

ANNEXES

ANNEXES

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- 2-1 Progress of PDM (Project Design Matrix) Index on SMASSE INSET MALAWI
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Table of Achievement

Evaluation Items	Objectively Verifiable Indicators	Sources	Result/Achievement										
<p>【Super Goal】 The abilities of secondary school students in maths and science is improved in Malawi.</p> <p>【Overall Goal】 The quality of teaching of maths and science is improved in secondary schools in Malawi.</p>	<p>By 2015, secondary maths/science teachers sampled nationally obtain mean of over 2.5 on the scale of 0 to 4 in the Teaching Quality Index administered by the EMAS of MoE.</p>	<p>- Result of Survey of Impact of Third Country Training held in Kenya for Malawi Participants</p> <p>- Result of Classroom Survey Malawi SMASSE Secretariat</p>	<p>- Teaching performance evaluated with Kenyan Classroom Observation Instrument under 2007 SMASSE Impact Survey (March 6 to 9, 2007) is as follows:</p> <table border="1" data-bbox="400 123 517 884"> <tr> <td>Teachers' performance (no experience of SMASSE INSET)</td> <td>Core Trainers' performance (experience of Training in Kenya)</td> </tr> <tr> <td>1.7</td> <td>2.2</td> </tr> </table> <p>- Teaching performance evaluated with Malawian Classroom Observation Instrument is as follows:</p> <table border="1" data-bbox="624 159 740 844"> <tr> <td>Baseline Survey (June 2005)</td> <td>after 1st INSET (December 2005)</td> <td>after 2nd INSET (December 2006)</td> </tr> <tr> <td>1.6</td> <td>1.9</td> <td>2.1</td> </tr> </table>	Teachers' performance (no experience of SMASSE INSET)	Core Trainers' performance (experience of Training in Kenya)	1.7	2.2	Baseline Survey (June 2005)	after 1st INSET (December 2005)	after 2nd INSET (December 2006)	1.6	1.9	2.1
Teachers' performance (no experience of SMASSE INSET)	Core Trainers' performance (experience of Training in Kenya)												
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Baseline Survey (June 2005)	after 1st INSET (December 2005)	after 2nd INSET (December 2006)											
1.6	1.9	2.1											
<p>【Project Purpose】 Quality INSETs for secondary maths and science teachers are provided by Core Trainers in SEED.</p>	<p>(a) Every year, Quality INSET is conducted at over 3 INSET centres in SEED.</p> <p>(b) By the end of the project, Core Trainers obtain mean of over 3 on the scale of 0 to 4 in the Trainer Capacity Index administered by the Monitoring and Evaluation Team.</p>	<p>Project records</p> <p>Result of Overall Evaluation done by the teachers</p>	<p>The Cluster-level INSETs were held as scheduled at three INSET Centres. 1st INSET was conducted on December 12 to 23, 2005 and 2nd INSET was on December 11 to 22, 2006. As of Final Evaluation, 3rd INSET in August 2007 is being prepared.</p> <p>Core Trainers' Capacity Index evaluated by the teachers is as follows:</p> <table border="1" data-bbox="1011 165 1128 837"> <tr> <td>Figure Expected</td> <td>INSET 2005</td> <td>INSET 2006</td> </tr> <tr> <td>3.0</td> <td>3.0</td> <td>3.3</td> </tr> </table>	Figure Expected	INSET 2005	INSET 2006	3.0	3.0	3.3				
Figure Expected	INSET 2005	INSET 2006											
3.0	3.0	3.3											

	<p>(c) By the end of the Project, cluster-level INSETs obtain mean of over 2.5 on the scale of 0 to 4 in the INSET Quality Index through Pre- and Post-INSET and session evaluation instruments administered by the Monitoring and Evaluation Team.</p>	<p>- Result of Overall Evaluation done by the teachers</p> <p>- Result of Overall Self-Evaluations done by the Core Trainers</p> <p>- Result of Inset Session Evaluation</p>	<p>- INSET Evaluation Index evaluated by the teachers is as follows:</p> <table border="1" data-bbox="159 156 279 828"> <tr> <td>Figure Expected</td> <td>INSET 2005</td> <td>INSET 2006</td> </tr> <tr> <td>2.5</td> <td>2.8</td> <td>3.2</td> </tr> </table> <p>- INSET Evaluation Index evaluated by the Core Trainers is as follows:</p> <table border="1" data-bbox="359 156 470 828"> <tr> <td>Figure Expected</td> <td>INSET 2005</td> <td>INSET 2006</td> </tr> <tr> <td>2.5</td> <td>3.0</td> <td>3.1</td> </tr> </table> <p>- INSET Evaluation Index measured by INSET Session Evaluation Instrument is as follows:</p> <table border="1" data-bbox="574 156 694 828"> <tr> <td>Figure Expected</td> <td>INSET 2005</td> <td>INSET 2006</td> </tr> <tr> <td>2.5</td> <td>3.3</td> <td>3.5</td> </tr> </table>	Figure Expected	INSET 2005	INSET 2006	2.5	2.8	3.2	Figure Expected	INSET 2005	INSET 2006	2.5	3.0	3.1	Figure Expected	INSET 2005	INSET 2006	2.5	3.3	3.5
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Figure Expected	INSET 2005	INSET 2006																			
2.5	3.3	3.5																			

