



USAID
FROM THE AMERICAN PEOPLE

MALAWI

MALAWI TEACHER PROFESSIONAL DEVELOPMENT SUPPORT PROGRAM

Operation and Guidance Plan for Continuous Professional Development: MTPDS's Approach to School Leadership and Standards 1-4 Teacher CPD

January 2012

Contract No.: EDH-I-00-05-00026-00

Task Order No: EDH-I-03-05-00026-00

This report was prepared for review by United States Agency for International Development. It was submitted to the COTR, Malawi Teacher Professional Development Support Program by Creative Associates International, Inc., RTI International, and Seward Inc.

Disclaimer

This document is made possible with support from the American People through the United States Agency for International Development (USAID). The contents of this report are the sole responsibility of the authors and do not necessarily reflect the views of USAID or the United States Government.

Table of Contents

ACKNOWLEDGEMENTS	3
ABBREVIATIONS AND ACRONYMS	3
INTRODUCTION	4
WHAT IS CPD?	4
WHY OFFER CPD TO MALAWI’S EDUCATORS AND WHY SHOULD THEY PARTICIPATE?	6
WHAT CHARACTERISTICS OF CPD WILL PROVIDE THE HIGHEST QUALITY TRAINING AND BEST RESULTS?	6
WHAT TRAINING IS THE MTPDS PROGRAM CONDUCTING AS PART OF ITS CPD INITIATIVE?.....	9
WHAT ARE THE TASKS IN THE MTPDS PROGRAM’S APPROACH TO IMPLEMENTING CPD?.....	10
HOW WILL THE MTPDS PROGRAM CPD INITIATIVE BECOME A MOEST PROGRAM?	17
HOW CAN MOEST BEST MOVE FORWARD WITH CPD?	19
REFERENCES	27
APPENDIX B1: MTPDS PROGRAM – CPD CLUSTER TRAINING FORM.....	29
APPENDIX B2: MTPDS PROGRAM – CPD ZONAL TRAINING FORM.....	29
APPENDIX B3: MTPDS PROGRAM – CPD PARTNERS ACTIVITY FORM.....	31
APPENDIX C: MTPDS PROGRAM – MONITORING FORM FOR CPD TRAINING	32
APPENDIX D: MTPDS PROGRAM – SCHEDULE OF TRAINING (FROM JANUARY 2012)	36

Acknowledgements

The plan detailed in this document was developed in collaboration with Ministry of Education, Science and Technology and its departments: DTED, DIAS, MIE, Domasi College of Education, Lilongwe Teachers' College, Mzuzu University and Chancellor College, Malawi. Among development partners, we received input from CIDA, DFID and GIZ .

Abbreviations and Acronyms

ACCO	Assistant Center Coordinator
CPD	Continuous Professional Development
CIDA	Canadian International Development Agency
DEM	District Education Manager
DFID	Department for International Development
DIAS	Department of Inspectorate and Advisory Services
DTED	Department for Teacher Education and Development
DTTC	Divisional Teacher Training Coordinators
EGRA	Early Grade Reading Assessment
EGMA	Early Grade Mathematics Assessment
EMAS	Education Methods Advisory Services (now DIAS)
GIZ	Gesellschaft für Internationale Zusammenarbeit (Society for International Cooperation)
IRI	Interactive Radio Instruction
MTPDS	Malawi Teacher Professional Development Support
MIE	Malawi Institute of Education
MoEST	Ministry of Education, Science and Technology
MTTA	Malawi Teacher Training Activity
NPC	New Primary Curriculum
NSTED	National Strategy for Teacher Education and Development
OBE	Outcomes-Based Education
PCAR	Primary Curriculum Assessment Reform
PEA	Primary Education Adviser
PSSP	Primary School Support Project
SOW	Statement of Work
TDC	Teacher Development Center
TOF	Training of Facilitators
TTC	Teacher Training College

Introduction

The Operational and Guidance Plan, developed under the USAID funded Malawi Teacher Professional Development Support (MTPDS) program, is designed to provide a model for the provision of Continuous Professional Development (CPD) in Malawi. MTPDS is a three-year program (2010-2013), implemented by Creative Associates International, RTI International and Seward Inc., that is providing technical assistance to the Ministry of Education, Science and Technology (MoEST) in implementing teacher education support and systems management as well as supporting the ongoing Primary Curriculum and Assessment Reform (PCAR). MTPDS is supporting MoEST in strengthening teacher support, policy and management systems, as well as the provision of Continuous Professional Development (CPD). Targeting teacher trainers, teachers, school administrators and children nationwide, MTPDS links with and complements key MoEST and Government of Malawi (GoM) priority initiatives and plans in teacher education and professional development.

Based on the experience of MTPDS in the delivery of CPD at the national level in Malawi, the Operational and Guidance Plan (OGP) describes the current model for CPD as used by MTPDS and provides detailed guidance on its implementation. The OGP was initially developed in collaboration with the Malawi Ministry of Education, Science and Technology, the Malawi Institute of Education and the Malawi Teacher Professional Development Support (MTPDS) program during 2010. The result of these early meetings was a plan of operations for Continuous Professional Development (CPD) that laid the foundation for the MTPDS CPD program.

To ensure the development of a sustainable model that can be implemented by MoEST with the resources currently available within Malawi, MTPDS has tried several different approaches for the implementation of CPD. As with many other plans, these changing circumstances have necessitated adaptation of the OGP. This document provides a review of the current CPD model in place and details the systems in place for its implementation as well as provides guidance on how MoEST could undertake similar initiatives in the future. Future MoEST projects can take this plan in consideration and adapt it to changing circumstances and needs.

What is CPD?

One of the components of the Malawi Teacher Professional Development Support Program is Continuous Professional Development. CPD is an approach used by teachers, school leaders, and education professionals to ensure that throughout their careers as educators, they are participating in activities through which they gain knowledge and skills needed to improve their job performance. In Malawi, CPD is used by the Ministry of Education, Science, and Technology (MoEST) to provide professional and education support to in-service teachers and school leaders.

Two types of CPD are commonly used with educators: (i) school based CPD and (ii) nationally implemented CPD.

- i. School-based CPD generally addresses needs that are identified at the school/classroom level. For example, school personnel might develop training to help teachers become better at using cooperative groups for teaching and learning.

School-based CPD activities have varying degrees of complexity and formality. The specific approach used at a school will be determined by the head teacher, school-based CPD mentor, and teachers. They may receive support from Primary Education Advisors (PEAs) and CPD mentors at the zone level.

Details of the implementation of school-based CPD are provided in the Malawi Institute of Education (MIE) publication, *Continuous professional development of teachers: Technical Manual for the Organisation of CPD* (2008). School-based CPD is further supported by the Leadership Module 1: *Managing CPD in Your School*, provided to school leaders by the Malawi Teacher Professional Development Support project in December 2010.

- ii. When there is a widespread common need for professional development on a particular issue, a nationally implemented CPD activity will be more effective in reaching all teachers or school leaders. This form of CPD, for example, would be used when a new national curriculum is being deployed or new instructional approaches are being implemented in all schools.

When implemented nationally, CPD requires explicitly defined implementation procedures for:

- identification of areas in need of professional growth;
- writing of training and support materials to address the needs;
- production of necessary training and support materials;
- development of a training force;
- scheduling of training sessions;
- dissemination of training resources;
- distribution of funds to support training activities;
- implementation and support of the training activities;
- documenting participation in training;
- monitoring of the training activities to ensure fidelity;
- supporting the transfer of training to the classroom or school;
- measuring and documenting changes in the classroom that result from the training; and,
- acknowledging participation through recognition and reward programs.

The MTPDS program uses a national approach to the provision of CPD. More information on how MPTDS accomplishes each of these activities is provided below. This information, with slight modifications, would be useful to MoEST in the transition of MTPDS's CPD initiative to an internally administered program.

Why offer CPD to Malawi's educators and why should they participate?

There are several reasons why CPD programs are commonly offered to educators and why educators are eager to attend. These reasons are as relevant in Malawi as they are in other countries.

First, effective CPD training activities will improve the capabilities of teachers and school leaders. As circumstances change in Malawi's schools (e.g., new curricula, the introduction of new teaching methods, changes in reporting requirements, access to instructional technologies) educators across the country need to be informed of the changes, trained on how these changes will alter their roles, and given the resources needed to make changes in their schools and classrooms.

Second, CPD can also be used to address areas where the performance of learners is not at the level required. For example, if Early Grade Reading Assessment (EGRA) results show that students are not demonstrating appropriate levels of knowledge or proficiency with specific reading skills, CPD can be structured to draw educators' attention to the issue, provide guidance to teachers on areas in need of improvement, and model the teaching approaches that have been shown to be most effective in improving students' learning. Teachers' applications of new knowledge and skills in their classrooms can improve learners' capabilities and performances in future assessments.

Third, CPD is also one method of promoting professionalism. MoEST, by bringing educators together for training, is making the statement that these individuals are an important part of the education system of Malawi. This action communicates to educators that their roles and the skills with which they perform their duties are important.

Finally, bringing educators together for CPD puts them in a situation where they self-evaluate their teaching by comparing their knowledge, skills, and experience with that of their peers. Through the forum available in CPD session, teachers are given opportunities to exchange ideas with their colleagues and thereby gauge their own knowledge and practices. Through this process they identify areas for improvement and colleagues who may be helpful mentors.

What characteristics of CPD will provide the highest quality training and best results?

For CPD to be rated as highly useful to participants, it must provide them with knowledge and skills that they can use on the job to improve performance. Unfortunately, getting someone to learn and appropriately use specific skills and knowledge is a complex process. Effective learning rarely results from telling someone something. Nor does it take place as an isolated event. Rather, learning usually combines many pieces of pre-existing knowledge with information gathered through multiple modes and experiences to create new understanding and skills.

