

## MALAWI TEACHER TRAINING ACTIVITY

# HIV AND AIDS SCHOOL CLUB INITIATIVE (HASCI) ASSESSMENT REPORT



**June 2008**

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**HIV AND AIDS SCHOOL CLUB  
INITIATIVE (HASCI)**

**ASSESSMENT REPORT**

By R. Lynn Evans, for Miske Witt & Associates  
June 2008



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## LIST OF ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
AIDS Toto	“No AIDS” School Clubs
DACC	District AIDS Coordinating Committee
DEM	District Education Manager
EMC	Executive Management Committee
HASCI	HIV and AIDS School Clubs Initiative
HIV	Human Immunodeficiency Virus
MKA	Mphanvu Kwa Achinyamata (“Power to the Youth”) School Clubs
MoEST	Ministry of Education, Science, and Technology
MTTA	Malawi Teacher Training Activity
NAC	National AIDS Committee
NGO	Non-Governmental Organization
PTA	Parent Teacher Association
PEA	Primary Education Advisor
SMC	School Management Committee
TDC	Teacher Development Center
TTC	Teacher Training College
USAID	United States Agency for International Development
VAC	Village AIDS Committee

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## EXECUTIVE SUMMARY

This study was meant to provide a qualitative assessment of the implementation of the HASCI's *Mphanvu Kwa Achinyamata* ("Power to the Youth" or MKA) clubs in two pilot districts in which the USAID-supported MTTA project has been working since July 2006, to provide information for decision-making regarding implementation, progress/achievements, and possible next phases. On request from the MoEST, a comparison was made with AIDS Toto ("No AIDS) clubs, which were initially begun through support from UNICEF. The primary audience for the report is the Ministry of Education at all levels together with its development partners, including donor agencies and local organizations that support schools and communities in HIV/AIDS prevention activities and in education more broadly.

Twelve schools in four districts were selected for the study: four HIV and AIDS School Clubs Initiative (HASCI) schools; four schools in the same districts as HASCI schools which have started school clubs informally, called "HASCI Emerging" schools; and four comparison AIDS Toto ("No AIDS) schools.

Data were collected using the Semi-Structured Interview Protocol for HASCI Program Assessment. The instrument was developed to correspond to critical elements in the structure and functioning of MKA Clubs based on the *Constitution* and on the literature on change in schools and communities (Hord; Boardman & Evans, 2000; Boardman, Leherr & Evans, 2000; Evans & Acuaye, 2000.) The instrument consists of seven components of program effectiveness: (1) Orientation and Training, (2) Learning Activities, (3) Materials, (4) Monitoring and Feedback, (5) Communication and Community Involvement, (6) Leadership, and (7) Networking. In addition, participants were asked for their perspectives of their school club's major accomplishments, major challenges, and their suggestions. The following people/groups were interviewed at each school: head teachers, teachers, club patrons and/or matrons, club members, SMC/PTA members, village heads, and other community members. The same questions were asked of different groups, including MoEST central-level personnel working in HIV/AIDS and planning, as well as relevant donors such as USAID and UNICEF, to gather a range of perspectives.

## SUMMARY OF RESULTS

Results are organized by the seven components of effectiveness on the instrument. For each component, Process, Impact and Expansion indicators were identified. Results are presented for the group of HASCI schools, HASCI "Emerging" schools, and AIDS Toto schools, and a functional level for each component and each school category was assessed. These levels of functioning include Not Yet Started, Getting Started, Process, Impact, and Expansion.

HASCI schools were rated at the highest level, Expansion, in four components: Orientation and Training, Learning Activities, Communication and Community Involvement, and Leadership. HASCI schools were rated at the next level, Impact, in the remaining three components: Materials, Monitoring and Follow-up, and Networking. HASCI schools in the study have been in the pilot program for one to two years.

HASCI "Emerging Schools" are not in the pilot but have adopted some of the HASCI practices as a result of informal spread. Schools visited in this category have been working informally with a HASCI school for 4-10 months. HASCI "Emerging" schools were rated at the Process level in two components, Orientation and Training and Learning Activities. They were rated as Getting Started (some evidence of activity) in Communication/Community Involvement, Leadership and Networking; and they were rated as Not Yet Started (little or no activity) in Materials and Monitoring and Follow-up.

The comparison AIDS Toto schools visited in the study were rated at the Impact level in one component, Learning Activities; at the Process level in one component, Orientation and Training; at the Getting Started level in three components, Communication and Community Involvement, Leadership and Networking; and at the Not Yet Started level in Materials and Monitoring and Follow-up.

## CONCLUSIONS

In less than one to two years of participating in the HASCI, pilot schools have shown significant progress in a number of areas. Factors that are known to support sustainability have been built into the HASCI design and implementation process. For example,

1. The *HASCI Clubs Constitution* ensures a degree of consistency among all HASCI Clubs. HASCI provides training for club leaders (head teachers and patrons and matrons), who then use a trainer-of-trainer's approach to train the Executive Committee, other teachers at the school, and club members.
2. Community involvement in HASCI clubs is built in through the Constitutional requirement of establishing a school-level Executive Committee. The addition of community leaders in the leadership/management of the HASCI/MKA clubs is important for sustainability of the effort. In addition, the involvement of the community in the school has numerous benefits for the school beyond the HASCI project.
3. HASCI school clubs, known locally as *Mphanvu Kwa Achinyamata* ("Power to the Youth" or *MKA*) *Clubs*, engage in community sensitization activities to reach out to communities, including intergenerational dialogue, peer communication with out-of-school youth, and visiting the elderly, sick and people in need. In these activities they are similar to the AIDS Toto clubs, which exist to some degree in all schools across Malawi. MKA clubs, however, extend their activities to include an important focus on engagement in the community through outreach projects that go beyond volunteerism to *service learning*, which has been shown to enhance student learning and development to a significant degree in a number of studies in the United States (RMC Research Corporation, 2007). HASCI club members are involved in writing case studies, planning, organizing, problem analysis, creative thinking, decision-making and problem solving, which are important life skills. They also learn entrepreneurial skills and vocational skills through their income-generating activities.
4. Action planning, a key part of the service-learning activities in HASCI, develops skills of planning, organizing, decision making, and creative and critical thinking, not only for pupils but also for community leaders and other members of the Executive Management Committee (EMC) who participate in developing and implementing the action plan. Community leaders may adopt the strategy in planning SMC, PTA and other community efforts, as well as in their personal lives. The action plan is also key to monitoring and follow-up.
5. Zonal meetings to share experiences and discuss successes, challenges and the way forward have provided important linkages during the change process. Many who participated in the study asked for more of these meetings and exchange visits to see what others are doing and learn from them.

Part of the request for this assessment was for a comparison with AIDS Toto schools. Results from the study in 12 schools (four HASCI, four HASCI "Emerging," and four AIDS Toto) showed positive differences for HASCI schools in all seven components, most quite large. However, a note of caution is necessary: AIDS Toto schools have been in existence for quite some time and by policy AIDS Toto is "in all schools," whereas HASCI schools are participating in a pilot program; and they

have access to the additional resources – training, materials, supervisory visits, etc. – not afforded other schools at the same level.

## RECOMMENDATIONS

Issues of scaling up and sustainability are important to consider in planning the future of the HASCI clubs:

1. In each school, school and community members of the EMC were able to name a number of other agencies or organizations that are active in HIV and AIDS prevention in the area. It might be worth investigating possible partnerships with and/or support from these organizations (such as the District AIDS Coordinating Committee [DACC], the BRIDGE Project, Towwirane Resource Center, Youth Health Friendly, Youth Alert, The Red Cross, and Peace Corps volunteers, among others) to “piggyback” on their efforts and accomplish mutual goals.
2. The Life Skills curriculum at the Teacher Training Colleges includes HIV and AIDS prevention information and activities. If HASCI clubs training is inserted into the teacher training program as planned as an application of the Life Skills curriculum, it will prepare pre-service teachers to work with HASCI clubs. Also, in-service teachers can learn about HASCI activities at workshops at the Teacher Development Centers. A tremendous (although already very busy) resource exists in Malawi in the form of its PEAs; their assistance in monitoring HASCI activities in schools and providing club leaders with both technical and moral support will be key to scaling up and sustaining the HASCI effort.
3. A number of schools are adopting HASCI clubs informally, through their association with HASCI clubs and, for some, with the support of small Challenge Grants. These efforts are just beginning and are showing some results already, without the full resources provided to schools in the HASCI pilot. A recommended basic package of resources comprising Club Constitution, and Club Activity Handbooks, football, netball, volleyball and scrabble at a cost of MK40,000 to MK45,000 per club would make a difference in supporting these and more “emerging” HASCI clubs.

HASCI materials are user-friendly, attractive and transportable, but financial resources will be needed to reproduce them (*MKA Club Constitution* and *MKA Activities Handbook*) and to purchase those (or some subset of MKA materials) that cannot be reproduced. Similarly, well-developed orientation and training programs are available and can be used by trained persons to train their counterparts in their roles and responsibilities, provided the resources are available to facilitate transport, provide training materials, etc.

The expansion process will also require resources for monitoring and follow-up, for without supervision in the expansion process, there will be spread but the HASCI model will not be implemented at the same level as initially implemented and tested; how much change will result under these circumstances is unknown; and how effective a partially-implemented model will be is questionable (Boardman, LeHerr & Evans, 2000). Material, human, and financial resources are needed for a truly effective expansion; ongoing monitoring of cost-effective adaptations of the model will be important.

Based on the findings of this assessment, it is recommended that the Ministry of Education address these resource questions and scale up HASCI clubs across the country. HASCI clubs are beneficial to learners, schools, and communities and provide numerous opportunities for addressing the spread of HIV/AIDS in Malawi.