<p>【Output】</p> <p>1. Core Trainers for cluster-level INSET are trained.</p>	<p>1. By the end of the Project, over 36 Core Trainers undergo suitable training.</p>	<p>Project records</p>	<p>The number of trained Core Trainers is as follows:</p> <table border="1" data-bbox="829 156 941 828"> <tr> <td>Number Expected</td> <td>Mid-Term Evaluation (INSET 2005)</td> <td>Final Evaluation (INSET 2006)</td> </tr> <tr> <td>36</td> <td>30</td> <td>34*</td> </tr> </table> <p>* Those numbers include Subject Administrators</p>	Number Expected	Mid-Term Evaluation (INSET 2005)	Final Evaluation (INSET 2006)	36	30	34*
Number Expected	Mid-Term Evaluation (INSET 2005)	Final Evaluation (INSET 2006)							
36	30	34*							
<p>2. Physical and material environment for INSET is improved.</p>	<p>2. By the end of the Project, over 3 INSET centres are equipped according to the minimum standards set by the Project.</p>	<p>Project records</p>	<p>The number of equipped INSET Centres is as follows:</p> <table border="1" data-bbox="1045 156 1157 828"> <tr> <td>Number Expected</td> <td>Mid-Term Evaluation (INSET 2005)</td> <td>Final Evaluation (INSET 2006)</td> </tr> <tr> <td>3</td> <td>3</td> <td>3</td> </tr> </table>	Number Expected	Mid-Term Evaluation (INSET 2005)	Final Evaluation (INSET 2006)	3	3	3
Number Expected	Mid-Term Evaluation (INSET 2005)	Final Evaluation (INSET 2006)							
3	3	3							
<p>3. Secondary math/science teachers are trained at cluster-level INSET.</p>	<p>3(a). By the end of the Project, over 3 cluster-level INSET are held at each INSET centre.</p>	<p>Project records</p>	<p>The number of INSET held at each INSET Centre is as follows:</p> <table border="1" data-bbox="1268 156 1380 828"> <tr> <td>Number Expected</td> <td>Mid-Term Evaluation (INSET 2005)</td> <td>Final Evaluation (INSET 2006)</td> </tr> <tr> <td>3</td> <td>3</td> <td>3</td> </tr> </table>	Number Expected	Mid-Term Evaluation (INSET 2005)	Final Evaluation (INSET 2006)	3	3	3
Number Expected	Mid-Term Evaluation (INSET 2005)	Final Evaluation (INSET 2006)							
3	3	3							

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<p>4. Leadership at school, divisional and Ministry level is strengthened in terms of INSET administration.</p>	<p>3(b). By the end of the Project, over 300 teachers complete the modules for cluster-level INSET.</p>	<p>Project records</p>	<p>The number of teachers trained at INSET Centre is as follows:</p> <table border="1" data-bbox="225 163 336 831"> <tr> <th>Number Expected</th> <th>Mid-Term Evaluation (INSET 2005)</th> <th>Final Evaluation (INSET 2006)</th> </tr> <tr> <td>300</td> <td>301</td> <td>301</td> </tr> </table>	Number Expected	Mid-Term Evaluation (INSET 2005)	Final Evaluation (INSET 2006)	300	301	301						
Number Expected	Mid-Term Evaluation (INSET 2005)	Final Evaluation (INSET 2006)													
300	301	301													
<p>4. Leadership at school, divisional and Ministry level is strengthened in terms of INSET administration.</p>	<p>4. By the end of the Project, over 90 headmasters and over 20 division and Ministry officials participate training sessions for strengthening their administrative capacity.</p>	<p>Project records</p>	<p>The number of headmasters and Ministry officials is as follows:</p> <table border="1" data-bbox="448 91 592 898"> <tr> <th></th> <th>Number Expected</th> <th>Mid-Term Evaluation</th> <th>Final Evaluation (INSET 2006)</th> </tr> <tr> <td>Headmasters</td> <td>90</td> <td>95</td> <td>-</td> </tr> <tr> <td>Staff of Ministry</td> <td>20</td> <td>18**</td> <td>-</td> </tr> </table> <p>* The trainings for headmasters and Ministry officials were held as INSET Management Workshops in January, 2005, May, 2006 and June 2006. ** 18 staff of Ministry consist of 4 officials from Ministry of Education, Science and Technology and 14 officials form 5 Divisional Education Office (include 5 Divisional Education Managers).</p>		Number Expected	Mid-Term Evaluation	Final Evaluation (INSET 2006)	Headmasters	90	95	-	Staff of Ministry	20	18**	-
	Number Expected	Mid-Term Evaluation	Final Evaluation (INSET 2006)												
Headmasters	90	95	-												
Staff of Ministry	20	18**	-												
<p>[Activities]</p>															
<p>1. Core Trainers for cluster-level INSET are trained.</p>															
<p>1-1 Set the TOR and recruitment criteria for Core Trainers.</p>			<p>TOR and recruitment criteria set in November and December, 2004. "Guidelines for Being CT Candidate" was established in March 2005.</p>												
<p>1-2 Recruit Core Trainers.</p>			<p>Recruit of Core Trainers is done in February and March, 2005 Four (4) Subject Administrators are assigned. (April 2007)</p>												
<p>1-3 Organize induction course for newly recruited Core Trainers.</p>			<p>"Core Trainer Orientation Workshop" was held on March 12 to 13, 2005.</p>												
<p>1-4 Develop INSET manuals for Core Trainers.</p>			<p>INSET manual for Core Trainers was developed May to July, 2005 and May to July, 2006. As of Final Evaluation, Subject Administrators are developing INSET 2007 manual for Core Trainers.</p>												

