

**DATA-VII**

**INSET/Awareness Campaign Monitoring/Evaluation Report**



**THE NATIONAL IMPLEMENTATION PROGRAM  
FOR DISTRICT EDUCATION PLANS (NIPDEP)**

**Final Report on INSET/Awareness Campaign Monitoring / Evaluation  
On Pilot Projects Phase II**

**BY**

**Communication Development Initiative (CDI)**

**for**

**JICA Study Team.**

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## **LIST OF ABBREVIATIONS**

<b>CDI</b>	<b>Communications Development Initiatives</b>
<b>CDSS</b>	<b>Community Day Secondary Schools</b>
<b>DCE</b>	<b>Domasi College of Education</b>
<b>DEM</b>	<b>District Education manager</b>
<b>DEPs</b>	<b>District Education Plans</b>
<b>INSET</b>	<b>In-service Education and Training</b>
<b>JICA</b>	<b>Japan International Development Agency</b>
<b>MIE</b>	<b>Malawi Institute of Education</b>
<b>MoE</b>	<b>Ministry of Education</b>
<b>NDEP</b>	<b>National District Education Plan</b>
<b>NIPDEP</b>	<b>National Implementation Program for District Education Plans</b>
<b>PEA</b>	<b>Primary Education Adviser</b>
<b>SMC</b>	<b>School Management Committee</b>
<b>TDC</b>	<b>Teachers Development Centres</b>
<b>TOTs</b>	<b>Trainer of Trainers</b>

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## **EXECUTIVE SUMMARY**

### **Terms of Reference**

The terms of reference for the study were as follows:

1. Monitoring and providing technical guidance to Task Forces in preparing training program, schedules, training handouts/ materials of INSET, awareness campaign and maintenance/utilisation training of procurement projects
2. Monitoring and providing technical guidance to taskforces in the implementation of INSET, awareness campaigns and maintenance/utilisation training of procurement projects
3. Evaluation of training output through classroom observation and questionnaire;
4. Follow-up evaluation of the training outcome through classroom observation and focus group interview.

### **Objectives of the study**

The objectives of this study were as follows:

1. To assess the output of different training workshops conducted in the pilot study districts;
2. To determine the successes and shortfalls of the current training system and its process, and
3. To provide a way forward for training courses in the pilot districts as one way of putting forward a sustainable plan and/or recommendation

### **Methodology**

To kick start this study, monitoring and evaluation instruments had to be developed. These comprised monitoring questionnaires, visits interviews/discussions, commenting on documents prepared by the district, lesson observation instrument and an interview schedule instrument for evaluation.

Ten respondents who had attended the training workshops were selected at random from each project that had a training/awareness component in the pilot district.

### **Assumptions**

Assumptions were made that all INSET, awareness campaign and post-procurement training workshops had been planned and given adequate time, that these workshops had been carried out in all the pilot projects as scheduled by end of August 2004, and finally that they were based on the needs that the target groups had expressed during the needs assessment phase.

### **Limitations**

Limitations in this exercise were that it: CDI and its monitors were formally introduced to the study and its respective district members after the exercise had already started, the district personnel had limited expertise in executing training issues in addition to having limited knowledge as to where to seek advice/assistance and it was not possible to observe all teachers who were trained, teaching in their classes nor was it possible to interview all of them due to shortage of time; and that some of the teachers who were trained in these pilot projects were not readily available.

### **Significance of the study**

The major significance of this study is that useful information was collected which may be used by NIPDEP and others in order to improve future planning, organisation, and execution, and quality control of INSET, awareness campaign and post-procurement training workshops.

### **Lessons learnt and recommendations**

1. Needs assessment is critical if training /awareness campaign is to start and complete accordingly. Poor or no needs assessment renders the entire training process and its output, outcome and impact obsolete,
2. Course development should be precise and non assuming where use of subject “experts” is critical if the trainers are to do a “good” job and the trainees feel satisfied and optimistic of the learning and its application,
3. The selection of trainers should not be haphazard but based on a specified criteria and guidelines. At the same time selection should be thorough in verifying who to

use whether from the local situation (within district) or outside as individuals or institutions,

4. Actual training should be timed properly to minimize interference, maximize attendance and active participation. At the same time venues should be thought through, programmes or teaching scheduled realistically, actual teaching being precise and practical learning or mode of learning done in accordance with the subject expectations,
5. From classroom observation, it was learnt that training should emulate the real situation and/or circumstances if the ex-trainee is relatively perform according to expectations after training in an actual situation,
6. Overall an improvement was discerned in the way teachers were planning and teaching (delivering) their lessons in various subject areas, teachers were knowledgeable in the areas they were teaching and their methodologies were generally learner-centred. It was however observed that some INSET training workshops were carried out late, therefore in future, taskforces need to organise their training workshops on the dates they were scheduled. Some teachers were still not planning for their lessons therefore there is need that after training, follow-up visits should be made to teachers who were trained. Many of the teachers who had schemes of work were not maintaining the work that they covered each week. Some of the teachers did not indicate the teaching and learning to use during the delivery of their lessons therefore their methodologies were largely teacher-centred and that many teachers treated their learners as if they had similar abilities, and
7. Interviews held with teachers and awareness campaigners who received training in the pilot projects revealed that they had attended training workshops that were related to their jobs and the needs they had expressed; the content of these training workshops was generally adequate; the duration for the INSET, awareness campaign and post-procurement workshops was generally too short compared to the amount of work that was planned, and that the majority of the respondents requested that they should have similar training workshops during every school holiday.

## **CHAPTER 1: BACKGROUND**

### **1.1 Introduction**

This report outlines the findings of the study that was carried out by CDI, who were contracted to monitor, guide and evaluate the INSET, awareness and post-procurement training activities. The study was undertaken from May to November 2004. The first chapter gives a background to the study which includes terms of reference, objectives and the methodology that the consultant followed in carrying out this exercise. The second chapter highlights in its first part, a summary of the entire monitoring process and in the second part, gives detailed results of the evaluation of training and awareness campaign district by district and by pilot project. The third chapter discusses the findings of the study whilst lessons learnt, recommendations and concluding remarks for future project implementation activities have been highlighted in the fourth and last chapter of this report. The instruments used and some sample data that the consultant collected have been included in the appendices that are at the end of this report.

### **1.2 Background of the Study**

Over the last decade, government introduced a number of reforms in the education sector. One such reform was on increasing access to education, especially in primary schools. In 1994 government introduced Free Primary Education which saw an increase of enrolment in primary education rising by 1.2 million children from 1.8 million. This sudden rise in pupil enrolment over-stretched the limited resources that were available. For instance, teachers, school space, and teaching and learning materials became inadequate. In an effort to address the shortage of secondary school space for primary school graduates, government constructed and upgraded some institutions to be community day secondary schools. In order to address the shortage of teachers in primary and secondary schools, primary school teachers were transferred to teach in secondary schools and untrained teachers were recruited to teach in primary schools.

However, by trying to solve the problem of teacher shortage using this strategy, government compromised quality in both secondary and primary schools.

It is therefore, in light of this that government decided to take a bold step to improve the quality of education that the learners receive in schools. In its effort to provide quality education to Malawian children government is now working hand in hand with international donors and other organisations. One of the donors that are closely working with government in this noble task is Japanese International Co-operation Agency (JICA).

Since January 2003 the Ministry of Education (MoE) of Malawi in collaboration with JICA Study Team as the technical co-operation program of Japan International Co-operation Agency (JICA) has been conducting the National Implementation Program for District Education Plans (NIPDEP). The main objectives of NIPDEP are twofold: to strengthen the implementation mechanisms of the District Education Plans (DEPs) and to build capacity in planning and implementation of DEPs for the central and local education officers in the context of government decentralisation policy. Although NIPDEP covers the whole country, the pilot projects have been conducted in six districts (Nkhata-Bay in the north; Mchinji and Nchisi in the Center and Machinga, Thyolo and Nsanje in the South). The six districts were chosen by the MoE on the basis of:

1. Quality of the 2002/2003 – 2004/2005 DEPs
2. Capacity of the district education office personnel to implement DEPs,
3. The priority given to education by the DEPs,
4. The need to consolidate the gains made in the original pilot districts,
5. Presence of activities supported by other development partners, and
6. Progress of Sector Wide Approaches (SWAp) in the target districts.

The following were the major activities of NIPDEP:

1. Implementing and monitoring of NIPDEP pilot project,
2. Updating District Education Plans (DEPs), and
3. Preparing National District Education Plans (NDEP).

These activities were implemented in phases. The first phase was completed in 2003. From May 2003 to December 2004, NIPDEP implemented the second phase of its activities. The activities that were carried out during this second phase were:

1. Quality improvement in training programs and contents of INSET, awareness campaign and procurement projects,
2. Efficient and effective implementation of pilot projects, and
3. Better understanding of output, outcome and lessons learned from the projects.

### **1.3 Objectives of the study**

The overall objectives of this study were as follows:

1. To assess the processes and output of different training workshops conducted in the pilot study districts.
2. To determine the successes and shortfalls of the current training system and its process.
3. To provide a way forward for training courses in the pilot districts as one way of putting forward a sustainable plan and/or recommendation.

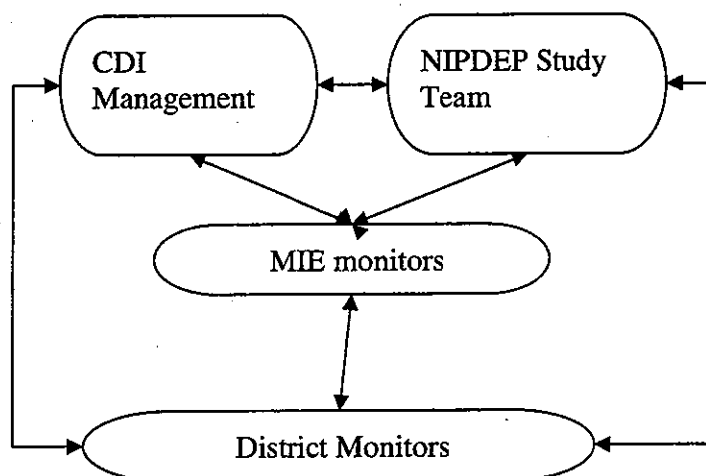
### **1.4 Methodology**

In order to ensure quality, efficiency, and effectiveness in the implementation of INSET, awareness campaign and post-procurement training, NIPDEP contracted Communications Development Initiatives (CDI) from May to November 2004, as the consultant to monitor, guide and evaluate the INSET, awareness and post-procurement training activities. From May 2004, CDI monitored and gave guidance to task forces in all the pilot districts that were involved in the provision of INSET, awareness campaign and post-procurement training i.e. Ntchisi, Machinga, Nkhata-Bay, Mchinji, Nsanje and Thyolo. (In this report, the term INSET is used to refer to additional training that serving teachers get on some skills that are related to their work, such as, planning to teach, and classroom practices and the concept of awareness campaign is used to mean the training that is given to a target group in order to bring awareness about gender issues, HIV/AIDS,

dangers of early marriages and pregnancies and the roles of school management committees (SMC) and Parent Teacher Associations (PTAs)).

To kick start this study, first and foremost an operational monitoring structure was established (see figure I below). This structure comprised a monitoring team of nine education specialists. Four of these were experienced curriculum and INSET specialists from the Malawi Institute of Education in Domasi. The other five members of this team were retired teachers and education methods advisers with vast experience in the design and provision of INSET for primary and secondary school teachers and awareness campaigns. This team was led by one of the specialists from the Malawi Institute of Education who is an experienced classroom teacher and teacher trainer and has hands-on experience of course design and management of INSET and pre-service teacher training for primary and secondary schools.

