | 155 | 227 | 303 | 200 | 75 | 109 | 129 | |
| Secondary | | | | | | | | | | | | | | | | | | | |
| Male | 23 | 35 | 29 | 23 | 27 | 23 | 22 | 41 | 31 | 20 | 45 | 16 | 28 | 67 | 60 | 28 | 64 | 28 | |
| Female | 3 | 4 | 2 | 3 | 7 | 5 | 3 | 8 | 8 | 6 | 12 | 0 | 13 | 15 | 11 | 3 | 10 | 1 | |
| Total Secondary | 26 | 39 | 31 | 26 | 34 | 28 | 26 | 49 | 39 | 26 | 51 | 16 | 41 | 82 | 71 | 31 | 74 | 29 | |
| Total Teacher | 136 | 105 | 156 | 131 | 151 | 125 | 155 | 278 | 214 | 157 | 156 | 171 | 168 | 303 | 271 | 106 | 183 | 158 | |

A maximum of ten teachers were supposed to have responded to the teacher's survey questionnaire. It can be noted from Table 4.1 that at different points of the survey, the total number of teachers who responded to the questionnaire in primary schools was different in all the districts. There were fewer teachers available during the post evaluation than during the midpoint and baseline surveys in Ntchisi, Mchinji and Thyolo districts while there were more teachers available during the post evaluation than during the mid-point and baseline surveys in Nkhata Bay, Machinga and Nsanje districts. In some districts like Thyolo, the differences were very significant while in others, they were minimal. There are of course bound to be different numbers of teachers at different times in schools due to many factors such as absenteeism, deaths, transfers and retirements.

At the secondary school level, the number of respondents for the post evaluation survey generally dropped in almost all the districts. In Nsanje there were as many as 45 teachers less responding to the questionnaire during the post evaluation survey than during the mid-point survey. Just like in the primary schools, this situation can be attributed to death of teachers, retirement and also teachers leaving the teaching profession for well paying jobs. Most of those teachers who retire move on to the private sector. What is noteworthy here is that the teachers who are leaving the system are not replaced at the same rate they are moving out.

4.3 Analysis

4.3.1 Teacher Qualifications

Table 4-2 below shows the number of teachers by qualification and gender in both the primary and secondary schools in the six districts.

Table 4-2: Teachers by Qualification and Sex

| Primary | | Nkhata Bay | | | Ntchisi | | | Mchinji | | | Machinga | | | Thyolo | | | Nsanje | | |
|---------------|-------------|------------|----|-----|---------|----|-----|---------|-----|-----|----------|----|-----|--------|-----|-----|--------|----|-----|
| | | Bas | Mi | Pos | Bas | Mi | Pos | Bas | Mi | Pos | Bas | Mi | Pos | Bas | Mi | Pos | Bas | Mi | Pos |
| Male | Qualified | 71 | 61 | 70 | 64 | 70 | 66 | 123 | 123 | 100 | 58 | 64 | 65 | 114 | 163 | 96 | 44 | 52 | 65 |
| | Unqualified | 14 | 17 | 80 | 15 | 17 | 8 | 34 | 26 | 12 | 19 | 13 | 47 | 64 | 52 | 37 | 15 | 22 | 37 |
| Female | Qualified | 15 | 22 | 38 | 17 | 24 | 23 | 54 | 69 | 63 | 40 | 21 | 29 | 28 | 66 | 58 | 12 | 21 | 22 |
| | Unqualified | 10 | 14 | 8 | 9 | 6 | 3 | 17 | 10 | 7 | 14 | 6 | 13 | 20 | 20 | 8 | 4 | 13 | 5 |
| Total teacher | Qualified | 86 | 83 | 108 | 81 | 94 | 89 | 177 | 192 | 163 | 98 | 85 | 94 | 142 | 229 | 154 | 56 | 73 | 87 |
| | Unqualified | 24 | 31 | 88 | 24 | 23 | 11 | 51 | 36 | 19 | 33 | 19 | 60 | 84 | 72 | 48 | 19 | 35 | 42 |
| Secondary | | Bas | Mi | Pos | Bas | Mi | Pos | Bas | Mi | Pos | Bas | Mi | Pos | Bas | Mi | Pos | Bas | Mi | Pos |
| Male | Qualified | 3 | 2 | 2 | 17 | 4 | 4 | 19 | 15 | 3 | 2 | 19 | 4 | 8 | 17 | 23 | 13 | 13 | 7 |
| | Unqualified | 20 | 33 | 21 | 5 | 22 | 13 | 3 | 26 | 21 | 18 | 26 | 12 | 20 | 50 | 31 | 15 | 51 | 21 |
| Female | Qualified | 1 | 0 | 0 | 1 | 2 | 2 | 3 | 5 | 0 | 0 | 2 | 0 | 5 | 3 | 3 | 1 | 5 | 0 |
| | Unqualified | 2 | 4 | 1 | 2 | 4 | 2 | 1 | 3 | 5 | 6 | 10 | 0 | 8 | 12 | 7 | 2 | 5 | 1 |
| Total teacher | Qualified | 4 | 2 | 2 | 18 | 6 | 6 | 22 | 20 | 3 | 2 | 21 | 4 | 13 | 20 | 26 | 14 | 18 | 7 |
| | Unqualified | 22 | 37 | 22 | 7 | 26 | 15 | 4 | 29 | 26 | 24 | 36 | 13 | 28 | 62 | 38 | 17 | 56 | 22 |

At primary school level, there were fewer unqualified teachers compared to qualified teachers in all the primary schools in the sample across all the evaluation surveys conducted. However some schools have registered significant decreases in numbers of qualified teachers over the period of the surveys. One good example for this is Thyolo district, which had 229 qualified teachers during the mid-point evaluation and 154 during the post evaluation. The decline in the percentage of unqualified teachers observed above might indicate that teachers are being transferred so that there is a proper balance among schools in the number of qualified teachers.

As for the secondary schools, the situation is a direct opposite of what it is like in the primary schools. There are more unqualified teachers and very few qualified teachers in the secondary schools. Of course from the findings, there are generally few secondary school teachers in almost all the sampled secondary schools as compared to the number of pupils the teachers handle. Worse, the number of female teachers in secondary schools is very low. As seen from table 4.2, some of the sampled districts like Machinga had not even a single female teacher whether qualified or unqualified while Nkhata Bay, Mchinji and Nsanje districts registered no qualified female teacher during the post evaluation survey. The number of qualified male secondary school teachers at post evaluation remained the same for Nkhata Bay and Ntchisi, lowered for Mchinji and Machinga and considerably increased by six teachers for the districts of Nsanje and Thyolo.

It can also be noted from Tables 4-1 and 4-2 above that the numbers of female teachers were consistently lower than those of male teachers at both primary and secondary although the situation is worse at the secondary level.

4.3.2 Experience And Workload

Information was also collected regarding the work experience and workload³ of the teachers who responded to the survey questionnaire. The information is displayed in Table 4-3 below.

³ Workload is defined as the number of period of teaching per week.

Table 4-3: Experience and Workload of Responding Teachers (means)

| | | Nkhata Bay | | | Ntchisi | | | Mchinji | | | Machinga | | | Thyolo | | | Nsanje | | |
|------------------|--------|------------|------|------|---------|------|------|---------|------|------|----------|------|------|--------|------|-------|--------|------|------|
| Primary | | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| Years Teaching | Male | 12.3 | 12.6 | 13.8 | 10.5 | 11.9 | 12.6 | 10.2 | 10.8 | 11.9 | 9.1 | 10.1 | 9.06 | 9.6 | 10.2 | 10.5 | 12.1 | 13.7 | 10.1 |
| | Female | 11.3 | 12.5 | 11.4 | 8.3 | 8.7 | 11.7 | 10.8 | 10.2 | 12.0 | 9.7 | 10.7 | 10.5 | 10.7 | 11.7 | 11.4 | 9.1 | 11.3 | 14.2 |
| Years at School | Male | 3.9 | 4.7 | 3.58 | 4.2 | 4.4 | 5.2 | 4.2 | 5.3 | 5.18 | 4.4 | 4.8 | 4.3 | 4.7 | 5.1 | 5.5 | 4.3 | 4.0 | 5.5 |
| | Female | 3.8 | 5.4 | 4.53 | 4.0 | 4.1 | 5.9 | 4.6 | 4.4 | 5.58 | 4.0 | 5.6 | 4.9 | 4.1 | 5.9 | 5.5 | 2.3 | 4.0 | 4.4 |
| Periods per Week | Male | 40 | 42.2 | 47.7 | 39.9 | 33.6 | 43.9 | 30.8 | 30.1 | 29.3 | 37.8 | 41.3 | 37.4 | 32.1 | 33.4 | 39.31 | 40.0 | 41.5 | 38.0 |
| | Female | 35.0 | 33.2 | 37.0 | 34.1 | 26.8 | 34.6 | 23.0 | 24.9 | 26.9 | 26.9 | 36.5 | 31.3 | 24.3 | 27.1 | 30.7 | 40.0 | 34.8 | 31.7 |
| Secondary | | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| Years Teaching | Male | 13.9 | 13.2 | 12.9 | 12.1 | 12.1 | 15.6 | 10.8 | 11.1 | 13.6 | 12.0 | 11.7 | 12.9 | 20.0 | 12.2 | 12.1 | 12.8 | 12.8 | 12.4 |
| | Female | 7.7 | 10.5 | 12.0 | 13.7 | 10.7 | 15.5 | 12.3 | 11.8 | 14.0 | 13.8 | 10.8 | — | 12.2 | 13.6 | 15.2 | 12.0 | 12.9 | 11.0 |
| Years at School | Male | 25.1 | 3.4 | 4.0 | 15.5 | 17.1 | 3.76 | 19.0 | 19.2 | 3.6 | 18.0 | 19.3 | 3.3 | 13.9 | 5.2 | 5.3 | 26.3 | 3.5 | 5.2 |
| | Female | 20.7 | 4.8 | 3.0 | 10.7 | 16.7 | 4.25 | 17.5 | 19.0 | 3.6 | 18.8 | 19.4 | — | 15.0 | 4.8 | 5.8 | 20.0 | 3.5 | 3.0 |
| Periods per Week | Male | 2.5 | 25.3 | 23.3 | 3.7 | 4.9 | 22.0 | 3.6 | 3.0 | 17.9 | 4.2 | 3.3 | 23.5 | 4.2 | 17.9 | 19.13 | 3.3 | 22.8 | 25.8 |
| | Female | 2.7 | 18.8 | 22.5 | 5.0 | 2.7 | 24.3 | 2.8 | 3.1 | 13.7 | 3.6 | 4.2 | — | 3.3 | 15.8 | 19.6 | 1.0 | 18.2 | 19.0 |

In terms of work load the mean number of teaching periods per week for primary schools teachers ranged from 23 periods to 47.65 periods. Post evaluation means for Nkhata Bay, Ntchisi and Thyolo districts, increased slightly while the means for Machinga and Nsanje districts decreased. As for Mchinji, the mean for male teachers increased while that for female teachers decreased. The increases might indicate some degree of teacher shortage in both primary and secondary schools.

At the secondary school level the mean number of teaching periods per week ranged from 1.0 period to 25.82 periods. An analysis of variance indicated that there were no significant differences in the workloads of those qualified and not qualified to teach at secondary level an indication that their workloads are similar. As in the case with primary schools there are generally increases in workloads at the post pilot as compared to baseline and mid-point figures.

At the primary level the mean number of years of teaching experience ranged from 8.3 years to 14.15 years. Post evaluation figures are slightly higher than baseline and mid-term figures in all the districts except in Nsanje where post evaluation mean for male teachers is lower than baseline and mid-term mean.

At the secondary school level the mean number of teaching years ranged from 7.7 years to 20 years across all the three points evaluations. Generally the post evaluation means are higher than the mid-point means except for Nsanje district which are slightly lower than the mid-point and baseline evaluation means.

At the primary school level the mean number of years spent at the present school ranged from 2.3 years to 5.9 years. In Ntchisi and Nsanje districts, the mean number of years increased slightly during post evaluation as compared to baseline and mid term means. Nkhata Bay and Machinga means slightly decreased while the means for male teachers at Mchinji and for female teachers at Thyolo decreased during post evaluation survey. The message from these figures may be that of a high degree of mobility of the teachers in schools.

At the secondary school level the mean number of years spent at the current school ranged from 3.0 years to 26.3 years. The means at the post evaluation are in some cases lower in others higher than the baseline and the mid point means.

4.3.3 Teaching And Learning Interactions

The next issue to be examined from the survey questionnaire is that of teaching and learning interactions. The teachers were asked about the frequency with which they used some methods of instruction. Table 4-4 below has information about how the teachers responded to the question.

Table 4-4: Frequency of Methods Used in Teaching/learning Interactions

| Secondary | Never | | | Rarely | | | Hard to Tell | | | Sometimes | | | Often | | | Always | | |
|----------------|-------|------|------|--------|------|------|--------------|------|------|-----------|------|------|-------|------|------|--------|------|------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| Lecture | 8.9 | 25.9 | 25.8 | 22.6 | 27.8 | 25.9 | 25.0 | 20.6 | 23.4 | 26.2 | 16.8 | 15.5 | 9.5 | 6.0 | 4.7 | 7.7 | 2.8 | 4.7 |
| Q and A | — | 0.6 | 0.7 | 1.7 | 1.2 | 0.7 | 4.0 | 2.7 | 1.9 | 19.4 | 10.5 | 7.8 | 24.0 | 34.2 | 22.9 | 50.9 | 50.7 | 66.0 |
| Group Projects | 13.7 | 14.9 | 17.4 | 22.2 | 14.7 | 13.1 | 17.6 | 19.3 | 21.7 | 27.5 | 27.6 | 26.0 | 14.4 | 16.0 | 15.7 | 4.6 | 7.6 | 6.1 |
| Group Work | 1.2 | 1.4 | 1.4 | 6.4 | 2.7 | 3.7 | 18.7 | 11.2 | 7.5 | 28.7 | 27.5 | 19.6 | 30.4 | 34.2 | 31.1 | 14.6 | 23.0 | 36.7 |
| Education Visi | 41.6 | 33.8 | 37.9 | 25.9 | 22.0 | 28.2 | 12.7 | 21.7 | 15.6 | 10.8 | 11.4 | 11.1 | 7.8 | 3.6 | 5.7 | 1.2 | 1.5 | 1.4 |
| Retelling | 21.7 | 4.0 | 3.5 | 21.1 | 10.1 | 9.1 | 24.8 | 23.8 | 19.4 | 18.6 | 33.6 | 33.0 | 11.2 | 20.3 | 5.7 | 2.5 | 8.1 | 1.4 |
| Primary | | | | | | | | | | | | | | | | | | |
| Lecture | 28.3 | 10.2 | 11.7 | 26.6 | 18.0 | 20.4 | 22.8 | 27.7 | 28.1 | 14.0 | 24.8 | 19.9 | 3.8 | 12.6 | 14.3 | 4.5 | 6.8 | 5.6 |
| Q and A | 0.5 | 1.0 | — | 0.7 | 0.5 | 3.1 | 2.5 | 4.8 | 4.7 | 12.9 | 14.8 | 14.1 | 21.3 | 33.5 | 31.4 | 62.2 | 45.5 | 46.6 |
| Group Projects | 24.5 | 13.8 | 13.6 | 12.1 | 24.1 | 12.5 | 17.7 | 13.3 | 23.4 | 22.0 | 26.6 | 27.2 | 15.4 | 18.2 | 14.1 | 8.2 | 3.9 | 9.2 |
| Group Work | 2.2 | 5.9 | 1.6 | 3.3 | — | 6.9 | 11.9 | 13.7 | 12.2 | 26.7 | 28.8 | 25.9 | 31.2 | 35.6 | 35.4 | 24.7 | 16.1 | 18.0 |
| Education Visi | 37.3 | 41.3 | 35.8 | 19.1 | 35.4 | 41.7 | 16.7 | 15.5 | 13.9 | 12.8 | 4.4 | 6.4 | 9.0 | 2.4 | 0.5 | 5.0 | 1.0 | 1.6 |
| Retelling | 7.6 | 12.1 | 13.1 | 15.1 | 24.2 | 16.8 | 21.5 | 31.9 | 20.4 | 30.1 | 23.2 | 33.0 | 18.8 | 6.8 | 10.5 | 7.0 | 1.9 | 6.3 |

At both primary and secondary levels, more and more teachers indicated minimal use of lecture methods at the post evaluation than during the baseline and the mid-point surveys. The use of question and answer was rated highly of all the teaching methods as the most used in teaching and learning. In the post evaluation, group work and presentations came second followed by group projects. The least popular method for both levels is the use of educational visits.

4.3.4 Use Of Instructional Materials And Continuous Assessment

The next set of questions in the survey questionnaire assessed the use of instructional materials. The teachers were asked how often they used a list of instructional materials in the classroom. Their responses to the question are displayed in Table 4-5 below.

Table 4-5: Frequency of Use of Instructional Materials in Class

| Secondary | Never | | | Rarely | | | Hard to Tell | | | Sometimes | | | Often | | | Always | | |
|-----------------------|-------|------|------|--------|------|------|--------------|------|------|-----------|------|------|-------|------|------|--------|------|------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| Textbooks m | 2.3 | 1.4 | 0.2 | 3.4 | 3.8 | 0.8 | 2.9 | 6.6 | 2.5 | 13.7 | 9.4 | 5.2 | 13.7 | 25.4 | 11.2 | 64.0 | 53.5 | 80.0 |
| Wall Charts, Maps etc | 4.0 | 1.9 | 1.5 | 11.0 | 7.1 | 3.5 | 20.3 | 18.5 | 9.8 | 29.5 | 28.9 | 27.4 | 25.4 | 33.6 | 34.7 | 9.8 | 10.0 | 23.6 |
| Students work on wall | 18.1 | 14.1 | 14.9 | 19.9 | 25.4 | 12.5 | 24.7 | 29.3 | 27.3 | 24.1 | 21.5 | 30.6 | 10.2 | 6.8 | 11.0 | 3.0 | 2.9 | 4.3 |
| Three Dime. | 31.6 | 20.5 | 14.9 | 20.0 | 17.5 | 11.0 | 12.9 | 26.5 | 23.1 | 21.3 | 21.0 | 30.3 | 9.0 | 10.5 | 15.2 | 5.2 | 4.0 | 5.4 |
| Real world examp. | 5.5 | 2.5 | 3.2 | 9.8 | 7.5 | 6.1 | 20.2 | 14.9 | 9.0 | 22.7 | 30.3 | 21.4 | 28.8 | 29.4 | 34.0 | 12.9 | 15.4 | 26.3 |
| Other T/L Aids | 13.2 | 7.2 | 30.6 | 14.9 | 17.2 | 26.4 | 16.7 | 23.0 | 19.4 | 23.6 | 17.7 | 13.9 | 18.4 | 22.5 | 6.7 | 13.2 | 12.4 | 3.0 |
| Primary | | | | | | | | | | | | | | | | | | |
| Textbooks | 0.1 | 0.3 | 2.0 | 0.5 | 0.4 | 4.5 | 0.7 | 1.1 | 2.0 | 12.9 | 6.2 | 11.6 | 11.8 | 15.1 | 27.1 | 28.6 | 76.8 | 52.8 |
| Wall Charts, maps etc | 2.7 | 2.2 | 3.1 | 5.5 | 4.3 | 7.7 | 4.5 | 14.6 | 16.8 | 33.7 | 30.5 | 30.6 | 82.4 | 32.8 | 31.6 | 16.7 | 15.7 | 10.2 |
| Students works on wa | 14.5 | 12.6 | 13.8 | 18.3 | 18.0 | 17.5 | 26.6 | 28.4 | 30.2 | 23.1 | 26.2 | 31.2 | 12.1 | 11.3 | 6.3 | 11.7 | 3.4 | 3.7 |
| Three dime. Models | 24.2 | 14.8 | 13.8 | 15.7 | 17.8 | 19.0 | 24.4 | 22.6 | 25.9 | 20.6 | 27.2 | 25.4 | 4.1 | 13.1 | 10.1 | 4.7 | 4.5 | 5.8 |
| Real world examp | 6.4 | 3.3 | 0.5 | 7.4 | 4.8 | 4.3 | 13.6 | 10.4 | 16.1 | 17.6 | 25.5 | 31.7 | 28.8 | 34.2 | 26.3 | 8.0 | 21.8 | 21.0 |
| Other T/L Aids | 34.6 | 35.2 | 6.2 | 21.7 | 24.3 | 13.5 | 24.2 | 17.7 | 18.1 | 15.7 | 14.1 | 25.9 | 19.6 | 6.1 | 26.4 | 2.4 | 2.5 | 9.8 |

At the secondary school level, the use of textbooks at the post evaluation was greater than at the time of the baseline and mid-point evaluations while at the primary school level there was a general decrease in textbook usage from 76.8 percent during mid-point to 52.8 percent during post evaluation. However the results indicate that textbooks are the most used teaching and learning materials in both the primary and secondary school levels. This is followed by the use of examples from the real world and then the use of wall charts. The use of wall charts decreased in primary schools during post evaluation while three dimensional models were used more often at the post evaluation than at the time of the mid-point and baseline. The increased reliance on textbooks by secondary school teachers may mean that those unqualified to teach in secondary can not do without the books.

