

**EVALUTION REPORT  
ON WORLD SERVANTS NETHERLANDS  
AND CCAP SYNOD OF LIVINGSTONIA  
MFS 1 EDUCATION PROGRAM**

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## EXECUTIVE SUMMARY

This report presents findings of the evaluation of the World Servants Netherlands/CCAP Synod of Livingstonia education program for the period 2005 to 2010. The program involved construction and renovation of primary school infrastructure such as school blocks, teachers' houses, toilets and girls' changing rooms. It also provided desks and tackled other cross-cutting issues such as HIV and AIDS prevention and tree planting around schools. From 2005 to 2007, the program was funded by World Servants only. But since 2007 the programme has been funded by the Netherlands Ministry of Foreign Affairs through the MFS 1 grant facility.

The ICCO alliance's goals emphasize on basic education particularly on increasing access to quality basic education (for the last 10-20% of children having no access at all), reducing high drop-out rates especially for girls and improving the relevance and quality of basic education. The program has been implemented in 15 selected primary schools in Mpasazi Presbytery in Kasungu district with the support and participation of several World Servants teams of Dutch volunteers.

The evaluation had the following two goals:

- a) To analyse how the achieved results of the CCAP Synod of Livingstonia education program have contributed to the overall goals of the ICCO alliance education program.
- b) To identify strong points and challenges related to these goals and to make recommendations for improvement.

The objectives of the evaluation were:

- a) To quantify and analyse the output and outcome of the CCAP Synod of Livingstonia education program (including HIV/AIDS and innovation program) against set objectives and results agreements.
- b) To give recommendations for improvement in the education program.

To attain these goals and objectives, the evaluation team used both quantitative and qualitative data. The quantitative data was gathered and provided by the CCAP Synod of Livingstonia - Education Department. Qualitative data was collected through key informant interviews and focus group discussions. Qualitative data was collected to complement and validate the quantitative data and to bring in a deeper understanding of the project impact.

In collecting the qualitative data, the evaluation team sampled 7 schools out of the 15 that benefited from this program. Selection was based on the period of participation in the program, the nature of assistance rendered and size of the schools. The sampled schools were: Kakwale, Kamilaza, Mkanakhoti, Kauyemba, Chenjewazi, Lusito, and Chamkango. In each sampled school, focus group discussions were held with members of the School Management Committee (SMC), Parents Teachers Association (PTA), traditional leaders, and school staff. In addition, key informant interviews were held with the Education Secretary, CCAP Synod of Livingstonia and all the project staff, and the District Education Manager (DEM) for Kasungu. The key informant interviews and focus group discussions were complemented by review of relevant documents which were also a major source of quantitative data.

The evaluation team used a logical framework model to analyse how the output and outcomes of the program performed against set objectives and result agreements and against the overall goals of the ICCO alliance education program.

In analyzing the performance of the program against the overall goals of the ICCO alliance education program, it was found out that while the program may be doing well in terms of access it is facing some challenges in providing quality basic education. It was difficult to draw conclusions on the changes in drop out rates as data is unreliable for this indicator due to lack of proper definition and calculation of drop-out rate. However, there seems to be a positive trend for girls' participation and reduction in girl drop-out rate. It was equally difficult to determine the relevance of basic education since household economic situation and school feeding program still determine attendance of the learners to schools.

Evaluation of the performance of the organisation against agreed results showed that the school improvement plans (SIPs) have been introduced at most schools with varying degrees of success, and that there has been a lot of progress with the building of teacher's houses, both through self help as well as with the support of World Servants. However, over the plan period only 10 girls changing rooms have been constructed against a target of 15. Further, construction of the girls changing rooms seems to have lost momentum as the issue did not come up prominently during discussions with the local communities. In addition, proper and sufficient furniture such as desks and chairs is still missing to a large extent at most schools.

The evaluation revealed that the financial management of the projects has improved over the years and that the contact between the CCAP program staff and the District Education Manager (DEM) for Kasungu is very good. However, the Monitoring and Evaluation section of the Education Department is overstretched for resources which is reflected in lack of analysis capacity.

Evaluation of cross-cutting issues revealed that a number of Aids Toto clubs have been established though with little evidence on the involvement of the people we interviewed. Some training took place in HIV and AIDS in cooperation with the partners but some essential skills are still missing. It was observed that the tree planting program has gained momentum, however logistical issues, like seedlings arriving at the wrong time, still seem to plague this initiative. The Best School competition is not very apparent as we saw little evidence of its existence.