To further complicate the creation of quality CPD, it is important to realize that retention of new information is not automatic. For information to be retained, quickly retrievable, and easily applied, learners must go through a series of practice and feedback activities and have the opportunity to use the new knowledge or to apply the new skill in an authentic situation. Only after this series of refining experiences, will the learned information become available to and useable by the learner.

There are a number of steps that can be taken to create CPD that will enhance the learning, retention, retrieval, and application processes. The following characteristics are important in the design of an optimally effective CPD process.

- **CPD topics** must be relevant to the participants. This means participants must have some basic understanding of the content, recognize its relationship to their jobs, and acknowledge that they may be able to improve their work performances by increasing their knowledge or skills related to the topic.
- **Motivation** is a key aspect of any training effort. CPD participants must be eager to attend, participate, and benefit from the experience. They must want to be better at their jobs. Once relevant topics are identified, CPD participants need to be made aware of the topics, relationship of the topics to their jobs, the training schedule, expectations being placed on them as participants, and professional benefits they can expect to derive from their participation.
- **Scheduling** of CPD must provide the opportunity for participants to learn, practice, get feedback, and apply the knowledge and skills being covered in the training. Ideally, training needs to take place over an extended period of time and in a way that is minimally intrusive in the participants' personal lives.
- **Training materials** are often critical to: (a) engaging participants during training experiences, (b) helping them to review and retain the knowledge after the training, and later (c) applying the training in the workplace. Well-designed materials help learners to build on what they know and expand their understanding to new levels. In most CPD training situations, the materials should go beyond helping with a specific task. They should develop participants' abilities to generalize skills and see many opportunities to apply these new skills to solve problems or address needs in the workplace.
- **Facilitators**, specifically their credibility, content knowledge, and delivery skills, are key to CPD success. Facilitators should be individuals who are respected by the participants and yet with whom participants can identify. For example, teachers would have more respect for a facilitator who had been a classroom teacher. Facilitators must also be able to maintain credibility by demonstrating solid content knowledge and in-depth familiarity with the training materials while managing the pace of the training and level of engagement during the sessions.

- **The CPD training** must be enjoyable, intrinsically rewarding, and provide a experiences that build participants’ knowledge, provide opportunities for guided practice with feedback, and lead to the timely application of new knowledge and skills in their professional roles. The participants’ perceptions of what is enjoyable will vary greatly. However, quality CPD training takes advantage of varied instructional techniques (e.g., self-study, group work, role play, problem-based scenarios, demonstrations) and modes (e.g., print, diagrams/illustrations, SMS, audio, video, computer) to reach learners with different needs and preferences. This helps make the training both enjoyable and professionally rewarding.
- **Duration of the CPD training** and the volume of the learning that is expected to occur are usually closely correlated. The more growth (both in knowledge gained and proficiency with new skills) participants need to achieve, the longer the duration of the CPD experience. That does not mean that a group of learners must be gathered with a facilitator for a longer period of time. On the contrary, in most situations the CPD training experience should extend beyond the formal meeting period to include a variety of events (e.g., observation and mentoring on the job, participation in school-based meetings, additional readings or self-study assignments, interactive radio instruction (IRI), and peer tutoring).
- **Evaluation** is another critical part of a quality CPD program. As with all instruction, what will be evaluated, who will benefit from the evaluation, how the evaluation will be conducted, what data must be gathered, how the data will be analyzed and the format in which it will be reported, should be determined prior to the implementation of the CPD. It is widely accepted - see for example Phillips 2003 and Kirkpatrick 1998 - that there are five levels of evaluation – (1) Reaction to the training, (2) Measurement of learning, (3) Changes in behaviors, (4) Results attributed to the training, and (5) Societal impact/benefit. These levels of evaluation are represented below as sample questions that could be answered by an evaluation. As you ascend the list, the levels of evaluation become increasingly more challenging and expensive to conduct.

5	Was the CPD training the correct thing to do for the good of the community/society?				5
4	Are the results of the CPD worth the effort and expense?			4	
	3	Are the participants using the knowledge and skills gained through the CPD?		3	
		2	Did the participants learn the content taught during CPD training?	2	
			1 How did participants feel about the CPD training?	1	

- **Recognitions and rewards** are integral to an ongoing CPD program and are essential to motivate participants and sustain their participation. While most professionals are intrinsically motivated to participate in some training activities, extensive CPD programs benefit greatly by institutionalizing a system of extrinsic motivation. When used as extrinsic motivators, recognitions and rewards are closely linked. For example, sending out certification of participation as a method of recognition is of little value/motivation unless the accumulation of certificates is useful in moving up the career ladder, receiving a pay raise, being selected to participate in a special/desirable program, or attaining some other reward.
- **Record keeping and reporting** aspects of CPD can be independent of, or integrated with, other components of a program. Records need to be kept regarding trainers, training sites, participants, training materials, travel costs, schools served, etc. Some of the information collected for these records may be a built-in part of the registration, accounting, or evaluation activities, however, knowing what records are going to be needed, how they will be used, and when they must be reported is essential to the smooth operation of CPD programs.
- **Management** of national CPD programs needs to be centralized with clear lines of authority. The director of CPD must be able to manage all aspects of the project without having to build consensus among a group of influential individuals before taking action on any of the many elements of the program. Without this ability to make and act on decisions, implementation of CPD may become bogged down in meetings and discussions that are more about “turf” than about professional development.

What training is the MTPDS program conducting as part of its CPD initiative?

MTPDS will conduct training on eight separate modules over three years. Four of the modules are on curriculum-related issues for early-grade teachers. These modules address areas of the new primary curriculum (NPC) that teachers have been having difficulties with. The remaining four modules are devoted to school leadership training.

CPD workshops on curriculum-related issues have covered literacy and numeracy. Beginning December 2011, all MTPDS developed CPD trainings for Standard 1 to 4 teachers will focus on literacy. Nevertheless, topics for the other curriculum-related issues have been identified and could be adopted by MIE or MoEST in the future.

The CPD modules for school leaders require one day of face-to-face training and the modules for teachers require two days. The teachers' modules are supplemented by Interactive Radio Instruction (IRI) programs developed by Tikwere to support the topics being covered. In addition, observation and mentoring of teachers takes place at the school and classroom level. School leaders, including head teachers and school-based CPD mentors, along with PEAs are responsible for observing and mentoring teachers.

What are the tasks in the MTPDS program's approach to implementing CPD?

There are 15 major tasks in MTPDS program's approach to CPD. Each is elaborated below. While listed sequentially, many of these tasks are concurrent, or at least overlapping. A chart illustrating the plans for MTPDS program's CPD materials development, dissemination, and implementation is provided in Appendix D. The chart illustrates the cyclical flow of many of these tasks throughout the project.

1. Identifying areas in need of professional growth

Selection of the specific topics for training is guided by inputs of training needs gathered through inquiry from PEAs, Head Teachers, and through discussions with MIE curriculum developers and relevant MoEST personnel; in addition to scores on the Early Grade Reading Assessment (EGRA). The focus of topics for CPD under MTPDS is on early grade literacy and contain instructional approaches that will help to develop students' higher order reading skills.

Topics for the training of school leaders are being guided by the availability of CPD materials that were originally developed under DFID funding, but were never distributed and the need to institutionalize MoEST's model of school-based CPD. This approach will create the capacity in each school for the implementation of CPD activities that address the unique needs of teachers in those schools, thereby, providing teachers at all levels with the strategies and skills they need to improve student learning.

2. Creating training and support materials to address the needs

Throughout the year, under the MTPDS Program, a team of CPD writers is convened to draft the CPD modules for the upcoming year of training. The five-day writers' workshop is attended by representatives from MoEST with specializations in module topics; CPD and MIE curriculum specialists responsible for content in specific module; invited subject matter experts; Tikwere (IRI) program developers; and the MTPDS program CPD team. Attendees are selected to provide a cross-section of the MoEST Department (for capacity development) and from a pool of recommended individuals with appropriate subject matter expertise and teacher training experience. Recommendations for attendees are solicited from MoEST and MIE.

After confirming the topics to be addressed in each of the modules, the workshop attendees break into module/curriculum area specific writing groups. In these groups, drafts of each module are outlined and development of the content commences. Members of each group decide on whether to develop units together or work independently. If parts of the module are developed by individuals, individuals' work is merged and reviewed by the group to get inputs from all team members. Work on the modules progresses as far as possible during the workshop.

At the end of the five-day writers' workshop, a lead writer for each module submits the draft to the MTPDS program CPD team and also to the MIE CPD coordinator. When first drafts are completed, the MTPDS program CPD team arranges a meeting to review

and finalize the drafts. This two to three day meeting is attended by a sub-set of the original writing team plus selected primary school teachers.

Major costs associated with the development of the curriculum materials include:

- Allowances for writers
- Lodging for writers while they are at a convenient venue
- Transportation reimbursement for participants to attend the meeting
- Printing costs (i.e. toner, paper, and a printer for use during the meeting)

In addition to the print materials to be used in the delivery of the CPD with teachers or school leaders, it is sometimes appropriate to create additional materials. For example, early in the project, DVD support materials were developed for use in the training of facilitators. These discs were used to model teaching activities. They were also provided to trainers and facilitators for review before they began implementing CPD at the TDC or cluster level.

Major costs associated with the creation of DVD training materials include:

- Transportation and per diem for a videographer (MTPDS used its own videographer from The US)
- Salary for the videographer
- Transportation to the videotaping location
- Purchase of blank DVDs for production of virgin DVDs
- Mass reproduction costs of the DVDs

3. Producing the necessary training and support materials

Upon finalization of the module training materials, print specifications and a request for quotes are distributed to at least three printers. Printers are given sufficient time to prepare and submit their quotes to the MTPDS program for review.