4.3.6 Use Of Continuous Assessment

The teachers were also asked about the frequency at which pupils/students were assessed through various methods. Table 4-6 below contains information as per the responses from the teachers.

Table 4-6: Use of Continuous Assessment

| Secondary | Frequency of Assessing Pupils | | | | | | | | | | | | | | | | | |
|-----------------|-------------------------------|------|------|--------|------|------|--------------|------|------|-----------|------|------|-------|------|------|--------|------|------|
| | Never | | | Rarely | | | Hard to Tell | | | Sometimes | | | Often | | | Always | | |
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| Multiple Choice | 4.0 | 3.8 | 8.9 | 9.2 | 9.5 | 5.2 | 13.9 | 21.4 | 7.4 | 31.2 | 37.6 | 25.0 | 28.9 | 18.1 | 29.1 | 12.7 | 9.5 | 24.4 |
| Essay Tests | 4.0 | 3.3 | 26.2 | 4.6 | 5.2 | 11.4 | 20.2 | 17.1 | 18.0 | 33.5 | 34.3 | 21.7 | 25.4 | 31.0 | 15.8 | 12.1 | 9.0 | 6.9 |
| Homework | 1.2 | 2.4 | 4.3 | 10.0 | 2.9 | 3.4 | 13.5 | 21.8 | 16.2 | 31.8 | 29.6 | 25.8 | 27.6 | 28.2 | 27.1 | 15.9 | 15.0 | 23.4 |
| Grading of | 10.1 | 6.9 | 6.1 | 10.1 | 15.3 | 8.1 | 18.3 | 22.2 | 15.6 | 30.2 | 24.6 | 26.6 | 20.7 | 16.3 | 23.6 | 10.7 | 14.8 | 20.0 |
| Work Samples | 14.3 | 10.4 | 9.6 | 19.6 | 18.3 | 11.5 | 23.8 | 24.3 | 22.1 | 20.2 | 23.8 | 29.1 | 15.5 | 16.3 | 18.7 | 6.5 | 6.9 | 9.0 |
| Projects | 25.2 | 17.0 | 25.0 | 23.8 | 25.5 | 15.3 | 22.5 | 23.4 | 18.3 | 17.9 | 23.9 | 22.7 | 6.6 | 8.0 | 12.8 | 4.0 | 2.1 | 5.8 |
| Other Methods | 7.0 | 4.4 | 5.9 | 17.5 | 14.7 | 7.5 | 18.7 | 28.4 | 15.6 | 29.2 | 23.5 | 28.4 | 18.1 | 20.6 | 26.9 | 9.4 | 8.3 | 15.7 |
| Primary | | | | | | | | | | | | | | | | | | |
| Multiple Choice | 10.5 | 9.9 | 3.5 | 3.4 | 6.1 | 9.0 | 11.3 | 14.3 | 16.1 | 27.8 | 28.4 | 30.2 | 27.2 | 26.8 | 26.1 | 19.8 | 14.5 | 15.1 |
| Essay Tests | 23.1 | 26.4 | 2.5 | 10.6 | 13.2 | 3.6 | 13.6 | 19.9 | 20.8 | 23.0 | 22.0 | 30.5 | 18.7 | 15.0 | 26.4 | 11.0 | 5.3 | 16.2 |
| Homework | 4.6 | 4.6 | 2.6 | 5.5 | 6.0 | 3.6 | 13.8 | 12.9 | 19.5 | 29.7 | 26.2 | 31.3 | 26.2 | 31.0 | 30.8 | 20.2 | 19.3 | 12.3 |
| Grading of | 8.3 | 8.4 | 6.5 | 8.7 | 11.1 | 16.2 | 16.6 | 20.7 | 23.2 | 26.4 | 30.6 | 30.8 | 22.2 | 18.1 | 13.5 | 17.7 | 11.1 | 9.7 |
| Work Samples | 14.6 | 15.0 | 8.2 | 12.7 | 14.2 | 20.3 | 20.6 | 26.0 | 30.8 | 27.1 | 23.4 | 26.4 | 15.7 | 14.8 | 10.4 | 9.3 | 6.7 | 3.8 |
| Projects | 27.4 | 23.1 | 22.4 | 15.5 | 19.3 | 17.8 | 20.7 | 18.5 | 23.0 | 20.4 | 24.2 | 21.3 | 11.1 | 10.8 | 10.9 | 4.9 | 4.1 | 4.6 |
| Other Methods | 8.3 | 7.1 | 9.5 | 10.5 | 10.8 | 10.1 | 17.4 | 20.7 | 29.6 | 28.6 | 31.4 | 25.4 | 21.9 | 19.2 | 18.0 | 13.2 | 10.7 | 7.4 |

The general picture in terms of use of continuous assessment for both primary and secondary teachers is that teachers are using multiple-choice questions more than any other method of assessing the students. It might be due to the fact that multiple-choice questions are easy to mark or because such questions are popular during the Malawi National Examinations. This is followed by use of homework and then essay questions. Use of projects was the least popular.

4.3.7 In-Service Training

If teachers are to be in tune with changes that are taking place in the education system, they need to be oriented to these changes. An attempt was therefore made to assess the frequency, quality and relevance of any training or orientation to the education system received by the teachers. To this effect, the teachers were asked how many in-services programs they had participated in including school based programs over the last two years. Table 4-7 and 4-8 below indicated the results of the responses from the teachers.

Table 4-7: In-service Training Over the Last Two Years

| Primary | Nkhata Bay | | | Ntchisi | | | Mchinji | | | Machinga | | | Thyolo | | | Nsanje | | |
|--------------|------------|------|------|---------|------|------|---------|------|------|----------|------|-------|--------|------|------|--------|------|------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| None | 21.5 | 9.5 | 2.4 | 8.4 | 3.4 | 4.0 | 33.6 | 10.6 | 13.6 | 7.8 | 1.0 | 3.2 | 22.2 | 22.4 | 4.5 | 13.3 | 22.9 | 18.1 |
| Once | 13.1 | 15.2 | 12.0 | 29.0 | 9.5 | — | 20.1 | 16.4 | 16.3 | 23.4 | 4.8 | | 11.6 | 16.1 | 11.5 | 21.3 | 26.6 | 9.4 |
| Two Times | 11.2 | 18.1 | 30.9 | 20.6 | 28.4 | 13.9 | 18.3 | 18.1 | 24.5 | 27.3 | 20.0 | 3.9 | 23.6 | 21.1 | 20.5 | 20.0 | 25.7 | 24.4 |
| Three Times | 25.2 | 12.4 | 24.4 | 23.4 | 25.0 | 26.7 | 9.6 | 23.3 | 22.8 | 18.8 | 31.4 | 16.1 | 14.7 | 22.7 | 26.5 | 26.7 | 11.9 | 22.0 |
| Four Times | 9.3 | 13.3 | 19.5 | 8.4 | 20.7 | 22.8 | 7.0 | 16.4 | 13.0 | 12.5 | 18.1 | 23.9 | 13.8 | 9.4 | 23.5 | 8.0 | 9.2 | 12.6 |
| Five or More | 19.6 | 31.4 | 10.6 | 10.3 | 12.9 | 32.7 | 11.4 | 15.0 | 9.8 | 10.2 | 24.8 | 52.9 | 14.2 | 8.4 | 13.5 | 10.7 | 3.7 | 13.4 |

Table 4-8: In-service Training Over the Last Two Years

| Secondary | Nkhata Bay | | | Ntchisi | | | Mchinji | | | Machinga | | | Thyolo | | | Nsanje | | |
|--------------|------------|-----|------|---------|------|------|---------|------|------|----------|------|------|--------|-----|------|--------|------|------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| None | 46.6 | 9 | 12.9 | 73.1 | 17.3 | 43.5 | 34.6 | 24.5 | 3.4 | 44.0 | 25.0 | 18.8 | 50.0 | 23 | 42.6 | 32.2 | 6.8 | 24.1 |
| Once | 17.9 | 10 | 6.5 | 11.5 | 47.1 | 13.0 | 26.9 | 28.6 | 37.9 | 40.0 | 28.6 | 25.0 | 25.0 | 19 | 27.9 | 32.3 | 48.6 | 3.4 |
| Two Times | 10.7 | 12 | 48.4 | 7.7 | 23.5 | 8.7 | 19.2 | 18.4 | 17.2 | 8.0 | 35.7 | 25.0 | 15.0 | 24 | 20.6 | 16.1 | 29.7 | 65.5 |
| Three Times | 7.1 | 4 | 22.6 | 3.8 | 8.8 | 17.4 | 15.4 | 12.2 | 13.8 | 4.0 | 7.1 | 12.5 | 5.0 | 9 | 1.5 | 19.4 | 10.8 | — |
| Four Times | 7.1 | 3 | 9.7 | — | 29.0 | 4.3 | 3.8 | 10.2 | 13.8 | — | 3.6 | 12.5 | 2.5 | 1 | 4.4 | — | 1.4 | 3.4 |
| Five or More | 10.7 | 1 | — | 3.8 | — | 13.0 | — | 6.1 | 13.8 | 4.0 | — | 6.3 | 2.5 | 4 | 2.9 | — | 2.7 | 3.4 |

As seen from the table, the general trend for teacher in-service training in all the districts was one of increased frequency by the time of the post evaluation. It is obvious here that during the implementation of the JICA projects, the majority of the teachers in the districts had been exposed to at least one or more in-service training. However there still exist some teachers in the sampled schools, both primary and secondary who have never attended any in-service training.

The information from the tables shows that there are indeed a significant number of teachers who have never been to an in-service course. This could be because they joined the school after the trainings had already taken place since the ministry of education keeps on transferring teachers from one school to another or the training was not relevant to their needs so they were not included on the list especially in secondary schools. The percentage of teachers without in-service were much lower in primary schools. However, it is obvious from the figures that although the numbers of secondary school teachers with no in-service were still high, these had significantly decreased at midpoint and were lower than baseline at post pilot.

4.3.8 Application Of Record Keeping Tools

Teachers in the survey were also asked about the frequency in which they used some record keeping tools. These tools ranged from registers, marking or progress books, stock books and discipline books. Table 4-9 below provides responses from both the primary and secondary teachers in the survey for the three evaluation points.

At the primary school level almost all responses indicated that they used registers. There was an increase from 87.5% at the baseline to 90.0% during the mid point and further to 91.2% at post evaluation of those who claimed they always use registers. Other frequently used record keeping tools for both primary and secondary levels included the progress book and the stock book. The discipline book is minimally used in the primary schools as indicated by the ratings in all the three points of the evaluations. It may be because its use depends on occurrence of discipline problems at the schools and that the administrator only, keeps the discipline record book. At the secondary school level the percentage of teachers who sometimes or often or always used registers increased slightly from 93.7% at the baseline to 94.8% at the mid point and further to 96.4% during post evaluation. Overall secondary schools improved in usage of registers, stock books and discipline records.

Table 4-9: Percentage of Application of Record Keeping Tools

| Secondary | Never | | | Rarely | | | Hard to Tell | | | Sometimes | | | Often | | | Always | | |
|----------------|-------|-------|------|--------|------|------|--------------|------|------|-----------|------|------|-------|------|------|--------|------|------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| Register used | 3.4 | 0.5 | 1.0 | 0.6 | 1.4 | 1.0 | 2.8 | 3.3 | 1.5 | 2.8 | 6.1 | 6.6 | 10.7 | 9.9 | 12.2 | 80.2 | 78.8 | 77.6 |
| Progress Bk | 1.7 | | 2.0 | | 1.0 | 0.5 | 5.1 | 6.7 | 4.1 | 23.6 | 24.0 | 20.9 | 24.2 | 37.0 | 38.8 | 44.9 | 30.8 | 34.2 |
| Stock Book | 12.7 | 11.9 | 8.4 | 6.4 | 6.5 | 7.9 | 16.8 | 14.4 | 11.0 | 16.8 | 21.4 | 26.7 | 16.8 | 25.4 | 22.5 | 30.6 | 20.4 | 23.6 |
| Discipline | 14.9 | 7.7 | 8.9 | 8.6 | 4.8 | 5.7 | 7.5 | 11.6 | 10.4 | 21.8 | 20.3 | 18.2 | 19.0 | 23.7 | 25.0 | 28.2 | 31.9 | 31.8 |
| Primary | | | | | | | | | | | | | | | | | | |
| Register used | | | 0.2 | | 0.1 | 0.2 | 0.6 | 0.4 | 1.0 | 2.9 | 1.9 | 1.9 | 9.0 | 7.6 | 5.5 | 87.5 | 90.0 | 91.2 |
| Progress Bk | 0.2 | 0.1 | 0.6 | 1.0 | 1.0 | 1.8 | 3.3 | 4.8 | 4.4 | 18.1 | 23.3 | 18.9 | 26.6 | 35.0 | 27.7 | 50.7 | 35.7 | 46.7 |
| Stock Book | 1.7 | 1.7 | 1.2 | 2.9 | 5.0 | 5.6 | 9.0 | 11.8 | 11.4 | 22.2 | 21.3 | 18.6 | 20.8 | 21.8 | 18.2 | 43.4 | 38.4 | 44.9 |
| Discipline | 18.5 | 21.0 | 13.8 | 11.0 | 12.1 | 15.0 | 12.3 | 17.5 | 16.9 | 15.8 | 23.3 | 19.4 | 15.5 | 14.0 | 16.6 | 27.0 | 12.1 | 18.3 |

4.3.9 Teacher Satisfaction And Motivation

Teacher satisfaction and motivation was assessed through a number of issues ranging from performance as a teacher to school rules. The frequencies of ratings of all the teachers and their heads in the schools on these issues are shown in Table 4-10 below

Table 4-10: Frequency of Teacher Satisfaction and Motivation

| Secondary | Strongly Disagree | | | Disagree | | | Hard to Tell | | | Slightly Agree | | | Agree | | | Strongly Agree | | |
|------------------------|-------------------|------|------|----------|------|------|--------------|------|------|----------------|------|------|-------|------|------|----------------|------|------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| Teachers performance | 4.6 | 1.9 | 0.5 | 1.7 | 2.4 | 1.0 | 6.9 | 3.3 | 4.5 | 24.0 | 21.4 | 24.1 | 28.0 | 34.3 | 37.2 | 34.9 | 36.7 | 32.7 |
| Colleague's capability | 2.3 | 1.0 | 1.5 | 5.8 | 1.9 | 0.5 | 12.3 | 6.7 | 6.1 | 31.6 | 33.5 | 30.5 | 34.5 | 37.8 | 43.7 | 13.5 | 19.1 | 17.8 |
| Financial Rewards | 45.5 | 32.9 | 27.6 | 21.0 | 35.7 | 35.2 | 21.6 | 13.8 | 15.8 | 10.2 | 12.4 | 14.8 | 1.8 | 4.8 | 3.6 | | 0.5 | 3.1 |
| school support | 18.6 | 12.1 | 8.2 | 19.8 | 17.5 | 14.9 | 21.5 | 23.3 | 16.5 | 23.7 | 24.3 | 34.5 | 13.0 | 17.0 | 19.1 | 3.4 | 5.8 | 6.7 |
| Government Support | 15.6 | 17.7 | 10.7 | 19.1 | 20.6 | 21.8 | 28.9 | 27.8 | 27.9 | 24.3 | 23.4 | 25.4 | 9.8 | 8.6 | 10.2 | 2.3 | 1.9 | 4.1 |
| School rules | 5.9 | 1.9 | 1.0 | 5.3 | 5.2 | 5.6 | 10.0 | 11.3 | 12.2 | 31.2 | 23.6 | 22.8 | 29.4 | 34.9 | 39.6 | 18.2 | 23.1 | 18.8 |
| Primary | | | | | | | | | | | | | | | | | | |
| Teacher performance | 1.8 | 0.8 | 1.0 | 1.5 | 1.8 | 1.2 | 4.4 | 4.2 | 1.8 | 19.1 | 19.4 | 10.5 | 28.9 | 32.2 | 25.9 | 44.3 | 41.6 | 59.5 |
| Colleague's capability | 3.4 | 0.5 | 0.6 | 4.7 | 3.1 | 0.9 | 10.7 | 8.6 | 4.1 | 29.6 | 26.9 | 19.8 | 32.0 | 41.2 | 37.5 | 19.7 | 19.7 | 37.2 |
| Financial Rewards | 36.8 | 34.1 | 26.3 | 24.5 | 21.4 | 21.4 | 14.6 | 20.5 | 21.4 | 12.9 | 16.5 | 21.1 | 7.0 | 5.8 | 7.1 | 4.2 | 1.8 | 2.7 |
| school support | 11.2 | 9.2 | 6.1 | 15.7 | 12.5 | 9.8 | 19.6 | 22.3 | 19.7 | 26.4 | 29.2 | 32.2 | 17.7 | 19.3 | 23.2 | 9.3 | 7.5 | 9.0 |
| Government Support | 11.4 | 7.0 | 6.2 | 14.5 | 12.6 | 11.8 | 17.9 | 21.4 | 19.6 | 28.6 | 32.3 | 33.5 | 15.5 | 19.6 | 20.5 | 12.0 | 7.2 | 8.4 |
| School rules | 3.2 | 1.5 | 1.8 | 4.7 | 4.5 | 2.7 | 10.7 | 11.8 | 7.6 | 25.7 | 25.5 | 25.4 | 29.2 | 32.1 | 30.6 | 26.5 | 24.6 | 31.9 |

At the primary school level the percentage of those satisfied with their performance increased slightly from 92.3% at the baseline to 93.2% at the mid point and further to 95.9% at post evaluation Those satisfied with the capability of their colleagues increased from 87.8% during mid-point to 94.2% during post evaluation. Increases were also registered in percentages of teachers who were satisfied with school support and government support as well as school rules. Decreases were registered in those who were satisfied with financial rewards. This is an indication of continued dissatisfaction of teachers with their financial status mainly caused by delayed and meager salaries.

At the secondary school level there were appreciable increases in the percentage of teachers who agreed that they were satisfied with their own performance, the performance of their colleagues, school support and school rules. Those who said that they were satisfied with government support decreased slightly at the mid point and increased a little bit at post evaluation although in both cases the differences were minimal.

4.3.10 HIV/AIDS Awareness

Two crosscutting issues were also assessed in these evaluation studies. These were the issues of HIV/AIDS and gender awareness. In Table 4-11 below information about the results of the teachers' responses in terms of HIV/AIDS awareness has been presented.