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<p>1-5 Train Core Trainers at DCE and other institutions.</p>		<p>TOTs were conducted as follows: 1st training on Feb. 10, 2006 with 31 Core Trainers 2nd training on Mar. 17, 2006 with 21 Core Trainers 3rd training on May 12, 2006 with 21 Core Trainers 4th training on Jun. 23, 2006 with 21 Core Trainers 5th training on Sep. 15, 2006 with 19 Core Trainers 6th training on Oct. 13, 2006 with 12 Core Trainers 7th training on Nov. 9, 2006 with 20 Core Trainers 7th training on Nov. 9, 2006 with 20 Core Trainers 8th training on Nov. 17, 2006 with 20 Core Trainers 9th training on Dec. 1, 2006 with 17 Core Trainers 10th training on Jan. 17, 2007 with 26 Core Trainers 11th training on Feb. 16, 2007 with 20 Core Trainers 12th training on Mar. 16, 2007 with 20 Core Trainers 13th training on Apr. 20, 2007 with 26 Core Trainers 14th training is planned in May 2007 15th training is planned in Jun. 2007 16th training is planned in Jul. 2007 17th training is planned in Aug. 2007</p> <p>1st Intensive Core Trainers Training on Aug. 8 to 19, 2005 with 34 Core Trainers 2nd Intensive Core Trainers Training on Aug. 7 to 18, 2006 with 34 Core Trainers 3rd Intension Core Trainers Training on Apr. 16 to 20, 2007 with 26 Core Trainers 4th Intension Core Trainers Training is planned in July 2007</p>
<p>1-6 Assess the achievement of each Core Trainer and provide additional support where necessary.</p>		<p>Assessment of Core Trainers has been done using INSET evaluation tools during INSETs. The team of evaluators consisted of teachers, Core Trainers themselves and technical experts from Kenya and the Secretariat. Since Subject Administrators are fully engaged in SMASSE Secretariat, they provide additional and individual support for Core Trainers who need further capacity development.</p>
<p>2. Physical and material environment for INSET is improved.</p>		<p>The criteria were set in April 2005. Key to these were:</p> <ul style="list-style-type: none"> • The INSET centres were to be conventional schools • Should have standard infrastructure like hostels, kitchen, stores • Should have adequate teaching facilities such as classrooms, labs, library, books, good furniture • Should be easily accessible <p>Designation of schools as INSET centres was done in July 2005</p> <p>Baseline survey was conducted between from June 28 July 8, 2005</p> <p>The minimum standards for INSET centres were set between May and August 2005</p>
<p>2-1 Set the designation criteria for INSET centres.</p>		
<p>2-2 Designate schools as INSET Centres in clusters.</p>		
<p>2-3 Conduct the baseline study on the current physical and material environment at schools.</p>		
<p>2-4 Set the minimum standards for INSET centres and other schools.</p>		

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	2-5 Equip INSET centres and other schools with necessary materials according to the standards.		In (Nov.-Dec.) 2005 each INSET centre was equipped with 1 TV screen, 1 VCR, 1 printer, 1 OHP, teaching and learning materials. In (Nov.-Dec.) 2006, the INSET centres were provided with mattresses, mosquito nets, teaching materials and reference books. In 2007, each centre was equipped with photocopier.
	2-6 Strengthen the function of DCE as a resource centre for INSET.		In 2005, DCE was provided with 2 vehicles, 1 photocopier, 1 copy printer, 2 printers, 6 laptops, 1 desktop, 3 LCD projectors, 3 video cameras, 1 scanner, 1 fax. In April 2007, 4 more laptops were provided.
3. Secondary math/science teachers are trained at cluster-level INSET.	3-1 Sensitize the teachers on the importance of INSET activities.		In (Jan.-Mar.) 2005, teachers in SEED were sensitised on the importance of INSETs through the sensitisation workshops. It was done during Sensitisation workshops and INSETs It was done by Core Trainers and the Secretariat in May-June 2005.
	3-2 Sensitize the teachers on gender issues in maths/science education.		It was done during Sensitisation workshops and INSETs
	3-3 Develop monitoring and evaluation tools for teaching and INSET.		It was done by Core Trainers and the Secretariat in May-June 2005.
	3-4 Conduct the baseline study on the needs and capacity of teachers in methodology and subject knowledge.		It was done by the Secretariat and Core Trainers in June-July 2005. It was found out that most teachers were lacking in content and skills in methodology
	3-5 Develop a curriculum for INSET.		The 2005 INSET curriculum was developed by Core Trainers individually first followed by consolidation during CT meetings in the period between September and November 2005. The 2006 curriculum was developed between April and August 2006. A group of Core Trainers were identified to develop the curriculum through special meetings. The curriculum was shared to the rest of the core-trainers during the August intensive workshop.
	3-6 Develop teaching and learning materials for INSET.		Teaching and learning materials in the 2005 INSET were developed in November 2005. The materials for the 2006 INSET were developed in September 2006. The materials for 2007 INSET are currently prepared.
	3-7 Conduct INSET at INSET centres in clusters.		1st Cluster INSET (Dec. 12, 2005~Dec. 23, 2005) – 301 participants 2nd Cluster INSET (Dec. 11, 2006~Dec. 22, 2006) – 301 participants 3rd Cluster INSET is planned (Aug. 2007) – 300 - 320 participants
	3-8 Monitor the teaching by teachers regularly during the term.		The first monitoring and evaluation activity was conducted on January 23 to March 28, 2006. The second monitoring and evaluation took place in January, April and May 2007.
	3-9 Conduct follow-up activities where necessary.		Not done

