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# MALAWI EARLY GRADE READING ACTIVITY

*Facilitator's Training Manual: For Volunteer  
Community Reading Facilitators*

English Version 2  
June 2015

**Contract No.: AID-612-C-13-00002**

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# Malawi Early Grade Reading Activity

## Facilitator's Training Manual: For Volunteer Community Reading Facilitators

### Module 1

English Version 2  
June 2015



*Learners at Mlonde Reading Center, Salima. Photo: Beatrice Tangwe*

**Submitted under:**

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## Acronyms

CRECCOM	Creative Centre for Community Mobilisation
CDA	Community Development Assistant
DCM	District Community Mobilization Officer
DIAS	Department of Inspection and Advisory Services
DTED	Department of Teacher Education and Development
EGRA	Early Grade Reading Activity
MIE	Malawi Institute of Education
MoEST	Ministry of Education Science and Technology
MTPDS	Malawi Teacher Professional Development Support
NGO	nongovernmental organization
NPC	National Primary Curriculum
OVC	orphans and vulnerable children
PEA	Primary Education Advisor
PPP	public-private partnership
PTA	parent-teachers association
RTI	Research Triangle Institute
SIP	school improvement plan
SMC	school management committee
TLM	Teaching and Learning Materials
USAID	United States Agency for International Development
VCRF	Volunteer Community Reading Facilitator

## The Training Schedule

Time	Task
<b>DAY 1</b>	
7:30–8:00	Registration, Welcome, and Introductions and Devotions
8:00–8:45	Introduction to EGRA and the VCRF Training Manual
8:45–9:00	Review of the Agenda/Training Schedule
9:00–9:30	Who Is a Volunteer Community Reading Facilitator?: VCRF Role and Responsibilities
9:30–10:00	Community Reading Centers
<b>10:00–10:30</b>	<b>Break (30 minutes)</b>
10:30–10:45	Reading Center Resources and Activities
10:45–11:30	Supplementary Readers
11:30–12:00	Community or Village Libraries and Reading Mentors
<b>12:00–1:00</b>	<b>Lunch (1 hour)</b>
1:00–2:45	Good Facilitation
2:45–2:55	Reading Center Activities
2:55–3:00	Reading Center Activities: Storytelling
<b>3:00–3:10</b>	<b>Break (20 minutes)</b>
3:10–3:40	Reading Center Activities: Story Making/Composition
3:40–4:10	Reading Center Activities: Story/Book Reporting
4:10–5:30	Reading Center Activities: Guided Reading
<b>END OF DAY ONE</b>	
<b>DAY 2</b>	
7:30–8:00	Registration, Devotions and Recap of Day One
8:00–9:00	Day One & Reading Center Activities: Differentiated Group Reading
9:00–10:00	Reading Center Activities: Singing Songs
<b>10:00–10:15</b>	<b>Break (15 minutes)</b>
10:15–11:15	Reading Center Activities: Reading Games
11:15–11:45	Reading Center Activities: Broken Phone Wires
11:45–12:00	Assisting Learners with School Work
<b>12:00–1:00</b>	<b>Lunch (1 hour)</b>
1:00–2:00	Reading Center Activities: Listening Comprehension, Drama, and Games
2:00–2:30	Reading Center Practices
2:30–2:55	Care for Books
2:55–3:00	Physical Games
<b>3:00–3:30</b>	<b>Break (30 minutes)</b>
3:30–5:00	The Way Forward
<b>END OF TRAINING</b>	



# Introduction to EGRA and the VCRF Training Manual

## Introduction to EGRA (10 minutes)

- The **United States Agency for International Development (USAID)** partners with the government of Malawi to improve the quality of life for Malawians. One of the ways USAID does this is by addressing the need to improve early grade reading in Malawi through the Early Grade Reading Project, of which EGRA is a part. EGRA improves early grade reading achievement through improved early grade reading instruction, the provision of Teaching and Learning Materials (TLM), greater parental and community engagement in providing reading support, and a strengthened policy environment to support early grade reading.
- **RTI** is an independent and international nonprofit organization that offers innovative research, development, and multidisciplinary services. It is an international nongovernmental organization (NGO) that strives to improve education quality, relevance, access, and efficiency around the world at every level—from classroom instruction to national education policy—thereby supporting both schools and systems to enhance teaching and learning. RTI is implementing EGRA and has implemented other educational programs in a number of countries, including Egypt, Ethiopia, Indonesia, Kenya, Liberia, Mali, Senegal, and Uganda. In Malawi, RTI completed the Malawi Teacher Professional Development Support (MTPDS) project in 2013 and is currently contracted by USAID to lead the Malawi Early Grade Reading Activity (EGRA).
- **CRECCOM** (Creative Centre for Community Mobilisation) is a local Malawian NGO with vast experience in social empowerment and community mobilization on a variety of issues. CRECCOM advocates change through community involvement by mobilizing and empowering both individuals and communities to uphold their human rights.
- The purpose of Malawi EGRA is to improve educational outcomes related to reading in Standards 1–3.

### EGRA Objectives

- Improve the capacity of Standard 1–3 teachers to provide quality reading instruction to learners
- Improve the learning outcomes of Standard 1–3 learners
- Increase parental and community engagement to support learner reading
- Reduce repetition and dropout rates in the early grades by providing a quality learning environment

### EGRA Key Result Areas

- Provision of quality reading instruction for early grades learners
- Provision of teaching and learning materials for reading
- Increasing parental and community engagement to support learners' reading
- Improvement of policy environment to support early grade reading

### Volunteer Community Reading Facilitators

(VCRFs) can create a link between what the children are learning in school and what they are taught at the reading centers. This training, and this manual, will guide the VCRFs through several exercises that will illustrate how to create this link and support children's reading, both in and out of school.

## **Introduction to the Manual, Agenda, and Learning Objectives (10 minutes)**

**Facilitator:** Welcome participants and tell them your name. Let participants know that they are here to learn and free to ask questions. Tell them that anything they write will be for their eyes only and their learning only.

Make sure that there is an introductory ice-breaker or activities. Ensure that each training participant has introduced him- or herself to colleagues. The VCRF participants should also fill in the attendance register that will be provided, as well as the EGRA Volunteer Community Reading Centre Facilitator Training Report form.

(Note that the phonological awareness skill taught under EGRA has not been included in this training because of its complexity and the varying academic qualifications of the VCRFs.)

## **Establishing Norms (5 minutes)**

**Facilitator:** To ensure that all participants benefit from the workshop, ask participants to establish their own norms to govern the training. Some of them can be:

- Turning off or silencing cell phones
- Being punctual
- Respecting all opinions and questions
- Participating in all activities.

## **Training Expectations, Fears, and Solutions (10 minutes)**

**Facilitator:** Ask the VCRFs to form five groups, to discuss, and then to present in plenary on the following:

- The knowledge and skills that they can expect to acquire
- The fears that they may have in the course of executing their roles and responsibilities
- Possible ways to address anticipated challenges.

## **The Purpose of the Training (10 minutes)**

Community reading centers are part of the community mobilization effort of EGRA. Therefore the purpose of this training is to provide basic EGRA skills and knowledge to the VCRFs. Training will help VCRFs effectively facilitate the reading of Chichewa for Standard 1–3 learners. The training program introduces facilitation skills and activities that a VCRF can perform at a reading center to help children read in Chichewa. For instance, activities revolve around enhancing learners' letter knowledge, syllable reading, word reading, and oral reading abilities, as well as enhancing their listening and reading comprehension skills.

**Facilitator:** Explain to participants that the role of the VCRFs is not to teach, but to facilitate, reading in Chichewa among Standard 1–3 learners. This manual and training will illustrate how this can be done. In addition, emphasize that the reading

center should be prepared to facilitate reading in Chichewa only, and not reading in all the subjects that the children learn at school.

Before beginning the training, make sure all the participants have the materials they will need, including pens, pencils, and paper.

## Review of the Agenda/Training Schedule

### Review of the Agenda and Schedule (15 minutes)

**Facilitator:** Open the manual to the page with the agenda. Tell participants that in this training they will focus on the facilitation of reading in reading centers.

### Specific Training and Learning Objectives

**Facilitator:** Review the specific learning objectives below with the participants. Tell participants that by the end of the training, they should be able to:

- Define a reading center
- Define or state the purpose and function of community reading centers and community libraries
- Define a VCRF
- State the roles of the VCRF
- State and use some effective strategies for facilitating reading
- Plan reading lessons
- Facilitate reading lessons using the facilitation cycle
- Facilitate reading lessons and activities using fluency games.

The specific learning objectives of this training are that, after the training, the VCRFs will be able to handle the following responsibilities and perform the following activities.

- Community Reading Center
  - Facilitate various reading activities
  - Involve other members of the community at the reading center
  - Keep the reading center and community library records.
- Knowledge: Delivery of Facilitation
  - Identify the components of a facilitation cycle
  - Know how grouping of learners can help with reading facilitation and learning (e.g., reading as a whole class, in groups, in pairs and individually).
- Application: Routines
  - Plan facilitation
  - Use routines to facilitate reading
  - Use various approaches like games, songs, and storytelling, for learning and enjoyment

- Integrate into their lessons whatever reading resources are available (these may include books from the school, story cards, letter and word cards, newspapers, and supplementary readers).

**Facilitator:** Compare participants’ expectations with the above discussion for further discussion to determine if after the training their expectations will be addressed.

## Who Is a Volunteer Community Reading Facilitator?: VCRF Role and Responsibilities

### Who Is a Volunteer Community Reading Facilitator? (2 minutes)

A VCRF is an individual elected by the community to facilitate reading activities in the community. The reading activities include facilitating reading at a reading center, managing a village library, and organizing reading fairs. The facilitators work without any pay.

### Roles and Responsibilities of the VCRFs (28 minutes)

#### Activity in Plenary

**Facilitator:** Ask participants who they think some of the EGRA stakeholders are and what they think their roles are. For sustainability, all these stakeholders need to work together to implement the reading activities.

Ask the VCRFs what roles they have been playing so far.

Provide some of the key information about other categories, but then focus with the participants on the roles of the VCRFs. **Table 1** offers lists of responsibilities for some stakeholders that they will be working with.

