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5. 現地報告書
6. 授業観察記録と議事録
7. Summary of Final Evaluation

**MINUTES OF MEETING
BETWEEN
THE JAPANESE FINAL EVALUATION TEAM
AND
THE AUTHORITIES CONCERNED OF THE GOVERNMENT OF
THE REPUBLIC OF MALAWI
ON
THE JAPANESE TECHNICAL COOPERATION
FOR
THE PROJECT FOR STRENGTHENING OF MATHEMATICS AND SCIENCE IN
SECONDARY EDUCATION THROUGH IN-SERVICE TRAINING IN MALAWI**

The Japan International Cooperation Agency (hereinafter referred to as “JICA”) organized the Project Evaluation Team (hereinafter referred to as “the Team”) on the Japanese Technical Cooperation for Strengthening of Mathematics and Science Education through In-Service Training Project (hereinafter referred to as “the Project”), headed by Mr. Kyoji Mizutani, the Resident Representative of JICA Malawi Office, from 28th May to 8th June, 2007.

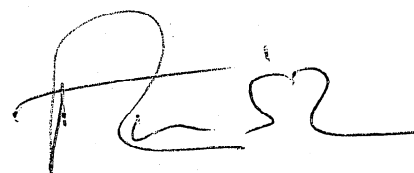
During the evaluation in Malawi, the Team had a series of discussions with the Malawian authorities concerned, jointly evaluated the achievements of the Project, and exchanged views on the Project activities to fulfill the Record of Discussions signed on 30th September, 2004.

As a result of the discussions, both sides agreed upon the matters referred to in the document attached hereto.

Lilongwe, 7th June, 2007



Mr. Kyoji Mizutani
Leader
Japanese Project Evaluation Team
Japan International Cooperation Agency
Japan



Mr. Anthony Livuza
Principal Secretary
Ministry of Education, Science and Technology
Republic of Malawi

ATTACHED DOCUMENT

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List of Abbreviations and Acronyms

ASEI	Activity, Student, Experiment and Improvisation
CDSS	Community Day Secondary School
DAC	Development Assistance Committee
DCE	Domasi College of Education
DDSS	Domasi Demonstration Secondary School
DHRM	Department of Human Resource Management
DTED	Department of Teacher Education and Development
EMAS	Education Method Advisory Services
INSET	In-service-Training
HEC	Home Economics
JICA	Japan International Cooperation Agency
MoEST	Ministry of Education, Science and Technology
M & E	Monitoring and Evaluation
ODA	Official Development Assistance
PDM	Project Design Matrix
PDSI	Plan, Do, See and Improve
PO	Plan of Operation
RD	Record of Discussion
SEED	South East Education Division
SMASSE	Strengthening of Mathematics and Science in Secondary Education
WECSA	West East Central and Southern Africa

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1. Introduction

1-1 Preface

The Project was launched on 30th September 2004 and will be completed on 29th September 2007. With the remaining period of approximately 4 months to the end of the Project, the Team conducted a final evaluation from 28th May to 8th June 2007 for the purpose of evaluating the achievements of the Project. The evaluation has been undertaken jointly by the Team and members from Ministry of Education, Science and Technology of Malawi.

1-2 Objectives of Evaluation

Objectives of the evaluation are as follows:

- (1) To review and evaluate the inputs, activities and achievements of the Project, and to summarize the achievement of the Project.
- (2) To execute a comprehensive evaluation on the achievement of the Project from the viewpoint of five criteria of evaluation.
- (3) To make recommendations to the future perspective of the Project and draw lessons learned from the Project for the same field of technical cooperation.

1-3 Schedule of the Evaluation Team

	Date	Day	Activities
1	27 May	Sun	Arrival to Lilongwe
2	28 May	Mon	Meeting with MoEST
3	29 May	Tue	Interviews with Japanese expert, National Coordinator, subject heads and DCE Principal.
4	30 May	Wed	Interviews with Lisumbwi INSET Centre Headteacher, Core Trainers and INSET participants
5	31 May	Thu	Interviews with Balaka INSET Centre Headteacher, Core Trainers and INSET participants
6	1 June	Fri	Classroom observation at Machinga CDSS Visit to Songani CDSS Attend SMASSE Technical Working Group
7	2 June	Sat	Analysis of Data, Documentation
8	3 June	Sun	Analysis of Data, Documentation
9	4 June	Mon	Courtesy call at MoEST Meeting with DTED
10	5 June	Tue	Meeting DCE administration Meeting EDM at SEED Visit Mulunguzi Secondary School Meeting Core Trainers at DDSS Meeting SMASSE Secretariat
11	6 June	Wed	Preparation of M/M draft Report to SEED stakeholders The team travels to Lilongwe Kick-off meeting with MoEST
12	7 June	Thu	Discussion about the results of evaluation Signing of Minutes of Meeting
13	8 June	Fri	
14	9 June	Sat	
15	10 June	Sun	Departure from Lilongwe