But in terms of customer satisfaction, we observed that the communities are very appreciative of the program as it has improved their schools making them to be visible and recognized within the district. Communities spoke highly of the World Servants volunteers particularly on their hardworking spirit, good time management, modesty, loving spirit and gender equity at work - practices that the communities are trying to emulate.

The evaluation team identified the following as the major strength of the program: relevance of the program at international, national and local level; good reputation, trust, and well established structures and representation on the ground by the CCAP Synod of Livingstonia; good community participation; and excellent partnership between the World Servants and the CCAP Synod of Livingstonia.

The following were identified as areas requiring further improvement: Linkage between program goals and purpose (objectives), and outputs and activities; staff capacity and internet connectivity at CCAP Synod of Livingstonia; established permanent finance counterpart at World Servants office in Netherlands; training of local leaders; and environmentally sustainable brick making methods.

A number of lessons can be drawn from the program. These include the importance of involving and consulting communities in prioritizing and planning development projects rather than imposing such projects on the communities as it may not capture their needs. Community participation in developing school improvement plans has in part led to the successful implementation of the projects since the activities reflected the people's needs. From the program it can also be concluded that most rural

communities have great potential for growth and development. Such communities just need a small push through the provision of what they lack most as identified in the SIPs. Once empowered, such communities can continue to grow as evidenced by most schools that received their initial support from World Servants and have managed to implement other priority activities with support from other sources.

From the findings of the evaluation, we recommend the following:

- Improve project progress reporting by agreeing structure standards and definitions with everyone involved.
- Build data analysis capacity in the Education Department of the CCAP Synod of Livingstonia.
- Build leadership capability in the local communities to improve program implementation.
- Improve environmental sustainability of the program by investing in brick making machines which do not use firewood and which can be loaned to the local communities when needed.

## 1. INTRODUCTION

World Servants Netherlands, in collaboration with the CCAP Synod of Livingstonia, have been implementing an education program in Malawi since 2005. From 2005 to 2007, the program was funded by World Servants only. But since 2007 the programme has been funded by the Netherlands Ministry of Foreign Affairs through the MFS 1 grant facility.

The ICCO alliance's goals emphasize on basic education particularly on increasing access to quality basic education (for the last 10-20% of children having no access at all), reducing high drop-out rates especially for girls and improving the relevance and quality of basic education. The program focus on providing primary school pupils with conducive environment for teaching and learning both at school and at home (make schools, homes and communities child friendly, gender sensitive, safe and supportive), and advocating for and facilitating the development of school improvement plans. In particular, the program involves construction and renovation of primary school infrastructure such as school blocks, teachers' houses, toilets and girls' changing rooms. It also provides desks and tackles other cross-cutting issues such as HIV and AIDS prevention and tree planting around schools.

A unique feature of the program is that the World Servants sends teams of Dutch volunteers to assist the CCAP Synod of Livingstonia and local communities in construction work and other activities for children, girls and women. Another feature of the program is that at the beginning of each project, a 3-day participatory needs assessment is conducted with each community. This exercise results into the development of a school improvement plan (SIP) which identifies priority activities to be implemented at each school.

The program has so far been implemented in 15 selected primary schools in Mpasazi Presbytery in Kasungu district. This report presents findings of the evaluation of the World Servants Netherlands/CCAP Synod of Livingstonia education program from 2005 to 2010.

## **2. OBJECTIVES AND METHODOLOGY OF THE EVALUATION**

### **2.1 Evaluation scope, goals and objectives**

The scope of the evaluation was mainly guided by the result-agreement document of the program which set results and targets to be achieved by the end of the program. The evaluation had the following two goals:

- a) To analyse how the achieved results of the CCAP Synod of Livingstonia education program have contributed to the overall goals of the ICCO alliance education program.
- b) To identify strong points and challenges related to these goals and to make recommendations for improvement.

The objectives of the evaluation were:

- a) To quantify and analyse the output and outcome of the CCAP Synod of Livingstonia education program (including HIV/AIDS and innovation program) against set objectives and results agreements.
- b) To give recommendations for improvement in the education program.