**Table 1. EGRA Roles and Responsibilities for Some Stakeholders**

Community Leaders (Village Heads)	<ul style="list-style-type: none"> <li>• Establishing or providing community-based reading centers and ensuring regular attendance</li> <li>• Leading in community resource mobilization (human and material: leading the provision of incentives to VCRFs (either in cash or kind depending on what the community agrees upon) and providing reading centers with teaching and learning materials)</li> <li>• Developing plans together with volunteers on events (such as open days and reading fairs) to promote a culture of reading</li> <li>• Leading a change-of-attitude campaign to improve reading culture</li> <li>• Enacting and enforcing reading bylaws</li> <li>• Supporting school stakeholders and community members to convey reading advocacy messages in local fora, for example faith-based groups, village meetings, etc.</li> <li>• Encouraging communities to initiate and sustain reading activities out of school</li> <li>• Participating in and supporting annual reading fairs at schools</li> </ul>
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	<p>and elsewhere</p> <ul style="list-style-type: none"> <li>• Ensuring that EGRA activities are discussed during Village Development Committee meetings</li> <li>• Monitoring teacher and learner attendance during lessons both at school and at reading centers</li> <li>• Ensuring that their children take part in the teaching practicum at both Primary Education Advisor (PEA) and teacher training</li> </ul>
<p>Volunteer Community Reading Facilitators</p>	<ul style="list-style-type: none"> <li>• Conducting after-school reading activities with children from Standards 1–3</li> <li>• Borrowing books and other teaching and learning materials from the feeder school to help supply the village library</li> <li>• Finding innovative ways of ensuring that books and other reading materials are cared for</li> <li>• Guiding/facilitating after-school reading lessons</li> <li>• Creating literacy teaching and learning resources using locally available resources</li> <li>• Updating village reading center registers</li> <li>• Liaising with class teachers on learners’ reading needs</li> <li>• Sourcing and awarding prizes at reading fairs or competitions</li> <li>• Taking part in organizing school and community reading fairs and Braille Cups</li> <li>• Informally assessing learners’ literacy levels</li> <li>• Creating and managing village libraries</li> <li>• Assisting the community with painting of classrooms</li> <li>• In conjunction with the community, copying decodable readers from schools to use at the reading center</li> <li>• Reporting to the village headman and parent-teacher association (PTA)/school management committee (SMC)/Mother Group on the progress of the reading center, as well as absenteeism</li> <li>• Assisting with caring for books, along with parents</li> <li>• Reporting success stories to the head teacher and teachers</li> </ul>
<p>Head Teachers</p>	<ul style="list-style-type: none"> <li>• Supporting and advocating for community out-of-school reading activities</li> <li>• Ensuring that agreed-upon EGRA reading activities are taking place in schools, are gender sensitive, and engage orphans and vulnerable children (OVC) and special needs learners</li> <li>• Training and coaching VCRFs</li> <li>• Providing coaching to teachers/VCRFs</li> <li>• Sourcing and awarding prizes at reading fairs or competitions</li> <li>• Monitoring and supervising community/school-based activities and providing necessary feedback</li> <li>• Encouraging communities to incorporate literacy-related activities in school improvement plans (SIPs)</li> <li>• Ensuring that schools are community and literacy friendly and that parents feel free to interact with teachers</li> <li>• Assisting in organizing annual reading fairs and zonal competitions</li> <li>• Working with SMC, PTA, and Mother Group members and the community to include reading activities within annual SIPs</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensuring that schools run EGRA sensitization meetings with parents so that the parents and the community at large can help their children with reading</li> <li>• Keeping statistics of all the reading centers that are within the school's catchment area (number and names of reading centers, names and contacts of VCRFs for each center)</li> <li>• Writing and reporting success stories to the PEA and EGRA staff</li> </ul>
Private Businesses	<ul style="list-style-type: none"> <li>• These include local businesses that can provide jobs and support the local economy and community mobilization initiatives. Local businesses are good examples of private businesses that can provide support to public educational institutions to fulfill their social responsibility, fostering public-private partnerships (PPPs) or other initiatives.</li> </ul>
School Teachers	<p>Create a learning environment where learners can learn to read effectively by doing the following:</p> <ul style="list-style-type: none"> <li>• Planning and teaching reading lessons</li> <li>• Organizing and participating in school, community, and zonal reading fairs</li> <li>• Maintaining and updating reading records</li> <li>• Mentoring and supervising teaching assistants</li> <li>• Assisting the head teacher to ensure that SMCs and PTAs are created and operating</li> <li>• Ensuring that reading and other activities are being practiced for the efficiency and effectiveness of the school</li> <li>• Sourcing and awarding prizes at reading fairs or competitions</li> <li>• Initiating regular meetings with stakeholders to inform them of community and school reading issues and initiatives and influencing their course of action through the head teacher, PTA, and SMC</li> <li>• Ensuring that special needs learners and OVC participate actively in reading lessons</li> <li>• Developing reading, teaching, and learning resources and games with communities</li> <li>• Writing and reporting success stories to the head teachers, PEA, and EGRA</li> </ul>

## Community Reading Centers

### Community Reading Centers (5 minutes)

Out-of-school learning support programs assist learners academically, socially, and personally. One such example is the establishment of community reading centers. These are places in the community where learners can meet and continue learning how to read and write. Reading centers are created to facilitate reading, not to teach reading. Examples of how reading can be facilitated will be discussed in this manual.

### Recruiting Reading Center Members

EGRA staff have already met with community leaders, head teachers, and teachers, as well as parents, to explain the EGRA intervention and what is required of the

learners and community. Community leaders and communities should assist in the establishment of the reading center and selection of VCRFs with the guidance of EGRA staff.

- Standard 1, 2, and 3 learners are expected to attend the reading centers.
- Sometimes learners who are in Standards 4 or 5, with low reading capabilities, can attend the reading centers. Do not send them away.
- Once a list of the learners is compiled, the learners should be divided equally among centers or facilitators.
- Reading centers are not a substitute for formal education in schools, nor are they centers for Complementary Basic Education (which is for those who dropped out of school).

**Facilitator:** Ask participants to share how they were recruited, where they meet, and the number of learners and resources that they have at their reading center. Remember to make them complete **Appendix 6**. When it is complete, you, the training facilitator, should give it to the District Community Mobilization Officer (DCM) together with the attendance register.

### **Guidelines for Running the Reading Center (25 minutes)**

- The goal of a community reading center is for children to **enjoy themselves and have fun** with reading.
- No more than 24 learners should be in a reading center at one time where possible. The ideal ratio is 10 learners for every VCRF. Therefore, where there are many learners and facilitators, it is better to split the learners into smaller groups. In the event that there are more than 24 learners and one facilitator, still go on with the facilitation.
- Learners should not sit in rows, but rather in a large circle or small groups.
- It helps to group learners according to their reading ability so that each group can be given activities that match its reading level.
- Reading centers may be at the VCRF's home, in a communal place in the village, or under a tree as designated by the village head.

## **Reading Center Resources and Activities**

### **Reading Center Resources and Activities (15 minutes)**

The reading centers require both human and material resources. The selection and effective use of such resources is vital to the success of the reading centers. The VCRFs are some of the human resources.

#### **Activity: Benefits of Using the Youth as VCRFs**

**Facilitator:** Have your participants form groups. In groups, discuss the benefits of having VCRFs to run reading sessions in the reading centers.

Benefits of this approach include the following:

- VCRFs act as role models to the learners.

- Because they are local youth, the volunteers can devote significant time and energy to the clubs (time that older individuals with families and greater responsibilities may not be able to devote).
- VCRFs will also gain an added sense of purpose and responsibility, as well as self-confidence, through mentoring of the learners.
- They can build strong community relationships.
- The learners can easily identify with their fellow youth.

It is very commendable, though, as we have noted, that in some areas parents and village heads are also playing the role of VCRFs.

### ***Materials Needed at the Reading Centers***

- Books, other reading materials, writing materials, etc.
- Prior to each lesson, learners should be told the local materials that they should bring, if possible, such as scrap paper, cardboard, and flowers for ink.
- Notebooks, slates, and pieces of chalk

## **Supplementary Readers**

### **Supplementary Readers (10 minutes)**

Books are central to the operation of a reading center. In addition to using the books that are in the curriculum and those of the old curriculum, supplementary readers can also be of great use in helping children attain fluency and in promoting a reading culture. Realizing that most schools might not have enough books, EGRA has written and supplied schools with several supplementary readers. VCRFs should take advantage of these readers and use them at the reading centers.

The term *supplementary readers* refers to reading materials that are additional to the core curriculum books.

### ***Why We Need Supplementary Readers***

While there are five key components of reading (phonological awareness, alphabetic principle, fluency, vocabulary, and comprehension) the ability to read **fluently** and with **comprehension** are the two components that prove that a learner is able to read. Supplementary readers assist with the development of fluency and comprehension by:

- Exposing learners regularly and often to reading texts
- Providing multiple opportunities to practice reading
- Expanding access to different types of texts
- Developing learners' critical thinking skills
- Arousing learners' interest in books, so that they actively want to read, in and out of school, for information and enjoyment
- Enabling children to become "good readers":

- “Good readers” read a lot. The more they read, the more vocabulary words they know, the more their fluency increases, and the more they are able to comprehend.
- The more learners develop ease and automaticity with reading, the more they enjoy it, and want to read more.

## Overview of the Supplementary Readers Provided in EGRA (35 minutes)

### **Activity Instructions**

**Facilitator:** Give the participants decodable readers, levelled readers, story cards, and name cards in groups of four and ask them to discuss the differences among these supplementary readers.

### **Decodable Readers: *Tiwerege Nkhani***

- Sets of 30 short stories in Chichewa, packaged in three volumes, each with 10 stories
- “Decodable” means that the texts have been developed according to the sequence that letter sounds are taught. In this case we are referring to the sequence taught in *Maziko a Kuwerenga* and the National Primary Curriculum (NPC) Chichewa Standard 1 course.

### **Levelled Readers**

- Sets of 10 Chichewa and 5 English readers
- The difference between decodable readers and levelled readers is that levelled readers resemble the books in libraries or sold in book shops for reading pleasure. They have colorful illustrations, and the language of the text is not as carefully graded as in decodable texts. So, in general, levelled readers may be harder to read, but the content may be more complex and interesting.
- Remember, though, that the focus of VCRFs is on the facilitation of reading in Chichewa.

### **Story Cards**

- Sets of 10 Chichewa and 5 English laminated cards with stories on one side and questions on the flip side
- The Chichewa texts are taken from the *Tiwerege Nkhani* series, and the English texts are taken from the levelled readers series. The re-utilization of these texts will provide enhanced opportunities for learners to read on their own. This will encourage the fluency that is necessary for them to become enthusiastic, independent readers who can take meaning from text.
- The main purpose of the story cards is for home and community-based reading. The questions about the text on the back of the card develop learners' reading comprehension skills.

