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This report was prepared for review by the United States Agency for International Development. It was submitted to the COR, Malawi Teacher Professional Development Support activity, by Creative Associates International, RTI International, and Seward Inc. The authors of this report are Stephen Backman (Chief of Party) and Stephen Harvey (ex-Chief of Party).

ABE/LINK
Malawi Teacher Professional Development Support
(MTPDS)

Final Report

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Prepared by Stephen Backman, Chief of Party,
and Stephen Harvey, ex-Chief of Party

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Creative Associates International
5301 Wisconsin Avenue, NW, Suite 700
Washington, DC 20015

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Abbreviations

ABE	Assistance to Basic Education
ABE-LINK	Linkages in Education and Health
AC	Assistant Coordinator
ADS	Automated Directives System
BE	Basic Education
CA	continuous assessment
CBE	Complementary Basic Education
CCAP	Church of Central Africa, Presbyterian
CERT	Center for Education Research and Training
CIDA	Canadian International Development Agency
CLS	Centre for Language Studies
CO	Contracting Officer
COP	Chief of Party
COSQ	Classroom Observation Schedule and Questionnaire
COTR	Cognizant Officer's Technical Representative
CPD	Continuous Professional Development
CPEA	Coordinating Primary Education Advisor
CRECCOM	Creative Center for Community Mobilization
CSO	Civil society organization
cwpm	correct words per minute
DAO	Divisional Accounts Officer
DBE	Department of Basic Education
DC	District Commissioner
DCE	Domasi College of Education
DCOP	Deputy Chief of Party
DEM	District Education Manager
DEMIS	District Education Management Information System
DFID	Department for International Development (UK)
DIAS	Department of Inspection and Advisory Services
DLC	District Literacy Coordinator
DLNC	District Literacy and Numeracy Coordinator

DMO	Divisional Monitoring and Evaluation Officer
DOCS	Development Outreach Communications Specialist
DTED	Department of Teacher Education and Development
DTTC	Divisional Teacher Training Coordinators
DQA	Data Quality Assessment
EDM	Education Divisional Manager
EDSA	Education Decentralization Support Activity
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
EMAS	Education Methods Advisory Service (now known as DIAS)
EMIS	Education Management Information System
ESIP	Education Sector Investment Plan
FPE	Free Primary Education
FTI	Fast Track Initiatives
FY	Fiscal year
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (German Agency for Technical Cooperation)
GoM	Government of Malawi
HIV/AIDs	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IAS	Inspection and Advisory Service
ICT	Information and communication technology
INSET	In-Service Education and Training
IPTE	Initial Primary Teacher Education
IR	Intermediate Result
IRI	Interactive radio instruction
IT	Information technology
IQC	Indefinite Quantity Contract
LAC	Literacy across the Curriculum
M&E	Monitoring and evaluation
M/BLP	Malawi Beginning Literacy Program
MaK	Maziko a Kuwerenga
MANEB	Malawi National Examinations Board
MBC	Malawi Broadcasting Corporation

MBTL	Malawi Breakthrough to Literacy
MCDE	Malawi College of Distance Education
MIE	Malawi Institute of Education
MIITEP	Malawi Integrated In-service Teacher Education
MIS	Management information system
MK	Malawi Kwacha
MoEST	Ministry of Education, Science and Technology
MSSSP	Malawi Secondary School Support Programme
MTPDS	Malawi Teacher Professional Development Support (formerly called TPDS)
MTTA	Malawi Teacher Training Activity
NESP	National Education Sector Plan
NPC	New Primary Curriculum
NPC	National Primary Curriculum
NSTED	National Strategy on Teacher Education Development
OBE	Outcomes Based Education
ODL	Open and distance learning
OGP	Operation and Guidance Plan
ORF	Oral Reading Fluency
OVC	Orphans Vulnerable Children
PCAR	Primary Curriculum and Assessment Reform
PEA	Primary Education Advisor
PMP	Performance Monitoring Plan
PS	Principal Secretary (MoEST)
PSA	Public Service Announcement
PSIP	Primary School Improvement Program
PSSP	Primary School Support Program
PTA	Parent Teacher Association
RAM	Result Area Manager
RTI	Research Triangle Institute
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SEMA	Senior Education Methods Advisor
SEST	Secretary for Education, Science and Technology
SMC	School Management Committee

SMS	Short messaging service
SPA	Senior Policy Advisor
STTA	Short term technical assistance
SWAp	Sector Wide Approach
SWG	Sector Working Group
TA	Technical assistance
TDC	Teacher Development Center
TEAM	Teacher Educators Association of Malawi
TEMIS	Teacher Education Management Information System
ToF	Training of facilitators
ToRs	Terms of reference
ToT	Training of trainers
TPDS	(Malawi) Teacher Professional Development Support (now known as MTPDS)
TTC	Teacher Training College
TWG	Technical Working Group
DFID	UK Department for International Development
USAID	The United States Agency for International Development
USG	US Government

Project Objectives (2010-2013)

The Malawi Teacher Professional Development Support project (MTPDS) was a three-year United States Agency for International Development (USAID) activity designed to provide 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 supported MoEST in strengthening teacher policy, support, and management systems, as well as the provision of Continuous Professional Development (CPD). Targeting teacher trainers, teachers, school administrators, and children nationwide, MTPDS linked with and complemented key MoEST and Government of Malawi (GoM) priority initiatives and plans in teacher education and professional development. The Project had five Results,¹ each of which were further broken down into Requirements and Standards:

- Result 1: Strengthen Teacher Policy, Support, and Management Systems
- Result 2: Enhance Teacher Performance
- Result 3: Improve Early Grade Literacy
- Result 4: Enhance Quality of Primary Teaching and Learning Materials
- Result 5: Improve Monitoring and Evaluation (M&E) Systems Focusing on Teacher Competencies and Learner Outcomes

MTPDS sought to provide a cohesive, complementary set of activities that supported the GoM in the area of basic primary education to reach goals set in the National Education Sector Plan (NESP), Education Sector Investment Plan (ESIP), and National Strategy for Teacher Education and Development (NSTED). The MTPDS activity was implemented by the ABE team comprised of Creative Associates International, RTI International, and Seward Inc.

Creative Associates International (Creative): Prime Contractor, responsible for overall project management (including contract compliance, administration, financial reporting); project M&E and building capacity of the Ministry for M&E; as well as large procurement (e.g., vehicles, books)

RTI International (RTI): Subcontractor to Creative, responsible for overarching technical management; strengthening teacher policy, support, and management systems by supporting policy implementation; updating management and information systems (i.e., the Teacher Education Management Information System [TEMIS]); enhancement of teacher performance for decentralization of teacher training support; early grade literacy for children in school, learning standards, and continuous assessment; and teaching and learning materials

Seward Inc. (Seward): Subcontractor to Creative, responsible for enhanced teacher performance through development and implementation of guidelines and relevant tools for

¹ A sixth Result Area “Improved Early Grade Literacy and Numeracy for Out-of-School Children or Youth” (formerly Result 4) was removed under a contract modification received December 5, 2011.

CPD, implementation of light support structures under the CPD model, and development of CPD modules, including teaching and learning materials.

Summary of Achievements and Milestones in Implementation by Result Area

Introduction

MTPDS has been effective in its aim of providing technical assistance to MoEST in implementing teacher education support and systems management and supporting the implementation of PCAR. A total of 33,292 teachers and 12,580 school managers have been trained through nine CPD national training modules developed and implemented in collaboration with MoEST. While the National Early Grade Reading Assessment (EGRA) results have shown some improvement in reading scores between 2010 and now, significant increases in early grade reading scores have been measured with Standard 2 learners' scores from MTPDS literacy intervention districts improving in Oral Reading Fluency by more than seven correct words per minute (cwpm) – from 0.2 cwpm in 2010 to 7.4 cwpm in 2012 – over the three years of the project. Through MTPDS support, MoEST has revised all Standard 1-4 National Primary Curriculum (NPC) textbooks and teachers' guides and established systems and capacity for enhanced M&E of NPC implementation.

Result 1: Strengthened Teacher Policy, Support, and Management Systems

Key Achievements

- MTPDS provided support to MoEST on key priority action in the implementation of the NSTED.

FY 2009-2010 (Feb-Sep)

- During April and May 2010, Joe De Stefano and David Chapman produced the report *Analysis of education sector policy priorities and implications for TPDS*.
- MTPDS began to contribute actively to the Teacher Education Technical Working Group (TWG) and continued to do so throughout the project period.
- A comprehensive review of the NSTED was undertaken by Charles Gunsaru. A list of priority recommendations and strategies was developed.
- Research by Joe De Stefano resulted in the *Status of Teacher Information Systems* report, which made recommendations on actions for the harmonization of TEMIS and Education Management Information System (EMIS).

FY 2010-2011

- MTPDS worked with MoEST to develop a framework, strategy, and plan to support NSTED implementation. Four priorities were identified and approved by MoEST for policy support.
- Discussion papers were developed providing recommendations to support teacher career path development and a review of MoEST roles and responsibilities in teacher education.

FY 2011-2012

- The *NSTED Framework, NSTED Strategy, NSTED Implementation Plan, and NSTED Summary* were finalized and disseminated in a series of workshops early in 2012.
- The *Concept Paper on Career Path for Primary Teachers* was presented to the Basic Education and Teacher Education TWGs and endorsed.
- The *EMIS-TEMIS Integration Technical Assistance Report* provided recommendations on integration of the EMIS and the TEMIS.
- The *Teacher Development Center (TDC) Questionnaire* and accompanying *TDC Register* were developed and printed for distribution to all TDCs nationwide.
- *Clarified Roles and Responsibilities of MoEST Departments and Institutions Involved in Teacher Education and Management* were disseminated to senior MoEST officials
- MTPDS participated in the review of the *Education Sector Implementation Plan (ESIP)* at meetings in Blantyre in September 2012.

FY 2012-2013

- The *NSTED Implementation Strategy and Guidelines* were disseminated nationwide.
- The *Action Plan for Improved Coordination among Teacher Education Institutions* was finalized.
- The report on *Coordination and Alignment in Teacher Education: Recognition of Prior Learning* was finalized and disseminated.
- The *Teacher Educators Association of Malawi (TEAM)* was established with a constitution developed and executive committee elected in April 2013.
- CPD training for Primary Education Advisors (PEAs) and head teachers was revived at the Malawi Institute of Education (MIE) through district resources as a result of MTPDS-supported sensitization meetings for District Education Managers (DEMs) and District Commissioners (DCs).

Result 2: Enhanced Teacher Performance***Key Achievements***

- Nine CPD modules developed and delivered nationwide reaching 33,292 teachers and 12,580 head teachers and school managers
- National increase in words read per minute by Standard 2 and 4 learners over the EGRA baseline with Standard 4 learners increasing by 4.1 cwpm (11.3 baseline to 15.4 endline) and Standard 2 learners increasing by 0.5 cwpm (0.8 baseline to 1.3 endline)

*FY 2009-2010 (Feb-Sep)*CPD

- Initial consultations with MoEST led to the development and documentation of Operational Guidance for the decentralized delivery of CPD.
- Meetings were held at MIE to identify needs to be addressed through CPD. Drafts of leadership Module 1 and Literacy Module 1 were developed.
- The CPD Literacy Module 1 and Leadership Module 1 were piloted in Salima district September 2010.

Initial Primary Teacher Education – Open and Distance Learning (IPTE-ODL)

- Greville Rumble conducted and documented a comprehensive study of ODL system design, quality control, and recurrent costs in the *IPTE-ODL Systems Description and Analysis* report.
- MTPDS provided technical support to MoEST in the development of field assignments for first-year ODL students and the development of a *Trainee Handbook*.
- Sarah Pouezevara undertook research in July 2010 to explore options for the application of information and communication technology (ICT) solutions in ODL. Results were documented in the report *Study of ICT Environment as applicable to IPTE-ODL Program*.
- Greville Rumble prepared a report entitled *IPTE ODL – Systems and Costs*, which laid the framework for budgeting of ODL nationwide.

*FY 2010-2011*CPD

- Four CPD modules were successfully delivered nationwide during FY 2010-2011 (*Literacy Module 1, Numeracy Module 1, and Leadership Modules 1 and 2*), reaching all schools in the country. The literacy and numeracy modules targeted all Standard 1-4 teachers nationwide (estimated at 31,000) and the leadership modules targeted all head teachers and their deputies (estimated at 10,450). Final attendance figures were as follows:
 - Literacy Module 1 – 27,477 (15,309 male, 12,168 female)
 - Numeracy Module 1 – 28,181 (15,441 male and 12,740 female)
 - Leadership Module 1 – 10,310
 - Leadership Module 2 – 10,041 (8,294 male and 1,747 female).
- Teacher's Guides and Facilitator's Guides for each of these modules were developed in collaboration with MoEST and MIE.

IPTE-ODL

- A pilot study was successfully undertaken with 20 ODL students testing the relevance and applicability of mp3 players as a means of delivering course content to ODL students.

- An online ODL student database was developed and rolled out to all six government Teacher Training Colleges (TTCs) nationwide.
- A web-based system for sending and receiving SMS text messages between ODL students and their desk officers in TTCs was developed and tested.

FY 2011-2012

CPD

- CPD Leadership Module 3 was delivered nationwide in December to January 2012 to 9,738 (7,957 male and 1,781 female) head teachers and deputy head teachers.
- The *Operation and Guidance Plan for CPD*, first drafted in 2010, was cleared in February 2012. This document describes the model of CPD developed through MTPDS.
- The Senior Teacher Training Advisor, Dr. Absalom Phiri, died tragically in a car accident on March 17, 2012.
- CPD Literacy Module 2 was delivered nationwide in May to June 2012 to 33,292 teachers (19,644 male and 13,648 female).
- CPD Literacy Module 3 was delivered nationwide in August 2012 to 33,242 teachers (19,136 male and 14,106 female).
- Leadership Module 4 delivery began nationwide in December 2012. It targeted School Management Committee (SMC) and Parent-Teacher Association (PTA) members in addition to the school leaders.

ODL

- All work on ODL ceased upon receiving a contract modification on December 5, 2011.

FY 2012-2013

- CPD Literacy Module 4 was completed nationwide in February 2013, reaching a total of 21,329 participants (15,880 male and 5,449 female) composed of 12,580 school managers (9,417 male and 3,163 female) and 8,749 SMC and PTA members (6,463 male and 2,286 female).
- The CPD Sustainability Meeting was held on March 14-15, 2013, resulting in a draft *National Plan for CPD: Concepts for Decentralization* being developed by MoEST.
- All CPD materials developed by MTPDS were handed over to MoEST at MIE with accompanying orientation training for TTC lecturers from all TTCs.

Result 3: Improved Early Grade Literacy²

Key Achievements

- The Maziko a Kuwerenga literacy intervention developed and delivered, benefitting 201,656 Standard 1 learners in 1,310 school in 7 districts
- Improvement of more than 7 words per minute (from 0.2 cwpm to 7.4 cwpm) in oral reading fluency scores over baseline for Standard 2 learners from intervention districts

FY 2009-2010 (Feb-Sep)

- The National Literacy Forum took place in July 2010 to review past literacy interventions in Malawi. Recommendations were combined with research conducted by Karen Wiener and documented in the report *Analysis of Best Practice in Literacy in Malawi*.
- The EGRA and Early Grade Mathematics (EGMA) Adaptation Workshop took place in September 2010. Thirty MoEST staff participated in developing localized EGRA and EGMA instrumentation.

FY 2010-2011

- A sample of 992 randomly selected learners from 50 schools were tested for the EGRA national baseline; 996 learners from the same 50 schools were tested for the EGMA national baseline. A further 1,456 Standard 2 learners from 48 schools were tested using the EGRA tool for a randomized control study that would compare performance in the literacy intervention districts of Salima and Ntchisi to performance in control districts (Dedza and Mwanza).
- The resulting *EGRA and EGMA Baseline Reports* found that learner achievement was poor, especially in reading. Seventy-five percent of children entering Standard 2 could not name a single letter, and 40% of children entering Standard 4 could not read a single word in a minute. Most learners who were tested lacked the necessary fluency to enable them to read with comprehension.
- The Maziko a Kuwerenga (MaK) literacy intervention was initiated in both Salima and Ntchisi districts. In these two districts, 1,166 teachers in Standards 1-4 received 2 days of training on Effective Teaching Practices. All 866 Standard 1 teachers and head teachers also received 4 days of training in Early Reading Intervention Module 2.
- A set of scripted lesson plans was developed for Standard 1 teachers accompanied by the *Nditha Kuwerenga* decodable reader. 43,630 copies of the decodable reader were printed and distributed, one for each Standard 1 learner in each of the two districts
- Sensitization meetings were held with the SMCs and PTAs at a total of 272 schools to mobilize them to support literacy development at the community level.

² Prior to the contract modification of December 2011, the wording of this Result was originally *Result 3: Improved Early Grade Literacy and Numeracy for In-School Children or Youth*.

FY 2011-2012

- The *2010 EGRA Baseline Report* was disseminated to all 34 districts nationwide through meetings held with DEMs during the first two months of 2012.
- The first meeting of the EGRA Coordinating Committee took place in October 2011.
- The 2011 EGRA data collection took place during November 2011. Forty MoEST staff were trained as enumerators and supervisors. A total of 3,019 children in 150 schools were assessed. Findings in the *EGRA 2011 Report* showed a very similar pattern of performance on reading to the EGRA Baseline in 2010.
- The EGRA Snapshot of Progress in Salima and Ntchisi Districts was undertaken with 200 learners in May 2012, making innovative use of tablet computers and Tangerine software. Results demonstrated that Reading Fluency had increased from zero to almost eight CWPM.
- The MaK literacy intervention was successfully scaled up in five additional districts (Mzimba North, Ntcheu, Zomba Rural, Blantyre Rural, and Thyolo) in March 2012. 92 PEAs rolled out MaK Module 1 to 6,529 teachers in March.
- During April, delivery was completed of 161,000 copies of the *Nditha Kuwerenga* supplementary reader in the five new literacy intervention districts.
- MaK Module 2 was successfully delivered during April 2012, reaching 1,837 Standard 1 teachers and 1,017 head teachers in all five new literacy intervention districts.

FY 2012-2013

- MaK Module 3 was delivered to all Standard 1 teachers and head teachers in all 7 intervention districts in October 2012, reaching 3,202 teachers and head teachers.
- 59 EGRA enumerators were trained by MoEST staff in October 2012 to use Tangerine software for data collection. EGRA 2012 data collection took place in November 2012. A sample of 150 schools and 3,000 learners was tested. A further sample of 960 learners from the 48 schools in the randomized control study were also tested.
- The “Influence of Language on Learning Workshop” took place on December 5 and 6, 2012. The workshop identified key factors for consideration in language planning for education, with the resulting report *The Influence of Language on Learning: Recommendation on Planning for Language Use in Education*.

Result 4: Enhanced Quality of Primary Teaching and Learning Materials³

Key Achievements

- MTPDS provided technical and financial support for the revision of 62 PCAR titles (textbooks, teachers' guides and syllabuses for all learning areas in Standards 1-4: seven subjects each for Standards 1 and 2, eight subject in Standard 3, and nine subjects in Standard 4). Camera-ready copies are available at MIE, ready for printing.
- MTPDS supported MoEST in the development and piloting of new Continuous Assessment Guidelines for Standards 1-4.

FY 2009-2010 (Feb-Sep)

- In July 2010, MTPDS and MIE collaborated to produce a comprehensive budget for the process of textbook revision for Standards 1-4.

FY 2010-2011

- In January and February 2011, MTPDS worked with MIE and Malawi National Examinations Board (MANEB) to conduct a baseline study of existing continuous assessment practices in schools, which was documented in the *Baseline Study of Continuous Assessment Practices*.
- A textbook review research study was conducted in collaboration with MIE. The study revealed that although revision was necessary for all textbooks, there are particular weaknesses in both the English and Chichewa textbooks, which has necessitated complete redrafting.
- MTPDS provided technical assistance to MIE in conducting a textbook revision workshop from April 4 to 15, 2011. During this workshop, a total of 28 titles were revised and redrafted; seven teachers' guides and seven textbooks were revised in both Standards 1 and 2.

FY 2011-2012

- A writers' workshop for Standard 3 textbooks and teachers' guides was held March 19-30, 2012 at MIE, with subject panels for the eight subjects. A refinement workshop was held on July 2-13. Language textbooks reflect the experiences of the MaK literacy intervention.

³ In the original MTPDS contract, this Result was numbered 5. In the original contract, there was an additional Result Area, which was given the number 4: "Result IV. Improved Early Grade Literacy and Numeracy for Out-of-School Children or Youth." This Result and all associated Requirements and Standards were removed as part of the modification signed and received on December 5, 2011. The possibility of this happening had been flagged by USAID in advance, so only a limited amount of preparatory work was conducted on the original Result 4 before its removal. In FY 2009-2010, preliminary contacts and discussion were held with the Department of Basic Education and with the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), who are the leading development partners in this field. It was discovered that GIZ had already initiated delivery of Complementary Basic Education (CBE) in Salima and Ntchisi and that the scope of work outlined in the original project contract duplicated this effort.

- The Standard 4 textbook revision workshop was held April 30 to May 11. It produced first drafts of the syllabus, teachers' guides, and textbooks for all eight subjects. A follow-up textbook refinement workshop was successfully completed on July 1-7.
- The Deputy Chief of Party (DCOP) held two workshops with MIE staff in September to evaluate existing supplementary reading material.

FY 2012-2013

- 48 teachers and 12 head teachers and deputies in six schools in the Lilongwe area participated in field testing Continuous Assessment (CA) Guidelines. A debriefing workshop resulted in the finalization of the *CA Guidelines* document.
- The *Review of Existing Supplementary Reading Materials Developed Under Donor-Funded Projects* was finalized, providing a summary and review of all supplementary reading materials available to MoEST and development partners.

Result 5: Improved M&E Systems Focusing on Teacher Competencies and Learner Outcomes⁴

Key Achievements

- MTPDS developed and implemented a Framework and Strategy for monitoring and evaluating the NPC.
- MTPDS piloted the use of School Report Cards to assist SMCs in monitoring the performance of learners in their schools.

FY 2009-2010 (Feb-Sep)

- A workshop was held September 2010 for counterparts to identify key evaluation questions in the implementation of the NPC. The participants began the work of generating a framework of indicators to be applied to curriculum evaluation from inputs and processes through to outputs, outcomes, and impact.

FY 2010-2011

- A framework and strategy was developed for the monitoring and evaluation of the NPC.

FY 2011-2012

- The *NPC M&E Framework and Strategy* were cleared during October 2011. A total of 93 PEAs and one Senior Education Methods Advisor (SEMA) were trained to implement the strategy. Data were collected from 100 schools using the indicators and tools contained in the *NPC M&E Strategy* document. Analysis of NPC M&E data was completed, with MoEST officials taking a leading role.

⁴ Before the modification of December 2011, this result was titled *Improved Teacher Education-NPC, M&E Systems & Quality*.

- Piloting of the MTPDS School Report Card system started in March 2012. A training manual for SMCs to support the pilot was also developed. The training of SMCs using this material proceeded in May in one pilot zone in each of the seven literacy intervention districts.
- The Senior M&E Systems Advisor, Demis Kunje, died tragically in a road accident on November 4. This delayed completion of the remaining deliverables under Result 5 until alternate arrangements could be put in place.

FY 2012-2013

- The *Report on the Evaluation of the Implementation of the National Primary Curriculum* was finalized and disseminated in a national workshop on March 22, 2013.
- The pilot of the School Report Card system was finalized with a resulting report that shares lessons learned from the pilot and recommendations for integration into the existing Primary School Improvement Programme (PSIP) at MoEST.

Project Award and Start-up

Initial Mobilization

Implementation of MTPDS commenced immediately after the February 3, 2010 contract award with kick-off discussions among MTPDS partners and a welcome phone call with the Cognizant Officer's Technical Representative (COTR). The MTPDS mobilization team, composed of representatives of Creative, RTI, and Seward, arrived in Lilongwe on February 23 and held kick-off meetings with USAID and MoEST on February 25-26, 2010. Courtesy meetings were also held with USAID Mission Director Kurt Reintsma and Program Officer Patrick Wesner at this time.

Establishing Partnership with MoEST

On February 26, 2010, a kick-off meeting was held with the GoM to discuss MoEST priorities. The meeting reviewed the project and prepared for a joint MTPDS-MoEST project implementation. This meeting established a solid foundation for the subsequent discussions and resulted in the joint review of the draft Work Plan. Participants included senior staff from Department of Education and Training (DTED), Department of Planning (Planning), Education Management and Advisory Service (EMAS),⁵ MIE, and other offices. Subsequently, a protocol meeting was held with the Secretary of Education, Science and Technology (SEST), Bernard Sande, who expressed full support for MTPDS.

Throughout February and March 2010, the MTPDS team met frequently with GoM counterparts, primarily DTED, as well as the designated representatives from Department of Planning (Dr. Kamlongera), EMAS, now known as the Department of Inspection and Advisory Services (DIAS) (Mr. Agabu), and the Department of Human Resource Management and Development (HRMD) (Mr. Mjojo). The meetings focused on identifying appropriate counterparts for each specific technical area and ensuring MoEST involvement and ownership in activity planning and

⁵ The Education Methods and Advisory Service (EMAS) later changed its name to Department of Inspection and Advisory Services (DIAS) during 2010.

scheduling. Based on these meetings, the *April-July Work Plan* was developed. All participants agreed that adjustments to the implementation and deliverables schedule included in the MTPDS contract would eventually be needed based on recent sectoral developments and the nearly two-year time lag from the initial design of the project and the final USAID award.

The series of technical discussions and joint MoEST planning sessions held throughout February and March were led by Acting Chiefs of Party (ACOPs) pending the assignment of the Chief of Party (COP). This series culminated in a widely attended “Getting Started” meeting on March 26, 2010, at which working groups were established. This was followed by a March 29 meeting to consolidate MoEST input to the *April-July Work Plan*.

Throughout the period from April to June 2010, MTPDS maintained its focus on developing a close partnership with MoEST. After the arrival of COP Dr. Stephen Harvey on June 1, 2010, several important meetings took place between MTPDS and senior MoEST personnel to further develop close working relations.

- On June 22, the COP and Alternate COTR met Raphael Agabu (*Acting Director of EMAS, now DIAS*). Among the items discussed were (i) an overview of MoEST structure as relevant to MTPDS, (ii) the need to shift focus from policy development to policy implementation, and (iii) MoEST’s view that MTPDS should be treated as a “program and not a project”—working to “embed, stabilize, and routinize” implementation of the new primary curriculum.
- On June 25, the COP and COTR met with Bernard Sandi (SEST), to discuss (i) the SEST’s vision for MTPDS and its role in implementing MoEST policy and (ii) Identification of MoEST counterparts to help steer the project to maximize its relevance to MoEST priorities.
- On June 29, the COP met with Dr. Susuwele-Banda (Director MIE) to discuss (i) recent experience in the provision of CPD in support of PCAR implementation and the need to develop cost-effective, school-based strategies and (ii) the urgent requirement to review PCAR learning materials and improve the availability of reading materials in schools.

During the final quarter of FY 2009-2010, MTPDS began regular participation in all relevant MoEST TWGs and Task Teams, including the Teacher Education TWG, the Quality and Standards TWG, and the Basic Education TWG. MTPDS also finalized consultation to identify MoEST counterparts. It was agreed that these MoEST counterparts would:

- Provide advice and input in project planning processes, ensuring that project activities remained well tuned to current MoEST priorities and policies;
- Participate in project M&E activities;
- Act as internal advocates for MTPDS to ensure dissemination of accurate information;
- Benefit—through participation in project activities—from the capacity-building opportunities that they present.

The value of the counterparts was demonstrated during July 2010, which was a period of intense planning activity in preparation for the submission of a draft work plan covering the 18-month period starting August 1, 2010 to February 2012. **Table 1** below lists those MoEST counterparts who provided valuable input into the planning of activities in each result area.

Summary Table 1. MoEST counterparts 2010

Result Area	MoEST Counterparts
1. Strengthened Teacher Support, Policy, and Management Systems	Mr. P. Themu, Mr. E. Salagi (DTED), Mr. C Nyirenda (Planning) Mrs. C. Kutsaira (DBE), Mr. A. Chipanga (DIAS)
2. Enhanced Teacher Performance	Mrs. D. Namaona, Mr. V. Mdangwe, Mr. B. Kamanga (DTED), Mrs. D. Matiti, Mr. Chipanga (DIAS), Mrs. M. Phiri (MIE)
3. Improved Early Grade Literacy and Numeracy	Mrs. D. Matiti (DIAS), Mr. G. Chiunda (MANEB), Mr. F. Gama (MIE), Mr. P. Themu (DTED)
4. <i>Improved Early Grade Literacy and Numeracy for Out of School Children and Youth</i> ⁶	<i>Mrs. C. Kutsaira (DBE)</i>
5. Enhanced Quality of Teaching and Learning Materials	Mr. D. Kaambankadzanja (MIE), Mr. G. Chiunda (MANEB), Mrs. K. Kutsaira (DBE)
6. Improved Teacher Education-PCAR M&E Systems and Quality	Mr. A Chipanga, Mr. J. Kayira, (DIAS) Mrs. Kafundu (Planning)

Divisional and District Offices

To support the national reach of MTPDS, project offices were established in each of the six education divisions of Malawi. One team member was placed in each division to maximize collaboration with existing MoEST structures. A meeting was held on July 21, 2010 at Lilongwe Hotel attended by all six Education Division Managers (EDMs). The meeting focused on the practicalities of providing adequate field support for CPD, ODL, and other teacher training and support activities. EDMs unanimously welcomed the project as an opportunity to develop the capacity of divisional offices. Each division offered to make office space available for MTPDS staff within their own premises. From August 6 to 12, further meetings were held in each divisional office to introduce MTPDS to all DEMs and Coordinating PEAs (CPEAs) nationwide and brief them on the objectives, activities, and operations of MTPDS. During September 2010, appointments were made by MTPDS for the posts of Divisional Teacher Training Coordinator (DTTC), and the offices became operational in October 2010.

Result 3 required an intensive literacy intervention to be undertaken in two districts (Salima and Ntchisi). On September 15, 2010, meetings were held with MoEST staff in both districts, to investigate their suitability as host districts. In both cases, this was confirmed, and MTPDS was also offered the use of office space within the district education office for an MTPDS District Literacy Coordinator. Recruitment for these posts was completed in December 2010 and these offices became operational in February 2011.

Initial coordination with other USAID projects and Development Partners

During the first six months of MTPDS, there was a strong emphasis on coordination with the other USAID education projects in Malawi, namely the Education Decentralization Support

⁶ This Result Area was removed from the task order under a contract modification received December 5, 2011.

Activity (EDSA), Tikwere Interactive Radio Instruction (IRI), and Read Malawi. A joint meeting held on March 17, 2010, with USAID, Tikwere, Read Malawi, and EDSA focused on alignment with the ESIP and ensuring that MTPDS contributed to ESIP plans, activities, and targets.

During his first month in country, the COP focused on establishing strong relationships with other donors and projects as well as identifying potential synergies.

- On June 18, 2010, the COP met with Joan Owomoyela of EDSA. The discussion focused on collaboration on (i) the review and integration of EMIS and TEMIS systems and (ii) the implementation of zonal grants for CPD.
- On June 23, the COP met with Simon Richmond (COP), Augustine Kamlongera (DCOP), and Jennifer Kennedy of Tikwere to explore the coordination of work on ODL, CPD, PCAR materials development, Early Literacy Teaching, and Complementary Basic Education (CBE). The overlap of interest between the projects necessitated continuous coordination.
- The COP met with Misty Sailors of Read Malawi during the USAID conference in Dar es Salaam in June 2010, and they discussed coordination of materials development and Literacy CPD and the implementation of EGRA under Result 3.

The COP also held initial meetings with other international donors and organizations.

- A meeting with McPherson Jere of the Canadian International Development Agency (CIDA) on June 21, 2010 identified that while the CIDA program was scaling down, there was a common interest in developing methods for the mentoring of ODL students.
- A meeting with Panji Chamdimba of the United Nations Children's Fund (UNICEF) on June 21 identified a common interest in pupil assessment while reiterating the common interest in CBE.
- A meeting with Don Taylor of the UK Department for International Development (DFID) on June 22 revealed a common interest in the review of PCAR materials and in promoting community accountability in education.
- A meeting took place on July 13 at the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) to explore collaboration in areas of CBE. This meeting revealed that the two districts earmarked for work on CBE with MTPDS had already been assisted with DFID funding and that much of the work anticipated by MTPDS had already been completed. This validated the need to review and revise the MTPDS scope of work.

Progress by Result Areas

Result 1: Strengthened Teacher Policy, Support, and Management Systems

In recent years MoEST developed policies, strategies, and implementation plans aimed at improving the quality of the delivery and management of the education system in Malawi, including the following:

- The NESP, which covers the period from 2007 to 2017 and defines the government's approach to achieving the national education goals and objectives

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- The ESIP, which covers the first five years of NESP and focuses on the implementation priorities of that period
 - The NSTED, which covers the period from 2007 to 2017 and “provides for the establishment of a coherent and responsive teacher education and development program”

It was recognized at the outset of MTPDS that the most pressing need in the sector was not the formulation of new policies but rather the creation of organizational relationships and an institutional environment that could enable the successful implementation and sustainability of the policy reforms. Work under this Result Area was effective in assisting the MoEST to operationalize the policies, strategies, and recommendations already articulated in the NSTED, NESP, and ESIP documents.

Result 1 was divided into four Requirements, and progress for each was reported separately over the lifetime of the project.⁷

- **Requirement 1.1:** Formulate a policy framework and implementation plan for teacher education systems management and support in Malawi under the NSTED.
- **Requirement 1.2:** Determine key, priority policy actions and support their implementation.
- **Requirement 1.3:** Develop an updated TEMIS that is integrated with the EMIS.
- **Requirement 1.4:** Provide targeted support for improved coordination among MoEST teacher education departments and institutions and other institutions involved in teacher education and development.

Requirement 1.1: Formulate a policy framework and implementation plan for teacher education systems management and support in Malawi under the NSTED

The NSTED was developed in 2007 and approved in 2008. However, by 2010 the NSTED had not yet been widely disseminated. In fact, no copies had been printed, and very few people had seen or reviewed the document. Consequently, no deliberate efforts had been made to implement NSTED. Work under this requirement succeeded in assisting the MoEST to prioritize and operationalize its own policies on teacher education and development as outlined in the NSTED. To achieve this, MTPDS assisted MoEST to draft a policy framework, strategy, and implementation plan.

⁷ Amendments were made to the wording of Result 1 in the contractual modification of December 5, 2011. These are explained in detail in Annex 1. Most significantly, one requirement, *Requirement 1.5: Assess the impact of HIV/AIDS in the sector on education personnel and pupils/students*, was removed entirely from the task order. A significant amount of preparatory work had been conducted on this requirement. Plans were drafted and submitted to USAID in October 2010 for a study of the impact of HIV/AIDS on education personnel. This took the form of a documented proposal for PEPFAR funding. A concept note was submitted in February to work in collaboration with the BRIDGE II project to conduct the study and then follow up on its findings with a national CPD training program delivered in collaboration with the Teachers Living Positively (T’LIPO) organization. However, this proposal was not funded because its scope was evaluated as being too wide for PEPFAR to be able to fund.

FY 2009-2010 (Feb-Sep)

During April and May 2010, De Stefano and Chapman undertook an analysis of education sector policy priorities and implications for MTPDS. This study identified three possible policy implementation priorities for MTPDS support:

- Operationalization of the decentralized system of ongoing teacher professional development, support, and supervision
- Promotion of a focus on early grades in primary education and the institutional and policy implications of such a focus
- Policy coordination and teacher management related to the structure of teachers' careers and the mechanisms for career advancement

Charles Gunsaru joined the project as Senior Policy Advisor (SPA) on July 1, 2010. His early work revealed that NSTED already provided a comprehensive policy framework for teacher education and development. However, the problem was that NSTED had not been widely disseminated, and there had been no deliberate effort to have the NSTED implemented.

A comprehensive review of the NSTED was completed by Charles Gunsaru and documented in the *NSTED Review Report*. A list of priority recommendations and strategies was prepared.

Research also revealed that the NSTED document had never been printed. Mr. Gunsaru facilitated MoEST to do this using World Bank funds previously earmarked for the purpose.

FY 2010-2011

MTPDS continued to provide support to the MoEST for dissemination of NSTED and for the implementation of the policy priorities it contains. A key event organized by MTPDS was the NSTED dissemination meeting held at MoEST on October 8, 2010, attended by the Principal Secretary (PS), all heads of department in the MoEST, and all main development partners.

The *NSTED Review Report*, produced in September 2010, was presented to the MoEST Teacher Education TWG on October 27, and the following four proposed priorities for policy support within MTPDS were endorsed. This endorsement has subsequently received the written approval of the PS. The following priority areas were identified:

- Improved coordination among MoEST departments/institutions involved in teacher education and development by clarifying their roles and responsibilities
- Establishment of a career path for primary teachers that ties advancement to CPD as already outlined in the NSTED (p. 22).
- Establishment of a CPD program aimed at equipping PEAs and senior school staff with supervisory and monitoring skills
- Introduction of a modular CPD program that has accreditation for higher academic qualifications

Work on developing the NSTED Policy Framework was ongoing throughout FY 2010-2011. The Policy Framework was submitted to USAID on August 11, 2011, and feedback was received on

September 22. This document reviewed the various NSTED policy options and distinguished those which had already been implemented and those which had not so far been implemented. The document aimed to assist the MoEST in prioritization of policy support actions by both MoEST and MTPDS.

MTPDS also developed a draft *NSTED Implementation Strategy* and *NSTED Implementation Plan*, which addressed the question of improving linkages between pre- and in-service training. These documents proposed six policy implementation priorities that the MoEST had identified for implementation:

- Improving coordination between MoEST's institutions and departments with various teacher training and management roles
- Introducing modular CPD programs that have accreditation for higher teacher academic qualifications
- Tying CPD programs to career path advancement and rewards/awards
- Ensuring teachers have at least three days of CPD sessions in a year
- Training PEAs and senior teachers to support CPD
- Making school improvement plans that include mandatory CPD

Within the strategy and plan, the rationale for each priority was explained; the actions necessary for its implementation were described; and timeframes, estimated costs, and persons responsible were defined.

FY 2011-2012

During October 2011, USAID cleared the four key documents related to MTPDS support for the implementation of NSTED:

- *The NSTED Policy Framework*, which lays out the policy options contained in the NSTED and demonstrates their relationship to the priorities contained in the NESP
- *The NSTED Implementation Strategy*, which proposes the prioritization of six strategies for implementation and proposes associated implementation activities
- *The NSTED Implementation Plan*, which provides a detailed description of proposed policy implementation activities for each of the six strategies, including budgets, timeframes, and persons responsible
- *The NSTED Summary*, which summarizes the content of the NSTED document in a format that is accessible to stakeholders and suitable for wider dissemination

All four NSTED documents were presented to the TWG for Teacher Education on December 9, 2011, and were approved, subject to minor amendments.



Participants at the extraordinary meeting of the Teacher Education TWG, December 9, 2011

During January 2012, MTPDS worked with DTED to complete national distribution of the NSTED document. Copies were distributed to all participants at the Teacher Education TWG on January 18, 2012, including representatives of four out of six TTCs.

Consultation and dissemination workshops were held on the NSTED Implementation Framework, Strategy, and Guidelines (in Blantyre on January 30, in Lilongwe on January 31, and in Mzuzu on February 1). The SPA facilitated these workshops.

These documents were shared with representatives from all six Education Division Offices, all 34 District Education Offices, the six public primary TTCs, and Domasi College of Education (DCE).



MTPDS Result Area Managers posing with EDMs, DEMs, and TTC officials at one of the division consultation meetings.

During the consultation meetings, participants expressed a high degree of appreciation that the NSTED policy was finally being distributed and that MTPDS was supporting implementation of key elements.

To enhance MoEST ownership of policy-related documents produced under Result 1, MTPDS management requested exceptions to USAID branding guidelines for documents that would be better positioned as coming from MoEST. The USAID Contracting Officer (CO) granted this permission in a letter dated February 21, 2012. Based on the national consultation exercise, MTPDS submitted an agreed final draft of the NSTED implementation guidelines to DTED on March 28, 2012.

