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## **PRIMARY SCHOOL SUPPORT PROGRAM: A SCHOOL FEES PILOT (PSSP: SFP)**

**FINAL REPORT**  
**January 2006 – February 2009**



February 28, 2009

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## List of Acronyms

AC	Assistant Coordinator
AEDO	Agriculture Extension Development Officer
AIR	American Institutes for Research
BLP/M	Beginning Literacy Program/Malawi
CDA	Community Development Assistant
CBCCC	Community Based Child Care Center
CPD	Continuing Professional Development
CRECCOM	Creative Centre for Community Mobilization
CTO	Cognizant Technical Officer
DEM	District Education Manager
DOP	Desk Officer Primary
DSSP	Direct Support to Schools Program
EMAS	Education Methods and Advisory Services
FA	Forestry Assistant
FGD	Focus Group Discussion
GVH	Group Village Head
HQ	Headquarters
HSA	Health Surveillance Assistant
IBB	International Book Bank
ICLEP	Integrated Child Labor Elimination Program
IGA	Income Generating Activity
INSET	In-Service Teacher Training
JCE	Junior Certificate
MANEB	Malawi National Examinations Board
MASAF	Malawi Social Action Fund
MCM	Mobilization Corps of Malawi
MESA	Malawi Education Support Activity
MIAMI	Malawi Integrated AIDS Mitigation Initiative
MIE	Malawi Institute of Education
MOEST	Ministry of Education, Science and Technology
MOWCD	Ministry of Women and Child Development
MYDS	Ministry of Youth Development and Sports
MP	Member of Parliament
MSCE	Malawi School Certificate of Education
MTL	Malawi Telecom Limited
MTTA	Malawi Teacher Training Activity
MWAI	Miske Witt and Associates Incorporated
NGO	Non-Governmental Organization
NLS	National Library Service
OVC	Orphans and Vulnerable Children
PCAR	Primary Curriculum Assessment Reform
PEA	Primary Education Advisor
PMP	Performance Monitoring Plan
PS	Principal Secretary
PTA	Parent Teacher Association
SIP	School Incentive Package
SMC	School Management Committee
SMC-EQ	Social Mobilization Campaign for Education Quality

SWA	Social Welfare Assistant
TA	Traditional Authority
TALULAR	Teaching and Learning Using Locally Available Resources
TDC	Teacher Development Centre
TFD	Theatre for Development
TOT	Training of Trainers
TTC	Teacher Training College
USAID	United States Agency for International Development
ZOC	Zonal Coordinator
ZIP	Zonal Incentive Package

## Preamble

Project Title: Primary School Support Program: A School Fees Pilot (PSSP: SFP)

Contractor: American Institutes for Research

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## Introduction

The Government of Malawi is faced with 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 3.2 million pupils. It has not been possible to provide enough trained teachers for the overcrowded classrooms. As a result, teachers who are not adequately qualified for their jobs now teach many pupils. Although the government has tried to provide pre-service and in-service training to teachers, the training has only met a small part of the need. This is where Primary School Support Program: A School Fees Pilot (PSSP: SFP) has helped to address the need.

PSSP: SFP, a three-year initiative funded by USAID/Malawi in collaboration with the Malawi Government, targeted all of the 226 public primary schools in Dowa district. American Institutes for Research (AIR), in its lead role, implemented PSSP: SFP in response to the need to improve the quality of education and serve as a pilot under a US Congressional mandate to develop strategies to reduce the cost of schooling that still hinders access, especially for the most vulnerable children. PSSP: SFP was jointly implemented by AIR with Creative Center for Community Mobilization (CRECCOM), Malawi Institute of Education (MIE), and Miske Witt and Associates, Incorporated (MWAI).

The core goal of PSSP: SFP was to achieve equitable access to quality basic education. To reach this goal, the project had the following objectives:

- To increase access to basic education and improve learning with special focus on orphans, vulnerable children, girls and children with special needs.
- To increase resources at the school level.
- To improve teaching and learning outcomes in schools in Dowa.

PSSP: SFP took a holistic approach to achieving this goal. It worked to improve the professional development of teachers as well as mobilize communities to become owners of the schools.

This final report describes the activities, achievements, and lessons learned from the PSSP: SFP project. The report begins with a summary of PSSP: SFP's achievements in each of its main technical areas followed by a table summarizing project results according to performance monitoring indicators (Part I). Part II of the report provides greater detail on the project's methodologies and activities completed over the performance period. Finally, Part III of the report offers a synthesis of lessons learned and recommendations for future programming.

## **Part I: Summary of PSSP: SFP Key Accomplishments and Results**

### **I.1 PSSP: SFP Accomplishments by Technical Area: January 2006 – February 2009**

#### **I.1.1 Teacher Professional Development**

- Trained 19 PEAs (6 female, 13 male) and 20 Assistant Coordinators (5 female, 15 male) of Dowa district as/in:
  - Trainers of headteachers in managerial and instructional leadership skills.
  - Teacher trainers in instructional module writing, workshop facilitation, and TALULAR production skills.
  - Effective classroom teacher supervision and support.
- Trained:
  - 68 (10 female, 58 male) selected headteachers as cluster supervisors.
  - 470 locally identified professionals as local Mobile Teacher Training Troupes (MTTTs) to spearhead the teaching of English, Chichewa, mathematics, science, BLP/M and the making/using of TALULAR.
  - 681 Teacher Conference Committee members (83 female, 598 male) three for each of the 227 schools in Dowa (one is a new school) in school- and cluster-based CPD activity supervision and support roles.
  - 1,882 teachers in Dowa (546 female, 1,336 male) in school-based CPD instructional module development.
- Established 59 CPD cluster training centers.
- Developed 885 CPD facilitation modules for school- and cluster-based trainings.
- Conducted:
  - 5 cycles of cascade model incremental teacher development training
  - 3 cycles of teacher conferences
  - 3 topic specific trainings for orientation to the numeracy handbook (approaches to introducing numeracy); TALULAR production, use and storage; and training on teaching of literacy using BLP/M approaches
- Supervised and mentored 1,882 teachers in lesson delivery skills and practices.
- Established a 470-person strong local MTTT-trouper structure for English, Chichewa, science, mathematics, BLP/M, TALULAR and supervisory headteachers.
- Identified and used as role models:
  - 470 local troupers, 227 school-based CPD coordinators, 47 deputy headteachers, 65 schools and 93 class teachers in their different fields of expertise.
- Awarded 570 merit certificates to star performing teachers at National Education Day during the project period.
- Helped strengthen local capacity to create synergies between stakeholders such as Bunda College of Agriculture, Domasi College of Education, Malawi Institute of Education and the five Teacher Training Colleges of Karonga, Kasungu, Lilongwe, St. Joseph and Blantyre by actively involving these groups in project interventions.

#### **I.1.2 Learning Resources and Literacy**

- Developed and implemented a Beginning Literacy Program of Malawi for standard I learners in all 226 schools.
- Identified and trained 10 (4 female, 6 male) BLP/M lesson writers.
- Developed, printed and distributed BLP/M term I song posters and big books to 226 schools in Dowa as follows:

- 768 copies each of 16 titles of song posters
- 450 copies each of 5 titles of big books
- 550 copies of BLP/M lesson plans
- 60 copies of BLP/M facilitator's guide for term 1 training
- Reviewed standard 1 BLP/M syllabuses, lesson plans, song posters and big books prior to printing of the materials.
- Developed, printed and distributed BLP/M term 2 materials as follows:
  - 450 copies of each of the 4 big books
  - 450 copies of each of the 9 song posters (6 in color, 3 black and white)
  - 450 copies of 1 poem in black and white
  - 550 copies of BLP/M lesson plans
  - 40 copies of BLP/M facilitator's guide for term 2 training
  - 380 copies of English alphabet charts to 226 schools and 19 TDCs in Dowa
  - 100 copies of Facilitators TOT guide for training of Standard 2 teachers in BLP/M teaching and learning strategies
- Developed, printed and distributed BLP/M term 3 materials as follows:
  - 450 copies of each of the 7 big books (2 in color, 5 black and white)
  - 400 copies of each of the 8 song posters (5 in color, 3 black and white)
  - 550 copies of BLP/M lesson plans
  - 100 copies of BLP/M facilitator's guide for term 3 training
- Distributed standard 1 BLP/M materials to 19 TDCs, 8 TTCs, and other educational institutions such as MIE, CERT, National Library Services, National Archives, CRECCOM, DCE, MOE HQ, DTED as part of advocacy and sharing of skills in literacy teaching and learning.
- Distributed a total of 125, 205 exercise books and 125, 205 pencils to 41,735 standard 1 learners in the 226 schools in Dowa.
- Monitored and supported standard 1 BLP/M implementation in all 226 schools to ensure effective teaching and learning among learners.
- Trained 336 standard 1 teachers (189 female, 147 male) 227 headteachers (17 female, 210 male), 19 PEAs (6 female, 13 male), 20 ACs (5 female, 15 male), 318 standard 2 teachers (168 female, 150 male) on literacy and BLP/M teaching techniques.
- Monitored and supported library establishments and use in schools reaching 612 teachers (171 female, 441 male) and 30,773 learners (15,438 girls, 15,335 boys) cumulatively.
- Monitored and supported reading clubs in schools to develop mastery in literacy skills reaching 668 teachers (201 female, 467 male) and 54,644 learners (27,777 girls, 26,867 boys).
- Monitored and supported making and use of TALULAR in 199 schools to promote effective teaching and learning in the classroom.
- Monitored and supported teaching and learning of literacy in 226 schools reaching 2,042 teachers (649 female, 1,393 male) and 146,807 learners (76,667 girls, 70,140 boys).
- Conducted TOT training with 9 BLP/M writers (2 female, 7 male), 13 ZOCs (5 female, 8 male), 19 PEAs (6 female, 13 male) on BLP/M term 2 and 3 implementation, which also included an observers' group comprising 4 MOEST officers, 2 MTTT troupers, 1 MIE officer, 2 DCE lecturers, 1 CERT research officer and 5 TTC tutors.
- Monitored and supported standard 1 BLP/M trainings for term 1, 2 and 3 in 19 zones reaching 582 teachers including 226 headteachers (17 female, 210 male), 336 standard 1 teachers (189 female, 147 male), 19 PEAs (6 female, 13 male) and 20 ACs (5 female, 15 male), which was conducted by 13 ZOCs (5 female, 8 male) and 19 PEAs (6 female, 13 male)