**Name Cards**

- These are cards with a picture of an object, a letter, and a word. The letter is the initial letter of the word, and the word is the name of the object in the picture.

**Complete List of Texts and Quantities**

All EGRA schools have been provided with the following books and story cards in the quantities presented in **Table 2**. In total each school has received 856 supplementary reading books/cards.

**Table 2. Supplementary Reading Materials Provided to Schools**

	Quantities per School
<b>Tiwerege Nkhani (decodable readers)</b>	
Vol 1 (10 stories)	48
Vol 2 (10 stories)	28
Vol 3 (10 stories)	18
<b>Total</b>	<b>94</b>
<b>Story cards: Chichewa</b>	
Amina	28
Ife	28
Utaka	25
Mudzi	25
Fulu	25
Amalume ndi Akwenda	25
Khama amakonda sukulu	25
Mitengo	25
Padwale	25
Nyanja ya Malawi	25
<b>Total</b>	<b>256</b>
<b>Story cards: English</b>	
Pat had a cat	25
Ben and Ken	25
Clap clap clap	25
The cat on the mat	25
My family	25
<b>Total</b>	<b>125</b>
<b>Levelled readers to all schools: Chichewa (to be delivered in Term 3)</b>	
Mazunzo ndi Chifuniro	40
Banja Lathu	40
Thoko ndi Ziona	40

	Quantities per School
Ndimakonda sukulu	20
Madzi ndi odabwitsa	20
Ulimi	20
Nyama zosiyanasiyana	20
Mphuno za nyama	18
Madzi ndi moyo	18
Kodi anzanga ndi ati	18
<b>Total</b>	<b>254</b>
<b>Levelled readers to all schools: English (to be delivered in Term 3)</b>	
Pat had a cat	32
Ben and Ken	32
Clap, clap, clap	21
The cat on the mat	21
My family	21
<b>Total</b>	<b>127</b>

## Community or Village Libraries and Reading Mentors

### What Are Community/Village Libraries? (10 minutes)

**Facilitator:** Brainstorm with the VCRFs, asking if they have set libraries (stocks of books), how they sourced the books, how they are managing the libraries (book stocks), and if they have set a village library.

Community or village libraries are collections of reading materials used by learners and community members. The VCRFs can run such facilities; following are things the volunteers should know:

- Literacy cannot be implemented without materials for learners to read. Libraries or Book Banks can really make a difference to learners' reading development.
- Some of the books can be in Chichewa and others in English, but remember that the current EGRA focus in reading centers is on Chichewa.
- Children learn to read most effectively in their mother tongue.
- The library reading materials must be readily accessible to learners and community members.
- The library may consist of materials that are written, illustrated, and published entirely locally.

- Parents and the school can contribute written materials like magazines, newspapers, books, and readers to the library.
- The books should be classified according to levels of difficulty. The learners have to be assisted to read and understand the books. This will help to ensure that learners read books at their level and to assess how many books learners have read at their level.
- Additional libraries or “literacy corners” should be available in schools as well. Some families have gone an extra mile to establish reading corners in their own homes.
- VCRFs may also put a sign at the site or house where the books are stored as a way to increase awareness about the library.
- The library building or storage house should be centrally located in the community so that all members and physically challenged learners can easily visit it.
- Braille and large print literature should also be available for blind or partially sighted learners. VCRFs can link up with Special Needs Education teachers who can source such books.

## **Establishing and Managing a Community Library (10 minutes)**

### ***Management of the Village Library***

VCRFs would be the ideal persons to maintain the library if the community does not have a librarian.

**Facilitator:** Encourage the VCRFs to do the following:

- Record all the available literature in an inventory book.
- Have a system of monitoring book use and return (see **Appendix 1** for a sample book-lending register).
- Understand that it is better to have books that are torn and dirty from use than books that are perfectly neat and unused. Often, neat books are books that have never been read! Cover the books with plastic or paper covers for them to last long.
- Store books that are not in use in a container in a dry area. Strong cartons or wooden boxes can be used. Plastic or paper bags can also be used, but should be replaced when they get damaged or destroyed.
- Use chart paper to make a reading register similar to the ones you will see in the school. List the learners' names, then write a star next to the learner's name on the chart for each book read and returned, as motivation. VCRFs may develop a different, but similar, motivation system that works better in their centers.
- Make a follow-up date for any books not returned at an agreed-upon date.
- Determine a mechanism, with community input, for replacing lost books.

## Community and Village Reading Mentors (10 minutes)

Paired reading is a good strategy for developing reading fluency. This involves pairing younger learners with those who are older and in higher grades. The idea behind the pairing is that the older primary school learners should help younger learners with their reading skills, because the VCRFs will not have adequate time to individually focus on the literacy needs of each and every learner. The older mentor children are selected on the basis of high levels of fluency and comprehension. On the agreed-upon date or earlier, the younger learner selects a book or a supplementary reader from the community library, and the older mentor learner provides reading help. The older learner may also help the younger learner with homework, school attendance, and other school-related activities. The VCRFs, too, can do the same. The only difference is that a VCRF will do so at the reading center, while a mentor does the mentorship, with the VCRF's guidance, at home. The VCRF should enlist the help of one or two teachers from the local school to help set up and monitor the progress of the reading pairs. The following guidelines in **Figure 1** will help with setting up the mentoring system.

**Figure 1. Guidelines for Mentors**

**Guidelines for Organizing and Pairing Reading Mentors**

- Identify the target communities and schools in which the mentorships will take place.
- Meet with the head teacher to explain the program.
- After head teacher training, head teachers should identify a teacher or teachers who can oversee and monitor the program—ideally a teacher who lives in the village and knows the learners well.
- This teacher should explain the program to the learners in Standards 4, 5, 6, and 7 and ask if any of them would like to volunteer to be a reading mentor for a Standard 1, 2, or 3 learner. S/he should discuss with the class teacher which of the volunteer learners would make good mentors.
- Match Standard 1, 2, and 3 mentees with mentors who live close to each other. Mentors and mentees who live many miles apart are not ideal, as their interaction will be limited.
- The teacher and the VCRF should together train the mentors on how to read with their mentees (e.g., using the *I do; We do; You do* technique – you will learn more about this later in this training).
- Depending on the number of books and the number of learners, mentors should gather once every week or once every two weeks to collect new books.

**Reading Mentor Guidelines**

- Books can be distributed or selected each week, when both the reading mentor and mentee are present.
- To begin, the mentee selects a book. When the pair has finished reading, the mentee takes the book to his or her home to read again with family members. The following week, he or she must bring it back and then select a new book to begin reading with his or her mentor. At this point, to ensure that the learner has really read the book, the VCRF can ask the learner to tell the class what the book is all about, or the volunteer can ask the learner oral comprehension questions. The comprehension questions can also be written so as to test both the comprehension and writing skills of the learner.
- It can also be the role of mentors to walk to school with their mentee and help the mentee with his or her homework.
- To motivate them, mentors should be recognized, probably during reading fairs.

## Good Facilitation

### Good Facilitation Practices (15 minutes)

**Facilitator:** Discuss the following activity instructions with the participants. The answers to the cross-match are provided before the definition. After the 15 minutes given to participants to complete the activity, read the definitions and call on participants to tell you the facilitation term associated with it. The responses to this activity are provided at the end of this section. Facilitator, when the participants have finished, refer them to the page where the responses are.

#### *Activity Instructions*

Please review the exercise below. Working in groups of four or more, see if you can match the features of teaching with their definitions.

#### *Features of Good Facilitation*

1. Facilitation Planning
2. Facilitation Introduction (start with what they know and move to what they do not know)
3. Use of Locally Available Facilitation Resources
4. Practice and Feedback
5. Continuous Assessment
6. Active Learning
7. Extending Learning<sup>1</sup> |

Match the features above with the following responses:

The VCRF provides learners opportunities to receive feedback as they practice the skills they are learning.

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The VCRF uses a variety of tools to determine whether or not learners have learned the lesson.

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The VCRF uses a variety of materials to support the teaching of the lesson.

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<sup>1</sup> Primary Schools Support Programme: A School Fees Pilot. (2008). Mmela n'poyamba, Nthano ndi ndakatulo za ku Dowa, Buku lachinayi. Dowa, Malawi: American Institute for Research, Creative Center for Community Mobilization, Malawi Institute of Education, Miske Witt & Associates.

The VCRF is prepared for the facilitation and has clear outcomes, appropriate activities, the necessary resources, and assessment tools.

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The VCRF ensures that learners are engaged in the learning tasks.

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The VCRF ensures that learners have appropriate activities to practice new skills at the reading center and at home.

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The VCRF makes sure that learners are ready to learn by telling them what they are expected to learn and using clear language.

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## Inclusive Facilitation

**Facilitator:** It is important for the VCRFs to have a facilitation plan that also caters to learners with special needs, if there are any at the center. VCRFs should consider the following when planning a day's activities:

- The opening song to be used
- Review of the previous day's work
- Timing the different activities
- Checking of the learners' school work and assisting them with their Chichewa home work
- The fluency games to be played
- How learners will be evaluated

## Facilitation Cycle (15 minutes)

The facilitation cycle is the set, series, or arrangement of similar fluency activities that can be performed when facilitating reading activities. Children follow an adult's example and gradually develop the ability to do certain tasks without help or assistance.<sup>2</sup> It is therefore important to make sure that the cycle arouses learners' interest and brings about effective learning. This can be achieved by making the reading center activities as varied, interesting, and participatory as possible.

