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**MALAWI**

**January – December 2007, Annual Report**

## **MALAWI TEACHER TRAINING ACTIVITY (MTTA)**



January 31, 2008

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## LIST OF ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
AIR	American Institutes for Research
CPEA	Coordinating Primary Education Advisor
CPD	Continuing Professional Development
CCAP	Church of Central African Presbyterian
DEF	District Education Facilitator
DEM	District Education Manager
DQA	Data Quality Assessment
HASCI	HIV and AIDS School-based Club Initiative
HIV	Human Immune Virus
IEQ	Improving Education Quality
IGA	Income Generating Activity
JCE	Junior Certificate Examination
KRA	Key Result Area
MACRO	Malawi AIDS Counselling and Resource Organization
MIAMI	Malawi Integrated AIDS Mitigation Intervention
MESA	Malawi Education Support Activity
MBC	Malawi Broadcasting Corporation
MIE	Malawi Institute of Education
MKA	<i>Mphamvu Kwa Achinyamata</i> (Power to the Youth clubs)
MTTA	Malawi Teacher Training Activity
MOEST	Ministry of Education, Science and Technology
NCT	National Core Trainers
NGO	Non Governmental Organization
OBE	Outcomes Based Education
PCAR	Primary Curriculum and Assessment Reform
PEA	Primary Education Advisor
PSLCE	Primary School Leaving Certificate Examination
QUEST	Quality Education Supporting Teachers
SGC	Small Grant Challenge
SMC-EQ	Social Mobilization Campaign for Education Quality
SC/US	Save the Children U.S.
TALULAR	Teaching and Learning Using Locally Available Resources
TANARD	Target National Relief and Development
TDCs	Teacher Development Centres
TIDECO	Tiukepo Development Committee
TTC	Teacher Training College
USAID	United States Agency for International Development
WFP	World Food Programme
ZINFA	Zonal In-service Facilitator

# Malawi Teacher Training Activity (MTTA)

## January – December 2007 Annual Technical Report

### 1.0 PREAMBLE

Project Title: Malawi Teacher Training Activity (MTTA)

Contractor: American Institutes for Research

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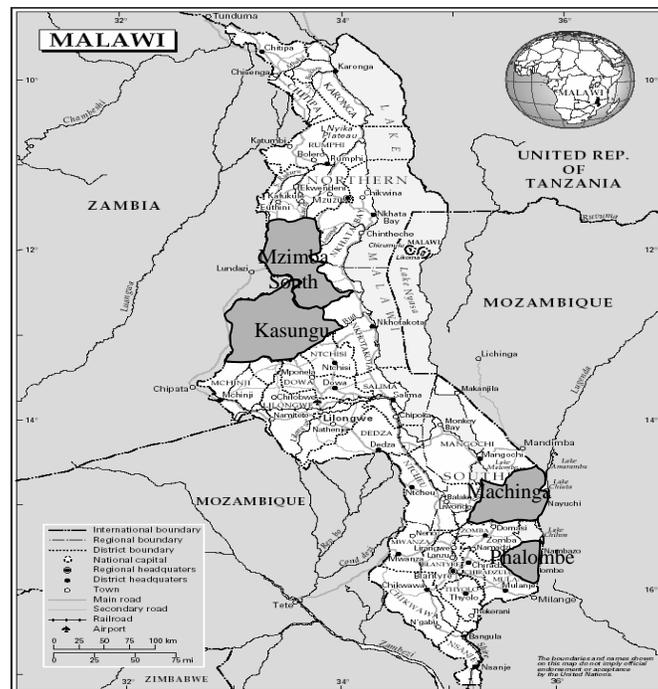
## 2.0 PROGRAM DESCRIPTION

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 Ministry of Education, Science and Technology (MOEST) 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 MTTA is improving the quality of education in Malawi through the improvement of 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 has strengthened teachers' content knowledge in mathematics, science and English by building on AIR's former 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



MTTA's targeted results are to:

- train approximately 6,000 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 Primary Education Advisors (PEAs), and 300 mentor teachers to support these classroom teachers through field- based supervision.

Continuing to support in-service training, MTTA also seeks to:

- introduce, as one of the innovative strategies, the use of DVD technology to produce an effective tool for interactive teaching and build capacity within Teacher Training Colleges (TTCs) that can 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 HIV/AIDS 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 to Teacher Training Colleges (TTCs). In addition, a weekly radio program addresses all the themes of the project.
- Create and support school-based anti-HIV pilot clubs in a selected number of schools in Kasungu and Mzimba South districts. The focus is particularly on promoting school-community and intergenerational dialogue about important issues regarding the prevention of HIV/AIDS focusing primarily on abstinence and being faithful.

In line with USAID/Malawi, MTTA contributes towards three USAID 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 PERFORMANCE OVERVIEW

#### 3.1 Summary of Project Implementation Activities Accomplished over January – December 2007 Period

##### 3.1.1 *In-service District Level Interventions*

Teacher in-service training in English, mathematics and science

- Distributed the following nine MTTA-developed titles of continuing teacher professional development (CPD) support materials, providing much needed reference materials for the teachers:
  - 7,500 copies of *Teaching English in Malawian Primary Schools: Reading and Writing – An In-service Resource Manual for primary teachers*
  - 75,000 copies of *Teaching Mathematics in Malawian Primary Schools – An In-service Resource Manual for primary teachers*
  - 75,000 copies of *Teaching Science in Malawian Primary Schools – An In-service Resource Manual for primary teachers*
  - 700 copies of *First Cycle Training Handbook*
  - 650 copies of *Second Cycle Training Handbook* for use by National Core Trainers (NCTs) and Trainers of Trainers (TOTs)
  - 650 copies of *Third Cycle Training Handbook* for use by NCTs and TOTs
  - Over 750 copies of *Fifth Cycle Training Handbook* for use by NCTs, TOTs, and primary school teachers at core, district and cluster training levels
  - 750 copies of *Fifth Cycle Training Handbook* for use by NCTs, TOTs, and primary school teachers at core, district and cluster training levels
  - 100 copies of *Mobile Teacher Training Troupers' Orientation Handbook*
- Trained:
  - 35 National Core Trainers in readiness for Training of Trainers
  - 394 TOTs in readiness for cluster-based teacher in-service training
  - 5,925 teachers in English, mathematics and science content knowledge and pedagogy
  - 30 Mobile Teacher Training Troupe members to support school-based in-service training and supervision of teachers
  - 30 PSSP:SFP staff in readiness for an MTTT initiative launch in that project
  - 108 TOTs for headteacher training
  - 810 headteachers as instructional leaders
- Oriented:
  - 1,235 teachers to teaching English reading in small groups
  - 168 supervisors [PEAs, Zonal In-Service Facilitators (ZINFAs), trainer heads and mentor teachers) to MTTA supervision instruments. The 168 in turn trained other supervisors in their areas of work.
- Monitored:
  - 1448 standard 1 teachers as MOEST/MIE oriented them to standard 1, term 1 PCAR curriculum
- Facilitated the supervision of all 5,925 teachers in the 834 schools in the four impact districts
- Supported 71 no-cost ZINFA-facilitated zonal continuing professional development trainings

### **3.1.2 Pre-service Life Skills Education for HIV/AIDS Prevention and Mitigation**

- Used the following three MTTA developed reference materials with teacher training colleges tutors and students:
  - 4,000 copies of the *Life Skills for HIV and AIDS Education Resource Manual* for teachers
  - 100 copies of DVDs for TTCs
  - 100 copies of DVD manual titled *How to use the Malawi Pre-service Life Skills Education for HIV and AIDS DVD*
- Supported 41 life skills TTC lecturers to reach 1,893 student-teachers with HIV and AIDS messages
- Conducted one five-day training workshop for 41 life skills TTC lecturers at MIE
- Procured and distributed DVD equipment for life skills education to five TTCs nationwide
- Supported eight guest speakers to give lectures to TTCs on life skills related to HIV and AIDS and communicable as well as non-communicable diseases
- Participated in five national life skills working group meetings
- Conducted follow up performance surveys to TTCs and schools
- Monitored the teaching of life skills education in primary schools

### **3.1.3 HIV and AIDS School Club Initiative (HASCI)**

- Developed, printed and distributed to HASCI clubs in Mzimba South and Kasungu districts:
  - 200 HASCI Constitution Manuals
  - 200 Activity Handbooks for *Mphamvu Kwa Achinyamata* (MKA) clubs
  - HIV and AIDS Fact Sheets for large-scale message dissemination
- Sensitized 108 trainers on HASCI
- Carried out a situation analysis at all 40 target schools to establish status of MKA clubs
- Trained 80 heads and deputy heads from 40 schools on HASCI
- Procured and distributed 4,000 Sara Comic books
- Conducted two-day workshop to orient 24 PEAs and two Kasungu DACC members to MKA club constitution and activity handbooks
- Procured and distributed motivational game items such as scrabble and darts sets to HASCI schools
- Conceptualized and produced 1,200 HASCI t-shirts to be distributed to schools
- Conducted two-hour orientation to HASCI for 22 American Peace Corps volunteers working in education sector
- Attended Sara Comics Symposium in Johannesburg, South Africa

### **3.1.4 Mass Communication**

- Developed, printed and distributed 6,000 copies of MTTA Newsletter
- Aired 37 15-minute MTTA programs on the Malawi Broadcasting Corporation (MBC) on a wide range of project interventions especially at the classroom level

- Sub-contracted the Story Workshop Educational Foundation to develop and incorporate drama within the 15-minute radio programs
- Featured on MBC, Zodiac Radio Service and Radio Maria radio programs
- Featured five times in the local print media
- Featured six times on TVM news bulletins

### ***3.1.5 Coordination and Reporting***

- Held weekly management meetings to share experiences and plan together
- Arranged for and conducted one Project Advisory Committee meeting
- Participated in all USAID synergy meetings and all SO9 extended team meetings
- Hosted a wide range of both internal and external dignitaries including the US Ambassador to Malawi, the Deputy Minister of Education, and the USAID/Malawi Mission Director
- Continued to work and liaise with MIE and the Ministry of Education on PCAR rollout
- Worked collaboratively with other organizations and implementing partners operating in the basic education sector
- Prepared and submitted one annual (2006), three quarterly, and 12 monthly performance reports
- Prepared and submitted an annual and three quarterly updated plans of action
- Negotiated and implemented a 4-month no-cost extension
- Developed and submitted a 7-month costed extension for USAID consideration
- Calculated and submitted quarterly accruals

### ***3.1.6 Monitoring and Evaluation***

- Produced data collection instruments
- Trained 182 data collectors on how to use data collection instruments to collect valid and reliable data
- Conducted:
  - baseline survey of 1,971 Standard 3, and 996 Standard 6 pupils
  - follow-up survey of 1,250 Standard 3, and 722 Standard 6 pupils
  - second follow-up survey of teacher assessment for 875 teachers
- Analysed data, and results showed that MTTA exceeded its targets for 2007
- Monitored on-going project activities
- Assessed and evaluated MTTA's training sessions and the utilisation of IBB books at Teacher Development Centres (TDCs)
- Hosted an external Data Quality Assessment (DQA) team
- Produced and submitted 2007 Monitoring and Evaluation (M&E) Report

### 3.2 MTTA Accomplishments Relative to Work Planned for 2007

Activities	2007												Remarks
	Q1			Q2			Q3			Q4			
	J	F	M	A	M	J	J	A	S	O	N	D	
<b>1</b>	<b>In-service District Level Intervention</b>												
1.1													Accomplished
1.2													Accomplished
1.3													Accomplished
1.4													Accomplished
1.5													Accomplished
1.6													Accomplished
1.7													Accomplished
1.8													Accomplished
1.9													Accomplished
1.10													Accomplished
1.11													
1.12													Accomplished
1.13													Accomplished
1.14													Accomplished
1.15													Accomplished
<b>2</b>	<b>Social Studies Training (In- and Pre-service)</b>												
2.1													Accomplished
2.2													
2.3													Halted
2.4													Halted
2.5													Halted
<b>3</b>	<b>Pre-service Life Skills for HIV/AIDS training</b>												
3.1													Accomplished
3.2													Accomplished
3.3													Accomplished
3.4													Accomplished
3.5													Accomplished
3.6													Accomplished
3.7													Accomplished
3.8													Accomplished
<b>4</b>	<b>HIV and AIDS School Club Initiative</b>												
4.1													Accomplished

Activities	2007												Remarks	
	Q1			Q2			Q3			Q4				
	J	F	M	A	M	J	J	A	S	O	N	D		
4.2														Accomplished
4.3														Accomplished
4.4														Accomplished
4.5														Accomplished
4.6														Accomplished
4.7														Accomplished
4.9														Accomplished
4.10														Accomplished
4.11														Accomplished
4.12														Accomplished
4.13														Accomplished
4.14														Accomplished
4.15														Accomplished
4.16														Accomplished
4.17														2006 annual report and 2007 monthly and quarterly reports produced.
4.18														Baseline and follow-up survey reports produced. Final report to be produced July 2008.
4.19														Accomplished
4.20														Accomplished
4.21														Accomplished
4.22														Accomplished
4.23														Accomplished
<b>5</b>	<b>Monitoring and Evaluation</b>													
5.1														Accomplished
5.2														Accomplished
5.3														Accomplished
5.4														Accomplished

Activities		2007												Remarks
		Q1			Q2			Q3			Q4			
		J	F	M	A	M	J	J	A	S	O	N	D	
5.5	Conduct data collection for pupils													Accomplished
5.6	Data entry													Accomplished
5.7	Data analysis													Accomplished
5.8	Dissemination of data													Accomplished
5.9	M & E for in-service training													Accomplished
5.10	M & E for HIV/AIDS at TTCs													Accomplished
5.11	M & E for social studies in-service													Halted
5.12	M & E for social studies pre-service													Halted
5.13	Baseline data collection-HASCI													Accomplished
5.14	Monitoring and supervision													Accomplished
5.15	Data collection for final survey													Accomplished
<b>6</b>	<b>Mass Communication</b>													
6.1	Radio program planning													Accomplished
6.2	Radio program broadcast													Accomplished
6.3	Develop MTTA Newsletter													Accomplished
6.4	Print and disseminate newsletter													Accomplished
<b>7</b>	<b>Project Coordination and Reporting</b>													
7.1	Hold MTTA weekly team meetings													Accomplished
7.2	Conduct Advisory Committee Meeting													Accomplished
7.3	Meet with USAID and line ministries													Accomplished
7.4	Participate in USAID quarterly SO9 meetings													Accomplished
7.5	Conduct policy maker briefing													Accomplished
7.6	Write monthly report													Accomplished
7.7	Write quarterly report													Accomplished
7.8	Write annual report													Accomplished
7.9	Update work plan and PMP													Accomplished
7.10	Calculate quarterly accruals													Accomplished

## **4.0 ACTIVITIES ACCOMPLISHED OVER THE REPORTING PERIOD**

### **4.1 In-service District Level Interventions**

#### **4.1.1 Overview**

Over the reporting period, MTTA focused on scaling up the concept of school-based in-service training, INSET, now popularly known as “Continuing Professional Development” (CPD) to improve the teachers’ content knowledge in English, math and science as well as to enhance their pedagogical skills. Cycle 7 sought to empower teachers so they are able to identify their own strengths and short-comings, and be able to address those short-comings using locally available human and material resources. In the process MTTA handled the teachers as co-experts to create situations that helped children to achieve higher learning gains. Cycle 7 was supported by the following activities:

- Mobile Teacher Training Troupes (MTTT) that augmented the basic training
- Decentralized teacher support structures (ZINFAs, mentor teachers and star performers) that allowed for locally available clinical teacher supervision and support
- Training of headteachers as instructional leaders to support the teachers
- Exchange visits and role modeling for sharing and consolidating experiences
- Message dissemination through both the electronic and print media to achieve multiplier effect of best practices
- Provision of reference materials including donated books and school incentive packages (SIPs) for effective lesson preparation by teachers
- Stakeholder involvement including visits to activity sites by MOEST senior officers for teacher motivation and evidence-based decision making
- Formative evaluation to inform decisions/practice

#### **4.1.2 Conducting Cycle 7 Training**

MTTA launched cycle 7 trainings first by mobilizing and re-orienting district education officials: the District Education Manager (DEM), the Coordinating Primary Education Advisor (CPEA), MTTA’s District Education Facilitator (DEF) to the goals, objectives and strategies of the cluster and school-based CPD model as introduced in 2006. The feedback was used to refine operational guidelines and an evaluation instrument. Each of the 54 education zones in the four impact districts then formed a Training Committee comprising the PEA, ZINFA, mentor teachers and trainer heads (star performers). Using the refined operational guidelines, each zonal committee conducted a teachers’ professional needs assessment exercise from which zonal CPD training topics were determined. The training committee identified well qualified local teachers to facilitate two-day cluster-based trainings for all teachers in each cluster. The trainings were followed by school-based CPD activities guided by the same process i.e. identification of challenging topics within the school; qualified facilitators, and mounting two to three hour CPD sessions after classes or over the week-end. Many schools implemented well developed work plans developed by the teachers themselves, with the help of mentor teachers.