Once the printing quotes are reviewed, a justification for the selected printer is prepared. Selection of the printer is based on a number of criteria, including: (a) capability to produce the requested materials, (b) capability to deliver the printed materials on the required schedule, (c) cost, (d) quality, and (e) previous positive experience working with the printer.

Many factors (e.g., the number of pages, use of color, quantity being printed and paper quality) influence the per-unit cost of printing the manuals. To-date, we have seen widely varying quotes from printers. Through the first two rounds of printing, manuals have been costing approximately MK200 to MK320 per manual.

The same process for securing quotes has been used for the production of other training support materials. DVD replication, including labeling and packaging has been costing approximately MK175 per disc.

4. Acquiring additional training resources

Flipchart paper, markers, masking tape, pens, notepads and other resources are required to support training being conducted at resource-poor TDCs and cluster training centers/schools. The determination of the numbers and types of resources that need to be supplied is based on the number of sessions being conducted and the number of participants expected to attend. For large purchases, multiple quotes are necessary to determine the most appropriate sourcing.

Once purchased, resource materials need to be gathered at a central location, grouped into unit-bundles appropriate for distribution to districts, and made ready for shipping. These materials are distributed through MoEST channels together with the rest of training materials.

Not all resources are completely consumed during a single term. Decisions about which items need to be replaced are guided by observations during training and discussions with PEAs. Subsequent procurement and supply of materials depend on experiences from previous trainings.

Based on MTPDS experience so far in the project, the cost of providing these additional resources to training sites has been approximately 1 flip chart ream (50 sheets) per two day training period and a pack of 12 markers used, on average, by 40 participants at a cluster. This size of a cluster also needs 1 roll masking tape and a pen for each participant. Clusters that have more than 40 participants need 2 flip chart reams and slightly more markers. The same computation of resources applies to leadership training at each zone.

5. Developing a training force

MTPDS program's CPD initiative conducts thousands of face-to-face training sessions per term, (see Table 1). The only way this is possible is by implementing a cascade training model that utilizes Primary Education Advisors (PEAs) to deliver training to the teachers and school leaders.

The 3 MTPDS education specialists, who are MTPDS's core CPD team, are responsible for coordinating a training preparation meeting for a small cohort of trainers (around 6 total master trainers) from MIE and MoEST. This meeting is conducted over one or two days, depending on whether they are trained on one CPD module or two. The meeting, as appropriate, will acquaint master trainers on the use of manuals, DVD/video references, or other resources.

The major costs associated with the master trainer meeting include:

- Allowances for participants (as necessary)
- Refreshments for participants
- Training materials
- Transport of materials to training locations

The first tier of the two-tier cascade is the Training of Facilitators (TOF). The force of facilitators consists of a PEA or a designated facilitator from each zone in which training will take place (around 350 total). It is the facilitators who conduct the school leadership training at the zone level and teacher training at each cluster in their zones. Facilitators are trained by the cohort of master trainers at each district office. A list of the training sites used by MTPDS program is provided in Appendix A.

Facilitator training may also be attended by select individuals from MoEST (DIAS officers at education districts and divisional officers who are associated with supervision of teachers and MIE). Their involvement in the training keeps them apprised of what teachers and school leaders will be getting exposed to during the CPD activities.

The major costs associated with the training of facilitators include:

- Transportation of participants to divisional training sites (included in their fuel allowance for conducting the CPD)
- Allowances for participants (as necessary)
- Refreshments for participants
- Training materials

6. Scheduling training sessions

During Year 1 of the project, CPD was offered on holidays and weekends during the school year. During Year 2 and Year 3, CPD training will be offered during the holidays prior to each term. The original plan was to provide professional release days for the training during week days. The change was made for a number of reasons, including: (a) to accommodate MoEST’s desire to avoid reducing learners’ instructional time, (b) to enable trainees to return to their schools and classrooms to apply what they have learned, (c) to reduce the number of training weeks for trainers and trainees, and (d) to assist in expediting the reconciliation of funds and reporting of training activities.

The following table provides information on the type and number of CPD sessions conducted in each year of the MTPDS program:

Table 1: Number of Estimated CPD Training Sessions per Term and Annually

	Term 1	Term 2	Term 3	Annual Totals
School Leadership	Leadership 350		Leadership 350	700
Teacher	Literacy 1440	Literacy 1440	Literacy 1440	4320
				5020

7. Disseminating training materials and supporting resources

Printed CPD training materials should be bundled at the printer in such a way as to facilitate dissemination. Sufficient quantities of facilitator and participant materials for each district should be wrapped together for shipment. Delivery vehicles from MoEST’s, Supplies Unit or Education Divisional Offices pick up the bundles, add the supporting resources to the shipment, and make the deliveries to district offices.

Drivers from the Supplies Unit and their supervisors are experienced at loading vehicles and making deliveries to district offices. They will be able to assist in determining which districts' deliveries should be combined on each truck.

PEAs, who are responsible for training in their zones, collect the training materials and resources from the district office and transport them to the TDCs and clusters as needed.

8. Distributing funds to support training activities

The MTPDS program provides funds to support CPD training activities. These funds are used to provide an allowance as necessary to the PEAs and key teachers who are conducting the training, reimburse PEAs and key teachers for training related transportation, refreshments and lunch allowance for both facilitators and each trainee. Table 2, below, is an example of funds provided to a zone to cover expenses for a school leadership CPD module.

These rates reflect average costs as of May 2011, and are based on the 24th July 2007 Human Resource Management and Development circular on daily subsistence allowances (DSA) for the donor funded workshops and allowances. The rates below reflect lunch only rates for urban locations (Blantyre, Lilongwe, Mzuzu, Zomba, Machinga, Salima, Mangochi), which are MK1250 per meal. In other areas, they are reduced to MK834 per meal.

This example does not include related cost at the district level or division level. The total cost of leadership training for the country would be MK26,246,000. This includes 350 facilitators providing training to 10,800 school leaders.)

Table 2: Example of Possible Leadership Training Costs for an Urban Zone

Qty.	Description	No. of Days	Cost in MK	Totals in MK
22	Lunch allowance for participants	1	1250	27,500
2	Lunch allowance for facilitators	1	1250	3,000
22	Transportation for participants	1	400	8,800
2	Transportation for facilitators	1	2000	4,000
	Materials			2,500
				45,800

Table 3, below, is an example of the funds needed for one cluster to support a two-day Teacher CPD. Like the example above, this does not include related costs of the district. (The total cost of one Literacy training in Malawi, is estimated at MK92,423,250. This includes 350 facilitators providing training to 35,000 teachers.)

Table 3: Example of Possible Literacy Costs for an Urban Cluster

Qty.	Description	No. of Days	Cost in MK	Totals in MK
29	Lunch allowance for participants	2	1250	72,500
2	Lunch allowance for facilitators	2	1250	5,000
1	Transportation for facilitators	2	4000	8,000
	Materials and shipping			2,800
				88,300

9. Implementing training activities

As discussed earlier, PEAs are trained to facilitate each CPD module. The facilitators use materials, resources, and funds collected from the district offices.

School leader training takes place at TDCs in each zone. Like education districts, zones and clusters are officially designated by MoEST at higher and lower levels. Zones are sub-divisions of school districts. Each zone is comprised of clusters. There may be 3-5 schools in a cluster, 3-7 clusters in a zone, and 8-24 zones in a district. The number of schools in each cluster varies based on population/school density and geographic parameters. Leadership CPDs require one full day of facilitation.

Teacher training is conducted at the cluster level. These CPDs require two days of face-to-face activities and are supported by IRI and mentoring from MoEST personnel.

10. Documenting participation in training

The primary method of documenting a trainee’s participation in any given CPD is through the session registration form. Each day, all participants are required to sign a registration form for the session. This form (Appendix B) is used to gather data on each participant, including gender, teaching class, school, CPD session attended and dates of attendance in each district.

11. Reconciling training expenses

As stated above in the section on distributing funds, there are many different financial costs associated with conducting CPD. Districts receiving funds for CPD are in the best position to verify expenditure of those funds. Therefore, initial reconciliation of CPD expenses takes place at the district level.

PEAs, collect funds for the training from the district office prior to the training and return to the district office after the training with the CPD registration form(s), receipts for expenses, and any remaining funds. The registration form contains the names of each person who attended the training each day and their signature acknowledging receipt of their allowance.

The district office verifies the names of the participants in each CPD against school pay rosters, tabulates receipts for each zone, and reconciles the accounts for zones and the entire district. This reconciliation is then forwarded to MTPDS in Lilongwe for review. Discrepancies, if they exist, are identified and addressed before the account for that district and the associated CPD are closed. Failure of a district to reconcile the expenses for a CPD will result in withholding future funding until the account is cleared.

12. Monitoring training activities to ensure fidelity

The MTPDS program's CPD activities are taking place in each zone and cluster in Malawi. As a result, monitoring of the CPD implementation requires significant travel. This is both time-consuming and expensive. Therefore, monitoring is conducted on a limited basis.

Monitoring of the CPD is conducted by Divisional Teacher Training Coordinators (DTTCs) and DEMs in each division. They are supported by personnel from MoEST, MIE, and the MTPDS program. A monitoring form (Appendix C) is used by monitors to ensure they are all attending to the same aspects of the training. Several of the more significant questions we hope to answer through the monitoring activities are:

- Is the session taking place?
- Is it well attended?
- Is the registration form being used properly?
- Are the resources available?
- Are the supplied resources being used and adequate?
- Is the facilitation happening as intended?
- Are participants benefitting from training?

13. Supporting the transfer of training to classrooms or schools

Both the facilitator training and the school leadership training provide tools and guidance on how to conduct observation and mentoring of teachers. Through this training, PEAs, head teachers, and other MoEST personnel are encouraged to visit schools and classrooms, to make observations, and to provide guidance and mentoring.

