



MID-TERM PERFORMANCE REPORT:
SUCCESSES, CHALLENGES AND THE WAY FORWARD

MALAWI TEACHER TRAINING ACTIVITY (MTTA)

March 30, 2006

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LIST OF ABBREVIATIONS

AIDS	Acquired Immunodeficiency Syndrome
AIR	American Institutes for Research
CA	Continuous Assessment
DIO	District Information Officer
DO	Desk Officer
DEM	District Education Manager
EQUIP	Education Quality Improvement Program
HIV	Human Immune Virus
IBB	International Book Bank
MESA	Malawi Education Support Activity
MBC	Malawi Broadcasting Corporation
MIE	Malawi Institute of Education
MOE	Ministry of Education
MSCE	Malawi School Certificate of Education
MTTA	Malawi Teacher Training Activity
MTR	Mid-Term Review
PCAR	Primary Curriculum and Assessment Reform
PSSP:SFP	Primary School Support Program : School Fees Pilot
PEA	Primary Education Advisor
PSLCE	Primary School Leaving Certificate of Education
TALULAR	Teaching and Learning Using Locally Available Resources
TDCs	Teacher Development Centers
TTC	Teacher Training College
USAID	United States Agency for International Development
ZINFA	Zonal In-service Facilitator

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1.0 PREAMBLE

Project Title: Malawi Teacher Training Activity (MTTA)

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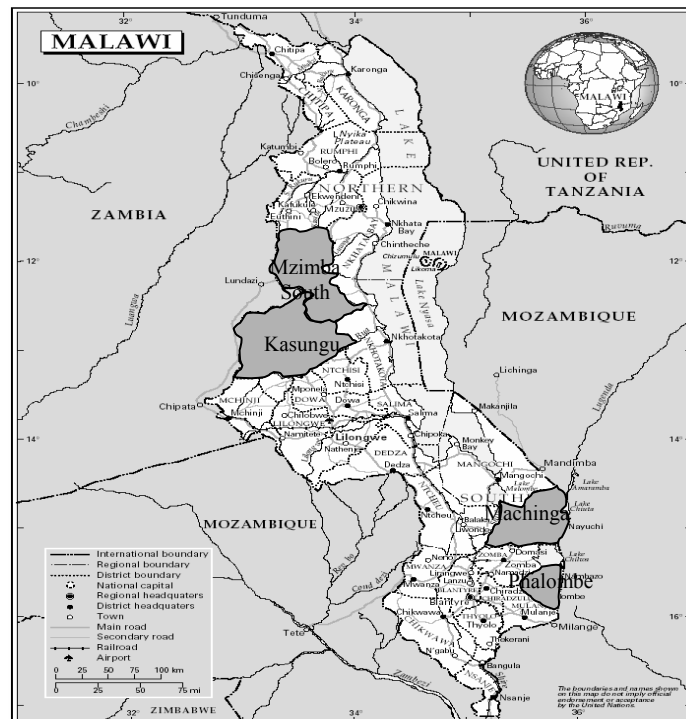
2.0 PROGRAM DESCRIPTION

The Government of Malawi is faced with a declining quality of teaching and learning in its primary schools. Since it began its policy of free primary education in 1994, the Government has seen enrollment skyrocket from 1.9 million to 2.9 million pupils. It has not been possible to provide trained teachers for the overcrowded classrooms both at primary and secondary school levels. As a result, teachers who are not adequately qualified for their jobs now teach many pupils. Although the MOE has worked laboriously to provide pre-service and in-service training to teachers, the training has only met a part of the need.

Malawi Teacher Training Activity (MTTA) is a three-year initiative funded by USAID/Malawi in collaboration with the Malawi Government in response to the need to improve the quality of education in Malawi. AIR in its lead role implementing the MTTA is improving the quality of education in Malawi through improving the professional skills of primary school teachers at the pre-service and in-service levels. MTTA is jointly implemented with Save the Children (U.S), Malawi Institute of Education (MIE), and Miske Witt and Associates.

In four target districts (Kasungu, Machinga, Mzimba South and Phalombe: See Figure 1.), MTTA is strengthening teachers' content knowledge in mathematics, science and English by building on AIR's other initiative in Malawi, Malawi Education Support Activity (MESA), which included in-service training on pupil-centered, gender-fair, and active-learning teaching methods.

Figure 1: Map of Malawi showing MTTA's impact districts



By the end of Year 3, MTTA will

- Train approximately 6,300 teachers in every primary school in each target district;
- Develop and disseminate learning resources to every teacher and school; and
- Train more than 800 head teachers, approximately 50 PEAs, and 300 mentor teachers to support these classroom teachers through field- based supervision.

Continuing to support in-service training, MTTA will also

- Conduct a nation wide orientation of teachers in the new social studies curriculum for the lower primary, reaching a total of 20,000 teachers.
- Train 5,500 teachers in the new social studies curriculum and 8,000 teachers in the Life Skills for HIV/AIDS Education curriculum as part of the pre-service training in the Teacher Training Colleges (TTCs).
- Introduce, as one of the innovative strategies, is the use of DVD technology to produce an effective tool for interactive teaching and build capacity within the TTCs that will be accessed and sustainable after MTTA is completed. The creation of a DVD with best practice teaching models and supporting resources is an effective tool for interactive teacher training for both HIV/AIDS and Civic Education.
- Improve school effectiveness through the provision of new resources such as books and radios at the Teacher Development Centers (TDCs), and learning materials and DVD players Teacher Training Colleges (TTCs). In addition, a weekly radio program will address all the themes of the project.

In line with USAID/Malawi, MTTA will also contribute towards three USAID’ s Key Result Areas:

- KRA 1: Improving teachers’ professional skills,
- KRA 2: Making schools more effective, and
- KRA 3: Mitigating the impact of HIV/AIDS in the education sector.

3.0 INTRODUCTION

3.1 The Objectives and Scope of the Mid-term Technical Report

This report aims to document the key successes of MTTA and how best they can be sustained/extended, and the major challenges of the project and suggested remedial measures. The information will help the project technical team strategize its operations in a manner that is responsive to reality on the ground in a bid to improve upon the project impact over the second half of the project life. To achieve this, two major activities were conducted, a mid-term review survey and a critical review retreat.

3.2 Mid-term review survey

The survey sought to collect the views of the project beneficiaries and stakeholders from the four impact districts regarding the two objectives of the

mid-term report. A random sampling method was used to interview 61 respondents that included: pupils, teachers, mentor teachers, ZINFAs, PEAs, DEMs, TTC life skills lecturers and TDC Management Committee members. A questionnaire was used to collect qualitative data. The data were analyzed by categorizing the responses according to themes: teacher professional skills, and Life Skills education for HIV and AIDS. The results were highly illuminative (See Attachment 1).

