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MALAWI TEACHER PROFESSIONAL DEVELOPMENT  
SUPPORT (MTPDS) PROGRAM**

**TRAINING MANUAL  
FOR  
USING SCHOOL REPORT CARDS  
BY  
SCHOOL MANAGEMENT COMMITTEES**

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**Malawi Teacher Professional Development Support  
(MTPDS)**

**TRAINING MANUAL  
FOR  
USING SCHOOL REPORT CARDS  
BY  
SCHOOL MANAGEMENT COMMITTEES  
TO MONITOR AND EVALUATE THE IMPLEMENTATION  
OF THE NATIONAL PRIMARY CURRICULUM**

**Submitted by: Creative Associates International,  
RTI and Seward Inc.**

**Under**

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## Acronyms

CPD	Continuous Professional Development
DIAS	Department of Inspection and Advisory Services
EGRA	Early Grade Reading Assessment
INSET	In-service Education and Training
NEST	National Education Sector Plan
MoEST	Ministry of Education Science and Technology
MTPDS	Malawi Teacher Professional Development Support
NPC	National Primary Curriculum
NPC M & E	National Primary Curriculum Monitoring and Evaluation
PEA	Primary Education Advisor
PTA	Parent Teacher Association
PS	Permanent Secretary
SIP	School improvement Plan
SMC	School Management Committee
SRC	School Report Card
STD	Standard
USAID	United States Agency for International Development

## Introduction

This training manual is designed to provide guidelines for facilitators who will train members of School Management Committees/Parent Teacher Associations in the use of a School Report Card in order to monitor and evaluate the implementation of the National Primary Curriculum with special focus on early grade teaching and learning in literacy. It provides instructions on how the facilitator should approach a topic first by giving a brief background to a topic then giving what the expected outcomes of the topic are. This is followed by a list of materials needed to effectively facilitate the training. Instructions on how to proceed in the training of each topic are laid out step wise, providing substantive background information for the facilitator or providing references where the facilitator can get more information. It provides instruction on how the participants should be organized, what activities the participants should be involved in and how they should demonstrate their understanding of the issues being presented. The use of simple language and continual involvement of participants in simple and short tasks renders the manual user friendly. The training is hands on in nature and therefore allows all participants to be involved directly in the completion of the SRC. More importantly the training is set to be conducted in the vernacular language giving more chance of active participation by all. A guideline for collecting the data is provided to act as reference material for the SMC when they are collecting data in their schools.

The importance of providing the manual is to ensure that there is consistency in the training as it will be conducted by different facilitators in different zones. It guarantees that there is going to be a high likelihood of facilitators using the same approach to the training and that there is going to be the same understanding of issues that are covered during the training. Apart from this the manual is user friendly and therefore can be used by other Ministry officials or stakeholders in other zones and districts not covered by MTPDS. This is critical for sustainability of the monitoring and evaluation of the NPC by SMCs/PTAs.

Key elements of the manual are the topics covered. These include the importance of SMC to monitor and evaluate the NPC as one way of supporting the implementation of the NPC; how to record school particulars; understanding data on teacher and learner competencies and how to capture the information; discussions on teacher and learner absenteeism and how to record the information; documenting availability of teaching and learning materials; documenting teacher continuous professional development; how to document community support to schools; how to summarize data in form of a School Report Card and helping SMC understand the guidelines for using the data collection instrument and the SRC. All materials are to

The facilitators addressed in this manual are MTPDS Divisional Monitoring and Evaluation Officers. It is also envisaged that PEAs can take on this responsibility in zones where MTPDS staff are not available.

The importance of training SMC in monitoring and evaluation of the implementation of the NPC is emphasized in the National Education Sector Plan(NESP, 2007) and supported by the National strategy for Community Participation in Primary School Management(NSCPPSM) (Malawi government, 2004). MTPDS is mandated to work with parents and communities to develop their capacities to support the monitoring of and making improvements in early grade reading. Engaging parents and communities through SMC and PTAs in M & E work is a means to engage and reinforce these actors in understanding the fundamental questions underlying the M & E framework. In so doing they also build their own capacities to monitor and collect information which in turn will empower them to use that information at the school level. The data generated in the SRC provide a perfect launching point for development of school improvement plans as envisaged in the National Strategy for Community Participation in Primary School Management (Malawi Government, 2004) and prioritized in the NESP( MoEST, 2007)