### **2.2 Methodology**

To capture the required information for the evaluation, both quantitative and qualitative data were gathered. The quantitative data was gathered and provided by the CCAP Livingstonia Synod - Education Department. The team used a consultative process on the basis of key informant interviews and focus group discussions to collect qualitative data. The use of both key informant interviews and focus group discussions ensured that people who were involved in the project were consulted at all levels. Qualitative data was collected to complement and validate the quantitative data and to bring in a deeper understanding of the project impact. The key informant interviews were held with the Education Secretary, CCAP Synod of Livingstonia and all the project staff. In addition the team also interviewed the District Education Manager (DEM) for Kasungu (Annex 1).

The evaluation sample comprised seven schools out of the 15 that benefited from this program. The choice of the schools was based on a number of factors such as the period of participation in the program, the nature of assistance rendered and size of the school. The names of the sampled schools (and the year that they were initially supported) are: Kakwale (2010), Kamilaza (2008), Mkanakhoti (2007), Kauyemba (2005 and self-help 2007), Chenjewazi (2008 self help), Lusito (2006 and self help 2010), and Chamkango (2006). In each sampled school, focus group discussions were held with members of the School Management Committee (SMC), Parents Teachers Association (PTA), traditional leaders, and school staff. The highest number of participants (24) was registered at Mkanakhoti primary school while Lusito and Chamkango primary schools registered the lowest number (8) of participants (Annex 1). Poor turn-up for the focus group discussion was attributed to heavy rains, funerals and to the fact that the visits were made at a time when most people were busy working in their gardens. Annex 2 presents the checklist that was used during focus group discussions. In addition to the focus group discussions, the team also toured around each school to collate and verify what was documented and discussed regarding the status of school.

The key informant interviews and focus group discussions were complemented by review of relevant documents such as: the Malawi Basic Education Support program; Result Agreement CCAP Synod of Livingstonia ED and WSN; MFS 1 Program report related to the results agreement; MFS 1 Project monitoring, follow-up and evaluation reports 2005-2010; CCAP Synod of Livingstonia Education program - HIV/AIDS and Innovation project proposal; Kasungu District Education Plan 2010/11 - 2012/13; the

National Education Sector Plan 2008 - 2017; and the Education Management Information System - 2009. The review of these documents provided a general understanding of the education sector in Malawi and further provided a clear understanding of the program design, approach, strategy, objectives, and intended outcomes and outputs in relation to national and international education goals. It was also a major source of quantitative data.

The evaluation team used the logical framework matrix to analyse how the output and outcomes of the program performed against set objectives and results agreements and the overall goals of the ICCO alliance education program. The results of the analysis are presented as findings.



### **3. FINDINGS OF THE EVALUATION**

The findings of the evaluation are presented based on the performance of the program against ICCO goals, performance of organisation compared to agreements, organisation, management and resource utilization, performance of the program on cross cutting issues and on customer satisfaction.

#### **3.1 Performance against the overall goals of the ICCO alliance education program**

The performance of the program is initially evaluated against the three goals of the ICCO alliance education program (Annex 3).

Goal 1. Access to quality basic education for the last 10-20% of children having no access at all

Finding 1: It is difficult to establish enough quality data to assess the attainment of this goal. In particular it was difficult to establish the percentage of children that have no access to education in the project area. In discussions with the District Education Manager for Kasungu, we were referred to a national statistic where it appeared only 1% did not have access. We all agreed this was probably not right. In another set of numbers, it appeared there were more pupils in schools than eligible children due to inaccurate data on enrolment age. We suspect the program could possibly be providing access to basic education for the last 5-10% of children having no access at all which is below the ICCO target of 10-20%.

Finding 2: As far as quality is concerned we found in all schools visited that the ratio of learners to classroom is far above the national target of 45 learners per class. However, a number of schools have these high numbers in the first three grades only. From the fourth grade, the number of learners is much lower. The figures are particularly high in four schools (Lusito, Chamkango, Kasasanya and Katundu). These schools often work in shifts (morning and afternoon) because of limited number of classrooms. With the shift system, all schools except Mkanakhoti have classroom sizes that are below the national average of 116 learners per class.

The same is true for the ratio of pupils to teacher. Only four schools (Kauyemba, Emphudwini, Chitunda and Matipa) have a pupil to teacher ratio that is lower than the national target of 60:1. However nine schools had a pupil to teacher ratio that is lower than the national average of 81:1 (Annex 3). Learning materials were also lacking in all schools visited. Thus, while the program may be doing well in terms of access it is facing some challenges in providing quality basic education.