- in Dowa and monitored by PSSP:SFP officers together with 1 DEM, 1 DOP, 1 SEMA, 1 DTED, 1 MOE-Basic, 3 TTC tutors, 2 MIE officers and 1 MTTA trouper.
- Conducted BLP/M zonal review meetings for term 1, 2 and 3 in all 19 zones reaching 336 standard 1 teachers (189 female, 147 male), 226 headteachers (17 female, 210 male), 20 ACs (5 female, 15 male), 67 MCMs (22 female, 45 male) and 19 PEAs (6 female, 13 male). Meetings focused on achievements, challenges and way forward.
  - Conducted training of 19 PEAs (6 female, 13 male) and 13 ZOCs (5 female, 8 male) on literacy modules development.
  - Developed and printed 130,000 total copies of 10 titles of Dowa story books and distributed 120,500 copies to 227 schools and 9,950 copies to other educational institutions across the country including 19 TDCs, 8 TTCs, 6 EDMs, 1 DEM, 1 DCE, National Library Services, National Archives, COSOMA, 11 CDSS, 9 secondary schools, MOEST HQs, DTED, CERT, CLS, MIE, CRECCOM and Chancellor College.
  - Monitored and supported BLP/M literacy fairs in 226 schools reaching 1,409 teachers (456 female, 953 male), 83,463 learners (42,409 girls, 40,955 boys) and 26,942 community members (13,396 female, 13,546 male) to sensitize parents and communities on how to support literacy acquisition among standard 1 learners through assisting them with home work and storytelling.
  - Monitored and supported literacy teaching in all 226 schools reaching 1,713 teachers (521 female, 1,192 male) and 83,023 learners (44,270 girls, 38 753 boys).
  - Trained 67 local BLP/M troupers (25 female, 42 male) to support standard 1 teachers with techniques for teaching BLP/M.
  - Conducted BLP/M TOT for standard 2 teachers led by 67 BLP/M local troupers (25 female, 42 male), 13 ZOCs (5 female, 8 male), 19 PEAs (6 female, 13 male) and 20 ACs (5 female, 15 male) and shared strategies that are advocated by BLP/M for teaching reading, writing and comprehension that can assist teachers in standards 2 to 8 in the teaching and learning process.
  - Monitored and supported 318 standard 2 teachers BLP/M cluster trainings with 13 ZOCs (5 female, 8 male), 19 PEAs (6 female, 13 male) and 19 ACs (5 female, 14 male) on BLP/M teaching techniques and use of resources.
  - Conducted BLP/M briefing meeting with 3 college principals (1 female, 2 male), 5 male representatives of the principals, and 2 male MOEST officials.
  - Conducted a comparative study of three literacy programs conducted in Malawi: MBTL, LAC and BLP/M.
  - Developed a compendium of success stories on supplementary readers, TALULAR, library establishment and reading clubs and teaching of reading in small groups.
  - Distributed:
    - 46,517 donated books to 214 schools in Dowa.
    - 459 donated books to 6 TDC libraries in Dedza to increase the access to library books.
    - 1,900 library books from schools in Bismark, North Dakota, USA, to 19 schools with reading clubs.
    - 2,500 books from National Library Services to 19 TDCs and 74 schools in Dowa.
    - Distributed 372 USAID-donated copies of avian flu booklets to 227 schools, 19 TDCs, 17 secondary schools and 4 other institutions.
  - Facilitated training of 19 primary school teacher librarians (1 female, 18 male) from the 19 zones in Dowa conducted by the National Library Services.
  - Facilitated registration of 15 schools with the National Library Services.
  - Conducted a book study in 10 schools in order to learn how the books are used and cared for as well as challenges encountered in using the books.

- Developed, printed and distributed:
  - 560 copies of headteacher training modules to 226 headteachers (17 female, 201 male) and 226 deputy headteachers (as a way of improving instructional leadership in schools).
  - 2,100 copies of supplementary numeracy modules and 760 copies of 10 titles of numeracy posters.
  - 2,100 copies of a data booklet on using school data for school improvement.
- Created an annotated catalogue of PSSP: SFP publications.

### **1.1.3 Community Mobilization**

- Conducted briefing meetings with MOEST headquarters desk officers, the District Assembly, TAs, MPs, Group Village Heads and extension workers on the goals, objectives and activities of the PSSP: SFP project.
- Selected four action research/Theatre for Development (TFD) sites—M'bindo, Dowa II, Daimon and Chizolowondo schools.
- Recruited and trained 20 TFD research assistants from Chancellor College, to collect and analyze data and conduct sensitization, motivation, and mobilization performances.
- Conducted action research with 20 research assistants at 5 sites reaching 1,058 people (454 female, 604 male). Reached an estimated 9,550 people through TFD performances (4,185 female, 5365 male).
- Trained 51 school drama clubs with a total membership of 802 students (406 female, 396 male).
- Monitored the performances of the school drama clubs which reached 16,173 people (8,214 females, 7,959 male).
- Trained 447 (143 female, 304 male) extension workers, the district team and officials from ministries of Education, Women and Child Development, Agriculture, Health and Forest (including PEA, CDA and ZOCs, AEDOs, AVOs, HSAs, MA, Community Nurses, FA) who drew plans of action for every month of each year.
- Conducted 209 community-based workshops—84 for community leaders reaching 104 females and 2,539 males, 64 workshops for SMC/PTA members reaching 209 females and 1,780 males, and 59 workshops for teachers reaching 120 females and 1,468 males.
- Trained and held two review and re-planning meetings for 69 Cluster Community Leaders (12 female and 47 male) from all 13 zones in the district to draw 6- to 12-month plans of action each year.
- Distributed 69 bicycles to Cluster Community Leaders.
- Briefed over 42,336 key stakeholders (20,013 female, 22,323 male) on small grants, including School Management Committees, Parents Teachers' Associations, community leaders, teachers, and parents in all the 13 zones in Dowa.
- Received 226 school applications for small-scale grants, appraised them, and awarded small grants to 183 schools in year 1, 154 schools in year 2, and 155 schools in year 3. Out of the project's 226 schools, 214 schools received grants, which collectively totaled more than K61,112,228 over the three years. The funds were used in supporting teaching of vocational skills, establishing income generating activities, and construction of infrastructure.
- Oriented 6,716 key stakeholders (2,128 female, 4,588 male) in financial management, lobbying and procurement procedures, including School Management Committees members, Parents Teachers' Associations members, community leaders and teachers from all 226 schools.
- Supported 1,994 OVCs, girls and children with special needs (1,115 girls, 879 boys) with notebooks, pens, school uniform, laundry and bath soap provided by the community and special groups.

- Enrolled 1,512 OVCs, girls and children with special needs in school.
- Facilitated the establishment of facilities for school-based vocational education at 133 schools and engaged more than 3,574 children (1674 girls, 1,900 boys) in various extra-curricular vocational skills training.
- Sensitized approximately 116,020 community members through 115 Mobilization Corps of Malawi (MCM) facilitated-TFD performances.
- Trained 216 OVC and girl mentors in all 13 zones in the district.
- Conducted trainings, reviews, and re-planning sustainability meetings for 497 special group members (Gule Wamkulu).
- Supported school-based and community-based fundraising (including SIP and ZIP initiatives) throughout the district, through which more than K1,563,715 was raised to purchase notebooks, pencils, pens, agriculture produce, sharpeners, crayons etc.
- Supervised the construction/renovation/roofing of 374 teacher's houses, 249 school blocks, 10 libraries, 3 staff rooms and 185 permanent pit latrines.
- Realized a total of K120, 000.00 from IGAs and vocational skills undertaken at 40 schools. The money was utilized to buy basic needs for needy pupils.
- Supported 160 schools to engage in school- and community-facilitated IGAs.
- Procured and distributed SIP and ZIP boxes to all the 226 schools and 13 zones, and sensitized all 226 schools and surrounding communities on the packages, their use, and how to replenish the contents.
- Monitored SIP and ZIP fund-raising initiatives, which realized K 1,133,715.20 for sustaining the incentive packages.
- Sensitized 2,563 stakeholders on the MCM program.
- Developed, reviewed and edited the MCM training manual.
- Conducted training of trainers for 4 MCM trainers.
- Conducted 5 days of MCM training for the pilot cohort and 15 days of MCM training for cohorts one and two.
- Trained 92 MCMs individuals as MCMs. 69 individuals served through the end of the project (5 were withdrawn on disciplinary grounds, 10 resigned in order to enroll in TTCs and the police academy, and 8 could not continue into the year due to underperformance.
- Hosted 2 review/re-planning sessions with MCMs.
- Trained 63 Field Extension workers and 29 external monitors (6 female, 23 male) over the three year period to collect school and community level base line and project performance data from a sample of 59 randomly selected schools from the 13 zones and 226 schools.
- Supported and monitored approximately 42 exchange visits, 27 role model initiatives, 19 open days, cluster leaders, and special groups' activities.

#### **1.1.4 Mass Communication**

- Distributed over 800 copies of the PSSP: SPF project fact sheet to various stakeholders.
- Produced 8,300 copies of Area Newsletters (3,300 English and 5,000 Chichewa):
  - Vol. 1 issues 1-5 for Madisi, Mponela, Boma and Mvera zones
  - Vol. 2 issues 6, 7, and 8 for Madisi, Mponela and Mvera zones
  - Vol. 2, issue 9 for Boma zone
  - Vol. 3, issues 10, 11, 12 and 13 for Mvera, Madisi, Mponela and Boma zones
- Produced 4,000 copies of the bi-annual, overall project newsletter.
- Published 46 project newspaper articles in national newspapers The Daily Times, The Guardian and The Nation.
- Broadcast 87 project news items on local radio stations in both English and Chichewa languages - MBC, ZBS (Zodiak), Capital FM, Power 101, Joy and MIJ.

- Beamed 14 news bulletins on Malawi Television.
- Distributed 775 T/Shirts and 225 Golf shirts bearing the project logo and educational messages during the project launch, school incentive package distribution exercises, and other PSSP:SFP functions.
- Organized media coverage for:
  - The PSSP-SFP National Launch
  - Main MCMs' Field Day activities during training workshops
  - BLP/M Training of Trainers Review and Re-planning Workshop at Mponela TDC on March 18, 2008
  - Lufe School Literacy Fair in Mvera Zone on July 18, 2008
  - Chimungu Zone 'Big Walk' led by *Gule Wamkulu* on July 24, 2008
  - Mvera Primary School Library activities; Lufe School TALULAR production and use (Mvera Zone) and school block construction at Bowe School (Chimbuli Zone) on February 6, 2008
  - Cluster Leaders' Review and Re-planning meeting at Mponela TDC and Small Grants material purchasing process at Mponela Trading Centre on August 22, 2008
  - MCM Closeout ceremony at Lufe School in Mvera zone on October 9, 2008
  - Nyagra School open day in Katalima zone on November 4, 2008
  - Project activities at Kayembe, Kafumphe and Kabulungo Schools on community involvement, Gule Wamkulu festival and BLP/M respectively between December 5-6, 2008
  - Project activities at Mtiti, Mtsukamakoza and Mvera Defence Force Schools on Small Grants, *Akunjira* and library respectively between December 16 and 17, 2008

#### **1.1.5 Coordination and Reporting**

- Held partners meetings, monthly staff meetings, and regular management and project implementation committee meetings.
- Met, briefed or hosted USAID/Malawi/ Washington and REDSO on numerous occasions in the field and in formal forums, including all 15 synergy meetings.
- Met with the USAID education assessment team, environmental team, gender assessment specialist and USAID-sponsored School Fees evaluation team.
- Organized multiple field visits, including the project launch, for various officials, including US Ambassadors.
- Met or briefed Dowa District Assembly, Education team and other district level officials regularly over the life of the project.
- Met or briefed MOEST headquarters officials and Technical Working Groups on various aspects of the project, including supporting the joint sector review and sharing lessons from PSSP: SFP CPDs and small grants.
- Mounted 2 critical review and reflection workshops for all staff and partners, including government officials.
- Held 2 Project Advisory Committee (PAC) meetings and 4 Policy Makers briefings.
- Interacted at the HQ, district and grassroots level with other education and development implementers (e.g., Clinton Hunter Foundation, UNICEF, Action Aid, World Vision, Concern Worldwide), sharing plans and strategies for the betterment of Dowa's children.
- Attended the School Fees Abolition Initiative (SFAI) Conference in Nairobi, 3 AIR Summits held in Washington DC, the EQUIP I communications workshop in Johannesburg South Africa, Commission on the Status of Women's Conference in New York, and National Conference on Literacy Learning in Las Vegas, Nevada,

- Presented various aspects of the project at 2 CIES Conferences in Baltimore and New York City, USA, at the AREW Conference in Addis Ababa Ethiopia and the Language in Education Conference in Mangochi.
- Submitted 37 monthly reports, 9 quarterly reports, 3 annual reports, 1 midterm report and 12 quarterly rolling updates of the work plan and PMP.