## **Session 1: Welcoming Protocols(Time: 2 hours)**

**Master of ceremony welcomes all**

**Self-introductions**

**Brief introduction of the training by facilitator:**

The facilitator explains that the training is about equipping School Management Committees (SMCs) with skills to monitor and evaluate the implementation of the National Primary Curriculum (NPC) using a simple school report card. The facilitator explains that the participants are members of the school committees from schools in the zone including the zonal Primary Education Advisor (PEA). In the workshop the participants will explore how schools keep their records and how to use information from those records. They will practice collecting data using an instrument specially designed to be used by the SMC. They will also practice analyzing and interpreting data in order to inform parents and school committees the progress of schools in providing support to teachers and learners and how they are performing in class. The facilitator informs the participants that the teachers and committee members were requested to bring various documents and school records to be used in the training.

**Remarks by MTPDS Official**

**Remarks by MoEST Official**

**Group photograph**

## **Session 2: Supporting the implementation of NPC (Time: 45 minutes)**

### **Introduction**

The MoEST, with support from MTPDS, developed a National Primary Curriculum Monitoring and Evaluation Framework and Strategy as part of an overall curriculum review process. The implementation of NPC, M & E Framework and Strategy requires the involvement of the communities around the schools in order to foster co-ordination between parents and teachers. This is a very important strategy in the effort to support and enhance teacher competencies and learner performance. While monitoring and evaluation serves to inform and guide the implementation of the curriculum, it is also about keeping records and supporting evidence. Therefore engaging SMC in monitoring and evaluation of the NPC will also help schools to keep track of teacher performance, learner performance and reinforce support from the communities themselves through improved School Improvement Plans (SIPs). In this respect it is important to develop a strategy for guiding communities to carry out their roles effectively. This session deals with the importance of SMC in taking part in monitoring and evaluating the implementation of the National Primary Curriculum.

### **Learning outcomes**

At the end of the session participants will:

- ✚ Develop understanding of the NPC M & E Framework and Strategy
- ✚ Broaden their perspective of community involvement in school governance
- ✚ Appreciate learner performance focused on literacy
- ✚ Understand how teachers are assessed
- ✚ Appreciate the need to monitor and evaluate the implementation of NPC, teacher performance and learner performance

### **Materials needed**

- National Strategy for Community Participation in Management of Primary Schools
- NPC M & E Framework
- NPC M & E Strategy
- Flip Chart
- Marker pens

## Activities

### 1. Explaining the NPC M & E Framework and Strategy and Community involvement

- Using information outlined in the NPC M & E Framework, the facilitator describes the NPC starting from the review process to the implementation stressing that this was a way to improve the quality and relevance of education and highlights the focus on literacy in the lower grades.
- The Facilitator explains the need for an M & E Framework, pointing out the objectives as stated in the Framework from page 4 to page 5
- The facilitator also explains the set of indicators selected to be monitored and evaluated as given in the framework.
- Then the facilitator describes the Strategy for Monitoring and Evaluation of the NPC key points being planning and budgeting, preparation and printing of materials, training of data collectors, data collection, data entry and analysis and reporting.
- Then the Facilitator reminds participants of the importance of community participation in M & E of the implementation of the NPC. Then Participants go into groups composed of three schools.

### 2. Participants go into groups of three schools

- In each group the participants discuss how communities can support M & E of the implementation of the NPC focusing on what they do in their schools and then expanding on what else is feasible to widen the scope.
- Participants discuss how they monitor teacher competence in their schools and how else they can do this to widen the scope of monitoring teacher competence. Each group reports the current practice and their proposals
- Participants discuss how they monitor learner performance and how else they can monitor learner performance and progress focused on literacy. Each group reports current practice and what they have proposed.
- Then participants select strategies that are feasible on a nation-wide scale.

## Conclusion

- ❖ In conclusion the facilitator selects activities that match with the proposed methods in the Strategy which communities can use to monitor the implementation of the NPC
- ❖ The facilitator explains the Strategy communities will take to monitor and evaluate the implementation of the NPC, teacher performance and the progress of learners in literacy. The facilitator mentions that the monitoring will be in form of a School Report Card which will be filled by the committee representative helped by one teacher selected by the school staff.
- ❖ Facilitator mentions that the next sessions will focus on collecting data from the school.