Table 4-11: Level of HIV/AIDS Awareness

| District | Period | None | Very Low | Hard to tell | Slightly H | High | Very High |
|------------|--------|------|----------|--------------|------------|------|-----------|
| Nkhata-Bay | Base | 2.8 | 6.5 | 16.7 | 20.4 | 25.9 | 27.8 |
| | Mid | 2.9 | 6.7 | 12.5 | 37.5 | 24 | 16.3 |
| | Post | 2.4 | 0.8 | 10.5 | 23.4 | 22.6 | 40.3 |
| Ntchisi | Base | 11.2 | 16.8 | 13.1 | 33.6 | 14 | 11.2 |
| | Mid | 6.9 | 6.9 | 15.5 | 40.5 | 23.3 | 6.9 |
| | Post | 2.0 | 8.8 | 8.8 | 36.3 | 31.4 | 12.7 |
| Mchinji | Base | 4.8 | 6.1 | 8.7 | 23.6 | 25.8 | 31 |
| | Mid | 3.1 | 5.2 | 9.6 | 25.8 | 31 | 25.3 |
| | Post | 1.1 | 2.7 | 13.6 | 32.1 | 29.3 | 21.2 |
| Machinga | Base | 3.1 | 7.7 | 13.8 | 37.7 | 26.2 | 11.5 |
| | Mid | 5.7 | 17.1 | 16.2 | 35.2 | 21 | 4.8 |
| | Post | 3.9 | 4.5 | 9.7 | 32.3 | 26.5 | 23.2 |
| Thyolo | Base | 9.7 | 7.1 | 9.7 | 27.0 | 23.5 | 23 |
| | Mid | 2.6 | 5.6 | 9.9 | 27.5 | 33.8 | 20.5 |
| | Post | 4.1 | 3.6 | 4.1 | 27.9 | 39.1 | 21.3 |
| Nsanje | Base | 6.7 | 9.3 | 14.7 | 22.7 | 24 | 22.7 |
| | Mid | 1.9 | 12.0 | 22.2 | 25.9 | 21.3 | 16.7 |
| | Post | 14.8 | 14.1 | 8.6 | 32.0 | 12.5 | 18 |

The information in Table 4-11 indicates that the percentage of teachers saying that the level of HIV/AIDS awareness was very high increased at post pilot in Nkhata Bay, Ntchisi, Machinga, Thyolo and Nsanje. Thyolo however produced mixed results because, the percentage of teachers saying that the level of HIV/AIDS awareness was none also drastically increase to 14.8 percent. These increases in awareness demonstrate that somehow people are receiving the messages.

There were other aspects of HIV/AIDS which were assessed in the evaluation studies. These are displayed in Table 4-12 below.

Table 4-12: Frequency of Other Aspects of HIV/AIDS Awareness

| Primary | Strongly Disagree | | | Disagree | | | Hard to Tell | | | Slightly Agree | | | Agree | | | Strongly Agree | | |
|-------------------------------|-------------------|-----|------|----------|------|------|--------------|------|------|----------------|------|------|-------|------|------|----------------|------|------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| HIV Covered in many subjects | 3.7 | 3.0 | 1.5 | 9.4 | 7.0 | 2.8 | 15.1 | 18.9 | 10.0 | 29.8 | 29.8 | 29.1 | 21.4 | 26.0 | 26.2 | 20.7 | 15.4 | 30.0 |
| HIV learnt from other sources | 8.5 | 7.9 | 9.5 | 8.2 | 11.2 | 11.6 | 14.6 | 19.2 | 12.0 | 24.8 | 28.5 | 25.6 | 22.1 | 20.3 | 21.8 | 21.7 | 12.9 | 19.6 |
| Secondary | | | | | | | | | | | | | | | | | | |
| HIV Covered in many subjects | 2.2 | 1.9 | 1.0 | 2.2 | 3.3 | 3.6 | 8.4 | 14.0 | 6.6 | 25.8 | 25.2 | 27.9 | 39.9 | 34.1 | 34.0 | 21.3 | 21.5 | 26.9 |
| HIV learnt from other sources | 9.0 | 6.6 | 3.6 | 6.8 | 9.9 | 13.7 | 20.3 | 18.4 | 16.2 | 20.3 | 25.9 | 31.5 | 19.2 | 24.5 | 17.3 | 24.3 | 14.6 | 17.8 |

At the primary level the percentage of teachers who agreed that HIV/AIDS is covered in many subjects increased significantly by 14.1% at the post evaluation while those who agreed that HIV is learnt from other sources increased appreciably by 5.3%. At the secondary school level the percentage of teachers agreeing that HIV/AIDS is covered in many subjects increased at post evaluation by 8.0% while those agreeing that HIV is learnt from other sources increased slightly by 1.6%. It would appear that at both primary and secondary school levels, sources of the HIV/AIDS pandemic remain confined to the curriculum although in some schools, there are HIV/AIDS clubs which supplement the curriculum on HIV/AIDS issues.

4.3.11 Gender Awareness

Some of the JICA projects were about awareness of gender issues aimed at encouraging awareness of gender issues and cultivating a positive attitude in parents (Mchinji) as well as to reduce dropout and increase net enrolment rates (Machinga). Two aspects of gender awareness are how boys and girls are treated and whether the curriculum is gender sensitive or not. Table 4-13 below provides responses from the teachers as regards how they thought boys and girls were treated in manual work.

Table 4-13 : Boys and Girls are Treated Equally in Manual Work

| Primary | Nkhata Bay | | | Ntchisi | | | Mchinji | | | Machinga | | | Thyolo | | | Nsanje | | |
|-----------------|------------|------|------|---------|------|------|---------|------|-------|----------|------|------|--------|------|------|--------|------|------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| Strongly Disagr | — | 1.0 | — | 1.7 | — | — | 4.9 | 2.2 | 0.6 | 2.9 | — | 2.6 | 3.3 | — | 0.5 | 0.9 | — | — |
| Disagree | — | — | — | 3.4 | — | — | 2.7 | — | 1.1 | 4.8 | — | 3.2 | 3.3 | — | 1.0 | — | 0.9 | 4.2 |
| Hard to Tell | 2.9 | — | 4.1 | 10.3 | — | 4.9 | 7.1 | 1.3 | 3.4 | 13.3 | 3.9 | 1.9 | 11.6 | 2.0 | 3.0 | 5.5 | 0.9 | 5.8 |
| Slightly Agree | 27.6 | 9.5 | 11.4 | 23.9 | 10.3 | 22.5 | 19.5 | 11.2 | 10.91 | 22.9 | 18.6 | 20.6 | 19.1 | 10.3 | 10.0 | 20.5 | 5.5 | 22.5 |
| Agree | 33.3 | 29.5 | 17.1 | 29.9 | 23.1 | 31.4 | 30.1 | 20.5 | 36.6 | 23.8 | 19.6 | 19.4 | 20.1 | 18.5 | 22.0 | 30.5 | 35.8 | 21.7 |
| Strongly Agree | 37.5 | 60.0 | 67.5 | 30.8 | 66.7 | 41.2 | 35.8 | 64.7 | 47.4 | 32.4 | 57.8 | 52.3 | 42.6 | 69.2 | 63.5 | 40.4 | 56.9 | 45.8 |

For all the districts, there are marked increases in the perception of teachers in terms of how they thought boys and girls were being treated in manual work. In all cases, over 85% of the teachers strongly agreed to the fact that boys and girls were treated equally in manual work. Table 4.14 provides information regarding the gender sensitivity of the curriculum.

Table 4-14: Present Curriculum is Gender Sensitive

| Primary | Nkhata Bay | | | Ntchisi | | | Mchinji | | | Machinga | | | Thyolo | | | Nsanje | | |
|-----------------|------------|------|------|---------|------|------|---------|------|------|----------|------|------|--------|------|------|--------|------|------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| Strongly Disagr | 2.0 | 1.0 | 0.8 | 1.0 | 0.9 | 1.0 | 1.4 | 0.9 | 0.5 | 0.8 | 5.9 | 3.2 | 1.4 | 1.0 | 1.0 | — | 1.0 | 0.8 |
| Disagree | — | — | — | 1.0 | 1.7 | — | 1.4 | 1.8 | — | 0.8 | 3.9 | — | 1.4 | 1.0 | 0.5 | 1.4 | 4.0 | — |
| Hard to Tell | 3.0 | 4.8 | 1.7 | 4.8 | 2.6 | 1.0 | 3.2 | 1.8 | 3.8 | 6.4 | 12.7 | 4.5 | 2.9 | 4.1 | 5.6 | 4.1 | 1.0 | 2.4 |
| Slightly Agree | 16.0 | 15.2 | 7.6 | 16.3 | 12.1 | 11.0 | 15.8 | 14.5 | 16.8 | 21.0 | 19.6 | 25.2 | 13.9 | 17.3 | 15.8 | 24.3 | 15.8 | 17.3 |
| Agree | 22.0 | 22.9 | 23.5 | 22.1 | 40.5 | 28.0 | 27.0 | 19.5 | 27.0 | 34.7 | 31.4 | 31.6 | 25.5 | 31.5 | 19.4 | 25.7 | 35.6 | 29.9 |
| Strongly Agree | 57.0 | 56.2 | 66.4 | 54.8 | 42.5 | 59.0 | 51.2 | 50.7 | 51.9 | 36.3 | 26.5 | 35.5 | 54.8 | 45.1 | 57.7 | 44.6 | 42.6 | 49.6 |

The ratings by the teachers in terms of gender sensitivity of the curriculum indicate tremendous increase at the post evaluation compared to the baseline and mid-point evaluation for all the districts. It is obvious from the ratings that the new curriculum is gender sensitive. Other aspects of gender awareness were also gauged from the teachers. Table 4-15 shows the percentage of teachers and head teachers who agreed or disagreed with these aspects of gender awareness.

Table 4-15: Percentages of Gender Awareness

| Secondary | Strongly Disagree | | | Disagree | | | Hard to Tell | | | Slightly Agree | | | Agree | | | Strongly Agree | | |
|-------------------------------|-------------------|-----|------|----------|-----|------|--------------|-----|------|----------------|------|------|-------|------|------|----------------|------|------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| Boys/girls treated equally in | | | | | | | | | | | | | | | | | | |
| Classroom | 0.6 | — | — | 0.6 | 1.9 | 0.5 | 5.2 | 3.3 | 3.5 | 13.4 | 11.3 | 18.0 | 25.6 | 28.2 | 22.2 | 54.7 | 55.4 | 55.6 |
| Individual Help | — | 1.4 | — | 1.1 | 1.4 | 3.0 | 4.0 | 5.2 | 5.1 | 18.2 | 15.1 | 20.8 | 28.4 | 33.0 | 20.3 | 48.3 | 43.9 | 50.8 |
| Assessment | — | 0.5 | — | 0.6 | 0.9 | 0.5 | 2.9 | 3.8 | 2.0 | 10.3 | 7.1 | 15.7 | 27.4 | 25.9 | 16.7 | 58.9 | 61.8 | 65.2 |
| Primary | | | | | | | | | | | | | | | | | | |
| Participation | 0.2 | 0.6 | 0.1 | 0.2 | 0.1 | 0.1 | 3.7 | 1.7 | 2.5 | 10.4 | 10.7 | 6.5 | 22.8 | 25.4 | 22.1 | 62.6 | 61.5 | 68.6 |
| Individual Help | 0.1 | 0.8 | 0.2 | 0.8 | 1.0 | 0.3 | 3.6 | 4.0 | 1.9 | 14.1 | 12.7 | 11.8 | 19.9 | 27.7 | 21.7 | 61.5 | 53.8 | 64.0 |
| Assessment | — | 0.6 | 0.1 | 0.1 | 0.1 | 0.5 | 2.2 | 1.5 | 1.7 | 9.9 | 10.8 | 7.1 | 20.5 | 22.8 | 18.6 | 67.3 | 64.2 | 72.0 |

In terms of gender awareness, the majority of teachers in both primary and secondary schools in post evaluation agreed that boys and girls were treated equally in classroom participation, individual help as well as in assessment of their work. Sixty-two percent of the teachers sampled, strongly agreed to the fact that gender awareness in the sampled schools is well taken care of.

4.3.12 School Climate

An attempt was also made to assess the school climate. These ranged from school rules to pupil participation in school activities as well as behavioral issues. Table 4-16 below contains the frequencies of the teachers' ratings.

Table 4-16: School/Classroom Climate

| Secondary | Never | | | Rarely | | | Hard to Tell | | | Sometimes | | | Often | | | Always | | |
|--|-------|-----|------|--------|-----|------|--------------|------|------|-----------|------|------|-------|------|------|--------|------|------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| Everyone follows school rules | 1.1 | 1.9 | 2.5 | 4.6 | 1.4 | 3.5 | 12.6 | 12.8 | 8.0 | 46.0 | 42.7 | 45.7 | 25.3 | 29.4 | 30.2 | 10.3 | 11.8 | 0.1 |
| Look forward to coming to school | 0.6 | — | — | 0.6 | 1.0 | — | 9.7 | 3.4 | 5.7 | 13.7 | 12.7 | 16.1 | 32.6 | 33.8 | 32.3 | 42.9 | 49.0 | 45.8 |
| Pupils look forward to school | 0.6 | 1.0 | — | 2.9 | 1.4 | 1.5 | 9.9 | 5.7 | 6.7 | 35.5 | 32.1 | 35.9 | 31.4 | 41.1 | 34.4 | 119.8 | 18.7 | 21.5 |
| You set high expectations | 1.2 | — | — | 1.2 | — | — | 4.0 | — | — | 18.5 | — | — | 31.2 | — | — | 44 | — | — |
| Pupils participates in decision making | 4.1 | 3.4 | 4.1 | 5.8 | 6.3 | 4.1 | 16.9 | 19.5 | 12.4 | 34.3 | 34.1 | 36.1 | 22.7 | 27.8 | 34.0 | 0.6 | 8.8 | 9.3 |
| Pupils/Teachers talk freely | 2.3 | 1.0 | 1.0 | 3.5 | 4.0 | 3.6 | 12.3 | 6.9 | 11.7 | 25.7 | 24.8 | 22.3 | 28.7 | 35.6 | 34.0 | 27.5 | 27.7 | 27.4 |
| Pupils encouraged on new ideas | 0.6 | — | — | 0.6 | 1.4 | 1.0 | 5.2 | 5.2 | 2.5 | 19.0 | 18.6 | 17.8 | 35.1 | 41.4 | 48.2 | 39.7 | 33.3 | 30.5 |
| You deal in behavioral problems | 0.6 | — | — | 1.1 | 0.5 | — | 6.3 | 2.0 | 3.6 | 12.1 | 16.1 | 13.7 | 25.3 | 29.8 | 33.5 | 54.6 | 51.7 | 49.2 |
| Classroom is free of disturbances | 4.0 | 1.4 | 3.0 | 8.6 | 3.8 | 3.5 | 14.3 | 11.0 | 8.5 | 26.9 | 24.3 | 26.1 | 22.9 | 38.6 | 35.7 | 23.4 | 21.0 | 23.1 |
| Primary | | | | | | | | | | | | | | | | | | |
| Everyone follows school rules | 3.5 | 0.9 | 1.1 | 3.2 | 1.9 | 2.0 | 11.2 | 10.2 | 5.5 | 38.3 | 41.5 | 36.6 | 26.9 | 32.7 | 33.6 | 16.8 | 12.7 | 21.2 |
| Look forward to coming to school | 0.7 | 0.1 | 0.3 | 0.6 | 0.4 | 0.2 | 3.6 | 2.6 | 1.9 | 12.9 | 11.6 | 7.3 | 31.5 | 28.8 | 27.4 | 50.7 | 56.5 | 62.9 |
| Pupils look forward to school | 0.7 | 0.2 | 0.3 | 2.1 | 1.2 | 1.2 | 9.9 | 9.3 | 7.9 | 38.6 | 34.9 | 32.9 | 32.6 | 39.0 | 40.8 | 16.1 | 15.4 | 16.8 |
| You set high expectations | 0.7 | — | — | 0.6 | — | — | 5.8 | — | — | 21.8 | — | — | 37.7 | — | — | 33.5 | — | — |
| Pupils participates in decision making | 8.5 | 4.8 | 2.4 | 7.3 | 5.1 | 4.9 | 14.8 | 17.2 | 12.1 | 27.8 | 32.6 | 30.6 | 25.2 | 29.1 | 30.7 | 16.3 | 11.2 | 19.4 |
| Pupils/Teachers talk freely | 4.4 | 3.1 | 1.6 | 4.5 | 4.4 | 2.7 | 8.7 | 11.0 | 8.2 | 26.1 | 29.3 | 26.1 | 29.1 | 29.7 | 33.2 | 27.2 | 22.5 | 28.2 |
| Pupils encouraged on new ideas | 0.7 | 0.9 | 0.5 | 0.3 | 0.5 | 0.3 | 5.5 | 3.6 | 2.8 | 15.8 | 23.6 | 13.4 | 35.8 | 39.6 | 41.5 | 41.9 | 31.7 | 41.5 |
| Deal in behavioral problems | 0.9 | 0.5 | 0.8 | 0.7 | 0.6 | 1.1 | 3.2 | 4.3 | 2.9 | 14.8 | 14.2 | 10.3 | 26.4 | 33.3 | 24.3 | 54.0 | 47.1 | 60.6 |
| Classroom is free of disturbances | 10.3 | 8.8 | 5.6 | 9.3 | 8.6 | 7.7 | 15.1 | 14.8 | 13.5 | 27.2 | 28.5 | 28.8 | 20.6 | 22.8 | 25.1 | 17.5 | 16.4 | 19.3 |

In general the perception of teachers on the school climate is positive both at the primary and secondary levels. However in most cases the increases or decreases in percentage ratings of teachers across all the three point evaluations are generally small. Noteworthy is an increase of 8.7 percentage in the number of teachers at the secondary level at the post evaluation who indicated that pupils now participate in decision-making.

4.3.13 Parents' Support

The teachers were asked to rate several home related aspects of parents' support for their children. Table 4-17. contains the information on these.

Table 4-17: Parents' Support at Home in:

| Secondary | Never | | | Rarely | | | Hard to Tell | | | Sometimes | | | Often | | | Always | | |
|-------------------------|-------|------|------|--------|------|------|--------------|------|------|-----------|------|------|-------|------|------|--------|------|------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| Homework assistance | 10.5 | 13.9 | 8.7 | 13.4 | 14.4 | 16.9 | 11.6 | 23.4 | 19.5 | 37.2 | 24.4 | 28.7 | 15.7 | 18.7 | 20.0 | 11.6 | 5.3 | 6.2 |
| Importance of School | 11.8 | 8.2 | 8.9 | 16.6 | 18.8 | 19.3 | 22.5 | 26.0 | 25.0 | 28.4 | 25.5 | 25.0 | 15.4 | 13.9 | 16.7 | 5.3 | 7.7 | 5.2 |
| Resource provision | 6.5 | 4.8 | 1.5 | 11.2 | 15.9 | 13.3 | 22.4 | 22.1 | 23.1 | 32.9 | 33.2 | 28.7 | 16.5 | 16.3 | 22.1 | 10.6 | 7.7 | 11.3 |
| Attending school events | 7.8 | 7.8 | 7.3 | 20.4 | 16.0 | 10.9 | 25.7 | 21.4 | 23.3 | 21.6 | 28.2 | 25.9 | 19.2 | 20.9 | 22.3 | 5.4 | 5.8 | 10.4 |
| Money for pencils, pen | 5.7 | 3.8 | 2.5 | 8.2 | 5.8 | 5.2 | 13.8 | 11.5 | 10.4 | 34.0 | 25.5 | 24.9 | 25.8 | 31.3 | 34.7 | 12.6 | 22.1 | 22.3 |
| Primary | | | | | | | | | | | | | | | | | | |
| Homework assistance | 12.1 | 7.0 | 8.9 | 18.9 | 14.2 | 13.1 | 21.5 | 24.6 | 18.7 | 31.5 | 31.0 | 35.6 | 10.0 | 16.4 | 14.1 | 5.9 | 6.9 | 9.7 |
| Importance of School | 9.5 | 6.3 | 7.3 | 18.4 | 13.9 | 12.6 | 25.3 | 26.7 | 24.7 | 25.1 | 29.4 | 29.3 | 14.5 | 16.1 | 16.7 | 7.2 | 7.9 | 9.3 |
| Resource Provision | 11.4 | 4.8 | 7.3 | 15.7 | 12.7 | 13.0 | 21.6 | 25.7 | 21.7 | 27.5 | 30.1 | 28.7 | 13.9 | 17.8 | 18.1 | 9.9 | 8.9 | 11.2 |
| attending school events | 9.3 | 3.0 | 6.5 | 13.1 | 11.8 | 11.4 | 21.1 | 23.8 | 21.6 | 31.9 | 31.5 | 29.0 | 17.6 | 22.9 | 21.3 | 7.1 | 6.9 | 10.2 |
| Money for pencils, pen | 10.7 | 10.1 | 9.4 | 10.6 | 10.2 | 9.5 | 19.4 | 17.2 | 13.1 | 29.2 | 29.4 | 23.7 | 22.1 | 23.4 | 26.6 | 8.0 | 9.7 | |

At the primary level the trend is that there is a balance between those who think that there is parental support and those who do not see it that way. There is generally a slight increase of the percentage of teachers at the post evaluation who think that assistance in homework, appreciation of the importance of school, support of resources to pupils and support with money is available to pupils at their homes. However 0.8% less teachers at the post evaluation than at the mid-point thought that parents were participating in school events. This then means that the focus of the national strategy on community participation should be on enabling parents participate beyond the provision of labour as observed in chapter five and also as recommended by other studies (see Chimombo and Kadzamira 2001). At the secondary level, there were increases in the rating of support for resource provision, support for money, attending events and to some extent on importance of school. It is possible to attribute this to the awareness campaigns taking place in the schools and the communities under the JICA and many other projects.