# INTRODUCTION

## PROJECT DESCRIPTION

According to the *MKA Clubs for the Youth of Malawi Constitution Handbook*, Malawian public health and education professionals promoting Life Skills and HIV prevention view the youth as a “window of hope” in fighting AIDS. Behavioral changes are necessary, beginning with youth, if the global trends in HIV transmission are to be reversed. Malawi’s Ministry of Education, Science, and Technology (MoEST) has implemented a new Life Skills course as part of the educational curriculum for Standards 2-8; this provides the knowledge base for positive behavioral changes (*MKA Clubs for the Youth of Malawi Constitution Handbook*, p. 1).

The HIV and AIDS School Club Initiative (HASCI) is a pilot component of the Malawi Teacher Training Activity (MTTA) project, supported through USAID/Malawi PEPFAR funds. The initiative aims at enhancing USAID/Malawi’s education support, by promoting a school-based anti-AIDS campaign, focusing particularly on school-community and intergenerational dialogue about important issues regarding the prevention of HIV and AIDS, with a special focus on abstinence and being faithful (*MTTA-Pilot Interactive School-Based HIV/AIDS Clubs Work Plan and Performance Monitoring Plan, July-December 2006*). Through the formation and support of *Mphamvu Kwa Achinyamata* (MKA or “Power to the Youth”) Clubs, the project combines an anti-AIDS campaign with opportunities for life skills and career skills development for youth by involving them in sensitization and service learning activities in the community, while having fun with their peers.

The MKA clubs are built on the history of Malawi’s AIDS-Toto clubs in primary and secondary schools, which were begun in the 1980’s by UNICEF to promote abstinence and encourage young people to delay sexual intercourse. According to a study of the impact of HIV and AIDS on the education sector in Malawi, UNICEF provides learning materials and guidelines for running the clubs, as well as teacher training; and various NGOs and health personnel also provide information on HIV and AIDS transmission and prevention, as well as condoms (Ministry of Education, Science and Technology, Government of Malawi, 2003.)

The MKA clubs were conceived of as a way of re-invigorating the existing anti-AIDS clubs (AIDS Toto) and emphasizing the participation of girls and out-of- school youth, as well as orphans and other vulnerable children who suffer from the effects of HIV and AIDS. According to the *MKA Club Constitution Handbook*:

The *Mphamvu Kwa Achinyamata* club activities are designed to empower youth, their teachers, and their families with the knowledge, skills, and guidelines for action that will help to reverse the course of HIV and AIDS, help manage the epidemic, improve the lives of youth in and out of school, and make Malawi a better place to live (p. 2).

MKA membership is open to all youth of primary school age, including out-of- school youth, orphans and vulnerable children, and children who are HIV-positive. The clubs meet at least once a week after school as an extra-curricular activity. Club members participate in activities such as case studies of needs/situations in the community, educational activities, community action projects, outreach activities, income-generating activities, and recreation activities. They write and implement work plans as part of their community action projects (*MKA Club Constitution Handbook*, p. 9).

The *MKA Club Constitution Handbook* provides structure for MKA clubs through guidelines to ensure a degree of consistency in clubs across Malawi. One of the first tasks of a school in starting an MKA club is to form an Executive Management Committee (EMC). According the *MKA Club Constitution Handbook*, the EMC is responsible for starting the club, oversight of club activities, communicating

with the community, and reporting progress. The *Constitution* (p. 6) provides for the EMC to consist of the following members:

- Two Club Leaders (the head teacher and one assigned teacher)
- Two youth members who are club officers, on a rotating basis
- Two community representatives elected by the School Management Committee (SMC)
- Two out-of-school youth
- Two Ex-Officio members (one village head and one health official)
- Other activity leaders and resource persons for particular activities

This structure builds in representation of a variety of stakeholders, including the community, to promote the success of the clubs.

The MKA club model was enhanced in 2008, through the introduction of the MTTA small grants challenge, an initiative made possible through private international donations. Grants of 1,500 – 10,000 Malawian kwacha were awarded to 37 clubs with relevant, well-budgeted activity plans demonstrating strong potential to influence HIV prevention and mitigation in their communities. These small grants were instrumental in helping motivate the strength, growth, and expansion of the MKA clubs in both the target districts and beyond.

## **PROJECT GOALS**

Goals of the MKA clubs are as follows:

- To educate youth and communities about the medical transmission of HIV;
- To help youth and communities to understand the many social causes of transmission and gain competence in skills that reduce causes;
- To provide members opportunities to serve communities through club meetings, project work demonstrations and other activities that improve care and support of HIV-affected persons.
- To support the development of its members through club meetings, project work, demonstrations, and other activities.

*(Constitution, p. 16)*

## **OTHER AGENCIES/ORGANIZATIONS WORKING IN HIV AND AIDS PREVENTION**

The Government of Malawi and a number of Non-Governmental Organizations (NGOs) are working on the issue of HIV and AIDS prevention as a health and development issue, and existing community organizations support the MKA clubs. A Life Skills curriculum has recently been added to the curriculum in Teacher Training Colleges (TTCs), and the content of these courses is relevant for HIV and AIDS prevention. Other AIDS prevention efforts include AIDS Toto clubs, the District AIDS Coordinating Committee (DACC), the BRIDGE Project, Tovwirane Resource Center, Youth Health Friendly, Youth Alert, The Red Cross, Peace Corps volunteers, and The Mchinji Community Radio programs in TTCs, among others. Collaborating with these agencies and organizations in ongoing efforts to prevent HIV and AIDS contributes to the success of the clubs and the overall effort against HIV and AIDS.

## **PURPOSE OF THE ASSESSMENT**

This study was meant to provide a qualitative assessment of the implementation of the HASCI's MKA clubs in two pilot districts in which the USAID-supported MTTA project has been working

since July 2006, to provide information for decision-making regarding implementation, progress/achievements, and possible next phases. On request from the MoEST, a comparison was made with AIDS Toto (“No AIDS) clubs, which were initially begun through support from UNICEF.

## METHOD

### SAMPLE

Twelve schools in four districts were selected for the study: four HIV and AIDS School Clubs Initiative (HASCI) schools; four schools in the same districts as HASCI schools which have started school clubs informally, called “HASCI Emerging” schools; and four comparison AIDS Toto (“No AIDS”) schools in two districts that have not implemented HASCI/MKA clubs and that are not adjacent to the pilot districts. The MoEST has mandated that all schools in Malawi implement AIDS Toto.

HASCI and HASCI “Emerging” schools for the sample were selected by the MTTA Project. AIDS Toto schools within selected districts were chosen by the District Education Manager.

HASCI schools in the study have been in the pilot program for one to two years. HASCI “Emerging Schools” are not in the pilot but have adopted some of the HASCI practices as a result of informal spread. Schools visited in this category have been working informally with a HASCI school for four to ten months.

The selected schools are as follows:

**TABLE I: Sample Schools by District and Category**

District	School	Category
Ntcheu	Gumbu Primary	AIDS Toto
	Chitungu Primary	AIDS Toto
Lilongwe Rural West	Mdzombwe Primary	AIDS Toto
	Likuni Girls Primary	AIDS Toto
Mzimba South (HASCI Pilot)	Mzimba Primary	HASCI
	Chasato Primary	HASCI
	Machelecheta Primary	HASCI “Emerging”
Kasungu (HASCI Pilot)	St. Joseph Primary	HASCI “Emerging”
	Chankhozi Primary	HASCI
	Suza Primary	HASCI
	Tchapa Primary	HASCI “Emerging”
	Chipanga Primary	HASCI “Emerging”

### INSTRUMENTATION

Data were collected using the Semi-Structured Interview Protocol for HASCI Program Assessment (Appendix A). The instrument was developed to correspond to critical elements in the structure and functioning of MKA Clubs based on the *Constitution* and on the literature on change in schools and communities (Hord; Boardman & Evans, 2000; Boardman, Leherr & Evans, 2000; Evans & Acuaye, 2000.)

The instrument consists of seven components of program effectiveness:

(1) Orientation and Training, (2) Learning Activities, (3) Materials, (4) Monitoring and Feedback, (5) Communication and Community Involvement, (6) Leadership, and (7) Networking. Components and related indicators for each are included in Appendix B.

Questions were developed to obtain information on the level of achievement on indicators related to process, impact, and potential for expansion. In addition, participants’ suggestions and perspectives of their school club’s major accomplishments and major challenges were collected.

Data collectors asked a series of open-ended questions from the interview protocol and also probed for additional information and explored statements made by interviewees, as appropriate.

## **DATA COLLECTION**

Data were collected by an MTTA Senior Coordinator who collected data in AIDS TOTO schools; Primary Education Advisors (PEAs) who collected data in HASCI schools and “HASCI Emerging” schools; and an external consultant. The following people or groups were interviewed at each school: head teachers, teachers, club patrons and/or matrons (i.e., male or female teachers who are club sponsors), club members, SMC/PTA members, village heads, and other community members. The same questions were asked of different groups, including MoEST central-level personnel working in HIV/AIDS and planning, as well as relevant donors such as USAID and UNICEF, to gather a range of perspectives.

## RESULTS

Results are organized by the seven components of effectiveness on the instrument. For each component, Process, Impact and Expansion indicators were identified. Results are presented for the sample group of four HASCI schools, four HASCI “Emerging” schools, and four AIDS Toto schools, and a functional level for each component and each school category was assessed. These levels of functioning include Not Yet Started, Getting Started, Process, Impact, and Expansion (see Table 2). Rating sheets for HASCI, HASCI “Emerging” and AIDS Toto schools by category are included in Appendix C.

### COMPONENT I: ORIENTATION AND TRAINING

Indicators for this component include the following:

#### Process

- Orientation and training are provided at the beginning of the program.
- Orientation and training materials are user-friendly and attractive.
- Personnel are satisfied with the training they receive.

#### Impact

- Orientation and training enhanced performance for participants.
- Participants are able to apply what they have learned to performing their roles.