**Figure I: Operational Structure for Monitoring and Evaluation of Training**



In this structure, all the monitors reported directly to the team leader at the Malawi Institute of Education who in turn reported to CDI management. Similarly CDI management issued all instructions to the team leader who, in turn, passed them on to the monitors at the Institute and the districts. CDI management had also direct contact with all the monitors. Similarly, the monitors had direct contact with the trainers, the District

Education Managers and task force members in all the pilot districts. So too did the team leader. NIPDEP management had access to the team leader and all the monitors at the Institute and in all the pilot districts. This operational structure, that included monitors who were based at the pilot districts, made it possible for the task force members to receive guidance and timely pieces of advice on how best to plan and implement their project activities.

Thereafter monitoring and evaluation instruments were developed. These included instruments for needs assessment, content development, selection and orientation of TOTs, actual training of the target groups, lesson observation and interview schedule. All the instruments were pilot-tested and revised before being used for this study. In addition, a two-day workshop was conducted at the Sun Village Hotel in Balaka district. The purpose of the workshop was to orient all the monitors from the five districts and the Malawi Institute of Education on how to collect data using these instruments.

From June 2004 to November 2004, CDI monitored and gave guidance to task forces on the preparation and implementation of their activities. This was done through attending their meetings, holding discussions with task force members on the plans they had made for their activities, observing orientation of trainers and the training of target groups and observing the target groups teaching in the classrooms.

Specifically, first the task forces were monitored on how they assessed the needs of their target groups in the pilot projects involved in the provision of INSET, awareness campaigns and post-procurement training in all the pilot districts. This was followed by monitoring of content development, selection and orientation of trainer of trainers and the actual training of the target groups during INSET, awareness campaign and post-procurement training workshops. These three activities were done between July and August 2004, although other training workshops were monitored in September 2004. From September to November 2004, monitoring was done on the implementation of the methodologies, skills and knowledge that the trainees acquired from the workshops. In other words, lessons were observed in classes by the monitors in all the pilot districts.



Finally evaluation of the INSET, awareness campaigns and post-procurement training was done by monitors based in 5 of the pilot districts, and by those based at the Malawi Institute of Education (MIE) through lesson observation and selected teacher interviews. Ten interviewees who had attended the training workshops were selected at random from each training/awareness project in the pilot district. The evaluation, which was conducted and its data collected, was analysed by the monitors at the Malawi Institute of Education.

This report, therefore, gives details of the observations made and other findings by the consultant and the opinions that the trainees expressed on the effectiveness of the INSET, awareness campaigns and the post-procurement training they received in improving their performance at work. Although the study has emphasised on the end of programme evaluation, highlights of the entire process have been presented in the report in summary form.

### **1.5 Assumptions**

From the beginning of the exercise three assumptions were made. First, it was assumed that all INSET, awareness campaign and post-procurement training workshops had been planned and given adequate time. The second assumption was that all INSET, awareness campaign and the post-procurement training workshops had been carried out in all the pilot projects as scheduled by end of August 2004. Finally, it was also assumed that the INSET, awareness campaign and post-procurement training workshops were based on the needs that the target groups had expressed during the needs assessment phase.

### **1.6 Limitations of the study**

First, the timing of the process and engaging of CDI was not done concurrently; thus leading to hurried and unsystematic introduction of some training steps and their schedules. Secondly, information flow between CDI and the pilot districts was not smooth and swift due to inherent communication problems in Malawi. Third, time factor constituted one of the major limitations in this study. It was not possible to observe all teachers who were trained, teaching in their classes, nor was it possible to interview all of

them. Therefore the study was based on a small sample. However, this sample is still representative of the whole population. The absence of some teachers trained in these pilot projects constituted the second limitation. The study took place at a time when national examinations were also taking place. It was therefore not easy to find teachers in their classes, because they were out invigilating, marking or writing examinations. Finally assessment and reporting of post-procurement training was largely hampered by late purchase and its delivery.

### **1.7 Significance of the study**

The major significance of this study is that useful information has been collected which may be used by NIPDEP and/or others in future to improve planning, organisation, and execution, and quality control of INSET, awareness campaign and post-procurement training workshops. In addition, because of this study, it was possible to collect some of the needs of the target groups that were apparently not addressed during INSET, awareness campaign and post-procurement training workshops.

## **CHAPTER 2: FINDINGS**

### **2.0 Introduction**

This chapter is divided into two sections. The first section presents in summary, highlights of the entire monitoring process (needs assessment, content development, selection and orientation of trainers and actual training). The second section presents in detail the findings of the evaluation exercise in all the six pilot districts. In this section the findings of each pilot project have been presented separately. Where possible, the findings of each pilot project have been presented in both tabular and text forms. Where two methods of evaluating the activities were used, (i.e. lesson observation and interviews) the results that were obtained from each method have also been presented. An attempt has also been made to analyse findings by project and by district.

### **2.1 SUMMARY OF FINDINGS OF THE MONITORING PROCESS**

This section presents in summary form some of the findings on needs assessment, content development, selection and orientation of trainers and actual training during the monitoring process.

#### **2.1.1 Needs Assessment**

It was observed that all taskforces were functioning and that all the taskforces in the pilot districts had carried out some form of needs assessment for their INSET or awareness campaigns. However, the following observations were made:

- The methods used for carrying out needs assessment varied from one pilot district to the other and from one taskforce to the other within a pilot district. For example, some taskforces used a questionnaire to collect needs of their target group. Others used a circular letter, which requested Heads of institution either to submit names of under-qualified teachers who needed some training or to suggest topics which teachers have problems to teach. Other taskforces also used the needs identified last year, for one target group (unqualified teachers) to develop content for this year, for a totally different target group (qualified teachers with over ten years of service).

- In addition it was observed that all taskforces had not been trained in questionnaire development. There was no clear format in all the questionnaires that the consultant had access to. It was felt that taskforces have not had any basic training in data collection techniques.
- It was also observed that the same instrument was used for collecting data from head teachers, pupils, school committee/PTAs members and community members.
- In some cases, although one of the target groups in the questionnaire was community leaders, there were no questions that focussed on this target group. It is therefore advisable that questions focusing on community leaders should be specific for the clientele and not generalised. These questions should also focus on cultural aspects of the community.

### **2.1.2 Content development**

During discussions with task forces in all the pilot districts and through examination of content for INSET and awareness campaign that the task forces developed the following observations were made:

- Nearly all the task forces developed some content for their INSET and awareness campaign.
- Generally the content developed was far too much to be adequately covered during the time planned for the INSET or awareness campaign.
- Some task forces were still relying on expertise from other institutions outside the district even though they were trained in the same content during the first phase of NIPDEP pilot projects. It is not certain if this is due to lack of confidence.
- Some task forces were using content that was developed for INSET and awareness campaign during the first phase of NIPDEP pilot projects with minor or no verification or up-dating.

### **2.1.3 Selection and orientation of trainers**

The following observations were made:

- Most task forces prepared their own INSET/awareness campaign Training Plan Review Sheet.

- Some of the INSET/awareness Training Plan Review Sheets were prepared in detail whereas others had a lot of gaps.
- Some task forces implemented an orientation workshop without any plan. Other task forces prepared their training plans at the time the orientation was being done.
- Some task forces did not orient their trainers to the content and skills that they will impart to their target groups.
- Most task forces did not have capacity at district level to orient their trainers to the content and materials that is used for training the target groups. Such task forces still relied on trainers based outside their district, such as the Malawi Institute of Education (MIE), Domasi College of Education (DCE) and Senior Education Methods Advisers (SEMAs). It was likely that such task forces also were not able to prepare training materials based on the actual/specific needs of the target group identified.

#### **2.1.4 Actual training**

The following were the issues observed:

- Nearly all taskforces used experienced INSET/awareness campaign providers;
- most taskforces prepared their own INSET/awareness campaign Training Plan schedule;
- some taskforces had prepared evaluation sheets to evaluate the orientation workshop;
- generally, the content to be delivered was far too much to be adequately covered during the time planned for the INSET or awareness campaign;
- some task forces depend more on expertise from other institutions outside the district even though they have personnel which was trained during the first phase of NIPDEP pilot projects;
- since some task forces rely on outside expertise, it is very likely that such task forces may not have pre-tested the training materials to check if the content is based on the needs of the target group identified.

## 2.2 EVALUATION OF THE IN-SERVICE TRAINING, AWARENESS AND POST PROCUREMENT TRAINING

### 2.2.1 Nkhata Bay District

In Nkhata Bay, an evaluation was done to determine the effectiveness of the training that was given to respondents in two pilot projects. The two projects were In-Service Training for Teachers and Head Teachers (CDSS) and Activating School Committees. The purpose of this evaluation was to determine whether the training that the respondents received in both pilot projects had helped them to improve their performance at work. The following were the results of this evaluation.

#### i) Task Force 3: In-service for teachers and head teachers (CDSS)

The pilot project that task force 3 undertook in Nkhata Bay was on training under-qualified teachers in Community Day Secondary Schools on how to teach various subjects in the new secondary school curriculum. The evaluation for the effectiveness of this training activity was done through interviews and classroom observation. When carrying out the interview, a sample of 10 respondents was selected from the trained group using random sampling techniques. A similar criterion that was used to assess training outcomes in the other pilot projects was also used to assess the outcomes of this training activity. In addition, the trainees were observed teaching in their classes. The results of the interview schedules are presented in table 1 below:

**Table 1: Task Force 3: In-service training for teachers and head teachers (CDSS)**

Item	Responses
Received training	100%
Duration of training course	5 days
Duration was adequate	0%
Content based on the needs	100%
Content adequately covered	0%
Training methods satisfactory	100%
Training has improved work performance	100%
Would like another training on the same content	100%
Can in-service others on the same content	100%

Like in the other training workshops that task forces organised in their districts, all the respondents in the sample concurred that the 5-day duration for the training workshop was inadequate. It was learnt that some topics were not covered due to lack of time.

The respondents in the sample agreed that the content that was selected for the training workshop addressed their needs. However, there was no disagreement in their opinion on the fact that the content selected was not adequately covered during the training. It is therefore very likely that some of the needs of the target group may not have been met during the actual training.

On the methodologies that were used during the training workshop, the respondents agreed that these were satisfactory. Similarly all the respondents were of the opinion that their classroom practices had improved as a result of attending the training workshops. In addition, all the respondents in the sample felt that they were now confident enough to in-service others on the content that they were trained if they were asked to do so. It is felt that this is a good development in INSET provision because it may enable the task forces to reach as many teachers as possible within their district through school-based INSET which 2004 graduates may organise at their schools.

However, it was interesting to note that all the respondents also felt that they needed another INSET based on the same content. It was difficult to establish the reasons why the respondents felt that they needed another INSET when they were already in a position to in-service others on the same content. It could be concluded that the respondents needed another INSET for the topics that were selected but which were not covered.

On the lessons that were observed, it was noted that the preparation and delivery of lessons was quite good. Many of the trainees demonstrated that they had acquired some innovative skills for improving classroom practices in their schools. Lesson preparation and upkeep of records of work was particularly good. All the teachers observed had lesson plans and up to date schemes and records of work. It is therefore believed that some good work was done during the training workshops organised by this task force.

i) **Task force 5: Activate School Committees**

A sample of 10 respondents was selected for the evaluation of the training activity that the target group of this task force had in Nkhata Bay. All the 10 subjects in the sample were interviewed. The results of this interview are presented in table 2 below:

**Table 2: Task force 5: Activate School Management Committees**

<b>Item</b>	<b>Responses</b>
Received training	100%
Duration of training course	5 days
Duration was adequate	0%
Content based on the needs	100%
Content adequately covered	0%
Training methods satisfactory	100%
Training has improved work performance	100%
Would like another training on the same content	100%
Can in-service others on the same content	100%

These results clearly show that there was a consensus among all the respondents in the sample that the 5-day duration for the training workshop was inadequate. It was further learnt that some topics that had been planned for the training workshop were not covered due to lack of time.