4.3.14 Community Issues And School Committees

Two of the JICA's projects of activating school committee (Nkhata Bay) and training of school management committee (Ntchisi) were aimed at strengthening the communities in school management. Teachers were asked to gauge the extent of community involvement in helping the schools plan, solve problems and evaluate their success. Table 4-18. below provides the responses from the teachers.

Table 4-18: Involvement of School Committees

| Primary | Nkhata Bay | | | Ntchisi | | | Mchinji | | | Machinga | | | Thyolo | | | Nsanje | | |
|-------------------|------------|------|------|---------|------|------|---------|------|------|----------|------|------|--------|------|------|--------|------|------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| Strongly disagree | 5.7 | 3.9 | 11.5 | 2.9 | 9.5 | 7.1 | 1.8 | 1.8 | 5.6 | 7.9 | 7.7 | 3.3 | 6.8 | 6.1 | 6.7 | | 4.9 | 7.1 |
| Disagree | 5.7 | 8.7 | 8.2 | 14.3 | 6.9 | 12.1 | 7.5 | 19.8 | 8.4 | 11.1 | 8.7 | 4.0 | 5.0 | 16.7 | 5.7 | 6.8 | 6.8 | 7.9 |
| Hard to Tell | 15.1 | 17.5 | 18.0 | 14.3 | 17.2 | 15.2 | 14.2 | 19.8 | 19.0 | 11.9 | 16.3 | 4.0 | 15.1 | 16.7 | 8.3 | 16.4 | 23.3 | 11.9 |
| Slightly Agree | 17.0 | 29.1 | 18.0 | 27.6 | 34.5 | 24.2 | 23.8 | 29.1 | 24.0 | 38.8 | 34.6 | 38.0 | 27.4 | 21.5 | 28.5 | 27.4 | 29.1 | 24.6 |
| Agree | 19.8 | 23.3 | 18.9 | 26.7 | 25.9 | 24.2 | 20.8 | 18.1 | 24.0 | 10.0 | 24.0 | 30.0 | 27.4 | 25.9 | 32.6 | 28.8 | 21.4 | 33.3 |
| Strongly Agree | 36.8 | 17.5 | 25.4 | 14.3 | 6.0 | 17.2 | 31.9 | 11.5 | 19.0 | 11.1 | 8.7 | 20.7 | 18.3 | 13.0 | 18.1 | 20.5 | 14.6 | 15.1 |

In the primary sector more than half of the respondents in the six districts agreed to some extent that school committees got involved in helping schools plan, solve problems and evaluate the success of the schools. However the percentage of teachers agreeing to this at the post evaluation dropped

appreciably in Nkhata Bay compared to the time of the mid-point evaluation. This fact points to the overall problems of community participation in Nkhata Bay district as observed in chapter five below.

The teachers were also asked to rate several other issues related to the community relationship with their schools. These were about frequency of meetings between teachers and parents and other issues related to the school committee. Table 4-19 contains the results of the responses from the teachers in the survey.

Table 4-19: Frequency of Other Community Issues

| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
|--|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| PTA meetings | 10.5 | 7.2 | 8.5 | 20.9 | 16.3 | 11.6 | 24.4 | 21.1 | 23.6 | 29.7 | 42.6 | 38.2 | 9.9 | 10.0 | 15.6 | 4.7 | 2.9 | 2.5 |
| school committee meetings | 4.3 | 4.3 | 3.0 | 12.1 | 15.3 | 7.1 | 25.9 | 20.1 | 20.7 | 37.1 | 32.5 | 34.3 | 17.2 | 23.0 | 22.2 | 3.4 | 4.8 | 12.6 |
| discipline discussed | 9.6 | 3.9 | 2.6 | 5.8 | 8.2 | 8.8 | 17.3 | 18.4 | 16.5 | 22.4 | 21.3 | 25.8 | 29.5 | 22.7 | 29.9 | 15.4 | 25.6 | 16.5 |
| Projects discussed in school committ | 6.5 | 2.9 | 2.6 | 3.9 | 8.8 | 8.2 | 11.7 | 12.7 | 14.8 | 26.0 | 27.9 | 13.8 | 25.3 | 22.1 | 33.7 | 26.6 | 25.5 | 27.0 |
| teaching/learning discussed at SC | 13.7 | 6.8 | 4.7 | 12.4 | 10.7 | 14.1 | 10.5 | 17.5 | 18.3 | 26.8 | 23.3 | 24.1 | 21.6 | 20.9 | 24.1 | 15.0 | 20.9 | 14.7 |
| gender awareness discussed at SC | 19.1 | 15.6 | 13.8 | 14.5 | 12.2 | 26.5 | 15.8 | 22.9 | 18.4 | 28.9 | 28.3 | 25.0 | 16.4 | 12.7 | 12.2 | 5.3 | 8.3 | 4.1 |
| HIV/AIDS discussed at SC | 21.8 | 17.2 | 16.3 | 16.0 | 13.7 | 17.9 | 14.7 | 22.1 | 20.9 | 25.0 | 19.1 | 23.0 | 15.4 | 17.6 | 13.3 | 7.1 | 10.3 | 8.7 |
| Issues of staffing discussed at Sc | 12.3 | 4.4 | 8.2 | 12.9 | 10.2 | 10.7 | 13.5 | 11.7 | 15.8 | 20.0 | 30.6 | 20.4 | 21.9 | 24.8 | 26.5 | 19.4 | 18.4 | 18.4 |
| Secondary | | | | | | | | | | | | | | | | | | |
| PTA meetings | 4.1 | 3.9 | 2.2 | 11.8 | 14.9 | 8.0 | 19.9 | 23.0 | 17.3 | 40.6 | 40.9 | 46.6 | 16.0 | 16.9 | 17.7 | 7.6 | 4.3 | 8.2 |
| school committee meetings | 5.6 | 3.5 | 3.9 | 9.9 | 15.0 | 12.3 | 18.2 | 24.9 | 17.8 | 36.0 | 35.4 | 35.3 | 19.5 | 15.8 | 19.3 | 10.8 | 5.4 | 11.3 |
| discipline discussed in SC | 4.8 | 4.8 | 7.1 | 8.6 | 10.1 | 8.8 | 13.5 | 23.8 | 13.9 | 29.4 | 26.2 | 28.1 | 21.0 | 18.5 | 17.7 | 22.7 | 16.5 | 24.5 |
| Projects discussed in school committee | 4.2 | 4.1 | 5.4 | 6.4 | 9.4 | 11.1 | 10.0 | 15.8 | 12.4 | 23.2 | 24.6 | 21.4 | 28.2 | 28.4 | 21.1 | 28.0 | 17.6 | 27.6 |
| teaching/learning discussed at SC | 10.6 | 10.2 | 9.0 | 11.7 | 14.3 | 11.7 | 15.9 | 19.1 | 18.4 | 26.5 | 23.2 | 26.6 | 18.5 | 20.7 | 18.1 | 16.8 | 12.5 | 16.1 |
| gender awareness discussed at SC | 17.7 | 14.4 | 12.7 | 16.6 | 16.4 | 13.7 | 20.0 | 23.2 | 20.2 | 21.1 | 25.7 | 26.4 | 13.5 | 13.3 | 15.4 | 11.2 | 6.9 | 11. |
| HIV/AIDS discussed at SC | 21.5 | 17.8 | 13.4 | 17.5 | 16.9 | 14.5 | 16.0 | 18.7 | 15.4 | 18.7 | 21.6 | 24.5 | 14.4 | 15.6 | 17.9 | 11.9 | 9.4 | 14.4 |
| Issues of staffing discussed at Sc | 8.0 | 10.0 | 10.1 | 10.8 | 11.1 | 19.1 | 13.1 | 16.8 | 12.7 | 20.3 | 24.5 | 21.7 | 23.8 | 20.6 | 22.8 | 23.9 | 17.0 | 23.7 |

In Table 4-19 the percentage of teachers agreeing to the frequency of meetings between parents and teachers slightly increased by 0.8% at the secondary level during post evaluation. Slight increases were also registered at the post evaluation, where teachers agreed on the frequency of discussion of issues of teaching and learning, staffing, discipline in school committee meetings, frequency of school committee meetings as well as frequency of meetings of teachers and parents. Slight decreases in the percentage of teachers at post evaluation were registered in the frequency in the discussion of issues of staffing, HIV/AIDS, gender awareness and projects during school committee meetings.

At the primary level, there were increases in the percentage of teachers at post project evaluation who thought that PTA and school committee meetings always took place and that they always discussed discipline issues as well as HIV/AIDS in school committee meetings. At all the three evaluation points, the highest percentage of teachers said that projects are always discussed at school committee meetings. HIV/AIDS was the least discussed issue in school committee meetings. There were also other community related issues, which were rated by the teachers. These are displayed in Table 4-20 below:

Table 4-20: Composition of School Committee and Other Issues

| | Secondary | | | Mid | | | Post | | | Secondary | | | Mid | | | Post | | |
|-----------------------------------|-----------|-----|------|------|-----|------|------|------|------|-----------|------|------|------|------|------|------|------|------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| Composition of school committee | 7.7 | 4.3 | 3.6 | 6.0 | 3.3 | 3.6 | 6.5 | 6.2 | 6.2 | 18.5 | 16.1 | 16.4 | 19.6 | 28.9 | 22.6 | 41.7 | 41.2 | 47.7 |
| Comm. happy future livelihood | 1.1 | 2.9 | 3.0 | 8.0 | 5.3 | 4.1 | 16.1 | 10.6 | 12.7 | 32.2 | 26.4 | 27.4 | 24.7 | 36.1 | 29.4 | 17.8 | 18.8 | 23.4 |
| Comm. happy with Achieveme | 1.1 | 2.4 | 1.0 | 6.9 | 2.9 | 2.5 | 16.6 | 12.9 | 11.1 | 39.4 | 25.8 | 26.8 | 20.6 | 34.0 | 38.9 | 15.4 | 22.0 | 19.7 |
| Comm. happy it is involved | 5.1 | 6.7 | 4.5 | 7.4 | 8.1 | 4.5 | 20.6 | 20.6 | 18.7 | 33.7 | 30.1 | 32.3 | 25.1 | 26.3 | 28.8 | 8.0 | 8.1 | 11.1 |
| Primary | | | | | | | | | | | | | | | | | | |
| Composition of school committee | 2.4 | 2.8 | 3.0 | 4.4 | 4.0 | 5.1 | 6.1 | 9.6 | 8.3 | 16.9 | 18.7 | 14.7 | 17.1 | 22.3 | 19.1 | 53.0 | 42.6 | 49.7 |
| Com. happy with future livelihood | 3.0 | 1.3 | 3.2 | 4.8 | 4.3 | 3.4 | 11.8 | 11.1 | 7.8 | 30.2 | 34.4 | 24.7 | 25.0 | 31.5 | 36.8 | 25.2 | 17.3 | 24.1 |
| Comm. happy with Achievement | 2.6 | 1.2 | 1.6 | 4.2 | 3.9 | 2.7 | 12.5 | 9.7 | 7.4 | 33.3 | 31.3 | 25.1 | 27.9 | 34.6 | 36.9 | 19.5 | 19.2 | 26.3 |
| Comm. happy it is involved | 3.7 | 3.4 | 3.0 | 5.3 | 4.4 | 4.6 | 11.3 | 15.9 | 11.4 | 34.0 | 37.1 | 26.7 | 27.9 | 27.8 | 36.4 | 17.8 | 11.4 | 17.8 |

At the secondary level, there were increases in the percentage of teachers who strongly agreed that the composition of school committee was in line with regulations, that the community was happy with pupils' future livelihoods and that it was involved in school matters. But the percentage of teachers who thought that the community was happy with pupils' achievement decreased at post pilot compared to mid point although the percentage was higher than at baseline. This might be an indication of the overall decline in achievement of pupils under the unification policy of CDSS and conventional schools.

At primary level increases in ratings at the post evaluation were registered in all the community related issues. With regard to the school committees' perception of the school, the majority of the teachers agreed that the committees were in line with government regulation and that they were impressed with school performance. Also at the primary level, a slightly larger percentage of teachers at post evaluation than at the mid-point agreed that the community was happy that it was involved. Slight increases from baseline to mid point and further to post evaluation were registered in the other issues.

Other community issues that were examined concerned the teachers' level of appreciation of education by the community, wealth around the school, levels of public infrastructures and public service. Table 4-21 displays the information from the teachers' responses.

Table 4-21: Level of Appreciation of Education and Other Community Issues

| | None | | | Very Low | | | Hard to Tell | | | Slightly High | | | High | | | Very High | | |
|--------------------------|------|------|------|----------|------|------|--------------|------|------|---------------|------|------|------|------|------|-----------|------|-------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| Level of Education | 9.2 | 5.3 | 4.5 | 12.1 | 8.7 | 7.6 | 22.4 | 20.8 | 22.7 | 35.1 | 21.7 | 28.8 | 13.2 | 31.4 | 28.3 | 8.0 | 12.1 | 8.1 |
| Wealth around the school | 13.6 | 8.2 | 5.6 | 15.9 | 18.3 | 18.7 | 35.2 | 30.3 | 29.3 | 26.7 | 29.3 | 36.4 | 8.5 | 9.6 | 8.1 | --- | 4.3 | 2.0 |
| Level of public infrastr | 9.9 | 5.3 | 5.6 | 11.7 | 12.1 | 10.2 | 24.6 | 15.5 | 14.7 | 28.1 | 27.1 | 32.5 | 17.5 | 30.1 | 29.9 | 8.2 | 9.7 | 7.1 |
| Level of public service | 15.8 | 13.5 | 7.6 | 26.6 | 16.8 | 19.7 | 20.3 | 26.0 | 18.7 | 16.4 | 22.6 | 31.8 | 14.7 | 16.3 | 17.2 | 6.2 | 4.8 | 5.125 |
| Primary | | | | | | | | | | | | | | | | | | |
| Level of Education | 7.1 | 2.8 | 3.2 | 10.9 | 8.7 | 10.6 | 21.9 | 22.6 | 18.8 | 30.8 | 39.0 | 35.8 | 20.6 | 18.7 | 22.0 | 8.8 | 8.2 | 9.6 |
| Wealth around the school | 11.3 | 6.9 | 6.3 | 18.6 | 18.6 | 11.6 | 27.7 | 27.3 | 26.3 | 26.2 | 27.3 | 33.8 | 13.0 | 15.1 | 14.8 | 3.2 | 4.9 | 7.1 |
| Level of public infrastr | 13.0 | 9.6 | 10.1 | 17.3 | 15.5 | 14.8 | 22.4 | 25.1 | 19.7 | 22.3 | 25.9 | 22.7 | 17.2 | 18.5 | 19.7 | 7.8 | 5.4 | 13.0 |
| Level of public service | 29.2 | 24.3 | 21.7 | 23.7 | 24.5 | 26.3 | 17.6 | 20.4 | 18.3 | 14.2 | 16.7 | 16.9 | 9.0 | 9.8 | 9.0 | 6.3 | 4.3 | 7.9 |

At the secondary level, over half of the teachers in the study during post evaluation said that the level of appreciation of education, public infrastructure and public service was high among the community. In contrast less than 50 percent of the teachers thought that the communities appreciated the levels of public wealth around the schools. However in almost all cases the post evaluation figures for the appreciation of the services increased.

At the primary level, over 50% of the teachers during post evaluation thought that there was some appreciation of education in the communities as well as wealth around the school, though the post evaluation figures are slightly lower than the midpoint figures. In the case of whether the communities appreciated the levels of public infrastructure around the school, over 50% at least agreed to this while less than 40% at least agreed to the appreciation of public service. The percentages of teachers who agreed to appreciation of public infrastructure and public service at post evaluation were slightly higher than baseline and mid-point figures.

4.3.15 Teacher Ratings On Community

The teachers were also asked to rate some community specific issues. Table 4-22 contains the results of their responses.

Table 4-22: Teachers' Ratings on Communities

| Secondary | Never | | | Rarely | | | Hard to Tell | | | Sometimes | | | Often | | | Always | | |
|------------------------------------|-------|------|------|--------|------|------|--------------|------|------|-----------|------|------|-------|------|------|--------|------|------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| meets to discuss educ | 39.2 | 29.5 | 25.6 | 21.0 | 27.6 | 21.0 | 16.5 | 18.6 | 26.7 | 17.6 | 18.6 | 17.9 | 5.1 | 4.8 | 8.2 | 0.6 | 1.0 | .5 |
| attend school events | 17.0 | 10.0 | 8.8 | 14.8 | 17.7 | 17.0 | 20.5 | 23.9 | 2.3 | 25.0 | 22.5 | 23.2 | 14.2 | 18.2 | 16.0 | 8.5 | 7.7 | .8 |
| Schoolcommunic ate through letters | 10.8 | 7.7 | 6.6 | 12.5 | 14.8 | 12.2 | 15.3 | 19.6 | 21.8 | 23.9 | 26.8 | 26.9 | 17.6 | 21.5 | 24.4 | 19.9 | 9.6 | .1 |
| support school with funds | 42.0 | 41.8 | 35.4 | 18.2 | 16.8 | 21.0 | 9.1 | 14.9 | 19.5 | 13.1 | 15.9 | 14.4 | 8.0 | 5.8 | 5.6 | 9.7 | 4.8 | .1 |
| support with advice/ expertise | 29.0 | 20.8 | 17.0 | 20.5 | 29.5 | 29.4 | 22.2 | 19.3 | 25.3 | 19.9 | 22.7 | 19.6 | 6.3 | 5.9 | 7.2 | 2.3 | 1.9 | .5 |
| support with land | 16.0 | 16.7 | 14.4 | 17.7 | 17.6 | 23.1 | 21.1 | 18.1 | 21.0 | 20.0 | 23.3 | 17.9 | 10.9 | 12.9 | 19.5 | 14.3 | 11.4 | .1 |
| How often is school repaired | 43.9 | 37.6 | 33.9 | 26.3 | 25.7 | 28.6 | 14.6 | 19.3 | 20.8 | 10.5 | 14.9 | 13.0 | 3.5 | --- | 2.6 | 1.2 | --- | .0 |
| Primary | | | | | | | | | | | | | | | | | | |
| meets to discuss education | 22.8 | 22.5 | 19.4 | 21.4 | 21.0 | 16.5 | 22.2 | 26.0 | 24.9 | 22.2 | 20.7 | 23.7 | 7.3 | 8.0 | 10.4 | 4.1 | 1.9 | .2 |
| attend school events | 7.0 | 4.0 | 3.6 | 13.2 | 12.0 | 9.0 | 19.5 | 21.7 | 15.9 | 26.8 | 31.1 | 28.0 | 20.0 | 22.4 | 27.4 | 13.5 | 8.9 | 6.0 |
| Schoolcommunic ate through letters | 6.3 | 3.5 | 2.5 | 9.0 | 7.1 | 6.0 | 11.5 | 15.4 | 11.1 | 28.6 | 25.6 | 24.3 | 20.1 | 27.6 | 27.0 | 24.6 | 20.8 | 9.1 |
| support school with funds | 19.9 | 22.5 | 15.3 | 17.8 | 18.6 | 12.0 | 19.0 | 18.9 | 15.0 | 23.1 | 22.9 | 24.2 | 13.0 | 12.4 | 20.5 | 7.1 | 4.7 | 3.0 |
| support with advice and experti | 21.3 | 16.1 | 14.1 | 16.8 | 22.7 | 17.4 | 23.2 | 26.9 | 22.6 | 23.6 | 24.3 | 24.9 | 10.5 | 9.3 | 16.3 | 4.6 | 0.7 | .8 |
| support with land | 19.9 | 21.3 | 12.7 | 16.0 | 19.4 | 15.4 | 19.1 | 18.1 | 19.7 | 22.9 | 20.4 | 21.8 | 12.6 | 12.7 | 17.6 | 9.5 | 8.2 | 2.7 |
| How often is school repaired | 39.2 | 32.7 | 33.2 | 28.9 | 30.8 | 26.3 | 16.9 | 17.1 | 19.5 | 8.8 | 10.7 | 13.3 | 2.7 | 6.3 | 5.4 | 3.5 | 2.5 | .3 |

At the secondary school in all but one cases, 50% of the teachers indicated that community participation was rare and low during post evaluation. In some cases the post evaluation figures of the few who indicated positive answer were slightly less and in other cases slightly more than baseline and mid-point figures.