MoEST invited MTPDS to participate in the review of the ESIP in Blantyre on September 12-14, 2012. Charles Gunsaru represented the project. This review presented an opportunity for MTPDS to ensure that policy recommendations developed through MTPDS were incorporated into the forthcoming revised ESIP 2013-2017. The *NSTED Framework, Implementation Strategy and Guidelines*, developed by MTPDS, were featured prominently in discussion by the panel for

teacher education, and we are confident that many of the specific recommendation in these documents will be incorporated into the next ESIP. The review also provided an opportunity for USAID to advocate for the inclusion of reading and literacy objectives in the new ESIP.

FY 2012-2013

The *NSTED Implementation Strategy and Guidelines* were disseminated during the first quarter of FY 2012-2013. Copies were distributed to all member of the Teacher Education TWG on October 26, 2012. Members encouraged the DTED to use the document to inform the drafting of the *Education Sector Implementation Plan 2*. During November, a further 220 copies were distributed to TTCs, tertiary institutions, and districts.

Requirement 1.2: Determine key, priority policy actions and support their implementation

Policy priorities emerged from the review of NSTED. Work under this Requirement supported the implementation of these actions.

FY 2010-2011

During the second quarter of FY 2010-2011, the SPA completed an internal report analyzing the relevance of the work of previous USAID projects (notably Malawi Teacher Training Activity [MTTA] and Primary School Support Program [PSSP]) to current MTPDS efforts to support implementation of the NSTED. The conclusions of this report largely supported those of the previous *NSTED Review Report* and the selection of policy actions for MTPDS support.

During the third quarter of FY 2010-2011, draft guidelines on career path development were produced and shared with MoEST counterparts, including the PS, and with USAID.

FY 2011-2012

On March 16, 2012, DTED provided written approval for the three NSTED policy priorities to be supported by MTPDS:

- Establishing a career path that links advancement to CPD
- Improving coordination among departments and institutions involved in teacher education and development⁸
- Establishing a CPD program aimed at equipping PEAs and senior staff with supervisory and monitoring skills

MTPDS completed a final draft of the *NSTED Implementation Strategy for Key Policy Actions for MTPDS Support* and submitted it to USAID on June 13, 2012 for approval. The document details MTPDS support for the three NSTED policy actions, listed above. On August 13, 2012, USAID cleared the document.

As planned, on September 21, a meeting took place at MIE between MTPDS and the Director of MIE, the Directors of DIAS and the Department of Basic Education (DBE), and representatives of

⁸ Because this work overlaps with Requirement 1.4, actions under this priority are reported below under that requirement.

DCE to discuss (i) the development and implementation of a program for CPD for PEAs and senior primary school teachers and (ii) undertaking a review of the IPTE curriculum. The Directors of DIAS and DBE agreed to sensitize the Teaching Service Commission and the Department of HRMD about these plans to ensure their proper accreditation.

The *Concept Paper on Career Path for Primary School Teachers* was tabled for discussion at an extraordinary meeting of the Basic Education TWG on March 20, 2012. The TWG approved its content and charted a path for its implementation. These steps represented a significant development in the process of developing a career path for primary school teachers. The presentation of the paper established the issue of a career path firmly on the agenda of both the Basic Education and Teacher Education TWGs.

The final draft of the *Concept Paper on Career Path for Primary School Teachers* was written during May and presented to the Director of DBE for approval on May 30, 2012. The document was subsequently endorsed by MoEST through a letter signed by the Director of Basic Education, dated July 30, 2012. The paper described problems associated with the existing career structure and discussed strategies proposed in the NSTED for its improvement. It also presented a plan for MTPDS support for implementation. The paper recommended that a task force should be established to champion efforts aimed at clarifying the career structure of personnel in the primary education sector and that primary schools should be categorized in terms of their enrollment in order to create a MoEST-approved staff establishment for each school category. Soon thereafter, MoEST declared the intention to establish a TWG on human resource management and to embark on the categorization of the primary schools.

Charles Gunsaru presented the *Concept Paper on Career Path for Primary Teachers* and *The EMIS-TEMIS Integration Technical Assistance Report* to a special meeting of the Teacher Education TWG on May 8, 2012, which focused on the presentation of research papers from education partners. TWG participants received both papers with interest.

As part of the policy priority to improve coordination, it was recommended that the IPTE curriculum be reviewed. During his participation at the ESIP review meeting in September and during subsequent meetings with the Directors of DTED, DIAS, and DBE, the SPA worked to ensure that the review of the IPTE curriculum was included in ESIP2. The SPA was informed that the IPTE curriculum review has been included in the latest draft of ESIP2, which is still awaiting finalization. This should ensure that the review is included in the MoEST program of works for the next five years.

FY 2012-2013

During October 2012, the SPA supported MIE in establishing a CPD program aimed at equipping PEAs and senior staff with supervisory and monitoring skills. MTPDS and MIE held meetings in Blantyre, Lilongwe, and Mzuzu (October 16-19) with DEMs and DCs from all districts to publicize CPD opportunities for head teachers and PEAs available at MIE. Sixty-one officers attended. The Directors of DIAS and the DBE attended the meetings in Lilongwe and Mzuzu. Participants agreed that these courses could be funded by districts under the district office budgets and the PSIP, so there is now a high probability that the CPD program will be sustained at MIE. The meeting participants agreed on the following:

- District and city councils would ensure that primary school head teachers and PEAs would be sent to MIE for the headship and advisory services in-service training.
- MIE would issue an annual schedule for the in-service training programs.
- The training of the first cohort of head teachers under the revived program would be done in January 2013.

The 2013 schedule for head teacher and PEA trainings at MIE is provided in the **Table 2** below, with attendance figures for those already completed. The participation of all of these head teachers and PEAs was funded by their respective district education offices. So far, DEMs have responded positively to this program, which bodes well for the sustainability of these trainings into the future. The program was used as a model of what is possible under a decentralized system for education during the national CPD Sustainability Meeting held in March 2013.

Summary Table 2. Training Program at MIE, 2013

Cohort	Dates	Attendance
Primary School Head Teachers In-Service Training		
1	January 14-25	58 head teachers
2	April 8-19	68 head teachers
3	July 15-26	
4	August 5-16	
5	August 9-20	
Primary Education Advisors In-Service Training		
1	March 11-22	25 PEAs
2	October 2-18	

On February 19, 2013, the SPA led a discussion at the TWG for Basic Education on primary school teachers' career path. Recommendations from the *Concept Paper on Career Path for Primary School Teachers* were reviewed, and updates were provided on progress toward these recommendations. A few issues were highlighted where MoEST still needs to follow up. These issues include the finalization of a school categorization exercise to identify relevant grades for head teachers and the establishment of a task force to champion the implementation of the recommendations. The SPA held a series of meetings in April and May 2013 with the Directors of Basic Education and Human Resources and with the PS for Basic and Secondary Education to support moving this initiative forward. As a result, the Director of Basic Education has submitted to the PS loose minutes that include these issues, with the hope that the minutes will be included in the Ministry's regular management meetings.

At the TWG for Basic Education on May 22, 2013, a task force was established to look at moving the issue of career path of teachers forward. The task force is to be chaired by the Department of HRMD. It was also discovered during the TWG that the Department of HRMD was already planning to conduct a review of the primary school teacher's career path and the establishment

of primary school teachers. Therefore, the TWG members advised that the task force should meet with the review team and ensure that it be given the *Concept Paper on Career Path for Primary School Teachers* to guide its review.

Requirement 1.3: Develop an updated TEMIS that is integrated with the EMIS

The goal of the EMIS system is to provide a comprehensive and coherent picture of the education system on a regular (annual) basis that feeds into strategic decision making and management of the sector. It was determined early in MTPDS that the EMIS at the MoEST is fairly comprehensive but that small adjustments could improve the availability of information on teacher participation in CPD. However, studies of TEMIS at DTED reveal that little effort has been made to update the TEMIS since approximately 2004 when it was last updated to produce the Malawi Secondary School Support Programme (MSSSP) certificates for head teachers who participated in the program a few years prior to 2004. Work under this requirement enhanced the utility of EMIS by improving the capture of information relating to teacher education. Reports produced under this requirement helped demonstrate the potential of the system to inform decisions regarding teacher education and management.

FY 2009-2010 (Feb-Sep)

Research conducted by Joe De Stefano and Charles Gunsaru resulted in a report entitled *Status of Teacher Information Systems*, which analyzed pertinent issues in the management of teacher information and made recommendations for MTPDS actions regarding the harmonization of TEMIS and EMIS. The main finding was that TEMIS was no longer operational. There had been no effort to update the TEMIS at DTED since 2004, and no system was in place for doing so in the future. Therefore, the best prospect for providing improved teacher information for enhanced decision making appeared to be through the amendment of EMIS to integrate a limited number of new fields that would assist in the tracking of teacher education and deployment. For example, if EMIS were able to capture information about teachers' CPD participation, this could be used to inform appointments and promotions and to improve teacher career path development.

FY 2010-2011

During the first quarter of FY 2010-2011, plans were drawn up to conduct a study to review the costs and effectiveness of different modes of teacher education employed in Malawi. Terms of reference were drafted and a local consultant was selected to undertake the work. A contract was eventually awarded to Millennium Consulting in April 2011. After conducting a literature review and design of appropriate instruments, field work was undertaken in September 2011.

The process of integrating EMIS and TEMIS was initiated through MTPDS's participation in a national workshop on the modification of the EMIS questionnaire (January 23-26, 2012). MTPDS sought to ensure that key functionalities of TEMIS would be integrated into EMIS. It was decided that this would necessitate the addition of a separate EMIS questionnaire for Teacher Development Centers (TDCs) in order for details of CPD participation to be captured. MTPDS drafted suggested new data capture tables to the Planning Department to further this process.

A further study was started during the fourth quarter of FY 2010-2011 by local consultant Charles Matemba to produce the *EMIS/TEMIS Technical Assistance Report*, which documented recommendations and a plan for the integration of TEMIS and EMIS. Mr. Matemba conducted 14 interviews with MoEST officers from all relevant departments and DEMs and PEAs at the district level.

FY 2011-2012

Data collection by Millennium Consultants on costs and effectiveness of delivery in teacher education, begun in FY 2010-2011, was completed during the first quarter of FY 2011-2012. The activity had fallen behind schedule because of the failure of TTCs to return questionnaires promptly. The data was analyzed by Joe DeStefano in his report *Teacher Education in Malawi: Efficiency and Costs*, which was cleared by USAID on August 24. The study revealed considerable variations between different institutions in the unit cost of producing a trained teacher.

The *EMIS-TEMIS Integration Technical Assistance Report* was finalized and submitted to USAID on December 21, 2011 and was cleared shortly thereafter. The report contained the following:

- Recommendations for integration of EMIS with TEMIS and details of the process with timelines, roles and responsibilities, and decision points with detailed budgets
- A completed table of information requirements and institutional responsibilities associated with key functional domain areas (teacher recruitment, teacher deployment, and teacher promotion)
- A draft of a revised TTC questionnaire to be vetted by MoEST
- A first draft of a TDC questionnaire to be vetted by MoEST
- An issues paper on EMIS and TEMIS discussing operational challenges related to introducing new or revised questionnaires
- Recommendations on next steps and the development of a six-month detailed task plan

The *TDC Questionnaire*, developed to improve CPD recordkeeping, was pilot tested in nine TDCs in Blantyre City, Blantyre Rural, and Mchinji districts during April 2012. The exercise confirmed that there was currently no uniform or enforced system of recordkeeping at TDCs. To provide support in recordkeeping, the *TDC Register* was developed to assist PEAs in maintaining accurate records of training and school support activities and to ensure accurate data capture by the revised *TDC Questionnaire* during the Annual School Census. The *TDC Register* was completed during July, with MoEST formally endorsing the *TDC Register* through a letter signed by the Director of DIAS, dated July 23, 2012. MoEST believed that implementation of the register would strengthen its efforts in monitoring the activities of the PEAs, particularly in terms of the support they provide to teachers.

Work was ongoing during the last half of FY 2011-2012 on developing a database to capture data from the *TDC Questionnaire*. This work was closely coordinated with the work of USAID/EDSA on the District Education Management Information System (DEMIS). MTPDS encountered some challenges in securing the cooperation of MoEST counterparts from the EMIS Unit in the development of the database for the *TDC Questionnaire*. This delay slowed progress

and was brought to the attention of MoEST management. MTPDS eventually decided to procure the services of a consultant to ensure that the work was completed on time.

During a short-term technical assistance visit (April 10-17, 2012) by Jon Herstein, MTPDS reviewed progress in the integration and harmonization of EMIS and TEMIS and made plans to undertake a sample-based analysis of the impact of pre- and in-service training on teacher and student performance. The STTA trip report, which was submitted to USAID on June 13, documented these proposals. The purpose of the analysis was to stimulate demand for data from the integrated EMIS/TEMIS system.

To conduct this sample-based analysis, MTPDS worked with the EMIS Unit and the MANEB to merge their databases in order to analyze the impact of pre- and in-service training on teacher and learner performance. The report *Analysis of the Impact of Teacher Pre-Service Training Programs on Primary School Students' Performance* written by Jon Herstein was originally submitted January 21, 2013 and eventually cleared by USAID on April 10, 2013. The report has been circulated among the members of the Teacher Education TWG for their review.

During July 2012, the MTPDS Senior Policy Advisor and Elvis Salagi of DTED completed the discussion paper *Teacher Education and Management Issues from the 2011 EMIS Education Statistics* and the paper was cleared by USAID on August 14, 2012. This paper highlighted issues from the 2011 EMIS data that were worthy of consideration by MoEST senior management. The overall aim of the paper was to stimulate demand for data contained in the harmonized EMIS and TEMIS. Issues considered in the report include the following:

- Dropout rates from TTCs
- Variation in training costs per student in TTCs
- Availability of data on CPD
- National variations in pupil-to-teacher ratios
- Regional variation in the number of teachers falling into different promotional categories

An extraordinary meeting of the Teacher Education TWG was convened at Lilongwe Hotel on September 20, 2012 to discuss the two papers: *Teacher Education in Malawi: Efficiency and Costs* and *Teacher Education and Management Issues from the 2011 EMIS Education Statistics*. This meeting was well attended, and all relevant departments, organizations, and institutions were represented. The body agreed with the observations and recommendations in the two papers presented and agreed on ensuring that the recommendations be brought to the attention of MoEST's management.

FY 2012-2013



Participants at one of the trainings for rolling out the TDC Register

To improve data capture at TDCs, MTPDS developed a TDC register. One thousand (1,000) copies of the register were printed, of which 962 were distributed in November 2012 to EDMs, DEMs, and CPEAs and trained them in its use. DIAS expressed appreciation for the initiative and requested an additional 1,000 copies of the document; 1,016 copies were printed by MTPDS and delivered to DIAS on January 18, 2013 together with the copies that remained from the first print.

Terms of reference (ToRs) were prepared for developing the database reports needed for the integration of the new TDC questionnaire into the EMIS. These ToRs were approved by the COTR on December 14 and by the head of the EMIS on December 21.

A local consultant was hired to develop codes for incorporating the TDC database reports into the EMIS in order to accommodate the TDC questionnaire along with accompanying report templates. The codes were completed in January 2013 and trial tested in Dowa District on February 15. The trial test was successful in producing the intended reports. The codes and sample reports were approved by USAID on May 3 and were submitted to MoEST's EMIS Unit on May 6 to be incorporated into the EMIS, which was acknowledged through a letter from the head of EMIS on May 23, 2013.

Requirement 1.4: Provide targeted support for improved coordination among MoEST teacher education departments and institutions and other institutions involved in teacher education and development

During the initial conceptualization of MTPDS, it was realized that teacher professional development needed to be aligned with the criteria for teacher career entry and advancement. It was further noted that there was need for better coordination and collaboration among MoEST departments and institutions involved in teacher education and development. The existence of the TWG on Teacher Education was evidence of this interest and commitment. Work under Requirement 1.4 succeeded in improving coordination among teacher education departments and institutions, principally by documenting revised and clarified roles and responsibilities.

FY 2009-2010 (Feb-Sep)

MTPDS began to contribute actively to the Teacher Education TWG and participate in all of its meetings, starting in August 2010.

FY 2010-2011

A meeting with the DIAS on October 12, 2010 paved the way for work to begin on the documentation of revised roles and responsibilities for all MoEST departments with respect to teacher education.

The SPA prepared a discussion paper on roles and responsibilities of MoEST departments with respect to teacher education, which was discussed at a workshop on February 22, 2011. It received high-level support from MoEST. The meeting was chaired by Dr. Simeon Hau



MoEST participants discuss MoEST roles and responsibilities.

(Principal Secretary for Education) and attended by all directors and many other senior MoEST staff. The proposals contained in the report were endorsed. The discussion paper was submitted to USAID on May 26 and feedback received on June 21, 2011. This document was resubmitted during the fourth quarter of FY 2010-2011.

Progress on Requirement 1.4 was slower than planned during FY 2010-2011 because much of the work depended on the availability of senior MoEST counterparts who had numerous competing demands upon their time. This necessitated constant communication with MoEST counterparts and flexibility on the part of MTPDS.

FY 2011-2012

At a stakeholders meeting held on December 6, 2011, MoEST participants endorsed proposals contained in the MTPDS discussion paper *Roles and Responsibilities of Departments and Institutions of MoEST Involved in Initial Training, Continuous Professional Development and Management of Primary School Teachers*. The meeting was chaired by the Director of DIAS, Raphael Agabu. The paper was also endorsed by the SEST, John Bisika. Of particular significance was the clarification of the roles and responsibilities of PEAs and the participants' acceptance that PEAs are managed by DIAS and will maintain their role in inspection alongside their teacher training and development responsibilities.

MTPDS held ongoing consultations throughout January 2012 with MoEST counterparts through the DIAS Director to finalize documentation of the Roles and Responsibilities. On June 7, 2012, USAID cleared the document for wider circulation. Immediately thereafter, MTPDS sought the opportunity to disseminate this document through a national meeting, but because of competing demands on the time of senior MoEST counterparts, several planned dates were postponed.



Attendees at the August 9, 2012 dissemination meeting on clarified roles and responsibilities

The dissemination meeting on clarified roles and responsibilities of MoEST institutions and departments eventually took place on August 9, 2012 at Crossroads Hotel. Fifty senior MoEST officers attended the meeting. These included DEMs and directors, or their representatives, of all relevant MoEST departments. In general, the participants agreed that the clarified roles and responsibilities will improve

coordination and collaboration in their operations. Participants praised the recommendations, saying that they would improve efficiency by reducing overlaps and duplication among the operations of the various departments and institutions.

A discussion paper entitled *Competences that Define a Qualified Primary School Teacher with Particular Reference to Competences for Teaching of Literacy in Primary School Early Grade* was drafted during the first quarter of FY 2011-2012. This paper aimed to complement the process of defining departmental roles and responsibilities with respect to teacher education and development. A meeting was held at DIAS on February 29, 2012 to ensure full coordination of the MTPDS work on teacher competencies with technical assistance provided by GIZ on defining minimum standards in the education sector.

Building directly on the discussion paper, a summary document of *Competencies of a Primary School Teacher* was prepared and forwarded to DIAS for approval. These competencies were intended to inform the reform of MoEST pre-service and in-service training programs.

FY 2012-2013

The *Action Plan for Improved Coordination between Teacher Education Institutions* was drafted during July 2012. The draft was circulated to members of the Teacher Education TWG for comments during August. The document was submitted to USAID on October 9, 2012 and cleared on December 12. This document described the actions undertaken by MTPDS to support the improvement of coordination between MoEST teacher education institutions and other institutions of higher learning in Malawi. The plan included the following two actions:

- Develop a framework for the alignment of teacher education programs.
- Support the establishment of an association of teacher training institutions and the development of a constitution for the association.

As part of the plan, Joe DeStefano completed an assignment in October 2012 to document recommendations for the alignment of the IPTE training curriculum with that of other tertiary institutions engaged in teacher education. The resulting report, *Coordination and Alignment in Teacher Education: Recognition of Prior Learning*, was cleared on December 7, 2012 and was subsequently presented at the Teacher Education TWG meeting on January 28, 2013. The report was well received by the TWG, but there was not sufficient time to discuss it in detail. Therefore,

the co-chair of the TWG suggested that a separate meeting be held where the findings and recommendations from this and other reports may be discussed in greater detail.

Also with the aim of improving coordination of teacher education institutions, a consultative meeting on the proposed Association of Teacher Educators was held on December 14, 2012, attended by 21 Principals of TTCs, Deans of Faculties of Education, and Heads of Departments of Education. Members at that meeting agreed to name the association the Teacher Educators Association of Malawi (TEAM) and formed a task force to draft a constitution for the association.

The draft constitution and a second draft of the concept on the establishment of the association were finalized by a six-member task force on January 14-15, 2013. The draft constitution was subsequently approved by members of the association and vetted by a lawyer before finalization. The vetted constitution was accepted in a meeting held on April 5, attended by 14 members, where an interim executive committee was elected. The meeting members agreed that an action plan would be developed for the registration and launch of the association. The action plan has been circulated by the interim chair to members of the association.

Strategies implemented to promote sustainability of MTPDS work under Result 1

Throughout the project, MTPDS promoted sustainability of the impact of work under Result 1, by implementing the following strategies:

- Ensuring that all policy recommendations were explicitly aligned with NSTED and NESP priorities and that the cost implications were made explicit
- Ensuring that all policy meetings were chaired by senior MoEST officials
- Engaging collaboratively with MoEST directors and counterparts on development of recommendations and documentation
- Seeking approval for waiving of USAID branding under certain circumstances in order to position certain documents as coming from MoEST and increase their usefulness

Table 3 presents progress against planned activities for Result 1.

Summary Table 3. Progress against Planned Activities—Result 1: Strengthened Teacher Support, Policy, and Management Systems

Standards/Outcomes	Tasks and Subtasks Activities	Planned Timeframe	Status
Requirement 1.1: Formulate a policy framework and implementation plan for teacher education systems management and support in Malawi under the NSTED			
1.1.a. NSTED reviewed within one month of award	1.1.1. Review NSTED document finalized by MoEST technical directorates	August-October 2010	Complete October 2010
1.1.b. Copies of NSTED printed and distributed to teacher training institutions and members of TWG	1.1.2. Work with MoEST to have copies of NSTED printed	August-October 2010	Complete October 2010

Standards/Outcomes	Tasks and Subtasks Activities	Planned Timeframe	Status
	1.1.3. Assist MoEST to print and distribute copies of NSTED to selected stakeholders	January-February 2012	Complete February 2012
1.1.c. List of NSTED priority recommendations and strategies, which includes particular attention to identifying how and where to strengthen or operationalize linkages between pre- and in- service teacher training/CPD, for discussion at a draft policy forum	1.1.4. Produce a draft list of priority NSTED recommendations and strategies to be submitted to MoEST for approval	December 2010	Complete as part of NSTED Review report
	1.1.5. Hold a policy dialogue forum with relevant offices/institutions to discuss the list of priority recommendations and strategies	October 2010	Complete; dissemination meeting at MoEST on October 7, 2010 and TWG on October 27, 2010
	1.1.6. Analyze list of NSTED priority recommendations/strategies based on inputs from policy dialogue forum	November 2010	Complete; recommendations finalized November 2010 and included in the NSTED report
	1.1.7. Submit NSTED priority recommendations and strategies to MoEST for approval	December 2010	Complete; recommendations endorsed by letter from SEST on December 21, 2010
	1.1.d. NSTED implementation plan developed supporting strategic elements as above	1.1.8. Draft a teacher education policy framework that articulates key, priority teacher education support, policy, and management issues strategy and implementation options	August 2010- January 2011
	1.1.9. Hold NSTED Policy Dialogue forum	October 2010	Complete; Conducted October 2010
	1.1.10. Develop and document NSTED strategy document	August 2010- January 2011	Complete; NSTED strategy document cleared USAID October 31, 2011
	1.1.11. NSTED implementation plan drafted	January 2011	Complete; implementation plan cleared by USAID October 31, 2011
1.1.e. NSTED implementation guidelines drafted and shared with central MoEST, relevant TWG, and representative group of the 6 Division	1.1.12. Assist MoEST to draft implementation guidelines based on implementation plan	January 2011	Complete; guidelines cleared by USAID October 31, 2011

Standards/Outcomes	Tasks and Subtasks Activities	Planned Timeframe	Status
and 34 District Education Offices and Officers, teachers, and other education personnel for feedback and revision	1.1.13. Share draft NSTED implementation guidelines with TWG and representatives of the 6 Division and 34 District Education Offices and Officers, teachers, and other education personnel for feedback and revision within six months of award	January-February 2012	Complete February 2012
1.1.f. NSTED Guidelines finalized, approved, and disseminated to all 6 Divisional and 34 District Education Offices and Officers as agreed with MoEST and USAID	1.1.12. Finalize and submit NSTED Guidelines for approval from USAID and MoEST	January-February 2012	Complete November 2012
Requirement 1.2: Determine key, priority policy actions and support their implementation			
1.2.a. At least three priority actions implemented from the plan listed above—actions that address or support top priority MoEST policy areas affecting teachers (e.g., teacher accreditation systems, recruitment, and development)	1.2.1. Review evaluations and project reports related to MTTA, PSSP, and other successful teacher development and support activities	March-April 2011	Completed March 2011; report on file
	1.2.2. Determine in collaboration with MoEST, USAID, and relevant stakeholders which policies the MTPDS activity should directly support	January 2012	Complete; priorities approved by the DTED March 2012
	1.2.3. Work with the relevant MoEST offices and other stakeholders to draw up specific implementation strategies and plans for each of the three priority strategies	January-February 2012	Complete; documented strategies submitted to USAID June 2012 and cleared August 13, 2012
1.2.b. Priority strategies implementation progress and results documented and shared with relevant TWG and MoEST monthly	1.2.4. Support implementation of three priority strategies to address (e.g., accreditation systems, recruitment, deployment, redeployment, professional advancement, HIV/AIDS in the workplace)	October 2011-January 2013	Complete; documentation on file
	1.2.5. Document progress in implementation of priority strategies	October 2011-January 2013	Complete; documents on file
	1.2.6. Report progress to TWG and MoEST	October 2011-January 2013	Complete; presented progress to TWG through to end of project

Standards/Outcomes	Tasks and Subtasks Activities	Planned Timeframe	Status
1.2.c. Articulation of implementation strategies that identify phasing, timing, and key responsibilities, capacity requirements, and, importantly, include the key communication and information-sharing activities needed to support successful implementation	1.2.7. Detailed implementation strategies for three priorities drafted	January-February 2012	Complete; documented strategies submitted to USAID June 2012 and cleared August 13, 2012
Requirement 1.3: Develop an updated TEMIS that is integrated with EMIS			
1.3.a. TEMIS and EMIS harmonized and integrated by the end of Year 2	1.3.1. Review the variations in costs and effectiveness of different approaches to teacher assignment and pre- and in-service training activities	January-February 2012	Complete: Report cleared by USAID August 24, 2012
	1.3.2. Produce report analyzing and presenting pertinent information concerning critical areas of teacher recruitment, assignment, education, and support policies	July 2010	Complete in DeStefano report on <i>Status of Teacher Information Systems</i> July 2010
	1.3.3. Plan and conduct an assessment of the existing TEMIS system	September 2011	Assessment completed November 2011
	1.3.4. Draw up a plan on how best to integrate EMIS and TEMIS, in collaboration with the Directorate of Education Planning and DTED	September 2011	Complete; plan submitted to USAID December 22, 2011 and cleared January 4, 2012
	1.3.5. Support implementation of the plan	October 2011-April 2012	Complete; final codes and reports cleared by USAID May 3, 2013 and submitted to MoEST May 6, 2013
1.3.b. EMIS/TEMIS data utilization for annual decision making and planning processes increased within relevant MoEST directorates at a minimum by DTED and TTCs	1.3.6. Work with DTED to analyze data from the linked EMIS/TEMIS and identify issues for discussion at TWG meetings	Planned for April-May 2012	Complete; analysis paper cleared by USAID August 14, 2012
	1.3.7. Convene a meeting of the TWG on teacher education to present identified issues	Planned for April-May 2012	Complete; paper presented to TWG September 20, 2012

Standards/Outcomes	Tasks and Subtasks Activities	Planned Timeframe	Status
1.3.c. By the end of Year 3, integrated education management information systems will produce sample-based comparative analyses of the impact of teacher pre- and in-service training programs on teacher and student performance in class	1.3.8. Conduct a sample-based analysis of the impact of teacher pre- and in-service training programs on teacher and student performance	Planned for May-June 2012	Complete; report cleared by USAID April 10, 2013
Requirement 1.4: Provide targeted support for improved coordination among MoEST teacher education departments and institutions and other institutions involved in teacher education and development			
1.4.a. Participatory process initiated within the first three months post-award, including the use of relevant TWGs to examine and clarify roles and responsibilities of MoEST departments and institutions at central and decentralized levels (e.g., DIAS, DTED, and MIE, and Malawi College of Distance Education[MCDE]) as well as relevant groups or structures (e.g., PCAR Coordination Committee and other PCAR governance structures) regarding teacher education	1.4.1. Examine and clarify roles and responsibilities of MoEST departments and institutions at central and decentralized levels in matters of teacher education and development	October 2010-March 2011	Complete; initial consultative meetings commenced with heads of departments and institutions in February 2011
1.4.b. Teacher education roles and responsibilities clarification recommendations submitted to MoEST/Sector Working Group (SWG).	1.4.2. Produce draft clarification recommendations on teacher education and development roles and responsibilities of various MoEST departments and institutions	January 2011-May 2011	Complete; produced May 2011 working in collaboration with MoEST counterparts
	1.4.3. Submit clarification recommendations on roles and responsibilities to USAID and MoEST for approval	January-February 2012	Complete; roles and responsibilities approved by MoEST and submitted to USAID June 2012
	1.4.4. Share clarification recommendations on the roles and responsibilities of the departments with TWG and teacher training institutions	February 2012	Complete; recommendations shared with TWG December 2011, dissemination meeting February 2012

Standards/Outcomes	Tasks and Subtasks Activities	Planned Timeframe	Status
1.4.c. Action plan drafted for improved coordination between MoEST teacher education institutions and other higher learning institutions	1.4.5. Work with the appropriate TWG to develop an action plan for improved coordination between MoEST teacher education institutions and other higher learning institutions involved in teacher education and development	January-March 2012	Complete; action plan cleared by USAID Dec 2012
1.4.d. A minimum of two processes identified and initiated to help facilitate roles and responsibilities clarification relative to teacher education of various players (such as DTED, DIAS, MIE, and MCDE) by the end of Year 1	1.4.6. Ensure that MTPDS selects and initiates two parts of this action plan that have the most potential for leveraging greater collaboration and coordination in teacher education	January-March 2012	Complete; trainings at MIE initiated in January 2013 and continuing beyond MTPDS, TEAM initiated in January 2013
	1.4.7. Support implementation of selected part of action plan	April 2011-January 2012	Complete; MIE trainings continue, TEAM constitution adopted on Apr 5, 2013
1.4.e. Active participation in at least 75% of Teacher Education TWG and PCAR Coordinating Committee meetings during life of activity	1.4.7. Participate in and support the Teacher Education TWG and PCAR Coordinating Committee meetings	Ongoing throughout project	Complete; MTPDS has attended all meetings since the start of the project.

Result 2: Enhanced Teacher Performance

Through NSTED, the MoEST placed CPD of teachers at the center of its strategy for quality improvement. The urgency of this task was increased by the implementation in 2006 of the PCAR, which aimed to support a shift to outcomes-based approaches to both teaching and assessment of learners. The implementation of this curriculum, now commonly referred to as the NPC, had vast implications for the national provision of CPD to over 46,000 active primary teachers. At the beginning of the project, it was estimated that 13% of this number or nearly 6,000 teachers were not fully trained, meaning that they had not passed an approved initial teacher training course. The MTPDS target group consisted of the approximately 34,000 teachers who teach in Standards 1-4 and approximately 10,500 head teachers and deputies in public primary schools in Malawi.

Previous efforts at delivering CPD on a national scale stalled due to excessive cost of center-based training. Due to the scale of the needs to be addressed and the limited resources available, MTPDS developed and implemented a model for CPD which was both light and effective, with a minimum dependence on unsustainable external inputs. CPD also sought to be flexible enough to respond to the expressed needs of active or serving teachers. MTPDS

succeeded in delivering CPD nationwide using a system that relied upon PEAs to deliver at school cluster level for teachers and zonal level for school managers. One of the principle achievements of MTPDS was that it developed and demonstrated the capacity of MoEST systems to deliver CPD on a national scale.

Result 2 was divided into 3 Requirements and progress for each is reported separately over the lifetime of the project.⁹

- **Requirement 2.1:** Develop or refine operational guidance with relevant stakeholders, on a) how to implement the decentralized (school and cluster-based) systems of teacher education and b) for effective supervision and advisory services for teachers and teacher support, linked to PCAR/CPD M&E systems, under the CPD model with focus on literacy.
- **Requirement 2.2:** Implement, in collaboration with MoEST and with the use of a light but effective support structure (through establishing six division fully staffed project offices), the decentralized CPD model with focus on literacy.
- **Requirement 2.3:** Review, revise, develop, print, and distribute CPD modules and related materials for teaching and teacher support personnel.

Requirement 2.1: Develop or refine operational guidance with relevant stakeholders, on a) how to implement the decentralized (school and cluster-based) systems of teacher education and b) for effective supervision and advisory services for teachers and teacher support, linked to PCAR/CPD M&E systems, under the CPD model with focus on literacy

The Operation and Guidance Plan was a key document because it defined the methods by which CPD was to be delivered through MTPDS. It laid the foundation of a system that in the future will be sustainable by the MoEST using its own budget allocations.

FY 2009-2010 (Feb-Sep)

Initial introductory meetings took place with DTED and other key partners in March 2010. The recruitment of key local staff was also completed. The pace of CPD implementation picked up within two months of project award with the recruitment of Dr. Absalom Phiri as Senior Teacher Education Advisor in April 2010.

Initial work focused upon consultations to develop and document Operational Guidance on decentralization and delivery of CPD. This work culminated on June 2, 2010, when members of the MTPDS team convened a CPD strategy meeting at the MTPDS office, attended by members of EMAS, DTED, DBE, MIE, USAID, and Tikwere, during which several agreements were reached:

⁹ Amendments were made to the wording of Result 2 in the contractual modification of December 5, 2011. These are explained in detail in Annex 1. Result 2 was amended to remove all references to CPD on numeracy. The modification also removed two Requirements that related to the ODL Program – *Requirement 2.4: Design the accelerated IPTE-ODL program* and *Requirement 2.5: Implement key components of ODL, linked to related areas of support in the current IPTE program*. Two Requirements that were related to life skills and HIV/AIDS were removed – *Requirement 2.6: Support NPC in-school life skills curriculum delivery* and *Requirement 2.7: Pilot teacher and pupil HIV/AIDS strategies for prevention, treatment and care support*. A substantial amount of time and effort had already been invested in these requirements. This work is described in detail in Annex 2.

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- The TPDS CPD model was approved as compatible with the national framework of CPD.
 - MoEST accepted MTPDS's initial focus on literacy, numeracy, and academic life skills for Standards 1-4, and an initial focus on developing the local capacity of mentors was agreed upon as a first priority for action.
 - It was also agreed that printing and distribution of previously produced CPD technical manuals must precede initiation of CPD.

During July 2010, field visits were undertaken to eight schools in the districts of Balaka, Dowa and Mzimba South in order to assess CPD needs on the ground. This provided a 'reality check' of challenges that teachers face in implementing the new curriculum and its assessment expectations. This work informed the development of training in mentorship and associated support materials.

After a series of meetings in July, MIE endorsed the draft *Operation and Guidance Plan (OGP)* for CPD. This document describes the principles, methods, delivery mechanisms, and roles and responsibilities to be observed in CPD delivery. The initial model for the delivery of CPD through MTPDS described in the draft OGP had the following features:

- In order to avoid loss of quality in training through successive layers of a cascade, the number of levels in the cascade would be minimized.
- In order to minimize the cost of delivery, teachers would be accessed at cluster rather than zonal level.
- In order to strengthen the ability of schools to organize their own internal CPD, the first module to be delivered with funding from the project would be on 'Instructional Leadership,' with the rollout of the existing 'Managing CPD in your School' manual for school-based in-service training, which was produced by MIE. Activities in the first Leadership module were planned to familiarize participants with tools for processes such as convening first meetings, conducting CPD needs analysis, and observing classroom teachers.
- Using staff at divisional level, MTPDS would work in close partnership with MoEST officials to monitor and support implementation of CPD in the field.
- Initial drafts of the OGP prescribed that CPD training would take place on school days during working hours in order to (i) maximize attendance – especially of women who may have family commitments, (ii) minimize costs – because teachers are already remunerated for work on these days, and (iii) show that MoEST attaches value to the activity.

Subsequent to these meetings, senior staff in DTED began expressing opposition to the use of working hours for CPD in order to (i) minimize the loss of instructional time for learners and (ii) obviate any possible problems associated with the absence of teachers on school days. High-level consultations on this question delayed the start of CPD delivery.

FY 2010-2011

Discussion continued with MoEST counterparts in the first months of FY 2010-2011 regarding the question of whether school hours could be used for the delivery of CPD. A crucial

breakthrough eventually took place on February 2, 2011, when a workshop, chaired by the Director of DIAS, was organized to finalize the delivery model for CPD. It was resolved that CPD would only take place during weekends and school holidays in future and that the MoEST would assist MTPDS in following up on the reconciliation of funds.

Also during late 2010, DTED officers expressed dissatisfaction that the CPD supported by MTPDS covered only literacy, numeracy, and life skills in Standards 1-4. MTPDS explained that this was necessitated by budgetary constraints. However, MTPDS also fully appreciated that all teachers, not just those teaching core subjects in Standards 1-4, would require CPD in order to implement the new curriculum. MTPDS committed to working with the MoEST to develop a sustainable national system for the delivery of CPD that could be deployed to deliver CPD of any kind to primary schools, regardless of the funding source.

There was a notable development in the degree of MoEST ownership of the CPD process, which is the flagship intervention of MTPDS as a whole. Critical to this change has been (i) the use of the MTPDS project launch to also launch CPD as a MoEST policy, (ii) the inclusion of MTPDS CPD activities as an integral part of DTED's official Program of Works, (iii) the insistence by MTPDS that the DTED CPD Coordinator report to the Teacher Education TWG on behalf of MTPDS, and (iv) the continued high intensity of participation of mid-level DTED officials in all MTPDS-funded activities.

The first draft of the OGP was submitted to USAID in June 2011, and feedback was received from USAID on July 20, 2011; however, it was not possible to finalize the document at the time because MTPDS had not yet finalized a new system for disbursement of funds. Since then, it has become a work-in-progress reflecting the evolution of CPD delivery under MTPDS.

FY 2011-2012

A revised and updated draft of the OGP was submitted to USAID on November 25, 2011. This draft addressed the feedback received from USAID on July 20, 2011. Further feedback was received from USAID on December 22, 2011 requesting further refinements.

The OGP was revised and resubmitted to USAID on January 27, 2012 and cleared on February 29, 2012. This document describes the model of CPD developed through MTPDS in sufficient detail to allow its replication by MoEST.

FY 2012-2013

To facilitate a smooth transition of the national CPD program after MTPDS, the project worked in collaboration with MoEST to conduct a CPD Sustainability Meeting focusing on how CPD will be coordinated, resourced, and supported after MTPDS concludes. Preparations were ongoing from January to March 2013, in collaboration with DTED, DIAS, and DBE. STTA David Porcaro was in country in January to provide technical assistance in these preparations. The meeting was originally planned for January but was postponed until March to ensure that all key stakeholders could participate.

The CPD Sustainability Meeting was held at Crossroads Hotel on March 14-15, 2013. The SEST opened the meeting, with attendance from the directors of Education Planning, DTED, DIAS,

DBE, MIE, and MANEB; also in attendance were principals of TTCs and representatives from among DEMs, PEAs, teachers, and development partners. The meeting reviewed lessons learned through MTPDS-supported activities and mapped a way forward for the coordination and funding of CPD at the national, district, and local levels to ensure its sustainability after MTPDS.

