Evaluation of the Support to the Inspection and Advisory Services Project

Report for

Link Community Development International

Final Report
April 2016
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<tr>
<td>CPD</td>
<td>Continuing Professional Development</td>
</tr>
<tr>
<td>DEM</td>
<td>District Education Manager</td>
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<tr>
<td>DEP</td>
<td>District Education Plan</td>
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<td>EMAS</td>
<td>Education Methods Advisory Service</td>
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<td>EMIS</td>
<td>Education Management Information System</td>
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<td>GoM</td>
<td>Government of Malawi</td>
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<td>GIZ</td>
<td>German Technical Cooperation</td>
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<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
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<tr>
<td>INSET</td>
<td>In-Service Education and Training</td>
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<td>ITE</td>
<td>Initial Teacher Education</td>
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<tr>
<td>JCE</td>
<td>Junior Certificate of Education</td>
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<tr>
<td>LCDM</td>
<td>Link Community Development Malawi (often referred to as Link)</td>
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<tr>
<td>MGTSC</td>
<td>Malawi Government Teaching Service Commission</td>
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<tr>
<td>MIE</td>
<td>Malawi Institute of Education</td>
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<td>MOEST</td>
<td>Ministry of Education, Science and Technology</td>
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<td>MSSSP</td>
<td>Malawi School Support System Project</td>
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<td>NER</td>
<td>Net Enrolment Rate</td>
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<td>NGO</td>
<td>Non-Government Organisation</td>
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<td>NSTED</td>
<td>National Strategy for Teacher Education and Development</td>
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<td>ODL</td>
<td>Open and Distance Learning</td>
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<tr>
<td>PCAR</td>
<td>Primary Curriculum and Assessment Reform</td>
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<tr>
<td>PEA</td>
<td>Primary Education Advisor</td>
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<td>PEMA</td>
<td>Principal Education Methods Advisor</td>
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<td>PSIP</td>
<td>Primary School Improvement Project</td>
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<tr>
<td>PSLCE</td>
<td>Primary School Leaving Certificate of Education</td>
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<tr>
<td>SADC</td>
<td>Southern Africa Development Cooperation</td>
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<td>SIAS</td>
<td>Support for Inspection and Advisory Services</td>
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<td>SIP</td>
<td>School Improvement Plan</td>
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<tr>
<td>SWAP</td>
<td>Sector Wide Approach</td>
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<tr>
<td>TDC</td>
<td>Teacher Development Centre</td>
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<tr>
<td>TSC</td>
<td>Teaching Service Commission</td>
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<tr>
<td>TTC</td>
<td>Teacher Training College</td>
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<td>USAID</td>
<td>United States Agency for International Development</td>
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EXECUTIVE SUMMARY

Evaluation of the Support to the Inspection and Advisory Services Project (SIAS) (covering the period from project start in April 2013 to completion in March 2016).

Link was awarded a grant by the Scottish Government in 2013 for the SIAS project (working in partnership with the national Directorate of Inspection and Advisory Services (DIAS) and with practice-based training in Dedza District.

The overall aims of the SIAS project were to improve the provision of quality education to the children of Malawi by supporting the Ministry of Education, Science and Technology to develop:

1. A cadre of professionally trained, knowledgeable inspectors, able to effectively inspect schools and to monitor school improvement throughout Malawi; and
2. A cadre of professionally trained, knowledgeable Primary Education Advisors (PEAs), able to effectively support school improvement throughout Malawi.

Progress Toward Targets and Indicators

In terms of progress toward targets and indicators, the SIAS project has met, or exceeded, all logframe targets. The project has also completed within budget with no variance.

It is the view of this report that the additionality of the key logframe impact indicators (inspection and adviser reports to NES standards in Dedza District) is high and that these benefits are unlikely to have been achieved without Link intervention.

The additionality of wider benefits including the development of well qualified cadres of inspector and advisers working to the NES model is less easily assessed. However, feedback with DIAS officials, inspectors, and Primary Education Advisers suggests that additionality is also high in this regard.

Wider benefits to other stakeholders, including school staff, communities and learners, are evident despite the early stage of implementation, but are likely to have lower, more moderate levels of additionality, due to the widespread influence of other projects and programmes.

Management Content & Delivery

It is the view of this report that the management, content and delivery of the SIAS project has been effective, reflecting a flexible and responsive approach with stakeholders. A number of caveats are noted. However, these have not affected the overall project performance in terms of targets achieved.

Of particular significance, is the effective approach to partnership working, including the co-location of staff which has helped to match the project to the needs of stakeholders and led to the development of a targeted and innovative approach to the standards and inspection process which does not duplicate other efforts.

Progress Towards Overall Aims & Objectives

The findings suggest that significant progress has been made in the establishment of appropriately skilled and knowledgeable cadres of inspectors and advisers strongly informed by the NES and operating within the Dedza pilot area. The development of cadres beyond Dedza is progressing and the SIAS project has played a key role in influencing that process which now falls to DIAS. However, the widespread establishment of fully functional cadres across Malawi is a work in progress and is beyond the reach of the SIAS project to further shape.

There is evidence for a range of significant wider benefits being experienced by participant schools as a result of the application of standards and the revised inspection and advisory model (including governance, teaching practice, community engagement and learner performance). This is a very encouraging result given the relatively early phase in implementation of the SIAS model. These benefits
remain to be confirmed in the official education statistics, but there was consistent support for the view across a range of stakeholders within Dedza.

Community and learner empowerment featured strongly in consultation with stakeholders, particularly in the case study evidence, suggesting more widespread and systematic engagement with parents and learners in the development of school performance.

However, a strong theme to emerge from the fieldwork was the importance of the challenging wider economic context in which stakeholders and SIAS model operate and which is viewed as a significant barrier to full and effective implementation of the NES and revised inspection and advisory model within Dedza and more widely across Malawi.

Value for Money

The SIAS project demonstrates good value for money in a number of ways. Perhaps most significantly the project has acted as a catalyst for national adoption and rollout of the NES and associated inspection and advisory model. Given the pressing need for educational improvement in Malawi and the scale of investment in the sector by the Government of Malawi (as a share of national wealth), it is important that the investment is channelled to the best effect. The SIAS project has made a significant impact in this regard, and the influence is likely to be sustained.

Sustainability & Succession

This report identifies a high degree of commitment by MoEST and DIAS to sustain the work of the SIAS project through national rollout of the NES and associated inspection and advisory service. This commitment is reinforced by the follow-on Link project (INSPIRE) which provides an opportunity to further embed and develop aspects of the SIAS model. In addition, a number of other NGO and donor partners have indicated support for the SIAS model and adopted aspects in their own work, further encouraging the long-term influence of the project.

In the work of advisers, and at the school level, there is evidence that many of the early benefits experienced are expected to be sustained, such as improved teaching effectiveness; improved learner attendance; and improved learner pass rates.

The report includes a number of lessons and recommendations to inform future related project delivery.
1 INTRODUCTION

1.1 EVALUATION AIM & OBJECTIVES

The aims of the evaluation are noted in the Terms of Reference as follows:

1. To determine the performance of SIAS against project objectives (including outputs, outcome and impact);
2. To determine the wider impact of SIAS in relation to the overall project aim;
3. To determine the relevance of SIAS in terms of Malawian education policy and objectives;
4. To determine if the intervention has put in place mechanisms to ensure sustainability; and
5. To determine the effectiveness and efficiency of programme delivery.

In addition, key areas of interest for Link include the following:

1. Impact and results;
2. Empowerment of direct and indirect beneficiaries;
3. Value for money;
4. Innovation;
5. Sustainability;
6. Additionality;
7. Realisation of Risks;
8. Contribution to Government of Malawi and Scottish Government objectives and to the Millennium Development Goals;
9. Lesson Learning (particularly in the areas of empowerment & advocacy, equity, capacity building, and monitoring & evaluation); and

The evaluation covers the period from project start in April 2013 to completion in March 2016.

In addition to the points noted above, the evaluation also considers the following areas:

1. The effectiveness of the management and delivery arrangements, highlighting any improvements that may be considered;
2. The effectiveness of partnership arrangements; and
3. The extent to which target groups have been reached.

1.2 PROJECT OVERVIEW & CONTEXT

1.2.1 LINK COMMUNITY DEVELOPMENT (LINK)

Link is a group of international non-governmental organisations (NGO) committed to helping improve education delivery in developing countries, in partnership with national, regional and local education departments. Link facilitates projects that build the capacity of schools and increases access to quality education for communities in rural areas.

Link in Malawi was established in 2006 and works in partnership with the Ministry of Education, Science and Technology (MoEST) and the Dedza District Education Office to improve the quality of education in Malawi.

1.2.2 PROJECT RATIONALE

Link was awarded a grant by the Scottish Government in 2013 for the Support to the Inspection and Advisory Services (SIAS) project (working in partnership with the national Directorate of Inspection and Advisory Services (DIAS) and with practice-based training in Dedza District.
The 3-year project commenced in April 2013 and completed in March 2016. The overall aims of the SIAS project were to improve the provision of quality education to the children of Malawi by supporting the Ministry of Education, Science and Technology to develop:

3. A cadre of professionally trained, knowledgeable inspectors, able to effectively inspect schools and to monitor school improvement throughout Malawi; and
4. A cadre of professionally trained, knowledgeable Primary Education Advisors (PEAs), able to effectively support school improvement throughout Malawi.

The project sought to achieve these aims by developing and piloting an improved model for comprehensive, integrated inspection and advisory services to effectively monitor, evaluate and support school improvement in Malawi.

The SIAS project was piloted in Dedza District in 19 primary schools and 5 secondary schools. The main project partners included:

1. Link Malawi;
2. Link International (Edinburgh);
3. DIAS; and
4. Dedza District Education Office.

The project aims are stated as aligned with MoEST policy as expressed in the National Education Sector Plan (2008–2017), and Education Sector Improvement Plan II.

1.3 REPORT STRUCTURE

The remainder of the report is structured as follows:
Section 2 – Evaluation Methodology;
Section 3 – Evaluation Findings;
Section 4 – Conclusion & Recommendations; and
Section 5 – Appendices.
2 Methodology

2.1 Evaluation Design

Alastair McPherson (Evaluation Study Director) worked with the Link team in Malawi and Edinburgh to develop an approach to meet the assignment aims and objectives.

The evaluation was structured as a participatory process, with beneficiaries involved in the investigative process, and engaging with key stakeholders at national, district, zone and school levels.

The main ways in which stakeholders were engaged include the following:

1. Opportunities to shape the evaluation approach;
2. Opportunity to provide evidence as part of the evaluation process, for example, through individual interviews, surveys, and focus groups;
3. Opportunity to provide feedback on draft evaluation findings; and
4. Access to evaluation findings via dissemination of reports and presentation of results.

2.2 Project Theory of Change

2.2.1 Introduction

Our approach to the evaluation was informed by the SIAS project theory of change/logic model, which pointed to the main benefits expected from the project and the main ways in which change was intended to be brought about (these are summarised in Table 5.1 in Appendix 1). As such, the Theory of Change/logic model informed the focus of the evaluation questions used in, for example, stakeholder interviews.

2.2.2 Mid-Project Changes

It is noted that changes to SIAS logframe were made in September 2014 and agreed with the Scottish Government. The rationale for the changes are noted in Appendix 2 (a number of precursor steps were identified as necessary before the original project objectives could be addressed) (consultation with Link External Consultant, February 2016).

In consultation with partners, the changes focused the immediate goals of the project on achievement of the more narrowly defined objectives of an improved inspection framework within Dedza rather than the wider benefits within Malawi as a whole, or to learners anticipated as a result of improvements to the framework and subsequent school performance.

2.2.3 Logframe Issues

The redefinition noted above had positive benefits for the identification and delivery of key components of an improved inspection system, as discussed later in this report. However, the redefinition of project ‘impact’ towards shorter-term, immediate goals, risks obscuring the ultimate objectives of the project. These redefined ‘impacts’ are arguably ‘outcomes’. Retaining the wider anticipated impacts within the logframe (i.e. around Malawi-wide benefits, school improvement and learner performance) would be a fairer reflection of the ultimate project intentions and why it is being delivered. (It is also noted that the overall project description, about development of a cadre of inspectors and PEAs throughout Malawi, no longer matches the revised logframe).

It is acknowledged that there are challenges in measurement of such wider impacts, and that the roles and responsibilities for fully measuring these are beyond the scope of the project. As such, these limitations could have perhaps still been stated within the logframe, with the caveat that they be picked up by successor bodies.

As responsibility for rolling out the SIAS pilot project beyond Dedza rests with DIAS, the provision of a set of measures for wider impact may have provided DIAS with a foundation for future monitoring activity. Through supporting future monitoring and evaluation, and the associated learning, this
additional step may promote sustainability of the improved model of inspection. As the UN Millennium Development Goals Report 2015 comments, “What gets measured gets done” (UN, 2015 p10). It is recommended that Link encourages SIAS project successor bodies to adopt indicators that permit measurement of wider benefits. A number of these are already collected on a routine basis across Malawi and may include those noted in Appendix 10. It is noted that no other formal evaluation of school performance support projects has yet being carried out (senior DIAS official and senior Dedza District official #2, March 2016) using the longer term measures suggested in Appendix 9.

2.2.4 IMPLICATIONS FOR EVALUATION QUESTIONS

The evaluation questions have been framed to assess the specific benefits identified in the logframe, as well as the wider benefits cited in the statements of overall project aims.

2.3 EVALUATION METHODS

2.3.1 INCEPTION MEETING & DISCUSSION

The evaluation commenced with an inception meeting between Additional Research and Link to:

1. Agree and finalise the detailed aims, objectives and approach of the evaluation;
2. Access background documents relating to the project;
3. Confirm stakeholders for consultation and access contact details for stakeholders; and
4. Finalise logistical arrangements for fieldwork support.

2.3.2 DESK REVIEW OF BACKGROUND INFORMATION

A detailed review was made of background documentation relating to the project including project plans and approval papers; monitoring data (permitting, as far as possible, the profiling of activities, outputs and beneficiaries); relevant strategy/policy documentation; and available socio-economic baseline statistics providing the context of the project.

These documents included:

1. SIAS original full proposal and amendments agreed with Scottish Government;
2. SIAS bi-annual reports to the Scottish Government Fund Manager;
3. District, zone and school improvement reports and plans; and
4. Background documentation including MoEST policy documents.

2.4 FIELDWORK

2.4.1 INTRODUCTION

The approach used of a combination of methods, reflecting the study aims, the range of stakeholder groups, and the resources available. The main methods included:

• Face-to-face, in-depth, semi-structured interviews with selected key stakeholders;
• Focus group/s, permitting interaction with a larger group of stakeholders within a small time-frame;
• Case study research, looking in-depth at a small number of cases; and
• An online self-administered questionnaire survey for selected officials and stakeholders not included within face-to-face consultations or case studies.

The main groups addressed by each method are outlined in Appendix 3. A full list of groups participating in the various research methods is indicated in Appendix 5, along with an outline of the fieldwork schedule.
2.4.2 **Stakeholder and Case Study Consultations**

Consultations were held with stakeholder representatives in order to assess the evaluation questions and to provide the most up-to-date picture of issues affecting project performance. Consultations were also held with representatives of the case study schools.

The consultations were conducted by face-to-face, semi-structured interview. Topic guides to support the consultations were developed in advance of fieldwork and submitted to Link for review and comment (see Appendix 7).

2.4.3 **Postal Self-Administered Survey**

A questionnaire survey was developed aimed at measuring satisfaction with the project and gathering a range of quantitative and qualitative feedback from the selected stakeholders (all Dedza pilot PEA and all Head Teachers in pilot schools).

The sampling frame comprised a list of all stakeholders with the necessary information to contact the respondents. This data was supplied by Link.

The survey was piloted as an online survey tool (Qualtrics). However, widespread problems with internet access in the Dedza area during the fieldwork phase meant that an alternative postal version of the survey was used. As a result, it is unclear whether an online version would be a suitable means for delivery to a similar target group in the future.

Draft questionnaires were developed in advance and submitted to Link for review and comment (see Appendix 8).

The postal survey proved successful and 100% response rate was achieved: 19 PEA and 23 Head Teacher responses.

2.4.4 **Case Study Research**

A further phase of the research was undertaken with three case studies of school interventions (two primary schools and one secondary school).

Case studies were used to gain an in-depth understanding of selected cases, providing an understanding of why, for whom and under what circumstances the project achieves its objectives.

The case studies aimed to assist Link to:

- Illustrate the project benefits in a narrative form, drawing on carefully selected projects;
- Explore the various points of view of the different stakeholders;
- Examine differences in implementation in different circumstances; and
- Better understand the nature of the processes producing benefits.

The selection of cases was an important step for generalising and answering the evaluation questions. Cases were selected on the basis of discussion with the Link and reflected consideration of the factors below:

- Access and availability within the fieldwork period;
- The availability of contrasting cases: that is, primary and secondary schools; and
- A view by Link that the schools were typical cases.

Nonetheless, the cases are not statistically representative and should be taken as illustrative of a range of issues encountered by participating schools.

2.4.5 **Focus Groups**

Within the case studies, interviews were carried out with Head Teachers. In addition, larger groups of parents, teachers and learners made use of a simple focus group approach. Focus groups bring individuals together to discuss issues in an open group format. The main benefits of the focus group
approach are that it allows participants to direct discussions towards their main concerns and issues, and can collect very detailed and complex information, particularly information of a qualitative nature.

The focus groups included small groups of learners, parents and teachers brought together to engage in a guided discussion about a topic for 25-45mins. Groups were facilitated by Alastair McPherson using a topic guide, which was agreed with Link in advance. Translation for parent and learner groups was provided by a Link project officer.

2.4.6 ETHICAL ISSUES

The research was undertaken in accord with the principle that participation is voluntary, there is informed consent for participation, and that no harm is caused to participants.

Research participants were made aware of why the research was happening, what would happen with the data and who it would be shared with. The following information was provided to participants:

- The purpose of the research and what it entails;
- Who is undertaking and financing the research including the identity of the researcher;
- An outline of any reasonably foreseeable risks, embarrassment or discomfort;
- A description of the likely impact of the study;
- A description of how the respondent was selected for the study;
- A statement that participation was voluntary and that the respondent was free to withdraw at any time or to decline any particular question;
- Details as to how the findings will be disseminated;
- A description of what confidentiality or anonymity applies; and
- An offer to answer any questions.

2.5 ANALYSIS & TRIANGULATION

The analysis step included review of the quantitative and qualitative data collected during the fieldwork phase in order to answer the evaluation questions.

The introduction to the findings sections outline the main evaluation questions which are addressed by that section. The location of evaluation questions by section is summarised in Appendix 4.

Information from a range of stakeholders and other sources is brought together (triangulated) to provide a range of perspectives on the evaluation questions. Quantitative data was analysed using the Qualtrics survey tool.
3 FINDINGS

3.1 STRATEGIC FIT & CONTRIBUTION

This section examines the following evaluation questions:

EQ A3) To determine the relevance of SIAS in terms of Malawian education policy and objectives; and

3.1.1 LINK PERSPECTIVES

Malawi Government Policy

The intended strategic fit and contribution of the project is set out in the project proposal to the Scottish Government (Link, 2013), and confirmed in consultation with Link project managers (February and March 2016). Namely, the project aims to align with MoEST policy as expressed in the National Education Sector Plan (NESP 2008–2017), and the Education Sector Improvement Plan II.

The country’s education system faces several challenges, including: inadequate school facilities, high dropout rates, high pupil-teacher ratios, low completion rates, low learning achievement for children in poor rural areas (where HIV/AIDS prevalence is high).

The NESP outlines the country’s strategy to achieve equitable access to education and improve the quality of learning, system governance and management. The NESP plan aims to:

1. Expand early childhood education;
2. Improve the quality and relevance of basic education;
3. Promote technical and vocational training responding to labour market needs; and
4. Support higher education and research.

Specifically, the SIAS project addresses Priority 2: Quality and Relevance, in the Malawi NESP (2008-17), which refers explicitly to the need to ‘reinforce inspection and supervision systems.’

Two implementation plans were developed by the Government of Malawi to achieve the policy targets of the NESP. The more recent Education Sector Implementation Plan II (ESIP II) provides an updated roadmap for the objectives of the sector.

The ESIP II has identified several key policy areas for focus in the coming years. The emphasis is on the need for enhanced focus on improving quality in primary education and increased access to secondary education in Malawi.

The ESIP II acknowledges that the system is not delivering the services as required and expected and underlines the fact that despite improvements in access, the biggest challenge for the country is unacceptably low level of academic performances and learning (Global Partnership for Education, 2016).

The SIAS project is intended to make a contribution to these priorities by developing a cadre of professionally trained, knowledgeable inspectors, able to effectively inspect schools and to monitor school improvement throughout Malawi; and developing a cadre of professionally trained, knowledgeable Primary Education Advisors (PEAs), able to effectively support school improvement throughout Malawi.

Further, the SIAS project is designed to work within other partner programmes within the Sector-Wide Approach (SWAP) in Malawi to directly support the MoEST policies and enhance the effectiveness of the Primary School Improvement Plan (PSIP) and other national programmes.
The potential contribution of the project is high the given status of education in the country and the investment being directed towards education by the Government of Malawi (i.e. some 20 per cent of the Malawian national budget over the period 2010-15 was allocated to the education sector, with public expenditure on education averaging 7% of GDP (World Bank 2015 figures cited in Global Partnership for Education, 2016).

**Scottish Government Policy**

This project is also consistent with and supports Scottish Government international development policy. This is achieved by building on previous work funded by the Scottish Government which positively influenced MoEST policy, and demonstrated a commitment to address the severe educational difficulties being encountered in Malawi.

In particular, the project is consistent with Strand 4.3 of the Scotland Malawi Cooperation Agreement (Scottish Government, 2005) which focuses on “Quality and schools inspection ..., access and availability of quality education with particular reference to remote and rural communities”.

**3.1.2 Partner Perspectives**

**DIAS**

Consultation with a senior DIAS official (March, 2016) confirmed that the two primary components of the SIAS project, the development of the NES and the review of the inspection process, have a strong fit with the strategic goals of the department. This has been achieved through a “superb” relationship with Link characterised by a well-developed partnership approach and regular consultation so that DIAS and Link “moved together” in shaping the nature of the project.

The willingness of Link to adapt the project to better fit the needs of DIAS was praised by the senior official (and contrasted with the approach of other development partners) and is reflected in the changes to the scope of the project in 2014 (see Link, 2014).

Strategic fit was also supported by a national process of consultation and validation with stakeholders at central, division and district level including MoEST, DIAS, District officials and CSOs, and including the National Stakeholder Forum in 2015 (held by DIAS).

The SIAS project was considered by the senior DIAS official to have made a significant contribution to the work of the department in that the NES standards were already established nationally as a framework to guide the work of not only primary schools, and secondary schools, but also colleges, training colleges, as well as other NGOs.

Secondly, the role of inspectors has been developed, and training for inspectors in the new model has been, or is planned, across the country, as well as recruitment of an expanded inspectorate (senior DIAS official, March 2016).

**NGOs**

Further, a number of other NGOs and donor partners have provided tacit approval of the approach through support for implementation of the NES and development of complementary programmes, e.g. UNICEF provided support for printing and distribution of the standards, USAID’s Early Grade Reading Programme has aligned benchmarks with the NES, and GIZ has taken up work with DIAS for development of complementary Teacher Education Standards.

**3.1.3 Millennium & Sustainable Development Goals**

The UN Millennium Development Goals provided an internationally agreed overarching development framework for the period 2000-2015 comprised of eight goals. Of most direct relevance for the SIAS project was Goal 2: ‘Achieve universal primary education’, including Target 3. ‘Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling’ and

The SIAS project has a strong fit with MDG Goal 2. However, given the timing of the project the potential contribution to the associated 2015 target is limited. However, the potential strategic fit and contribution of the project to the successor UN Sustainable Development Goals (SDG), is high: i.e. SDG 4.1 “By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes” (UN, 2016).

While forward monitoring of the NES and inspection framework will pass to successor organisations, it is recommended that Link encourages these bodies to adopt indicators that align with relevant SDG goals.

3.1.4 CONCLUSION

It is the view of this report that the SIAS project has a high degree of relevance, and has made a significant contribution, to relevant Government of Malawi education policy at a national level and Scottish Government objectives, a view supported by DIAS officials.

The timing of the project means that it has not made a major contribution to the 2000-15 Millennium Development Goals, but that the project fit and likely contribution to the successor Sustainable Development Goals is high.

3.1.5 LESSONS & RECOMMENDATIONS

The achievement of a high level of strategic fit and contribution, as well as innovation in project design, has been brought about in large part through the effective partnership working with stakeholders in Malawi. The characteristics underpinning this approach are outlined in greater detail in section 3.3.
3.2 PROGRESS TOWARDS TARGETS & INDICATORS

This section examines the following evaluation questions:

EQ A1) To determine the performance of SIAS against project objectives (including outputs, outcomes and impact);

EQ B6) Additionality; and

EQ C3) The extent to which target groups have been reached.

3.2.1 INTRODUCTION

Progress against SIAS project indicators and targets is set out in a series of reports to the Scottish Government (Link 2015a-d, 2016), covering project years 1-3, the most recent available at the time of writing being the end of year logframe for Year 3 (2015-16).

3.2.2 PROJECT COSTS

Project inputs are detailed in the table below and total £399,721.99 over the three-year period of the project. The budget for the project is forecast to meet the expected spend with no variances.

A challenge in meeting project budget was a requirement to adapt activity levels to take account of a significant mid-project increase in the costs of accommodation and refreshments for training as a result of inflation (see section 3.3.4) (Link Malawi officer and Link International officers, March 2016).

**Table 3.1 Project Budget**

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<tr>
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<tr>
<td>Total Project Budget</td>
<td>£178,822.97</td>
<td>£187,185.44</td>
<td>£33,713.58</td>
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<tr>
<td>Total Funding from</td>
<td>£178,822.97</td>
<td>£187,185.44</td>
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<td>IDF</td>
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Source: Link, 2015a, Stakeholder Consultation

3.2.3 TARGETS AND INDICATORS

A summary of progress against targets is appended (Appendix 11). Targets achieved are highlighted in green and those below target are highlighted orange. Some 18 of 18 overall project targets are achieved or exceeded (100%) at the Year 3 end-point.

It is noted that discussion with the Scottish Government led to agreed changes in the original project logframe reflecting an identified need to develop and agree national standards and associated capacity building actions (Link Malawi official, March 2016). Changes to the logframe are set out in Appendix 2.

3.2.4 ADDITIONALITY

**Additionality of Logframe Indicators**

The project targets cited above report gross benefits. The project logframe has not included estimation of net benefits.

Nonetheless, it likely that there is a very high level, if not an absolute level, of additionality in the key impact indicators. Consultations with two senior DIAS officials and a senior inspector (March 2016) indicated that there was little immediate prospect for the development of national indicators without the intervention of Link, and existing levels of inspection and advisory support in Dedza and elsewhere in Malawi were acknowledged to be inconsistent in approach and low in frequency, a view also voiced by Link International and Link Malawi officers (March 2016).
In other words, it is unlikely that any inspection or supervision reports based on harmonised national education standards would have been achieved without the intervention of Link, working in partnership with stakeholders in Malawi.

This view was supported by a senior Dedza District official, who commented that the inspection and advisory support would have carried on “more or less the same”, and that while there may have been improvements in PEA knowledge at a slower pace, this would have been more limited, and based on a less standardised approach (senior Dedza District official, March 2016).

**Additionality of Wider Benefits**

In terms of Link’s work in developing PEAs to support school improvement in Dedza, the PEAs attribute a strong role to Link role in overcoming associated challenges (see PEA survey Q8 on p113). In stating what difference the SIAS project has made to their ability to support school improvement, all PEAs report that their ability is ‘somewhat better’ or ‘much better’ (see Q25 p126).

Discussion with school Head Teachers pointed to a high level of attribution towards the Link SIAS project for specific school improvements (see case studies). However, the Dedza pilot school Head Teacher survey also emphasised the range of other NGO projects which had contributed in other ways to overall school improvement in the last 2 years; with a majority of Head Teachers commenting that these other projects have contributed ‘a lot’ (Q17-19 p142). Any future estimation of wider performance benefits of the SIAS model (e.g. attendance, grade performance) by successor bodies should potentially factor-in a significant amount of deadweight, from these complementary projects, when estimating the net benefits from implementation of the SIAS model.

### 3.2.5 Target Groups

The project logframe refers to disaggregation of several key indicators by target group (gender) (see Appendix 11). Evidence has been provided that this disaggregation has been effectively collected, analysed and responded to (Link International, April 2016).

### 3.2.6 Conclusion

As of the end-point evaluation in March 2016 the SIAS project had met, or was near completion, of all logframe targets, with the realistic expectation that all targets would be achieved or exceeded. The project has also completed within budget with no variance.

It is the view of this report that the additionality of the key logframe impact indicators (inspection and adviser reports to NES standards) is high and that these benefits are unlikely to have been achieved without Link intervention.

The additionality of wider benefits including the development of well qualified cadres of inspector and advisers working to the NES model is less easily assessed. However, feedback with DIAS officials, inspectors, and Primary Education Advisers suggests that additionality is also high in this regard.

Longer term benefits to other stakeholder including school staff, communities and learners are likely to have lower, more moderate levels of additionality, due to the widespread influence of other projects and programmes.

### 3.2.7 Lessons & Recommendations

It is recommended that consideration is given to the inclusion of both gross and net indicators in future project monitoring. Estimation of net benefits takes into account ‘additionality’ and the benefits achieved over and above what may have occurred without the project intervention. Estimation of net benefits can be challenging and should be proportionate to the scale and significance of the project. Link may wish to take further advice on inclusion of net indicators.
3.3 Management, Content & Delivery

This section examines the following evaluation questions:
EQ B4) Innovation;
EQ B7) Realisation of Risks;
EQ C1) The effectiveness of the management and delivery arrangements, highlighting any improvements that may be considered; and
EQ C2) The effectiveness of partnership arrangements.

3.3.1 INTRODUCTION

This section discusses key aspects of the management, content and delivery of the SIAS project from the perspective of key stakeholders and draws on stakeholder consultation interviews and beneficiary surveys.

3.3.2 TRACK RECORD IN MALAWI & DEDZA

Link has an established presence in Malawi with a good reputation which has supported the development of relationships around the SIAS project (Link Malawi officer, March 2016; Link International official, March 2016). This was confirmed by a senior DIAS official, who commented that earlier work by Link on the Dedza School Performance Review had encouraged further collaboration with Link as a partner (the project played an important role in establishing potential indicators subsequently adapted for use in the NES) (Senior DIAS official, March 2016; Link Malawi officer, March 2016).

The Link Malawi School Support Network (MSSN) (providing laptops and training in Dedza) was also identified as a project helping to establish Link’s reputation as well as helping to facilitate future work in the District (Link Malawi officer, March 2016).

More generally, the existing presence of Link in Dedza promoted positive project outcomes based on existing knowledge of the local community and structures (Link Malawi official #2 March 2016). For example, a survey of Dedza pilot PEAs asked if other Link supported projects had contributed to their ability to support school improvement in the last 2 years, to which 18 of 19 stated they had: from ‘a moderate amount’ to ‘a great deal’ (see Q27-28 p127).

3.3.3 FLEXIBILITY OF APPROACH

Flexibility of approach is viewed as a strength internally (Link International official, March 2016; Link Malawi official #2 March 2016), and is acknowledged as a factor that helped to move the SIAS project forward (senior Dedza District official #2, March 2016). For example, the requirement for the NES was not seen at the start of the project: the need emerged during the initial development phase of the project. However, Link International and the Scottish Government were flexible enough to take the NES development on board (Link Malawi officer, March 2016).

Another example was cited where Link swiftly agreed to revise logistical arrangements to better meet the working needs of PEAs (senior Dedza District official #2, March 2016).

More generally, there was a willingness by Link to go back and forth with DIAS to adjust and adapt project arrangements (senior Dedza District official #2, March 2016).

This approach applied to work with DIAS and at the District level. Overall, all of the 19 Dedza pilot PEAs questioned indicated that they were ‘somewhat’ or ‘extremely’ satisfied with the support provided by Link (PEA Survey Q10 on p114).
3.3.4 Managing Budget Risks

Delivery challenges included mid-project changes to the cost of accommodation and refreshments due to inflation. The change required a significant alteration in planned activities to stay within budget (Link Malawi officer, March 2016; Link International official, March 2016). However, the required changes were successfully accommodated and changes in related targets agreed with the Scottish Government.