#### ***1.1.6 Research, Monitoring and Evaluation***

- Developed various data collection protocols for baseline and follow-up tracking of project indicators.
- Trained 13 ZOCs (5 females, 8 males), 31 external observers or interviewers (10 females, 21 males), 19 PEAs (6 females, 13 males) as data collectors and 5 data entry clerks.
- Collected, entered, cleaned, analyzed and reported baseline and follow-up data for 2006, 2007 and 2008.
- Disseminated baseline and performance findings to all stakeholders.
- Supported PSSP: SFP Mid-Term, MCM and BLP/M Evaluations as well as the education, gender and environment assessments sponsored by USAID.
- Monitored and evaluated project interventions to inform decisions and practice.

## **1.2 PSSP: SFP Results According to Performance Monitoring Indicators**

PSSP: SFP aligned its monitoring and evaluation activities to the results specified in the project's scope of work, and in support of USAID's strategic objectives and the US Congressional mandate. PSSP: SFP had three major focal areas: increased access to basic education and improved learning with a special focus on orphans, vulnerable children, and girls; increased resources available at the school level; and improved teaching and learning outcomes in primary schools. This section provides the project performance indicators and definitions and the PMP chart of targets and actual achievements.

### **Result 1: Increasing access to basic education and improved learning with a special focus on orphans, vulnerable children, and girls**

1. Increased percentage of pupils achieving basic literacy in Chichewa in standard 1.  
Percentage of pupils who reach a pre-defined threshold in Chichewa literacy skills. Assessment instruments will measure standard 1 pupils' pre-literacy and literacy skills in Chichewa. Results will be disaggregated by gender and will attempt to disaggregate by OVC status.
2. Increased percentage of pupils achieving in English reading at standard 6.  
Percentage of pupils who reach a pre-defined threshold in English literacy. Assessment instruments will measure standard 6 pupils' reading skills in English. Results will be disaggregated by gender and will attempt to disaggregate by OVC status.
3. Increased percentage of pupils achieving in Mathematics at standard 6.  
Percentage of pupils in target area who reach a pre-defined threshold in mathematics. Assessment instruments will measure standard 6 pupils' mathematics skills. Results will be disaggregated by gender and will attempt to disaggregate by OVC status.
4. Decreased pupil dropout.  
Percentage of pupils in target area who drop out of school. This indicator is calculated by comparing the number of pupils who enter primary school at the beginning and remain in school until the end of the school session. Results will be disaggregated by gender. Aligning with USAID reporting, the indicator will report for standard 5
5. Decreased pupil repetition.  
Percentage of pupils in target area who repeat a year. This indicator is calculated by determining the number of pupils enrolled in the same standard in the subsequent year. Results will be disaggregated by gender. Aligning with USAID reporting, the indicator will report for standard 5
6. Increased pupil completion rates.  
Percentage of pupils in target area who complete and pass their current standard. This indicator is calculated by determining the number of pupils who passed end of year exams and could proceed to the next higher standard. Results will be disaggregated by gender. Aligning with USAID reporting, the indicator will report for standard 5
7. Increased percentage of pupils enrolled in primary school  
Percentage of school-age pupils, especially girls and OVCs in target area who enroll in school. This indicator is calculated by tabulating the number of pupils registered to attend school in comparison with the previous period, and will be disaggregated by gender and will attempt to disaggregate by OVC status.

## **Result 2: Increased Resources at the School Level**

### 8. Increased percentage financial resources available at the school level.

Increased percentage financial resources is measured through surveys of SMC treasurer financial resources and income stream. A baseline survey will determine previous sources and amount of funding from each source. Follow-up surveys will determine sources and amount of funding from each and compare them to the baseline.

### 9. Number of SMCs trained in financial management and lobbying skills

Number of School Management Committees who are trained by PSSP: SFP in financial management and lobbying skills. This indicator is calculated by tabulating the number of SMCs trained from training records.

### 10. Percentage of SMCs engaged in IGAs to support schools

Percentage of SMCs using small grants or other sources to start income generating activities with the goal of supporting education. This indicator is determined through interviews of SMCs who indicate they are engaged in IGAs during the academic year.

### 11. Percentage of SMCs who lobby for funds from outside sources

Percentage of SMCs who use skills covered in PSSP: SFP trainings to lobby for funds from outside sources, engage in fund raising activities and find other external sourcing for adding financial resources in the schools during the academic year.

### 12. Percentage of SMCs and PTAs that undertake one or more physical rehabilitation or building project to support education.

Percentage of school management committees schools and parent teacher associations that build a new structure or rehabilitate an existing structure. This will be tracked through SMC interviews and site visits

### 13. Number of schools that receive school incentive packages (SIPs).

Number of schools that receive SIPs, which include manipulatives, learning materials, and teaching resources.

### 14. Number of school accessible libraries established or expanded.

Number of schools or TDCs that establish new permanent libraries or expand resources at existing libraries. This indicator is tabulated based on the number of schools that establish new libraries or receive books or materials supplied or made for the library

## **Result 3: Improved Teaching in Schools**

### 15. Number of teachers trained in content and pedagogical practices

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. This indicator is calculated by tabulating the number of teachers trained.

### 16. Increased percentage of teachers using participatory teaching methods during classroom instruction.

Percentage of teachers using active teacher pupil interaction methods that involves teachers using continuous assessment, promoting equal gender participation, active learning methods, etc. during classroom instruction.

17. Increased percentage of primary teachers trained in and applying early literacy teaching techniques in the classroom

Percentage of teachers using trained in and subsequently applying early literacy teaching techniques such as using manipulatives, organizing group work, reading aloud, using print materials, etc. during classroom instruction.

18. Change in the percentage of teacher absenteeism.

Change in the percentage of days teachers are absent from class. This indicator will measure the change in the percentage of days that teachers are not in school.

19. Change in the percentage of pupil absenteeism.

Change in the percentage of pupils are absent from class. This indicator will measure the change in the percentage of enrolled pupils who are absent from school.



**PSSP: SFP Performance Monitoring Plan Chart of Indicators**

No.	Indicator	Means of Verification	2006			2006			2007			2008					
			Baseline			Target	Actual		Target	Actual		Target	Actual				
			M	F	Total	Total	M	F	Total	Total	M	F	Total	Total	M	F	Total
<b>Result 1: Increasing access to basic education and improved learning with a special focus on orphans, vulnerable children, and girls</b>																	
1	Increased percentage of pupils achieving basic literacy in Chichewa in standard I	Pupil Assessment	25.0	25.3	25.1	N/A				5% ↑	15.9% (40.9)	21.9% (47.2)	19.1% (44.1)	10% ↑	37.8% (62.8)	40.8% (66.1)	39.3% (64.4)
2	Increased percentage of pupils achieving in English reading at standard 6	Pupil Assessment	21.9	19.9	20.8	N/A				5% ↑	25.1% (47.0)	17.8% (37.7)	21.6% (42.4)	10% ↑	29.8% (51.7)	25.6% (45.5)	27.8% (48.6)
3	Increased percentage of pupils achieving in Mathematics at standard 6	Pupil Assessment	28.0	21.3	24.6	N/A				5% ↑	35.0% (63.1)	26.1% (47.4)	31.0% (55.3)	10% ↑	35.0% (63.0)	31.7% (53.0)	33.3% (57.9)
4	Decreased pupil dropout	EMIS, Records and Tracking	10.9%	16.3%	13.7% <sup>1</sup>	2% ↓	16.9% (-6.0%)	11.7% (4.6%)	14.2% (-.5%)	4% ↓	11.8% (-.9%)	10% (6.3%)	10.8% (2.9%)	5% <sup>2</sup> ↓			
5	Decreased pupil repetition	EMIS Records and Tracking	14.3%	13.3%	13.8% <sup>3</sup>	2% ↓	15.6% (-1.3%)	19.5% (-6.2%)	17.6% (-3.8%)	4% ↓	17.9% (-3.6%)	16.2% (-2.9%)	17.1% (-3.3%)	5% <sup>4</sup> ↓			
6	Increased pupil completion rates	EMIS Records and Tracking	74.9%	70.4%	72.5% <sup>5</sup>	3% ↑	67.5% (-7.4%)	68.9% (-1.5%)	68.2% (-4.3%)	5% ↑	70.3% (-4.6%)	73.8% (3.4%)	72.1% (-.4%)	7% ↑			
7	Increased percentage of pupils enrolled in primary school	School Records and Tracking	58,175	62,614	120,789	4% ↑	64,818 (11.4%)	68,188 (8.9%)	133,006 (10.1%)	8% ↑	73,142 (25.7%)	76,584 (22.3%)	149,726 (24.0%)	12% ↑	74,702 (28.4%)	78,418 (25.2%)	153,120 (26.8%)
<b>Result 2: Increased resources at the school level</b>																	
8	Increased financial resources available at the school level	SMC Survey Interviews School Records			K9,000	10% ↑			K119,346 (12.2 times)	20% ↑			K147,574 (15.4 times)	30% ↑			K96,440 (9.7 times)

<sup>1</sup> Aligning with USAID reporting, dropout rates will be for Standard 5 as reported by EMIS.

<sup>2</sup> AIR will not be able to collect this data in year 3 as the definition prevails. Data needs to be collected after the start of the school year (Feb 2009).

<sup>3</sup> Aligning with USAID reporting, repetition rates will be for Standard 5 as reported by EMIS.

<sup>4</sup> AIR will not be able to collect this data in year 3 as the definition prevails. Data needs to be collected after the start of the school year (Feb 2009)

<sup>5</sup> Aligning with USAID reporting, completion rates will be for Standard 5 as reported by EMIS.

No.	Indicator	Means of Verification	2006			2006			2007			2008					
			Baseline			Target	Actual		Target	Actual		Target	Actual				
			M	F	Total	Total	M	F	Total	Total	M	F	Total	Total	M	F	Total
9	Number of SMCs trained in financial management and lobbying skills	Training Reports			0	120			188	226			226	226			226
10	Percentage of SMCs engaged in IGAs to support schools	Interviews			18%	10%			51.7%	50%			59.3%	80%			75.9%
11	Percentage of SMCs who lobby for funds from outside sources	Interviews			0	20%			41.4%	50%			55.9%	70%			64.1%
12	Percentage of SMCs and PTAs that undertake one or more physical rehabilitation or building project to support education	SMC Survey School Records Site Visits			0	10%			82.8%	50%			93.2%	90%			98.2%
13	Percentage of schools that receive school incentive packages (SIPs)	Project Reports			0	80%			25.6%	100%			100%	100%			100%
14	Number of school accessible libraries established or expanded	Library Records			10	14			13	50			57	90			214
<b>Result 3: Improved teaching in schools</b>																	
15	Number of teachers trained in content and pedagogical practices	Training Reports	0	0	0	1,695 <sup>6</sup>	1241	479	1720	1,695	1,318	564	1,882	1,695	1,417	434	1,851
16	Increased percentage of teachers using participatory teaching methods during classroom instruction	Classroom Observation	N/A	N/A	N/A <sup>7</sup>	25%	26.4%	42.5%	30.3%	55%	29.8	53.8	34.3	70%	72.6%	72.7%	72.6%

<sup>6</sup> 1,695 teachers is the population of government teachers in Dowa district. The project expects to reach all teachers via PSSP: SFP trainings so if the numbers do expand, PSSP: SFP will reach those new teachers as well.

<sup>7</sup> The project collected data for this indicator near the end of the academic school year and therefore the actual for 2006 will also serve as the baseline.