In an effort to document classroom observations, the MTPDS program has added a question to the CPD registration form. The question asks participants, "How many times have you been observed this term?" Placement of this question is intended to motivate those responsible for conducting observation and to prepare trainees to be open to being observed.

Additionally, the annual PCAR/CPD M&E system can provide helpful indicators on the progress of the classroom observations. One indicator within the M&E system focuses on the inputs related to support. This indicator records the "mean frequency of teacher support in the current term (i.e. joint planning, team teaching, supervision by their section heads, headteacher, PEA and/or other support person)," which is supplemented by qualitative information on the nature and value of the support. This information is gathered through a teacher interview during a school M&E visit.

Additionally, during this visit, evaluators ask what percentage of teachers have received initial orientation and supplemental training, a measure that is helpful in monitoring training activities (see above). They also observe teachers in practice and record the percentage of teachers demonstrating essential Outcomes-Based Education (OBE) practices for teaching early grade reading and mathematics. This observation provides a good measure for the transfer of learned methods and is recorded through an observation instrument provided in the NPC M&E Implementation Strategy.

14. Measuring and documenting changes in classroom

There are three ways in which the MTPDS program is gathering information about changes in the classroom that may be linked to the CPD – through observation of teachers, performance of learners, and enrollment patterns. Firstly, the observation of teachers is primarily being conducted by MoEST personnel and also by DTTCs. As a result, this data may be at times second-hand and often anecdotal.

Secondly, EGRA results may be another indication of transfer of training into practice. As retesting of learners takes place, changes in results may, at least in part, be attributed to changes in teaching behaviors as a consequence of participation in CPD. Additional indicators based on the EGRA were developed for the PCAR/CPD M&E system. These measure the average oral reading fluency of learners and are measured annually.

The final indicator is changes in enrollment patterns. For example, if more students stay in school longer, or if more female students stay in school longer, one reason for this change may be changes in teaching methods and related skills.

15. Acknowledging participation through recognition and rewards

MTPDS has strongly advocated for MoEST's development and implementation of recognition and reward systems associated with CPD. Through discussions with MoEST, reports that have been submitted, and policy changes being proposed, the MTPDS program continues to encourage the creation of programs to motivate teachers, support professional development, and provide criteria for career advancement decisions.

How will the MTPDS program CPD initiative become a MoEST program?

One of the objectives for the MTPDS program CPD initiative is to strengthen the ability of MOEST personnel to carry out their duties related to teacher professional development/CPD. This is being accomplished through a number of different aspects of the project, including joint planning activities, collaborative development of CPD materials, establishment of clear and replicable procedures, integration/utilization of existing MoEST structures, and efforts to plan for the gradual transfer of CPD responsibilities from the MTPDS program to MoEST.

Personnel at all levels of MoEST have been involved, directly and indirectly, in the planning and implementation of CPD. Early in the project, representatives from the Department of Teacher Education and Development, Basic Education, and the Department of Inspectorate and Advisory Services, along with representatives from a number of development partners working in the education field in Malawi, held a series of meetings to create an Operation and Guidance Plan for MTPDS's CPD initiative. That plan, and the details of its implementation, has been further influenced by DEMs, PEAs, MIE personnel, head teachers, and others. Their input has influenced training topics, schedules, and support. Through their involvement, MoEST personnel have developed firsthand understandings of the design and operation of the CPD initiative.

MoEST and MIE personnel have been fully engaged with the team of the MTPDS program in the development of the CPD training materials. Much of the initial writing is done collaboratively during a writers' workshop at MIE. During the workshop, the MTPDS program staff and the others work side-by-side to outline, draft, and determine the strategy for completing each module. This process builds capacity for MoEST and MIE to continue development of CPD materials under a MoEST funded CPD program.

Processes are being established, forms created, and procedures routinized to help MoEST to continue carrying out CPD activities after the end of the MTPDS program. Examples of these can be found in the appendices of this document.

Finally, the MTPDS program hopes to work with MoEST to gradually transfer responsibilities for various aspects of the CPD initiative from MTPDS to MoEST. We believe transferring these activities, once the procedures have been completely worked out, will: (1) acknowledge the CPD related competencies in MoEST, (2) increase ownership of CPD by MoEST personnel throughout the system, (3) assist MoEST in understanding the costs of and budgeting for future CPD activities, and (4) eliminate the potentially overwhelming impact on MoEST of assuming all of the responsibilities for conducting CPD at a single time. Examples of areas of responsibility that may be considered for transfer include:

- Writing of training materials
- Printing costs of training materials
- Training of facilitators
- Delivery of training materials and resources
- Module dissemination or training costs (e.g., allowances and transportation of trainers and facilitators)
- Observation and monitoring procedures and costs
- Reconciliation of the training expenses

Appendix D outlines a series of CPD trainings scheduled by the MTPDS program which detail the delivery of at least six CPD training days per year for primary school teachers and two training days per year for school head teachers. The scheduled activities may show the need for CPD to have full-time personnel and year-round attention if it is to be sustained in addition to a stable budget for activities. It may further illustrate that CPD is a long-term endeavor that needs commitment from both employers and employees.

How can MoEST best move forward with CPD?

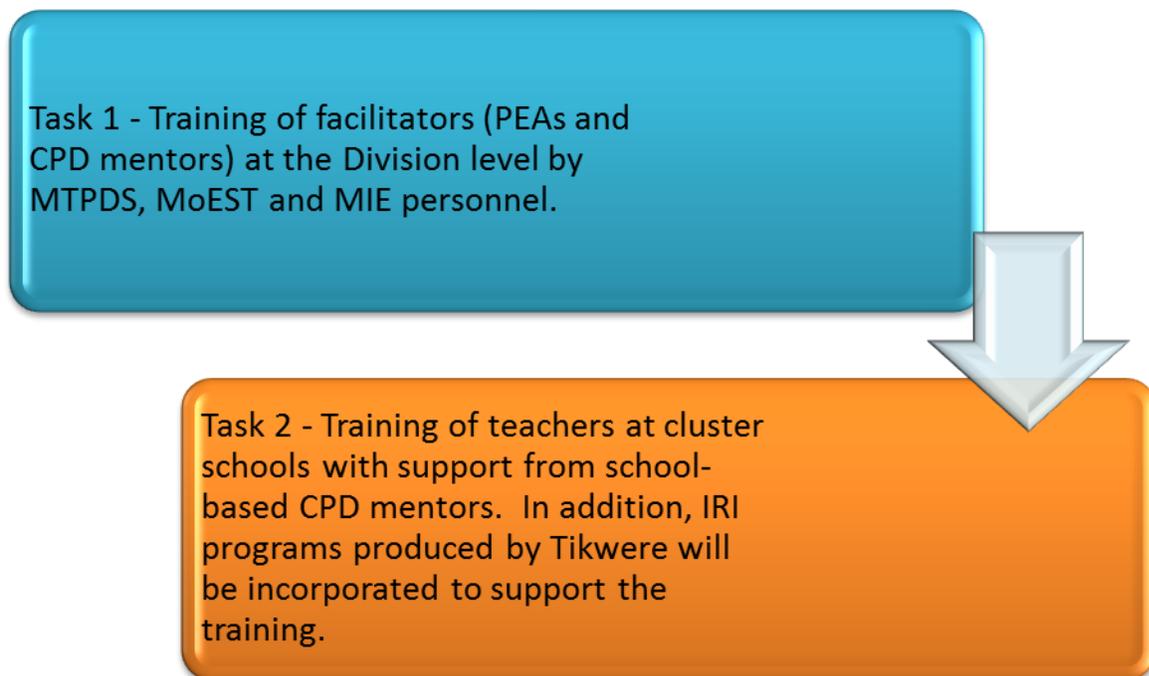
While this plan outlines the CPD trainings as they were undertaken in the MPTDS program, adaptations for MoEST CPD programs may be required. For instance, donor priorities and budgets have helped to determine the topics of the trainings and their frequency. Future MoEST priorities may include other topics or timetables for training. Since this plan is a living and dynamic document, a general plan to guide future MoEST CPD initiatives may be helpful.

The following is a general plan for guidance to MoEST as they move forward with their own CPD programs.

1. Training

Following the development and testing of the training materials, a two-level training implementation model should be employed (Figure 1).

Figure 1: Cascading training model for nationally organized CPD



Task 1. The training of CPD facilitators may be conducted in each of Malawi’s six education Divisions. Within each Division, PEAs and zone-level CPD mentors gather at a central location for three days of training on each CPD module. For non-formal zones, head teachers or other education leaders may be identified by the District to participate in facilitator training and to conduct the CPD training for teachers within their area schools.

The training of facilitators addresses:

- 1) content knowledge underlying the module topics,
- 2) treatment of selected topics within the New Primary Curriculum (NPC),
- 3) materials available to support the instruction,
- 4) issues teachers experience when attempting to teach some topics,
- 5) effective pedagogical approaches for teaching some topics,
- 6) organizing and delivering this CPD training at the cluster level,
- 7) observing and supporting teachers while teaching these topics,
- 8) monitoring the transfer of training to the classroom, and
- 9) evaluating the impact of the CPD training on students' learning.

Task 2. The training of teachers at the cluster level is conducted by PEAs and CPD mentors with teachers in each cluster within their zone. The facilitators are encouraged to work with the cluster and school CPD mentor or another instructional leader in the cluster.

Based on a schedule announced at the beginning of each term, learners in each cluster should be excused from school on two separate days in each term so that teachers within that cluster can participate in the CPD training.

Teacher training should be conducted in the most centrally located school in each cluster. Teachers from that cluster should be required to be at the training all day each day to ensure maximum penetration of training into schools.