**Facilitator:** Ensure that the VCRFs understand the facilitation cycle. A reading center facilitation cycle should follow the following process:

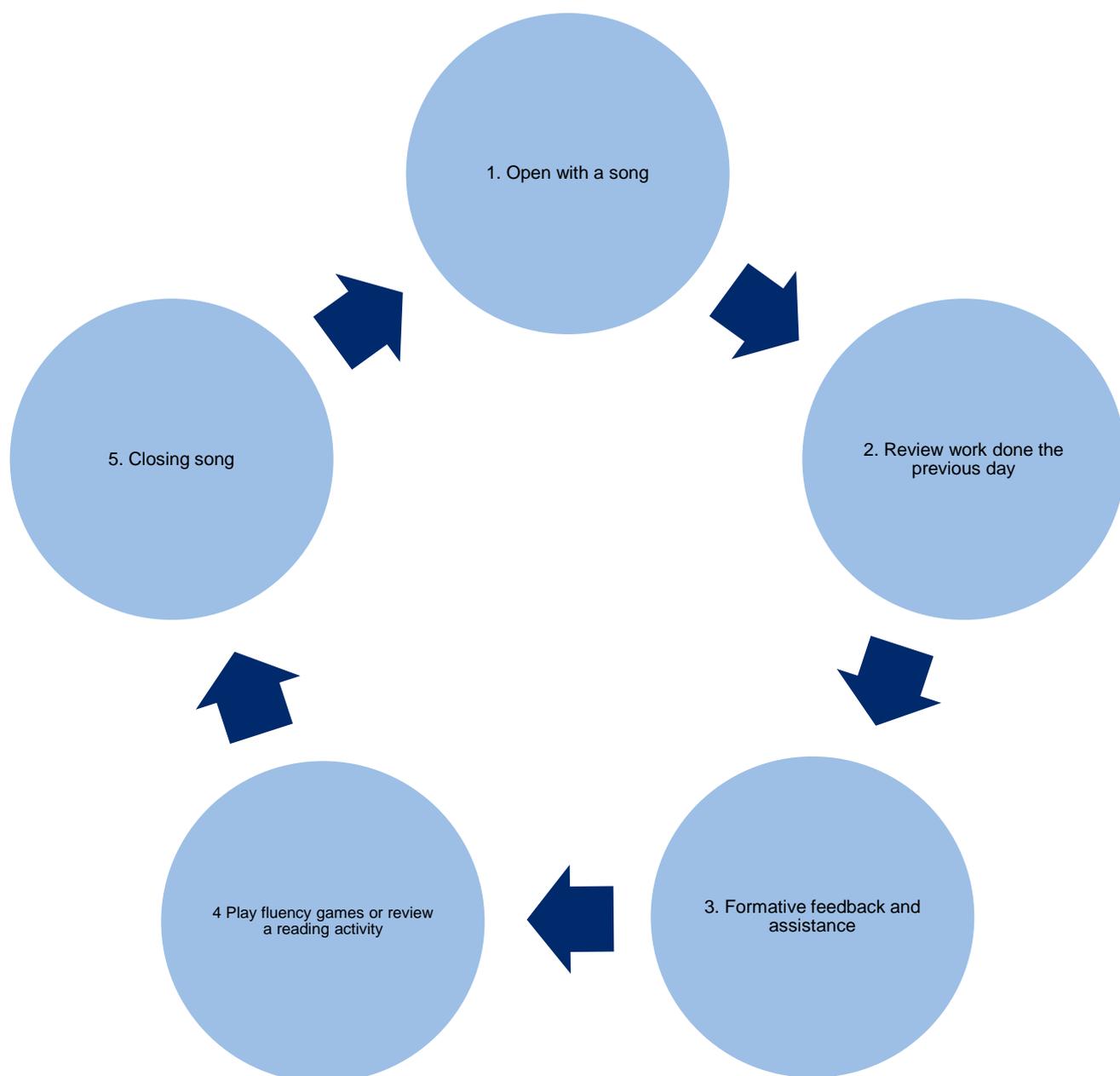
1. Open facilitation with a song

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<sup>2</sup> Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

2. Review what was done the previous day with oral questions and answers. Avoid choral answers.
3. Check on those who have had a reading activity at school so that those who got some questions wrong can be assisted by the VCRF or peers at the reading center.
4. Play a fluency game or do a fluency activity (any of those indicated below or review of a reading activity that most of them got wrong at school). More accomplished learners can take the lead in facilitating some of the fluency activities. This is called peer facilitation. In the question and answer approach, avoid choral answers. The learners should be called upon by name. The more you know them by name the closer they become to you and the more disciplined they become.
5. Sing a song. Where possible ensure that the song matches the reading activity that you have done.

If there is time you can move on to another fluency activity and restart the cycle. This process has been illustrated in **Figure 2**, below.

**Figure 2. Reading Facilitation Cycle**

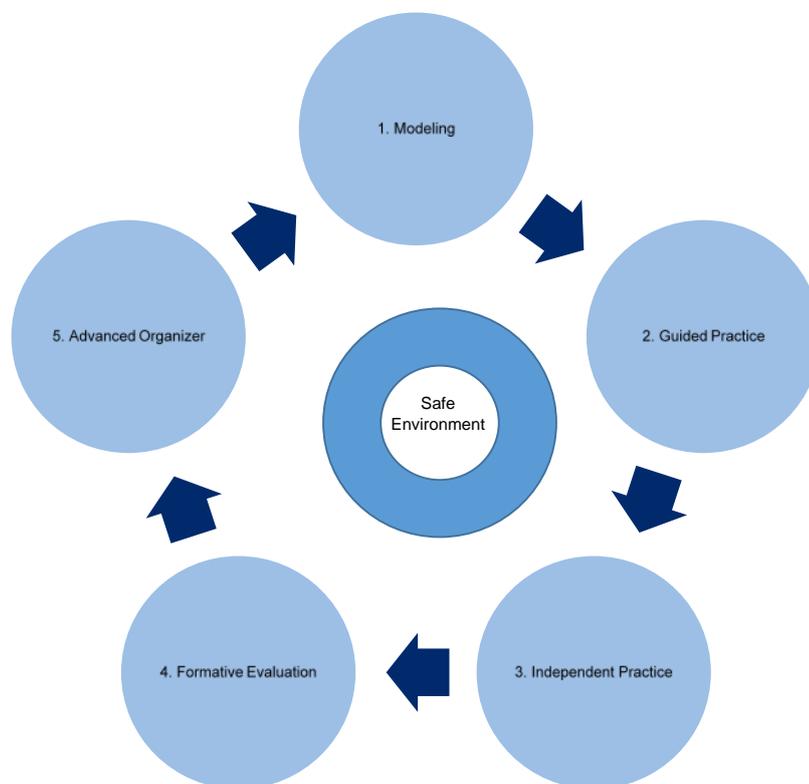
### Steps to Follow When Facilitating a Reading Activity (1 hour)

There is a reading activity cycle that should be used when facilitating a reading activity. Using a predictable cycle helps to create a safe learning environment and make the best use of facilitation time. In this technique the facilitator models the desired learning strategy or task, then gradually shifts responsibility to the learner. This process is called Scaffolding. Take note that this approach is not applicable to all reading games.<sup>3</sup>

<sup>3</sup> Kim, J. S. & White, T. G. (2008). Scaffolding voluntary summary reading for children in grades 3 to 5: An Experimental Study. *Scientific Studies of Reading*, 12(1), 1-23.

**Facilitator:** Show and discuss the meaning of the following diagram, **Figure 3**. [*You will need to have prepared this on the chalkboard or on chart paper before this session.*.)

**Figure 3. Reading Activity Facilitation Cycle**



A “safe environment” or a conducive learning environment is an environment in which learners receive enough support and help that they don’t get left behind. Learners do not get punished for not knowing an answer. VCRFs should help learners who don’t know the answers by leading them to the answer and ensuring that they get it correct before moving on. Alternatively, the VCRF can ask a fellow learner to assist the learner. In this way learners know that errors are not bad, and that it is through errors that we learn; they’ll get the support they need to learn from their mistakes. After all, that is what learning is all about! If learners are aided rather than being told “no,” they will gain confidence and remain interested in learning.

### Features/Steps of an Effective Reading Activity

**Facilitator:** Review with the participants each of the features of an effective reading activity facilitation cycle, shown in **Figure 3** and discussed below.

Tell participants that the VCRF orients the learners to a new assignment or gives instructions on how the task will be carried out. This is important because learners who understand the purpose of what they are doing, and how to go about doing it, work more independently and make greater progress.

## Modelling

During modelling, each reading activity is clearly described, modelled (illustrated), and practiced to take the mystery out of the task. Taking the mystery out of the task ensures that children are not confused or lost, and having trouble learning. You should also clearly state the focus and provide a clear and ordered demonstration in order to make the process visible.<sup>4</sup>

- Modelling is the same as **I DO** in the **I DO - WE DO - YOU DO** sequence. The VCRF provides learners with an example of how they will complete a task or apply a strategy. The script below shows how to demonstrate the I DO model:

VCRF: *Today, we are going to learn a new letter. I will show the letter, and then I will tell you the name of the letter.*

VCRF shows the target letter, points to the letter and says the following:

VCRF: *This letter is \_M\_.*

## Guided Practice

Guided practice has two important components: formative feedback and supported instruction. These two practices are related and often work together to ensure that learners are learning and practicing the reading skill or strategy correctly. This is important because it is harder to unlearn something than it is to learn it correctly the first time.

Formative feedback is the response a VCRF gives about the learner's competence or achievement. The word *formative* means that it helps develop and improve the learner's performance. For it to be effective, the VCRF must first:

- Indicate to the learners whether their understanding is correct or incorrect
- Tell or describe why an answer is or is not correct
- Tell the learners what they have or have not achieved
- Describe how to correctly complete the task or use a strategy.

**Facilitator:** Tell participants that you will demonstrate formative feedback, as follows:

- *I ask learners to read the word ---ana--, but the word is read incorrectly. Some learners say:  
--aka--.*
- *I say, "No, that is not correct. That does not say --aka--. You missed a letter. Let's say each letter name together and then we will read the word fast: a-n-a, a-n-a ana ana. Now you try it."*

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<sup>4</sup> Blair, T. R., Rupley, W. H., and Nichols, W. D. (2007). The effective teacher of reading: Considering the "what" and "how" of instruction. *The Reading Teacher* 60, pp. 432-439.

Explain to participants that this helps the learner know how to approach the problem: *If I just say, no, the learner doesn't know any more than he did before, or how to discover the error.*

Guided practice is the same as **WE DO** in the *I DO - WE DO - YOU DO* sequence.

## Independent Practice

Independent practice gives learners opportunity to practice what they are learning. Some learners need a little bit of practice, others need more. Learners should not engage in independent practice until they know how to complete the task alone. We do not want them to practice incorrectly.