3.3.5 Managing Scheduling Conflicts

A further delivery challenge included diary conflicts between planned Link and District activities. These were resolved by collaborative annual planning at the District level and this was considered a positive feature of the pilot (Link Malawi officer, and Dedza District official March 2016).

3.3.6 Involvement of DIAS Staff at Divisional Level

One consultee commented that, if repeating the process, involvement of inspectors at the divisional level would be beneficial: both to engage with the divisional staff and to ease the constraints on the national staff (and senior Dedza District official #2, March 2016).

However, this view may not have captured more recent developments. It is noted that inspectors and advisors from Central West Division were included in all training so they could use their learning within the division as well as to support training in other divisions (Link International official, April 2016). A smaller number of representatives from South West Division were also included, at the request of DIAS, for the same reason.

3.3.7 Link Staff Resources

A senior Dedza District official commented that Link were possibly understaffed, had a single officer overseeing a number of projects, and that there was a perceived high turnover of staff. This was considered to have delayed the project development through for example, a need to get to know new personnel (senior Dedza District official #2, March 2016).

3.3.8 Partnership with DIAS at the National Level

As noted in section 3.1.2, a strong strategic fit and contribution has been achieved through a “superb” relationship with Link characterised by a well-developed partnership approach and regular consultation so that DIAS and Link “moved together” in shaping the nature of the project (senior DIAS official, March 2016). A senior DIAS official also commented that the responsive relationship with Link had encouraged “ownership and endorsement” of the approach by DIAS (senior DIAS official #2, March 2016).

However, it was noted that the Link approach was not always flexible in terms of logframe elements, at least in the initial project phase, but that had improved latterly (senior DIAS official #2, March 2016). For example, requests by DIAS for activities that were not in the logframe, but which were viewed by DIAS as representing a necessary step, were not taken on board by Link. These activities sometimes fell to DIAS to resource and this caused some frustration at times (senior DIAS official #2, March 2016).

An issue was raised at the Lilongwe-based DIAS national level around the challenges of working in the Dedza pilot area including mobility challenges for inspectors. There appeared some dissatisfaction around limited scope for the SIAS project supplying a department vehicle. However, this issue did not overshadow the overall positive view of the project.

A senior DIAS inspector commented that the quality of support provided by Link in developing the NES and associated framework was “very appropriate” and “very effective” (senior DIAS inspector, March 2016).
3.3.9 District Level Partnership

A senior Dedza District official commented that Link staff worked closely with the District, and that the Link staff were “hard working, friendly and shared information” (senior Dedza District official, March 2016).

Another senior Dedza District official commented that other NGOs wanted to “do things on their own”, and not use District structures. However, it was judged that this approach ultimately had less impact and was less sustainable, with little transfer of knowledge (senior Dedza District official #2).

The main difficulties cited in working arrangements at District level were: an issue regarding accommodation and refreshment provision for PEAs; and occasional scheduling difficulties for PEAs in meeting Link timescales. However, these were successfully managed and resolved (senior Dedza District official, March 2016).

3.3.10 The Importance of Co-location

A common feature of the partnership arrangements within Lilongwe and Dedza is the co-location of Link and government officials (e.g. the opportunity for the Link expert consultant to work within the DIAS head office and the other Link staff in Lilongwe and Dedza being based within the same buildings as partner education and District staff).

It was commented that this co-location has helped foster close working relations (Link Malawi official, senior Dedza District official #2, and senior DIAS official, March 2016). It is noted that the co-location arrangement stems from an earlier Link Memorandum of Understanding with MoEST/DIAS, and is generally not a feature in the working arrangements of other NGOs in Malawi.

3.3.11 Conclusion

It is the view of this report that the management, content and delivery of the SIAS project has been effective, reflecting a flexible and responsive approach with stakeholders. A number of caveats are noted. However, these have not affected the overall project performance in terms of targets achieved.

Of particular significance, is the approach to partnership working, including the co-location of staff which has helped to match the project to the needs of stakeholders and led to the development of a targeted and innovative approach to the standards and inspection process which does not duplicate other efforts.

3.3.12 Lessons & Recommendations

A number of lessons identified from the assessment of management, content and delivery include:

- The value of making use of existing networks and relationships to secure support for project development and delivery;
- The importance of meaningful partnership working in fostering strategic, targeted, effective and sustainable solutions; and
- The potentially significant role of co-location in helping to build effective operational, day-to-day communication and collaboration with stakeholders.
3.4 Progress Towards Overall Aims & Objectives

This section examines the following evaluation questions:

EQ A2) To determine the wider impact of SIAS in relation to the overall project aim;
EQ B1) Impact and results; and
EQ B2) Empowerment of direct and indirect beneficiaries.

3.4.1 Introduction

Section 3.2 identified project progress against a number specific outputs, outcomes and (relatively narrowly defined) impacts. This section considers progress towards the overall aims and objectives of the SIAS project and the wider benefits attributable to the project, including creating cadres of well qualified inspectors and advisers, working to agreed standards, as well as improvements to school performance.

The section draws on a range of evidence from stakeholder consultation, as well as surveys of key groups including PEAs and pilot school Head Teachers.

3.4.2 Link Perspectives

The development of the NES, supported by the DIAS inspection handbook, is seen as a major milestone for the project and Link as a whole, making a national contribution to education policy within Malawi, and receiving widespread recognition as signified in the launch by the MoEST Minister in August 2015 (Link Malawi official #2 March 2016).

These outputs form an important foundation for the development of cadres of well qualified inspectors and advisers in the Dedza pilot District and across Malawi (Link Malawi official #2 March 2016).

In addition, development in capacity at all levels (at the national DIAS central level (inspectors and advisors), division level (inspectors and advisors), within District staff (PEAs), and at the ‘grassroots’ community level (school management, staff and wider communities)) is considered a key benefit of the project (Link Malawi official, March 2016). As a consequence, pilot schools are now able to create School Improvement Plans (SIPs) that are well balanced and capture the National Education Sector Plan goals (Link Malawi officer, March 2016).

Nonetheless, the emphasis of the project has been greatest on the inspection elements, with the development of advisers “getting there” but at an earlier stage of development that will take further ongoing investment in training to embed (Link Expert Consultant, February 2016).

In addition, communities have been empowered to have greater “ownership” of schools. Previously communities “looked to government to fix problems”. Now they are taking greater responsibility to address school development needs (Link Malawi officer, March 2016). It is noted that this is a process that started in earlier Link projects and on which SIAS has built (e.g. the Dedza School Performance Review).

More widely, it was perceived that the SIAS project has raised the status and profile of DIAS as an organisation that “adds value” and provides an expert role in the education system (Link International official, March 2016).

3.4.3 Developing a Cadre of Inspectors

The SIAS project has been of assistance in a number of ways. The most important contributions from the DIAS perspective were: capacity building of the directorate in terms of strengthening inspection activities; helping to define a distinct and separate role for inspectors and advisers; and revising the role of inspectors based on the NES (senior DIAS official, senior DIAS official #2, March 2016); and an
improved focus on the role of empowering communities through actively engaging them in supporting the school improvement process.

Previously, inspection and advisory roles had been combined, leading to a lack of clarity in purpose of role and uncertainty around the role on the part of schools (senior DIAS official #2, and senior DIAS inspector, March 2016).

A senior DIAS inspector also commented on how the role of inspector was now more robust and guided by the NES, and that inspector skills had been strengthened (senior DIAS inspector, March 2016). This was at least the case for Dedza, but the picture was perhaps more mixed elsewhere, but that plans were in place to expand provision of both inspectors and advisers in Malawi (senior DIAS inspector, March 2016). As noted by another consultee, “this is partly because DIAS have not yet rolled out a training programme to all their staff in the country, and partly because new district inspectors are only very recently in post (that is true in Dedza as well as other areas) (Link International official, April 2016).

3.4.4 Influence Across Education Sector

It was emphasised the NES were now rolled-out nationally and the standards were informing delivery across the education sector at all levels and including the work of NGOs. In addition, recruitment had taken place to expand the inspectorate (105 at primary school, 37 at secondary, 15 at central office) and that all had been trained in the new model (senior DIAS official, March 2016). It is noted that other consultees suggested that the training was ‘in progress’ rather than fully completed (senior Dedza District official #2, March 2016; Link International official, April 2016).

However, it is noted that the new inspectors had not all been sanctioned to start work at the time of writing (senior Dedza District official #2, March 2016), and that a number of the new inspectors were being drawn from adviser ranks, creating a need to backfill advisers (senior DIAS official #2, March 2016).

3.4.5 Development of a Cadre of Primary Education Advisers

A senior DIAS official commented that the SIAS project has also influenced the role of advisers, but that it was anticipated that a follow-on project with Link (INSPIRE) would be more focused on the role of advisers, and build on the work done to date (senior DIAS official, March 2016). Another senior DIAS official consulted, suggested that there was likely to be an ongoing need to support and “follow-up” with advisers, and that resources would be required for that to happen (senior DIAS official #2, March 2016).

More specifically related to the project goal of ‘a cadre of professionally trained, knowledgeable Primary Education Advisors (PEAs), able to effectively support school improvement throughout Malawi’, were potential issues in defining good career paths for PEAs, with suitable opportunities for advancement. These were considered limited by a senior Dedza District official, and a national issue that should be examined (senior Dedza District official, March 2016).

A senior DIAS inspector also noted that the inspector role was recognised in the Education Act 2013. This was positive in supporting the status and role of inspectors, but did not confer the same recognition and status to advisers (senior DAIS inspector, March 2016).

Nonetheless, PEAs capacity at district level was considered to have increased and for those improvements to be sustainable (senior Dedza District official #2, March 2016). Evidence of the nature and scope of current Dedza pilot PEA activity is provided in PEA Survey Q1 on page 108. The prominence of the NES in the PEA role is indicated in this question as well as in Q5 which indicates the most significant changes in the PEA role in the last 2 years (p111). Q26 (p126) indicates PEA perceptions on the ways PEA ability to support school improvement has changed as a result of the SIAS project, including, for example: acquiring new knowledge and skills; helping schools identify needs in line with the NES; and supporting staff development.
A number of suggestions were provided by PEAs for further development of the SIAS approach including:

- As a supplement to the NES, a national standardised ‘prompts’ booklet for advisers with strategies to help teachers. It was noted that a prompts booklet has been developed in Dedza; and
- More widespread distribution of the NES to individual teachers.

3.4.6 SCHOOL IMPROVEMENT PLANNING

A senior Dedza District official commented the SIAS project had been of “great assistance” in improving strategies to manage schools and especially in improving standards (senior Dedza District official, March 2016). The official’s perception was that the benefits varied from school to school but that a common change is that schools were increasingly aware and accepting of the standards and the school’s role, along with inspection, of improving conditions.

In addition, schools are systematically engaging in planning in line with the NES. In the past, where School Improvement Planning was practiced, it was restricted to primaries and did not follow the NES. Now secondary schools are also engaged in formal School Improvement Planning (senior Dedza District official #2, March 2016). This process is viewed as helping the schools to create a vision of where they want to be, as well as identifying specific development activities.

3.4.7 COMMUNITY EMPOWERMENT

A senior Dedza District official commented that parents and communities had a leading role in the SIAS model and that PEA training had been provided to encourage regular and systematic involvement of community bodies at school level, for example Parent Teacher Associations, Mothers Groups, and School Management Committees. Further, that the NES provided these groups with a mandate for involvement (senior Dedza District official, March 2016).

This point is reinforced by the survey of Dedza pilot PEAs which indicates the importance of School Management Committees, Parents, Learners and other community groups such as local leaders in developing school inspection and advisory services in the last 2 years (Q4 p110).

This view of increased community involvement was in agreement with another senior Dedza District official (senior Dedza District official #2, March 2016), who indicated that this “did not happen so much” in the past. The official also pointed to the role that self-evaluation was playing in encouraging ownership and engagement by communities as well as school management and staff.

Discussion with PEAs highlighted the importance of the Link School Performance Review in Dedza for establishing a process on which the subsequent SIAS project has built (PEAs consultation, March 2016). The PEAs outlined a structured process for engaging with schools, learners, parents and communities, providing frequent support to schools for development of School Improvement Plans, and providing support and advice on matters such as development of teaching methods.

However, the PEAs acknowledged that, due to available resources, there was a limit to the depth to which they could educate all stakeholders in the NES and that training was available for relatively small numbers (PEAs consultation, March 2016).

In particular, the PEAs commented on their role in awareness raising with communities, which was helping to shift attitudes, providing them with a greater “sense of ownership” towards developments in the schools. PEAs also indicated that they are sharing and learning as a group with other advisers.

The case studies outlined in section 3.7 also point to well defined roles for parents and communities in the SIAS model.
3.4.8 **School Performance Benefits**

In terms of wider benefits, the PEAs indicate that they are starting to see positive changes in the pilot schools as a result of the NES and revised inspection and advisory service (consistent with the report from the case study schools) and that they expect to see more positive change in the next few years (consultation with PEAs, March 2016).

These views were echoed in the survey of all Dedza pilot PEAs, where recent benefits from the SIAS project were identified for Head Teachers, School Management Committees, Other Teachers, Parents and Learners (Q12 on p. 116).

The nature of benefits for schools, learners, and parents are indicated in Q14-16 starting on page 118. Benefits for schools include a range of issues including, for example: improved school planning; greater involvement of School Management Committees; and improved teaching practice. Benefits for learners include, for example: improvements in attainment, behaviour, dropout and absenteeism rates, and involvement in decision-making. Benefits for parents include, for example: improved awareness of school practice and performance; improved relationships with staff; and a higher level of involvement in school development activities.

3.4.9 **Advisory Support for Secondary Schools**

It is noted above that District-based PEAs do not currently have an advisory remit with secondary schools (who report to the Division-level). This role is currently met by inspectors; (it is noted the formal job title is ‘Senior Education Methods Advisers’) who retain the same combined role that was viewed as a weakness and consequently spilt for primary schools. A senior Dedza District official commented that they would like to see the advisory role for secondary schools strengthened and that the current arrangements is a continuing weakness in the system (senior Dedza District official #2, March 2016).

More generally, the official favoured a more ‘hands-on’ role being performed at the District level, where local knowledge was strongest, with the Centre and Division levels retaining more of an oversight/quality control function.

3.4.10 **Beneficiary Perspectives**

The case study evidence presented in section 3.7 illustrates how schools are experiencing, to a greater or lesser degree, a change in their inspection and advisory framework and how this is resulting in new practices including changes to school planning, teacher methods, community involvement and learner performance.

A survey of Head Teachers within Dedza pilot schools provides an additional perspective on the achievement of the SIAS project’s overall aims and objectives (see Appendix 8 and Appendix 12).

Head Teachers confirm the importance of the role of inspectors and advisers in supporting them in the last 2 years with all respondents citing both cadres as ‘important’ or ‘very important’ (Q1-4 p131). In addition, all Head Teachers comment that they are ‘satisfied’ or ‘very satisfied’ by the support provided by School Inspectors and PEAs (Q5-6 p133).

In addition, all Head Teachers identify the NES as being ‘useful’ or ‘very useful’ in school improvement planning in the last 2 years (Q7-8 p134).

Consistent with the case study evidence, Head Teachers comments that all the main stakeholder groups have benefited from changes in school inspection and advisory services in the last two years, including teachers, parents, and learners (Q 11-14 p137). Benefits for teachers include, for example; improved lesson planning; teaching skills; and record keeping. Benefits for learners include, for example: improved motivation, performance, and attendance. Benefits for parents include, for example: improved communication with the school, improved awareness of school practices; and improved participation in school monitoring or other development activities.
3.4.11 EVIDENCE FROM SCHOOL STATISTICS

Case studies and the Head Teacher survey suggested a number of early benefits to schools from participation in the SIAS project and attributed to adoption of the NES and participation in the revised inspection and advisory framework.

The statistics from the Education Management Information System Report (EMIS) may provide further objective evidence of these benefits across the pilot schools (and more widely within Dedza District).

The EMIS data covering evaluation period was not available at the time of writing. It is recommended that project successor bodies refer to this data in future monitoring and evaluation work (see section 2.2 and Appendix 10).

3.4.12 CONFOUNDING FACTORS

A common theme across a majority of consultees was the significant confounding factors facing schools: a lack of resources across the board, including, for example staffing levels, poor building quality, inadequate number of classrooms (senior Dedza District official, March 2016).

The lack of resources is also considered a constraint at the District level affecting the ability of PEAs involved in the pilot to transfer their knowledge to other schools (Link Malawi officer, March 2016). It is noted that 19 advisers have been trained up via the pilot, to work with 236 primary schools and 27 secondary schools in the District (Link 2015h).

The survey of Dedza pilot PEAs highlights other challenges in supporting school improvement in Dedza in the last 2 years, including such issues as: understaffing in schools; capacity of teachers to work with the NES; transport and accessibility problems; and commitment of school staff (see Qs 6 and 7 p.112).

While the case study evidence presented indicates that the schools examined were highly committed to the SIAS model (see section 3.7), the survey of Dedza pilot PEAs points to the need for continuing work to engage schools in terms of awareness and implementation of the NES: over half of PEAs identify ‘moderate’ to ‘significant’ barriers to school using the NES in improvement planning in the last 2 years (Q19-20 p122).

The challenges facing schools in implementing the NES are further outlined in the survey of Head Teachers, where 95% of respondents cited ‘a few’ or ‘a lot’ of challenges in supporting school improvement in the last 2 years, frequently citing lack of resources as a key issue (Q9-10 p136).

3.4.13 CONCLUSION

This section considered progress towards the overall aims and objectives of the SIAS project and the wider benefits attributable to the project, including creating cadres of well qualified inspectors and advisers, working to agreed standards, as well as improvements to school performance, and the empowerment of beneficiaries.

The findings suggest that significant progress has been made in the establishment of appropriately skilled and knowledgeable cadres of inspectors and advisers strongly informed by the NES and operating within the Dedza pilot area. The development of cadres beyond Dedza is progressing and the SIAS project has played a key role in influencing that process which now falls to DIAS. However, the widespread establishment of fully functional cadres across Malawi is a work in progress and is beyond the reach of the SIAS project to further shape.

There is evidence for a range of significant benefits being experienced by participant schools as a result of the application of standards and the revised inspection and advisory model (including governance, teaching practice, community engagement and learner performance). This is a very encouraging result given the relatively early phase in implementation of the SIAS model. These benefits remain to be confirmed in the official education statistics, but there was consistent support for the view across a range of stakeholders within Dedza.
Community and learner empowerment featured strongly in consultation with stakeholders, particularly in the case study evidence (presented in more detail in section 3.7), suggesting more widespread and systematic engagement with parents and learners in the development of school performance.

However, a strong theme to emerge from the fieldwork was the importance of the challenging wider economic context in which stakeholders and SIAS model operate and which is viewed as a significant barrier to full and effective implementation of the NES and revised inspection and advisory model within Dedza and more widely across Malawi.

3.4.14 LESSONS & RECOMMENDATIONS

The findings highlighted a potential weakness in the SIAS model regarding roles and responsibilities for secondary school advisory support. It is recommended that Link encourage successor bodies (MoEST and DIAS) to continue to examine this issue so that the clearly defined roles and responsibilities now in informing primary school development are also available for the secondary school sector.

The need for further investment in training and resources to ensure successful and sustained national rollout of the SIAS model highlights an opportunity for NGOs and donor partners to continue to support the Government of Malawi in this policy area, in order to ensure the gains from the SIAS project, and the momentum behind the process, is maintained.

It is recommended that project successor bodies (MoEST and DIAS) refer to EMIS data in future monitoring and evaluation work on the impacts of the SIAS model.
3.5 **Value for Money**

This section examines the following evaluation questions:

EQ A5) To determine the effectiveness and efficiency of programme delivery; and

EQ B3) Value for money.

### 3.5.1 Introduction

This section presents a breakdown of the main elements of budget inputs by logframe output and category of spend, as well as a number of cost saving measures practiced by Link. However, there are a number of challenges in measuring the Value for Money (VfM) of the SIAS project, including: the absence of reliable benchmark data in comparison to similar interventions; difficulties in directly attributing results to the intervention; and difficulties in monetising the project benefits.

Therefore, qualitative analysis of VfM, using examples from the stakeholder consultations and case study analysis is also presented. The aim is to illustrate areas in which the project’s approach and activities can be considered cost effective (or not).

### 3.5.2 Inputs to Outputs

An indication of the budget inputs per logframe output is provided in the table below.

**Table 3.2 Budget Amount per Logframe Output**

<table>
<thead>
<tr>
<th>Output</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output 1</td>
<td>£4,310</td>
</tr>
<tr>
<td>Output 2</td>
<td>£7,940</td>
</tr>
<tr>
<td>Output 3</td>
<td>£18,451</td>
</tr>
<tr>
<td>Output 4</td>
<td>£5,051</td>
</tr>
<tr>
<td>Output 5</td>
<td>£20,746</td>
</tr>
<tr>
<td>Output 6</td>
<td>£9,185</td>
</tr>
<tr>
<td>Output 7</td>
<td>£468</td>
</tr>
</tbody>
</table>

Source: Link International

### 3.5.3 Project Budget Management

An indication of the budget inputs per category of spend is provided in the table below.
### Table 3.3 Budget Amount per Category of Spend

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub-Total Staff Costs</td>
<td>£222,587</td>
</tr>
<tr>
<td>Sub-Total Running Costs in Country</td>
<td>£43,898</td>
</tr>
<tr>
<td>Sub-Total International Travel</td>
<td>£20,638</td>
</tr>
<tr>
<td>Sub-Total National Travel</td>
<td>£11,073</td>
</tr>
<tr>
<td>Sub-Total Subsistence</td>
<td>£14,834</td>
</tr>
<tr>
<td>M&amp;E/ Learning</td>
<td>£11,242</td>
</tr>
<tr>
<td>Dissemination Costs</td>
<td>£3,903</td>
</tr>
<tr>
<td>Sub-Total Capital</td>
<td>£5,396</td>
</tr>
</tbody>
</table>

Source: Link International

### 3.5.4 Cost Saving Measures

An indicator of value for money is provided by a number of cost saving measures identified by Link (Link International, April 2016), including the following:

- Over the lifetime of the project Link ensured that costs were kept to a minimum by sharing office and travel expenses with other projects;
- Maximising efficiencies in the purchase of stationery (bulk orders);
- Maximising efficiencies in travel to project sites (conducting work for more than one project in a single visit);
- Link supported DIAS to network with other organisations to provide funds for the printing and dissemination of the National Education Standards.
  - UNICEF printed 1,000 copies (compared to 500 as planned under SIAS) which DIAS has distributed to Education Division and District offices who will be responsible for raising awareness at school and community level;
  - The Malawi Leaders of Learning Project also offered to support printing and distribution in Blantyre;

Link note that the resulting saving on printing and dissemination activity was used to fund additional Inspection Consultant time which was necessary to support the extensive consultation and revision of the NES as requested by DIAS. As a result, the NES have been extensively tested and revised following feedback from community members, teachers, school manager and government education managers to ensure they provide relevant targets for education improvement in Malawi.

### 3.5.5 Qualitative Assessment of VfM

#### Catalytic Effects

The Dedza SIAS model has acted as a catalyst for more and larger scale action. DIAS has confirmed roll out of the NES nationally and an increase in recruitment of inspectors to fulfil the requirements of the revised model. Senior DIAS officials consulted regarded the SIAS project as representing excellent value for money in this regard (senior DIAS official and inspector, March 2016).

#### Demonstration Effects
The development of the SIAS model along with associated technical assistance and training by to DIAS and District partners has led a number of examples of demonstration effects, including:

- **Inspectors**
  - Involvement of centrally based inspectors has promoted sharing of good practice and building of capacity within the directorate as a whole (senior DIAS official, March 2016);

- **Primary Education Advisers**
  - Feedback from pilot PEAs indicates sharing of knowledge between advisers within the Dedza District (consultation with PEAs, March 2016); and

- **Schools**
  - Case study schools in Dedza identified a number of ways in which the NES and associated practices were shared and discussed with other pilot and non-pilot schools in the District (see section 3.7).

**Combination Effects**

Integration of the SIAS project with other Link and NGO projects is adding value in some cases:

- There are examples of other Link projects contributing to the benefit of the overall project goals (PEA survey Q27-28 p127);
- There are examples of the SIAS project aligning with the goals of other school-based programme NGO projects including child protection, learner rights and responsibilities, meal provision (Head Teacher survey (Q17-19 p142); and
- Evidence for SIAS influencing through adoption of NES standard by other NGO projects (see section 3.1.2).

**Efficiency (and effectiveness) Gains**

- SIAS is achieving efficiency gains through leveraging existing networks. For example, building on established relationships in DIAS and Dedza, this added weight and credibility to the SIAS project and, by utilising existing logistical capacity of Link in Malawi, maximised the budget available for the SIAS project.

**Duplication**

- A well-developed partnership approach with stakeholders has minimised the risk of duplication by the SIAS project, and there was no sense from stakeholders that the project was duplicating other efforts in Dedza or Malawi more widely.

**Sustainability**

- A marker of SIAS VfM would be sustainability of activity post-funding. The evaluation offers four insights on this:
  - The commitment of DIAS and the MoEST to the roll out and development of the model appears high, as is Government of Malawi investment in the education sector generally (see section 3.1.1);
  - Evidence from PEAs and Head Teachers, points to the expectation of persistent benefits;
  - The follow-on Link project, INSPIRE, seeks to re-inforce aspects of the SIAS model; and
  - There is evidence of other institutions in the educations sector, as well as NGOs, adopting the NES standard in their work.

3.5.6 **Conclusion**

The SIAS project demonstrates good value for money in a number of ways. Perhaps most significantly the project has acted as a catalyst for national adoption and rollout of the NES and associated inspection and advisory model. Given the pressing need for education improvement in Malawi and the scale of investment in the sector by the Government of Malawi (as a share of national wealth), it is important
that that investment is channelled to the best effect. The SIAS project has made a significant impact in that regard, and this influence is likely to be sustained.

3.5.7 Lessons & Recommendations

As noted elsewhere in this report (section 2.2), the inclusion of a wider range of project indicators (such as school and learner performance) would potentially support monetary estimates of project benefit. This may be an area for consideration in related future projects.
3.6 **Sustainability & Succession**

This section examines the following evaluation questions:

EQ A4) To determine if the intervention has put in place mechanisms to ensure sustainability; and

EQ B5) Sustainability.

### 3.6.1 National Roll-out

Responsibility for taking forward the NES and associated inspection and advisory model rests with DIAS following completion of the SIAS project at end March 2016 (Link Malawi official #2 March 2016; Link International official, March 2016).

A senior DIAS official confirmed that the NES were now rolled-out nationally and the standards informing delivery across the education sector at all levels and including the work of NGOs.

In addition, recruitment had taken place to expand the inspectorate (105 at primary school, 37 at secondary, 15 at central office) and training in the new model was underway (although views varied on the progress of training for inspectors) (senior DIAS official, March 2016, senior Dedza District official #2, March 2016; Link International official, April 2016).

However, it is noted that the new inspectors had not all been sanctioned to start work at the time of writing (senior Dedza District official #2, March 2016), and that a number of the new inspectors were being drawn from adviser ranks, creating a need to backfill advisers (senior DIAS official #2, March 2016).

It was also commented that national roll-out of the model would include significant challenges associated with building the capacity of inspectors, adviser and schools on a national basis (Link Malawi official #2 March 2016). This was a view reflected by a range of stakeholders reflecting resource constraints for training of inspectors and advisers, but also the capacity of schools and teachers to respond effectively (see PEA and Head Teacher survey results).

The majority of Dedza pilot PEAs thought that there would be a ‘moderate amount’ to ‘a lot’ of challenges in rolling out changes in the inspection and advisory services to the rest of Malawi (Q23-24 p125). The reasons for this view included, for example: the need for DIAS staff training; staffing constraints in DIAS and schools; low commitment of teachers; and lack of school resources.

The presence of a series of confounding factors across the education sector was a common theme in consultations as discussed in section 3.4.12.

### 3.6.2 Persistence of Benefits

When questioned, the great majority of Dedza pilot PEAs thought that the main stakeholder groups would benefit from changes in school inspection and advisory services over the next 1-3 years (see PEA survey Q21-22 p123), particularly in the area of learner performance.

A survey of Dedza pilot school Head Teachers indicated that the great majority expected key stakeholder groups (including teachers, parents, and learners) to benefit ‘a lot’ as a result of their work with school inspectors and advisers over the next 1-3 years (Q15 p141). The nature of the benefits expected include, for example: improved teaching effectiveness; improved learner attendance; and improved learner pass rates.

### 3.6.3 Successor Projects & NGO Support

It is intended that the work of the SIAS project may be promoted by the follow-on Link delivered INSPIRE project which seeks to develop a database for easier collation and access to school reporting, and that this will present an opportunity to further consolidate the SIAS model in another district (Link Malawi official #2 March 2016).
In addition, it is noted in section 3.1.2, that a number of other NGOs and donor partners have provided approval of the approach through support for implementation of the NES and development of complementary programmes and that this may serve to promote a sustained commitment to the model.

3.6.4 Conclusion

This report identifies a high degree of commitment by MoEST and DIAS to sustain the work of the SIAS project through national rollout of the NES and associated inspection and advisory service. This commitment is reinforced by the follow-on Link project (INSPIRE) which provides an opportunity to further embed and develop aspects of the SIAS model. In addition, a number other NGO and donor partners have indicated support for the SIAS model and adopted aspects in their own work further encouraging the long-term influence of the project.

In the work of advisers, and at the school level, there is evidence that many of the early benefits experienced are expected to be sustained, such as improved teaching effectiveness; improved learner attendance; and improved learner pass rates.

3.6.5 Lessons & Recommendations

The need for further investment in training and resources to ensure successful and sustained national rollout of the SIAS model is reiterated. It is recommended that Link continue dialogue with appropriate NGOs and other donor partners to continue to support the Government of Malawi in this policy area, in order to ensure the gains from the SIAS project, and the momentum behind the process, is not lost.
3.7 Case Study Summaries

3.7.1 Case Study 1

3.7.1.1 Introduction

The first case study school is a Dedza District primary school established in the early 1960s and located within relatively easy reach of both Dedza town and Lilongwe. The school serves a number of communities that earn their living through subsistence farming.

As of the 2015 inspection, the school had a total enrolment of 1,169 of which 623 were boys and 546 girls. Teaching staff were comprised of 14 qualified teachers (5 males and 9 female) and a further 8 ‘under-qualified’ teachers: a ratio of 84 pupils to 1 qualified teacher. At the time of the case study visit the number of qualified teachers had increased to 17 (8 males, 9 female) with 6 trainees (the number of enrolled pupil had increased to 1,213).

3.7.1.2 Inspection and Advisory Support

The school received an inspection by DIAS inspectors in March of 2015 and the inspection report notes that the school had not previously been inspected. The report records a number of elements to the inspection process including: lesson observation (8 lessons); interviews with teachers and school management; review of learners’ work; and review of a pre-inspection self-assessment document completed by the head teacher.

The concise 4-page report highlighted a number of areas for development across a several themes informed by the NES (see for Appendix 9 for report templates). The main recommendations related to: teaching for effective learning (NES 11); accurate and constructive use of assessment (NES 12); and staff deployment and management (NES 21).

A follow up inspection visit was completed 6 months later in November of 2015 which noted that main recommendations had not been met: “The school has made limited progress on meeting the inspection recommendations. DIAS will make a follow up visit to the school in six months’ time”.

However, the follow-up report also stated that, “The new head teacher is to be recommended in taking action to come up with action plan to the recommendations of the full inspection...” and that “The Advisor should now become involved in coaching and mentoring the head teacher and senior teacher, particularly in developing and implementing in approaches to use in supervising and supporting teaching staff. Senior staff also need support from advisory service in analysing and tracking attainment”.

Reference to the school visitors log during the case study visit, indicated at least four subsequent visits to the school by one or more PEAs (in November 2015, January 2016, February 2016, and March 2016).

3.7.1.3 Head Teacher Perspectives

Key points from consultation with the Head Teacher are as follows:

- **Changes in School**: The school had witnessed “big changes” since the start of the inspection process particularly in the areas of:
  - Record keeping,
  - Lesson planning, and
  - More effective assistance of learners.