No.	Indicator	Means of Verification	2006			2006			2007			2008					
			Baseline			Target	Actual			Target	Actual			Target	Actual		
			M	F	Total	Total	M	F	Total	Total	M	F	Total	Total	M	F	Total
17	Increased percentage of primary teachers trained in and applying early literacy teaching techniques in the classroom	Training Reports Classroom Observation	0%	0%	0%	20%	100%	100%	100% <sup>8</sup>	60%	40.0	33.3	38.1	80%	42.3%	53.1%	46.4%
18	Change in the percentage of teacher absenteeism	School Records and Tracking Instrument	23.3	26.3	25.0	N/A				5%↓	11.8 (49.4%)	15.1 (42.6%)	13.5 (46.0%)	10%↓	11.2% (99.5%)	14.6% (99.4%)	11.3% (99.5%)
19	Change in the percentage of pupil absenteeism	School Records and Tracking Instrument	23.8	23.3	23.5	N/A				10%↓	13.4 (43.7%)	13.7 (41.2%)	13.5 (42.6%)	15%↓	8.4% (99.6%)	10.6% (99.5%)	9.5% (99.6%)

<sup>8</sup> All teachers of Dowa have received incremental training in early literacy strategies, hence the 100% under teacher training, however BLP/M was not launched until January 2008. A specific observation tool that looks at the literacy strategies promoted in BLP/M was used during Std I BLP/M lessons. This was conducted during the second week of BLP/M implementation to serve as a baseline of the BLP/M program and is included under 2007 results.

## **Part II. Description of PSSP: SFP Methodologies and Key Activities**

PSSP:SFP worked in a holistic fashion to accomplish its goal of equitable access to quality basic education in Dowa district. The project's three main objectives of increasing access to basic education and improving learning, increasing school-level resources, and improving teaching and learning outcomes in were addressed through a flexible school reform effort combining professional development of teachers, materials development, and community mobilization. This section briefly describes the key methodologies and activities that PSSP:SFP undertook to reach its goal and objectives. For further details on how PSSP: SFP approached its objectives and impact on individuals and the system, read the PSSP: SFP publication *Together for Change: the Story of How PSSP: SFP's Methods and Practices Improved Education in Dowa District*.

### **2.1 Decentralizing Teacher Professional Development**

Until recently, teachers in most schools in Dowa were using teaching and learning strategies ineffectively and making poor use of local resources. A baseline survey in 2006 indicated that only 30% of teachers effectively applied teaching and learning methods. Compounding the problem was lack of proper supervision and very little monitoring by education officers in the district. PSSP: SFP conducted a series of incremental in-service trainings at school, cluster and zonal levels during school holidays to improve teachers' content knowledge and their pedagogical competencies. The vision was to improve teaching and learning outcomes through improved use of participatory teaching and learning methods and by creating and effectively using relevant teaching and learning materials. This approach also supported teachers in applying early literacy teaching techniques in schools in order to help learners achieve mastery of skills in literacy, mathematics and English.

The PSSP: SFP trainings were incremental and built upon previous knowledge. The trainings used a flattened cascade model (i.e., AIR/MIE/MWAI trainers train Zonal Coordinators [ZOCs], Primary Education Advisors [PEAs], and Assistant Coordinators [ACs], who in turn train teachers). Perhaps for the first time in Dowa, trainers were reaching the teachers in the school directly. All Dowa teachers participated in school-based continuous professional development (CPD) activities that generally occurred weekly at each school. As the project progressed, PSSP: SFP increasingly engaged decentralized approaches to teachers' training. Each teacher's needs are unique; it is often hard for someone from the outside to address these needs. PSSP: SFP felt that the answer to this challenge was to make each school self-reliant in solving its own problems. In this spirit, the cycles of training were transformed into Teacher Conferences. These conferences are training workshops for teachers, led by teachers, and based on supervision findings and needs articulated by the class teacher. PSSP: SFP trained three members from each school – the head teacher, deputy head teacher and a star teacher selected by his/her peers, called the Training Coordinator to form a Teacher Conference Committee (TCC). The TCC prioritized training topics in which teachers have shown or expressed need for additional support, identified local teachers who could serve as facilitators for conducting the training, reviewed facilitators' training plan and modules and convened the conference during the school holiday. The conference covered agreed-upon topics relevant to the cluster of schools. The topics that were specific to a given school's needs were covered during weekly school-based CPDs.

To help teachers perform even better, PSSP:SFP embarked on a series of motivational interventions. One of the most powerful ones was inter-school and inter-zonal exchange visits. The strategy helped teachers to visit colleagues who had been evaluated as top performers. From these visits, underperforming teachers were inspired to raise their teaching standards and employ child-centered methods that PSSP:SFP advocated. The star performers were also motivated.

Importantly, the CPD model supported by PSSP: SFP for Dowa's schools is sustainable and is designed to build capacity for participants at all levels. About 80% of the training topics are suggested by individual teachers. Moreover, every teacher is now capable of developing training modules on any given topic. Trainers are top-performing teachers who are selected by other teachers. This process helps to motivate teachers to improve their teaching practices in order to be recognized by their peers.

## 2.2 Enhancing Supervision

In day-to-day work, teachers meet challenges arising from inadequate knowledge of the subjects they teach or insufficient pedagogical skills to help them transfer knowledge to learners. These challenges prevent them from performing as well as they should and impede knowledge transfer to learners. This creates a need to mentor teachers and monitor their performance.

The Dowa district office, in collaboration with PSSP: SFP, put in place a structure to monitor teaching and learning in the classroom. This was preceded by a series of teacher trainings in content knowledge and pedagogical skills to help them attain acceptable standards. Trainers, Primary Education Advisors (PEAs), Zonal Coordinators (ZOCs) and Assistant Coordinators (ACs) in each zone conducted the initial trainings at cluster level and mentored cluster trainers and Teacher Conference Committees (TCCs) to conduct follow-on school-based CPD trainings.

Following each training session, teachers were supervised to ensure appropriate application of the skills learned and effective transfer of knowledge, skills and attitudes to learners. The supervision helped to identify gaps for further professional development. To provide adequate and timely support to teachers, PSSP: SFP and the district education office supplemented supervision at school level by eliciting the services of Mobile Teacher Training Troupes (MTTTs), selected top-performing teachers for each cluster of schools. MTTTs supervised teachers in collaboration with existing supervisors—PEAs, ZOCs and ACs.

The local MTTTs included star performers in teaching English, Chichewa, mathematics, science, Beginning Literacy Program/Malawi (BLP/M), Teaching And Learning Using Locally Available Resources (TALULAR) as well as the supervisory head teacher in each cluster. These supervisors set up supervision schedules, which they shared with zonal supervisors and TCCs. Initially, cluster supervision schedules always included zonal supervisors to mentor quality among the local MTTTs and TCCs. As the local supervisors gained confidence, the zonal supervisors joined them only periodically. The ultimate goal of the intensive supervision was to develop reflective teaching among teachers—to build teachers who can systematically go back to their lessons and ask what they did well, what went wrong, what should be done to improve the lesson and what they should do in future.

Under PSSP: SFP headteachers were also trained to be instructional leaders, to equip the school leadership with the necessary skills for quality education. Headteachers made sure that teachers assisted each other, supervised and mentored section heads, and responsibly delegated duties. They also worked closely with School Management Committees (SMCs) and Parent-Teacher Associations (PTAs) to promote learner attendance and performance.

After three years of efforts to improve teacher supervision and performance, PSSP: SFP and the district office have seen quality transformation in teachers. With the involvement of local MTTT, it is possible to supervise and support about 80% of the teachers in the district monthly. This helps teachers to deal with challenges as they arise. When MTTTs discover a common problem in the cluster, they recommend that TCCs mount a cluster-wide training to address the challenge.

The deployment of MTTT and TCC as peer observers created confidence among teachers. It helped teachers support one another in lesson preparation and delivery. Teachers have developed mutual understanding of situations. A healthy competitive spirit has emerged as mentors and mentees seek to excel. Teachers understand that if they perform well they may be asked to facilitate a training session. Thus those that seek recognition do their best with their classes to be noticed. The environment of healthy competition offers teachers a chance for job enrichment and satisfaction.

Zonal and cluster supervisors have readily been accepted by fellow teachers as role models. A culture of reading and professional development is steadily increasing among teachers, who are motivated by the recognition they get from others. PSSP:SFP strongly recommends that the Ministry of Education, through the DEM's office and PEAs, strengthen this redundancy supervision structure maintaining the active participation of the local MTTTs.

### **2.3 Promoting Literacy**

PSSP: SFP recognized the need for a solid, research-based literacy curriculum for young readers, which makes books available to children of all ages and improves teaching and learning outcomes in schools. PSSP: SFP's response was research-based, low-cost interventions to improve literacy teaching and learning. One important intervention that has had a remarkable impact in literacy development is the Beginning Literacy Program of Malawi (BLP/M) which targets the youngest learners, in standard 1—the level most critical for developing reading and writing skills. With training from PSSP:SFP, teachers learned how to use beginning literacy strategies to promote reading comprehension. PSSP:SFP developed 34 posters based on Malawian stories and songs and 16 “big books” — oversized versions of children's books that allow teacher and class to read together. BLP/M provided teachers with structured lesson plans, intensive supervision and resources that have proven effective in literacy development for these young learners.

To promote good teaching of reading in all basic education levels, PSSP: SFP professional development and training demonstrated to teachers how best to teach reading. One key tactic was dividing large classes into small groups. Reading in small groups requires teacher creativity to make teaching and learning resources available and to ensure their best use. This approach enables teachers to work closely with learners as individuals and as small groups. This kind of support helps to build learners' confidence in reading with comprehension.

Ready access to books is also critical to help children learn to read, and to enjoy reading. To build a reading culture environment, PSSP's youth service learning initiative—Mobilization Corps of Malawi (MCM)—developed after-school academic clubs for children. Many schools established library periods, selected librarians, and established borrowing and accession registers. More and more reading clubs were established, as well as debate, quiz and story-writing competitions among learners. Learners in standards 6, 7 and 8 improved their skills, as their improved assessment results, term tests, and selection of more learners to secondary schools show.

To make books more readily available, PSSP: SFP helped establish libraries, training teachers and community members to run the libraries and encourage their use. Publications available at these libraries not only include externally published books from donations that PSSP:SFP helped facilitate, but also include stories and poems written by the children and adults from Dowa district. They also include books, collected by PSSP: SFP as supplementary material to promote literacy. Teachers have also benefited from the books. By the start of 2008, 25% more teachers held their MSCE; many cited the resources distributed by PSSP: SFP as a critical factor to their successful passing of the exams.

These efforts have had a significant impact on the number of school libraries in Dowa. Before the initiative, Dowa district had only 10 school accessible libraries. It now has 214 libraries accessible to schools. The libraries have more than 250,000 new books in English and in Chichewa.

PSSP: SFP pupil-assessment scores for standards 1 and 6 indicate that these interventions have contributed to improved reading in the crucial early ages and at higher levels. The assessments showed a 39% improvement in Chichewa at standard 1 and 28% improvement in English at standard 6. The project's literacy promotion efforts have also resulted in more family and community participation in reading, and more enthusiasm for reading at all ages.

## 2.4 Promoting Effective School-Community Partnerships

Schools and communities work together for one goal: to make sure their school is properly run for the benefit of their children. Children spend nearly all their time in school or the home. At school they learn mathematical, scientific and other principles to help them live and cope with the ever-changing world. At home, they are trained on cultural values, manners and morals to be accepted in the community.