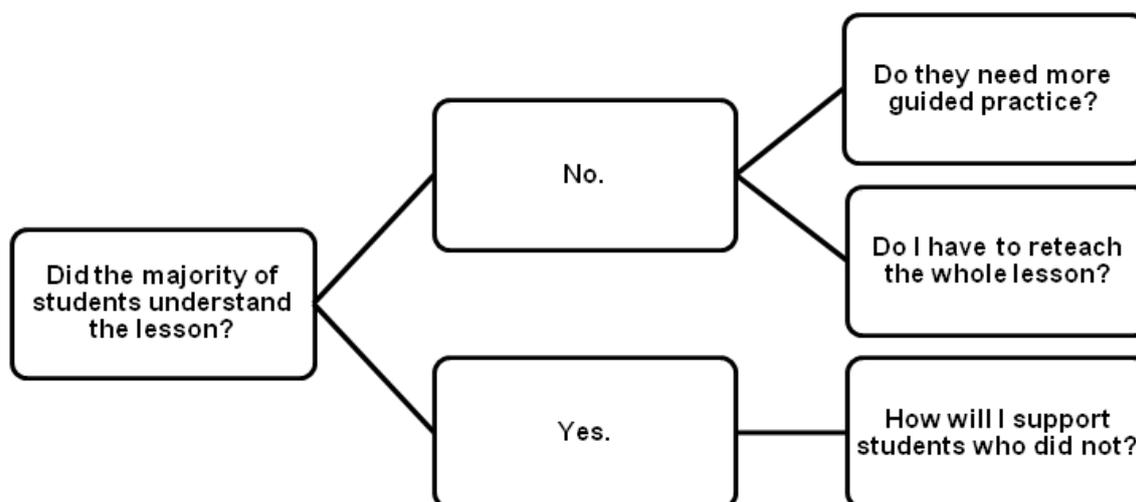
Independent practice is the same as **YOU DO** in the *I DO - WE DO - YOU DO* sequence.

## Evaluation



Tell participants that informal evaluation is an important part of teaching. Before closing each lesson, it is helpful to evaluate the learners' understanding. Draw **Figure 4** on the chalkboard or chart paper and explain how this evaluation process helps to make the teaching relate to the learners' needs.

**Figure 4. Evaluation Process**



The benefit of being a VCRF rather than a teacher is that the class is probably smaller—and VCRFs do not have to rush to complete the syllabus. VCRFs can really facilitate the reading at the learners' own pace.

If the majority of learners are getting something wrong that is important to learn, correct their mistake. Stop, reflect, and change the practice that led them to making the mistake.

**Remember!** There are 3 things that can be changed to improve learning:

- The amount of instruction a learner receives

- The focus of instruction
- The quality of instruction.

When teaching in a community reading center, this kind of evaluation will help VCRFs develop facilitation skills and achieve greater success with the learners.

**Facilitator:** Make sure that the participants thoroughly **PRACTICE** the reading activity facilitation cycle and the applicable reading activities below. They should critique the demonstration lessons for further improvement.

## Summary



As VCRFs, participants can achieve great success with their learners if they follow the guidelines in this training.

Well planned and delivered reading activities help to create a conducive learning environment for learners to acquire new knowledge or practice the skills taught in school. In this model, learning is viewed as a process and not as a product.

- VCRFs tell learners what they expect, and model it.
- VCRFs practice with learners and give them opportunities to practice independently.
- If learners make an error, VCRFs provide formative feedback.
- When VCRFs are sure learners can complete the activity, VCRFs give them opportunities to apply the skill in new situations.

## Practical Tips for Supporting Children with Disabilities at the Reading Center (15 minutes)

It is inevitable that VCRFs will have the opportunity (and pleasure) to work with learners with disabilities at the reading center. Providing for the needs of these children may be one of the greatest challenges as a facilitator. The following tips have been designed to help VCRFs gain skills and competence to provide effective support to these learners. Since each child with disabilities is special, it is important to have each learner with disabilities explain how he or she reads, writes, takes notes, etc. While VCRFs are expected to give individual support to these children, they may also need assistance from school-based and itinerant specialist teachers to ensure that these learners receive quality support that is based on their individual learning needs.

General tips and strategies for supporting children with disabilities are listed below.

**Tip 1:** When appropriate, assign a mentor to the child with special needs to support him or her. Assisting friends with disabilities will contribute greatly to a peer reader's social, emotional, and academic development, and will be mutually enriching.

**Tip 2:** Do one activity at a time with the child and break activities into smaller steps. The child should start with an activity that s/he can do already before moving on to something that is more difficult. Go back one step if the child encounters problems. Make it clear when one activity is finished and another one is starting.

**Tip 3:** Model instructional practices that you want the child to follow rather than relying on verbal explanations alone.

**Tip 4:** Use real objects that the child can feel and handle to aid instruction. This is important for all children, but especially for children with disabilities.

**Tip 5:** Explain things many times and in many different ways—sometimes to the whole group, sometimes to a smaller group of children (as many will benefit from this), as well as individually to the child with disability.

**Tip 6:** Use simple commands with as few words as possible, having the child then carry out that instruction.

**Tip 7:** Plan to stand close to the child with disability to provide immediate feedback when his or her attempts are incorrect.

**Tip 8:** Patiently allow the child as much time as needed to process whatever you are teaching him or her. You may need to slow down if you are used to speaking quickly. Relax while you wait for the child to answer. Don't let the child feel rushed.

**Tip 9:** Be generous with praise (honest praise) and encouragement when the child is successful and masters new skills, as well as when s/he is trying (and working) very hard.

**Tip 10:** Allow the children with disabilities to show their skills and knowledge, as doing so builds confidence and self-esteem. The golden rule is "Never do for the child what he or she can do for himself or herself."

## Definition Responses: Features of Good Facilitation

4	The facilitator provides learners opportunities to receive feedback as they practice the skills they are learning.
5	The facilitator uses a variety of tools to determine whether or not learners have learned the lesson.
3	The facilitator uses a variety of materials to support the teaching of the lesson.
1	The facilitator is prepared for the facilitation and has clear outcomes, appropriate activities, the necessary resources, and assessment tools.
6	The facilitator ensures that learners are engaged in the learning tasks.
7	The facilitator ensures that learners have appropriate activities to practice new skills out at the reading center and at home.
2	The facilitator makes sure that learners are ready to learn by telling them what they are expected to learn and using clear language.

## Reading Center Activities

### Activities That Can Be Performed at a Reading Center (10 minutes)

Reading center activities must be as entertaining as possible while at the same time they help children learn.

**Facilitator:** Emphasize to the VCRFs that EGRA uses the *I DO - WE DO - YOU DO* approach. In the activities or games this approach should be used where possible, as learners SHOULD be familiar with the activity or game from school. In some cases the activity or game instructions will suffice.

Examples of fluency activities that can be performed at a reading center are: storytelling, story making, story reporting, guided reading, differentiated group reading, singing songs, reading games, broken phone wires, assisting the learners with their school work, listening comprehension, dramatizing or sketching a short story, and physical games. The next sections of the manual show how the VCRFs can facilitate each of these activities. The description of each activity is followed by a practice session, where time allows.

VCRFs must remember to review what was done during the previous facilitation session by asking the learners questions or appointing an individual to review and state what was done during the previous session. VCRFs must also state what activities will be done that day and, where possible, show how the current work builds upon what was covered during the previous session. At the end of the day, VCRFs must tell the learners what will be done during the next session in case there is something learners will need to bring with them to the reading center.

## Reading Center Activities: Storytelling

### Storytelling (5 minutes)

#### ***Guidelines for Storytelling***

Story Time is a storytelling activity that can take place anytime, anywhere, with anyone, including the members of the community who are not fluent or confident readers. The essence of storytelling is to tell or read meaningful, enjoyable, and curriculum-relevant stories to children. Storytelling may take place at home or in a communal village area. Stories can come from oral traditions, books, poems, history, or be made up.

VCRFs may also invite parents to participate in Story Time to tell the stories from folklore or books or create some of their own. Children of all ages love listening to stories, so the story can be told at the same time to children of all ages. After the story is read or told, the learners and story teller can discuss the people, places, and events in it. The story can be told or read once and then repeated. VCRFs can ask a child or children to help each other re-tell it a third time. Begin with simple stories that are easy to remember. Each time the story is told, VCRFs can point out something important from the beginning, middle, and end of the story to make it easier for the children to remember and re-tell the story later.

Benefits:

- Builds confidence; instills a sense of attentiveness and ability to focus
- Builds vocabulary, fluency, and confidence in expression
- Strengthens listening skills, memory, and categorization skills
- Promotes, shares, and strengthens cultural knowledge

At the community reading center, VCRFs should:

- Do a brief survey of the community to find out who the best storytellers are and who would like to participate in the activity.
- Include parents, VCRFs themselves, or anyone else from the community as storytellers.
- Hold Story Time in a regular and easily accessible place in the community like at the reading center.
- Remember after each Story Time session to complete the Community Story Time recording sheet (**Appendix 3**).
- Make it clear that this will be a fun experience helping learners, and that a commitment to be part of this is highly appreciated.
- Set up a time at regular intervals, such as weekly, to conduct storytelling at Story Time. Have a core group of storytellers to share stories and schedule the volunteers identified.
- The first time children attend Story Time, they may not be interested or know what they are supposed to do. However, each time they attend they will understand the activity better and will listen with more and more attention.

## Reading Center Activities: Story Making or Composition

### Story Making or Composition (30 minutes)

For Story Making, VCRFs provide opportunities for learners to develop their own stories, either orally or in writing, if the learners have writing skills. VCRFs ask learners to build stories together, word by word, by adding one word at a time to a first word that a learner provides.

**Facilitator:** Have the participants form groups and practice making stories according to the instructions below. When you have about 5 minutes of time left, get all the groups together to discuss the activity.

#### **Activity: Story Making or Composition**

**Instructions:** Gather your learners in groups according to their level of fluency. Ask one learner to come up with a word, then the next learner to add a word to that first word that will make sense. The next learner adds another word that makes sense, and so on.

Depending on the level, you can have them work toward developing short sentences, complex sentences, paragraphs, or short stories.

If the learners can read, ask them to keep track of their words by writing them down while they say them. The learners can continue to add words until they have a sentence, then a story.

At the end of the sentence or story, you can ask the learners some comprehension questions about the characters, actions, or other details.

## Reading Center Activities: Story/Book Reporting

### Story Reporting or Book Reporting (30 minutes)

The purpose of the reading center is for children to practice reading and writing so that they eventually develop a reading culture. The more the children are exposed to literature the faster they learn to read and write and develop a reading culture. As discussed earlier on, books can be sourced from the feeder schools. These can be the *Nditha Kuwerenga* books, old curriculum books, and leveled readers. VCRFs should contact the head teacher of their school to provide the reading center with any books that are in stock.

The learners can be asked to read aloud a story from the leveled readers. When the appointed learner has finished reading the story, the VCRF can ask her or him detailed questions about what she or he has read. In this way, the VCRF encourages the learner to report on the story that was read. If it is a written activity, the VCRF can mark their work and record their marks to follow their progress. The VCRF should progress from one story to another, then from one book to another. Reporting can be simple or detailed, depending on the level of the story read.