## Session 3: Recording School Particulars (30 minutes)

### Introduction

Each school is unique. It has special characteristics and features that are not found in other schools. It is therefore important to highlight the characteristics which identify the school and singles it out from the many schools in the zone or district. It is also important to document when the information about the school is collected so that any changes between different periods of times can be discerned and analyzed in proper context. In this session participants will discuss which school particulars, enrolments and staffing levels to focus on in the Monitoring and Evaluation exercise.

### Learning outcomes

At the end of the session participants will be able to

- ✚ Record school particulars
- ✚ Record standard 1 to standard 4 learner enrolments
- ✚ Record standard 1 to standard 4 staffing levels

### Materials needed

- School Report Cards for all schools
- Std 1 – Std 4 attendance registers
- Staffing records from all schools
- Chart showing staffing at one school in the zone
- Enrolment records for all schools
- Flip charts
- Marker pens

### Activities

#### 1. School Particulars

- Facilitator introduces the topic of what constitutes school particulars
- Facilitator justifies the use of school particulars on the School Report Card (SRC)

#### 2. Participants go into groups of three schools.

- Then the facilitator distributes SRC and draws the attention of the participants to the section A where school particulars are to be filled.
- In their groups participants discuss what to write in each space.
- They discuss where to find numbers of teachers in Std 1 – 4.
- Then they discuss where to find enrolment of girls and boys in Std 1 – 4.

- Still in their groups participants from each school use staffing chart or staff records to fill the number of teachers in Std 1 – 4.
- Similarly participants use class registers to fill the enrolments of boys and girls in Std 1 – 4 in their schools.
- Then participants discuss who they can ask to get quick and valid responses. In addition, participants discuss how they can verify the responses given by school personnel.

### **Conclusion**

Facilitator concludes by mentioning class teachers, section heads, head teachers, class registers and staff records as sources of information to be filled in section A of the SRC.

Facilitator stresses the need for disaggregating figures by gender where necessary and ends session by way of introducing the next topic.

## Session 4: Data on Teaching (20 minutes)

### Introduction

Teaching is a critical aspect of the implementation of the NPC. It is therefore important to devise ways of monitoring and evaluating the teaching that goes on in a classroom. Since the focus of this exercise is literacy, the monitoring will also be focused on teaching of literacy in early grades. The importance of early grade literacy has been documented in many studies. In the NCP M&E Strategy document the MoEST declared that early grade literacy and numeracy were a priority to improve learning outcomes in later grades in school. In this session participants will be introduced to indicators that will be used to monitor and evaluate teaching early grade literacy.

### Learning outcomes

By the end of the session the participants will be able to

- ✚ Record the number of teachers in standard 1 to standard 4 who have lesson plans.
- ✚ Use School Check List to determine the number of teachers with lesson plans
- ✚ Use School Record Books to determine the number of teachers with updated learner assessment records
- ✚ Record the number of teachers with updated assessment records in the SRC

### Materials needed

- Lesson plans
- Check list
- Record books

### Activities

#### 1. Importance of lesson plans and assessment of learners' work

- The Facilitator explains the importance of teachers drawing lesson plans before teaching a lesson.

- The facilitator stresses /points out that lesson plans alone do not translate into the actual teaching but that teachers must be present in class and follow the lesson plan. Therefore there should also be evidence of the actual teaching having taken place.
- The facilitator also points out that important evidence that teaching took place is by looking at the assessment of learners' work.

## **2. Verifying evidence of lesson planning**

- Participants go into groups of three schools different from the previous grouping
- Then participants discuss how to get evidence of lesson plans for the day they visit the school. The assisting teachers share their experiences with the SMC/PTA members.
- Participants then practice to use check lists, record books and view lesson plans to fill in the spaces in the SRC.
- Participants then discuss where to get information about classes which were not taught during the past month. Assisting teachers take the lead in discussing school records which house information about missed classes.
- Participants then practice filling in the number of missed classes in the SRC using record books and check lists.

## **3. Verifying evidence of assessment records**

- In the same groups participants then discuss how teachers keep assessment records.
- Then the participants familiarize themselves with determining how many teachers keep their assessment records.
- Participants practice filling number of teachers who have learner assessment records in the SRC.
- Then participants discuss how difficulties in filling in the data/information may arise and how to overcome them.
- Finally let the participants summarize the status of learner assessment by teachers in literacy by filling the Summary SRC.