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1-4 Joint Evaluation Members / Attendants

1-4-1 Malawian Side

Ministry of Education, Science and Technology

Mr. Anthony Livuza	Principal Secretary I
Mr. Moffat Chitimbe	Principal Secretary II
Mrs. Diana Kaluluma	The Director of Finance and Administration
Mr. Raphael Agabu	Deputy Director of EMAS
Mr. Matthews Makalande	Deputy Director of Planning
Mrs. Dalless Mbewe	Acting Director DTED.
Mr. Bona Mjojo	Controller of Human Resource
Dr. Elias Chakwera	Principal, DCE
Mr. Arnold Mwanza	Deputy Principal, DCE
Mr Alfred Kamoto	Desk officer SMASSE (DTED)
Mr. Gossam Mafuta	Education Division Manager (SEED)
Mr. Harold Chigalu	Senior Education Method Advisor
Mr. Mollen Eliya	Headteacher, Mulunguzi Secondary School
Mr. Peter Benson	Headteacher, Lisumbwi Secondary School
Mr. Venancio Chiwanda	Headteacher, Balaka Secondary School
Mrs. Dorica Ayami	Headteacher, DDSS

1-4-2 Japanese Side

Final Evaluation Team

Mr. Kyoji Mizutani	The Team Leader (Resident Representative, JICA Malawi)
Mr. Takahiko Sugiyama	SMASSE Kenya Chief Advisor
Mr. Tatsuhiro Mitamura	Basic Education Group, Human Development Department, JICA
Mr. Takayuki Uchiyama	Assistant Resident Representative, JICA Malawi
Mr. Yoshihisa Hara	Consultant
Mr. Freedom Ngwenya	Education Aid Coordinator, JICA Malawi
Ms. Tiwonge Nyasulu	Program Officer, JICA Malawi

1-4-3 The Project Team

Mr. Hikaru Kusakabe	SMASSE Malawi Project Coordinator
Mr. Mathias January	National Project Coordinator
Mr. Phaundi Shonga	National Project Administrator
Mr. George Vakusi	Subject head, Biology
Mr. Enock Chinomba	Subject head, Physical Science
Mr. Justus Nkhata	Subject head, Mathematics
Mrs. Lisnet Mwadzaangati	Subject head, Home Economics

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1-5 Methodology of Evaluation

Final Evaluation consists of the following three steps;

Grasping the project implementation situation (data collection and analysis)

- 1) check the achievement or performance of the project
- 2) check the implementation process of the project

Interpretation of the data (value judgment and drawing conclusion)

- 3) evaluate the project from the comprehensive viewpoints of five criteria

To perform the evaluation, it needs to grasp the implementation situation of the project with the information on the performance and its implementation process. Information on performance includes the results of inputs, outputs, and the degree of achievement of the Project purpose and overall goal. Information on implementation process includes how far activities proceeded and what is happening at the project site. The analysis is implemented with the guide of Evaluation Grid which tells how to collect and process the data needed. (The Evaluation Grid for the Evaluation is attached as ANNEX 1-1 and 1-2)

This evaluation grid refers to the modified Project Design Matrix (PDM) approved by Joint Coordinating Committee on February 8, 2007 as a guideline of the evaluation together with the Plan of Operation (PO).

After the data gathering, the achievement of the Project is interpreted by the following five DAC's criteria through discussions among the joint evaluation team.

a. Relevance	Relevance of the Project is reviewed by the validity of the project in connection with the development policy of the Government of Malawi, aid policy of the Government of Japan, needs of beneficiaries, and by logical consistency of the Project plan.
b. Effectiveness	Effectiveness of the Project is assessed by the achievement of the Project purpose clarifying the relationship with Outputs.
c. Efficiency	Efficiency of the Project is analyzed with the emphasis on the relationships between Outputs and Inputs in terms of timing, quality and quantity.
d. Impact	Impacts of the Project are assessed in both positive and negative influences caused by the Project towards the Overall Goal.
e. Sustainability	Sustainability of the Project is assessed whether the achievement of the Project will be sustained and expanded after the Project's completion.