- **Learner Benefits**. As a consequence, learners were viewed as benefitting from the SIAS process through:
  - Improved interest; and
  - Better punctuality and attendance/ reduced absenteeism.
• **Community Role**: Another area of benefit was an improvement in the interest and engagement of the local community;

• **The role of the PEA**s was seen as "useful", e.g. in explaining the NES and how to "go about them". At first, the Head Teacher found the NES difficult to work with, but was now getting familiar with them;

• **Training**. The Head Teacher noted that most training on the NES within the school was provided in-house, with key individuals being briefed by the PEA. The direct amount of training by PEA was considered small. Support for more training on the NES for teachers was seen as something that would be beneficial (to provide greater familiarisation with the NES and their implementation).
  o It was noted that there was scope for this training to be identified with their school improvement plan, and it was not seen as necessarily the role of the PEA to conduct this training.

• **Attribution**. Positive changes in the school were attributed to a significant extent, to the introduction of the NES and the SIAS project. However, it was also acknowledged that other programmes had contributed e.g. UNICEF-World Food Programme provision of meals encouraging improved learner attendance;

• **Demonstration Effect**. The Head Teacher noted that there had not been a large amount of discussion or sharing between other SIAS pilot schools, but that there were occasional visits to other non-pilot schools in the surrounding area, where the SIAS process was discussed.

3.7.1.4 **TEACHER PERSPECTIVES**

Key points from consultation with Teachers are as follows:

• **Role of NES and SIAS Project**. The teachers were “comfortable” with the role of the NES and had accepted the standards as playing a significant role in shaping their work. They also commented that the inspection process was a great incentive for them to address weaknesses;

• **Areas for Development**: The teachers concurred with the main areas for development within the school citing such issues as employing more varied teaching methods, improving the use of teaching resources and developing records keeping around assessment and attendance;

• **Training on NES**. The teachers commented that they had received a 1 day CPD training session on the NES. While they found the training to be of good quality and an “eye-opener” in terms of the role of the NES, they felt that more training was required to develop a more in-depth understanding of the NES and their implementation. They also noted that more booklets on the NES for them to study would be helpful (the school had 1 copy);

• **Learner Benefits**: The teachers noted that pass rates within the school had improved and that a higher number of pupils are progressing to secondary school than in the past. More generally, the teachers pointed to greater interest and even competition between learners as a result of regular assessment: regular testing acting as a source of motivation. The improved attitudes were also put down to better availability of learning resources e.g. text books and other reading materials (a Resource Centre was created as a result of the inspection feedback);

• **Attribution**: The teachers were clear that performance and attitude improvements amongst learners were attributable to the SIAS project. However, the teachers also noted the importance of other programmes (e.g. UNICEF-WFP school meals) in encouraging attendance;

• **Unanticipated Issues**: Improvements in the school experience for learners and improved attendance was putting additional pressure on resources and making it difficult to implement some of the NES. For example, not enough classrooms mean that more junior learners are being taught outdoors under trees or there are insufficient toilets: creating practical barriers to effective teaching and assessment.
3.7.1.5 Parent Perspectives

Key points from consultation with Parents are as follows:

- **Awareness of NES.** Parents had low awareness of the NES by name and low familiarity with the contents;
  - Parents did not recall being briefed on the NES at any point;
  - However, the parents did indicate that had met with PEAs and had an awareness that inspectors and advisers were coming to the school more frequently;
  - The parents also confirmed that they were aware of, and played an active role, in relation to monitoring teacher attendance (an NES standard of particular relevance to parents);

- **Community Engagement.** The parents pointed to a well-defined role and high level of engagement in school improvement planning. Their role reflected extensive consultation with the wider community, identification and prioritisation of needs, and communication of these via the School Management Committee.
  - Generally, the parents were satisfied that their views were taken on board. However, it is noted that the last main opportunity to input was October 2015, relatively early in the SIAS process.

- **Benefits:** The parents were mainly focused on improvements to the school infrastructure citing the purchase of classroom chairs, doors for classrooms and a teacher’s toilet. However, on questioning they also perceived improvements in pass rates, progression to secondary school, and teaching skills.

- **Attribution:** While the parents were seeing some positive changes in the school they did not particularly attribute this to the SIAS project, commenting on the increased inspection and advisory visits that they “could not say it has led to changes” and that they had not had feedback on what was happening.

3.7.1.6 Learner Perspectives

Key points from consultation with Learners are as follows:

- **Consultation and engagement.** The learners commented that all learner levels were actively consulted each term on identification and prioritisation of school improvements. The learners were satisfied with the process and considered it thorough, with opportunity for all learners to input and have their say;

- **Benefits.** A number of learners indicated that they had experienced improvements in the school over the previous 1-3 years including facilities and teacher performance, for example:
  - One girl commented that new Head Teacher was better: “less strict”, that they were “treated better”;
  - Another pointed to provision of “pit latrines”; better school meals, improved attendance and reduced dropout rate;
  - A third girl attributed the improved dropout rate to better school management;
  - A boy commented that teacher behaviour had improved - with less severe punishment than in the past;
  - Another boy indicated that school buildings had been painted and that buildings were better maintained; and that pass rates were going up and more learners were going on to secondary school;
  - A third boy commented that now all learners in his year had desks, which was not previously the case.

- **Attribution.** It was not clear from the comments that these changes could be attributed directly to the SIAS project. However, many of the positive developments are at least consistent with the desired outcomes of the NES, and consistent with picture emerging from the other consultees.
3.7.1.7 Conclusion

The inspection and advisory process had been operational for one year in the case examined, with a number of development needs identified against the NES. The school staff appeared committed to, and supportive of, the NES framework, inspection and advisory services.

While little progress was seen at the first 6-month follow-up inspection, it is noted that engagement by PEAs was ongoing, and as of March 2016, all the groups consulted within the school (Head Teachers, Teachers, Parents, and Learners) pointed to a range of recent and significant improvements in the school and overall learner performance, with Head Teachers and teachers attributing this in large part to the SIAS project.

It is noted that all groups also commented on a general lack of resources within the school as a major limit on achievement.
3.7.2 Case Study 2

3.7.2.1 Introduction

The second case study school is also a Dedza District primary school established in the early 1960s and located within relatively easy reach of both Dedza town and Lilongwe. The school serves a number of communities that practice subsistence farming as well as small scale business activities.

As of the March 2015 inspection, the school had a total enrolment of 1,539 learners. Teaching staff were comprised of 15 qualified teachers and a further 3 student teachers: a ratio of 103 pupils to 1 qualified teacher. At the time of the case study visit in March 2016, the number of qualified teachers was the same (comprised of 9 males, 6 female) with 6 student teachers in place (all male) (the number of enrolled pupils had decreased somewhat to 1,271 (623 boys, 648 girls)): an improved ratio of 85 learners to 1 qualified teacher.

3.7.2.2 Inspection and Advisory Support

The school received an inspection by two DIAS inspectors in March of 2015 (the inspection report does not note whether the school had previously been inspected). The report records a number of elements to the inspection process including: lesson observation (8 lessons); interviews with teachers and school management; review of learners’ work; and review of a pre-inspection self-assessment document completed by the head teacher.

The brief 5-page inspection report highlighted a number of areas for development across a several themes informed by the NES. The main recommendations related to: teaching for effective learning (NES 11); accurate and constructive use of assessment (NES 12); and effective management of behaviour (NES 14).

A follow up inspection visit was completed 6 months later in November of 2015 which noted that two of the three main recommendations had not been met: “The school has made limited progress in a number of the NES relating to the recommendations left by the inspection team. However, despite these improvements the school practice remains below minimum in how assessment is used accurately and constructively. As a result, attainment levels have not yet improved”.

However, the follow-up report stated that, “The advisor should become involved in coaching and mentoring the headteacher and senior staff, particularly in developing and implementing in approaches to use in supervising and supporting teaching staff. Senior staff also needs support from advisory service in analyzing and tracking attainment.”

Reference to the school visitors log during the case study visit, indicated frequent visits by one or more PEs (including the following: Dec 2014 (x2); January 2015 (x2); February 2015; April 2015; May 2015; July 2015; October 2015 (x2); December 2015; February 2016; and March 2016).

3.7.2.3 Head Teacher Perspectives

Key points from consultation with the Head Teacher are as follows:

- **Training.** The school had received at least two dedicated training sessions on the NES, delivered by PEs (in February 2015, and January 2016). This training was considered very helpful, with a focus on three areas: learners’ performance; lesson planning; and school governance.
  - Further in-house trainings were provided by the Head and Deputy Head for other teachers (one full day and one half day this term on NES). His view was that teachers were using the NES with little problem as a result of the training provided and regular visits from advisers to discuss implementation.

- **Changes in School.** A number of changes were cited as a result of the training: new teaching formats; better uses of teaching resources; marked improvement in learner performance
including pass rates; use of continuous assessment; lower absenteeism compared to previous years;
  o The Head Teacher commented that he expected to see marked benefits in learner performance within the next 2-3 years; results were already being seen in the numbers progressing to secondary school (21 last year with c35 expected this year);
• **Community Role:** the extent to which the community helped the school was also remarked as having improved with their greater involvement in school development, and the organisation of self-help projects e.g. production of bricks for use in building a new school office; and development of a parental role (in particular the Mothers Group) in guidance and counselling to girls.
• **The role of PEAs:** PEAs are considered to provide a helpful role in this process: giving advice on teaching and learning; checking lessons plans; checking records; providing training for teachers; and generally giving feedback.
• **Demonstration Effect.** The Head Teacher remarked that there were monthly meetings at the local Teacher Development Centre (TDC), with representatives from all local schools, and where they shared information including on the role of the SIAS project. His view was that other non-pilot schools were now adopting a similar approach.
  o In addition, the Head Teacher commented that he met with other pilot schools once a month (each month visiting a different zone), and that, overall, there was lots of sharing e.g. that week the Head Teacher was presenting to c60 teachers at the TDC on the importance and content of the NES.

### 3.7.2.4 Teacher Perspectives

Key points from consultation with Teachers are as follows:

• **Role of NES and SIAS Project:** The teachers felt that the project had helped a lot and that teaching methods had improved as a result.
• **Training on NES:** Teachers were satisfied with the training provided by PEAs. However, it was noted that not all teachers had yet been able to attend the training (7 out of 9 teachers); although they had all had internal discussions on the content. More generally the PEAs were helping them to “work hard”.
• **Areas for Development:** Nonetheless, the teachers would very much like more training and more knowledge on the standards, especially specific areas such as lessons planning. The teachers confirmed they had had a couple of training sessions with the PEAs and other in-house training.
• **Learner benefits:** The teachers commented that they had “definitely seen benefits through the standards”. These included: the capacity of learners and their pass rates; a reduction in school drop-out; better attendance; and better relations with learners and with parents (who they noted had received training on governance);
• **Attribution:** Teachers were vocal in linking the perceived improvements to the changes brought about through the NES and allied inspection and advisory programme.

### 3.7.2.5 Parent Perspectives

Key points from consultation with Parents are as follows:

• **Awareness of NES.** Parents had an awareness of the NES and had been briefed on the standards by the Head Teacher and PEA (briefing during 2nd Term (Jan-Apr) 2015; all relevant parent groups including PTA and Mothers Group were included).
  o In particular, the parents were aware of their role in monitoring the attendance of teachers and learners.
They viewed the NES as helpful - in the past teachers were often late and learners were not well managed. Now both are on time and teachers are busy in classes: something the parents can see;

- **Benefits**: The parents considered there to be a big change in attendance by learners and better results to learners from coming to school: an outcome with which they are satisfied. They consider this to in part be due to better treatment of learners by teachers. In turn, they attribute this change to the NES: teachers now know better how to treat learners.

- **Community Engagement**: The parents pointed to a well-defined role and high level of engagement in school improvement planning. Their role reflected extensive consultation with the wider community, identification and prioritisation of needs, and communication of these via the School Management Committee;

- **Attribution**: When the parents were citing some positive changes in the school they were more inclined than case study one to attribute this to the NES (and by extension SIAS project); linking a number of improvements to the driving influence of the NES.

### 3.7.2.6 Learner Perspectives

Key points from the consultation with Learners are as follows:

- **Consultation and engagement**: The learners commented that all learner levels were actively consulted each term on identification and prioritisation of school improvements. The learners were satisfied with the process and considered it thorough, with opportunity for all learners to input and have their say;

- **Benefits**: Learners cited a number of positive developments in the school: in comparison to 2-3 years ago the group commented that assessment was now more frequent/ continuous and not restricted to the end of term; for the past c2 years, that after every lesson they are given an opportunity to ask questions (this did not previously happen); again for around the last 2 years classroom rules are posted on the walls and displayed in every class; pupils are given homework every Friday which helps them to work over the weekend; and they were also aware that pass rates had improved.

- **Attribution**: It was not clear from the comments that these changes could be attributed directly to the NES or SIAS project. However, many of the positive developments are at least consistent with the desired outcomes of the NES, and consistent with picture emerging from the other consultees.

### 3.7.2.7 Conclusion

The inspection and advisory process had been operational for one year in this case, with a number of development needs identified against the NES. As in the first case study, the school staff, and wider community, appeared highly committed to, and supportive of, the NES framework, inspection and advisory services.

While relatively little progress was noted at the first 6-month follow-up inspection, it is noted that support by PEAs was ongoing and as of March 2016, all the groups consulted with the school (Head Teachers, Teachers, Parents, and Learners) pointed to a range of recent and significant improvements
in the school and overall learner performance, with Head Teacher, Teachers and Parents attributing this in large part to the SIAS project.

All groups also commented on a general lack of resources within the school as a major limit on achievement.
3.7.3 Case Study 3

3.7.3.1 Introduction

The third case study school is a secondary school located in a less accessible area of Dedza District. The school serves a number of communities that practice subsistence farming as well as small scale business activities.

At the time of the case study visit in March 2016, there were nine teachers and 395 pupils (evenly split between boys and girls).

3.7.3.2 Inspection and Advisory Support

The school received an inspection in March of 2015 which highlighted a number of areas for development across a several themes informed by the NES. The main recommendations related to: lesson planning (NES 10); accurate and constructive use of assessment (NES 12); management of learner behaviour (NES 18); staff supervision and development (NES 20); and maintenance of buildings and facilities (NES 24).

A follow up inspection visit was completed in October of 2015 which noted that most of recommendations had not been met, with the exception of partial improvements against NES 20 (staff supervision and development), where improvements in leadership were noted.

The follow-up report commented that “Improvement is slow in the school. A number of requirements relating recommendations left by inspection team are not met. Schemes and records of work are prepared but only one teacher do update it in general the school does not prepare lesson plans. Continuous assessment is not done as they are no records available. The school does not conduct school based supervision and in service training as evidenced by lack of lesson observation forms and minute books. New additional toilets have been constructed but not well cleaned resulting in poor sanitation. Teachers also do not vary teaching methodologies and use teaching and learning resources in class”.

Reference to the school visitors log during the case study visit indicated one visit by a PEA in June 2015 and no other visits by SIA staff (other than for the March and October 2015 inspections) or Link staff. However, the Head Teacher indicated that the school was being visited twice a term by DIAS officials over the last year and that Link staff visited at least once a term.

3.7.3.3 Head Teacher Perspectives

Key points from consultation with the Head Teacher are as follows:

- **DIAS Support.** The Head Teacher, who had recently moved to the school from another region, contrasted the more frequent inspection in Dedza in comparison with his former location. The more frequent intervention was viewed as very beneficial, and particularly so in helping to reinforce his desire to bring in changes to the school;
  - For example, the Head Teacher referred to the NES at staff meetings in order to back-up his discussions with teachers around improvement in teaching practice;
  - However, it was noted that the full report from the October 2015 follow-up inspection had not yet been received by the school;
- **Changes in School.** The Head Teacher commented that the project had “invigorated our energy” and that as a school they “know where we are going”. From his perspective, results from implementation of the standards and inspection regime were “quite instant”, instilling “more seriousness in teaching and learning”;
- **Community Role:** It appeared from the Head Teacher comments that one of the main ways in which the project had influenced the school was providing a greater voice for parents in the affairs of the school, and that this was helping to bring about physical improvement e.g. ‘self-help’ projects such as purchase of benches for learners, sourcing of labour, and grass cutting.
The Head Teacher commented that the PTA was now more "enlightened and willing", that they were "working together" and "now part of the team".

- **The role of PEAs**: The more centralised governance of secondary schools meant it was harder for regular support visits (in contrast to primary schools where PEAs were local);
- **Demonstration Effect**: It was noted that the school is a cluster leader for 10 surrounding secondary schools, and that the Head Teacher had shared his school's work on the NES and encouraged others in their use.

### 3.7.3.4 Teacher Perspectives

Key points from consultation with Teachers are as follows:

- **Role of NES and SIAS Project**: In general, the introduction of the NES was welcomed and seen as a useful step encouraging improved practice in for example, lesson planning, record keeping, use of teaching and learning materials, maintaining a good teaching environment;
  - The NES represented a changed approach;
  - The teachers conformed that they had received two visits from inspectors;
  - However, the felt that there was a loss of impetus between visits and that more regular inspection and CPD training on NES would be beneficial;
  - The feedback from the inspections received was considered a mixed bag and a bit harsh at times, which was de-motivating;
- **Training on NES**: The teachers indicated that they had not received training on the NES but that the they had received a brief explanation of the standards;
  - This was not considered satisfactory and they would like to have further meaningful training;
- **Learner benefits**: The teachers commented that results had not improved within the school, indeed that they had dropped (lower grades). This was in part related to a lack of resources (e.g. a small number of teachers, few text books, and the poor school infrastructure);
  - In terms of learner attitudes, the teachers commented that some students had found the new standards tough, for example the need to help maintain a clean environment, but that they were now starting to see the need.

### 3.7.3.5 Parent Perspectives

Key points from consultation with Parents are as follows:

- **Awareness of NES**: The parents had a general awareness of the NES but were not familiar with them in detail. The PTA had met with inspectors on their visits to the school and with Link officials, and the parents had been provided with a briefing on the role of the inspectors.
  - There was some discussion on whether training had been provided to parents on identifying and prioritising needs for the school, where contradictory views were put forward on whether training had taken place.
- **Community Engagement**;
  - The parents pointed to a well-defined role for the PTA in school governance, with a mandate to input to the school planning approach and with a role in overseeing the School Development Fund.
- **Benefits**: The main improvements in the school within the last 2 years were viewed as the development of a library facility and improved pass rates (which is not consistent with the views of teachers as noted above).
- **Attribution**: parents did not specifically attribute improvements in the school to the SIAS project but in more general terms to good relations between the PTA, teachers, learners and the wider community. However, they did comment that the DIAS visits were raising expectations of teachers, and that the unannounced visits were keeping the teachers well prepared.
3.7.3.6  LEARNER PERSPECTIVES

Key points from the consultation with Learners are as follows:

- **Consultation and engagement.** The learners commented that all learner levels were actively consulted each term on identification and prioritisation of school improvements; although this appeared to be with teachers only and not the PTA. The learners were satisfied with the process and considered it thorough, with opportunity for all learners to input and have their say;

- **Benefits.** Learners commented that over the last two years: grades were improving within the school; that they were seeing some improvements in facilities (e.g. provision of benches in classrooms, creation of a library, and improved toilets); that the provision of learning materials was improving; the general behaviour of students was improved; that teachers were more encouraging and providing more advice; and that dropouts had reduced

- **Attribution.** It was not clear from the comments that these changes could be attributed directly to the NES or SIAS project - the students did not have an awareness of the NES.

3.7.3.7  CONCLUSION

The inspection and advisory process had been operational for one year in this case, with a number of development needs identified against the NES. As in the previous cases, the school staff, and wider community, appeared committed to, and supportive of, the NES and inspection, framework.

As in all three cases, there was relatively little progress noted at the first 6-month follow-up inspection. However, at the time of the case study (12 months after the first inspection), the stakeholders pointed to a range of recent and significant improvements in the school and overall learner performance. Although, it is noted that the teachers did not share the views of parents and learners about improvements in pass rates.
4 Conclusions, Lessons & Recommendations

4.1 Conclusions

Progress Toward Targets and Indicators

In terms of progress toward targets and indicators, the SIAS project has met, or exceeded, all logframe targets. The project has also completed within budget with no variance.

It is the view of this report that the additionality of the key logframe impact indicators (inspection and adviser reports to NES standards in Dedza District) is high and that these benefits are unlikely to have been achieved without Link intervention.

The additionality of wider benefits including the development of well qualified cadres of inspector and advisers working to the NES model is less easily assessed. However, feedback with DIAS officials, inspectors, and Primary Education Advisers suggests that additionality is also high in this regard.

Wider benefits to other stakeholders, including school staff, communities and learners, are evident despite the early stage of implementation, but are likely to have lower, more moderate levels of additionality, due to the widespread influence of other projects and programmes.

Management Content & Delivery

It is the view of this report that the management, content and delivery of the SIAS project has been effective, reflecting a flexible and responsive approach with stakeholders. A number of caveats are noted. However, these have not affected the overall project performance in terms of targets achieved.

Of particular significance, is the effective approach to partnership working, including the co-location of staff which has helped to match the project to the needs of stakeholders and led to the development of a targeted and innovative approach to the standards and inspection process which does not duplicate other efforts.

Progress Towards Overall Aims & Objectives

The findings suggest that significant progress has been made in the establishment of appropriately skilled and knowledgeable cadres of inspectors and advisers strongly informed by the NES and operating within the Dedza pilot area. The development of cadres beyond Dedza is progressing and the SIAS project has played a key role in influencing that process which now falls to DIAS. However, the widespread establishment of fully functional cadres across Malawi is a work in progress and is beyond the reach of the SIAS project to further shape.

There is evidence for a range of significant wider benefits being experienced by participant schools as a result of the application of standards and the revised inspection and advisory model (including governance, teaching practice, community engagement and learner performance). This is a very encouraging result given the relatively early phase in implementation of the SIAS model. These benefits remain to be confirmed in the official education statistics, but there was consistent support for the view across a range of stakeholders within Dedza.

Community and learner empowerment featured strongly in consultation with stakeholders, particularly in the case study evidence, suggesting more widespread and systematic engagement with parents and learners in the development of school performance.

However, a strong theme to emerge from the fieldwork was the importance of the challenging wider economic context in which stakeholders and SIAS model operate and which is viewed as a significant barrier to full and effective implementation of the NES and revised inspection and advisory model within Dedza and more widely across Malawi.
Value for Money

The SIAS project demonstrates good value for money in a number of ways. Perhaps most significantly the project has acted as a catalyst for national adoption and rollout of the NES and associated inspection and advisory model. Given the pressing need for educational improvement in Malawi and the scale of investment in the sector by the Government of Malawi (as a share of national wealth), it is important that the investment is channelled to the best effect. The SIAS project has made a significant impact in this regard, and the influence is likely to be sustained.

Sustainability & Succession

This report identifies a high degree of commitment by MoEST and DIAS to sustain the work of the SIAS project through national rollout of the NES and associated inspection and advisory service. This commitment is reinforced by the follow-on Link project (INSPIRE) which provides an opportunity to further embed and develop aspects of the SIAS model. In addition, a number of other NGO and donor partners have indicated support for the SIAS model and adopted aspects in their own work, further encouraging the long-term influence of the project.

In the work of advisers, and at the school level, there is evidence that many of the early benefits experienced are expected to be sustained, such as improved teaching effectiveness; improved learner attendance; and improved learner pass rates.

4.2 Lessons & Recommendations

Progress Toward Targets and Indicators

It is recommended that consideration is given to the inclusion of both gross and net indicators in future project monitoring. Estimation of net benefits takes into account ‘additionality’ and the benefits achieved over and above what may have occurred without the project intervention.

Estimation of net benefits can be challenging and should be proportionate to the scale and significance of the project. Link may wish to take further advice on inclusion of net indicators.

Management Content & Delivery

A number of lessons identified from the assessment of management, content and delivery include:

- The value of making use of existing networks and relationships to secure support for project development and delivery;
- The importance of meaningful partnership working in fostering strategic, targeted, effective and sustainable solutions; and
- The potentially significant role of co-location in helping to build effective operational, day-to-day communication and collaboration with stakeholders.

Progress Towards Overall Aims & Objectives

The findings highlighted a potential weakness in the SIAS model regarding roles and responsibilities for secondary school advisory support. It is recommended that Link encourage successor bodies (MoEST and DIAS) to continue to examine this issue so that the clearly defined roles and responsibilities now in informing primary school development are also available for the secondary school sector.

The need for further investment in training and resources to ensure successful and sustained national rollout of the SIAS model highlights an opportunity for NGOs and donor partners to continue to support the Government of Malawi in this policy area, in order to ensure the gains from the SIAS project, and the momentum behind the process, is not lost.

It is recommended that project successor bodies (MoEST and DIAS) refer to EMIS data in future monitoring and evaluation work on the impacts of the SIAS model.
Value for Money

The inclusion of a wider range of project indicators (such as school and learner performance) would potentially support monetary estimates of project benefit. This may be an area for consideration in related future projects.

Sustainability & Succession

The need for further investment in training and resources to ensure successful and sustained national rollout of the SIAS model is reiterated. It is recommended that Link continue dialogue with appropriate NGOs and other donor partners to continue to support the Government of Malawi in this policy area, in order to ensure the gains from the SIAS project, and the momentum behind the process, is not lost.
5 APPENDICES

APPENDIX 1 ANTICIPATED PROJECT BENEFITS AND ASSUMPTIONS

TABLE 5.1 ANTICIPATED PROJECT BENEFITS AND ASSUMPTIONS

<table>
<thead>
<tr>
<th>Project Benefits</th>
<th>Assumptions</th>
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</thead>
<tbody>
<tr>
<td>Improved inspection and supervision visits based on harmonised National Education Standards in Dedza</td>
<td>19 zones in Dedza. 1 primary school in each zone. 4 clusters per District. 1 secondary school per cluster. 1 inspection per year. 23 inspection reports. 1 supervision each term. 4 supervisions during the total project period. 76 total number of supervision reports during the project period.</td>
</tr>
<tr>
<td>Impact</td>
<td></td>
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<tr>
<td>Outcome</td>
<td>Education officials at school, zonal, district and divisional levels can be trained to effectively evaluate, monitor and support school improvement. 13 DIAS staff, 13 Central West Education Division (CWED), 25 Dedza District staff, 23 Headteachers. The total number of 74 can be disaggregated by gender by looking at names on reports.</td>
</tr>
<tr>
<td>An improved model of comprehensive, integrated inspection and advisory services established to effectively evaluate, monitor and support school improvement in Malawi (piloted in Dedza District)</td>
<td>DIAS ready to undertake self-evaluation and feedback from stakeholders, and make action plan for new directions in inspection and advisory services. Registration lists will show gender of participants.</td>
</tr>
<tr>
<td>Outputs</td>
<td>DIAS holds National Stakeholder Forum to inform wider MoEST decision makers about the realities of school inspection and supervision and the specific challenges which require investment</td>
</tr>
<tr>
<td>A training programme to develop the capacity of key DIAS staff to effectively evaluate, monitor and support school improvement is established</td>
<td>Consultations on the standards with informed feedback and a systematic validation process to ensure the standards are relevant and usable. Registration lists will show gender of participants. Consultation at central and District level - 18 participants at central, 13 at CWED, 103 at District (5 reps per 19 primary schools and 2 reps per 4 secondary schools).</td>
</tr>
<tr>
<td>Dedza district, school and community able to effectively monitor, evaluate and support school improvement</td>
<td>Staff constitute: 1 District Education Manager, DEM; 1 Deputy DEM; 1 Coordinating PEA, CPEA; 19 PEAs; 1 Desk Officer Primary Education, DOPE; 2 District EMIS staff). Registration lists will show gender of participants. 103 comprises: 19 primary schools Head Teachers; 19 senior teachers; 3 x 19 community members i.e. School Mgmt Committee rep, PTA rep and Mother Group rep plus 4 secondary Head teachers and 4 secondary senior teachers.</td>
</tr>
<tr>
<td>School inspection (undertaken by inspectors) and school advisory services (undertaken by PEAs and SEMAs) coordinated</td>
<td>DIAS will need to send out to participating schools all instruments at the beginning of the school year. Schools will fill out the Pre-inspection Self-Assessment Document (PISAD) in duplicate, keep one copy and send the other copy back to DIAS. 1 inspection and 1 supervision per school in year 2. 1 inspection per school and 4 supervision visits per school in year 3. Names on reports will indicate gender of author.</td>
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<tr>
<td>Schools produce quality annual school improvement plans (SIPs) that are informed by harmonised NES</td>
<td>Schools trained in how to use National Education Standards to develop School Improvement Plans</td>
</tr>
<tr>
<td>Key DIAS, Division and District staff equipped to use improved tools to conduct inspection and advisory visits.</td>
<td>Inspection handbook and framework includes detail on supervision visits for advisors. Final version includes comments from consultations and lessons learnt from pilot in Dedza.</td>
</tr>
</tbody>
</table>

Source: SIAS Logframe Revised
## APPENDIX 2 JUSTIFICATION FOR CHANGES TO SIAS LOGFRAME