In addition, all the respondents in the sample agreed that the content that was selected for the training workshop addressed their needs. However, there was also no disagreement in their opinion on the fact the content selected was not adequately covered during the training. It is very likely, therefore, that some of the needs of the target group may not have been met during the actual training.

On the methodologies used at the training workshop, the respondents were unequivocal about their feelings. They all agreed that the methodologies used were satisfactory. In



addition respondents were of the opinion that their own practices in the classroom had also improved.

Another striking revelation about this training activity was that all the respondents felt they were now confident to in-service others on the same content that they were trained. It is observed that this confidence in the respondents on provision of INSET to others is good for capacity development at district level and it fits in well with NIPDEP'S objective of strengthening capacity in INSET provision at district level

### **2.2.2 Ntchisi District**

In Ntchisi, an evaluation was done to determine the effectiveness of the training that was given to respondents in the three pilot projects. These three projects were Training of School Management Committees and Local Leaders, Provision of Mobile Laboratory Equipment to Community Day Secondary Schools, and In-Service Training for Primary School Teachers in the New Curriculum. The purpose of this evaluation was to determine whether the training that the respondents received had improved their performance at work. The following were the results of this evaluation:

#### **i) Provision of Mobile Laboratory Equipment to Community Day Secondary Schools**

Only six teachers attended the training on the “use and care” of science equipment. These teachers came from different Community Day Secondary Schools in the district. At the time of this evaluation exercise, these teachers had not yet started putting into practice the skills that they had acquired from the training workshop. This was because the task force had not yet procured the science equipment and chemicals for use in the laboratory. It was therefore not possible to observe the ex-trainees teaching in their classes. As a compromise all the six teachers were instead interviewed on the training they had attended on the use and care of science equipment. Table 3 below shows the responses that were given by the teachers who attended this training workshop.

**Table 3: Training on use and care of science equipment**

<b>Item</b>	<b>Responses</b>
Received training	100%
Duration of training	1 day (six hours)
Duration was inadequate	100%
Content met the needs	100%
Content adequately covered	0%
Training methods satisfactory	25%
Training has improved work performance	100%
Would like another training on the same content	100%
Can in-service others on the same content	100%

In this INSET, nearly all the participants agree that the duration for the training was inadequate. A one-day workshop for a science INSET in which the participants were supposed to do theory as well as practical work was inadequate more especially that these were under-qualified secondary school science teachers. It is likely therefore, that the teachers who attended this INSET did not have all their needs met during the one-day workshop.

The percentages in Table 1 also show that although all the teachers reported that the INSET on the care and use of science materials had improved their work performance, all of them agree that there is need for more in-service course on the use and care of science equipment. The desire for more training workshops on the same content, may be indicative of the fact that the respondents did not acquire skills and knowledge from the INSET they attended. However, what is more striking in these findings is that the teachers felt confident enough to provide INSET to their colleagues using the little skills and knowledge they had acquired from the training workshop.

## **ii) Training of School Management Committees and Local Leaders**

The evaluation of this pilot project relied solely on the interview that was held with the trainees. When carrying out this interview, a sample of 10 respondents was selected from the trainees using random sampling techniques. A similar set of criteria was used when assessing the outcomes of this training workshop.

From these interview schedules, 50 percent of the respondents reported that the duration of the training workshop was very inadequate. They reported that the task force planned many topics for coverage that were, presumably, addressing the needs of the trainees. However, the other 50 percent reported that the 3-day duration for the workshop was adequate. What these seemingly contrasting responses imply is that the trainees' abilities may not have been at par. While some trainees may have been fast learners others needed more time for them to grasp the skills and knowledge that were being imparted to them. This has some implications on the methodology that the facilitators use during the training workshops. It is also possible that others had prior knowledge of the area that was covered hence the different responses.

It was observed from the trainees who were interviewed that nearly all of them agreed that the content of the training workshop was relevant to their needs and that the training they received had helped them to improve performance in their work. What is also striking is the desire of nearly all the respondents for another training based on the same content. It is felt that this response is not tallying with the preceding response in this paragraph. However, one can argue that the need for a similar training may later apply when and where there is need for reinforcing 'good practice' in management.

On the training methodologies that were used, quite contrasting responses were also received. Some respondents reported that the training methodologies were satisfactory whereas others reported that they were unsatisfactory. It is therefore suspected that the methodologies that the facilitators used were not varied in order to suit the learning needs of different trainees. It is therefore more likely that some trainees may not have grasped

the skills and knowledge imparted to them because of unsuitable and monotonous methods used during the training period.

### **iii) In-Service Training in the New Curriculum for Primary School Teachers**

The evaluation of this pilot project was done using two methods, namely interviews and classroom observation. When carrying out the interview, a sample of 10 respondents was selected from the trained people using random selection techniques. A similar set of criteria that was used when assessing training outcomes in the other pilot projects was used when assessing the outcomes of this training workshop. In addition, the trainees were observed teaching in their classes.

From the interviews, there was an agreement from all the respondents in the sample that the duration of 5 days for the training workshop was inadequate. It was learnt that there were many topics that had been planned for this workshop in order to meet the needs of the target group. However, many of these topics in non-examinable subjects especially in Music (e.g. Melody), Physical Education, Religious Education and Creative Arts were not covered due to limitations in time. It was also learnt that other topics in these subjects were hurriedly covered using the lecture method. It is apparent that the limited time led to some of the needs of the target group not being met. It is perhaps for this reason that the respondents unanimously agreed that there was a need for another INSET based on the same content.

On methods used, the respondents also agreed that the participatory training methods that were used were satisfactory. They reported that they had learned new approaches for teaching subjects in the new curriculum. It is perhaps for this reason that many respondents confidently reported that they could provide an INSET to their colleagues based on the same content they covered especially in English, Mathematics, Agriculture and Social Studies.

When some of these trainees were seen teaching in their classes, it was observed that the delivery of the subject matter, especially in examination subjects such as social studies

was often quite good and very encouraging. This perhaps confirms what the respondents reported during the interview schedule that more time seemed to have been given to examinable subjects during the training workshops.

### 2.2.3 Mchinji District

In Mchinji, an evaluation was done to determine the effectiveness of the training that was given to respondents in two pilot projects. These two projects were Awareness of Gender Issues and In-Service Training for 210 under-qualified secondary school teachers. The purpose of this evaluation was to determine whether the training that the respondents received had improved their performance at work. The following were the results of this evaluation.

#### a) Task Force 6: Awareness of Gender Issues

The evaluation of the effectiveness of the training activity that task force 6 organised was largely based on the interview schedule that was carried out with the trainees that attended this training workshop. When carrying out this exercise, a sample of 10 respondents was selected for the evaluation. The results of this interview are presented in table 4 below:

**Table 4: Awareness of Gender Issues**

Item	Responses
Attended training	100%
Duration of training course	1 day
Duration was adequate	0%
Content based on the needs	100%
Content adequately covered	70%
Training methods satisfactory	70%
Training has improved work performance	100%
Would like another training on the same content	100%
Can in-service others on the same content	90%

On the duration of the workshop, all the respondents concurred that the 1-day training workshop was inadequate. It was reported that there were some relevant topics that had been included in the agenda of the training workshop but which were not covered due to shortage of time. It was also reported that there was rushing when covering those topics that were covered. It therefore remains questionable whether all the needs of the target group were met during the training workshop.

However, what was striking was that all the respondents reported that the content that was selected for the training workshop was relevant to their needs and that generally the training had improved their perception of gender issues in their communities. The majority of the respondents in the sample (70 percent), reported that the content was generally adequately covered and that the methodologies that the facilitators used for communicating gender issues to them were satisfactory. In addition the majority of the respondents (90 percent) reported that they were now confident to in-service others on issues concerning gender in their societies. The 10 percent of the respondents who were not ready to in-service others reported that there were too many materials which they received at the training workshop, it was therefore, difficult to follow all of them.

It is felt that the confidence in training other people on gender issues that the respondents displayed is good for capacity development not only at district level but also at small community level. In addition this fits in well with NIPDEP'S objective of strengthening capacity in the provision training at local level.

**a) Task force 3: In-Service Training for 210 under-qualified secondary school teachers**

The evaluation of the effectiveness of the training activity that was organised by task force 3 was based both on the interview schedule that was carried out with the trainees that attended this training workshop and on classroom observation. When carrying this exercise, a sample of 10 respondents was selected for the interview schedule for evaluation. The results of this interview are presented in table 5 below:

**b) Table 5: In-Service Training for teachers**

<b>Item</b>	<b>Responses</b>
Received training	100%
Duration of training course	5 days
Duration was adequate	0%
Content based on the needs	100%
Content adequately covered	50%
Training methods satisfactory	100%
Training has improved work performance	100%
Would like another training on the same content	100%
Can in-service others on the same content	100%

From the interviews that were conducted, all the respondents agreed that the 5-day duration for the training workshop was inadequate. They reported that some of the topics that had been included on the agenda for the training workshop were not covered, and these are the topics that are difficult to teach.

On the relevance of the content that was selected for the training workshop, the respondents were split in their responses. The majority however, reported that the content was relevant. However, those who reported discontent with the content that was selected cited the omission of difficult topics, the selection of topics from the senior secondary school curriculum, the lack of preparedness by some of the facilitators and the failure to cover some of the topics as factors for their dissatisfaction. The respondents also agreed on the manner in which the content was covered during the training workshop. The majority of the respondents reported that the content was not adequately covered. Some even reported that there was nothing new they had learned from the training workshop. Again, these cited the omission of difficult topics to teach, the failure to cover all the topics, lack of preparation on the part of the facilitators as some the factors for their dissatisfaction.

However, their responses on the methodologies that were used were uniform. All the respondents concurred that the methodologies used were satisfactory. The majority also reported that the training had helped them to improve their practices in the class. In addition, the majority of the respondents reported that they now felt confident to in-service others on the same content. Once again, it is apparent that ability to train others by and within district personnel is good development for capacity building at district level and fits well with NIPDEP's objectives of building and strengthening capacity for INSET planning and provision at district level.

As already reported, visits were made to meet some of the teachers who were trained. During these visits, it was observed that most of the teachers were planning and delivering their lessons well. Learners were fully involved in the process and teachers gave them a lot of opportunities to investigate and find solutions to some of the problems on their own. However, it was also observed that some teachers were not planning lessons in advance. Some had neither schemes of work nor lesson plans. It was therefore not quite clear how these teachers were selecting topics to teach and how they were maintaining records of work they had covered in previous lessons

#### **2.2.4. Machinga District**

In Machinga, an evaluation was done to determine the effectiveness of the training that was given to respondents in two pilot projects. These projects were: In-Service Teacher training in Primary Schools and In-service Teacher Training in Community Day Secondary Schools (CDSS). The purpose of this evaluation was to determine whether the training that the respondents received had improved their performance at work. The following were the results of this evaluation:

##### **ii) Task force 4: In-Service Teacher Training in Primary Schools**

The INSET that task force 4 organised was on preparing to teach, thus scheming and lesson planning. The evaluation of the effectiveness of the training activity was done using interviews and classroom observations. When carrying out the interview, a sample of 10 respondents was selected from the trained population using random sampling



techniques. A criterion that was used to assess training outcomes in the other pilot projects was also used to assess the outcomes of this training activity. In addition, the trainees were observed teaching in their classes.

Table 6 below shows the responses that were received from the teachers who attended this training workshop.