3.3 MTTA/MESA Critical review retreat

MTTA and MESA project teams held a joint three-day critical review retreat in December 2005 just before MESA closed to

- Document the main achievements and challenges of the two projects as well as the suggested solutions to the challenges.
- Share knowledge and experience on some key project areas that included
 - How to integrate HIV and AIDS messages with other subjects
 - Conditions conducive to achieving project goals
 - Facilitation and supervision skills

Attachment 2 outlines the major outcomes of the retreat. The analysis provides the MTTA team with the necessary hints to guide its operations over the second half of the project's life.

The information from the two activities (the survey and the retreat) is summarized in Section 4.0 of this report.

4.0 SUMMARY OF KEY ACCOMPLISHMENTS, CHALLENGES AND THE WAY FORWARD

Key Accomplishments	Main Challenges	Way Forward
4.1 Most of the teachers observed teaching demonstrated the following things:	(i) Critical understaffing in schools undermined project achievement potential.	(i) MTTA will intensify the application of the very best of its practices, for example,
4.1.1 Increased mastery of subject content knowledge of English, mathematics and science.	(ii) Acute food shortages as well as school teaching/learning resources such as exercise books aggravated pupil absenteeism/dropouts and demotivated many teachers.	<ul style="list-style-type: none"> • Its school-based needs-based in-service trainings. • It will endeavor to promote and consolidate the fact that - school-based INSETS are ongoing processes of "living" schools.
4.1.2 Greater understanding and application of a wide range of teaching techniques/methods that constitute "participatory teaching/learning methodologies" including use of locally available resources and continuous assessment.	(iii) Very high illiteracy levels among local community members militated against meaningful community support to schools.	- Exchange visits between and among teachers
	(iv) Limited creative "critical thinking" among both teachers and pupils.	<ul style="list-style-type: none"> • The second half of MTTA will see teachers visiting and learning from one another more in order

<p>4.1.3 Positive attitude to teaching as a profession as evidenced by such behaviors/conduct as:</p> <ul style="list-style-type: none"> - more and more school-based in-service trainings organized by the teachers themselves. - Improved classroom teacher attendance - Better class and classroom organization and management - Acceptance of local communities as partners in education - Increased self-confidence as “professional” teachers. <p>4.1.4 Produced and distributed to schools a wide range of training materials such as <i>Teaching English in Malawian Primary Schools: Reading and Writing</i>.</p>	<p>(v) The early closure of MESA adversely affected effective implementation of MTTA interventions as the two projects were interwoven operationally.</p> <p>(vi) High mobility of teachers within and across districts (This undermines the development of a sustainable `conducive school culture).</p> <p>(vii) Large infant and standard 8 classes impact negatively on the extent to which innovative classroom practices can be used.</p>	<p>to maximize the multiplier effect of best practices. This will include mounting Headteachers seminars to build their capacity so they are able to create conditions that are conducive to learning vis-à-vis the prevailing challenges.</p> <ul style="list-style-type: none"> • Supply of subject content reference materials: Intensify training on the proper use and care of IBB books supplied to TDCs. In exceptional situations MTTA will develop and distribute supplementary reference materials (modules). • Encourage schools to continue organizing and mounting regular “School Open Days” to sustain the support provided to the schools by the general public. • Consolidate the working partnership between the project team and existing government and traditional structures for sustainability of the project interventions. <p>(ii) MTTA will, in the second half of its life, mount the Mobile Teacher Training Troupes initiative which will take trained exemplary classroom practitioners (recently retired) to selected schools in an effort to mould “Centers of Excellence” other schools can emulate. This initiative will complement</p>
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		<p>MTTA's ongoing teacher-support system provided by PEAs, ZINFAs, Mentor teachers, Trainer heads and indeed MTTA's own technical staff.</p> <p>(iii) MTTA will collaborate very closely with PSSP: SFP in Dowa to capture some of the best practices that will improve MTTA's performance particularly in the field of literacy teaching.</p>
Key Accomplishments	Main challenges	Way forward
<p>4.2 Life Skills Education for HIV and AIDS.</p> <p>4.2.1 Trained all the teacher training college Life Skills education lecturers in the country.</p> <p>4.2.2 Produced two DVDs to strengthen teaching and learning</p>	<p>The delay in implementing the "One + One" teacher training program adversely affected MTTA's activity implementation plan.</p>	<p>(i) MTTA's second half will be characterized by intensive follow-up visits to TTCs to determine the impact of the earlier interventions.</p> <p>(ii) There will be a second training for the college tutors to build on experiences learned and to extend their knowledge and skills.</p> <p>(iii) The DVDs will be distributed together with operational guidelines, and lessons learned will inform subsequent productions.</p>

5.0 LESSONS LEARNED

- Both the mid-term review survey and the staff critical review retreat proved extremely invaluable in providing deeper insight into the project implementation processes which, until then, had gone without question.
- The identification and support for selected model schools that neighboring schools can emulate is an effective way of accelerating ripple/multiplier effect thus helping to consolidate and replicate good practices.
- The best project schools are those schools that are led by good and progressive headteachers. Efforts will be made to promote more knowledge sharing among headteachers in their own right.
- Electronic teaching innovations like MTTA's DVDs are both powerful and highly motivating. MTTA will capitalize this discovery further in its last half.

6.0 CONCLUSION

The outcomes of the mid-term internal and the MTTA staff critical reviews show that MTTA is on track and achieved its objectives over the first half of its life. All the stakeholders interviewed spoke highly of the project. The project team

was generally happy with its performance except in the Social and Environmental Studies area where activities were totally dependent on PCAR roll-out by MOE (which never happened). Everybody agreed that MTTA was improving teachers' content knowledge and pedagogy. However its efforts were compromised by a number of challenges: school staffing shortfalls, absenteeism and drop outs rates mainly arising from food shortages, inadequate teaching/learning materials particularly textbooks just to illustrate the point. The challenges, however, provided MTTA with the opportunity to learn and re-strategize its priorities for maximum benefits by the end of the projects' second half of its life.

Attachment 1

3.0 Mid-Term Report Survey Findings and Recommendations

The findings and recommendations made by respondents during MTR data collection are summarized below.