**Facilitator:** Participants can practice Story Reporting, following the instructions below. Have them form groups, with one group member as the learner who reads the story, and the others to ask the reader questions. Have them switch roles about halfway through the time allotted. Move around the class to listen to the reading and provide support where needed. When you have about 5 minutes of time left, gather the participants to discuss the activity. For instance, each group could share with the rest of the learners what reading mistakes were made, which words most of them found difficult to read, and which words some of them did not understand. This discussion will help you, the facilitator, to better understand which learners need more help and also which areas need emphasis.

#### **Activity: Story Reporting**

**Instructions:** Have one of the learners at the reading center pick a book or supplementary reader, and read to a group of learners. When the reader has finished, ask the reader and the other members of the group detailed questions about what s/he read, such as Who is the main character in this story? What did that character do? Why did that character do that?, etc.

Other learners can ask questions, too. Try to ask enough questions that you could report on the entire story that was read.

## Reading Center Activities: Guided Reading

### Guided Reading (1 hour 20 minutes)

Sometimes text books can be inadequate. When this happens, VCRFs can facilitate reading through *guided reading*. A guided reading session takes about 30 minutes, using the 16 guiding points indicated in **Table 3** below. VCRFs can act as the teachers in guided reading, and perform the same role in the reading centers that teachers perform in the classroom.

**Facilitator:** Have participants choose one of the stories in *Tiwerenge Nkhani Volume 1* or any other Chichewa book to practice facilitating a guided reading session, following the 16 points listed below in **Table 3**. Have one participant act as the teacher or VCRF, and guide the rest of the participants. When one participant is finished, repeat the activity with another participant acting as the teacher or VCRF for another story. If you have time, have a third participant repeat the activity with another story.

When you have about 5 minutes left, have the group discuss the process to see what they have learned.

**Table 3. Guided Reading Points**

Teacher	Teacher and Learners	Learners
<p>Preparation before reading: Pre-read the story and prepare in advance to facilitate 3 or 4 vocabulary words that are key to the story, and that you think learners may not already know, or that may be difficult to read.</p> <ol style="list-style-type: none"> <li>Hand out copies of the reader so that all learners can see the text. Because the print is large, it should be possible for 3 learners to read together.</li> <li>Ensure that all learners have opened the book at the same page.</li> <li>Read the title, or ask learners to read the title.</li> <li>Ask learners to tell you what they see in the illustrations.</li> </ol>	<ol style="list-style-type: none"> <li>Invite learners to predict from the title and the illustrations what they think the story will be about. Refer to these predictions for consideration after reading.</li> <li>Discuss any words that you think the learners will not know before you begin to read. Limit this to no more than 4 words.</li> <li>Say: I will read the story. While I am reading you should listen and follow, putting your finger under the words as I read.</li> <li>Read at a pace that learners can follow, but not too slowly that the meaning of the story gets lost.</li> <li>After reading, discuss if their predictions were accurate or not.</li> <li>Read the story again with the learners.</li> <li>Ask one or two comprehension questions.</li> <li>Invite groups, pairs, and individuals to read the story aloud on their own. If it is a long story, have different combinations of learners read</li> </ol>	<ol style="list-style-type: none"> <li>Now give the learners a chance to read the story again on their own, at their own pace.</li> <li>Learners will be reading at the same time, so to limit the noise in the class, show them how to read aloud softly. Demonstrate how you can modulate your own reading voice from very loud to very soft.</li> <li>As the learners read, move around to help where necessary.</li> <li>Ask learners to give their opinion about the story. If they liked it, why; if they didn't like it, why not.</li> </ol>

Teacher	Teacher and Learners	Learners
	different sections.	

## Reading Center Activities: Differentiated Group Reading

### Differentiated Group Reading (1 hour)

If the reading center has fewer copies of books or story cards, VCRFs can facilitate group reading sessions with groups of learners reading different texts. This requires careful management. Learners, who are used to reading as a whole class, will need to be trained in this approach. It will take patience and a few repeated tries of practicing the routines before VCRFs and the learners adapt to it.

However, this activity is very important because it helps learners develop independent reading strategies, which are necessary for all areas of the curriculum.

Before separating learners into groups for a differentiated group reading session, VCRFs should consider the following:

- Learners must be grouped according to their reading levels or even classes. Within the classes they can be classified even more.
  - Alternatively, VCRFs can plan to do paired reading by deliberately pairing a stronger learner with a weaker learner for peer support.
- Decide on the grouping before the group reading session begins.
- Group leaders should be used to collect, distribute, gather in, and return the story cards or books. Before the session begins, VCRFs should take a little time to explain what leaders are expected to do.
- It should not take more than 5 minutes for the learners to move to their groups, and for the books or story cards to be handed out. To show learners how to move to different groups for reading, practice a few times getting them to move quickly and quietly.
- VCRFs should choose texts that are just at the right level or even slightly easy for most of the learners in the group. For this type of independent group reading, the text should be one that they have already read.
  - If the text is too difficult, learners will become demoralized, distracted, and start to disturb other groups.
  - If the text is too easy, learners will read through it too quickly, and become distracted and start to disturb the other groups.
- VCRFs should choose one learner in each group to play the part of ‘the teacher.’ S/he should lead the group in trying to predict what the story will be about by referring to the title and to the picture(s).
- Learners should then read aloud softly, following points 13, 14, 15, and 16 of the guided group reading points in **Table 3**.
- After some weeks of this type of activity, VCRFs may want to help one of the groups in particular. However, until the learners have become familiar with

this approach, VCRFs should not stay with one group. After providing clear instructions to all the groups, making sure that the books or story cards have been distributed, VCRFs should move around the class to listen to the reading and provide support where needed.

**Facilitator:** Have participants practice group reading sessions by dividing them into four groups. Select four different stories, story cards, or books with stories in them, one for each group. Choose one person to act as the VCRF and facilitate the reading for all the groups. When you have about 5 minutes of time left, have the whole group of participants discuss the activity to see what they have learned.

## Reading Center Activities: Singing Songs

### Singing Songs (1 hour)

Young children can only concentrate on one activity for about 10 minutes. Learning can be improved, and made more enjoyable, if VCRFs plan to do a range of different activities in the community reading center. Songs are a very good way to start and end a lesson. They are also a good way to regain learners' attention and increase energy between activities in the middle of a lesson. Songs can also help improve literacy skills. They have useful vocabulary words that are important for learners to learn. VCRFs can ask oral comprehension questions based on the song.

Action songs and rhymes are always popular with young learners. They are good for developing vocabulary as well as for helping children focus and expend some energy.

**Facilitator:** Have participants form groups and:

- Share the Chichewa songs that they have been singing in their respective reading centers.
- Brainstorm and make a list of Chichewa songs that they sing or can sing in their community reading centers.

Ask each group to give feedback on its list of songs to the whole class, and sing them. No repetitions from each group, only additions! If there are songs that participants do not get to practice during this activity, they should find time to practice them before they try them at a reading center with their learners.

A list of some Chichewa songs can be found in **Appendix 7**.

## Reading Center Activities: Reading Games

### Reading Games (1 hour)

Again, the goal of a community reading center is for children to **enjoy themselves and have fun with reading**.

This is very important. When children run into the center with happy faces, remain happy for the whole session, and do not want to leave at the end of the session—that is when we know that this goal has been achieved.

Also, the community reading center should support what is happening in the school, and the lessons do not need to be the same as those in school. A very good way for children to practice reading while having fun is by playing reading games. In the *Maziko a Kuwerenga* teacher's guide, these are called fluency games, because they help learners read rapidly with understanding.

**Facilitator:** Demonstrate the games in the examples below, then have the participants demonstrate them to each other, following the instructions provided. Use the *I DO - WE DO - YOU DO* approach. If there is not enough time to demonstrate and practice all the games, the rest can be completed at a later training.

### ***Word Scratch Off***

**Instructions:** Have learners pick any 6 words from the word chart and write them in their notebook. Tell learners that you will call out a word, and if they have the word, they should raise their hand. When you ask for the word, everyone who had the word written in his or her notebook will read the word. Then they should cross out the word. When all their words have been crossed out, they should clap their hands.

### ***People Sentences***

**Instructions:** Learners choose a word from a displayed word chart and write the word down in their notebooks. Once each learner has written a word, learners turn to the person to their right to put the words together. The learners have to determine if their words make a sentence. If the combined words do not make a sensible sentence, the learners rearrange/reposition themselves so that the words they have written down make sense when read aloud in sequence. If time allows the learners combine their sentences to make a story by lining up and displaying their words.

### ***Make a Word with Syllables/Syllable by Syllable***

**Instructions:** Say a syllable, such as “ma-”, and have the learners write it down. Ask the learners to tell their neighbors what word it might be. Say another syllable, like “-la-”, and have learners write it down next to the first syllable. Have learners tell their neighbors what word it might be now. Say a third and last syllable, like “-wi”, and have learners write it down next to the first two, then pronounce the word: “malawi”. . Remember to move around the learners to check if all of them are writing the syllables down and correctly and provide support where needed.

Sometimes the words that the learners can predict can differ from that of the VCRF in the last syllable. Where the last syllable differs from yours, ask the learners what their predictions were and to say and write down their last syllable for you and all the learners have to see. For instance, if the first two syllables were “ma-la-” the final word would be malawi (flames) or malaya (shirt) or malata (iron sheets).

### ***Write the Syllable/ Make a Word with a Friend***

**Instructions:** Learners first write a syllable in their notebook. Then, they turn to their neighbor and put their syllables together and read the word. Learners can search around among their peers to find a syllable to add to theirs that makes part of a word. This pair of learners then tries to find another friend whose syllable will complete their word.

**Word Building: Add a Letter or Take One Away**

**Instructions:** Tell the learners a word, like “ana”, and the learners will write it down in their notebooks. Give the learners one letter at a time to add to the word they’ve written down, like “k”, to make a new word (“kana”). Give the learners another letter to add to see if they can make another word, like “a” (“akana”), and then another letter, like “k” (“kakana”). After they have written each new word, the learners can check it with their neighbors. You can also do the process backward, subtracting letters one at a time to see if you can make a word each time.

*Example:* ana, kana, akana, kakana

*Example:* kakana, akana, kana, ana

**Letter Name Bingo**

**Instructions:** Have learners pick any six letters from the letter chart and write them in their notebook. Call out a letter name, and if they have that letter, they will stand up. When you ask for the letter name, the learners who have written that letter will say the name. Then they will cross out the letter. Tell them that when all their letters have been crossed out, they should clap their hands.