## **Conclusion**

As a conclusion the facilitator asks members of SMC/PTA at random to review the sources of information for the availability of lesson plans, the classes which were not taught during the past month and numbers of teachers who keep assessment records.



## Session 5: Data on Learning (20 minutes)

### Introduction

There are several learning areas in the NPC. They are different for the infant section, junior section and the senior section. This monitoring and evaluation is focusing on literacy in the early grades which are Stds. 1 – 4. This means that we want to monitor how learning to read is progressing in the first four grades. This session outlines how to collect data on the progress learners are making in literacy.

### Learning outcomes

At the end of the session participants will be able to

- ✚ Recognize the Scores of learners in reading in assessment books
- ✚ Determine the scores of learners in Std 2 and Std 4
- ✚ Record the assessment learner progress in reading in Std 2 and Std 4

### Materials needed

- Observation checklist
- Progress record

### Activities

#### 1. Highlighting different methods of learner assessment

- The NPC stresses the use of continuous assessment in schools as this has several pedagogical advantages including helping teachers to identify learners' weaknesses early enough for remediation and guiding teachers in modifying instruction to improve teaching and learning. The facilitator explains the methods used by teachers to capture progress in learning. Some use the NPC method of assigning numbers in a scale of 1 to 4 where 1 designates excellent progress while 4 designates failure to attain required performance level. There are also those who use raw scores or percentages to show levels of performance. It is also possible to find those who have taken after the Early Grade Reading Assessment (EGRA) system and are indicating percentage of learners who have reached desirable levels.
- Facilitator should emphasize the need for the SMC/PTA monitoring teams to be fully conversant with the system used at their schools in order for them to document learner progress accurately.

#### 2. Participants view and study different progress records.

- Participants go into pairs according to school. Let them discuss what system of learner assessment exists at their school. The assisting teachers lead the discussion explaining the systems used in their schools to their team mates.
- Then let the PEA explain more about the systems found in his or her zone.

- Then let the teams fill in the SRC using the observation check list and the progress records.
- Let each teams discuss what the results mean in terms of performance and progress of learners in literacy.
- Then each team reports in a plenary what their results mean.
- After this let all participants discuss how difficulties in filling information about learner performance might arise.
- Finally let the participants summarize the status of learner performance in literacy by filling the Summary SRC.

### **Conclusion**

Facilitator asks members of the SMC/PTA to recap what their systems of recording learner progress are. The facilitator also asks the participants to recount what the records in their schools indicate with respect to learner performance and progress.

## **Session 6: Teacher Absenteeism (20 minutes)**

### **Introduction**

Teacher absenteeism is when teachers are not available in class to teach their planned work. This reduces the time on task for learners, giving rise to low coverage of materials thereby depriving learners the opportunity to learn as much as they should. Worse still, when learners are not learning they lose interest in schooling and this is more likely to result in dropping out. Less time on task due to teacher absenteeism inevitably results in low performance and thus low quality education. Therefore teacher absenteeism/ attendance are one of the critical indicators of how well the NPC is being implemented. This session deals with how to record teacher absenteeism on the SRC.

### **Learning outcomes**

By the end of the session participants will be able to

- ✚ Understand the meaning of absenteeism and its implications
- ✚ Understand a wider context of reasons why teachers are absent
- ✚ To determine cases of teacher absenteeism at school
- ✚ To record teacher absenteeism

### **Materials needed**

- Time book

### **Activities**

#### **Participants go into groups of three schools**

##### **1. Discussion on teacher absenteeism**

- In each group participants discuss the effects of teacher absenteeism.
- Participants discuss the causes of teacher absenteeism.
- Participants also discuss the extent of late coming of teachers to school and the reasons for this at their respective schools.
- Participants then discuss how schools keep records of teacher absenteeism.
- The participants also discuss who can best give information about teacher absenteeism.
- Still in their groups let participants practice recording information about teacher absenteeism in the SRC. Groups share their entries and discuss what they mean.

##### **2. Discussion on punctuality of teachers at school**

- Then the participants switch to discuss how each school records information about teachers punctuality at school. Groups share information through group presentation “popcorn” style allowing those who are ready to come forward on their own and report
- Let participants practice filling information about punctuality of teachers at school in the SRC.
- Let the participants discuss how the information might prove difficult to collect at school level.
- Then let all participants summarize the situation of teacher absenteeism and punctuality at the school in the Summary SRC.