3.1 Successes and how they can be maintained (Teacher Professional Skills Improved)

3.1.1 Increased teachers' content knowledge in English, mathematics and science

In order for teachers to keep increasing their content in the three subject areas, the respondents said that MTTA should

- Mount more orientation workshops
- Issue out more hand-outs on topics learned
- Intensify follow-up programs (classroom supervision)
- Encourage zonal and cluster workshops

3.1.2 Improved teaching and learning skills

The respondents said that this can be maintained by

- Intensifying supervision by ZINFAs, mentor teachers and trainer heads to continuously support teachers
- Conducting school-, cluster- and zonal-based workshops
- Having exchange visits
- Encouraging hardworking teachers in some way
- Encouraging teachers to vary teaching methods
- Producing modules for science and mathematics which contain information on participatory methods of approaching these subjects
- Providing textbooks to pupils

3.1.3 Increased creativity in teaching and learning methods

To ensure continued creativity the respondents said there is need to

- Reward teachers who are doing very well
- Encourage teachers to use TALULAR
- Conduct continuous training
- Supervise teachers on an ongoing basis
- Encourage teachers to do exchange visits
- Encourage teachers to vary teaching methods
- Encourage proper planning by teachers

3.1.4 Enhanced integration of HIV/AIDS messages when teaching

They said that this could be maintained through

- Training focused on integration

- Exchange visits
- Supervision by ZINFAs, trainer heads and mentor teachers

3.1.5 Increased confidence when teaching

In order to ensure teachers' increased confidence when teaching, the respondents said that MTTA should

- Provide more orientation workshops to teachers
- Provide more teaching aids
- Intensify supervision
- Encourage teachers to vary teaching methods
- Encourage teachers to develop a reading culture

3.1.6 Improved cooperation of teachers because of training workshops

This could be sustained by

- Arranging field trips for teachers so that they continue sharing ideas
- Arranging open days for more interaction among teachers
- Organizing more training workshops at various levels

3.1.7 Testimonials

The following are illustrative testimonials from the respondents regarding the impact of MTTA on their professional work:

- 'MTTA has helped teachers to know how to teach science, lady teachers have now ideas on the subject that most of them have gone to senior classes to teach mathematics and science'
- 'MTTA has brought life to the teachers in terms of subject knowledge. There has been a lot of subject review on topics that teachers were unable to tackle especially in science, mathematics and English'
- 'I just want to congratulate the producers of the project and that they should not go, I tell you I was hating science to hell but now I am becoming a star in science because of the project and I am proud of it together with my fellow teachers'.

3.2 Challenges and suggested solutions/recommendations (Teacher Professional Skills Improved)

The following are the key challenges and possible solutions which the respondents highlighted.

3.2.1 MTTA has not oriented teachers on all the topics in the three subject areas

In an effort to overcome this, MTTA should

- Conduct more interviews with teachers in order to identify topics on which teachers need support.
- Conduct more workshops on the selected topics
- Train more mentor teachers, trainers heads and ZINFAs to help run the workshops.
- Conduct more workshops for ZINFAs to empower them.

3.2.2 Need to diversify the intervention

Many respondents are so impressed with MTTA's response to their professional needs in science; math and English that they wish this activity was extended to other subjects and to other districts in the country.

3.2.3 Lack of incentives for teachers who are doing very well

MTTA needs to recognize teachers who are doing well and motivate them. Rewarding teachers increases moral and competitive spirit which can result in improved quality of education. An example of this type of reward is organizing educational tours for teachers.

3.2.4 Maximizing the use of IBB books

MTTA should decentralize the distribution of the IBB books to the cluster level. Furthermore, there is need for continued orientation for teachers on the use and value of the books.

3.2.5 Insufficient time of orientation workshops at the cluster level

The number of training days for teachers at the cluster level should be increased to ensure that teachers understand the concepts being introduced.

3.2.6 Strengthening the capacity of facilitators at the TOT and cluster levels

In some cases there is need to rotate or change facilitators to ensure quality of delivery during training workshops. Facilitators have different strengths. Some facilitators are good at some topics while others are good at other topics. Therefore, by identifying and maximizing the strengths of the facilitators, the trainings will improve.

3.2.7 Appointment of PEAs to be based on performance

Since MTTA works with PEAs and other stakeholders in the field, the project team is better placed to inform and advise Ministry of Education on the performance of PEAs and teachers so that proper decisions are made regarding deployment of PEAs and teachers.

3.2.8 Increasing support to SMCs and PTA

MTTA needs to involve SMCs and PTAs as MESA was doing in order to improve standards of education.

3.2.9 Improving the means of transport for trainer heads and mentor teachers during supervision

There is need to improve the means of transport for trainer heads and mentor teachers in order to facilitate their movement during supervision. In the same vein, some participants wonder if MTTA could provide fuel to the PEAs so that they reach an increasing number of schools within the zone.

3.2.10 Rewards as incentive

MTTA needs to award Certificates of attendance to teachers who participate in MTTA cycles of training to differentiate them from the rest of the teachers in the country.

3.2.11 Insufficient meal allowance

MTTA needs to revise the meal allowance from K250.00 to something higher.

3.3 Successes of Life Skills education at TTC and how to sustain the successes

3.3.1 Training Life Skills TTC lecturers

This activity can be sustained by

- Encouraging and funding inter-college visits
- Lobbying MOE and other stakeholders to join hands with MTTA to fund and train all TTC lecturers, not only Life Skills Lecturers, in an effort to equip them with the necessary skills to teach student teachers.

3.3.2 Encouraging use of guest speakers in TTCs

The guest speakers provide enrichment talks on different issues about HIV/AIDS. Offering a variety of voices keep the 'bells ringing' in students' minds for a longer period of time as compared to listening to the same lecturer at every class meeting.

3.3.3 Provision of teaching and learning resources

For effective teaching and learning to take place there is need for teaching and learning (T/L) resources. MTTA provided T/L resources to ensure effective teaching and learning of Life Skills Education at the TTC. Theirs should be maintained.

3.3.4 Needs assessment in TTCs

MTTA conducted a needs assessment to determine the 'needs' of each TTC in order to determine on how best to work with TTCs in Life Skills education. The findings showed that TTCs lacked appropriate teaching and learning resources, and tutors lacked relevant knowledge and skills to teach the subject. MTTA responded accordingly. Periodic needs assessments should be planned to sustain the momentum.

3.4 Challenges regarding Life Skills Education program and recommendations

3.4.1 Allowances

Some participants complain that MTTA's allowances are below government scale. Therefore, they wonder if the MTTA allowances could be raised.

3.5 Challenges regarding social and environmental sciences program and recommendations

The biggest challenge faced by MTTA is the implementation of social and environmental sciences. The program was designed to use materials which, it was believed, would be developed by PCAR to orient 20,000 teachers through in-service and over 5,000 teachers through pre-service. However, the Ministry has not yet developed the much needed materials. Alternative approaches to strengthen social and environmental sciences will be adopted for the last half of the project.