The CPD training of teachers will address:

- 1) content knowledge underlying the module topics,
- 2) treatment of selected topics within the NPC,
- 3) materials available to support the instruction,
- 4) issues teachers experience when attempting to teach some topics, and
- 5) effective pedagogical approaches for teaching some topics.

At the end of the first day of training, teachers should be given tasks to complete in their classrooms before returning three weeks later for the second day of training. The “assignments” should be closely linked to the training and will often require teachers to implement instructional approaches that are unfamiliar to them.

Part of the second day of training will involve reviewing the successes and failures encountered by teachers as they completed their assigned tasks. Discussions around these topics should be directed toward developing teachers' skills related to analyzing instructional problems and determining potential solutions. Information gained from teachers' comments should be used to inform future training design and implementation.

2. Recognition

Teachers who attend all the activities associated with three consecutive NPC CPD modules (that is, one from each topic area chosen by MoEST) could receive a certificate of completion.

Teachers attending both of the leadership training sessions offered during an academic year could also receive a certificate for the year's activities.

Efforts should be made to identify appropriate and sustainable means of recognizing and rewarding teachers who successfully complete CPD activities. This could include credits toward teaching certificates or diplomas, steps on a pay scale, or other acknowledgements that will motivate teacher participation and learning.

3. Observation and Mentoring

CPD training activities cannot be effective by themselves. Observing and supporting teachers is a critical part of the CPD process. Guided by the instruments and instructions provided during their training, PEAs and zone-level mentors should observe each classroom to follow up on the training and provide additional mentoring to teachers. These could be based on the observation instruments developed in the PCAR/CPD M&E Implementation Strategy, but modified to record concepts new to each CPD. This work could be supported by cluster and school CPD mentors.

Observation should focus on the application of basic concepts addressed in the CPD training. Observers should attend to instruction that relates directly to the content covered in the training, and use an observation protocol provided during the training to monitor teacher performance. Based on the observations, the facilitators can provide additional, in-class support that will mentor teachers to apply their new knowledge and skills with their students.

Observation and support should be provided to all of the teachers who attended the training. A key to the success of the CPD intervention is the timely administration of observations and support. Ideally, these observations would take place between CPD trainings to provide additional help, support and clarification to teachers in their own classrooms.

4. Monitoring and Evaluation

Monitoring transfer of the training to the classroom and evaluating teachers' learning must also take place to ensure the CPD approach is being effective. These evaluation activities must be on-going to ensure that the training has become part of teachers' routines.

ODL TTC field supervisors and MTPDS's Divisional Teacher Training Coordinators (DTTCs) are placed in an excellent position to conduct regularly scheduled monitoring visits to each school and classroom in their area. During one of these trips, near the end of the term, they could complete an observation check list and administer an evaluation form to each of the teachers. These forms would then be forwarded to the CPD office

for data entry and analysis. It would not be necessary to evaluate each teacher, but rather to collect a broad enough sample to enable the evaluation to determine the impact of the training.

5. Key Individuals and Organizations

Many organizations and individuals have roles and responsibilities that are vital to the success, maintenance, and sustainability of the CPD project and eventually the CPD program. The degree to which these participants perform their duties will determine the overall success and viability of a formal nation-wide CPD program in Malawi.

Key individuals are the TDC staff, CPD mentors, and teachers. Their roles are the most important and demanding. Supporting these individuals are the efforts of many organizations including EMAS, DTED, MIE, TTCs, USAID, DFID, GIZ and others.

6. CPD Module Development Process

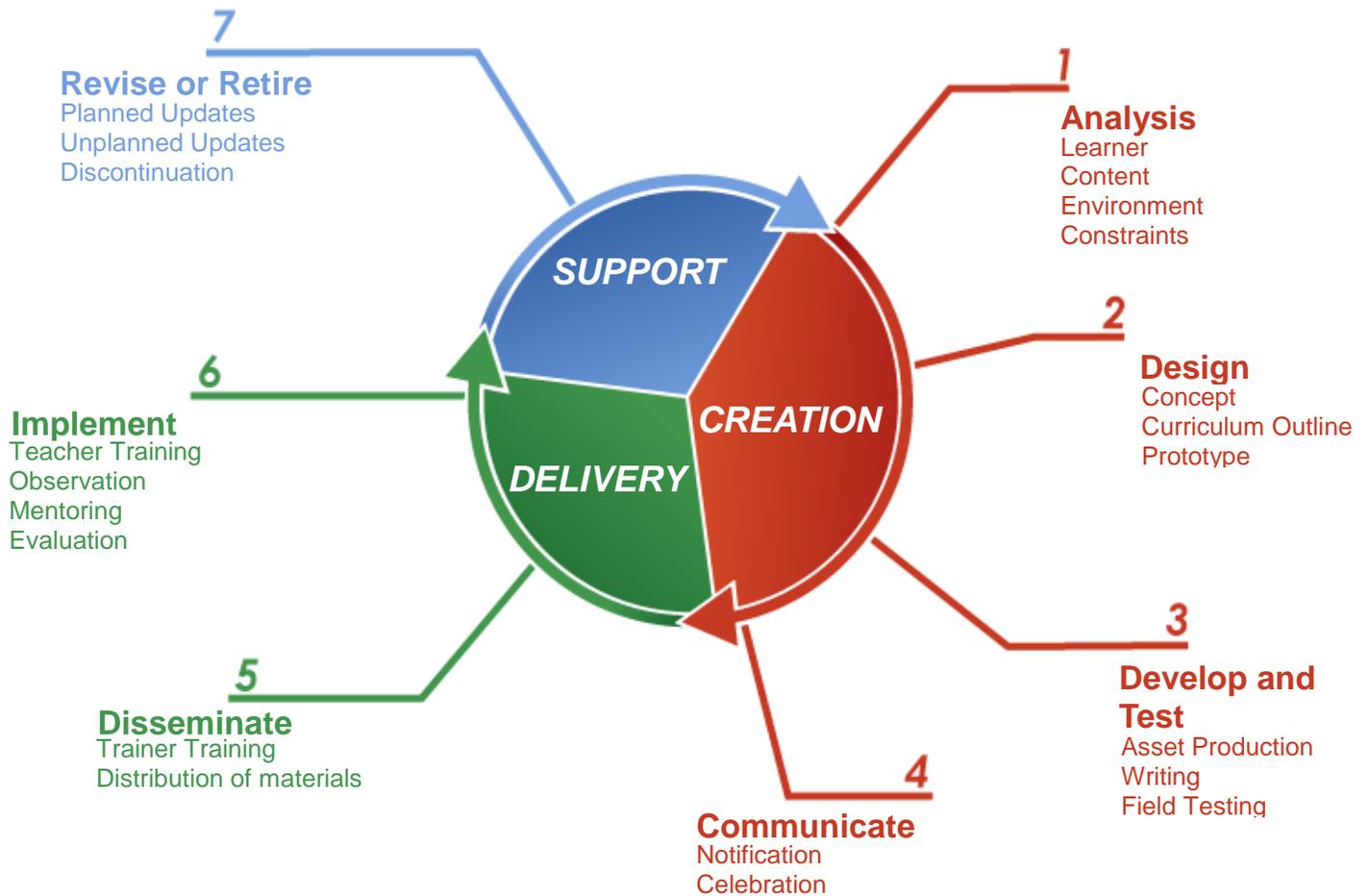
After the CPD needs expressed by schools and other sources have been considered, CPD modules or topics should be selected. Existing modules can be considered for use, or modification and use, whenever possible. Regardless of whether they are modifying an existing module or creating a new module, the CPD team should follow the *Education Product Life Cycle* model (Figure 2) for development/revision.

Development/revision of modules involves stages 1-4 of the model below. During these stages MoEST should conduct or confirm analyses of various factors critical to ensuring a high quality module. The results of these analyses should inform the design and subsequent development of all CPD module components. Completion of development includes several quality assurance activities - internal review, external review, and limited field testing.

Note: Stages 5 and 6 are part of the implementation activity and stage 7 is an on-going effort to ensure future use of the materials will yield the desired learning outcomes. The CPD team should work with the oversight group and others to ensure these important parts of the process are undertaken to optimize effectiveness and extend the useful life of the materials.

In addition, steps should be taken to transfer the content of the modules to other forms of delivery. These will include alternative technologies, ODL, and TTC curricula.

Figure 2: Education Product Life Cycle



7. Components of the CPD Project

The CPD module training is only a part of the holistic approach to the continuing professional development of teachers in Malawi that should be implemented. The following items and activities comprise the entire system:

- NPC in the classroom,
- Quality CPD training delivered in the cluster by PEAs, zone-level CPD mentors, and other instructional leaders in zones and other identified education leaders in Non-Formal zones,
- IRI programs closely integrated into the CPD training effort,
- Support in schools and classrooms provided by school-and cluster-based CPD Mentors,
- Support materials to augment the existing NPC (provided as needed),
- Regular classroom observations and CPD focused teacher mentoring from the facilitators,

- Monitoring and evaluation conducted and reported by the TTC field supervisors,
- Recognition and reward of the efforts of teachers completing the CPD,
- Analysis of the training materials, training, and results of the training by the MTPDS program staff, and
- On-going oversight and project reforms initiated by key stakeholders as a result of the data gathering and findings from the field.

8. Facilitator Training

The facilitator training referenced above should be systematically delivered prior to each round of teacher training and should be conducted by 2 or more master trainers. Typically, the training of facilitators will be conducted approximately 1-2 weeks prior to the scheduled teacher training.

Each facilitator training session may last 3 days. Facilitators from each zone, typically PEAs and zone-level CPD mentors could travel to the Division training centers to participate in the training. At the training, the facilitators participate in refresher training on the relevant content, study the appropriate NPC materials, and participate in activities that model the training they will be responsible for delivering.