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	3-10 Develop a system to facilitate information sharing by teachers.			This is done through newsletters produced at the Secretariat. The first issue was released in July 2006										
4. Leadership at school, divisional and Ministry level is strengthened in terms of INSET administration.	4-1 Sensitize the headmasters on the importance of INSET activities.			From May 17 to 19, 2006, headteachers and PTA chairpersons were sensitised on the importance of INSETs in the three INSET centres. Both came up with role they can play in SMASSE activities.										
	4-2 Organize training sessions for strengthening administrative capacity at school, divisional and Ministry level.			<ul style="list-style-type: none"> - School-level stakeholders' meeting on May 17 to 19, 2005 with 95 headteachers and 2 PTA officials per school - Third Country Training in Kenya SEED Officials and 6 headteachers on September 12 to 16t, 2005 - Orientation Workshop for SEED with 13 officials from 5 districts - DCE principal and Ministry officials visit Kenya on August 6 to 9, 2006 - Training in Japan for Project Administrator (Mr. Shonga) on Feb. 13 to Mar. 18, 2006 and for Subject Administrators (Mr. Vakusi and Mr. Nkhata) on Feb. 14 to Mar. 19, 2007 										
	4-3 Publicize INSET activities through newsletters, circulars, websites, e-mails, etc.			The 2005 SMASSE calendars were distributed to all schools in SEED, other division headquarters and the Ministry. On December 18, 2005, SMASSE featured a program on TVM. The first issue of SMASSE newsletter was released in July 2006.										
	4-4 Hold conferences for maths/science education to publicize the Project activities.			Not done										
【Input】 (Japan)	Dispatch of Japanese Expert a Dispatch of long-term expert			<ul style="list-style-type: none"> • Mr. Kentichi OKI (Oct. 04 - Oct. 06) INSET Planning and Management Advisor • Mr. Hikaru KUSAKABE (Feb. 06 - Sep. 07) INSET Planning and Management Advisor 										
	b Dispatch of short-term expert			Dispatch of Kenyan experts <table border="1" style="margin-left: 20px;"> <tr> <td>2004</td> <td>2005</td> <td>2006</td> <td>2007</td> <td>total</td> </tr> <tr> <td>0</td> <td>8</td> <td>4</td> <td>0</td> <td>12</td> </tr> </table>	2004	2005	2006	2007	total	0	8	4	0	12
2004	2005	2006	2007	total										
0	8	4	0	12										
	Training of counterpart personnel a Third Country Training in Kenya			Third Country Training in Kenya <table border="1" style="margin-left: 20px;"> <tr> <td>2004</td> <td>2005</td> <td>2006</td> <td>2007</td> <td>total</td> </tr> <tr> <td>11</td> <td>32</td> <td>7</td> <td>0</td> <td>50</td> </tr> </table>	2004	2005	2006	2007	total	11	32	7	0	50
2004	2005	2006	2007	total										
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		<table border="1"> <tr> <td>2004</td> <td>2005</td> <td>2006</td> <td>2007</td> <td>total</td> </tr> <tr> <td>0</td> <td>1</td> <td>2</td> <td>0</td> <td>3</td> </tr> </table>	2004	2005	2006	2007	total	0	1	2	0	3											
2004	2005	2006	2007	total																			
0	1	2	0	3																			
		<table border="1"> <tr> <td colspan="5">Cost for Training in Japan</td> </tr> <tr> <td>2004</td> <td>2005</td> <td>2006</td> <td>2007</td> <td>total</td> </tr> <tr> <td>0</td> <td>1,207,000</td> <td>2,507,000</td> <td>0</td> <td>3,714,000</td> </tr> </table>	Cost for Training in Japan					2004	2005	2006	2007	total	0	1,207,000	2,507,000	0	3,714,000	unit: JPY					
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2004	2005	2006	2007	total																			
2,355,000	18,715,000	18,005,000	9,800,000 (planned)	48,875,000																			
(Malawi)	Counterparts Personnel	<p>Counterparts were assigned;</p> <p>Mr. Mathias January, National Project Coordinator (October 2004)</p> <p>Mr. Phaundi Shonga, National Project Administrator (October 2004)</p> <p>Mr. George Vakusi, Subject Administrator for Biology (April 2007)</p> <p>Ms. Lisnet Mwadzaangati, Subject Administrator for Home Economics (Apr. 2007)</p> <p>Mr. Enoch Chinomba, Subject Administrator for Physical Science (April 2007)</p> <p>Mr. Justus Nkhata, Subject Administrator for Mathematics (April 2007)</p>																					
	Building and facilities	<p>SMASSE Secretariat Office</p> <p>School Buildings and Dormitories for 3 INSET Centres</p>																					
	Project Running Cost	<table border="1"> <tr> <td colspan="5">Allowance for INSET participants</td> </tr> <tr> <td>2005</td> <td>2006</td> <td>2007</td> <td>total</td> <td>unit: MKW</td> </tr> <tr> <td>(315 participants)</td> <td>(315 participants)</td> <td>0</td> <td>1,524,000</td> <td></td> </tr> <tr> <td>756,000</td> <td>768,000</td> <td>0</td> <td>1,524,000</td> <td></td> </tr> </table>	Allowance for INSET participants					2005	2006	2007	total	unit: MKW	(315 participants)	(315 participants)	0	1,524,000		756,000	768,000	0	1,524,000		
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		<table border="1"> <tr> <td colspan="5">Expected Financial Performance for 2007</td> </tr> <tr> <td>Intensive Core Trainers Workshop in July 2007</td> <td>Cluster-level INSET</td> <td>total</td> <td>unit: MKW</td> <td></td> </tr> <tr> <td>925,000</td> <td>4,075,000</td> <td>5,000,000</td> <td></td> <td></td> </tr> </table>	Expected Financial Performance for 2007					Intensive Core Trainers Workshop in July 2007	Cluster-level INSET	total	unit: MKW		925,000	4,075,000	5,000,000								
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Intensive Core Trainers Workshop in July 2007	Cluster-level INSET	total	unit: MKW																				
925,000	4,075,000	5,000,000																					

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<p>[Important Assumption]</p>	<p>at Overall Goal level The stability of the teaching force is maintained.</p>			<p>maintained</p>
	<p>at Project Purpose level INSETs are carried out also in the divisions other than SEED.</p>			<p>maintained</p>
	<p>at Outputs level The master plan for DCE, which envisages the establishment of Faculty of Distance and Continuing Education is approved.</p>			<p>done</p>
	<p>at Activities level The number of trained Core Trainers and other personnel are maintained.</p>			<p>maintained</p>
<p>[Pre-Conditions]</p>	<p>TSU and TUM do not oppose the Project.</p>			<p>maintained</p>