Attachment 2

MTTA/MESA CRITICAL REVIEW REPORT

Day 1: December 13, 2005

Participants were requested to discuss and document best practices of MTTA/MESA to date in their respective groups. The group products were presented and discussed in plenary. The following are the group summaries.

1.0 Group 1

Best practices

- Participatory methods
 - Group work
 - Pair work
 - Role play
 - Brain storming
 - Demonstration
- Regular meetings
 - Coordination
 - Staff relationships
 - Sharing
- Partnerships
Technical Advisors and specialized organizations provide expertise as needed
- Continuous Assessment
- Use of TALULAR
- In-service training structures
 - PEA
 - Trainer heads)- Organize INSETS
 - Mentor teachers)- Encourage use and care of IBB books
 - ZINFAs
- Community Involvement
 - Community mentor leaders
 - Community Development Assistants
 - Community members teach pupils vocational skills
 - Community members monitor pupil attendance
- Monitoring and supervision
- Formative Monitoring & Evaluation
- Needs-based trainings
- Use of existing structures

Group 2

Best Practices

- Using research findings to develop content for training cycles and resource materials
- Ways we work with our Government partners and the communities in partnership right from the beginning.
- Using Action Research with communities. This provides the foundation to plan and work with them.
- Using small grants to motivate communities to undertake their own initiatives
- All MTTA trainings in English – so teachers can improve their academic language for English/Mathematics and Science.
- Meeting the specific content knowledge needs of teachers so that they can understand the concepts and teach them effectively.
- Using mentor teachers, mentor leaders and ZINFAs to assist in supervision and to conduct INSETS and cluster level.
- Using role models in local communities to motivate others.

Challenges

- Negative attitude of teachers/PEAs/MoE (resistance for change ‘that is MESA/MTTA).
- Teachers at various levels in terms of attitude in content knowledge
- Funding (government).
- Mobility of teachers.
- Unethical behavior of teachers particularly regarding treatment/abuse of girls.

Possible Solutions

- Education and communication i.e. get MoE people to understand the importance of Continuous Assessment (CA).
- More time for training and more training cycles.
- Advocacy i.e. pupils drop out because they do not have exercise books.
- Advocate for policy change.
- Code of ethics developed and enforced.

Group 3

1. Theatre for development
2. Institution of cluster mentorship
3. Mass communication
4. Continuous assessment
5. Reading campaign
6. Production and use of TALULAR
7. Community involvement in school management
8. Regular supervision
9. Data collection
10. Insets

Challenges

1. Pupil absenteeism
2. Too many projects requiring service of the extension workers
3. Top down approach
4. Inadequate resources, for example stationery and fuel at cluster level

Group 4

- Participatory methods
 - Group work
 - Pair work
 - Role play
 - Brainstorming
 - Demonstration etc.
- Continuous Assessment
- Use of TALULAR
- In-service training structures
 - PEA
 - Trainer heads
 - Mentor teachers
 - ZINFAs
 - Community involvement
 - Community mentor leaders
 - Community development assistants
- Flexibility
- Monitoring and supervision
 - Systematic
 - Focused and reflective
- Formative Monitoring and Evaluation
 - Teacher performance
 - Pupil performance
 - Community involvement
- Needs-based trainings
 - National Core Training (NCT)
 - Trainer of trainers (TOT)
 - Cluster training
 - School-based training
- Mass communication
 - Open days
 - News letters
 - Radio programs
- Critical review meetings
- Project implementation committee
- Stakeholders involvements
- Utilization of role models
- Reading campaign

Challenges

- Inadequate promotion of critical thinking in pupils
 - Encourage teachers to promote critical thinking (e.g. problem solving, high order questions)
- Inability to tell our success story
 - Need for training
- Understaffing affected
 - Continuous assessment
 - Use of TALULAR
 - Performance
 - Policy influence
- Inadequacy of teacher motivation
 - Training

Group 5

- Cluster mentorship system that utilizes cluster mentor teacher and cluster mentor leader
- The ZINFA initiative
- The CASCADE model of training
- Participatory methodology
- Reading campaign
- Community involvement in the implementation of education plans from school to district
- Monitoring and evaluation aspect
- Emphasis on subject content knowledge and skills
- Continuous assessment
- Small grants initiative

Challenges

- Achieving continuous assessment in the context of large classes and teacher shortage as well as teacher mobility
- High repetition rate
- Achieving pupil retention in the context of the hunger situation
- The cluster mentorship system as a challenge in situations where schools have a shortage of teachers – and where mentor teachers are turned into head teachers
- High illiteracy levels among parents affects the implementation of reading campaign

Day 2: December 14, 2005

2.0 Creating a conducive working environment

This presentation started with the question: Do you ever miss the office when you are on leave? If you do it means you feel attached to the project office. There are people who sometimes feel that it is a great relief when they are on leave because they do not feel comfortable with some of their fellow staff members. When officers are on leave they should feel proud of being part of MTTA/MESA community and should ensure that its standards are always high.

The presentation was about keeping and understanding etiquette at work. The presenter defined etiquette as “formal standards or rules of correct and polite behavior in a society or among members of a profession.” She pointed out that in a society or in an organization it is always important to recognize our own feelings and those of others in order to motivate ourselves to manage our own emotions and not to allow our emotions to control us. Our relationship with our workmates is largely dependent on how we control our emotions.

The presenter provided four components that contribute to emotional behavior, namely

- Self-management where there is self-control, integrity, initiative, adaptability, openness and ability to achieve.
- Self-awareness where one has self-confidence, self-assessment, emotional and self-awareness.
- Social awareness which is a realization to provide services to others.
- Social skills is the ability to manage conflict and having expertise in building and leading a team.

Procedures

Organizations have their own procedures of communicating. Often every activity has a responsible officer. It is therefore polite to request or ask for permission from this officer before you use the services. Examples of these are telephones, letters, use of faxes and electronic mail.

- Dressing properly
- Discipline
 - Keeping social distance
 - Avoiding talking office issues to outsiders
 - Avoiding gossip

- Using computers, vehicles, grounds and office premises properly
- Asking for permission to enter a partner's office premises
- A feeling of "we" when talking/acting means we are one and we should always be behaving this way.
- Finally it is fine to crack jokes but we should always be mindful of when the joke is most appropriate. Some people do not take jokes lightly.

This presentation was followed by another one on code of conduct for professional staff members.

Etiquette

Etiquette is regarded as customs or rules governing behavior of a person seen as correct in social life. Etiquette in some professions is a code of practice seen as correct in the operations of that profession Custom

Norms of carrying out a project

Professional members of staff

- Expertise
- Mutual respect for each other
- Cooperation and trust
- Dealing with delicate things

Management and professional staff

Management facilitates achieving project goals.