Facilitators participating over the entire 3 days of training should receive modest, predetermined allowances for travel, meals, and lodging. Those failing to attend the entire session should not be reimbursed.

Materials needed to deliver the training, and to enhance the classroom instruction of the teachers being trained, should be provided during the training of facilitators. This material should be provided in the format most appropriate for use in their cluster-based training environments. This could be in an electronic format, print, or a combination.

9. Teacher Training

The CPD-focused teacher training referenced above could be conducted roughly 3 times per year, once per term. Each of the three modules of training could address a different curriculum area – for instance, literacy, numeracy, or life skills.

Teacher training should be cluster-based, and take place at the most centrally located school in each cluster. Each module of training may require 2 non-consecutive days. During these days, classroom instruction in the cluster undergoing training should be suspended. Teachers should be required to participate in the training as part of their paid duties.

Because of the close proximity of the training site to teachers' homes, teachers will not receive funds for travel, meals, or lodging. However, light refreshment may be provided during the training, if practical.

In recognition of their participation in a CPD training activity, teachers should receive a certificate. Following the final training session each year, teachers who have participated in all sessions should receive a certificate of completion for that year.

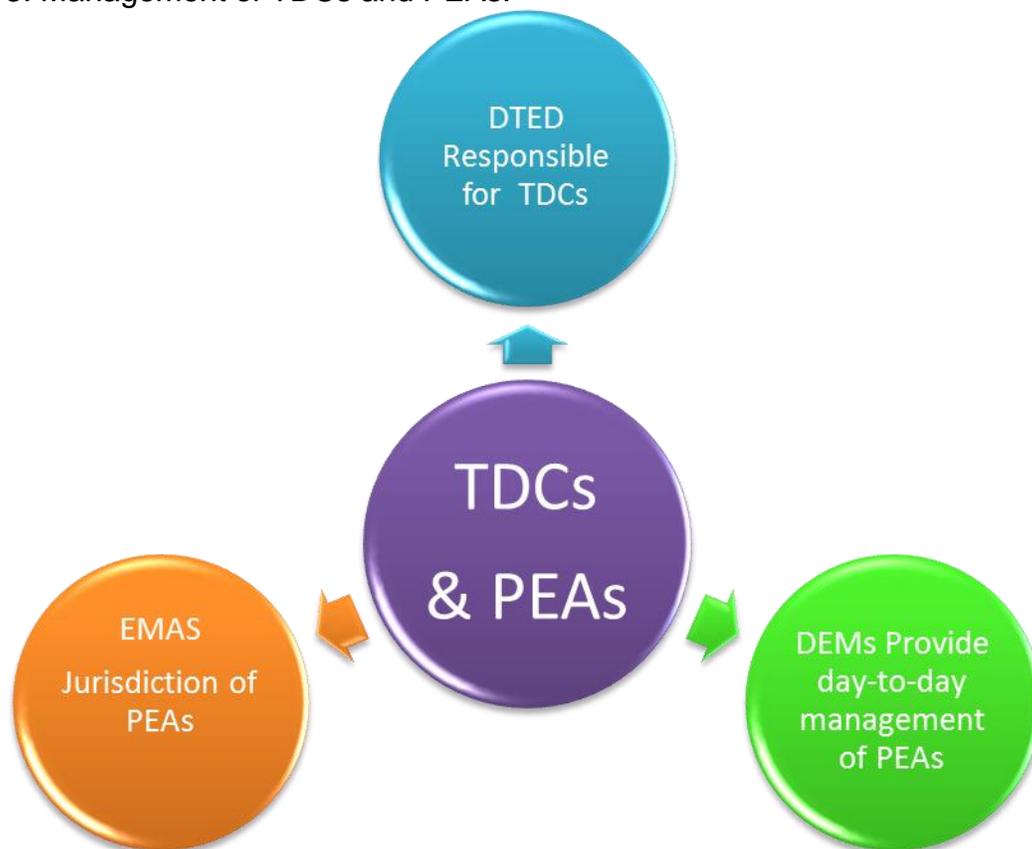
10. Significant Challenges

To the extent possible, this CPD approach relies on existing structures within the Malawian education system. However, there are a number of critical elements that offer significant challenges to its implementation and long-term success. These challenges are areas in which policy must be enforced, new policy must be developed, collaboration among groups must be promoted, or new practices must be implemented.

The most significant challenges are:

- a. The enthusiastic and dedicated involvement of PEAs will be central to the implementation of the CPD. PEAs lead the cluster based training and observe and mentor the teachers. As shown in Figure 3, PEAs report to at least three different offices. **For CPD to be successful, the reporting line for PEAs must be aligned with a single office and/or all of these offices must agree to make CPD the PEAs first priority.**

Figure 3: Management of TDCs and PEAs.



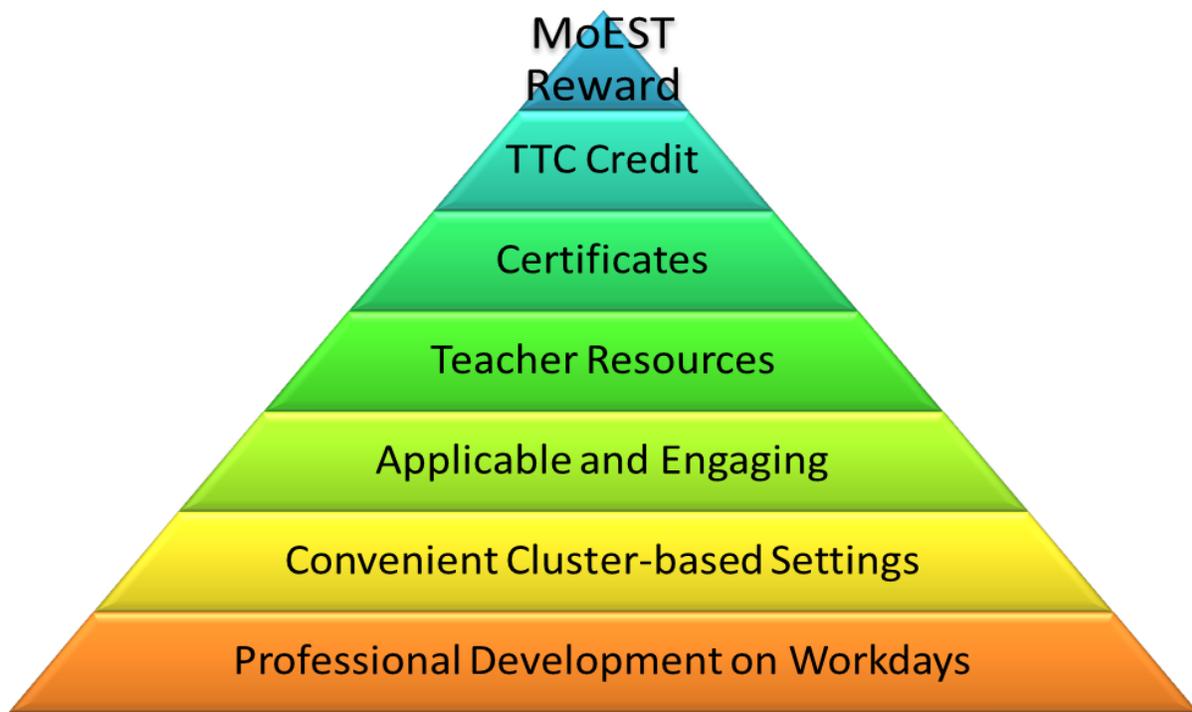
b. Teacher motivation to participate in CPD

Historically, many training activities took place after school or on weekends and involved teachers travelling to training sites where they received an allowance. In

an effort to create a more sustainable model for CPD, the training should be moved to the cluster and offered during teachers' regular workdays (as professional development days).

So the question arises, "What will motivate teachers to attend, be engaged, learn, and transfer the learning to their classrooms?" Figure 4, contains a list of elements of the CPD approach that would provide the incentives for teachers to embrace the training. That said, teachers may not initially accept each of these elements as motivational, however, in the long-term they will come to see them as such. **This will be especially true if one or both of the top 2 layers of the motivational strategy can be put in place.**

Figure 4: Teacher Motivational Strategy



c. Sufficient professional development days must be available

Under current MoEST policy, only 1 CPD day is allocated per term. For this CPD to be successful, two days per term must be made available to enable sufficient time for effective CPD to take place. **MoEST needs to approve an additional day per term for this CPD model to be implemented**

References

Phillips, J.J, (2003) *Return on Investment in Training and Performance Improvement Programs*, 2nd Edition, Butterworth-Heinemann, Burlington, MA, 2003.

Donald L. Kirkpatrick, (1998), *Evaluating Training Programs* (2nd Edition), Berrett-Koehler Publishers, San Francisco, CA.