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Implementation Process

Evaluation Items	Confirmation Items	Result/Achievement
<p>Achievement level of the Mid-Term Evaluation</p>	<p>1. Early approval of INSET policy</p> <p>2. Development of clear structure of INSET management system at MoEST</p> <p>3. Budget allocation (Recurrent cost) for INSET activities</p> <p>4. Recruitment of full-time Malawian counterpart through secondment of existing secondary teachers or similar measures</p> <p>5. Amendment of the PDM</p>	<p>Ministry of Education, Science and Technology answered to JICA through the official letter dated May 15, 2007.</p> <p>We are pleased to inform you the progress on the recommendations as follows:</p> <ol style="list-style-type: none"> 1. Ministry of Education, Science and Technology has deployed four (4) full time counterparts to SMASSE Secretariat at Domasi in February 2007. 2. Ministry of Education, Science and Technology has budgeted K5 million for August INSET. 3. The INSET Policy has drafted and sent to Office of the President and Cabinet for approval. We believe that it will be approved soon by the Cabinet. 4. Ministry of Education, Science and Technology has decided that Department of Teacher Education and Development is fully responsible for SMASSE activities in collaboration with Education Methods Advisory Services and Human Resource.
<p>Adequacy of the way of technical transfer</p>	<p>The way of providing quality INSET</p>	<p>The revised PDM had been approved by Joint Coordinating Committee and taken effect on February 8, 2007. However, it has not yet signed as the second version of PDM.</p> <p>The amended parts are:</p> <ol style="list-style-type: none"> 1. Indicator for Output 1 is modified from "over 50 Core Trainers" to "over 36 Core Trainers". 2. Indicator for Output 2 is modified from "over 3 INSET centres and other 88 schools" to "over 3 INSET centres". 3. Indicator for Output 3 is modified from "over 4 Cluster-level INSET" to "over 3 Cluster-level INSET". <p>- Number of Cluster INSET Centres Three (3) INSET Centres are adequate for SEED in terms of capacity, accessibility, and facilities.</p> <p>- Number of Core Trainers The target number of Core Trainers was amended into "over 36". However, there are only 34 Core Trainers (consist of 9 for Mathematics, 9 for Physical Science, 11 for Biology, and 5 for HEC) are available as of Final Evaluation. Subject Administrators concern that those numbers are not enough to conduct effective INSET.</p> <p>- Training mechanism of Core Trainers Core Trainers were sent to Third Country Trainings in Kenya. It was effective for them to learn ASEI-PDSI approach in order to introduce learner-centred lesson in Malawi. All Core Trainers appreciated it very much. In addition, Core Trainers have undergone through the TOT (Training of Trainers) and intensive trainings in Malawi.</p> <p>- Frequency and Duration of INSET Two (2) weeks per year is appropriate so far considering the availability of training period, budget, preparatory activities and teachers' adaptation. However, some teachers request to extend the duration to accommodate more topics.</p> <p>- Contents of INSET INSET had started to cover both of methods and contents but during the 1st Cluster-level INSET held on December 12 to 23, 2005, the Core Trainers found the teachers' poor mastery of subject contents. Then SMASSE Secretariat and Core Trainers decided to put more weight on the contents-mastery in the 2nd INSET. Subject Administrators strongly feel that write-ups should suit more to Malawian teachers' needs.</p>

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Adequacy of project implementation structure	Organization, Decision making, Planning and Monitoring system	<p>- Clarification of responsible organization at MoEST Following the recommendation of Mid-Term Evaluation Team, MoEST clarified that Department of Teacher Education and Development is responsible to implement INSET. However, responsibility of the Project in MoEST was not clear before Mid-Term Evaluation. This situation caused a gap between MoEST and the Project Secretariat and constrained the progress and the Malawian Ownership of the Project.</p>
Cooperation between Japanese expert and Malawian counterparts	Working relation between two parties	<p>Japanese expert and Malawian counterparts worked together in preparing, monitoring and evaluating INSET. It becomes more effective and productive after the allocation of four (4) Subject Administrators as full-time counterparts.</p>
Ownership of the Malawian side	Change in attitude of Core Trainers	<p>Through various training of Core Trainers, they understand the importance of INSET and they realized that they were responsible to conduct effective INSET.</p> <p>Many of Core Trainers found that ASEI-PDSI approach was applicable to the other topics in the subject, which they had not discussed in INSET. However it is also found the low level of teachers' contents-mastery, Core Trainers understand the needs of more contents-mastery to make ASEI-PDSI approach more effective.</p>
	SMASSE INSET in education policy in Malawi	<p>The drafted INSET Policy contains overall idea of INSET (not only SMASSE). This INSET Policy will be merged into drafted National Teacher Development Strategy and it is waiting the approval of the Cabinet as of Final Evaluation. However, those policies do not endorse the secure budget and regular implementation of SMASSE. In order to implement these Policies, a concrete action plan for future INSET is needed.</p>
	Commitment of personnel assignment and budget	<p>To realize recommendations left by Mid-Term Evaluation Team, MoEST assigned four (4) full-time counterparts (Subject Administrators) to SMASSE secretariat and they are working on the preparation for SMASSE INSET 2007.</p> <p>As of Final Evaluation, MoEST committed 5-M MK for SMASSE INSET 2007. However, the modality should be clarified and timely disbursement is required.</p>
Constraining and promoting factors	Factors constraining the implementation process	<p>- Project design Although the scope of Project purpose was limited only to SEED, in order to achieve the Overall Goal, a further institutionalization for the sustainable INSET is necessary.</p> <p>- Delay of the recruitment of the Japanese expert The second dispatch of the Japanese expert was delayed. It caused a blank 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.</p>