**Table 6: In-Service Teacher Training in Primary Schools**

<b>Item</b>	<b>Responses</b>
Received training	100
Duration of training course	2 days
Duration was adequate	0%
Content met the needs	60%
Content adequately covered	0%
Training methods satisfactory	0%
Training has improved work performance	100%
Would like another training on the same content	100%
Can in-service others on the same content	70%

The results of these interviews clearly show that there was a consensus among all the respondents in the sample that the 2-day duration for the training workshop was inadequate. It was learnt that some of the facilitators did not finish the work they had planned for the training workshop. There was also, a consensus among the respondents that the content of the INSET was not adequately covered and that the training methodologies used were not satisfactory. The majority of the respondents complained that there was not enough time to practise scheming and lesson planning within the two days. Furthermore, it was learnt that there was too much theory and no practicals during the training workshop. The respondents were of the opinion that the nature of topics that were covered during the training workshop required a dosage of practical work. We therefore are of the opinion that perhaps, it is for this reason that the respondents reported that they would like to have another INSET based on the same content.

On their confidence to in-service others, 70 percent of the respondents reported that they could in-service others on the content that they had covered in Chichewa, Needlecraft, English and Physical Education. Such a positive response is encouraging for the continuation of INSET at school level.

The trainees were observed teaching in their classes. It was noted that some of the respondents had improved in their scheming and lesson planning. However, there were still some trainees who were not updating the work they had covered over a period of one week, therefore it was not clear as to whether the work they claimed they had covered was actually done.

**ii) In-service Teacher Training in Community Day Secondary Schools (CDSS)**

The INSET that task force 2 organised in 2004 was on training of under-qualified teachers in Community Day Secondary Schools on how to teach various subjects in the new secondary school curriculum. The evaluation of the effectiveness of this training activity was done using interviews and classroom observation. When carrying out the interview, a sample of 10 respondents was selected from the trained group using random selection techniques. A similar criterion that was used when assessing training outcomes in the other pilot projects was also used when assessing the outcomes of this training activity. In addition, the trainees were observed teaching in their classes. The results of the interview schedules are presented in table 7 below.

**Table 7: In-service teacher training in Community Day Secondary Schools (CDSS)**

Item	Responses
Received training	100%
Duration of training course	5 days
Duration was adequate	0%
Content based on the needs	100%
Content adequately covered	30%
Training methods satisfactory	100%
Training has improved work performance	100%
Would like another training on the same content	100%
Can in-service others on the same content	80%

These results also clearly show that there was a consensus among all the respondents in the sample that the 5-day duration for the training workshop was inadequate. It was learnt that some topics were not covered due to lack of time.

However, there was a consensus among the respondents that the content of the INSET was based on their actual needs. The respondents were split, however, on their opinion as to whether the content of the training workshop was adequately covered. Only 30 percent of the respondents felt that the content was adequately covered. The majority (70 percent) felt that the content had not been adequately covered. The latter mentioned time as one of the factors that made it impossible for the facilitators to cover the content they had planned in detail. It is therefore apparent that some of the needs of the target group might not have been met due to lack of time.

On the training methodologies that were used, all the respondents agreed that they were satisfactory because they were participatory. The respondents also felt that these methodologies had improved their own classroom practices in their schools.

However, the respondents agreed on the need, in future, for another INSET based on the same content. One possible explanation for this could be that there was not adequate time in the previous workshop which made it impossible for them to cover all the topics in detail. It is likely that this response is an indication that some of the needs of the respondents were not met.

On the lessons that were observed in the classrooms, it was generally observed that their performance, especially in lesson delivery, was good. It was particularly impressive to note the manner in which the teachers were showing personal interest in the learners and the way they were involving all them in the lessons.

However, it was observed that teachers were not making adequate preparations for their lessons. Some of these teachers came to classes without lesson plans. It was therefore not clear as to which objectives the teachers intended to achieve in their lessons. The only

thing that these teachers brought to classes was a textbook from which they extracted notes for their learners. It was also observed that some teachers were not maintaining their records of work. Up to week 5, some teachers had not indicated the work they had actually done in their classes. It was, therefore not clear whether the work that these teachers had planned to teach was actually covered or not. It is therefore most likely that these teachers may not have grasped fully the skills of planning. Thus, it does not come out explicitly whether planning of work was taught or just assumed. The negative observation could entail that planning of work to teach is necessary for successful teaching and learning to take place in the classroom. Therefore it is important that trainees are exposed to these skills during the INSET.

#### **2.2.5 Thyolo District**

In Thyolo, an evaluation was done to determine the effectiveness of the training that was given to respondents in four pilot projects. These four projects were Procurement of office equipment in Community Day Secondary Schools (CDSS), Provision of In-Service Training to Secondary School Teachers in curriculum issues, Provision of In-Service Training to Primary School Teachers related to Curriculum and Class Management and Design and Implementation of HIV and AIDS Interventions in Primary Schools. The purpose of this evaluation was to determine whether the training that the respondents received had helped them to improve their performance at work. The following were the results of this evaluation.

##### **a) Task force 6: Provision of equipment in Community Day Secondary Schools (CDSS)**

Interviews were largely used to evaluate the effectiveness of the training activity that task force 6 organised for its target group in Thyolo district. When carrying out this exercise, a sample of 10 respondents was selected from the trained group of people for the interview. The results of this interview are presented in table 8 below:

**Table 8: Provision of equipment in Community Day Secondary Schools (CDSS)I teachers**

<b>Item</b>	<b>Responses</b>
Attended training	100%
Duration of training course	3 days
Duration was adequate	20%
Content based on the needs	80%
Content adequately covered	70%
Training methods satisfactory	100%
Training has improved work performance	100%
Would like another training on the same content	100%
Can in-service others on the same content	100%

These results show that all the respondents agreed that the duration of the training was by far inadequate. They reported that, some of the topics especially those that involved practical work, were not covered. On relevance and adequacy of content coverage, the respondents were also in agreement that their needs were generally addressed in the content of the training workshop and also that the content itself was adequately covered. The few respondents that were dissatisfied with the content cited lack of hands-on experience on how to use and repair the equipment. These insisted in their reports that care of the equipment with regard to how to repair minor faults should have been part of the agenda for the training workshop.

On the methodologies used during the workshop, all respondents were in agreement that they were satisfactory. Although all the respondents felt that they needed another training based on the same content, their view on confidence on training others was unequivocal. They all reported that they felt more confident to train others on how to use the office equipment.

**b) Task force 4: Design and Implementation of HIV and AIDS Interventions in Primary Schools**

Interviews were used to evaluate the effectiveness of the training activity that task force 6 organised for its target group in Thyolo district. A sample of 10 respondents was selected from the ex-trainees. The following are the results of this interview:

On the duration for the training workshop, all the respondents were in agreement that 5 days were not adequate. The facilitators failed to cover all the topics because of shortage of time. The respondents also agreed that the content selected was relevant to their needs. However, they disagreed in their responses on the adequacy of coverage of the content. Those who reported that they were dissatisfied with the manner the content was covered, cited shortage of time, omission of some useful topics and lack of preparedness on the part of facilitators as some factors for their discontent.

All the respondents also agreed that the training had helped them, not only to carry out their work well, but also to change their own behaviours. They all reported that they were now in a better position to counsel children on the dangers of HIV and AIDS in their lives.

**c) Task force 2: Provision of In-Service Training to Primary School Teachers related to curriculum**

The evaluation of the effectiveness of the training activity that task force 2 organised in Thyolo District was based on both the interview schedule which the trainees that attended this training workshop had had and classroom observation. When carrying the interview schedule, a sample of 10 respondents was selected for the interview schedule evaluation. The results of this interview are presented in table 9 below:

**Table 9: Provision of in-service training to primary school teachers related to curriculum**

<b>Item</b>	<b>Responses</b>
Attended training	100%
Duration of training course	10 days
Duration was adequate	10%
Content based on the needs	100%
Content adequately covered	50%
Training methods satisfactory	100%
Training has improved work performance	100%
Would like another training on the same content	100%
Can in-service others on the same content	100%

From the interview that was conducted, all the respondents were in agreement that the 10-day duration for the training workshop was inadequate. They reported that some of the topics that had been included on the agenda for this training workshop were not covered and yet they are some of the topics that are difficult to teach.

On the relevance of the content that was selected for the training workshop, the respondents were also in agreement. They all reported that content addressed their needs. However, on coverage of the content, only 50 percent of the respondents reported that they were satisfied with the manner in which the content was covered. The rest were not and they cited the omission of difficult topics, the selection of topics from the senior secondary school curriculum and the failure to cover some of the topics as factors for their dissatisfaction.

However, their responses on the methodologies that were used were unequivocal. All the respondents concurred on the fact that the methodologies used were satisfactory. The majority also reported that the training had helped them to improve their practices in the class. In addition, the majority of the respondents reported that they now felt confident to in-service others on the same content.

During visits effected, to some of the teachers who were trained at the workshop it was observed that most of them were planning and delivering their lessons effectively. Learners were fully involved in the process, and could investigate and find solutions to some of the problems on their own. However, it was also observed that some teachers were not planning lessons in advance. They had no schemes of work and no lesson plans. It was therefore, not quite clear how these teachers were selecting topics to teach and how they were maintaining records of work previously covered.

**d) Task force 1: Provision of in-service training to primary school teachers related to curriculum and class management**

Interviews and classroom observation were used to evaluate this pilot training activity. When carrying out the interview, a sample of 10 respondents was selected from the former trainees using random selection techniques. A similar set of criteria that was used to assess training outcomes in the other pilot projects was used to assess the outcomes for this training workshop. In addition, the trainees were observed teaching in their classes.

From the interviews, there was an agreement from all the respondents in the sample that the duration of 5 days for the training workshop was inadequate. It was learnt that there were many topics that had been planned for this workshop in order to meet the needs of the target group. However, most of these topics in non-examinable subjects especially in Music (e.g. Melody), Physical Education, creative arts as well other examinable subjects such as Mathematics were not covered due to limitations in time. It was also learnt that other topics in these subjects were hurriedly covered using the lecture method. It was therefore felt that some of the needs of the target group may not have been met. It is perhaps for this reason that the respondents unanimously agreed that there was a need for another INSET based on the same content.

On methods used, the respondents were also unanimous that the participatory training methods that were used were satisfactory. They reported that they had learned new approaches for teaching subjects in the new curriculum. It is therefore assumed that it is, perhaps for this reason that many respondents confidently reported that they could



provide an INSET to their colleagues based on the same content they covered especially in, Mathematics. Some reported that they had already in-serviced others on the correct procedure to follow when teaching Mathematics.

When some of these trainees were seen teaching in their classes, it was observed that the delivery of the subject matter, especially in examination subjects such as social studies was often quite good and very encouraging. This perhaps confirms what the respondents reported during the interview schedule that more time seemed to have been given to examinable subjects during the training workshops.

#### **2.2.6 Nsanje District**

In Nsanje, an evaluation was done to determine the effectiveness of the training that was given to respondents in three pilot projects. These three projects were Operationalising of Teachers Development Centres as In-service and Referral Centre, In-service to secondary school teachers at cluster level, and INSET for Primary Heads and Deputy Heads and Follow-up activities on DEM's INSET from phase 1. The purpose of this evaluation was to determine whether the training that the respondents received had improved their performance at work. The following were the results of this evaluation.

##### **a) Task force: 7 In-Service to Secondary School Teachers at cluster level**

The evaluation of the effectiveness of the training activity that task force 7 organised was based both on the interview schedule with the trainees that attended this training workshop and on classroom observation. When carrying out this exercise, a sample of 10 respondents was selected for the interview schedule. The results of this interview are presented in table 10 below:

**Table 10: In-service to secondary school teachers at cluster level.**

<b>Item</b>	<b>Responses</b>
Attended training	100%
Duration of training course	5 days
Duration was adequate	0%
Content based on the needs	70%
Content adequately covered	30%
Training methods satisfactory	100%
Training has improved work performance	70%
Would like another training on the same content	100%
Can in-service others on the same content	70%

From the interview that was conducted, all the respondents agreed that the 5-day duration for the training workshop was inadequate. They reported that some of the topics that had been included on the agenda for the training workshop were not covered, and these are the topics that are difficult to teach.