Some 5,925 teachers (1,430 female, 4,495 male) went through the cluster-based trainings (see Table A1, page 44) and approximately 60% of them participated in school-based CPD interventions. See section 4.1.4.

### **Highlights**

- Monitoring visits to the cycle 7 training sites revealed that the local facilitators generally displayed excellent facilitation skills which suggested that MTTA was successfully empowering practicing teachers in addition to anchoring the project's best practices within the primary school system. See Attachment 1, page 45.
- Preparations for the cluster level CPD were almost entirely organized and managed by the teachers themselves. MTTA monitored the processes, filled in any existing knowledge and skill gaps, and encouraged the teachers to continue transforming the professional culture of the primary school.
- The inclusion of star performing teachers among facilitators promoted professional morale and a sense of recognition and volunteerism among them. This will lead to sustainability as teachers willingly support fellow teachers and learn from them as well

### **Challenge**

- It is sometimes difficult to find teachers who demonstrate expertise in given areas of need. In such cases, external help assists build local expertise.

### **4.1.3 *Headteachers as Instructional Leaders Training Activity***

The activity focused on headteachers becoming instructional leaders, so they are able to support teachers in teaching and learning in the classroom. An activity manual titled *Becoming an Instructional Leader Handbook* was developed with the support of 5 (2 female and 3 male) specialists from the Ministry of Education, Science and Technology (MOEST), Malawi Institute of Education (MIE), and South Eastern Education Division (SEED). The handbook focuses on the roles of a headteacher: instructional leadership, record keeping in relation to outcomes-based education (OBE), supervision, coping with challenges in the school, and school improvement activities. The handbook aimed at empowering and equipping headteachers with managerial and instructional skills for improving classroom teaching and learning with a focus on CPD management and on PCAR. The handbook was distributed to all 1,668 headteachers and deputy headteachers in the 834 schools from the 4 impact districts. Some copies were also sent to Education Division Managers' offices, MIE, Domasi College of Education, DTED, National Library Service, the District Education Managers and the 69 TDCs in the impact districts. Headteachers and education officials alike warmly received the handbook and PCAR expressed the desire to adapt it.

The actual training of the headteachers was done in collaboration with MOEST and MIE. MTTA trained 108 Trainers of Trainers (82 male, 26 female) who comprised PEAs and some selected ZINFAs, mentor teachers and trainer heads. These, in turn, trained 810 (773 male, 37 female) headteachers within their zones. See Tables A2 and A3, page 44.

### **Highlights**

- There was very high involvement of participants throughout the trainings. During feedback participants reported that the content was very relevant for headteachers and

deputy headteachers and that they felt better equipped for their work as heads of schools.

- Monitors from both MTTA and the districts visited all the 54 zonal training centers and supported both facilitators and participants. The headteachers appreciated being visited and expressed their wish that the visitors could follow them to their schools to see the outcomes of the training.

### **Challenge**

- PEAs from Phalombe were not able to participate in the TOT training session for the district, as they were at Liwonde on other official activities. A specially designed 2-day orientation seminar was organized during which all the district's 8 PEAs (1 female, 7 male) were familiarized with the headteacher training curriculum, to allow them to effectively support the headteachers.

#### **4.1.4 School-based CPD**

MTTA professionals continued supporting individual headteachers in facilitating school-based CPD activities following the headteacher training workshops. Focus areas for the school-based CPD activities varied from one school to another depending on local needs. Some heads organized training workshops to clarify coordination networks. In other schools such as Mzata and Makhawani in Phalombe, the headteachers organized such workshops to discuss issues of schemes of work and lesson preparation. The headteacher of Mtalala School in Machinga district, in collaboration with his standard 1 teacher, for example, oriented other teachers on assessment. At Mzimba LEA school in Mzimba district, the headteacher oriented all of his teachers to lesson preparation in the light of the OBE PCAR curriculum. In some schools, even non-PCAR class teachers are practicing the PCAR recommended approaches on schemes of work, lesson preparation, and pupil assessment as a result of these headteacher-facilitated school-based CPD interventions. The result is that learners in some non-PCAR classes are also benefiting from the assessment approaches.

#### **4.1.5 Supervising Classroom Teaching and Learning**

MTTA, in collaboration with mentor teachers, trainer heads, ZINFAs and PEAs, continued giving professional support to 5,925 teachers through classroom observations and teacher supervision. About 90% of the 5,925 teachers were supervised on more than two occasions by the project team. In addition, MTTA participated in monitoring the implementation of standard 1 PCAR materials in 348 schools in the four impact districts. 995 teachers (358 female and 637 male) were observed during this activity and supported accordingly.

### **Highlights**

- Approximately 85% of the teachers supervised used participatory teaching and learning methods.
- Over 55% of the learners showed full mastery of the content they were learning judging from the responses they gave during individual, pair or group work.
- 80% of the teachers used teaching and learning materials from the local environment appropriately. The teachers displayed some of the materials in the classroom to promote individual learning during pupils' own time.

- Over 66% of the teachers demonstrated strong command of content knowledge of what they were teaching. For example, Juriana Mkandawire of Chankhoma school in Kasungu district demonstrated the concept of heat transfer by conduction through solids using match sticks fixed to a piece of wire by candle wax. “My pupils were excited to see the match sticks fall one after another as heat moved along the wire.”
- Approximately 50% of the teachers observed in infant and junior sections were effectively teaching English reading using the small group method. As a result, 75% of the learners were able to read many English words, and write their names correctly. At Mtubwi school in Machinga district for example, 55% of standard 1 pupils were able to read Chichewa word combinations such as; ba, be, ma, me, waba, atate from reading charts and from their textbooks.
- 26% of the teachers supervised were able to integrate HIV and AIDS information into lessons. In Machinga district, George Mdinga, a standard 7 teacher at St Therese primary school, for instance, integrated AIDS information with mathematics by asking pupils to plot a graph of time in years against number of people who died of HIV and AIDS in a certain country.

### **Challenge**

- Administration and invigilation of examinations affected teacher supervision schedules because PEAs, some ZINFAs and mentor teachers were involved as invigilators and supervisors of the Primary School Leaving Certificate Examination (PSLCE) and the Junior Certificate Examination (JCE). There is need for more collaborative effort among key stakeholders to maximize use of available human resources.

#### **4.1.6 Mobile Teacher Training Troupe (MTTT) Initiative**

MTTA expanded the number of target schools for its MTTT intervention from 60 to 125 in 2007. During the first quarter, MTTT members visited the additional 65 schools for five days each. During the visits MTTT members observed and interviewed teachers, headteachers, and community members to identify teacher professional needs. The MTTT team then held a school-based workshop for the teachers to share ideas for improving classroom teaching and learning. Some teachers then demonstrated what they had just learned in their classrooms while other teachers observed. They then analyzed the demonstration lessons for further improvements and new lessons learned.

During the second and third quarters, MTTT members revisited the schools to determine progress and lessons learned to inform future interventions, encourage teachers as they continued to make improvements in their teaching, and support teachers wherever gaps were identified. By the close of the school year, the MTTT members had reached out to all the 125 target schools twice. The MTTT visitations benefited 1,016 teachers (431 female and 585 male) and 85,950 pupils (44,177 female and 41,773 male) See Table A4, page 44.

MTTT also supported 30 local troupers who formed their own local MTTT teams. These local troupers accompanied MTTT members on revisits to schools. MTTT members assisted them in the skill of identifying strengths and needs of classroom teachers and determining solutions for the identified needs. The teaming up of the trained MTTT members with local

MTTTs raised the morale of the latter in that it proved to them how MTTA recognizes and appreciates the presence of local expertise within the zones.

MTTA staff with the support of District Education Facilitators, District Coordinating PEAs, zonal PEAs and ZINFAs monitored the 30 MTTT members mentoring and supervising local troupers as they worked with teachers in schools. Best practices and challenges identified by the education professionals were shared with the local MTTT members to inform practice. The local troupers were eager to improve their performance and developed work plans to that effect.

#### **4.1.7 Exchange Visits**

MTTA organized two exchange visits for 27 (16 female and 11 male) MTTA District Facilitators, CPEAs, PEAs, ZINFAs, trainer heads, mentor teachers, and star performing classroom teachers from the four impact districts to visit schools in other districts. Mzimba South and Kasungu districts visited Machinga and Phalombe, and vice versa. The main purpose of the exchange visits was to provide an opportunity to learn best teaching and learning practices from other districts in order to scale up their application.

The visitors and the hosts observed English, mathematics and science lessons. They also interviewed learners, teachers, and PEAs. They saw learner centered lessons, where teachers actively involved pupils in the lessons. One standard 1 teacher showed the visitors how to use PCAR assessment tools and records for over 200 learners, demonstrating to the visitors that continuous assessment is possible with any size of class when the teachers is resourceful and committed. They learned how some TDCs open libraries in the afternoon for the school going children, pupils, and community members to access the books. They viewed locally made weather stations and maps of Malawi sculpted on the ground with physical features such as mountains, rivers and lakes. They saw how HASCI activities inspired learners and community members and contributed to pupil retention in the schools. The visitors saw how some schools grow vegetables and fruit without using pesticides and chemicals. MTTA provided the visiting teams with a rare opportunity to share experiences, ideas and knowledge with which to improve the quality of education in Malawi.

Upon returning to their home districts, the visitors shared what they had learned. Just to illustrate the point, Namanjerema School in Phalombe constructed a temporary shelter for a library to service the school after classes, and made a weather station as a result of the lessons the school learned from Kasungu.

#### **4.1.8 IBB Book Initiative**

Throughout the year, pupils, teachers and community members continued accessing the donated books in the TDCs. Teachers used them as reference materials when preparing lessons. They also used them to upgrade themselves academically. For example, at Puteya and Boma TDC in Machinga District, 113 (63 female and 50 male) and 75 (29 female and 46 male) people respectively, patronized the library over the month of May. At Suza and Nkhamenya TDCs in Kasungu district, 68 teachers (27 female, 41 male) and 56 teachers (10 female, 46 male) respectively patronized the library over the same period as they prepared for public examinations.

In order to make the TDC libraries more assessable to all teachers and pupils, several zones introduced a decentralized system of lending out the books to cluster centers. Head teachers borrowed required books on behalf of teachers and pupils. After pupils, teachers and communities had finished reading the books at a cluster center, they were sent to another cluster center.

In a further effort to increase the number of pupils benefiting from IBB books, some zones formed reading clubs where pupils were assigned books to read at scheduled times. Furthermore, study circles were intensified to ensure more teachers benefit from IBB books and share the knowledge gained. For example, many JCE teachers upgraded themselves to MSCE. Some have improved their MSCE grades. At Kazengo School, in Mzimba South, for example, 5 teachers are eligible for university entrance examinations as a result of these interventions. This has resulted in improving teachers' content knowledge and confidence improving pupil performance as a result.

Community members and teachers are working together to ensure that the book initiative is sustained. For example, at Mpasadzi TDC in Kasungu, community members have constructed a building where they are storing all the library books. Furthermore, the community has sourced additional English, mathematics and science books from the American Embassy. Led by the Zone PEA, the community has also approached a donor to help them with a solar panel. Their dream is to enable teachers and pupils to read the books even in the evenings.

Besides the IBB books, MTTA provided some schools with school incentive packages (SIPs) which consisted of teaching and learning materials such as chalkboards, attendance registers, dictionaries and science kits to fill critical gaps. Many schools continue to replenish their SIP boxes.

### **Challenge**

- Sometimes much needed books are not accessible to teachers and learners because the distances between their schools and the TDC libraries are very far and transportation systems are poor. To minimize the negative impact of this challenge, MTTA encouraged TDCs to decentralize libraries to cluster and school levels.

#### ***4.1.9 Decentralizing Teacher Support Services***

The success of cluster and school-based CPD activities depend to a large extent on the frequency and quality of the professional support teachers receive. Because of PEAs' inability to provide this level of support, MTTA created a local voluntary professional support network that proved to be very valuable in transforming teachers' attitudes to their work. Talented teachers volunteered to share their expertise with their less able counterparts through both formal and informal forums. They went on to organize large-scale zonal trainings which were exclusively organized and managed by themselves with the support of the zonal PEA. Over the reporting period, for example, ZINFAs alone organized and ran 68 non-funded zonal trainings benefiting a total of 1,448 teachers (387 female, 1061 male). The training sessions lasted three to four hours. Facilitators were local star performers in the

classroom. For quality assurance MTTA district education facilitators, spearheaded by local PEAs, monitored the activities. In Kasungu and Mzimba, the DEMs took part in the monitoring exercise and they expressed deep satisfaction with what they saw. The training workshops focused on topics which teachers identified as areas of need. Consequently, the teachers were able to:

- Conduct experiments on simple machines, electricity, force, water and air pressure
- Use the OBE curriculum assessment tools and familiarize themselves with PCAR terminology, write schemes and records of work properly
- Conduct effective micro-teaching lessons on a variety of topics
- Practice use of participatory and learner centered teaching and learning methods, for example practicing teaching reading using the small group method
- Prepare teaching and learning materials from the local environment including making pinhole cameras
- Introduce numbers to standard 1 pupils with special needs

### **Highlights**

- There was very high participation in almost all presentations that the star performers made, including their practical work on circuits and lifting weights using an inclined planes and pulleys.
- PEAs and some standard 1 teachers shared their experiences regarding PCAR implementation.
- Teachers continued to be motivated to improve their own content knowledge gaps.

### **Challenge**

- When ZINFAs transferred to other districts or passed away, their replacements did not receive systematic orientations. In such cases, MTTA encouraged the new ZINFAs to seek assistance from Zonal PEAs and ZINFAs from neighboring zones.

#### ***4.1.10 Collaborating and Working with Other Organizations and Implementing Partners***

In a bid to influence basic education practices beyond MTTA's scope of work, the project deliberately sought to work with other agencies operating in this sector with very significant results. The following two examples will help to illustrate the point.

#### **Supporting PSSP: SFP to launch the MTTT initiative**

MTTA supported the PSSP: SFP project in Dowa district to launch the MTTT initiative by orienting educational managers, ZOCs, PEAs, and TDC Assistant Coordinators to the MTTT initiative activities in a five-day orientation. The orientation included a briefing on MTTT and practical sessions at 20 schools selected from the 13 zones in the district. Two teams comprising MTTA's hired mobile troupers and the PSSP: SFP education professionals identified and shared best practices and challenges with the teachers at the schools they visited. The highlights of the intervention included:

- MTTT inspired the zonal PEAs, ZOCs and teachers who interacted with them.
- Generated team spirit among teachers within schools.

- Teachers' post-training demonstration lessons presented on Fridays showed remarkable improvement over the pre-training lessons that were observed on Mondays and Tuesdays. For example, most teachers reported:

*"I used TALULAR and chalkboard efficiently and effectively."*

*"I gave pupils opportunity to practice concepts and skills that had just been introduced to them."*

*"I supervised pupils' group work and assisted individual pupils where they needed help."*

### **Challenges**

- Local troupers may face transportation problems to visit cluster schools. The situation needs to be re-visited to determine the way forward.
- Due to large class sizes especially in standards 1 and 2, group work was difficult to manage. Teachers were advised to:
  - First assess their pupils systematically so they are able to group them according to their ability ranges with one or two more able pupils assisting the average learners while the class teacher concentrates on the slower ones.
  - Make use of their school-based CPD sessions to improve their TALULAR resources for use in group work.