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Evaluation by Five Criteria	Evaluation Items	Confirmation Items	Result/Achievement
1. Relevance	Consistency between Project goals and the needs of Malawian Educational Sector	Teachers' needs to improve their teaching capability	<ul style="list-style-type: none"> - All the teachers, qualified and under-qualified, need INSET in order to sharpen their delivery skills for effective teaching. - INSET had not conducted regularly before SMASSE. - According to the Mid-Term Evaluation, the teachers started recognizing the importance and the needs of professional development for effective teaching.
		Students' needs to improve their academic performance in Maths and Science Education	<p>Many of students consider that Maths and Science are difficult and their performance is very low. However, the students are changing their attitude towards Maths and Science because of the introduction of the new way of teaching and it makes the students enjoy and be interested in those lessons.</p>
	Consistency between Project goals and Malawian National Development Policy	<ul style="list-style-type: none"> - National Development Policy - Policy and Investment Framework 	<ul style="list-style-type: none"> - Malawi Growth and Development Strategy 2006-2011 (December 2006) emphasizes, especially for secondary level, the importance of quality improvement and relevant education. Its key strategies include the provision of teaching and learning materials, training of teachers, and construction of appropriate classrooms. - The Policy and Investment Framework (revised in January 2001) mentions the maintenance and improvement of the quality and relevance of education as one of its objectives. It addressed the strategies, which aim at combining the right input (good physical infrastructure, qualified teachers, and adequate instructional materials), the right access (good management, effective teaching/learning, effective supervision and fair examinations), and the right outputs (motivated and well-educated students, capable of contributing to the development of the nation). - The INSET Policy also reconfirms that the teacher training is indispensable and the needs of systematic upgrading of teachers' academic and professional qualifications.
	Consistency with Japan's ODA Policy	Consistency with the ODA policy for Malawi	<ul style="list-style-type: none"> - Japanese aid policy promotes the capacity development for Maths/Science education in Africa and South-to-south cooperation within African region. - JICA's Country Project Implementation Plan for Malawi also enhances the improvement of education quality.
	Relevance of the Project design		<ul style="list-style-type: none"> - Target Group <p>The selection of target group covers all Maths and Science teachers in the project site.</p> <ul style="list-style-type: none"> - Project site <p>The Selection of SEED was to make use of human resource of DCE that had capacitated by Kenyan trainings and prior experience of INSET trial. In addition, DCE had received Japanese Grant Aid Project to improve its facilities.</p> <ul style="list-style-type: none"> - Contents and system of INSET <p>The contents and system of INSET was designed based on the baseline survey. Kenyan SMASSE experience is fully utilized as inputs of the Project. Furthermore, through the implementation of two (2) INSETs, the contents of SMASSE Malawi is modified to put more weight on the subject matter than the methodology to suite more to the situations of Malawian teachers.</p>

		<p>- Implementation Agency The selection of Domasi College of Education as the implementer of the Project is to maximize the DCE's capability, which serves both for pre-service and in-service teacher training. It is also to maximize the experiences of DCE's pre-project activities such as "Trial INSET" and "Participation of the faculty to the Third Country Training in Kenya", and etc. It is also done because of the former input of JICA to DCE as mentioned above.</p>																								
<p>2. Effectiveness Production of Outputs (compare to the planned value)</p>	<p>Output 1 By the end of the Project, over 36 Core Trainers undergo suitable training.</p> <p>Output 2 By the end of the Project, over 3 INSET Centres are equipped according to the minimum standards set by the Project.</p> <p>Output 3 (a) By the end of the Project, over 3 cluster-level INSET are held at each INSET Centre.</p> <p>(b) By the end of the Project, over 300 teachers complete the modules for cluster-level INSET.</p>	<p>The number of trained Core Trainers is as follows:</p> <table border="1" data-bbox="363 331 478 1003"> <thead> <tr> <th>Number Expected</th> <th>Mid-Term Evaluation (INSET 2005)</th> <th>Final Evaluation (INSET 2006)</th> </tr> </thead> <tbody> <tr> <td>36</td> <td>30</td> <td>34</td> </tr> </tbody> </table> <p>* Those numbers include Subject Administrators</p> <p>Although forty-nine (49) people including all Core Trainers are trained in Kenya, some of them retired from teaching service or are studying at university.</p> <p>Through the interview it is clarified that most of Core Trainers are satisfied and found the effectiveness of the series of training given to them, such as training in Kenya, Training of Trainers. Furthermore, they really want to have more training for their capacity development.</p> <p>The number of equipped INSET Centres is as follows:</p> <table border="1" data-bbox="778 331 893 1003"> <thead> <tr> <th>Number Expected</th> <th>Mid-Term Evaluation (INSET 2005)</th> <th>Final Evaluation (INSET 2006)</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Through the interview it is clarified that most of Core Trainers and teachers are satisfied with the accessibility, facilities, equipment, and training environment.</p> <p>The number of INSET held at each INSET Centre is as follows:</p> <table border="1" data-bbox="1053 331 1168 1003"> <thead> <tr> <th>Number Expected</th> <th>Mid-Term Evaluation (INSET 2005)</th> <th>Final Evaluation (INSET 2006)</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>The number of teachers trained at INSET Centre is as follows:</p> <table border="1" data-bbox="1276 331 1391 1003"> <thead> <tr> <th>Number Expected</th> <th>Mid-Term Evaluation (INSET 2005)</th> <th>Final Evaluation (INSET 2006)</th> </tr> </thead> <tbody> <tr> <td>300</td> <td>301</td> <td>301</td> </tr> </tbody> </table>	Number Expected	Mid-Term Evaluation (INSET 2005)	Final Evaluation (INSET 2006)	36	30	34	Number Expected	Mid-Term Evaluation (INSET 2005)	Final Evaluation (INSET 2006)	3	3	3	Number Expected	Mid-Term Evaluation (INSET 2005)	Final Evaluation (INSET 2006)	3	3	3	Number Expected	Mid-Term Evaluation (INSET 2005)	Final Evaluation (INSET 2006)	300	301	301
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300	301	301																								