On the relevance of the content that was selected for the training workshop, the respondents were split in their reports. The majority reported that the content was relevant. Some respondents, however, reported that the content that was selected was irrelevant. They cited the omission of difficult topics, the selection of topics from the senior secondary school curriculum and the failure to cover some of the topics as reasons for their dissatisfaction. The respondents' views varied also on how the content was covered during the training workshop. The majority of the respondents (70%) reported that the content was not adequately covered. Again these cited the omission of difficult topics to teach, the failure to cover all the topics, lack of preparation on the part of the facilitators as some of the factors for their dissatisfaction. However, their responses on the methodologies that were used were unequivocal. All the respondents concurred that the methodologies used were satisfactory. The majority also reported that the training had helped them to improve their practices in the class. In addition, the majority of the respondents reported that they now felt confident to in-service others on the same content.

Visits were made in order to meet some of the teachers who were trained. During these visits it was observed that most of the teachers were planning their lessons and delivering them well. Learners were fully involved in the process and could investigate and find solutions to some of the problems on their own. It was however observed that some teachers were not planning lessons in advance. They had neither schemes of work nor lesson plans. It was therefore, not clear how these teachers were selecting topics to teach and how previous records of work were being maintained.

**b) Task force 6: INSET for Primary School Heads and Deputy Heads and follow-up activities on DEM INSET from phase 1**

Interviews were used to a large extent to evaluate the effectiveness of the training activity that task force 6 organised. When carrying out this exercise, a sample of 10 respondents was selected. The results of this interview are presented in table 11 below:

**Table 11: INSET for Primary School Heads and Deputy Heads and follow-up activities on DEM INSET from phase 1**

Item	Responses
Attended training	100%
Duration of training course	5 days
Duration was adequate	0%
Content based on the needs	100%
Content adequately covered	40%
Training methods satisfactory	100%
Training has improved work performance	100%
Would like another training on the same content	100%
Can in-service others on the same content	70%

From these results, it is clear that the respondents are in agreement on their opinion about the duration of the training workshop. They reported that it was inadequate. They also agree that the content selected for the workshop was based on their needs. However, only

40 percent of the respondents reported that the content was adequately covered. The majority felt that the content was not well delivered. These cited failure to cover all the topics, covering some topics in a hurry, and shortage of time, as some of the factors for their dissatisfaction.

However their responses on training methods were unequivocal. They all concurred that the methodologies used were satisfactory. In addition they all agreed that the training they had received had helped them to improve their work performance. All of them also reported that they felt confident enough to in-service other on the same content that they were trained in.

**c) Task force 5: Operationalize Teachers Development Centres as In-Service and Referral Centre**

The evaluation of the effectiveness of the training activity that task force 5 organised was also largely based on the interview schedules that were conducted with some of the people who attended the training. When carrying out this exercise, a sample of 10 respondents was selected from the trained population for the interview. The results of this interview are shown in Table 12 below:

**Table 12: Operationalizing Teachers Development Centres as In-service and Referral Centre**

Item	Responses
Attended training	100%
Duration of training course	1 day
Duration was adequate	0%
Content based on the needs	100%
Content adequately covered	0%
Training methods satisfactory	90%
Training has improved work performance	90%
Would like another training on the same content	100%
Can in-service others on the same content	80

Like in all the other training activities, the respondents were unequivocal on their responses on the duration of the training activity. They all agree that the one-day duration for a training workshop was very inadequate. Although they all agreed that the content

selected for the workshop addressed their needs, the respondents were very dissatisfied with the manner in which the content was finally covered during the workshop.

They cited shortage of time for covering all the topics in detail and lack of hands-on experience on how to operate the new equipment as some factors for their discontent.

However, this discontent notwithstanding, the respondents were still of the opinion that if asked to, they could train their colleagues just on the few skills and little knowledge they had acquired from the training workshop.

## **CHAPTER 3: DISCUSSION**

### **3.0 Introduction**

There are a number of observations that warrant discussion both from the processes (needs assessment to actual training) and the end of the programme under the evaluation exercise. In general terms, the training, awareness and post-procurement training activities were successful, all scheduled activities were executed albeit late for some of them. All the task force members showed a lot of enthusiasm and commitment to implementing the activities that they had planned for their projects. Even the target groups showed a lot of eagerness to learn issues they had expressed in their needs. This was apparent from the demand for training workshop, the daily attendance and participation during training and in the actual classrooms teaching.

There are nevertheless a number of issues arising from the in-service training and awareness conducted under the NIPDEP project that are worth discussing. The following issues under training/awareness need to be critically examined:

1. Why needs assessment was not as revealing as it ought to have been in terms of a satisfactory coverage/content development, selection of facilitators and trainees and methodology used for training?
2. What should it have included? (coverage/content)
3. Where should it have been done? (location/venue)
4. Who should have facilitated? (facilitator/trainers)
5. Who should have been the beneficiaries? (trainees)
6. How should it have been done? (methodology/execution mode)
7. When should training have been conducted? (timing and duration)

Underlying all these seven questions is an attempt to answer why we should conduct training/awareness in a certain way if we are to attain credibility, relevance and sustenance/continuity.

### **3.1: Needs Assessment**

The importance of needs assessment can not be overemphasized, bearing in mind that it is the entry point for any positive training/awareness campaign. It is therefore unfortunate that the approach towards the needs assessment was on the whole not systematic and had symptoms of poor understanding of its intent and of the process. For example the questionnaires were not standardized and in some cases “old” assessment was applied for a current training. Furthermore, the questionnaires overlooked some key players who were to be part of the trainees. Such observations demand further investigation and determining why these anomalies happened.

It is apparent that when the training was planned, each district had assumed that the personnel to execute the training plans would have specific abilities that would take care of issues such as preparation of the questionnaire. In fact, since this was the second time to carry out training/awareness, it was expected that the districts knew what to expect and do. However, the monitoring and evaluation revealed that this was not the case. Thus the bottom line is diverse approaches and inadequate needs assessment. It can be argued that although the districts were expected to have some expertise and/or learn from the previous year, it was imperative for NIPDEP and/or CDI to provide some form of written guidelines on how to prepare questionnaires, data collection analysis and presentation. It is apparent that this was a major oversight on the part of the coordinators of the project (NIPDEP/CDI). If funds permitted, it would have even been ideal to conduct training for the different task forces on how to carry out a needs assessment.

As an alternative to preparing guidelines and/or training key personnel from the district in needs assessment, the district could have invited “experts” to carry out the needs assessment. The option of hiring “experts” could have a proviso that would provide for some district personnel to work hand in hand with the experts for capacity building. Regardless of whichever method applied, there was need for developing capacity building. Hence, although the monitors from CDI observed the problems under needs assessment, it was critical for them to try to highlight the needed changes by requesting that the activity should be done again. However, time was not on their side and beside, a number of needs assessment exercises were conducted prior to engaging the CDI team.

In conclusion the needs assessment process could be improved by:

1. Providing guidelines for the exercise in different districts/areas to be consistent and uniform
2. Where possible, providing training to the district personnel to carry out the needs assessment as one way of capacity building. Such training should be based on the guidelines and whatever common training materials prepared by NIPDEP, and/or
3. Recruiting external experts who have a common grounding of a particular type of needs assessment and understanding of the pilot districts to carry out the exercise. Such recruitment should not lose sight of incorporating some local personnel as a way of capacity building, as stipulated in one of the objectives of the NIPDEP study.

Whether one, two or all approaches stated above are advanced to improve the needs assessment, it is a must that the following are included: sample questionnaires, data collection and analysis and presentation and translation in terms of subject areas of training. Furthermore, the clientele should be defined in advance rather than as and when preparing or executing the questionnaire or thereafter. In other words there is need for thorough preparatory work by the task forces in terms of who are the beneficiaries, where are they found/residing, how many should be interviewed/respondents, when should the exercise be conducted, what specific aspects need to be assessed in order to determine the follow up issues and who should conduct it. On the other extreme, needs assessment should not be seen or taken as a procedure without meaning, in terms of what it determines, other than as a step towards soliciting funds regardless of its results. A more rigorous approach towards needs assessment is determining whether it is satisfactory or not and whether it should be redone when or if not satisfactory.

### **3.2: Coverage/Content**

The findings showed that although training and awareness covered a number of pertinent issues, there were gaps observed in terms of the relationship between subject matter in



training and classroom observation. For example, it has been stated that it was apparent in some cases that some teachers lacked ability to plan their work. Thus should training under INSET include work plans as part of the lessons? Furthermore, the time factor (which will be covered later) was the key determining factor in what could or could not be covered. However, it can not be refuted that the needs assessment was the critical entry point for any training. Hence the suggestion that needs assessment ought to be systematic, valid and reliable if it has to give proper direction to the entire process and its results. Failure of the needs assessment to determine the exact content to be covered, likely resulted in poor or inadequate coverage of the issues.

It has been alluded to earlier in this document that the needs assessment was in a number of significant scenarios mediocre. This was because it was assumed that issues of the previous year were still prevalent in the year under review and/or rather than using questionnaires to solicit the view point of potential trainees, circulars and letters were dispatched requesting for training areas/subjects. Thus the basic questions are: Should different task forces be trained on needs assessment? Or should the district budget for this activity in terms of hiring competent personnel in questionnaire design and/or needs assessment? Once again, it can not be far from the truth that the needs assessment is the entry point for defining the type of trainers, trainees and content to be covered. However it should not be over assumed that by merely remedying the needs assessment, the content will be better because sometimes the problem lies in interpretation of the needs assessment and the discord between the choice of trainees and the course content. It is invariable at times to find that the choice of trainees is not based on content designed. In conclusion it is important for the content to take into account a number of factors, namely:

1. Background of the trainees in terms of past training attended or previous knowledge prior to the current training ,
2. Duration of the training in order to determine a methodology which will provide optimum benefit, and
3. Capacity and capability of the trainers in the light of the trainees.

Finally, the content of these courses seemed too much and generalized because the districts (task forces) were trying to cover all trainees regardless of who needed the course most and how much funds were available for a thorough training session. Therefore, it was inevitable for the trainees to demand more training on the same content. On the other hand, the demand for a repeat of the same training could reflect lack of confidence on the part of the trainees or shallowness of coverage in terms of depth per lesson taught. Besides, the content issue is directly linked to inadequate time. That is, content development did not take into account time factor which would in turn influence the type and number of trainees to be targeted.

In terms of the objectives of INSET and Awareness under NIPDEP, the observation by interviewees that content was not adequately covered reflects that the programme partly failed to meet its expectation. This conclusion should be made with caution because:

1. The same participants argue that they can train their colleagues on what was taught. This reflects an implicit satisfaction with the content by the trainees although it may also entail that the material learnt was not new to them hence a waste of resources considering that training under MoE is currently almost none existent, and
2. The adequacy should not be seen from the perspective of ability but from that of time, because it is apparent that the time given for the training was just five days in most cases. Thus it is possible that the material which had to be covered was too much for a five day workshop.

One of the key findings under content development was that too much work was developed to justify coverage of one to two weeks. In relation to the needs assessment, it can be argued that indeed there was need for a thorough and thought through pre-needs assessment and the actual exercise itself. Secondly, it is apparent that there was no consideration of time factor when determining what to teach as per the needs assessment results. In fact, there is very scanty information from the district on scheduling

/timetabling of the content in light of the duration of the training. Timetabled schedules were actually hard to come by even after soliciting for them. It is possible though that it is because of poor analysis that there was this attempt to cover all areas identified regardless of prioritization. In addition, the choice of beneficiaries was not fully defined in terms of subject coverage. For example where Science training was generalized, it implied covering all science disciplines regardless of the time and money available. This could be avoided if the subject area was specified from the needs assessment stage and if the potential trainees were specified to be of a particular category.