### **Conclusion**

The facilitator asks two members of the SMC/PTA to summarize how to capture information on teachers’ absenteeism and on teacher punctuality at school.

## Session 7: Learner Absenteeism (20 minutes)

### Introduction

When a teacher is teaching, in most cases, learners follow the lesson based on previous work. New classroom work can easily be understood by learners if they are able to connect with knowledge acquired in previous lessons. A learner who misses several lessons finds it extremely difficult to cope with new work. Such learners are likely to perform less well than those who attend school regularly. Teaching also becomes difficult as teachers struggle to accommodate the learners who are lost because they were not present when new work was being presented. Progress becomes slow and overall the quality of learning is compromised. Eventually the learners themselves get disillusioned with schooling and end up dropping out. This session is about recording learner absenteeism in the SRC and interpreting the rate of attendance at school.

### Learning outcomes

By the end of the session participants will be able to

- ✚ Understand the wider context of learner absenteeism.
- ✚ Determine the number of absentees from school records.
- ✚ Record the number of learners absent in the previous month.
- ✚ Articulate a wide repertoire of ideas about mechanism to reduce absenteeism.
- ✚ Record the mechanisms used by the school to reduce learner absenteeism.

### Materials needed

- Class registers
- Punishment book
- Log book

### Activities

#### PARTICIPANTS GO INTO GROUPS OF THREE SCHOOLS

##### 1. Discussion on learner absenteeism

Let participants discuss learner absenteeism focusing on

- the effects of learner absenteeism highlighting the following
- The reasons why learners may be absent.
- how the schools record learner absenteeism
- how schools try to reduce absenteeism
- where and who can provide information about learner absenteeism

##### 2. Familiarizing with record books

- Let participants familiarize themselves with school registers, punishment books and log books and the information stored in them.
- Let them practice filling in the information on learner absenteeism.
- Let participants discuss the problems which might arise in collecting data on learner absenteeism.
- Then let all participants summarize the situation of learner absenteeism in the Summary SRC.

### **Conclusion**

1. The facilitator asks the participants at random (popcorn style) to recap where to get information about absentees
2. The facilitator asks the participants at random (popcorn style) to articulate what should be recorded in each cell under each item

## Session 8: Learning Materials (20 minutes)

### Introduction

The most important resources for reading are books and other reading materials. The more the learners are exposed to books the more likely they will progress well in reading. In this session the SMC will assess the availability of books by recording the number of learners in a school who have no access to reading materials.

### Learning outcomes

By the end of the session participants will be able to

- ✚ Identify Chichewa and English books for Std 2 and 4
- ✚ Record number of learners who do not have books
- ✚ Appreciate what supplementary books are
- ✚ Use school records to determine the number of learners using supplementary books
- ✚ Record learners who have had access to supplementary books at school

### Materials needed

- Std 2 and Std 4 Chichewa learners' books
- Std 2 and Std 4 English learners' books
- Std 1 – 4 Chichewa supplementary books
- Std 1 – 4 English supplementary books
- Stock book

### Activities

#### Participants form groups composed of members from three schools

1. Discussion on learning materials
  - Let participants discuss what learning materials are. Let them discuss the whole range of learning materials available in schools.
  - Participants should familiarize themselves with Chichewa and English books in the early grades.
  - Let them share information contained in the stock book for the early grades.
  - They then discuss how they can find out how many learners did not have books.
  - They also discuss how children access and use supplementary books.
  - They discuss how to find out how many learners have used supplementary readers.
2. Let the participants practice entering data in each cell.
3. Then each team discusses what the data shows in terms of availability of reading materials to learners.
4. Two groups present the situation in their schools according to the information recorded.
5. Then let all schools summarize the status of teaching materials in the Summary SRC.

6. Participants then discuss any problems that might arise in collecting and documenting this data.

### **Conclusion**

1. Facilitator summarizes the topic by recapping on the use of stock book and physical check of number of learners without books in a classroom.
2. Facilitator asks two members of the SMC/PTA to recount how to get numbers of learners who have used supplementary readers.
3. Facilitator emphasizes that the focus is on textbooks in this exercise.

## Session 9: Continuous Professional Development (20 minutes)

### Introduction

Teachers need Continuous Professional Development (CPD) to keep them abreast with current theories and practices. These can be in various forms including INSET and class room support. The NESP recommends that a teacher should attend at least three INSETs per year and should also be supervised and supported a number of times in a year.