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<p>Output 4</p> <p>By the end of the Project, over 90 headmasters and over 20 division and Ministry officials participate training sessions for strengthening their administrative capacity.</p>	<p>The number of headmasters and Ministry officials is as follows:</p> <table border="1" data-bbox="220 228 386 1093"> <thead> <tr> <th></th> <th>Number Expected</th> <th>Mid-Term Evaluation (INSET 2005)</th> <th>Final Evaluation (INSET 2006)</th> </tr> </thead> <tbody> <tr> <td>Headmasters</td> <td>90</td> <td>95</td> <td>-</td> </tr> <tr> <td>Staff of Ministry</td> <td>20</td> <td>18</td> <td>-</td> </tr> </tbody> </table> <p>* The training for headmasters and Ministry officials was held as INSET Management Workshop in May, 2006 ** 18 staff of Ministry consist of 4 officials from Ministry of Education, Science and Technology and 14 officials form 5 Divisional Education Office (include 5 Divisional Education Managers).</p>		Number Expected	Mid-Term Evaluation (INSET 2005)	Final Evaluation (INSET 2006)	Headmasters	90	95	-	Staff of Ministry	20	18	-
	Number Expected	Mid-Term Evaluation (INSET 2005)	Final Evaluation (INSET 2006)										
Headmasters	90	95	-										
Staff of Ministry	20	18	-										
<p>Achievement of Project Purpose</p>	<p>The cluster-INSETs were held as scheduled at three INSET Centres. 1st INSET was conducted on December 12 to 23, 2005 and 2nd INSET was on December 11 to 22, 2006. As of Final Evaluation, 3rd INSET in August 2007 is being prepared.</p> <p>Core Trainers' Capacity Index evaluated by the teachers is as follows:</p> <table border="1" data-bbox="689 324 801 990"> <thead> <tr> <th>Figure Expected</th> <th>INSET 2005</th> <th>INSET 2006</th> </tr> </thead> <tbody> <tr> <td>3.0</td> <td>3.0</td> <td>3.3</td> </tr> </tbody> </table> <p>Through the interview it is clarified that 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. Although some express the needs of more training. Most of Core Trainers looked confident and committed towards the 3rd INSET scheduled in August 2007.</p> <p>INSET Evaluation Index evaluated by the teachers is as follows:</p> <table border="1" data-bbox="1024 324 1136 990"> <thead> <tr> <th>Figure Expected</th> <th>INSET 2005</th> <th>INSET 2006</th> </tr> </thead> <tbody> <tr> <td>2.5</td> <td>2.8</td> <td>3.2</td> </tr> </tbody> </table> <p>Through the interview it is clarified that many teachers satisfied and appreciated to INSET because they really felt their improvement of teaching capability and the students' change in their attitude towards Maths and Science lessons. All interviewees requested the extension of training duration or frequency and expansion of the topic coverage of each subject area.</p>	Figure Expected	INSET 2005	INSET 2006	3.0	3.0	3.3	Figure Expected	INSET 2005	INSET 2006	2.5	2.8	3.2
Figure Expected	INSET 2005	INSET 2006											
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2.5	2.8	3.2											

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INSET Evaluation Index evaluated by the Core Trainers is as follows:

Figure Expected	INSET 2005	INSET 2006
2.5	3.0	3.1

Through the interview it is clarified that all interviewees feel the effectiveness of INSET for the classroom teachers especially those who are teaching in Community Day Secondary Schools. It is also found that Core Trainers are confident and capable to facilitate INSET and to contribute to the improvement of the quality in Maths and Science Education in SEED.

INSET Evaluation Index measured by INSET Session Evaluation Instrument is as follows:

Figure Expected	INSET 2005	INSET 2006
2.5	3.3	3.5

The four (4) Outputs are achieved through the Project activities and it is observed that those Outputs promote the achievement of the Project Purpose.

3. Efficiency

Adequacy and Sufficiency of Inputs to produce four (4) Outputs

It is already mentioned above, four (4) Outputs have almost been achieved and those Outputs caused changes in teachers' attitude and some classroom practices in SEED. To attain these Outputs, the Inputs are contributing appropriately to conduct INSET effectively and efficiently.

However, the trainings for headmasters, Divisional, and Ministry officials were held only once. It still needs the number of training and orientation to improve the INSET management capacity of them.

Adequacy of the quantity and quality of Inputs

Appropriateness of the dispatch of Japanese experts in terms of number, specialization, communication skill, timing, and duration

The dispatch of the 1st Japanese expert had done appropriately but the 2nd dispatch was delayed.

Adequacy of the Inputs to conduct Cluster-level INSET

- INSET Centres
Three (3) INSET Centres are equipped and organized appropriately to serve for INSET. Also the number of INSET Centre is appropriate considering the number of teachers and its accessibility. All INSET Centres are established using existing school facilities.

- INSET Design

The training period and duration is appropriate but some teachers are expecting to increase the number of sessions or duration to master more.

- Core Trainers

According to Subject Administrators and some of Core Trainers, the number of Core Trainers is not enough to conduct INSET effectively. They requested to maintain at least four (4) Core Trainers per subject for each Centre. Also some of Core Trainers are not yet equipped enough to conduct effective INSET.