Of late, there has been a misconception in Malawi about the ownership of schools. Schools have been associated with the government, and people have mistakenly believed that schools belong to the government, or donor, or missionary, or even to the construction company that built it. That schools belong to the community is a new idea. Consequently, communities have tended to take little interest in school activities. If a school does well, nobody is bothered. If things go badly, few people, if any, take time to ask why or to find solutions. School-development work by communities has been seen as slavery instigated by politicians. *Gule Wamkulu* too, the cultural dance organization, has played a negative part. Its long-standing differences with religious groups that started many of the schools meant that *Gule Wamkulu* wanted nothing to do with education or church activities. Indeed, *Gule Wamkulu* members sometimes stood on the paths leading to schools to block pupils from going to school.

But now the vision for schools is to enhance meaningful school-community partnerships, to promote community participation and to open doors at school so the community can play a role in school development. To achieve this in Dowa, Theatre for Development (TFD) was conducted in schools to collect data and gather information on education issues from the community. This work helps establish a basis for discussion in sites selected for more sensitization and training. PSSP: SFP goals and objectives have been the subject of workshops for community leaders, School Management Committees (SMCs), PTAs, special group leaders, girl mentors, cluster leaders and teachers. Special group leaders are a key part of the community. Wrongly handled, they may react negatively. As such, a special selection and training was arranged for them by PSSP: SFP.

The Mobilization Corps of Malawi or MCM, was a unique voluntary service-learning program that provided the youth of Malawi with the opportunity to help rural Malawian communities develop practical solutions to complex development problems. In schools, they supported classroom teachers and classroom activities by helping develop TALULAR for use in class. They also helped establish play parks at schools for students and others to use, and they established youth clubs and facilitated youth activities that encouraged both in-school and out-of-school children to meet and discuss issues of concern to youth. They also supported community fundraising activities for the schools and encouraged community members to help improve schools' physical infrastructure.

As a result of all these efforts, various community members now have made significant contributions in schools. *Gule Wamkulu* special group leaders have raised money for schools to support orphans and needy children. Instead of stopping pupils from going to school, *Gule Wamkulu* now escort children to

school and follows-up absent children. The group also participates in development work at schools. The community at large has taken part in the infrastructure development at schools and trains pupils in life skills such as weaving, bakery, tailoring, carpentry and tinsmithing. Community members have been involved in classroom activities such as storytelling. Communities lobby with institutions for school infrastructure development, approaching government, politicians, donor agents and individual community members.

The schools now, after three years of PSSP: SFP, truly belong to the community. Communities have a say in what they want at the schools. They know what to prioritize and what their school should be. The community is part of the school and vice-versa.

## **2.5 Increasing Resources at School Level**

In an effective education system, availability of resources constitutes one of the core activities. Availability of good infrastructure, learning and teaching materials, human resources who act as resource persons and drivers of development at the school, and financial resources that enable the school to run its daily activities create a conducive learning environment for both teachers and learners. Where these are inadequate and insufficient, quality of education is compromised and achievement of access and retention of learners is restrained.

In Malawi, despite the government abolishing school fees in primary schools, costs are still a barrier to education particularly for the most vulnerable children. Poor and inadequate infrastructure, inadequate teaching and learning materials, little or no funds for the school and inadequate or lack of external support have forced individual families to shoulder the responsibility of educating their children. When the school needs funds for infrastructure development, paying for the post office box, buying balls, and paying volunteer teachers, they ask the parents to contribute through their children. Where families are poor or headed by children and cannot afford to contribute, their children are not allowed in class. Due to limited resources, education in Malawi favors the “haves” rather than the “have nots.” For this reason there are more children of school-going age who, given the resources and support, would be in school. Higher percentages among these children are orphans, vulnerable children and girls.

The inception of PSSP: SFP in Dowa, with an aim of achieving equitable access to quality basic education through (among other things) increasing resources at school level, has invited all stakeholders to look critically at how best the community could assist the most vulnerable children in the society so that they too can access primary education. The communities were made aware that they have a collective responsibility to ensure that all school-age children are able to access primary education regardless of background, economic status or parental unavailability. The project aimed not to eliminate any form of parental support, but rather to establish mechanisms to enable communities to support schooling, and thereby reduce the hidden costs of schooling that have hindered other children from accessing primary education.

Since the community is raising the children so that all children can have opportunity regardless of standing, different interventions were put in place to support the communities’ efforts. Communities were made to understand that they can support their schools through fund-raising activities. Through this awareness, more people have come up with fund-raising activities like “big walks” and open days. PSSP:SFP provided school incentive packages (SIPs) and zonal incentive packages (ZIPs) that were starter packages of school materials with items such as pens, notebooks, rulers, balls, and rulers given to all schools in the implementation area. Community members are invited to add more items, funds or resources to the box. Later community members take part in giving items in the box to students who perform well. SIP items are to encourage pupils to do their best. In addition, community members in



Dowa also came up with income generating activities like growing vegetables and fruits, rearing small animals, teaching vocational skills, and introducing other income generating activities in schools to support the orphans and vulnerable children (OVC).

To enhance and complement the communities' efforts, the project assisted the communities with small grants, which acted as a catalyst to development. The grants were given to schools after they demonstrated their commitment to improving education through the initiation of one or more education supporting activities. Each school was eligible to receive on average MK90,000 (\$625 USD) per year for three years. Schools and communities must follow certain steps to qualify for a grant. Sensitizations and trainings on small-scale grants were conducted in all schools to make the community aware of grants and to guide communities on how to apply. On average the grant represented approximately 15% of community need, with the community providing the remaining cost through labor or local resources. The small grant, therefore, served as a catalyst to development.

Since 26% more children have been enrolled in school and there is an improvement in school infrastructure at every school, all stakeholders in Dowa district appreciate the steps that the project has taken to ensure equitable access to quality basic education. Political leaders and district officials, including traditional authorities, have supported the program and continue to support it, thereby rendering project initiatives sustainable.

## **2.6 Increasing Support to OVCs**

According to education statistics from 2007, total primary school enrollment in all of Malawi is 3,306,926 pupils, of which 49.99 percent are girls. Dowa district in 2007 had a total enrollment of 149,726, of which 51.2% were girls. This is a remarkable achievement for girls in comparison with much lower enrollment rates a decade ago.

But do these data reflect the true situation of girls' education in Malawi? Fewer girls stay in school than boys and retention rates are lower for girls in the upper standards. Retention rates for girls are 50.7% in standard 5 but only 26.1% in standard 8, while rates for boys are 53.6% in standard 5 and 34.9% in standard 8. The statistics indicate that more must be done to improve education particularly for girls and for orphans and vulnerable children in Malawi and in Dowa district in particular.

Unfortunately, traditional culture in Malawi has placed little value on education, especially for girls. Education has hidden costs in that it takes children away from doing other work. Communities may lack role models who show the importance of education. HIV/AIDS certainly can have the effect of keeping children out of school with illness or to care for sick family members. Finally, lack of a conducive school environment has contributed to lower attendance.

PSSP: SFP was therefore mandated to rectify these problems in Dowa district with a goal of achieving equitable access to quality primary education for all children. By the end of three years, PSSP had taken these steps, among others:

- School communities and teachers were sensitized and mobilized to increase support for orphans and vulnerable children (OVCs), including girls, at their schools.
- Finances, materials, skills and human resources were mobilized in support for OVCs and girls at every corner of the district's school communities.
- Mentoring for girls and OVCs was instituted, with teachers and community volunteers receiving training and motivation to act as mentors. A mentor visits girls four times per month at school

or home. At least once in one month, group mentoring is conducted, for instance at community-based retreats. Such retreats bring together between 20 and 400 girls for one to three days. The retreats create an environment of sharing knowledge and skills regarding HIV/AIDS and the importance of education.

- Community-based child-care centers, home-based care activities and school feeding programs were initiated by communities as solutions to constraints to education the communities identified.
- Vocational skills were imparted to learners to enable development of life skills, increase resources at individual level and discourage risky behaviors. Community members such as SMCs, teachers, chiefs and parents were sensitized on the significance of vocational skills and mobilized to participate in various capacities, including acting as local trainers. People within these local communities who have special skills were identified to train learners in the schools.
- Education visits and tours for children were organized by communities to show children their opportunities in higher education and how it could change their lives.

With the support of PSSP:SFP, communities, amidst a myriad of challenges, managed and excelled at increasing support for OVCs, and these activities have been instituted in the local system.

## **2.7 Using Information**

Statistics show that PSSP: SFP made a difference in Dowa. PSSP: SFP was designed by the Ministry of Education, Science and Technology (MOEST) and USAID as a holistic program reaching not only formal education actors such as teachers, PEAs, ACs, and SMCs, but members of the community as well. To understand the impact of PSSP: SFP in Dowa, the project collected various types of data. The results show that PSSP: SFP has brought positive change to teachers, pupils, and communities.

The results also show a significant increase in pupil achievements – 28% to 39% improvement, an indication that learning is truly taking place in all Dowa schools. More teachers are now able to use active teaching methods to improve teaching and learning. Follow-up surveys show a significant improvement in the use of the active teaching methods (from 30.3% of teachers in 2006 to 73.0% in 2008). This means that the majority of the teachers in Dowa now fully involve learners in their lessons by using creative, participatory methods of teaching. Communities also benefited a great deal in terms of income generating activities(IGAs) to support schools; lobbying for funds from outside sources such as Members of Parliament, other well-wishers and from other sources; and the improvement of buildings. At the start of PSSP: SFP, only 52% of schools had IGAs; and to date (2008) 76% of the schools have them. Also, 100% of schools are now involved in physical rehabilitation.

PSSP: SFP shared these lessons with the MOE, USAID, other donors and Dowa's communities to continue to support access to basic education for all Dowa children. By sharing this information with all stakeholders, change can happen and be sustained. As progress is seen, the change agents are motivated. Areas that continue to stagnate can be addressed and barriers removed as the information surfaces around progress. In the first year, teachers had not progressed far in their application of participatory methods. However, after seeing little progress was made, all agents mobilized to ensure that the training and investments paid dividends in classroom practices. At the end of PSSP: SFP, as mentioned, more than 70% of teachers were using participatory methods. These achievements were able to be shared through a range of communication methods – newsletters, newspapers, TV and radio. The motivation for the role model and ripple effect of hearing about their achievements helped build momentum for PSSP: SFP interventions. Data and reporting of it is a powerful tool for ensuring application and sustaining it.

## 2.8 Capitalizing on Local Resources

As noted in section 2.4, few communities in Malawi took active roles in ensuring quality education in the schools in the past. Most community members believed that government had all the resources for schools. Unfortunately, government did. Most schools therefore lacked resources essential for a favorable learning environment.

PSSP: SFP's educational, social and artistic vision has been to provide greater access to basic education and improved learning with specific focus on orphans, vulnerable children and girls. It also sought to increase resources at school level and to improve teaching and learning outcomes in the schools of Dowa district. This vision addressed the acute problems affecting primary education in Malawi.

Local resources are important in this effort. For example, drama clubs' members are youths who may or may not be in school. Yet with good training these clubs are instrumental in mobilizing communities to provide learning resources such as play parks and locally available items useful in teaching and learning. Thirty-four drama groups in Dowa district were trained to conduct action research using TFD techniques during performances and to involve community members in forming action plans. Documented changes include girls and boys re-enrolling in school after disengaging themselves from child labor, and girls and boys resuming class attendance after changing their and their parents' priorities. Communities have been sensitized, motivated and mobilized to participate in development work by building teachers' houses, classroom blocks and school libraries. Teachers take new pride in seeing their pupils come back to school. Teachers teach with greater zeal after communities have constructed new houses for them.