A two-day writers' workshop was held in Salima on March 25-26 to compile a report on the CPD Sustainability Meeting and consolidate its discussions into a draft MoEST *CPD Action Plan* document to guide coordination and funding of CPD for MoEST into the future. Representatives from DTED, DIAS, and DBE took the lead in writing the report and the draft plan. The plan was shared at the Teacher Education TWG on April 24, 2013. It was recommended that the team that wrote the draft plan be reconvened to finalize the plan. It was also recommended that MoEST should institutionalize the plan through establishing a task team for overseeing its implementation and the coordination of CPD nationwide.

In addition to the national CPD Sustainability Meeting, MTPDS conducted a series of meetings at the divisional and district levels working with DEMs and PEAs on developing action plans for continuing CPD and literacy intervention activities after MTPDS concludes. These plans are designed to utilize district funds to sustain CPD at the district, zone, cluster, and school levels.

Requirement 2.2: Implement, in collaboration with MoEST and with the use of a light but effective support structure (through establishing six division fully staffed project offices), the decentralized CPD model with focus on literacy

Because the resources available at MoEST for the delivery of CPD will always be limited, there was a particular emphasis under MTPDS on developing systems that were both light in their resource requirements and effective in their impact. In delivery, extensive use was made of existing education structures and personnel. By using staff at divisional and district levels, MTPDS also worked in close partnership with MoEST officials to monitor and support implementation of CPD in the field.

Table 4 below presents a summary of CPD delivered through MTPDS.

Summary Table 4. Summary of CPD Training Delivered through MTPDS 2010-2013

Module	Target Group	Duration	Date	Attendance
Literacy 1	All standard 1-4 teachers nationwide	2 days	Jan 2011	27,477 (15,309 male; 12,168 female)
Literacy 2	All standard 1-4 teachers nationwide	2 days	May-Jun 2012	33,292 (19,644 male; 13,648 female)
Literacy 3	All standard 1-4 teachers nationwide	2 days	Aug 2012	33,242 (19,136 male; 14,106 female)
Literacy 4	All standard 1-4 teachers nationwide	2 days	Dec 2012-Feb 2013	32,560 (20,630 male; 11,930 female)
Numeracy 1	All standard 1-4 teachers nationwide	2 days	Apr 2011	28,181 (15,441 male; 12,740 female).

Module	Target Group	Duration	Date	Attendance
Leadership 1	All head teachers and deputy head teachers	2 day	Dec 2010- Jan 2011	10,310
Leadership 2	All head teachers and deputy head teachers	1 day	Aug 2011	10,041 (8,294 male; 1,747 female)
Leadership 3	All head teachers and deputy head teachers	1 day	Jan 2012	9,738 (7,957 male; 1,781 female)
Leadership 4	All head teachers and deputy head teachers + 1 School Management Committee (SMC) and 1 Parent Teacher Association (PTA) member	1 day	Oct 2012	21,329 total (15,880 male; 5,449 female); [12,580 school managers (9,417 male; 3,163 female)] [8,749 SMCs & PTAs (6,463 male; 2,286 female)]

FY 2009-2010 (Feb-Sep)

Consultative meetings with MIE, DTED, and other interested institutions during July 2010 resulted in an agreed-upon program of CPD activities and topics to be covered.

FY 2010-2011

Substantial progress was registered during FY 2010-2011, working in partnership with MoEST, in the development and implementation of a national system for the delivery of CPD capable of delivering training to all primary teachers and head teachers nationwide. The model had the following features:

- Head teachers and senior teachers were empowered to lead school-based CPD in accordance with principles laid out in the MoEST Technical Manual for CPD.
- Direct training of teachers took place at the cluster level in order to develop local communities of practice and minimize expenses such as transport reimbursement.
- The cascade was kept as 'flat' as possible. Master trainers delivered training directly to all PEAs and 'Key Teachers' who then trained teachers directly at cluster and zone level.
- A 'Key Teacher' was selected in each zone to assist the PEA with coaching and monitoring.

Four CPD Modules were rolled out nationwide during FY 2010-2011: Literacy Module 1, Numeracy Module 1, Leadership Module 1, and Leadership Module 2.

A national cadre of 30 master trainers was trained from November 1-3, 2010 to deliver both the Leadership Module 1 and Literacy Module 1. Between November 15-20, further workshops were held by these master trainers in each of the six education divisions nationwide, where



Teachers engaged in group-work at Bewu Cluster

PEAs and Key Teachers nationwide were trained to deliver the material. During the school holiday period in December 2010, a two-day Instructional Leadership CPD course was delivered in all districts nationwide; 10,310 head teachers and senior teachers were trained.

Logistical problems delayed the delivery of Literacy Module 1 to the target group of 31,000 Standard 1-4 teachers, which had been planned for December 2010. These problems included (i) delays in securing approval for delivery dates due to indecision on the part of MoEST regarding the question of whether training could be delivered during school hours, (ii) delays in the distribution of materials to training centers, and (iii) delays in the disbursement of funds to districts to pay for training expenses.

Literacy Module 1 was eventually rolled out during weekends in February and March 2011. The final attendance figure was 27,477, of whom 15,309 were male and 12,168 were female.

A substantial level of effort was put into monitoring the initial delivery of CPD. For Literacy Module 1, out of a total of 2,135 training events that took place, 142 (6.7%) were directly observed by MTPDS or MoEST staff. For Leadership Module 1, which took place at zonal rather than cluster level, 35 out of a total of 435 trainings (8%) were directly monitored and observed.

Teachers were interviewed to learn their views on how the CPD trainings were going. Stella Milanzi, a teacher at Nthungwa Primary School in Mzimba North said the literacy workshops were helping her rethink how she teaches literacy. "At the moment, many learners are having difficulty learning how to read. After this workshop, I have the hope that in certain respects, things will change." This sentiment was shared by Charles Bismarck Chiumia, head teacher at Chinkhwengwe Primary School also in Mzimba North, who said it had been a "very wonderful workshop." He continued by saying the training had equipped teachers with new skills in the teaching of reading and writing. A trainer at Bewu Cluster Centre, O.L.K. Chirambo, said by suggesting a syllabic approach to the teaching of letters of the alphabet and letter combinations, teachers had added to their skills bag a more flexible technique, which would offer learners proper grounding in letter recognition.

In April 2011, 940 facilitators were trained to deliver Numeracy Module 1. National rollout of this two-day module was completed during the third quarter of FY 2010-2011 to the target group of 31,000 Standard 1-4 teachers. Attendance levels were very robust, with a total of 28,181 teachers attending, of whom 15,441 were male and 12,740 were female.

The six DTTCs were active in supervision of delivery of the Numeracy CPD module and monitored 129 zones over the course of the training. Training was observed for a total of 2,755 teachers (1,330 males and 1,425 females).

Timely reconciliation of funds and capture of attendance data for CPD emerged as a problem during April 2011, due to the slow speed of response on these important matters from districts.

Eight master trainers were trained to deliver Leadership Module 2 on July 13 and 14, 2011. Training of 350 Trainers (340 PEAs and 10 SEMAs) for Leadership Module 2 was completed in July using these eight mobile master trainers to deliver the nationwide training at district level.

In July 2010, MTPDS received direction from USAID that only those PEAs based at a TDC should be trained as trainers in CPD. Some districts that had zones that were unmanageable in size had taken the recourse of recruiting additional PEAs, but these positions had not been sanctioned by the MoEST. The reduction in the number of trained trainers to 350 created tension in some districts where some PEAs that were recognized by the district were now not recognized by MTPDS (because they were not officially recognized by MoEST). The only mechanism available to alleviate this situation was to carefully select the placement of the 25 additional trainers allowed by USAID to provide additional support to the larger districts.

On July 29, 2011, MTPDS received notification from USAID to suspend all payments made through district project accounts and not to use government officials to disburse funds at trainings. This instruction rendered the existing system for disbursement of funds for CPD inoperable. MTPDS began working with USAID to devise a workable new system for the disbursement of funds, while only using MTPDS accounts. A series of scenarios was developed for presentation to the CO and COTR. These were further refined and resubmitted to the COTR on September 22, 2011.

Using the alternative means of direct distribution of funds, considerable effort was expended on the part of the CPD team and the DTTCs to distribute funds to districts for the delivery of Leadership Module 2. Every district was visited and cash was signed over directly to the PEAs at district level.

National rollout of Leadership Module 2 took place from 15 to 31 August 2011. Training targeted the head teacher and deputy from all 5,392 (EMIS 2010) schools nationwide. The total target group was therefore 10,784 head teachers and deputies. Nationally, a total of 10,041 head teachers and deputies attended, of whom 8,294 were male and 1,747 were female. The attendance rate was therefore 93.1% of the target group.

FY 2011-2012

CPD activities were delayed during the first quarter of FY 2011-2012 by the requirement by USAID to cease using district bank accounts for transfer of CPD funds. This necessitated the design of a new and more labor-intensive model for the disbursement and reconciliation of CPD funds. This model was based on the transfer of funds to the field directly through an MTPDS account. Implementation of this model awaited the approval of a contract modification that would make provision for the recruitment of the additional staff necessary to implement it. The planned rollout of CPD Literacy Module 2 therefore did not happen during the first quarter of FY

2011-2012, but was delayed until April 2012. Once notification of the MTPDS contract modification was received, recruitment began immediately for the posts of Divisional Accounts Officers (DAO) in each of the six divisions. These staff began work on March 6.

Much time was invested during October 2011 to ensure that data regarding all MTPDS training activities so far were entered into TraiNet. This exercise was completed by the deadline of October 26, 2011.

DTTCs held meetings with all PEAs in each district from October 10 to 14, 2011 to share experiences, good practices, and challenges encountered during supervision and support for teachers and implementation of CPD.



Teachers observe a demonstration lesson during school-based CPD at M'buka Primary School.

The rollout of CPD Leadership Module 3 took place at the end of 2011. By the end of December, the training of 17 master trainers (7 from MoEST and 10 from MTPDS) and 350 PEAs was completed.

National delivery of CPD Leadership Module 3 was completed during January 2012 to a target of 10,450 head teachers and deputies, based on two representatives from each of the 5,225 government-funded primary schools currently

recognized by MoEST. The module focuses on gender equity and community participation. Final figures show that 9,738 (7,957 male and 1,781 female) head teachers and deputies attended the training, which represents 93% of the target group. Monitoring visits were undertaken by MTPDS staff.

DTTCs reported increases in school-based CPD activities during the first quarter of FY 2011-2012. For example, the Senior Teacher Training Advisor observed school-based CPD at M'buka Primary School in Kafulu zone, in Lilongwe Urban. This school is exemplary in implementation of its CPD plan. However, it was noted that school-based CPD is very difficult to organize in schools implementing double shifting because of time constraints.

During the first quarter of FY 2011-2012, the CPD team monitored the impact of the MoEST circular on class size, retention, and repetition that was issued in October 2011. The expectation that class sizes should no longer be allowed to exceed 60 at the lower primary level led to a significant reallocation of teachers into the lower primary classrooms, raising concerns about the budgetary implications of an increase in the size of the target for CPD training. The CPD team called for updated data from districts on the number of Standard 1-4 teachers. These revealed that the target group for training in Standards 1-4 had increased from 29,000 to

35,000. These new figures were factored into budgeting for CPD training for the remainder of the project.

Meetings were held with DEMs of the 34 districts to brief them about plans for national CPD during 2012 and the modification to the MTPDS task order. Changes to the delivery model and means of disbursement of funds were also discussed. These briefings took place on January 30,



The late Dr. Absalom Phiri

The Senior Teacher Training Advisor Dr. Absalom Phiri died tragically in a car accident on March 17. Steps were quickly initiated to identify and recruit a successor. However, the position of the Senior Teacher Training Advisor remained vacant for much of the third quarter of FY 2011-2012, with Master Kalulu acting in the position. Recruitment was completed during May 2012, and Christopher Dzimadzi started work in early June. An induction program was conducted in June, during which Mr. Dzimadzi was introduced to the Coordinator of DTED and other key counterparts from DTED on June 26.

The delivery of CPD resumed, following the recruitment of DAOs in each of the six divisions to enhance the monitoring of CPD and support the distribution and liquidation of funds used for training.

MTPDS was informed on March 27, 2012 that USAID was rescinding its request to cease using district project accounts for the disbursal of funds for CPD.

In April, 404 MoEST facilitators (282 male and 122 female) were trained to deliver CPD Literacy Module 2. The nationwide training of all Standard 1–4 teachers in CPD Literacy Module 2 took place from May 5 up to the end of June 2012. A total of 33,292 (19,644 male and 13,648 female) teachers were trained, which represents over 95% of the target group.

2012 in Blantyre, on January 31 in Lilongwe, and on February 1 in Mzuzu. During these consultation meetings, DEMs and EDMs expressed a high level of appreciation for the support for CPD rendered through the project. They also appreciated the clarification of how they could support CPD monitoring and promote school-based CPD.

The training of a national cadre of 15 master trainers (8 from MoEST and 7 from MTPDS) for CPD Literacy Module 2 took place at Mponela March 13 and 14, 2012. The master trainers also refined CPD Literacy Module 3 on March 15.



Lovelow Chapomba, PEA in Ntcheu district, and Chrissie Phiri, DTTC, taking PEAs through methods of teaching the Chichewa alphabet

District commitment to and ownership of CPD activities was demonstrated by some districts' making special arrangements for additional facilitators who were not covered by the MTPDS CPD budget to attend the training. The districts paid per diems for these facilitators. Some SEMAs requested to attend the CPD Literacy Module 2 Training of Facilitators (ToF) to learn what was done during these trainings. Their attendance will help the SEMAs to support teachers during school visits.

The Training of Trainers (ToT) for CPD Literacy Module 3 was completed on July 22-28, 2012 at Hippo View Lodge in Liwonde; 22 master trainers were trained (12 male and 10 female), of whom 10 were from MoEST and 12 from MTPDS. Participants responded with great enthusiasm to the material. On July 29 through August 4, master trainers at the district level completed the ToF for CPD Literacy Module 3. Master trainers worked in pairs to train 423 facilitators (283 male and 140 female).

The nationwide training of Standard 1-4 teachers on CPD Literacy Module 3 was completed during the period August 13-31. The total number of teachers trained was 33,242 (19,136 male and 14,106 female), which represents 95% of the target group of 35,000 Standard 1-4 teachers assumed to be in Malawi. The logistics of the process were well managed, with training materials reaching their destinations in good time. Monitoring visits undertaken by the CPD team and MoEST counterparts revealed that PEAs and teachers are enthusiastic about the module's approaches to teaching reading. These approaches were rooted in the same "Big Five" literacy skills also promoted in the Maziko a Kuwerenga literacy intervention under Result 3.



District Literacy Coordinator, Martha Myava, facilitating Literacy CPD training of trainers

FY 2012-2013

On October 1-6, 2012, eighteen master trainers were trained to train facilitators on CPD Leadership Module 4. They then trained 413 facilitators nationwide to deliver the module at the zonal level. Delivery of the module commenced on October 14 and was completed in every zone nationwide in October and November. The module clarified the roles of the SMC and PTA and empowered them to use a School Report Card. Attendance of head teachers, SMC, and PTA members was reported as excellent. A total of 21,329 participants attended the training (5,449 women and 15,880 men), out of which 12,580 (3,163 women and 9,417 men) were head

teachers and teachers and 8,749 (2,286 women and 6,463 men) were SMC or PTA members. In some cases, PEAs found it difficult to complete the content of Leadership Module 4 in a single day. The community members were slower learners than the usual target group of head teachers and deputy head teachers. PEAs were alerted to the importance of strict time management in delivering this module. It should also need to be noted in the future that trainings for community members should be allocated with more time than a regular teacher training session because the target population is less familiar with the content and therefore requires more time to grasp the concepts.

The Training of Trainers for CPD Literacy Module 4 was successfully completed at Mponela November 25-30, 2012. Twenty-one trainers were trained. These trainers then trained 465 PEAs and other facilitators at district level, December 2-9.

The training of Standard 1-4 teachers was initiated nationwide during the December holidays. Some districts were unable to complete the trainings over the holidays, and therefore the trainings were completed in the remaining clusters in January and February 2013. The completion of CPD Literacy Module 4 marked the final national CPD training supported by MTPDS. The trainings were well attended and received positive feedback from teachers and facilitators. A total of 32,560 teachers (11,930 women and 20,630 men) attended the CPD Literacy Module 4 training.

On November 30, 2012, the Senior Teacher Training Advisor, Chris Dzimadzi, resigned from his position. The Teacher Training Specialist, Dr. Steve Sharra, took over the role for the remainder of the project. Although the CPD team staffing was reduced during the last few months of implementation, the team successfully completed all CPD trainings, sustainability meetings, and reconciliations of trainings. The CPD team closed its office at the end of March 2013.

Requirement 2.3: Review, revise, develop, print, and distribute CPD modules and related materials for teaching and teacher support personnel

MTPDS succeeded in working with MoEST counterparts to develop, print, and distribute nine CPD modules, which were delivered nationwide.

FY 2009-2010 (Feb-Sep)

During August 2010, meetings were held at MIE to identify needs to be addressed through CPD. Drafts of two CPD modules were developed in collaboration with MoEST and MIE officials.

The content of CPD Leadership Module 1—*Managing CPD in your School*—focused on instructional leadership and was aimed at senior teachers across all primary grades. The module was planned for delivery over a two-day period.

The content of CPD Literacy Module 1—*Teaching English and Chichewa*—was aimed at teachers of Standards 1-4 and focused on early literacy in both English and Chichewa, which included the following topics: introducing the alphabet, creating a print-rich environment, teaching oral English, teaching pre-reading skills, and strategies for the teaching of reading. The module was planned for delivery over a two-day period.

The modules were formatted in a similar fashion to lesson plans, starting with the topic, a brief introduction, outcomes, and activities, followed by self-reflection. The accompanying facilitators' manuals contained more detailed content, while the separate participants' manual guided participants in group activities, with space provided for them to write in their thoughts, contributions, group suggestions, and self-reflections.

The two CPD modules were both piloted with the assistance of teachers from Kaputu school cluster in Salima district from September 20 - 24, 2010. A total of 29 teachers (7 male and 22 female), from Standards 1 to 4, and 12 head-teachers (6 male and 6 female), deputy head-teachers, and section heads attended the training. They were joined by representatives from MIE, EMAS, and Tikwere. The piloting workshop was filmed by an experienced videographer working with Seward Inc., Jonathan Stratman.

During this period, work also commenced on the review of existing CPD support materials, but the only usable existing material that could be identified was the *MoEST Technical Manual for CPD*.



Leadership Training at Mpalula TDC

FY 2010-2011

During October 2010, the CPD team worked with MIE to finalize Leadership Module 1 and Literacy Module 1. Each was produced in the form of a separate participants' manual and a facilitators' manual. 5,000 Leadership facilitator's manuals and 11,000 participants' manuals were printed and distributed for all head teachers and deputy head teachers nationwide in preparation for the Leadership program. 5,000 Literacy facilitators' manuals and 30,000 participants' manuals were printed and distributed for Standard 1-4 teachers nationwide.

Throughout the second quarter of FY 2010-2011, the CPD team worked with MIE and DTED to finalize CPD Numeracy Module 1 materials that were scheduled for delivery during the Easter school holiday of the 2010-2011 school year and arrange for their printing for a target audience of 31,000 teachers. This module covered the following topics: making mathematics fun, addition with regrouping, subtraction with regrouping, number patterns, number recognition, and word problems.

During the second quarter of FY 2010-2011, the MTPDS CPD team also worked with MIE and DTED to develop initial drafts of a Life Skills Module planned for implementation during June 2011.

Leadership Module 2 was drafted in May 2011 by the CPD team working in collaboration with MoEST counterparts. It was approved by USAID in June 2011. It focused on instructional leadership, management of assessment, and managing change. Soon afterward, MTPDS

produced and distributed 1,300 facilitators' manuals and 11,000 participants' manuals for Leadership Module 2.

Work continued throughout September, in collaboration with MoEST counterparts, on the preparation of Literacy Module 2, Leadership Module 3, and Academic Life Skills 1.

FY 2011-2012

CPD Leadership Module 3 was submitted to USAID for approval on November 10, 2011 and cleared on December 13. This module focused on gender Issues in education and community mobilization. A total of 10,600 participants' manuals and 700 facilitators' manuals were then printed.

CPD Literacy Module 2 was submitted to USAID for approval on October 9, 2011. MTPDS received feedback from USAID on November 29 that the module did not follow the previously approved format. Concerns were also raised regarding the referencing of sources. The team worked immediately to address these concerns.

Work on the finalization of CPD Literacy Module 2 was supported by Dr. David Porcaro in December 2011 and January 2012, in preparation for delivery in March-April 2012. The module was re-submitted to USAID on February 17 and cleared on February 21. The final edition of this module provided an overview of key skills in reading instruction and then focused on the teaching of phonological awareness and continuous assessment.

For this module, no separate guide was produced for facilitators and participants. Everyone received the same material. The rationale for this decision was to equip all participants to further facilitate the same material at the school level. In readiness for the cluster trainings, during March 2012, 35,000 copies of the Literacy Module 2 manual were printed and distributed to districts.

CPD Literacy Module 3, which focused on phonics and reading fluency, was drafted, piloted, and finalized during this period, and USAID cleared the module on June 13, 2012. A total of 35,000 copies of the module were printed and distributed to all Standard 1-4 teachers nationwide.

Work commenced during the third quarter of FY 2011-2012 on writing CPD Leadership Module 4. Preparation of a draft was completed on July 1-7, 2012. This draft underwent refinement and editing with input from a panel consisting of DTED counterparts, PEAs, TTC lecturers, and head teachers (July 8-14). Trial testing of CPD Leadership Module 4 was completed at Chimutu Primary School Lilongwe on August 9. The module equipped school leaders and SMC members with skills and tools for the monitoring of school performance using School Report Cards, with a special focus on literacy. This work took to scale the ongoing work reported under Result 5. This module was written in Chichewa; USAID cleared the module on August 24, 2012 for printing, and 24,200 copies were printed and distributed nationwide.

Refinement and editing of the content of CPD Literacy Module 4 was completed on October 1-7, 2011, with a complete draft produced; during this process, the CPD Team successfully engaged PEAs, head teachers, and parents. The draft of the module was trial tested in Mzuzu on October 7-13. CPD Literacy Module 4 was finalized, and USAID cleared the module on October 30. This module concluded the Literacy CPD series with a review of the five key literacy skills and

introduced the *Nditha Kuwerenga* supplementary reader and the set of *Maziko a Kuwerenga* teachers' guides as resources for teachers.

A total of 36,000 copies of the module were produced during November 2011 and distributed to all districts on time before the cluster trainings began. It was planned to deliver the *Nditha Kuwerenga* reader workbook and *Maziko a Kuwerenga* teachers' guides along with the training module as part of the completion of the national CPD Literacy series. However, delays in the delivery of these supplementary materials by Design Printers created challenges during training because participants had to share the extra materials.

MTPDS distributed the remaining materials accompanying CPD Literacy Module 4 to the district level in February 2012. To ensure that the materials reached every school, funds were provided for PEAs to pick up the materials for their respective zone and deliver them to the TDC for schools to pick up their materials. In total, 36,000 copies each of the *Maziko a Kuwerenga* Term 1 teachers' guide and the *Nditha Kuwerenga* reader workbook were delivered (one to each Standard 1-4 teacher), with an additional 5,000 copies of each of the books plus 5,000 copies each of Terms 2 and 3 teachers' guides also delivered to each school (one to each school).

On April 17, 2012, at a meeting held at MIE, USAID formally handed over to MoEST electronic versions of all of the CPD and *Maziko a Kuwerenga* materials developed by MTPDS. The MTPDS team provided a brief overview of all materials produced to representatives from DIAS, DTED, DBE, MIE, and MANEB who attended the meeting. At the meeting, participants discussed the best way to distribute the surplus copies of the various materials remaining with MTPDS. The Ministry requested MTPDS to provide orientation training to TTC lecturers from the foundations and language departments to familiarize them with the content of the CPD modules and curriculum materials.

In response to this request, MTPDS conducted a three-day orientation training on May 6-8 at MIE to TTC lecturers from the foundations and language department from all TTCs. The CPD Leadership Modules were introduced to the foundations lecturers while the CPD Literacy and *Maziko a Kuwerenga* materials were introduced to the language lecturers. Trainers for the orientation were drawn from master trainers who had conducted the ToF to PEAs for the CPD modules. A total of 68 lecturers (24 female and 44 male) attended the training. These lecturers are expected to orient their colleagues at their respective TTCs on the materials they received. During the training, all remaining hard copies of MTPDS training materials were distributed for lecturers to bring back to their TTCs.

Strategies implemented to promote sustainability of MTPDS work under Result 2

Throughout the project MTPDS promoted sustainability of the impact of work under Result 2, by implementing the following strategies:

- Ensuring that the OGP provided clear guidance on how CPD can be conducted and ensuring that this document was widely disseminated
- Conducting sustainability meetings and supporting MoEST to revise the OGP to address the needs and facilitate the coordination of the Ministry at all levels under a decentralized system of funding for CPD

- Promoting ownership of training modules through engaging MoEST and MIE counterparts in the drafting of modules and ensuring that CPD modules are co-branded
- Employing MoEST systems and capacity in the delivery of CPD and utilizing MoEST officials as master trainers and PEAs as facilitators (MTPDS engages collaboratively with MoEST staff to build capacity through ToT exercises.)
- Training head teachers to provide sustainable support at the school level and conduct school-based CPD
- Including SMC and PTA members in the final Leadership training to strengthen support from communities
- Advocating for the inclusion of CPD activities in the MoEST Program of Works, to ensure that all future budgetary implications are made explicit
- Working with MoEST to ensure that CPD becomes accredited and is used as a criterion for selection and promotion
- Handing over electronic copies of all CPD materials to MoEST and MIE
- Providing TTC lecturers from the foundations and language departments with orientation training on the content of the CPD modules

Table 5 presents progress against planned activities for Result 2.

Summary Table 5. Summary Table: Progress against Planned Activities—Result 2: Enhanced Teacher Performance

Standards/Outcomes	Tasks and Subtasks Activities	Planned Timeframe	Status
Requirement 2.1: Develop operational guidance on decentralization and delivery of CPD and teacher support			
2.1.a. Stakeholders identified, including representatives from the relevant MoEST departments involved in teacher education (e.g., DTED, MIE, and Education Methods Advisory Service [EMAS], at a minimum), TTCs, district education personnel (e.g., EDMs, DEMs, PEAs, and head teachers), and civil society <i>within one year of award</i>	2.1.1. Stakeholders list developed	March 2010	Complete June 2010
2.1.b. Leadership/guidance structure or group, linked to relevant TWG(s), established to oversee CPD start-up efforts under this activity, comprising representative group of relevant stakeholders <i>within year 1 after award</i>	2.1.2. Leadership/guidance structure or group formed	March 2010	Complete May 2010

Standards/Outcomes	Tasks and Subtasks Activities	Planned Timeframe	Status
2.1.c. Consultative, efficient process developed to produce CPD implementation operational guidance (for CPD delivery and teacher support and supervision) through the task force and in collaboration with relevant TWGs <i>within year 1 after award</i>	2.1.3. Relevant and interested members of the organizations represented in the first tier and comparable organizations throughout Malawi form second tier, to review printed versions of the proposal, attend meetings to review the plan, and provide written feedback to its developers	January-February 2012	Complete; first draft of OGP was available May 2010; consultations initiated and completed by February 2012
2.1.d. CPD operational guidelines and relevant tools or documentation drafted <i>within year 1 after award</i>	2.1.4. Draft CPD operations guidelines and relevant tools or documentation developed by first tier consistent with the emerging definition of essential teacher competencies being supported through Result 1	January-February 2013	Complete; first draft of OGP was available June 2010; document continued to evolve throughout the project. A draft OGP was revised in March 2013 to focus on CPD to be conducted by MoEST after MTPDS has ended
2.1.e. CPD guidelines and initial relevant tools tested and evaluated <i>within year 1 after award</i>	2.1.5. Feedback from second and third tier used to revise the operational guidance plan for the CPD program	August 2010-February 2011	Complete
2.1.f. CPD operational guidelines reviewed, revised, and finalized in a timely manner, as decided by established leadership/guidance structure or group and approved by MoEST and COTR	2.1.6. Review, revise, and finalize CPD operational guidelines	January-February 2010	Complete; reviews of OGP ongoing during January; submitted January 2012 and cleared February 2012
2.1.g. CPD guidance materials printed and distributed to six Education Division Management Offices and their staff, 34 District Education Offices and their staff, all PEAs (approximately 350), TDCs, teachers, and head teachers in all primary schools (approximately 5,400 schools) and select civil society organizations supporting education as decided by the task force and approved by MoEST and COTR.	2.1.7. Print and distribute guidance materials	August-November 2010	Complete; distribution of materials completed November 2010 as an integral part of the delivery of CPD Leadership Module 1

Standards/Outcomes	Tasks and Subtasks Activities	Planned Timeframe	Status
Requirement 2.2: Implement, in collaboration with MoEST and with the use of a light but effective support structure (e.g., mobile TA teams), the decentralized CPD model			
2.2.a. Decentralized (school and cluster-based) In-Service Education and Training (INSETs) conducted at least once per term	2.2.1. Work with MoEST to clarify roles and responsibilities of PEAs, ACs, ODL field supervisors, and TTC tutors to determine how each of these personnel can assume responsibility for aspects of ongoing teacher professional development	August- November 2010	Complete; first draft completed November 2010; description included in approved OGP February 2012
	2.2.2. Conduct decentralized (school- and cluster-based) INSETs at least once per term	Ongoing throughout project	Complete; nine CPD modules delivered nationwide
2.2.b. At least 75% of teachers receive on-the-ground, face-to-face teacher training or support from mobile teams based at the established six divisional project offices	2.2.3. Deliver training and support three times a year to at least 350 trainers (who will then train at least 75% of the teachers)	Ongoing throughout project	Complete; nine CPD modules delivered nationwide with at least 350 trainers for each
2.2.c. A minimum of 75% of teachers receive an inspection and/or supervisory visit per term	2.2.4. Conduct inspections and/or supervisory visits and support MoEST staff to do so	Ongoing throughout project	Completed with the end of field activities in March 2013
2.2.d. At least one capacity building activity held per term for MoEST non-teaching personnel to improve performance of their teacher professional development/CPD duties	2.2.5. Conduct MoEST capacity building activities at least once per term	Ongoing throughout project	Complete; ToT and ToF to at least 350 officials (PEAs), before each of the nine CPD trainings
Requirement 2.3: Review, revise, develop, print, and distribute CPD modules and related materials for teaching and teacher support personnel			
2.3.a. CPD Modules for Standards 1-4 reviewed as necessary	2.3.1. Review existing CPD modules in collaboration with MoEST and MIE and adapt for use	August- October 2010	Review completed; only one manual, the MIE technical manual, was found to be useful; this was distributed as part of Leadership Module 1 during November 2010.

Standards/Outcomes	Tasks and Subtasks Activities	Planned Timeframe	Status
2.3.b. CPD Modules for Standards 1-4 refined, revised, and/or developed, including testing and evaluation	2.3.2. Refine, revise, and/or develop CPD modules for Standards 1-4 and field test	Ongoing throughout project	Complete; nine CPD modules developed
	2.3.3. Review and/or develop as needed the basic competency building training modules targeted to 1+1 trainees, and under-qualified teachers receiving intensive on-the-job training	Ongoing throughout project	Complete; material of relevance incorporated into main CPD modules
2.3.c. CPD Modules printed and distributed to, at a minimum, all PEAs and all Standard 1-4 teachers	2.3.4. Print and distribute CPD modules	Ongoing throughout project	Complete
2.3.d. CPD-related early literacy material developed (see Requirements under Result III)	2.3.5. Develop CPD-related early literacy and numeracy materials	Ongoing	Complete; <i>Nditha Kuwerenga</i> reader developed and regularly reviewed

Result 3: Improved Early Grade Literacy ¹⁰

Activities under Result 3 focused on addressing the serious obstacles to developing literacy skills in the first four years of primary education. Far too many Malawian children drop out or leave school, never having mastered basic literacy skills. Work in Result 3 area began with a review of best practices from previous interventions in the field, followed by a national EGRA, which revealed serious weaknesses in learner performance. This was followed by the development and implementation of a literacy strategy in seven districts. Some of the most important achievements of MTPDS materialized from work under Result 3.

- Contextualized EGRA tools in Chichewa were developed and implemented over three successive annual cycles with increasing leadership of MoEST officials in the process.
- The highly successful *Maziko a Kuwerenga* (MaK) literacy intervention was developed and implemented with over 200,000 Standard 1 learners in 1,310 schools in seven districts.
- This led to 7.2 words per minute improvement in performance over baseline with an increase from 0.2 cwpm in 2010 to 7.4 cwpm in 2012.

¹⁰ The original wording of Result 3 was “Improved Early Grade Literacy and Numeracy.” All reference to numeracy was removed from the wording of Result 3 during the contract modification of December 5, 2011. However, prior to this change, effort was invested in EGMA. This work is reported in this section.

- Work under Result 3 informed the efforts of MoEST in its plans to develop a National Reading Strategy.

Result 3 is divided into four Requirements, and progress for each is reported separately over the lifetime of the project.

- **Requirement 3.1:** Consolidate best practices in early literacy approach in Malawi
- **Requirement 3.2:** Develop and implement an early literacy approach
- **Requirement 3.3:** Assess and monitor early grade (Standards 1-4) primary school children's literacy level
- **Requirement 3.4:** Promote school and community support of early literacy in school

Requirement 3.1: Consolidate best practices in early literacy approach in Malawi

At the beginning of MTPDS, it was noted that there had been several previous literacy interventions that had been successful on a limited scale, but which had never successfully been scaled up to benefit the whole country. Work under Requirement 3.1 consolidated this experience and informed the subsequent MaK literacy intervention implemented under MTPDS.

FY 2009-2010 (Feb-Sep)

During June 2010, STTA Karen Wiener undertook an extensive review of literacy interventions in Malawi past and present in preparation for the Literacy Forum which took place in July.

The Best Practices Literacy Forum was conducted in Lilongwe on July 15 and 16. 40 literacy specialists shared experiences from past and present literacy interventions in Malawi. The meeting developed recommendations for the MoEST to enhance literacy teaching in Malawi.

The presentations stimulated lively debate. On day 1, teachers, PEAs, and other practitioners provided valuable perspectives grounded in classroom experience. Participants also displayed materials that each intervention or organization has generated, such as teachers' manuals, children's story books, TALULAR guides and materials, and DVDs. On day 2, after the presentation of a report on a recent field study undertaken by Dr. Absalom Phiri of MTPDS, participants broke into working groups to develop proposals and recommendations under the following headings: teacher professional development, primary curriculum, learning materials, teaching methodology, and community involvement.

Recommendations from the Forum were combined with the findings of research conducted by Karen Wiener and documented in the report *Analysis of Best Practice in Literacy in Malawi*, which was presented to MoEST counterparts and USAID for review. This document formed a foundation for developing the MTPDS literacy strategy to be implemented through national rollout of CPD and intense intervention in two districts.

Requirement 3.2: Develop and implement an early literacy approach

The development and implementation of the MaK literacy intervention in seven districts is one of the key achievements of MTPDS. The design of the intervention was informed by the report

developed under Requirement 3.1 and by the results of the EGRA baseline study reported below. The intervention had the following key components:

- Time on task—Schools in the intervention added an hour to the school day in Standard 1 and devoted that time to literacy from the first day of term 1.
- CPD—Teachers were provided with eight days of CPD (in addition to the national CPD reported under Result 2) on essential early reading skills.
- Reading material—Standard 1 learners were provided the *Nditha Kuwerenga* reader and teachers turned their classrooms into print-rich environments.
- Structured lesson plans—These were provided to all Standard 1 teachers covering all three terms.
- School-based support—This was provided by PEAs and the District Literacy Coordinator.
- Community mobilization—Parents were mobilized to support children, celebrate their achievements, and monitor their progress through sensitization meetings, open days, and literacy fairs.

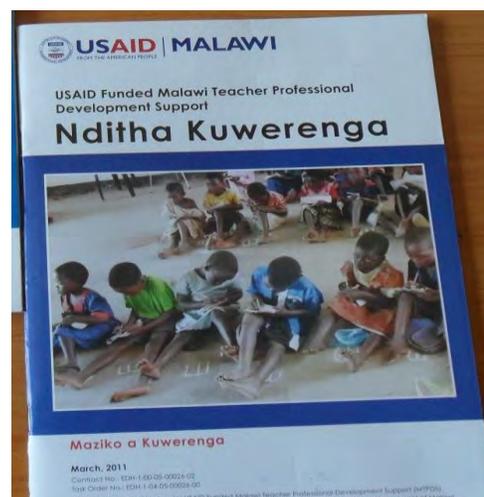
The initial success of the intervention in Salima and Ntchisi districts was noted by USAID, and it was scaled up to a further five districts (Mzimba North, Ntcheu, Zomba Rural, Blantyre Rural, and Thyolo) such that it eventually reached 200,000 Standard 1 learners in 1,310 schools. The MaK literacy intervention was highly influential in informing the development of the National Reading Strategy and in the revision of PCAR language textbooks and teachers' guides.

FY 2010-2011

Work commenced during the first quarter of FY 2010-2011 on the design of a pilot literacy intervention to be delivered in two districts (Ntchisi and Salima). The design was built directly upon best practice identified during the previous quarter through the MTPDS national Literacy Forum and through the *Literacy Best Practices* report. It also built directly upon previous successful literacy interventions undertaken in similar contexts elsewhere—most notably in Liberia.

At the beginning of February 2011, two District Literacy and Numeracy Coordinators were appointed and deployed to their posts in Ntchisi and Salima. In both cases, the officers were welcomed by their district offices and they were provided with free office space in the district education office.

During the first two weeks of March 2011, a writer's workshop was held at MIE to generate materials for the MTPDS literacy intervention. The main outputs from this workshop were (i) a series of scripted literacy lesson plans for Standard 1



The Nditha Kuwerenga reader

teachers for initial teaching of early grade literacy to be included in a teacher's guide and (ii) a series of simple stories for inclusion in a 'decodable' reader which was supplied to every learner in the two intervention districts and to as many other children as possible countrywide. It was decided that the literacy intervention would be called Maziko a Kuwerenga ('Foundations of Reading').

From March 9 to 12, 2011, all 10 PEAs from Salima and 14 PEAs from Ntchisi were trained in 'Effective Teaching Practices' in preparation for them to deliver the same training to all Standards 1-4 teachers in both districts during the Easter school holiday.

The first training module for the MaK literacy intervention in Salima and Ntchisi was reviewed, finalized, and edited. It was entitled Effective Teaching Practices. During April, a total of 1,166 teachers (687 male and 479 female) were trained in Effective Teaching Practices in Salima and Ntchisi districts. The training was very well received by teachers and PEAs alike.

During the second quarter of FY 2010-2011, a 78-page decodable reader aimed at beginning readers in Standard 1 was developed in Chichewa for use in the literacy intervention and as a supplementary teaching and learning material. Its title—*Nditha Kuwerenga*—means 'I can read.'

In April 2011, MTPDS staff and teachers in Kambwiri and Chimweta Schools in Salima worked together over a two week period to intensively pilot and review the *Nditha Kuwerenga* reader and term 1 scripted lesson plans.

During the third quarter of FY 2010-2011, MTPDS finalized, printed, and distributed 43,630 copies of *Nditha Kuwerenga* and 1,000 copies of the teacher's guide containing scripted lesson plans for term 1 of Standard 1. These were distributed to teachers from 141 schools in Ntchisi and 131 in Salima. These essential resources put decodable reading material into the hands of every child in the two intervention districts.

A training of facilitators' workshop took place August 10 to 16 to prepare all 24 PEAs in Salima and Ntchisi to deliver MaK Module 2. The training was also attended by officials from DIAS, DBE, TTCs, DCE, and from the Central East Education Division (CEED) office.

This four-day training program on Early Reading in Standard 1 was then delivered by PEAs to 866 Standard 1 teachers and head teachers from Salima and Ntchisi. All participants were highly appreciative of the training provided. The course focused on the five key literacy skills: phonological awareness, letter-sound knowledge, reading fluency, vocabulary, and comprehension.

Participants were able to link approaches in MaK Module 1 with those in MaK Module 2. The PEAs who were facilitators effectively outlined the scope and sequence of the MaK reading intervention and linked this with the scripted lesson



Teaching under the trees in Salima

plans contained in the teacher's guide and content of the *Nditha Kuwerenga* learner's book. Each session included demonstrations and practice to ensure that participants were able to follow the lesson routines incorporating the five key reading skills.