<p>Maximization of former inputs and available sources</p>	<p>Assignment of suitable counterparts in terms of the number, ability, age, gender, and timing</p> <p>Sufficient budget measures taken by Malawian government</p> <p>Maximization of the outcomes and experiences of former projects</p> <p>Unnecessary or unutilized inputs to the project</p>	<p>Four (4) counterparts are assigned after the recommendation of Mid-Term Evaluation. As of Final Evaluation, those counterparts are making conscious effort for the preparation of INSET 2007 scheduled in August.</p> <p>For the 1st and 2nd INSETs, Japanese side shouldered most of the expenses for the implementation. After the recommendation of Mid-Term Evaluation Team, Malawian Government committed the budget for the 3rd INSET. It shows the responsibility of Malawian Government and the intension to conduct the 3rd INSET successfully.</p> <p>The Project fully utilized available resources of SMASSE-WECSA.</p> <p>As of Final Evaluation, there is no unnecessary input found.</p>										
<p>4. Impact</p> <p>Prospect of the achievement of the overall goal</p>	<p>Improvement of the teaching quality in Maths and Science</p>	<p>- Teaching performance evaluated with Kenyan Classroom Observation Instrument under 2007 SMASSE Impact Survey (March 6 to 9, 2007) is as follows:</p> <table border="1" data-bbox="550 280 662 1030"> <tr> <td>Teachers' performance (no experience of SMASSE INSET)</td> <td>Core Trainers' performance (experience of Training in Kenya)</td> </tr> <tr> <td>1.7</td> <td>2.2</td> </tr> </table> <p>The table shows the effect of Third Country Training in Kenya. It indicates the capacity improvement of Core Trainers. Through the interviews it is also clarified that most of Core Trainers evaluated themselves as equipped and ready to train fellow teachers. Actually, Core Trainers were willing to involve students to various lesson activities with improvised materials. Those appearances prove the commitment and capacity improvement of Core Trainers.</p> <p>- Teaching performance evaluated with Malawian Classroom Observation Instrument is as follows:</p> <table border="1" data-bbox="885 313 997 996"> <tr> <td>Baseline Survey (June 2005)</td> <td>after 1st INSET (December 2005)</td> <td>after 2nd INSET (December 2006)</td> </tr> <tr> <td>1.6</td> <td>1.9</td> <td>2.1</td> </tr> </table> <p>Second table shows the effect of SMASSE INSET Malawi. It evidences the effectiveness of INSET to improve the performance level of the teachers.</p> <p>Teachers realize that the lessons become simple and effective by applying ASEI-PDSI approach. It makes teachers be confident and enjoy their lessons. Most of those teachers are willing to continue the training to serve better lessons for their students. ASEI-PDSI approach encourages students' participation and enjoyment.</p> <p>- Bridging with pre-service training Science Department Faculties have already accepted and teaching ASEI-PDSI approach as one of teaching strategies to the students. It makes good relation between pre-service and in-service.</p> <p>The fact, which INSET changes the classroom practices in SEED, makes the other divisions desire to have INSET in their divisions. EDO officials who were participated in INSET from other divisions got to know the effectiveness and advantage of INSET. They are so interested in the implementation of INSET in their divisions.</p>	Teachers' performance (no experience of SMASSE INSET)	Core Trainers' performance (experience of Training in Kenya)	1.7	2.2	Baseline Survey (June 2005)	after 1st INSET (December 2005)	after 2nd INSET (December 2006)	1.6	1.9	2.1
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1.6	1.9	2.1										
<p>Negative impacts</p>	<p>Diffusion to other divisions</p>	<p>As of Final Evaluation, no negative impact is observed.</p>										

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<p>5. Sustainability</p> <p>Maintenance of the benefits of SMASSE INSET</p>		<p>Malawian teachers try to practice ASEI-PDSI approach in their lessons and some of them have already understood the approach is effective and applicable to the other topics. Also the Core Trainers are willing to produce several write-ups continuously which meet the teachers' needs.</p> <p>However, there are some misapplications of ASEI-PDSI to the lessons. For example, the teachers do an activity even which is not congruent to the lesson objectives. Also, some teachers cannot apply ASEI-PDSI approach effectively because of their low mastery of the subject contents. It is still needed to continue the training to maximize ASEI-PDSI approach and to make teachers master the subject matter enough.</p>
<p>Continuation of INSET programs</p>	<p>Accumulated capacity to sustain INSET</p>	<ul style="list-style-type: none"> - INSET Policy MoEST has already drafted INSET Policy and was submitted to the Cabinet. It also will be integrated to National Teacher Development Strategy. - Financial sustainability Although Malawian Government has committed the budget for the 3rd SMASSE INSET (scheduled in August 2007), it is not certain whether the Malawian Government secures budget continuously. - Administrative sustainability Supposed DTED is strengthened institutionally as a responsible department of INSET, EDM and DCE are capable and confident to implement INSET continuously. - Technical sustainability ASEI-PDSI approach has already been accepted by the classroom teachers and they have started its application to the other subjects and topics. The Core Trainers headed by Subject Administrators are equipped to conduct effective INSET and they continue various trainings. Those Core Trainers also refine INSET contents and strategies responding to the teachers' needs. - Social consideration The Project is targeting all Maths and Science teachers in SEED. This strategy is applicable to any other divisions as its rolling-out. According to the teachers, it is expected that more girls would select Maths and Science. As of Final Evaluation, there is no negative impact to the social welfare and environment.
<p>Necessity of Modification Recommendations</p>		<ul style="list-style-type: none"> - Successful implementation of the 3rd INSET It is the last chance for the Core Trainers and administrators to prove their enough capability to implement INSET by Malawian side. - Clarification and modification of the SMASSE INSET organization Since DTED is declared as the responsible and leading organization of INSET, it needs to clarify the role and functions of related organizations and personnel. Especially among DTED, EMAS, DHRM, DCE, SEED, SMASSE Secretariat, and INSET Centres.

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