Goal 2. Reduction of high drop-out, especially of girls

Finding 3: It is difficult to draw conclusions on this goal as data is unreliable due to lack of proper definition and calculation of drop-out rate. The Government monitors dropout rate by calculating the rates in Standards 1 and 5. The program on the other hand calculates one rate for the whole school. However there seems to be a positive trend for girls participation and reduction in girl drop-out rate (Annex 3).

Goal 3. Improvement of relevance and quality of basic education, including technical and vocational education training (TVET)

Finding 4: Most of the people interviewed acknowledged the importance of education and all schools had an attendance rate which was equal to or greater than the project target of 80%. However, household economic situation still determine attendance of the learners to schools. Furthermore there

is a relatively high seasonal influence on the reported attendance numbers. Generally, school attendance increases because of the school feeding program supported by the World Food Program and falls due to migration of tobacco tenants.

Finding 5: We have not looked at the TVET aspects of the program as World Servants is not supporting TVET in this part of the program.

### **3.2 Performance of organisation compared to the agreements**

We also evaluated the performance of the program in relation to agreed results and targets (Annex 4).

Finding 6: School improvement plans (SIPs) have been introduced at most schools with varying degrees of success. It seems that the successful implementation of the plans is highly dependant on the quality and commitment of leadership at the local level.

Finding 7: There has been a lot of progress with the building of teacher houses, both through self help as well as with the support of World Servants and the government. Some schools are still lacking adequate teachers houses and at one school (Lusito primary school) a head teachers house was built at the price of MK 2.5 million (approximately €12.500) with the help of the government, while toilets (provided by World Servants) were inadequate and in a very poor state with only 5 for 1.165 pupils.

Finding 8: Over the plan period 10 girls changing rooms have been constructed against a target of 15. Initial school projects did not include girls changing rooms in their plans. Further construction of the girls changing rooms seems to have lost momentum as the issue did not come up prominently in our discussion with the local communities.

Finding 9: Proper and sufficient furniture such as desks and chairs is still missing to a large extent at most schools.

### **3.3 Organisation, management and resource utilization**

Finding 10: The Monitoring and Evaluation section of the Education Department is overstretched for resources which is reflected in the lack of analysing capacity. A lot of information is gathered but numbers and data seem to be collected without a challenge and without a proper definition of the data collected.

Finding 11: The contact between the CCAP program staff and the District Education Manager (DEM) for Kasungu is very good, but the DEM would like to receive copies of program reports for information sharing.

Finding 12: It appears the financial management of the projects has improved over the years.

### **3.4 Performance on cross cutting issues**

Finding 13: A number of Aids Toto clubs have been established. However, we have found little evidence on the involvement of the people we interviewed in the clubs.

Finding 14: Some training took place in HIV and AIDS in cooperation with the partners but some essential skills are still missing.

Finding 15: The tree planting program seems to have gained momentum, however logistical issues, like seedlings arriving at the wrong time, still seem to plague this initiative.

Finding 16: The Best School competition is not very apparent and we have seen little evidence of it.

Finding 17: We noticed the emphasis of the program was shifted to a different presbytery, from Mpasazi to Luwelezi, in the course of last year. We have not found evidence of the involvement of the set-up team in this decision nor any analysis to support this decision.

### **3.5 Customer satisfaction**

Finding 18: Communities are very appreciative of the program as it has improved their schools making them to be recognized within the district.

Finding 19: Communities spoke highly of the World Servants volunteers particularly on their hardworking spirit, good time management, modesty, loving spirit and gender equity at work - practices that the communities are trying to emulate.

Finding 20: The apparent priority order at the local community is : 1) more teachers houses, 2) more classrooms, 3) more toilets and 4) more girls changing rooms.

## **4. MAJOR STRENGTH AND AREAS FOR IMPROVEMENT**

### **4.1 Program strength**

We identified the following as the major strength of the program:

*Relevance.* Improving access to quality basic education remains a priority at international, national and local level. The program therefore received great support from government and the local communities as it was relevant. The program's participatory approach in developing school improvement plans also made it relevant to the communities.

*Implementing agency.* The CCAP Synod of Livingstonia has good structures and representation on the ground. Furthermore, the Church has the trust of both government and communities in implementing development projects. The Education Department has a good reputation in the presbytery. This strengthened the implementation of the program.

*Community participation.* Overall, community participation in this program has been good. This has made the communities to own the projects. This is an important factor for sustainability of the projects.