#### Expansion

- Orientation and training programs for school-level leaders are developed and adaptable to other schools.
- Mechanisms can be identified to expand orientation and training using available resources.

The evidence available according to the indicators of process, impact, and expansion led the evaluators to assess the clubs in the following way with respect to the orientation and training available to school-level leaders and participants:

HASCI – Expansion  
HASCI Emerging – Getting Started  
AIDS Toto – Getting Started

### HASCI Schools

#### ***Orientation and Training Level of Functioning for HASCI Schools: Expansion***

In three of the four HASCI schools, the head teacher and staff reported that a one-week comprehensive training program was provided at the beginning of the project for head teachers, patrons and matrons, PEAs and District Education Managers (DEMs). The head teacher and patrons or matrons oriented members of the EMC, club members and other local leaders. Training consisted of a presentation of the MKA goals, EMC structure, activities, the *MKA Constitution*, and leadership skills. In the fourth HASCI school, the head teacher was briefed by a MTTA official, and he briefed the patron, matron, other teachers, and members of the community.

Interviewees in all four schools reported that the training, including the materials, was helpful, especially in describing program goals and club activities, developing leadership skills, and preparing the different parties for their roles. The training helped them to perform their roles better.

**Mechanisms to expand orientation and training using available resources** – Mechanisms for expanding orientation and training using available resources include the following: local trainings

at the district or zonal level using MKA training materials (*MKA Constitution and Activities Handbook*); exchange visits within the zone; using head teachers and patrons/matrons from HASCI schools to train other head teachers and patrons/matrons using the materials package; open days; and organized school in-service training.

## **HASCI “Emerging” Schools**

### ***Orientation and Training Level of Functioning for HASCI “Emerging” Schools: Getting Started***

In each HASCI “Emerging” school, the head teacher and patron or matron have received no official HASCI training; they have been oriented by personnel from HASCI schools. The training has been informal and less comprehensive. For example, at Chipanga Primary, the head teacher and matron were trained informally in leadership skills and how to plan and organize club activities by the matron, patron, and club members at Suza Primary. Chipanga MKA club members were also trained informally. Later, the Chipanga head teacher and matron oriented their community members.

At Tchapa Primary, a resource person from a school in Kasungu provided an orientation. Orientation participants learned the leadership roles of the various positions, and they learned about fun activities, entrepreneurial activities, service activities to benefit the elderly and orphans, and lessons on HIV and AIDS prevention.

At St. Joseph’s Primary, the head teacher was oriented on the goals and activities of the MKA club and monitoring by a fellow head teacher and his team from Zubachulu School. The head teacher then trained his patron and matron.

At Machelecheta Primary, no one at the school has been trained; they received a few highlights about the roles for club leaders and club officers from a neighboring school.

Mechanisms which might be used for training include a cluster training by the MTTA; the trained head teachers could provide a local training at new schools; and/or more exchange visits could be arranged.

## **AIDS Toto Schools**

### ***Orientation and Training Level of Functioning for AIDS Toto Schools: Getting Started***

Orientation and training differed in the four AIDS Toto schools and reportedly came from different sources. Unfortunately, at three of the four schools the DEMS selected for us to visit the head teachers were not at school at the time of our visit. At one school, the matron (who was also the deputy head teacher) said that head teachers of 10 schools in the zone had met for one week of NAC training. The patron and matron also had received one week of NAC training at the district center. Patrons and matrons were trained on how to perform their roles and about division of labor, to give tasks to others (staff and club members).

At another school, the deputy did not know if the head teacher had been trained; the patron had not.

At another school the head teacher and teacher interviewed said that no training was provided for the head teacher, patron, or other teachers. The staff was oriented on HIV and AIDS with World Camp for Kids. GTZ and World Camp for Kids trained a few of the club members, and Nthondo Hospital trained several others.

At the remaining school, the patron was trained by an NGO. He had also received training at the TTC to teach special needs pupils, which included anti-AIDS training. The related topic of life skills is

taught as inservice training for teachers at the TDC. The club leader (pupil) was trained by the Youth Congress at Malawian Entrepreneurs Development Institute.

Suggested mechanisms to train others include conducting training in localities to avoid transport costs and bringing patrons/matrons together to train others. Another suggestion was that training could be done through workshops at the Teacher Development Center.

## **COMPONENT 2: LEARNING ACTIVITIES**

Indicators for this component include the following:

### Process

- Clubs meet regularly.
- Both boys and girls are involved.
- Learners are actively engaged in activities.

### Impact

- Club activities enhance learning for students.
- Students are able to discuss and apply what they've learned in their lives.
- Service learning aspects benefit both the students and the community.

### Expansion

- Mechanisms can be identified to extend the activities to other schools and communities using available resources.

The evidence available according to the indicators of process, impact, and expansion led the evaluators to assess the clubs in the following way with respect to learning activities:

HASCI – Expansion  
HASCI Emerging – Process  
AIDS Toto – Impact

## **HASCI Schools**

### ***Learning Activities Level of Functioning for HASCI Schools: Expansion***

The MKA clubs in these schools meet between one and three times a week. Pupils participate in life skills lessons linked with HASCI (e.g., decision-making); learn vocational skills to assist them to become self-reliant (e.g., pottery-making, carving, knitting, weaving and other crafts); participate in study circles involving discussions about *Sara* comics and HIV and AIDS; play indoor games such as Scrabble, *bawo*, and darts; and play outdoor sports (e.g., football, netball and volleyball). They also present dramas and poems in village shows and have discussions with the community on HIV and AIDS.

Both boys and girls are actively involved, but more girls than boys participate. Non-club members are welcome to participate in activities.

**Service Learning Projects** - MKA club members engage in a variety of service learning projects to assist people in need and to learn skills themselves. At Chasato Primary, club members constructed a toilet for an HIV/AIDS patient and roofed some structures at school. Pupils also learned pottery-making, carving, knitting, weaving, chicken farming and how to grow seedlings, for income generation.



Through a maize project initiated by the club at Chankhozi Primary, pupils grew and sold maize to buy supplies for orphans and the elderly; and they smeared huts<sup>1</sup>, cooked, and cleaned for them. Through a bee-keeping project, club members managed two beehives with the help of a local bee-keeper.

At Mzimba Primary, MKA club members visit HIV and AIDS patients to cheer them. They also visited a grandfather raising orphans, analyzed the challenges he faces, and grew and supplied vegetables for him. They engage in pottery-making, carving and gardening to generate income.

Club members at Suza Primary assisted the aged and people in need by making bathrooms, sweeping, clearing gardens and smearing. They also cultivate a garden at school to generate income to support club activities.

The head teachers at these schools report that in the process of helping others club members learn life skills (e.g., making sound decisions and good interpersonal relationships), as well as leadership skills, entrepreneurial skills, reasoning skills, vocational skills, and creative thinking skills. Pupils also gain self-confidence. As the pupils become more assertive, one head teacher reported that the teacher-pupil relationship changes from one of fear to one of friendliness, which promotes learning. This head teacher also reported fewer early teenage marriages. In the past, eight or more girls aged 14-15 would marry each year through force (brought on by parents' desire for dowries). Now they are more assertive and, according to this head teacher, can resist their parents' pressure.

**Mechanisms to extend the activities to other schools and communities using available resources** - Some mechanisms have already been used to extend MKA club activities to other schools and communities using available resources. The Suza MKA club, for example, has established clubs in two other schools – Chipanga School and Makwiniro School – through their outreach activities. The club visited these two schools and worked with club leaders and club members.

The ways in which they extended MKA club activities to other schools and communities included bringing representatives to zonal meetings at the TDC for sensitization, and sharing materials such as the *MKA Club Constitution and Activities Handbook*.

## **HASCI “Emerging” Schools**

### ***Learning Activities Level of Functioning for HASCI “Emerging” Schools: Process***

MKA clubs in HASCI “Emerging” schools meet once or twice a week, and they also participate in assemblies. They sing songs, make poems and dramas, and play simple games like *bawo*. They share ideas and information that can protect them from getting HIV and AIDS. In two of the four schools, the vocational skills of pottery-making, knitting, and weaving are also a part of the program. In three schools, both sexes are equally and actively involved; in the fourth school, more girls participate than boys.

Three of the four HASCI “Emerging” schools are involved in service learning projects; two of these are supported by small Challenge Grants.<sup>2</sup> At Chipanga Primary, the MKA club wrote an action plan and received a small grant to make a soya bean garden, but with the lack of rains, it did not go well. They grew potatoes and assisted elderly people in the community by giving soap, clearing the area surrounding a home, cleaning, and making repairs.

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<sup>1</sup> Smearing is part of the finishing process in building mud huts, where mud is wiped on the surface of the walls.

<sup>2</sup> Challenge grants of MK 1,500 to MK 10,000 were awarded to MKA clubs in Kasungu and Mzimba South to assist them with small-scale projects and to motivate them to intensify their efforts in mitigating the impact of HIV and AIDS in their areas.

The Tchapa Primary MKA club received a Challenge Grant to make sieves to sell as an income-generating project to buy desks and chairs for their school and to buy sugar and salt to take to people who are suffering. A resource person from the community teaches pupils how to make the sieves.

At Machelecheta Primary the MKA club visits the elderly and vulnerable and assists them. Pupils apply skills they have learned in their homes (e.g., growing cassava, raising chickens, and caring for HIV/AIDS patients). Through the projects they are learning decision-making skills, how to combat HIV and AIDS, and how to interact with others. They also apply the knowledge they gain through the projects in curriculum activities, such as reading and writing.

The St. Joseph's Primary MKA club was planning to prepare an action plan at their next meeting that would include activities of service learning and income generation.