### **3.3: Location/Venue**

It is apparent that this was not presented as a problem per se. However, when a response such as “the training did not offer an opportunity for practical lessons”, is reflected upon, it denotes that perhaps the venue chosen did not offer room for practice. This argument notwithstanding, it can be construed that by offering the course during holidays there was no possibility of observing or carrying out any practice. When the response is considered in the light of post-procurement training of science kits, it becomes valid, because such learning was inevitable if teachers were to work accordingly. Actually, the blame should be on how the training was designed in the first place. It is most likely that the intent was to show science teachers what had been procured than what they were going to do in the classroom. In most cases, post-procurement training sessions stressed on “proper care of equipment” rather than “proper use of equipment” or “how to use the equipment”. It is interesting to note that where the science kit training took place, nothing is said about any or partial use of the equipment and/or chemicals as a demonstration of teaching sciences and yet there were a number of training sessions, mainly for the CDSS teachers, on teaching of Science, Agriculture and Biology.

It is apparent that the choice of the venue should be considered in line with timing of the training for practical lessons to be tried. For example, it would be opportune to allow trainees to observe how a “good” teacher handles her/his class. It would also be ideal at times, to observe one or more of the trainees conducting themselves during part of the training sessions in an actual situation. Thus, it is not all training sessions which warrant

to be conducted during the holidays as if the emphasis is just on teaching methods and or on transferring of information. It is important for the training venue to be chosen in the context of whether practical classes are plausible or not.

Although a venue is the least considered item, it is nevertheless important in terms of maximizing participation where funds are limited and coverage is for many trainees. In addition, the venue is a critical factor where training entails classroom observation and/or demonstration in the light of proximity to a school or any place of work that is relevant to the training being done.

#### **3.4: Facilitators/Trainers**

Arising from the content development, it was interesting to note how the choice of facilitators/trainers was arrived at. While in some cases, limitation of funds dictated the choice of trainers, in others, it was just an assumption that a particular institution, such as MIE is capable of conducting “good” training. The choice of a particular institution was done regardless of past experience. Such an approach reflected poor implementation and warrants discussion as to why it was happening. A number of reasons can be put forward for the poor implementation. First, it could be that the task force was relying on one or two people at the DEO to find trainers. In fact, it was the CPEA or the District Community Development Officer who was acting on behalf of the task force in identifying trainers without any formal guidelines arising from the needs assessment. Interestingly in one particular case, an institution was chosen although it had no expertise in teaching methodology, the one given the mandate to choose insisted on using it regardless of contrary advice by the monitors (consultants).

Secondly, the chosen institution did not question its ability to deliver the said training regardless of its renowned abilities, capacity and inabilities. Thus, it was apparent that the institutions were just taking these training as money spinning activities without due regard to their long-term implications. The problem here is that, the institution is used as a front while the individual is the real beneficiary. Hence there is need to revisit the modality of involving institutions vis a vis individuals who conduct the training. It is

imperative to differentiate the two. However, this was not the case in the process of selecting the trainers. It can be surmised that institutions are just being used as fronts for bringing work to individuals regardless of whether such individuals have the know-how or not. It is imperative therefore for those seeking trainers to ask for curriculum vitae of specific trainers before engaging them and the institution. Furthermore, task forces could be selecting their trainers/training institutions from a list of at least three possible trainers/training institutions. In all this, it is important to stipulate the terms of reference for such training so that possible trainers and/or institutions do not just assume but are fully aware of their responsibilities.

In order to reduce incidences of trainers abandoning the training mid-way, as was sometimes the case, it is important to enter into contractual agreements with the trainers. Contractual agreements are likely to bind the trainers and make them aware of what is expected of them. This would also lessen the hassle of last minute changes which was observed when the training was in Mchinji. In addition, a contractual agreement will reflect the seriousness of the contracting institution. These agreements should apply to within as well as outside district personnel who are to conduct training, otherwise, the within district team of trainers is likely to take things for granted.

Although credit is given to districts/Task Forces which used local personnel, there is still need to refine such trainers through proper orientation and not haphazard ones or where it is assumed that what is required is just telling them (trainers) what is to be taught. The orientation must be in terms of detailed assessment of materials to be covered, how such materials will be covered and their scheduling in order to attain maximum benefit. In other words the trainers and the training organizers should thoroughly go through all the necessary steps, materials and activities in advance if maximum benefit from the trainers is to be gained. The consequence of not doing this might be trainees demanding the same training in future or immediately after the initial training.

Apart from demanding curriculum vitae, and getting a list of at least three possible trainers/training institutions, there is also need to know from the trainers how they are to

conduct the training. This is an area which does not come out explicitly in the entire assessment of the training awareness process and its observations. However, the results show that there was demand for practical training. Thus the trainers should either be told that adult learning demands hands on exercises if it is to last and/or trainers should explain or present how they expect to offer a hands on learning/teaching methodology. Although this might appear as too much for the trainers, it probably offers the trainers an opportunity to be well prepared in advance and make the training a success.

### **3.5: Trainees**

Although it is expected that the needs assessment should pin point persons who should be trained, a generalized needs assessment whose coverage was very wide is likely to reflect that most if not all persons interviewed need some training. In addition the initial problem here is that of defining the group which needs training. It is apparent that, instead of basing the needs assessment on Primary Education Advisors' records or Senior Education Methods Advisors' records on teachers' performance so as to zero in at different abilities and inabilities of teachers, the needs assessment was based on impressions or generalizations and not on factual findings/observations by the advisors. Besides, those conducting the needs assessment and selection of trainees were not persons who had a chance to observe the potential trainees in the course of their work. It was largely based on the assessment of statements like "the primary school teachers are not qualified therefore they require basic training or qualified primary school teachers are incapable of handling secondary school materials: therefore such people need training regardless of their background and abilities". Thus, the results in chapter 2 point out that knowing the background of the potential trainees is critical if we were to determine who should be trained and what they should be trained on.

A secondary but important factor was the desire by the different districts to cover as many trainees as possible. In trying to do this, it is felt that the intent to pilot and cover those who needed the training most was lost. It is true that no complaint was made on the training being below standard. However, when an effort is made to cover a wide spectrum of trainees whose abilities are diverse there is likelihood to gloss over the

training and negatively affect its depth and completeness. Bearing in mind the limitation of funds, it could be ideal to reduce the numbers and offer an intensive training which would be truly beneficial in terms of preparing the trainees as potential future trainers and minimizing the complaint of inadequate coverage as stated in the results.

On the other hand, the exposure of many trainees was good because it offered everyone who should be trained an opportunity to know what is expected of them in the teaching profession. However, one of the problems was what Nkhata Bay district felt as a missing point – lack of specialization for trainees from secondary schools which led to watering down of the training itself and consequences after training in terms of handling a subject competently and confidently and to inability to categorically choose a subject of one's specialization. But since the training was mainly for CDSS teachers, such specialization was not wholly necessary because in most cases teachers are in short supply therefore they teach more than two subjects.

Overall, the choice of trainees has to be in the context of what the training offers – course content. The whole selection of trainees is otherwise futile if the essence of training material development is left to chance. In other words, it is important to use the needs assessment as a launching pad for both content development and criteria for choosing trainees because the materials developed are meant for a particular group of people and not a generalized audience. In addition, there is need to understand that the selection of trainees cannot be done regardless of the number of trainers to be deployed. Otherwise, the consequence of poor proportion of trainees to trainers is likely to be interpreted in terms of inadequate training methodologies and poor knowledge transfer such as lecturing or other trainer centered methodologies. Therefore, over and above identifying who deserves to be trained, there is need to determine the trainees to trainer ratio so that quantity is not lost sight of in order to enhance quality of the training.

On aggregate, the selection of trainees was done in a more passive manner because there was no due regard of their background, other relevant records available at the district education office and a generalized needs assessment. However, credit has to be given for

at least covering those who needed the training most as one way of exposing the trainees to their predicament and hopefully giving them a starting point to yearn for better and more teaching methods and subject matters. The preceding statement is made with caution because incompleteness of the training can sometimes lead the trainees to resent training due to fear of the poor post-training experience; hence being labeled as incompetent teachers.

On the awareness campaign and post procurement training, it can be argued that the selection of trainees was straight forward because the members are the ones who would be directly in-charge or influential in ensuring change and compliance to whatever is expected; therefore, it does not warrant criticism. However, it is still important to point out that the trainees for awareness were at times not a true reflection of the community they represented. The choice was done as if a certain group of people, say community leaders, would be influential although they only rely on their immediate subordinates to do the actual work. In other situations, the choice of those undergoing awareness campaigns overlooked other key members or covered school children who were unlikely to influence any change due to age and culture. Thus there was need for trainee selection criteria for awareness campaign which, among other things, ought to have included the following:

1. Possibility of trainees to be trainers after training or ability of trainee to disseminate the same information to others after training,
2. Level of understanding and ability to participate actively, and
3. Gender balance/representation of relevant sections of the society so as to be fair and promote equity.

### **3.6 Training Methodology**

It has already been alluded to under needs assessment, coverage and trainers that the training methodology is one of the critical factors that can make a training session successful or not. Of course, it is easy to demand particular types of training when in practice this may not be easy to implement. However, when training adults, it is



important to emphasis learning by doing because this method reinforces memory; whereas lecturing is boring and taxing to the brain; therefore not favoured. The pilot districts faced the predicament of trying to cover as many trainees as possible. Hence it can be surmised that the consequence was the use of the obvious training method – lecturing. The price for this approach was the demand for detailed hand outs which were the order of the day in the pilot districts either soon after training or through use of contingency funding.

From the results of the classroom observation and evaluation it is apparent that the training for teachers largely followed a lecturing mode. Such an approach was coupled with minimal if not no exercises because the problem at hand was defined in terms of knowledge of subject content and learner centered teaching and no such things as lesson plans and schemes of work. Furthermore, the time to conduct the teaching in any different manner other than lecturing was limited because the in training, in most cases, was not a continuum from previous years. Hence, the entire training exercise was daunting and there was no guarantee that it would continue due to poor government funding. It was therefore, an opportunity for districts to squeeze in everything possible with the hope that the trained persons would make a difference.

In essence, there was and is still need to present to the trainers the advantages and disadvantages of different training methods and what they basically involve/require if more is to be gained from training. This is especially so in the absence of adequate time for advising the trainers on how to conduct the training. Overall, the need for a guiding manual for the entire training process including training methodology cannot be over-emphasized. Training manuals should also caution the use of different methods *vis à vis* the time and the number of trainees. In the case of the pilot districts, the duration of most training was one week. It is therefore imperative to seriously consider time and number of trainees when attempting to make training successful. But as already pointed out, most training did not apparently take into consideration time available, number of trainees and mode of training when executing the programme. These three issues can in fact be seen

as the entry point for determining who should be trained, what is the coverage, and even the needs assessment.

### **3.7: Timing**

Starting from the needs assessment to actual training, it was obvious that all training activities experienced poor timing. Credit must nevertheless be given for executing all the activities. However, it is debatable if the organizers were aware of the importance of time management. The consequence of mistiming was a watered down training which was conducted during the active part of the school year and not holidays as expected. In such a situation, it is inevitable for certain things to suffer and in this case the entire process suffered particularly the training itself. Of course, it can be argued that the time taken away from school was almost amounting to nothing because the late training was conducted during week-ends. However, scheduling programmes on a week-end implied that the trainees had no other competing activities and the importance of the training was well known and appreciated. However this may not be true because the trainees were employed persons who, most likely, valued their week ends and may also have not been told about the importance of these courses in advance.