*Partnership with World Servants Netherlands (WSN).* In addition to the provision of financial assistance, WSN also sends a set-up team to help in selection of sites and a team of Dutch volunteers to help in the construction of the different school infrastructures and other program activities. These visits are highly valued as they help in building local capacity, exchanging views and experiences and sharing best practices.

### **4.2 Areas for improvement**

The following were identified as areas requiring further improvement:

*Linkage between program goals, purpose (objectives) and outputs.* There is no clear link between the program goals (ICCO goals) and the program objectives, outputs and activities. The use of logical framework analysis can improve program planning, implementation, monitoring and evaluation.

*Monitoring, reporting and data analysis.* Monitoring reports lacks consistency in structure and data. Furthermore, there is no interrogation and analysis of the data. Thus, the data is not used for making recommendations or decisions. Improve definitions and calculation of measurable indicators. Also build capacity in data analysis and reporting.

*Communication.* At times there were delays in submitting reports due to a number of factors such as overstretched staff (Department of Education) and poor internet connection at the CCSP Synod of Livingstonia . Lack of a permanent counterpart at WSN also led to poor communication between finance departments. Increasing staff, improving internet connectivity and establishing a permanent counterpart at WSN could improve implementation of future programs.

*HIV and AIDS awareness and prevention.* The program started a number of activities on HIV and AIDS aimed at increasing awareness and prevention among teachers and pupils and reducing the incidence of HIV/AIDS in the communities. These issues have not yet sunk into the communities. More training may therefore be required.

*Sustainability.* The devastating impact of brick making on existing trees should seriously be considered. The communities use burnt bricks for their infrastructure development. These bricks are burnt using firewood which takes in a lot of trees leading to degradation of forests and loss of trees in the program area. To improve the environmental sustainability of the program consider introducing other brick making alternatives that do not use firewood.

## 5. LESSONS LEARNED AND RECOMMENDATION

### 5.1 Lessons learned

The following key lessons can be drawn from the program:

*Community participation.* Involve and consult communities in prioritizing and planning development projects rather than imposing such projects on the communities as it may not capture their needs. Community participation in developing School Improvement Plans has in part led to the successful implementation of the projects since the activities reflected the people's needs. A case in point where an activity was imposed on a community is at Lusito school where a fancy K2.5 million (€12.500) head-teachers' house has been constructed despite the fact that it is not the schools' priority as the school lacks toilets.

*Potential for growth.* Most rural communities have great potential for growth and development. Such communities just need a small push through the provision of what they lack most as identified in the SIPs. Once empowered, such communities can continue to grow. Most schools that received their initial support from World Servants have transformed from humble beginnings (such as grass-thatched classrooms) to recognized status and have great plans for future development. They have managed to implement other priority activities with support from other sources.

### 5.2 Recommendations

We recommend the following:

- Improve reporting by agreeing structure standards and definitions with everyone involved.
- Build data analysis capacity in the Education Department of the CCAP Synod of Livingstonia.
- Build leadership capability in the local communities to improve program implementation.
- Improve environmental sustainability of the program by investing in brick making machines which do not use firewood and which can be loaned to the local communities when needed.

## ANNEXES

### Annex 1: People Involved in Interviews and Focus Group Discussions

Table 1. Names of people interviewed

Name	Title	Institution
Rev. Maxwell Banda	Education Secretary	Education Department, CCAP Livingstonia Synod
Vincent Sichinga	Project Coordinator	Education Department, CCAP Livingstonia Synod
Rose Ng'ambi	Monitoring and Evaluation Officer	Education Department, CCAP Livingstonia Synod
Richard Luhanga	Monitoring and Evaluation Officer	Education Department, CCAP Livingstonia Synod
Mussa Nyirenda	Accounts Assistant	Education Department, CCAP Livingstonia Synod
Christopher Kumikundi	District Education Manager	Kasungu District Education Office

Table 2. Participants in focus group discussions

School	Number of People Interviewed				
	School Management Committee	Parents Teachers Association	Traditional Leaders	School Staff	Total
Kakwale	3	3	6	1	13
Kamilaza	3	1	4	3	11
Mkanakhoti	2	0	20	2	24
Kauyemba	1	3	2	4	10
Chenjewazi	3	3	3	2	11
Lusito	1	0	5	2	8
Chamkango	3	0	1	4	8

## **Annex 2. Evaluation Tool for MFS 1 Education and Health Program: WSN (in ICCO-alliance)**

Questions for members of Parents Teachers Association (PTA), School Management Committee (SMC), Traditional Leaders (VH GVH) School Staff and Learners.