Positive early indications regarding the implementation of the MaK literacy intervention in the 272 schools in Salima and Ntchisi were soon apparent. MTPDS staff noted that most of the teachers were able to use the techniques that they had been trained on, and that teachers were able to follow the routines contained in the scripted lesson plans. Standard 1 learners were soon able to demonstrate the ability to read letters and syllables within just a few weeks of having started school.

FY 2011-2012

In the modification to the MTPDS task order signed and received December 5, 2011, MTPDS was instructed to scale up the MaK intervention to five additional districts. Plans and budgets were immediately developed. The five districts selected by MoEST were Mzimba North, Ntcheu, Zomba Rural, Blantyre Rural, and Thyolo. This selection reflected a desire, on the part of MoEST, to have the intervention take place in districts that were also selected for participation in the initial phases of the PSIP. This selection presented certain challenges:

- All of the districts were significantly larger than average. This placed the budget for the intervention under pressure and reduced the intensity with which MTPDS could provide monitoring and support services directly to schools.
- The Ntcheu district education office was situated 158 km from the divisional office, making it difficult to service and necessitating the relocation of the DTTC.
- The increased level of effort in Result 3 necessitated the recruitment of an additional MTPDS literacy specialist.

Details of the five intervention districts are provided in the **Table 6** below.

Summary Table 6. Characteristics of the Five MTPDS Intervention Districts

Division	District	No. schools	Teachers Stds 1-4 (2011)	Estimate Std 1 teachers 40%	Learners Std 1 2010	Zones - official	PEAs
Northern	Mzimba North	251	935	374	20,895	16	23
Central East	Ntchisi	138	796	318	18,072	9	14
	Salima	130	800	320	23,572	7	10
Central West	Ntcheu	237	1,356	342	37,633	15	19
South Eastern	Zomba Rural	199	1,851	293	38,616	12	18
South Western	Blantyre Rural	165	1,234	311	23,306	15	16
Shire Highlands	Thyolo	190	1126	296	39,562	14	16
Totals		1,310	8,098	2,254	201,656	88	116

During the first quarter of FY 2011-2012, the District Literacy Coordinators (DLCs) provided coaching and support visits to 30 schools in Salima and 30 schools in Ntchisi District. The visits revealed further evidence of uptake and implementation of training in these two districts. Many teachers were faithfully following the scripted lesson plans provided. With the support of the DLC and PEAs, some teachers were organizing review sessions to share experiences and come up with ways of improving the implementation of the reading program. Role model teachers were identified who were acting as mentors for others in the clusters or zones. Success stories were regularly documented and disseminated through the monthly newsletter.

Term 2 Maziko a Kuwerenga Teachers' Guide was submitted to USAID and cleared January 24, 2012.

Delivery was initiated in all five new intervention districts on schedule during the second quarter of FY 2011-2012, with the MaK intervention now benefiting over 200,000 Standard 1 learners in 1,310 schools. MTPDS printed and distributed 6,500 copies of the teachers' guide for MaK Module 1 and 150 facilitators' manuals in readiness for delivery in the five new districts.

The national ToT for MaK Module 1 was completed at Mponela (February 22-24). Nineteen master trainers were trained (10 MTPDS staff, 4 MoEST officials, and 5 TTC lecturers). The training of 96 PEAs to facilitate delivery of MaK Module 1 then took place in all five new districts on February 28-29. Training for Standard 1-4 teachers took place in the five new intervention districts in 88 zones, reaching 6,529 teachers (3,603 male and 2,926 female). An order was placed with Design Printers for the printing of 161,000 copies of the *Nditha Kuwerenga* readers, which were delivered to all Standard 1 learners in the five new intervention districts.

The MaK Module 2 ToT workshop took place at Mponela on March 26-29, 2012, reaching trainers from TTCs (5), DTED (1), DIAS (3), DCE (1), and MTPDS (11). This ToT aimed to equip trainers with the skills to train PEAs to facilitate the module in the five new intervention districts.

ToF for delivery of MaK Module 2 was then conducted during April in the five new intervention districts, reaching 186 PEAs and key teachers. This training was facilitated by MTPDS and MoEST officers and was monitored and supported by officials from MTPDS, DIAS, DTED, and TTCs. Training on MaK Module 2 was then successfully completed, targeting approximately 1,837 Standard 1 teachers (825 male and 1,012 female) and 1,017 head teachers (902 male and 115 female) in 88 zones in all five new intervention districts. Attendance rates of nearly 100% were reported.



The MTPDS training team and Blantyre Rural PEAs and key teachers at a Maziko a Kuwerenga training session

The *Term 3 MaK Teachers' Guide* was completed and submitted to USAID for approval on June 18 and cleared on July 11, 2012.

Monitoring and support for the implementation of the literacy intervention in all seven districts was ongoing throughout the third quarter of FY

2011-2012, with at least one school visit made to each designated coaching school in each zone. These visits revealed that some teachers still faced challenges in articulating letter sounds, blends, and digraphs. DTTCs and DLCs called an additional meeting at the zonal level to address this matter. Plans were put in place to reinforce this content in MaK Module 3.

On May 7, 2012, Washington-based USAID literacy experts Penelope Bender and Maggie Koziol accompanied Christine Djondo, Chikondi Maleta, and Ramsey Sosola from the Malawi USAID Mission on a visit to Makanda School in Ntchisi. Makanda—where class sizes are over 100 students and where community support for the intervention is strong—was selected as an example of successful implementation of the literacy intervention. The visitors observed a Standard 1 lesson, assessed learners, and interacted with stakeholders.

DTTCs and DLCs continued to monitor and support the implementation of the literacy intervention in the seven intervention districts. Before the term ended on July 13, DTTCs made 20 coaching visits to 20 schools and directly supported 41 teachers. During August, coaching support visits were made by MTPDS officers in 45 schools, reaching 254 teachers (145 male and 109 female) with the aim of ensuring application of skills trained on during literacy intervention trainings as part of the MaK program.

Lack of fuel for PEAs' motorcycles was identified as a key factor limiting implementation of coaching for teachers. A scheme was initiated in all seven intervention districts to provide fuel in return for reports of school coaching visits. DTTCs held meetings with PEAs in intervention districts on September 29, 2012 to introduce the scheme, and PEAs welcomed it with enthusiasm.

Work continued during July and August 2012 on the preparation of MaK Module 3. Based on feedback from teachers and PEAs, MTPDS decided that this module should focus on reinforcing skills introduced in the previous two modules. The development process included trial testing of materials with PEAs and key teachers in Ntchisi at the Boma TDC. The module was submitted to USAID on September 6 and cleared on September 9. A total of 4,300 copies of the module were printed and distributed to the seven intervention districts in preparation for training of Standard

1 teachers and head teachers. The module reinforces implementation of the five key early reading skills. An additional 3,000 *Nditha Kuwerenga* readers were also printed. Training of 23 master trainers was completed from September 24-26, 2012 at Mponela. Master trainers then trained 224 PEAs and key teachers on September 28-29 at the district level.

MTPDS officers attended the August 17 Basic Education TWG meeting, where progress in development of the *National Literacy Action Plan* was discussed. It became clear in that meeting that MoEST was looking to MTPDS to play a significant role in the development of the *National Literacy Action Plan*, ensuring that learning from MTPDS reading interventions would be incorporated into this important document. A scope of work was developed by the TWG for a literacy consultant to assist MoEST with developing a policy brief on language in education.

FY 2012-2013

MaK Literacy Module 3 was delivered to all Standard 1 teachers and head teachers in all seven intervention districts in October 2012. This two-day module reinforced teaching skills for each of the five key early literacy teaching skills. PEAs and key teachers facilitated the workshops, and MTPDS and MoEST officers monitored delivery. Training reached 3,202 teachers and head teachers (1,967 male, 1,235 female).

MTPDS made a strong contribution to the National Literacy Conference, funded by Save the Children and World Vision. MTPDS literacy interventions were presented as a model of best practice. The director of DIAS, Mr. Raphael Agabu, presented 15 policy priorities for incorporation into a National Reading Action Plan.

At the MoEST annual Joint Sector Review meeting on November 28, 2012, Odala Banda and Dorothy Matiti of DIAS presented a session on “The Status of Literacy and Numeracy in Malawi,” which summarized evidence from 2010 and 2011 EGRAs and the 2010 EGMA and associated MaK literacy intervention.

During the first quarter of FY 2012-2013, ongoing support was provided to monitor and support coaching of Standard 1 teachers in all seven literacy intervention districts. The scheme was successfully implemented to provide MK 8,000 per month to each PEA in intervention district to make documented coaching visits to schools according to an itinerary agreed upon with their CPEA in each district. This effort greatly increased their level of coaching activity.

Senior officials from DIAS and DTED were provided with opportunities to observe and monitor coaching sessions in schools conducted by MTPDS field staff and PEAs. This opportunity was welcomed by the MoEST officers, who had not previously had the opportunity to witness coaching in action in the classroom.

Based on the ToRs developed by the National EGRA Coordinating Committee on October 23-24, 2012 (see below under Requirement 3.3), the STTA Alison Pflipsen traveled to Malawi to provide technical assistance in conducting the “Influence of Language on Learning” Workshop on December 5 and 6 in Mangochi. The workshop brought together a wide range of stakeholders from among MoEST, TTCs, institutions of higher learning, and practicing educators. The workshop explored what current research tells us about the influence of language on learning in the Malawian context. The workshop successfully identified key factors for

consideration in language planning for education. These factors were summarized in a brief report that the Director of DIAS presented to MoEST management.

A more detailed discussion of the findings and recommendations from the workshop was written in the technical report *The Influence of Language on Learning: Recommendation on Planning for Language Use in Education*, which was cleared by USAID on April 23, 2012, along with the accompanying trip report for Alison Pflapsen. A request, initiated by MoEST, to remove USAID branding from the report was granted in order to position the findings and recommendations in the report as representing MoEST interests. This report was shared with the EGRA Coordinating Committee on April 26 and the TWG for Standards, Research and Development on May 17, where action points were established to incorporate the recommendations from the report into the National Reading Strategy that will be developed later in 2013 by MoEST.

A series of sustainability meetings were held in March 2013 at the division and district levels focusing on sharing experiences, challenges, and success stories; discussing the way forward in implementing best practices from MTPDS activities; and developing action plans for sustaining early grade reading interventions and coaching activities beyond the end of the project. A total of six divisional meetings were held, one at each division, involving EDMs, DEMs, and CPEAs. For the intervention districts, an additional six district-level meetings were held involving DEMs and all PEAs from all seven intervention districts. In total, 221 (142 male, 79 female) division and district level officials participated in the meetings.

On May 20-21, 2013, MTPDS held a national culminating conference titled “Early Grade Reading in Malawi: Lessons Learned from MTPDS” at Crossroads Hotel in Lilongwe to review the accomplishment of the project with key stakeholders and develop recommendations for the continuation and sustainability of its successes. The conference was attended by representatives from MoEST departments, MIE, MANEB, Malawi College of Distance Education, DCE, TTCs, EDMs, DEMs, PEAs, teachers, SMC and PTA members, learners, development partners, and civil society organizations, with a total of 116 participants (67 male and 49 female).

At the conference, MTPDS reviewed findings from the national EGRA reports, EGRA intervention study, annual and monthly classroom observations, EGRA-Lite, and qualitative study at eight schools from Salima and Ntchisi districts. The program included panel discussions from divisional, district, and school-level stakeholders, including teachers and community members; demonstrations of a MaK lesson and learners reading selected passages; and group sessions identifying key components of a successful reading intervention, developing recommendations from lessons learned, and creating action plans to implement the recommendations. A summary of the proceedings and recommendations resulting from the conference was shared with USAID and MoEST.

Requirement 3.3: Assess and monitor early grade (Standards 1-4) primary school children’s literacy level

Work under Requirement 3.3 resulted in the completion of three annual cycles of EGRA and one cycle of EGMA. The exceedingly weak results which they revealed have motivated MoEST to act upon the development of a National Reading Strategy. The assessments have been

implemented in close collaboration with MoEST, and through them, capacity to implement EGRA has been transferred to the Ministry.

FY 2009-2010 (Feb-Sep)

The “EGRA and EGMA Adaptation Workshop” took place in Lilongwe Sept 27–Oct 1, 2010. Thirty MoEST staff were oriented to the methodology and participated in developing and piloting of contextualized instrumentation. This workshop laid the groundwork for full implementation of the EGRA/EGMA baseline in October to November 2010.

FY 2010-2011

During early October, the development and printing of EGRA and EGMA instrumentation was completed. MTPDS recruited 45 enumerators to undertake nationwide data collection, and they were trained from October 18 to 22, 2010. EGRA literacy testing included letter knowledge, sounds, phonemic awareness, and listening comprehension – and EGMA numeracy testing included counting, number discrimination, pattern completion, and basic operations. Eleven supervisors to assist in the texting were also identified from among MoEST staff.

During the first two weeks of November 2010, nationwide testing took place for a total of 3,588 randomly selected Standards 2 and 4 learners, drawn from 98 randomly selected schools.

992 randomly selected learners from 50 randomly selected schools were selected for the EGRA national baseline study (**Table 7**). A further random sample of 996 learners from the same 50 schools were selected for the EGMA national baseline (**Table 8**). The aim was to obtain a true and representative picture of early grade reading and mathematics skills nationwide, which would inform decision making and future interventions from MoEST, MTPDS, and all development partners.

Summary Table 7. Description of National Baseline Sample for EGRA 2010

Division	Standard 2	Standard 4	Total
Central East Education Division (CEED)	69	71	140
Central West Education Division (CWED)	140	135	275
Northern Education Division (NED)	72	67	139
Shire Highlands Education Division (SHED)	78	62	140
South East Education Division (SEED)	89	69	158
South West Education Division (SWED)	71	69	140
Total	519	473	992

Summary Table 8. National Sample for EGMA 2010

Division	Standard 2	Standard 4	Total
CEED	70	69	139
CWED	140	140	280
NED	70	71	142
SHED	70	67	137
SEED	80	80	160
SWED	70	69	139
Total	500	496	996

A further 1,456 Standard 2 learners from 48 schools were sampled using the EGRA tool for a randomized control sample that would compare performance in the intervention districts of Salima and Ntchisi with performance in two control districts (Dedza and Mwanza) over the lifespan of the project (**Table 9**).

Summary Table 9. Randomized Control Sample for EGRA 2010

District	Standard 2
Salima	478
Ntchisi	498
Dedza	239
Mwanza	241
Total	1,456

Ten teams of four enumerators each worked to cover one school per day. A strict data collection protocol was followed. MoEST support was underlined by the participation of officials from DIAS, MIE, and MANEB in the activity. Logistically this was a challenging operation because the advent of the rainy season made some roads nearly impassable.

During late November and early December, all assessment data was entered and 'cleaned' by a team of 10 temporary data entry clerks. Data analysis was also initiated.



An enumerator administering EGMA

Analysis and report writing for the *EGRA Baseline Report 2010* was ongoing throughout the second quarter of FY 2010-2011. By March 2011, it had become clear that results would be extremely low. Discussions began with the MoEST on how best to disseminate such results and how a constructive response to them could be made.

In April, the EGRA and EGMA baseline reports were completed and submitted to USAID for approval. The study showed that performance of Malawian children in literacy and numeracy was very weak. For example, 75% of children entering Standard 2 could not name a single letter in a minute, and 40% of children entering Standard 4 could not read a single word in a minute. Learners lacked the necessary skills to decode words and could not read with sufficient fluency to achieve comprehension. Preliminary results were already informing the development of CPD modules under Result 2 and the textbook review process under Result 4.

A presentation was made of both EGRA and EGMA baseline reports at a Senior Management meeting at MoEST headquarters on July 25. This cleared the way for the “EGRA Technical Review Workshop” to take place on August 9. At this meeting, EGRA and EGMA results were presented to a select group of officers from MoEST, MIE, MANEB, TTCs, and the Centre for Educational Research and Training (CERT). Although the report was well received, MoEST asked for certain amendments to be made before dissemination, which would be communicated in writing.

FY 2011-2012

Final drafts of the revised *EGRA and EGMA Baseline Reports* for 2010 were submitted to USAID on October 25 and cleared on December 2, 2011. The process of clearing the report for wider circulation was delayed by the following:

- Requests from MoEST for the report to include additional contextual information relating the report to other relevant studies, such as the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), and
- Requests from MoEST for additional information regarding the statistical methods adopted during data analysis. The EGRA and EGMA reports were then disseminated within MoEST.

An important development in the first quarter of FY 2011-2012 was the convening by MoEST of the EGRA Coordinating Committee. This body was to be responsible for ensuring the integration of EGRA within MoEST policy and practice and ensuring that capacity was built within MoEST to administer EGRA independently in the future.

The first meeting of this group took place on October 26-27 at Crossroads Hotel in Lilongwe. Members accomplished the following:



Closing remarks at the EGRA Coordination Committee by the Director of Basic Education

- Plans were finalized for EGRA data collection in November 2011.
- Roles and responsibilities were defined for the institutionalization of EGRA by MoEST.
- Targets and benchmarks were set for EGRA results for the period 2011-2016.
- Draft terms of reference of the committee were generated.

There were 30 participants in the committee, including participants from DCE (1), MANEB (2), DTED (2), PEAs (1), DIAS (2), DBE (1), CERT (2), TTCs (9), Department of Planning (1), and MTPDS (9). MIE members were invited but could not attend. Meeting minutes were submitted to USAID on December 23, 2011.

The second annual EGRA data collection was successfully completed during first quarter of FY 2011-2012. The training of EGRA enumerators and supervisors took place at Mponela from October 21 to 28. In total, 43 MoEST staff were trained: 20 PEAs, 8 DEMs, 5 MoEST officials, 1 DCE, and 9 TTC lecturers. The training centered on assessment, introduction to language and literacy, and EGRA administration, which included student interaction, scoring, consent form completion, demographics, using stopwatches, and practice in administering EGRA tests to learners in schools. Training included practice sessions conducted in eight schools in Dowa district.

During November 2011, 3,019 randomly selected children from 150 schools were assessed using EGRA. No EGMA was conducted in 2011 because it would be removed from the MTPDS task order in the contract modification of December 2011.

Data from the larger sample size for the EGRA 2011 assessment allowed the comparison of reading skills by standard, gender, division, and urban versus rural. Results also were compared with the *2010 EGRA Baseline Report* data. Data were collected by 24 enumerators from MoEST. The 12 supervisors were drawn from various MoEST departments. As in 2010, learners were assessed in Chichewa on the same nine literacy skills that were tested in 2010.



Supervision of EGRA administration

MTPDS overcame several logistical challenges to complete the data collection. Fuel scarcity during this period affected the exercise, and much time that would otherwise have been spent in schools was diverted to searching for fuel. Data entry was ongoing throughout December and January.

The dissemination of the *2010 EGRA Baseline Report* was also completed during the second quarter of FY 2011-2012, with presentations to the Teacher Education TWG (January 24); the Basic Education TWG (January 27); and Divisional Education officials, DEMs, and TTC lecturers of Southern Region (January 30), Central Region (January 31), Northern Region (February 1), and the Donor Group (February 8).

Analysis of the EGRA 2011 dataset was ongoing during February and March 2012.

The national EGRA Coordinating Committee met again in Liwonde on February 7, 2012. The meeting was well attended, addressing the following issues:

- Benchmarks and targets set in the previous meeting were endorsed.
- Draft ToRs for the committee were agreed on.
- Agreement was made to undertake a review of the current language in education policy as it relates to EGRA.
- An update of progress on the 2011-2012 EGRA was delivered.

Throughout the third quarter of FY 2011-2012, work was ongoing on the *EGRA 2011 Midterm Report*. Delays were incurred due to unavailability of DIAS officials for interpretation of the data. This meeting eventually took place on May 9. The report was then edited for presentation to USAID. Results from the 2011 sample of 3,019 learners were similar to the 2010 results. Average reading fluency in Standard 2 declined slightly from 0.8 cwpm in 2010 to 0.5 cwpm in 2011. Average fluency in Standard 4 improved slightly from 11 cwpm in 2010 to 14 cwpm in 2011. No significant differences were again found in performance by gender. Results were strongest in Shire Highlands and weakest in the Northern Division. Performance was stronger in urban schools than in rural schools. There was a negative relationship between class size and results. Performance was weaker in non-Chichewa-speaking schools. There also was a strong correlation between performance and the availability of reading materials.

An additional EGRA “snapshot assessment” from a random sample of 200 learners from 10 schools in Salima and 10 schools in Ntchisi was undertaken during May 2012. Twenty teachers and 20 head teachers were also interviewed. The exercise was conducted by six MoEST counterparts from TTCs and DCE, who utilized tablet computers and newly developed *Tangerine* software. The technology performed well and was enthusiastically received by MoEST. These data provide an interim measure of impact in the two original intervention districts.

The report of the snapshot assessment demonstrated impact in these two original intervention districts: oral reading fluency (ORF) had increased from zero to almost eight cwpm. Average reading comprehension was up from zero questions to approximately two questions correct. A positive relationship was found between achievement and the frequency of coaching. These findings led the project to focus on provision of coaching to teachers during the remainder of the project.

The *EGRA 2011 Midterm Report* was edited and submitted to USAID for approval on July 21, 2012. On August 17, feedback was received. The COP worked with statisticians to address the concerns raised. A revised draft was resubmitted addressing all concerns raised by USAID. The report was cleared on February 4, 2013.

Work was ongoing in September on the development of the assessment instrument for use in EGRA 2012, resulting in drafts of all instruments. Eight stories were developed for use in the comprehension subtasks that are of the same level of difficulty as those used in the two

previous years. These stories were piloted on September 10-14 to equate their level of difficulty with those used in previous years.

FY 2012-2013

The technical team from the National EGRA Coordination Committee met in Liwonde on October 23 and 24 to accomplish the following:

- Develop the MoEST technical response to the results of EGRA 2011
- Further develop the draft National Reading Action Plan
- Develop ToRs for the technical assistance from Alison Pflapsen to develop a policy brief on language of instruction policy in Malawi

Detailed minutes of this meeting were captured in a separate document. The meeting engaged representatives from a wide range of relevant institutions, including DIAS, DBE, DTED, CERT, Centre for Language Studies (CLS), DCE, and Lilongwe TTC and MANEB.

The review of data collection instruments for EGRA 2012 took place on October 3-6. This review included the rendering of the instruments into the *Tangerine* software for use with tablet computers.

The ToT for EGRA 2012 data collection took place at Mponela on October 8-12 with technical assistance from Paula Gains. All 29 participants were trained to implement EGRA using tablets and *Tangerine* software. The training of assessors for EGRA 2012 was then completed by these MoEST trainers on October 14-19. Fifty-nine enumerators, all of whom were MoEST officers or lecturers, were trained to administer EGRA using *Tangerine*. At the end of this workshop, over 90% of the participants reached or surpassed the inter-rater reliability test mark required to become a competent enumerator. Only those who achieved this “gold standard” were deployed to the field. The use of *Tangerine* to deliver EGRA has been greeted with great enthusiasm within the MoEST.

EGRA 2012 data collection started October 28 and continued for three weeks. A national sample of 150 schools and 3,000 learners was tested. A further sample of 960 learners from the 48 schools in the randomized control study was also tested. The 32 enumerators included PEAs, SEMAs, or TTC lecturers. The 16 supervisors were all drawn from various MoEST departments.

A few challenges were encountered during EGRA 2012 data collection—none of which were insurmountable. In some areas, poor internet connectivity delayed uploading of data to the “cloud” server. Poor weather made some schools very difficult to reach. Also, a rise in fuel prices during data collection meant that some teams ran short of cash and had to be provided with additional resources.

During December to March 2013, MTPDS and RTI home office staff cleaned and analyzed the EGRA 2012 data. To inform data analysis, the stories used in 2010, 2011, and 2012 were administered to 240 learners to equate their level of difficulty. Two draft reports, the *EGRA 2012 National Report* and *EGRA 2012 Intervention Study Report*, were completed and distributed to USAID and members of the national EGRA Coordinating Committee on April 24.

The technical team for the EGRA Coordinating Committee met on April 26 in Lilongwe to conduct a technical review of the two reports. Recommendations were made to improve the two reports before finalization and dissemination. The benchmarks established by the committee in October 2011 were reviewed in light of the findings from the 2012 EGRA studies. It was decided that the benchmarks should be shared with a larger audience of stakeholders in order to institutionalize and publicize the benchmarks. The benchmarks should be included in the development of a National Reading Strategy.

The technical team also discussed the technical report *The Influence of Language on Learning: Recommendation on Planning for Language Use in Education* and developed a plan for moving the report and recommendations forward at the next TWG for Standards, Research and Development while also encouraging the Director of DIAS to present the findings to MoEST management. MoEST requested that USAID branding be removed from the report in order to position it as a MoEST document representing the Ministry's views.

Requirement 3.4: Promote school and community support of early literacy in school

Work under Requirement 3.4 has demonstrated that parents and communities are a rich and often overlooked resource for the support of literacy skills. Through MTPDS, communities have rallied to support their schools in improving reading.

FY 2010-2011

During April 2011, work on community mobilization began with sensitization meetings organized at four schools in Salima and Ntchisi to promote SMC and PTA roles in promoting literacy and numeracy. Throughout the fourth quarter of FY 2010-2011, meetings aimed at sensitizing SMC and PTA members on their roles and responsibilities in supporting teaching and learning were held in Ntchisi at 76 schools in 10 zones, reaching 232 members and in Salima at 97 schools in 10 zones, reaching 280 members. Prior to the trainings, SMC and PTA members observed literacy



A Standard 2 learner reads a Standard 6 pupils' book at Mpherere Primary School, Ntchisi.

lessons in Standard 1 to enable them to gain an understanding of the intervention and how teaching and learning were proceeding. Literacy fairs were organized in 11 schools.

MTPDS participated in USAID's celebrations of the International Day of Literacy on September 5. A demonstration literacy CPD was presented. The guests of honor were the Public Affairs Officer at the United States Embassy, Mr. Ben Canavan, and the Principal Secretary for Education Science and Technology, Dr. Simeon Hau.

FY 2011-2012

Sensitization meetings with SMC and PTA members on their role in supporting the literacy intervention in Salima and Ntchisi continued throughout the first quarter of FY 2011-2012

Although many SMCs and PTAs were oriented on their roles and responsibilities, as well as on how to support the literacy intervention, some were not very active in implementation. This was manifested in absenteeism of learners, learners coming late to school, and parents not assisting the school in finding ways of covering the *Nditha Kuwerenga* books. However, the PEAs and the DLCs were encouraged to call upon local leaders and sensitize them on the need for them to take the lead in the process so that literacy among learners in early grades could improve.

Literacy fairs were monitored and supported in both Salima and Ntchisi Districts during the first quarter of FY 2011-2012. Fifteen literacy fairs were monitored in Salima involving 2,713 learners and 448 SMC and PTA members and parents. In Ntchisi, literacy fairs were monitored in seven schools, reaching 455 SMC and PTA members and parents, 64 teachers, and 4,523 learners.

Literacy fairs yielded several examples of excellent pupil progress. For example, at Kaputu, over 15 learners were witnessed reading *Nditha Kuwerenga* from pages 2 to 25 after just one term of schooling.

Parents expressed their appreciation to the program and indicated they were ready to support their children's learning. Standard 1 learners were able to demonstrate that they could recognize letter sounds and letter names and were able to read and write words and simple sentences without copying from a book.

Teachers reported that the MaK reading intervention has led to a decline in learner absenteeism because learners are excited with what was happening in the classroom.



Ambassador Jackson observes a Standard 1 lesson at Mpherere School, Ntchisi.

On January 25, the US Ambassador, Jeanine Jackson, and USAID Mission Director, Doug Arbuckle, visited Mpherere School in Ntchisi district to witness the literacy interventions. The



A literacy fair at Gunda Primary School, Thyolo

on implementation of the action plans the SMC and PTA members had developed in support of

Ambassador observed a lesson and interacted with districts officials, educators, SMC members, and parents. She expressed a high level of appreciation of the work done. The visit was also highly appreciated by the community of Mpherere School and by educators and officials in Ntchisi district as a whole.

During the second quarter of FY 2011-2012, SMC and PTA members in 22 schools in Salima and Ntchisi received follow-up visits focusing

literacy in the early grades. This included the covering of learners' books, checking attendance, and monitoring punctuality and absence of teachers and learners.

MTPDS also supported the organization of literacy fairs in Salima and Ntchisi Districts at the end of the school term (March 22-23).

Two publicity brochures were developed during the third quarter of FY 2011-2012 explaining the literacy intervention. One targeted teachers, and the other targeted parents and community members. These brochures were submitted to USAID for approval in April and were cleared in June. Printing of the two brochures was completed in August. A total of 11,000 copies of the *Foundations of Reading* brochure were printed in English for distribution to teachers in intervention districts, and 55,000 copies of the *Thandizani Mwana Wanu Kuphunzira Kuwerenga* ('Supporting your child in learning to read') brochure in Chichewa were printed for distribution to parents in intervention districts. Both brochures were distributed during September.

When the school year came to an end in early July, several schools in various parts of the country held literacy fairs to celebrate progress made in literacy teaching and learning at their schools through support from projects like MTPDS. A few of these literacy fairs were even highlighted in the national media, with articles written in the *Weekend Nation* and the *Daily Times* newspapers, along with a short news clip telecast on the Malawi Broadcasting Corporation's television station. DTTCs and DLCs supported literacy fairs in 26 schools in the seven districts.

MTPDS collaborated with MoEST and USAID to celebrate International Literacy Day on September 7 at Kambwiri School in Salima. The celebration shone a spotlight on the issue of reading and literacy in Malawi. It also generated much positive publicity for the project. The guests of honor were the USAID Mission Director, Doug Arbuckle, and the PS for Primary and Secondary Education, Lonely Margareta. The event drew national media coverage from newspapers, television, and radio. At the event, senior MoEST officials had the opportunity to observe MaK lessons and to interact with beneficiary teachers, thus improving their understanding and commitment to the literacy interventions implemented by MTPDS. After the event, the school reported an influx of learners who had previously dropped out of school.

FY 2012-2013

Literacy fairs to showcase learners' achievements were also held in schools in each of the seven intervention districts at the end of term 1. Forty fairs, which collectively involved an estimated 3,816 parents and community members, were monitored.

During the end of term 2, it was reported that several communities and schools had taken the initiative to continue conducting literacy fairs despite the closure of the MTPDS field offices during March 2013. This indicated that many communities have taken ownership of highlighting reading in their schools through literacy fairs and open days. A vivid example of community support to early grade reading was highlighted during a joint visit of the MTPDS communications officer and the USAID Development Outreach Communications Specialist (DOCS) officer to Chikango village in Ntchisi district where a Standard 2 learner had begun teaching his peers in the community how to read. It was discovered during the visit that the community had built a

structure for the reading classes to take place and was playing an active role, including the village headman, in taking attendance and providing materials for the learner-initiated program.

At the “Early Grade Reading in Malawi: Lessons Learned from MTPDS” conference in May, SMC members and parents participated in a panel session that reviewed the experiences of schools and communities in implementing the MaK intervention. Their feedback and participation in group sessions added the voice of parents and community members into the discussions around lessons learned and recommendations for building upon the successes of MTPDS.

Also at the Lessons Learned conference, a Standard 1 teacher and a group of his students from Nchuwa Primary School in Salima were brought in to demonstrate a sample MaK lesson for the conference participants and MoEST officials to observe. This was followed by the demonstration of learners from various regions reading from randomly selected passages from Standard 8 textbooks, *Nditha Kuwerenga*, newspapers, and self-written passages. The demonstrations were well received by the conference participants.

Strategies implemented to promote sustainability of MTPDS work under Result 3

Throughout the period of implementation of MTPDS, sustainability of activities and impact under Result 3 was enhanced through the following strategies:

- Developing all materials for literacy approach in collaboration with key MoEST counterparts
- Cobranding all intervention materials with both USAID and MoEST logos to promote MoEST ownership of the materials and in recognition of the contribution made by MoEST counterparts in their production
- Ensuring that the production cost of materials such as the *Nditha Kuwerenga* readers was kept to a minimum (in this case \$1 per copy)
- Ensuring that all training was delivered through PEAs and MoEST officials
- Including head teachers in training so that they could provide sustainable support at the school level
- Conducting EGRA data collection with increasing levels of MoEST participation, such that by 2012 the whole process was managed by MoEST, including the training of trainers
- Constituting the EGRA steering committee to meet once per term to oversee the transfer of capacity to conduct EGRA to MoEST
- Conducting a national lessons learned conference and sustainability meetings at divisions and districts to develop action plans to continue implementing literacy interventions after MTPDS ends
- Providing orientation training to TTC lecturers on the MTPDS early grade reading approach and materials to inform pre-service training on reading instruction

Table 10 presents progress against planned activities for Result 3.

Summary Table 10. Summary Table: Progress against Planned Activities—Result 3: Improved Early Grade Literacy

Standards/Outcomes	Tasks and Subtasks Activities	Planned Timeframes	Status
Requirement 3.1: Consolidate best practices in early literacy approaches in Malawi			
3.1.a. Literacy forum or workshop held within two months of mobilization on best practices in early grade literacy	3.1.1. Review PCAR curriculum by literacy experts	April 2010	Complete; Literacy Forum held July 15-16, 2010 (in <i>Literacy Best Practices Report</i> August 2010)
	3.1.2. Assess strengths and weaknesses of curriculum scope and sequence, provide preliminary advice about direction to move with PCAR in the future to support literacy and math achievement	April 2010	Complete (in <i>Literacy Best Practices Report</i> August 2010)
	3.1.3. Conduct Literacy Forum	May 2010	Complete August 2010
	3.1.4. Engage partners in formal and informal dialogue around literacy	May 2010	Complete August 2010
	3.1.5. Plan and review PSSP's Malawi Beginning Literacy Program (M/BLP) GIZ-supported Literacy across the Curriculum (LAC) project in Zomba	May 2010	Complete August 2010
	3.1.6. Plan and review analytical and demonstration work in literacy education	May 2010	Complete August 2010
	3.1.7. Collect and assess lessons from these with other small-scale activities (EuroTalk and current GIZ-supported)	May 2010	Complete August 2010
	3.1.8. Use Tikwere/Interactive Radio Instruction (IRI) annual assessment and include any previous experiences in Malawi on early grade literacy teaching, learning, and assessment	May 2010	Complete August 2010

Standards/Outcomes	Tasks and Subtasks Activities	Planned Timeframes	Status
3.1.b. Diverse group of presenters invited, at a minimum, relevant individuals or institutional representatives of those listed under this requirement, for the purpose of contributing to the lessons, experiences, practices, and results on early grade literacy	3.1.9. Plan and invite Institutional partners and other presenters to contribute lessons learned and best practices on early grade literacy	May 2010	Complete August 2010
	3.1.10. Engage partners— MoEST, DFID, GIZ, EuroTalk, Tikwere/IRI (TTCs, TDCs, PEAs World Relief, Building with Books, and Adolescent Girls and Literacy)	June 2010	Complete August 2010
	3.1.11. Pre-planning meeting(s) with partners to identify external participants that would illustrate the important aspects of best practices and challenges in literacy to inform the literacy forum	June 2010	Complete August 2010
	3.1.12. Invite other regional MoEST representatives and choose individuals to represent various stakeholders	June 2010	Complete August 2010
3.1.c. Technical document consolidating conclusions and recommendations from the workshop/forum produced and submitted to MoEST for consideration and approval	3.1.13. Write technical document with specific recommendations that would help set targets for M&E, to help lead to concrete action steps for piloting or institutionalizing certain features	August 2010	Complete August 2010
	3.1.14. Meeting of relevant directorates and institutions (DIAS, DTED, MIE, and MANEB) to finalize the technical document for submission to MoEST	September 2010	Complete August 2010

Standards/Outcomes	Tasks and Subtasks Activities	Planned Timeframes	Status
Requirement 3.2: Develop and implement an early literacy approach			
3.2.a. TWGs or Task Forces created on Quality and Standards and Teacher Education by month 38	3.2.1. Task Teams on literacy and TWGs on Quality and Standards, Teacher Education established and/or strengthened	September 2010	Complete; MoEST EGRA Coordinating Committee convened August 2011, also met in November 2011, February 2012, October 2012, and April 2013
	3.2.2. Hold TWG meetings	Ongoing throughout project	Complete; meetings held October 2011, February 2012, October 2012, December 2012, February 2013, and May 2013
3.2.b. Relevant Directorates and institutions (EMAS DTED, MIE, MANEB, PCAR governing structures, and TWGs) involved in the development and implementation of literacy approach work project	3.2.3. Invite relevant directorates and institutions (EMAS DTED, MIE, MANEB, PCAR governing structures, and TWGs) to participate in literacy approach	September 2010	Complete; first meeting took place August 2011; meetings for EGRA Coordinating Committee took place November 2011, February 2012, October 2012, and April 2013.
	3.2.4. Involve these groups as necessary in planning and implementation stages	November 2011 and ongoing to August 2012	Completed through to the end of the project; Documentation maintained of MoEST participation in developing literacy approach
	3.2.5. Conduct meetings with relevant directorates and institutions	Planned to be ongoing throughout the project	Completed, with records maintained
3.2.c. CPD for literacy available at least one session per term for Standard 1-4, piloted in year 1, that will reach all Standard 1-4 learners by the end of	3.2.6. Create literacy strategy from Literacy Forum Results and expert knowledge in these two fields	Initiated October 2011 and ongoing to March 2012	Complete; strategy documented in MaK Modules 1, 2, and 3.