At the primary school level, more teachers gave positive answers on communities attending school events, communicating through letters, supporting school with funds and land than those who gave negative answers. For the rest of the activities by communities more than 50% of the teachers gave negative answers. From the ratings, it would seem that primary school teachers appreciated the

involvement of communities more than secondary school teachers. On the whole post evaluation percentages are slightly higher than mid-point and baseline percentages indicating improvement in community attitudes towards school activities.

4.3.16 Quality of Construction

The teachers were asked to rate the quality of constructions around the schools. Issues of construction included condition of: school buildings, of furniture and facilities, of school grounds and of teachers' houses. Table 4-23 below contains information regarding the conditions of building in the sampled schools of the six districts. At the primary level 51.6% to 71% of the teachers in the different districts indicated that the conditions of school buildings were good during post evaluation. This is an improvement from mid-point evaluation whose figures ranged from 35.8% to 69.8%. In all the districts the percentage of teachers who said the conditions of buildings were good increased at the post evaluation compared to the time of the baseline and the mid-point evaluations. Despite having benefited more on construction, Mchinji showed the smallest increase of 1.2% while Machinga showed the largest increase of 28.3%. At post pilot, the percentage of teachers saying excellent significantly increased in Nsanje and Machinga compared to mid point.

Table 4-23: Condition of the School in Terms of Buildings- Primary

| Primary | Nkhata Bay | | | Ntchisi | | | Mchinji | | | Machinga | | | Thyolo | | | Nsanje | | |
|-----------|------------|------|------|---------|------|------|---------|------|------|----------|------|------|--------|------|------|--------|------|------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| Very Poor | 22.2 | 10.5 | 10.4 | 26.7 | 14.5 | 4.9 | 12.5 | 1.8 | 3.3 | 21.0 | 23.5 | 13.5 | 16.3 | 9.6 | 10.5 | 30.7 | 15.6 | 2.4 |
| Poor | 12.0 | 18.1 | 16.8 | 15.2 | 12.0 | 13.7 | 13.8 | 10.5 | 7.1 | 21.0 | 15.2 | 7.7 | 17.6 | 21.2 | 15.5 | 34.7 | 24.8 | 16.7 |
| Average | 19.4 | 15.2 | 16.8 | 24.8 | 24.8 | 17.6 | 26.3 | 18.0 | 18.6 | 30.6 | 21.9 | 16.8 | 21.3 | 21.2 | 21.5 | 13.3 | 23.9 | 29.4 |
| Good | 22.2 | 35.2 | 29.6 | 23.8 | 37.6 | 15.7 | 27.2 | 30.3 | 33.9 | 16.9 | 25.7 | 31.6 | 22.6 | 21.9 | 22.5 | 13.3 | 21.1 | 27.8 |
| Very Good | 15.7 | 7.6 | 16.8 | 9.5 | 7.7 | 19.6 | 13.4 | 20.2 | 25.1 | 4.8 | 9.5 | 18.7 | 15.4 | 17.9 | 18.5 | 6.7 | 9.2 | 7.9 |
| Excellent | 8.3 | 13.3 | 9.6 | — | 3.4 | 28.4 | 6.7 | 19.3 | 12.0 | 5.6 | 3.8 | 11.6 | 6.8 | 8.3 | 11.5 | 1.3 | 5.5 | 15.9 |

As for the secondary schools, the information about conditions of school buildings is contained in Table 4-24 below. At the secondary level more than 50% of the teachers thought that the conditions of school buildings were at least good except for Machinga district where only 18.8% rated the condition of the school buildings at least good at post evaluation. Only a minority indicated that the buildings were in very poor conditions. In general the percentage of teachers who said that the conditions were good increased appreciably at the post evaluation for Nkhata Bay, Thyolo and Nsanje districts. Nkhata Bay registered the greatest increase of about 41.6% from mid-point to post evaluation while Thyolo registered the least increase of only 2.2%. The other districts registered a drop in the ratings from mid-point to post evaluation. This might indicate the deteriorations that buildings undergo with time.

Table 4-24: Condition of the School in Terms of Buildings- Secondary

| Secondary | Nkhata Bay | | | Ntchisi | | | Mchinji | | | Machinga | | | Thyolo | | | Nsanje | | |
|-----------|------------|-----|------|---------|------|------|---------|------|------|----------|------|------|--------|-----|------|--------|------|------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| Very Poor | | 1 | — | | | 17.4 | 7.7 | | — | 8.0 | 7.1 | — | 13.2 | 1 | 5.8 | 6.7 | 8.1 | 3.4 |
| Poor | 28.6 | 2 | 6.5 | 4.0 | 3.0 | 13.0 | 19.2 | 8.9 | 13.3 | 36.0 | 12.5 | 37.5 | 5.3 | 3 | 21.7 | 16.7 | 8.1 | 3.4 |
| Averaged | 32.1 | 6 | 12.9 | 16.0 | 21.2 | 13.0 | 19.2 | 20.0 | 23.3 | 20.0 | 21.4 | 43.8 | 15.8 | 17 | 10.1 | 6.7 | 24.3 | 17.2 |
| Good | 21.4 | 20 | 29.0 | 48.0 | 39.4 | 52.2 | 30.8 | 28.9 | 20.0 | 20.0 | 30.4 | 12.5 | 44.7 | 18 | 30.4 | 40.0 | 31.1 | 37.9 |
| Very Good | 10.7 | 17 | 41.9 | 20.8 | 18.2 | 4.3 | 15.4 | 28.9 | 26.7 | 12.0 | 12.5 | — | 13.2 | 29 | 15.9 | 20.0 | 20.3 | 24.1 |
| Excellent | 7.1 | 2 | 9.7 | 12.0 | 18.2 | — | 7.7 | 13.3 | 16.7 | 4.0 | 16.1 | 6.3 | 7.9 | 13 | 15.9 | 10.0 | 8.1 | 13.8 |

The teachers were also asked to assess the conditions of their houses. Table 4-25 below contains the information regarding the primary school teachers' ratings of their houses. In terms of conditions of teachers' houses, the table below indicates that with the exception of teachers from Mchinji, there was a slight increase in the ratings of condition of houses by the teachers from the other district. It is interesting to note that Mchinji is still low in ratings despite the teachers' houses pilot projects. What has to be borne in mind here is that though the ratings have increased from mid-point to post

evaluation, the percentage of teachers who say the houses are in good shape, is very much below average i.e. ranging from 18.3% for Mchinji to 37.6% for Machinga districts. This to some extent indicate serious housing problems, teachers are facing in the primary schools.

Table 4-25: Condition of the School in Terms of Teacher's Houses- Primary

| Primary | Nkhata Bay | | | Ntchisi | | | Mchinji | | | Machinga | | | Thyolo | | | Nsanje | | |
|-----------|------------|------|------|---------|------|------|---------|------|------|----------|------|------|--------|------|------|--------|------|------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| Very Poor | 57.1 | 35.0 | 19.9 | 12.0 | 43.6 | 24.5 | 11.5 | 13.7 | 23.2 | 61.5 | 37.9 | 19.5 | 44.4 | 21.8 | 23.7 | 48.4 | 28.4 | 20.0 |
| Poor | 35.7 | 19.4 | 33.9 | 24.0 | 23.1 | 29.4 | 46.2 | 32.3 | 31.5 | 7.7 | 31.1 | 18.2 | 30.6 | 29.9 | 19.7 | 25.8 | 33.9 | 20.0 |
| Averaged | 7.1 | 23.3 | 19.4 | 44.0 | 22.2 | 18.6 | 15.4 | 27.9 | 27.1 | 23.1 | 12.6 | 24.7 | 11.1 | 25.5 | 23.7 | ---- | 12.8 | 24.8 |
| Good | ---- | 12.6 | 15.3 | 20.0 | 8.5 | 15.7 | 11.5 | 16.8 | 11.6 | 3.8 | 12.6 | 23.4 | 2.8 | 13.4 | 18.7 | 22.6 | 7.3 | 17.6 |
| Very Good | ---- | 8.7 | 12.9 | ---- | 2.6 | 6.9 | 7.7 | 7.5 | 5.0 | 3.8 | 5.8 | 8.4 | 8.3 | 4.7 | 10.1 | 3.2 | 4.6 | 5.6 |
| Excellent | ---- | 1.0 | 1.6 | ---- | ---- | 4.9 | 7.7 | 1.8 | 1.7 | ---- | ---- | 5.8 | 2.8 | 4.7 | 4.0 | ---- | ---- | 12.0 |

Another aspect of quality of construction was the conditions of the schools in terms of furniture. Table 4-26 provides information from the teachers' responses. In the case of furniture, over 50% of the teachers in all the districts said that the furniture was in good condition except for Mchinji district where only 44% of the teachers rated the furniture good. In general the numbers increased at the post evaluation for Ntchisi, Machinga, Thyolo and Nsanje districts with Nsanje registering the highest increase of 33% compared to the mid-point evaluation. However those saying that the conditions of facilities were average or good were around 60% of the teachers. Surprisingly though, about 59% of the teachers in Machinga rated the condition of the furniture as at least good despite having no pilot project for furniture in Machinga district. This might be an indication that the district has obtained furniture from other sources.

Table 4-26: Condition of School in Term of Furniture- Primary

| Primary | Nkhata Bay | | | Ntchisi | | | Mchinji | | | Machinga | | | Thyolo | | | Nsanje | | |
|-----------|------------|------|------|---------|------|------|---------|------|------|----------|------|------|--------|------|------|--------|------|------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| Very Poor | 22.2 | 18.1 | 14.6 | 27.2 | 21.6 | ---- | 20.4 | 10.6 | 13.1 | 25.8 | 35.2 | 9.1 | 19.7 | 21.4 | 8.6 | 44.0 | 12.0 | 11.2 |
| Poor | 18.5 | 14.3 | 12.2 | 22.3 | 11.2 | 9.9 | 22.2 | 19.4 | 23.5 | 21.0 | 18.1 | 14.3 | 18.8 | 20.0 | 13.1 | 36.5 | 30.6 | 5.6 |
| Averaged | 15.7 | 10.5 | 19.5 | 16.5 | 20.7 | 17.8 | 22.2 | 19.4 | 19.1 | 25.0 | 19.0 | 18.2 | 24.3 | 18.3 | 22.2 | 10.8 | 24.1 | 17.6 |
| Good | 15.7 | 26.7 | 21.1 | 22.3 | 19.0 | 38.6 | 24.0 | 26.4 | 25.1 | 19.4 | 19.0 | 20.8 | 17.9 | 16.3 | 29.3 | 4.1 | 22.2 | 21.6 |
| Very Good | 17.6 | 18.1 | 25.2 | 6.8 | 25.0 | 15.8 | 8.0 | 12.8 | 9.8 | 5.6 | 7.6 | 20.8 | 11.9 | 15.3 | 19.2 | 1.4 | 8.3 | 30.4 |
| Excellent | 10.2 | 12.4 | 7.3 | 4.9 | 11.5 | 16.8 | 3.1 | 11.5 | 9.3 | 3.2 | 1.0 | 16.9 | 7.3 | 8.8 | 7.6 | 2.7 | 2.8 | 13.6 |

Table 4-27 below contains information about how the teachers rated other quality of construction. Other aspects of quality of construction as indicated in Table 6.26 included condition of facilities and school grounds. For the primary level, there were increases in ratings for condition of school grounds (in terms of being of good quality) and decreases of ratings for facilities being in good shape from mid-point to post evaluation. However 70% of the teachers rated the condition of the facilities good to excellent while 53.4% rated the school grounds good to excellent. As for secondary school teachers, the increases started from good and above. There were indeed some secondary schools (especially CDSS) which received some facilities.

Table 4-27: Other Aspects of Quality of Construction in Terms of Conditions of:

| Secondary | Very Poor | | | Poor | | | Average | | | Good | | | Very Good | | | Excellent | | |
|----------------|-----------|------|------|------|------|------|---------|------|------|------|------|------|-----------|------|------|-----------|------|------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| Facilities | 14.3 | 3.4 | 4.1 | 21.1 | 16.4 | 10.9 | 34.9 | 23.7 | 26.4 | 19.4 | 36.2 | 37.3 | 7.4 | 13.5 | 16.6 | 2.9 | 6.8 | 4.7 |
| Grounds | 24.7 | 12.2 | 7.9 | 13.9 | 8.3 | 11.5 | 18.1 | 18.5 | 19.4 | 22.9 | 33.7 | 31.9 | 13.9 | 18.5 | 22.0 | 6.6 | 8.8 | 7.3 |
| Primary | | | | | | | | | | | | | | | | | | |
| Facilities | 10.7 | 4.0 | 4.8 | 15.1 | 11.7 | 13.2 | 22.4 | 23.3 | 28.7 | 31.1 | 35.0 | 32.6 | 15.5 | 19.2 | 15.1 | 5.3 | 6.9 | 5.7 |
| Grounds | 12.8 | 6.6 | 6.2 | 12.7 | 10.8 | 11.6 | 14.9 | 18.2 | 12.2 | 24.9 | 28.5 | 25.1 | 20.8 | 21.9 | 26.1 | 14.1 | 14.0 | 18.8 |

4.3.17 Effective Use Of Teacher Development Centres

The other issue that was assessed by the teachers was the effective use of the Teacher Development Centres (TDCs). Table 4-28 below contains teachers' ratings of the frequency of usage of TDC.

Table 4-28: Use of Teachers' Development Centres

| Primary | Nkhata Bay | | | Nichisi | | | Mchimji | | | Machinga | | | Thyolo | | | Nsanje | | |
|--------------|------------|------|------|---------|------|------|---------|------|------|----------|------|------|--------|------|------|--------|------|------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| Never | 7.4 | 4.8 | 2.5 | 0.9 | | 1.0 | 5.3 | 1.8 | 1.7 | 0.8 | 2.9 | --- | 18.8 | 6.7 | 0.5 | | 0.9 | 1.6 |
| Rarely | 10.3 | 11.5 | 3.4 | 1.9 | 1.8 | 2.0 | 8.4 | 0.9 | 4.4 | 4.7 | 5.8 | 5.8 | 9.2 | 7.0 | 3.6 | 6.7 | 10.3 | 16.0 |
| Hard to Tell | 14.8 | 9.6 | 9.2 | 7.5 | 5.3 | 4.0 | 7.5 | 7.5 | 3.9 | 4.7 | 13.6 | 4.5 | 8.7 | 10.1 | 5.6 | 6.7 | 16.8 | 10.4 |
| Sometimes | 23.1 | 20.2 | 17.6 | 23.4 | 21.9 | 18.8 | 24.3 | 19.8 | 14.4 | 29.7 | 29.1 | 32.5 | 17.0 | 27.5 | 19.5 | 28.0 | 19.6 | 16.0 |
| Often | 18.5 | 29.8 | 26.9 | 21.2 | 31.6 | 25.7 | 21.2 | 35.7 | 29.8 | 28.9 | 26.2 | 27.3 | 18.3 | 28.2 | 28.7 | 28.0 | 29.0 | 24.8 |
| Always | 39.9 | 24.0 | 40.3 | 33.6 | 39.5 | 48.5 | 33.6 | 34.4 | 45.9 | 31.3 | 22.3 | 29.9 | 28.0 | 20.5 | 42.1 | 30.7 | 23.4 | 31.2 |

During post evaluation, there were significant increases in the percentage of teachers who said that they always used the TDCs. The reverse is also true that very insignificant percentages of teachers said that they never used the TDC. Thus, there has been an overall increase in the utilization of TDCs.

Table 4-29: Frequency of Teacher Ratings on Effective use of Cluster Centre/TDC

| Secondary | Never | | | Rarely | | | Hard to Tell | | | Sometimes | | | Often | | | Always | | |
|--------------------|-------|------|------|--------|------|------|--------------|------|------|-----------|------|------|-------|------|------|--------|------|------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| As a trainee | 60.2 | 40.9 | 40.5 | 14.0 | 22.2 | 21.7 | 11.7 | 15.8 | 14.8 | 5.3 | 15.3 | 10.6 | 7.0 | 4.4 | 5.8 | 1.8 | 1.5 | 2.1 |
| As Trainer | 73.1 | 66.3 | 58.1 | 8.2 | 15.1 | 10.5 | 9.9 | 8.5 | 12.0 | 3.5 | 7.5 | 14.1 | 3.5 | 4.5 | 3.1 | 1.8 | 1.0 | 2.1 |
| As Resource person | 56.5 | 40.2 | 37.6 | 11.8 | 18.6 | 13.4 | 13.5 | 18.1 | 13.4 | 8.8 | 10.8 | 19.1 | 5.3 | 8.3 | 8.8 | 4.1 | 3.9 | 7.7 |
| Primary | | | | | | | | | | | | | | | | | | |
| As a trainee | 17.8 | 13.0 | 7.6 | 11.8 | 10.2 | 8.7 | 13.7 | 16.9 | 10.8 | 27.4 | 29.5 | 27.6 | 15.6 | 19.8 | 22.9 | 13.7 | 10.7 | 22.4 |
| As Trainer | 41.6 | 46.2 | 41.1 | 11.8 | 10.3 | 11.5 | 9.6 | 12.1 | 10.0 | 16.9 | 14.0 | 15.4 | 11.8 | 11.3 | 11.1 | 8.3 | 6.1 | 10.9 |
| As Resource Person | 18.9 | 17.7 | 9.1 | 7.7 | 10.1 | 8.2 | 9.4 | 11.9 | 11.7 | 20.9 | 21.3 | 19.5 | 22.1 | 20.9 | 22.9 | 21.0 | 18.1 | 28.4 |

The results from the table indicate that 72.9% of the primary teachers during post evaluation indicated that they have used the TDC as trainees while 37.4% used it as trainers and 70.8% had used it as a resource person. On overall more teachers said this at the post evaluation than at baseline and the mid-point evaluations. As for the secondary school teachers, only 18.5% had used the cluster center as trainees, 14.3% as trainers and 35.6% as a resource person. This is expected as secondary school teachers rarely use the cluster centres, which are not functioning properly in most cases.

4.3.18 Students' Attitudes And Positive Behavior Change

The teachers were asked to rate some issues that are related to students' attitudes and positive behavior change. Table 4-30 displays the information from the teachers' responses. In general, students in both primary school and secondary school were portrayed as having positive attitude towards school. However, less than 20% of the teachers in schools did not agree or it was hard for them to tell whether they agreed or not to the fact that pupils get along well with each other or that they are active or that schools bring satisfaction to students and that students must contribute to community activities. Only in the case of school giving vocational skills to students did 48% of secondary school teachers and 27.9% of primary school teachers disagree.