### **Introduction**

State the purpose of the evaluation, process of evaluation, how evaluation can help the program. Opportunity to hear and learn from stakeholders on what has worked and what has not worked.

1. How were/are you supported by the project?
2. Describe the state of the following structures:
  - Classroom block
  - Teachers' houses
  - Toilets
  - Girls changing room
3. Describe the state and purpose of the following:
  - HIV/AIDS Toto Club
  - Tree Planting
  - Other (specify e.g. desks, teaching and learning materials etc)
4. What is your role in the project:
  - PTA
  - SMC
  - Traditional leaders
  - School staff
  - Learners
5. What changes have been brought by this project in the following areas:
  - Students, enrollment
  - Drop-out rates (especially of girls)
  - Quality of education (selection to secondary schools)
  - Relevance of education
  - HIV/AIDS prevention
  - Natural resource management
  - Capacity of PTA and SMC to improve access, relevance and quality education
  - Lobby and advocacy to influence government policy and resource allocation
6. What has been the contribution of:
  - The World Servants team of CCAP
  - The World Servants volunteers.
7. What went well during the implementation of the program?
8. What did not work (problems encountered)?
9. What key lessons have we learnt in this program?

10. What sustainability strategies have been put in place (is there a plan)?



Annex 3. Evaluation Indicators for Some ICCO Goals (2010)

School	Access Indicator(s)	Equity Indicators		Quality Indicators			Relevance	
	Percentage change in enrolment (2005-2010)	Gender percentage (boys/girls)	Boy/Girl finishing school	Pupil /Teacher ratio	Examination pass rate (%)	Selection to secondary school (%)	Attendance rate (%)	Drop-out rate (%)
Kauyemba	79	46/54	16/19	49:1	49	8.5	83	-
Lusito	4	48/52	31/29	118:1	63	25	94	3
Mkanankhoti	127	50/50	31/37	94:1	25	4.4	80	-
Chamkango	25	50/50	53/32	114:1	59	25	88	0.01
Katundu	39	47/53	12/28	95:1	53	25	93	3.5
Kavipini	-14	48/52	23/21	102:1	-	-	96	-
Kamilaza	57	51/49	16/27	83:1	61	12	86	3
Kasasanya	-12	43/57	41/39	68:1	84	63	94	-
Chenjewazi	27	51/49	18/15	75:1	76	33	88	3.3
Emphudwini	34	51/49	19/16	60:1	-	20	84	-
Kanyata	30	47/53	27/32	70:1	-	8.5	87	1.3
Chitunda	68	52/48	22/24	37:1	83	41	96	1.5
Mafumphizi	13	56/44	28/35	64:1	48	13	95	0.01
Matipa	33	47/53	37/23	58:1	62	-	99	-
Kakwale	-5	49/51	25/33	75:1	-	29	97	-
<b>National/Project Target (Average)</b>	<b>15 (Project Target)</b>	<b>50/50</b>		<b>60:1</b>	<b>75</b>		<b>80 (Project Target)</b>	<b>5</b>

**Annex 4. Evaluation of Results to Agreement**

<b>Objectives:</b> Provide primary school pupils with conducive environment for teaching and learning both at school and at home and advocate for and facilitate the development of school improvement plans (BESP objectives 1 and 4).					
<b>Reference with MP Alliance</b>	<b>Expected Result</b>	<b>Activities</b>	<b>Indicator</b>	<b>Achievement</b>	<b>Remarks</b>
3A-DAB-1.1	CCAP Synod of Livingstonia Education Department has designed and implemented a cost-effective program aimed at sustainable solutions for access to relevant good quality basic education	Develop School Improvement Plans (SIP)	Number of SIPs developed	15 SIPs produced one in each school	Target attained. However successful implementation of the plans is highly dependent on the quality and commitment of leadership at local level
3A-DAB-1.2	Access to good quality and relevant basic education for children in special girls from 4 - 12 years improved in at least 15 communities of the Kasungu District	Construction and renovation of classrooms, teachers' houses, latrines and girls' changing rooms	Number of classrooms, teachers houses, latrines and girls' changing rooms constructed and renovated	<ul style="list-style-type: none"> <li>- 30 classrooms constructed/renovated against a target of 30 classrooms</li> <li>- 37 teachers houses constructed/renovated against a target of 30</li> <li>- 26 latrines built against a target of 30</li> <li>- 10 girls changing rooms built against a target of 15</li> </ul>	<ul style="list-style-type: none"> <li>- Target on classrooms attained</li> <li>- Target on teachers houses surpassed</li> <li>- Target on latrines and girls changing rooms not attained</li> </ul>
		Tree planting around school premises and	- Number of schools participating in tree planting	- 13 schools participated in tree planting against a target of 15	- Schools participating in tree planting is below target and the