There was apparently little or no absenteeism, but likewise there was no test conducted at the end of the training to verify if any learning had taken place. There were of course classroom observations which indicated some success. However, without any background information from the participants, it is not certain if the positive results were a reflection of the course. All in all, it is important to time training accordingly. Besides the short notice, timing and changes led to haphazard rescheduling where it was noticed that the intent was to do away with the course by just executing it and not make people learn something. Credit has to be given to the CDI monitors for their involvement because in a number of cases they were able to discuss with the organizers the "malpractices" although this was limited to advice.

Finally, it is important for these courses to be scheduled in such a way that changes must coincide with or be within holidays if maximum benefit is to be realized. In fact the

scheduling should neither be at the very beginning of the holidays or towards the end because most trainees are still winding up their normal work or preparing for the coming term. All in all timing of training should not overlook the need for practical learning or classroom observations in circumstances where it warrants and/or permits. This may not apply for awareness training although due consultation with the trainees is important if success in terms of attendance and active participation is to be attained. In conclusion timing should be determined in terms of overall scheduling of the training and defining when specific lessons should be covered to make the training and its presentation orderly, understandable, acceptable and successful.

### **3.8 Conclusion**

The seven aspects which have been discussed in this chapter if executed systematically could have made the different training sessions and awareness campaigns totally successful. Although the projects in the pilot districts were not a failure, there were a number of things which could have been done better if the process had:

1. In some cases not been rushed because of limited time,
2. Trainers been alerted in advance of their role and organizers' expectations. And if the choice of these trainers was done systematically and meticulously in terms of ability and capabilities,
3. Detailed guiding principles for each step for both training and awareness,
4. Based the methodology on the type of trainees and other prevailing and relevant circumstances,
5. A thorough needs assessment, and
6. Precise coverage and tried to cover those who needed the training most rather trying to cover every potential problem of learners hence resulting in generalizations.

## **CHAPTER 4: LESSONS LEARNT, RECOMMENDATIONS AND CONCLUSION**

### **4.0 Introduction**

This chapter looks into the lessons that have been drawn from the study in general and from specific activities in particular. It also gives recommendations that have been made for the way forward and finally gives the general conclusion for the report.

### **4.1 Lessons learnt**

From the study that was carried out, there are a number of lessons that prominently come out, namely:

1. Rigorous needs assessment is the key to meaningful training. However, it is not needs assessment per se but such good preparation should be tied with proper analysis and interpretation if the training is to be exemplary and in guiding the course development, selection of trainers and trainees.
2. Content coverage should not be dealt with in isolation of time tabling /scheduling of the activities within the time given and available funds and specific competencies of the trainers and trainees.
3. Adult learning, as was the case in the training conducted under NIPDEP, and in whatever area or form must contain hands –on learning because this reinforces learning. In addition a guide on learning method is important for determining what is appropriate under differing circumstances. From the study it was specifically observed that training of under-qualified and/or unqualified teachers should contain lesson plans, schemes of work and learner centred approaches which provides for increased interaction between the teacher and learner during lesson delivery,
4. Selection of trainers should be done meticulously in order to safeguard “good” results. Furthermore team work is critical in determining and agreeing on who should conduct training. Besides it is better to have more than one possible trainer and determine their pros and cons so that the trainees and districts/projects get the best out of the chosen ones. In addition, formal contractual agreements are important for committing trainers and hopefully bringing forth seriousness to the

entire training exercise. Furthermore, trainers should be oriented on what is expected of them prior to any training session and they should be in agreement as to how they will conduct the training and/or awareness campaign. Overall trainers should be well prepared in advance if training is to be meaningful. Finally, the use of trainers from within the district should not be lost sight of since it reinforces ownership, confidence and continuity. Therefore it is worthwhile to try to maximize the use of local expertise,

5. It is important to know your trainees in advance and it is not ideal to put trainees with differing abilities together since it negatively affects training/awareness campaign unless during training one is able to separate the differing abilities or able to distinguish the “better” from the “worse” and use such a situation to the advantage of both type of trainees. Besides, there is to appreciate the relationship between trainees chosen and the training content/coverage,
6. Careful timing and scheduling are recipes for fruitful training. Actual timing management should not be taken for granted . In addition such management should be considered in line with the amount of work to be covered during training, and
7. Finally following-up of ex-trainees in their place of work is important if we are to reinforce any learning that occurred. However such follow-up should provide immediate remedial measures and commend the positive observations where applicable.

## **4.2 Specific recommendations**

### **Needs assessment**

1. Taskforce members need to be trained in questionnaire development for needs assessment so that they are able to establish real needs of their target groups,
2. Necessary steps should be followed when developing questionnaires for needs assessment such as pilot testing of instruments so that they are modified, if necessary, before using them on a large scale,
3. Data collectors should be trained on how to use the instruments,

4. Data collection exercise should be monitored to ensure quality of data and to rectify any problems that may arise during the process of data collection,
5. Taskforces should also receive some training in basic data analysis techniques,
6. There is need to carry out a fresh needs assessment exercise if the target group is completely different from the previous one, and
7. Other instruments that provide an assessment of the situation should be incorporated in order to reinforce the needs assessment.

### **Content development**

1. Content should be derived from the needs of the target group that were identified during needs assessment.
2. Content for INSET and awareness campaign should match with time planned for the INSET or awareness campaign so that it is adequately covered.
3. Task forces should specify topics/areas which are a problem so that real needs of the target group are addressed.
4. For capacity building at district level, task forces should try to identify materials, writers and trainer of trainers (TOTs) from within the district.
5. Task forces should break the syndrome of relying on one institution for all the INSET in their district. This is important especially in cases where task forces were already trained in the first phase of NIPDEP pilot projects.

### **Selection and Orientation of Trainer of Trainers**

1. All task forces should prepare an INSET Training Plan Review Sheet so that implementation of activities is effectively done.
2. Task forces should consider developing a pool of INSET/awareness campaign providers at school, zone, cluster and district levels who can be called upon to provide INSET whenever need arises. This arrangement can assist to break the syndrome that exists in many districts of depending on other institutions.
3. All task forces should have detailed profiles of the people they intend to engage as trainer of trainers so that they do not recruit people who are ineffective.

4. All task forces should develop data base of all the people they train each time so that they can be used in assisting others at their institution or zone.

### **Actual Training**

1. Enough training material should be printed in advance to avoid inconveniencing participants.
2. The taskforces should intensify follow-ups to assist the weak participants
3. Task forces should consider seriously having a pool of facilitators at school, zone, cluster and district level that can assist to provide school, zone, cluster and district level based INSET as a continuation of the programmes.
4. All task forces should consider time when planning and preparing an INSET. This will assist in reducing rush execution to cover the content and will help in participatory approaches.
5. Task forces should avoid venues which would have two activities or more at the same time. This disturbs the programme and the participants.
6. Competent facilitators should be incorporated in follow-up activities. These will assist teachers (ex-trainees) who might not have captured some vital skills.

### **4.3 General recommendations**

1. As a consequence of poor timing or late execution of a number of pilot projects, It is being recommended that in future taskforces should adhere to schedules and prepare INSET and awareness campaigns in detail,
2. As has been noted earlier in the report, some teachers were still not planning for their lessons. Our recommendation is that after training, follow-up visits to teachers who were trained should be made.
3. Classroom observations showed that a lot of teachers who received the training were carrying out their work well, they were planning well and their lesson delivery was in most cases quite encouraging. Some of these trained people could therefore be used as trainers in future instead of hiring trainers who are not practitioners in the same institutions that are the target of INSET, and

4. Some task forces did not carry out any needs identification for their pilot projects. This practice is unlikely to assist in addressing the real needs of the target group. This is perhaps one of the reasons why one of the participants complained that he did not learn anything new in agriculture during the INSET that was organised in Mchinji (see appendix 1e). Thus need identification in training should be a condition and it should not be based on "old" materials, which has no direct bearing with the current crop of potential trainees.

#### **4.4 Conclusion**

This study has provided some useful insights on the pilot projects that various task forces undertook in their districts. The major insight that one immediately gets from the study is that all the task forces worked very untiringly on their projects in order to realise their objectives and help to improve quality of education and other services for the Malawian child. All the pilot projects have managed to implement what they had planned. However, the attention of all the project implementers who are implementing training activities in all the districts is being drawn to the observation that projects are successful when the needs of the target groups are met. Needs of the target are met often with proper planning of activities. This study has consistently revealed some flaws in the manner some activities were planned. The target groups in all pilot projects complained about lack of time and about rushing through just to get an activity done. Some are now requesting for a repeat of the activities so that they grasp what they thought they would get as result of their participation in the activity.

On the whole, the positive aspects outweigh the negative ones in terms of changing the outlook of training and making districts appreciate the importance of training and awareness campaigns. Secondly, the importance of training and awareness campaigns is that it provided the districts with an opportunity to realize who to involve though at times belatedly. Finally it has to be appreciated that the districts were still piloting these activities therefore there is bound to be a number of changes arising from their previous experiences and uncertainties or mistakes.



The following are some crucial areas which should be considered in future project implementation:

- Key people who are experienced in their fields should be used as facilitators of training workshops.
- All the activities should be done within the time they scheduled.
- Planning for procurement projects should be carefully done so that needs are assessed, content is developed, training materials are prepared and equipment is procured in good time.
- Every pilot project should aim to build capacity for training within their districts in order to cut training costs in future.
- Trainees should be given hands-on training wherever possible especially in training for use of equipment.

## APPENDICES

### APPENDIX 1: Sample of Monitoring Instruments – training and awareness

## MONITORING, GUIDANCE AND EVALUATION OF NIPDEP PILOT PROJECTS

### CHECKLIST: PILOT PROJECT ACTIVITY (INSERVICE TRAINING PROGRAM/AWARENESS CAMPAIGN)

District:	
Date:	
Name of Monitor:	
TF Name:	
Activity observed:	
Observation held at:	
Met with:	

#### 1. NEED ASSESSMENT/REVIEW OF THE TRAINING/PLANNING OF INSET TRAINING and AWARENESS TRAINING

1.1	When did you assess the needs?
	Please specify.
1.2	Who carried out the assessment?
	Specify:
1.3	Who is the target of your assessment?
	Specify:
1.4	What criteria did you use to choose your target?
	Criteria:
1.5	How did you carry out the needs assessment? (methods of needs assessment)
1.6	Why did you use this method?
1.7	When you conducted the needs assessment, did you consider any other INSET training/awareness training in the past one year?
	Yes      Specify
	No      Reason
1.8	Did you or other TF members receive any advice to improve needs assessment?
	Yes      Specify

	No	Reason
1.9	Did you or other member TF members monitor the assessment?	
	Yes	Specify
	No	Reason
1.10	Did you ensure quality in your needs assessment?	
	Specify	
	Reason	
1.11	Are the needs identified relevant?	
	Specify	
	Reason	

Collect needs assessment tools and results

## 2. PLANNING INSET TRAINING

2.1	Did you incorporate the needs assessment results into the implementation plan?	
	Yes	Specify
	No	Reason
2.2	Is the target group defined for the training?	
	Yes	Specify
	No	Reason
2.3	What are the criteria for defining the target group?	
	Criteria	
2.4	Were training materials prepared?	
	Yes	Specify:
	No	Reason:
2.5	How were the training (teaching materials) materials prepared?	
2.6	Are resource persons/trainers selected?	
	Yes	Specify:
	No	Reason:
2.7	What are the criteria for selection?	
	Criteria:	
2.8	Are resource person/trainers trained/ oriented?	
	Yes	Specify:
	No	Reason: Date to trained:
2.9	Did you co-ordinate with other agencies? (Donors and civil agencies)	
	Yes	Reason:
	No	Action to be taken:
2.10	Is the implementation plan based on the budget stipulated in the contract?	
	Yes	Specify:
	No	Reason:
2.11	Did you or other TF members receive any technical advice to improve planning?	
	Yes	Specify:

	No	Reason:
2.12	Did you or other TF members monitor the preparation of training?	
	Yes	What?:
	No	Reason:
2.13	Did you plan for any follow-up activities after the planned INSET?	
	Yes	How?:
	No	Reason:
2.14	Are the training materials appropriate?	
	Yes	Specify:
	No	Reason:
2.15	How did you ensure quality in the production of training materials?	
2.16	Is the training planned relevant for the target group?	
	Yes	Specify:
	No	Reason:

**Collect the implementation plan**

### **3.IMPLEMENTATION (INSET TRAINING)**

3.1	Are the following arrangements ready for the training?	
	i) Trainers training: Yes/No (When to be ready)	
	ii) Materials printing: Yes/No (when to be ready)	
	iii) Invitation: Yes/No (When to be ready)	
	iv) Venue arrangement: Yes/No (When to ready)	
	v) Materials and accommodation (if necessary)  Yes/No (When to be ready):	
3.2	Did the training follow the expected plan in terms of:	
	Schedule	
	Yes	No (Reason)
	Budget	
	Yes	No (Reason)
	Trainers	
	Yes	No (Reason)
	i) Availability of materials	
	Yes	No (Reason)
	Number of trainees invited	
	Number attended:	
If less than expected, why? (Reason)		
3.3	How do you find the immediate post-training evaluation in terms of:	
	a) Organisation	

	Very well organized 1	well organised 2	satisfactory 3	poorly organised 4
	not all organised 5			
	a) Usefulness of the training			
	Very useful 1	useful 2	satisfactory 3	Not quite useful 4
	Not at all useful 5			
3.4	Did you or other TF members receive any technical advice to improve implementation?			
	Yes	Specify:		
	No	Reason:		
3.5	Did you or other TF members monitor the implementation?			
	Yes	Specify:		
	No	Reason:		
3.6	<i>Were the training methods appropriate?</i>			
	<i>Yes</i>	<i>Specify:</i>		
	<i>No</i>	<i>Reason:</i>		
3.7	<i>Did you ensure quality in the implementation of the training?</i>			
	<i>Yes</i>	<i>Specify:</i>		
	<i>No</i>	<i>Reason:</i>		

Comments on the training

APPENDIX 2: Sample of Monitoring Instruments – Course Development  
**MONITORING, GUIDANCE AND EVALUATION OF  
 NIPDEP PILOT PROJECTS**

**CHECKLIST: CONTENT DEVELOPMENT (INSET/AWARENESS  
 PROGRAMS)**

District:	
Date:	
Name of Monitor:	
TF Name:	
Activity observed:	
Observation held at:	
Met with:	

2.1	Did you incorporate the needs assessment results into the development of content?	
	Yes	Specify
	No	Reason
2.2	How did you identify developers of training materials?	
	Criteria used:	
2.3	Were materials developers trained?	
	Yes: How?	
	No: Why?	
2.4	<i>How was the content of training materials selected?</i>	
	Criteria:	
2.5	How were the training materials prepared?	
	Criteria:	
2.6	Were the materials pilot tested?	
	Yes	Specify:
	No	Reason:
2.7	Who tested the materials?	
	Criteria:	
2.8	Did you produce adequate copies for training the target group?	
	Yes	Specify:
	No	Reason:
2.9	How did you ensure quality in the production of training materials?	
2.10	What problems did you experience in the production of the materials?	
	Problems:	

**Collect the implementation plan:**

APPENDIX 3: Sample Lesson Observation Instrument - Mchinji District

**MONITORING, GUIDANCE, AND EVALUATION OF  
NIPDEP PILOT PROJECTS**

CHECKLIST: LESSON OBSERVATION

Teacher's Name: *Mr. Mpekansambo* \_\_\_\_\_ Sex: *Male/Female*

School: *Kochilira CDSS* District: *Mchinji*

Standard : *Form 2* Subject: *Geography*

Topic : *Air pollution* Date : *2<sup>nd</sup> September 2004*

EVALUATION ITEM	1 (almost never)	2 (seldom)	3 (some-times)	4 (often)	5 (very often)	score
<b>1. Planning and preparation</b>						
1.1 Learning objectives are clear	X					
1.2. Objectives start with action verbs	X					
1.3. Content is suitable		X				
1.5. The content is made relevant to learners' experiences	X					
1.6. Points are logically sequenced	X					
1.7. Teaching and learning materials are indicated for the lesson	X					
1.8. The methods are planned and participatory	X					
<b>2. Lesson Presentation</b>						
<b>a) Classroom interaction</b>						
2.1 The teacher tries to talk with every pupil		X				
2.2 The teacher is friendly to all pupils	X					
<b>EVALUATION ITEM</b>	<b>1</b> (almost never)	<b>2</b> (seldom)	<b>3</b> (sometimes)	<b>4</b> (often)	<b>5</b> (very often)	<b>Score</b>
2.3 The teacher shows a	X					

personal concern for each pupil						
2.4 The teacher helps each pupil who is experiencing problems	X					
2.5 The conclusion is appropriate	X					
<b>b) Pupil Participation</b>						
2.6 Pupils are involved throughout the lesson			X			
2.7 Pupils asked the teacher questions	X					
2.8 There is classroom discussion	X					
2.9 Pupils give their opinions during discussion	X					
2.10 The teacher teaches without pupils asking or answering questions					X	
<b>c) Differentiation</b>						
2.11 All pupils in the class do the same work at the same time					X	
2.12 The teacher uses the same teaching method for all the pupils in the class					X	
2.13 Different pupils use different resources in the class	X					
2.14 Resources used are adequate	X					
2.15 Pupils who work faster than others can move on to the next topic	X					
<b>EVALUATION ITEMS</b>	<b>1</b> (almost never)	<b>2</b> (seldom)	<b>3</b> (sometimes)	<b>4</b> (often)	<b>5</b> (very often)	<b>Score</b>
<b>d) Investigations</b>						
2.17 Pupils carry out their investigations to answer	X					



questions from the class						
2.18 Pupils carry out investigations to solve problems encountered during the class	X					
2.19 Pupils explain the findings from their own investigations	X					
e) Language use						
2.20 The language used is at the level of the learners		X				
2.21 Questions are clear	X					
2.22. Instructions and explanations are clear	X					
<b>3. Upkeep of records</b>						
3.1 Schemes of work are available	X					
3.2. The schemes of work are of good quality	X					
3.3. Work done is adequately indicated and maintained	X					
3.4 Lesson plans for previous lessons are available	X					
3.5 Teaching and learning records are available	X					

APPENDIX 4: Sample Evaluation Instrument - Nsanje district

**MONITORING GUIDANCE AND EVALUATION OF  
NIPDEP PILOT PROJECTS**

**CHECKLIST: EVALUATION OF INSET/AWARENESS/POST  
PROCUREMENT TRAINING**

**Objectives**

1. To assess the outcome of different training conducted
2. To determine the successes and shortfall of the current training and its process
3. To propose a way forward for the training as one way of putting forward a sustainability plan and/or recommendation

District	<i>Nsanje</i>
Name of evaluator::	<i>D Pinanji</i>
TF Name	<i>INSET to secondary school teachers</i>
Activity evaluated:	<i>INSET to secondary school teachers</i>
Evaluation made at	<i>Mpatsa CDSS</i>
Met with	<i>GB Bissenti</i>
Date	<i>3<sup>rd</sup> November 2004</i>

**INSET/AWARENESS/ POST PROCUREMENT TRAINING PROVIDED**

9.1	Did you receive any INSET/Awareness/Post procurement training this year?	
	Yes:	Specify: <i>On how to handle difficult topics</i>
	No:	Reason:
9.2	If yes, how long was the INSET/Awareness/Post procurement training? <i>One week</i>	
9.3	Was this duration adequate?	
	Yes:	Specify:
	No:	Reason: <i>Because most of the topics that were presented to trainees were not fully covered</i>
9.4	Did the content of the INSET/Awareness /Post procurement training meet your needs?	
	Yes	Specify: <i>It has simplified how to handle some difficult topics</i>
	No	Reason
9.5	If yes, was the content adequately covered in the INSET/Awareness/Post procurement training?	

	Yes	Specify: <i>Topics that were covered e.g. essay writing</i>
	No	Reason:
9.6	If no, what else did you want to be covered in the content in order to meet your needs?	
9.7	Who provided the INSET/Awareness/ Post procurement training?  <i>JICA funded the INSET but the facilitators came from Domasi College of Education (DCE)</i>	
9.8	Were the methods used during the INSET/Awareness/Post procurement training satisfactory?	
	Yes	Specify: <i>Group discussions assisted the participants to take part in all the lessons that were taught</i>
	No	Reason
9.9	If no, what methodologies would you have liked to be used during the INSET/Awareness/Post procurement training?	
9.10	Has the INSET/Awareness/Post procurement training you received helped you to improve performance in your work?	
	Yes:	Specify: <i>Handling of servant songs and how pupils can also make use of past examination papers</i>
	No:	Reason:
9.11	If yes, what is it that you are now able to do which you could not do before the INSET/ Awareness/Post procurement training? <i>Teaching of case studies and how to assess pupils</i>	

9.12	If no, what is that you still would like to know?	
9.12	Would like to receive another INSET/Awareness/Post procurement training based on the content you had this year?	
	Yes:	Specify: <i>Teaching and marking skills in social studies</i>
	No:	Reason:
9.14	Could you provide INSET/Awareness/Post procurement training to your colleagues on the content you had this year?	
	Yes:	Specify: <i>To teach case studies</i>
	No	Reason:
9.15	Any other comments	<i>Allowances to be improved. Mainly payment should be based on subsistence allowances</i>

**Thank you for your co-operation**

## **APPENDIX 5: Sample of Content – Mchinji District**

**Task force 3:** In-service training for the 210 under-qualified teachers in secondary schools in Mchinji District

### **CONTENT FOR INSET**

#### **1 Mathematics**

- Transformation
- Mapping and functions
- Exponential and log functions
- Set theory
- Statistics
- Three dimensional figures
- Graphs of quadratic equation
- Linear programming
- Geometrical progression
- Sets, matrices, probability

#### **2 Biology**

- Handling practical Biology
- Defence
- Genetics and evolution
- Heredity

#### **3 English**

- Composition
- Note-taking
- Grammar
- Literature
- Clauses
- Tenses
- Comprehension

- Essay writing
- Letter writing
- Register/family words
- Summarising

#### **4 Physical Science**

- Electricity
- Machines
- Structure of atoms
- Molarity
- Kinetic theory
- Oscillation
- Balancing equation

#### **5 Geography**

- Map reading
- Human Geography
- Atmosphere/Lithosphere
- Industry (mineral resources)
- Pressure and wind
- Climates
- Cyclones and anti-cyclones
- Continental drift
- Physical Geography

#### **6 Chichewa**

- Chimangirizo/marking
- Nsinjiro za Chiyankhulo
- Literature
- Translation

- Proverbial appreciation
- Matanthauzo a mikuluwiko
- Nthambi za aiganizo
- Ntchito za aneni

## **7 Social and Development Studies**

- Preservation of culture
- Global village
- Gender and development
- Types of government
- Economic development
- Population projection
- Conflict resolution
- Human rights
- Social Justice
- Moral values
- The Constitution

## **8 History**

- The economic depression
- Essay writing
- Pre-colonial kingdoms
- Time liner
- Christianity
- Nationalism in Balkans
- The partition of Africa

## **9 Integrated Science**

- Forces
- Chemical reactions

**10 Bible knowledge**

- The book of Isaiah
- Exodus
- Old and New Testament
- Essay writing

**11 Agriculture**

- Soils
- Marketing forces
- Experiments
- Crop production
- Farm budgets

**12 Life Skills**

- Stress and anxiety

**13 Physical Education**

- Anatomy and physiology