- Professional staff execute activities to achieve project goals.
- This dual relationship calls for understanding between management and the professional staff.
- It demands clear and candid analysis of issues whenever they arise.
- Above all both management and the professional staff should be treating each other politely and with mutual trust.
- One catches more flies with a small tin of honey than with a casket of vinegar

Professional staff members and support staff

Professional staff members do not operate in vacuum.

- Their work is facilitated by support staff.
- Drivers, secretaries, grounds persons, personal assistants all work with professional staff.
How do we handle them?
- We need to work with them

3.0 Facilitation Skills

Types of facilitation skills

Verbal - Articulate
Language
Questioning
Non verbal - Gestures

1. Things to check before conducting a session
2. Things to check during session presentation
3. Principles of oral presentation

Principles of oral presentation – Group 1

- Language for communication
 - That participants understand
 - Voice projection
- Positive where you can be clearly seen
- Use of gestures and eye contact
- Involvement of participants
 - Two way communication where participants do more
- Be time conscious
- Be result oriented and make a recap of key points at the end
- Vary intonation
- Talk in context – from known to unknown
- Know your audience – their background
- Use of materials at the right time

Group 2

1. Language used should be suitable for the audience
2. Should be audible
3. Points should be in logical order
4. It should be participatory
5. It should be lively
6. Presenter should be confident

Things to check before session

1. Venue
2. Materials – handouts, flip charts, pens and testing equipment
3. Check if you have facilitation notes
4. Dress properly

5. See to it that Participants have formed right group numbers
6. Reflect on strategies to use

Things to check during session presentation

1. Attentiveness of participants
2. Language that the facilitator is using
3. Time allocated to each activity
4. Exercise control
5. Maintain eye contact
6. Audibility
7. Involvement of participants
8. Recognize divergent views
9. Sitting plan

Facilitation Skills

VERBAL

Articulate
Language
Questioning

NON VERBAL

Gestures

1. Things to check before conducting a session
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3. Principles of oral presentation

Principles of Oral Presentation – Group 1

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- Know your audience – their background
- Use of materials at the right time

Principles of Oral Presentation – Group 2

1. Language used should be suitable for the audience
2. Should be audible
3. Points should be in logical order
4. It should be participatory
5. It should be lively
6. Presenter should be confident

Things to Check Before Session

1. Venue
2. Materials – handouts, flip charts, pens and testing equipment
3. Check if you have facilitation notes
4. Dress properly
5. Participants have formed right numbers
6. Reflect on strategies to use

Things to check during session presentation

1. Attentiveness of participants
2. Language that the facilitator is using
3. Time allocated to each activity
4. Exercise control
5. Maintain eye contact
6. Audibility
7. Involvement of participants
8. Recognize divergent views
9. Sitting plan

4.0 Organizational and Leadership Skills

1. Leadership – strength
2. Relationship/interrelationship
3. Cooperation and trust
4. Expertise
5. Performance
6. Sustainability
7. Organizational skills
8. Achieving results/impact.

Partnerships in the Districts

Project teams must recognize who their supporters are, and who needs encouragement and motivating.

MACHINGA

Partners: DEM/Desk

Supporters

- All strong supporters of MTTA/MESA
- Weak Supporter: None

How to improve weak partner

Not applicable

Mentor Teachers/Leader

We have identified strong and weak ones

Pair up strong with weak to build capacity of the weak ones

Exchange visits/sharing information

Role model supporter

1. Use role models through pairing up

PEA

Strong – who?

1. Roughly 60% are strong

Weak?

2. The rest aren't weak but could improve to become 'strong'

How to improve?

3. Exchange visits for information
 - a. Follow up and support by MTTA/MESA

Do we have role model – who?

4. Role models, Ntaja, St. Therese

ZINFAs

Strong supporters – who?

1 and 2 identified strong and weak ones

How to improve

Exchange visit

Follow up and support by MTTA/MESA

Role model?

St. Therese ZINFA and Machinga ZINFA

MZIMBA SOUTH

Partners: DEM/DESK

Strong supporter?

DEM-Very strong supporter

Weak supporter?

Desk officer – weak supporter

How to improve?

Incorporate him on meetings together with the DEAM

Both mentor teacher and mentor leaders include strong and weak ones

Role model utilization

Exchange visits

Role models supports

PEAs

Strong supporter who?

CPEA and other PEAS are strong supports

Weak ones?

No one is weak

How to improve

N/A

Role model

CPEA, Katete Pea

Manyamula Pea

ZINFA

Strong supporter – who?

1. One for Kaphuta zone and Luviri zone

Weak ones?

2. Most of the ZINFAs are weak

How to improve?

3. Resensitize them on their roles

Role model

4. Kaphuta and Luviri zones

PHALOMBE

Strong Supporter?

DEM Strong supporter

- Still needs to liaise with him
- Regular meetings
- Share reports

Desk officer

Role model supporter?

Mentor teacher and mentor leader who is strong?

Mentor Teacher and Mentor Leader both strong

- Regular visits and meetings
- Participatory planning

Mr Sinoya mentor leader for Phaloni Cluster

Mentor teachers 8 out of 29 strong

PEAs 3 out of 4 strong

Average 4 strong supporters

How to improve?

Regular visits and meetings

Supervision

PEAs

1 out of 7 Nkhulambe zone

ZINFA

Strong supporters – who?

4

Weak ones?

KASUNGU

Strong supporter?

1. Both the DEM and Desk Officer are supportive
2. None is weak
3. Not applicable

Mentor Teacher and Mentor Leaders

1. Strong
2. Strong

How to improve

3. Through encouraged use of role models

Role models?

4. Yes

PEAs

Strong supporter – who?

1. Yes e.g. Kalolo, Santhe, Chaima, Mkanakhoti, Zyalambe, Sankhula

Weak ones?

2. Yes e.g. Malepera, Nkhamenya

How to improve?

3. Through exchange visits, holding frequent meetings with them, visits, supervision

Role model?

4. Kalolo, Chaima, Santhe

ZINFA

Strong supporter?

1. Yes, e.g Mkanakhoti, Chaima, Kalolo, Suza

Weak supporter?