		conducting “Best school competition”	<ul style="list-style-type: none"> <li>- Number of trees</li> <li>- Number of schools participating in Best School competition</li> </ul>	<ul style="list-style-type: none"> <li>- 13000 trees planted against unknown target</li> <li>- 31 schools participating in Best School competition” against a target of 31 (15 program schools and 16 public schools)</li> </ul>	<ul style="list-style-type: none"> <li>target number of trees to be planted is not known.</li> <li>- Target on Best School competition attained, but its impact was not apparent during visits</li> </ul>
3A-DAB-1.3	Education performance indicators show improvement in 15 communities in access, equity, relevance and quality of education especially girls	Monitoring of the 15 schools and collecting of data to measure improvement made	<ul style="list-style-type: none"> <li>- Access: Increase in enrolment</li> <li>- Equity: Gender percentage</li> <li>- Quality: Pupil-teacher ratio, pass rate examination, Selection to secondary school</li> <li>- Relevance: Attendance rate, Drop-out rate</li> </ul>	Summarized under Evaluation of ICCO goals (Annex 1)	
3A-DAB-3.7	CCAP has designed a cost-effective program to reduce the incidence of HIV/AIDS in 15 communities	Implementation of an HIV/AIDS program in cooperation with LISAP	Number of joint meetings	2 joint trainings organized with LISAP against unknown target	Targeted number of joint meetings not known
		Organize school based trainings	<ul style="list-style-type: none"> <li>- Number of school based trainings</li> <li>- Number of facilitators trained</li> </ul>	<ul style="list-style-type: none"> <li>- 8 meetings (schools) organized against a target of 15</li> <li>- 24 facilitators trained against unknown target</li> </ul>	According to the project monitoring reports (2005 -2010), only 8 teachers (2 from each school), 39 boys and 40 girls were trained in 4 schools: Kauyenda, Lusito, Mkanakhoti, and Chimkango
3A-DAB-3.8	Pupils and teachers	Establish “Aids	- Number of Aids	- 13 Aids Toto clubs have	The project monitoring

	<p>of 15 schools have increased their awareness on HIV/AIDS. Teachers and pupils speak more freely about HIV/AIDS and sex related issues.</p> <p>Pupils discuss more freely dangers of premarital sex and immoral behavior</p>	<p>Toto” (no to Aids) clubs</p>	<p>Toto clubs</p> <ul style="list-style-type: none"> <li>- Number of members</li> </ul>	<p>been established against a target of 15</p> <ul style="list-style-type: none"> <li>- Total number of members of all clubs not known against a target of 375 (25 members per school).</li> </ul>	<p>reports (2005 2010) show only 9 schools. The following 6 schools do not seem to have these clubs: Katundu, Kavipini, Kasasanya, Emphudwini, Matipa and Kakwale.</p>
		<p>Train teachers on how to include lessons on the spread of HIV, sex and hygiene</p>	<p>Number of teachers trained</p>	<p>16 teachers trained from unmentioned schools against unknown target</p>	
		<p>Training of school based facilitators</p>	<p>Number of facilitators (patrons/matrons) trained</p>	<p>No numbers and targets given</p>	<p>From the monitoring reports (2005-2010) 8 teachers (2 from four schools) were trained. The target could have been 30 (2 from each of the 15 schools).</p>
3A-DAB-3.9	<p>Pupils and teachers on 15 schools have more knowledge on how to protect themselves against aids</p>	<ul style="list-style-type: none"> <li>- Outreach activities such as debate competition of the Aids Toto clubs</li> <li>- Training activity with Aids Toto club patrons/matrons</li> </ul>	<ul style="list-style-type: none"> <li>- Number of active Aids Toto clubs</li> <li>- Number of training activity with Aids Toto clubs patrons/matrons</li> </ul>	<ul style="list-style-type: none"> <li>- 12 schools clubs active against a target of 15</li> <li>- Number of training activity with Aids Toto clubs patrons/matrons not known against a target of 5</li> </ul>	<p>Measuring this result would be qualitative and subjective</p>
2-MO	<p>CCAP assists 15 communities to build their capacity in networking and lobby.</p>	<ul style="list-style-type: none"> <li>- Produce and use 15 SIPs monitoring tools</li> <li>- Train SMCs, PTAs, and other</li> </ul>	<ul style="list-style-type: none"> <li>- Number of SIPs monitoring tools developed and used</li> <li>- Number of</li> </ul>	<ul style="list-style-type: none"> <li>- 7 monitoring tools developed against a target of 15</li> <li>- All 15 communities trained</li> </ul>	<p>A number of communities are able to attract extra support from other organizations.</p>