Teaching and learning using locally available resources provides a bedrock for quality teaching. Local resources are plentiful, cheap and effective. They bring to life classroom instruction and make learning more exciting and tangible. Materials known as TALULAR (Teaching and Learning Using Locally Available Resources) are used in lesson delivery by teachers to help learners acquire knowledge and skills. TALULAR can be leaves or bottle tops, knowledge or experience, living or nonliving, animal or plant, human or non-human. It can be in its original form or modified to suit its intended use. Drama-club members and teachers and community members who excel in mobilizing local resources have become role models who can help show other communities how to replicate such initiatives elsewhere. Role models are an important and powerful mechanism for creating change and propelling stakeholders to achieve higher.

Thanks to local resources and efforts, now nearly all the schools in Dowa district have play parks where children spend time before and after school rather than staying at home. Children are playful and are drawn to opportunities for play. Play parks on the grounds of primary schools in Dowa district have attracted more children into schools, increasing school enrollment and retention.

## 2.9 Building Capacity and Creating Synergies with Other Stakeholders

PSSP: SFP worked closely with the Ministry of Education, Science and Technology, Ministry of Women and Child Development, Ministry of Youth Development and Sports, Ministry of Information and Tourism and the Dowa District Assembly. Meetings to brief and begin planning came first, followed by briefing meetings with members of the District Assembly, government extension workers and traditional chiefs. The departments involved included Education, Youth, Agriculture, Information, Social Welfare, Labor and Community Development. The extension workers included Primary Education Advisors, Community Development Assistants and Social Welfare Assistants. The briefings addressed the project

goal, objectives, methods and activities. The exercise was intended to include every stakeholder from the very beginning.

Stakeholders in the briefing meetings selected sites at which baseline data would be collected and where Theatre for Development action research activities would be conducted. This was followed by a week-long training of Change Agents (government extension workers) and government districts' heads of department. The extension workers trained teachers, community leaders and members of school governing bodies at community-based workshops. Participants in these workshops created plans of action for more concentrated community and school-based project activities. Training and involvement of Change Agents is a sure pathway to project sustainability. They bring the technical expertise and support to schools and become proponents of education.

To complement the extension workers, PSSP:SFP facilitated the establishment of cluster leaders. A cluster leader is a man or woman elected by the community to lead in various social development activities within a community and find solutions to problems affecting the community's everyday life. The role of cluster leaders is valued in communities that elected him or her. They have brought about positive results in development activities. Financial resources have increased in schools. Income-generating activities that cluster leaders have helped develop in schools include growing agricultural crops and raising pigs, goats and chickens. School infrastructure has improved as government and donors have provided more support.

The project also built the capacity of teachers in pedagogy and content knowledge through incremental training sessions. Tutors from Teacher Training Colleges, education institutions were taught how to facilitate these sessions under the guidance of AIR and MIE. This project also collaborated with other projects operating in Dowa in order to share with them valuable information for the district and create synergies where appropriate. PSSP: SFP also made efforts to involve all the members of Parliament in various field activities, such as project launch, open days, fundraising activities, MCM programs and special group activities. This allowed members of Parliament to witness and appreciate what the project is committed to do in the district. The MPs have been engaged in bringing much-sought external support to the community through the constituency fund. This in effect has increased resources in the schools. Successful advocacy at district level has seen the district team embracing the project vision of improving education in the district so that sustainability of the project's efforts is assured, even as the project completes its implementation period.

### **Part III. Lessons Learned and Recommendations for Future Programming**

Many important lessons were learned over the course of PSSP: SFP's three-year implementation period. These lessons can inform the MOEST's continued work at central, district, and community levels, as well as the implementation of future donor-supported projects:

1. **Teachers hold answers to their professional problems**, so they need to learn how to develop their own modules and materials. Teacher training colleges would do well to introduce module writing to student teachers, and trained headteachers can play an important role in assuring quality control of modules and materials at school level.
2. **Recognizing teachers for their good work**, through their selection as role models, mentors, or trainers positively influences the motivation of the star performers, as well as their peers.
3. **Encouraging use of teaching and learning materials in the classroom** enhances effective teaching and learning in schools.
4. **Establishing local MTTTs** (including troupers for BLP/M) develops teachers' confidence in assisting and observing fellow teachers, and encourages a strong culture of self-reflective teaching.
5. **BLP/M teaching techniques can be used at all levels of primary education** in order to help learners develop critical literacy skills.
6. **Print-rich environments and a variety of literacy development activities** make both teaching and learning enjoyable, and promote pupil attendance.
7. **Sensitization on the need to establish school libraries** receives positive responses from communities and encourages the construction of libraries at schools. Teacher training colleges can support the effort by training student teachers in basic library management skills more formally than is now the case.
8. **Support for the development and use of children's books by parents and community members** helps promote a reading culture among the youth.
9. **Establishment of reading club, debate and quiz activities at schools** encourages literacy development, and should be encouraged nation-wide.
10. **Functional school-community partnerships** go a long way to promoting quality primary education.
11. **Small grants to SMCs and PTAs** provide much-needed seed money for school-based SMC-led developments.
12. **Well sensitized and mobilized school communities** will support any child, OVC or girl, to attend school and achieve.

**PSSP: SFP Recommendations for Future Programming**

<b>Lesson</b>	<b>Recommendations for Future Programming</b>	<b>Implementation Strategies &amp; Roles for Key MOEST Stakeholders</b>
<p>Teachers develop best competences more readily and sustain them if the training approaches are teacher centered and teacher developed</p>	<p>Focus on intrinsic motivation:</p> <ul style="list-style-type: none"> <li>• Encourage exchange visits between schools to share best practices</li> <li>• Ensure CPD activities are needs-based</li> <li>• Continue identifying and recognizing star performers</li> </ul>	<ul style="list-style-type: none"> <li>• Provide continued headteacher training in educational leadership, especially curriculum management and governance, to increase support and motivation to both teachers and learners (EMAS, DTED).</li> <li>• Encourage the MOEST’s CPD model currently in use to adopt the approaches in Dowa, to make a bigger impact. This can be achieved if those in leadership at district level are exposed to what is going on in Dowa (EMAS, DTED).</li> <li>• Acknowledge teachers who are star performers with a letter from higher officials or recognize them at National Education Day or at other open day events, as well as giving them the opportunity to demonstrate what they perform well.</li> </ul>
<p>Regular teacher supervision is a powerful tool in developing professionalism even among relatively under-qualified teachers</p>	<ul style="list-style-type: none"> <li>• Provide a professional support structure</li> <li>• Remain flexible and base decisions and practices on evidence</li> <li>• Focus on team work among all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Allow Dowa to sustain the decentralized teacher supervision structures put in place by PSSP: SFP, by keeping personnel for every structure intact at least for the 2009 academic year.</li> <li>• Provide close follow up at the district level on schools’ and clusters’ PSSP: SFP activities and provide ongoing technical and moral support (DEM).</li> <li>• Conduct an evaluation of what constitutes an effective school, effective teaching and learning, and make results available to stakeholders at all levels – not just at district or division or headquarters (EMAS).</li> <li>• Intensify school leadership so that teacher supervision is not left to PEAs, who are not based at the school (EMAS).</li> </ul>
<p>Increased classroom and school resources motivates teachers, pupils and parents/guardians</p>	<ul style="list-style-type: none"> <li>• Involve local school communities, the National Library Service, youth, and other NGOs</li> <li>• Foster community ownership</li> </ul>	<ul style="list-style-type: none"> <li>• Source new and appropriate books and materials (Basic Education).</li> <li>• Conduct regular evaluations of books’ relevance and quality (EMAS).</li> <li>• Provide training on library management, and on development and use of classroom materials (DTED).</li> <li>• Continue materials production and providing training in materials production (MIE).</li> <li>• Encourage more resource mobilization with appropriate budgetary allocation for mass printing of materials (MOEST Planning).</li> </ul>

Lesson	Recommendations for Future Programming	Implementation Strategies & Roles for Key MOEST Stakeholders
<p>High literacy levels among pupils are the greatest source of pride and appreciation for education among school communities</p>	<ul style="list-style-type: none"> <li>• Train and sensitize all stakeholders on importance of literacy</li> <li>• Share information about status of schools' learner achievement</li> <li>• Engage communities in classroom work, homework and through organized events like literacy fairs</li> <li>• Enhance teaching of basic literacy across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• The BLP/M and PSSP: SFP's literacy support strategies proved effective in building early literacy levels and promoting a reading culture within the District. Approaches used by PSSP: SFP, including BLP/M should be recommended for expansion to the national level (EMAS).</li> </ul>
<p>Effective school/community partnerships are absolutely necessary for "whole school" development that influences quality primary education</p>	<ul style="list-style-type: none"> <li>• Involve local school communities</li> <li>• Foster community ownership</li> <li>• Encourage communities to support all children in school especially girls and OVCs</li> <li>• Use Mobilization Corps of Malawi</li> </ul>	<ul style="list-style-type: none"> <li>• Guidelines are in place for community participation; however, effective implementation must include sensitization and on-going monitoring and professional support.</li> <li>• Incorporate best practices of the MCM in the proposed National Youth Volunteer Scheme (MYDS).</li> <li>• Work closely with SMCs and PTAs through extension staff (MWCD).</li> <li>• Ensure that new SMC members are trained as they get elected to replace old members to sustain good practices MOEST (DEM).</li> </ul>
<p>Effective use of data/information helps to improve pedagogy and scale up best practices geographically</p>	<ul style="list-style-type: none"> <li>• Promote evidence-based decisions</li> <li>• Collect good quality relevant data</li> </ul>	<ul style="list-style-type: none"> <li>• Intensify training of student teachers in TTCs in data collection and use (DTED).</li> <li>• Introduce standardized national pupil achievement and school performance report cards (EMAS).</li> </ul>

## Conclusion

PSSP: SFP envisioned “a highly knowledgeable and engaged district population, well trained teachers, and improved teaching and learning facilities to ensure access to schooling, equity in teaching practices, and quality of education leading to increased literacy and numeracy for all primary school-going aged children of Dowa district, including the most disadvantaged and marginalized”. The project phases out after three years of very exciting and highly productive work, encouraged that the communities of Dowa are making this vision a reality. Learners are returning to school and staying in school – 26% more learners are in school since the project started, the largest increase since free primary education was declared in 1994. Even more, the last three years have seen a 43% improvement in pupil attendance. Learners are also achieving. Scores on a range of assessments show an increase between 28% and 39% on pupil performance.

Indeed, the district should be proud of its progress. Teachers have taken increased responsibility for their classrooms, with 71% of them using participatory methods, up from 30% when the project started. Inside the classrooms there are resources – posters and books for learners, reference materials for teachers, and lending libraries for the benefit of learners, teachers, and the school community. With the implementation of BLP/M, standard I learners can read and write and they have developed the joy of reading. The look of schools is transformed with dramatic increases in new or refurbished infrastructure at all 226 schools. Communities are finding creative ways to support learners who are most disadvantaged. Three-fourths of the communities have undertaken income generating activities to support their learners. The MCMs who have successfully finished their terms of service are a resource for development for the nation. Word is spreading through media and newsletters that PSSP: SFP has helped Dowa raise quality, access and equity in education. The baton is now Dowa’s to take, and PSSP: SFP expects the district will continue to achieve.