### **Supporting the Implementation of PCAR Activities**

MTTA supported PCAR activities. This included the supervision of teachers implementing the instructional materials for standard 1; the drafting of standard 7 instructional materials; and the orientation of standards 2, 5 and 6 teachers to OBE curriculum by actually co-facilitating the training of teachers alongside zonal PEAs.

The process began with four MTTA staff (3 female and 1 male) participating in PCAR National Core Trainers (NCT) orientation workshop at MIE. Four other staff members (1 female and 3 male) attended PCAR TOT trainings held at St. Therese TDC in Liwonde, and at Mponda TDC in Zomba. This was in preparation for MTTA's involvement in PCAR teacher orientation activities by MOEST and MIE as reported above.

MTTA funded its District Education Facilitators (DEFs), zonal in-service facilitators (ZINFAs), selected mentor teachers and local troupers, to serve as co-facilitators in the orientation of standards 2, 5 and 6. See Table A5, page 44. Reports from the 4 districts showed that the MTTA-supported personnel performed very well. MOEST and MIE were so impressed with their performance that they encouraged them to keep up the good work.

### **Challenge**

- While MOEST and MIE opened the door for more ZINFAs to participate in their TOT trainings, large numbers of these professionals resulted in congesting training centers, so their involvement was regulated accordingly.

## 4.2 Pre-service Life Skills for HIV/AIDS Prevention and Mitigation

MTTA supported 41 lecturers in their second year of teaching Life Skills education at Teacher Training Colleges to reach 1,893 students with HIV/AIDS prevention and mitigation messages. Those students will, in turn, teach those skills in primary schools throughout Malawi upon their graduation.

### 4.2.1 *Conducting 5<sup>th</sup> Life Skills Education Training Workshop for Tutors*

MTTA conducted the fifth and last Life Skills Education Training Workshop for tutors during the reporting period. Forty-one lecturers representing all the seven teacher training colleges in Malawi attended the workshop. Emmanuel and DAPP Colleges sent two lecturers each. One attendee was funded by MTTA, as usual, and the colleges funded the others. Several guest speakers, who included Dr. Mc Osano from St. Luke Hospital-Malosa, Mr. Chimango from the Malawi Institute of Education, Miss Loyer from Blantyre Teacher Training College and a special needs lecturer made presentations.

The objectives of the workshop were:

- Enriching participants' knowledge with HIV/AIDS updates in the teaching of Life Skills
- Support to Special Needs Education on materials and equipment (Braille materials and large print for visually impaired)
- Retraining participants on operation and use of DVDs, DVD players and LCD projectors
- Instilling in the participants basic research methods which they can use to find information when need arises
- Sharing best practices identified during monitoring exercises since the initiative was launched

Highlights of the workshop were that:

- All topics of the program were covered
- Participants shared best practices, such as how to teach Life Skills using TALULAR, how to teach about beliefs and misconceptions and how to display the truth about HIV/AIDS and risky behaviors using TALULAR. Participants commented that is was educational and worthwhile.
- Almost all participants mastered the operation of DVD players and LCD projectors.
- Participants did a mini research project on entrepreneurship at Zomba market. They acquired information, which they can use when teaching entrepreneurship.
- The 33 participants rated the HIV/AIDS information session highly and 22 participants rated the entrepreneurship activity highly.

For the future, participants suggested:

- Supply of additional equipment, as college capacities are increasing from October 2007 (DVDs, DVD players, LCD projectors and screens)
- Lecturers who had just joined teaching Life Skills education be included in future training workshops

In the fourth quarter, 77 teacher training lecturers (21 female, 56 male) were equipped with knowledge and skills on how to use the Malawi pre-service English, Mathematics, and Science DVDs as instructional tools at Kasungu, Lilongwe and Blantyre Teacher training colleges. The discussions focused on:

- importance of ICT in teaching
- sharing experiences on Life Skills Education DVDs
- Interaction with facilitators' guide
- Subject working groups and DVD equipment instruction and group presentations
- Interaction with LCD projector, DVD player and English, Science and Mathematics DVDs
- Preparing group action plans

An evaluation at the end of the workshop showed that the lecturers valued and appreciated the training. They planned to conduct their own college-based trainings for those of their colleagues that were unable to attend.

#### **4.2.2 *Conducting College-based Workshops***

The Life Skills tutors at the 5 government and grant-aided TTCs conducted one-day college-based workshop on Life Skills for HIV prevention. The workshops were aimed at helping the lecturers who do not teach Life Skills education as a subject to develop content knowledge and pedagogical skills for assisting student-teachers with Life Skills as a teaching and learning area and as mentors. A total of 136 lecturers (49 female and 87 male) participated.

#### **4.2.3 *Monitoring the Teaching of Life Skills Education***

MTTA monitored 26 tutors (20 male and 6 female) in 7 TTCs across the country. After observing Life Skills lessons, MTTA staff interviewed the tutors to find out how to continue supporting their efforts. The monitoring activity showed that all tutors observed, used participatory teaching methods such as role play, dramatization, group work, plenary discussions, peer teaching, use of resource person and panel discussions. Some tutors used TALULAR in their lessons (e.g. use of newspaper to identify news related to sex). MTTA staff worked with tutors to offer suggestions for improving teaching and learning in the lesson.

In addition, student teachers were interviewed (10 males and 6 females) to find out, in their opinion, what needs to be done to improve the teaching of Life Skills education. Students mentioned that parents should be sensitized on the importance of Life Skills and different methods and skills should be applied with locally available resources in order to keep pupils interested and to ensure that lessons are relevant to their lives. It was noted that monitoring student teachers during their practicals is important and will be discussed during the upcoming Life Skills Training workshop in April 2008.

#### **4.2.4 Life Skills Education Resource Materials**

##### **Life Skills Education for HIV and AIDS: Resource Manual for Teachers**

MTTA distributed a total of 3,199 *Life Skills for HIV and AIDS Education: Resource Manual for Teachers* to all TTCs. The manuals were given to all student teachers for their use during their studies at the TTCs and after their graduation as they teach in primary schools across the country. The manuals will equip the new teachers with the necessary resources to teach Life Skills education in primary schools.

The Life Skills lecturers received copies of the manual in December 2006. They have found the manual to be an excellent resource both in terms of understanding content and in coming up with activities for their lessons. According to Mrs. Jumbwe of Blantyre TTC, “I found it easy to prepare and teach sex and sexuality because I used *Life Skills for HIV and AIDS Manual for teachers*.”

##### **Distribution of Basic Facts about HIV and AIDS booklets**

Some 2,678 copies of Basic Facts about HIV and AIDS booklet were distributed to Blantyre (600), Karonga (360), Kasungu (658), Lilongwe (660) and St Joseph (400) Teacher Training Colleges for both lecturers and students.

##### ***Malawi Pre-service Life Skills DVD as a tool for teaching Life Skills education***

MTTA staff monitored the use of *Malawi Pre-service Life Skills DVD* in the teaching of Life Skills. The DVDs and accompanying handbook, *How to Use the Malawi Pre-service Life Skills DVD*, were distributed in October 2006 to all TTCs along with a DVD player, LCD projector, and screen to the 5 government funded and grant aided TTCs. Tutors were trained to use the DVDs and equipment during the third Life Skills Training workshop at MIE in December 2006.

Findings from the monitoring, which consisted of questionnaires distributed to tutors during the Life Skills Training workshop in December 2006 and interviews conducted during the monitoring activity in February 2007, showed that the tutors who are using the DVDs are finding them very useful to their teaching. Other departments, such as the Foundation Studies Department, are using the DVDs. However, findings also suggested that most tutors were not using the DVDs due to various reasons, including not having electricity in their classrooms, not being able to operate the equipment, and not being able to find linkages between the lessons on the DVD and the objectives in their Life Skills lessons. Based on the findings from the monitoring activity, sessions were held in the April 2007 Life Skills Training workshop to assist tutors make connections between the lessons on the DVDs and their teaching objectives in the syllabus. In addition, tutors were re-trained on how to use and maintain the equipment.

In the second quarter, an MTTA team comprising 4 members (1 female and 3 male) monitored the teaching of Life Skills at St. Joseph’s, Emmanuel, and DAPP Teacher Training Colleges. The monitoring team observed Life Skills lessons and provided technical

support. Overall, lecturers used participatory approaches acquired through Life Skills training workshops. The monitoring exercise involved:

- Lesson observation
- Lecture interview
- Student interview
- Administering a questionnaire on the use of interactive DVDs

### **Highlights**

- Facilitators demonstrated good knowledge of subject content and facilitations skills.
- Many students received free treatment for sexually transmitted diseases.
- Responses and questions from students indicated that they acquired the underlying principles and insights of the topics presented.
- All students attended the presentations.
- Both students and lecturers admitted that they found the topics easy to teach after attending the presentations.
- There were good elements of creativity in almost all lessons presented, which was lacking before.

During the third quarter, MTTA monitored one guest speaker activity at Karonga TTC. The HIV and AIDS coordinator from Karonga District Hospital made a presentation on “Opportunistic diseases and HIV/AIDS.” This initiative benefited 340 students (140 females, 200 males) and 12 lecturers (6 females, 6 males).

Students found the presentation very useful. They said the information would enrich their teaching practice lessons. They were very appreciative of MTTA.

A total of 15 lecturers were observed presenting lessons to 2,507 students (923 female and 1,584 male) at Emmanuel, DAPP, St Joseph, Blantyre, Lilongwe and Karonga teacher training colleges.

During this quarter, MTTA participated in a function where a report on Life Skills Education for HIV/AIDS and sexual reproductive health evaluation was disseminated at MIE. The function was presided over by the Deputy Minister of Education, Science and Technology, Hon. Mrs. Olive Masanza. The audience included research consultants, stakeholders from district and divisional education offices and non-governmental organizations. One of the major findings of the study was that knowledge of Life Skills concepts was low among primary school pupils and high among secondary school students. Pupils considered knowledge gain as the most important value of Life Skills and not behavioral change.

### **Highlights**

- Lecturers ably used interactive DVDs, especially at Blantyre TTC.
- Participatory methods prevailed in all the lessons observed.
- There was more creativity during lesson delivery than was the case in previous lessons.
- Lecturers demonstrated good command of the subject content.
- There was active participation by students in all the lessons observed.

#### **4.2.5 *Conducting Student Survey***

In the fourth quarter, the MTTA team followed up on student teachers to schools to find out how they are utilizing the Life Skills knowledge they acquired during their one-year residential training. The objective of the survey was to learn if all teachers are teaching Life Skills Education, and to find out how communities around the schools support the teaching of Life Skills Education.

Classroom lesson observation revealed the following:

- Many students demonstrated command of content knowledge
- Student teachers used appropriate teaching and learning methods which provided conducive learning environment for pupils
- Active participation of learners in the lessons illustrated better understanding.
- There was effective use of teaching and learning materials, and TALULAR in particular
- In the lessons where students used TALULAR, pupils enjoyed more than those students who did not use TALULAR.

#### **4.2.6 *Guest Speaker Initiative in TTCs***

During the first quarter, MTTA conducted a workshop at Blantyre Teachers' College as part of the Guest Speaker's Initiative which 491 students (120 female and 371 male) and 7 lecturers (2 female and 5 male) attended. The college invited a Clinical officer from Queen Elizabeth Central Hospital as a guest speaker to talk on the following issues:

- Correct use of condoms
- How an HIV/AIDS person can live positively with people in his/her environment

Lecturers and students found the presentation useful, especially regarding the correct use of condoms. Lecturers and students indicated that the skills and knowledge they have acquired on the use of condoms and on how to assist an HIV positive person to live positively with others in a community will assist them to teach the topics with confidence. Students who were interviewed wanted such enrichment talks to be offered frequently.

Karonga TTC invited Mr. Greene L. Mwamondwe as a guest speaker on 'Cultural practices which threaten the integrity and life of the youth and suggested solutions that would ease the pressure caused by the practices'.

During the second and third quarters the guest speaker initiative meetings were conducted at Blantyre, DAPP and St Joseph's Teacher Training Colleges. A total of 1,063 students (246 female and 817 male) and 18 lecturers (8 female and 10 male) attended the presentations. Topics covered during the guest speaker meetings included the following:

- Living with HIV and AIDS
- HIV Prevention
- Management of ARV drugs
- Home-based care
- Opportunistic diseases

#### **4.2.7 *National Steering Committee Meetings for Life Skills Education***

MTTA participated in the National Steering Committee meeting for Life Skills education held at the Department for Teacher Education and Training (DTED) in Lilongwe where it was decided that the Life Skills Technical Working group, organized by USAID, would be considered a sub-committee of the National Steering Committee for Life Skills education for the planning of the Life Skills fair. MTTA subsequently actively participated in the planning of the Life Skills fair, including participating in a two-day workshop at PSI in Blantyre to develop an action plan.

Another Life Skills working group meeting that MTTA attended was at BRIDGE Office in Lilongwe. This was conducted in collaboration with other member NGOs and organizations that deal with Life Skills Education. The meeting proposed that the planned fair on life skills should be held sometime in August instead of September in order to accommodate MTTA, which was scheduled to close out by the end of August. A brochure highlighting organizations, which would participate in the fair, was developed and distributed to member NGOs and organizations.

### **4.3 HIV and AIDS School Clubs Initiative (HASCI)**

#### **4.3.1 *Recruiting HASCI Staff for Mzimba South***

MTTA conducted interviews and selected two candidates for the positions of in-service HIV and AIDS Coordinator and Extracurricular Activities Coordinator for the HIV and AIDS School Club Initiative (HASCI) for Mzimba South. This was followed by a day long induction during which the new staff members were oriented to MTTA's goals in general and HASCI's goals, specific objectives and planned activities for 2007.

#### **4.3.2 *Conducting Sensitization Meetings in Mzimba South***

Once staff were hired and oriented, MTTA conducted sensitization meetings in Mzimba South at 14 schools from Kaphuta, Mphongo, Manyamula and Chikangawa zones. A total of 135 stakeholders (83 members of SMC/PTA; 24 head teachers, deputy heads and teachers, 21 Village heads and 7 Health Surveillance Assistants) attended the meetings. All of the stakeholders in the zones who were followed up welcomed HASCI mainly because of its emphasis on abstinence and being faithful, which the stakeholders believe are the cornerstones of effective HIV prevention.

#### **4.3.3 *Training of Club Leaders***

MTTA trained 80 head teachers, patrons and matrons from 40 schools plus PEAs and DACC members on club leadership skills in Mzimba South. A total of 73 males and 23 females were trained. The comments from the workshop evaluation sheets indicated that the training had equipped the participants with knowledge and skills for prevention of HIV and mitigation of the impact of AIDS on youths as well as adults.

MTTA also trained 23 Peace Corps Volunteers and their counterparts on the MKA club model to equip them with knowledge and skills on starting up MKA clubs or rejuvenating existing anti-AIDS clubs.

#### ***4.3.4 Distributing HASCI materials to MKA Clubs***

MTTA distributed materials that including t-shirts, soccer balls and volleyballs and other indoor games such as scrabble to 40 MKA clubs in Mzimba district. The materials reinvigorated the enthusiasm of both club members and club leaders to the goals and objectives of the initiative. The donations also encouraged other pupils to join MKA clubs after noting the purposefulness and seriousness of the club members.

#### ***4.3.5 School-based HASCI Activities***

##### **Providing support to OVC**

All MKA clubs in both Mzimba South and Kasungu supported orphans and other vulnerable children in various ways in 2007, including:

- Provision of school uniforms to pupils using funds from income generating activities (IGAs)
- Provision of food stuffs such as flour, salt, soap and other food and household items
- Provision of learning materials, e.g. exercise books and pencils

##### **Conducting community outreach projects**

In their efforts to mitigate the impact of HIV and AIDS, MKA clubs carried out community action projects in both Kasungu and Mzimba South to support the sick, needy and the elderly. Typical projects were:

- Clearing surroundings of clinics, hospitals, boreholes, huts of lonely and elderly persons
- Supplying food and other household items to the elderly and the lonely persons
- Cultivating maize fields of the sick and elderly persons
- Constructing bath shelters as well as huts for the sick and elderly persons
- Digging pit latrines for the elderly and other vulnerable groups in society
- Spreading messages of HIV prevention through abstinence and fidelity by using songs and drama
- Demonstrating to the community the importance of VCT and ARVs and how to care for an AIDS patient, using simulation games learned in Life Skills Education at school
- Planting trees to reclaim the land that was deforested

Other less typical projects included construction of a bridge across a stream, which a club in Mzimba South did half a kilometer north of the school to make it easier for pupils to attend school in the rainy season.