## **AIDS Toto Schools**

### ***Learning Activities Level of Functioning for AIDS Toto Schools: Impact***

AIDS Toto clubs at these schools meet once or twice a week. Activities include singing songs; performing dramas and poems; playing games; reading a few HIV and AIDS information books and discussing lessons learned; and addressing other pupils weekly in assemblies. Other activities include listening to guest speakers; praying in the club and at assemblies; and playing a ball game on how one can contract HIV (i.e., the game is stopped at different points to ask and answer questions). Club members at one school formerly listened to radio messages about HIV and AIDS prevention (*Tisankhenji*) but their radio broke.

One school club has a service learning project. The club members at Likuni Girls Primary have a maize garden and a cassava garden. They use the proceeds to buy soap to give away on their outreach visits.

Learners report that they gain skill and courage to make a speech in public; gain information on how to refrain from things that can make them contract HIV, and promote behavior change. They learn assertiveness skills and they discuss how to care for relatives with HIV (i.e., attitudes and feelings they should have and things they can do, like sharing food, having a caring spirit, giving soap to people in need, and smearing huts).

Both boys and girls participate actively. One school is for girls, and in one school the majority of club members are girls. In the other two schools club membership is about equal.

## **COMPONENT 3: MATERIALS**

Indicators for this component include the following:

### **Process**

- Materials are user-friendly and attractive.
- Materials are used in ways that actively engage learners.

### **Impact**

- The use of materials enhances learning.

### **Expansion**

- Materials can be easily reproduced.

The evidence available according to the indicators of process, impact, and expansion led the evaluators to assess the clubs in the following way with respect to program materials:

HASCI – Impact  
HASCI “Emerging” – Not Yet Started  
AIDS Toto – Not Yet Started

## **HASCI Schools**

### ***Materials Level of Functioning for HASCI Schools: Impact***

Materials include the *MKA Constitution and Activities Handbook*; sports equipment such as a netball, football and volleyball; indoor games such as Scrabble and darts; paper, markers, pens and pencils; exercise books; T-shirts; and *Sara* comics written in Chichewa and simple English. HASCI materials are user-friendly and attractive. T-shirts are not sufficient for all club members to have their own, so they are shared and worn during outreach activities. A head teacher reported that sports equipment is the most important in keeping pupils busy and out of trouble. He said that if basic sports equipment is available, pupils will come to use it. Pupils, patrons or matrons and head teachers believe that the materials greatly enhance learning. They also see that T-shirts are important because they give club members an identity when they are engaged in outreach.

**Ease or difficulty of reproducing materials** - Materials cannot be easily reproduced (with the exception of the *MKA Constitution and Activities Handbook*) and would need to be supplied to new schools. Some suggested that clubs can raise funds to buy materials, and they can improvise using locally available materials; however, reproducing the other HASCI materials is not really an option.

## **HASCI “Emerging” Schools**

### ***Materials Level of Functioning for HASCI “Emerging” Schools: Not Yet Started***

In each of these schools, there are no materials other than locally available materials, such as old clothes to be used as costumes for drama, hoes for working in gardens, and yarn. Schools that received a Challenge Grant were able to purchase consumable materials such as timber and nails that were used in their projects. They received none of the “standard” package of HASCI materials.

## **AIDS Toto Schools**

### ***Materials Level of Functioning for AIDS Toto Schools: Not Yet Started***

Materials vary among schools. One school has *Sara* comics, Bridge project newspapers and pamphlets, a ball, and *Living Positively with AIDS* and activity guides from the PEA. Formerly they had radio lessons (*Tisankhenji*), but at the time of the visit the radio was not working. Another school has two balls and two radios, plus a few remaining *Sara* comics; the rest of the materials have been lost.

In another school, no materials are available except for HIV and AIDS information books donated by the local hospital. The books are not user-friendly because they are written in English and need to be translated. Sometimes the patron reads and translates them into the local language. When there is no one to translate, the books are not used. The patron uses information from the Teachers’ Guides from other subjects with the club members, and pupils learn through discussions.

The remaining school has no materials. Materials cannot be reproduced.

## COMPONENT 4: MONITORING AND FOLLOW-UP

Indicators for this component include the following:

### Process

- Regular visits are made to examine progress.
- Guidelines or observation guides are used to monitor progress.
- Constructive feedback is provided to enhance the program.

### Impact

- Efforts are being made to implement recommended changes.
- Actions are resulting in organizational and/or program improvement.

### Expansion

- Guidelines for effective and cost-effective follow-up have been developed and implemented.

The evidence available according to the indicators of process, impact, and expansion led the evaluators to assess the clubs in the following way with respect to monitoring and follow-up:

HASCI – Impact  
HASCI “Emerging” – Not Yet Started  
AIDS Toto – Not Yet Started

## HASCI Schools

### ***Monitoring and Follow-up Level of Functioning for HASCI Schools: Impact***

Monitoring is based on action plans. In three of the four schools, the head teacher takes an active role in monitoring by reviewing action plans, visiting activities on meeting days, and visiting outreach activities. The deputy head teacher and, in some cases, community leaders share in this duty. At Chasato Primary the EMC meets quarterly and follows up on the action plan; community members on the committee visit and observe activities. The school also writes success stories to share.

At one HASCI school, the HASCI district coordinator uses the MKA action plan to monitor progress. The head teacher expressed a need for himself and local facilitators to be oriented in monitoring and follow-up and provided with monitoring tools (This school does not yet have an action plan).

### **HASCI “Emerging” Schools**

### ***Monitoring and Follow-up Level of Functioning for HASCI “Emerging” Schools: Not Yet Started***

At one school the deputy head teacher follows up on progress, but at the others, it is haphazard; no monitoring and follow up procedures are in place. One head teacher reports that a challenge to effective monitoring and follow-up is the lack of training for head teachers, matrons, and patrons specifically on how to monitor progress.

## AIDS Toto Schools

### ***Monitoring and Follow-up Level of Functioning for AIDS Toto Schools: Not Yet Started***

Interviewees in three of four schools report no monitoring and follow up. In one school the head teacher visits club activities frequently. The Bridge Project comes to visit clubs infrequently, and PEAs follow up on open days at the zonal level.

Challenges to effective monitoring and follow up are the lack of materials and guidelines for proper monitoring as well as time, since PEAs are very busy. One suggested solution is to have other people take part in monitoring.

## **COMPONENT 5: COMMUNICATION AND COMMUNITY INVOLVEMENT**

Indicators for this component include the following:

### Process

- Club members share information with non-members.
- Club members share information with out-of-school youth.
- Program information is communicated to the community on a regular basis.
- Multiple strategies are used to communicate with target groups.

### Impact

- Community has become involved in observable ways (e.g., volunteering, contributions).

### Expansion

- Models for effective, cost-effective communication and community involvement exist.

The evidence available according to the indicators of process, impact, and expansion led the evaluators to assess the clubs in the following way with respect to communication and community involvement:

HASCI – Expansion  
HASCI “Emerging” – Getting Started  
AIDS Toto – Getting Started

## **HASCI Schools**

### ***Communication and Community Involvement Level of Functioning for HASCI Schools: Expansion***

Information is typically shared with non-club members at the school during assemblies, where the MKA club sings songs and leads the others in singing, and on open days, where club activities are displayed. Club members share information with out-of-school youth when they do outreach activities in the community; out-of-school youth are also encouraged to join in the outreach activities, sports, and other club activities. Peers address dangers of love relationships with their friends in and out of school.

Sensitization activities are organized by club members to orient the SMC, PTA and community members to what the MKA clubs are doing. During outreach, MKA clubs share information on HIV and AIDS and open intergenerational dialogues with the community.

Volunteers assist the program (EMC, SMC, village heads, and other volunteers appointed by the village heads according to their skills and training) in planning and implementing activities, fund-raising, and discussions. The community contributes money for outreach activities (e.g., to buy soap, salt, a school uniform for an orphan); materials (e.g., fertilizer, a hose, poles and seeds); and services during outreach activities. Community members teach pottery-making, tin-crafting, carving, gardening, knitting, weaving, and bee-keeping, among other skills. They also serve as positive role models when they come to speak to club members and other pupils, and they provide security during outreach activities.

The most effective communication and community involvement strategies have been involving the chiefs and other community members in action planning through the EMC meetings; sensitizing

communities through verbal messages delivered through the pupils (dramas and songs); and sending written messages to invite stakeholders to participate. MKA club members design posters to invite the community. Pupils write success stories, which are sent to the Secretariat's office with photos and put in newsletters.

Constraints to communicating with the community include time, distance and the tendency for parents to under-rate messages from children. Constraints to involving the community include shyness to express themselves on the part of some community members, not being open with pupils on the subject of HIV and AIDS due to their age, time, and attendance at funerals. Respondents believe that these constraints can be minimized through sensitization of the community.

## **HASCI “Emerging” Schools**

### ***Communication and Community Involvement Level of Functioning for HASCI “Emerging” Schools: Getting Started***

MKA club members share information with non-club members by singing songs and performing dramas at assemblies, at the end of the term, during open days, and through peer interaction. At one school, information is shared during social studies and science classes and during sports activities. Information is shared with out-of-school youth during village visits and public functions such as open days. They interact among peers and through intergenerational dialogue.

Volunteers assist in the program at all four schools. Chipanga Primary has two volunteers, the village headman who is talented in creating dramas and songs, and a church leader who is very interested. The community has contributed two bales of tobacco which have been sent to auction to pay for club activities, as well as small amounts of money to buy salt and soap for children to give to the elderly when they visit. Volunteers escort club members to assist people in need and take part in the work.

At Machelecheta Primary, volunteers act as resource persons for club activities (e.g., weaving and knitting) and by giving advice. They also provide training in life skills and sometimes contribute materials such as costumes for drama and seeds for gardens.

At St. Joseph's Primary, community members act as resource persons to the clubs. The SMC recruits volunteers who can teach the vocational skills of mat weaving and knitting.

At Tchapa Primary, one man works with the club to teach members how to make sieves as an income-generating project.