2. Yes, e.g. Chankhanga

How to improve

3. they should be included in the TOT and other Trainings; Monitoring their activities, encouraging mutual understanding between the PEAs and ZINFAs

Role models

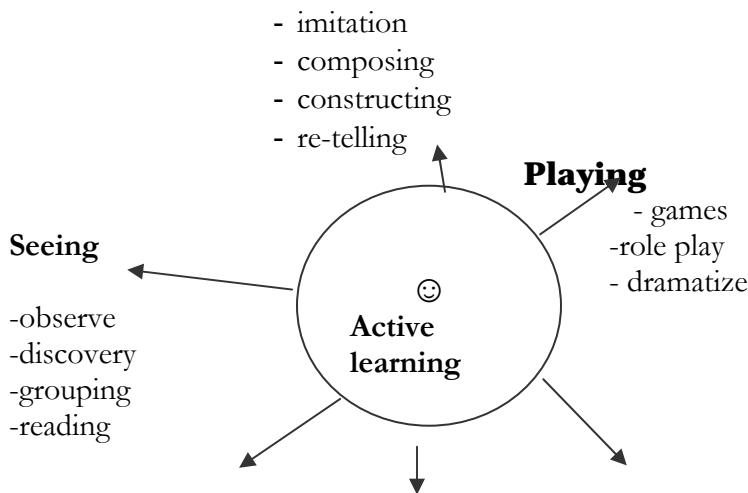
4. Chaima, Mkanakhoti, Kalolo, Nkhamenya

5.0 Strengthening Pedagogy in MT*TA

PHALOMBE GROUP

1. Characteristics of learner centered approaches

Speaking



Smelling

Differentiation

- touching
- Exploration
- Sorting
- Grouping
- regrouping

Doing

- manipulating
- writing
- reading
- modelling
- exploration
- demonstration

2. MESA used all of the above

MACHINGA

- Inform the stakeholders about the continuation of MESA approaches through MT*TA activities
- Encouraging stakeholders continue with their own initiatives as taught to them by MESA
- Distribute supervision forms on time
- During the in-service training the trainers should verbally reinforce the strategies learnt in MESA e.g participatory methods, TALULAR, etc.
- Workplans should include some activities initiated by MESA e.g. continued assessment

MZIMBA SOUTH

- a. Activities given to pupils should be challenging and provoking pupils thoughts
- b. Formation of clubs
- c. Where group work is done teachers should summarize outcome from the groups
- d. Teach them (pupils) critical thinking skills
- e. Teacher has to initiate remedial and enrichment activity

2.INTERACTION

Formation of clubs (for association)

- a. Teacher encourage pupils to ask him/her questions or make comments
- b. Clustering – bringing in the community

KASUNGU

- a) THROUGH
 - Intensified teacher supervision
 - Inserts training
 - Follow up visits
 - Exchange visits
- b) As in (a)
 - encourage teachers to use the teaching and learning resources
 - Establish ways of encouraging star performers
 - Share the experiences of the zones that are doing very well
 - Find ways of making it manageable

Number 2: Learner centered approaches MESA used

- a. Role play
- b. Games
- c. Demonstration
- d. Group work (mixed, ability groups
- e. Discussion
- f. Experimenting
- g. Guest speaker
- h. Debate
- i. Excursions
- j. Observations
- k. Dramatization
- l. Modeling
- m. Discovery

6.0 Community Participation

Definition

Community

Group of people that have common defined goals, living in a particular area whose identity is defined by particular values and norms that govern them.

Community participation – people in partnership with those assisting them

- Identify their own problems
- Assess possible solutions to the problems
- Decide on the course of action to take
- Implement the chosen solutions
- Monitor and evaluate the implemented solutions
- Share the achievements and decide the way forward

How to realize this

a. Have a policy in place

Defines who is to be involved; how, their roles, etc

- School management committees
 - Parents teachers associations
 - Functional SMC's/PTAs – Community participation

b. Continuous interaction with stakeholders

Interaction between

Project staff/community

Community/PTA SMC's

Project staff/funder

Project staff/other service providers (other NGO's etc)

Project staff/public at large (mass media and policy makers etc.)

There is a need for community level advocacy that involves sensitizing communities to issues of education. Mobilizing communities to action on their own behalf; ensuring that their power to make decisions at community level is genuine and also enabling them to have a voice at a higher level of decision making.

How to mobilize communities

- Use of program staff (direct)
 - Action research
 - Field worker training on community mobilization methodologies and facilitation skills
 - Training special groups
 - Role modeling
 - Mass communication
 - Stakeholder involvement
 - On going monitoring and evaluation
- Utilizing existing structures on the ground
 - Sensitization of communities and training key target groups (SMC's, PTA's, community leaders, cluster leaders, teachers) on their roles and responsibilities in improving education quality.
 - On going monitoring and assessment being carried out at all levels
 - Role model initiatives

Examples of achievements made of mobilized communities

- cultural
- social economic
- professional
- physical
- policy related

Note: “Doing a thing for the sake of doing and achieving positive results is quite good but understanding why you are doing it and achieving the results is excellent.”

Community mobilization does it! Motivates and brings creativity.

Questions for the group

Discussions

From the presentation

- Can MTTA successfully involve the communities in its program Without a partner that is earmarked for community mobilization? If yes
- How? (Be as practical as possible)

Community Involvement

Why?

For meaningful and sustainability of programs being implemented

Well planned: leads to empowerment of various target groups

What about in basic education improvement

“There is evidence that schools are more effective when parents and local citizens are actively involved. Teachers are more committed, students achieve higher test scores and better use is made of facilities in those communities where parents and citizens take an active interest in children’s’ educational well-being (The World Bank 1992).”

What is looked at?

What is taught? How is it taught? To which children? And in what kind of setting?

(Improved environment in which students are learning – with AIDS to learning provided – knowledge ; skills, values acquired with full support of communities around)

Indicators of improved basic education

- Capable teaching force
- Full participation of students
- High learning time
- Academic achievement
- Adequate material support
- Order and discipline at school
- Two way communication between parents and school staff
- Technical support from Ministry of Education
- Community involvement!!!

Day 3: December 15, 2005

7.0 Activity Monitoring

Active monitoring can be defined as a continuing process that aims primarily to provide the management and stakeholders of an ongoing intervention with early indicators of progress in the achievement of intended results.

Evaluation

A time bound exercise that attempts to assess systematically and objectively the relevance performance and success of ongoing and completed projects. It is undertaken selectively to answer specific questions to guide decision-makers and/or management on whether the objectives used in the project were valid, what worked, what did not work and why. Evaluation is a vehicle for extracting cross-cutting lessons from experiences and determining the need for modification to the plan.

MTTA Monitoring and Evaluation

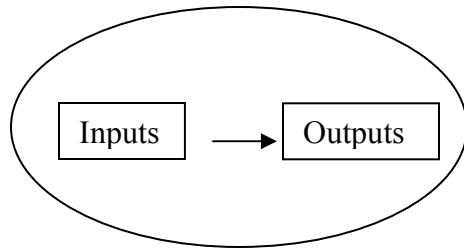
The MESA monitoring and evaluation process is based on the performance monitoring plan (PMP). The plan spells out indicators, methods for measuring each indicator, targets and time frames. Monitoring process takes place at all levels of implementation.