### Learning outcomes

By the end of the session participants will be able to

- ✚ Understand various forms of teacher professional support
- ✚ Understand various ways of recording support given to teachers
- ✚ Use school record books to determine professional support given to teachers
- ✚ Record forms of professional support rendered to teachers at the school in the previous month

### Materials needed

- Log books
- Minute books

### Activities

1. Facilitator explains the need to support teachers in various ways
2. Let participants go into groups of three schools
  - In each group let the participants discuss support to teachers in general
  - how teachers can be supported in their work in the classroom
3. Facilitator explains the nature of classroom support which the exercise is looking for.
4. In their groups let participants discuss what schools can do to support literacy and each school representative presents what has happened in their schools.
5. Then let participants practice filling in the form to indicate the professional support given to teachers at their schools.
6. In a plenary two or three schools report what they have recorded and what they mean.
7. Then let the team from each school summarize the support on the SRC.
8. Participants are asked to discuss how the information might prove difficult to collect and document.

### Conclusion

The facilitator concludes by indicating that the support which needs to be recorded is classroom observation by head teacher and PEA and any CPD given to teachers. Apart from these any activities organized by the school to help learners are considered as relevant in this case.

## Session 10: Community Support (20 minutes)

### Introduction

Community support is critical in linking school environment and the home. It also fosters collaboration between parents and teachers. There are many ways in which the community can support the implementation of the NPC with special focus on teaching and learning. The National Strategy for Community Participation in Primary School Management (Malawi Government, 2004) mandates communities to take an active role in supporting the implementation of the curriculum. This session lays out how SMC can monitor and evaluate the support that the communities render to schools.

### Learning outcomes

By the end of the session participants will be able to

- ✚ Appreciate the various forms of community support to schools.
- ✚ Use log books and minute books to determine instances of community support to schools.
- ✚ Record community support rendered to school.

### Materials needed

- Log Book
- Minute book

### Activities

1. Facilitator explains and reminds the participants of the responsibility of parents and SMC/PTA in monitoring and evaluating the implementation of the NPC. The facilitator explains that parents and SMC/PTAs can support classroom practice as well as school activities.
2. Discussion on community support
  - Let participants go into groups of three schools.
  - Let them discuss how parents and communities can support classroom practice.
  - They also discuss how parents and SMC/PTA can support school activities focusing on literacy.
  - With the assisting teachers taking lead, let the participants discuss how such activities are recorded
  - Participants then study log books and minute books to familiarize themselves with how schools keep records of external support
  - Participants then record the support which occurred in their schools
3. Two groups are then asked to report in a plenary.
4. Participants are asked to record a summary of the situation at their schools in the Summary SRC.
5. Participants discuss and reflect on the difficulties which might arise in collecting the information about community support to learning.

**Conclusion**

Facilitator summarizes the community forms of support to classroom and schools which are likely to be found in schools in their zones. This is the final indicator that will be used in the monitoring and evaluation exercise.

## Session 11: Summary Sheet (30 minutes)

### Introduction

The data collected by the SMC should be concise, easy to collect and easy to understand. The person responsible for interpreting the data should find it easy to communicate the findings to the community. In turn the community should be able to make sense out of the information and be able to draw their own conclusions regarding what needs to be done to improve the situation. The SMC as whole should analyze the previous SIP and see how the new situation at the school as depicted by the SRC can be improved upon. This action cycle will repeat after every monitoring and evaluation tour/visit.

### Learning outcomes

By the end of the session participants will be able to

- ✚ Summarize data on the school report card
- ✚ Interpret data summarized on the school report card
- ✚ Report findings to SMC/PTA

### Materials needed

- School report card
- School report card questionnaire

### Activities

1. The facilitator goes through the summary sheet with the participants pointing out the main features.
2. Then the participants go into groups of three schools and discuss what should be recorded in each cell.
3. After the discussions the participants take turns in popcorn style to report what they discussed for each cell.
4. The facilitator comments on each presentation.
5. After the presentation the SMC member from each school simulates a presentation to parents and SMC by presenting findings to the group.

### Conclusion

The facilitator concludes session by giving general comments on presentation to committees emphasizing the need to draw new SIPs based on the findings of the monitoring and evaluation visit.