Attempts to involve the community have been disappointing, however, at all four schools. There has been low attendance during meetings, and messages sometimes do not reach the targets. Constraints to involving the community include low participation and a lack of punctuality at meetings, a lack of incentives, cultural practices that are in conflict with prevention of HIV and AIDS, and problems related to hunger and poverty.

The clubs plan to continue sensitization during open days and conduct activities in the communities to increase the involvement of community members.

## **AIDS Toto Schools**

### ***Communication and Community Involvement Level of Functioning for AIDS Toto Schools: Getting Started***

Club members share information with other learners who are not club members on open days (displays, sharing, etc.) and/or at assemblies. Club members also share information with friends in classes, and other pupils join the games and discussions during club meetings. Some teachers are using the technique of asking questions about HIV and AIDS before and while pupils are playing football and netball.

Club members share information about HIV and AIDS with out-of-school youth informally when they go home. Intergenerational dialogue also takes place informally in the village.

The community is informed about HIV and AIDS prevention messages infrequently at SMC and PTA meetings and through outreach meetings; one school reported that at first, Malawi Broadcasting Cooperation Radio 1 and Zodiak Radio were used to disseminate messages. At this time radios are no longer used.

Evidence of community involvement was sparse. According to the deputy head teacher, patron and PTA representative at one school, the community is not directly involved in the work of the club. Club members said they “sensitized them to the goals of their club, thus they welcomed the club and became involved in the program.” Learners talk to their parents about what they learn during club activities.

Interviewees at each of the schools reported that no volunteers assist the program, not do they give in-kind contributions.

No communication or community involvement strategies have been used except mentioning clubs at SMC/PTA meetings infrequently. The main constraints to communicating with the community are time, since patrons and matrons are also teachers; long distances to travel; lack of knowledge about the program on the part of the community; and lack of attendance at meetings.

## **COMPONENT 6: LEADERSHIP**

Indicators for this component include the following:

### **Process**

- Orientation and training are provided for district supervisors.
- Orientation and training are provided for local leaders.

### **Impact**

- The head teacher takes actions in support of program implementation.
- The district office takes actions in support of program implementation.
- Local leaders take actions in support of program implementation.

### **Expansion**

- Orientation and training programs for district supervisors are developed and adaptable to other schools.
- Orientation and training programs for local leaders are developed and adaptable to other schools.

The evidence available according to the indicators of process, impact, and expansion led the evaluators to assess the clubs in the following way with respect to leadership:

HASCI – Expansion  
HASCI “Emerging” – Getting Started  
AIDS Toto – Getting Started

## **HASCI Schools**

### ***Leadership Level of Functioning for HASCI Schools: Expansion***

Each HASCI school has an EMC consisting of the head teacher, a patron and/or matron, two pupils who are club officers and serve on a rotating basis; members of the SMC and PTA; out-of-school youth; a village head, and, in most cases, a health official. This shared leadership structure is outlined in the *MKA Constitution* and is credited for the success of the MKA clubs and community involvement in these programs.

The head teachers at these schools are initiators who push for innovations they believe in and follow up with teachers (patrons/matrons) to make sure programs move forward. The role of the head teacher is that of encouraging pupils, patrons and the community; communicating; monitoring; and counseling and guidance. The patron is directly responsible for planning and coordinating club activities. A youth mentor (school leaver) takes a leading role in carrying out outreach services and teaches pupils vocational skills; he also provides guidance and counseling. Local leaders provide resources and guidance and counseling, and they plan with the EMC. Other activity leaders and resource persons take leadership roles for particular activities. All together, there are many sources of initiation within these school communities.

In the event that the club patron is posted to another school, another teacher can take over immediately as teachers are aware of the patron’s role and responsibilities. From being involved over time, they know what to do.

PEAs have been very active in helping schools to get a small Challenge Grant based on their action plans, in submitting schools’ success stories, and in taking photos for the newsletter.

## **HASCI “Emerging” Schools**

### ***Leadership Level of Functioning for HASCI “Emerging” Schools: Expansion***

Typically the “school side” of the EMC is in place in these schools, but the community is involved in only two of the four schools. At Chipanga Primary, the MKA club has an Executive Committee composed of the head teacher, patron, matron, and four club members: the president, secretary, treasurer and song leader. There are not yet any community leaders; they are trying to mobilize the SMC and PTA. The head teacher feels that the community has welcomed the idea, but the community could not come on the days of the activities. At Tchapa Primary, the head teacher and patron take the lead; the community has not yet become involved.

At Machelecheta Primary and St. Joseph’s Primary, the leadership of the MKA effort involves the head teacher, patron, SMC and PTA representatives, and club officers. At Machelecheta, a health official is involved. The head teachers at each school take the lead in orienting teachers and discussing challenges and solutions with the patrons.

Respondents said that if a club patron or matron is posted to another school it would not be a problem as there would be a replacement. However, none of the teachers has been trained, and the head teacher believes that for this reason, all teachers should be trained.



## **AIDS Toto Schools**

### ***Leadership Level of Functioning for AIDS Toto Schools: Getting Started***

In the schools visited, the head teacher had a supportive role rather than that of an initiator. At one school the role of the head teacher was described as “to give a hand wherever the group is stranded, and to encourage pupils to join. The head teacher also loans money to the club for seed and fertilizer.” At another, “the role of the head teacher is to see that the club is meeting every week and that matrons/patrons are following the program”; and at another, the head teacher’s role is “to support the clubs when in need.”

Neither the SMC nor the local leaders are directly involved. Local leaders (SMC and PTA) are informed of what the club is doing. At one school a health official from a nearby hospital is invited and comes to the school to sensitize the youth.

The PEA makes sure AIDS Toto clubs are working in their zone. PEAs are trained with patrons and matrons.

In the event that club patrons and matrons are posted to another school, the other teachers who work with the clubs would take their place. To ensure that the clubs do not die when club patrons and matrons are deployed elsewhere, one deputy head teacher (also the club matron) suggested that more than one person should be responsible for leading the club. Another deputy said that if a patron or matron is posted to another school, another one who has not been trained replaces him or her; only interest is needed for the job. The deputy said it is difficult to replace patrons and matrons because teachers must have interest and dedication, since club activities take place, after school, when other teachers go home.

## **COMPONENT 7: NETWORKING**

Indicators for this component include the following:

### **Process**

- Networks exist among school clubs.
- Networks exist with other agencies involved in HIV and AIDS prevention.

### **Impact**

- School clubs implement ideas, activities, materials, etc., from other clubs or agencies.
- Formal partnerships with other clubs or agencies are evidenced by joint activities in support of HIV and AIDS prevention.

### **Expansion**

- Areas of possible collaboration have been identified for joint efforts among clubs and other agencies.

The evidence available according to the indicators of process, impact, and expansion led the evaluators to assess the clubs in the following way with respect to networking:

HASCI – Impact  
HASCI “Emerging” – Getting Started  
AIDS Toto – Getting Started

## **HASCI Schools**

### ***Networking Level of Functioning for HASCI Schools: Impact***

Two of the four HASCI MKA clubs have substantial networks with other clubs. The Suza MKA club has exchange visits and meets regularly with two other HASCI schools, Dwangwa and Kaphaizi, and with new HASCI “Emerging” schools, Chipanga and Makwiniro. An improvement in their fundraising was credited to borrowing an idea from one of the other clubs.

The Chankhozi Primary MKA club has sensitized another village and worked in collaboration with that youth club on outreach activities. They also had an exchange visit with another MKA club using tin-making and with two other neighboring schools that are starting clubs.

Other networking events are in the planning stage. The Chasato Primary MKA club interacted with a club in a neighboring zone on an open day, and they plan to join with the MKA club at a sister school for an activity. The Mzimba MKA club has invited other clubs to visit them. They also plan to march with other MKA clubs during an open day activity, but this has not yet taken place.

The Chankhozi MKA club collaborates with three NAC youth clubs in sensitizing villages and one orphans’ club. Possible areas of collaboration include regular exchange visits and organizing open days together.

## **HASCI “Emerging” Schools**

### ***Networking Level of Functioning for HASCI “Emerging” Schools: Getting Started***

The “Emerging” schools network with their parent MKA clubs. The MKA club at Chipanga Primary has a partnership with its parent club at Suza Primary. At the beginning, the Suza MKA club came to Chipanga, but now the patron comes only when there is new information to share. St. Joseph’s Primary visited HASCI school Zubachulu Primary earlier this year, and the Machelecheta Primary MKA club has met with the HASCI Kazomba Primary MKA club.

None of the “Emerging” schools has established partnerships with other agencies involved with HIV and AIDS prevention in their areas.

## **AIDS Toto Schools**

### ***Networking Level of Functioning for AIDS Toto Schools: Getting Started***

Interviewees were able to provide a few examples of networking, but they are not ongoing. One school has had joint meetings with other schools, and other schools regularly come to this school to see their dances. One school sensitized another one time, and the club once worked hand in hand with the clubs of a nearby health center to share information on the dangers of HIV and AIDS.

Club members at one school would like to see exchange visits with Care Malawi and Yonda Youth Club on how to disseminate HIV and AIDS messages. Club members at another school would like to have exchange visits with their peers.

## **Summary of Results**

The ratings of the functional levels for each of the seven components for each category of school are shown in Table 2. HASCI schools were rated at the highest level, Expansion, in four components: Orientation and Training, Learning Activities, Communication and Community

Involvement, and Leadership. HASCI schools were rated at the next level, Impact, in the remaining three components: Materials, Monitoring and Follow-up, and Networking. HASCI schools in the study have been in the pilot program for one to two years.