Group Work

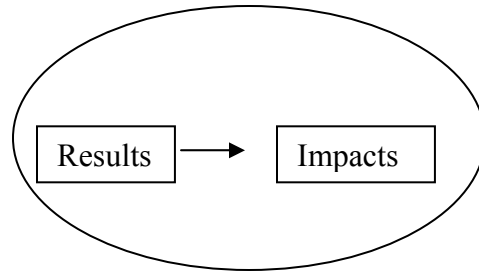
How have we done monitoring and evaluation?
What improvements do we see that could be done?
What challenges have we encountered in monitoring and evaluation?
How did we approach the challenges?

Monitoring and Evaluation enhances the effectiveness of a project by establishing clear links between the past, present and future interactions and results. It helps to improve performance and achieve results. More precisely, the overall purpose of monitoring and evaluation is the measurement and assessment of performance as well as the implementation process.

Monitoring



Evaluation



How have we been doing monitoring?

What has assisted MESA/MTTA to achieve the intended results?

What are the challenges?

Activity Monitoring

	Jan	Feb	March	April	May	June
1. Cycle 5 cluster training						
2. Supervision of schools and communities	√	√	√	√	√	√
3. Case studies/success stories/1 st person	√	√	√	√	√	√
4. Distribution of supervision forms	√	√	√	√	√	√
5. Reading campaign	√	√	√	√	√	√
6. Continuous assessment	√	√	√	√	√	√
7. Pupil tracking	√	√	√	√	√	√
8. Data collection (baseline survey)		√				
9. Strengthening pedagogy	√	√	√	√	√	√
10. ZINFA training						
11. Integration of HIV/AIDS messages	√	√	√	√	√	√
12. Exchange visits by mentor teacher	√	√	√	√	√	√
13. Planning and review meetings	√		√		√	
14. Life skills AIDS trainings <ul style="list-style-type: none"> - Guest lecturers - Maintaining - College statistics - Organizing core - Group of trainers - Training (CGT) - Baseline survey (TTC) and environmental 	√	√	√	√	√	√
15. Social studies <ul style="list-style-type: none"> - training standard 1 – 4 teachers 						
16. Mass media <ul style="list-style-type: none"> - media coverage - newsletter (collecting articles) 	√	√	√	√	√	√
17. Stakeholders visits to schools	√	√	√	√	√	√
18. Monitoring and evaluation	√	√	√	√	√	√

8.0 Integration of HIV and AIDS information into Curricular Subjects

As we have heard from the survey data, many teachers are not able to integrate HIV and AIDS information with curricular Subjects. To integrate means to infuse information. Integrated HIV and AIDS as well as behavior change information should be sorted out according to age and class of children so that cultural values are respected. Integration is one of the ways to ensure that HIV and AIDS as well as behavior change information is communicated to pupils very often.

The purpose is to provide knowledge and skills to the pupils to help them avoid risky behaviors that may lead to HIV infection

To integrate one requires the following:

- Teaching syllabus, and teacher's guide
- Understanding of the core message which is the topic of the lesson
- Ability to identify plug in point which is a point in the lesson where HIV and AIDS and behavior change information can be passed with ease
- Imaginative and creative
- Good knowledge of subject content.
- Adequate knowledge of HIV and AIDS issues such as
 - Infection
 - Transmission
 - VCT
 - Stigma
 - Positive living
 - Immune system and CD 4 cell count versus the viral load
 - Risky and non risky behaviors
 - Home Based Care
 - Risky behaviors

Integration of HIV and AIDS and Behavior Change information is possible in any subject across the primary school curriculum.

Examples showing core message, plug in point and the class where the core message is to be taught according to the curriculum this is known as the integration plan.

Core message	Plug in point	Class
Agriculture activities Planting and weeding	During conclusion, the teacher will tell the children that each of these activities will suffer if one member of the family has AIDS because more time will be spent on providing HBC Therefore, avoid sex to avoid HIV infection	Std 5
Uses of Forests	During the conclusion a teacher may ask pupils bad ways in which forests can be used in relation to HIV and AIDS pupils will mention the fact that people use them as hiding places for sexual activities. Therefore, as you pass through a bush, walk in groups.	Std5

English language, composition, and comprehension	<ul style="list-style-type: none"> • Sentence construction with words such as HIV and AIDS • Providing comprehension passages containing HIV and AIDS related information • Spelling test on words such as abstain, faithfulness • Asking pupils to write a composition on topics related to HIV and AIDS 	Std 5-8
Ratio and proportion	<p>In a town there are 210 boys and girls infected with HIV, if there are six girls infected for every infected boy, how many :</p> <ul style="list-style-type: none"> - Girls are infected? - Boys are infected? 	Std 7and 8
Treating Cuts and bruises	Avoid getting in contact with someone's blood .Use protective gloves when treating cuts and bruises to avoid HIV and AIDS infection	Std 6
Function of blood	White blood cells protect the body by killing disease causing germs A person who has AIDS has less number of white blood cells to defend him from disease causing germs. Therefore he/she suffers from many diseases	Std 8
Duties of a traditional leader	In addition to settling disputes and providing land for gardens, he/she should advise people in the village to be faithful to one partner in order to avoid HIV and AIDS	Std 3

Group Work.

English

-Activity 25.1 lesson 25 page 33

-Activity

Practical Work

Imagine that you are to teach lessons on activities outlined below. Identify appropriate HIV and AIDS as well as behavior change information that can be plugged in the lessons:

Mathematics

- Problems involving subtraction of fractions from activity 6 page 32 of teachers guide for std 6
- Graphs from activity 1 of teachers guide for std 6 page 173

Science

- Problems with growing up from activity 3 page 66
- Balanced meals from activity 2 page 72

General studies

Needs of a village and a town

9.0 Creating Stories

- Guidelines
- Understand project activities
- Examine pieces of information provided
- Make sense out of it

Telling your Stories/case studies

Machinga

- Who is the first person
- What did USAID do to help
- What is his story as quoted

Romania

1. First person in the story is Radu Christian Dumitru.
2. USAID provided a grand of US\$46,000 for initiation of medical service for emergency assistance.
3. He lost his brothers with 3 of this friends in a terrible car accident

Phalombe

- Success story
- 1. The opportunity is to enrich the primary school teachers with teaching skills and academic content knowledge of Mathematics, English and Science.
- 2. The characters are primary school teachers
- 3. Key points
 - Insets established on teacher content knowledge
 - Have gained skills and confidence to teach any class
 - USAID provided funds for training
 - Teachers improved their ability and pupils have benefited.