Table 4-30: Students Attitude and Positive Behavior Change

| Secondary | Strongly Disagree (%) | | | Disagree (%) | | | Hard to Tell (%) | | | Slightly Agree (%) | | | Agree (%) | | | Strongly Agree | | |
|------------------------------------|-----------------------|-----|------|--------------|------|------|------------------|------|------|--------------------|------|------|-----------|------|------|----------------|------|------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| Pupils get along well | 0.6 | 1.4 | --- | 1.7 | 1.0 | 0.5 | 9.1 | 9.1 | 7.7 | 36.9 | 34.0 | 37.8 | 32.4 | 44.0 | 44.4 | 19.3 | 10.5 | 9.7 |
| School is useful to satisfy pupils | 0.6 | 0.5 | --- | 1.7 | 1.4 | 0.5 | 11.4 | 5.2 | 5.1 | 26.7 | 26.7 | 25.9 | 34.7 | 41.4 | 43.1 | 25.0 | 24.8 | 25.4 |
| School gives vocational skills | 20.8 | 7.2 | 17.3 | 8.7 | 10.0 | 10.7 | 12.7 | 18.7 | 20.3 | 23.1 | 24.4 | 19.3 | 16.2 | 24.9 | 19.8 | 17.9 | 14.8 | 12.7 |
| Pupils are active in activities | | 1.4 | --- | 1.7 | 1.4 | 0.5 | 12.1 | 5.3 | 7.1 | 33.9 | 23.4 | 35.5 | 35.6 | 45.5 | 37.6 | 16.7 | 23.0 | 19.3 |
| Pupils should contribute to com | 3.4 | 3.8 | 1.0 | 4.0 | 9.6 | 3.6 | 8.0 | 17.7 | 12.4 | 35.1 | 23.9 | 35.1 | 19.5 | 20.1 | 26.8 | 29.9 | 24.9 | 21.1 |
| Primary | | | | | | | | | | | | | | | | | | |
| Pupils get along well | 1.0 | 0.8 | 0.2 | 1.2 | 1.2 | 1.2 | 8.9 | 7.9 | 7.2 | 40.7 | 41.5 | 37.4 | 35.6 | 37.7 | 38.9 | 12.7 | 10.8 | 15.0 |
| School is useful to satisfy pupils | 2.2 | 0.4 | 0.9 | 1.8 | 1.1 | 1.2 | 5.9 | 7.4 | 4.1 | 21.1 | 25.0 | 17.5 | 34.5 | 37.7 | 38.3 | 34.4 | 28.2 | 38.1 |
| School gives vocational skills | 11.7 | 6.0 | 8.0 | 7.2 | 7.9 | 5.6 | 10.8 | 13.7 | 14.3 | 21.5 | 26.6 | 24.0 | 20.5 | 26.2 | 23.4 | 28.3 | 19.6 | 24.7 |
| Pupils are active in activities | 0.8 | 0.5 | 0.3 | 1.6 | 0.7 | 0.4 | 4.9 | 5.6 | 3.1 | 27.5 | 24.9 | 19.1 | 34.3 | 41.8 | 36.2 | 30.9 | 26.5 | 40.8 |
| Pupils should contribute to com | 2.7 | 1.4 | 2.0 | 3.0 | 2.7 | 3.1 | 8.2 | 12.9 | 8.1 | 25.9 | 35.2 | 29.1 | 31.9 | 30.1 | 32.8 | 28.3 | 17.7 | 24.9 |

In Table 4-31 below, the teachers' ratings of the attitudes of the pupils in and outside classes are displayed. At both the primary and secondary school levels, less than 6% of the teachers during post evaluation indicated that pupils attitudes in and outside class were bad. In general the percentages of secondary school teachers who agreed with the statement that students have positive attitude in and outside classroom are very much higher at the post evaluation than at baseline and mid-point evaluations. As for the primary schools, figures for pupils' attitudes inside the classrooms have slightly declined by 0.8% while for pupils' attitudes outside the classrooms increased by 0.9%.

Table 4-31 Teachers' Ratings of Students Attitude and Positive Behavior Change

| Secondary | Very Bad (%) | | | Bad (%) | | | Average (%) | | | Good (%) | | | Very Good (%) | | | Excellent (%) | | |
|----------------|--------------|-----|------|---------|-----|------|-------------|------|------|----------|------|------|---------------|------|------|---------------|------|------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| inside class | 0.6 | 1.4 | 0.5 | 1.1 | 5.2 | --- | 13.8 | 30.0 | 8.7 | 38.5 | 51.0 | 40.3 | 38.5 | 12.4 | 40.3 | 7.5 | --- | 10.3 |
| outside class | 1.7 | 2.9 | 1.5 | 4.0 | 9.7 | 4.1 | 15.0 | 40.1 | 14.9 | 38.7 | 36.7 | 36.1 | 32.4 | 10.6 | 33.5 | 8.1 | --- | 9.8 |
| Primary | | | | | | | | | | | | | | | | | | |
| inside class | 0.7 | 0.1 | 0.6 | 0.6 | 0.8 | 0.8 | 5.8 | 4.7 | 5.2 | 42.6 | 38.5 | 36.7 | 36.7 | 43.6 | 43.3 | 13.7 | 12.2 | 13.5 |
| outside clas | 3.5 | 0.3 | 0.6 | 3.8 | 2.5 | 3.4 | 12.0 | 13.9 | 11.9 | 40.9 | 41.0 | 41.2 | 26.8 | 31.9 | 31.9 | 13.0 | 10.4 | 11.1 |

Other aspects of students' attitude and positive behavior, which were assessed by the teachers, were those of caring and respect. The teachers were asked how often they observed such attitudes in the classroom. Table 4-32 contains the teachers' responses. In terms of other positive aspects of students, more than 70% of both primary and secondary school teachers during post evaluation indicated that students displayed caring attitudes, respect and were punctual. Again over 50% of the teachers indicated that students were never or rarely displayed boredom or care free attitudes. Post evaluation and mid term figures were slightly different but probably not very much significant.

Table 4-32 Teachers' Ratings of Other Aspects of Students Attitudes

| Secondary | Never | | | Rarely | | | Hard to Tell | | | Sometimes | | | Often | | | Always | | |
|---------------------|-------|------|------|--------|------|------|--------------|------|------|-----------|------|------|-------|------|------|--------|------|------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| Caring attitude | 1.1 | --- | 0.5 | 6.3 | 3.3 | 6.6 | 13.2 | 10.9 | 13.3 | 43.1 | 38.4 | 38.8 | 27.0 | 39.3 | 31.1 | 9.2 | 8.1 | 9.7 |
| Attitude of respect | --- | --- | 0.5 | 4.6 | 2.4 | 3.1 | 14.4 | 9.0 | 9.7 | 31.6 | 25.9 | 43.4 | 33.9 | 45.8 | 34.2 | 15.5 | 17.0 | 9.2 |
| Attitude of punctua | 0.6 | --- | 0.5 | 8.1 | 3.8 | 6.1 | 22.0 | 19.8 | 18.9 | 39.9 | 36.8 | 41.3 | 25.4 | 32.1 | 27.6 | 4.0 | 7.5 | 5.6 |
| Being bored | 11.2 | 13.7 | 3.0 | 27.1 | 32.1 | 32.0 | 24.1 | 24.5 | 31.0 | 25.9 | 20.3 | 24.4 | 8.8 | 8.5 | 9.6 | 2.9 | 0.9 | --- |
| care free | 17.8 | 16.1 | 16.2 | 28.2 | 27.0 | 28.4 | 20.1 | 23.2 | 24.9 | 22.4 | 19.9 | 20.3 | 7.5 | 9.5 | 8.1 | 4.0 | 4.3 | 2.0 |
| Primary | | | | | | | | | | | | | | | | | | |
| Caring attitude | 1.5 | 0.9 | 0.8 | 3.1 | 2.3 | 1.8 | 12.0 | 11.6 | 11.8 | 30.6 | 39.4 | 38.8 | 36.0 | 30.9 | 31.6 | 16.8 | 14.9 | 15.2 |
| Attitude of respect | 1.5 | 0.4 | 0.3 | 3.0 | 2.7 | 3.5 | 8.6 | 9.5 | 9.8 | 33.9 | 29.5 | 29.9 | 34.4 | 42.1 | 39.3 | 18.5 | 16.1 | 17.1 |
| Punctuality | 1.4 | 0.2 | 1.0 | 4.5 | 3.7 | 3.4 | 13.7 | 14.0 | 14.0 | 41.9 | 38.9 | 42.4 | 26.2 | 30.7 | 26.7 | 12.3 | 12.4 | 12.4 |
| Being bored | 12.2 | 9.6 | 11.9 | 19.2 | 22.7 | 20.9 | 27.0 | 28.2 | 23.4 | 24.2 | 24.5 | 24.5 | 13.2 | 12.8 | 14.5 | 4.1 | 2.2 | 4.7 |
| care free | 15.8 | 13.4 | 11.6 | 23.0 | 22.6 | 17.8 | 20.0 | 24.9 | 26.9 | 22.1 | 24.2 | 22.0 | 13.6 | 12.0 | 14.3 | 5.5 | 2.9 | 7.3 |

4.3.19 Attitude Towards Science

An assessment was also made regarding how the teachers rated the attitudes of pupils/students towards science. The information from the teachers' responses is contained in Table 4-33 below.

Table 4-33: Teachers' Ratings of Students Attitude Towards Science (Percentages)

| Secondary | Strongly Disagree | | | Disagree | | | Hard to Tell | | | Slightly Agree | | | Agree | | | Strongly Agree | | |
|-------------------------------|-------------------|-----|------|----------|------|------|--------------|------|------|----------------|------|------|-------|------|------|----------------|------|------|
| | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post | Base | Mid | Post |
| Girls have +ev attitude to Sc | 4.7 | 1.9 | 3.0 | 10.6 | 17.5 | 13.6 | 29.4 | 23.6 | 24.2 | 32.9 | 33.5 | 38.4 | 14.1 | 16.5 | 15.7 | 8.2 | 7.1 | 5.1 |
| Boys have +ev attitude to Sc | 0.6 | 0.5 | --- | 1.2 | 2.8 | 2.5 | 8.8 | 5.2 | 6.1 | 31.0 | 36.0 | 24.9 | 36.3 | 42.2 | 56.3 | 22.2 | 13.3 | 10.2 |
| Girls value Sc | 2.9 | 1.9 | 0.5 | 9.9 | 14.2 | 10.6 | 31.0 | 24.1 | 24.2 | 26.9 | 37.7 | 30.8 | 22.2 | 15.1 | 25.8 | 7.0 | 7.1 | 8.1 |
| Boys value Sc | 1.2 | --- | --- | 0.6 | 1.9 | 2.0 | 10.6 | 5.2 | 5.6 | 25.3 | 31.6 | 24.7 | 41.8 | 45.8 | 49.0 | 20.6 | 15.6 | 18.7 |
| Primary | | | | | | | | | | | | | | | | | | |
| Girls have +ev attitude to Sc | 5.1 | 3.2 | 3.0 | 8.6 | 3.9 | 3.6 | 20.9 | 17.1 | 12.5 | 36.2 | 42.1 | 42.2 | 18.9 | 26.0 | 30.2 | 10.4 | 7.6 | 8.4 |
| Boys have +ev attitude to Sc | 1.7 | 1.9 | 1.4 | 2.0 | 1.4 | 0.9 | 4.7 | 4.7 | 4.9 | 28.6 | 26.3 | 26.3 | 40.8 | 45.8 | 48.1 | 22.2 | 19.9 | 18.5 |
| Girls value Sc | 3.8 | 1.4 | 3.4 | 7.4 | 4.1 | 3.1 | 21.6 | 19.3 | 12.8 | 36.7 | 40.2 | 39.1 | 18.4 | 25.4 | 29.7 | 12.1 | 9.5 | 11.8 |
| Boys value Sc | 2.2 | 1.1 | 1.7 | 2.3 | 1.4 | 1.4 | 4.9 | 4.4 | 4.0 | 25.5 | 24.9 | 24.1 | 38.2 | 46.5 | 46.1 | 26.9 | 21.7 | 22.7 |

Interestingly, the majority of the teachers both in primary and the secondary schools agreed to some degree that boys and even girls value science and have positive attitude toward the subject. However on average 91.5% of secondary school teachers during mid-point and post evaluation surveys said that boys had a positive attitude towards science and 92.7% agree that boys value science. On the contrary only 58.2% of the secondary school teachers said that girls had a positive attitude towards science and 57.3% agree that girls value science. These ratings are also true for the primary school settings although the percentage of primary school teachers who say girls have a positive attitude towards science and value it, was significantly higher than that for the secondary school teachers.

4.4 Conclusions and Recommendations

- The decline in the number of qualified primary teachers and continued high level of unqualified secondary teachers may predict low quality of the teaching learning process. This would lead to lower student achievement. On a positive note, it appears that teachers have a commitment to education given that the range of tenure for primary teachers averaging across the districts between 8 to 14 years and for secondary teachers between 8 and 20 years. The typical profile of teaching practices as reported on the surveys is one where teachers use mostly question and answering and limited lecturing; rely mostly on textbooks followed by real world experiences; use multiple choice tests to measure achievement; and make use of class registers for record keeping.

This is not consistent with informal observations of classrooms where the lecture methods seems to be used extensively and where there is little evidence of textbooks at the secondary level (primary level textbooks have been supplied to all schools by CIDA). Registers are not provided to teachers, some resorting to the use of blank paper and a ruler to create their own registers. If multiple choice testing is used, it is not continuous often due to the lack of availability of paper and writing implements.

- Results of the in-service survey show that not all teachers in pilot schools were provided training. Those that did received only one week of training with no follow up reinforcement. The provision of such training over time is likely to have a minimal impact without reinforcement activities put into place.

Recommendation: GTZ has been the primary source of external funding for in-service training. It is unknown what model is being used but likely contains a form of follow up and reinforcement of learning. Some research shows that the return from in-service in efficiency and quality is much higher than the return from funding pre service. In the context of Malawi where there is a continually high demand for new teachers, emphasis may be better placed on improving the quality of unqualified teachers than investing years to produce qualified teachers with questionable abilities. A strategic approach may be better suited where a balance between supply-side and demand-side in-service is necessary. A supply-side system is one where standardized in-service programs are produced and teachers are scheduled to receive training which may or may not be relevant to their current needs. Also, there may be no follow up to ensure and reinforce behavior change in classroom practices. The demand-side is a means by which teachers, school heads, inspectors and possibly district personnel assess the immediate needs that teachers have and design in-service into action plans. Also, there may be a system that brings same-grade and same-subject teachers from different schools together on a regular basis to engage in such activities as micro teaching, teacher action research and problem solving, mentoring, production and experimentation with teacher-derived instructional materials. This clustering approach is gaining momentum as an effective model for demand-side in-service directed by teachers themselves. An integration of supply-side and demand-side in-service should be reviewed and piloted in one or two districts. One outside expert may be needed for a series of short term visits to work with the ministry and pilot districts to design and pilot the program and report on findings. A window of two to three years would be necessary to ensure attitude and behavior change took place. Evaluation of the program would be based on classroom observations geared to the objectives of the in-service programs.

- Scores for awareness of HIV/AIDS and gender bias increased dramatically between the baseline and post pilot surveys. This is due possibly to combined pilot awareness and in-service and external factors such as coverage by media. It is unknown if such increased awareness will result in behavior change. Such behaviors would be characterized by teachers changing classroom practices that favored boys, predatory behavior of male teachers on female students, integrating HIV/AIDS as part of core curriculum, and developing techniques to reduce negative impacts.

Recommendation: The ultimate purpose of quality interventions is to change how people work within organizations – both independently and in teams. Thus, if public awareness interventions are judged as being successful they should go beyond measuring awareness and examine the impact on behavior change. These surveys have indicated significant awareness change which is a form of readiness measurement – readiness for changing behavior. The design of awareness interventions, therefore, should include follow-on interventions that focus on changing behavior. An essential element of behavior change is demonstrating how individuals benefit directly from changing their behaviors. Teacher interventions might include preparing a personal development plan establishing three behavior change objectives each teacher will implement over the following year. School heads would be involved to manage the teacher development plans and monitor/evaluate the changes. This fits into the model of school-based management where school heads and teachers, as well as community members, work towards a common vision of quality improvement and school effectiveness. The recommendation is to develop a model and various instructional and M&E materials focused on behavior change which may be used for any topics whether gender, HIV/AIDS prevention, reducing school dropout rates, improving parent and

student motivation or others. This generic approach would be used as an awareness and behavior change tool at the school/community level. This approach requires a specialized expertise which does exist in-country. Donors should consider providing funding to establish and field test such a program.

- The surveys noted no change in teacher perceptions about involvement of parents and communities in school activities, assistance at home or involvement on school committees. Results were split between those teachers indicating high involvement and those indicating little involvement. This suggests that decentralization activities emanating from the ministry are not being translated consistently across schools. Since parent and community involvement in a variety of ways is critical to quality improvement, more may be needed to be done to ensure increase relevant participation.

Recommendation: Community involvement is seen as an important indicator of educational quality improvement. Involvement is not haphazard but focused on several approaches. These include effective participation on school committees; serving as volunteers in the classroom; developing public/private partnerships; changing the school from a closed to open system where parents feel welcomed and visit to attend parent teacher meetings, attend special events, and where the school may be used as a community learning center in the evening. Teachers reported that either some of these approaches are evident or that most are not evident. Given the importance of these various processes, the approach to "external relations" or "community engagement" should become part of the school heads' abilities. Since school heads have evolved from administering civil service regulations, it is unlikely they possess some or all the skills necessary for an effective community engagement effort. Many donors have been involved in developing in-service programs for use in Malawi and in many other countries so the starting point for instituting such a group for managers does not have to start from zero. Working alongside the ministry, an external consultant may be mobilized to acquire and adapt a program for school heads (primary and secondary) for community engagement. Local institutions such as CERT and district-level personnel could be trained as trainers. A model similar to NIPDEP's cascading model could be utilized to develop the capacity to deliver such a program.

CHAPTER FIVE: CASE STUDIES AND OUTPUT ANALYSIS

5.1 Introduction

The JICA/NIPDEP evaluation study deployed a number of research methods. While the major methods used were focus groups and administration of questionnaires, a number of documents were also used to solicit information about the experiences in the implementation of the NIPDEP projects. This chapter lays out such experiences through a case study analysis of the outputs from the districts. This is the result of intensive analysis of documents that were collected by the NIPDEP office from the districts as well as the experiences that we gathered during the fieldwork. These provided much broader representations of the way the NIPDEP projects were implemented as well as their impacts in the six districts and provides rich experiences of the people on the ground. These case studies have been presented under the main categories of construction, procurement, in-service training, public awareness, and health and sanitation facilities. A summary of outputs may be found on table 5-1:

Table 5-1: Direct Outputs of the NIPDEP Pilot Project Phase I and Phase II

| | Phase I (FY2003) | Phase II (FY2004) |
|---|---------------------------------|-----------------------------------|
| No. of Teachers/SMCs Members Trained | 3,330 teachers 970 SMCs/PTAs | 1,850 teachers 1,760 SMCs/PTAs |
| School Blocks | 8 blocks | 7 blocks |
| Teacher Houses | 13 houses | 5 houses |
| Science Laboratories | 1 labs | 1 labs |
| Pit Latrines | 20 latrines | 19 latrines |
| Boreholes | 3 boreholes | 2 boreholes |
| Fish Pond | — | 3 ponds |
| Textbooks | 5,170 books | 3,410 books |
| Desks and Chairs | 1,400 desks/chairs | 1,490 desks/chairs |
| Science Kit | 12 kits | 15 kits |

5.2 Category 1: Construction

One of the JICA-NIPDEP interventions was on construction. The results of the needs assessment survey that was conducted in 2003 in the districts revealed that some of the factors contributing to poor quality of education in Malawi were to do with construction. These were:

- Lack/shortage of classroom blocks in schools
- Lack/shortage of teachers houses within the school premises
- Lack/shortage of laboratories in Secondary schools especially in Community Day Secondary Schools.