HASCI “Emerging Schools” are not in the pilot but have adopted some of the HASCI practices as a result of informal spread. Schools visited in this category have been working informally with a HASCI school for four to ten months. HASCI “Emerging” schools were rated at the Process Level in two components, Orientation and Training and Learning Activities. They were rated as Getting Started (some evidence of activity) in Communication and Community Involvement, Leadership and Networking; and they were rated as Not Yet Started (little or no activity) in Materials and Monitoring and Follow-up.

AIDS Toto schools visited in the study were rated at the Impact level in one component, Learning Activities; at the Process level in one component, Orientation and Training; at the Getting Started level in three components, Communication and Community Involvement, Leadership and Networking; and at the Not Yet Started level in Materials and Monitoring and Follow-up.

**TABLE 2: Functional Levels of School Categories by Components**

<b>Component</b>	<b>HASCI Schools</b>	<b>HASCI “Emerging” Schools</b>	<b>AIDS Toto Schools</b>
<b>Orientation and Training</b>	<b>Expansion</b>	<b>Getting Started</b>	<b>Getting Started</b>
<b>Learning Activities</b>	<b>Expansion</b>	<b>Process</b>	<b>Impact</b>
<b>Materials</b>	<b>Impact</b>	<b>Not Yet Started</b>	<b>Not Yet Started</b>
<b>Monitoring and Follow-up</b>	<b>Impact</b>	<b>Not Yet Started</b>	<b>Not Yet Started</b>
<b>Communication/ Community Involvement</b>	<b>Expansion</b>	<b>Getting Started</b>	<b>Getting Started</b>
<b>Leadership</b>	<b>Expansion</b>	<b>Getting Started</b>	<b>Getting Started</b>
<b>Networking</b>	<b>Impact</b>	<b>Getting Started</b>	<b>Getting Started</b>

In addition to the questions for each of the components, interviewees were asked for their perspectives on the achievements and challenges of the program in which they are participating, as well as suggestions for enhancing the programs. Their responses are presented below, by school category. Responses mentioned most frequently are at the top of the list; the less frequent are at the bottom of the list.

## **ACHIEVEMENTS**

### **HASCI Schools**

#### *Mentioned frequently*

- Dissemination of HIV and AIDS information at school and community level
- Development of leadership, creative thinking, decision-making and writing skills
- Development of entrepreneurial and vocational skills, e.g., pottery, sewing, carving
- Behavior change in learners; more involved in school work
- Improved attendance, decreased absenteeism and drop-outs
- Improved academic performance; many club members have been selected to secondary schools in the last academic year
- Life skills learned through MKA clubs and *used* (all pupils, not just MKA club members)
- As pupils assist HIV and AIDS patients who are suffering, they witness first-hand what can happen.
- Increase in intergenerational dialogue on how to stop HIV and AIDS, assist sick and orphans
- Youth are able to express themselves more freely.
- Girls have become more assertive.

#### *Mentioned less frequently*

- Fewer early marriages
- Establishment of MKA clubs in other schools
- Improved relationship between school and community; parent and community involvement has increased.

### **HASCI “Emerging” Schools**

#### *Mentioned frequently*

- Children are very aware of HIV and AIDS prevention.
- Dissemination of HIV and AIDS messages through drama and songs to fellow learners and the community, especially school leavers
- Visits to vulnerable people in the villages; assist people in need
- Income generation for club activities
- Life skills education on HIV and AIDS prevention
- Learned entrepreneurship skills and vocational skills
- Behavior change in a positive way is being observed.
- Establishment of the club at the school
- Learning of skills in gardening and chicken rearing

#### *Mentioned less frequently*

- Learning of writing and reporting skills.
- Club sister visits with neighboring schools.
- Good interaction within peer groups and with the less privileged

### **AIDS Toto Schools**

#### *Mentioned frequently*

- Pupils are aware how to prevent themselves from contracting the virus. This has promoted good behavior change amongst girl and boy pupils.
- Learners are able to make good decisions on HIV and AIDS.
- Pupils understand that they are to associate with those who are HIV positive (e.g., fellow learners and others in the community) so there is reduced stigma for affected people

- Some people testify to club members that because of their messages and support services, they have gone for HIV Counseling and Testing Services.
- Minimized school boy-girl love relationships
- More girls staying in school, refraining from sex; parents say they are showing good behavior.
- Through songs and drama they spread information to the local people in the communities as well as other non-club members.
- Pupils are able to cheer the sick and give them individual help where necessary.

*Mentioned less frequently*

- Grew vegetables and sold at K700.00; money was used to buy fertilizer which was applied to maize grown and harvested, awaiting sales.
- Have a cassava garden
- Encourage people to have protected sex by use of condoms while learners are encouraged to abstain.
- The club has been re-energized so club members come up with activities now
- Reduction in school drop-outs, especially girls, and pregnancies
- Message spread to pupils during assemblies, using drama, poems, songs with messages
- Joint meetings with other schools
- The club won the Press Conference presented on Open Day at the Teachers' Development Center (TDC)

## **CHALLENGES**

### **HASCI Schools**

*Mentioned frequently*

- Teachers are not yet trained to teach Life Skills but need to teach HIV and AIDS prevention in all subjects
- Many parents work and do not have time to volunteer.
- Requirements for people in need are sometimes too expensive for our club.
- Insufficient materials for indoor and outdoor games
- Lack of comprehensive training for other teachers (besides patron/matron) and local leaders
- Transport to visit other schools

*Mentioned less frequently*

- Lack of materials for some skills, such as carpentry
- Lack of transport to distant paces
- Keeping motivation high
- Pressure on young girls to marry for dowries

### **HASCI “Emerging” Schools**

*Mentioned frequently*

- Lack of full training
- Lack of materials and financial support for uniforms, carpentry materials, indoor games and balls

*Mentioned less frequently*

- Understaffing which affects club operations
- Insufficient funds for assisting orphans in provision of basic life needs
- Misunderstandings by the community who feel we are funded

- Difficult to have exchange visits with other schools in zone which are performing well on MKA club activities
- Lack of incentives for the peer group (e.g., T-shirts to give them an identity during activities)
- Lack of transport to visit other clubs or people in need

## **AIDS Toto Schools**

### *Mentioned frequently*

- There are few pupils in the club and the time for meeting is late after classes, when pupils are hungry so attendance at club meetings is very low
- Not enough materials to use
- No training for participants and patrons
- Patrons lack knowledge of the information on HIV and AIDS; they were trained a long time ago but not updated
- Lack sufficient sports equipment, Sara comics, and radios

### *Mentioned less frequently*

- Lack of community involvement
- Lack of transport for outreach visits
- Club members unable to contribute some money for supporting it
- Inadequate resource persons to teach members skills of how best clubs could be run
- Lack of advice from knowledgeable organizations like VAC
- SMC knows nothing about the program.
- Patrons are not very active in the program; they are sometimes busy with other activities
- Lack of resources to visit other schools to learn from them and adopt some of their successful practices
- Parents do not release children for the weekend activities since they need their labor
- Some club members are orphans

## **SUGGESTIONS**

### **HASCI Schools**

#### *Mentioned frequently*

- Teachers need training to integrate HIV and AIDS prevention into their classes; all teachers should be trained in MKA club leadership.
- Frequent exchange visits are needed between head teachers and teachers in HASCI schools to see what others are doing
- Intensify supervision of club activities for security
- Provision of means of traveling (e.g., bicycles) for pupils for school visits
- Provide adequate resources such as indoor/outdoor games and comics
- Orient all teachers and other stakeholders
- Teach MKA club as part of Life Skills at teacher training colleges
- Use exchange visits between school clubs and also with community clubs, to see challenges in other areas and how others have successfully solved them.

#### *Mentioned less frequently*

- Use school personnel already trained to orient other schools in zone
- Use the structure of action plans in the community; train community and encourage them to use work plans
- Publicize efforts in newsletters and on radio
- Identify organizations to link with MKA clubs

- Continue provision of small grants
- Fundraising to strengthen club capacity
- Provide more board games

## **HASCI “Emerging” Schools**

### *Mentioned frequently*

- Involve the community in most club activities
- Encourage income generating activities
- Mobilize more youth to join the program
- Intensify exchange visits; provide transport
- Financial starter pack (seed money) to assist in projects
- Materials to be distributed to the club
- Need for uniforms as an identity
- Train more patrons and matrons
- Have training on management of the club

### *Mentioned less frequently*

- Make an action plan
- Have frequent meetings
- Equip with training manuals and resource persons
- Write proposals to good wishers (e.g., World Vision)
- Need to identify more resources and improvise resources
- If we could be trained, things would drastically change for the better
- All teachers should get involved in the club rather than leaving it to patrons and matrons

## **AIDS Toto Schools**

### *Mentioned frequently*

- Patrons to be trained and be fully updated every now and then
- Train more teachers for easy replacement when others are posted away
- Provide adequate materials for use – manuals or books, balls, television set, radio for listening to HIV and AIDS programs, uniform for identity (T-shirts)
- Need to involve community members
- Give incentives to patrons if available as they work odd hours while their friends are at home
- Train more club leaders
- Well-wishers could assist in supplying resources for use
- Provision of materials such as balls, which could attract others and improve attendance of club members at meetings
- Materials such as balls, books and newsletters with HIV and AIDS information should be available for club’s use
- The Ministry needs to support the clubs
- The club needs to be given advice from Village AIDS Committee (VAC)
- Club needs assistance to use when they go to cheer the sick
- There is need to sensitize the community and all stakeholders about the goals of the program so that people who could benefit from it are made aware of the activities
- Training for patrons (they don’t have training on how to lead clubs)
- Provision of funds for transport to reach distant communities

*Mentioned less frequently*

- Introduce girls' football
- Link with other districts to see what our counterparts are doing
- Incorporate youths who are not in school in club activities (would need more money)
- Provision of a small ball for gathering within the community especially during the rainy season
- Provision of sport equipment (e.g., balls and uniforms)
- Need for effective communication among all stakeholders (teachers, SMC, PTA and community leaders) so that best ways of supporting the AIDS Toto club could be identified; examples of such support could be provision of land for growing vegetables and different crops for raising funds as well as keeping chickens (chicken rearing)
- The club should enter League Competition and purchase balls if they win the League
- Allow club members to eat before performing club activities



## CONCLUSIONS

This study has been conducted to provide a qualitative assessment of project implementation of the HASCI *Mphamvu Kwa Achinyamata* (MKA) clubs in two pilot districts in which the project has been working since July 2006, to provide information for decision-making regarding program implementation and possible next phases. For comparison purposes, a group of AIDS Toto clubs was also studied.