### Justification for changes to SIAS logframe

**21 September, 2014**

<table>
<thead>
<tr>
<th>Original Impact</th>
<th>New Impact</th>
<th>Original Impact Indicator</th>
<th>New Impact Indicator</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of primary school children provided with quality education in Dedza District</td>
<td>Improved inspection and supervision visits based on harmonised/new National Education Standards (NES) in Dedza</td>
<td>Impact Indicator 1 Number of children retained in Dedza district primary schools</td>
<td>Impact Indicator 1 Number of inspection reports based on National Education Standards in Dedza District (project pilot area)</td>
<td>Focus of SIAS is improved inspection. Reducing drop-out rate beyond the scope of inspection alone. It became apparent that DIAS needed to finalise and disseminate the National Education Standards before initiating a new inspection framework. SIAS therefore needed to prioritise this process.</td>
</tr>
<tr>
<td>Original Outcome</td>
<td>New Outcome</td>
<td>Original Outcome Indicator</td>
<td>New Outcome Indicator</td>
<td>Justification</td>
</tr>
<tr>
<td>A model of comprehensive, integrated inspection and advisory services established to effectively evaluate, monitor and support school improvement in Malawi</td>
<td>An improved model of comprehensive, integrated inspection and advisory services established to effectively evaluate, monitor and support school improvement in Malawi (piloted in Dedza District)</td>
<td>1 Number of DIAS officials, inspectors, Primary Education Advisors (PEAs), Senior Education Methods Advisors (SEMAs), district education officials and selected head teachers effectively evaluating, monitoring and supporting school improvement in Malawi</td>
<td>1. Number of DIAS officials, inspectors, Primary Education Advisors (PEAs), Senior Education Methods Advisors (SEMAs), district education officials and selected head teachers effectively evaluating, monitoring and supporting school improvement in Dedza, using NES</td>
<td>DIAS already have a model and they have requested support to improve it. SIAS will aim to improve the model, using Dedza as a pilot district so the outcome will be measured in Dedza. SEMAs (based within Central West Education Division) have been included because they are responsible for inspecting and supporting secondary schools. DIAS has requested that secondary schools, including 1 private school be included in the inspection model.</td>
</tr>
<tr>
<td>Original Output</td>
<td>New Output</td>
<td>Original Output Indicator</td>
<td>New Output Indicator</td>
<td>Justification</td>
</tr>
<tr>
<td>1 A training programme to develop the capacity of key MoEST staff to effectively evaluate, monitor and support school improvement is established</td>
<td>1 DIAS holds National Stakeholder Forum to inform wider MoEST decision makers about the realities of school inspection and supervision and the specific challenges which require investment</td>
<td>1.1 Training needs and modalities of delivery established through needs analysis/consultation meetings with key MoEST stakeholders</td>
<td>1.1 Baseline developed of current conditions</td>
<td>There was need to conduct a baseline to inform accurate project planning and inform stakeholders about the project and its intended outputs.</td>
</tr>
<tr>
<td>1.2 Training modules in place that will capacitate key MoEST staff to effectively evaluate, monitor and support school improvement in Malawi</td>
<td>1.2 Training modules in place that will capacitate key MoEST staff to effectively evaluate, monitor and support school improvement in Malawi</td>
<td>1.2 Number of stakeholders from MoEST, DIAS, division, district, MoEST institutions, Civil Society Organisations (CSOs) attending National Stakeholder Forum on inspection and advisory services</td>
<td>1.2 Number of stakeholders from MoEST, DIAS, division, district, MoEST institutions, Civil Society Organisations (CSOs) attending National Stakeholder Forum on inspection and advisory services</td>
<td>Focus on DIAS rather than MoEST throughout the project as DIAS is the department within MoEST which is relevant to this project.</td>
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<tr>
<td>Key MoEST staff, including selected head teachers, P EAs, divisional and central DIAS officials able to effectively evaluate, monitor and support school improvement</td>
<td>DIAS develops and disseminates National Education Standards (NES) for primary and secondary schools to be used in school improvement.</td>
<td>DIAS saw the development and dissemination of National Education Standards as an essential foundation for this project to inform the development of a new inspection and supervision framework.</td>
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<td>2.1 Key MoEST staff trained to effectively evaluate, monitor and support school improvement in Malawi.</td>
<td>2.1 Number of stakeholders (Directorates, Technical Working Groups (TWGs), Donor Partners, CSOs, CWED staff, District staff, Headteachers, senior teachers, school community representatives, private schools) consulted in the development and validation of the National Education Standards.</td>
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<tr>
<td>2.2 Key MoEST staff conduct school inspection and support visits that effectively evaluate, monitor and support school improvement in Malawi.</td>
<td>2.2 Number of copies of National Education Standards disseminated to Dedza district staff, school staff and school community.</td>
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<td>3 School inspection (undertaken by inspectors) and school advisory services (undertaken by P EAs) coordinated to effectively support school improvement.</td>
<td>3.1 Quality school inspection reports produced that can effectively help schools and MoEST staff to improve school performance.</td>
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<td>3.1 Training Programme developed that meets needs of DIAS staff.</td>
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<td>3.2 School visit and inspection reports used to inform improvement activities at school level.</td>
<td>3.2 Number of DIAS staff trained as Trainers of Trainers in monitoring, evaluating and supporting school improvement.</td>
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<td>3.3 Draft developed of Inspection Handbook and Framework based on NES.</td>
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<td>3.4 Number of inspection and advisory reports uploaded to portal in DIAS.</td>
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<td>4 Schools able to produce quality annual school improvement plans that are informed by expert advice and guidance from inspection and advisory services.</td>
<td>4.1 Individual school improvement plans address issues and concerns raised by inspection reports.</td>
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<td>4.1 Number of Dedza district staff trained to effectively evaluate, monitor and support school improvement in Dedza.</td>
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<td>4.2 Number of Dedza head teachers, senior teachers and community representatives trained to effectively monitor, evaluate and support school improvement.</td>
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<td>Emphasis on Dedza as the pilot district for this project.</td>
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<td>Training of district and school staff is a distinct activity required to achieve later outputs and ensure sustainability of improved school evaluation process.</td>
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<tr>
<td>Output</td>
<td>Description</td>
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<td>5</td>
<td><strong>Key MoEST staff able to produce quality evaluations, drawing from evidence across divisions and districts, which regularly report on the effectiveness of implementation of national priorities and programmes</strong>&lt;br&gt;5.1 Quality evaluations produced by key MoEST staff on the effectiveness of implementation of national priorities and programmes&lt;br&gt;5.2 Evaluation reports are used to inform MoEST policy planning and implementation plans at district, divisional and national level&lt;br&gt;5.1 Number of inspection visits to evaluate, monitor and support school improvement in Dedza&lt;br&gt;5.2 Number of supervision visits to evaluate, monitor and support school improvement in Dedza&lt;br&gt;This was the original output 3 and has been moved to output 5 in order to accommodate distinct activities focused on training in preparation for carrying out the inspection and advice.</td>
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<tr>
<td>6</td>
<td><strong>DIAS able to inform wider MoEST decision makers about the realities of school performance and the specific challenges which require investment</strong>&lt;br&gt;6.1 A strategic plan for wider implementation of SIAS activities developed&lt;br&gt;6.2 DIAS strategic planning gains wider MoEST focus and support&lt;br&gt;6.1 Number of schools in Dedza using harmonised NES to inform School Improvement Plans (SIPs)&lt;br&gt;Emphasis on Dedza as the pilot district.</td>
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<tr>
<td>7</td>
<td><strong>DIAS, Division and District staff equipped to use improved tools to conduct inspection and advisory visits</strong>&lt;br&gt;7.1 New Inspection handbook and framework finalised.&lt;br&gt;7.2 New tools disseminated to DIAS and District staff&lt;br&gt;Added this output to focus on the project impact at national level and its potential for further impact beyond the life of the project. A database is included in activities in order to ensure sustainability and improve MEL of project.</td>
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</table>
### APPENDIX 3 STUDY METHOD AND ASSOCIATED RESEARCH GROUP

#### TABLE 5.2 STUDY METHOD AND ASSOCIATED RESEARCH GROUP

<table>
<thead>
<tr>
<th>Method</th>
<th>Target Research Group/s</th>
</tr>
</thead>
</table>
| 1. Face-to-face, in-depth, semi-structured interviews | National Level:  
• Link Malawi;  
• Director (DIAS);  
• Inspectors (DIAS).  
District Level:  
• Link Dedza;  
• The District Education Manager;  
• Primary Education Advisors. |
| 2. Postal Self-Administered Survey          | District Level:  
• Primary Education Advisors.  
• Head Teachers |
| 3. Case Study                               | District Level:  
• Selected participating primary and secondary schools |
| 3a. Face-to-face, in-depth, semi-structured interviews | Zone Level:  
• Primary Education Advisors.  
School Level:  
• Head Teachers;  
• School Management Committees. |
| 3b. Focus group/s                           | School Level (3 or more groups including representatives from the following):  
• Teachers;  
• Learners;  
• Parents:  
  a. PTA members;  
  b. Mother Group members; and  
  c. Other parents. |
APPENDIX 4 EVALUATION QUESTIONS BY REPORT SECTION

For reference, the table below lists the evaluation questions by the report section in which they are discussed.

### Table 5.3 Evaluation Questions by Report Section

<table>
<thead>
<tr>
<th>Evaluation Questions</th>
<th>Report Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>EQ A1) To determine the performance of SIAS against project objectives (including outputs, outcome and impact)</td>
<td>3.3</td>
</tr>
<tr>
<td>EQ A2) To determine the wider impact of SIAS in relation to the overall project aim</td>
<td>3.4</td>
</tr>
<tr>
<td>EQ A3) To determine the relevance of SIAS in terms of Malawian education policy and objectives</td>
<td>3.1</td>
</tr>
<tr>
<td>EQ A4) To determine if the intervention has put in place mechanisms to ensure sustainability</td>
<td>1.1</td>
</tr>
<tr>
<td>EQ A5) To determine the effectiveness and efficiency of programme delivery</td>
<td>3.4</td>
</tr>
<tr>
<td>EQ B1) Impact and results</td>
<td>3.4</td>
</tr>
<tr>
<td>EQ B2) Empowerment of direct and indirect beneficiaries</td>
<td>3.4</td>
</tr>
<tr>
<td>EQ B3) Value for money</td>
<td>3.4</td>
</tr>
<tr>
<td>EQ B4) Innovation</td>
<td>3.2</td>
</tr>
<tr>
<td>EQ B5) Sustainability</td>
<td>1.1</td>
</tr>
<tr>
<td>EQ B6) Additionality</td>
<td>3.3</td>
</tr>
<tr>
<td>EQ B7) Realisation of Risks</td>
<td>3.2</td>
</tr>
<tr>
<td>EQ B8) Contribution to Government of Malawi and Scottish Government objectives and to the Millennium Development Goals</td>
<td>3.1</td>
</tr>
<tr>
<td>EQ B9) Lesson Learning (particularly in the areas of empowerment &amp; advocacy, equity, capacity building, and monitoring &amp; evaluation)</td>
<td>Throughout Report</td>
</tr>
<tr>
<td>EQ C1) The effectiveness of the management and delivery arrangements, highlighting any improvements that may be considered</td>
<td>3.2</td>
</tr>
<tr>
<td>EQ C2) The effectiveness of partnership arrangements</td>
<td>3.2</td>
</tr>
<tr>
<td>EQ C3) The extent to which target groups have been reached</td>
<td>3.3</td>
</tr>
</tbody>
</table>
APPENDIX 5 FIELDWORK SCHEDULE & LIST OF CONSULTEES

The final fieldwork schedule is indicated in Table 5.4 below.

**TABLE 5.4 ACTUAL FIELDWORK SCHEDULE**

<table>
<thead>
<tr>
<th>Day</th>
<th>Role</th>
<th>AM</th>
<th>PM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Consultations (Lilongwe)</td>
<td>District Education</td>
<td>DIAS Inspector</td>
</tr>
<tr>
<td></td>
<td>Consultations &amp; (Lilongwe &amp; Kasungu)</td>
<td>Manager (Former)</td>
<td>DIAS Inspector</td>
</tr>
<tr>
<td></td>
<td>Case 1 (Dedza)</td>
<td>District Education</td>
<td>Head Teacher</td>
</tr>
<tr>
<td></td>
<td>Case 2 (Dedza)</td>
<td>Manager (Current)</td>
<td>School Management</td>
</tr>
<tr>
<td></td>
<td>Case 3 (Dedza)</td>
<td>Primary Education</td>
<td>Committee Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advisors</td>
<td>Teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Parents</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A list of individuals included in the consultation programme is indicated in the table below (Table 5.5).

**TABLE 5.5 LIST OF CONSULTEES**

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedza District</td>
<td>District Education Manager</td>
</tr>
<tr>
<td>Dedza District</td>
<td>Primary Education Advisers (PEAs) (3 Advisers of which 2 male, 1 female)</td>
</tr>
<tr>
<td>Dedza Primary School 1</td>
<td>Head Teacher (with additional input from Deputy Head Teacher)</td>
</tr>
<tr>
<td>Dedza Primary School 1</td>
<td>Learners (6, of which 3 girls and 3 boys)</td>
</tr>
<tr>
<td>Dedza Primary School 1</td>
<td>Parents (10), of which:</td>
</tr>
<tr>
<td></td>
<td>• Parent Teacher Association (4)</td>
</tr>
<tr>
<td></td>
<td>• School Management Committee (3)</td>
</tr>
<tr>
<td></td>
<td>• Mothers Group (3)</td>
</tr>
<tr>
<td></td>
<td>• Other Parents (6)</td>
</tr>
<tr>
<td>Dedza Primary School 1</td>
<td>Teachers (3, of which 2 male, 1 female)</td>
</tr>
<tr>
<td>Dedza Primary School 2</td>
<td>Head Teacher (with additional input from Deputy Head Teacher)</td>
</tr>
<tr>
<td>Dedza Primary School 2</td>
<td>Learners (6, of which 3 girls, 3 boys)</td>
</tr>
<tr>
<td>Dedza Primary School 2</td>
<td>Parents, of which:</td>
</tr>
<tr>
<td></td>
<td>• Parent Teachers Association (3)</td>
</tr>
<tr>
<td></td>
<td>• Mother’s Group (3)</td>
</tr>
<tr>
<td></td>
<td>• School Management Committee (4)</td>
</tr>
<tr>
<td></td>
<td>• Other Parents (4)</td>
</tr>
<tr>
<td>Dedza Primary School 2</td>
<td>Teachers (3, of which 2 male, 1 female)</td>
</tr>
<tr>
<td>Organisation</td>
<td>Position</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Dedza Secondary School</td>
<td>Head Teacher (with additional input from Deputy Head Teacher)</td>
</tr>
<tr>
<td>Dedza Secondary School</td>
<td>Learners (6, of which 3 girls, 3 boys)</td>
</tr>
<tr>
<td>Dedza Secondary School</td>
<td>Parent Teachers Association (10, of which 3 female, 7 male)</td>
</tr>
<tr>
<td>Dedza Secondary School</td>
<td>Teachers (4, of which 3 male, 1 female)</td>
</tr>
<tr>
<td>DIAS</td>
<td>Director</td>
</tr>
<tr>
<td>DIAS</td>
<td>Principal Inspector</td>
</tr>
<tr>
<td>DIAS</td>
<td>SIAS Coordinator</td>
</tr>
<tr>
<td>Link International</td>
<td>International Expert Consultant</td>
</tr>
<tr>
<td>Link International</td>
<td>International Programme Manager</td>
</tr>
<tr>
<td>Link Malawi</td>
<td>Programme Manager</td>
</tr>
<tr>
<td>Link Malawi</td>
<td>Project Manager</td>
</tr>
<tr>
<td>Ministry of Education Science &amp;</td>
<td>Divisional Education Manager</td>
</tr>
<tr>
<td>Technology</td>
<td>Former Dedza District Education Manager</td>
</tr>
</tbody>
</table>
APPENDIX 6 LIST OF DOCUMENTARY SOURCES

Link General


Link SIAS Project


Link Related Projects

- Link (2015g) Malawi DP Logframe 2015 Revised, 18 December (INSPIRE Project) (Excel spreadsheet).

DIAS General

- Ritchie E. (2015a) Advice on Follow-Up Inspections, DIAS: Lilongwe

DIAS Inspection Reports for Pilot Schools

- DIAS (2015) Executive Summary Report on Follow-up Inspection of Some Primary and Secondary Schools (SIAS Schools) in Dedza, November, DIAS: Lilongwe
- DIAS (Undated) Rating of Primary Schools Visited in Dedza: Original Inspection (OI) and Follow Up (FU), DIAS: Lilongwe.
- In addition, a sample of SIAS pilot school inspection reports were requested for review and those provided are listed in Table 5.6 below.
### Table 5.6 Selected Inspection Reports Provided for Review

<table>
<thead>
<tr>
<th>ID</th>
<th>School Name</th>
<th>Inspection Report</th>
<th>Record on Inspectors</th>
<th>Follow-up on Report</th>
<th>Follow-up Inspection Report</th>
<th>Inspection Feedback Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Chidewere Full Primary School</td>
<td>22/04/15</td>
<td>20/10/15</td>
<td>-</td>
<td>21/10/15</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Chimphalika Full Primary School</td>
<td>20/04/15</td>
<td>22/10/15</td>
<td>-</td>
<td>22/10/15</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Chimwankhuku Full Primary School</td>
<td>20/04/15</td>
<td>04/11/15</td>
<td>04/1/15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Kadothi Full Primary School</td>
<td>21/04/15</td>
<td>21/10/15</td>
<td>-</td>
<td>21/10/15</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Kalilombe Full Primary School</td>
<td>03/03/15</td>
<td>03/11/15</td>
<td>03/11/15</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Kamtedza Full Primary School</td>
<td>22/04/15</td>
<td>04/11/15</td>
<td>04/11/15</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Kanama Full Primary School</td>
<td>06/03/15</td>
<td>Undated</td>
<td>(follow-up inspection 05/11/15)</td>
<td>05/11/15</td>
<td>-</td>
</tr>
<tr>
<td>8</td>
<td>Kapalamula Full Primary</td>
<td>04/03/15</td>
<td>Undated</td>
<td>(follow-up inspection 03/11/15)</td>
<td>03/11/15</td>
<td>-</td>
</tr>
<tr>
<td>9</td>
<td>Liphumpwe Full Primary School</td>
<td>23/04/15</td>
<td>22/10/15</td>
<td>-</td>
<td>-</td>
<td></td>
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<tr>
<td>10</td>
<td>Makankhula Full Primary School</td>
<td>Undated (inspected 04/03/15)</td>
<td>Undated (follow-up inspection 03/11/15)</td>
<td>05/11/15</td>
<td>-</td>
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<tr>
<td>11</td>
<td>Malambalala Full Primary School</td>
<td>Undated (inspected 05/03/15)</td>
<td>Undated</td>
<td>Undated</td>
<td>Undated</td>
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<tr>
<td>12</td>
<td>Mantega Full Primary School</td>
<td>21/04/15</td>
<td>23/10/15</td>
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<tr>
<td>13</td>
<td>Misuku Full Primary School</td>
<td>22/04/15</td>
<td>23/10/15</td>
<td>-</td>
<td>-</td>
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<tr>
<td>14</td>
<td>Mkomeko Full Primary School</td>
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<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Msekeni Full Primary School</td>
<td>23/03/15</td>
<td>04/11/15</td>
<td>04/11/15</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Mtendere Full Primary School</td>
<td>21/04/15</td>
<td>23/10/15</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Ntcheu Full Primary School</td>
<td>22/04/15</td>
<td>Undated</td>
<td>(follow-up inspection 04/11/15)</td>
<td>05/11/15</td>
<td>-</td>
</tr>
<tr>
<td>18</td>
<td>Phokera Full Primary School</td>
<td>06/03/15</td>
<td>Undated</td>
<td>(follow-up inspection 03/11/15)</td>
<td>Undated</td>
<td>-</td>
</tr>
<tr>
<td>19</td>
<td>Takumana Full Primary School</td>
<td>05/03/15</td>
<td>05/11/15</td>
<td>05/11/15</td>
<td>-</td>
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</tbody>
</table>

**Secondary Schools**

<table>
<thead>
<tr>
<th>ID</th>
<th>School Name</th>
<th>Inspection Report</th>
<th>Follow-up Report</th>
<th>Inspection Feedback Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>Chawa</td>
<td>-</td>
<td>20/10/15</td>
<td>-</td>
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</tbody>
</table>
Government of Malawi


Other

Appendix 7 Topic Guides

Link Project Team

Evaluation of SIAS: Key Informant Topic Guide

SIAS Project Team

Checklist: Consent / Confidentiality / Sensitive Issues

<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Email:</td>
<td></td>
</tr>
<tr>
<td>Telephone:</td>
<td></td>
</tr>
<tr>
<td>Organisation:</td>
<td></td>
</tr>
<tr>
<td>Position:</td>
<td></td>
</tr>
<tr>
<td>Date and Time:</td>
<td></td>
</tr>
<tr>
<td>Location:</td>
<td></td>
</tr>
<tr>
<td>Name of interviewer:</td>
<td></td>
</tr>
</tbody>
</table>

Section 1  SIAS Activity and Day-to-Day Operations

Q1.1 Can you tell me briefly about your role and responsibilities?
Q1.2 What do you see as the main aims of the project?

Section 2  Pilot and Roll-out

Q2.1 Why did you select Dedza as a community to pilot the SIAS approach?
Q2.2 What have been the major challenges faced in piloting the SIAS approach in Dedza? How were these challenges overcome?
Q2.3 What is the current status of SIAS roll-out nationally and what role does/will Link play in this?
Q2.4 What do you think the main challenges will be in rolling out the programme and what will the likely timescales be?
Q2.5 Is there anything to suggest the experience in Dedza will be different from other districts across the country (nature of challenges)?
Q2.6 Who will ensure that SIAS approach is rolled out nationally and that standards are maintained, developed, and results monitored? Will that need be met by others?

Section 3  Partners

Q3.1 Who have been the most important partners in ensuring project progress (national, district, school and community level)?
Q3.2 Why was Link well placed to deliver the project, rather than others? What are the main things Link offer to your partners?
Q3.3 To what extent have stakeholders been involved in the development and delivery of the project? What are the advantage/disadvantages of this? Examples?
Q3.4 Thinking about where you have had most success with partners, what are the reasons for this? (e.g. established relationship, trust).
Q3.5 Where you face challenges with partners, what are the problems? Are there other partners who could contribute more?
Evaluation of SIAS: Key Informant Topic Guide

Q3.6 Does the project tie-in with other initiatives? In what way? Benefits of this?

Section 4 Benefits

Q4.1 What do you think have been the main benefits so far of the SIAS project for each of the main stakeholder groups i.e. DIAS/Districts Education Office; Schools; Learners; Communities? Examples?

Q4.2 What benefits do you expect to see in the future? Are there foreseeable issues that might affect achievement of these longer term or wider benefits?

Q4.3 What ongoing monitoring of DIAS/District staff performance/ School performance / socio-economic monitoring is in place? Are there defined roles and responsibilities for this going forward for DIAS /District/Schools?

Section 5 Continuing Need

Q5.1 Is there still an ongoing need to develop and support inspection and advisory services in Dedza, or is the Link role at an end (role of Inspire project in taking forward)?

Section 6 Management Challenges

Q6.1 What aspects of project management proved particularly effective?

Q6.2 What were the main management and delivery challenges? What was done to overcome them? (e.g. Link capacity, delays in funding or stakeholder participation?)

Q6.3 Can improvements be made in the management of the project/ what lessons can be learned? If a similar project were to be repeated, what would Link Malawi or Link International do differently?

Q6.4 Was the content and delivery of project outputs (standards and training) appropriate and effective (e.g. relevant to needs of DIAS/Schools)?

Q6.5 Have there been any significant barriers to effective development and uptake of inspection and advisory services, and implementation of school improvement plans (national, DIAS, District, School, Community level)?

Section 7 The ‘Big Picture’, Unintended Effects and Sustainability

Q7.1 What would be different if the SIAS project hadn’t existed (Time, Quality, Scale)?

Q7.2 Have there been any unintended / unanticipated /negative outcomes that you have observed?

Q7.3 What do you think are the 3 main benefits that the SIAS project has achieved? Do you think these benefits will persist?

Q7.4 Do you have any final comments you would like to make?

Thank you and close
Evaluation of SIAS: Key Informant Topic Guide

DIAS Director

Checklist: Consent / Confidentiality/ Sensitive Issues

Name: 

Email: 

Telephone: 

Organisation: 

Position: 

Date and Time: 

Location: 

Name of interviewer: 

Section 1  DIAS Activity and Day-to-Day Operations

Q1.1 Can you tell me briefly about your role and responsibilities?

Q1.2 What do you see as the main aims of the SIAS project?

Section 2  Pilot and Roll-out

Q2.1 Why did you select Dedza as a community/District to pilot the SIAS approach?

Q2.2 What have been the major challenges faced in piloting the SIAS approach in Dedza?

How were these challenges overcome?

Q2.3 What is the current status of SIAS roll-out nationally and what role does DIAS play in this?

Q2.4 What do you think the main challenges will be in rolling out the programme and what will the likely timescales be?

Q2.5 Is there anything to suggest the experience in Dedza will be different from other districts across the country (nature of challenges)?

Q2.6 How will you ensure that the SIAS approach is rolled out nationally and that standards are maintained, developed, and results monitored?

Section 3  Working with Link

Q3.1 Aside from Link, who have been the most important partners in ensuring project progress (national, district, school and community level)?

Q3.2 Why was Link well placed to deliver the project, rather than others? What are the main things Link offer to you?

Q3.3 To what extent DIAS staff been involved in the development and delivery of the project? What are the advantage/disadvantages of this? Examples?

Q3.4 Thinking about the successful aspects of your work with Link, what are the reasons for this? (e.g. established relationship, trust).

Q3.5 Where you face challenges with Link or other partners, what are the problems? Are there other partners who could contribute more?
Evaluation of SIAS: Key Informant Topic Guide

Q3.6 Does the SIAS project tie-in with other initiatives? In what way? Benefits of this?

Section 4 Benefits

Q4.1 What do you think have been the main benefits so far of the SIAS project for each of the main stakeholder groups i.e. DIAS/Districts Education Office; Schools; Learners; Communities? Examples?

Q4.2 What benefits do you expect to see in the future? Are there foreseeable issues that might affect achievement of these longer term or wider benefits?

Q4.3 What ongoing monitoring of DIAS/District staff performance/ School performance / socio-economic monitoring is in place? Are there defined roles and responsibilities for this going forward within DIAS /District/Schools?

Section 5 Continuing Need

Q5.1 Is there still an ongoing need to develop and support inspection and advisory services in Dedza, or is the Link role at an end (role of Inspire project in taking forward)?

Section 6 Management Challenges (DIAS)

Q6.1 What aspects of Link’s project management, from DIAS’ perspective, have proved particularly effective?

Q6.2 In your view, what were the main project management and delivery challenges? What was done to address them? (e.g. DIAS capacity, Link capacity, delays in funding or stakeholder participation?)

Q6.3 Can improvements be made in the management of the project/ what lessons can be learned? If a similar project were to be repeated, what would DIAS, Link Malawi or Link International do differently?

Q6.4 Was the content and delivery of Link’s project outputs (standards and training) appropriate and effective (e.g. relevant to needs of DIAS/Schools)?

Q6.5 Have there been any significant barriers to effective development and uptake of inspection and advisory services, and implementation of school improvement plans (national, DIAS, District, School, Community level)?

Section 7 The ‘Big Picture’, Unintended Effects and Sustainability

Q7.1 What would be different if the SIAS project hadn’t existed (Time, Quality, Scale)?

Q7.2 Have there been any unintended / unanticipated /negative outcomes that you have observed?

Q7.3 What do you think are the 3 main benefits that the SIAS project has achieved? Do you think these benefits will persist?

Q7.4 Do you have any final comments you would like to make?

Thank you and close
DIAS Inspectors

Evaluation of SIAS: Key Informant Topic Guide

**DIAS Inspectors**

*Checklist: Consent / Confidentiality/ Sensitive Issues*

- Name:
- Email:
- Telephone:
- Organisation:
- Position:
- Date and Time:
- Location:
- Name of interviewer:

---

**Section 1  DIAS Inspector Activity and Day-to-Day Operations**

Q1.1 Can you tell me briefly about your role and responsibilities?

Q1.2 What do you see as the main aims of the SIAS project?

---

**Section 2  Pilot and Roll-out**

Q2.1 What have been the major challenges faced in piloting the SIAS approach in Dedza? How were these challenges overcome?

Q2.2 What do you think the main challenges will be in rolling out the programme and what will the likely timescales be?

Q2.3 Is there anything to suggest the experience in Dedza will be different from other districts across the country (nature of challenges)?

---

**Section 3  Working with Link**

Q3.1 Aside from Link, who have been the most important partners in ensuring project progress (district, school and community level)?

Q3.2 What are the main things Link offer to you, as Inspectors?

Q3.3 To what extent have DIAS Inspectors been involved in the development and delivery of the project? What are the advantage/disadvantages of this? Examples?

Q3.4 Thinking about the successful aspects of your work with Link, what are the reasons for this?

Q3.5 Where you face challenges with Link or other partners, what are the problems?

Q3.6 Does the SIAS project tie-in with other initiatives? In what way? Benefits of this?

---

**Section 4  Benefits**

Q4.1 What do you think have been the main benefits so far of the SIAS project for each of the main stakeholder groups i.e. DIAS/Districts Education Office; Schools; Learners; Communities? Examples?
Evaluation of SIAS: Key Informant Topic Guide

Q4.2 What benefits do you expect to see in the future? Are there foreseeable issues that might affect achievement of these longer term or wider benefits?

Q4.3 What ongoing monitoring of DIAS/District staff performance/ School performance / socio-economic monitoring is in place? Are there defined roles and responsibilities for this going forward within DIAS /District/Schools?

Section 5 Continuing Need

Q5.1 Is there still an ongoing need to develop and support inspection and advisory services in Dedza, or is the Link role at an end (role of Inspire project in taking forward)?

Q5.2 What ongoing training and development will you need as Inspectors? How will this be identified and delivered?

Section 6 Management Challenges (DIAS)

Q6.1 As Inspectors, what were the main project management and delivery challenges? What was done to address them? (e.g. DIAS capacity, Link capacity, other?)

Q6.2 Can improvements be made in the management of the project/ what lessons can be learned? If a similar project were to be repeated, what would DIAS, Inspectors, Link Malawi or Link International do differently?

Q6.3 Was the content and delivery of Link’s project outputs (standards and training) appropriate and effective (e.g. relevant to needs of DIAS/Inspectors / Schools)?

Q6.4 Have there been any significant barriers to effective development and uptake of inspection and advisory services, and implementation of school improvement plans (national, DIAS, District, School, Community level)?

Section 7 The ‘Big Picture’, Unintended Effects and Sustainability

Q7.1 What would be different if the SIAS project hadn’t existed (Time, Quality, Scale)? How would your job differ?

Q7.2 Have there been any unintended / unanticipated /negative outcomes that you have observed?

Q7.3 What do you think are the 3 main benefits that the SIAS project has achieved? Do you think these benefits will persist?

Q7.4 Do you have any final comments you would like to make?

Thank you and close
Dedza District Education Managers

Evaluation of SIAS: Key Informant Topic Guide

Dedza District Education Manager

Checklist: Consent / Confidentiality/ Sensitive Issues

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Section 1  Dedza District Activity and Day-to-Day Operations

Q1.1 Can you tell me briefly about your role and responsibilities?
Q1.2 What do you see as the main aims of the project?

Section 2  Pilot and Roll-out

Q2.1 Why was Dedza selected as a community to pilot the SIAS approach?
Q2.2 What have been the major challenges faced in piloting the SIAS approach in Dedza? How were these challenges overcome?
Q2.3 What do you think the main challenges will be in rolling out the programme and what will the likely timescales be?
Q2.4 Is there anything to suggest the experience in Dedza will be different from other districts across the country (nature of challenges)?

Section 3  Working with Link

Q3.1 Aside from Link, who have been the most important partners in ensuring project progress (national, district, school and community level)?
Q3.2 Why was Link well placed to deliver the project, rather than others? What are the main things Link offer your organisation?
Q3.3 To what extent have District staff been involved in the development and delivery of the project? What are the advantage/ disadvantages of this? Examples?
Q3.4 Thinking about where you have had most success with Link, what are the reasons for this? (e.g. established relationship, trust).
Q3.5 Where you face challenges with Link, what are the problems?
Q3.6 Does the SIAS tie-in with other initiatives in Dedza District? In what way? Benefits of this?
Evaluation of SIAS: Key Informant Topic Guide

Section 4 Benefits

Q4.1 What do you think have been the main benefits so far of the SIAS project for each of the main stakeholder groups i.e. Districts Education Office; Schools; Learners; Communities? Examples?

Q4.2 What benefits do you expect to see in the future? Are there foreseeable issues that might affect achievement of these longer term or wider benefits?

Q4.3 What ongoing monitoring of District staff performance/ School performance / socio-economic monitoring is in place? Are there defined roles and responsibilities for this going forward for DIAS/District/Schools?

Section 5 Continuing Need

Q5.1 Is there still an ongoing need to develop and support inspection and advisory services in Dedza, or is the Link role at an end (role of Inspire project in taking forward)?

Section 6 Management Challenges (District)

Q6.1 For Dedza District, what aspects of project management proved particularly effective?

Q6.2 What were the main management and delivery challenges? What was done to overcome them? (e.g. Dedza District Capacity, Link capacity, delays in funding or stakeholder participation?)

Q6.3 Can improvements be made in the management of the project/ what lessons can be learned? If a similar project were to be repeated, what would DIAS/ Dedza District/ Link Malawi or Link International do differently?

Q6.4 Was the content and delivery of project outputs (standards and training) appropriate and effective (e.g. relevant to needs of District Staff/ Schools)?

Q6.5 Have there been any significant barriers to effective development and uptake of inspection and advisory services, and implementation of school improvement plans (national, DIAS, District, School, Community level)?

Section 7 The ‘Big Picture’, Unintended Effects and Sustainability

Q7.1 What would be different in Dedza District if the SIAS project hadn’t existed (Time, Quality, Scale)?

Q7.2 Have there been any unintended / unanticipated /negative outcomes that you have observed?

Q7.3 What do you think are the 3 main benefits that the SIAS project has achieved? Do you think these benefits will persist?

Q7.4 Do you have any final comments you would like to make?

Thank you and close
## Evaluation of SIAS: Key Informant Topic Guide

### Selected PEAs (for Case Studies and Coordinator)

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### Section 1  PEAs Activity and Day-to-Day Operations

**Q1.1** Can you tell me briefly about your role and responsibilities?

**Q1.2** What do you see as the main aims of the SIAS project?

**Q1.3** Which schools did you work with and when? Please outline the main activities you have undertaken with the schools.

### Section 2  Pilot and Roll-out

**Q2.1** What have been the major challenges faced in piloting the SIAS approach in Dedza? How were these challenges overcome?

**Q2.2** What do you think the main challenges will be in rolling out the programme and what will the likely timescales be?

**Q2.3** Is there anything to suggest the experience in Dedza will be different from other districts across the country (nature of challenges)?

### Section 3  Partners

**Q3.1** Who have been the most important partners in ensuring project progress (national, district, school and community level)?

**Q3.2** Why was Link well placed to deliver the project, rather than others? What are the main things Link offer to you as PEAs?

**Q3.3** To what extent have PEAs been involved in the development and delivery of the project? What are the advantage/disadvantages of this? Examples?

**Q3.4** Thinking about where you have had most success with partners, what are the reasons for this? (e.g. established relationship, trust).

**Q3.5** Where you face challenges with partners, what are the problems? Are there other partners who could contribute more?

**Q3.6** Does the project tie-in with other initiatives? In what way? Benefits of this?
Evaluation of SIAS: Key Informant Topic Guide

Section 4 Benefits

Q4.1 What do you think have been the main benefits so far of the SIAS project for each of the main stakeholder groups i.e. you as Advisers; Schools; Learners; Communities? Examples?

Q4.2 What benefits do you expect to see in the future? Are there foreseeable issues that might effect achievement of these longer term or wider benefits?

Q4.3 What ongoing monitoring Adviser performance/ School performance / socio-economic monitoring is in place? Are there defined roles and responsibilities for this going forward for Advisers/District/Schools?