Standards/Outcomes	Tasks and Subtasks Activities	Planned Timeframes	Status
performance period in all seven identified districts (one district per division)	3.2.7. Build into CPD new strategies for literacy improvement identified during Literacy Forum workshop field experience and subsequent TWG meetings	Ongoing throughout the project	Complete; all CPD now delivered and were informed by Literacy Forum, field experience and TWG meetings
3.2.d. Face-to-face capacity building conducted that will include all Standard 1-4 teachers in seven districts (at least one district per division), teacher support, and supervision personnel	3.2.8. Face-to-face capacity building on the selected literacy strategies delivered through the CPD model	Ongoing to August 2012	Complete through national CPD and focused CPD in intervention districts
	3.2.9. Coaching, mentoring, and support provided to 30 selected schools in each of two districts	Ongoing throughout the project	Complete through work of District Literacy Coordinators (DLCs) and DTTCs and support to PEAs through “fuel for coaching” scheme
3.2.e. Efforts harmonized with PCAR, Tikwere/IRI, and EDSA (community and adult learners)	3.2.10. Efforts will be harmonized with PCAR, Tikwere/IRI, and EDSA	Ongoing throughout period	Completed through to the end of the project
3.2.f. Special TWG created around local language instruction that will make recommendations on needs, costs, and practicality of implementing local language initiative in conjunction with literacy initiative	3.2.1.1. Create special TWG on local language instruction, which will include MoEST, MTPDS, Centre for Language Studies (CLS), other language institutions, and other stakeholders	May-June 2012	Complete; forum created December 2012
	3.2.12. Conduct an analysis of need for local language literacy teaching (including literature review and contact with key informants), practicality, and related costs	May-June 2012	Complete; meeting held on December 5-6, 2012 with an accompanying report
	3.2.13. Produce a technical document for GoM on local language policy around teaching practice	September-October 2012	Complete; report cleared on Apr 23, 2013
Requirement 3.3: Assess and monitor early grade (Standards 1-4) primary school children’s literacy level			
3.3.a. Policy dialogue workshops conducted at national level to gain support for district and school level application	3.3.1. Use EGRA approaches and instruments at the national level to stimulate policy dialogue and gain support for district and school level application	November 2010	Complete November 2010

Standards/Outcomes	Tasks and Subtasks Activities	Planned Timeframes	Status
3.3.b. EGRA or similar baseline conducted (disaggregated by student sex, age, school, and geographic focus)	3.3.2. Conduct EGRA baseline and conduct EGRA Round 2 and 3 data collection	November 2010, 2011, 2012	Complete; baseline 2010; midterm assessment Nov 2011; endline Nov 2012
	3.3.3. Workshop for technical introduction and test adaptation with local language specialists, MoEST representatives, and others as identified	October 2010, 2011, 2012	Complete October 2010; 2011; 2012
	3.3.4. Training of field supervisors and pretest of instrument	October 2010, 2011, 2012	Complete October 2010; 2011; 2012
	3.3.5. Preliminary analysis of test and re-adaptation based on results	October 2010, 2011, 2012	Complete October 2010; 2011; 2012
	3.3.6. Training of enumerators and pilot testing of instruments	October 2010, 2011, 2012	Complete October 2010; 2011; 2012
	3.3.7. Final adaptations and data collection	November 2010, 2011, 2012	Complete November 2010; 2011; 2012
	3.3.8. Data entry, cleaning, and analysis	January 2011 for baseline January 2012 for Year 2 December 2012 for Year 3	Complete; for baseline March 2011; for year 2 December 2011; for year 3 data complete April 2013
	3.3.c. Annual EGRA Report written and disseminated and findings/recommendations incorporated in the ongoing CPD on literacy	3.3.9. Write report	February-March 2012 and January 2013
3.3.10. Meet to review findings with stakeholders		March-April 2012 and January 2013	Complete; year 1 baseline report cleared by MoEST December 2011, Year 2 report reviewed October 2012, Year 3 report reviewed Apr 2013

Standards/Outcomes	Tasks and Subtasks Activities	Planned Timeframes	Status
	3.3.11. Discuss and decide on dissemination strategy	March-April 2012 and January 2013	Complete for 2010 and 2011. Dissemination strategy in place for 2012 report
	3.3.12 Disseminate results	April-May 2012 and January-February 2013	Complete; dissemination of baseline to divisions and districts completed January 2012; dissemination of 2011 report complete Oct 2012, and Endline report complete May 2013
3.3.d. Targets developed to ensure substantive increases in reading fluency and comprehension	3.3.13. Develop targets to ensure substantive increases in reading fluency and comprehension	July 2011	Complete; targets documented in minutes of first meeting of EGRA Coordinating Committee October 2011 and adopted February 2012
	3.3.14. Hold a series of working meetings to review findings and implications and discuss in relation to policies and targets	July 2011	Completed for baseline; presented to MoEST management July 25; initiated August 9, 2011; ongoing; Technical Review Workshop August 9; Coordinating Committee meetings held on October 26-27, 2011, February 2012, October 2012 and April 2013
	3.3.15. Hold a forum for policy dialogue with donors and stakeholders around implications of Results	July 2011	Complete; Coordinating Committee held on October 2011 and February 2012; presentation to donors group completed February 2012 and through Teacher Education and Basic Education TWGs

Standards/Outcomes	Tasks and Subtasks Activities	Planned Timeframes	Status
3.3.e. Pre-service and in-service teachers able to use EGRA to monitor learner progress in literacy	3.3.16. Enable pre- and in-service teachers to be able to use EGRA to monitor student progress	August 2011 and March-April 2012	Complete; content contained in MaK Module 2 and 3 and National CPD Literacy Module 3
	3.3.17. Create EGRA classroom assessment training module to be integrated into CPD and in-service activities	August 2011 and March-April 2012	Complete; content contained in MaK Module 2 and 3 and National CPD Literacy Module 3
	3.3.19. Create a series of stories for use by teachers	April-July 2011	Completed June 2011 as part of development of <i>Nditha Kuwerenga</i>
3.3.f. Annual EGRA follow-up conducted and disseminated	3.3.20. Use the EGRA instruments developed during the baseline to conduct annual assessments, with greater MoEST control over processes each year	November 2011-February 2012 and November 2012-February 2013	Complete; year 2 data collection completed November 2011 with data collected by MoEST; year 3 assessment completed by MoEST
Requirement 3.4: Promote school and community support of early literacy in school			
3.4.a. Ensure that 75% of SMCs and PTAs monitor their school's performance using student achievement data	3.4.1. Conduct awareness campaign on the importance of literacy, and of SMCs and PTAs to student achievement in these areas	Ongoing throughout project	Completed in all seven intervention districts up through the closure of MTPDS field offices March 2013
	3.4.2. Hold SMCs and PTA workshops once per term to discuss results of outcome assessments and assess methods of school support	Planned March, July, and December 2012	Complete; expectation set that meetings are held once a term at the end of the term; expectation reinforced in CPD Leadership Module 4
3.4.b. Parents and community members actively monitor school-level student achievement data annually and nourish a culture that values and enjoys reading (ongoing)	3.4.3. Adapt school report cards to disseminate data about school performance based on learner performance results	January-February 2012	Complete; School Report Card format developed and piloted March 2012; report on pilot submitted to USAID May 2013

Standards/Outcomes	Tasks and Subtasks Activities	Planned Timeframes	Status
	3.4.4. Train coaches to work with SMCs and PTAs on promoting literacy and using EGRA information to monitor school improvement	March 2012	Complete; included in MaK Module 2. SMCs trained as part of Leadership Module 4 September-October 2012
	3.4.5. Demonstrate fluency levels captured in EGRA to parents	March, July, November 2012	Complete as part of literacy fairs organized at the end of each school term
	3.4.6. Produce updates on strategies that parents and community members can use to improve literacy and include in school report cards	March and October 2012	Complete; brochure produced and distributed to parents and communities

Result 4: Enhanced Quality of Primary Teaching and Learning Materials¹¹

At the beginning of MTPDS, deficiencies in the quantity and quality of available learning materials served as a clear indication of the under-resourcing of education in Malawi. This situation had been exacerbated by the introduction of the PCAR and the National Primary Curriculum and the associated rapid introduction of unpiloted textbooks. MTPDS supported MoEST to conduct a formal evaluation of the existing materials and provided technical and financial assistance to conduct a comprehensive review of the PCAR materials, which resulted in significant revisions to the textbooks and teachers' guides for Standards 1-4, especially in the Chichewa and English subjects.

MTPDS also worked with MoEST to conduct a review of all existing supplementary readers that have been produced in past activities to assess the current availability of supplementary readers to support literacy instruction in Malawian primary schools. As part of this effort, MTPDS worked in collaboration with MoEST to develop the *Nditha Kuwerenga* decodable workbook as a supplementary reader to support the early grade reading intervention.

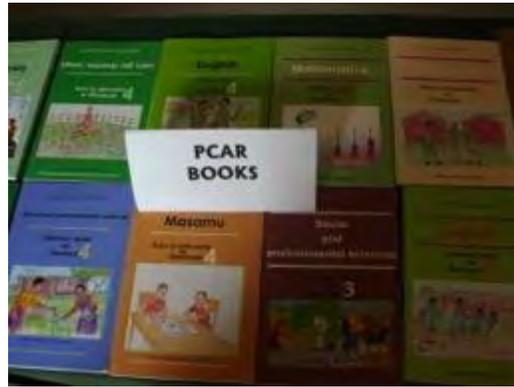
Result 4 is divided into two Requirements and progress for each is reported separately over the lifetime of the project.

¹¹ In the original MTPDS task order, Result 4 was 'Improved Early Grade Literacy and Numeracy for Out-of-School Children or Youth.' This Result and all associated Requirements and Standards was removed in the contract modification of December 5, 2011. The Result described here was Result 5 in the original task order. The wording of the first Requirement under this Result was amended to delete all reference to the printing and distribution of textbooks. The second Requirement was revised to ask for the project to '*Produce, print and distribute Complementary Reader Workbooks to the seven identified districts.*' Two requirements were also removed which required MTPDS to '*Develop and implement a strategy for reinforcing local Malawian printer capacity.*' No substantive work had been done on the deleted elements before the modification.

- **Requirement 4.1:** Formally evaluate, revise, textbooks for Standards 1-4
- **Requirement 4.2:** Produce, print and distribute complementary reader workbooks to the seven identified district

Requirement 4.1: Formally evaluate, revise, textbooks for Standards 1-4

The support provided by MTPDS to MIE in the revision of all Standard 1-4 textbooks and teachers' guides was one of the key technical achievements of MTPDS. MTPDS provided technical and financial support for the revision of seven textbooks and seven teachers' guides for Standard 1, seven textbooks and seven teachers' guides for Standard 2, eight textbooks and eight teachers' guides for Standard 3, and nine textbooks and nine teachers' guides for Standard 4. Syllabuses for all subjects in Standards 1-4 were also revised. Working with DIAS and MANEB, MTPDS also successfully completed a review of Continuous Assessment guidelines and criteria for literacy in Standards 1-4.



Standard 1-4 textbooks revised with MTPDS support

FY 2009-2010 (Feb-Sep)

On July 28, 2010, the COP and Divisional Team Leader worked with the MIE Director and National PCAR coordinator to produce a comprehensive budget for the process of revising textbooks and teachers guides in all primary standards. At this stage, it was calculated that MTPDS had sufficient budget allocation to support the revision of all seven textbook titles each in Standards 1 and 2 and all seven teachers' guides in Standards 1 and 2, resulting in the revision of a total of 28 titles.

FY 2010-2011

Continuous Assessment (CA) is an important expectation of the PCAR. Early in the project, it was apparent that teachers across the country were struggling to implement a system of continuous assessment aimed at providing regular feedback to both learners and teachers regarding progress, in a manner that could inform responsive lesson planning and improved teaching.

Extensive Assessment Guidelines had been developed in 2008, but further work was still necessary to produce a practical manual aimed at assisting classroom teachers in implementation. A workshop was held at DIAS on November 17 with representatives of DIAS, MANEB, MIE, and DTED to plan the development of new, more user-friendly criteria and guidelines in a manner that responded to current concerns of teachers.

During January 2011, MANEB, DIAS, MIE, and MTPDS staff designed research instruments to establish the current status of continuous assessment in schools. Field research was subsequently conducted during February 2011. The survey included 40 teachers from 10 primary schools who were observed and completed questionnaires. Schools were selected from the following districts: Blantyre Urban, Blantyre Rural, Dedza, Lilongwe Urban, and Lilongwe Rural (4 urban, 2 semi-urban, 4 rural). The 10 head teachers were also interviewed. Reflecting the wider population of teachers in the lower primary, 85% of respondents were female and 15% male. A report was prepared entitled *Baseline Study of Continuous Assessment Practices* by Gerald Chiunda and Phinoce Kuopsya. The report painted a picture of teachers struggling to manage assessment in large classes. This report was submitted to USAID in July 2011 and cleared for wider circulation on July 21.

Building upon this CA Baseline report, draft continuous assessment guidelines were completed and shared with counterparts at DIAS, MANEB, and MIE. The draft went through several renditions as the different institutions debated what should be included in the guidelines. Eventually it was agreed that MTPDS would support MoEST to develop guidelines which were focused on CA for learning targeted to practicing Standard 1-4 teachers. With this guidance, a draft was finalized to be field tested by practicing teachers. Plans were put in place for the field testing of these guidelines at schools within the relative proximity of Lilongwe.

The process of review and revision of lower primary textbooks moved ahead at a good pace during February and March 2011. MIE conducted a national-level survey in collaboration with MTPDS. Data were collected on all textbooks and teachers guides and syllabi in Standards 1-4. A total of 480 teachers were interviewed, and this sample consisted of 80 teachers from each of the six education divisions. Interviews were organized through focus groups convened at TDCs.

Based on this research, officers from MIE produced the *PCAR Materials Research Report for Standards 1 and 2*, which was cleared by USAID during July 2011. This report contained detailed



Hon. Sajeni officially opens the textbook review workshop at MIE.

recommendations for the revision of books. The research showed that Chichewa and English texts in particular were in need of substantial rewriting due to serious omissions and deficiencies. The overall level of reading difficulty was judged to be too high. A writer's workshop was planned for the first two weeks of April to carry forward the revision of Standard 1 and 2 textbooks.

Between April 4 and 15, the Standard 1 textbook revision workshop at MIE was successfully completed in collaboration with MIE and CIDA. CIDA agreed to co-fund the textbook revision process, which substantially alleviated pressure on the MTPDS budget. The significance of the event was underlined by the presence of Deputy Minister W. Sajeni to open the workshop. The workshop resulted in the development of seven textbooks and seven teachers' guides. Technical support was provided to the textbook writing process by Lynn Evans of Louisiana State University who mentored writing panels

throughout the process. The findings of the Standards 1 and 2 textbook review research were summarized for use by the writing teams in each subject. During July, Standards 1 and 2 PCAR instructional materials were further refined.

A workshop was conducted with MIE curriculum specialists August 22 to 26 to finalize the research report on Standards 3 and 4 textbooks. One of the most significant findings was that many teachers said that learners are not able to cope with Standards 3 and 4 work because they have not yet mastered the foundation skills that they should have acquired in Standards 1 and 2.

FY 2011-2012

During the first quarter of FY 2011-2012, review and revision of textbooks and teachers' guides for the following subjects in Standard 1 were completed by MIE with "camera-ready copies" available: Introduction to School Life, Chichewa, English, Numeracy and Mathematics, Expressive Arts, Bible Knowledge, and Religious Education.

Work also continued at MIE on finalizing Standard 2 textbooks and teachers' guides. Life Skills, Bible Knowledge, and Religious Education were revised and finalized, with the documents available in "camera-ready" copies, ready to print. In addition, Chichewa, English, Numeracy and Mathematics, and Expressive Arts books were edited but not yet finalized. MIE explained delays in the completion of books as due to a shortage of illustrators.

The Standards 3 and 4 textbook review report entitled *A Study on the Quality of Primary School Curriculum Materials for Standards 3 and 4* was completed during this quarter and submitted to USAID for approval November 25. The document was finalized in response to feedback received on December 22, resubmitted on March 22, and cleared on August 14, 2012.

On December 21, the COP and DCOP met with the Director of MIE and other key counterparts to finalize a budget for revising Standards 3 and 4 textbooks and teachers' guides. MTPDS agreed to pool resources with Read Malawi and MIE to ensure that this task was completed. The budget of over \$100,000 for the revision of Standards 3 and 4 books, which was presented by MIE, was beyond the capacity of MTPDS to support by itself. However, the meeting with MIE and Read Malawi helped to bridge the gap. Read Malawi identified \$46,000 and MTPDS \$41,000 that could be allocated to the work, leaving a gap of \$13,000. It was agreed that if economies could be made through reducing the size of writing panels, then the activity could progress early in the 2012.

During the first quarter of FY 2011-2012, the external technical assistant, Sylvia Linan-Thompson, conducted a detailed analysis of the existing success criteria for lower primary literacy subjects with reference to the following questions:

- Do the criteria in the syllabus present realistic and age-appropriate targets for learners?
- Are the criteria presented in a logical sequence?
- Are the criteria worded in a manner that the teachers find easy to understand?
- How easy will it be for teachers to translate these criteria into assessment activities?

The resulting report, entitled *Continuous Assessment Criteria for Chichewa and English: An Analysis of the Malawi Standard 1-4 Syllabi*, made recommendations for the revision of assessment criteria in language subjects. As part of this process, Chichewa syllabi for Standards 1-4 were translated into English. While discussions continued with MANEB on the finalization of the reports on *Continuous Assessment Criteria for Chichewa and English*, key elements of the content of the reports were included in the agenda for the textbook revision writers' workshops to inform any revisions to the assessment criteria in the syllabus and teachers' guides. The report was cleared by USAID on August 14, 2012.

MTPDS obtained hard copies of revised Standards 1 and 2 materials for Chichewa and English during the second quarter of FY 2011-2012. MIE were not willing to release other materials.

The writers' workshop for Standard 3 textbooks and teachers' guides was completed March 19-30, with a separate subject panel convened of at least six members for each of the eight subjects taught in Standard 3. MTPDS provided the funding for the workshop and provided technical support with MTPDS staff attending the workshop throughout the entire two weeks. This workshop resulted in the production of first drafts of revised textbooks and teachers' guides for all eight subjects taught in Standard 3.



Members of the Chichewa panel at work at MIE

The Standard 4 textbook revision workshop was successfully conducted between April 30 and May 11 at MIE in coordination with Read Malawi. The workshop resulted in first drafts of teachers' guides and learners' books for all nine subjects in Standard 4. A meeting was held with MIE and Read Malawi on May 11 to coordinate plans and budgets for the final Standards 3 and 4 textbook refinement workshops. The textbook revision process encountered repeated delays during the third quarter of FY 2011-2012 due to repeated rescheduling by MIE and competing demands with the Secondary School Curriculum and Assessment Reform.

The Standard 3 textbook refinement workshop was successfully completed in coordination with MIE and Read Malawi (July 2-13). The 47 participants were divided between eight subject panels. Two MTPDS officers provided technical support. The workshop produced refined drafts of all textbooks, teachers' guides, and syllabi. The DCOP made a presentation on reviewing continuous assessment criteria as an input to the process.

The Standard 4 textbook refinement workshop was also concluded at MIE on August 20-31. Costs were funded by Read Malawi. MTPDS provided technical assistance with a special focus on the panel working on the Chichewa subject area. The workshop resulted in revised drafts for textbooks for all subjects in Standard 4. This was the final textbook revision workshop to be supported by MTPDS.

For both Standards 3 and 4, language materials, especially Chichewa, adopted many of the literacy approaches promoted and delivered through the MaK literacy intervention, introduced by MTPDS. MIE continued to work on editing, typesetting, and designing final versions of these books at the end of FY 2011-2012. MIE was not willing to provide final copies of the revised Standards 1-4 materials directly to MTPDS therefore USAID has submitted a request to DIAS and MIE for copies to be shared with the project.

A meeting was held on June 12 between the DCOP and key counterparts from DIAS to finalize the *Continuous Assessment (CA) Guidelines* document for field testing and to develop plans for piloting the document. The dates set for the exercise (June 18-22) were subsequently postponed due to competing demands on the time of participating DIAS officials.

FY 2012-2013

In October and November, 48 teachers and 12 head teachers and deputies in six schools in the proximity of Lilongwe participated in field testing the *CA Guidelines*. The initiative was greeted with enthusiasm by the teachers and MoEST. DIAS officials Catherine Saiwa and Dorothy Matiti led the *CA Guidelines* field testing activity. They took the lead at each of the meetings at the schools and made it clear that this was a MoEST activity, stressing that the Ministry needed the teachers' input to finalize the document, which is planned to be sent out to all primary schools. These officials made it clear that MoEST developed the guidelines, with MTPDS playing a supporting role.

A debriefing workshop on November 22 at Mponela brought together all participants and other interested MoEST officers. The consensus was that although the guidelines are a step forward, their introduction should be accompanied by an orientation or CPD training if the teachers are to be able to implement them effectively.

Building on this workshop, the *CA Guidelines* document was finalized by incorporating the teachers' input, and a report on the field testing activity was produced. A separate meeting that included key stakeholders from DIAS, MIE, MANEB, and DTED reviewed the *Guidelines and Field Test Report* and developed recommendations to guide the Ministry on the way forward for implementing and incorporating the *CA Guidelines* into the curriculum, CPD, and supervision provided by the Ministry. Both the Guidelines and field test report were cleared by USAID on May 5.



Teachers at the CA Guidelines review workshop

Requirement 4.2: Produce, print, and distribute complementary reader workbooks to the seven identified district

The importance of complementary materials remained a high priority on the reform agenda. A review of existing literacy materials was conducted by MTPDS, which aimed to inform future

support in the field. Under this Requirement, MTPDS also enhanced the literacy intervention in seven districts with the supply of the *Nditha Kuwerenga* complementary reader workbook to all 201,656 Standard 1 children in the intervention districts and a total of 248,630 books delivered nationwide.

FY 2010-2011

A review was undertaken to identify supplementary mathematics and numeracy materials that could be printed and distributed to all schools in the country.

FY 2011-2012

The draft *Review of Existing Supplementary Reading Materials Developed Under USAID/Malawi-Funded Projects* report was submitted to USAID on December 22, 2011. The document underwent revisions in response to feedback received on December 27, 2011. It was resubmitted in May 2012, and further comments were received from USAID requesting that the breadth of the study be increased to make it useful to a wider audience.

On July 19, a meeting was held with Foster Gama, Henry Chilora, and Maggie Chilimanjira of MIE to expand the scope of the Review of Existing Supplementary Reading Materials report. The DCOP obtained copies of the materials from Malawi Breakthrough To Literacy (MBTL) and the Primary School Support Program (PSSP). He also consulted with DBE to get copies of CBE readers for inclusion in the review and obtained copies of commercially published readers in Chichewa and other Malawian languages. Two workshop meetings were conducted with MIE counterparts (September 5 and 20-21) to evaluate all existing supplementary reading material in detail and conduct a comprehensive review.

Distribution of learners' books to all five new intervention districts was completed during May 2012. A total of 161,000 *Nditha Kuwerenga* readers were delivered. All schools were requested to cooperate in providing a protective covering for these books to improve their durability.

FY 2012-2013

The *Review of Existing Supplementary Materials for Early Grade Reading* went through a number of revisions to address comments from USAID and to make the document more relevant to the Ministry and education partners. A revised draft was submitted to USAID on February 18, 2013, with USAID requesting some clarifications on the cost projections included in the review. MTPDS worked with the MoEST Supplies Unit and commercial printers to source accurate cost projections and submitted a final version of the report on March 26, which was cleared on April 9. The review provided a comprehensive and detailed review of nearly all supplementary readers produced under previous USAID and other donor-funded activities.

As already discussed under Result 2, 41,000 additional copies of the *Nditha Kuwerenga* supplementary reader were printed and distributed as part of the CPD Literacy Module 4 trainings, with 36,000 copies distributed to all Standards 1-4 teachers nationwide and an additional 5,000 copies distributed (one to each school).

Strategies implemented to promote sustainability of MTPDS work under Result 4

Throughout the period of implementation of MTPDS, sustainability of impact in Result 4 was enhanced through the following strategies:

- Engaging collaboratively with all relevant departments on textbook revision and ensuring rigorous quality control of the product
- Ensuring that revised *CA Guidelines* were simple and user-friendly for lower primary teachers and field testing the Guidelines with teachers in their schools
- Seeking an exception to USAID branding requirements on the revised camera-ready copy of textbooks and the *CA Guidelines*
- Working with relevant MoEST departments and institutions to develop recommendations and plans to incorporate *CA Guidelines* into the national curriculum and pre- and in-service trainings
- Engaging collaboratively to build capacity in planning, budgeting, procurement and distribution of supplementary reader workbooks
- Advocating for budgetary allocation in the MoEST Program of Work for purchase of revised textbooks

Table 11 presents progress against planned activities for Result 4.

Summary Table 11. Summary Table: Progress against Workplan—Result 4: Enhanced Quality of Primary Teaching and Learning Materials

Standards/Outcomes	Tasks and Subtasks Activities	Planned Timeframes	Status
Requirement 4.1: Formally evaluate and revise textbooks for Standards 1-4			
4.1.a. Evaluation conducted of continuous assessment criteria for Standards 1-4	4.1.1. Conduct an analysis of the evaluation criteria for literacy for Standards 1-4	Planned complete by February 2012	Complete; report cleared by USAID August 2012
4.1.b. Revisions to continuous assessment criteria shared with relevant stakeholders	4.1.2. Support MIE and MANEB in producing revised continuous assessment criteria and guidelines	Planned Complete by February 2012	Complete; <i>Continuous Assessment Guidelines</i> review workshop held November 2012
	4.1.3. Create an advisory group of teachers who will review and test the utility of the proposed revised evaluation criteria and who will make recommendations back to MIE, MANEB, and project staff on how best to ensure the utility of these standards for the average Malawian classroom teacher	October-December 2011	Complete; reference group of teachers established and engaged

Standards/Outcomes	Tasks and Subtasks Activities	Planned Timeframes	Status
4.1.c. Revised continuous assessment evaluation criteria and guidelines developed and tested out by classroom teachers	4.1.4. Conduct field trials of revised continuous assessment criteria	March-April 2012	Complete; during Term 1 2012; <i>CA Guidelines</i> approved by MoEST March 28, 2013; cleared by USAID May 5, 2013
4.1.d. Formal evaluation conducted of textbooks for the four Standards	4.1.5. Plan a formal review and evaluation of the existing PCAR textbooks and teacher manuals for Standards 1-4, with the support of MIE and key MoEST officials	August-October 2010	Completed October 2010
	4.1.6. Solicit feedback from MIE and other curriculum experts on strengths and weaknesses of existing textbooks	August 2010-February 2011	Completed February 2010
	4.1.7. Implement field study to solicit feedback from practicing teachers on strengths and weaknesses of existing textbooks	February-March 2011	Complete; Standards 1 and 2 report cleared by USAID July 2011 and Standards 3 and 4 report cleared by USAID July 2012
4.1.e. Recommendations for improvements and revision documented and shared with relevant stakeholders	4.1.8. Finalize textbook review reports for Standards 1-4	January-February 2012	Complete; Standards 1 and 2 report cleared by USAID July 2011 and Standards 3 and 4 report cleared by USAID July 2012
	4.1.9. Facilitate textbook review workshop at MIE to generate new drafts for all subjects	February-May 2012	Complete for Standards 1-4
4.1.f. Revision for textbooks for the four Standards completed	4.1.10. Support MIE in making revisions of deficiencies in existing textbooks	February-May 2012	Complete; MIE has not yet provided copies
Requirement 4.2: Produce, print, and distribute Complementary Reader Workbooks to the seven identified districts			
4.2.a. Existing reading materials evaluated, produced, and distributed with MIE and other relevant actors in the identified seven districts (one district per division)	4.2.1. Work with MIE to evaluate the existing materials used in PSSP, MTTA, and any other projects that have provided supplementary materials for reading to early primary Standards	Planned complete by February 2012	Complete; report submitted to USAID December 22, 2011; resubmitted May 2012; resubmitted February 18, 2013; resubmitted March 26, 2013; cleared by USAID April 9, 2013

Standards/Outcomes	Tasks and Subtasks Activities	Planned Timeframes	Status
	4.2.2. Produce and distribute existing materials that are evaluated as meeting specific needs in the PCAR as well as those deemed important to creating enriched, literate environments at schools	March 2012	Complete; <i>Nditha Kuwerenga</i> readers distributed to all Standard 1 learners in all seven intervention districts, with an additional 41,000 distributed nationwide
4.2.b. MIE and MoEST's capacity built in estimating the financing and planning out of the production and distribution of these materials in the identified seven districts (one district per division)	4.2.3. Assist MIE and MoEST in estimating the costs and planning out of the resource requirements for distributing specific sets of existing supplemental materials for the early primary Standards	October-December 2011	Complete; initial activity took place in October 2011 as part of preparation of supplementary readers report; has been repeated during completion of supplementary readers review
	4.2.4. With MIE, define the specifications for supplemental reading materials	November 2011	Completed October 2011 as part of preparation of supplementary readers report
4.2.c. Complementary reader workbooks provided to primary schools in increasing annual proportions, reaching all schools for Standards 1-4 in the identified seven districts (one district per division)	4.2.5. Procure and distribute selected early grade reading materials	Planned complete by March 2012	Complete; <i>Nditha Kuwerenga</i> readers distributed to all Standard 1 learners in all seven intervention districts, with an additional 41,000 copies distributed nationwide

Result 5: Improved M&E systems focusing on teacher competencies and learner outcomes¹²

The introduction of the NPC through the PCAR is central to the MoEST strategy for improving the quality and relevance of primary education as set out in the NESP. MoEST introduced the NPC, which is based on the principles of Outcome Based Education (OBE) in 2007 beginning with

¹² With the removal of the original Result 4 in original contract in the modification of December 5 2011, the numbering of this Result changed from '6' to '5.' The wording of this Result also changed to: '*Result 5. Improved M&E Systems focusing on teacher competencies and learner outcomes.*' The wording of each Requirement and associated standards also changed to focus on teacher competencies and learner outcomes. The focus of the second requirement shifted focus from civil society organizations to SMCs and PTAs. A third standard was removed entirely together with its associated standards. Details of these changes can be found in Annex 1.

Standard 1. The NPC was introduced in Standards 2, 5, and 6 in 2008; in Standards 3 and 7 in January 2009; and in Standards 4 and 8 in December 2009. Successful implementation of the new curriculum amounts to a comprehensive reform of basic education. Judgments about how successful the new curriculum has been in producing the desired results need to be based on careful monitoring and evaluation of the key elements of its implementation. The NPC M&E Framework and Strategy produced with MTPDS support have ensured that MoEST now has the necessary tools and capacity to monitor curriculum implementation.

- **Requirement 5.1:** Define and put into operation the framework, strategy, and plans for monitoring and evaluating PCAR implementation with focus on teacher competencies and learner outcomes and for building M&E capacity
- **Requirement 5.2:** Enhance capacity of parents, communities through SMCs and PTAs to participate in CPD and early grade literacy monitoring

Requirement 5.1: Define and put into operation the framework, strategy, and plans for monitoring and evaluating PCAR implementation with focus on teacher competencies and learner outcomes and for building M&E capacity

This Requirement has informed school inspection and supervision procedures for the NPC. It has also built capacity of officials at all levels of the system to participate in M&E activities in order to make informed decisions.

FY 2009-2010 (Feb-Sep)

Implementation of Result 5 began at the beginning of July 2010, with the arrival of Nick Shawa in the post of Senior M&E Systems Advisor. MTPDS began to actively participate in meetings of the Sector Wide Approach (SWAp) M&E Systems Task force on September 19. This meeting revealed a lack of proper coordination of M&E within the MoEST.

MTPDS began work in September on developing a framework for evaluating the implementation of the New National Primary Curriculum (NPC¹³), building upon initial work already conducted by DIAS and MIE. It was agreed that this framework would apply the agreed-upon principles:

- Information was to serve policy, planning, and management at national and decentralized levels.
- The framework was to rely principally upon objectively verifiable data.
- The design of the framework would take into account current institutional constraints.
- The framework would fit closely with the Ministry's NESP/ESIP M&E strategy.

Following extensive research conducted by Nick Shawa and Joe DeStefano, a workshop was held on September 29 in Lilongwe, chaired by the Director of DIAS, which brought together a wide

¹³ The MTPDS task order refers to 'PCAR' which stands for Primary Curriculum and Assessment Reform. This was the name given to the process supporting the introduction of the NPC. However the two acronyms are frequently used interchangeably. This document will use NPC to refer to the curriculum itself.

range of MoEST staff and development partners to identify key evaluation questions in the implementation of PCAR. Among the questions generated by participants were the following:

- Are the instructional practices associated with OBE curriculum being applied in classrooms?
- What problems are teachers facing in implementing the new curriculum?
- Have teachers had any/enough orientation and training?
- How successful have PEAs been adequately trained in the new curriculum?
- How do teachers handle the learner-centered approach in large classrooms?
- Are TTCs preparing teachers to implementing the new curriculum?
- Are ODL modules appropriately based on the new curriculum?
- Are teacher trainee exams evaluating teacher knowledge and understanding of the new curriculum?
- How useful/effective is the Standard 1 introduction to school life curriculum?
- Are books making it to schools in adequate numbers to achieve the target ratio of 1:1?
- Do teachers and learners find books easy to use and understand them?
- Do teachers understand Continuous Assessment and are they able to correctly apply it in their classrooms?
- Is implementing of PCAR leading to improved teaching and learning?

With these questions in mind, the group began the work of generating a framework of indicators to be applied to curriculum evaluation from inputs and processes through to outputs, outcomes, and impact. Through the development of this framework and associated instrumentation, the following was intended:

- The MoEST would be able make informed decisions regarding resource allocation.
- Teacher training—both pre- and in-service—would be informed by the real needs of teachers and students.
- School monitoring and support methods would be developed that exactly matched the demands of the new curriculum.
- Schools would be empowered to conduct self-assessment against explicit clearly defined standards.

Initial thinking of MTPDS regarding the implementation of this Requirement was summarized and captured in the *PCAR M&E* report written by Joe DeStefano, submitted to USAID in November 2010.

FY 2010-2011

During the first quarter of FY 2010-2011, MTPDS continued to provide technical assistance to DIAS in developing the NPC M&E Framework and an associated implementation strategy. A task

team for this purpose was constituted with leadership from DIAS. On November 6 and 7, 2010, MTPDS, in collaboration with DIAS, facilitated a workshop at Mponela to develop the M&E framework and associated indicators.

On March 11, 2011, DIAS invited directors from various education institutions to a workshop to review the M&E framework for the NPC. This meeting was chaired by the Deputy Director of DIAS. The NPC framework was accepted and endorsed by the participants, subject to a limited number of proposed amendments.

Work then commenced on developing the plan and instruments necessary for the implementation of the framework.

During the third and fourth quarters of FY 2010-2011, work on Result 5 was severely impeded by the resignation of the Senior

M&E Specialist. A recruitment process was undertaken to find a replacement and identify a suitable candidate. In the meantime, the COP played a caretaker role and carried the work forward with assistance from Dr. Elizabeth Randolph.

The draft *PCAR M&E Framework* was submitted to USAID in April, and comments were received in May.

Dr. Randolph facilitated a further workshop on July 12 to 14, 2011 with 12 participants from DIAS, DBE, and Planning to accomplish the following:

- Finalize the PCAR M&E Framework
- Develop PCAR M&E strategy with costed implementation plan and identified roles and responsibilities
- Develop instrumentation for PCAR M&E
- Analyze capacity-building needs of MoEST in implementing PCAR M&E Strategy

MTPDS played an active part as a member of the MoEST, Research, Planning, M&E Systems Task Force and the TWG on Standards, Research and Development. Through participation in these bodies (September 15, October 21, June 23), MTPDS's work on PCAR M&E was integrated with the MoEST's comprehensive SWAp M&E framework.

FY 2011-2012

Demis Kunje assumed the position of Senior M&E Advisor on October 10, 2011. Following his induction, he set about addressing the backlog of activity that had developed during the four-month period during which the post was vacant.



Reviewing the PCAR M&E Framework

The *NPC M&E Framework*, which was submitted to USAID on August 11, 2011, was cleared on October 31, 2011. This document identified the purpose and key questions to be addressed in the M&E of the NPC. A framework of indicators was also clearly defined.

The associated *NPC M&E Strategy*, which was submitted to USAID on September 10, was cleared on November 3. This strategy provides a clear plan for the evaluation of the NPC in terms of teacher competencies and learner outcomes.

During January, the Senior M&E Advisor worked in liaison with DIAS counterparts to develop training and implementation plans and training materials for the *NPC M&E Strategy*.

The NPC M&E Training Manual was submitted to USAID for approval on January 24, 2012 and cleared on January 26. The module, which trains PEAs to implement the *NPC M&E Strategy*, was further refined after its first delivery. A final version was resubmitted to USAID on March 22.



Participants in the training of PEAs at Blantyre on NPC M&E

Training of 45 PEAs from the Northern and Central Education Divisions was completed to implement *NPC M&E Strategy* at Mponela (January 30-February 1), along with 48 PEAs and 1 SEMA from the southern part of the country, in Blantyre (February 6-8). The Director of DIAS opened the event in Mponela and the Deputy Director of DIAS, Toko Banda, opened the event in Blantyre. They emphasized that the operation was an integral part of the MoEST program of work. Facilitators at the training included DIAS officers Andrew Chipanga, Jennings Kayira, and John Mswayo.

PEAs immediately began to collect data. The activity was monitored by MTPDS Teacher Training Coordinator Sydonio Matope in the North and by Demis Kunje in the South. By the end of February, the data collection operation was complete and 100 schools had been sampled.

MTPDS and DIAS received all questionnaires from the NPC M&E data collection exercise, representing a 100% return rate. Data entry was completed during April. A data analysis workshop was conducted with six MoEST counterparts at Mchinji from June 18 to 22. A draft report documenting the exercise was produced. USAID cleared the *Field Guidelines for NPC M&E Data Collection* on June 6.

The Senior M&E Systems Advisor liaised with DIAS officials to secure the written endorsement of MoEST for the *NPC M&E Framework* and *NPC M&E Strategy* documents. An exception to USAID branding requirements was granted for these two documents in order to position them as MoEST documents.

Great effort was invested during the final quarter of FY 2011-2012 in completing the draft of the *NPC M&E Report* in collaboration with DIAS counterparts. This report then underwent final editing before presentation to MoEST and USAID. MoEST officials from DIAS were engaged at every stage of the process. However, the process revealed weaknesses in the report writing skills of DIAS counterparts and took much longer than anticipated to complete.

FY 2012-2013



The late Demis Kunje

The tragic death of the MTPDS Senior M&E Systems Advisor, Demis Kunje, in a road accident on November 4, 2012, overshadowed all work on Result 5 until the end of the project. With the short period of time remaining in the project, MTPDS agreed with USAID that rather than go through the process of identifying and hiring someone to fill the vacancy created for this key position, the project would hire a local consultant, Dr. Mike Nkhoma, to support the remaining M&E work in collaboration with the DCOP, COP, and external consultant Dr. Elizabeth Randolph for the remainder of the project. The project has deeply felt the loss

of Mr. Kunje, especially with his technical expertise and institutional knowledge of the project during the crucial final months of the project. As a result, it took some time to get back up to speed with Result 5 activities that were outstanding at the time of his tragedy.

A draft of the *NPC M&E Report* was edited by MTPDS during October and presented to DIAS on November 30, 2012 for their feedback on whether the changes accurately reflected their analyses and recommendations. Feedback was positive as DIAS expressed their appreciation for the support in enhancing and clarifying the analyses. A team of DIAS officers conducted a one-day writers' workshop to finalize the report and develop a policy brief to highlight the findings and key recommendations from the report. The *Report on the Evaluation of the Implementation of the NPC* was submitted to USAID on March 29 and cleared on April 22.

The findings and key recommendations from the *NPC M&E Report* were presented to MoEST and other education stakeholders at a national workshop held in Lilongwe on March 22. The workshop was attended by the PS for Basic Education and the directors of DIAS, Basic Education, and MIE, along with representatives from other MoEST departments, DEMs, PEAs, head teachers, teachers, civil society, and development partners. The PS opened the workshop by acknowledging that the report highlighted key issues that must be addressed and concluded that action must be taken on the recommendations from the report in order to improve implementation of the curriculum in schools.

Requirement 5.2: Enhance capacity of parents, communities through SMCs and PTAs to participate in CPD and early grade literacy monitoring

The School Report Card (SRC) system developed under this requirement has proven effective in promoting community participation in monitoring school and learner performance and stands as a valuable enhancement to the existing annual cycle of school improvement planning.

FY 2011-2012

Work on enhancing the capacity of SMCs and PTAs to participate in CPD and early grade literacy monitoring commenced during the last quarter of FY 2011-2012. Demis Kunje worked with MoEST counterparts to develop an SMC and PTA training intervention aimed at piloting the implementation of an SRC in one zone in each of the seven literacy intervention districts. A draft training manual was produced.

Work continued during the second quarter with the formulation of a report card instrument for schools to be used by SMCs to inform parents and communities about the performance of teachers and learners in implementing the curriculum, with special reference to early grade literacy. Work was also completed on an accompanying training manual. Piloting of a new SRC system began on March 9, when the Senior M&E Advisor and COP visited Landira school and Kalemo school in Ntchisi.

The School Report Cards SMC Training Manual was submitted to USAID on April 18 and cleared May 4. These documents were also translated into Chichewa. The training of SMCs using this material proceeded on May 26 and 27 for one pilot zone in each of the seven literacy intervention districts. In all, 163 participants were trained in the use of SRCs. These participants included 80 SMC members and 83 teachers. PEAs in the seven zones were also in attendance. The training was successful, with SMC members reporting that they were confident in their ability to carry out monitoring of NPC implementation.

During the final quarter of FY 2011-2012, MTPDS District M&E Officers (DMOs) continued to follow up with the SMCs engaged in piloting the use of SRCs. They met with SMCs and school representatives to follow up on how monitoring of curriculum implementation had proceeded in June/July. Reports indicate that the SMC representatives were able to successfully collect data using the SRCs and reported to parents and SMCs. Data from the SRCs were captured for preliminary analysis.

During September, SRCs were distributed to all schools in the intervention districts. The DMOs briefed PEAs in all the seven districts on how the SRCs are used. In turn, PEAs were asked to orient SMCs in their zones on the use of the SRCs and to encourage them to use the SRCs for monitoring the performance of teachers and learners.

FY 2012-2013

At the time of his death, Demis Kunje was working on the analysis of data from the SRCs. The COP took over responsibility for completing this task and held a series of meetings with the MTPDS DMOs to put together the pieces that were left. The final report for the SRC pilot was significantly delayed due to these setbacks.