As such, JICA-NIPDEP projects intervened in this area by building or renovating some classroom blocks, teachers' houses and laboratories in some selected sample schools. This section summarizes the construction project processes in the different districts as well as the impact of the construction projects on the quality of teaching and learning in general. A by-district analysis follows:

Nkhata Bay District

In Nkhata Bay District, JICA-NIPDEP targeted the following schools for construction interventions:

Table 5-2: Schools under Construction in Nkhata Bay

| Name Of Site | Type Of Construction |
|---------------------------------------|---|
| 1. Msomba Primary School ⁴ | 1 Classroom block |
| 2. Kavuzi CDSS | 1 Classroom |
| 3. Chihame II CDSS | 1 Laboratory Block |
| 4. Msawa Primary School | 1 School block 1 Teacher House (continued) |
| 5. Chikale School | 1 School block |
| 6. Tukombo CDSS | 1 Classroom block (continued) |
| 7. Maula CDSS | 1 Classroom block (continued) |
| 8. Sanga CDSS | 1 Teacher house (continued) |
| 9. Makwalakwata | 1 Classroom block (continued) |
| 10. Usisya CDSS | 1 Teacher house & 1 Laboratory Block (both continued) |

As seen from the table some of the construction projects started from the first phase and continued in the second phase. These projects delayed due to a number of factors some of which were beyond the control of the project management team (PMT) and others due to mismanagement of funds for example:

At Msomba Primary School, building of the classroom block and the teacher's house delayed a bit due to problems for transporting materials to the sites of constructions. This was the same with construction of the laboratory at Chihame II CDSS.

At Chihame II CDSS, the treasurer for the construction task force went missing with project money amounting to K90, 471.

Further, materials that were underestimated by contractors were not supplied in good time and communities tended to delay to respond to Action Plan targets. The initial contract agreements for the construction projects demanded some community participation especially in mobilizing resources such as sand and quarry stones. But the level of community participation was very low in Nkhata Bay.

At Sanga CDSS, a thief stole 34 windowpanes from the teacher's house that was being constructed. As a solution to this problem, the deputy head teacher was authorized to occupy the house so as to ensure security. This measure was applied to all other houses that were constructed but were not yet occupied awaiting final touches. At Usisya CDSS continued absenteeism of contractors, lack of community participation coupled with late supply of construction materials from the district office led to the delay in completing the laboratory.

All the same the construction projects in almost all the sites had been completed by the end of the second phase. The construction projects appear to have impacted on teaching and learning in Nkhata Bay district. The followings are some of the positive impacts:

1. The building of the school blocks has led to reduced congestion in the classrooms rendering the classroom a conducive environment for teaching and learning as well as storing teaching/learning materials. This conducive environment has also led to increased enrolment of pupils at such schools.
2. The building of the teacher's houses has led to Head teachers/ Deputy Head teachers to live within the school premises. This has brought in some form of security at the school as there is somebody leaving permanently at the school. This in return has led to improved administration at the schools as the administrators make frequent visits to the school. However the majority feel the houses are too small for head teachers and in some cases of poor design. The roofs of the houses are low which make them uncomfortably hot all the time.

⁴ Msomba Primary school replaced Mlare after the community had refused to have the classroom block built at Mlare primary school.

3. As for the construction of the laboratories, this has improved the teaching/learning of science subjects. Attitude of students towards science subjects has improved.

Machinga District

The main construction project that took place in Machinga was the building and renovating of teacher's houses at Nanyumbu, Chitundu and Chiuta Primary Schools. Assessment of the project has shown that the house construction project has been completed although in some cases the project delayed due to late procurement of cement for the blocks as well as delays in funding which affected the land leveling and mobilization of the community to do their part for the project. All the same people around those schools felt that the improved housing conditions have resulted in effective teaching services as the teachers are now comfortably accommodated. Pupils at Chiuta Primary School acknowledge that teachers now have adequate time to mark exercises because they are accommodated on campus and they do not come late for lessons. Parents around the schools agree with the pupils that late attendance of classes and frequent absenteeism by teachers have been greatly minimized.

Mchinji District

Construction projects in Mchinji District were as follows;

Table 5-3: Schools under Construction in Mchinji

| Name Of Site | Type Of Construction |
|--------------------------|---|
| 1. Lombwa Primary School | 2 Classroom blocks |
| 2. Nthema Primary School | 1 teacher house & 2 classroom blocks |
| 3. Bua CDSS | 1 school block & 1 administration block |
| 4. Sunama F. P. School | 1 school block & 1 teacher house |
| 5. Kambanda F. P. School | 1 school block & 1 teacher house |

Implementation processes for the projects progressed well in most schools and by the end of the second phase most of the projects were completed. The DEM attributed this to the commitment of the communities in contributing to construction work, more especially at Lombwa and Nthema Primary schools. Resistance was met at Bua CDSS where the community contribution was found to be poor due to the fact that the students pay development funds, which is supposed to be used in such projects. Some delays in construction were due to no advance payment to contractors and shortage of cement supply. The initial contractor for the construction project work was very slow as such he was replaced with another contractor. This change in contractor inevitably raised the budget above the level that was initially drawn. As for the impact of the construction projects, people around the schools in Mchinji district had the following to say:

- The building of the school blocks has led to improved pupil attendance and enrolment because the environment is now conducive to teaching and learning. The communities feel that the structures are beautifying the place since they are modern and beautiful.
- As for the teacher houses, the teachers felt time on task would improve in the classroom while the pupils expected a lot of teaching and learning and the community pledged to take good care of the building.

Ntchisi District

Construction projects in Ntchisi District were as follows:

Table 5-4: Schools under Construction in Ntchisi

| Name Of Site | Type Of Construction |
|----------------------------|----------------------|
| 1. Nsinda F. P. School | 2 teachers houses |
| 2. Kayuwi F.P. School | 2 teacher houses |
| 3. Kafamtanda F. P. School | 1 teacher house |

All these construction activities began in the first phase but were not finished till the second phase when additional funding was sourced for completion of the project activities. The delays in completion were experienced due to:

- Shortage/non-availability of construction materials on the project sites
- Poor community participation due to inability of community leaders to mobilize their communities to participate fully in project work.

As for the impact, Kafamtandala School said there is a reduction in teacher to house ratio while the pupils felt that contact hour for learning has increased and the parents said that they had been motivated to mould more bricks for construction of some more teacher houses. The school committee sees the house as an income generating activity through house rent. However some people are of the fact that teachers may fight over the house since the teacher to house ratio is still high meaning that the demand for teachers' houses is still very high. The same feelings and sentiments were expressed at Msinda and Kayuwi schools.

5.3 Category 2: Procurement

As part of NIPDEP Pilot project, JICA incorporated the procurement of different materials for different schools in the six pilot districts. The materials included desks and chairs, textbooks, science kits and chemicals and office equipment.

Thyolo District

Procurement of Science Kits. In Thyolo district, they were provided with science kits in Community Day Secondary schools. The kits included apparatus, cabinets and tables and chemicals for teaching science subjects. Six CDSS's benefited from this project. These are; Nyodola, Chimkombelo, Adololata, Mtambanyama, Thekerani and Mpinji Community Day Secondary Schools. Our summary of the reports from the district showed that:

The science kits have made an impact in the teaching and learning of science subjects. For example, in some schools where physical science was only offered in the senior classes, it has been introduced in junior classes too. In other schools, where physical science was not taught, it has now been introduced e.g. Thekerani CDSS. Apart from this, practical lessons have raised students' enthusiasm to learn science subjects. Even the orientation given to science teachers has sparked off school-based INSETs. Some of the teachers are conducting small INSETs to share knowledge with their friends. The school committee has been encouraged to make plans for the construction of a science room (laboratory), e.g. Mpinji CDSS.

The problem is that most of the science teachers are under-qualified and they have little knowledge of chemistry. Further, some useful chemicals have already been used up and it is difficult to replace them because these are expensive. This then raises the question of sustainability of the science kits. Indeed, most schools do not know how the science kits will be sustained. The schools also do not have laboratories hence making it difficult to store the materials. As most teachers have poor background to science subjects, there is need to train them.

Procurement of Office Equipment. In Thyolo district, 2 CDSS's were supplied with typewriters while 4 CDSS's were provided with duplicating machines.

These have made an impact in that the typing of examinations is now easy unlike in the past when this was done at the Division office. Expenditure on production of tests has gone down. This is because previously, typists had to be paid allowances for typing examinations. Students are now taking examinations in time. There is no longer congestion at the Division office, which delayed examinations. In some schools, the authorities are assisting nearby primary schools with printed pupils' progress reports. These are a motivation to the pupils and parents are appreciating it. At Thekerani and Mikombe CDSSs, the frequency of tests has gone up. In addition, students' progress records are printed.

In most schools the problem is that stationery is scarce as they have to get it from the Division. The parents on the other hand are worried that it would be difficult to maintain the duplicating machines and typewriters when they are broken down, due to limited financial resources. In schools with Typewriters only, letters and tests are typed but it is difficult to produce more test papers without a duplicating machine.

Procurement of Textbooks and Teachers' Guides. Some schools in the district were provided with textbooks and teachers guides e.g. Mang'ombe, Goliati, Chikolombe, and Nkhwangwa Community Day Secondary Schools. This has made teachers' work easier because they now have reference materials. Even the pupils have access to the textbooks and students/textbooks ratios have been positively affected. The schools complained that the books were restricted to few subjects and other subjects still do not have textbooks. Even in those selected subjects the pupils are not able to take the books home because there are not enough.

Nsanje District

In terms of procurement, Nsanje District received laboratory equipment for Community Day Secondary Schools, textbooks for pupils and teachers guides for secondary schools. They also received desks for both primary and secondary schools as well as office equipment for the TDC's and the DEM's office.

Table 5-5: Summary of Procurement for Nsanje

| Procurement Project | Primary | Secondary | Teacher Dev. Centres |
|--|---|---|--|
| Desks | Dinde, Mchere, Mpatsa, Nyachilenda, Nyanjiwa, Nsanje Catholic, Nyamadzere | Mpatsa, Nyamadzere, Chekerere, Mtowe, Chididi, Nkhande CDSS's. | |
| Chairs and tables for teachers | | Fatima, Kadabwako, Chididi, Mtowe, Chekerere, Nkhonde, and Phokera | |
| Laboratory kits | | Bangula, Nsanje, Fatima, Nyamadzere, Kalambo, Kadabwako, Nkhande, Mtowe | |
| Office equipment: duplicating machines, type writers | | | Fatima, Nyachilenda, Mchere, Mpatsa, Mionda, Magoti. |

Desks. Generally the procurement projects in the district seems to have had impact in teaching and learning in the district. Initially it was planned that 400 desks would be provided to primary schools but the schools got 504 desks in total. In secondary school the task force planned to procure 400 desks for secondary schools but managed to procure 506 desks. This has given chance to schools, which were not planned for to benefit from the project. For instance, Chididi CDSS and Nkhande CDSS got 46 and 64 desks respectively. Apart from these, Nyanjiwa Primary School also benefited from the project. Pupils from both primary and secondary schools are now comfortable at schools as they have desks. Apart from that their uniforms are kept clean as compared to the time they were sitting on the floor. Availability of desks has also attracted more pupils to school especially in primary schools hence increased enrolment. Even the teachers themselves are finding it easy to control the classes. The teachers are also able to prepare the lessons comfortably while sitting on good chairs and tables. The school and the community in some areas formulated regulations to be followed on the usage and care of desks. They agreed that the school committee will be responsible for the maintenance of the desks.

Laboratory kits/equipment. Seven schools benefited from this. It was planned that 21 science teachers would be trained (3 from each school) on how to use the kits. According to implementation reports from the task force, it was indicated that only two teachers from each school were trained on

this making a total of 14 teachers instead of 21. This has made an impact on teaching and learning. Like in Thyolo, this has led to the introduction of physical science in some CDSS's like Mpatsa. Students' interest in science subjects has also increased. In Nsanje there is the problem of lack of qualified teachers in the science subjects in the CDSS.

Text books and teachers' guides. There were eight secondary schools, which received textbooks in various subjects as shown in the above table. The teacher librarians were trained in the management of libraries by the National Library Service, which, later gave some books to the schools, they trained. This has simplified teaching especially through use of teachers' guides. Chekerere CDSS had no books, they used to borrow from Nsanje Secondary School. With assistance from JICA they have now books in stock.

Duplicating machines and typewriters. These have been provided in the TDCs and they assist in the preparation of mock examinations at zonal level. Even in schools, they are able to have printed examinations other than those written on the board. Teachers are also able to produce printed progress reports. Despite this, Fatima zone was given a duplicating machine, which does not work and the teachers and community described it as a "white elephant" because it has never worked since it was given to them. Apart from this, in other zones, people are also complaining that duplicating machines are very expensive to run especially the accessories associated with it. i.e. ink, master roll, etc. They also have high maintenance costs.

Ntchisi District

Procurement of desks. Although it was initially planned that six schools had to benefit from the supply of the desks, existing conditions in most of the schools compelled the committee to consider extending the assistance to two more schools making a total of eight beneficiaries. The schools include Mmbomba, Mawiri Chinthembwe, Malomo, Mpherere, Kayoyo, Ntchisi and Kanjiwa Secondary Schools. A total of 450 single seater desks and chairs arrived in the eight respective schools. Due to some problems in communication between task force members and the DEM's office during delivery of finished products, some schools got more desks than was allocated to them by the Task Force. E.g. Mmbomba got 128 desks instead of 60.

Availability of desks has increased teachers' ability to manage the classroom. The clothes of pupils are now neat and they exhibit better handwriting. The desks are also used during committee meetings. The desks have provided conducive environment for teaching and there is equal participation in classes by both boys and girls. This has motivated parents to participate in development work. It has also reduced desk to pupil ratio. These desks are still not enough for the schools and it was feared that some pupils will envy others and feel jealousy. Apart from this, in some schools the desks are not well secured because some classrooms have no doors. Some desks are too high for standard 2 and 3 pupils.

Procurement of office equipment. The office of the DEM in Ntchisi was provided with a computer. This has helped in making the processing and storage of data simple. It has also improved communication between schools and the office. Even schools benefit as they type mock examinations for the zones. However, it is expensive to run a computer especially in terms of toner.

Procurement of Science kit. This was provided to three schools in the district namely, Kayoyo, Nyangoza and Malomo CDSS's and two teachers from each schools were trained on this. Teachers report this has impacted on the teaching and learning of science subjects in the schools, but results were not independently verified.

Nkhata Bay District

The DEM's office was provided with a computer and a photocopier. This has helped in that schools are able to use the machines at no cost. It has also made the work easy, fast and cheap. Some members of staff have also acquired basic computer skills.

Machinga District

Schools in the district were provided with textbooks and teachers' guides. The schools included Likwenu, Nsanama, Chimkwezule, Ntaja, Namasika, Malundani, St Mary's, Nampeya and Machinga. This may have had some impact on teaching and learning. Pupils are able to read and make notes from the books on their own. The pupils are able to borrow the books and use them at home. Despite this not all the books, which were asked for, were bought by JICA. Another problem is that most of the schools in the district which benefited do not have libraries to keep the books safely.

Mchinji District

There were some schools which were assisted with desks/chairs. These include Kambanda J. P. School, Bua CDSS, Sunama School and others. Just like in other districts, this has improved the classroom environment hence improving pupil attendance. The teachers are finding it easy to supervise the pupils when they give them work to do. The community has been encouraged to participate in school development, for instance the maintenance of the desks. This has also improved the cleanliness of pupils and girls are now sitting comfortably such that they participate equally. In some schools like Bua CDSS there is limited space hence the desks are congested in the classes. Apart from that the desks are still not enough and pupils scramble for them.

5.4 Category 3: Public Awareness

Under this category of public awareness, the interventions were to do with HIV/AIDS and gender awareness in schools, school based income-generating activities as well as general community mobilization. This was to improve the value of education among community people especially parents, and increase access to school by creating a better environment for schooling.

Thyolo District

The HIV/AIDS awareness interventions were mainly done in Thyolo district during the second phase of the JICA-NIPDEP implementation project. Of course it started in the first phase but its impact then was not felt till the second phase when the task force responsible for this became active. Basically the task force conducted a knowledge attitude, practice and behavior (KAPB) survey to established the need for the intervention in Thyolo. This survey was conducted in three zones namely Mpinji, Ntambanyama and Folopensi.

Thereafter the task force initiated the formation of Life Skills clubs in the targeted schools and trained head teachers and club patrons in life skills planning. Peer educators were also trained. On paper it was planned that 16 life skills clubs will be formed, 230 peer educators, 16 club patrons and 16 managers would be trained and that a minimum of 50 percent of enrolled students would participate in the clubs, competitions and others. In reality however, 16 head teachers and 16 Club Patrons had been trained as trainers in Life Skills Planning, Life Skills Clubs were formed in the 16 schools and 80 peer educators were trained in life skills training. As for the long term impact of this intervention in Thyolo district, the DEM foresees a behavioral change among the primary school pupils, a reduction in drop-out rates resulting from pregnancy, a reduction in alcohol and drug abuse among pupils and in broad terms, the life skills activities would produce citizens who would make well-informed decisions about their life.

Mchinji District

In Mchinji district the JICA-NIPDEP implementation project on public awareness supported the gender awareness campaign. The goals and objectives of the project were to encourage awareness of gender issues in the selected schools and to cultivate positive attitudes in parents to send the girl child to schools. This was established after conducting a needs assessment survey in Mkanda, Boma and Waliranji Primary Education zones where it was found that girls' enrolment was low and drop out rates were high in the schools. Some of the reasons behind the low enrolment and high drop out rates being:

- Girls were involved in domestic chores
- Inadequate parental support where they favored boys than girls

- Inadequate schools which result into girls traveling long distances
- Lack of interest for the girls to go to school
- Inadequate school infrastructures e.g. toilets and desks.
- Immoral behavior towards girls by some male teachers
- Harassment of girls by boys
- Peer pressure
- Heavy corporal punishment

The task force responsible for gender awareness then saw a need to engage in gender awareness campaigns so as to minimize the problems as identified in the needs assessment survey. The campaigns targeted parents, teachers, pupils as well as community leaders. The task force conducted a number of sensitization meetings with these people which highlighted the roles each group had to play in order to promote the education of the girl child. Role models also spoke during the campaigns. As for the impact of this intervention in Mchinji though not explicitly coming out from the impact survey reports as expected in the post pilot survey, there is a considerable improvement on girls enrolment and drop out rates in the targeted schools and parental attitude towards the education of the girl child has changed for the better.

Machinga District

In Machinga, District Assembly under the DEP, engaged in two school-based income-generating activities that were funded by JICA. There was also awareness campaign to promote school participation in Machinga. The income generating activities were implemented at Machinga CDSS and they included fish and poultry farming.

The aim of the project was to make the schools more self-reliant financially rather than depending much on District Assembly or government. The aim was to enable the school to meet some of its recurrent costs on its own while at the same time giving life sustaining skills to pupils. This was realized from the background that generally there is low funding of CDSSs by the government. This makes the running of these schools very difficult and this result in low quality education. It was hoped that the project would contribute to improved retention and drop out rates in pupils. Judging from the task force reports, all was not rosy for both the fish and poultry farming projects. A lot of problems were encountered in the running and administration of the projects such as:

- The contractor lacked expertise in fisheries. As a result the wrong site for the fish pond was selected which turned out to have heavy porosity and lots of rocks making the work difficult and in some cases the construction of ponds almost impossible.
- There was no proper coordination among the contractor, the task force as well as the teachers, pupils and community. For instance, at one point, the contractor stocked the fish pond with finger lings without the involvement of the task force, teachers or the pupils. This was a missed opportunity for the pupils and teachers to learn.
- The project was a top-down one in that it was somehow imposed on the school and as a result the teachers did not take keen interest in the project thereby not involving the pupils fully in the project.
- There has not been much transparency in the sales of eggs in that some stakeholders e.g. pupils do not know how much has been realized.
- On some occasions, bad feeds were supplied to the chickens. This resulted in low production of small eggs.
- The battery cages were not well secured and thieves took advantage to steal some chickens and eggs.

The two income generating activities have impacted very much on the smooth running of the CDSSs where the projects were implemented such as:

- The projects were a very good learning experience for both pupils and their teachers since poultry and fish farming is part of the curriculum.
- The projects brought in a hands on experience as theory was put into practice.
- There is less dependency on outside funding due to the sales realized from the projects.