### **Conducting awareness campaigns**

MKA clubs in both Kasungu and Mzimba South conducted awareness campaigns during which strategies to prevent HIV and mitigate the impact of AIDS were relayed through song and dances, drama and simulation games. These awareness campaigns have had the effect of demystifying the issues of HIV transmission, prevention, VCT, care and support for AIDS patients and other related issues. On some occasions community members expressed gratitude to the club members for spearheading a debate on such issues.

Many MKA clubs also disseminated HIV and AIDS messages to school staff and pupils during school assemblies. In this way, club members are sure that their own schoolmates are not left out on HIV and AIDS awareness campaigns.

### **Meetings to share club experiences**

Many clubs conducted meetings with other MKA clubs to share experiences in implementing club activities. Through these meetings, MKA clubs:

- Discussed successes and challenges in implementing club activities
- Learned leadership, mentorship and entrepreneurial skills from each other
- Did joint planning for special occasions like Open Days or National Day of Education

What is even more significant, meetings like these did facilitate the formation of MKA clubs in schools that did not have MKA clubs before. See “emergence of new MKA clubs” for examples.

### **Engaging in income generating activities (IGAs)**

Generating income is one of the core issues that occupied a considerable amount of club time for many MKA clubs. The importance of income generating cannot be overstated. IGAs:

- Helps to raise funds needed for the day to day running of the clubs
- Helps clubs to raise funds to assist OVCs and other elderly people who deserve assistance
- Will help to sustain club activities once MTTA closes

The following are some of the activities that clubs implement to raise funds:

- Growing vegetables, potatoes, maize, and groundnuts
- Keeping poultry
- Beekeeping
- Sewing clothes or tailoring
- Knitting
- Baking bread and cakes
- Pottery
- Basket weaving
- Raising tree seedlings
- Raising pigs
- Doing piece work

Significantly, clubs benefited from the participation of teachers (including many who had not even been trained in club leadership), as well as village heads and other members of the community.

Many clubs generated considerable sums of money from these activities. The money was used to support OVC and other vulnerable groups of the communities in which the schools are located; thereby mitigating the impact of HIV and AIDS in more direct ways.

### **Conducting open days**

Many schools organized open days exclusively for discussing the work of MKA clubs and their impact on the community. Club members displayed various skills and products they acquired and produced through MKA clubs. PTAs, SMCs, religious and local leaders and the general public patronized the functions. The participation of these groups was a good indication of the sustainability chances of club activities. The most successful open days were those in which all or most of the school staff participated in getting them organized and in facilitating them.

### **Contributing towards National Day of Education in Kasungu**

MKA clubs took the opportunity to disseminate information on HIV and AIDS prevention and impact mitigation as they prepared for, and during the National Day of Education celebrations. MKA club members displayed enormous skills in the areas of leadership, public speaking, networking and in knowledge and creativity which made them stand out clearly from the rest of the pupils who did not belong to MKA clubs. This was observed by district authorities in several places such as Nyaza, Chaima, Santhe, Kalolo, Chitenje, Kadifula, Kapirimnyanga and Nkhamenya Girls Primary school.

### **Working with other NGOs**

MKA clubs received recognition and appreciation by other NGOs in Kasungu as well as Mzimba South. Many clubs were either supported or invited by these NGOs to participate in anti-AIDS activities organized by such organizations. This development exposed the clubs and their messages to a wider spectrum of people in their area. In addition, MKA club members had the opportunity to demonstrate skills in leadership, critical thinking, problem solving, effective communication and public speaking.

The following are some of the organizations that worked with MKA clubs in the two districts:

- Malawi AIDS and Counseling and Resource Organization (MACRO)
- Malawi Integrated AIDS Mitigation Intervention (MIAMI)
- World Food Program (WFP)
- Target National Relief and Development (TANARD)
- The Central Africa Presbyterian Church (CCAP) of Kasungu
- Tiukepo Development Committee (TIDECO)

### **Conducting district-wide club review and re-planning workshops**

MTTA conducted two review and re-planning workshops, one in Kasungu and the other in Mzimba South, for 166 club leaders (41 female, 125 male) for them to assess their past performance and plan for the future. The workshops lasted two days each. The participants:

- discussed strengths, weaknesses, opportunities and threats (SWOTS) experienced during the past period of implementing club activities
- mapped the way forward
- discussed ways to sustain good practices
- acquired skills on dealing with challenging activities, such as certain ball and board games
- discussed criteria and action plan format for a Small Grants Challenge (SGC)
- drew up action plans for the next six months

#### ***4.3.6 Emergence of New MKA Clubs in Kasungu and Strengthening of MKA Clubs in Mzimba South***

Due to the popularity of MKA clubs, even schools where MTTA did not have clubs are adopting the MKA club model. In Kasungu 104 new clubs have emerged from the original number of 40 MKA clubs, giving a total of 144. At the same time, MTTA has witnessed the strengthening of MKA clubs in Mzimba South by the District Commissioner (D.C.) and the District Community Development Officer (DCDO) who trained 190 HASCI club leaders (34 female, 156 male) on how to set up and support HIV and AIDS classroom corners. HIV and AIDS corners are centers of HIV and AIDS education within the school for all to learn from. The synergy between MOEST and Ministry of Community Development and Social Welfare in this activity is a very commendable way forward for community involvement in HASCI, forging club strength and project sustainability.

#### ***4.3.7 External Travel: Sara Digital Arts Symposium***

The program officer for HASCI attended a two-day Sara Digital Arts International symposium held at the University of Witwatersrand, Johannesburg between September 27 and 28, 2007 on behalf of MTTA. The symposium was organized and fully funded by the Pearson Foundation in collaboration with Maskew Miller Longman and UNICEF. MTTA was invited to attend the symposium because of its interest in Sara comic books, which the project purchased for its MKA clubs. The main goal of the symposium was to discuss ways of adding value to Sara comic book interventions into HIV and AIDS pandemic through introduction of ICT into the initiative.

#### **Highlights**

- Participants interacted with 30 African girls who were being trained to tell their life experiences as they grow up in gender insensitive environments. The girls created PSAs about the Sara Program, which is a curriculum based on gender disparity issues in education in Africa, as well as issues facing girls in general using Adobe Premiere computer program.
- The ultimate outcome of the symposium was an action plan for different countries in Sub Saharan Africa and Asia. Malawi developed an action plan, which aims at creating a

***Sara Alive Corner*** in existing anti-AIDS clubs across Malawi. Sara materials including Sara comic books, videos, posters and games will be deposited in the corner for children's use. It is also hoped that Malawian girls will be helped to tell their own stories on video through this program.

- The action plan was developed by MTTA, National Library Services, Girl Guides Association and the Bridge Project whose representatives attended the symposium. MTTA will create these corners in its MKA clubs.

#### ***4.3.8 Challenges Facing MKA Clubs***

- Long distances to schools such as Chasefu, Kanjuchi and Mkoma in Mzimba South make it very hard for HASCI Coordinators to cover them in one day when they go out to monitor club activities. On many occasions they returned to Mzimba Boma late in the night. This poses a danger also to the safety of both the Coordinator and the motorcycle.
- The challenge above is compounded by the fact that MKA club activities are extracurricular activities. As such, they are conducted mid-afternoon or on weekdays, which makes them end in the evenings.
- In most clubs, senior positions for youth such as President, Vice President and others were held by Standard 8 pupils. As such, when they began sitting for their examinations they were not available for club activities.
- Schools outside MTTA impact areas which have espoused the MKA model lack basic materials to assist them during activity implementation.
- The biggest challenge still remains that of inadequate income to support the deserving needy in the community since often times more beneficiaries are identified than can be reached with the assistance available.
- In both Mzimba South and Kasungu, many MKA clubs identified maize farming as viable community action projects to generate income for club sustenance. However, the challenge remains the same: how to source funds for purchasing agricultural inputs to enhance crop productivity.

#### ***4.3.9 Way Forward***

- More schools ought to be encouraged to utilize weekends for outreach and other club activities.
- Clubs are being advised to ensure that elected officers are drawn from all the classes, and not just standard 8, to ensure that club activities do not suffer when a cohort is busy with tests or graduates.
- There is need to find strategies for supporting the newly formed clubs.
- While some MKA clubs will benefit from Small Grants Challenge (SGC) funds if they succeed, many clubs will need to step up income generating activities to assist the deserving needy.

## 4.4 Mass Communication

During the year, MTTA maintained its practice of disseminating its project initiatives through mounting displays, publications, and through radio and television programs.

### 4.4.1 *Electronic Media*

MTTA aired 33 15-minute *Chimvano cha Mavu* programs and 2 documentaries on the Malawi Broadcasting Corporation (MBC) Radio 1. The programs focused on a wide range of project interventions especially at the grassroots level. The interventions inform and influence attitudes of the general public, teachers and pupils.

The programs included 5-minute dramas developed specifically for the project and the drama episodes emphasized HIV/AIDS prevention and mitigation among teachers and pupils. The 5-minute drama also provided pre-service teachers with professional ethics in teaching such as refraining from indulging in sexual relationships with pupils. College tutors highly commended the programs particularly those that targeted pre-service teachers.

The two documentaries aired on Radio 1 recapped what the project had done during the year. Some people who listened to the documentary programs phoned the Field Office commending the efforts the project was making to improve teaching and learning in schools.

MBC Radio 1, Zodiac Broadcasting Station (ZBS) and Malawi Television (TVM) aired and featured MTTA's interventions with a focus on its best practices, which the project presented to policy makers in Mangochi. The policy makers' conference was opened by the Deputy Minister responsible for Higher Education, Honourable Richard Mswoya, M.P. He encouraged participants to the meeting to find ways of sustaining best practices that the project would demonstrate.

MBC Radio 1 also aired some programs related to PCAR. One of them was "Why it is important for MTTA to participate in monitoring implementation of PCAR activities" and another one was "The role of MTTA in TTCs to support tutors and students in Life Skills education for mitigating the impact of HIV and AIDS pandemic." The articles deepened the public's understanding of MTTA's involvement in PCAR.

Several other weekly programs included children's school clubs in Mzimba and Kasungu which have triggered a great deal of interest from other non-MTTA districts.

William Kamkwamba, the young inventor from Malawi was also featured on Radio 1 to talk about his invention and his experiences at the international conference he attended in Arusha, Tanzania. His ingenuity has influenced many children in school, for example pupils at Chankhozi School have set up a small radio station where signals are received at a radius of 150 meters around the school and pupils listen to local programs.

Radio 2 also featured some best practices that MTTA has demonstrated in the four impact districts of Mzimba South, Kasungu, Machinga and Phalombe. They were featured on the Morning Basket programs.

#### **4.4.2 Print Media**

The print media equally played a significant role in getting MTTA's best practices across the entire country. *The Daily Times*, *The Nation*, *Malawi News* and *the Weekend Nation* newspapers were the principal papers that periodically published MTTA news. Approximately, ten articles were printed. Examples include:

- Teachers applaud MTTA: *The Nation*, January 28, 2007
- Behold, the scientist from Malawi: *The Nation*, July 2, 2007
- Education is a shared responsibility: *The Nation*, December 17, 2007

#### **4.5 Coordination and Reporting**

Much of MTTA's coordination and reporting/briefing efforts over the year 2007 were geared to sharing its best practices with policy makers and other stakeholders to influence decisions.

##### **4.5.1 Meetings with MOEST, MIE and USAID/Malawi**

- MTTA held briefing and coordination meetings with line ministries and USAID/Malawi over various issues regarding the project. For example, MTTA worked with USAID and held consultations with the Ministry of Education on possible extension of the project for 11 months (September - December 2007, January – July 2008).
- Worked with MIE especially the PCAR team and Ministry of Education on matters concerning the implementation of standards 2, 5 and 6 PCAR instructional materials in 2008. The meetings ensured that MTTA would be involved in the trainings of teachers and supervision when the teachers begin implementing the PCAR materials. MTTA was therefore, involved in the training of teachers for the new curriculum.
- Held discussions with Education Division Managers in the Northern Division, Central East Division, Mzimba South and Kasungu District Education Office including the Department of Teacher Education in Lilongwe. The discussions focused on sustainability of the project interventions.
- Hosted a synergy meeting at the Field Office in Zomba. The USAID Mission Director, Mr. Curt Reintsma, and the then Education Team Leader, Dr. Thom Le Blanc and other USAID-supported implementing partners attended. MTTA made a presentation on project sustainability and it was well received by the participants. MTTA also facilitated a briefing seminar for Ministry of Finance officials at Capital Hill, Lilongwe during which both Mr. Reinstma and Dr. LeBlanc reiterated USAID's commitment to supporting the Malawi education sector.
- Mounted five stakeholder meetings which included briefings and activity site visits. For example, MTTA Project Advisory Committee members met at the DEM's office in Kasungu after visiting three activity sites in the district. Ms. Marisol Perez and Mr. Ramsey Sosola were twice briefed on project activities at the Field Office in Zomba and also in Machinga district.
- Participated in a National Teacher Education Technical Committee meeting during which MTTA and PSSP: SFP presented a joint paper that triggered a great deal of discussion.

- MTTA’s policy makers’ briefing session at the close of the year marked the climax of the year’s briefing endeavors. The policy makers valued the event very highly. See Attachment 2, page 47 for a verbatim report of their views.

#### ***4.5.2 Planning Meetings***

- MTTA held a series of management, staff and district partners’ meetings including an annual three-day staff retreat during which the project team took stock of its undertakings and planned for improvement.
- Staff also participated in the 2007 International Development Program (IDP) Summit at AIR headquarters in Washington, D.C where MTTA learned a great deal about international issues relating to education and AIR’s stand on them. MTTA also shared its experiences with the other Chiefs of Party. The contributions were applauded.

#### ***4.5.3 External Professional Visitors***

The project hosted a very wide range of technical visitors who came either to learn more about the project or as technical assistance/researchers. They included:

- AIR, Washington D.C. Technical Assistance: Dr. Brad Strickland, Ms. Heather Simpson, Ms. Jennifer Anderson, Ms. Kristen Barba, Ms. Adela Mizrachi and Mr. Tom Bewick.
- Miske Witt and Associates: Dr. Shirley Miske and Ms. Sarah Koehler

The combined expertise of all these specialists helped to inspire the MTTA team more, and contributed to the team’s success over the year.

- Other visitors from such organizations as BetterWorld Together, TED Global, CIDA visited the Field Office and showed great interest in MTTA’s work. They encouraged the team to continue with what they described as “very good work”.
- An external USAID DQA team evaluated MTTA’s M & E practices, and expressed deep satisfaction with MTTA’s efforts.

#### ***4.5.4 External Research Studies***

MTTA had three research studies conducted by external experts:

- The impact of donated books, Dr. Daniel Oliver
- MTTA’s best practices, Dr. Nancy Kendall
- MTTA’s interactive teaching, Ms. Adela Mizrachi

The final research study reports are yet to be received from the researchers, but the preliminary reports received to date, highly commend MTTA’s strategies and methods and recommend their being scaled up nation-wide.

#### **4.5.5 *Writing Technical and Financial Reports***

MTTA produced and submitted the following major technical and financial reports in 2007:

- 2006 annual report
- Twelve monthly reports
- Three quarterly reports
- Two M & E reports
- Two annotated project implementation updates.
- Four quarterly accrual reports
- MTTA also developed and shared numerous case studies that helped to illustrate its success story e.g. William Kamkwamba's story which eventually appeared over 100 times on the internet. The process of getting a representative sample of the case studies and success stories into a booklet is underway.
- The project worked closely with USAID/Malawi SO9 Team to generate data for FY2007 reporting.

#### **4.6 *Monitoring and Evaluation***

Formative evaluation of ongoing project activities and disseminating the results constituted the greater part of the activities performed over the reporting year.

##### **4.6.1 *Dissemination of End of the Year 2006 Survey Results***

Dissemination of end of the year 2006 survey results to practitioners and policy makers was done in order to inform practice and influence decisions. First a group of 80 MTTA district education coordinators, district education facilitators, DEMs, district coordinating PEAs, desk officers for primary education and all zonal PEAs from the 4 impact districts were briefed. The briefing focused on the actual teacher and pupil performance results by district. After giving feedback, participants discussed factors that contributed to the level of results reported. Based on the discussions, each district mapped out strategies to be used in 2007 in order to improve on the 2006 performance.