On November 29 and 30, DMOs conducted follow-up visits to schools to observe SMCs while the SMCs collect data and interview participants about their experiences in implementing the report

cards. The DMOs made one final follow-up visit at the end of March, just prior to the closure of the MTPDS field offices. The findings from these follow-up visits were incorporated into the pilot report.

During the process of writing the SRC pilot report, MTPDS engaged with the PSIP unit at DBE to discuss how the SRC pilot can inform the School Improvement Planning (SIP) process. The PSIP already has instruments developed for SMCs to monitor their schools, but they largely focus on infrastructure and materials support to schools. The PSIP unit is interested to see how the SRCs piloted by MTPDS may be incorporated into the current SIP instruments to add aspects that enhance monitoring of teaching and learning at schools, especially with regard to reading.

The SRC was used to inform the development of the content for CPD Leadership Module 4, and a copy of the SRC instrument was included as an appendix to the module materials. This is intended to be used as a guide to SMCs and PTAs nationwide on how they can monitor and support the teaching and learning of reading in their schools.

Strategies implemented to promote sustainability of actions under Result 5

Throughout the period of implementation of MTPDS, sustainability was promoted through the following strategies:

- Engaging collaboratively with MoEST Directors and counterparts on ensuring that the NPC M&E Framework and Strategy are aligned directly with curriculum policy
- Seeking exceptions to USAID branding to position the *NPC M&E Framework and Strategy* and the *NPC M&E Report* documents as coming from MoEST
- Ensuring that training materials used in M&E training were of high quality but low cost
- Using MoEST's own staff to implement NPC M&E and supporting them in annual data collection
- Engaging MoEST counterparts in analysis of NPC M&E data and report-writing
- Ensuring that results of the pilot exercise involving SMCs and PTAs in M&E were communicated to the PSIP and inform MoEST policy on SIP and School Improvement Grants

Table 12 presents progress against planned activities for Result 5.

Summary Table 12. Summary Table: Progress against Planned Activities—Result 5: Improved M&E Systems Focusing on Teacher Competencies and Learner Outcomes

Standards/Outcomes	Tasks and Subtasks Activities	Planned Timelines	Status
Requirement 5.1: Define and put into operation the framework, strategy, and plans for monitoring and evaluating PCAR implementation and for building M&E capacity			
5.1.a. Framework collaboratively developed that identifies purpose and key questions to be addressed by M&E	5.1.1. Assess existing M&E frameworks being used by MoEST and other projects	August-September 2010	Complete
	5.1.2. Collect all existing M&E frameworks from DTED, DIAS, MIE, etc.	August 2010	Complete; frameworks on file
	5.1.3. Plan to convene meeting of key stakeholders at which existing frames would be reviewed and serve as starting points for discussion of M&E framework that would best serve as a tool for monitoring and evaluating PCAR implementation	September 2010	Complete September 2010
	5.1.4. Hold the stakeholders' meeting to study and discuss existing M&E frameworks	September 2010	Complete September 2010
	5.1.5. Select task force members (one from each directorate) to draft framework	September 2010	Complete September 2010
	5.1.6. Develop a draft framework	October-December 2010	Complete draft on file
	5.1.7. Submit the draft framework to stakeholders for feedback and finalization	January-February 2011	Complete framework distribution and discussed on March 11, 2011
	5.1.8. Discuss the draft framework with MoEST	March 2011	Complete March 11, 2011 (see above)
	5.1.9. Submit final framework to MoEST for approval	March-June 2011	Complete; cleared by MoEST for submission to USAID August 2011
5.1.b. M&E strategy developed that identifies specific roles and responsibilities for each player	5.1.11. Obtain MoEST approval of the framework	July 2011	Complete; obtained August 2011

Standards/Outcomes	Tasks and Subtasks Activities	Planned Timelines	Status
and institution at different levels in the system and measures the outcomes in terms of teacher competencies and learner outcomes in literacy	5.1.12. Based on feedback from selected stakeholders, draft and finalize the M&E strategy	August 2011	Complete August 2011
	5.1.13. Obtain feedback from selected stakeholders on the M&E strategy, in particular from those institutions identified as having key roles to play in carrying it out	August-September 2011	Approved by DIAS for submission to USAID August 2010
	5.1.14. Finalize the M&E strategy and plans	September 2011	Complete August 2011
	5.1.15. Submit final M&E strategy and plans to MoEST for approval	September 2011	Complete August 2011; cleared by USAID
5.1.c. M&E capacity requirements of those institutions identified and strategies for reinforcing their capacities put in place	5.1.16. Assess the M&E capacity of the identified institutions	Planned complete February 2012	Complete; findings are reflected in the training manual for PCAR M&E strategy
	5.1.17. As part of the finalization of the framework, strategy, and plans, assess institutions' existing capacity to carry out the roles and fulfill the responsibilities they will have	Planned complete February 2012	Complete as part of finalizing NPC M&E strategy and training plan
	5.1.18. Data requirements articulated, tools for collecting data developed, and offices/individuals with different data responsibilities trained in use of tools	October-November 2010	Complete; incorporated into appendix of strategy
	5.1.19. Costs and resource requirements for implementation of M&E strategy and plan assessed and funding sources identified (MoEST budget, MTPDS budget, or other project/trust fund sources)	July-September 2011	Complete; incorporated into appendix of strategy
	5.1.d. Data collected on a regular basis as specified by the M&E framework and plan that focuses on teacher competencies and learner outcomes in literacy	5.1.20. Provide technical assistance and training to DEMs, PEAs, mentors, itinerant trainers, school directors, and PTA members on how to collect, organize, and make use of the targeted M&E data	Ongoing from November 2010; planned complete February 2012
5.1.21 Provide support to MoEST in collecting data for M&E strategy		February 2012	Complete February 2012

Standards/Outcomes	Tasks and Subtasks Activities	Planned Timelines	Status
5.1.e. M&E information informs policy and strategic deliberations at the national level on teacher competencies and learner outcomes in literacy	5.1.22. Support completion of M&E tasks by providing periodic technical assistance and facilitating regular discussions among different actors— e.g., facilitating monthly meetings among PEAs in a district to check on their progress with M&E tasks, both in terms of working with teachers and in terms of compiling data for broader lessons learned	Planned March-August 2012	Complete; as part of <i>NPC M&E Report</i>
	5.1.23. Assist in the use of M&E information to inform policy and strategic deliberations at the national level	Planned March-September 2012	Complete; national workshop held on March 22, 2013
	5.1.24. Work with relevant offices to draft policy memos and policy level briefings on the findings of the M&E on those issues	Planned May-December 2012	Complete; policy brief drafted and disseminated March 2013, submitted to USAID March 29, 2013, cleared by USAID April 22, 2013
	5.1.25. Assist relevant offices in making presentations/conducting briefings	Planned September-December 2012	Complete; national dissemination workshop held on March 22, 2013
Requirement 5.2: Enhance capacity of parents, communities through SMCs and PTAs to participate in CPD and early grade literacy monitoring			
5.2.a. Parents and communities develop capacity to monitor and support literacy interventions/PCAR implementation and to support improved teaching and learning in reading in Standards 1-4	5.2.1. Ensure that the M&E framework, strategy, and plans being developed under Requirement 5.1 include specific roles and responsibilities for parents and school communities at the local level	February-March 2012	Complete; included in training delivered in February 2012
	5.2.2. Engage parents in M&E work through the provision of technical support and training for parents and communities in understanding the PCAR, the M&E purpose and framing questions, and for seeing the roles they can play in collecting and using information on PCAR implementation	February-May 2012	Complete as part of School Report Card pilot study

Standards/Outcomes	Tasks and Subtasks Activities	Planned Timelines	Status
5.2.b. SMCs and PTAs develop capacity to assist communities in monitoring and supporting NPC/PCAR implementation	5.2.3. SMCs and PTA trained and coached in supporting NPC/PCAR implementation	February-May 2012	Complete; as part of School Report Card pilot study; report submitted May 2013
5.2.c. Improved reading instruction through measuring annual increase in learner outcomes	Monitor learner outcomes in pilot schools in seven districts	February-December 2012	Completed with the end field activities in March 2013

Management Outputs and Deliverables

Summary Table 13. Deliverables Listed in the Reporting Schedule of the MTPDS Scope of Work

Deliverable	Status
Start-up Period Meeting Minutes	Submitted March 1, 2010
Annual Work Plans: Work Plan 45–60 Days	Submitted March 4, 2010
Work Plan April–July 2010	Submitted April 3; revised version submitted Sep 1, 2010
Annual Work Plans	<ul style="list-style-type: none"> ▪ First draft of the work plan for August 2010-January 2012 submitted on September 30, 2010; revised and resubmitted after the Kumbali workshop on November 23, 2010 ▪ Resubmitted June 22, 2011 as a work plan for months 7-20 in accordance with the revised scope of work ▪ Work plan for period January 2012-March 2012 submitted January 2012 and cleared by USAID February 2012 ▪ Work plan for extension period from January 2013 to June 2013, submitted February 15, 2013, and cleared by USAID on February 22, 2013
Performance Monitoring Plan (PMP)	<ul style="list-style-type: none"> ▪ Initial draft submitted June 20 to USAID; substantially revised draft submitted November 9, 2010 ▪ Further revised draft submitted as a result of contract modification discussions on June 22, 2011 ▪ After modification—Revised PMP submitted January 2012; feedback received February 2012. Resubmitted April 30, 2012. Approved June 7, 2012
Monthly Reports—Monthly Bulletin	Submitted monthly as required
Monthly Reports—Monthly Report (with accruals)	Submitted monthly as required
Regular Meetings Report	Submitted monthly as required

Deliverable	Status
Workshops/Conferences/Training	As reported above
Quarterly Progress Reports	Submitted as required
Summary Annual Progress Report	Submitted as required
Consultant Reports	See Table 14 below
Data Quality Assurance Reports	Data Quality Assurance conducted March 2012;
Miscellaneous Reporting	Talking points, briefing papers, etc., submitted as required
Final Progress Report	Submitted May 17, 2013; Cleared June 21, 2013
Final Summary Report for Public Distribution	This document, Submitted June 26, 2013
Reports submitted to Development Clearing House	See Annex 3
Adverse Impact	Not applicable
Contractor Performance Evaluation Reports	Received December 2012 for the last year
Final/Completion Contract Report	Submitted June 26, 2013
Final Report	Submitted June 26, 2013

Status of Programmatic Deliverables

Summary Table 14. Current Status of Programmatic Deliverables that have been Submitted to USAID

Note: Gray shaded items represents documents that are cleared and approved by USAID, and orange represents documents that have been submitted but are not yet cleared and approved.

Title	Author	Requirement	Date Submitted	Status
Analysis of Education Sector Policy Priorities and Implications for TPDS	J. DeStefano and D. Chapman	1.1	Submitted May 8, 2010	Approved
Analysis of Best Practice in Early Literacy in Malawi	K. Weiner	3.1	Submitted August 16, 2010	Approved
IPTE-ODL Systems Description and Analysis	G. Rumble	2.4	Submitted June 14, 2010	Approved
Status of Teacher Information Systems	J. DeStefano	1.3	Submitted August 20, 2010	Approved
IPTE-ODL System Cost	G. Rumble	2.4	Submitted September 9, 2010	Approved

Title	Author	Requirement	Date Submitted	Status
Study of ICT Environment as Applicable to ODL Program	S. Pouezevara	2.4	Submitted September 9, 2010	Approved
PCAR M&E	J. De Stefano	5.1	Submitted November 1, 2010	Approved
NSTED Review	C. Gunsaru	1.1	Submitted December 3, 2010	Approved
Workplan August 2010–January 2012	S. Harvey	N/A	<ul style="list-style-type: none"> ▪ Submitted September 30, 2010 ▪ Resubmitted June 22, 2011 	Cleared February 29, 2012
Study of ICT Needs, Capacity and Attitudes of Stakeholders	S. Pouezevara	2.4	<ul style="list-style-type: none"> ▪ Submitted March 23, 2011 ▪ Final draft submitted May 26, 2011 	Cleared June 21, 2011
Early Grade Reading Assessment (EGRA) Baseline	J. Mejia	3.3	<ul style="list-style-type: none"> ▪ Submitted April 20, 2011 ▪ Resubmitted June 10, 2011 	<ul style="list-style-type: none"> ▪ Cleared USAID June 30, 2011 ▪ Cleared MoEST December 2, 2011
Early Grade Math Assessment (EGMA) Baseline	A. Brombacher	3.3	<ul style="list-style-type: none"> ▪ Submitted April 21, 2011 ▪ Resubmitted June 10, 2011 	<ul style="list-style-type: none"> ▪ Cleared USAID June 30, 2011 ▪ Cleared MoEST December 2, 2011
Lynne Evans Trip Report	L. Evans	4.1	<ul style="list-style-type: none"> ▪ Submitted May 16, 2011 ▪ Resent December 22, 2011 	Cleared December 28, 2011
Literacy Intervention Trip Report	E. Miksic and S. Linan-Thompson	3.2	<ul style="list-style-type: none"> ▪ Submitted May 16, 2011 ▪ Resent December 22, 2011 	Cleared December 28, 2011
Mp3 Pilot Trip Report	M. Finholt	2.4	<ul style="list-style-type: none"> ▪ Submitted May 16, 2011 ▪ Resent December 22, 2011 	Cleared December 27, 2011
NSTED Summary	C. Gunsaru and counterparts	1.1	Submitted May 18, 2011	Cleared October 31, 2011
Leadership Module 2	CPD team and MIE	2.3	Submitted May 23, 2011	Approved June 6, 2011
Roles and Responsibilities Discussion Paper	C. Gunsaru	1.4	<ul style="list-style-type: none"> ▪ Submitted May 26, 2011 ▪ Stage 1 feedback received June 21, 2011 	Cleared June 6, 2012
IPE-ODL: Revised System Description, Cost Analysis and Budget	G. Rumble	2.4 and 2.5	<ul style="list-style-type: none"> ▪ Submitted June 7, 2011 ▪ Resent December 22, 2011 	Cleared February 16, 2012
Concept Paper on	C. Gunsaru	1.2	<ul style="list-style-type: none"> ▪ Submitted June 7, 2011 	Cleared by USAID

Title	Author	Requirement	Date Submitted	Status
Career Path for Primary School Teachers			<ul style="list-style-type: none"> Resubmitted with MoEST endorsement August 1, 2012 	September 4, 2012
Operation and Guidance Plan	G. Sales	2.1	Submitted June 2011 Resubmitted January 27, 2012	<ul style="list-style-type: none"> Feedback on revisions received December 22, 2011 Cleared February 29, 2012
Chichewa Reader Nditha Kuwerenga	O. Banda	3.2	<ul style="list-style-type: none"> First edition submitted June 16, 2011 Second edition submitted January 5, 2012 	<ul style="list-style-type: none"> First Draft Cleared July 7, 2011 Second edition cleared January 5, 2012
Baseline Study of Continuous Assessment Practices	G. Chiunda (MANEB) and P. Kuopsya (MANEB)	4.1	July 13, 2011	Cleared July 21, 2011
Carol Carrier Trip Report	C. Carrier	2.4	<ul style="list-style-type: none"> Submitted July 15, 2011 Resent December 22, 2011 	Cleared December 27, 2011
STTA Evaluation Report: Alternative Technology Pilot for ODL—Using an mp3 Player for Numeracy Training	C. Carrier	2.4	<ul style="list-style-type: none"> Submitted July 15, 2011 Resent December 22, 2011 	Cleared December 27, 2011
PCAR Materials Research Report Standard 1 and 2	MIE	4.1	<ul style="list-style-type: none"> Submitted July 22, 2011 Resubmitted July 28, 2011 	Cleared July 29, 2011
Literacy Intervention Module 2	J. Mejia, E. Miksic, and O. Banda	3.2	Submitted July 27, 2011	Cleared July 29, 2011
Intervention Coaching Module	J. Mejia, E. Miksic, and O. Banda	3.2	Submitted July 27, 2011	Cleared July 29, 2011
Term 1 Teachers' Guide	J. Mejia, E. Miksic, and O. Banda	3.2	Submitted July 27, 2011	Cleared July 29, 2011
NPC M&E Framework	E. Randolph and S. Harvey	5.1	<ul style="list-style-type: none"> Submitted August 11, 2011 Resubmitted with MoEST endorsement August 1, 2012 	Cleared October 31, 2011

Title	Author	Requirement	Date Submitted	Status
NSTED Framework	C. Gunsaru	1.1	Submitted August 11, 2011	Cleared October 31, 2011
E. Randolph Trip Report	E. Randolph	5.1	<ul style="list-style-type: none"> ▪ Submitted August 31, 2011 ▪ Resent December 22, 2011 	Cleared December 22, 2011
NPC M&E Strategy	E. Randolph and S. Harvey	5.1	<ul style="list-style-type: none"> ▪ Submitted September 10, 2011 ▪ Resubmitted with MoEST endorsement August 1, 2012 	<ul style="list-style-type: none"> ▪ Cleared November 3, 2011 ▪ Resent December 22, 2011 ▪ Cleared December 28, 2011
MTPDS Baseline	E. Randolph and S. Harvey	M&E	<ul style="list-style-type: none"> ▪ Submitted September 25, 2011 ▪ Resent December 22, 2011 	<ul style="list-style-type: none"> ▪ Feedback received December 28, 2011 ▪ Resubmitted December 29, 2011 ▪ Cleared January 2, 2012
Emily Miksic Trip Report August 2011	E. Miksic	3.2	Submitted October 5, 2011	Cleared December 27, 2011
NSTED Strategy	C. Gunsaru	1.1	Submitted October 17, 2011	Cleared October 31, 2011
NSTED Plan	C. Gunsaru	1.1	Submitted October 17, 2011	Cleared October 31, 2011
Leadership CPD Module 3	CPD Team	2.3	Submitted November 10, 2011	Cleared December 13, 2011
A Study on the Quality of Primary School Curriculum Materials for Standards 3 and 4	MIE various persons	4.1	<ul style="list-style-type: none"> ▪ Submitted November 25, 2011 ▪ Resubmitted March 22, 2012 	Cleared August 14, 2012
EMIS-TEMIS Integration Technical Assistance Report	C. Matemba	1.3	<ul style="list-style-type: none"> ▪ Submitted November 25, 2011 ▪ Resubmitted December 22, 2011 	<ul style="list-style-type: none"> ▪ Feedback received December 27, 2011 ▪ Cleared January 4, 2012
Literacy Intervention Module 1 Facilitators and Teachers Modules	S. Thompson and E. Miksic	3.2	Submitted December 22, 2011	<ul style="list-style-type: none"> ▪ Feedback received December 23,

Title	Author	Requirement	Date Submitted	Status
				2011 <ul style="list-style-type: none"> ▪ Cleared January 4, 2012
Review of Existing Supplementary Reading Materials Developed Under USAID/Malawi-Funded Projects	S. Backman, M. Polepole, R. Ngalande and S. Harvey	4.2	<ul style="list-style-type: none"> ▪ Submitted December 22, 2011 ▪ Resubmitted May 18, 2012 ▪ Resubmitted February 18, 2013 ▪ Resubmitted March 26, 2013 	<ul style="list-style-type: none"> ▪ Feedback received December 27, 2011 ▪ Feedback received June 4, 2012 ▪ Feedback received February 28, 2013 ▪ Cleared April 9, 2013
Minutes of the First EGRA Coordinating Committee Meeting	S. Harvey	3.2	Submitted December 23, 2011	Cleared January 4, 2012
Emily Miksic Trip Report, October 2012	E. Miksic	3.2	Submitted December 26, 2011	Cleared January 5, 2012
Term 2 Lesson Plans	Edited O. Banda	3.2	Submitted January 11, 2012	Cleared January 24, 2012
Workplan 2012	S. Harvey		Submitted January 23, 2012	Cleared February 27, 2012
PMP 2012	S. Harvey, S. Backman, D. Kunje	M&E	Submitted January 23, 2012	Feedback received February 29, 2012 Accepted June 7, 2012
NPC M&E Training Manual	D. Kunje	5.1	<ul style="list-style-type: none"> ▪ Submitted January 24, 2012 ▪ Resubmitted March 22, 2012 	Cleared January 26, 2012
CPD Literacy Module 2	CPD Team	2.3	Submitted February 17, 2012	Cleared February 21, 2012
David Porcaro Trip Report, March 12–19, 2012	D. Porcaro	2.3	Submitted March 28, 2012	Cleared June 6, 2012
Greg Sales and Vicky Fran Trip Report, March 21–30	V. Frank	2.3	Submitted April 5, 2012	Cleared May 4, 2012
Teacher Education in Malawi: Efficiency and	J. DeStefano	1.3	<ul style="list-style-type: none"> ▪ Submitted April 12, 2012 ▪ Resubmitted May 21, 2012 	Cleared August 24, 2012

Title	Author	Requirement	Date Submitted	Status
Costs				
The Trip Report for Liz Randolph, January 24–February 4, 2012	E. Randolph	5.1	<ul style="list-style-type: none"> ▪ Submitted to USAID April 14, 2012 ▪ Resubmitted May 6, 2012 	Cleared June 6, 2012
The Field Guidelines for NPC M&E Data Collection	E. Randolph	5.1	<ul style="list-style-type: none"> ▪ Submitted to USAID April 14 ▪ Resubmitted May 6, 2012 	Cleared June 6, 2012
Publicity Brochures Concerning the Literacy Intervention Targeting Parents and Teachers	Z. Chikwiya and O. Banda	3.4	Submitted to USAID April 17, 2012	Cleared June 7, 2012
School Report Cards SMC Training Manual	D. Kunje	5.2	Submitted April 18, 2012	Cleared May 4, 2012
Roles and Responsibilities of Departments and Institutions Involved in Initial Training, CPD and Management of Primary School Teachers	C. Gunsaru	1.4	<ul style="list-style-type: none"> ▪ Submitted May 17, 2012 ▪ Resubmitted June 6, 2012 	<ul style="list-style-type: none"> ▪ Review received June 5, 2012 ▪ Cleared June 6, 2012
Continuous Assessment Criteria for Chichewa and English: An Analysis of the Malawi Standard 1-4 Syllabi	S. Linan-Thomson	4.1	Submitted May 17, 2012	<ul style="list-style-type: none"> ▪ Feedback received June 26, 2012 ▪ Cleared August 14, 2012
CPD Literacy Module 3	Various	2.3	Submitted May 23, 2012	Cleared June 13, 2012
NSTED: Implementation Strategy for Key Policy Actions for MTPDS Support	C. Gunsaru	1.2	Submitted June 13, 2012	Cleared August 13, 2012
Jon Herstein Trip Report, April 10–17, 2012	J. Herstein	1.3	Submitted June 13, 2012	Cleared August 2, 2012
Term 3 Maziko a Kuwerenga Lesson Plans	MTPDS Literacy team and various MoEST counterparts	3.2	Submitted June 18, 2012	Cleared July 11, 2012
Malawi National Early Grade Reading Midterm Assessment	E. Miksic and S. Harvey	3.3	Submitted July 21, 2012 Resubmitted September 2,	Feedback Received August 17, 2012

Title	Author	Requirement	Date Submitted	Status
2011			2012	Cleared February 4, 2013
Teacher Education and Management Issues from the 2011 EMIS Education Statistics	C. Gunsaru and E. Salagi	1.3	Submitted July 30, 2012	Cleared August, 14 2012
Teacher Development Center Register	C. Gunsaru	1.3	Submitted July 30, 2012	Cleared August 13, 2012
EGRA Snapshot of Progress	E. Miksic and S. Harvey	Result 3 M&E	Submitted August 1, 2012	Cleared September 11, 2012
CPD Leadership Module 4	CPD Team	2.3	Submitted August 16, 2012	Cleared August 21, 2012
Maziko a Kuwerenga Module 3	E. Miksic, S. Harvey, and O. Banda	3.2	Submitted September 6, 2012	Cleared September 11, 2012
Competences of a Primary School Teacher	C. Gunsaru	1.2	Submitted October 1, 2012	Cleared October 18, 2012
Action Plan for Improved Coordination among Teacher Education Institutions	C. Gunsaru	1.4	Submitted October 9, 2012 Resubmitted November 18, 2012	Feedback Received October 30, 2012 Cleared December 12, 2012
CPD Literacy Module 4	CPD Team and MoEST Counterparts	2.3	Submitted October 27, 2012	Cleared October 30, 2012
Coordination and Alignment in Teacher Education: Recognition of Prior Learning	J. DeStefano and C. Gunsaru	1.4	December 2, 2012	Cleared December 7, 2012
Trip Report: Training of Trainers and Monitoring and Support of Enumerator Training for EGRA	P. Gains	3.3	December 15, 2012	Cleared February 5, 2013
Trip Report: Seward Inc. STTA Trip Report: David Porcaro, PhD, January 23 to February 1, 2013	D. Porcaro	2.1	February 14, 2013	Cleared February 25, 2013
Analysis of the Impact of Teacher Pre-Service Training Programs on Primary School Students' Performance	J. Herstein	1.3	<ul style="list-style-type: none"> ▪ Submitted January 21, 2013 ▪ Re-submitted March 28, 2013 	Feedback received January 24, 2013 Cleared April 10, 2013
The Influence of	A. Pflapsen	3.2	March 29, 2013	Cleared April 23,

Title	Author	Requirement	Date Submitted	Status
Language on Learning: Recommendation on Planning for Language Use in Education	and S. Backman			2013
Trip Report: Alison Pflepsen STTA	A. Pflepsen	3.2	March 29, 2013	Cleared April 23, 2013
Report on the Evaluation of the Implementation of the National Primary Curriculum	D. Kunje, E. Randolph, S. Backman, and various MoEST counterparts	5.1	March 29, 2013	Cleared April 22, 2013
Policy Brief on the Report on the Evaluation of the Implementation of the National Primary Curriculum	J. Kayira, J. Mswayo, and M. Lwanda	5.1	March 29, 2013	Cleared April 22, 2013
Continuous Assessment Guidelines for Standards 1-4 Teachers	S. Harvey, S. Backman, and various MoEST counterparts	4.1	April 22, 2013	Cleared May 6, 2013
Report on Continuous Assessment Guidelines and Criteria Field Testing Activity	S. Backman	4.1	April 22, 2013	Cleared May 6, 2013
Codes and sample reports for TDC register to be integrated into the dEMIS	M. Chembezi	1.3	April 30, 2013	Cleared May 28, 2013
Seward Inc. STTA Trip Report: Gregory C. Sales, Ph.D. March 19-30, 2013	G. Sales	2.1	April 30, 2013	Cleared May 10, 2013
Malawi Reading Intervention Early Grade Reading Assessment (EGRA): Final Assessment – 2012	S. Pouzevara, M. Costello, and O. Banda	3.3	May 9, 2013	Cleared May 17, 2013
Malawi National Early Grade Assessment Survey: Final Assessment – November 2012	S. Pouzevara, M. Costello, and O. Banda	3.3	May 11, 2013	Cleared May 21, 2013
Sarah Pouzevara Trip	S. Pouzevara	3.3	June 7, 2013	Cleared June 7, 2013

Title	Author	Requirement	Date Submitted	Status
Report				
Report on School Report Card Pilot	Harvey, Randolph, Backman	5.2	June 10, 2013	Cleared June 11, 2013
Qualitative Study Report	Evans, Chiuye, Kalulu	M&E	June 12, 2013	Cleared June 13, 2013
Project M&E Report	E. Randolph, M. Nkhoma and S. Backman	M&E	June 13, 2013	Cleared June 24, 2013

Challenges, Solutions, and Actions Taken

Transaction time in initial planning

Project design and subsequent initial planning underestimated the transaction time required to effect project start-up and to refresh MoEST management understanding of MTPDS, especially given the time lapse between initial design and award. Also, too many activities were scheduled simultaneously during a period when the team was not yet at full strength, including extended and often repeated exchanges required to ensure full participation and consensus with partners. Earlier assumptions that deliverables could be completed in rapid succession on a month-by-month basis did not hold with the reality on the ground.

The project's declared intention to work within the system to support the implementation of existing policy priorities was one of its central strengths. However the project encompassed a complex array of Result areas, and responsibility for these was spread across several MoEST directors. The need for close coordination with other ongoing initiatives—both those funded by USAID (EDSA, Tikwere, and Read Malawi) and those funded by other development partners (e.g., GIZ and CIDA)—further added to the high transaction cost attached to all planning and decision making within the project.

During the first months of project implementation, streamlined procedures were developed for coordination with both the MoEST and the USAID Mission. MoEST identified a designated counterpart who acted as a first point of contact and facilitator for activities in a given result area. With the USAID Mission, systems also needed to be put in place to expedite feedback on deliverables to enable MTPDS to plan work.

Delays in the recruitment of key project staff during the start-up phase

The original COP turned down the post soon after the award. A new COP was recruited in the person of Dr. Stephen Harvey. However, delays in confirming his appointment and his need to serve a notice period for his previous employer meant that he only arrived at post on June 3, 2010. During the interim period, three different RTI managers acted as COP. Once in place, the new COP needed to invest time in initial relationship-building meetings with MoEST and

partners. There were similar delays with the arrival of other key staff, including the Senior Education Policy Advisor (Charles Gunsaru) and M&E Advisor (Nick Shawa), both of whom joined the project staff on July 1, 2010. The EGRA/EGMA Specialist started on August 1, 2010 and the Primary Curriculum Advisor and Finance and Administration Manager on August 16, 2010. Several candidates identified in the proposal were no longer available to MTPDS as a result of the time lapse between recruitment and award. Upon arrival, the COP gave highest priority to concluding recruitment processes; however, energy invested in these recruitment processes during the first eight months of operation diverted effort from delivery.

The protracted process of contract modification

In the two-year period between the original conceptualization of the project and the start of the project, the policy priorities of MoEST had changed.

- Result Areas 2: Requirement 2.4 was to ‘Design Accelerated IPTe Open and Distance Learning Program.’ During the intervening period, the ODL program had already been initiated. Activity in this area therefore needed to be changed in order to support the further development of the already-existent initiatives.
- Result Area 4: CBE. Interventions had already been initiated with funding from GIZ in the two districts identified for the intervention in the MTPDS task order.
- Result 5: Textbook revision had become a higher priority, and the scope of work required went beyond the original budgetary provision.

These changes called for amendments to the project contract. Negotiation regarding the nature of the required contract modification was ongoing throughout FY 2010-2011 and remained incomplete at its end. Proposed amendments were documented in a series of draft work plans, including the 7-24 month work plan, which was endorsed by the MoEST. The resulting uncertainty stalled progress in several Result areas and jeopardized the ability of the project to deliver within the defined timeframes. The conclusion of this process was further frustrated by the changes in COTR. Three different people served as COTR during FY 2010-2011, and the role changed hands four times.

In March 2011, MTPDS received a letter from the Contracting Officer giving details of a proposed modification. This first notification detailed a change to the scope of work and a reduction of 27.2% in the ceiling amount of the project budget. MTPDS responded within the required timeframe with a revised budget and a scope of work documentation on March 31. MTPDS management responded to the situation by providing timely feedback to any request for documentation required by USAID. In the meantime, MTPDS operated without an approved work plan or PMP throughout FY 2010-2011. A final contract modification was received by Creative Associates on December 5, 2011.

Upon receipt of the modification, MTPDS moved very quickly to recruit 12 new staff members, purchase six new vehicles and six motorbikes, and initiate delivery of the MaK literacy intervention in five new districts. The team rose to the challenge and started implementation by February 2012. However, because the Malawian school year runs from September to July, it was clearly apparent that no learners in the new intervention districts would be able to enjoy a full

year of instruction through the MaK intervention during the period remaining before the contractual completion date of March 31, 2013. It was therefore not possible to evaluate the full potential impact of the intervention within the project's timeframes. For this reason, MTPDS proposed an extension of the project at least until the end of the 2012-2013 school year. An extension was granted through June 2013.

Lack of clarity about the status of PEPFAR funds

In the original task order, there were two requirements which related to HIV/AIDS and for which it was planned that funding would come from PEPFAR. However, it emerged that there was a mismatch between PEPFAR priorities at the time in Malawi and these activities. This meant that it was not possible to access the anticipated funding or begin work on these Requirements. Based on indications received from the mission that the piloting of pupil strategies for prevention, treatment, and care under the original Requirement 2.7 should no longer be considered a priority, MTPDS submitted a concept note to USAID on September 27, 2010 for activities aimed at assessing the impact of HIV/AIDS in the sector on education personnel and pupils under the original Requirement 1.5. MTPDS received verbal feedback that this proposal had been rejected because it was not broad enough in scope, and therefore MTPDS proceeded to submit a second concept note, with a budget of \$800,000 in collaboration with BRIDGE II to follow up the study with a CPD intervention informed by the study. MTPDS was then informed that our submission was too broad in scope. MTPDS scaled back to a budget of \$325,000 for a CPD intervention targeting T'LIPO teachers only. This was also not accepted due to non-availability of funds. Requirements 2.7 and 1.5 were eventually removed from the MTPDS task order in the modification of December 2011.

Inadequate transportation for MTPDS staff and partners

The provision of vehicles for use by the project was inadequate from the beginning until March 2012. The original project budget made provision for the procurement of only two double-cab pickup vehicles and two motorbikes. This was inadequate for the needs of a national project with six divisional offices nationwide that aimed to reach every district in the country. The situation necessitated a large amount of project funds to be spent on car hire during activities such as EGRA and CPD prior to March 2012. From the earliest discussions concerning contract modification, MTPDS began to advocate for the budget to be restructured to make provision for an additional vehicle for each division.

The modification of December 2011 eventually made provision for the purchase of an additional six vehicles and six motorbikes; however, because of the time required for the procurement process, these vehicles were not delivered until March and April 2012. The additional vehicles solved the issue.

Availability of fuel was also a serious problem for much of FY 2011-2012, requiring drivers and administration staff to expend significant time in finding fuel and in queuing to obtain fuel. In some instances, staff members were stranded in remote locations or travel had to be delayed. However, it is a testament to the dedication of staff that, on the whole, MTPDS vehicles

remained mobile. In some cases, the solution necessitated the hiring of temporary drivers to hunt and queue for fuel—an expense that was unanticipated.

Delays in agreeing on a model for the delivery of CPD with MoEST

From the beginning of the project until January 2011, CPD was delayed because MoEST did not provide a clear decision regarding the delivery model to be used, in particular the question of whether or not school days were allowed to be used for delivery. This required a joint decision by the heads of DTED, DIAS, and DBE. Such an agreement was not forthcoming. MTPDS initially advocated for the use of school time to maximize the speed and flexibility of delivery because the cluster-based approach preferred by the MoEST required that PEAs repeat the delivery of training 3-5 times. Ultimately, the MoEST decided that CPD could only take place on holidays and weekends, to minimize loss of instructional time, and this decision was implemented.

Reconciliation and data capture for CPD

MTPDS struggled to cope with the level of effort required to reconcile the accounts for funds provided to districts for lunch allowances payable to CPD participants. Several districts required repeated reminders before submitting their accounts. These delays in turn delayed the project's ability to invoice for the costs in a timely manner putting the implementing organizations at risk. . In response, MTPDS hired an administrator for the Lilongwe office to support the timely reconciliation of funds provided for CPD trainings. MTPDS also sought support from MoEST in communicating to the districts the importance of timely reconciliation and reporting. In a few cases, it was necessary to withhold funds from districts, so that no district office had more than one outstanding advance at a time.

Similarly, MTPDS struggled to keep up with the level of effort required to capture information regarding all the trainees. On several occasions, this required the hiring of a team of additional temporary data capture clerks.

Use of district project accounts for disbursement of funds for CPD

On July 29, 2011, MTPDS received instruction from USAID to cease using district project accounts to transfer funds for CPD. The concern expressed was that because district level MoEST officials were signatories on these accounts, there was a possibility of the comingling of USAID and MoEST funds. During August, this move necessitated that MTPDS staff were required to deliver funds personally to district offices. The process was laborious and distracted the CPD team and DTTCs from their duties of supervising and monitoring project implementation. Since staff members were also travelling with large quantities of cash, there were also security concerns to be addressed. In response to this situation, MTPDS developed a series of costed scenarios for future delivery of CPD without recourse to the use of district project accounts as a conduit for the training funds. All of these scenarios required additional staff and vehicles for the project which had budgetary implications. The matter was alleviated when the modification allowed for the purchase of additional vehicles and the hiring of divisional Accounts Officers and M&E Officers. Following the USAID financial review in October 2011, MTPDS was informed on

March 27, 2012 that USAID was rescinding its request to cease using district project accounts for the disbursement of funds for CPD. This practice was then resumed immediately.

Delays in the clearance of EGRA and EGMA Baseline reports

The draft EGRA and EGMA baseline reports were submitted to USAID in April 2011; after making several amendments as per USAID request, the report was cleared on June 30, 2011. A presentation was made of both EGRA and EGMA baseline reports at a Senior Management meeting at MoEST headquarters on July 25. The EGRA Technical Review Workshop took place on August 9. EGRA and EGMA results were presented to a select group from MoEST, MIE, MANEB, TTC, and CERT. Although the report was well received, the MoEST asked for certain amendments to be made. However, it took an additional two months for MoEST to define these changes in writing.

As a result, the reports were not widely disseminated for almost a year after the data was collected, which diminished the currency of the findings and recommendations. The EGRA Coordinating Committee was established to provide a structure through which these processes could be addressed more quickly in the second and third years of the project.

The need for a DCOP

Concern emerged during FY 2010-2011 that MTPDS required additional senior management capacity. This was illustrated by the very long hours worked by the COP. The large amount of time required to meet regular reporting requirements, and other routine project management and administration activities, left the COP with insufficient time to focus on supervision and support of the Result Area Managers and maintenance of M&E systems. A request to create the position of DCOP was submitted to USAID by Creative. This was granted and the DCOP, Dr. Stephen Backman, was recruited and started work in December 2011.

Turnover in MTPDS key positions

Progress in project implementation was inhibited by turnover in the key positions of Senior M&E System Advisor and Senior Teacher Training Advisor.

The original Senior M&E Advisor resigned on May 3, 2011, after several months of unsatisfactory performance. MTPDS took immediate steps to advertise the post, and a suitable candidate was identified within a few weeks. However, due to delays in granting approval of the appointment by USAID and the necessity for him to serve a notice period with his previous employer, Demis Kunje only started work on October 10, 2011. Progress was therefore slow in implementing project M&E systems and in Result 5 throughout FY 2010-2011. To assist in covering this gap, MTPDS engaged short-term technical assistance from Dr. Elizabeth Randolph.

The Senior Teacher Training Advisor, Absalom Phiri, died tragically in a car accident on March 17, 2012. He was a key team member and was sorely missed by the project. The MTPDS team came together to console one another and to provide support to the grieving family. Within a week, support was mobilized from the Seward head office. The process of finding a new staff member for this position was soon initiated, and in the interim period, Master Kalulu acted in the position. During this period, it was difficult to maintain the momentum of the program and

the required level of communication between MTPDS and DTED. Recruitment was completed during May, and Christopher Dzimadzi started work as the new Senior Teacher Training Advisor on June 4, 2012. He rapidly became an effective manager of the CPD program.

Demis Kunje, the Senior M&E Advisor, died tragically in a road accident in Zomba on November 4, 2012, and the funeral took place on November 5. MTPDS and USAID mobilized to attend and support the family. This was a further blow to progress in Result 5. Plans were developed to ensure that Mr. Kunje's work was taken forward by other team members and that additional technical assistance was mobilized, again from Dr. Randolph. A local consultant, Dr. Mike Nkhoma, was hired to support M&E activities and reporting until the end of the project. He began work on January 28, 2013.

The Senior Teacher Training Advisor, Chris Dzimadzi, resigned and left the project on November 30, 2012. The remaining CPD team members covered for responsibilities for the remainder of the project.

Resignation of the COP

Steve Harvey resigned from his position as COP on February 5, 2013 to take a position with DFID in Zimbabwe. The then DCOP, Stephen Backman, took over the role of COP on February 5. The transition went smoothly because Dr. Backman had already been acting as the DCOP for more than one year and had been working with Dr. Harvey for three months in preparation for the handover. This created extra demands on the new COP during the crucial final months of project activity implementation and the close-out process.

The wider political and economic situation in Malawi

The political and economic situation in Malawi deteriorated during 2012. Violent unrest in Lilongwe during July made it impossible to conduct the planned workshop on M&E capacity building for MoEST officials. At the height of the unrest—which left several protesters dead—it was not possible for staff to come to work. During two days when staff could not come into work, they were instructed to either work at home or take leave. Fuel shortages were a serious problem throughout this period. Drivers spent a substantial amount of time waiting in fuel queues, and some trips had to be cancelled. Attendance at some events was compromised, when attendees failed to find transport.