## Annex A: PSSP: SFP Supplementary Data Tables and Charts

**Table A1. Increased financial resources**

Year	Target	Actual
2005		K 9,000
2006	10% ↑	K119,346
2007	20% ↑	K147,574
2008	30% ↑	K 96,440

*Communities generate their own resources, a nearly 10 fold increase in resources available at the school*

**Table A2. Standard I Chichewa - Percentage of pupils passing the test**

	Intervention	Comparison
<b>2006</b>		
Fail (Minimal)	74.9%	72.9%
Pass (Passing + Advanced)	25.1%	27.1%
<b>2007</b>		
Fail (Minimal)	55.9%	90.4%
Pass (Passing + Advanced)	44.1%	9.6%
<b>2008</b>		
Fail (Minimal)	35.6%	90.8%
Pass (Passing + Advanced)	64.4%	9.2%
<b>2006 - 2007 Comparison</b>		
Pass (Passing + Advanced)	↑ 19.0%	↓ 17.5%
<b>2006 - 2008 Comparison</b>		
Pass (Passing + Advanced)	↑ 39.3%	↓ 17.9%

**Table A3. Standard I Chichewa - Percentage of pupils passing the test by gender**

	Intervention		Comparison	
	Boy	Girl	Boy	Girl
<b>2006</b>				
Fail (Minimal)	75.0%	74.7%	75.0%	70.7%
Pass (Passing + Advanced)	25.0%	25.3%	25.0%	29.3%
<b>2007</b>				
Fail (Minimal)	59.1%	52.8%	88.5%	92.4%
Pass (Passing + Advanced)	40.9%	47.2%	11.4%	7.6%
<b>2008</b>				
Fail (Minimal)	37.2%	33.9%	88.4%	93.3%
Pass (Passing + Advanced)	62.8%	66.1%	11.6%	6.7%
<b>2006 - 2007 Comparison</b>				
Pass (Passing + Advanced)	↑ 15.9%	↑ 21.9%	↓ 13.5%	↓ 21.7%
<b>2006 - 2008 Comparison</b>				
Pass (Passing + Advanced)	↑ 37.8%	↑ 40.8%	↓ 13.4%	↓ 22.6%

**Table A4. Standard 6 - Percentage of pupils by proficiency level on English test**

	Intervention	Comparison
<b>2006</b>		
Fail (Minimal + Needs Improvement)	79.1%	63.7%
Pass (Proficient + Advanced)	20.8%	36.3%
<b>2007</b>		
Fail (Minimal + Needs Improvement)	57.5%	59.9%
Pass (Proficient + Advanced)	42.5%	40.1%
<b>2008</b>		
Fail (Minimal + Needs Improvement)	51.4%	55.2%
Pass (Proficient + Advanced)	48.6%	44.8%
<b>2006-2007 Comparison</b>		
Pass (Proficient + Advanced)	↑ 21.6%	↑ 3.8%
<b>2006-2008 Comparison</b>		
Pass (Proficient + Advanced)	↑ 27.8%	↑ 8.5%

**Table B5. Standard 6 – Percentage of pupils by proficiency level on English test by gender**

	Intervention		Comparison	
	Boy	Girl	Boy	Girl
<b>2006</b>				
Fail (Minimal + Needs Improvement)	78.1%	80.1%	62.0%	65.4%
Pass (Proficient + Advanced)	21.9%	19.9%	38.0%	34.6%
<b>2007</b>				
Fail (Minimal + Needs Improvement)	53.0%	62.3%	56.0%	63.7%
Pass (Proficient + Advanced)	47.0%	37.7%	44.0%	36.3%
<b>2008</b>				
Fail (Minimal + Needs Improvement)	48.3%	54.6%	51.3%	59.2%
Pass (Proficient + Advanced)	51.7%	45.5%	48.7%	40.8%
<b>2006-2007 Comparison</b>				
Pass (Proficient + Advanced)	↑ 25.1%	↑ 17.8%	↑ 6.0%	↑ 1.7%
<b>2006-2008 Comparison</b>				
Pass (Proficient + Advanced)	↑ 29.8%	↑ 25.6%	↑ 10.7%	↑ 6.2%

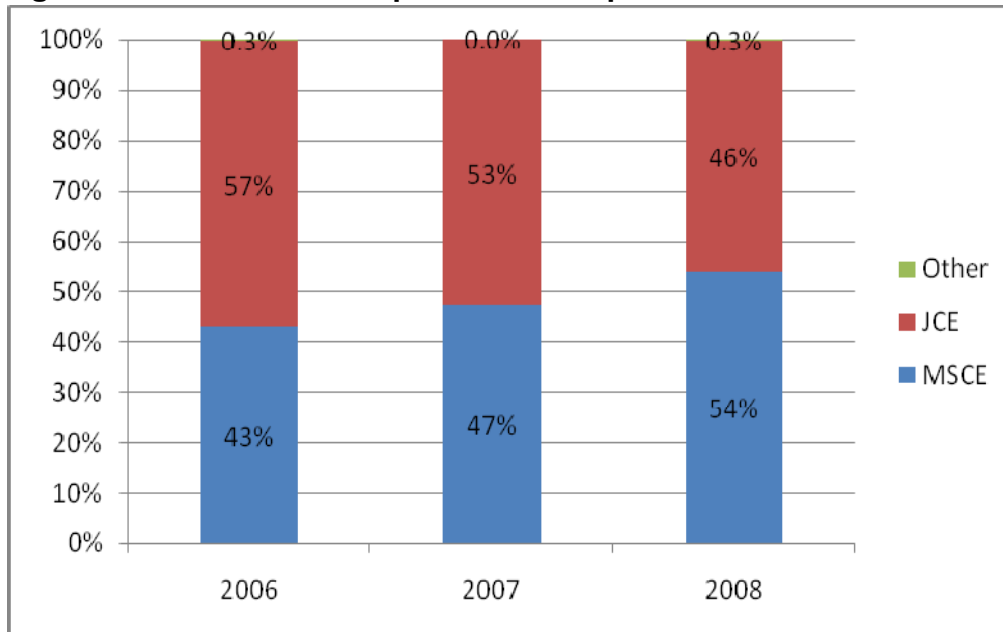
**Table B6. Standard 6 - Percentage of pupils by proficiency level on Mathematics test**

	Intervention	Comparison
<b>2006</b>		
Fail (Minimal + Needs Improvement)	75.5%	63.4%
Pass (Proficient + Advanced)	24.6%	36.6%
<b>2007</b>		
Fail (Minimal + Needs Improvement)	44.5%	47.1%
Pass (Proficient + Advanced)	55.5%	52.9%
<b>2008</b>		
Fail (Minimal + Needs Improvement)	42.1%	51.9%
Pass (Proficient + Advanced)	57.9%	48.1%
<b>2006-2007 Comparison</b>		
Pass (Proficient + Advanced)	↑ 31.0%	↑ 16.3%
<b>2006-2008 Comparison</b>		
Pass (Proficient + Advanced)	↑ 33.3%	↑ 11.5%

**Table B7. Standard 6 - Percentage of pupils by proficiency level on Mathematics test by sex**

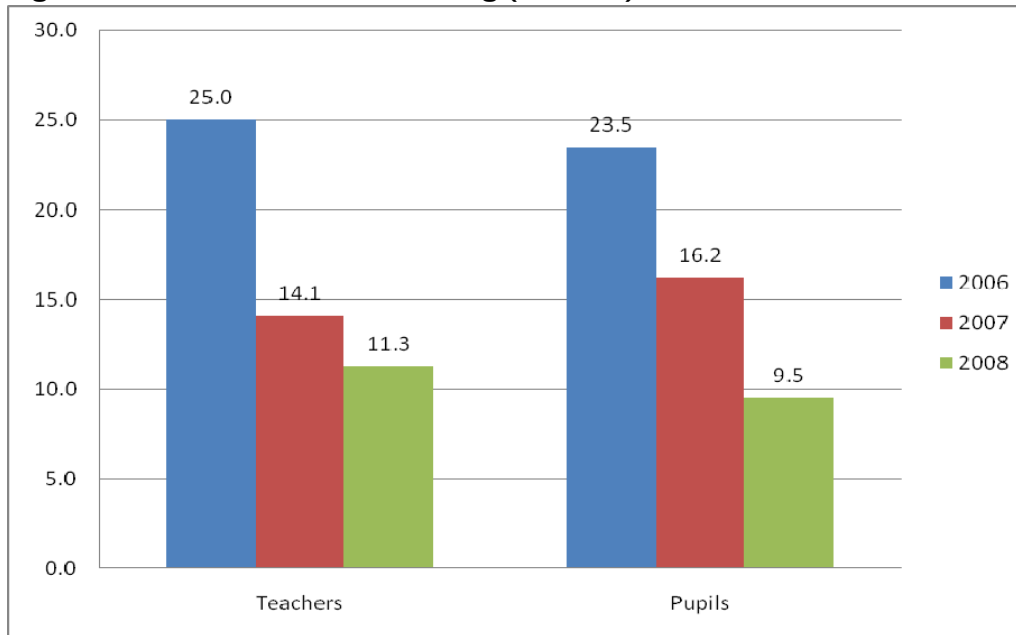
	Intervention		Comparison	
	Boy	Girl	Boy	Girl
<b>2006</b>				
Fail (Minimal + Needs Improvement)	71.9%	78.7%	57.7%	69.6%
Pass (Proficient + Advanced)	28.0%	21.3%	42.4%	30.4%
<b>2007</b>				
Fail (Minimal + Needs Improvement)	36.9%	52.6%	36.3%	57.7%
Pass (Proficient + Advanced)	63.1%	47.4%	63.7%	42.3%
<b>2008</b>				
Fail (Minimal + Needs Improvement)	37.1%	47.0%	44.3%	59.8%
Pass (Proficient + Advanced)	63.0%	53.0%	55.8%	40.3%
<b>2006-2007 Comparison</b>				
Pass (Proficient + Advanced)	↑ 35.0%	↑ 26.1%	↑ 21.4%	↑ 11.9%
<b>2006-2008 Comparison</b>				
Pass (Proficient + Advanced)	↑ 35.0%	↑ 31.7%	↑ 13.4%	↑ 9.9%