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2. Evaluation

2-1 Achievements of the Project

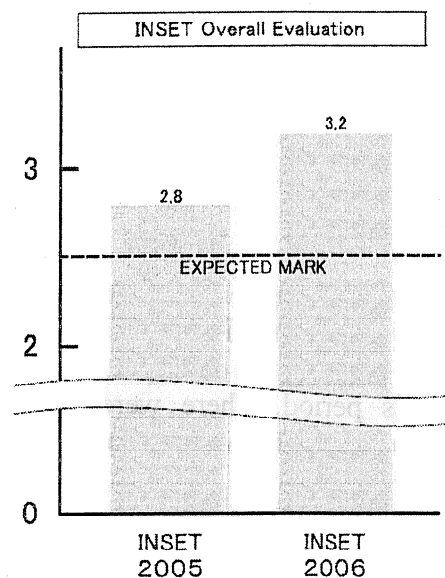
2-1-1 Outputs

- The target number of Core Trainers was revised to thirty-six (36) after Mid-Term Evaluation. Forty-nine (49) teachers were trained for Core Trainers and the number of Core Trainers available is thirty-four (34) currently.
- Three (3) equipped INSET Centres are established as expected.
- Two INSETs were conducted at each INSET Centres. The 3rd INSET is scheduled in August 2007. Budget for this activity is committed by Ministry. The frequency and duration of INSET were reasonable taking into the considerations of follows; availability of training period, budget, preparatory activities, and teachers' adaptation. However, some teachers request to extend the duration to accommodate more topics.
- The number of teachers who participated in INSETs is reached to more than expected number of three-hundred (300). This number covers almost all Maths and Science teachers in SEED.
- The number of headteachers who participated in the training was ninety-five (95) against target number of ninety (90). The number of Division and Ministry officials who participated in the training was eighteen (18) against target number of twenty (20).

2-1-2 Project Purpose

The Project purpose "Quality INSET for secondary Maths and Science teachers are provided by Core Trainers in SEED" has two (2) indicators; 1) sufficient quality of INSET and 2) proper capacity of Core Trainers.

- According to INSET Overall Evaluation done by the teachers, the quality of INSET is improving as shown in the right Figure.
- According to INSET Session Evaluation, the quality of INSET sessions is improving from 3.3 (INSET 2005) to 3.5 (INSET 2006), which achieved the expected figure (2.5).
- According to INSET Overall Self-Evaluation done by the Core Trainers, the quality of INSET is also improving from 3.0 (INSET 2005) to 3.1 (INSET 2006), which achieved expected figure (2.5).
- Core Trainers' capacity is also evaluated as part of Overall Evaluation done by the teachers. It shows the proper quality and its improvement as 3.0 (INSET 2005) to 3.3 (INSET 2006), which achieved the expected figure (3.0).



- As shown in these indicators above, the teachers satisfied with INSET because they really felt their improvement in teaching and the students' change in their attitude towards Maths and Science. Core Trainers feel the effectiveness of INSET for the classroom teachers especially those who are teaching in Community Day Secondary Schools. Most of Core Trainers feel the improvement of the mastery of the methodology and subject contents as well as facilitation and management skills for INSET.

Achievement level of the Project purpose:

Possible to attain, depending on the successful implementation of the 3rd INSET

2-1-3 Overall Goal

It is too early to see the achievement level of Overall Goal as of Final Evaluation. However, there are several positive signs of improvement of teachers' capabilities and students' participation through ASEI-PDSI approach. MoEST feels the importance of continuous professional development of teachers.

Achievement level of Overall Goal:

Attaining, it needs to sustain the benefit of the Project firmly

2-2 Results of the Evaluation

2-2-1 Implementation Process

- As the Project progresses, the Malawian side becomes much committed to manage the Project. SEED contributed from its budget (see attachment 3-7).
- All recommendations left by Mid-Term Evaluation Team have been almost materialized. As a result, the Project has the favorable conditions for successful implementation of the 3rd INSET.
- The way of teacher training was appropriate in terms of frequency, duration, methods, and contents.
- The working relation between Japanese experts and Malawian counterparts are also good to promote the Project. The dispatch of the second Japanese expert was delayed. It caused an interruption of expert's existence and the 2nd INSET (December 2006) was held in this period. There were some delays in procurement. However, INSET itself was conducted successfully by the Malawian conscious efforts with the assistance of Kenyan experts

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2-2-2 Evaluation by the Five Criteria

Results of the evaluation by the five criteria are summarized below.