		community leaders on networking, advocacy and lobbying	trainings organized		However, there is a continuity problem due to the short tenure of membership in SMC and PTA. In a numbers of cases we found new members who were not trained.
	Capacity of CCAP Education Department and other partners has been strengthened	<ul style="list-style-type: none"> <li>- Staff of CCAP attend training/ workshops</li> <li>- Organize workshops and conferences with (local) and Alliance partners</li> <li>- Assist CCAP of Zambia Education Department with their education program</li> </ul>	<ul style="list-style-type: none"> <li>- Number of staff trained/attend workshops</li> <li>- Number of workshops organized</li> <li>- Number of interactive and familiarization visits</li> </ul>	<ul style="list-style-type: none"> <li>- 3 staff members trained against unknown target</li> <li>- 10 meetings held so far against unknown target</li> <li>- 2 project coordinators from Lundazi and Chipata Zambia visited CCAP SoL Malawi twice and once respectively</li> </ul>	Areas of staff training not clear. There seem to be lack of capacity to analyze data in the Department.
2-BB	CCAP has lobbied at the District Education Department for local solutions to contribute to the EFA goals	<ul style="list-style-type: none"> <li>- Regular meetings with DA and DEM</li> <li>- Initiating meeting at district level with DED and other NGOs</li> </ul>	<ul style="list-style-type: none"> <li>- Number of meetings with DA and DEM</li> <li>- Number of meetings with DED and NGOs</li> </ul>	<ul style="list-style-type: none"> <li>- 4 meetings with DEM have taken place</li> <li>- Attended 5 District Executive committee meetings</li> <li>- Over 10 meetings with PEA's in the impact areas have been done</li> </ul>	Contact with DEM Kasungu is very good, but the DEM would like to receive program reports for information sharing.

## Annex 5. Itinerary

6/7-2-11 Trip to Malawi (World Servants evaluators: Arie de Boer and W. Zuijderduijn) went well and arrived safely on time in Lilongwe where they were met by CCAP staff. The team said goodbye to the set up team for Zambia and travelled by car to Mzuzu.

8-2-11 A meeting was held at the CCAP offices. During the meeting the World Servants evaluators were introduced to Rev. Maxwell Banda and his staff as well as to the organisation. The evaluators also met the local consultant, Dr Victor Kasulo. A program for the evaluation exercise was agreed.

9-2-11 In the morning the evaluation team interviewed staff of the Education Department and in the afternoon the team interviewed Rev. Banda. In the evening the team enjoyed the hospitality of the Banda family with a nice home cooked meal.

10-2-11 Early in the morning the evaluation team together with the program coordinator left for the field visits. First to visit was Kakwale school where the team interviewed 13 people and in the afternoon the team interviewed 11 people at Kamilaza school. At the end of the day the team arrived in Kasungu where they stayed for the night.

11-2-11 Early in the morning the team met with the District Education Manager (DEM), Mr Christopher Kumikundi. Afterwards the team visited 3 schools; first was Mkanakhoti where the team interviewed 24 people, second was Kauyemba where the team interviewed 10 people and lastly Chenjewazi where they team met 11 people. Again the team spent the night in Kasungu.

12-2-11 The team left early in the morning to visit 2 schools; first was Lusito where the team interviewed 8 people, second was Chamkamgo where the team also met 8 people. Just after lunch they team met again with the DEM to collect some data which he had promised. Later that afternoon they team travelled to Lilongwe where they stay for the night.

13-2-11 This day was used to start writing the report. In the afternoon the team met with the set-up team from World Servants to get more background information.

14-2-11 The day everybody left for home.