Operation and Guidance Plan for Continuous Professional Development

Appendix A: MTPDS Program – Training Sites for Zonal CPD Facilitators

Training Centre	District where the training center is located	Districts serviced from centre
Maghemo Secondary School	Karonga	Karonga & Chitipa
Katoto	Mzuzu City	Likoma, Nkhata bay, & Mzimba North
Mzimba Secondary School	Mzimba	Mzimba South & Mzuzu City
Mponela TDC	Dowa	Kasungu & Ntchisi
Msalura TDC	Salima	Salima & Nkhota Kota
Dedza 1	Dedza	Dedza & Lilongwe Rural East
Dedza 2	Dedza	Lilongwe Urban & Ntcheu
Kamuzu School TDC	Mchinji	Mchinji & Lilongwe Rural West
St. Augustine III	Mangochi	Mangochi & Balaka
St. Therese	Machinga	Machinga, Zomba Urban, & Zomba Rural
Lunzu	Blantyre Rural	Blantyre Rural, Neno, & Mwanza
Nchalo TDC	Chikwawa	Chikwawa
Lutchenza	Thyolo	Thyolo & Chiradzulu
Chitakale TDC	Mulanje	Mulanje & Phalombe

Appendix B1: MTPDS Program – CPD Cluster Training Form



USAID
FROM THE AMERICAN PEOPLE

MALAWI TEACHER PROFESSIONAL DEVELOPMENT SUPPORT

CLUSTER TRAINING REGISTRATION & PER DIEM FORM

TITLE OF TRAINING _____ DATE: _____ DISTRICT: _____

ZONE NAME: _____ CLUSTER NAME _____ NAMES OF FACILITATOR(S): _____

NO	FIRST NAME	SURNAME	GENDER		POSITION	REG. NUMBER	INSTITUTION/SCHOOL	TIMES SUPERVISED / TERM	RATE	AMOUNT	SIGNATURE
			M	F							
1			M	F							
2			M	F							
3			M	F							
4			M	F							
5			M	F							
6			M	F							
7			M	F							
8			M	F							
9			M	F							
10			M	F							
11			M	F							
12			M	F							
13			M	F							
14			M	F							
15			M	F							
16			M	F							
17			M	F							
18			M	F							
19			M	F							
20			M	F							
21			M	F							
22			M	F							
23											
24											
25											

NOTE: In signing this form you are confirming that you received no other payment for this training. TOTAL PAID OUT (This page) _____

Prepared By: _____ (PEA) Checked By: _____ (KEY Teacher/Facilitator) Verified by: _____ (DEM)

Appendix B2: MTPDS Program – CPD Zonal Training Form



USAID
FROM THE AMERICAN PEOPLE

MALAWI TEACHER PROFESSIONAL DEVELOPMENT SUPPORT

ZONAL CPD TRAINING REGISTRATION & PER DIEM FORM

TITLE OF TRAINING _____ DATE: _____ DISTRICT: _____

ZONE NAME: _____ CLUSTER NAME _____ NAMES OF FACILITATOR(S): _____

NO	First Name	Surname	Gender		Position	Reg. Number	School	No. times supervised this term	Lunch Rate	Travel Rate	Total Paid	Signature
			M	F								
1			M	F								
2			M	F								
3			M	F								
4			M	F								
5			M	F								
6			M	F								
7			M	F								
8			M	F								
9			M	F								
10			M	F								
11			M	F								
12			M	F								
13			M	F								
14			M	F								
15			M	F								
16			M	F								
17			M	F								
18			M	F								
19			M	F								
20			M	F								
21			M	F								
22			M	F								
23												
24												
25												

NOTE: In signing this form you are confirming that you received no other payment for this training. TOTAL PAID OUT (This page) _____

Prepared By: _____ (PEA) Checked By: _____ (KEY Teacher/Facilitator) Verified by: _____ (DEM)

Appendix B3: MTPDS Program – CPD Partners Activity Form



USAID
FROM THE AMERICAN PEOPLE

MALAWI TEACHER PROFESSIONAL DEVELOPMENT SUPPORT

PARTNERS ACTIVITY REGISTRATION & PER DIEM FORM

TITLE OF ACTIVITY _____

DATE: _____ VENUE: _____ RESULT & REQUIREMENT _____

No.	FIRST NAME	SURNAME	GENDER		INSTITUTION/ DEPT & Location	QTY	TRANSPORT	PER DIEM RATE		TOTAL AMOUNT	SIGNATURE*
			M	F				Full Day	Part Day		
1			M	F							
2			M	F							
3			M	F							
4			M	F							
5			M	F							
6			M	F							
7			M	F							
8			M	F							
9			M	F							
10			M	F							
11			M	F							
12			M	F							
13			M	F							
14			M	F							
15			M	F							
16			M	F							
17			M	F							
18			M	F							
19			M	F							
20			M	F							
21			M	F							
22			M	F							

TOTAL PAID OUT (This page) _____

Prepared By: _____ Reviewed By: _____ Approved By: _____

Facilitator

(Finance Manager)

(Chief of Party)

*Note: When signing for receipt of payment you are also confirming (a) that you received no duplicate payments for this activity, (b) that your claim relates to a journey of more than 12 hours away from the city or district in which your workstation is situated.

Appendix C: MTPDS Program – Monitoring Form for CPD Training

CPD TRAINING MONITORING INSTRUMENT

1. Details of Training

a. Cluster Name		b. Zone		c. District/ Division	
d. Topic of Training		e. Facilitator(s) Name(s)		f. Facilitator(s) Designation	
g. Date		h. Monitor's Name		i. Monitor's Designation	

2. Attendance

a. No. of male teachers on roll		b. No. of males Present		c. No of males Absent	
d. No. of female teachers on roll		e. No. of females Present		f. No. of females Absent	
g. Total No. of teachers on roll		h. Total teachers Present		i. Total teachers Absent	

3. Workshop Administration (Tick)

Item	Yes	No	Comments
a. Participants have signed an attendance register			
b. Number of participants on register matches head count			
c. The approved format used for register			

4. Scheduling

Planning Action	Yes	No	Comments
a. Facilitator has training schedule for clusters			
b. This training follows the schedule			

5. Communication

Item	Yes	No	Comments
a. Facilitators were informed in good time			
b. Participants were informed in good time			

6. Training Facilities

Item	Yes	No	Comments
a. Room prepared in advance			
b. Teaching aids / charts prepared			
c. Use of DVD to prepare for training			

7. Availability of Training Resources

Available Resources	Yes	No	Comments
a. Manuals			
b. Charts			
c. Masking tape			
d. Marker pens			
e. Notebooks			
f. Pens			
g. Money for allowances			
h. Registration Forms			
i. Signature Sheets for allowances			

8. Training (Please Tick - 4=Excellent, 3=Good, 2=Weak, 1= Very Weak)

Aspect of Training	4	3	2	1	Comments
a. Facilitator follows training manuals provided					
b. Facilitator adheres to session objectives					
c. Participants use the training manuals provided					
d. Facilitator uses resources effectively					
e. Facilitator explains new concepts clearly					
f. Facilitator provides relevant examples to illustrate topics					
g. Facilitator engages participants in activities					
h. Facilitator manages group work effectively					
i. Facilitator varies training methods					
j. Quality of Participants Contributions					
k. Facilitator effectively motivates participants					
l. Facilitator manages time effectively					
m. Participants produce work of good quality					

FEEDBACK

9. Successes

Note: Include opinions about which units were effectively handled and how participants benefited professionally from the CPD under MTPDS Program.

a. Successes from the facilitators' point of view (interview facilitators)

b. Successes from the participants' point of view (interview 3 -5 participants in a focus group)

c. Successes from the monitor's point of view

10. Challenges

Note: Include opinions about which units were not effectively handled and any problems or barriers to effective professional development that emerged during the CPD organized by MTPDS Program.

a. Challenges from facilitator's point of view (interview facilitators)

b. Challenges from participants point of view (interview participants)

c. Challenges from the monitors' point of view

11. Recommendations

Note: Include suggested solutions for challenges that MTPDS Program needs to consider for future teacher trainings.

a. By facilitators

b. By participants

c. By monitor

12. Advice given by monitor on the spot, if any

a. To participants

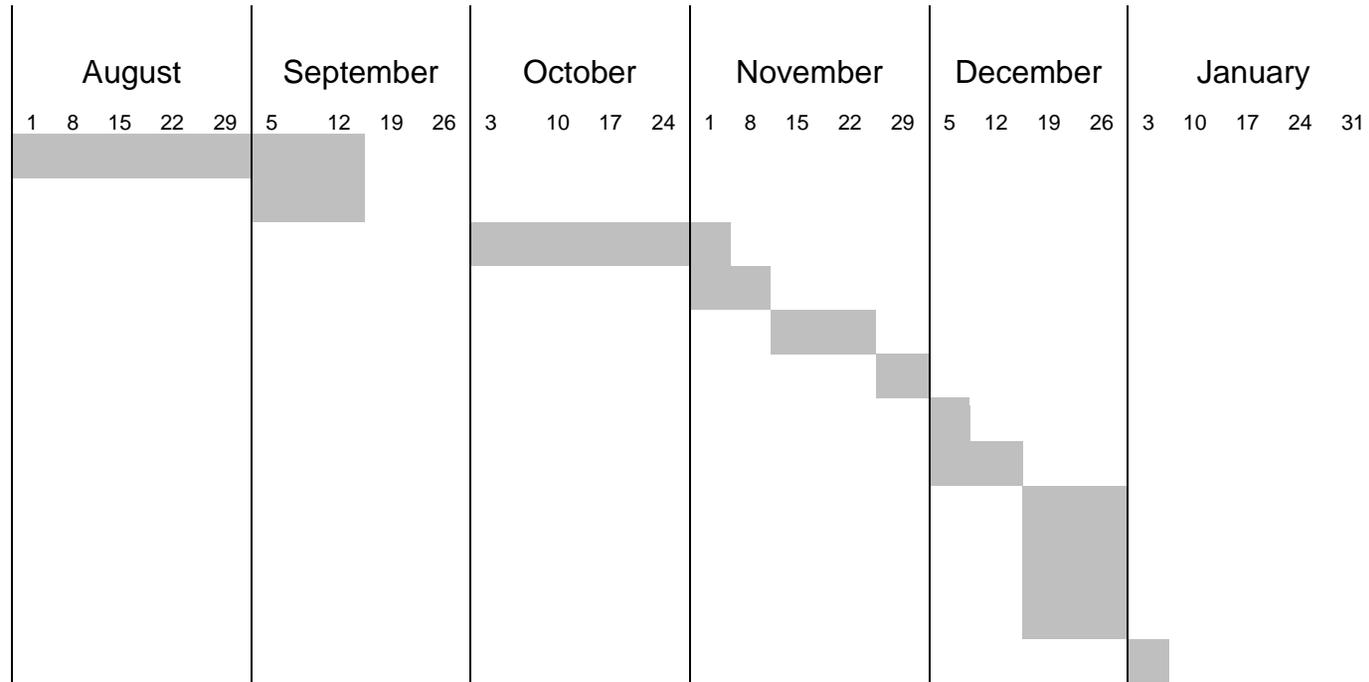
b. To facilitator

Appendix D: MTPDS Program – Schedule of Training (From January 2012)