Section 5 Continuing Need

Q5.1 Is there still an ongoing need to develop and support inspection and advisory services in Dedza, or is the Link role at an end (role of Inspire project in taking forward)?

Section 6 Management Challenges (PEAs)

Q6.1 What aspects of project management have proved particularly effective - what has worked well?

Q6.2 What were the main management and delivery challenges? What was done to overcome them? (e.g. Adviser capacity, stakeholder participation?)

Q6.3 Can improvements be made in the management of the project/ what lessons can be learned? If a similar project were to be repeated, what should you, or other partners, do differently?

Q6.4 Was the content and delivery of project outputs (standards and training) appropriate and effective (e.g. relevant to needs of Advisers)? Gaps?

Q6.5 Have there been any significant barriers to effective development and uptake of inspection and advisory services, and implementation of school improvement plans (national, DIAS, District, School, Community level)?

Section 7 The ‘Big Picture’, Unintended Effects and Sustainability

Q7.1 What would be different if the SIAS project hadn’t existed (Time, Quality, Scale)? How would your job differ?

Q7.2 Have there been any unintended / unanticipated /negative outcomes that you have observed?

Q7.3 What do you think are the 3 main benefits that the SIAS project has achieved? Do you think these benefits will persist?

Q7.4 Do you have any final comments you would like to make?

Thank you and close
Head Teachers/ SMCs

Evaluation of SIAS: Key Informant Topic Guide

Selected Head Teachers/ School Management Committee Members (Case Studies)

Checklist: Consent / Confidentiality/ Sensitive Issues

- Name/s:
- Main contact Email:
- Telephone:
- Organisation:
- Position:
- Date and Time:
- Location:
- Name of interviewer:

Section 1  Head Teacher/SMC Activity and Day-to-Day Operations

Q1.1 Can you tell me briefly about your role and responsibilities?
Q1.2 What do you see as the main aims of the SIAS project?
Q1.3 Please outline the main Inspection and Advisory activity that has taken place within the school.

Section 2  Pilot and Roll-out

Q2.1 What have been the major challenges faced in following the SIAS approach in your school? How were these challenges overcome?
Q2.2 What do you think the main challenges will be in rolling out the programme in other schools?
Q2.3 Is there anything to suggest the experience in Dedza will be different from other districts across the country (nature of challenges)?

Section 3  Partners

Q3.1 Who have been the most important partners in ensuring progress in Inspection and Advisory responsibilities in this school (national, district, school and community level)?
Q3.2 To what extent have you been consulted/involved in the development and delivery of the SIAS approach? Examples?
Q3.3 Thinking about where you have had most success with partners, what are the reasons for this? (e.g. established relationship, trust).
Q3.4 Where you face challenges with partners, what are the problems? Are there other partners who could contribute more?
Q3.5 Does the project tie-in with other initiatives? In what way? Benefits of this?
Evaluation of SIAS: Key Informant Topic Guide

Section 4 Benefits

Q4.1 What do you think have been the main benefits so far of the SIAS project for each of the main stakeholder groups i.e. Schools; Learners; Communities? Examples?

Q4.2 What benefits do you expect to see in the future? Are there foreseeable issues that might effect achievement of these longer term or wider benefits?

Section 5 Management Challenges (Head Teachers and SMCs)

Q5.1 What aspects of SIAS delivery have proved particularly effective- what has worked well?

Q5.2 What were the main management and delivery challenges? What was done to overcome them? (e.g. School capacity, stakeholder participation?)

Q5.3 Can improvements be made in the management of SIAS activity/ what lessons can be learned? What could you, or other partners, do differently?

Q5.4 What advice or support have you had to meet the requirements of the SIAS? Can you provide examples?

Q5.5 Have there been any significant barriers to effective development and uptake of inspection and advisory services, and implementation of school improvement plans (national, DIAS, District, School, Community level)?

Section 6 The ‘Big Picture’, Unintended Effects and Sustainability

Q6.1 What would be different if the current SIAS approach hadn’t existed (Time, Quality, Scale)? How would your job differ?

Q6.2 Have there been any unintended / unanticipated /negative outcomes that you have observed?

Q6.3 What do you think are the 3 main benefits that the current SIAS approach has achieved? Do you think these benefits will persist?

Q6.4 Do you have any final comments you would like to make?

Thank you and close
Teachers

Evaluation of SIAS: Key Informant Topic Guide

Teachers (Case Studies)

Checklist: Consent / Confidentiality / Sensitive Issues

Name/s: 
Main contact Email: 
Telephone: 
Organisation: 
Position: 
Date and Time: 
Location: 
Name of interviewer: 

Section 1 Teacher Activity and Day-to-Day Operations

Q1.1 Can you tell me briefly about your role and responsibilities?
Q1.2 What do you see as the main aims of the SIAS approach?
Q1.3 Please outline the main ways that inspection and advisory affect your role within the schools.

Section 2 Pilot and Roll-out

Q2.1 What have been the major challenges faced by teachers in working with the SIAS approach in your school? How were these challenges overcome?
Q2.2 What do you think the main challenges will be in rolling out the programme?
Q2.3 Is there anything to suggest the experience in Dedza will be different from other districts across the country (nature of challenges)?

Section 3 Partners

Q3.1 Who have been the most important partners in ensuring project progress (national, district, school and community level)?
Q3.2 To what extent have teachers been involved in the development and delivery of the current SIAS approach? What are the advantage/disadvantages of this? Examples?
Q3.3 Thinking about where you have had most success with partners, what are the reasons for this? (e.g. established relationship, trust).
Q3.4 Where you face challenges with partners, what are the problems? Are there other partners who could contribute more?
Q3.5 Does the project tie-in with other initiatives? In what way? Benefits of this?

Section 4 Benefits

Q4.1 What do you think have been the main benefits so far of the SIAS approach for each of the main stakeholder groups i.e. you as teachers; Schools; Learners; Communities? Examples?
Evaluation of SIAS: Key Informant Topic Guide

Q4.2 What benefits do you expect to see in the future? Are there foreseeable issues that might affect achievement of these longer term or wider benefits?

Section 5  Management Challenges (PEAs)

Q5.1 What aspects of the management of the SIAS approach have proved particularly effective—what has worked well?

Q5.2 What were the main management and delivery challenges? What was done to overcome them? (e.g. teacher capacity, stakeholder participation?)

Q5.3 Can improvements be made in the management of the project/what lessons can be learned?

Q5.4 Have there been any significant barriers to effective development and uptake of inspection and advisory services, and implementation of school improvement plans (national, DIAS, District, School, Community level)?

Section 6  The ‘Big Picture’, Unintended Effects and Sustainability

Q6.1 What would be different if the SIAS approach hadn’t existed (Time, Quality, Scale)? How would your job differ?

Q6.2 Have there been any unintended/unanticipated/negative outcomes that you have observed?

Q6.3 What do you think are the 3 main benefits that the SIAS project has achieved? Do you think these benefits will persist?

Q6.4 Do you have any final comments you would like to make?

Thank you and close
Parents

Evaluation of SIAS: Key Informant Topic Guide

Parents (Case Studies)

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Section 1  Parent Activity

Q1.1 Can you tell me briefly about your involvement in school activity (parents groups)?
Q1.2 Are you aware of / What do you see as the main aims of the school inspection and advisory service approach?
Q1.3 Please outline the main ways that inspection and advisory affect your relationship with the school.

Section 2  Pilot and Roll-out

Q2.1 What have been the major responsibilities / challenges faced by parents in working with the SIAS approach in your school? How were these challenges overcome?
Q2.2 What do you think the main challenges will be in rolling out the programme to other areas?
Q2.3 Is there anything to suggest the experience in Dedza will be different from other districts across the country (nature of challenges)?

Section 3  Partners

Q3.1 Who have been the most important partners in ensuring progress in the approach to inspection and advisory services (national, district, school and community level)?
Q3.2 To what extent have parents been involved in the development and delivery of the current SIAS approach? What are the advantage / disadvantages of this? Examples?
Q3.3 Thinking about where you have had most success with partners, what are the reasons for this? (e.g. established relationship, trust).
Q3.4 Where you face challenges with partners, what are the problems? Are there other partners who could contribute more?
Q3.5 Does the project tie-in with other initiatives the involve parents? In what way? Benefits of this?
Learners
A simplified topic guide for learners was prepared based on those outlined above
Dear Head Teacher,

I would be very grateful for your participation in a short survey to provide feedback on your recent experience of working with School Inspectors and Primary Education Advisers in the development of School Inspection and Advisory Services (SIAS) in Malawi.

The survey focuses on your work within schools that have participated in the SIAS project and forms part of a wider evaluation aimed at providing Link Malawi and Link International with information to further develop their support for organisations like yours.

Your views are important to help us understand how effective Link has been.

**Participation in the survey is voluntary and findings from the survey will not be attributed to individuals.**

For further information on any aspect of this research, or assistance in completing the survey, please contact me using the details noted below, or Michael Mulenga, Link Malawi, E-mail: m.mulenga@lcdmalawi.org, Tel: 0999008470 / 0884347730.

Thank you in anticipation of your assistance. I look forward to hearing from you.

Please return the questionnaire form in the sealed envelope provided to Michael Mulenga who will forward the sealed envelopes to me.

Kind Regards,

Alastair.

Dr. Alastair McPherson
Additional Research
Tel +44(0) 141 416 0145
Email amcpherson@additionalresearch.co.uk
Your Name: 
Job Title: 
School: 

Q. 1. Thinking about your work to support school improvement, how important were School Inspectors in supporting you as Head Teacher in the last 2 years?
(Please tick one option)
- Extremely important
- Very important
- Moderately important
- Slightly important
- Not at all important
- Don't know

Q. 2. What were the main ways that School Inspectors have assisted your work to support school improvement in the last 2 years?
(Please answer in the box below)

Q. 3. Thinking about your work to support school improvement, how important were Primary Education Advisers in supporting you as Head Teacher in the last 2 years?
(Please tick one option)
- Extremely important
- Very important
- Moderately important
- Slightly important
- Not at all important
- Don't know
Q. 4. What were the main ways that Primary Education Advisers have assisted your work to support school improvement in the last 2 years?

(Please answer in the box below. If none, write 'none')

Q. 5. How satisfied are you with the support provided by School Inspectors and Primary Education Advisers (if relevant)?

(Please tick one option)

- Extremely satisfied
- Somewhat satisfied
- Neither satisfied nor dissatisfied
- Somewhat dissatisfied
- Extremely dissatisfied
- Don't Know

Q. 6. What are the main reasons for selecting your answer to the previous question?

(Please answer in the box below)
Q. 7. How useful have the National Education Standards been in school improvement planning in the last 2 years?

(Please tick one option)

- A great deal
- A lot
- A moderate amount
- A little
- None at all
- Don't know

Q. 8. What were the top 3 benefits of using the National Education Standards for school improvement planning in the last 2 years?

(Please answer in the box below. If none, write 'none')

Q. 9. Have you experienced any challenges in supporting school improvement in the last 2 years?

(Please tick one option)

- A great deal
- A lot
- A moderate amount
- A little
- None at all
- Don't know
Q. 10. **What kind of challenges did you experience?**

(Please answer in the box below)

Q. 11. **Thinking about the groups you work with for School Improvement, what benefits have they experienced over the last 2 years, that result from changes in school inspection and advisory services?**

(Please tick one option for each row)

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Q. 12. What are the top 3 benefits for Teachers in the last 2 years, as a result of your work with school inspectors and advisers (where relevant)?
(Please answer in the box below. If none, write 'none')

Q. 13. What are the top 3 benefits for Learners in the last 2 years, as a result of your work with school inspectors and advisers (where relevant)?
(Please answer in the box below. If none, write 'none')
Q. 14. What are the top 3 benefits for Parents in the last 2 years, as a result of your work with school inspectors and advisers (where relevant)?

(Please answer in the box below. If none, write ‘none’)

Q. 15. Thinking about the next 1-3 years, do you think the following groups will benefit as a result of your work with school inspectors and advisers (where relevant)?

(Please tick one option for each row)

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Q. 16. What are the top 3 benefits you expect to see in the next 1-3 years, and for which groups?
(Please answer in the box below. If none, write 'none')

Q. 17. Have any other non-government projects contributed to your ability to support school improvement in the last 2 years?
(Please tick one option) (for example, provision of school meals, or support for teacher training)

- A great deal
- A lot
- A moderate amount
- A little
- None at all
- Don't know

Q. 18. Which non-government projects contributed to your ability to support school improvement in the last 2 years?
(Please answer in the box below. If none, write 'none')
Q. 19. In what ways have these other projects contributed to your ability to support school improvement?

(Please answer in the box below. If none, write ‘none’)

Q. 20. Have there been any negative outcomes from your work with school Inspectors and Primary Education Advisers (where relevant)? (including use of the National Education Standards) in the last 2 years?

(Please tick one option)

- A great deal
- A lot
- A moderate amount
- A little
- None at all
- Don’t know

Q. 21. What are the negative outcomes that you have observed, from your work with school Inspectors and Primary Education Advisers (where relevant)? (including use of the National Education Standards) in the last 2 years?

(Please answer in the box below. If none, write ‘none’)


Q. 22. Do you have any suggestions for improvements in the work of DIAS Inspectors and Primary Educations Advisers?

(Please answer in the box below. If none, write 'none')

Q. 23. Do you have any other comments you would like to make about the role of the SIAS Pilot Project and the development of school inspection and advisory services in Malawi?

(Please answer in the box below)

END OF SURVEY

Thank you for your participation in this survey

Please return your completed in the sealed envelope provided

(Please return the questionnaire form in the sealed envelope provided to Michael Mulenga who will forward the sealed envelopes to Alastair McPherson, Additional Research)
Dear Primary Education Adviser,

I would be very grateful for your participation in a short survey to provide feedback on your recent experience of working with Link Community Development Malawi (Link) on the development of School Inspection and Advisory Services (SIAS) in Malawi.

The survey focuses on your work with schools that have participated in the SIAS project and forms part of a wider evaluation aimed at providing Link Malawi and Link International with information to further develop their support for organisations like yours. Your views are important to help us understand how effective Link has been.

Participation in the survey is voluntary and findings from the survey will not be attributed to individuals.

For further information on any aspect of this research, or assistance in completing the survey, please contact me using the details noted below, or Michael Mulenga, Link Malawi, E-mail: m.mulenga@lcdmalawi.org, Tel: 0999008470 / 0884347730.

Thank you in anticipation of your assistance. I look forward to hearing from you.

Please complete the survey by Friday the 18th of March 2016, and return the questionnaire form in the sealed envelope provided to Michael Mulenga who will forward the sealed envelopes to me.

Kind Regards,

Alastair.

Dr Alastair McPherson
Additional Research
Tel +44(0) 141 416 0145
Email amcpherson@addtionalresearch.co.uk
Your Name: 

Q. 1. Briefly, what are the main activities you undertake to support school improvement in your zone?  
(Please answer in the box below)

Q. 2. In the last 2 years, have you been involved in supporting the development of the National Education Standards (NES)?  
(Please tick one option)

☐ A great deal  
☐ A lot  
☐ A moderate amount  
☐ A little  
☐ None at all  
☐ Don't know
Q. 3. What are the main ways that you have supported the development of the National Education Standards (NES)?

(Please answer in the box below. If none, write ‘none’)
Q. 4. Who have been your most important partners in developing school inspection and advisory services in the last 2 years?

(Please tick one option for each row)

<table>
<thead>
<tr>
<th></th>
<th>Extremely important</th>
<th>Very important</th>
<th>Moderately important</th>
<th>Slightly important</th>
<th>Not at all important</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIAS - National staff including Inspectors</td>
<td></td>
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<tr>
<td>Other MoEST (please specify)</td>
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<tr>
<td>DIAS - District staff including the District Education Manager and other Primary Education Advisers</td>
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<tr>
<td>Head Teachers</td>
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<tr>
<td>School Management Committees</td>
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<td>Other Teachers</td>
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<td>Parents</td>
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<td>Learners</td>
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<td>Other Community Groups or Individuals (please specify)</td>
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<tr>
<td>Other (please specify)</td>
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</tr>
</tbody>
</table>
Q. 5. What have been the 3 most significant changes in your role as Primary Education Adviser in the last 2 years?
(Please answer in the box below. If none, write ‘none’)

Q. 6. Have you experienced any challenges in supporting school improvement in your zone in the last 2 years?
(Please tick one option)

☐ A great deal
☐ A lot
☐ A moderate amount
☐ A little
☐ None at all
☐ Don’t know

Q. 7. What kind of challenges did you experience?
(Please answer in the box below. If none, write ‘none’)


Q. 8. Thinking about your work to support school improvement, how important was Link in supporting you overcome any challenges in your role as Primary Education Adviser in the last 2 years?
(Please tick one option)

☐ Extremely important
☐ Very important
☐ Moderately important
☐ Slightly important
☐ Not at all important
☐ Don't know

Q. 9. What were the main ways that Link have assisted your work to support school improvement in the last 2 years?
(Please answer in the box below. If not at all important, write 'none')

Q. 10. How satisfied are you with the support provided by Link?
(Please tick one option)

☐ Extremely satisfied
☐ Somewhat satisfied
☐ Neither satisfied nor dissatisfied
☐ Somewhat dissatisfied
☐ Extremely dissatisfied
☐ Don't Know
Q. 11. What are the main reasons for your answer?
(Please answer in the box below)
Q. 12. Thinking about the schools you have worked with as part of the SIAS project, to what extent have the following groups experienced benefits over the last 2 years that result from changes in school inspection and advisory services?

(Please tick one option for each row)

<table>
<thead>
<tr>
<th>Group</th>
<th>A great deal</th>
<th>A lot</th>
<th>A moderate amount</th>
<th>A little</th>
<th>None at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIAS - National staff including inspectors</td>
<td></td>
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<tr>
<td>Other MoEST (please specify)</td>
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<tr>
<td>DIAS - District staff including the District Education Manager</td>
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<tr>
<td>and Primary Education Advisers</td>
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<tr>
<td>Head Teachers</td>
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<tr>
<td>School Management Committees</td>
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<td>Other Teachers</td>
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<td>Parents</td>
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<td>Learners</td>
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<td>Other Community Groups or Individuals (please specify)</td>
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<tr>
<td>Other (please specify)</td>
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</tbody>
</table>
Q. 14. What are the top 3 benefits for MoEST staff (including DIAS National Staff, District Staff/Inspectors and Advisers) in the last 2 years, as a result of changes in school inspection and advisory services?
(Please answer in the box below. If none, write 'none')

Q. 15. What are the top 3 benefits for Schools (including Head Teachers, School Management Committees and Other Teachers) in the last 2 years, as a result of changes in school inspection and advisory services?
(Please answer in the box below. If none, write 'none')
Q. 17. What are the top 3 benefits for Learners in the last 2 years, as a result of changes in school inspection and advisory services?

(Please answer in the box below. If none, write 'none')

Q. 18. What are the top 3 benefits for Parents and other Community Groups in the last 2 years, as a result of changes in school inspection and advisory services?

(Please answer in the box below. If none, write 'none')

Q. 19. Thinking about the schools you have worked with, and which are part of the SIAS project, have there been any significant barriers to the effective delivery of school advisory services in the last 2 years?

(Please tick one option)

- A great deal
- A lot
- A moderate amount
- A little
- None at all
- None at all
- Don't know
Q. 20. What were the most important barriers to the effective delivery of school advisory services in the last 2 years?

(Please answer in the box below. If none, write 'none')

Q. 21. Thinking about the schools you have worked with, and which are part of the SIAS project, have there been any significant barriers to schools using the National Education Standards in their school improvement planning in the last 2 years?

(Please tick one option)

- A great deal
- A lot
- A moderate amount
- A little
- None at all
- Don't know
Q. 22. What were the most important barriers to schools using the National Education Standards in their school improvement planning in the last 2 years? 
(Please answer in the box below. If none, write 'none')
Q. 24. Thinking about the next 1-3 years, do you think the following groups will benefit from changes in school inspection and advisory services?

(Please tick one option for each row)

<table>
<thead>
<tr>
<th></th>
<th>A great deal</th>
<th>A lot</th>
<th>A moderate amount</th>
<th>A little</th>
<th>None at all</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIAS - National staff including inspectors</td>
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<td>Other MoEST (please specify)</td>
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<tr>
<td>DIAS - District staff including the District Education Manager and Primary Education Advisers</td>
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<td>Other Community Groups or Individuals (please specify)</td>
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<td>Other (please specify)</td>
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</tbody>
</table>
Q. 25. What are the top 3 benefits you expect to see in the next 1-3 years, and for which groups?
(Please answer in the box below. If none, write 'none')


Q. 26. Do you think there will be challenges in rolling out changes in inspection and advisory services to the rest of the Malawi (beyond Dedza)?
(Please tick one option)

- A great deal
- A lot
- A moderate amount
- A little
- None at all
- Don't know

Q. 27. What do you think the top 3 challenges will be?
(Please answer in the box below. If none, write 'none')
Q. 28. Thinking about the role of Link in supporting the SIAS project over the last 2 years, what difference has the SIAS project made to your ability to support school improvement?

(Please tick one option)

- Much better
- Somewhat better
- About the same
- Somewhat worse
- Much worse
- Don't know

Q. 29. In what ways has your ability to support school improvement changed as a result of the SIAS project?

(Please describe the main ways in the box below. For example, this might relate to the quality of your work, the timescale of changes to your role, or the amount of advisory support you are able to provide to schools)

Q. 30. Have other projects in Dedza, which are supported by Link, contributed to your ability to support school improvement in the last 2 years?

(Please tick one option)

- A great deal
- A lot
- A moderate amount
- A little
- None at all
- Don't know

Q. 31. Which projects, supported by Link, contributed to your ability to support school improvement in the last 2 years?

(Please answer in the box below. If none, write 'none')
Q. 32. In what ways have these other Link projects contributed to your ability to support school improvement?

(Please answer in the box below. If none, write 'none')

Q. 33. Have there been any unintended, unanticipated, or negative outcomes that you have observed, from changes in school inspection and advisory services in the last 2 years?

(Please tick one option)

- A great deal
- A lot
- A moderate amount
- A little
- None at all
- Don't know

Q. 34. What are the main unintended, unanticipated, or negative outcomes that you have observed, from changes in school inspection and advisory services in the last 2 years?

(Please answer in the box below. If none, write 'none')
Q. 35. Do you have any other comments you would like to make about the role of Link and the development of school inspection and advisory services in Malawi?

(Please answer in the box below)

END OF SURVEY

Thank you for your participation in this survey

Please return your completed in the sealed envelope provided

(Please complete the survey by Friday the 18th of March 2016, and return the questionnaire form in the sealed envelope provided to Michael Mulenga who will forward the sealed envelopes to Alastair McPherson, Additional Research)
FOLLOW-UP INSPECTION REPORT

___________ SCHOOL

HEADTEACHER : 

ADDRESS : 

DISTRICT : 

ESTABLISHMENT : 

YEAR OF ESTABLISHMENT : 

DATE OF FULL INSPECTION : 

DATE OF PREVIOUS INSPECTION : 

ENROLMENT : 

NUMBER OF TEACHERS : 

LEAD INSPECTOR : 

INSPECTION TEAM :
1.0. BACKGROUND TO THE SCHOOL

______ School is located in ______ District. The school has an enrolment of ______. On the day of the follow-up inspection ______ students attended the school. The school has _____ teachers ______ males and _____ females) of which ____ are qualified. On the day of the follow-up inspection, _____ teachers were present.

2.0. THE PURPOSE OF THE FOLLOW-UP INSPECTION AND REPORT

The purpose of the Follow-up inspection and report is to judge whether the school has improved the quality of education since the date of the last inspection.

______ School was inspected on ______[add date of original inspection]. The evaluations in the original report were made against the National Education Standards (NES). The inspection team identified strengths and shortfalls in the quality of education provided, and made Recommendations for improvement.

On receipt of this follow-up report the school should carry out the actions recommended by the inspection team in order to continue to improve the quality of education provided.

RECOMMENDATION 1: [ADD THE TEXT OF THE RECOMMENDATION IN THE ORIGINAL REPORT]
The school has met/not met the Recommendation left by inspectors.

[Use bullets for this section. If the Recommendation has been met, note any good practice seen and any strengths in implementation. If it has not been met, note aspects where improvements have been made, if there are any, and aspects where implementation has not taken place and is still needed.]

Overall, the school has made very good/good/limited/insufficient [delete as necessary] progress in meeting this Recommendation.

RECOMMENDATION 2: [ADD THE TEXT OF THE RECOMMENDATION IN THE ORIGINAL REPORT]

The school has met/not met the Recommendation left by inspectors.

[Use bullets for this section. If the Recommendation has been met, note any good practice seen and any strengths in implementation. If it has not been met, note aspects where improvements have been made, if there are any, and aspects where implementation has not taken place and is still needed.]

Overall, the school has made very good/good/limited/insufficient [delete as necessary] progress in meeting this Recommendation.

RECOMMENDATION 3: [ADD THE TEXT OF THE RECOMMENDATION IN THE ORIGINAL REPORT]

The school has met/not met the Recommendation left by inspectors.

[Use bullets for this section. If the Recommendation has been met, note any good practice seen and any strengths in implementation. If it has not been met,
note aspects where improvements have been made, if there are any, and aspects where implementation has not taken place and is still needed.]

Overall, the school has made very good/good/limited/insufficient [delete as necessary] progress in meeting this Recommendation.

OVERALL JUDGEMENT

[Choose one of the following statements and delete the rest.]

The school has met all the Recommendations of the previous inspection report. It has made very good progress in improving the quality of education. Inspectors will make no further visits in relation to the original inspection. The school will receive another full inspection in two years’ time.

OR

The school has met most of the Recommendations of the previous inspection report. It has made good progress in improving the quality of education. Inspectors will carry out another follow-up inspection in one year’s time.

OR

The school has met only one of the Recommendations of the previous inspection report. It has made limited progress in improving the quality of education. Inspectors will carry out another follow-up inspection in six months’ time.

OR

The school has met none of the Recommendations of the previous inspection report. It has made insufficient progress in improving the quality of education. Inspectors will carry out another follow-up inspection in six months’ time.
TEAM LEADER:

SIGNATURE ----------------------------

DATE ----------------------------------

HEADTEACHER:

SIGNATURE -----------------------------

DATE ----------------------------------
FOLLOW-UP INSPECTION REPORT
___________ SCHOOL

HEADTEACHER : 

ADDRESS : 

DISTRICT : 

ESTABLISHMENT : 

YEAR OF ESTABLISHMENT : 

DATE OF FULL INSPECTION : 

DATE OF PREVIOUS INSPECTION : 

ENROLMENT : 

NUMBER OF TEACHERS : 

LEAD INSPECTOR : 

INSPECTION TEAM :
DATE OF PUBLICATION OF REPORT ON FULL INSPECTION:

3.0. BACKGROUND TO THE SCHOOL

Model Full Primary School is located in Mode District. The school has an enrolment of 1191. On the day of the follow-up inspection 615 students attended the school. The school has 29 teachers, 19 males and 9 females, of which 28 are qualified. On the day of the follow-up inspection, 27 teachers were present.

4.0. THE PURPOSE OF THE FOLLOW-UP INSPECTION AND REPORT

The purpose of the Follow-up inspection and report is to judge whether the school has improved the quality of education since the date of the last inspection.

Model Full Primary School was inspected on 12 March 2015. The evaluations in the original report were made against the National Education Standards (NES). The inspection team identified strengths and shortfalls in the quality of education provided, and made Recommendations for improvement.

On receipt of this follow-up report the school should carry out the actions recommended by the inspection team in order to continue to improve the quality of education provided.

RECOMMENDATION 1: LEARNERS SHOULD BE ACTIVELY INVOLVED IN LEARNING

The school has not met the Recommendation left by inspectors.
• Teaching and learning were still largely carried out using direct methods.
• Learners were not engaged or interested in their learning. Their responses were passive.
• Learners had very few opportunities to think for themselves. Too much learning was carried out through lectures and note-taking.

Overall, the school has made insufficient progress in meeting this Recommendation.

RECOMMENDATION 2: LESSON PREPARATION SHOULD BE REGULAR

The school has met the Recommendation left by inspectors.

• Lesson plans were available in all classrooms, although some were more detailed than others.
• Plans indicated links with national curriculum guidelines and schemes of work.
• Plans were put into action in the classroom. Resources were identified and prepared in advance.

Overall, the school has made good progress in meeting this Recommendation.

RECOMMENDATION 3: LEARNERS SHOULD BE ASSESSED REGULARLY

The school has not met the Recommendation left by inspectors.

• Teachers have put into practice approaches to assessment of which they had learned during CPD.
• However, they hadn’t thought carefully about why they had chosen their current approaches to assessment or how they linked with the topics they were studying.
Overall, the school has made limited progress in meeting this Recommendation.

**OVERALL JUDGEMENT**

The school has met only one of the Recommendations of the previous inspection report. It has made limited progress in improving the quality of education. Inspectors will carry out another follow-up inspection in six months’ time.

**TEAM LEADER:**

**SIGNATURE** -----------------------------

**DATE** -----------------------------

**HEADTEACHER:**

**SIGNATURE** -----------------------------

**DATE** -----------------------------
Appendix 10 Potential Indicators for Long-term Impact Monitoring by Successor Bodies

Primary School Data (as per Education Management Information System Report (EMIS) 2014):

- Table 2.1 Number of Primary School Pupils and Teachers by Location, Proprietor, Type
- Table 2.9 Age Distribution of Primary School Pupils by STD and Sex
- Table 2.11 Distribution of Primary School Dropouts by STD, Reasons and Sex
- Table 2.15 Percentage Distribution of Primary School Repeaters by District, Division, STD and Sex
- Table 2.21 Number of Buildings/Rooms by Condition and Type in Primary Schools
- Table 2.28 Number of Primary School Pupil Books available in good condition
- Table 2.30 Number of Primary Teachers by Training Type, District, Division and Sex
- Table 2.31 Number of Primary Teachers by Qualification, District, Division and Sex
- (Also School Annual Budget by Year)

Secondary School Data (as per EMIS 2014):

- Table 3.1 Number of Secondary School Pupils and Teachers by Location, Proprietor, Type and Shift
- Table 3.9 Distribution of Secondary School Pupils by Age and Form for both Sexes
- Table 3.11 Distribution of Secondary School Repeaters by District, Form and Sex
- Table 3.12 Distribution of Secondary School Dropouts by Reasons
- Table 3.15 Distribution of Secondary School Buildings/Rooms by Condition and Division
### Table 5.7 Indicators & Targets End-Year 3

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Improved inspection and supervision visits based on harmonised National Education Standards in Dedza</td>
<td>Number of inspection reports based on harmonised (new) National Education Standards (NES) in Dedza District (project pilot area)</td>
<td>Planned</td>
<td>NA</td>
<td>23</td>
<td>46</td>
</tr>
<tr>
<td>Impact Indicator 2</td>
<td>Number of supervision reports based on harmonised NES in Dedza</td>
<td>Planned</td>
<td>NA</td>
<td>15</td>
<td>46</td>
</tr>
<tr>
<td>An improved model of comprehensive, integrated inspection and advisory services established to effectively evaluate, monitor and support school improvement in Malawi (piloted in Dedza District)</td>
<td>Number of DIAS officials, inspectors, Primary Education Advisors (PEAs), Senior Education Methods Advisors (SEMs), district education officials and selected head teachers effectively evaluating, monitoring and supporting school improvement in Dedza, using harmonized NES</td>
<td>Planned</td>
<td>0</td>
<td>74</td>
<td>74</td>
</tr>
<tr>
<td>Impact Indicator 2</td>
<td>Number of schools effectively evaluated, monitored and supported for school improvement in Dedza District</td>
<td>Planned</td>
<td>0</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>DIAS holds National Stakeholder Forum to inform wider MoEST decision makers about the realities of school inspection and supervision and the specific challenges which require investment</td>
<td>Baseline developed of current conditions</td>
<td>Planned</td>
<td>1</td>
<td>NA</td>
<td>Completed</td>
</tr>
<tr>
<td>Output Indicator 1.2</td>
<td>Number of stakeholders from MoEST, DIAS, division, district, MoEST institutions, Civil Society Organisations (CSOs) attending National Stakeholder Forum on inspection and advisory services</td>
<td>Planned</td>
<td>85</td>
<td>NA</td>
<td>Completed</td>
</tr>
<tr>
<td>DIAS develops and disseminates harmonised National Education Standards (NES) for primary and secondary schools to be used in school improvement</td>
<td>Number of stakeholders (Directorates, Technical Working Groups (TWGs), headteachers, Dedza District, CWED Division, school communities, private schools, Donor Partners (DPs) and CSOs) consulted in the development and validation of the National Education Standards</td>
<td>Planned</td>
<td>NA</td>
<td>134</td>
<td>134</td>
</tr>
<tr>
<td>Achieved</td>
<td>NA</td>
<td>148</td>
<td>148</td>
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</tbody>
</table>
### OUTPUT 2

**Output Indicator 2.3**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Number of copies of harmonised National Education Standards disseminated to Dedza district staff, school staff and school community</td>
<td>Planned: NA</td>
<td>500</td>
<td>500</td>
</tr>
<tr>
<td></td>
<td>Achieved: NA</td>
<td>0</td>
<td>1000</td>
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</tbody>
</table>

**OUTPUT 3**

**Output Indicator 3.1**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>A training programme to develop the capacity of key DIAS staff to effectively evaluate, monitor and support school improvement is established</td>
<td>Planned: NA</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Achieved: NA</td>
<td>1</td>
<td>1</td>
</tr>
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**Output Indicator 3.2**

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<tr>
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</thead>
<tbody>
<tr>
<td>Number of DIAS staff trained as Trainers of Trainers in monitoring, evaluating and supporting school improvement</td>
<td>Planned: NA</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Achieved: NA</td>
<td>28 (14 female)</td>
<td>28 (14 female)</td>
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</tbody>
</table>

**Output Indicator 3.3**

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<tr>
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<tbody>
<tr>
<td>Draft developed of Inspection Handbook and Framework</td>
<td>Planned: NA</td>
<td>1</td>
<td>1</td>
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<tr>
<td></td>
<td>Achieved: NA</td>
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**OUTPUT 4**

**Output Indicator 4.1**

<table>
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<tr>
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<tbody>
<tr>
<td>Dedza district, school and community able to effectively monitor, evaluate and support school improvement</td>
<td>Planned: NA</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Achieved: NA</td>
<td>26 (7 female)</td>
<td>26 (7 female)</td>
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**Output Indicator 4.2**

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<tr>
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</thead>
<tbody>
<tr>
<td>Number of Dedza headteachers, Continuing Professional Development (CPD) mentors and communities trained to effectively monitor, evaluate and support school improvement</td>
<td>Planned: NA</td>
<td>103</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>Achieved: NA</td>
<td>201 (83 female)</td>
<td>201 (83 female)</td>
</tr>
</tbody>
</table>

**OUTPUT 5**

**Output Indicator 5.1**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School inspection (undertaken by inspectors) and school advisory services (undertaken by PEA and SEMA) coordinated to effectively support school improvement</td>
<td>Planned: NA</td>
<td>23</td>
<td>46</td>
</tr>
<tr>
<td></td>
<td>Achieved: NA</td>
<td>15</td>
<td>46</td>
</tr>
</tbody>
</table>

**Output Indicator 5.2**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of supervision visits to evaluate, monitor and support school improvement in Dedza</td>
<td>Planned: NA</td>
<td>23</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Achieved: NA</td>
<td>0</td>
<td>92</td>
</tr>
</tbody>
</table>

**OUTPUT 6**

**Output Indicator 6.1**

|-------------------------|-------------------------|-------------------------|-------------------|
### Schools produce quality annual school improvement plans (SIPs) that are informed by harmonised NES

<table>
<thead>
<tr>
<th>Number of schools in Dedza using harmonised NES to produce School Improvement Plans (SIPs)</th>
<th>Planned</th>
<th>Achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NA</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>NA</td>
<td>0</td>
</tr>
</tbody>
</table>

### OUTPUT 7

#### Output Indicator 7.1

Key DIAS, Division and District staff equipped to use improved tools to conduct inspection and advisory visits.