**Who Has My Letter?**

**Instructions:** Have learners pick any six letters from the letter chart and write them in their notebook. Call on each one of them, and have them read one of the letters they had written in their notebook. Everyone who has that letter written in his or her notebook will raise his or her hand. Then they will show you their notebooks. Ask the next learner to read a letter from his or her notebook, and so on.

## Reading Center Activities: Broken Phone Wires

**Facilitator:** Have participants form groups and practice the activity below, following the instructions provided.

**Broken Phone Wires (30 minutes)**

**Instructions:** Have the learners form groups, with a leader for each group. Whisper a sentence to the group leaders so that the other group members cannot hear it. Each leader should then whisper the same sentence to one member of his or her group, who then whispers that sentence to the next group member, and so on. When the sentence has gotten to the final member of each group, have that last person in each group, one at a time, repeat the sentence out loud to everyone.

Depending on the fluency level of the learners, you can do the same activity by starting with whispering words, then phrases, then the full sentences.

## Assisting Learners with School Work

**Literacy Assignment and Homework Assistance (15 minutes)**

VCRFs can check what learners have learned at school in their reading lessons and where they have challenges. VCRFs assist each one of the learners or refer them to

their mentors for assistance. VCRFs should neither write nor do learners' assignments for them; VCRFs can only guide learners in how to do the assignment themselves. If the majority of learners got the class/school work wrong, the VCRF can explain it. Peer teaching is the most effective facilitation approach. **VCRFs should not mark the learners' work**; their role is simply to assist the learners.

Learners should be encouraged to bring their school exercise books to the reading center.

## Reading Center Activities: Listening Comprehension, Drama, and Games

### Listening Comprehension (20 minutes)

**Facilitator:** You will want to get an understanding of what participants understand about listening comprehension. Discuss the term with them and then explain steps for VCRFs to follow to practice listening comprehension with learners at their respective reading centers.

1. VCRFs should choose a story and read it in advance of their session with learners, and identify any words in the story that might be new to the learners.

VCRFs should ask learners to say what they think is the meaning of the new words. The VCRF should accept all the possible meanings, but at the end he or she should indicate the definition that is most appropriate for the story.

Vocabulary can be taught by:

- Using the new word in context
  - Using objects
  - Using illustrations
  - Explaining
  - Gestures and miming
2. VCRFs should then ask the learners to predict what is happening in the story using the title of the story and pictures (if any).
  3. VCRFs should read the story three times to learners
    - The first reading should be at normal speed.
    - For the second reading, the VCRF should pause after reading a portion, and ask a question about what has been read.
    - The third reading should be at normal speed.
    - Here is a possible script for reading to the learners:

**VCRF:** *Today, I am going to read a story to you (it can be from any Chichewa book, Chichewa magazine, Chichewa bible, or Chichewa newspaper). Be attentive as I am reading. I will read the story three times, after which I will ask you questions. (Note that at a basic level, a text can be just a simple sentence and you can ask questions about it.)*

4. After the readings, VCRFs should verify the predictions.

5. VCRFs should ask the learners comprehension questions about the characters, time and setting, and moral of the story. The types of questions can be:
  - Recall
  - Inferential

**Recall** means providing answers that can be found directly in the text.

**Inferential** means analyzing the text to find answers that are not directly mentioned or stated in the text. In this case the reader uses his or her own ideas, opinions, and analytical skills to obtain the meaning.

Comprehension means reading or listening with understanding (*kumvetsa nkhani*).

**Facilitator:** Have participants form two or more groups to practice facilitating listening comprehension; give them a story to read.

- Choose one person in each group to facilitate the story for the rest of the group.
- Prepare questions to ask the other group.
- Critique each other's facilitation by focusing on the steps stated above.

### **Dramatizing or Sketching a Short Story (35 minutes)**

VCRFs can have learners act out or dramatize a story they have read. Before performing, VCRFs should help learners go over:

- How many characters are in the story to make sure everyone has a role
- How to rehearse and how much time they'll need for rehearsal and for the performance
- Characteristics of each character so that learners can act like the character (walk, talk, produce sound, think, eat, etc.)
- How they can mimic animal character behavior and actions (no costumes should be brought)
- The duration of their performance.

VCRFs can divide the learners into groups to perform for each other so that all learners get a chance to perform. Before the performance it is also important to rehearse so that the learners correct and critique each other. Learners can prepare an entry song and an exit song that match the story, or any other EGRA song or a song that the children sing at school.

During the performance:

- The audience should form a circle around the learners.
- Learner actors should not speak at the same time; only one at a time should be saying lines.
- If there are 3 actors, they should form sort of a triangle.
- When the learners are performing, their voices have to be audible.

At the end of the performance, the moral lesson from the story, if any, should be said aloud. VCRFs should ask the learners questions about their play, and learners can answer in writing, if possible, or orally.

**Facilitators:** Divide participants into two groups, and give each group a story. Have the groups brainstorm on which characters they could have learners perform, how they might help learners practice a dramatic version of the story, and what songs they know that would match up with the story. Have each group try to produce a 5-minute dramatic version of the story. Reserve about 5 minutes of time so that participants can come together to discuss what they've learned about attempting to dramatize a story.

### **Physical Games (5 minutes)**

Since children like playing, as an introductory activity or while waiting at the reading center for others to arrive, VCRFs can play games. Try games that use and practice oral language. When the children are playing physical games, VCRFs must be mindful that they do not hurt each other; they will need a lot of supervision.

VCRFs should not spend the whole day simply playing physical games, however. VCRFs can get learners to dance to traditional songs whose lyrics the learners can discuss, noting new words or phrases and how to determine their meaning. This would help promote fluency with words and phrases.

## **Reading Center Practices**

### **Reading Center Monitoring Requirements (30 minutes)**

Monitoring tools such as attendance forms, book lending forms, and activity report forms should be used regularly in the reading centers. The appendices to this manual provide copies of the forms that each reading center needs. Key Teachers and others appointed by the head teacher should assist with monitoring and support of the VCRFs.

The monitoring forms should be submitted to the district EGRA office through the head teacher and PEA.

**Facilitator:** Explain each form in the appendices to the participants in detail to ensure the forms are understood.

Please make sure that you complete **Appendix 6** after your training and send it to the district EGRA office.

### **Care for Books (25 minutes)**

Remember that the first source of books for the reading center is the feeder school. Old curriculum books can be lent to the reading center, and EGRA has provided supplementary readers to schools. These readers are supposed to be given to learners by schools to take home to read and can be used at reading centers for learners to practice reading. **The readers remain the property of the school and not of the reading center!**

Proper care for supplementary readers is critical to ensure that the materials last. Most schools are hesitant to allow learners to take books home as learners don't know how to care for them. There is a need to instruct learners and parents in caring for books to enable teachers to release the books for literacy enhancement. Sometimes, for instance, young learners write on reading books. SMCs/PTAs should

facilitate instruction in book-care strategies (e.g., use of wrappers), showing that books are not to be torn or allowed to get wet at home. Parents, VCRFs, teaching assistants (if there are any), and teachers should ensure and monitor that strategies to care for books are carried out. The reading center can assist the school in covering the books.

Encourage your participants to go over the following list of book care tips with their learners when they are VCRFs.

### **Tips for Caring for Books for Learners**

- Cover them
- Wash and dry hands before handling books
- Keep and carry books in carrier bags
- Do not eat or play with or near books
- Turn pages carefully, without folding
- Do not throw books around
- Do not mark pages with big things like sticks
- Do not fold pages
- Do not write in the books
- Allow pre-school children to access the books only under close supervision
- Read books open and flat without folding them
- Do not use them as a fan to keep cool with.
- Do not use them as a weapon to bash other children on the head with.
- Children should turn the pages carefully.
- Children do not read with a pen or pencil in their hands.
- ... can you think of any other tips?

### **Parental Involvement (5 minutes)**

Parental involvement is a very important factor in children's learning process; learners' achievement increases when parents are aware of what learners are doing in school and provide support.<sup>5</sup> Therefore, getting parents and other community members involved in the community reading center is key. For example, school PTAs/SMCs and Mother Groups can assist with creating a reading center or book security. With their help, VCRFs must ensure that books are secure at the community reading center premises. Security can involve trying to ensure that the center has lockable doors, keeping books in clean boxes or cabinets, keeping records of who has which book titles, and other things. They should also ensure that parents help cover the books, wherever possible.

It is very important to involve parents in all planning processes for these activities. It is advisable to hold meetings with parents at flexible times and easily accessible locations.

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<sup>5</sup> Aronson, J., Zimmerman, J., & Carlos, L. (1999). Improving learner achievement by extending school: Is it just a matter of time? San Francisco, CA: WestEd. Washington, DC: Office of Educational Research and Improvement (ED). Askew, S. (Ed.), (2000). Feedback for learning. London: Routledge Falmer.

Technology such as cell phones can be used to send messages to parents with tips on how to help their children with reading. Effective reading practices integrate resources and services from the community.

## The Way Forward

### Review and Wrap Up (1 hour 30 minutes)

This last session provides participants with an opportunity to:

- Ask any questions about aspects of the course that need clarifying
- Start making plans for setting up their reading centers (or, if already started, identify changes needed to make it more effective).

#### **Activity: Think, Pair, Share**

**Facilitator:** Write on the chalkboard the following questions that need to be completed by participants, first individually, then shared with a partner, then shared with the whole group, or: Think, Pair, and Share. Here are the questions:

1. Compare the content that you have covered with the expectations that you expressed when the training was starting. Do you still hold your earlier view?
2. What new skills or knowledge about being a VCRF have you learned from this course?
3. To set up or run an effective reading center, what support do you still need? From where or from whom?

**Facilitator:** Take note of the points raised so that these can be addressed through support from the school and/or the EGRA community mobilization team.