- Mzimba
- Case Study
 - What is the challenge?
 - What are the initiatives
 - What are the results
- Kasungu
- Success story
 - What is the character? Conflict or opportunity
 - What are the key points?
 - What did USAID do?
 - What changed and who benefited

Characters

1. Children
2. Parents
3. USAID
4. Mayors

Key points

1. Government not funding community school
2. Parents hired, recruited and paid teachers salaries

What did USAID do?

1. Provided supplies and trained teachers
2. Trained parents to manage the schools
3. Parents were assisted to form associations (PTA)

What changed?

- The funding system changed
- Funding source

Who Benefited

1. The community benefited
2. The Children

Planning skills

Tools for successful planning

- Internet
- Telephone
- Radio
- Letters
- Fax

- Newspapers
- Calendar
- Calculator
- Transportation
- Official planning documents – monthly, annual workplan and whole project performance monitoring plan.

Actions for successful planning

- defining goals in advance
- formulating objectives
- why do it
- plan the course of action in advance
- implement plan of action with discipline
- consultation with appropriate people in advance
- Sense of how much available created budget
- Monitor the progress

Critical

- Defining goal
 - Harmonizing goal
- Ensuring sufficient and relevant resources are in place
- Follow action plan
- Time frame things done at the right time
- Communications
- Shared vision

10.0 Budget and Reconciling

Contract

Grant

Best Practices

Donor/organizations funds are not yours unless you have worked for them or give back to the donor what belongs to him.

- Technical staff vs financial staff
- What
 - o Means of reporting the expenditure on the budget
- Who
 - o Everyone handling project funds
- When
 - o As soon as the activity is over
 - Accounts office – 7th of the following month
 - Project officials – as soon as they are back from the field

- Field officers – as soon as their workshop is over
- Why
 - To enable the accounts office do the same to the home office. 7th of the following month.
- How
 - Standardized forms in place
 - Workshop reconciliation forms
 - Reconciliation form for follow-up and supervision

Tips – receipts, signature sheet

Friday, 16 December, 2005

11.0 General Guidelines for Developing Costed Action Plan

Source of Activities

- Activities that go into the action plans originate from master workplans.
- Master plans respond to Mission statements, visions, Goals and objectives/indicators of the project.
- Action plans are flexible to accommodate corrective measures as may be informed by the Monitoring and Evaluation system.
- Hence the need to revisit action plans periodically.

The Format

The format may differ from one organization to another but it will contain the important elements.

The dates

- These indicate how long the activity is.

Activity

- This is the action or work to be done originating from the master workplan or Monitoring and Evaluation.

Place(s)

- This is where the activity will take place. This usually has an impact on the budget.

Persons involved

- It's an indication of who is involved in the activity. Names or titles may be indicated.

Budget

- In this column the cost of the activity is indicated. The cost will include expenses to be incurred by the implementer and the beneficiaries of the activity. The planner must forget to include the drivers allowance, accommodation and fuel.

Grant

- If you are working on more than one grant indicate the source of funding.

Sample

MTTA: MACHINGA WORKPLAN JAN – FEB 2006

Date	Activity	Place	Persons involved/responsible	Budget	Grant
January 9-15 2006	Training of Mentor teachers	Chikweo TDC Ntaja TDC NsanamaTDC	Andrew, Sydonio	K30000	MTTA
February 21-23 2006	Cluster training of Std 1-8 teachers	All clusters in Chikweo, Ntaja, Nsanama	Mentor teachers	K300000	MTTA
February 21-23 2006	Monitoring cluster training	All clusters in Chikweo, Ntaja, Nsanama	Andrew, Sydonio	K18980	MTTA

NB:

- Detailed budgets are done separately. What appears in the action plan is the total. These separate budgets are the ones that are presented to the supervisor for authorization and approval

12.0 Report Writing

12.1 Monthly

- Quarterly
- Annual
- Final

12.2 Contributors

- School/community
- Mentor teacher
- PEAS
- District Facilitators
- Trainer Heads
- Technical Staff
- Project Manager
- USAID officials
- The Media
- Special groups
- DCDOs/DSWO
- CDAs
- DCs

12.3 Types of Information

- Planned activities
- Challenges
- Resources used
- Lessons learnt
- Project activities
- Stakeholder involvement
- How the activities were carried out
- Conclusion
- Time frame
- Way forward

12.4 Quality

- Accuracy
- Data/facts (photos) etc
- Honesty
- Relevant to indicators
- Structure
-

12.5 Where to

- AIR (DC)
- USAID (Mw mission)
- USAID (DC)
- Funding

12.6 Sections

12.7 Activities accomplished

12.8 Styles

- Narrative

12.9 Principal features

- Case studies
- Quantifiable information
- Photographs
- Impact

12.10 Qualities

- Daily information
- US English (labor vs labor)
- Timeliness
- Creativity
- Business minded
- Resourcefulness

- Commitment

12.11 In conclusion

Having gone through the process let us:

- Examine stories that we receive from the implementers and district education partners
- Edit or refine them before you send them to us. You may include or attach the original draft
- Allow stories in English or Chichewa

Names of participants to the Boadzulu workshop

1. Simeon Mawindo – MESA/MTTA
2. Lester Namathaka – SAVE, Blantyre
3. Andrew Malisawa- SAVE, Balaka
4. Master Kalulu- SAVE, Kasungu
5. Sophie Mhoni –SAVE, Blantyre
6. Douglas Mbingwa – SAVE/MTTA
7. Zikani Kaunda - CRECCOM
8. George Jobe - CRECCOM/MESA
9. Florence Sepula - CRECCOM
10. McFoster Chingaibe - CRECCOM
11. Hartford Mchazime - MTTA
12. Rath Kathewera - MTTA
13. Kara Janigan - MTTA
14. Chaplain Katumbi - MTTA
15. Nick Shawa - MESA
16. Francis Mabeti – SAVE, Blantyre
17. Esther Chirombo - MESA
18. Angela Minika - MTTA
19. Jacqueline Mwale - MTTA
20. Kizito Wahira - MESA
21. Hanleck Chamangwana - MTTA
22. Eneret Santhe - MTTA
23. Nerrisa Boatman - MTTA
24. Christopher Khoropa - MTTA
25. Harlod Lyson - MTTA
26. Sydonio Matope – SAVE/ MTTA, Balaka
27. Emylda Bongwe - SAVE/ MTTA, Balaka
28. S. Kachingwe - SAVE , Balaka