**MTPDS Program
Y2 - 2011/2012**

Leadership 3 - Term 2

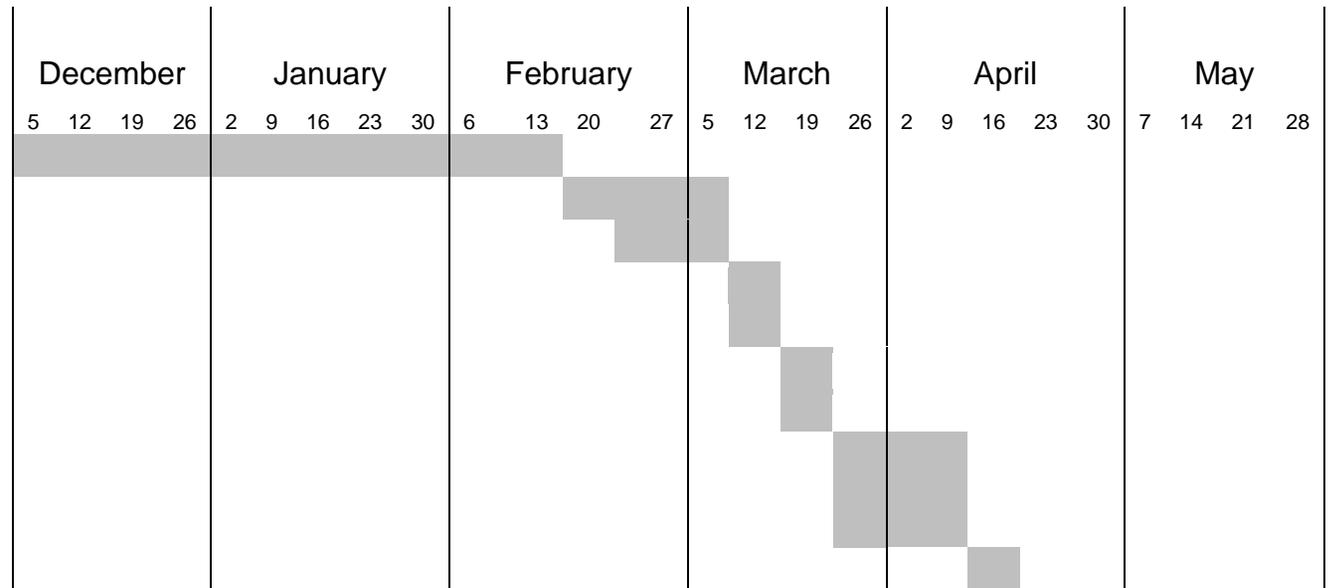
- Writing participant training materials
- Writing facilitator materials
- Printing of training materials
- Purchase of training supplies
- Dissemination of training materials
- Training of master trainers
- Training of facilitators
- Dispersing fund to reconciled districts
- Training of leaders & teachers (**just before the term begins or during non-work days during term**)
- Monitoring of training activities
- Reconciliation and reporting



**MTPDS Program
Y2 - 2011/2012**

Literacy 2 CPD - Term 3

- Writing and editing of training materials
- Printing of training materials
- Purchase of training supplies
- Dissemination of training materials
- Training of master trainers
- Training of facilitators
- Dispersing fund to reconciled districts
- Training of teachers (**during term break**)
- Monitoring of training activities
- Reconciliation and reporting

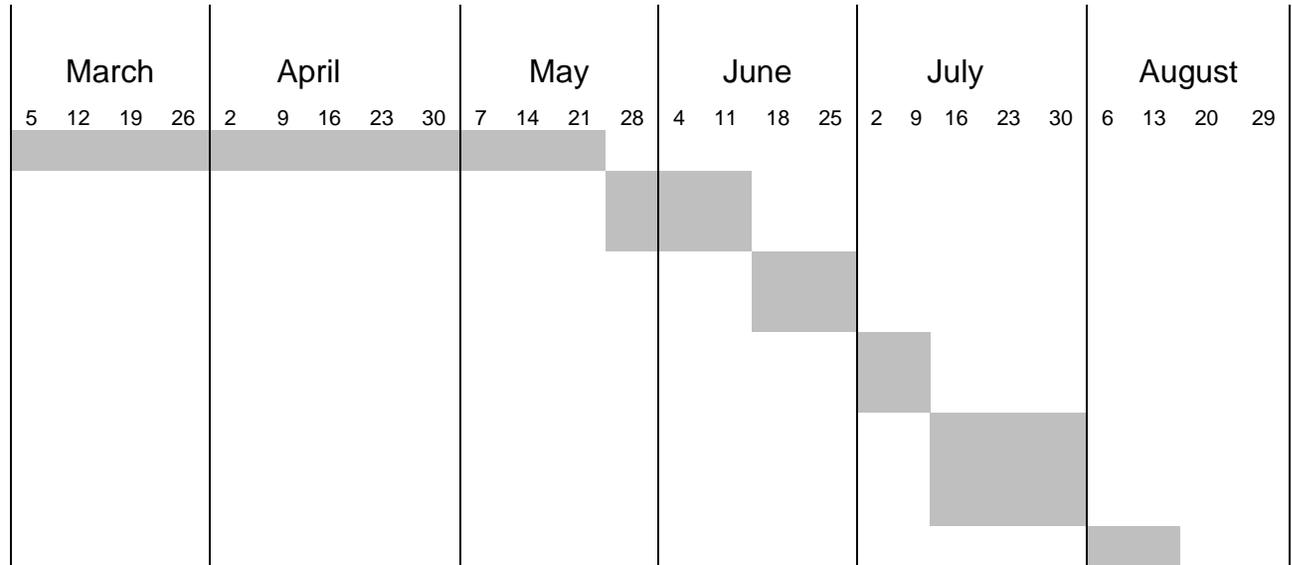


MTPDS Program

Y3 – 2012

Literacy 3 CPD - Term 1

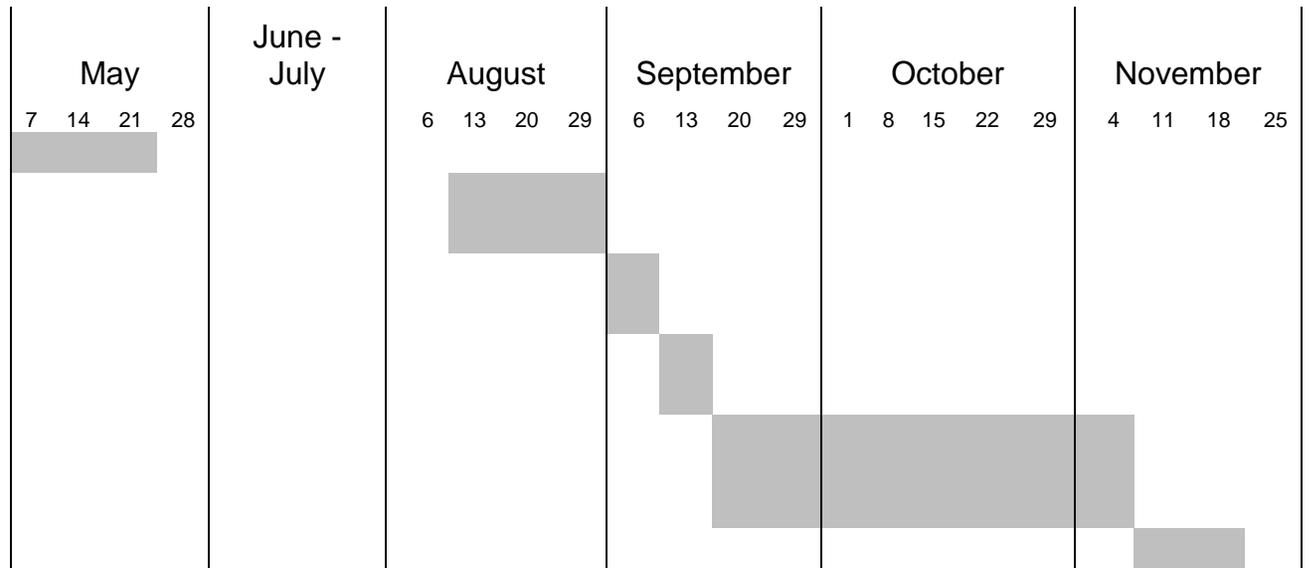
- Writing and editing of training materials
- Printing of training materials
- Purchase of training supplies
- Dissemination of training materials
- Training of master trainers
- Training of facilitators
- Dispersing fund to reconciled districts
- Training of teachers (**during break between terms**)
- Monitoring of training activities
- Reconciliation and reporting



**MTPDS Program
Y3 – 2012**

Literacy 4 CPD - Term 1

- Writing and editing of training materials
- Printing of training materials
- Purchase of training supplies
- Dissemination of training materials
- Training of master trainers
- Training of facilitators
- Dispersing fund to reconciled districts
- Training of teachers (**during non-work days during term**)
- Monitoring of training activities
- Reconciliation and reporting



**MTPDS Program
Y3 - 2012/2013**

Leadership 4 CPD - Term 2

- Writing and editing of training materials
- Printing of training materials
- Purchase of training supplies
- Dissemination of training materials
- Training of master trainers
- Training of facilitators
- Dispersing fund to reconciled districts
- Training of leaders (**during term break**)
- Monitoring of training activities
- Reconciliation and reporting