A day-long briefing was then organized for all the Division Education Managers. It was clear from both forums that taking survey results back to the field for critical analysis and formulation of remedial strategies is a critical component of a project implementation process.

##### **4.6.2 *Conducting Final Teacher Follow-up Survey***

During 2007, MTTA conducted the third teacher follow-up survey which involved:

- Printing 5,600 data collection instruments to be used during the proposed data collection
- Recruiting and training 26 data collectors comprising teachers, mentor teachers, trainer heads, ZINFAs and PEAs
- Collecting data from 126 sample schools from the four target districts

The results showed that MTTA reached and exceeded all of its targets, showing that teachers improved in their content knowledge as well as in their pedagogical skills. Figures 2 to 5 show a summary of the results.

**Figure 2: Trend of percentage of teachers using participatory teaching methods during instruction of English, mathematics and science from 2004 to 2007**

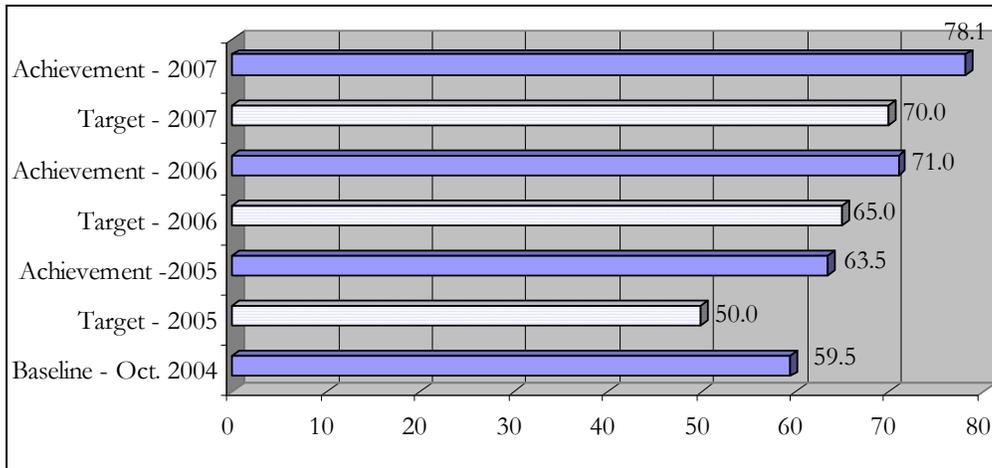


Figure 2 above shows that 78% of teachers were using participatory teaching methods in their lessons.

**Figure 3: Targets and achievement (performance) of teachers in Mathematics from 2004 to 2007**

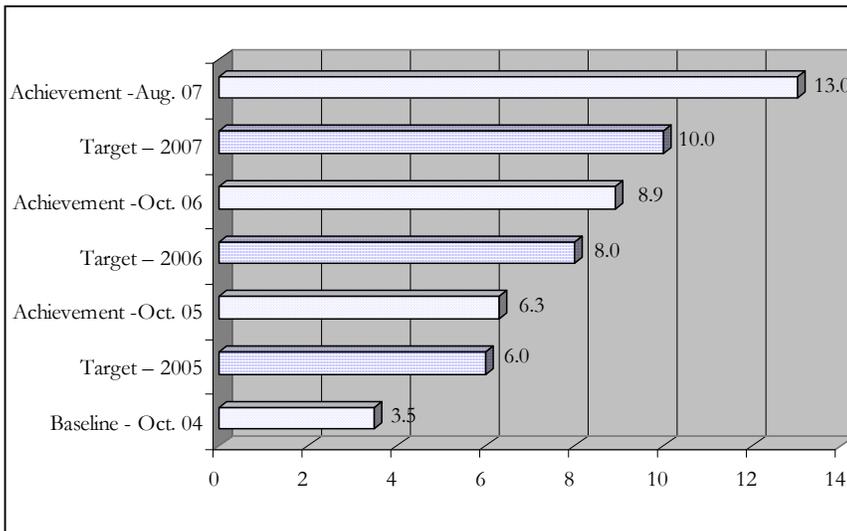


Figure 3 above shows that by 2007, 13% of the 5,925 teachers in the four target districts had mastered mathematics concepts fully. With 13% of the teachers in the full mastery level, it meant more competent teachers were teaching in the impact schools.

**Figure 4: Targets and achievement (performance) of teachers in Science from 2004 to 2007**

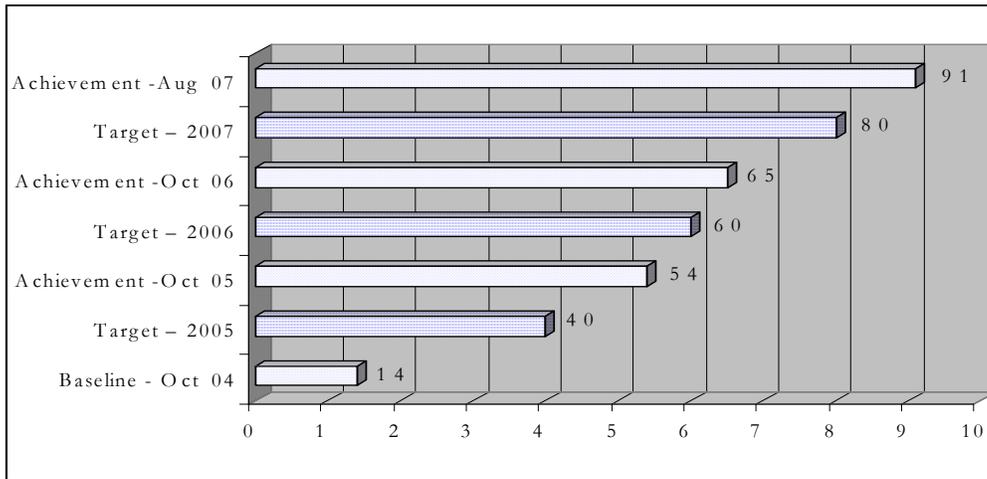


Figure 4 above shows that by 2007 there were 9.1% of the teachers in the full mastery level as compared to 1.4% at the inception of the project. The results indicate that more teachers were grounded in science concepts thereby imparting the right concepts to learners.

**Figure 5: Targets and achievement (performance) of teachers in English from 2004 to 2007**

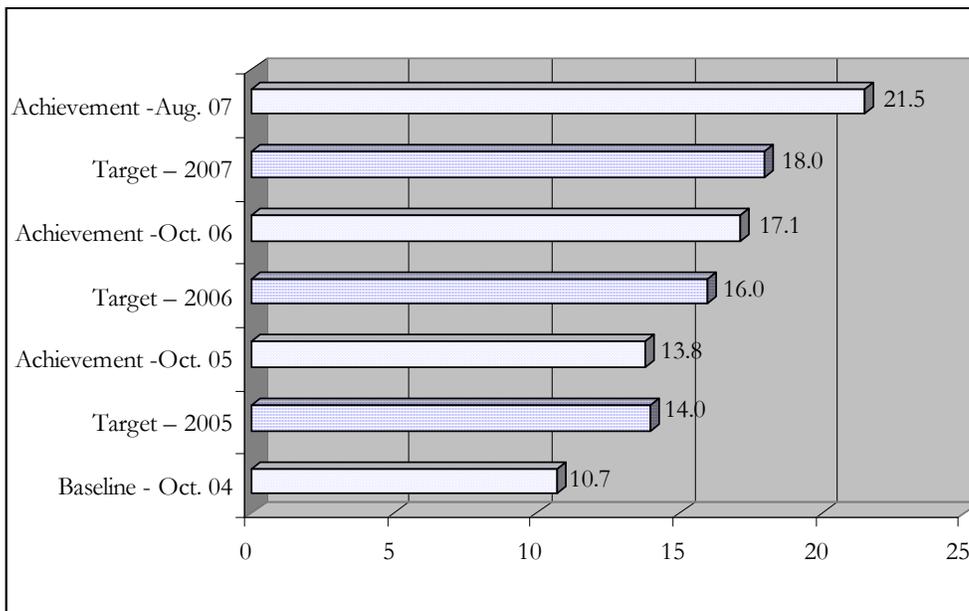


Figure 5 above indicates that 21% of teachers had fully improved their skills in English. Therefore, learners were taught by teachers who had a sound command of subject matter in English.

### 4.6.3 Conducting Learner Final Survey

MTTA conducted a learner final survey to determine the performance of learners at the end of the third year of the project.

The results were as follows:

Key: *Non-mastery level: scores less than 31%*  
*Partial mastery level: scores between 31% and 79%*  
*Full mastery level: scores from 80% to 100%*

**Table 1. Percentage of standard 3 learners in Mathematics for the years 2004 to 2007**

Mastery Level	2004			2005			2006			2007		
	Boys	Girls	Overall	Boys	Girls	Overall	Boys	Girls	Overall	Boys	Girls	Overall
Non	12.8	15.8	14.3	12.4	12	12.3	10.2	10.4	10.3	7.8	10	9.1
Partial	81.7	79.7	80.7	79.7	84	81.8	89.6	89.2	79.3	77.8	76	77.1
Full	5.6	4.4	5	7.9	3.8	5.9	10.2	<b>10.4</b>	10.3	14.4	13	<b>13.8</b>

Table 1 above shows that the 2007 standard 3 class had the highest percentage of learners in the full mastery level over the project life. Overall, the results suggest that teachers improved year by year, making them much better teachers by 2007, which subsequently led to improved learner performance by 2007.

Table 2 shows that the 2007 standard 6 class had the highest percentage of its learners in the full mastery level.

**Table 2. Percentage of standard 6 learners in mathematics for the years 2004 to 2007**

Mastery Level	2004			2005			2006			2007		
	Boys	Girls	Overall									
Non	87.9	81.9	89.7	89.5	93.6	91.5	85.9	86	86.1	81	88.3	84.6
Partial	11.9	8.1	10	10.2	6.4	8.3	14.1	12	13.2	15.8	10.1	12.9
Full	0.6	0	0.3	0.3	0	0.1	0	1.4	0.7	3.2	1.6	2.4

**Table 3. Percentage of standard 3 learners in general studies for the years 2004 to 2007**

Mastery Level	2004			2005			2006			2007		
	Boys	Girls	Overall									
Non	26.1	29.4	27.7	11.7	15	13.7	4.9	5.9	5.2	2	4.2	3.1
Partial	67.6	68.2	67.9	79.1	77	78.1	76.9	74.2	75.5	66.9	69	68.1
Full	6.3	2.3	4.4	9.2	7.5	8.4	18.1	19.9	19.3	31.1	27	28.8

Table 3 above shows that the 2007 class had close to 30% of its learners in the full mastery level, meaning that the 2007 standard 3 class grasped the general studies more than all the standard 3 classes before.

**Table 4. Percentage of standard 6 learners in science for the years 2004 to 2007**

Mastery Level	2004			2005			2006			2007		
	Boys	Girls	Overall									
Non	86.3	83.3	84.8	77.5	98.6	86.4	74.5	79	76.6	71.7	75.3	73.5
Partial	13.4	16.7	15.1	22.5	1.4	13.4	24.2	18	21.3	23.5	21.9	22.6
Full	0.3	0	0.1	NA	NA	0.3	1.4	2.8	2.1	4.9	2.8	3.8

Table 4 above indicates that the 2007 standard 6 class had 3.8% of its learners in the full mastery level which was the highest percentage of standard 6 learners in the full mastery level over the project life.

**Table 5. Percentage of standard 3 learners in English for the years 2004 to 2007**

Mastery Level	2004			2005			2006			2007		
	Boys	Girls	Overall									
Non	82.6	84.4	83.5	85.3	84.9	85.1	73.6	71.2	73.5	73	72.5	72.8
Partial	11.7	10.4	11.1	10.2	10.8	10.5	17.6	17.8	17.1	16.2	15.6	15.9
Full	5.7	5.1	<b>5.4</b>	4.5	4.3	<b>4.4</b>	8.8	11	<b>9.4</b>	10.8	11.8	<b>11.3</b>

With 1.3% of learners in the full mastery level, the 2007 standard3 class had the highest percentage of its learners in the full mastery level.

**Table 6. Percentage of standard 6 learners in mastery levels in English for the years 2004 to 2007**

Mastery Level	2004			2005			2006			2007		
	Boys	Girls	Overall									
Non	8.9	7.3	8.1	9.4	4.6	5.7	6	7.4	6.6	6.1	6.5	6.3
Partial	16.6	18.6	17.6	16.8	22.8	20.1	17.7	18	17.7	13.8	11.3	12.5
Full	74.5	74.1	<b>74.3</b>	73.9	72.5	<b>74.2</b>	76.6	75	<b>75.6</b>	80.2	82.2	<b>81.2</b>

The 2007 standard 6 class had 81% of its learners in the full mastery level. The results indicate that the 2007 standard 6 class had the highest percentage of learners being in the full mastery level over the project life.

#### **4.6.4 Analyzing Evaluations of Headteachers' TOT Workshop**

At the end of the headteachers' TOT workshop, participants evaluated the training. In summary, participants concluded that the instructional leadership role of the headteacher is vital and expressed their commitment to do their best to help the targeted headteachers in the four districts feel the same.

#### **4.6.5 Evaluating Cycle 7 Cluster-based Continuing Professional Development (CPD) Training**

In order to learn the successes and challenges registered during cycle 7 CPD training sessions, MTTA assessed a sample of facilitators and participants. Monitors of the training observed 205 facilitators doing their work and rated them based on a prepared checklist. The findings were that 80.49% of the facilitators were performing very well. See Attachment 1,

page 45 for further details. This denotes the level of teacher empowerment MTTA has effected on the TOTs who were actually practicing teachers themselves.

#### **4.6.6 Evaluating Exchange Visits**

By the end of the exchange visits discussed in section 4.1.7, it was noted that each of the 25 participants had a chance to:

- Observe at least 2 lessons
- Visit the TDC library and shared experiences on how to improve usability of books by learners, teachers and community
- Interview teachers and learners to find out their strengths and challenges. Where necessary, participants teachers shared with learners and learners on a one-to-one basis how to overcome challenges learned during the interviews
- Observe and experience how other teaching and learning materials like fish pond, garden and *Bawo* game are used in lessons

This evaluation sought to determine how the participants perceived these experiences. In summary, participants indicated that they learned and shared a lot in the areas of utilization of IBB books; use of participatory teaching methods like group work, teaching in small groups and use of TALULAR; involvement of communities in school activities like caring for IBB books and supporting teaching and learning in class. See Attachment 3, page 49 for specifics outlined by participants.

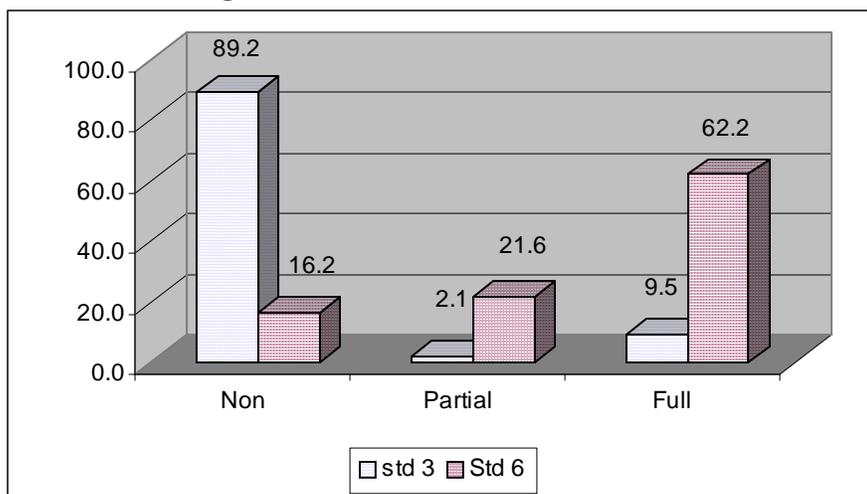
#### **4.6.7 Analyzing Data Collected During First Visit of MTTTs to Schools**

KEY: *Non-mastery level: scores less than 31%*  
*Partial mastery level: scores between 31% and 79%*  
*Full mastery level: scores from 80% to 100%*

As a part of MTTA formative evaluation, a total of 74 standard 3 and 74 standard 6 learners were randomly selected and assessed in reading English. A passage from the pupils' respective English textbook was selected for them to read. All the words read correctly were counted and a percentage was worked out of the total number of words in the passage. The scores during the first visit of MTTTs to a school were considered as baseline to be compared with the follow-up score after the second visit to the school when the same pupils were assessed again on the same passage.