**Fig A1: Teachers academic qualifications improved**

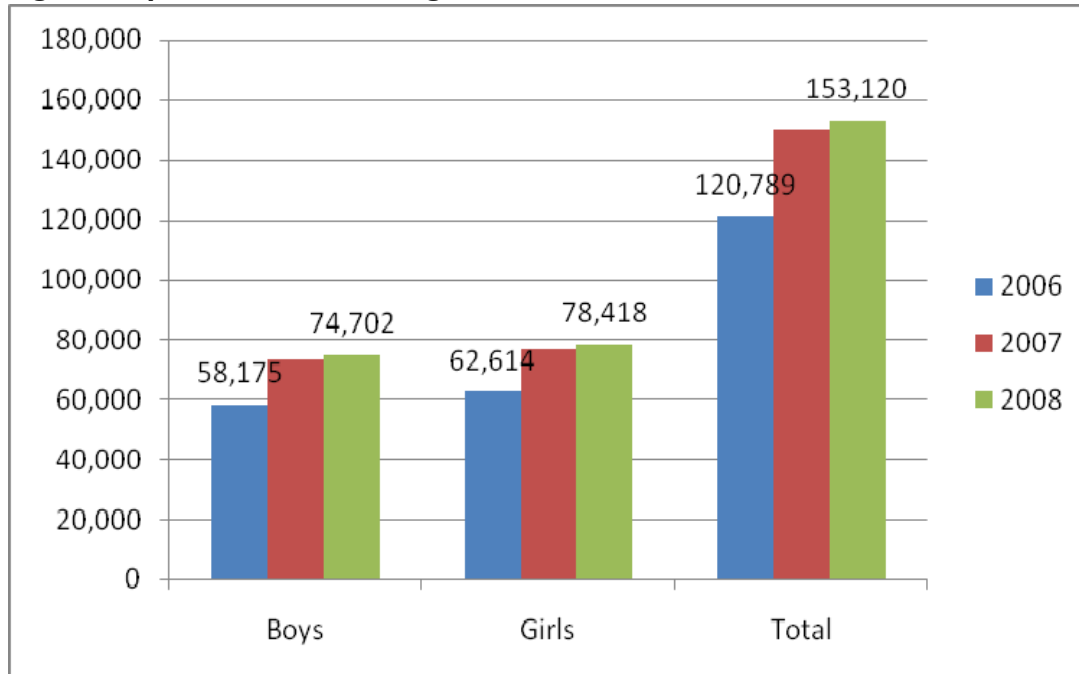


*Shows a 25% change in teachers' academic standing in 3 years*

**Fig A2: Absenteeism Rate Declining (Percent)**

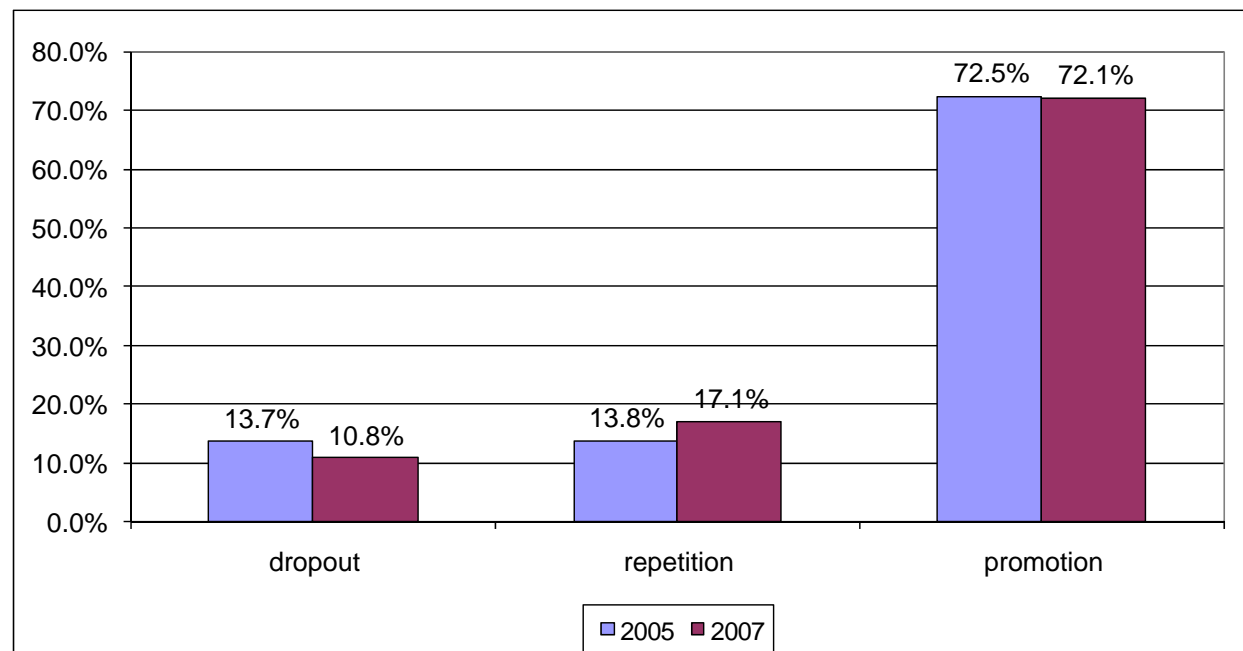


**Fig A3: Pupil enrolment soaring**



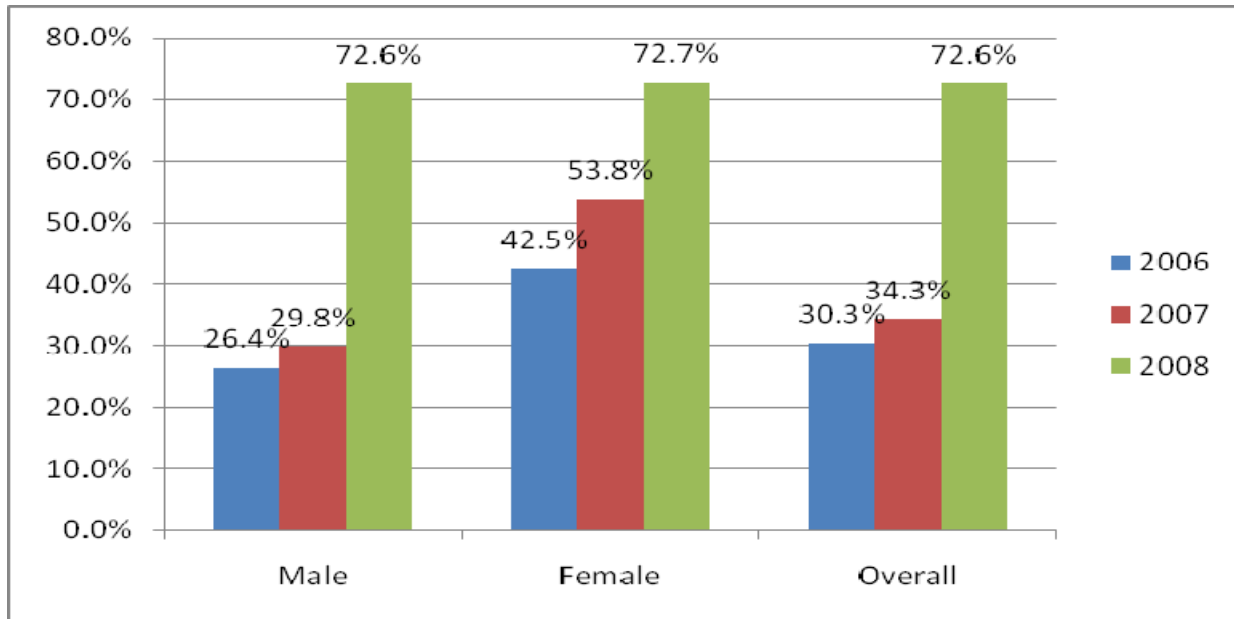
**27% increase in enrolment since PSSP started**

**Fig A4: Promotion, Repetition and Dropout**



**Despite dramatic increases in enrolment, retention indicators are relatively stable**

**Fig A5: Teachers Using Participatory Methods Effectively**



## Annex B: List of PSSP: SFP Reports, Evaluations, and Publications

The list below includes PSSP: SFP reports, evaluations, and summative publications. A complete listing of the training materials and resources created by the project can be found in the *PSSP: SFP Catalogue of Training Materials and Publications*.

### Deliverables

PSSP: SFP Final Report	February 2009
PSSP: SFP Mid-Term Report	July 2007
PSSP: SFP Annual Report 2008	January 2009
PSSP: SFP Annual Report 2007	January 2008
PSSP: SFP Annual Report 2006	January 2007
PSSP: SFP Quarterly Report 1, 2006	April 2006
PSSP: SFP Quarterly Report 2, 2006	July 2006
PSSP: SFP Quarterly Report 3, 2006	October 2006
PSSP: SFP Quarterly Report 1, 2007	April 2007
PSSP: SFP Quarterly Report 2, 2007	July 2007
PSSP: SFP Quarterly Report 3, 2007	October 2007
PSSP: SFP Quarterly Report 1, 2008	April 2008
PSSP: SFP Quarterly Report 2, 2008	July 2008
PSSP: SFP Quarterly Report 3, 2008	October 2008
Monthly Reports January 2006 through December 2008	As scheduled

### Data Reports

Pupil Assessment Baseline Data Report, 2006	November 2006
Pupil Assessment Follow-up Data Report, 2007	January 2008
Pupil Assessment Follow-up Data Report, 2008	January 2009

### External Evaluation Reports

Comparative Study of Recent Literacy Programs Piloted in Malawi & Mid-Term Evaluation of the Beginning Literacy Program of Malawi	January 2009
Mobilisation Corps of Malawi End of Project Evaluation Report	December 2008

### Summative Publications

Transforming Education One School at a Time: Selected School Profiles from Dowa District	January 2009
Together for Change: The Story of How PSSP:SFP's Methods and Practices Improved Education in Dowa District	January 2009
Let's Read, Malawi!	February 2009
Profiles of Achievement: The Complete Volume of School Profiles from Dowa District	February 2009
PSSP: SFP Catalogue of Training Materials and Publications	February 2009

## Annex C: Newspaper Clipping from *The Nation*, Sunday, February 1, 2009

The newspaper clipping below serves to highlight the tremendous achievements in Dowa District.

# Enlightenment

*education is light*

by Callisto SEKELEZA

Parents and guardians in Dowa district are still in their happiest moments after many primary school pupils were selected to national secondary schools in 2008 with the district coming second after Blantyre which had a larger number of selected pupils.

Desk officer for primary education at the Dowa District Education Office Wilton Thengoliweta said this recently in Lilongwe on the sidelines of ceremony whereby officials of the Primary School Support Program (PSSP) were briefing the ministry of youth development and sports on the relevance of this pilot project which is now winding up.

According to Thengoliweta 68 pupils from the district were selected into national schools against the 61 of last year.

"During the year, teachers were showing interest in the teaching process. There was a change of attitude towards their teaching and I would say the changes

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are still taking place."

Thengoliweta attributed the increase in selection to the PSSP which has been running in the district from 2006 to 2008.

"The programme has also motivated the communities in Dowa district realise the importance of education. To this extent Gule Wamkulu was involved in some areas to encourage the children to go to school," he said.

According to Simeon Mawindo who has been chief of party of PSSP, which was being funded by the United States Agency for International Development (Usaid), the project was a success and was worth implementing in other districts of Malawi.

He also pleaded with the ministry of youth

development and sports to collaborate in the establishment of Mobilisation Corps of Malawi (MCMs), a programme under PSSP empowering young people to take the lead in supporting educational development in Malawi.

"If many youths complete their education and have nothing to do we may wake up to find that there is tragedy one day," he said.

Speaking during the same function Principal Secretary for the ministry of youth development and sports Alex Mseka said the ministry was in the process of initiating the National Youth Volunteer Programme and Youth Guidance and Counselling.

"We will look at the areas in which we can work together with the Mobilisation Corps of Malawi so that the in the end the youth of this country benefit," he said.

The PSSP was being implemented by the American Institutes of Research (Air) in partnership with the Creative Centre for Community Mobilisation (Creccom), Malawi Institute of Education (MIE), and the Mike and Witt & Associates Inc. (Mwai).

The programme has supported all 226 public primary schools in Dowa reaching its goals to increase school access and resources, and improve teaching and learning outcomes.

Specifically, PSSP-SFP activities have included: training for over 1,800 teachers; conducting early literacy education for all Standard 1 pupils; establishing libraries with over 40,000 books; training members of School Management Committees and Parent Teacher Associations and providing small grants matched by community-generated resources for school improvements.

After three years of support to Dowa's students, teachers, schools and communities, data shows that 26 percent more learners are in school, the largest increase since free primary education was declared in 1994. Scores on a range of assessments

show an increase of between 28 percent and 39 percent on pupil performance, and with the implementation of the programme's Beginning Literacy Programme, Standard 1 learners can now read and write.

The programme has also improved instruction in Dowa, with 71 percent of teachers now using participatory methods, up from 30 percent when PSSP-SFP started in 2006.

Schools have been physically transformed as well, with dramatic increases in new or refurbished facilities at all 226 schools. More importantly, communities are finding creative ways to support learners who are most disadvantaged.