## **Session 12: Guidelines for using the School Report Card (30 minutes)**

### **Introduction**

This School Report Card is an important tool for the SMC. It gives them a way of understanding what is going on in their school. It gives them a way of collecting information systematically so that they can make informed decisions on what they should do to improve school performance. It empowers them to delve deeper into what goes on in the implementation of the curriculum at school level. This information feeds directly into their school improvement plans. Therefore there is need to ensure consistency in the data collection process. These guidelines are meant to clarify any ambiguity found in the items so that all users understand what the question is asking, who can give the responses and where that information is stored. This guideline also serves to guarantee ensure any other persons not directly involved in the training can also use. This is a measure to ensure sustainability in the use of the SRC.

### **Learning outcomes**

By the end of the session participants should be able to

- ✚ To follow and use the guidelines for monitoring and evaluating the NPC using the SRC

### **Materials needed**

- School report card
- School report card questionnaire
- Guide lines for using the SRC

### **Activities**

1. The facilitator takes the participants through the guide lines, section by section
2. Participants go into groups of four and discuss each section to find out if the guidelines are making sense
3. Each group chooses one section and presents their understanding of the section in a plenary explaining what the instructions and the guidelines are pointing out.

### **Conclusion**

Facilitator summarizes the presentations to conclude the session. In conclusion the facilitator explains that the SMC/PTA will report the findings to the communities, parents and other stakeholders. The purpose of reporting is to generate discussions on how the teacher and learner performance can be supported further. This support is to be documented in the SIP and will need to be modified on a monthly basis after each M& E exercise.

## References

Malawi Government (2004) The National Strategy for Community Participation in Primary school Mangement. Malawi Government

MTPDS(2011) Monitoring and Evaluation Framework for the National Primary Curriculum.  
MTPDS/USAID

MTPDS(2011) The National Primary Curriculum Monitoring and Evaluation Strategy. MTPDS/USAID

MoEST(2007) National Education Sector Plan 2007 – 2016. MoEST

## Training Time Table

DAY 1		
TIME	ACTIVITY	COMMENTS
8:00 - 8:30	Registration	
8: 30 – 8: 45	Welcome remarks and introduction	
8: 45 – 9:00	Brief background	Facilitator
9: 00 – 9: 15	Remarks by MTPDS representative	
9: 15 – 9: 30	Opening by Ministry Official	PEA, CPEA, DEM
9: 30 – 10:00	Group Photograph	
10:00 – 10: 45	Refreshments	
10: 45 - 11:30	Supporting the implementation of NPC through M & E	Facilitator
11:30 - 12:00	Recording school particulars	
12:00 - 1:30	Lunch Break	
1:30 - 1:50	Teaching	
1:50 - 2: 10	Learning	
2:10 - 2:30	Teacher absenteeism	
2:30 - 2:50	Learner absenteeism	
2:50 – 3:10	Availability of learning material	
3:10 – 3:25	Refreshments	
3:25 – 3:45	Documenting teacher continuous professional development	
3:45 – 4:05	Documenting community support to schools	
4:05 – 4:35	How to enter data on Summary Sheet	
4:35 – 5:00	Understanding guide lines for using the SRC	
5:00 – 5:10	Closing	PEA

## Invitation Letter

Dear Participants,

The MPTDS has organized a training session for one school committee member and one teacher from each school in the zone. The training is to equip the participants with knowledge and skills in monitoring the implementation of the new National Primary Curriculum focusing on teacher performance and learner performance in literacy. This is important because when communities are aware of the way their teachers and learners are progressing in class they are able to provide the necessary support through improved School Improvement Plans. We are therefore inviting you to attend this one day training at the Teacher Development Centre. After the training it is expected that you will be able to collect data and present it to community and other stakeholders so that they can modify their School Improvement Plans

In order to facilitate the training in data collection we ask you to bring the following documents from your school:-

1. class registers for Std 2 and Std 4
2. Staff/Teachers records
3. Time book
4. Teacher attendance records
5. Learner assessment records
6. Stock books for Std 2 and 4
7. Logs books
8. SMC/PTA minute books
9. Punishment books
10. School Improvement Plans.

Transport expenses will be reimbursed and lunch allowance will be provided. We are looking forward to a successful training and improved performance of learners in literacy.

Yours Sincerely,

Divisional Monitoring and Evaluation Officer

MTPDS