The assessment started with an examination of the goals of the MKA clubs:

- To educate youth and communities about the medical transmission of HIV;
- To help youth and communities to understand the many social causes of transmission and gain competence in skills that reduce causes;
- To provide members opportunities to serve communities through club meetings, project work demonstrations and other activities that improve care and support of HIV-affected persons.
- To support the development of its members through club meetings, project work, demonstrations, and other activities.  
(MKA Constitution, p. 16)

Components of effective school and community interventions in the literature on change were also examined, specifically related to the program elements of HASCI (Hord, Rutherford, Huling-Austin & Hall, 1987; Boardman & Evans, 2000; Boardman, LeHerr & Evans, 2000; Evans & Acuaye, 2000). The assessment focused on seven components related to the successful implementation of innovations in schools and communities: (1) orientation and training; (2) learning activities; (3) materials; (4) monitoring and follow-up; (5) communication and community development; (6) leadership; and (7) networking.

## MAJOR FINDINGS, LESSONS LEARNED AND RECOMMENDATIONS

The following findings of the HASCI program assessment provide lessons learned through the implementation of this successful HIV and AIDS prevention effort for school children. Recommendations are provided for each lesson learned. In addition, general recommendations are included at the end of this section.

In less than one to two years of participating in the HASCI, pilot schools have shown significant progress in a number of areas. Factors that are known to support sustainability have been built in to the HASCI design and implementation process.

**I. Finding:** The *HASCI Clubs Constitution* ensures a degree of consistency among all HASCI Clubs. HASCI provides training for club leaders (head teachers and patrons and matrons), who then use a trainer-of-trainer's approach to train the Executive Committee, other teachers at the school, and club members.

**Lesson Learned:** Guidelines for consistency and training of club leaders promote implementation of the innovation as designed, as well as sustainability of the effort.

**Recommendation:** Future efforts to implement HIV and AIDS prevention programs in schools should be built upon clear, formal guidelines and comprehensive training of leaders of the effort at the school level. The MoEST Planning Directorate might be considered an appropriate body to lead a response to this recommendation.

**2. Finding:** Community involvement in HASCI clubs is built in through the constitutional requirement of establishing a school-level EMC. This committee consists of the head teacher, patron and/or matron, the village head and a health official, two out-of-school youth, and two club members, who serve on a rotating basis.

**Lesson Learned:** The addition of community involvement in the leadership and management of the HASCI/MKA clubs is important for sustainability of the effort. In addition, the involvement of the community in the school has numerous benefits for the school beyond the project.

**Recommendation:** A strong, formal community involvement structure (school-level EMC) needs to be built into the design of future efforts. The MoEST's DTED and EMAS Directorates might be considered appropriate groups to lead a response to this recommendation.

**3. Finding:** HASCI school clubs, known locally as *Mphanvu Kwa Achinyamata* ("Power to the Youth" or MKA) Clubs, engage in school-oriented activities to communicate HIV and AIDS prevention messages, such as drama, singing, and making poems; and they also emphasize community sensitization activities to reach out to communities, including intergenerational dialogue, peer communication with out-of-school youth, and visiting the elderly, sick, and orphans and other vulnerable children. In these activities they are similar to the AIDS Toto clubs, which exist across Malawi. However, MKA clubs extend their activities to include an important focus on engagement in the community through outreach projects that go beyond volunteerism to *service learning*.

MKA club outreach activities in the community, such as constructing mud huts for the elderly and the ill, and the income-generating projects of HASCI clubs which provide resources for their work, involve club members and others in important life skills (i.e., writing case studies, planning, organizing, problem analysis, creative thinking, decision-making and problem solving). What pupils learn in life skills classes, they apply in community service projects, to the mutual benefit of all participants. They also learn entrepreneurial skills and vocational skills through their income-generating activities. This type of learning with mutual benefit is called *service-learning* (in contrast to volunteerism), and it has been shown to enhance student learning and development to a significant degree in a number of studies in the United States (RMC Research Corporation, 2007).

**Lesson Learned:** The potential benefits of engaging youth in high quality service-learning are many. According to Fredericks, Kaplan & Zeisler (2001),

High quality service-learning provides youth with an avenue for the expression of voice in school and community and is also a characteristic of high quality programs. In service-learning, voice has been defined as "the inclusion of young people as a meaningful part of the creation and implementation of service opportunities.

Research on youth voice and service-learning by the RMC Research Corporation (2007) concludes that,

Having opportunities to be heard and to partner with adults in improving schools and communities can help young people master developmental tasks. Additionally, these opportunities can encourage youth to form stronger commitments to school and community and to act as agents of social change.

Camino & Zeldin (2002) assert that, "In communities, young people can provide meaningful input by...participating in community coalitions, engaging in organizational decision-making, activism, and carrying out service-learning projects."

**Recommendation:** Future efforts to engage pupils with the community in promoting HIV and AIDS prevention messages can be strengthened by including service learning, to the benefit of the learners as well as people in need. The MoEST's Planning Directorate and donors are best positioned to take up this recommendation.

**4. Finding:** Action plans are used to plan and implement service learning activities and also to monitor and follow up on activities.

**Lesson Learned:** Action planning, a key part of the service-learning activities in HASCI, develops skills of planning, organizing, decision making, and creative and critical thinking, not only for pupils but also for community leaders and other members of the EMC who participate in developing and implementing the action plan. Community leaders may adopt the strategy in planning SMC, PTA and other community efforts, as well as in their personal lives.

The action plan is also key to monitoring and follow-up. Were the activities implemented? Were they implemented in a timely fashion? Did those responsible do what they agreed to do? What problems were encountered? Have they been solved, or do plans need to be revised? Were the activities successful? What needs to be done next? By asking questions such as these, targeted to a particular action plan, participants can self-monitor, and supervisors can facilitate implementation of the program.

Training in the development and use of action planning is necessary, as well as the supervisory support to clubs in monitoring and following-up based on the action plan.

**Recommendation:** The use of action plans in planning, monitoring and providing follow-up support should be built in to future efforts in HIV and AIDS prevention programs.

**5. Finding:** In HASCI clubs, zonal meetings to share experiences are common, and there are some exchange visits between schools. Many who participated in the study, from each category of schools, asked for these meetings and exchange visits (or more of them) to see what others are doing and learn from them.

**Lesson Learned:** Zonal meetings to share experiences and discuss successes, challenges and the way forward provide important linkages during the change process. Exchange visits between schools have also been very helpful. Both of these activities are valued by teachers and EMC members as important resources in the implementation process.

**Recommendation:** Means of sharing experiences such as zonal meetings and exchange visits between schools need to be provided to teachers and EMC members during the implementation process, to increase learning and maintain motivation in the change effort.

**6. Finding:** School and community members of the EMC in each school were able to name a number of other agencies or organizations that are active in HIV and AIDS prevention in the area. However, partnerships with these agencies or organizations have not been pursued to any great degree.

**Recommendation:** School EMCs should investigate possible partnerships with and/or support from these organizations, to "piggyback" on their efforts and accomplish mutual goals.

## SUMMARY

Lessons learned from the HASCI clubs have the potential to reinvigorate all other HIV and AIDS prevention programs in schools in Malawi, including AIDS Toto clubs. To underscore this, the recommendations based on the findings are repeated below:

**Recommendation 1.** Future efforts to implement HIV and AIDS prevention programs in schools should be built upon **clear, formal guidelines** and **comprehensive training** of leaders of the effort **at the school level**.

**Recommendation 2:** A strong, formal community involvement structure (**school-level EMC**) needs to be built into the design of future efforts.

**Recommendation 3:** Future efforts to engage pupils with the community in promoting HIV and AIDS prevention messages can be strengthened by **including service learning**, to the benefit of the learners as well as people in need.

**Recommendation 4:** The use of **action plans** in planning, monitoring and providing follow-up support should be built in to future efforts in HIV and AIDS prevention programs.

**Recommendation 5:** Means of sharing experiences such as **zonal meetings and exchange visits between schools** need to be provided to teachers and EMC members during the implementation process, to increase learning and maintain motivation in the change effort.

**Recommendation 6: School EMCs should investigate possible partnerships** with and/or support from these organizations, to “piggyback” on their efforts and accomplish mutual goals.

## **GENERAL RECOMMENDATIONS**

1. The issues of scaling up and sustainability are important to consider in planning the future of the HASCI clubs. Two opportunities come to mind. First, the Life Skills curriculum at the Teacher Training Colleges includes HIV and AIDS prevention information and activities. Inserting HASCI clubs training into the teacher training program as an application of the Life Skills curriculum would prepare pre-service teachers to work with HASCI clubs. Pupils learn life skills in life skills classes and apply what they have learned in club activities. Second, in-service teachers can learn about HASCI activities at workshops at the Teacher Development Centers. A tremendous resource exists in Malawi in the form of its PEAs. Although already very busy, their assistance in monitoring HASCI activities in schools and providing club leaders with both technical and moral support will be key to scaling up and sustaining the HASCI effort.

2. A number of schools are adopting HASCI clubs informally, through their association with HASCI clubs and, for some, with the support of small Challenge Grants. These efforts are just beginning and are showing some results already, without the full resources provided to schools in the HASCI pilot. A recommended basic package of resources comprising Club Constitution, and Club Activity Handbooks, football, netball, volleyball and scrabble at a cost of MK40,000 to MK45,000 per club would make a difference in supporting these and more “emerging” HASCI clubs..