- **New Inspection handbook and framework finalised.**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Achieved</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

#### Output Indicator 7.2

New tools disseminated to key DIAS and District staff.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Planned</td>
<td>NA</td>
<td>NA</td>
</tr>
<tr>
<td>Achieved</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

Source: Link, 2016
### PEA Survey Results

**Q. 1. Briefly, what are the main activities you undertake to support school improvement in your zone?**

(please answer in the box below)

<table>
<thead>
<tr>
<th>Text Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>* supervising teachers.  * organising and conducting continuing professional development for teachers.  * assisting schools in developing their plans.  * monitoring the implementation of the school plans.</td>
</tr>
<tr>
<td>* conducting both zonal and cluster CPDs   * holding meetings and trainings with school stakeholders.  * supporting, guiding and counselling teachers.</td>
</tr>
<tr>
<td>* observing teachers teaching in the class.  * conducting school and zonal based continuing professional development on teachers problems.  * conducting meetings with SMC, PTA and mother groups on how best they do to assist school management.</td>
</tr>
<tr>
<td>* briefing teachers on NES.  * train headteachers, SMC, PTA and Mother Groups on school improvement.  * advising and supervising schools.</td>
</tr>
<tr>
<td>* sensitising the schools on the importance of ownership, since most communities do not owner their schools.  * during PSIP refresher courses, participants are also trained to take part in school development activities, thus communities participation.  * after undertaking the above activities, I go round monitoring the implementation.  * I also assisted schools to come up with quality SIPs.  * lastly carrying out advisory services ie supervision.</td>
</tr>
<tr>
<td>Conducting lesson observations, CPDs and meetings with stakeholders (PTA, SMC and MG).</td>
</tr>
<tr>
<td>* regular supervision of the schools.  * conducting CPDs</td>
</tr>
<tr>
<td>* supervising  * advising  * facilitating  * monitoring  * coordinating  * supporting schools</td>
</tr>
<tr>
<td>* follow up inspections to ensure that the commendations made by inspectors are properly carried out  * provide development and professional support to headteachers and the teaching staff through CPD activities  * support schools in the development of school improve plans  * identifying best practice in the zone and share it with the rest of the schools</td>
</tr>
<tr>
<td>* lesson observations  * conducting school based CPD  * conducting meetings with SMC, PTA and MG  * conducting follow up on inspection report and ensure that recommendation left by inspectors are included in school improvement and actions plans</td>
</tr>
<tr>
<td>* observing lessons and interviewing some school stakeholders to identify schools needs  * come up with an action plan for addressing schools needs through CPDs  * monitoring implementation of skills gained through CPDs and advice given by inspectors</td>
</tr>
<tr>
<td>* meeting the headteachers and other stakeholders to discuss their SIPs  * conduct the training with teachers</td>
</tr>
<tr>
<td>* facilitating all stakeholder meetings whereby schools reflect on their strengths and areas for improvement in preparation for drafting school improvement plans  * assisting schools to also identify their challenges through school supervision  * monitoring SIP implementation in schools and advising where there are gaps</td>
</tr>
<tr>
<td>* sensitising school stakeholders on the NES  * orienting teachers on the NES  * conducting CPDs eg on how to observe lessons using the NES, literacy teaching etc  * conducting elections for School Management Committees, PTA and Mother Group and training them on their roles and responsibilities  * training school stakeholders on SIP  * regular school and teacher observation eg lesson observation</td>
</tr>
<tr>
<td>* conduct teacher supervision in schools  * facilitate CPD activities for teachers  * facilitate school improvement planning and implementation in schools  * sensitise school stakeholders such as community members, students and other organisations on issues of school development  * facilitate curriculum evaluation at zonal level</td>
</tr>
<tr>
<td>* supervising teachers when they are teaching  * give the teachers feedback after lesson delivery  * advising teachers on they professional work  * ensuring that government policies are implemented</td>
</tr>
</tbody>
</table>
in the zone  * encourage members of the community, ie SMC, PTA, Mother Group and the whole community to participate in development activities in their schools  * sensitising the school parent bodies on NES  * supervising the teachers to see how teaching and learning is taking place  * training the school stakeholders on how they can come up with quality SIPS  * monitoring SIP/SIG implementation  * conducting zonal CPDs  * supervising schools and teachers  * assisting schools to develop school improvement plans  * conducting CPDs at zonal or school level  * assist schools in planning, implementing and reviewing school improvement plan activities  * plan, organise and conduct CPD workshops for headteachers, teachers and SMGs  * assist schools, teachers in managing teaching and learning resources

Total Responses 19

Q. 2.  In the last 2 years, have you been involved in supporting the development of the National Education Standards (NES)?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A great deal</td>
<td>4</td>
<td>21%</td>
</tr>
<tr>
<td>2</td>
<td>A lot</td>
<td>11</td>
<td>58%</td>
</tr>
<tr>
<td>3</td>
<td>A moderate amount</td>
<td>4</td>
<td>21%</td>
</tr>
<tr>
<td>4</td>
<td>A little</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>None at all</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>6</td>
<td>Don't know</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>19</td>
<td>100%</td>
</tr>
</tbody>
</table>

Q. 3.  What are the main ways that you have supported the development of the National Education Standards (NES)?  (please answer in the box below)

Text Response

* giving additional points to the NES  * briefing headteachers on the NES  * giving comments to the NES.
* conducting trainings of teacher on National Education Standards  * ?? stakeholders on their roles and on National Education Standards.
* giving some inputs on the NES  * developing requirements for every NES  * developing prompts for NES requirements.
* conducting briefing session with headteachers at zonal level  * supervising and advising teachers in schools visited  * conducting Inset.
* assisted in the modification of the NES handbook  * supported in the development of prompts and classroom observation form.
Developing requirements and prompts for the 26 NES.
* analysing NES  * Sensitising teachers and headteachers school management committees what the NES are.
* briefing schools the importance of rating the school  * supervising schools using the indicators  * making follow ups of the areas highlighted  * having frequent visits
* trained headteachers, teachers and some members of PTA and SMC on NES  * conducted follow up inspection visits to schools in order to support the schools how to implement the inspectors’ recommendations  * have sensitised stakeholders of non SIAS schools about the NES  * distributed at least one booklet of NES to each and every school in my zone
* conduct school performance reviews  * developing requirements for the NES  * developing prompts for the NES
* SPRs were made with school stakeholders  * PEAs were given some drafts on NES to comment on
* ensuring that there is clear roles of inspectors and PEAs during school visits. * sensitising teachers and stakeholders on the development of NES
* taking part in SPR of which indicators are part of the NES * sensitising teachers on how the NES are used in inspection and supervision and also developing prompts on the requirement of the NES
* getting involved in the development of prompts for lesson observation based on the NES * scrutiny and amending of the draft NES at district level * sensitising and orienting teachers and school governing bodies on the NES * using the NES during supervision
* refining the NES especially the requirements for each level of achievement * facilitating trainings for other PEAs in the district on development of prompts for each NES requirement (for use during evidence collection during lesson observation)
* sensitising the teachers and stakeholders, SMC, PTA and Mother Group on NES * developing the requirement on NES prompts
* during SPR and SPAM * assisting in the modification of the NES handbook * supported in the development of prompts
* sensitising headteachers, section heads about NES * supervising schools and teachers * developing prompts for individual NES * monitoring implementation of action plans made by a NES school
* by planning, organising and conducting NES CPD workshops at zonal level and clusters for headteachers, teachers and SMCs * supervise and advise schools, teachers on NES goals * support headteachers, teachers in implementing recommendations made by inspectors

Total Responses 19

Q. 4. Who have been your most important partners in developing school inspection and advisory services in the last 2 years?

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>Extremely important</th>
<th>Very important</th>
<th>Moderately important</th>
<th>Slightly important</th>
<th>Not at all important</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DIAS - National staff including Inspectors Other MoEST (please specify)</td>
<td>6</td>
<td>13</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>2</td>
<td>DIAS - District staff including the District Education Manager and other Primary Education Advisers</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Head Teachers School Management Committees</td>
<td>3</td>
<td>11</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>Other Teachers</td>
<td>1</td>
<td>5</td>
<td>12</td>
<td>1</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>5</td>
<td>Parents</td>
<td>2</td>
<td>10</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>6</td>
<td>Learners</td>
<td>1</td>
<td>9</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>17</td>
</tr>
</tbody>
</table>
### Table

<table>
<thead>
<tr>
<th>Other MoEST (please specify)</th>
<th>Other Community Groups or Individuals (please specify)</th>
<th>Other (please specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry officials eg the Director for Basic Education Methods Advisers (Division)</td>
<td>Local leaders</td>
<td>Link officials</td>
</tr>
<tr>
<td>Senior Education Methods Advisers (Division)</td>
<td>local leaders, ward councillors</td>
<td></td>
</tr>
<tr>
<td>VDC</td>
<td>Link Community Development</td>
<td></td>
</tr>
<tr>
<td>PTA and Mother Groups</td>
<td>Link Malawi/Dedza</td>
<td></td>
</tr>
<tr>
<td>VDCs and chiefs</td>
<td>Link community development</td>
<td></td>
</tr>
<tr>
<td>SMC, PTA and Mother Group</td>
<td>Link</td>
<td></td>
</tr>
<tr>
<td></td>
<td>World Vision</td>
<td></td>
</tr>
</tbody>
</table>

### Text Response

**Q. 5. What have been the 3 most significant changes in your role as Primary Education Adviser in the last 2 years? (please answer in the box below)**

* selection of NES to target when supervising school.  
* development of prompts for each targeted NES.  
* compiling supervision report.

* am aware of the roles of advisors and working within the limits.  
* there is improvement in report writing.  
* adequate knowledge on supervision has been gained.

* inspectors give feedback to PEAs immediately after inspecting the school.  
* PEAs make follow ups to inspected schools for improvement.  
* there is clear demarcation between PEAs and inspectors in their service deliveries.

* guidance and counselling.  
* improved supervisory and advisory skills.  
* improved on how to communicate with the community.  
* able to identify requirements and the prompts of any NES.  
* facilitation.

As a PEA, the most significant changes which I have experienced are:  
* I have now gained knowledge and skills on how to conduct SPR and SPAM.  
* I am able to disseminate information about NES to others.  
* I am able to supervise and inspect schools since the 2 are different.

* inspectors giving feedback to PEA immediately after school visit.  
* follow ups are made to schools for advice and support.  
* clear demarcation between the roles and responsibilities of the PEA and inspector.

* supervision using the NES.  
* working closely with DIAS from time to time.  
* regular writing of reports.

* teachers are preparing adequately  
* absenteeism rate is being reduced  
* organisation of work is followed

* stop working as an inspector of a school but providing advisory support to these schools  
* have a key role in supporting and monitoring the school improvement planning process  
* working with school staff to develop new approaches to teaching and learning

* inspectors give feedback to PEAs immediately after inspecting schools  
* follow up visits are made to school for improvement  
* some new skills of advisory have been acquired
Q. 6. Have you experienced any challenges in supporting school improvement in your zone in the last 2 years?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A great deal</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2</td>
<td>A lot</td>
<td>4</td>
<td>21%</td>
</tr>
<tr>
<td>3</td>
<td>A moderate amount</td>
<td>12</td>
<td>63%</td>
</tr>
<tr>
<td>4</td>
<td>A little</td>
<td>3</td>
<td>16%</td>
</tr>
<tr>
<td>5</td>
<td>None at all</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>6</td>
<td>Don't know</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>19</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Q. 7. What kind of challenges did you experience? (please answer in the box below)

Text Response

* understaffing in some schools. * inadequate text books. * negligence of some teachers. * community members not participating fully in managing schools. * misunderstanding of some education policies by some stakeholders. * lack of funds for trainings. * resistance to change by some teachers. * some teachers are having problems in understanding the NES. * community members find difficulties to understand NES according to their design. * implementation is difficult for some teachers due to their misunderstanding of the NES. * inadequate provision of fuel by DEM's office. * shortage of teachers in most schools. * inadequate resources being used when delivering lessons. * poor condition of the motorbike, took also 8 months to be repaired after making an accident in July, eventually I have repaired it using my own funds in this February of 2016. * inadequate fuel allocation, NES as an intervention would be funding PEAs with fuel for proper supervision and monitoring.
* some teachers are having problems to implement NES. * some teachers are having problems in understanding NES. * community members are failing in understanding NES.

* wear out of parts of motor vehicles * poor conditions of roads due to muddy * change of planned dates due to other commitments

* irregular supervision visits to schools by PEA due to irregular and inadequate provision of fuel * some teachers are resistant to change (not willing to take advice) * inadequate supply of NES booklets during the NES sensitisation meetings to stakeholders * poor relationship between the school's headteacher and his deputy

* lack of transparency and accountability by some schools on SIG * some teachers having problems in understanding of NES * implementation of NES by some teachers

* inadequate funds for conducting CPDs * some school stakeholders failing to identify own needs * some stakeholders resisting to implement recommendations timely

* lack of funds for training on the SIP * some teachers resist from the changes that are coming * some stakeholders don't understand some policies that have changed

* some communities failing to play an active role on very important school activities * limited resources to visit all schools to support where they are gaps (scarcity of fuel and slippery roads) * faulty motor cycles

* absenteism of teachers * unpreparedness of lesson plans by teachers * drop out of learners in schools, especially girls

* inadequate fuel provision * poor condition of motorbike

* schools delaying in implementing SIG activities * few teachers do not discharge their duties professionally, eg unpunctuality for duties, teacher absenteeism, unpreparedness * inadequate fuel provision to the PEA

* reluctance of some teachers and headteachers that is to say once you advise them in areas that need improvement like methodologies they tend to go back to their usual ways * some teachers do not give written exercises to learners in all subjects but only in Maths and English * some teachers still use vanacular language from staff to staff despite being informed of the national policy

**Total Responses** 16

**Q. 8. Thinking about your work to support school improvement, how important was Link in supporting you to overcome any challenges in your role as Primary Education Adviser in the last 2 years?**

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Extremely important</td>
<td>11</td>
</tr>
<tr>
<td>2</td>
<td>Very important</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>Moderately important</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Slightly important</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Not all important</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>Don't know</td>
<td>0</td>
</tr>
</tbody>
</table>

Total 19

**Q. 9. What were the main ways that Link have assisted your work to support school improvement in the last 2 years? (please answer in the box below)**

**Text Response**

* provision of fuel * designing and development of instruments * provision of allowance for orienting school stakeholders at NES schools * conducting PEA's training.
organised trainings on school improvement.  
provided fuel.  
provision of computers for better communication.

conducting School Performance Review (SPR).  
conducting School Performance Appraisal Meeting (SPAM).  
organising and conducting PEAs refresher courses on their roles and responsibilities for several times.

provision of supervisory and advisory skills.  
provision of fuel.  
provision of trainings.

once Link has assigned us an activity, it also funded us with fuel.  
Link has also increased our knowledge and skills through trainings, SPR and SPAM just to mention a few.

through School Performance Review.  
through school Performance Appraisal Meetings.  
conducting refresher courses for PEAs on their roles and responsibilities.

provision of laptops which made our work to be easier in writing reports and sending them through email.  
computer trainings.  
School Performance Review conducted by Link improved the schools greatly.  
provision of solar panels and computers in some schools.

Link provided handouts to be used in facilitation  
provision of charts, Pentel markers and masking tape.  
provision of fuel  
trainings in form of refresher to PEAs

Link provided professional guidance on how PEAs could conduct follow up inspections  
Link provided PEAs with fuel and other resources for school supervisions and other activities  
Link had conducted several trainings for PEAs to do their work properly

conducting SPRs  
conducting refresher courses for PEAs on their roles and responsibilities

conducted PEAs trainings on school support  
provided some resources to PEAs for regular supervision and support on NES

training on school improvement  
provision of fuel  
provision of improved communication eg computers and solars

through the SPAM and SPR project  
through trainings Link organised for PEA on school supervision and support in school improvement planning  
provision of laptops to some schools and installation of solar system in some schools and TDCs

organising funding and conducting trainings for PEAs in collaboration with DIAS and Ministry of Education  
providing fuel and allowances for school supervision, ie NES schools  
providing resources of sensitisations and orientation of school stakeholders, eg on the NES

organising and funding trainings on school improvement with focus on NES  
provision of resources for supervision, monitoring and reporting school improvement  
providing well analysed data on school performance based on various indicators

easing the problem of writing returns and reports due to the introduction of computers  
reduced the writing of examination on the chalkboard  
strengthened early reading grade (FLP)  
introduction of pilot schools on NES

Link assists us with fuel when assigned an activity every time  
Link has increased our knowledge and skills through several trainings like SPR, SPAM, computer literate internet just to mention a few

LCD conducted training for all PEAs in the district  
at times LCD was providing fuel to PEAs

plan, organise and conduct workshops for PEAs  
promote the quality and management of school in the zone through the provision of resources like laptops, fuel etc  
support PEAs in the implementing recommendations made by inspectors

Total Responses 19

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Extremely satisfied</td>
<td>14</td>
<td>74%</td>
</tr>
<tr>
<td>2</td>
<td>Somewhat satisfied</td>
<td>5</td>
<td>26%</td>
</tr>
</tbody>
</table>
### Q. 11. What are the main reasons for selecting 'your answer' with Link?

#### Text Response

- **Ease movements.**
- **Assisting in knowing areas of focus.**
- **For school stakeholders to gain skills of assessing the school.**
- **To gain skills on how to carry out my functions.**
- **Reporting has been easy.**
- **More skills have been gained.**
- **Mutual understanding has been fostered between the community and staff.**
- **There has been very good interaction between Headquarters, Division, District Staff, PEAs including District Education Managers and DEN.**
- **PEAs have acquired and expanded their skills and knowledge on their roles and responsibilities because Link is involving them in its activities.**
- **Link provides more resources to enable PEAs to conduct their duties.**
- **Schools have improved in their performances through Link support eg SPR and SPAM.**

Through the provision of fuel and skills helped to visit even other schools and assist them accordingly.

The main reason is that Link supported us a lot, but it would have put in place mechanisms of construction in schools since most schools have inadequate infrastructure.

- **Through involvement of PEAs in most activities, more have been acquired.**
- **Provision of resources.**
- **Schools have improved in their performances through Link activities.**
- **Link is very supportive and development conscious.**
  
Through Link community the DIAS have formulated NES using the SPR indicators from Link. **Through the provision of laptops we are able to keep the data and important information in our laptops.**

- **We can carry a lot of information using the laptops.**
- **Supervision was correctly followed as fuel was at hand.**
- **Monitoring was easy.**
- **Materials for questioning was provided.**
- **Frequent meetings assisted us in providing the correct data.**
- **The support that Link provided to PEAs helped them to reach out to schools and do their job accordingly.**
- **Sometimes the district education office failed to provide the resources to PEAs, but Link could timely come to the PEAs rescue to proved them with the supervision resources.**
- **By involving PEAs in most activities, PEAs acquire more skills on their role of supervision.**
- **Provision of resources.**
- **Schools have improved in their performances through Link activities.**
- **PEAs are knowledgeable of their roles on school support due to trainings provided.**
- **School social structures trained in school management.**
- **We have gained more skill from various training and school visits.**
- **Meetings with stakeholders were easy because of provision transport.**
- **Good relationship with shared knowledge between HQ, DIAS and District staff including the DEM and PEAs.**
- **Schools are able to print test papers using the printers Link provided to selected schools and TDCs.**
- **PEA are able to send important information to the DEM via email using laptops and dongles provided by Link community.**
- **Resources were adequately provided and in time.**
- **Learners' teachers' and my own performance has greatly improved.**
- **Teachers are working towards achieving/meeting the NES.**
- **The activities carried out have been so relevant to school improvement in the district.**
- **Link has engaged education practitioners at different levels - international, national, divisional, district, zonal, school and even local community level.**
* it has improved the degree of supervision and inspection in schools  *
* it has easing the writing of returns and reports

The main reason is that although Link assists in those other mentioned activities but I suppose if it can have enough funds to start assisting the schools in construction of infrastructures since schools have inadequate infrastructure.

* LCD trained PEAs including me  *
* LCD provided me with fuel in order to carry out certain assigned work

They have simplify PEAs work through trainings and provision of resources.

Q. 12. Thinking about the partners you have worked with as part of the SIAS project, to what extent have the following groups experienced benefits over the last 2 years that result from changes in school inspection and advisory services?

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>A great deal</th>
<th>A lot</th>
<th>A moderate amount</th>
<th>A little</th>
<th>None at all</th>
<th>Don’t know</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DIAS - National staff including inspectors</td>
<td>5</td>
<td>11</td>
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<tr>
<td>2</td>
<td>Other MoEST (please specify)</td>
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<td>3</td>
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<td>0</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>DIAS - District staff including the District Education Manager and Primary Education Advisers</td>
<td>5</td>
<td>9</td>
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<td>0</td>
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<td>17</td>
</tr>
<tr>
<td>4</td>
<td>Head Teachers</td>
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<td>5</td>
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<td>0</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>5</td>
<td>School Management Committees</td>
<td>1</td>
<td>6</td>
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<td>1</td>
<td>0</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>6</td>
<td>Other Teachers</td>
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<td>9</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>19</td>
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<tr>
<td>7</td>
<td>Parents</td>
<td>1</td>
<td>4</td>
<td>9</td>
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<td>17</td>
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<tr>
<td>8</td>
<td>Learners</td>
<td>0</td>
<td>8</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>9</td>
<td>Other Community Groups or Individuals (please specify)</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>0</td>
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<td>9</td>
</tr>
<tr>
<td>10</td>
<td>Other (please specify)</td>
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<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>
Q. 13. What are the top 3 benefits for MoEST staff (including DIAS National Staff, District Staff/Inspectors and Advisers) in the last 2 years, as a result of changes in school inspection and advisory services? (please answer in the box below. If none, write 'none')

**Text Response**

* Knowledge if the NES. * skill of compiling inspection and supervision reports. * skill of evaluating a school and supporting teachers.

* reports are easily shared. * professional needs are easily identified. * visits to most schools are done.

* PEA and inspectors are well guided on what to focus during school visits. * there is uniformity to PEA's and inspectors on their delivery of service. * MOEST, DIAS and District staff are able to know how schools are performing through inspection and Advisory Reports.

* inspectors were able to visit schools. * advisers were helped to overcome the challenges identified by inspectors during their visits. * advisers were helped to understand well the NES.

* for MOEST: the NES can be rolled out to other districts. * for DIAS: has rated PEA's performance.

* for District staff and advisers: has achieved skills since NES has been piloted in Dedza.

* PEAs and inspectors have been guided on what/where to focus during school visits. * uniformity among PEAs and inspectors on their delivery of services. * MOEST, DIAD and District staff are able to know how schools are performing through inspection reports.

* it is easy to identify the schools areas of improvement and successes using the NES. * writing of reports, using the NES is very beneficial. * using selected NES during school visits.

* planned visits to schools * number of drop out is reduced * MoEST has clear picture of education levels

* MoEST staff are able to know their expected roles to play in the education system * MoEST staff were trained on their roles which help them deliver the needed services accordingly * there is improved work relationship among MoEST staff ie inspectors and advisers

* inspectors and advisers are guided on what to focus on during school visits with the use of NES * there is uniformity among the PEA's and inspectors on their delivery of services * MoEST staff are able to know how schools are performing through inspection reports

* PEAs knowledgeable in NES * PEAs using

* easy to visit more schools for monitoring and supervision * sharing of reports becomes easy * easy identification of professional needs

* the MoEST staff are able to evaluate the performance of schools across the district based on the NES * the advisory section has greatly improved in its school supporting activities hence quantitative and quality data is provided to the MoEST about how schools are operating

* knowledge of the NES * use of prompts developed from the NES when supervising or inspecting schools * getting focused when supervising or inspecting schools by using specific NES * PEA's supporting schools after inspection using the inspection report

* introduction of NES * devolution of the work of inspectors and advisors as stated in the handbook for inspectors and advisors * trainings for advisors to fully understand how to effectively use NES

* provision of motorcycles to advisors * conducting workshops on NES for advisors * work hand in hand with inspectors to promote the standard of education

For MoEST: the NES can be rolled out to other districts in the country. For DIAS: they know how PEAs perform their duties since sometimes they join us. For District staff and Advisors: they have gained more knowledge as being a pilot district.
* reports are written in brief and easy to read and understand them * a PEA, as an adviser, knows exactly what to do when he visits a school
* the school has been evaluated and graded waiting for the government plans * using the NES evidence form made it easy to produce a simple report based on quality and relevance, access and equity and governance and leadership

| Total Responses | 19 |

Q. 14. **What are the top 3 benefits for Schools (including Head Teachers, School Management Committees and Other Teachers) in the last 2 years, as a result of changes in school inspection and advisory services?**  
(please answer in the box below. If none, write 'none')

<table>
<thead>
<tr>
<th>Text Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>* knowledge of self school assessment. * development of school improvement plans. * team work in case of managing the school.</td>
</tr>
<tr>
<td>* schools easily identify their professional needs. * joint planning is fostered. * knowledge of National Education Standards.</td>
</tr>
<tr>
<td>* headteachers and teachers are well guided when delivering their services. * headteachers and teachers are able to assess their school performance. * SMCs are easily get involved in managing the schools because they know their roles.</td>
</tr>
<tr>
<td>* teachers prepare adequate lessons daily. * co-operation is strengthened as they work together, the school and the committees. * finances are managed well.</td>
</tr>
<tr>
<td>* schools have now developed a sense of ownership ie taking part in school development activities. * teachers are now able to handle challenging issues ie large classes and inadequate teaching and learning materials. * schools are now able to come up with quality SIPs.</td>
</tr>
<tr>
<td>* headteachers, teachers are well guided when delivering their services. * schools can easily conduct self school assessment. * SMCs are easily get involved in the school management because they know their roles and responsibilities.</td>
</tr>
<tr>
<td>* reports which were confidential are now seen by all school stakeholders hence all school stakeholders work jointly to improve the school. * regular visits by inspectors and PEAs using the NES have improved the schools. * writing of the Action Plans for areas of improvement has indeed made the school to change its face.</td>
</tr>
<tr>
<td>* reduced number of absenteeism cases * teachers use a variety of teaching methods * stakeholders being involved in the planning of schools</td>
</tr>
<tr>
<td>* schools are now able to identify areas where improvements are needed on their own * schools are able to write an action plan which help by guiding them how to overcome the issues in the school. * the relationship has improved since every group knows their roles as an education stakeholder</td>
</tr>
<tr>
<td>* headteachers and teachers are well guided when delivering their services by NES * headteachers and teachers are able to assess their school performance * school management committees are able to get involved in the running of the school activities and assess their school</td>
</tr>
<tr>
<td>* trained on their roles in effective school management * knowledgeable of addressing school needs by action planning and implementing activities * skilled in supervision of teachers and students and giving feedback</td>
</tr>
<tr>
<td>* easy identification of professional needs * joint planning is easy to overcome the school needs * they have knowledge of the NES</td>
</tr>
<tr>
<td>* improved school improvement plans * the ability for schools to develop focused action plans aimed at improving their status has greatly improved * community participation in school activities has greatly improved based on inspectorate and advisory recommendations</td>
</tr>
<tr>
<td>* headteacher, teachers and school management committees are able to assess if teaching and learning are taking place * teachers are teaching towards meeting the required education standards * headteachers and other senior school staff are able to observe lessons using the NES</td>
</tr>
</tbody>
</table>
* improved school leadership and management * school management committees working in close collaboration with headteachers and teachers towards school improvement * trainings for some sections of teachers on NES
* to respond actively to the introduction of NES * to give correct information during interviews * advising learners
* schools are working hard so as to improve learners performance in classes * community has developed a sense of ownership by taking part in school development activities * schools develop good SIPS
* the school know their strengths and weaknesses for each NES * the schools received support from the zonal PEA (adviser) in order to improve on the weak areas
* some needs have been identified and addressed * feedbacks are given to the school waiting for the stakeholders to implement the recommendations * when interpreting government policies, headteachers are extending to parents

Total Responses

Q. 15. What are the top 3 benefits for Learners in the last 2 years, as a result of changes in school inspection and advisory services? (please answer in the box below. If none, write 'none')