The Malawian economy worsened during the first half of FY 2011-2012, and power cuts became more frequent and less predictable. These outages overwhelmed the capacity of the back-up storage battery and inverter, which was previously purchased to provide back-up power in the MTPDS office. Clearance to purchase a generator was received during February 2012, and delivery was taken at the end of March.

A national civil servants' strike in February 2013, which was joined by the Teachers' Union of Malawi on February 18, made it impossible for MTPDS to conduct its final monthly classroom observation data collection activity. Fortunately, the strike was resolved before the end of the month and all other project activities proceeded as planned.

Devaluation of the Malawi Kwacha

The unexpected death of President Bingu wa Mutharika on April 5, 2012, and his replacement by the former vice president Joyce Banda meant that FY 2011-2012 was a period of rapid political change in Malawi. The new president moved quickly and on May 20, 2012 let the kwacha float freely against other currencies, allowing it to devalue from MK 164.3 to MK 267.6 to the dollar. Since then, depreciation continued gradually and reached MK 322 to the dollar by the end of 2012, hitting a high point of MK 413 to the dollar on April 21, 2013. This caused substantial inflationary pressure, with the annual rate reaching 28%. MTPDS provided two substantial pay adjustments in kwacha to staff to compensate for this in May 2012 and January 2013. However, MTPDS was not able to fully adjust per diem rates to reflect inflation because maximum rates are defined by a written agreement between MoEST and all development partners, which had yet to be amended. In the meantime, the project received regular complaints from teachers and MoEST officials regarding the current pay rates. In particular, it proved increasingly difficult to secure the cooperation of MoEST officials in workshop activities.

Competing demands on the time of MoEST and MIE counterparts

Project sustainability depended on establishing ownership on the part of MoEST for project outputs. This required a high level of interaction and collaboration with MoEST counterparts in virtually all project activities. However, during FY 2011-2012, some activities were delayed by the slow response of counterparts to tasks or postponement of planned MTPDS activities due to competing MoEST activities organized on short notice. This problem delayed the finalization of discussion papers under Result 1, finalization of the *EGRA Midterm Report* under Result 3, and the Standards 3-4 textbook revision workshops and field testing of *CA Guidelines* under Result 4. MTPDS attempted to manage the situation by providing clear information well in advance and by showing persistence.

Changes in MoEST senior management

The replacement of the SEST and PS for Basic and Secondary Education, effected in late 2012, created some changes in the Ministry that directly impacted MTPDS. Most significant was the replacement of the Director of Basic Education, where the previous director was quite conversant with MTPDS activities and had been working in collaboration with the project on several interventions. The new Director of Basic Education was very cooperative and supportive of MTPDS activities, but she needed time to absorb all of the new information and learn how to best collaborate with the project. MTPDS met with her on several occasions to help with this transition and to ensure that the collaboration continued with limited delays with her department.

Transfer of PEAs and school teachers

The high turnover of teachers and PEAs during FY 2011-2012 posed a challenge to the program's sustainability. Teachers trained on reading skills were reassigned to upper primary grades, where they may or may not need to use the new skills, leaving a void in their classrooms. The DTTCs engaged in advocacy at the district level to ensure that these specialized teachers

remained where they could build a strong foundation. The issue has also been discussed at relevant TWG meetings where MoEST has recognized the problem and assured that it would take action to address this issue.

Success Stories

Standard 2 learners teach peers how to read

Nseka Samson is an exceptional student who has taken a unique initiative in his community to help his peers learn how to read. Last year as a Standard 1 learner at Chazimbobo Primary School in Ntchisi District, Nseka's teacher, Mrs. Mita Kamende, often used him as a group leader to continue teaching what had just been taught when the teacher had to attend to another class. Through this experience Nseka developed the skills of internalizing the routines and practices of an ideal reading lesson that are being promoted through the MTPDS literacy approach.



Nseka Samson, teaching his peers on his homemade chalk board

At the beginning of the 2012-2013 school year, Nseka decided to build upon his experience from school and work at home for the benefit of all non-reading friends in his village. He made a chalk board on the wall of a small hut, invited the target group, asked his teacher for some chalk, and commenced lessons. By the end of the first month, he had enlisted the support of a fellow Standard 2 learner, Mapless Nearson. In order to enhance his lessons, Nseka asked his school teacher to allow him to use supplementary readers at home to teach his peers. The school authorities subsequently gave him permission to use ten *Nditha Kuwerenga* books for his lessons.

When MTPDS's District Literacy Coordinator for Ntchisi, Gerald Mtaja, visited the village he found 10 boys and 22 girls attending Nseka's village lesson. To Mr. Mtaja's delight, he observed one of the best lessons he has seen being delivered. Covering the five components of a reading lesson in their proper order of sequence, the peer teacher progressed through the required routines and practices: giving an advance organizer, modeling clearly, providing guided practice and, finally, facilitating independent practice.

According to Nseka, there is one thing that keeps him going: "it is giving us a chance to bring school closer to home."

Reading intervention excites special needs teachers

After teaching able learners for 10 years, Judith Kandiwo made a transition that proved challenging but exciting in her career. In 2005, she qualified as a Special Needs teacher. Since then, she has been teaching Standard 1 at Mountain View School for the Deaf in Traditional Authority Vumbwe in Thyolo. During the transition, she has learned that achieving literacy outcomes in the early years of learning was critical to the success of all learners. According to her experience, it is even more significant for deaf learners. “The ability to read is their only reliable source of getting information.” Due to challenges with oral language, learning usually progresses quite slowly for deaf children, with gains often three times slower than hearing learners. However, MTPDS’s MaK intervention, which was designed to improve reading instruction, is leading to improved early grade reading, giving her and her class of 13 learners reasons to smile. The school is the only special needs school out of over 1,300 schools participating in the MaK intervention.



Ms. Kandiwo during a literacy lesson for deaf learners

Ms. Kandiwo attributes the success of her class to spending much more time on pre-reading instruction. In a typical literacy lesson, a teacher re-creates a story and tells it to the learner, in a friendly way, using sign language and finger language. Learners have little access to words and how they are formed. They might recognize letters by their finger alphabetic codes. But memorizing syllables is their base.

She finds it beneficial that the new approach encourages learners to spend some time on pre-reading skills that includes linking letters to sounds, then building syllables that are combined to make words.

“I spent about 3 minutes to introduce a letter and another 5 minutes to introduce syllables before combining them into words. For learners with prior knowledge it would end there, but for the deaf it takes more than that to put the new word into their narrow vocabulary.”

It also excites her that, at every stage of teaching, she has a chance to assess her learners and check their understanding of the lesson. According to Ms. Kandiwo, the approach helps her to achieve two things: build a vocabulary base and improve their reading abilities.

Excitingly, her students are now reading after just one term. “It feels good, seeing your Standard 1 learners succeed, and overcoming the challenge of their hearing status. Nine of my 13 learners are faring well. Everyone should be excited seeing that.”

There is more hope that at the end of their education most of her learners will graduate with improved reading outcomes, thanks to Maziko a Kuwerenga, which was proving to be an effective teaching method for the deaf.

Management Issues

Coordination with USAID

Throughout the period of delivery of MTPDS, the project promptly met a regular reporting schedule including annual narrative report, annual financial report, quarterly narrative report, quarterly financial report, monthly newsletter, monthly narrative and financial reports, and monthly meetings report.

FY 2009-2010 (Feb-Sep)

Coordination with USAID during the start-up period of FY 2009-2010 (Feb-Sep) is described above under 'Project Award and Start up.'

FY 2010-2011

Marisol Perez served as COTR from September to December 2010, handing over to Ramsey Sosola who acted in the capacity until the arrival of Aabira Sherafgan in April 2011. Ramsey Sosola remained as Alternate COTR.

Regular meetings were held between the COP, COTR and Alternate COTR throughout FY 2010-2011, and minutes were submitted on a monthly basis in the MTPDS Monthly Meetings Report. All short-term technical assistance provided briefings to the COTR about their work.

MTPDS attended all USAID synergy meetings during this FY, through which senior management remained updated about wider developments within the USAID community (October 8, December 3, February 4, and September 9).

The COP and Senior Policy Advisor attended the USAID Extended Team Meeting on June 8, 2011. The purpose of the meeting was to bring together all USAID education projects in Malawi to share experience and provide updates in the presence of MoEST senior management.

The COP had introductory meeting with new Education Team Leader, Christine Djondo, on September 12, 2011.

The process of contract modification remained unresolved during FY 2010-2011. As a result work plans and the PMP remained in draft form throughout this reporting period. The transaction cost of working on repeated re-drafts of the workplan, budget, PMP, and task order was considerable. The uncertainty regarding the status of specific results, requirements, and standards impeded progress.

FY 2011-2012

MTPDS received notification of modifications to the project budget and scope of work from the Contracting Officer on October 6, the details of which are described above. The modification was signed and received on December 5. The modification focused the project's activities more squarely in line with the Goal One of USAID's Global Education Strategy 2011-2015, "Improved reading skills for 100 million children in primary grades by 2015." A detailed analysis of the changes to the task order is presented in Annex 1. The most significant changes were as follows:

- The task order ceiling amount was reduced from \$26,355,714 to \$ 19,990,000.
- PEPFAR-funded components relating to HIV/AIDS under results 1 and 2 were removed.
- Result 2 was amended to remove all references to CPD on life skills and numeracy trainings; the ODL Program was also removed.
- Result 3 was amended to remove all reference to work on life skills and EGMA.
- Result 3 was amended to scale up the literacy intervention to five additional districts, for a total of seven districts.
- All work on Complementary Basic Education (CBE), formerly known as Result 4, was removed from the scope of work.
- Work on printing of textbooks and on capacity building of printers was also removed.
- All activities relating to the issuing of grants were removed.

The modification also provided for the expansion of staffing in divisional offices from one to three members, and for the purchase of one vehicle and one motorcycle for each division. These additions enabled MTPDS to increase the level of support that it could offer in coaching and mentoring teachers, M&E of project impact, and support for the financial management of CPD.

MTPDS responded quickly to the modification in January 2012 with a revised work plan for the period January 1, 2012, to March 31, 2013, which was cleared by USAID on February 27, 2012, and a revised PMP, which, after dialogue with USAID, was accepted on June 7, 2012.

Implementation of the MaK literacy intervention began in five additional districts in February 2012 (Mzimba North, Ntcheu, Zomba Rural, Blantyre Rural, and Thyolo).

On November 7, 2011, Aabira Sher Afghan handed over the role of COTR to Ramsey Sosola, who then passed on this responsibility to John Collins on December 12, 2011. However, shortly thereafter, John Collins was seconded to work at the US Embassy. This greatly reduced the amount of time that he could spend on supporting the project.

Frequent meetings were held between USAID and MTPDS management throughout FY 2011-2012, and a record of all such meetings was kept in the Monthly Meeting Minutes Report. The COP also attended the USAID Synergy Meeting on a quarterly basis.

MTPDS collaborated with USAID and Ntchisi District to organize a visit by the US Ambassador to Mpherere School in Ntchisi District on February 25, and the celebration of International Literacy Day at Kambwiri School in Salima District on September 7. The COP was honored to accept an invitation to take lunch at the US Ambassador's Residence on February 9 and to share success stories with the Ambassador (Janine Jackson), Charge d 'Affairs (Lisa Vickers), and USAID Mission Director (Doug Arbuckle) as well as COPs from several other USAID-funded projects.

The project financial review, initiated by USAID late in September 2011, continued during October 2011. USAID undertook field work to verify payments made to teachers and other project participants in the field. Feedback on the review was provided verbally by USAID at a meeting held on January 18, 2012, which was recorded in the *January 2012 Monthly Meetings Report*. No substantive weakness was found in the MTPDS systems. Recommendations were

made by USAID for the intensification in the monitoring of delivery and support for the reconciliation of funds at district level, both of which would become feasible with the recruitment of additional DAOs and DMOs made possible by the contract modification.

Following the USAID financial review in October, MTPDS was informed on March 27, 2012 that USAID was rescinding its request to cease using district project accounts for the disbursal of funds for CPD. This practice was then resumed.

USAID conducted a Data Quality Assessment (DQA) during March 2012. This involved field work conducted in a national sample of districts during March. Chikondi Maleta visited MTPDS on March 16 to undertake an assessment of systems at the Head Office. A report was received April 3, and its recommendations were incorporated into the MTPDS PMP.

MTPDS engaged with USAID in discussion regarding the possibility of an extension to the project. A concept note and budget were submitted to USAID during May. The primary purpose of the extension was to continue the literacy intervention until July 2012, so that it could be implemented for a full school year.

FY 2012-2013

MTPDS received notification of the modification on January 4, 2013 that extended the end of the project from March 31 to June 30, 2013. The project responded quickly to the modification with a revised work plan for the extension period—January 1, 2013, to June 30, 2013—which was cleared by USAID on February 22, 2013.

Frequent meetings were held between USAID and MTPDS management, throughout the reporting period. The COP continued attending the USAID Synergy Meeting on a regular basis. A record of all such meetings was kept in the *Monthly Meeting Minutes Report*.

MTPDS engaged with USAID and Social Impact during the external project evaluation study. A series of meetings were held on December 3 and 4, January 8, and April 12 with both USAID and Social Impact to help provide information and feedback to the evaluation team as they collected and analyzed data and compiled the report. This included a video conference on April 8 that connected USAID staff in Malawi to staff members from Social Impact and MTPDS in the United States. MTPDS attended the project evaluation dissemination meeting on April 12 and provided feedback when requested.

Coordination with other USAID projects and Development Partners

FY 2009-2010 (Feb-Sep)

Coordination with other USAID projects and development partners during the start-up period of FY 2009-2010 (Feb-Sep) is described above under 'Project Award and Start up.'

FY 2010-2011

MTPDS coordinated and met regularly with other USAID projects during FY 2010-2011. MTPDS collaborated with EDSA on the review of the EMIS. MTPDS coordinated with Tikwere IRI to ensure that the content of CPD delivered to teachers was harmonized with the messages of

radio broadcasts. Members of the Read Malawi team advised in the review of textbooks and teachers' guides under Result 4.

MTPDS also collaborated closely with other development partners supporting teacher education. Active collaboration was maintained with CIDA on the revision of textbooks in Standards 1 and 2. There was also collaboration with GIZ and CIDA, to ensure that their efforts to improve the Initial Primary Teacher Education 1+1 teacher training curriculum were harmonized with MTPDS's work under CPD.

FY 2011-2012

MTPDS continued to coordinate closely with EDSA on the review of the EMIS until the end of the project in September 2011. MTPDS collaborated with Read Malawi to co-fund the revision of Standards 3 and 4 textbooks.

Work under Result 1 on defining teacher competencies during February 2012 was closely coordinated with GIZ's work on defining minimum standards in the education sector.

FY 2012-2013

MTPDS responded to requests by USAID to support Social Impact in the initial stages of implementing the newly awarded Impact Study Project by providing technical assistance and staff time for support in the development and implementation of EGRA instruments for the new project.

Partnership with MoEST

FY 2009-2010 (Feb-Sep)

Initial action to develop a spirit of partnership during the start-up period of FY 2009-2010 (Feb-Sep) is described above under 'Project Award and Start up.'

FY 2010-2011

The system of MoEST Result Area Counterparts continued to work well during FY 2010-2011, and good professional relations were established between these counterparts and each MTPDS Result Area Manager. These counterparts collaborated with the MTPDS Result Managers on the implementation and planning of project activities. They were the principal target persons for capacity building in each of the result areas, and were considered as the principal agents of project sustainability within the MoEST.

During FY 2010-2011, MTPDS continued to coordinate all activities closely with the MoEST's own work plan and policy priorities. Regular coordination meetings took place throughout this period, with the heads of the two key MoEST departments—namely DTED and DIAS.

The close integration of MTPDS with MoEST was illustrated by the participation of the COP in the Annual MoEST Joint Sector Review (JSR), November 11 to 12, 2010. During the review, DTED presented a progress report on teacher education and development programs that reconfirmed the relevance of activities documented in the Task Order to current DTED priorities. MTPDS

activities were integrated into the MoEST's documented Program of Works for DTED, DIAS, and DBE.

MoEST also collaborated with MTPDS on the development of the MTPDS draft work plan. On November 16, 2010, MTPDS met MoEST and development partners at Kumbali Lodge for this purpose. The meeting was chaired by the PS for Basic and Secondary Education (Dr. Simeon Hau) and all relevant MoEST heads of department; USAID; and development partners including DFID, GIZ, and CIDA also attended.

The main mechanism for promoting coordination between the MTPDS and both MoEST and development partners was through TWGs. The TWGs provided a consultative body in which MoEST and partners reported on progress, discussed policy, and coordinated actions. MTPDS participated in the following meetings during FY 2010-2011:

- The Teacher Education TWG (October 27, November 30, January 18, March 15, June 17, September 29)
- The Basic Education TWG (February 8, March 29, May 20, August 12)
- The SWAp M&E Systems Task Team (September 15, October 21, June 23)

FY 2011-2012

The COP attended the November 17 Joint Sector Review, which focused on the theme of decentralization. Following this meeting, MTPDS made submissions to MoEST departments for the inclusion of MTPDS activities in planning the annual MoEST Program of Work.

Participation of MoEST counterparts in all project delivery activities was maintained during FY 2011-2012 and was a vital part of the project's sustainability strategy.

MTPDS continued to participate actively in MoEST TWGs. A detailed report of each meeting was included in the Monthly Meetings Reports. In many cases such meetings provided an opportunity for MTPDS to disseminate its work on policy support.

- Teacher Education TWG meetings were held on December 7, January 24, March 21, May 8 and 18, June 28, and September 20.
- Basic Education TWG meetings were held on December 2, January 27, February 24, March 20, May 25, July 13, and August 27.
- Standards, Research and Development TWG meetings were held on March 21 and July 12.

FY 2012-2013

Numerous meetings took place with MoEST counterparts during this reporting period; these meetings are also captured in the *Monthly Meetings Reports*.

The COP, DCOP, and EGRA Manager attended the November 28 Joint Sector Review, which focused on the theme of improving the quality of education. At the MoEST Joint Sector Review meeting on November 28, Odala Banda and Dorothy Matiti of DIAS presented a session on "The Status of Literacy and Numeracy in Malawi," which summarized evidence from 2010 and 2011 EGRA and 2010 EGMA.

MTPDS continued to participate actively in MoEST TWGs. A detailed report of each meeting was included in the Monthly Meetings Reports. In many cases such meetings provided an opportunity for MTPDS to disseminate its work on policy support.

- Teacher Education TWG meetings were held on October 26, January 28, and April 24.
- Basic Education TWG meetings were held on February 19 and May 22.
- Standards, Research and Development TWG meetings were held on February 1 and May 17.

The system of MoEST counterparts remained in place to the end of the project. The names of counterparts as of June 2013 are captured in the **Table 15** below.

Summary Table 15. MoEST Counterparts as of June 2013

Result	MoEST Counterparts	Official Title	Dept.
1. Strengthened Teacher Support, Policy and Management Systems	Mr. Patrick Themu	Training Manager	DTED
	Mr. Elvis. Salagi	Logistics Officer	DTED
	Mrs. Catherine Saiwa	Assistant Director	DIAS
2. Enhanced Teacher Performance (Continuous Professional Development)	Mrs. Donna. Namaona	CPD Officer	DTED
	Mrs. Dorothy Matiti	Education Officer	DIAS
	Mrs. Catherine Saiwa	Assistant Director	DIAS
	Mrs. Mercy C. Phiri	Senior Curriculum Specialist	MIE
3. Improved Early Grade Literacy	Mr. Foster Gama	Curriculum Specialist	MIE
	Mr. Christopher Kananji	Research Officer	MANEB
	Mrs. Liznet Daka	Professional Officer	DBE
	Mr. Patrick Themu	Training Manager	DTED
4. Enhanced Quality of Teaching and Learning Materials	Mr. Davie Kaambankadzanja	Assistant Director Education Materials Development Resource Centre	MIE
	Mr. Christopher Kananji	Research Officer	MANEB
5. Improve M&E systems focusing on teacher competencies and learner outcomes	Mrs. C. Kafundu	M&E Officer	Planning
	Mrs. Catherine Saiwa	Assistant Director	DIAS
	Mr. J. Kayira	Principle Education Methods Advisor	DIAS

Human Resources/Personnel

The initial 6 months of the project were a period of intense recruitment activity. Due to the delay in the award of the contract, several of the originally-planned team members were no longer available at the beginning of the project and this necessitated re-advertising and recruitment for several positions. The MTPDS core team based in Lilongwe was assembled by

August 2010, the recruitment and placement of six Divisional Teacher Training Coordinators (DTTCs) was complete by October 2010 and the recruitment and placement of two District Literacy Specialists (DLCs) were complete by February 2011. By February 2011 the total number of staff members reached 27 of whom 19 were based at the head office in Lilongwe.

A set-back was suffered in August 2010 when two members of the core administration team resigned to join another USAID contractor. However replacements for these positions were quickly found.

The size of the MTPDS team expanded significantly directly after the contract modification of December 2011. While two positions were removed from the staff structure at this point, 13 new positions were added, including six Divisional M&E Officers and six Divisional Accounts Officers and one additional Literacy Specialist. These positions were filled during February and March 2012. At the end of FY 2011-2012 the total number of staff working on the project reached its maximum of 40. This coincided with the peak of project activity.

The senior management capacity of the project was enhanced on December 19, 2011 with the arrival of Dr. Stephen Backman in the position of Deputy Chief of Party. Among other things this allowed for the strengthening of the M&E activities and the coordination of the expanded divisional teams.

The tragic death of the Senior Teacher Training Advisor (Absalom Phiri) in a road accident (outside working hours) on March 17, 2012 and the subsequent resignation of his successor on November 30, 2012, has already been described above in the section on 'Challenges, Solutions and Actions Taken'.

Similarly, the challenges associated with resignation of the original Senior M&E Advisor and tragic death of his successor Demis Kunje in a road accident (outside working hours) on November 4, 2012 are also related in the same section.

Having resigned from the position of COP with 3 months' notice in November 2012, Dr. Stephen Harvey left the project on February 5, 2013 to take up the position of Education Advisor with DFID in Zimbabwe. The DCOP, Dr. Stephen Backman, assumed responsibilities from this date until the end of the project.

The **Table 16** below summarizes the arrival and departure dates of all staff in the project.

Summary Table 16. Arrival and Departure for all MTPDS Staff

Name	Title/Relationship	Gender	Date of Commencement	Date of Termination	Work Location
Everess Chifundo Milole	Program Receptionist	F	Apr 16, 2010	May 31, 2013	Lilongwe
Master Kalulu	Teacher Training Specialist (South)	M	May 1, 2010	Mar 31, 2013	Blantyre
Tarsco Mwafulirwa	Human Resource Manager	M	May 3, 2010	May 31, 2013	Lilongwe
Stephen Harvey	Chief of Party	M	Jun 1, 2010	Feb 08, 2013	Lilongwe

Name	Title/Relationship	Gender	Date of Commencement	Date of Termination	Work Location
Steve Sharra	Teacher Training Specialist (North)	M	Jun 1, 2010	Mar 31, 2013	Mzuzu
Sydonio Matope	Teacher Training Coordinator	M	Jun 2, 2010	May 31, 2013	Lilongwe
Charlie Morton Gunsaru	Senior Teacher Education Policy Advisor	M	July 1, 2010	May 31, 2013	Lilongwe
Sydney Chikweza	Driver	M	July 5, 2010	May 31, 2013	Lilongwe
Lackson Siyabu	Driver	M	July 5, 2010	May 31, 2013	Lilongwe
Odala Banda	EGRA Manager	M	Aug 1, 2010	June 14, 2013	Lilongwe
Euclid Mtonga	Finance and Administration Manager	M	Aug 16, 2010	June 14, 2013	Lilongwe
Sheila Sumaili	Office Manager	F	Sep 20, 2010	May 31, 2013	Lilongwe
Zondiwe Kayisi	Accounts Assistant	M	Sep 20, 2010	June 14, 2013	Lilongwe
Speaker Nkhonjera	Divisional Teacher Training Coordinator	M	Oct 4, 2010	Mar 31, 2013	Mzuzu
Peter Jinazali	Divisional M&E Office (from Feb 20, 2012)	M	Oct 4, 2010	Mar 31, 2013	Kasungu
Niffer Chikonje	Divisional Teacher Training Coordinator	F	Oct 4, 2010	Mar 31, 2013	Blantyre
Janet Chiromo	Divisional Teacher Training Coordinator	F	Oct 4, 2010	Mar 31, 2013	Zomba
Mary Mamba Mwale	Divisional Teacher Training Coordinator	F	Oct 4, 2010	Mar 31, 2013	Mulanje
Chrissie Phiri	Divisional Teacher Training Coordinator	F	Oct 4, 2010	Mar 31, 2013	Lilongwe
Elizabeth Banda	Administrative Officer	F	Jan 4, 2011	April 30, 2013	Lilongwe
Martha Myava	District Literacy and Numeracy Coordinator	F	Feb 14, 2011	Mar 31, 2013	Salima
Gerald Mtaja	District Literacy and Numeracy Coordinator	M	Feb 14, 2011	Mar 31, 2013	Ntchisi
Pricilla Zude	Data Entry Clerk	F	May 1, 2011	May 31, 2013	Lilongwe
Scott Muocha	IT Specialist	M	June 1, 2011	May 31, 2013	Lilongwe
Stephen Backman	Deputy Chief of Party (Chief of Party from Feb 5, 2013)	M	Dec 19, 2011	June 30, 2013	Lilongwe
Leslie Ndovi	Literacy Specialist	M	Feb 1, 2012	Mar 31, 2013	Lilongwe
Zex Chikwiya	Communications Specialist	M	Feb 1, 2012	May 31, 2013	Lilongwe

Name	Title/Relationship	Gender	Date of Commencement	Date of Termination	Work Location
Lloyd Kalata	Divisional M&E Officer	M	Feb 20, 2012	Mar 31, 2013	Zomba
Mike Khoza	Divisional M&E Officer	M	Feb 20, 2012	Mar 31, 2013	Mzuzu
Clare Likagwa	Divisional M&E Officer	F	Feb 20, 2012	Mar 31, 2013	Lilongwe
Christopher Gandidzanwa	Divisional M&E Officer	M	Feb 20, 2012	Mar 31, 2013	Blantyre
Patrick Mdhluli	Divisional Accounts Officer	M	Mar 6, 2012	Mar 31, 2013	Zomba
Frank Harawa	Divisional Accounts Officer	M	Mar 6, 2012	Mar 31, 2013	Lilongwe
Makaiko Mbale	Divisional Accounts Officer	M	Mar 6, 2012	Mar 31, 2013	Kasungu
Sylvester Sandifolo	Divisional Accounts Officer	M	Apr 10, 2012	Mar 31, 2013	Mzuzu
Hendreck Kathumba	Divisional M&E Officer	M	Jun 4, 2012	Mar 31, 2013	Mulanje
Paul Phiri	Divisional Accounts Officer	M	Jul 9, 2012	Mar 31, 2013	Blantyre
Ezekiel Makalani	Divisional Accounts Officer	M	Oct 1 2012	Mar 31, 2013	Mulanje
Position Vacant	Senior Teacher Training Advisor	Filled by rest of CPD team from December 1, 2012 to March 31, 2013			Lilongwe
Position Vacant	Senior M&E Advisor	Filled by local M&E consultant from January 28 to June 14, 2013			Lilongwe
Departed Staff					
Lameck Manda	Logistics Manager	M	Mar 16, 2010	Aug 13, 2010	Lilongwe
Charity Mauluka	Office Manager	F	Mar 16, 2010	Aug 13, 2010	Lilongwe
Nick Shawa	Senior M&E Advisor	M	Jul 01, 2010	Jun 03, 2011	Lilongwe
Maria Kachila	Communications Specialist	F	Jun 01, 2010	Dec 02, 2011	Lilongwe
McLloyd Polepole	Divisional Team Leader	M	May 01, 2010	Jan 12, 2012	Lilongwe
Rosemary Ngalande	Primary Curriculum Specialist	F	Aug 16, 2010	Jan 12, 2012	Lilongwe
Absalom Phiri	Senior Teacher Training Advisor	M	Apr 01, 2010	Mar 17, 2012	Lilongwe
David Mandiza	Divisional Accounts Officer	M	Mar 06, 2012	Apr 13, 2012	Kasungu
Elida William	Divisional Accounts Officer	F	Mar 06, 2012	Jun 15, 2012	Blantyre

Name	Title/Relationship	Gender	Date of Commencement	Date of Termination	Work Location
Prinny Nachiola	Divisional Accounts Officer	M	Jul 09, 2012	Aug 31, 2012	Mulanje
Demis Kunje	Senior M&E Advisor	M	Oct 10, 2011	Nov 04, 2012	Lilongwe
Christopher Dzimidzi	Senior Teacher Training Advisor	M	Jun 04, 2012	Nov 30, 2012	Lilongwe

Divisional and District Offices

FY 2010-2011

The process of establishing the MTPDS Divisional Offices is described above in the section on 'Award and Initial Mobilization.' The six divisional offices in Mzuzu, Kasungu, Lilongwe, Blantyre, Mulanje and Zomba began operations in October 2010. In each case the officer was welcomed as an additional member of the MoEST divisional team and was offered office space within the Divisional Office. Initially just one DTTC was placed in each office. During FY 2010-2011, the DTTCs were active with the following tasks: supervision of CPD delivery, ToT for CPD, monitoring of CPD implementation at school level, following up on the liquidation of CPD funds, and Project M&E data collection. Despite being constrained by a lack of vehicles placed in divisional offices - during FY 2010-2011 the DTTCs made a total of 487 school visits and supported 4,544 teachers. They monitored a total of 372 CPDs.

MTPDS also established offices at district level within the District Education Offices in Salima and Ntchisi. These were staffed by a District Literacy Coordinator who was responsible for leading the delivery of training, coaching and support in these two initial pilot districts. **Table 17** below summarizes the field activities of Divisional and District Offices during FY 2010-2011.

Summary Table 17. Summary of the School Monitoring and Support Activities (2010-2011)

Division	Quarter 1 Oct-Dec 2010			Quarter 2 Jan-Mar 2011			Quarter 3 Apr-Jun 2011			Quarter 4 Jul-Sep 2011			Total
	M	F	Total										
NED													
Number of schools visited			12			8			15			1	36
Number of teachers observed or supported	45	111	156	14	48	62	114	265	379	56	33	89	686
Number of CPDs Monitored			7			-			33			5	45
CEED													
Number of schools visited			18			49			22			20	109
Number of teachers observed or supported	134	132	266	160	207	367	354	488	842	252	187	439	1914

Division	Quarter 1 Oct–Dec 2010			Quarter 2 Jan–Mar 2011			Quarter 3 Apr–Jun 2011			Quarter 4 Jul–Sep 2011			Total
Number of CPDs Monitored	5			23			19			20			67
CWED	M	F	Total										
Number of schools visited	13			7			11			13			44
Number of teachers observed or supported	40	71	111	37	81	118	56	142	198	88	157	245	672
Number of CPDs Monitored	13			20			15			10			58
SEED	M	F	Total										
Number of schools visited	10			44			46			12			112
Number of teachers observed or supported	35	25	60	95	85	180	80	101	181	25	25	50	471
Number of CPDs Monitored	8			27			35			8			78
SWED	M	F	Total										
Number of schools visited	18			15			61			25			119
Number of teachers observed or supported	24	40	64	91	28	119	78	61	139	200	96	296	618
Number of CPDs Monitored	4			28			24			13			69
SHED	M	F	Total										
Number of schools visited	15			27			13			12			67
Number of teachers observed or supported	22	28	50	18	27	45	21	25	46	22	20	42	183
Number of CPDs Monitored	4			20			20			11			55
National Total	M	F	Total										
Number of schools visited	86			150			168			83			487
Number of teachers observed or supported	300	407	707	415	476	891	703	1082	1785	643	518	1161	4544
Number of CPDs Monitored	41			118			146			67			372

FY 2011-2012

The contract modification of December 5, 2011, permitted the expansion of staffing in each divisional office to increase from one officer to three officers. Within this new staffing structure, each divisional office consisted of a Divisional Teacher Training Coordinator (DTTC) focused on training delivery and teacher support, a Divisional M&E Officer (DMO) who focused on gathering and capturing M&E data, and a Divisional Accounts Officer (DAO) who focused mainly on the reconciliation of CPD funds. The effectiveness of divisional teams was further enhanced by the delivery during March and April 2012 of an additional six vehicles and six motorbikes - one for use in each division. A summary of the school monitoring and support activities conducted by divisional teams in FY 2011-2012 is provided in **Table 18**.

Divisional team members made a total of 474 school visits during FY 2011-2012, during which a total of 2,418 teachers were either observed or supported. A total of 314 CPD training events were monitored.

Summary Table 18. Summary of the School Monitoring and Support Activities (2011-2012)

DIVISION	Quarter 1 Oct-Dec 2011			Quarter 2 Jan-Mar 2012			Quarter 3 Apr-Jun 2012			Quarter 4 Jul-Sep 2012			Total
	M	F	Total										
NED													
Number of schools visited			09			12			07			06	34
Number teachers supported	36	36	72	06	12	18	16	19	35	08	11	19	144
Number of CPDs Monitored			03			07			11			36	57
CEED	M	F	Total										
Number of schools visited			35			64			63			44	206
Number of teachers supported	184	151	335	105	199	304	69	41	110	51	94	145	894
Number of CPDs Monitored			29			21			07			09	66
CWED	M	F	Total										
Number of schools visited			11			07			13			11	42
Number of teachers supported	23	166	189	78	158	236	33	54	87	14	18	32	544
Number of CPDs Monitored			0			16			0			07	23
SEED	M	F	Total										
Number of schools visited			27			23			09			10	69
Number of teachers supported	14	34	48	13	58	71	11	19	30	23	29	52	201
Number of CPDs Monitored			03			11			33			15	62

DIVISION	Quarter 1 Oct-Dec 2011			Quarter 2 Jan-Mar 2012			Quarter 3 Apr-Jun 2012			Quarter 4 Jul-Sep 2012			Total
	M	F	Total										
SWED													
Number of schools visited			12			20			17			06	55
Number of teachers supported	14	41	55	30	52	82	16	33	49	19	14	33	219
Number of CPDs Monitored			5			18			32			16	71
SHED													
Number of schools visited			12			27			20			09	68
Number of teachers supported	33	45	78	66	85	151	53	71	124	16	47	63	416
Number of CPDs Monitored			03			07			10			15	35
National Total													
Number of schools visited			106			153			129			86	474
Number of teachers supported	304	473	777	298	564	862	198	237	435	131	213	344	2,418
Number of CPDs Monitored			43			80			93			98	314

FY 2012-2013

As part of the phased close-out plan, MTPDS closed all of its field offices at all six divisional offices and the two districts offices in Salima and Ntchisi during the week of March 25-29, 2013. On March 22, USAID approved a disposition plan that provided guidance on which materials would be handed over to the relevant MoEST division and district offices at the time. All materials handed over were signed off and documented.

Staff from the US-based offices of each of the implementing partners (Creative, RTI, and Seward) traveled to Malawi during the final weeks of March 2013 to support the close-out procedures for the field offices.

Subsequent to the close-out of the field offices, all field-based staff plus the Literacy Specialist were released from their duties because their positions were no longer needed.

The CPD Team, which was administrated by Seward Inc., closed its field operations and released all of its staff in March 2013 with the exception of the Administrative Officer, who was kept on for an additional month to finalize all reconciliations of Seward administrated activities.

A draft close-out plan with accompanying disposition plan was submitted to USAID on February 28, 2013 to facilitate the close-out of the field offices. USAID sent a confirmed disposition plan to the Government of Malawi and MTPDS on March 18. Project equipment was distributed to the divisional and district government education offices as directed in the disposition plan.

The MTPDS divisional offices continued to provide monitoring and support activities to schools up until the field offices closed at the end of March 2013. This was further enhanced when the project implemented the “fuel for coaching” program in October which provided PEAs with funds for fuel in intervention districts to make documented coaching visits to schools.

The monitoring and coaching of teachers in 126 schools, reaching 214 teachers (96 male, 118 female) and 2,456 learners (1,181 boys, 1,275 girls) was conducted through a combination of MTPDS field staff coaching visits and support to PEAs through the “fuel for coaching” activity. PEAs in the intervention districts have consistently conducted coaching since the introduction of the fuel support from MTPDS, which has significantly increased the number of schools receiving coaching.

Communications

FY 2009-2010 (Feb-Sep)

MTPDS began the production and distribution of the MTPDS Newsletter which was produced and distributed by email on a monthly basis throughout the project.

FY 2010-2011



A PEA receives her certificate at Ekwendeni.

An MTPDS website was launched in January 2011 at www.mtpds.org. It was regularly updated with project news. Reports and project materials can be downloaded from this website. The website was updated on a monthly basis throughout the project.

During FY 2010-2011 MTPDS worked hard to publicize its work to MoEST, partners and to the general public. A series of high profile events took place.

The MTPDS launch event took place on January 28, 2011 at Kamwendo TDC in Mchinji District.

It served as a launch not only of the project,

but also of MoEST policy on CPD as set out in the OGP. The event was attended by over a thousand people including many members of MoEST senior management. The Guest of Honor was the Deputy Minister of Education Mrs. Otria Moyo-Jere. The event highlighted the central importance that MoEST places on CPD in its strategy to improve the quality and relevance of primary education and to ensure the proper implementation of the New Primary Curriculum. In her speech, the General Programs Development Specialist for USAID, Ms. Joanne Hale assured the Ministry of USAID’s continued support in its efforts to improve the quality of education in Malawi. Speeches from the Director of Basic Education, Mr. McKnight Kalanda and Coordinator of DTED, Mrs. D. Mbewe also underlined MoEST’s commitment to the partnership.

A CPD awards ceremony was held on July 5, 2011, at which 43 PEAs and Key Teachers from Mzimba North District received certificates of achievement from the US Chargé D’Affaires Lisa Vickers and the Deputy Minister of Education Hon. Victor Songazaudzu Sajeni. These certificates

recognized the vital role of these educators as 'foot soldiers' in the delivery of CPD to teachers and school leaders under the MTPDS project. These trainers were typical of the 950 trainers who were trained to deliver CPD nationwide, and who reached out to over 27,000 Standard 1-4 teachers and 10,000 heads and deputies with training on teaching literacy and numeracy skills and on instructional leadership. In her remarks, the Chargé D'Affaires, Lisa Vickers said that USAID would continue to improve literacy levels according to USAID's new Global Education Strategy.

On September 8, 2011, all USAID-funded education projects jointly celebrated World Literacy Day at Lilongwe TTC Demonstration Primary School. The event was attended by the Public Affairs Officer at the United States Embassy, Mr. Ben Canavan and the Principal Secretary for Education Science and Technology, Dr. Simeon Hau. MTPDS showcased a literacy CPD teacher-training session during which teachers shared ideas on techniques to make literacy learning more effective and engaging for learners. Mr. Canavan emphasized the commitment of MTPDS, Tikwere, and Read Malawi in working together to support the 3.6 million Malawian learners to improve their literacy levels.

FY 2011-2012

A revised Branding and Marking Plan for the project was submitted to USAID on November 30, 2011.

Three new project brochures were developed during FY 2011-2012:

- A general project brochure describing the objectives of MTPDs to stakeholders,
- A brochure explaining the Maziko a Kuwerenga Literacy Intervention to educators,
- A brochure explaining to parents how they can support their children in learning to read.



Ambassador Jackson meets a community member.

On January 25, 2012, US Ambassador Jeanine Jackson and USAID Mission Director Doug Arbuckle visited Mpherere School in Ntchisi district to witness the literacy interventions. The Ambassador observed a lesson, interacted with districts officials, educators, SMCs and parents. She expressed a high level of interest and appreciation of the work being done. The visit did much to promote the work

of MTPDS. The visit was also highly appreciated by the community of Mpherere School and by educators and officials in Ntchisi district as a whole.