The following were the results.

**Figure 6. Reading capabilities of standards 3 and 6 learners after MTTT's first visit to a schools: English**



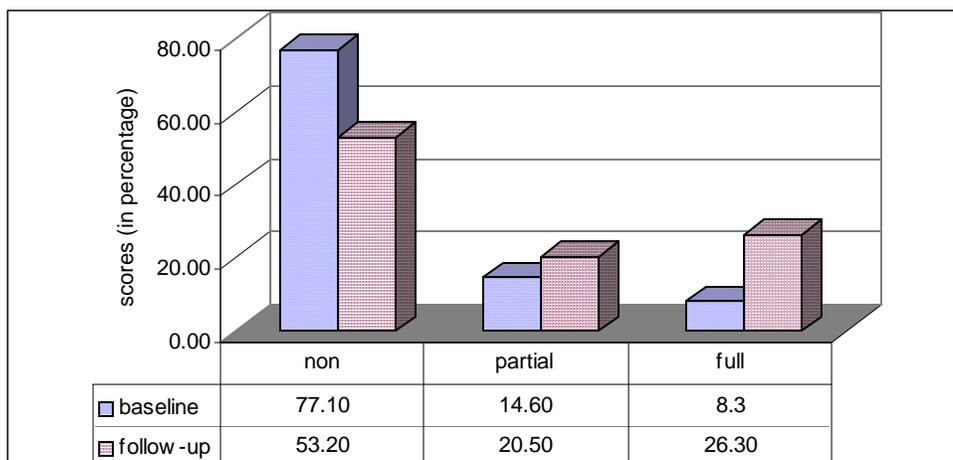
**4.6.8 Analyzing Data on Reading Capabilities of Pupils in the Schools Where MTTT's Visited for the Second Time**

Analyzed data on reading skills of the 205 standard 3 learners and 196 standard 6 learners who were reassessed when MTTT's conducted a follow-up visit to the schools that were visited previously. This means that each learner, in this case, had two scores, the baseline score (Figure 6) and the follow-up score (Figures 7 and 8). The results were as follows.

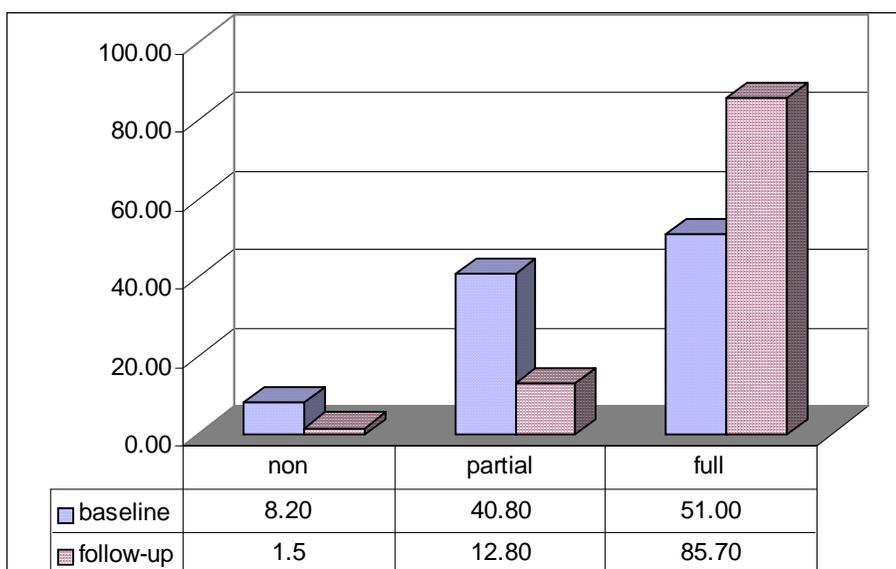
- Standard 3:
  - 77.1% during baseline and 53.2% during follow-up in the non-mastery level
  - 14.6% during baseline and 20.5% during follow-up in the partial mastery level
  - 8.3% during baseline and 26.3% during follow-up in the full mastery level
  
- Standard 6:
  - 8.2% during baseline and 1.5% during follow-up in the non-mastery level
  - 40.8% during baseline and 12.8% during follow-up in the partial mastery level
  - 51.0% during baseline and 85.7% during follow-up in the full mastery level.

The results for both standards 3 and 6 indicate that learners improved their reading skills significantly. 26% of standard 3 learners were in the full mastery level from a baseline of 8%. 86% of standard 6 learners were in the full mastery level from a baseline of 51%. This indicates that the skills, which MTTT's shared with the teachers, enabled the latter to teach more effectively for better pupil learning gains.

**Figure 7: Reading capabilities of standard 3 learners in English where MTTTs conducted re-visits**



**Figure 8: Reading capabilities of standard 6 learners in English where MTTTs conducted re-visits**



#### 4.6.9 Conducting HASCI Baseline Survey in Mzimba South

This activity sought to establish the status of any existing anti-AIDS school clubs in the 40 primary schools of Mzimba South district that had been selected for HASCI interventions.

Prior to conducting the baseline survey

- Twelve (6 female, 6 male) data collectors were trained. These were PEAs, ZINFAs, teachers and 2 MTTA/HASCI staff based in the district.
- The data was collected over a five-day period. It was entered immediately and analyzed. The results were:
  - 25 of the 40 selected schools had anti-AIDS clubs

- Organizations like World Vision, ActionAid and Tovwirane HIV/AIDS Organization supported 10 of the 25 schools. MTTA consulted the organizations to ensure harmony.
- The 25 school clubs carried out activities like drama, choirs, dances, debates and outreach activities to increase HIV awareness within their school and communities.
- Their major achievement was support to home-based care patients and orphans.
- Lack of training on club management, lack of resources and lack of community support were the major challenges the 25 clubs faced. Of the 25, only one school was supported by its community.

This information was used to strategize the introduction of HASCI in Mzimba South.

#### ***4.6.10 Conducting HASCI Final Survey***

The results of HASCI final survey were summarized as follows:

Accomplishments:

- increased support to continue outreach programmes
- increased community participation, i.e. provision of fertilizer for club gardens
- supporting the aged, OVCs, e.g. constructing houses, bathrooms, gifts
- supporting other schools to establish clubs at their schools
- improved behavioural change
- learners able to speak to the public on club activities
- reduced rate of child labour practices
- many going for VCT
- increased pupil retention

Challenges:

- large number of orphans requiring help
- lack of transport

Formative monitoring and evaluation activities helped MTTA to modify its strategies and methodologies over the year and greatly influenced the success story.

#### ***4.6.11 Evaluating How Policy Makers Perceived the MTTA Policy Makers' Briefing Session and MTTA Practices in General***

All the participants wrote to the effect that the seminar was very useful and recommended a scaling up of MTTA's practices (See Attachment 2, page 47).

## 5.0 LESSONS LEARNED

- The small group-based approach for teaching English reading motivates teachers as well as pupils upon seeing the quick increase in reading skills among pupils. Pupils are interested in learning to read and understand more words. When a teacher sees this, he/she is motivated to give the pupils more opportunities to improve their reading skills. By the end of each week, pupils are able to read more new words.
- The Mobile Teacher Training Troupes is an extremely powerful hands-on tool to fostering professional development among teachers. Being teacher-centered and action-oriented, it promotes adult learning and enthusiasm that leads to achieving the expected results.
- Taking school evaluation results back to practicing teachers and district education officials helps to improve the teachers' and the officials' subsequent performance significantly.
- Mzimba District Commissioner effectively demonstrated how the public sector can scale up a successful project intervention like HASCI. This is a lesson worth disseminating to other public servants.
- Keeping accurate and coherent records of project data makes it really easy to prepare for important exercises like a DQA. At the same time, the MTTA project office needed to maintain a formative checking system of implementing partners' data banks to ensure that the data were equally handy and complete.
- While this section is not intended for old well established lessons, it is probably true that one or two of those that continue to prove themselves to be exceptionally useful be reiterated. This was the case with the idea of “flexibility” in project implementation. MTTA demonstrated the highest level of flexibility as it navigated through costed project phase to non-cost phase then entered into negotiations for a costed phase again. The “incertainability” that often goes with these processes can sometimes lead to loss of direction. MTTA was adaptive enough all through.
- MTTA generated some best practices and lessons that help to enhance the professional esteem of teachers and increase pupils' learning gains. See Attachment 5.
- As the reporting period was drawing to the end, it was becoming clearer and clearer that MOEST and PCAR were receptive of some of MTTA's best practices and lessons learned. Patience pays.

## 6.0 CHALLENGES

- While MTTA was prepared to have all the ZINFAs oriented to PCAR materials for standards 2, 5 and 6 during the three orientation workshops, it was not possible to do so as this would have resulted in congesting the training centers. MTTA decided to reduce the numbers accordingly.
- MKA clubs struggle to find adequate resources to support deserving needy orphans identified within their communities. For example, over the year clubs identified a total of 216 (82 boys, 134 girls) really needy orphans. However, the clubs were able to meaningfully support only 54 (30 boys, 24 girls). Unless measures are found to improve the situation, this could lead to frustration among the club members as they perceive this as a sign of failure.
- That Life Skills Education is a non-examinable subject in TTCs leads to many tutors and students not taking it seriously enough.

- The perpetual challenge of bad roads that make some schools inaccessible during the rainy season continued to reduce frequency of supervision visits to the affected schools. MTTA relied heavily on local mentor teachers and headteachers to fill the gap.

## 7.0 CONCLUSION

This report has summarized MTTA activities carried out over the 2007 reporting year. It has also given some illustrative successes and challenges faced.

In summary, MTTA achieved and exceeded all of its 2007 targets which emanated from not only the commitment of the project implementers but also from the support and encouragement the team continually received from all the stakeholders particularly from MOEST, USAID/Malawi, teachers, students and AIR, Washington, DC. The field team acknowledges and appreciates this support. As the team prepares for the final seven months of the project life span, there is no doubt whatsoever that given the same level of support, the project will continue to perform beyond just reaching set targets. More importantly, it should be able to get as many as its best practices as possible incorporated into the primary school system of Malawi for more lasting effects.

## **TABLES & ATTACHMENTS**

Table A1: Cluster-based CPD training workshops: Outreach

Table A2: Headteacher TOT training: Outreach

Table A3: Headteacher training: Outreach

Table A4: Mobile Teacher Training Troupe initiative: Outreach

Table A5: Number of MTTA-funded facilitators of PCAR workshops

Attachment 1: Evaluation of Results of Cycle 7 facilitators

Attachment 2: Evaluation of policy makers briefing seminar

Attachment 3: Evaluation of exchange visits

Attachment 4: MTTA achievement relative to PMP chart plan indicators

Attachment 5: MTTA summary of key best practices and lessons learned

Attachment 6: Other project implementation challenges and suggested remedial measures

Attachment 7: Illustrative success stories

**Table A1. Cycle 7 Cluster training workshop: Outreach**

District	Participants		
	Female	Male	Totals
Mzimba South	423	1,258	<b>1,681</b>
Kasungu	626	1,958	<b>2,572</b>
Machinga	277	761	<b>1,038</b>
Phalombe	104	530	<b>634</b>
<b>Total</b>	<b>1,430</b>	<b>4,495</b>	<b>5,925</b>

**Table A2. Headteacher TOT training: Outreach**

District	Participants		
	Female	Male	Totals
Mzimba South	10	29	<b>39</b>
Kasungu	11	30	<b>41</b>
Machinga	4	15	<b>19</b>
Phalombe	1	8	<b>9</b>
<b>Total</b>	<b>26</b>	<b>82</b>	<b>108</b>

**Table A3. Headteachers' Training: Outreach**

District	Participants		
	Female	Male	Totals
Mzimba South	12	246	<b>258</b>
Kasungu	13	306	<b>319</b>
Machinga	6	148	<b>154</b>
<b>Phalombe</b>	<b>6</b>	<b>73</b>	<b>79</b>
<b>Total</b>	<b>37</b>	<b>773</b>	<b>810</b>

**Table A4. # of schools, teachers and learners reached out by MTTT members**

District	# of schools	# of teachers who benefited from the MTTT initiative			# of learners who benefited from the MTTT initiative		
		F	M	Total	F	M	Total
Mzimba	38	108	200	<b>308</b>	10,210	9,542	<b>19,752</b>
Kasungu	37	126	182	<b>308</b>	14,384	13,176	<b>27,560</b>
Machinga	31	126	128	<b>254</b>	11,547	10,985	<b>22,532</b>
Phalombe	19	71	75	<b>146</b>	8,036	8,070	<b>16,106</b>
<b>Total</b>	<b>125</b>	<b>431</b>	<b>585</b>	<b>1,016</b>	<b>44,177</b>	<b>41,773</b>	<b>85,950</b>

**Table A5. # of MTTA funded participants to PCAR workshop orientation workshops**

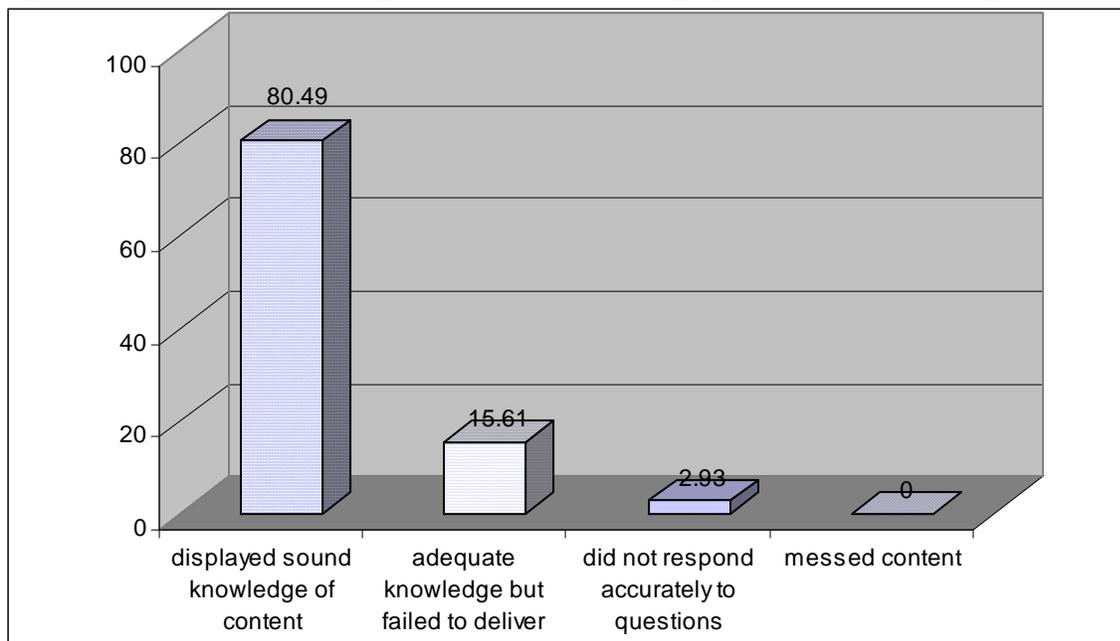
	DEFs			ZINFAAs			MENTOR TEACHERS			LOCAL MTTTs			TOTALS		
	F	M	T	F	M	T	F	M	T	F	M	T	F	M	T
Mzimba South	0	1	<b>1</b>	3	22	<b>25</b>	1	2	<b>4</b>	1	0	<b>1</b>	<b>6</b>	<b>25</b>	<b>31</b>
Kasungu	1	0	<b>1</b>	3	20	<b>23</b>	2	2	<b>4</b>	2	4	<b>6</b>	<b>8</b>	<b>26</b>	<b>34</b>
Machinga	1	0	<b>1</b>	1	11	<b>12</b>	1	5	<b>6</b>	1	0	<b>1</b>	<b>4</b>	<b>16</b>	<b>20</b>
Phalombe	1	0	<b>1</b>	0	8	<b>8</b>	2	1	<b>3</b>	1	1	<b>2</b>	<b>4</b>	<b>10</b>	<b>14</b>
<b>Totals</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>30</b>	<b>34</b>	<b>7</b>	<b>10</b>	<b>17</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>22</b>	<b>77</b>	<b>99</b>