Text Response

* full participation in lesson activities. * most learners are able to read, write, speak and pronounce English words. * promotion from one class to another.
* learners are able to voice out their concerns. * learners are assisted accordingly. * learners take part in formulating school rules.
* learners have improved in their performances. * there is equal attainment of learning concepts in learners. * learners are equally handled.
* learners are taught all the lessons required in a day. * behaviour of learners improved. * learners stay in class throughout the lessons in so doing attendance is retained.
* most learners are able to read and write. * school drop out rate has at least decreased. * most learners are selected to secondary schools.
* improvements in their performance. * equal attainment in knowledge and skills * they are supported by their parents.
* teacher learners contact was very high since teachers were working tirelessly to achieve the minimum levels. * the use of participatory methods was also emphasised hence learners enjoyed most. * schools rules as well as classroom rules were formulated for the learners to be safe in school.
* flow of question is varied * more learners reach to last level of primary school * learners know the activities planned at school as they plan together
* learners are now involved in the school improvement process * learners know where to take their problems while at school * there is improved relationship between learners and teachers since the teachers have stopped administering corporal punishment in schools
* improvement in their performance * equal attainment of learners in skills and knowledge of curriculum * reduction of drop out rate
* quality education * involved in decision making * students rights observed
* learners are easily assisted * learners have knowledge of whatever they need to learn as their concern * learners can make their own school rules and follow them
* teaching and learning has greatly improved in some schools hence high learner attainment * learner participation in class tasks has improved as per inspection and advisory recommendation on the active involvement in class work * the advocacy for the use of varied T/L methods had benefited learners of various abilities in attainment of taught skills
* improved performance * improved teaching and learning processes * better examination results at all levels and more especially standard 8
* improved attainment across the school for both boys and girls
* increased interaction between teachers and learners in terms of performance and behaviour for both
* learners receiving better care and protection when at school and home
* disciplined learners
* most learners being attentive
* respond questions correctly
* most learners are able to read and write
* absenteeism has been reduced
* a decrease in drop out rate
* learners received improved quality education
* some learners performed better during learning
* girls retention is high
* school drop outs has been reduced

**Total Responses**: 19

**Q. 16. What are the top 3 benefits for Parents and other Community Groups in the last 2 years, as a result of changes in school inspection and advisory services?** (please answer in the box below. If none, write 'none')

<table>
<thead>
<tr>
<th>Text Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>* involvement in managing schools. * able to identify school success and areas of improvement. * involvement in budgeting process.</td>
</tr>
<tr>
<td>* high community participation in school development activities. * identify school challenges on their own. * parents and others can easily follow what their learners are doing.</td>
</tr>
<tr>
<td>* they are aware about the NES after been sensitised. * they know their roles and responsibilities on the management of schools. * they are able to give proper support to their children on education.</td>
</tr>
<tr>
<td>* they know the shortfalls and strengths of their school. * they are ready now to work with the school in activities needed. * relationship between the school and community is improved.</td>
</tr>
<tr>
<td>* they have developed a sense of ownership. * communities are now able to understand where their school is. * parents can now go to school to see how their children are performing.</td>
</tr>
<tr>
<td>* they are able to give support to their children. * they are aware of the NES. * parents know what is happening at the school.</td>
</tr>
<tr>
<td>* parents and community groups were greatly involved in every visits to air out their views. * parents and other community groups were fully aware of successes and areas of improvement for their schools. * parents and other community groups were involved in all school activities.</td>
</tr>
<tr>
<td>* parents and stakeholders take part in school activities * increased learning interest in their learners * parents have seen the importance of sending children to school</td>
</tr>
<tr>
<td>* there is improved ownership of the schools by the parents and community groups * parents and the community are now conducting fundraising activities for their children’s education * parents are helping a lot in the education of their children (eg helping them to read and write while at home)</td>
</tr>
<tr>
<td>* they are aware of what happens at schools through awareness of NES * they are able to assess their school through inspection reports * they are able to give support to their children and school activities</td>
</tr>
<tr>
<td>* empowered to participate in classroom activities not only in construction works * sensitised to support their children at home in school activities * encouraged to provide basic school needs to their children regularly</td>
</tr>
<tr>
<td>* parents and community can easily follow what their children are learning * parents and community easily identify the challenges in their schools * parents and community participated highly in school improvement</td>
</tr>
<tr>
<td>* parents and other community groups have developed a sense of school ownership * community stakeholders are also involved in decision making in the school activities * schools have opened up for parents to have an input in the SIP</td>
</tr>
<tr>
<td>* an opportunity to assess the quality of education in their schools * improved performance of their children * most of their children selected to secondary schools</td>
</tr>
</tbody>
</table>
* communities are becoming aware of the core duties of PEAs * increased awareness on ownership of the school and care of children * parents' and communities' participation in school improvement planning and social auditing have improved over time
* relationships with the teacher have been strengthened * participation in development work * reduction of girls drop out from school
* parents do come to schools to see how their children are performing * community is aware of whatever is taking place at the school * there is high community participation
* community groups were participating in school activities * community groups knew strengths and weaknesses of their school and found solutions to the challenges * community groups took part in governing the school
* parents and community have been empowered to mobilize people in their community to prepare teaching and learning resources from the local environment and provide to school

Total Responses 19

Q. 17. Thinking about the schools you have worked with, and which are part of the SIAS project, have there been any significant barriers to the effective delivery of school advisory services in the last 2 years?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A great deal</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>A lot</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>A moderate amount</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>A little</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>None at all</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Don't know</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>18</td>
</tr>
</tbody>
</table>

Q. 18. What were the most important barriers to the effective delivery of school advisory services in the last 2 years? (please answer in the box below)

<table>
<thead>
<tr>
<th>Text Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>* interaction of activities. * resistance to change by some stakeholders.</td>
</tr>
<tr>
<td>* resistance by some teachers to adopt the NES.</td>
</tr>
<tr>
<td>* shortfall of teachers. * poor communication between the school and the community.</td>
</tr>
<tr>
<td>* inadequate fuel funding. * poor condition of bikes. * little trainings on inspection and supervision.</td>
</tr>
<tr>
<td>Resistance from some teachers to adopt the NES.</td>
</tr>
<tr>
<td>* some schools have open air classes which is always difficult for teachers to display their teaching learning resources. * some schools have unlockable doors hence children enter the classes after school hours are remove the teaching learning resources. * unpreparedness by some teachers.</td>
</tr>
<tr>
<td>* inadequate infrastructure</td>
</tr>
<tr>
<td>* PEs have too much work to do apart from providing advisory services to schools * too many schools to be supported by one PEA (ie 14 primary schools to one PEA) * inadequate supply of resources to PEs to do their work accordingly, eg insufficient fuels</td>
</tr>
<tr>
<td>* resistance by some teachers to adopt NES</td>
</tr>
<tr>
<td>* inadequate support from community members on security of classroom materials displayed * insufficient funds for conducting CPDs * poor performance of motor cycles and irregular provision of fuel</td>
</tr>
</tbody>
</table>
Q. 19. Thinking about the schools you have worked with, and which are part of the SIAS project, have there been any significant barriers to schools using the National Education Standards in their school improvement planning in the last 2 years?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A great deal</td>
<td>2</td>
<td>11%</td>
</tr>
<tr>
<td>2</td>
<td>A lot</td>
<td>3</td>
<td>16%</td>
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<td>37%</td>
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</tr>
<tr>
<td></td>
<td>Total</td>
<td>19</td>
<td>100%</td>
</tr>
</tbody>
</table>

Q. 20. What were the most important barriers to schools using the National Education Standards in their school improvement planning in the last 2 years? (please answer in the box below)

- inadequate orientation of the NES.
- negligence of teachers in using the NES.
- no inclusion of some NES in school improvement plans.
- inadequate resources.
- inadequate knowledge on the NES.
- poor joint planning.
- lack of community participation in school improvement.
- schools unable to marry a NES with the NESP goals.
- the school had no lockable doors which made some children to come and remove the teaching and learning resources in the class.
- unpreparedness by some teachers, teachers who are not dedicated to their duty as teachers.
- inadequate lesson planning.
- lack of print-rich in class.
- the sensitisation meeting on NES was not enough. There is need for more trainings on NES.
- the NES booklets are not enough to cater for all teachers at the school.
- the NES are just too many (26) to be tackled by a school.
- inadequate funds.
- failure to identify school needs in some cases.
- inadequate knowledge on requirements to meet the NES.
- inadequate copies of the NES.
- lack of knowledge of the NES.
- irregular monitoring of the PEA/inspectors to such schools.
- most of the teachers and other school stakeholders are not fully aware of all the NES because of limited training in the NES as well as scarcity of NES handbooks in schools.
- there’s only one handbook per school which is depriving teachers access and understanding of the NES to the fullest.
- lack of adequate knowledge by teachers on the requirements for the 26 NES.
- lack of dedication to work towards school improvement by the concerned school communities (teachers, parents, students).
- most teachers and the community are not fully oriented on NES.
* schools still have problems to marry the NES with the NESP goals

Q. 21. Thinking about the next 1-3 years, do you think the following groups will benefit from changes in school inspection and advisory services?

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>A great deal</th>
<th>A lot</th>
<th>A moderate amount</th>
<th>A little</th>
<th>None at all</th>
<th>Don't know</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DIAS - National staff including inspectors</td>
<td>9</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>Other MoEST (please specify)</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>DIAS - District staff including the District Education Manager and Primary Education Advisers</td>
<td>8</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>4</td>
<td>Head Teachers</td>
<td>8</td>
<td>9</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>5</td>
<td>School Management Committees</td>
<td>3</td>
<td>9</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>6</td>
<td>Other Teachers</td>
<td>7</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>7</td>
<td>Parents</td>
<td>2</td>
<td>5</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>8</td>
<td>Learners</td>
<td>8</td>
<td>7</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>9</td>
<td>Other Community Groups or Individuals (please specify)</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>Other (please specify)</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

- **Other MoEST (please specify)**
  - Divisional officers
  - NGOs and other partners working in education matters.
  - VAC and ADC members
  - Mother Groups
  - Community leaders
  - Private Schools Association of Malawi (PRISAM)
  - Religious leaders
Q. 22. What are the top 3 benefits you expect to see in the next 1-3 years, and for which groups? (please answer in the box below. If none, write 'none')

<table>
<thead>
<tr>
<th>Text Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>* improved performance of learners in all subjects. * well planning of lessons by teachers. * be able in assessing the school - school management committees.</td>
</tr>
<tr>
<td>* teachers will acquire more skills. * learners - there will be a lot of learner involvement. * parents - will be involved much in school development activities.</td>
</tr>
<tr>
<td>* learners - there will be great improvement in their performance. * teachers - there will be uniformity in their lesson delivery. * PEAs - work will be simplified as they are guided by NES requirements and prompts.</td>
</tr>
<tr>
<td>* thorough preparation of resources and lesson plans. * no drop outs. * good relationship between the school and the community.</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>Learners - performance has greatly improved. Other teachers - uniformity in their lesson delivery, DIAs - District - work will be simplified because they will be following NES.</td>
</tr>
<tr>
<td>* regular school visits on both supervision inspection, school management committees. * preparedness by most of teachers (assessment records, schemes of work, lesson plan available). * punctuality in all school - this will involve the following groups: headteachers, teachers, learners, PEAs, DIAS, school management committees.</td>
</tr>
<tr>
<td>* learners completing school to the primary level and join another level of education * more resources being given to schools from government * literacy level improve</td>
</tr>
<tr>
<td>* PEAs providing improved support supervision, SPRs and school self evaluation * teachers providing quality teaching to students thereby improving learners performance in schools * improved ownership of schools by SMC, PTA, teachers, learners, parents and community members * great improvement by learners' performance * there will be uniformity among teachers when delivering their services as it will target requirement by NES * PEAs' work will be simplified as it will have guided guidelines using NES</td>
</tr>
<tr>
<td>* community members providing support in school activities wilfully * quality education</td>
</tr>
<tr>
<td>* effective lesson delivery that will lead to effective learning * proper follow up to school by different stakeholders * good reports from schools</td>
</tr>
<tr>
<td>* I expect to see all teachers and all members of the school social structure fully trained in the NES * schools to be supplied with adequate handbooks on the NES to them to internalise them * PEA being exposed to regular refresher courses on the NES</td>
</tr>
<tr>
<td>* improved performance of learners * reduced learners absenteeism and drop out rates * improved supervisory and inspection skills of PEAs and inspectors</td>
</tr>
<tr>
<td>* improved quality of learning for students * improved participation in school improvement planning and implementation by communities * improved school leadership by headteachers and all other teachers</td>
</tr>
<tr>
<td>* more teachers to be deployed to reach the target of ration 1 : 60 by Ministry of Education * no more examinations to be written on the chalkboard due to the provision of computers, printers, solar by Link * adequate school blocks and teachers houses to be constructed by LDF Ministry, total land care and other development partners</td>
</tr>
<tr>
<td>learners: there will be learner involvement teachers: will acquire more knowledge parents: will be much involved in school development</td>
</tr>
<tr>
<td>* provision of quality education - learners, parents, nation * quality delivery of educational services - headteachers, advisers, inspectors * improved school activities participation by community groups, parents</td>
</tr>
<tr>
<td>* the pass rate will be improved since teachers will use participatory method which will improve learners performance too * completion rate will be high since the learners welfare will be addressed and give a proper way forward * the community will be empowered and advocate social accountability in services provided at school</td>
</tr>
</tbody>
</table>
Q. 23. Do you think there will be challenges in rolling out changes in inspection and advisory services to the rest of the Malawi (beyond Dedza)?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A great deal</td>
<td>0</td>
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<tr>
<td>2</td>
<td>A lot</td>
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<td>11%</td>
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<td>5</td>
<td>None at all</td>
<td>3</td>
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</tr>
<tr>
<td></td>
<td>Total</td>
<td>18</td>
<td>100%</td>
</tr>
</tbody>
</table>

Q. 24. What do you think the top 3 challenges will be? (please answer in the box below)

- large classes.
- inadequate supply of instructional materials.
- lack of commitment by teachers.
- funds.
- inadequate staff in the District.
- resistance from external forces.
- difficult in following the classroom record observation if not well trained.
- report writing may become a problem if not well trained.
- meeting resistance by other teachers to adopt the NES.
- difficult in following classroom record observation tool if not well trained.
- difficult to produce a report if not well trained.
- resistance by other teachers adopt NES.
- the other districts have no experience about SPR which is also the basis of NES.
- understanding of the NES will be a problem using the booklet because of poor background.
- development of prompts will be a problem since each district will come up with its prompts there will be no standardised prompts.
- more materials for training will be needed
- more groups to be oriented
- need for more facilitators
- rolling out the programme before MoEST is ready with plans and resources
- limited resources, e.g., NES booklets, funds for the orientations and trainings etc.
- the rolling out of changes beyond Dedza may consume a lot of time and may need a lot of resources
- if not properly trained, difficulties in following the classroom record observation prompt sheet will arise
- report writing based on the supervision and inspection using NES will be difficult
- resistance by some teachers to adopt the changes in inspection and advisory services
- insufficient teaching materials and infrastructures
- lack of commitment by some teachers
- reluctance by some community members in provision of support in school activities
- inadequate DIAS staff at national and at district level
- inadequate fund from government
- resistance from different stakeholders
- limited financial and material resources to facilitate capacity building
- some teachers being adamant to change
- inability of some facilitators to elaborate effectively on the NES and what each NES entails
- failure of stakeholders to understand and use NES effectively
- inadequate provision of resources for school visits and trainings
- resistance by some stakeholders to fully follow the NES in their school activities
- learners would not be assisted fully which may result in failing the exams
- when supervising or inspecting some of the important points to be looked into may be left out
- teachers would have limited knowledge in their professional work
- resistance from external forces
- inadequate staff in the District

Total Responses 14
Q. 25. Thinking about the role of Link in supporting the SIAS project over the last 2 years, what difference has the SIAS project made to your ability to support school improvement?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
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</thead>
<tbody>
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<td>1</td>
<td>Much better</td>
<td>16</td>
<td>84%</td>
</tr>
<tr>
<td>2</td>
<td>Somewhat better</td>
<td>3</td>
<td>16%</td>
</tr>
<tr>
<td>3</td>
<td>About the same</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4</td>
<td>Somewhat worse</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>Much worse</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>6</td>
<td>Don’t know</td>
<td>0</td>
<td>0%</td>
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<tr>
<td></td>
<td>Total</td>
<td>19</td>
<td>100%</td>
</tr>
</tbody>
</table>

Q. 26. In what ways has your ability to support school improvement changed as a result of the SIAS project? Please describe the main ways in the box below. For example, this might relate to the quality of your work, the timescale of changes to your role, or the amount of advisory support you are able to provide to schools.

Text Response

* school is able to identify schools’ needs. * the school develops plans that are implemented without close supervision. * frequency of visiting the school has been reduced.
* able to write good reports. * able to supervise teachers. * identify school needs and find the way forward.
* supervisory school visits have specific targets to schools at each time. * PEA and inspectors are working collaboratively in their service deliveries.
* regular supervision in all schools. * all NES will be followed so that the schools should be improved in order to promote the quality education.
Quality of my working abilities has improved due to new knowledge and skills acquired during the past 2 years ie during SPR/SPAM, computer literate and internet.
* the supervisors have targeted NES when visiting the school. * PEAs and inspectors are working collaboratively.
The support to schools has greatly improved since we are now visiting the schools regularly using the NES which also includes the writing of reports using the NES. The schools are writing action plans as well the PEAs for areas of improvement for the particular school. Teachers are given feedback right away using the Evidence Form 2 as well as verbal feedback.
* teachers are using the right things in class * class management is being used * availability of class print-rich * class size
* the SIAS project has helped me to explain, interpret and exemplify the NES to education practitioners, eg teachers, headteachers, learners and school parent bodies, better than before * as an advisor I should be very friendly and supportive to the teachers. They should not look at me as an inspector but rather a helper.
* supervision is done using NES * we are able to work with school staff to develop more effective approaches to teaching and learning to improve the quality of education * PEAs and inspectors are working collaboratively
* improvement in supervisory skills using inspection report * regular CPDs conducted to support schools in implementing recommendations
* able to write good report on computer * able to advise school to properly plan their development activities * supporting schools on how to identify challenges and map way forward in order to overcome such challenges
We have been well trained on how to approach advisory services to schools by putting much effort on support the schools in developing good SIPs as well as seeing to it that the plans are effectively implemented based on the NES guidelines.

- *ability to assess schools and offer the required support*
- *schools are supervised regularly*
- *direct application of NES requirements when offering support to schools*
- *SIAS pilot schools have received more activities based on school and zonal action plans*
- *frequent supervision of schools*
- *since we have 26 NES I have to supervise a number of NES at a time*

Due to the knowledge and skills gained during the past 2 years my working ability has improved. I am able to assist the schools in all areas like the computer literate, internet, SPR, SPAM etc. I am also able to write good report. I am now able to do quality supervision focusing on specific NES.

* I have been at this post only for a year, however SIAS projects has helped me to gain skills in guidance and counselling teachers on matters affecting NES
* monitoring and evaluating a school based on NES
* planning zonal activities based on NESP, goals like quality and relevance, access and equity and governance and leadership

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<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
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<tr>
<td>12</td>
<td>A lot</td>
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<td>0%</td>
</tr>
<tr>
<td>16</td>
<td>Don't know</td>
<td>0</td>
<td>0%</td>
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<tr>
<td></td>
<td>Total</td>
<td>19</td>
<td>100%</td>
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</tbody>
</table>

Q. 27. Have other projects in Dedza, which are supported by Link, contributed to your ability to support school improvement in the last 2 years?

- *school performance review project and school appraisal meetings.*
- *school support in Malawi project.*
- *family literacy project.*
- *complimentary basic education.*
- *school support improvement in Malawi.*
- *improvement of PEAs in School Performance Review (SPR) activities and SPAM.*
- *provision of solar, laptops and printers in the TDC and some schools.*
- *trainings and refresher courses to PEAs.*
- *SPAM* *SPR* *Solar system* *Access to ICT CBE*
- *School Performance Review.*
- *School Performance Appraisal Meetings.*
- *provision of solar sets, laptops and printers in TDCs and some schools.*
- *SPR and SPAM.*
- *NES which includes SIAS.*
- *access to ICT in the zone* *review of SPR* *sensitisation of the NES to schoold*
- *the SPR* *Malawi Schools Solar Network* *electrification of TDCs with solar power* *ICT* *the development of NES*
- *SPR* *SPAM* *provision of laptops and solar panels to TDGs and some schools*
- *school solar net*
Malawi School Solar Network (MSSN)  * Complementary Basic Education (CBE)  * School Support Improvement in Malawi (SSIM)  * Family Literacy Project (FLP)

* the provision of laptops and printers to all TDCs  * the training on simulation game which greatly assists in school self assessment as a basis for developing SIP

* Malawi School Solar network

* support to school improvement is Malaw (SSIM)  * provision of laptops to PEAs (to some zones solar powered equipment)

**Family Literacy Project (FLP)**

* School support improvement in Malawi  * Malawi School Solar Network

* Family Literacy Project  * Solar Network School Project

* CBE  * FLP  * adult literacy which enabled parents to know numeracy for accountability

| Total Responses | 19 |

**Q. 29. In what ways have these other Link projects contributed to your ability to support school improvement?**

<table>
<thead>
<tr>
<th>Text Response</th>
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<tbody>
<tr>
<td>* SPR - assisted in identifying the schools’ successes and areas of improvements.  * SPAM - has assisted in encouraging the school stakeholders to work as a team.  * SSIM - assisted schools in generating funds for smooth implementation of developed plans.  * knowledge of computer gained.  * knowledge on school supervision enhanced.  * storage of information/data has been easy.  * it is generating activity to support the schools and TDCs.  * sending information is easy and quick through internet.  * restoring of information.  * community know strengths and weaknesses of their school.  * the community and school identify ways of rectifying the problems.  * CBE.  * it has contributed to improve literacy levels in Dedza.  * storage of data.  * generating income.  * sending and receiving mails through emails.  During the SPR indicators used are similar to those developed in the NES hence the knowledge gained during SPR we have also used it to support school improvement using the NES.  * the information technology is easing the problem of writing reports  * information is kept well  * trained the PEAs to acquire new advisory skills  * defined clearly the roles of an advisor  * through ICT project, communication on school matters is easy with the use of internet and mobile phones which depends on solar electricity  * storage of information and data is easy  * more skills of advisory and supervisory will be acquired during SPR and SPAM  * easy sending of information through emails  * laptop eased writing of supervision reports and record keeping  * soft copy reports submitted timely  * students writing typed assessments  * improved knowledge in computer use  * improved skills in supervision  * advise schools how effectively can produce and use locally available resources for effective teaching and learning  * easy flow of information via email  * schools are able to assess themselves therefore giving the PEA a starting point to support on gaps which the school already recognise  * learners in standard 5-8 write printed exams  * teachers, learners and some community members have learnt how to use the computer  * I had been trained on how to use the computer  * the zone had been provided with a laptop, printer and the TDC had been installed with a solar panel  * assisting in funding gatherings to develop data collection tools  * establishing database for school improvement information  * funding for data collection/trial testing of tools  * sharing of skills and experiences during meetings organised by Link as people of various levels meet and share  The project has contributed because most learners in ? (1-3) started reaching Chrchewa at that early stage and I would prefer if the project comes back.  * knowledge on how to supervise schools  * knowledge of computer</td>
</tr>
</tbody>
</table>
Q. 30. Have there been any unintended, unanticipated, or negative outcomes that you have observed, from changes in school inspection and advisory services in the last 2 years?

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<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
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</thead>
<tbody>
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<td>1</td>
<td>A great deal</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>2</td>
<td>A lot</td>
<td>2</td>
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</tr>
<tr>
<td>3</td>
<td>A moderate amount</td>
<td>1</td>
<td>5%</td>
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<tr>
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<td>A little</td>
<td>3</td>
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<td>5</td>
<td>None at all</td>
<td>11</td>
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<td>6</td>
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<td>5%</td>
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<tr>
<td></td>
<td>Total</td>
<td>19</td>
<td>100%</td>
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</table>

Q. 31. What are the main unintended, unanticipated, or negative outcomes that you have observed, from changes in school inspection and advisory services in the last 2 years? (please answer in the box below)

Text Response
* resistance of teachers to change. * community members not taking part in school activities. * high rate of absenteeism and drop out of learners.
None
Reduced PEAs work load due to proper definition of roles between advisers and inspectors.
* some stakeholders resisting to implement recommendations * relaxation of some community members on school activities support for quality education
* some advisors and inspectors do not make objective judgements when evaluating or supporting schools * still see some gap between inspectors and advisors due to personal attitude by some officers
* people were thinking that Link will deploy permanent teachers * supervisors were thinking that they will be provided with motorcycles * supervisors and mentors were thinking that they will get terminal benefits as government do at the end of the project
Some communities around some schools regarded CBE as mainstream schools which will later on offer certificates.

Q. 32. Do you have any other comments you would like to make about the role of Link and the development of school inspection and advisory services in Malawi? (please answer in the box below)

Text Response
* link has contributed a lot to the district of Dedza and if these are implemented schools will improve. * the development of school inspection and advisory services in Malawi influence schools to implement their plans hence school performance improve.
* to conduct more trainings on school inspection and advisory services. * jointly work with DIAS in identifying and training of inspectors and PEAs.
* PEAs services have improved for the better. * PEAs and inspectors are well knowledgeable in their duties. * schools have improved in their performance after being visited though SPR and SPAM. * learners have improved in their performance. * Link should continue, add more activities in Dedza doing recommended work.

Continue to support us for the benefit of learners to learn the required standards of education. Link as NGO would have initiated for construction in schools ie school blocks, latrines and teachers’ houses.

* Link has changes our services for the better. * Link activities have improved the performance in the schools. * schools are able to assess themselves. * Link has improved the school improvement planning and implementation.

Link community development is an organisation which is working tirelessly to improve the quality of education in Malawi more especially in Dedza. If all the organisations could work as Link I think Malawi education standards could have gone high. We would also love to see the Link mobilising communities to take part in the implementation of the NES through sensitisation meetings and trainings of community leaders. There is also need to come up with standardised prompts which can be used countrywide as it is the case with the NES. Uniformity is very very important.

None

Link is doing commendable job in Dedza district especially to the education sector. It has contributed tremendously in the development of SPR material and NES, however, these provisions have not yet reached fully other important stakeholders who are at the grass roots. There is need for Link to continue working in Dedza so that it can target the foresaid stakeholders.

* changing of advisory and inspectorate services for the better  * performances of schools have improved and schools are able to assess themselves  * there should be more refresher trainings on school inspection and advisory services  * more resources should be provided for the development of school inspection and advisory services in Malawi

None

* Link should advise government to recruit inspectors in all districts  * to conduct training in the development SIAS

Link has done a lot on the development of the NES since all the 17 indicators used during SPR. SPR are part of the 26 NES thus the NES can be said to be a brain child of Link. PEA are also more competent in their advisory services because of the experience they acquired through SPR and regular trainings.

Link has really played a vital roles in promoting the quality of education in schools. It has also master-minded the NES which is actually an outcome of SPR and SPAM. It should continue with its activities.

Need to finance gatherings between inspectors and advisors to clearly discuss the content in the handbook for inspectors and advisors in order to harmonise the two activities.

* train teachers and stakeholders ie SMC, PTA and Mother groups on NES  * provide more books for teachers on NES  * develop national prompts

Link should lobby for more funds to start construction work in schools.

Link community development in conjunction with the MoEST is doing very good work in development of school inspection and advisory services in Malawi. I wish it to go on with this kind of spirit.

* should extend to various districts

| Total Responses | 19 |
Head Teacher Survey

Q. 1. Thinking about your work to support school improvement, how important were School Inspectors in supporting you as Head Teacher in the last 2 years?

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<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
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<tbody>
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<td>17</td>
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<td>Important</td>
<td>6</td>
<td>26%</td>
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<td>22</td>
<td>Not at all important</td>
<td>0</td>
<td>0%</td>
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<td></td>
<td>Total</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

Q. 2. What were the main ways that School Inspectors have assisted your work to support school improvement in the last 2 years?

<table>
<thead>
<tr>
<th>Text Response</th>
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</thead>
<tbody>
<tr>
<td>* introduction of NES at the school  * emphasised the teaching with varied teaching methods  * spelt better ways of managing resources both human and non human including finances</td>
</tr>
<tr>
<td>* promoting good relationship between teachers and stakeholders  * encouraging teachers to plan the work to be taught in advance</td>
</tr>
<tr>
<td>* their regular visits has made our school to improve in many ways like preparedness of teachers, ie lesson plans, updating records etc  * they have also instilled a hard working spirit in me through their regular visits</td>
</tr>
<tr>
<td>They encouraged me to write action plan showing ways how I can overcome the challenges at the school, ie holding meetings with all stakeholder in order to find out way forward to overcome challenges.</td>
</tr>
<tr>
<td>They have assisted me how well NES can be achieved.</td>
</tr>
<tr>
<td>* encourage teachers to use talular  * encourage teachers to use participatory methods when teaching  * teachers are using and keeping assessment record  * encourage teachers to write schemes and records of work as well as lesson plans</td>
</tr>
<tr>
<td>* having full inspection  * giving feedback after inspection  * giving advice</td>
</tr>
<tr>
<td>* provided hints on how to improve in weak areas  * their visits encouraged teacher preparation</td>
</tr>
<tr>
<td>* effective deployment of teachers  * working hand in hand with school mother bodies  * involving parents in assisting learners through homework  * opening of other administrative records  * knowing NES requirements</td>
</tr>
<tr>
<td>* assisted in planning daily work  * how to deliver lessons  * need for punctuality for both students and teachers  * how best stakeholders can assist running a school as an institution</td>
</tr>
<tr>
<td>* they helped in identifying areas of focus by highlighting the weaknesses they found at the school  * they also helped in evaluation of my abilities to run the school</td>
</tr>
<tr>
<td>* encouraged teachers to write adequate lesson plans and schemes of work  * encouraged teachers to use more teaching and learning resources  * have encouraged teachers to make use of teaching and learning using locally available resources (Talular)  * they have also encouraged to have good communication among themselves</td>
</tr>
<tr>
<td>* identifying overlooked challenges the school is facing and suggesting the possible solutions to the problems the school is facing</td>
</tr>
<tr>
<td>* regular visits  * full inspection  * provision of feedback through discussions with full staff  * provision of feedback through written reports</td>
</tr>
<tr>
<td>* low drop outs due to child friendly  * high learner performance  * low absenteeism rate  * community participation is high</td>
</tr>
<tr>
<td>* supervision  * guidance and counselling  * community participation</td>
</tr>
</tbody>
</table>
As a school we have that sense of belonging, all of us know that we are accountable to students, the community as well as government.

* supervision of teachers work  
* management of the school  
* good relationship between the school and community

* have identified areas which need improvement at this school  
* they have evaluated our school in line with the NES and have given us a level which the school is operating  
* they have made a follow up to what they had seen to see if our school is making effort to deal with the challenges

* identified areas of strengths and weaknesses  
* they provided guidance and counselling to the challenges identified  
* assisted in preparation of teaching and learning activities

* promotion of continuous assessments  
* promotion of homework  
* promotion of corrections of learners work  
* promotion of classroom display

* checking on school records  
* making follow up on NES

* teachers were encouraged be prepared always when they are going to perform their work, ie having teaching, learning and assessment resources  
* teachers were encouraged to have sitting arrangements  
* learners must be assessed frequently  
* learners portfolio must be kept up to date

* teachers discipline is being partially maintained

Total Responses 23

Q. 3. Thinking about your work to support school improvement, how important were Primary Education Advisers in supporting you as Head Teacher in the last 2 years?

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<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
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<td>18%</td>
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<td>0%</td>
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<tr>
<td>7</td>
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</tr>
<tr>
<td>Total</td>
<td></td>
<td>22</td>
<td>100%</td>
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</table>

Q. 4. What were the main ways that Primary Education Advisers have assisted your work to support school improvement in the last 2 years?

Text Response

None

* conducting CPDs in schools  
* encouraging all teachers to plan their work before taught  
* the pieces of advice have brought positive changes to our school, ie performance of learners is high  
* helped us how to use the NES through CPDs

The frequently visits made by PEAs at the school assisted my work to be simplified because they encouraged all the section heads and teachers to do our work as a team.
The support has helped the school to improve areas which needed improvement in order to achieve NES by conducting CPDs.