During phase one, Machinga implemented an awareness campaign aimed at encouraging children to go to school. The campaign was done in collaboration with the chiefs who mobilized their people to get their children to school. It was observed during the midpoint field surveys that in some schools, the campaign was so successful to the extent that in these schools, there were so many children who had been wooed to schools but unfortunately, the schools would not manage them. The results of such campaigns as was in Machinga demonstrate the challenges faced by countries like Malawi in the drive towards education for all where people may indeed be willing to come to school but where the system does not have the infrastructure to adequately support the schools. The missing link in the Machinga drive was the institutionalization of mechanisms that would make sure that schools were appropriately supported after the massive influx of pupils. This then points to the fact that community participation needs to go beyond mere mobilization to include ways in which community can take part in the management of schools. There is also need for proper communication with higher authorities.

5.5 Category 4: In-service Training

In-service training of teachers, head teachers, DEMs, PEAs, SMC and PTA was provided to almost all the six pilot districts. This was aimed at capacity building of these people in their different areas of specification and to enhance quality of learning by improving teachers' competency in teaching.

Nsanje District

In this district, there was in-service for head teachers and their deputies, the PEAs and the DEM so as to enable them improve in their school administration. There was also in-service training for all secondary school teachers in the district. In-service training for head teachers and their deputies attracted 179 participants i.e. 100 head teachers and 79 deputy head teachers although it was planned that there should be 200 participants together. The DEM also attended in-service training at MIM in Lilongwe. About 125 Secondary School teachers also attended their own in-service training in the district. This 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. This was aimed at improving the capacity of teachers in teaching by equipping them with relevant teaching content. In this training, instead of using facilitators from MIE, some practicing teachers were used together with lecturers from Domasi College. The training of the head teachers and their deputies has helped them to improve in the administration of their schools while that of the DEM has assisted his office in the administration of the teaching staff in the district. On the other hand secondary school teachers have improved in the delivery of their subject contents.

Thyolo District

JICA provided in-service training to primary school teachers related to curriculum issues in the district. The idea was to develop a teacher-training program that could be used in the district. The aim was to train PEAs and some teachers as trainers. The focus was on the teaching of English, mathematics, physical education and music, to promote and improve the teaching of these subjects in primary schools. In the end the second phase of this project produced 39 trainers comprising of 13 PEAs and 26 teachers. A total of 748 primary teachers also received training in the teaching of the subjects named above. A good number of teachers who were not trained at the TDC's were trained through school-based INSETs.

There was also provision of in-service training to secondary school teachers in curriculum issues. The targets for this project were untrained secondary school teachers. It was planned that all untrained teachers should be oriented to the new curriculum for the secondary sector but due to limited resources the taskforce resolved to train 60 teachers from the two remaining clusters from phase 1 project.

This time teachers from registered private secondary schools were invited. In the end 65 unqualified secondary school teachers were oriented to the new curriculum, i.e. including five from private secondary schools. The teachers were drawn from Masambanjati and Mountain View clusters. All teachers who were oriented received manuals for future reference.

The impact of both in-service trainings is that the inclusion of teachers from private schools revealed the gap, which is there between the government and private institutions. Teachers in primary schools appreciated the training especially in music. Many teachers had no knowledge on how to teach the subject. Through the training, the district has acquired musical instruments which will greatly promote and improve the teaching of music. Participants at the end of the training indicated that they had benefited quite a lot. This has increased their confidence in teaching the subjects. It appears to have reduced the dropout rate and absenteeism in the district. Supervision done by members of the taskforce and methods advisors from the Division office indicated that teachers' approach to teaching has improved.

A number of problems were experienced during in-service training in Thyolo district. The second phase of secondary school teachers' training was delayed a bit due to national examinations. Teachers complained that the period of training was not enough because they had too much work to be done within a week. There was also no proper needs assessment. As a result, content for the training was discussed with the participants on the day that the training was supposed to start especially for the secondary INSET. The quality of the training might have been somehow compromised by such arrangements. In some schools, teachers refused to attend the school-based INSET because it had no allowances and those who attended were not very serious because they were being taught by their peers. 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.

Ntchisi District

In Ntchisi district, there was provision of INSET for teachers as well as school management committees. As for teachers, it targeted primary school teachers both qualified and unqualified on the current curriculum. In the first place, task force one conducted trainer of trainers workshop on INSET during phase II for 4 days at Mponela. In total, 21 facilitators were trained from different zones within the district and were given handouts to be used as training manuals for every subject. The main focus was on participatory approaches for conventional subjects and also the teaching of music, art, physical education and agriculture in primary schools. Eight facilitators from MIE trained them. This was followed by the training of teachers on the current curriculum as a continuation from phase one which targeted the 5 remaining zones namely: Kayoyo, Mpalo, Chinthembwe, Chikho and Makanda. At Mpalo zone, the training took place not as scheduled i.e. including weekends due to Malawi Breakthrough to Literacy trainings which involved all the teachers in the same week in which the JICA INSET training were also to be conducted. A total of 470 teachers were invited to the training from 5 zones but only 389 teachers turned up. By this time some went to college while others did not turn up for unknown reasons. Out of these participants, 328 were male teachers while 61 were female. This has enabled teachers to make efforts to teach subjects which were neglected because they are not examinable. For example monitors observed that life skills subject was being taught in schools such as Chiwaliwali, Makanda, Mawiri, Kandawe and others. Teachers have also been encouraged to use participatory methods although in most schools some of these methods were not used.

There was also in-service training for the school management committee in the district. The task force conducted a TOT workshop on school management during phase II for four days. There were three facilitators within the district. About 25 people were trained as trainer of trainers and during the zonal based training, 648 participants were trained (600 men and 48 women). Those trained were head teachers, all PTA/SMC members, chiefs and ward counselors. This has helped them because they now know their roles and how they can participate in school development.

Machinga District

In Machinga District there was in-service training for teachers in CDSSs. These came from 15 CDSS's and from Puteya Secondary School. A total of 96 CDSS teachers comprising of 81 males and 16 females were trained. There were SEMAs from Division office who assisted in supervision of the training. The JICA and MIE officials also came for some days to monitor the training. The training was on administration and how to teach social and development studies, Chichewa, English, Agriculture and others. The schools included Namasika CDSS, Mlomba CDSS, St. Mary's CDSS, Ntaja CDSS, Chimkwezule CDSS, Likwenu CDSS, Nsanama CDSS and others. There was also in-service training for primary school teachers. This started with the TOT with 15 participants and 8 facilitators from MIE. Primary teachers' training later followed this from the 10 zones in the district. The training was mainly on lesson planning and scheming in different subjects including English, Needlecraft etc. The training by both CDSS teachers and Primary teachers has made an impact in that there is improved handling of teachers by head teachers. They have also improved on organization of school management. Most teachers now come to classes with good preparation. The problems are that the CDSS teachers' training delayed due to late funding. The days for the training were not enough as compared to the content of the training.

Mchinji District

In this district, there was in-service training for secondary school teachers. The schools and teachers involved were as follows:

Table 5-6: Teacher-In-service Training

| School | No. Of Teachers Participating |
|--------------------------|-------------------------------|
| Mchinji Secondary School | 2 |
| Ludzi CDSS | 4 |
| Kholoni CDSS | 9 |
| Mchinji Mission CDSS | 5 |
| Bua CDSS | 17 |
| Mkanda CDSS | 7 |
| Mkanda Secondary School | 1 |

The training started with TOT of SEMAs from the division as facilitators. The training was planned to take five days but the SEMAs only did it in three days. The training of under-qualified teachers later followed this from the schools shown in the table above. The training was a success because when visited, the trained teachers were found prepared, they had schemes of work and lesson notes. The teachers also used participatory methods in some schools. Most teachers' observations showed that they had the knowledge of the content. However the problems are that during TOT, facilitators left before the agreed time. Some lessons observed were not summarized. There is poor timing of lessons by some teachers e.g. a 40 minute lesson ending in less than 30 minutes. The field monitoring collided with JCE examinations.

Nkhata Bay District

There was the training of head teachers and teachers from 19 CDSS's in Nkhata Bay. There were 15 heads and 90 teachers in total. The TOT training was conducted by SEMAs for three days instead of 5 days and yet they were paid for all the five days. The training was on record keeping and data collection, school and human resource management, basic teaching skills and content subjects such as biology, mathematics, English and others. The impact is that teachers are able to manage their classes and schools are able to develop school development plans. e.g. Mtetete CDSS. The time was too short for the training and this led to some subjects not being taught. Participants had to walk to and from the training venue everyday. The budget did not provide for their transport. This affected their attendance. The participants expected to attend lessons of the subject they teach but all were forced to attend the subjects that were selected for training. Those who had no background or poor at the sciences found it hard to participate and so too were those who were poor in languages. The assumption that the participants would follow in all the subjects was not right.

There was the training of SMCs and PTAs in the district who were drawn from 52 Primary schools in the three zones of Ching'oma, Chihame 1 and St Maria Goretti and from 3 Junior Primary schools in the 3 zones of Chikwina, Bula and Chihame II. There were 22 facilitators in total. This has made an impact in that some PTAs are fully contributing towards the management of the schools in their respective areas. Most PTAs and SMCs have reported being able to sensitize all stakeholders around their respective schools on their functions. The monitoring visits revealed a shortfall in terms of the other roles that the PTA and SMC are supposed to fulfill in addition to participating in construction projects. There has been less emphasis placed on other activities like promotion of good behavior, monitoring of school attendance etc.

5.6 Category 5: Provision Of Health And Sanitation Facilities

This category involved the provision of safe water (boreholes), pit latrines and hand washing facilities to schools. The aim of this project was to promote access by improving the health and sanitation in the districts below:

Thyolo District

Few selected schools in the district were provided with pit latrines and hand washing facilities. Implementation started in phase one and continued into phase two. The schools included Mpinji, Giliati, Namaona, Mchenga, Kumadzi, Khave, Kakhomba and Thunga. During the phase 1 implementation, there was confusion on the role of community on contribution towards the construction of latrines. At first they were contributing their labour but stopped after the consultants mis-informed them that the materials would be provided by JICA. As the implementation continued 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 the same school, the latrine collapsed because of the quality of the sand they used for construction. This was also the case with Khave School where the walls of the latrines collapsed but fortunately the contractor managed to fix it. As for Namaona and Mchenga Primary schools, the toilet holes were too small and the taskforce recommended to the contractor to widen them and this they did. At Thunga Primary School, one door for the latrine was stolen on the same day it was fixed.

The project has helped to improve the sanitation of the schools although they are not adequate. It has also helped to reduce water borne diseases. The attendance and enrolment of pupils especially girls has also improved. The school management committee has been relieved of some burden to do the whole construction on their own. They reported that the finances which they had will be used for other additional development projects at the schools. Thunga Primary School considers the new structure to be an attraction to thieves because of the stolen door. At Namaona Primary School, the toilets do not have lids hence hygiene of the pupils is at stake.

Mchinji District

Most schools in the district do not have permanent toilets and water points. This poses a health hazard to the pupils. For example Mikundi Primary had no permanent pit latrines. Latrines in Mchinji were provided to the following Primary Schools: Mikundi, Chimteka, Pinda, Chioko, Kamwendo, Bua and Kambanda. The latrines have made an impact in that boys and girls are respecting each other now (e.g. Chioko Full Primary School). They have also improved the learning time as pupils no longer wait for long to use the toilet, e.g. at Bua Primary. The project has also created a job opportunity i.e. a watchman has been employed by the school at Bua. The hygienic habits, which the pupils are learning at school, are also spreading to their homes. The project has also motivated the community to participate in development work i.e. SMCs in some schools have pledged to build more latrines. The latrines have improved sanitation and pupil attendance in the schools. However the latrines are not enough in most schools except Kamwendo model school. Availability of few toilets has created problems of congestion of pupils who use them.

Machinga District

A few selected primary schools in the district were provided with water and pit latrines starting from phase I to the end of Phase II as shown in the table below.

Table 5-7: Construction of Water and Pit Latrines

| School | Pit latrines | Boreholes |
|-----------|--------------|-----------|
| Namisangu | 3 | 1 |
| Nankhunda | 3 | 1 |
| Limera | 2 | - |
| Kayuwi | 2 | - |
| Mikachu | 2 | - |

Other schools like Nanyumbu were provided with pit latrines just to complement the teachers' houses provided. The communities around Namisangu and Nankhunda were trained on their roles in relation to hygiene education and how they can manage boreholes. There were 10 participants from each school. As the project was being implemented, there was community sensitization. This is because there were contradicting messages as regards their contribution towards the project. Apart from this there were delays in the purchase and delivery of materials in some schools, which slowed the pace of work. At Nankhunda, some work had to be redone at a certain stage when workmanship had been observed to be substandard. At Namisangu the water flow was slow due to pipe leakage. The projects have helped to reduce overuse on existing facilities. The temporary latrines were a problem during the rainy season, but now the problem is over. It has also improved school sanitation and reduced Cholera cases. The toilets are very few and they are likely to be filled up very quickly.

Nkhata Bay District

The provision of latrines in the schools of the district was combined with either teachers' houses or school blocks. This included Chikale Primary, Maula CDSS and others. These latrines have made similar impacts in the area as that of Thyolo, Mchinji and Machinga. Similarly in Nsanje and Ntchisi district, where there was provision of school blocks and teachers' houses, pit latrines were also provided. At Makwalakwala there are no permanent toilets for students but rather for the head teacher and visitors.

5.7 A Brief Synthesis Of The Case Studies

- **Basic resources.** These results demonstrate the need for basic resources, and the great positive contributions to schools simple interventions can have on the education system. The results from these studies show that the overall levels of provision of resources in Malawi primary schools is very poor and inadequate. These findings are not new. Other studies (see SACMEQ studies for Malawi) have pointed to the deplorable nature of inadequacy of resources in schools and the devastating effects that this is having on achievement levels.
- **Basic construction.** In the JICA projects, the provision of school blocks may have resulted in increased enrolment and improved attendance especially in Nkhata Bay and Mchinji districts based on results of the data analysis. At Lombwa school in Mchinji, the provision of two classroom blocks had changed the concept of schooling and indeed the way the community related with the school. In a similar manner, the construction of teachers' houses in the districts has brought with it many positive effects. It has reduced teacher absenteeism, overall school management has improved and time on task has increased. Thus, while it is the policy of some donors not to be in "the business of providing teachers' house", the evidence in the JICA projects clearly points to the importance of providing houses in the rural areas and the impact this may have in our drive towards achieving education for all
- **Basic furniture.** The provision of desks could have multiple impacts. Uniforms are kept clean, attendance has generally increased and pupils are able to write easily in their notebooks; thereby improving their handwriting. In those areas where toilets were provided, attendance and sanitation were reported to have improved. Pupils were generally relieved of the burden of sanitary chores

and were able to concentrate on their lessons. The provision of science kits and textbooks in CDSSs exposed the manner in which many students in secondary schools are being denied the opportunity of studying science.

Recommendation. When looking at inputs such as construction and procurement, research suggests that only teacher to student ratio has a direct correlation to learning. Other basic inputs are taken for granted because researchers assume that school possess the basic furniture and supplies. This assumption cannot be made for Malawi's educational system and no matter what process interventions are necessary to improve education, minimal inputs are required and include a desk per child, basic instructional materials and supplies including one textbook per child, potable water supply, appropriate sanitary conditions for boys and girls, and in the Malawi context appropriate housing for teachers in rural areas where no housing is available. No matter the emphasis of future donor activities, the donor activities must include the provision for basic construction and procurement to achieve the minimum standard set in the PIF.

More thought during planning must be given to construction activities in order to reduce theft, wastage, poor quality materials, cost over runs and delays in completion. The NIPDEP Final report contains more details pertaining to construction and improvement in finalizing outputs, but some comment should be made here. Two extremes have been experienced in Malawi where DFID controlled the entire process in its Chiradzulu initiative resulting in high quality but high cost facilities. By contrast, MASAF projects allow the communities to control the entire process resulting in very poor construction. There needs to be a balance between community participation and quality assurance and quality control. NIPDEP pilots pointed to many shortcomings in the process but with final achievement of outputs and in most cases of acceptable quality. There is much new construction needed in the future, and it can be expected that many donors will provide significant amounts of funding. It is proposed that donors meet to discuss the problems identified here and discuss a standardized procedure with DEMs, MoEST and MASAF officials to prepare a new manual and standards for future construction projects.

- **In-service and awareness campaigns.** In-service was provided to a wide range of stakeholders including school to district-level education managers, teachers, and SMC members. In addition, several awareness campaigns were conducted. Although some results were provided here, the focus of the analysis was on outputs rather than outcomes. Some anecdotes were provided. A more formalized approach is needed to address the case study approach in order to assess more effectively the quality element of interventions.

Recommendation. As a research tool, the case study method and observation techniques provide a more complete understanding of how quality is affected by interventions. In this chapter, information was gathered through analysis of field reports and informal observations. As a result, it is more difficult to draw appropriate conclusions about the interventions. The large body of school quality research and many models exist as to how the approach could be applied to educational research in Malawi. It is suggested that future research – donor or government – be based on current and acceptable models for school quality improvement research.

As for public awareness campaigns, these are necessary components of organizational change. Whereas in-service targets specific groups with training and development, public awareness casts the net much wider to include stakeholders and beneficiaries that will be somehow affected more indirectly by the in-service. For example, if a highly concentrated in-service is provided to school heads and SMCs on school-based management, an awareness campaign in the catchment area of that school would acquaint the broader community on what the in-service is designed to achieve and the role expected of the community in support of the future interventions resulting from the in-service. Thus public awareness and in-service often go hand-in-hand and the combination of these activities may have a much greater impact on educational outcomes than either intervention by itself. In the future, in-service planners should consider including a public awareness component for the catchment area served by those being trained.

On Policy Implementation: The case studies have revealed some dimensions which points to the fact that implementation of policies in developing countries is full of challenges. In the Malawian context, theft of materials is the order of the day. Simply assuming that people will take care of the resources provided to them for development has been proven to be a shortfall in our development strategies. The main lesson from this is that assessing policy implementation through European eyes (as propounded by western theories of implementation), might contain the danger of applying Western criteria of rationality on situations with a different rationality. Thus, the economies of affection; characterised by greed, and corruption within the context of modern Malawi has created a specific administration in which Western rationality is not the norm.

Further, this evidence points to the fact that implementation problems are imbedded in the cultural setting in which the implementation takes place. In Malawi there has arisen in recent years a culture of financial allowances. Communities as well as civil servants (bureaucrats and teachers) are unwilling to attend a training session or a seminar or workshop without being paid allowances. The culture of allowances is a great threat to implementation and is likely to make sustainable development projects impossible. Thus, Malawi's experience with policy change throws light on theories of implementation. While the main frameworks of implementation developed in the West (Pressman and Wildavsky 1973, Chase 1979 and Berman and McLaughlin 1981) may not have emphasized much on such contextual issues, evidence from Malawi (see Chimombo 1999) shows that this is the context in which policies are implemented in Malawi and that this is the context in which problems of implementation must best be understood.

A common feature of case studies of innovative approaches to improving basic education indicate that they are built on community participation, with government scaling up imaginative and innovative ideas developed at the community level into district-wide and national plans, thus improving the coverage and quality of education systems. But the evidence in these case studies has showed that communities are not one coercive identity and as such, they will respond differently to our innovative approaches. Community participation was deemed excellent in most parts of Mchinji district while it has always been problematic in most parts of Nkhata-bay district. In Ntchisi, differences in peoples' predisposition regarding community participation were precipitated by differences in donor approaches. What is clear from the case studies is that there is a limit to which poor communities can be burdened with the responsibility of financing their school systems. We want to emphasize that community involvement in the management of education is not a panacea. One key issue which we must always bear in mind is the extent to which persuasive methods should be encouraged as one of the strategies for community participation in these poverty stricken rural areas. The danger is that community participation may turn into the euphemism for the transfer, on inequitable terms, of the burden of some aspects of service provision to the labour of the poor households. One other issue raised by the case studies concerns the sustainability of the interventions. In impoverished communities, the maintenance of a photocopying machine is beyond the ability of the average person.