### Attachment 1: Evaluation Results of Facilitators during Cycle 7 Trainings

A sample of 205 facilitators from all the 4 MTTA impact districts were evaluated during the cycle 7 cluster training and the findings were as follows:

- Facilitation methods:
  - 38.05% of the facilitators used several participatory teaching methods like brainstorming, group discussions, role play and case studies during the training
  - 44.88% used two of the above outlined participatory teaching methods
  - 15.12% used one participatory teaching method only
  - 0.98% just read from the notes when presenting
  
- Content knowledge of facilitators(see Figure A1):
  - 80.49% displayed sound knowledge of the content and delivered it well
  - 15.61% had adequate knowledge but failed to deliver
  - 2.93% did not have adequate knowledge evidenced by their failure to respond to questions correctly
  - 0% (none) messed up content

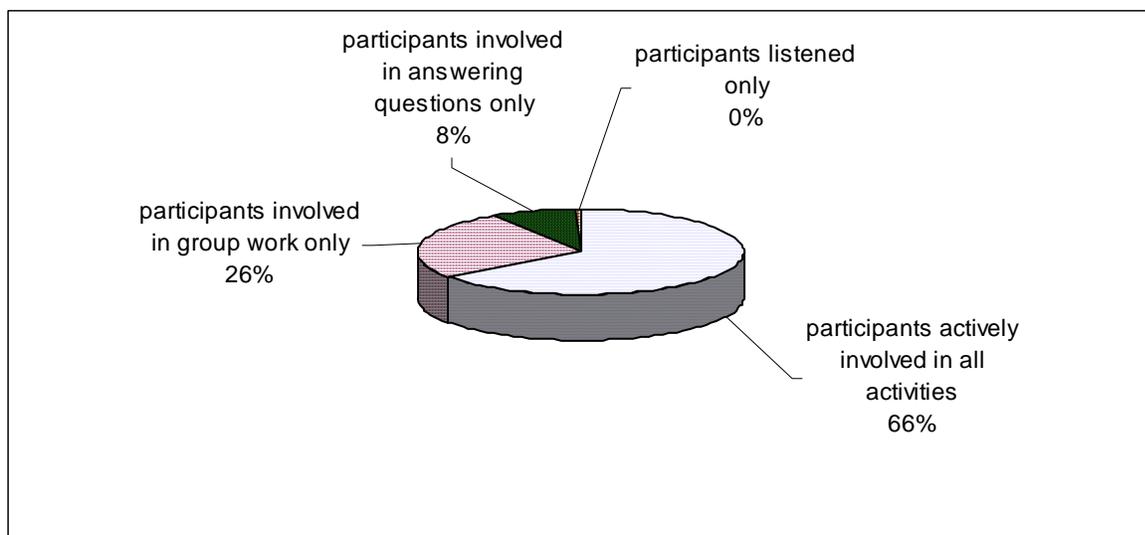
**Figure A1: Content knowledge of facilitators during cycle 7 cluster training workshops**



- Class/group management:
  - 63.41% managed class and controlled group work effectively by ensuring participants had tasks to do all the time
  - 29.27% assigned tasks to groups very well but did not effectively direct groups
  - 5.37% handled issues raised by groups but were led into digression at some point
  - 0.49% were dictated by groups, they failed to control the groups

- Time management:
  - 54.15% managed to stick to time and finished tasks as scheduled
  - 38.54% allowed discussion to a point but lost time in the process
  - 4.88% planned too many activities as such failed to conclude their session(s)
  - 1.46% took twice as much time they were allocated to carry out their activities /lesson
  
- Presentability:
  - 41.95% were smartly dressed
  - 49.27% were smartly dressed but casual
  - 8.29% were casually dressed and not exemplary
  - 0.49% were dressed untidily
  
- Participation (see Figure A2):
  - 64.39% actively involved participants in all activities during their lesson(s)
  - 25.37% involved participants in group work only
  - 8.29% involved participants in answering questions only
  - 0.49% involved participants in listening only

**Figure A2: Participants’ participation during cycle 7 cluster training workshops**



**Participants’ evaluation**

In summary the participants indicated that generally, quality of facilitation was very good. They said that this was evidenced by good command of subject matter, creativity, team spirit and active involvement of participants throughout lessons displayed by facilitators. Participants also echoed that topics covered were indeed the needs of teachers and as such there is need to continue such trainings for their professional development

## **Attachment 2: Evaluation of Policy Makers Briefing Seminar**

### **1. What did you like best about the seminar?**

- Very educative
- Very consultative
- Well organized
- Involved a cross-section of stakeholders
- A very motivating seminar
- Very meaningful and informative presentations. They were well structured and comprehensive
- I learnt a lot about the 2 projects, their impact especially on the good practices
- The challenges which if to be rolled out should be considered
- The flattened model of the CPD training
- Involvement of a diverse spectrum of education practitioners from the learner, teacher, administrators, traditional leaders and donors
- Openness of the forum
- Focused presentations
- Presentations were good and clear
- Organization of the conference was also good
- Participation in discussions was very good
- Involvement of all key stakeholders
- The presentations has shown that the youths have got powers to contribute on boosting development at grassroots level
- The very good and doable to practices that the project has unearthed that can turn around our education system in Malawi.
- Enlightening issues of the construction of teachers' houses with small amount of money like what is happening

### **2. What are your recommendations about MTTA and PSSP:SFP?**

- It is high time the government tried the concepts of MTTA in one or two districts and see what happens
- To witness unbelievable MK655,000.00 can build a teacher's house - MK655,000.00 is less than the cost of a borehole
- The programs should continue and extend to several other areas
- The government should encourage stakeholders to actively support the programs
- To continue sharing best practices both at national and field level
- I would recommend that the project be rolled out to other districts so that best practices be put into practice in those districts in order to improve quality of education.
- Complementarity between PCAR and PSSP:SFP
- All best practices to be incorporated into the teacher training and classroom practices
- MTTA and PSSP:SFP have very good lessons based on the valuable activities being done in the impact districts. The two projects could roll out to other districts if funding were available
- Enhance involvement of people at the district level through the decentralized development structures as well as so that ownership can be internalized just like in other previous projects
- More exchange visits are required so that the best practices learnt could be appreciated

**3. Any other comment(s)?**

- The acronyms should be treated in a glossary
- A parent or two should have been invited besides a traditional leader and learners
- Use the project teams and implementers into positions of influence
- Create an environment in the country for maintaining professional standards in education
- There should be frequent interaction at field level to share what is being done in each project
- Organize visits to project districts so that people learn from them
- The workshop was well organized, very brief but much has been shared to the participants for a better understanding of the project
- There is need to take the bet practices learnt from the two projects to all the remaining districts by MOEST using the existing structures
- They should consider 'special needs' learners in their activities, e.g. supply Braille books in libraries
- If possible try to accommodate us at one place to save on time for community to the venue of the workshop

### **Attachment 3: Evaluation Results of Exchange Visit Experiences: Verbatim**

#### **1. What did you like best about this visit?**

- I liked observing lessons
- The use of IBB books by teachers and learners
- Interviewing head teachers, teachers, ZINFAs and learners on how best teaching practices are being used and shared in the four impact districts
- Visiting a garden where the use of biological methods (biological control of insects in the garden) were observed at Monjo school in Phalombe
- The facilitation by ZINFAs and trainer heads to organize zonal workshops on instructional leadership
- Visiting MTTA Secretariat
- Sharing knowledge amongst teachers of the four impact districts

#### **2. What two most useful things have you learned from this exchange visit?**

- The teachers are using locally available resources
- The teaching in small groups is helping a lot since learners are able to read
- Use of IBB books by all learners
- Management of mathematics and English subject clubs at Phalombe school
- I have learnt how best to teach science in our classes and how best to run
- The use of *Bawo* game in solving mathematics problem
- The importance of managing data

#### **3. If you are going to put in practice what you have learnt, briefly explain how you are going to do it?**

- I am going to brief my fellow teachers at school to improve the use of IBB books
- I am going to encourage my fellow teachers to use locally available resources
- I am going to encourage formation of subject clubs which will be using IBB books to help their friends from all sections
- I will brief my teachers as well as learners on the importance of forming subject clubs. I will encourage learners to register in the subject club they want and then ask a willing teacher to lead the subject club
- I will sensitize the community about the importance of having a garden at school. I will convene a meeting for all stakeholders to tell about the importance of the garden and how to manage the garden
- I will sensitize the community to construct shelters where learners would sit as they read IBB books
- Conducting a school-based workshop in order to brief my fellow teachers things I have learnt and make an action plan to guide us in implementing what we are going to do
- I will sensitize teachers in my zone to set up committees to manage our zonal data and use it for monitoring activities in the zone

**Attachment 4: MTTA Achievements Relative to PMP Chart Plan Chart of Indicators**

No.	Indicator	Means of verification	Year	Baseline			2005			2006			2007					
				M	F	Total	Target	Actual		Target	Actual		Target	Actual				
								Total	M		F	Total		Total	M	F	Total	
1.	Number of teachers trained in Mathematics, English and Science (in target districts). December 2004 (Cycle 1)	Training Reports	2004	0	0	0	6,000	4,621	1,768	6,389	6,000	N/A						
	Number of teachers trained in Mathematics, English and Science (in target districts). April 2005 (Cycle 2)	Training Reports	2004	0	0	0	6,000	4,304	1,654	5,958	6,000							
	Number of teachers trained in Mathematics, English and Science (in target districts). August 2005 (Cycle 3)	Training Reports	2004	0	0	0	6,000	4,664	1,568	6,232	6,000							
	Number of teachers trained in Mathematics, English and Science (in target districts). December 2005 (Cycle 4)	Training Reports	2004	0	0	0	6,000	4,407	1,618	6,025	6,000							
	Number of teachers trained in Mathematics, English and Science (in target districts). August 2006 (Cycle 5)	Training Reports	2004	0	0	0	N/A				6,000	4,602	1,495	6,097				
	Number of teachers trained in Mathematics, English and Science (in target districts). December 2006 (Cycle 6)	Training Reports	2004	0	0	0					6000	4,154	1,486	5,640				
	Number of teachers trained in Mathematics, English and Science (in target districts). April 2007 (Cycle 7)	Training Reports	2004	0	0	0									6,000	4,495	1,430	5,925
2.	Percentage of teachers using participatory teaching methods during instruction of mathematics, science or English (in target districts).	Classroom Observation	2003	35.6	42.4	36.9	50	61.8	62.2	62.0	65	70.8	71.2	71.0	70	77.9	78.3	78.1
3.	Percentage of teachers demonstrating full mastery in using mathematics concepts (in target districts).	Teacher Assessment	2004	4.6	1.0	3.5	6.0	6.1	6.6	6.3	8.0	9.3	8.0	8.9	10.0	14.6	9.9	13.0
4.	Percentage of teachers demonstrating full mastery in using science concepts (in target districts).	Teacher Assessment	2004	1.0	2.3	1.4	4.0	7.8	0.3	5.4	6.0	6.5	6.6	6.5	8.0	9.7	7.9	9.1

No.	Indicator	Means of verification	Year	Baseline			2005			2006			2007					
				M	F	Total	Target	Actual		Target	Actual		Target	Actual				
								Total	M		F	Total		Total	M	F	Total	
5.	Percentage of teachers demonstrating mastery in English comprehension (in target districts).	Teacher Assessment	2004	10.5	11.1	10.7	14.0	13.8	13.8	13.8	16.0	18.3	14.6	17.1	18.0	24.4	15.5	21.5
6.	Percentage of pupil increasing individual mastery levels in mathematics in Standard 3 (in target districts).	Pupil Assessment	2003	0.5	0.4	0.5	5.0	7.9	3.8	5.9	8.0	10.2	10.4	10.3	N/A			
7.	Percentage of pupil increasing individual mastery levels in science in Standard 3 (in target districts).	Pupil Assessment	2005	6.3	2.4	4.4	6.0	9.2	7.5	8.4	8.0	18.1	19.9	19.3				
8.	Percentage of pupil increasing individual mastery levels in English in Standard 3 (in target districts).	Pupil Assessment	2003	0.4	0.2	0.3	5.0	4.5	4.3	4.4	8.0	8.7	10.0	9.4				
9.	Number of pre-service teachers trained in Life Skills for HIV/AIDS curriculum	Training Reports	2005	0	0	0	0	1,901	348	2,249	2,500	1,099	794	1,893	2,500	1,584	923	2,507
10.	Number of school-based pilot clubs created (in target schools).	Training Reports	2006	N/A							40	40		N/A				
11.	Number of primary school head teachers selected and trained in club leadership skills (in target schools).	Training Reports	2006								80	53	27	80				
12.	Number of youth mentors selected and trained to assist club leaders (in target schools).	Training Reports	2006								80	40	40	80				
13.	Number of Chichewa version of Sara Comic Book Series disseminated to the school-based pilot clubs (in target schools).	Delivery Reports	2006								12,800	12,800						
14.	Percentage of school-based pilot clubs supervised and/or supported in a month.	Supervision Report	2006								100%	100%						

**Note: Indicator 1:** The number of teachers trained in English, mathematics and science in cycle 2 is lower than the target because during that period some teachers who were undergoing the MIITEP training program were attending residential courses at teacher training colleges. A total of 406 teachers did not attend cycle 6 workshops because most of them had travelled out of their duty stations lowering the number of teachers trained to 5,640 instead of 6,046.

## Description of indicators and how they are measured

1. *Number of teachers trained in Mathematics, English and Science (in target districts). (Cycles 1 to 7)*

Number of teachers (disaggregated by gender) who successfully complete an in-service teacher training program. In-service teacher training is defined as training for existing teachers in the three content areas (mathematics, science and English). This indicator is calculated by finding out the number of teachers trained in the three content areas through the training registration forms which teachers fill during the in-service training. The registration form has the following information: (see Attachment A1).

- Name of the project
- Name of district
- Activity
- Venue
- Dates
- Serial Number (of participant)
- Name (of participant)
- Sex (of participant)
- Academic Qualification (of participant)
- Professional Qualification (of participant)
- School (where participant teaches)
- Class Teaching (class which participant teaches)
- Signature (of participant)

So far, MTTA has held seven cycles of in-service training for the same teachers in the four target districts. The number of teachers has fluctuated between 6,389 and 5,925 in the seven cycles. There has been a different number of teachers trained in each cycle due to factors like transfers, illnesses and deaths of teachers. The other factors contributing to the fluctuation include withdrawal of MIITEP teachers who did not qualify from teaching in 2006 and involvement of volunteer teachers in some schools. A volunteer teacher is engaged and paid by the community in cases where there is acute shortage of teachers. Volunteer teachers have the required academic qualifications and are given on-job training by qualified teachers at the schools where they operate. Unfortunately, when they get green pastures they quit teaching. The system of engaging and quitting of volunteer teachers makes the number of teachers fluctuate all the time. The acute shortage of teachers makes the system fail to be stopped completely because when available and doing their job well, volunteer teachers make learning take place and learners benefit from them.

2. *Percentage of teachers using participatory teaching methods during instruction of mathematics, science or English (in target districts).*

Percentage of teachers using active teacher pupil interaction methods that involve teachers using creative and active learning methods continuous assessment, promoting equal gender participation, etc. during their instruction of mathematics, science or English. This indicator is determined by calculating the percentage of teachers observed while teaching mathematics, science and English.

The percentage of teachers observed while teaching mathematics, science and English is determined from the number of teachers observed during the MTTA's baseline and follow-up surveys. Standards 3 and 6 teachers from sample schools are assessed using a specially designed instrument (see Attachment 2) while teaching. Using the stratified random sampling, 126 primary schools in the four target districts of Mzimba South, Kasungu, Machinga and Phalombe were selected and are used in the surveys. These 126 schools represented 15.0% of the total number of schools in the four districts: 40 schools in Mzimba South, 47 schools in Kasungu, , 26 schools in Machinga and 13 schools in Phalombe at the inception of the project. Teachers from the 126 primary schools are observed teaching the three subjects.