MTPDS collaborated with MoEST and USAID to celebrate International Literacy Day on September 7, 2012 at Kambwiri School in Salima. The celebration shone a spotlight on the issue of reading and literacy in Malawi. It also generated much positive publicity for the project. The guests of honor were the USAID Mission Director Doug Arbuckle and the Principal Secretary for Primary and Secondary Education, Lonely Magareta. The event drew national media coverage from national newspapers, television, and radio. At the event, senior MoEST officials had the

opportunity to observe MaK lessons and to interact with beneficiary teachers, thus improving their understanding and commitment to the literacy intervention implemented by MTPDS. After the event, the school reported an influx of learners who had previously dropped out of school.

FY 2012-2013

The MTPDS website (mtpds.org) was revised and updated during this period on a monthly basis. All materials produced by MTPDS are posted and available for download. USAID requested for MTPDS to prepare the website so that it can be handed over for the follow-on project to continue to use with the theme of early grade reading in Malawi. Seward Inc., which was maintaining the website for MTPDS, made such preparations with a software package and instructions to facilitate the transfer of hosting the website to the upcoming project. The software package was handed over to USAID on June 26, 2013.

Update of the PMP

FY 2009-2010 (Feb-Sep)

The first draft of the PMP was submitted on June 20, 2010. Feedback was received at the end of July 2010.

FY 2010-2011

The draft PMP was resubmitted to USAID on November 9, 2010. It contained a description of all proposed indicators to be employed for monitoring and evaluation in MTPDS. It also described the proposed annual cycle of data collection and analysis. Because of the ongoing modification process this PMP was never formally approved by USAID; however the draft PMP did provide the foundation for the Baseline Data collection exercise which took place in Nov 2010.

As part of the response to the CO letter of March 2011, amendments were made to the PMP to reflect the proposed changes in the project Task Order contained in that letter. This edition of the PMP was submitted to USAID on June 22, 2011. As this modification was never finalized, this version of the PMP was never approved. Further amendments to the document were made to reflect anticipated changes to the Task Order negotiated with the COTR.

FY 2011-2012

Prior to the December 2011 contract modification, various drafts of the PMP were submitted, but due to the ongoing modification process none were ever formally approved by USAID. A revised draft of the PMP reflecting the modification (submitted on January 23, 2012) received substantial feedback from USAID on February 29, 2012. The PMP was redrafted to reflect USAID's feedback and resubmitted on April 30. The final PMP was formally approved by USAID on June 7, 2012.

The approved PMP contained a description of all indicators to be employed for monitoring and evaluation in MTPDS, with a particular focus on outcome indicators related to teacher performance and learner achievement in early grade literacy. It also described all output indicators, including USAID standard agency indicators relating to the project as well as custom

indicators specific to the project. The PMP provides a description of the annual and more regular cycles of data collection and analysis.

FY 2012-2013

Regular data collection continued up through the closure of field offices at the end of March 2013. This included monthly classroom observations, EGRA-Lite learner assessments, annual classroom observations and annual EGRA.

In addition, a qualitative study was conducted in May 2013 to enrich the data collected through monthly classroom observations and EGRA-Lite. The purpose of the study was to investigate how individual schools implement the MTPDS interventions and to explore factors inside and outside of MTPDS support that influence the performance of learners in reading. A study team of three consultants—Dr. Lynn Evans, Dr. Grace Chiuye, and Master Kalulu—collected qualitative data at eight schools, including classroom observations; teacher and head teacher interviews; focus group sessions with teachers, learners, and community members; and demographic and contextual information. A presentation on the findings from the study was presented at the MTPDS Lessons Learned Conference on May 21 with a report submitted to USAID on June 11, 2013 and cleared on June 12.

A comprehensive Project M&E Report was compiled to report all M&E activities and findings over the duration of the project. That report has been submitted as an annex to this Final Project Report.

Contracted Deliverables or Results

Final Progress Report

Table 20 contains a listing of MTPDS contracted deliverables or results with their relevant date and current status. Shading in the table indicates past action.

Summary Table 20. Contracted Deliverables or Results

Results/ Require- ments	Standards	2010					2011					2012					2013					Current Status								
		F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S		O	N	D	J	F	M	A	M
Result 1: Strengthened Teacher Support, Policy and Management Systems																														
Requirement 1.1. Formulate a policy framework and implementation plan for teacher education systems management and support in Malawi the NSTED	1.1.a. NSTED reviewed within 1 month of award																													Complete; report complete and submitted to USAID Dec 3
	1.1.b. Copies of NSTED printed and distributed to teacher training institutions and members of TWG on																													Complete; printing finished Oct 2010; distribution finished Feb 2012
	1.1.c. List of NSTED priority recommendations and strategies, which includes particular																													Complete; recommendations endorsed by letter from SEST on Dec 21, 2010

Results/ Require- ments	Standards	2010					2011					2012					2013					Current Status								
		F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S		O	N	D	J	F	M	A	M
	attention to identifying how and where to strengthen or operationalize linkages between pre- and in-service teacher training/CPD, for discussion at a draft policy forum																													
	1.1.d. NSTED implementation plan developed supporting strategic elements as above																													Complete; implementation plan cleared by USAID Oct 31, 2011
	1.1.e. NSTED implementation guidelines drafted and shared with central MoEST, relevant TWG and representative group of the 6 Division and 34																													Complete; guidelines cleared by USAID Oct 2011 and Disseminated Feb 2012

Results/ Require- ments	Standards	2010					2011					2012					2013					Current Status								
		F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S		O	N	D	J	F	M	A	M
	affecting teachers (e.g., Teacher Accreditation Systems, Recruitment, and Development)																													
	1.2.b. Priority strategies implementation progress and results documented and shared with relevant TWG and MoEST monthly																													Complete
	1.2.c. Articulation of implementation strategies that identify phasing, timing, and key responsibilities, capacity requirements and, importantly, include the key communication and																													Complete; Documented strategies submitted to USAID June 2012 and cleared August 13, 2012

Results/ Require- ments	Standards	2010					2011					2012					2013					Current Status									
		F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S		O	N	D	J	F	M	A	M	J
	information-sharing activities needed to support successful implementation																														
Requirement 1.3: Develop updated teacher education management information systems (TEMIS) that is integrated with the EMIS	1.3.a. Teacher Education Management Information Systems (TEMIS) and EMIS harmonized and integrated by the end of year 2																														Complete; technical recommendations cleared by USAID Dec 2011; technical support for implementation until April 2013
	1.3.b. EMIS/TEMIS data utilization for annual decision making and planning processes increased within relevant MoEST directorates at a minimum by DTED and																														Complete; Issues Paper presented to TWG September 20, 2012

Results/ Require- ments	Standards	2010					2011					2012					2013					Current Status										
		F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S		O	N	D	J	F	M	A	M	J	
	Teacher Training Colleges (TTCs)																															
	1.3.c. By the end of Year 3, integrated education management information systems will produce sample-based comparative analyses of impact of teacher pre- and in-service training programs on teacher and student performance in class																															Complete; Report submitted March 2013, Cleared January 4, 2012
Requirement 1.4. Provide targeted support for improved coordination among MoEST teacher education department	Participatory process initiated within the first three months post-award, including the use of relevant TWGs, to examine and																															Complete Initial consultative meetings commenced with heads of departments and institutions in February 2011

Results/ Require- ments	Standards	2010												2011												2012												2013						Current Status
		F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J		
s and institutions and other institutions involved in teacher education and development	clarify roles and responsibility-ies of Ministry Departments and institutions at central and decentralized levels (e.g., EMAS, DTED and Malawi Institute of Education (MIE) and Malawi College of Distance Education (MCDE), as well as relevant groups or structures (e.g., PCAR Coord-ination Committee and other PCAR governance structures), regarding teacher education																																											

Results/ Require- ments	Standards	2010					2011					2012					2013					Current Status								
		F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S		O	N	D	J	F	M	A	M
	1.4.b. Teacher education roles and responsibilities clarification recommendations submitted to MoEST/ Sector Working Group (SWG).																													Complete; roles and responsibilities approved by MoEST and submitted to USAID June 2012
	1.4.c. Action plan drafted for improved coordination between MoEST teacher education institutions and other higher learning institutions																													Complete
	1.4.d. A minimum of two processes identified and initiated to help facilitate roles and responsibilities clarification relative to teacher																													Complete; Action plan cleared by USAID Dec 2012. Implementation until April 2013

Results/ Require- ments	Standards	2010					2011					2012					2013					Current Status											
		F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S		O	N	D	J	F	M	A	M	J		
	geographic focus)																																
	3.3.c. Annual EGRA Report written and disseminated and findings/recommendations incorporated in the ongoing CPD on literacy																																Complete; dissemination of baseline to divisions and districts completed January 2012; dissemination of 2011 report complete Oct 2012 and 2012 report submitted May 2013
	3.3.d. Targets developed to assure substantive increases in reading, fluency and comprehension																																Complete; targets documented in minutes of first meeting of EGRA Coordinating Committee October 2011 and adopted February 2012
	3.3.e. Pre-service and in-service teachers able to use EGRA to monitor learner progress in literacy																																Complete; content contained in MaK Module 2 MaK 3 and National CPD Literacy Module 3
	3.3.f. Annual EGRA follow-up conducted																																Complete; year 2 data collection completed

Results/ Require- ments	Standards	2010					2011					2012					2013					Current Status										
		F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S		O	N	D	J	F	M	A	M	J	
	4.1.e. Recommendations for improvements and revision documented and shared with relevant stakeholders																															Complete; Cleared reports for Standards 1, 2, 3, and 4 used by textbook revision panels
	4.1.f. Revision for textbooks for the four Standards completed																															Complete: refinement of Standard 3 and 4 books reported complete, though copies have yet to be provided by MIE
Requirement 4.2: Produce, print, and distribute Complementary Reader Workbooks to the seven identified districts	4.2.a. Existing reading materials evaluated, produced, and distributed with MIE and other relevant actors in the identified seven districts (one district per division)																															Complete; report submitted to USAID December 22, 2011; resubmitted May 2012; resubmitted January 2013; resubmitted March 2013
	4.2.b. MIE and MoEST's capacity built in estimating the financing																															Complete; Initial activity took place in October 2011 as part of preparation of supplementary

Results/ Require- ments	Standards	2010					2011					2012					2013					Current Status										
		F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S		O	N	D	J	F	M	A	M	J	
framework, strategy, and plans for monitoring and evaluating PCAR implementation and for building M&E capacity	purpose and key questions to be addressed by M&E																															
	5.1.b. M&E strategy developed that identifies specific roles and responsibilities for each player and institution at different levels in the system and measures the outcomes in terms of teacher competencies and learner outcomes in literacy																															Completed August 2011; cleared by USAID
	5.1.c. M&E capacity requirements of those institutions identified and strategies for reinforcing their capacities put																															Complete; incorporated into appendix of strategy

Annex 1. Summary of Amendments to Task Order December 2011

Results/Requirements	Standards
Result I. Strengthened Teacher Support, Policy and Management Systems	
<p>Requirement 1.1: Formulate a policy framework and implementation plan for teacher education systems management and support in Malawi under the NSTED</p> <p><i>Wording of the Requirement unchanged in modification of December 5, 2011 but wording of component standards was changed. The new wording are listed below in italics</i></p> <p><i>Requirement 1.1: Formulate a policy framework and implementation plan for teacher education systems management and support in Malawi under the NSTED</i></p>	<p>NSTED reviewed within one month of award</p>
	<p>NSTED recommendations provided for the development of a draft policy framework within one month of award</p> <p><i>(wording amended- see below)</i></p>
	<p>Draft teacher education-related policy framework produced for MoEST approval that articulates key, priority teacher education support, policy, and management issues strategy and strategy implementation options by three months after award</p> <p><i>(wording amended- see below)</i></p>
	<p>NSTED strategy developed within four months after award, which includes particular attention to identifying how and where to strengthen or operationalize linkages between pre- and in- service teacher training/Continuous Professional Development</p> <p><i>(wording amended- see below)</i></p>
	<p>NSTED implementation plan developed supporting strategic elements as above, within four months after award</p> <p><i>(wording amended- see below)</i></p>
	<p>NSTED guidelines drafted and shared with central MoEST, relevant TWG and representative group of the 6 Division and 34 District Education Offices and Officers, teachers and other education personnel for feedback and revision within 6 months of award</p> <p><i>(wording amended- see below)</i></p>
	<p>NSTED guidelines finalized, approved and disseminated to all 6 Divisional and 34 District Education Offices and Officers and all within six to eight months, as agreed with MoEST and USAID</p>
<p><i>Requirement 1.1: Formulate a policy framework and implementation plan for teacher education systems management and support in Malawi under the NSTED</i></p>	<p><i>NSTED reviewed within one month of mobilization</i></p> <p><i>Copies of NSTED printed and distributed to teacher training institutions and members of TWG on teacher education</i></p>

Results/Requirements	Standards
<p><i>(Wording and sequence of standards as amended in modification)</i></p>	<p><i>List of NSTED priority recommendations and strategies, which includes particular attention to identifying how and where to strengthen or operationalize linkages between pre- and in- service teacher training/Continuous Professional Development, developed for discussion at a draft policy forum</i></p> <hr/> <p><i>NSTED implementation plan developed supporting strategic elements as above</i></p> <hr/> <p><i>NSTED implementation guidelines drafted and shared with central MoEST, relevant TWG and representative group of the 6 Division and 34 District Education Offices and Officers, teachers, and other education personnel for feedback and revision</i></p> <hr/> <ul style="list-style-type: none"> ▪ NSTED guidelines finalized, approved, and disseminated to all 6 Divisional and 34 Districts Education ▪ Offices and Officers as agreed with MoEST and USAID
<p>Requirement 1.2: Determine key, priority policy actions and support their implementation <i>(One standard amended)</i></p>	<ul style="list-style-type: none"> ▪ At least three priority actions implemented from the plan listed above—actions that address or support top, priority MoEST policy areas affecting teachers, e.g., Teacher Accreditation Systems, Recruitment, and development Deployment, HIV/AIDS in the Workplace policies. ▪ <i>(Amended in modification to remove reference to HIV/AIDS in the Workplace policies)</i> <hr/> <p>Priority action implementation progress and results documented and shared with relevant TWGs and MoEST monthly</p> <hr/> <p>Articulation of implementation strategies that identify phasing, timing, and key responsibilities, capacity requirements and, importantly, include the key communication and information-sharing activities needed to support successful implementation.</p>
<p>Requirement 1.3: Develop updated teacher education management information systems (TEMIS) that is integrated with the EMIS <i>(Unchanged)</i></p>	<p>Teacher education management information systems (TEMIS) and EMIS harmonized or integrated by the end of Year 2</p> <hr/> <p>EMIS/EMIS data utilization for annual decision making and planning processes increased within relevant MoEST Directorates, at a minimum by DTED and Teacher Training Colleges (TTCs)</p> <hr/> <p>By the end of year three, an integrated TEMIS/EMIS will produce sample-based comparative analyses of</p>

Results/Requirements	Standards
	the impact of teacher pre- and in-service training programs on teacher and student performance in class.
	Participatory process initiated within the first three months post-award, including the use of relevant TWGs, to examine and clarify roles and responsibilities of MoEST Departments and institutions at central and decentralized levels (e.g., EMAS, DTED and MIE, and MCDE) as well as relevant groups or structures (e.g., PCAR Coordination Committee and other PCAR governance structures), regarding teacher education
	Teacher education roles and responsibilities clarification recommendations submitted to MoEST for approval within six months of Award <i>one year of Award.</i> <i>(Timeframe amended in modification to 1 year)</i>
Requirement 1.4: Provide targeted support for improved coordination among MoEST teacher education departments and institutions and other institutions involved in teacher education and development.	Action plan drafted for improved coordination between MoEST teacher education institutions and other higher learning institutions involved in teacher education and development (factoring in CPD <i>with focus on literacy and the introduction of ODL</i>), within two months after recommendations submission <i>(Wording amended in modification to remove ODL and reflect focus on literacy)</i>
	A minimum of two processes identified and initiated to help facilitate roles and responsibilities clarification relative to teacher education of various players (such as DTED, EMAS, MIE and MCDE) by the end of Year 1 2 <i>(“by end of Year 1” changed to “Year 2” in modification)</i>
	Active participation in at least 75% of Teacher Education Technical Working Group and PCAR Coordinating Committee meetings during life of activity
Requirement 1.5: Assess the impact of HIV/AIDS in the sector on education personnel and pupils/students. <i>(Requirement and all associated standards removed in modification.)</i>	Existing studies, efforts and institutions addressing HIV/AIDS in the education sector reviewed Utility of existing EMIS and TEMIS data for assessing the impact of HIV/AIDS Methodology designed to gather information and address gaps in the existing knowledge Comprehensive, sample-based study of HIV/AIDS impact on teachers, other education staff, students

Results/Requirements	Standards
	<p><i>Results of HIV/AIDS study used to inform policy dialogue and develop targeted interventions to mitigate its impact</i></p> <hr/> <p><i>EMIS/TEMIS systems that include data contributing to monitoring the impact of HIV/AIDS integrated</i></p>
Result II. Enhanced Teacher Performance	
<p>Requirement 2.1: Develop or refine operational guidance with relevant stakeholders, on a) how to implement the decentralized (school and cluster-based) systems of teacher education and b) for effective supervision and advisory services for teachers and teacher support, linked to PCAR/CPD M&E systems, under the approved CPD model.</p> <p><i>(Amendments to wording reflect changes in expected timeframes.)</i></p>	<p>Stakeholders identified that include representatives from the relevant MoEST departments involved in teacher education (e.g., DTED, MIE, EMAS, at a minimum), TTCs, District Education personnel (e.g., Education Divisional Managers (EDMs), District Education Managers (DEMs), Primary Education Advisors (PEAs) and Head teachers) and civil society within year 1 after award; <i>one year of award.</i></p> <p><i>(Wording in italics changed in modification from 'within first month after award')</i></p> <hr/> <p>Leadership/guidance structure or group, linked to relevant TWG(s), established to oversee CPD start-up efforts under this activity, comprising representative group of relevant stakeholders within <i>year 1 after award.</i></p> <p><i>(Wording in italics changed in modification from 'within first month after award')</i></p> <hr/> <p>Consultative, efficient process developed to produce CPD implementation operational guidance (for CPD delivery and teacher support and supervision) through the task force and in collaboration with relevant TWGs <i>within year 1 after award.</i></p> <p><i>(Wording in italics changed in modification from 'within two months after award')</i></p> <hr/> <p>CPD guidelines and initial relevant tools tested and evaluated within <i>year 1 after award.</i></p> <p><i>(Wording in italics changed in modification from 'within four months after award')</i></p> <hr/> <p>CPD operational guidelines reviewed, revised, and finalized in a timely manner, as decided by established leadership/guidance structure or group and approved by MoEST and Cognizant Officer Technical Representative (COTR)</p> <hr/> <p>CPD guidance materials printed and distributed to six Education Division Management Offices and their staff, 34 District Education Offices and their staff, all PEAs (approximately 350), all TDCs, teachers and head teachers in all primary schools (approximately 5,400 schools) and select civil society organizations</p>

Results/Requirements	Standards
	working in education as decided by task force and approved by MoEST and COTR, within seven to 12 months of the award
<p>Requirement 2.2: Implement, in collaboration with MoEST and with the use of a light but effective support structure (e.g., mobile TA teams), the decentralized CPD model. <i>(Wording of second standard amended)</i></p>	<p>Decentralized (school and cluster-based) INSETs conducted at least once per term</p> <p>At least 75% of teacher receive on-the-ground face-to-face teacher training or support from mobile teams at <i>established 6 Divisional project offices</i> <i>Wording in italics amended in modification from “at the Regional, Divisional and/or cluster Districts levels.”</i></p> <p>A minimum of 75% of teachers receive an inspection and/or supervisory visit per term</p> <p>At least one capacity building activity held per term for MoEST non-teaching personnel to improve performance of their teacher professional development/CPD duties</p>
<p>Requirement 2.3: Review, revise, develop, print, and distribute CPD modules and related materials for teaching and teacher support personnel. <i>(Wording of each standard amended to remove mention of Standard 5-7 and numeracy)</i></p>	<p>CPD Modules for at least Standard 1-4 and Standard 5-7 reviewed, as necessary <i>Wording that is struck through removed in modification</i></p> <p>CPD Modules for at least Standards 1-4 and Standard 5-7 refined, revised, and/or developed, including testing and evaluation <i>Wording that is struck through removed in modification</i></p> <p>CPD-related early literacy and numeracy materials developed (see Requirements under Result III)</p>
<p>Requirement 2.4: Design the accelerated IPTE-Open and Distance Learning program. <i>(This Requirement and all associated standards were deleted in modification)</i></p>	<p>IPTE-ODL program design reviewed and improved (applicable reports, plans and tools)</p> <p>Recommendations report on IPTE-ODL materials</p> <p>Institutional capacity assessment report</p> <p>Recommendation paper on capacity building plans for TTC lecturers, Field Supervisors and mentors, with linkages to IPTE 1+1</p> <p>Initial technology studies reports</p> <p>Technology pilot studies implemented (applicable reports and budgets)</p>
<p>Requirement 2.5—Implement key components of ODL, linked to related areas of support in</p>	<p>Coordination mechanism on IPTE-ODL financing in place</p>

Results/Requirements	Standards
the current IPTE program.	Ranked list of priority IPTE ODL (and IPTE 1+1) components for implementation by donors
<i>(This Requirement and all associated standards were deleted in modification)</i>	Recommendation on Memorandum of Understanding between USAID (possibly other donor partners) and the Government of Malawi on IPTE ODL financing
	TPDS IPTE ODL component implementation work plan and progress reports
Requirement 2.6: Support NPC in school life skills curriculum delivery.	NPC in school life skills curriculum delivery supported
<i>(This Requirement and all associated standards were deleted in modification)</i>	Modules developed in numeracy, literacy, and to support the PCAR life skills curriculum
	75% of teachers receiving training and accompanying life skills resource books or toolkits that promote assessment and instructional techniques designed to reinforce academic life skills curricular outcomes.
Requirement 2.7: Pilot teacher and pupil HIV/AIDS strategies for prevention, treatment and care support.	Improve teacher and/or pupil access to and knowledge of HIV/AIDS prevention information;
<i>(This Requirement and all associated standards were deleted in modification)</i>	Increase teacher awareness of and access to HIV/AIDS practical care and treatment options and services;
	Increase pupil awareness of and/or access to HIV/AIDS practical care, support and treatment options and services; and
	Strengthen Life Skills curriculum delivery, assessment and application in the classroom.
Result III. Improved Early Grade Literacy and Numeracy <i>(This Result was amended in modification of December 5, 2011 to omit reference to numeracy)</i>	
Requirement 3.1: Consolidate best practices in early literacy and numeracy approaches in Malawi.	Literacy forum or workshop held within two months of award on best practices in early grade literacy and numeracy
<i>(This Requirement and its associated standards were amended to omit reference to numeracy)</i>	Diverse group of presenters invited, at a minimum, relevant individuals or institutional representatives of those listed under this requirement, for the purpose of contributing the lessons, experiences, practices and results on early grade literacy and numeracy.
	Technical document consolidating conclusions and recommendations from the workshop/forum produced and submitted to MoEST for consideration and approval.
Requirement 3.2: Develop and implement an early literacy and numeracy approach.	Technical working groups created on Quality and Standards and Teacher Education

Results/Requirements	Standards
<p><i>(This Requirement and its associated standards were amended to omit reference to numeracy and to add the expectation of implementation in 7 districts)</i></p>	<p>Relevant Directorates and institutions (EMAS DTED, MIE, MANEB, PCAR governing structures and TWGs) involved in the development and implementation of literacy approach work project</p> <hr/> <p>CPD for literacy and numeracy available at least one session per term for Standard 1-3, and piloted in year 1, that will reach all Standard 1-4 students by the end of performance period <i>in all 7 identified districts (one per division)</i></p> <hr/> <p>Face-to-face capacity building conducted that will include all Standard 1-4 teachers in 2 7 districts, teacher support and supervision personnel</p> <hr/> <p>Efforts harmonized with PCAR, Tikwere/IRI, and EDSA (community and adult learners)</p> <hr/> <p>Special technical working group created around local language instruction that will make recommendations on needs, costs and practicality of implementing local language initiatives in conjunction with literacy initiatives</p>
<p><i>Requirement 3.3: Assess and monitor early grade (Standards 1-3 4) primary school children's literacy and numeracy levels.</i></p> <p><i>(Requirement amended to omit reference to numeracy and to extend monitoring to Standard 4)</i></p>	<p>Policy dialogue workshops conducted at national level to gain support for district and school level application</p> <hr/> <p>EGRA or similar baseline conducted (disaggregated by student sex, age, school, and geographic focus)</p> <hr/> <p>Annual EGRA Report written and disseminated <i>and findings/recommendations incorporated in the on-going CPD on literacy</i></p> <p><i>(Wording amended to add words in italics)</i></p> <hr/> <p>Targets developed to assure substantive increases in reading fluency and comprehension within four months of award.</p> <p><i>(Standard amended in modification to remove 4 month timeframe)</i></p> <hr/> <p>Pre-service and in-service teachers able to use EGRA/EGMA to monitor student progress in literacy and numeracy within five months to end of Year 1 of activity</p> <p><i>(This standard amended to remove reference to EGMA)</i></p> <hr/> <p>Annual EGRA follow-up conducted and disseminated <i>before next cycle of assessments'</i></p> <p><i>(Standard amended to add text in italics)</i></p>
<p><i>Requirement 3.4: Promote school and</i></p>	<p>Assure that 75% of SMCs and PTAs monitor their</p>

Results/Requirements	Standards
<i>community support of early literacy and numeracy in and out of school</i>	school's performance using student achievement data
<i>(Requirement amended to omit reference to numeracy and to remove timeframes)</i>	Parents and community members actively monitor school-level student achievement data by the end of Year 1 of training <i>(Standard amended to remove 'by the end of Year 1 of training.')</i>
	Nourish a culture that values and enjoys reading and mathematics (ongoing) <i>(Standard amended to remove reference to mathematics)</i>
Result IV. Improved Early Grade Literacy and Numeracy for Out of School Children or Youth <i>(This result was removed as part of the modification signed and received on December 5, 2011)</i>	
	75% CBE centers in 2 Districts (likely Ntchisi and Salima) are functioning regularly by the end of 2010, according to the CBE model approved by MoEST
<i>Requirement 4.1: Support the implementation of CBE in 2 districts.</i>	A minimum of 50% of out-of-school children enrolled in the CBE program in the selected districts
<i>(This Requirement and all associated standards were deleted in modification)</i>	80% of the facilitators are participating in continuous professional development (CPD) activities by the end of the first year
	At least 75% pupils pass rate to the formal system, including improved literacy levels
	Early grade literacy and numeracy materials adapted to the CBE program to address needs of older children
<i>Requirement 4.2: Provide in-service training to center facilitators linking to CPD.</i>	-Literacy and numeracy strategies reviewed and
<i>(This Requirement and all associated standards were deleted in modification)</i>	In-service training system functional with adequate Support
	Facilitators trained to apply EGRA and EGMA as a continuous assessment tool and for school reporting
<i>Requirement 4.3: Improve capacity of education and community stakeholders to monitor CBE and service provision</i>	System in place for school reporting through School Report Cards
<i>(This Requirement and all associated standards were deleted in modification)</i>	
Result V. Enhanced Quality of Primary Teaching and Learning Materials	
	Evaluation conducted of continuous assessment criteria for Standards 1 through 4
<i>Requirement (5)4.1: Formally evaluate, revise, print and distribute textbooks for selected</i>	Revisions to continuous assessment criteria shared with relevant stakeholders

Results/Requirements	Standards
<p>Standards.</p> <p><i>(Wording of Requirement and Standards amended to remove reference to printing and distribution of books and to specify revision to books in Standards 1-4)</i></p>	<p>Revised continuous assessment evaluation criteria tested out by classroom teachers. <i>(Standard amended in modification to add reference to CA guidelines as well as criteria.)</i></p> <hr/> <p>Formal evaluation conducted of textbooks for textbooks for Standards 1-4 <i>(Standard amended to specify Standards 1-4)</i></p> <hr/> <p>Recommendations for revisions documented and shared with relevant stakeholders</p> <hr/> <p>Revision for textbooks for four Standards completed</p> <hr/> <p>Textbooks for three Standards printed and distributed to, at a minimum, all PEAs, all relevant Standard pupils and teachers and all TTCs <i>(This standard was removed in the modification)</i></p>
<p>Requirement 5.2: Produce and distribute complementary Reading and/or Math materials.</p> <p><i>(Amended in modification to:)</i></p> <p>Requirement 4.2 Produce, print, and distribute Complementary Reader Workbooks to the seven identified districts.</p> <p><i>(Extensive changes also made to the wording of Standards)</i></p>	<p>Existing reading and math materials evaluated, produced and distributed with Malawi Institute of Education (MIE) and other relevant actors <i>(Amended in modification to:)</i></p> <p>Existing reading materials evaluated, produced and distributed with Malawi Institute of Education (MIE) and other relevant actors in the identified 7 districts (one district per division)</p> <hr/> <p>MIE and MoEST's capacity built in estimating the financing and planning out of the production and distribution of these materials <i>(Amended in modification to:)</i></p> <p>MIE and MoEST's capacity built in estimating the financing and planning out of the production and distribution of these materials in the identified seven districts (one district per division)</p> <hr/> <p>Room to Read raises its own funds to support development of materials and the creation of pilot school or community libraries <i>(This standard was removed in the modification)</i></p> <hr/> <p>Early grade reading materials provided to primary schools in increasing annual proportions, reaching all schools for Stds 1-3 by Year 3 <i>(Amended in modification to:)</i></p> <p>Complementary Reader workbooks provided to primary schools in increasing annual proportions, reaching all schools for Standards 1-4 in the identified seven districts (one district per division)</p>

Results/Requirements	Standards
<p>Requirement (5)4.3 and (5)4.4: Develop and implement a strategy for reinforcing local, Malawian printer capacity.</p> <p><i>(This requirement and all associated standards were removed in the modification)</i></p>	<p>Identify and assess existing local publishing and printing capacity in Malawi</p> <p><i>(This standard was deleted in the modification)</i></p> <hr/> <p>Strategy developed for capacity development of local publishers and printers.</p> <p><i>(This standard was deleted in the modification)</i></p>
<p>Result (6)5. Improved Teacher Education – NPC M&E Systems and Quality</p> <p><i>Amended in modification to:</i></p> <p><i>Result V. Improved M&E Systems focusing on teacher competencies and learner outcomes</i></p>	
<p>Requirement (6)5.1. Define and Put into Operation the Framework, Strategy and Plans for Monitoring and Evaluating PCAR Implementation and for Building M&E Capacity</p> <p><i>(Amended in modification to:)</i></p> <p><i>Define and put into operation the framework, Strategy, and Plans for Monitoring and Evaluating PCAR Implementation with focus on teacher competencies and learner outcomes and for Building M&E Capacity</i></p>	<p>Framework collaboratively developed that identifies purpose and key questions to be addressed by M&E</p> <hr/> <p>M&E strategy developed that identifies specific roles and responsibilities for each player and institution at different levels in the system</p> <p><i>(Amended in modification to:)</i></p> <p><i>M&E strategy developed that identifies specific roles and responsibilities for each player and institution at different levels in the system and measures the outcomes in terms of teacher competencies and learner outcomes in literacy</i></p> <hr/> <p>M&E capacity requirements of those institutions identified and strategies for reinforcing their capacities put in place</p> <hr/> <p>Data collected on regular basis as specified by the M&E framework and plan</p> <p><i>(Amended in modification to:)</i></p> <p><i>Data collected on regular basis as specified by the M&E framework and plan that focus on teacher competencies and learner outcomes in literacy</i></p> <hr/> <p>M&E information informs policy and strategic deliberations at the national level</p> <p><i>(Amended in modification to:)</i></p> <p><i>M&E information informs policy and strategic deliberations at the national level on teacher competencies and learner outcomes in literacy</i></p>
<p>Requirement (6)5.2: Enhance Capacity of Parents, Communities and CSOs to Participate in CPD and Early Grade Literacy and Numeracy</p> <p><i>Amended in Modification to:</i></p> <p><i>Enhance Capacity of Parents, Communities</i></p>	<p>Parents and communities develop capacity to monitor and support PCAR implementation and to support improved teaching and learning in reading and math in early grades</p> <p><i>(Amended in modification to:)</i></p> <p><i>Parents and communities develop capacity to monitor and supporting literacy interventions/PCAR implementation and to support improved teaching</i></p>

Results/Requirements	Standards
<p><i>through SMCs and PTAs to Participate in CPD and Early Grade Literacy Monitoring</i></p>	<p><i>and learning in reading in Standards 1-4</i></p>
	<p>CSOs develop capacity to assist communities in monitoring and supporting PCAR implementation <i>(Amended in modification to:)</i> <i>SMCs and PTAs develop capacity to assist communities in monitoring and supporting NPC/PCAR implementation</i></p>
<p><i>Requirement 6)5.3: Develop Action Research Agenda as Element of M&E Framework</i> <i>This Requirement and associated Standards were removed in the Modification of December 5, 2011</i></p>	<p>Targeted communities develop and seek funding (from MoEST) for SIPs targeting PCAR implementation</p>

Annex 2: Open and Distance Learning

The original MTPDS contract contained two Requirements under Result 2 'Improved teacher Performance', which related to Open and Distance Learning (ODL).

Requirement 2.4: Design the accelerated IPTE-Open and Distance Learning program and

Requirement 2.5 - Implement key components of ODL, linked to related areas of support in the current IPTE program.

Both of these Requirements were entirely removed in the contractual modification of December 5, 2011. A substantial amount of time and effort had already been invested in these requirements, resulting in tangible achievements as Described below:

FY 2009-2010 (Feb-Sep)

Work on ODL began in earnest during the third quarter of FY 2009-2010 with the arrival of the ODL Specialist McLloyd Polepole. The consultant Greville Rumble, working with the ODL Specialist, conducted a comprehensive analytical study of the current situation regarding the national implementation of ODL policy. The resulting '*IPTE-ODL Systems Description and Analysis*' report contains numerous concrete proposals enhancing the program with reference to ODL system design, quality control mechanisms, and recurrent costs.

During the third quarter of FY 2009-2010, MTPDS provided technical support in: (i) development of field assignments for students; and (ii) development of a Trainee Handbook at the Mponela TDC workshop. During the week starting June 28, 2010, ODL advisor McLloyd Polepole also participated in the National workshop on ODL Policy. This provided a timely opportunity for MTPDS to input findings from initial investigative work conducted by Greville Rumble.

Based on field work conducted in August, a report was prepared by Greville Rumble entitled '*IPTE ODL- Systems and Costs*' which laid out the framework for budgeting of ODL nationwide. A workshop was also conducted on budgeting and costing of ODL on August 4-5.

During the final quarter of FY 2009-2010 MTPDS undertook research on the options for the application of IT solutions in ODL. Based on field work conducted in the first two weeks of July 2010 a report was prepared by Sarah Pouezevara and presented to USAID entitled "*Study of ICT Environment as applicable to IPTE- ODL environment*". This laid out options for the piloting the application of ICT in ODL through MTPDS.

Initial work on ODL under MTPDS was complicated by the fact that the requirements and standards were designed prior to the MoEST taking the initiative to start implementation of ODL. Since the original planning of MTPDS, the ODL program has already been designed and initiated by the MoEST, and by the time the local MTPDS project staff were in place MoEST had already printed the ODL materials, brought the Teacher Training Colleges (TTCs) on board, and selected the students who had begun their three-week orientation period at the TTCs. Therefore, although the original plan to help DTED investigate alternative scenarios and determine the most effective design of the program was no longer possible, the objectives of helping to ensure learner support and quality assurance within the program, as well as support

for immediate and long-term financial planning (both within the national budget and through development partners) remained extremely relevant.

FY 2010-2011

During the first quarter of FY 2010-2011, based upon the findings of “Study of ICT Environment as applicable to IPTE- ODL environment”, terms of reference were drawn up for a pilot to develop an SMS text message service to enhance support to ODL students in the field.

During October 2010, McLloyd Polepole provided technical support to DTED for finalizing the Teacher Trainee Handbook for IPTE ODL students and in providing training for lecturers in the grading of ODL assignments.

A further consultant visit from Professor Greville Rumble took place from April April 22 to May 8, in which he continued investigating and documenting the current status of the MoEST ODL project. On this visit he focused on provision of field support to ODL students, quality assurance of the ODL system, and ODL budgeting and financing. A report entitled ‘IPTE—ODL: Revised System Description, Cost Analysis and Budget’ was submitted to USAID on June 7.

This report also responded directly contractual standards under both Requirements 2.4 and 2.5¹⁴

- Recommendations for IPTE and ODL materials (standard 2.4b)
- Recommendations for capacity building for TTC lecturers, field supervisors, and mentors (standard 2.4.c)
- The ranking of IPTE-ODL components for donor implementation under standard 2.5b.

During October and November 2011, MTPDS conducted a formal assessment of the capacity of TTCs to run the ODL program. This analysis looked at the staffing, mode of data and record keeping functions of the ODL officer, assessment of ICT skills, institutional support and ICT policy and program needs for the IPTE-ODL. Research was concluded during the second quarter of FY 2010-2011 and a report was written entitled “*Study of ICT Capacity, Needs and Attitudes of Stakeholders*” was written by Sarah Pouezevara that was submitted to USAID in March 2011. This report served as a needs-analysis for the planned ODL pilot study for the application of ICT to the field support of ODL students.

During the final quarter of FY 2010-2011 an ODL student database system was completed and tested. It was hosted at the MTPDS website. From July 11 to 15 a training workshop took place in Lilongwe for 13 ODL desk officers and DTED officials (9 males and 4 females) on: (i) use of the ODL database system, (ii) quality assurance measures in ODL; and (iii) best practices in ODL field support.

During FY 2010-2011, proposals were solicited and negotiations were conducted with mobile phone service providers in preparation for the initiation of SMS text message field support for this target group. A sophisticated platform for sending and receiving messages was developed. The functionalities of this system will included the following:

¹⁴ Numbering quoted here is as in the original MTPDS contract prior to the modification of December 2011

- Automatic collection of basic demographic data to populate a central database;
- Records of field visits for when a supervisor or TTC lecturer visits a student;
- Answers to basic questions, via SMS or through the EDC Educational Radio broadcast (answers would be compiled to improve the orientation and teaching materials);
- Progress reports from students;
- Reminders of important dates and deadlines;
- Motivational messages, answers to FAQs, weekly teaching tips, etc.;
- Confirmations that an assignment was received, and subsequently the score;
- Surveys, votes, etc., to monitor quality

During September 2011, the SMS text message system was installed and tested in 5 TTCs. Desk officers received training in its use and it has been well received. A laptop computer was provided to each participating TTC. A systems description document was produced detailing the functioning of the SMS system. Contractual arrangements for the SMS pilot were concluded but not signed. Discussions were undertaken with Tikwere IRI project to broadcast publicity about the SMS pilot study. Work was ongoing on the production of a manual and publicity flyers for the launch of the SMS text message system.

A technology pilot study was conducted on the use of MP3 players for delivery of numeracy training material in Open and Distance Learning (ODL). The pilot was initiated with the training of 27 student teachers from two TTCs. Results indicate that the tool was greatly appreciated by all those who pilot-tested it. The evaluation report by Carol Carrier, entitled for the MP3 pilot study, entitled “Alternative Technology Pilot for ODL: Using an MP3 Player for Numeracy Training” was submitted to USAID on July 15, 2011. The evaluation indicated that the reaction to the devices was positive. Students found that they were easy to use and the lessons—comprised of text, audio, and video—were easily accessed. By far, the most valued type of content was reported to be the video demonstrations by expert teachers. Repeatability—the ability to go back and view the videos again—was reported as extremely valuable by participants as they then tried to incorporate similar techniques into their own lesson planning and lesson delivery.



The MP3 player used in the pilot study

FY 2011-2012

On October 6, MTPDS received notification from the USAID CO that activities relating to open and distance learning (ODL) would be removed from the task order in a forthcoming contract modification. At this point, work on ODL ceased.

Although work on ODL was curtailed, there were several achievements and impacts to be reported from the work that had taken place on this component.

In the FY 2010-2011 Annual Report, MTPDS was able to report that 78% of the ODL design recommendations generated by MTPDS through its consultant reports were already being implemented by MoEST demonstrating that MTPDS activities had been influential on MoEST's handling of ODL. The SMS text message system for communication with students in the field could still be handed over to another partner if they are willing to carry it forward.

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