Criteria	Evaluation Result	Description
Relevance	High	<ul style="list-style-type: none"> ○ INSET of the Project meets the needs of the teachers in SEED. ○ It meets the national development policy of Malawi and Japan's ODA Policy.
Effectiveness	Average	<ul style="list-style-type: none"> ○ Core Trainers improved their capacity. ○ INSET sessions maintain an appropriate quality. ◆ Number of Core Trainers should be maintained and the training for headmasters/Ministry officials should be continued.
Efficiency	High	<ul style="list-style-type: none"> ○ The Project fully utilized the existing resources. ○ All the Inputs were utilized to promote the Project. ○ Malawian Government commits the support for INSET. ○ There is a good relation with SMASSE-WECSA.
Impact	Not high	<ul style="list-style-type: none"> ○ Core Trainers improved their capacity. ○ There are positive signs of the improvement of the teachers' teaching capabilities in SEED. ○ Other divisions are interested in INSET. ◆ The responsible department of MoEST needs to be strengthened. ◆ It needs a concrete action plan of future INSET. ◆ It needs to secure budget for INSET continuously. ◆ ASEI-PDSI approach is already accepted but there should be various follow-ups for the teachers to utilize the approach correctly and effectively.
Sustainability	High	<ul style="list-style-type: none"> ○ Successful implementation of the 3rd INSET is much expected. ○ MoEST, SEED and DCE fully understand the importance of INSET and commit themselves to continue it.

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2-2-3 Conclusion

Based on the above evaluation results, the Team concludes as follows:

- 1) SMASSE INSET Malawi is achieving the Project purpose. Core Trainers are capacitated with the knowledge of ASEI-PDSI approach and the facilitation capacity of INSET. Teachers are satisfied with the quality of INSET and motivated to improve their practices in the classroom.
- 2) These benefits should be maintained and developed with the conscious efforts of all the related organizations. DTED should be responsible for coordination, management and administration of INSET. DCE should academically support INSET implementation. SEED should be responsible at the implementation of INSET.
- 3) The 3rd INSET should be prepared and implemented smoothly and effectively under the Malawian ownership. It will be a milestone of INSET system in Malawi.

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3. Recommendations

1) The Smooth Implementation of the Coming 3rd INSET

For the coming 3rd INSET in August, the Project now counts on more desirable conditions in terms of the human and financial resource. For the human resource aspect, four (4) full-time Subject Administrators have been deployed at SMASSE Secretariat since this April, and the National Project Coordinator has a favorable working condition as a result of a reduced duty at DCE. For the financial resource aspect, MoEST has committed for the budget necessary for meals, accommodations, transportations, allowances and teaching materials of the coming INSET, making a sharp increase from previous two (2) INSETs, in which MoEST budget covered only for allowances of teachers.

The Project Purpose will be finally achieved by the smooth preparation and implementation of the 3rd INSET under the Malawian ownership.

2) The appropriate and timely disbursement of the INSET budget

About the INSET budget, the disbursement modality and the necessary coordination among the DTED, the SEED Office and district INSET Centres should be clarified. In order to secure the sustainable INSET budget in the future, divisional education offices and district INSET Centres should collaborate further to manage the disbursed budget for INSET and also promote the effective use of development funds collected from benefited schools.

3) Clarification of responsible department at MoEST

In the response to the recommendation of the Mid-Term Evaluation, DTED is nominated as a fully responsible department for SMASSE activities in collaboration with EMAS and DHRM. DTED should be authorized as a full fledged department as soon as possible and should take direct responsibility in SMASSE INSET activities and the budget disbursement.

4) Revision of the Project-related terms

Regarding to the wordings and terms of INSET training and trainer, misconcepts and deviations from normal usages are found. For the further diffusion of the Project experiences to other divisions, these defects in wordings should be revised in order to avoid any confusion, such as *Cluster INSET* (should be replaced with Division INSET), *Core Trainer* (Division Trainer).

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4. Lessons learned

1) Integration of Project's M&E to an existing monitoring system

For educational projects, it is required to set indicators to measure achievements of the educational quality, using indicators such as teacher and student's attitude change and lesson observation. Project monitoring for indicators should be regularized and integrated to an existing monitoring system.

This Project has PDM indicators such as the quality of INSET and the quality of teaching in classroom and the monitoring has been conducted independently by the Project Secretariat, which should have been done under the existing M&E system, capacitating the Divisional Education Office.

2) Promotion and Support of INSET Centres' Self-help Efforts

This Project has observed many efforts by INSET Centres, such as the increase of the development fund fee at a center-school level, the collaboration with PTA for the logistical preparation of district INSETs, etc.

In the cascading INSET system, division INSET Centres give important foundations for INSET. Their self-help efforts and further participation of neighboring schools for the preparation of district INSETs should be promoted and supported by projects.

3) Follow-up technical support to teachers

It is observed that those teachers are motivated to practice new methodologies in their classroom. INSET trainers should not only monitor teachers' practices by lesson observations, but also support them technically at a regular basis. Planning of teachers' workshop, school-visiting, and lesson observation will help teachers to interact with other teachers to improve lesson-practice. Additionally, through these supports, INSET trainers will have more opportunity to grasp the needs of teachers.

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