Prior to observing teachers teaching, data collectors, a select group of PEAs and primary school teachers, are recruited and trained on how to use the instrument in a two-day training. The training focuses on lesson observation skills to ensure they assess the lesson as guided by the instrument.

Data collectors are divided into teams where one member is chosen to be a team leader. The team leader checks that all lessons are observed at a school and that each instrument is properly filled.

Statistical Package for Social Sciences (SPSS version 12.0) is used to enter and analyse the data. Microsoft Excel is also used to analyse the data and present it in graphical form. (see M & E Reports for all surveys).

Before data entry commences, data entry clerks are interviewed where the chosen ones are recruited to carry out the data entry exercise. During data entry, regular spot checking of data being entered is conducted by MTTA's data manger.

3. *Percentage of teachers demonstrating full mastery in using mathematics concepts (in target districts).*

Percentage of teachers who reach a pre-defined threshold of mastery in a teacher assessment of mathematics concepts. The assessment instrument assesses teachers' grasp and level of proficiency in mathematics concepts, such as arithmetic, measurement, and geometry. This indicator is calculated as the number of teachers in the four target districts achieving 80% and above in mathematics assessment adapted from the 2004 standard 8 Primary School Leaving Certificate Examinations mathematics paper.

The percentage of teachers scoring 80% and above is determined from the number of teachers who wrote the proficiency test in mathematics (see Attachment A3) during the MTTA's surveys. Using the stratified random sampling, 126 primary schools in the four target districts of Mzimba South, Kasungu, Machinga and Phalombe were selected. These 126 schools represent 15.0% of the total number of schools in the four districts: 40 schools in Mzimba South, 47 schools in Kasungu, 26 schools in Machinga and 13 schools in Phalombe. Teachers from the 126 primary schools write the mathematics proficiency test.

A select group of PEAs and primary school teachers are recruited and trained as invigilators on how to monitor teachers taking the mathematics proficiency test.

Data collectors, as invigilators check all scripts to ensure that teachers have filled in important information on the cover page. Thereafter, the scripts are marked based on the developed marking scheme (see Attachment A4).

Statistical Package for Social Sciences (SPSS version 12.0) is used to enter and analyse the data. Microsoft Excel is also used to analyse the data and present it in graphical form. MTTA carries out spot checks of data being entered on a regular basis.

4. *Percentage of teachers demonstrating full mastery in using science concepts (in target districts).*

Percentage of teachers who reach a pre-defined threshold of mastery in a teacher assessment of science concepts. The assessment instrument assesses teachers' grasp and level of proficiency in science concepts, such as scientific reasoning, cause and effect and subject areas like earth science and biology. See Attachment A5. This indicator is calculated as the number of teachers in the four target districts achieving 80% and above in science assessment adapted from the 2004 standard 8 Primary School Leaving Certificate Examinations science paper.

This indicator is calculated by following the procedure explained in indicator 3 above.

5. *Percentage of teachers demonstrating mastery in English comprehension (in target districts).*

Percentage of teachers who reach a pre-defined threshold of mastery in a teacher assessment of English. The assessment instrument assesses teacher's grasp and level of proficiency in the English language, speaking, writing and reading. See Attachment A6. This indicator is calculated as the number of teachers in the four target districts achieving 80% and above in English assessment adapted from the 2004 standard 8 Primary School Leaving Certificate Examinations English paper.

This indicator is calculated by following the procedure explained in indicator 3 above.

6. *Percentage of pupil increasing individual mastery levels in mathematics in Standard 3 (in target districts).*

Percentage of pupils who increase a pre-defined threshold level of mastery in mathematics. The assessment instrument measures pupils' grasp of mathematics concepts. See Attachment A7. This indicator is calculated as the number of pupils in the four target districts achieving 80% and above on 50 mathematics items from their class textbook.

Data collectors comprising PEAs and primary school teachers are recruited and trained. Most of the participating teachers are MTTA trainer heads and mentor teachers. A two-day training for data collectors is conducted at a central location in each target district. The training focuses on assessment procedures. Instruction manuals for data collectors are provided to guide them through the pupil assessment process. See Attachment A7.

Pupils' skills are measured using a curriculum-based assessment methods developed originally under IEQ and QUEST, and other USAID projects.

Using the stratified random sampling, 126 primary schools in the four target districts of Mzimba South, Kasungu, Machinga and Phalombe were selected to be involved in the survey. These 126 schools are the ones where teacher assessment is conducted as well.

Using the random sampling method, 16 (8 boys and 8 girls) standard 3 pupils were selected for assessment from each sample school. Each sample school has a unique number acting as an identifier. Each pupil was also assigned a unique number acting as an identifier. The pupil's unique identifier is composed of the district code, school code, class code and pupil's number. See Attachment A8.

One data collector assesses one pupil at a time. The scores of each pupil are recorded and later entered in the computer using SPSS. Analysis is done using SPSS and Microsoft Excel. Data entry procedures for teachers' assessment data are applied to pupils' data as well.

7. *Percentage of pupil increasing individual mastery levels in science in Standard 3 (in target districts).*

Percentage of pupils who increase a pre-defined threshold level of mastery in science. The assessment instrument measures pupils' grasp of science concepts. See Attachment A9. This indicator is calculated as the number of pupils in the four target districts achieving 80% and above on 25 science questions from their curriculum.

This indicator is processed like indicator 6. Refer to Instruction manual for data collectors for specific instructions.

8. *Percentage of pupil increasing individual mastery levels in English in Standard 3 (in target districts).*

Percentage of pupils who increase a pre-defined threshold level of mastery in mathematics. The assessment instrument measures pupils' grasp of mathematics concepts. This indicator is calculated as the number of pupils in the four target districts achieving 80% in English reading, comprehension and writing.

This indicator is processed like indicators 6 and 7. Refer to Instruction manual for data collectors for specific instructions.

9. *Number of pre-service teachers trained in Life Skills for HIV/AIDS curriculum.*

Number of individuals (disaggregated by gender) who successfully complete the pre-service teacher training program in Life Skills for HIV/AIDS curriculum. Pre-service teacher training is training for new teachers or teachers who received no prior training that makes them available for a teaching position in either a formal or non-formal school. This indicator is determined by finding out the number of pre-service teachers trained in Life Skills for HIV/AIDS curriculum.

The number of pre-service teachers is determined by collecting number of pre-service teachers in teacher training colleges where MTTA supports the teaching of Life Skills Education.

10. *Number of school-based pilot clubs created (in target schools).*

Number of school-based pilot clubs that are formed and are functioning. This indicator is determined by finding out the number of school-based pilot clubs created and functional.

The number of school-based pilot clubs created is determined by counting number of schools where clubs have been formed and are functional.

11. *Number of primary school head teachers selected and trained in club leadership skills (in target schools).*

Number of primary school head teachers (disaggregated by gender) who successfully complete the training in club leadership skills. This indicator is determined by finding out the number of primary school head teachers trained in club leadership skills during the training by referring to the participant registration forms.

12. *Number of youth mentors selected and trained to assist club leaders (in target schools).*

Number of youth mentors (disaggregated by gender) who successfully complete the training in club leadership skills to assist club leaders. This indicator is determined by finding out the number of youth mentors trained in club leadership skills to assist club leaders from the participant registration forms during the training.

13. *Number of Chichewa version of Sara Comic Book Series disseminated to the school-based pilot clubs (in target schools).*

Number of Chichewa version of Sara Comic Book Series distributed to school-based pilot clubs. This indicator is determined by finding out the number of Chichewa version of Sara Comic Book Series distributed to school-based pilot clubs. The signed delivery reports indicate the number of books delivered by MTTA.

14. *Percentage of school-based pilot clubs supervised and/or supported in a month.*

Percentage of school-based pilot clubs supervised and supported in a month. This indicator is calculated as the number of school-based pilot clubs supervised and supported by MTTA supervisors in a month. MTTA supervisors indicate the clubs they have been able to supervise and support each month by filling a form which shows what was found and what was done when the supervisor visited a particular club.

### **Supervision and monitoring of MTTA activities**

MTTA supervises, monitors and evaluates its activities. This dynamic approach enables MTTA to continuously collect reliable and valid data, and to analyse, interpret and use the findings to feed into practice for improvement. For instance, teacher supervision involves lesson observation, teacher interview and pupil assessment. At the end of supervision, the supervisor guides the teacher towards improvement based on the findings. Follow-up visits further monitor the performance of the teacher and ultimately the pupils. A supervisor identifies content and pedagogical gaps while the lesson is in session, assesses randomly selected learners after the lesson on what they learnt and finally interviews and gives feedback to the teacher focussing on addressing the identified gaps. The teacher and ultimately learners benefit from each supervision visit and follow-up visits allow the supervisor to check on the progress of teachers and learners.

With the acute shortage of teachers drawing mentor teachers, trainer heads and zonal in-service facilitators (ZINFAs) from classroom teaching to conduct supervision has been a problem because this leaves their classes without a teacher. To surmount this problem, schedules have been worked out in such a way that supervisors do not go out the whole day and when they go out there is a teacher assigned to take care of their class. Knowing that each mentor teacher is responsible for a maximum of four schools it has been possible to have a schedule that enables the supervisor to have between one and three supervision visits per week.

Similarly, each activity has an organised supervision, monitoring structure and schedule to allow timely and continuous collection of data, analysis, interpretation and utilisation. Based on the supervision, monitoring and evaluation of each activity, MTTA consolidates its findings to measure the overall performance of the project. This way, for example, MTTA has improved teacher performance by refocusing on the support supervisors provide to teachers which was not monitored previously.

The supervision and monitoring system builds capacity of education partners thereby enhancing collective ownership. This leads ultimately to sustainability of the activities beyond the project.

## Attachment 5

### MTTA's Summary of Key Best Practices, Lessons Learned, Challenges and the Way Forward

#### Vision

- See all of our children including OVC and girls learn and grow up into responsible citizens of Malawi

#### Key Best Practices and Lessons Learned

- Creating a professional school culture
- CPD model and teacher support structures
- Teacher knowledge exchange and external encouragement
- Effective school heads
- Particularly effective direct interventions

#### Creating a professional school culture

- Focus on:
  - Teachers as professionals, co-experts and colleagues
  - Pupils' learning opportunities
  - Team work among actors: Teachers, Pupils, Parents, Education officials

#### CPD model and teacher support structures

- Top-down at launch with *significant* teacher involvement
- Shift towards bottom-up in the course of the implementation process
- Create and train local professional support structures
- Focus on evidence-based decision making

#### Teacher knowledge exchange and external encouragement

- Initiate knowledge/skill exchange among actors
- Align goals with local aspirations
- Acknowledge exemplary performance

#### Effective school heads

- Focus on instructional leadership (as distinct from administrative leadership)
- Create supportive community structures including MCM if possible

#### Particularly effective direct activities

- Small group teaching and learning
- TALULAR (most successful with community support)
- TDC libraries (MTTA) decentralized to cluster and school libraries

#### Particularly effective direct activities continued

- Mobile Teacher Training Troupes. Expensive at the “top-down” stage; cost-free at the “bottom-up” stage

- HASCI
  - Scaled up district-wide in Kasungu and in both Mzimba South and Mzimba North by beneficiaries.
  - Adapted to all secondary school in South Eastern Education Division by the division office
  - VSOs in Machinga and Balaka highly interested

#### **Particularly effective direct activities continued**

- SIPs/ZIPs
- Life Skills for HIV and AIDS education

#### **Challenges**

- Weak evidence-based decision-making among actors
- Lack of distinction between better resourced and worse resourced schools in intervention “resource” distribution processes.
- Exclusion of community involvement in the MTTA program description

#### **The Way Forward**

- Provide direct support to standards 2, 5 and 6 as well as standard 1 teachers
- Continue to provide general support to standards 3, 4, 7 and 8
- Examine, study and analyze MTTA lessons learned to inform decision-making particularly relative to PCAR
- Provide planning support to MOEST in the PCAR rollout
- Consolidate Life Skills interventions through pre-service training and HASCI
- Ensure communication of the lessons and experiences gained

**Attachment 6: Other Project Implementation Challenges and Suggested Remedial Measures**

Three levels of challenges face MTTA: Those that militate against effective teaching and learning at the school/classroom level. The following are examples:

<b>Challenges</b>	<b>Remedial Strategies</b>	
3.1.1 Understaffing	<ul style="list-style-type: none"> <li>Joint planning</li> <li>Discourage absenteeism of teachers</li> </ul>	<ul style="list-style-type: none"> <li>Overlapping timetable</li> <li>Liaise with PEA and DEM for additional teachers</li> </ul>
3.1.2 Lack of resources	<ul style="list-style-type: none"> <li>Improvise</li> <li>Use locally available resources (TALULAR)</li> <li>Use TDC resources</li> </ul>	<ul style="list-style-type: none"> <li>Liaise with other schools</li> <li>Seek assistance from PTA and any well wishers</li> </ul>
3.1.3 Organizing INSET's	<ul style="list-style-type: none"> <li>Proper timing</li> </ul>	<ul style="list-style-type: none"> <li>Soliciting assistance from PTA and any other well wishers</li> </ul>
3.1.4 Large classes	<ul style="list-style-type: none"> <li>Use group work</li> <li>Use adequate teaching resources (TALULAR)</li> </ul>	<ul style="list-style-type: none"> <li>Use able class teachers</li> <li>Team teaching where there are many teachers</li> </ul>
3.1.5 Under-qualified teachers	<ul style="list-style-type: none"> <li>Establish study circles</li> <li>Have school-based INSET's</li> <li>Joint plan</li> </ul>	<ul style="list-style-type: none"> <li>Team teaching</li> <li>Close supervision and support</li> </ul>
3.1.6 Resistance to change	<ul style="list-style-type: none"> <li>Joint planning</li> <li>Use success stories</li> <li>Use role models</li> </ul>	<ul style="list-style-type: none"> <li>Delegate</li> <li>Close supervision and support</li> <li>Exchange visits</li> </ul>
3.1.7 Unprepared teachers	<ul style="list-style-type: none"> <li>Joint planning</li> <li>Prepare while in the school</li> </ul>	<ul style="list-style-type: none"> <li>Close supervision and support</li> <li>Frequent checking</li> </ul>
3.1.8 Teachers and learners with special needs	<ul style="list-style-type: none"> <li>Provide Braille materials</li> <li>Close supervision and support</li> <li>Modify their activities</li> <li>Overlapping timetable</li> </ul>	<ul style="list-style-type: none"> <li>Joint planning</li> <li>Involve them in all the activities</li> <li>Use specialized teachers to supervise and support</li> </ul>
3.1.9 Conflicts in the school	<ul style="list-style-type: none"> <li>Use of a discipline committee</li> <li>Delegate</li> <li>Guide and counsel</li> <li>Be transparent</li> <li>Be gender sensitive</li> </ul>	<ul style="list-style-type: none"> <li>Encourage cooperation among teachers and learners</li> <li>Set and enforce school rules</li> <li>Respect human rights</li> </ul>
3.1.10 Hostile community	<ul style="list-style-type: none"> <li>Civic education</li> <li>Encourage community participation</li> </ul>	<ul style="list-style-type: none"> <li>Consult the community</li> <li>Use community leaders</li> </ul>
3.1.11 Inadequate classrooms	<ul style="list-style-type: none"> <li>Use shifting system</li> <li>Use overlapping system</li> </ul>	<ul style="list-style-type: none"> <li>Encourage school management communities to build additional classrooms</li> </ul>
3.1.12 Lazy teachers	<ul style="list-style-type: none"> <li>Delegate responsibilities</li> <li>Close supervision</li> <li>Joint planning</li> </ul>	<ul style="list-style-type: none"> <li>INSET's</li> <li>Guidance and counseling</li> </ul>
3.1.13 Indiscipline of teachers and learners	<ul style="list-style-type: none"> <li>Delegate responsibilities</li> <li>Enforce rules and regulations</li> </ul>	<ul style="list-style-type: none"> <li>Give appropriate punishments</li> <li>Encourage cooperation among teachers and learners</li> </ul>
3.1.14 Gender imbalance	<ul style="list-style-type: none"> <li>Be gender sensitive</li> </ul>	
3.1.15 Abuse of human rights	<ul style="list-style-type: none"> <li>Observe human rights</li> </ul>	