## Appendix 1: Community Book Bank Lending Register

For Volunteer Reading Facilitator

Village		Community Library Volunteer Name		M/F	
Zone		District		Division	
Total number of learners at this reading center			Male:	Female:	

	Date	Learner Name	Sex	School Name	Class	Book Title	Book #	Learner Signature	Return Date	Mentor Name	Learner Signature
1											
2											
3											
4											
5											
6											
7											
8											

## Appendix 2: Community Reading Center Attendance and Content Sheet

Village		Community Library Volunteer Name		M/F	
Zone		District		Division	
Total number of learners at this reading center			Male:	Female:	

### For Volunteer Teaching Facilitator

	Learner Name	Sex	Class	School Name	Meeting					
					days: _____		Lessons’ Duration:			
					Date:	Date:	Date:	Date:	Date	Total
1										
2										
3										
4										
5										
6										
7										
8										
9										
12										



## Appendix 3: Community Story Time Recording Sheet

### For Volunteer Teaching Facilitator

Village		Community Library Volunteer Name		M/F	
Zone		District		Division	
Total number of learners at this reading center			Male:	Female:	

	Date	Storyteller	Story	Number of children attended	
				Male	Female
1					
2					
3					
4					
5					
6					
7					
8					

## Appendix 4: Household Survey for Community Mobilization Checklist

Date: \_\_\_\_\_

Household survey to be conducted in 5 households that have a Standard 1-3 child who attends the school

School: \_\_\_\_\_ Village Name(s): \_\_\_\_\_

Zone: \_\_\_\_\_ District: \_\_\_\_\_

### Household Information:

Household	Standard child attends (1-3)	Did your Std 1-3 child bring home reading materials from school in the past week?		How often does your child read outside of school?	Does your child attend a reading center in the community?		How often does your child attend a reading center?	Who assists your child in reading outside of school?  Relationship (Parent, sibling, uncle, etc.) Position (VCRF, teacher, classmate, etc.)
		Y	N	Days/week	Y	N	Days/week	
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
<b>Total</b>								

## Appendix 5: Reading Center Survey

Date: \_\_\_\_\_

**Complete a separate survey for each reading center/club that serves the school community.**

Community Reading Center Name: \_\_\_\_\_

Village(s): \_\_\_\_\_ School: \_\_\_\_\_

Zone: \_\_\_\_\_ District: \_\_\_\_\_

Name of Facilitator(s) (m/f): \_\_\_\_\_ Phone #: \_\_\_\_\_

(m/f) \_\_\_\_\_ Phone #: \_\_\_\_\_

**Reading center/club documentation available at the community reading center/club:  
(tick ALL that apply)**

- Reading Center attendance register available
- Attendance register filled in regularly by the Volunteer Community Reading Facilitator
- Volunteer(s) present at reading center/club and facilitating sessions
- Reading materials available at the reading center/club
- Book inventory available and up to date
- Book Lending Register available and being utilized

**Frequency of reading center/club sessions:  
(tick ONE only)**

- Daily     once/week     Fortnightly     Other \_\_\_\_\_

**What type(s) of activities take place at the visited reading center/club?  
(tick ALL that apply)**

- Storytelling
- assisting learners with reading skills
- lending readers to learners
- developing local reading materials
- assisting learners with class work through mentors
- duplicating decodable readers
- engagement in SMS gateway messaging
- annual fair participation
- other (specify) \_\_\_\_\_

**Reading center/club enrollment:**

Enrollment	Male	Female	Total
Standard 1 learners			
Standard 2 learners			
Standard 3 learners			
<b>Total</b>			

## Appendix 6: EGRA Volunteer Community Reading Center Facilitator Training Report Form

(Give this report to the EGRA District Community Mobiliser)

Date: \_\_\_\_\_

District: \_\_\_\_\_

Name of Zone: \_\_\_\_\_ Name of Cluster: \_\_\_\_\_

Facilitator's names and please include designation e. g PEA, Key Teacher, CDA etc:

Male: \_\_\_\_\_

\_\_\_\_\_

Female: \_\_\_\_\_

\_\_\_\_\_

**Names of Participants, their reading centers and enrollment:**

Name of School	Name(s) of Reading Center(s) <sup>6</sup>	Type of Reading Center Structure <sup>7</sup>	Name of VRCFs <sup>8</sup>	Sex of VCRF(s)	VCRF's Qualification <sup>9</sup>	Phone #	Reading Center enrollment, by sex of learner		Days the reading center operates <sup>10</sup>								Does the reading center have a library?
	(Name of VH)			(M / F)			M	F	M	T	W	T	F	S	S	Total	(Y/N)
<i>Manja School</i>	<i>Nkhoma (Phiri VH)</i>	<i>Under a tree</i>	<i>Chrissie Phiri</i>	<i>F</i>	<i>JCE</i>		<i>15</i>	<i>23</i>	<i>X</i>		<i>X</i>		<i>X</i>			<i>3</i>	<i>N</i>
<i>"</i>	<i>Banda (Banda VH)</i>	<i>In a church</i>	<i>Milton Nkhoma</i>	<i>M</i>	<i>PSCLE</i>		<i>17</i>	<i>5</i>		<i>X</i>			<i>X</i>			<i>2</i>	<i>Y</i>
<i>"</i>	<i>Chirwa (Nyanja VH)</i>	<i>In a house</i>	<i>George Samati</i>	<i>F</i>	<i>MSCE</i>		<i>4</i>	<i>6</i>				<i>X</i>				<i>1</i>	<i>Y</i>
<i>"</i>	<i>Mbewe (Mtengo VH)</i>	<i>Purpose-built structure</i>	<i>MacDonald Mdhulũ</i>	<i>M</i>	<i>none</i>		<i>12</i>	<i>10</i>						<i>X</i>		<i>1</i>	<i>N</i>

The image above illustrates how the information table on the VCRF Training Report Form should be completed. This is an illustration only – trainers should hand-draw their own forms containing these columns and details and complete them using information provided by the VCRFs.

**Preparations**

**(a) Availability of training resources (Tick)**

Item	Yes	No	Write any comments here
Charts			
Pentel Markers			
Notebooks			
Pens			

**(b) Finance**

Item	Yes	No	Write any comments here
Money for allowance			
Registration forms			
Signature sheets			

**Successes of the Training (From the Facilitators’ Point of View)**

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**Challenges (From the Facilitators' Point of View)**

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**I. RECOMMENDATIONS (By facilitators)**

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## Appendix 7: Songs

### Chichewa Songs

Tsopano tiyimba nyimbo yodziwana ya malonje.  
Iwe ndiwe yani, yani?  
Iwe ndiwe yani ndifuna ndikudziwe  
Ine ndine . . .  
Ine ndine

Ziwiya ziwiya anzanga  
Zimandisangalatsa tikasamala  
Poto (amandisangalatsa) x3 tikasamala  
Ziweto ziweto anzanga  
Zimandisangalatsa tikamaweta  
Mbuzi (imandisangalatsa) x3 tikamaweta

Tsopano tiyimba nyimbo yojambula zinthu.  
Jambula (chithunzi) x3  
Jambula chithunzi chomwe umakonda  
Tajambula . . . chomwe ndimakonda

Tsopano tiyimba nyimbo yotchula mayina a malembo.  
Kusukulu n'kwabwino taphunzira **a**,  
Kusukulu n'kwabwino taphunzira **a**  
Amene angokhala samudziwa **a**  
Amene angokhala samudziwa **a**  
(Pitirizani ndi malembo ena)

Tsopano tiyimba nyimbo ya kusukulu n'kwabwino.  
Kusukulu n'kwabwino taphunzira **kwa**.  
Kusukulu n'kwabwino taphunzira **kwa**.  
Amene angokhala samudziwa **kwa**.  
Pitirizani ndi maphatikizo ena a **kwe, kwi**.

Tsopano tiyimba nyimbo ya ichi n'chiyani ananu kwa, kwa.  
Ichi n'chiyani ananu kwa, kwa  
Bwerezani kawiri kwa, kwa  
Ichi n'chiyani ananu kwe, kwe  
Bwerezani kawiri kwe, kwe

Tambala walira  
Walira pa nyengo  
Walira folo koloko  
Walira faifi koloko  
Walira pa nyengo

Kusukulu n'kwabwino taphunzira mba, . . .  
Kusukulu n'kwabwino taphunzira mba, . . .  
Amene angokhala samudziwa mba, . . .  
Pitirizani ndi maphatikizo ena a mbe, mbi,  
mbo, mbu

Yang'anayang'ana pomwe pali mba  
Ukamuona umuloze yang'anayang'ana  
Ukamuona umutchule yang'anayang'anairo

Kusukulu n'kwabwino taphunzira mka, . . .  
Kusukulu n'kwabwino taphunzira mka, . . .  
Amene angokhala samudziwa mka, . . .  
Pitirizani ndi maphatikizo ena a mke, mki,  
mko, mku

## Songs in Volume 1, English Standard 1

<p>a e l o u Ngati muli okndwa ombani mmanja X2 Ngati muli okndwa mufuna kusonyeza Kuti muli okondwa ombani mmanja Ngati muli okndwa nenani mame (ma me ) Ngati muli okndwa mufuna kusonyeza Kuti muli okondwa nenani mame</p> <p>Iwe EGRA tabwera kuno x2 Taphunzira a taphunzira e Taphunzira o taphunzira u</p> <p>Yang'ana yang'ana x2 Ukampeza umuloze Yang'ana yang'ana Ukampeza umulembe Yang'ana yang'ana</p> <p>Ogode Ogode x2 Ena adyera there're x 2 Chikati go go go Chiri kwa iwe</p> <p>Watola mphande watola mphande Mphande yamwanwa vundukula Manja tione watola de kaya de kaya</p> <p>Kalulu vina a e Kaululu vina Vina vina pamchenga</p>	<p>Motolero ndioopsa X 2 Umaotcha wotcha wotcha Umaotcha wotcha wotcha Mpeniso lero ndiwoopsa X 2 Umacheka cheka cheka X 2</p> <p>Kadyakolo nsomba yokomae X 2 Imakoma imakoma kumutu eee Kunchira kuwawa ee a ee</p> <p>Awa ndi amayi anga Awa ndi abambo anga Awa ndi achimwene anga Awa ndi achemwali anaga Wachisanu ndine</p> <p>Usiku sindinagone, Iya x 3 Kuganiza mwanayu</p> <p>Iya x 3 Sakutha kuwerenga Iya x 3 Ndikulemba komwe</p> <p>Iya x 3 Amfumu a PEA (or a Head) tamverani Bendeku x 4, Iya x 4 Tabwerezaninso bendekubendeku Iya x 4</p> <p>(Chaka chinochi) x 2 ana awerenga (Chaka chinochi) x 2 ana awerenga Ndikulemba kome x 2</p>	<p>EGRA X 2 anzanga Nzainyindirira isazathe x 2 Nzainyindirira x 3 Isazathe (repeat)</p> <p>Everybody clap your hands, clap your hands Pansi pansi (dorose x3) Maningimangingi (dorose x3) EGRA ndi moto Aaaaaa Seeeee</p>
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