* conducting CPD on TDC and school level, eg on assessment methods, assessment tools and records  
* monitoring and supervising lessons in classroom situations  
* assisting HT and other experienced teachers in teaching auxiliary teachers on schemes and records of work as well as lesson plans  
* encourage HT in updating records in Headteacher's office, eg filling in logbook

* supervision in primary school  
* giving advice  
* giving feedback  
* making a follow up

Provided ideas on: 
* teacher motivation  
* community participation in school activities  
* how to assess school progress

* being equipped with NES goals  
* intervening in NES before and after inspectors' visits  
* planning jointly in NES activities  
* acting as a link between the school and NES officials
* supervising and advising teachers on their weaknesses  * encouraging teachers to prepare teachers records  * educating teachers on various methods a teacher can follow to enhance quality education
* through supervision the PEA helped my office to stick on NES  * training headteachers and school stakeholders in PSIP (Primary School Improvement Plan)
* checked if all schemes of work have been planned  * distributed some of the instructional materials to the school from the DEM  * communicating to the school on important information from the DEM
* encouraged printing rich in classrooms for better learning  * checked if what is being taught is within the school curriculum  * encouraged teachers to be disciplined  * checked school premises if they were cleaned
* identifying areas to improve during supervision  * suggesting possible solutions to the problems  * conducting several CPDs on areas of improvement  * sensitising the stakeholders as well as the community about the SIAS project underway
* regular visits  * full supervision  * provision of feedback through discussion with full staff  * provision of feedback through written reports
* the school has developed good methods of assessing learners (continuous assessments)  * the use of teaching and assessment resources has been encouraged  * teachers are encouraged and motivated through NES CPDs

None
* communication with the various stakeholders has been made easy  * the PEA has come in to train parents on their effective role in school management
* supervising the school  * telling us our weaknesses and strengths
* they have made a series of visits to supervise the school on how to deal with the challenges  * they have provided advisory support to the school in the focused areas identified by the inspectors  * they have trained teachers to strengthen capacity and professionalism  * they have assisted to prioritise the challenges the school is going through
* assessment methods  * assessment tools/records  * Talular production and use  * development of school work plan  * teaching and learning methods
* conducting school CPD on displays of Talular  * conducting school CPD on continuous assessment  * advising the staff on promotion of homework and corrections of learners work  * dissemination of information from DEM’s office and at times MANEB  * organisation of national exams
* almost every teacher has started planning their work to be delivered to learners  * lesson evaluation has improved  * use of teaching and learning materials  * orienting teachers on participatory methods

Total Responses 23

Q. 5. How satisfied are you with the support provided by School Inspectors and Primary Education Advisers (if relevant)?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Very satisfied</td>
<td>15</td>
<td>65%</td>
</tr>
<tr>
<td>5</td>
<td>Satisfied</td>
<td>8</td>
<td>35%</td>
</tr>
<tr>
<td>6</td>
<td>Not satisfied</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>7</td>
<td>Don’t Know</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

Q. 6. What are the main reasons for selecting your answer to the previous question?

Text Response
They have helped to change our lesson delivery aspect by emphasising the use of varied teaching methods.
* the teachers have improved in their work * the learners are getting the quality education
Following the recommendations given by the inspectors and the PEA we have improved in weak areas.
They brought changes to the school because the activities which were not being followed are now being followed due to the support provided by inspectors and PEAs.
The school has benefited a lot from both the inspectors and PEAs. The general performance of the school has really improved.
* teachers and learners make Talular on their own * teachers write schemes of work and lesson plans as well as filling records of work and remarks respectively * talking walls are displayed in classroom situation * office records are updated
There is school improvement in terms of: * updating records * keeping records * use of teaching and learning resources * regular assessment
* provide guidance on how to improve in weak areas * they work in a friendly manner that assists me to understand my strengths and weaknesses
* reports from NES officials' visits were a true reflection of our school * the school has made improvements in certain areas
It is one way a teacher can deliver quality education hence moulding the future leaders who shall perform better.
* they helped me to be strict on teachers when it comes to preparations for lessons * they also helped me to be updating my office files
This is so because in some cases the school inspectors were following up what the Primary Advisers found at the school. To make sure that the teachers have improved or not.
* the programme aims at improving the education standard in Malawi starting at school level as experienced over the 2 years * it has made administrative work easier for the teachers have known what is expected of them in the project
* are humble * are good listeners * are eager to learn * are able to share their ideas and experiences
Teachers have developed a lot of skills, eg: * assessment methods * keeping of school/class records
* good relation among teachers, learners and community
* guidance * unity of purpose for students, teachers and parents * discipline has improved
* they encourage us in the line of duty * they also assist our weaknesses
* school improvement is done focusing on a wide area, eg learning, teaching, preparations, assessment etc * through their findings the school on its own is making effort to improve * I am assisted in the areas I wouldn't have done well, especially the technical part
* effective facilitation of CPDs conducted * teachers are now able to use locally available resources and updating assessment records and tools * improved school management
* assist in the follow up of continuous assessments, homework, corrections, classroom display among teachers * assist the headteacher to know the strengths and weaknesses of teachers thereby finding solutions to the problems identified
* frequency in visiting schools is not sufficient
* we still need their advice regarding to the NES mainly in areas which we have not yet assessed * it is because education policies and strategies are changing time and again

Total Responses 22

Q. 7. How useful have the National Education Standards been in school improvement planning in the last 2 years?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Very useful</td>
<td>17</td>
<td>74%</td>
</tr>
<tr>
<td>5</td>
<td>Useful</td>
<td>6</td>
<td>26%</td>
</tr>
</tbody>
</table>
Q. 8. What were the top 3 benefits of using the National Education Standards for school improvement planning in the last 2 years?

**Text Response**

* Improved lesson delivery - learner oriented teaching methods with varied delivery methods * improved general outlook of the school by emphasising on cleanliness of the surrounding and school resources * emphasised use of lessons plans during teaching so much neglected in secondary schools

* the school management and governance have been improved * teaching and learning have been improved * the school hygiene have improved

* we are able to identify areas of improvement * we are able to monitor school progress * we are able to assist learners accordingly

* improved working standards * take practical action within the improvement process to achieve school goals and measure their progress * follow the education policy

* improved standard 8 results * adequate preparation by teachers * proper use of resources and variation of teaching methodologies

* teachers teach in lessons * teachers use participatory methods during lesson delivery * learners are assessed continuously using various methods and forms of assessment * learners are given work to do on their own eg homework

* it improves proper planning of work * it increases learners pass rate * effective use of teaching and learning resources

* they give direction on how to plan * acts as a mirror on how the school is performing * helps in self assessment of the school

* in identification of strengths and weaknesses of the school and the way forward * assisted stakeholders realise their roles in school activities * assisted teachers to fully show their professionalism

* NES helped the school to select priorities to be included in the school improvement plan * identifying the needs of the school

* helped in leadership and management of the school * helped in the teaching process where students achieved the intended outcome * helped in the outcome which all students have to achieve as a result of being educated

* it has made easy to identify challenges and prioritise them accordingly * it has made us aware of our development partners in advance since we know where to find assistance to our challenges * if the assistance is not there we know ways of how we can organise the Income Generating Activities (IGAs) for the school

* participation of all school stakeholders in school improvement planning * school and administrative records being updated in appropriate way * achievement of curriculum coverage and educational needs

* encouragement of cooperation among teachers when working * teaching skills have been improved * learner performance improved

* cordial relationship with the community * improved lesson delivery * improved record maintenance * improved infrastructure development

* a worthy tool for achieving unity of purpose in the school * has opened understanding of parents on their rightful role in the school * discipline among students and teachers in general has improved

* variation of teaching and learning methodologies * assessing learners continuously * use of teaching, learning and assessment resources
* our school is working towards improving the areas of weakness identified * prioritising of school needs is done by all concerned groups and implementation of addressing the challenges is also done by all concerned willingly * the school is running according to official standards

* Headteacher: effective supervision and school management * Teachers: effective teaching and learning * Learners: learning effectively

* teachers are working hand in hand * there is prioritisation of resources which can facilitate teaching and learning * members of staff are working hand in hand with the community

* relevance in teaching and learning * supervision of teaching and learning

* teachers have effectively started using learner centred methods in teaching * learners have improved in reading, writing and attendance * teachers plan their work before teaching

Total Responses

Q. 9. Have you experienced any challenges in supporting school improvement in the last 2 years?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>A lot</td>
<td>8</td>
<td>36%</td>
</tr>
<tr>
<td>5</td>
<td>A few</td>
<td>13</td>
<td>59%</td>
</tr>
<tr>
<td>6</td>
<td>None at all</td>
<td>1</td>
<td>5%</td>
</tr>
<tr>
<td>7</td>
<td>Don't know</td>
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<td>0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>22</td>
<td>100%</td>
</tr>
</tbody>
</table>

Q. 10. What kind of challenges did you experience?

Text Response

None

* high enrolment * inadequate teaching and learning resources

* understanding of the NES * availability of sufficient resources has been a problem

* high learner absenteeism in standards 1 to 3 * shortage of toilets at the school

* inadequate provision of instructional materials.

* no use of Talular to some teachers * unpunctual in both teachers and learners * not following timetable * no use of assessment tools and records

* use of teaching and learning resources * irregular assessment

* inadequate resources to help achieve other goals * high teacher/pupil ratio * little participation of parents in encouraging their children's education

* inspectors giving turns when visiting the school hence it was difficult to identify areas that had improved * removal of classroom displays by community * heavy wind blew off the roof of the office and records got wet

* insufficient teaching resources * insufficient human resources, ie teachers

* lack of participation of community members on matters affecting the school

* inadequate instructional materials * large classes * inadequate financial resources for buying some teaching and learning materials * vandalism

* inadequate funding since the challenges are many but very little money * some teachers/people were not cooperative during the planning and implementation of our School Improvement Plan (SIP)

* inadequate classrooms * under staffing * lack of desks * high enrolment in all classes * some communities failing to support the school * insecurity * inadequate teaching, learning and assessment resources

* lack of workshops for all teachers per school * lack of teaching and learning resources * lack of sensitisation materials for community's high participation and understanding of NES

Lack of resources in terms of materials, finance, time and human resources.
Poor financing from central government, e.g., the school is allocated 2.2 million Kwazha but only limited funds can be accessed in a year, thereby compromising standards.

* under staffing * inadequate of T/L resources
* the first report indicated that the school was below minimum standard hence prioritising of challenges was difficult * the working groups were slow to accept reforms related to the NES * immediate interventions lacked some resources which the school did not have * teachers lacked professionalism and skills hence a series of negotiations were involved
* inadequate teaching and learning resources * unfriendly environment for the learners with education needs
* delaying of SIG funds * dissatisfaction of other members of staff and the community on the usage of SIG funds due to power hungry
* lack of exercise books, pieces of chalk, attendance registers, writing materials, scheme pads and classrooms * poor performance of learners due to open air classes * high absenteeism of teachers
* rudeness of some of teachers due to failure to go with Ministry of Education policies

Total Responses

<table>
<thead>
<tr>
<th>Question</th>
<th>A lot</th>
<th>A little</th>
<th>None at all</th>
<th>Don’t know</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Other (please specify)</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>4 School Management Committees</td>
<td>16</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>5 Teachers</td>
<td>21</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>6 Parents</td>
<td>8</td>
<td>14</td>
<td>1</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>7 Learners</td>
<td>17</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>8 Other Community Groups or Individuals (please specify)</td>
<td>8</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>15</td>
</tr>
</tbody>
</table>

Q. 11. How much have the groups that you work with in School Improvement benefited from changes in school inspection and advisory services in the last two years?

Other (please specify)

<table>
<thead>
<tr>
<th>Other Community Groups or Individuals (please specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Church members</td>
</tr>
<tr>
<td>Mother Group</td>
</tr>
<tr>
<td>World Vision</td>
</tr>
<tr>
<td>Party leaders</td>
</tr>
<tr>
<td>Religious leaders</td>
</tr>
<tr>
<td>PTA</td>
</tr>
<tr>
<td>Religious leaders</td>
</tr>
<tr>
<td>GVH, VH, small community leaders and political leaders</td>
</tr>
<tr>
<td>They are able to know what is going on.</td>
</tr>
<tr>
<td>village heads</td>
</tr>
<tr>
<td>Mother Group</td>
</tr>
<tr>
<td>Chiefs</td>
</tr>
<tr>
<td>Mother Group, PTA</td>
</tr>
<tr>
<td>Chiefs</td>
</tr>
</tbody>
</table>
Q. 12. What are the top 3 benefits for Teachers in the last 2 years, as a result of your work with school inspectors and advisers (where relevant)?

<table>
<thead>
<tr>
<th>Text Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>* improved lesson delivery by focusing on the learner</td>
</tr>
<tr>
<td>* the teachers are planning for the work to teach</td>
</tr>
<tr>
<td>* improvement of record keeping</td>
</tr>
<tr>
<td>* teachers were reminded of their work and now they try hard to do their work as needed by the ministry</td>
</tr>
<tr>
<td>* proper use of teaching, learning and assessment resources</td>
</tr>
<tr>
<td>* use of Talular</td>
</tr>
<tr>
<td>* improvement of records upkeep</td>
</tr>
<tr>
<td>* improvement in preparation for work, ie scheming and lesson preparation</td>
</tr>
<tr>
<td>* have improved in updating and keeping class records</td>
</tr>
<tr>
<td>* teachers prepare for their daily work</td>
</tr>
<tr>
<td>* updating schemes and records of work</td>
</tr>
<tr>
<td>* helped teachers to work as a team</td>
</tr>
<tr>
<td>* it has made them know what is expected of them or not in their work</td>
</tr>
<tr>
<td>* lesson preparations improved</td>
</tr>
<tr>
<td>* improved teaching skills</td>
</tr>
<tr>
<td>* setting goals that motivate, stretch and challenge students of all backgrounds, abilities and interests</td>
</tr>
<tr>
<td>Teachers have a sense of responsibility and more disciplined in their work and any other duties.</td>
</tr>
<tr>
<td>* several professional development activities were organised, eg meetings, trainings, supervisions etc.</td>
</tr>
<tr>
<td>* effective class management</td>
</tr>
<tr>
<td>* improvement in the use and display of Talular</td>
</tr>
<tr>
<td>* they encourage learners to write homework</td>
</tr>
<tr>
<td>* it has assisted to improve class management</td>
</tr>
</tbody>
</table>
* teachers have been oriented on participatory methods * the teachers workload has been reduced due to use of learner centred approach * teachers are able to follow what the school inspectors have advised

| Total Responses | 23 |

Q. 13. What are the top 3 benefits for Learners in the last 2 years, as a result of your work with school inspectors and advisers (where relevant)?

<table>
<thead>
<tr>
<th>Text Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>* improved performance in different subjects * very much motivated to learn * high retention of learners in school</td>
</tr>
<tr>
<td>* learners are learning effectively * handwriting and set up of work in the exercise books is improved * high pass rate</td>
</tr>
<tr>
<td>* the performance of learners has improved due to regular assessment * reduction of absenteeism amongst learners * learners pass rate in PS and CE has improved</td>
</tr>
<tr>
<td>* most of the learners are attending classes * they are receiving quality education * they are improving their performances in classes</td>
</tr>
<tr>
<td>* receiving regular assessment * improved performance * enjoying teaching and learning</td>
</tr>
<tr>
<td>* make Talular on their own * pass rate improvement in assessment * able to write homework</td>
</tr>
<tr>
<td>* improvement in pass rate of learners * reduction of drop out rate * improvement in sanitation</td>
</tr>
<tr>
<td>* improvement in learning due to better lesson delivery * better pass rate especially at PSLCE * fair treatment by teachers</td>
</tr>
<tr>
<td>* learners are learning a lot because teachers prepare for lessons fully * high participation of the learners due to varied methods * learner involve themselves in learning on their own due to homework</td>
</tr>
<tr>
<td>* punctuality is being observed * after advocating for uniform, some of the students are purchasing school uniform</td>
</tr>
<tr>
<td>* reduced number in drop out rate * reduced number is repetition rate * development of reading spirit with the availability of reading centre in classrooms</td>
</tr>
<tr>
<td>* reduced drop out because teachers are making lessons attractive * pass rate in each class has improved * learners are learning freely without being humiliated</td>
</tr>
<tr>
<td>* it has improved their punctuality * it has made learners receive quality education as teachers prepare enough work for the day (according to timetable) * it has reduced indiscipline cases since teachers are always with them</td>
</tr>
<tr>
<td>* attendance has improved * performance improved * participation in school activities improved, eg making environment clean</td>
</tr>
<tr>
<td>* high performance * low drop outs * low absenteeism</td>
</tr>
<tr>
<td>* received training in providing peer support to other students or have access to support * knowing how to keep themselves and others safe and healthy at school * improved repetition rates beyond the national target</td>
</tr>
</tbody>
</table>

Students have become more disciplined with unity of purpose and truly dedicated to their work. * fully participation * good results * punctuality |

* they are participating in lessons more than before inspections * they have improved their performance/attainment * they are changing their behaviour to meet their needs at school |

* effective learning * good performance * good behaviour |

* learners performance has improved because they are assessed regularly * classroom environment has been improved therefore attendance of learners is high * learners are able to make corrections on their own |

* improved discipline in the school * improved sanitation in the school
* learners are able to express their views on learning process to the inspectors, PEAs and Headteacher.
* learners are able to learn effectively due to enough preparation of teachers.
* learners are being assessed frequently to know their levels of performance.

Total Responses: 23

Q. 14. What are the top 3 benefits for Parents in the last 2 years, as a result of your work with school inspectors and advisers (where relevant)?

<table>
<thead>
<tr>
<th>Text Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>* increased awareness on the role of teachers</td>
</tr>
<tr>
<td>* increased awareness on school performance indicators</td>
</tr>
<tr>
<td>* their expectation have been fulfilled</td>
</tr>
<tr>
<td>* learners are able to go to national secondary schools</td>
</tr>
<tr>
<td>* the living standards have been improved</td>
</tr>
<tr>
<td>* full communication between parents and school</td>
</tr>
<tr>
<td>* drop outs have been re-admitted</td>
</tr>
<tr>
<td>* change of attitudes and behaviour</td>
</tr>
<tr>
<td>* their children are receiving quality education</td>
</tr>
<tr>
<td>* they know what is going on at school</td>
</tr>
<tr>
<td>* they encourage children to attend classes daily</td>
</tr>
<tr>
<td>* active participation in school activities</td>
</tr>
<tr>
<td>* good performance from their learners</td>
</tr>
<tr>
<td>* taking part in monitoring both teachers and learners performance</td>
</tr>
<tr>
<td>* checking punctuality in both teachers and learners</td>
</tr>
<tr>
<td>* monitoring lessons in classes</td>
</tr>
<tr>
<td>* evaluating learners' assessment at home</td>
</tr>
<tr>
<td>* cooperation between parents and teachers</td>
</tr>
<tr>
<td>* participating in school activities</td>
</tr>
<tr>
<td>* providing school needs to their children</td>
</tr>
<tr>
<td>* good pass rate for their children</td>
</tr>
<tr>
<td>* encouragement to participate in school affairs</td>
</tr>
<tr>
<td>* they have known their responsibilities</td>
</tr>
<tr>
<td>* their children have improved in performance</td>
</tr>
<tr>
<td>* have learnt the importance of hand washing facilities through their children</td>
</tr>
<tr>
<td>* happy with performance of their children in class</td>
</tr>
<tr>
<td>* they are taking part in school activities</td>
</tr>
<tr>
<td>* parents have known their roles and responsibilities to the school</td>
</tr>
<tr>
<td>* as they are aware of the project they assist in development work easily</td>
</tr>
<tr>
<td>* parents have known how teachers work in classes (they come to check for their learners performance)</td>
</tr>
<tr>
<td>* contributing school development funds</td>
</tr>
<tr>
<td>* sending children to school</td>
</tr>
<tr>
<td>* receiving the learners feed back at the right time</td>
</tr>
<tr>
<td>* encouraged good cooperation</td>
</tr>
<tr>
<td>* participation in development projects</td>
</tr>
<tr>
<td>* parents are able to encourage their learners in learning process as their role</td>
</tr>
<tr>
<td>* receiving information about how well students are doing</td>
</tr>
<tr>
<td>* knowing their roles and responsibilities on their children's education</td>
</tr>
<tr>
<td>* knowing the strengths of the school and its priorities for improvement and help to implement school plans</td>
</tr>
<tr>
<td>* have become more focussed on their roles as key stakeholders in management of the school as well as school development.</td>
</tr>
<tr>
<td>* good relationship with the school</td>
</tr>
<tr>
<td>* they have received better results of their children</td>
</tr>
<tr>
<td>* they have better relationship with teachers of their children</td>
</tr>
<tr>
<td>* active participation to school activities</td>
</tr>
<tr>
<td>* encouraging learners to go to school</td>
</tr>
<tr>
<td>* taking a leading role in child protection</td>
</tr>
<tr>
<td>* they are able to make a follow up of their children</td>
</tr>
<tr>
<td>* they send their children to school in time</td>
</tr>
<tr>
<td>* participate fully in school activities</td>
</tr>
<tr>
<td>* communication through school reports has improved</td>
</tr>
<tr>
<td>* PTA meetings was conducted</td>
</tr>
<tr>
<td>* parents are able to meet teachers on weak areas of their children's performance</td>
</tr>
<tr>
<td>* parents are able to assist their learners on the areas they are weak due to distribution of books to learners</td>
</tr>
<tr>
<td>* they able to participate in school's development by giving out their views</td>
</tr>
</tbody>
</table>
Q. 15. How much will the following groups benefit as a result of your work with school inspectors and advisers (where relevant), in the next 1-3 years?

<table>
<thead>
<tr>
<th>#</th>
<th>Question</th>
<th>A lot</th>
<th>A little</th>
<th>None at all</th>
<th>Don’t know</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Other (please specify)</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>Head Teachers</td>
<td>22</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>5</td>
<td>School Management Committees</td>
<td>21</td>
<td>2</td>
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<td>23</td>
</tr>
<tr>
<td>6</td>
<td>Other Teachers</td>
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<td>0</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>7</td>
<td>Parents</td>
<td>18</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>8</td>
<td>Learners</td>
<td>23</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>9</td>
<td>Other Community Groups or Individuals (please specify)</td>
<td>8</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>12</td>
</tr>
</tbody>
</table>

Other (please specify)

<table>
<thead>
<tr>
<th>Church members</th>
<th>Other Community Groups or Individuals (please specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Vision</td>
<td>PTA</td>
</tr>
<tr>
<td>Party leaders</td>
<td>Religious leaders</td>
</tr>
<tr>
<td>Religious leaders</td>
<td>GVH, VH, small village community leaders</td>
</tr>
<tr>
<td></td>
<td>village heads</td>
</tr>
<tr>
<td></td>
<td>Chiefs</td>
</tr>
<tr>
<td></td>
<td>Mother Group, PTA</td>
</tr>
</tbody>
</table>

Q. 16. What are the top 3 benefits you expect to see in the next 1-3 years within the school?

Text Response

- * increased performance of students at national exams  
- * improved care of school facilities  
- * increased teacher cooperation aiming at scoring highest levels in NES  
- * high pass rate in class  
- * high number of learners selected to national secondary school  
- * the living standards will improve  
- * reduction of drop outs and absenteeism  
- * teachers teaching effectively and efficiently  
- * learners pass rate will be 100%  
- * headteachers will improve their skills  
- * teachers will also improve their skills  
- * learners will be receiving quality education  
- * flourishing of the NES  
- * NES achieved  
- * improved general performance of both teachers and learners  
- * high performance of learners  
- * high enrolment  
- * high pass rate of PSLCE  
- * high pass rate of learners for all stakeholders  
- * high daily attendance for all stakeholders  
- * large enrolment for learners
* full community involvement * reduction in repetition rate * improved infrastructure
* good standard 8 examination results * improved general performance * stakeholders dedicating themselves
* low drop out * high enrolment * high pass rate * high selection
* every teacher will be coming to work fully prepared * development of team working spirit among teachers, headteachers, learners and stakeholders * the gradual move from the current level (2) to a better level (3 or 4)
* pass rate will greatly improve in the school * teachers will greatly improve professionally * there will be high enrolment in the school
* pass rate of learners will have been improved * large involvement since learners from other schools will be coming in order to receive good quality education * cooperation between teachers and the community will be improved hence easy to assist development work
* high performance in learners * deployment of additional teachers by the Ministry of Education * improvement in teaching, learning and assessments
* well equipped teachers (hard working) * high performance for learners * high participation in development projects
* transparency and accountability in financial management in all public schools * teachers with good professional, subject and curriculum knowledge * teaching which meets the needs of all students * good management of buildings and facilities
* pass rate in national examinations will definitely improve * the school will experience improvement as there will be effective use of resources * less breakage of furniture and buildings as discipline will be strongly enforced
* good administration * effective teaching * good relationship between the school and parents * increased participation of learners in lesson thereby improving performance of the school * the school will have well trained and skilled teachers * they will see and achieve the vision of the school * adequate teaching and learning resources * effective school management and administration * effective teaching and learning
* high enrolment * high pass rate * reduction of drop out
* good national examination results * improved sanitation and students and teachers discipline * improved punctuality for both teachers and students * most learners shall be reading and writing well * most teachers shall be able to use learner centred methods, to prepare their work and evaluate effectively

Total Responses 23

Q. 17. Which non-government projects contributed to your ability to support school improvement in the last 2 years?

<table>
<thead>
<tr>
<th>Text Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
<tr>
<td>Unicef (VSO)</td>
</tr>
<tr>
<td>* schools meals programme * take home ration programme</td>
</tr>
<tr>
<td>School Performance Review (SPR)</td>
</tr>
<tr>
<td>Construction of Skyloo toilets.</td>
</tr>
<tr>
<td>* Action Aid * Welt Hunger Hilfe * UNICEF * UJAMA</td>
</tr>
<tr>
<td>* UNICEF * WFP</td>
</tr>
<tr>
<td>* WFP * Theatre for a Change * Ujamaa Pamodzi</td>
</tr>
<tr>
<td>* school feeding program * in-service trainings by World Vision * Theatre for a Change</td>
</tr>
<tr>
<td>* World Vision International * Welt Hunger Hilfe * Link community</td>
</tr>
<tr>
<td>* FLP provided by Link * SEGREM</td>
</tr>
<tr>
<td>Dedza Link Malawi</td>
</tr>
<tr>
<td>Link under the School Performance Review (SPR)</td>
</tr>
</tbody>
</table>
None
* Welt Hunger Hilfe * FISD
UNICEF
UNICEF: * built some toilets for pupils and staff * supported needy girls with fees thereby keeping them in school  
CAMFED: giving bursary to girls (needy) thereby keeping them in school
None
Link Malawi through Ministry of Education Science and Technology
School performance and appraisal meetings by Link community development.
Link UNICEF TFAC
Action Aid Umoja
* Link School Performance Review (SPR) and School Performance Appraisal Meeting (SPAM)  *
SEGREM

Total Responses 23

Q. 18. How much have other non-governmental projects contributed to your ability to support school improvement in the last 2 years?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
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<td>52</td>
</tr>
<tr>
<td>5</td>
<td>A little</td>
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<td>26</td>
</tr>
<tr>
<td>6</td>
<td>None at all</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>7</td>
<td>Don't know</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

Q. 19. In what ways have these other projects contributed to your ability to support school improvement?

Text Response

None
* child protection * hygiene * learners rights and responsibilities
Through provision of meals to learners. This has reduced learners absenteeism.
Link project support objective and activities, and influence the implementation of policies outlined in the National Education Sector Plan (NESP).
None
* forming Girl Guide clubs * forming student council * assisting learners with diverse needs * encourage learners to conserve the environment, eg planting and caring of trees * conducting CPDs, eg on rights of children and planting trees
UNICEF provide our school with the following: * sports equipment * first aid kit  
WFP provide our school with: * Likuni ? for porridge
* provision of food stuffs, eg flour for porridge to help improve attendance * encouragement of girls’ education and empowering them on their rights
* learners neither abscond from class nor absent themselves regularly due to feeding program * teachers acquire new knowledge * some drop outs are now back in school
* constructed school blocks * constructed school kitchen  * constructed special toilet for girl students
By providing more trainings to teachers on Talular production, child rights and protection and sanitation.
N/A
It has assisted us in the processes of writing the SIP.
None
* teachers and community trained how to prepare learners' porridge. * absenteeism of girls reduced due to their new facilities
Sanitation improvement through the provision of 12 toilets at the school.
* improved sanitation for students * improved sanitation for teachers * giving a sense of protection and dignity as students and teachers use well developed toilets * less drop outs among needy students as they are supported financially

None

* provision of support in SIP development * provision of guidance and counselling skills
* provision of library books which encourage learners spirit of reading * provision of exercise books, radios, balls, which encourage attendance of learners
* improving student discipline
* the school inspectors and PEAs have been visiting schools frequently * the knowledge of self support has been instilled in village community * the school ownership has improved

Total Responses 23

Q. 20. Have there been any negative outcomes from your work with school Inspectors and Primary Education Advisers (where relevant) in the last 2 years?

<table>
<thead>
<tr>
<th>#</th>
<th>Answer</th>
<th>Response</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>A lot</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>5</td>
<td>A little</td>
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<td>6</td>
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<td>91%</td>
</tr>
<tr>
<td>7</td>
<td>Don't know</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>23</td>
<td>100%</td>
</tr>
</tbody>
</table>

Q. 21. What are the negative outcomes that you have observed, from your work with school Inspectors and Primary Education Advisers (where relevant) in the last 2 years?

<table>
<thead>
<tr>
<th>Text Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>* lack of timely feedback</td>
</tr>
<tr>
<td>None</td>
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<tr>
<td>None</td>
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<td>None</td>
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<td>None</td>
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<tr>
<td>None</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>Unable to differentiate inspectors work and PEAs work.</td>
</tr>
<tr>
<td>None</td>
</tr>
<tr>
<td>None</td>
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<td>None</td>
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<td>None</td>
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<td>None</td>
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<tr>
<td>None</td>
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</tbody>
</table>

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Q. 22. Do you have any suggestions for improvements in the work of DIAS Inspectors and Primary Educations Advisers?

**Text Response**

Create an atmosphere of friendliness with stakeholder rather than that of fear.

* regular supervision * conducting CPDs regularly

After inspection feedback should be given in time for the improvement of the school.

None

I wish if this should be carried out in all the schools.

* conduct more CPDs

Yes, inspection should be done regularly in all schools in order to have quality education.

None

The officials who visit the school for the first time should make their second follow up visit to notice changes. Intended purposes of follow up visits by inspectors need not to be changed.

* frequent visits in schools

The working plan for inspectors should not be in form of fault finding rather should be more like helping the teacher to improve and identify areas of weakness.

Government to specify PEAs' work and inspectors' work by establishing handbooks for inspectors and handbooks for PEAs.

Government and development partners should assist DIAS with enough funding so that frequent visits to school should be done which, in my view, will help in improving our education standards in Malawi. The project must roll out to all district as well.

* regular visits * appropriate pieces of advice * soliciting other educational partners which can support the school with CPD * provision of instructional materials be made at the right time by the Ministry of Education

* they should plan for more teachers' trainings and other stakeholders * they should provide schools with enough teaching and learning resources * there should be frequent school visits

School inspectors and PEAs should make frequent visits to schools.

School inspection needs to be revived and should never stop, as school improvement in terms of resource mobilisation and management is enhanced.

None

If funds are available the headteachers, teachers and advisers need to be trained well on the NES in the piloting schools.

* there should be a clear understanding of corporal punishment in schools * human rights in schools to be clarified * provision of resources to continue although piloting period is over

We need frequent visits.

Frequent visits to schools would assist to improve efficiency.

I suggest that at the end of the school year the DIS and the PEAs should be calling for all headteachers and teachers meeting to review their findings and hear teachers concerns in teaching profession.
Create a system that is consistent on enforcing the use of NES rather than a make and break.
* if they could be conducting CPDs with teachers regularly would be better.
* extension of training to all teachers on NES
* trained teachers should be used as TOTs when training other schools

The project should be done to all schools in Malawi so that teachers will improve their skills.
* provide T/L resources, eg especially laboratory
* provide more (enough) teachers in schools

Yes, there is development in school improvements activities hence it promotes quality education in the nation.

This is a very good project. There is just a need to intensify participation of all groups. There should be some workshops with community leaders and other local stakeholders to help in implementation.

SIAS pilot project should extend to other schools.

This is a good development and it need to be extended to all districts so that the education standards of Malawi should improve.

National standards should be done in all schools if possible so that education should be promoted in all primary schools in Malawi.

Enough funding should be given to DIAS in order to carry out it duties frequently (regularly). The project should roll out to other districts in Malawi so that all learners should be receiving the same quality education as experienced in the past 2 years.

* regular visits be continued
* relevant pieces of advice be continued
* SIAS pilot project be fully supported in order to achieve all the NES

* the project is very good, it should continue even to other schools
* when inspectors/advisers come they should work with teachers comfortably and not fault finding
* trainings should be the first exercise to all teachers and stakeholders

It has been helpful and instrumental in reshaping educational standards in Malawi - this has to be sustained. Thank you.

The inspectors should visit the schools regularly.

* I feel the schools concerned had better be given enough resources because other schools have necessary resources but they are evaluated the same.
* implementation of NES is a challenge to schools where learning takes place outdoors, so if funds are available please assist with additional classrooms

* they should assist in the provision of resources
* the project should be rolled out to other schools after pilot phase

Addition of more students to be supervised.

I would like to encourage SIAS pilot project to continue visiting, inspecting, advising teachers how they can go about with teaching. There should be all teachers meeting at the beginning and at the end of the school year.