HASCI materials are user-friendly, attractive, and transportable, but financial resources will be needed to reproduce them (*MKA Club Constitution* and *MKA Activities Handbook*) and purchase those (or some subset of MKA materials) which cannot be reproduced. Similarly, well-developed orientation and training programs are available and can be used by trained persons to train their counterparts in their roles and responsibilities, provided the resources are available to facilitate transport, provide training materials, etc.

The expansion process will also require resources for monitoring and follow-up, for without supervision in the expansion process, there will be spread but the HASCI model most likely will not be implemented at the same level as initially implemented and tested. How much change will result under these circumstances is unknown; and how effective a partially-implemented model will be is questionable (Boardman, LeHerr & Evans, 2000). Material, human and financial resources are

needed for a truly effective expansion; ongoing monitoring of cost-effective adaptations of the model will be important.

**3.** Part of the request for this assessment was for a comparison with AIDS Toto schools. Results from the study in 12 schools (four HASCI, four HASCI “Emerging,” and four AIDS Toto) showed positive differences (i.e., strengths and successes) for HASCI schools in all seven components, most quite large (See Table 2). However, a note of caution is necessary: AIDS Toto schools have been in existence for quite some time and by policy AIDS Toto is “in all schools,” whereas HASCI schools are participating in a pilot program; and they have access to the additional resources – training, materials, supervisory visits, etc. – not afforded other schools at the same level.

**4.** Finally, head teachers, patrons, matrons, teachers, village leaders, community members, pupils and PEAs shared their perspectives on HASCI’s successes and challenges. From a variety of vantage points, the HASCI pilot is achieving success in its primary aim of educating youth and communities about the medical transmission of HIV. School staff, pupils and community members report that behaviors are changing for the better--attendance has increased; fewer girls are getting pregnant; pupils are learning life skills, vocational skills, and entrepreneurial skills; and there is a confidence that, like Uganda, Malawi can “turn the tide” on the HIV and AIDS pandemic. Challenges abound, but a “can do” spirit prevails in the HASCI clubs of Malawi.

**5.** In summary, based on the findings of this assessment, it is recommended that the Ministry of Education scale up HASCI clubs across the country, using the elements of this model as a way of reinvigorating the AIDS Toto clubs. HASCI clubs are beneficial to learners, schools, and communities and provide numerous opportunities for addressing the spread of HIV/AIDS in Malawi.

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## APPENDIX A: SEMI-STRUCTURED INTERVIEW PROTOCOL FOR HASCI PROGRAM EVALUATION

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

School: \_\_\_\_\_

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

# Teachers in school: \_\_\_\_\_

# Students in school: \_\_\_\_\_

Person(s) interviewed: \_\_\_\_\_

Position: \_\_\_\_\_

### Component 1: Orientation and Training (Head Teacher, Teachers, Club Members, Patrons/Matrons)

1. What orientation/training is provided for the head teacher?
2. What orientation/training is provided for the other staff?
3. Does the club have patrons or matrons? What is their role? What orientation/training did they receive?
4. What orientation/training did club members receive? How many were trained?
5. Was the training helpful? \_\_\_\_\_  
How did the training help participants to perform their roles better? Can you give examples?
6. What mechanisms can be used to train more head teachers? Staff? Patrons/matrons? Club members?

### ASSESSMENT

- \_\_\_\_\_ Orientation/training was provided at the beginning of the program. (Process)
- \_\_\_\_\_ Orientation/training materials are user-friendly and attractive. (Process)
- \_\_\_\_\_ Personnel are satisfied with the training they receive. (Process)
- \_\_\_\_\_ Orientation/training enhanced performance for participants. (Impact)
- \_\_\_\_\_ Participants are able to apply what they've learned to performing their roles. (Impact)
- \_\_\_\_\_ Orientation/training programs for school-level leaders are developed and adaptable to other schools. (Expansion)
- \_\_\_\_\_ Mechanisms can be identified to expand orientation/training using available resources. (Expansion)

### NOTES:

### Component 2: Learning Activities (Head Teacher, Teachers, Patrons/Matrons, Club Members)

1. How often do clubs meet?
2. What activities do learners engage in as part of the club?
3. Are boys and girls equally involved? actively involved?
4. How do learners benefit from participating? What do they learn?
5. To what extent are learners able to apply what they've learned? Can you give examples?

6. *Has your school extended club activities to other schools? If so, how?*
7. *If not, have you identified ways you would like to extend activities to other schools?*

#### **ASSESSMENT**

- \_\_\_\_\_ Clubs meet regularly. (Process)
- \_\_\_\_\_ Both boys and girls are involved. (Process)
- \_\_\_\_\_ Learners are actively engaged in activities. (Process)
- \_\_\_\_\_ Club activities enhance learning for students. (Impact)
- \_\_\_\_\_ Students are able to discuss and apply what they've learned in their lives. (Impact)
- \_\_\_\_\_ Service learning aspects benefit both the students and the community. (Impact)
- \_\_\_\_\_ Mechanisms can be identified to extend the activities to other schools and communities using available resources. (Expansion)

#### **NOTES:**

### **Component 3: Materials (Head Teacher, Teachers, Patrons/Matrons, Club Members)**

#### **[Examine program materials – What materials are available?]**

1. *Are materials user-friendly and attractive? Describe.*
2. *How are materials used?*
3. *Do the materials enhance learning to a significant degree? Explain.*
4. *How easily can the materials be reproduced? Explain.*

#### **ASSESSMENT**

- \_\_\_\_\_ Materials are user-friendly and attractive. (Process)
- \_\_\_\_\_ Materials are used in ways that actively engage learners. (Process)
- \_\_\_\_\_ The use of materials enhances learning. (Impact)
- \_\_\_\_\_ Materials can be easily reproduced. (Expansion)

#### **NOTES:**

### **Component 4: Monitoring and Follow-up (Head Teachers, Facilitators)**

1. *How is follow-up provided? Are there guidelines?*
2. *Who follows up on progress?*
3. *How often is progress followed up?*
4. *Have any changes been made based on feedback? Please explain.*
5. *What are the challenges to providing effective monitoring and follow-up?*
6. *How can the challenges be overcome?*



## ASSESSMENT

- \_\_\_\_\_ Regular visits are made to examine progress. (Process)
- \_\_\_\_\_ Guidelines or observation guides are used to monitor progress. (Process)
- \_\_\_\_\_ Constructive feedback is provided to enhance the program. (Process)
- \_\_\_\_\_ Efforts are being made to implement recommended changes. (Impact)
- \_\_\_\_\_ Actions are resulting in organizational and/or program improvement. (Impact)
- \_\_\_\_\_ Guidelines for effective and cost-effective follow-up have been developed and implemented. (Expansion)

## NOTES:

### **Component 5: Communication/Community Involvement (Head Teacher, Teachers, Patrons/Matrons, Club Members)**

1. *How is information shared with other learners at the school (non-club members)?*
2. *How much time/when are the clubs given time to share their information and skills with other pupils who are not club members?*
3. *How is information shared with out-of-school youth?*
4. *What communication strategies have been used to inform and engage the community (e.g., radio, print materials, meetings)?*
5. *How often are these strategies used? Who are the target groups?*
6. *How do the target groups interact (e.g., intergenerational dialogue, communication among peers)?*
7. *How have communities become involved in the program?*
8. *Do volunteers assist the program? Who are they? How are they recruited? What do they do?*
9. *What monetary or in-kind contributions does the community make?*
10. *Which communication and community involvement strategies have been most effective?*
11. *What constraints to communicating with the community exist? How can these be overcome?*
12. *What constraints to involving the community exist? How can these be overcome?*

## ASSESSMENT

- \_\_\_\_\_ Club members share information with non-members. (Process)
- \_\_\_\_\_ Club members share information with out-of-school youth. (Process)
- \_\_\_\_\_ Program information is communicated to the community on a regular basis. (Process)
- \_\_\_\_\_ Multiple strategies are used to communicate with target groups. (Process)
- \_\_\_\_\_ Community has become involved in observable ways (e.g., volunteering, contributions. (Impact)
- \_\_\_\_\_ Models for effective, cost-effective communication and community involvement exist. (Expansion)

## NOTES:

## **Component 6: Leadership (Head Teacher, Patrons/Matron, Facilitators)**

- 1. What is the role of the head teacher in implementing the program? Patrons/Matron? Teachers? Club Members?*
- 2. What happens in the event that club patrons and matrons are posted to another school?*
- 3. What should happen to ensure that the clubs do not die when club patrons and matrons are posted away?*
- 4. What is the role of the district office in implementing the program?*
- 5. What orientation/training is provided for district office supervisors?*
- 6. Which local leaders are involved (e.g., School Management Committee, Health official)?*
- 7. What are the roles of local leaders? How are local leaders involved?*
- 8. What orientation/training is provided for local leaders?*

### **ASSESSMENT**

- Orientation/training are provided for district supervisors. (Process)
- Orientation/training are provided for local leaders. (Process)
- The head teacher takes actions in support of program implementation. (Impact)
- The district office takes actions in support of program implementation. (Impact)
- Local leaders take actions in support of program implementation. (Impact)
- Orientation/training programs for district supervisors are developed and adaptable to other schools. (Expansion)
- Orientation/training programs for local leaders are developed and adaptable to other schools. (Expansion)

### **NOTES:**

## **Component 7: Networking (Head Teacher, Teachers, Patrons/Matron, Club Members)**

- 1. Does your club network with other clubs? How?*
- 2. What other agencies are involved in HIV/AIDS prevention in this area?*
- 3. To what extent does your school club implement ideas/activities/materials etc from other clubs or agencies? Please give examples.*
- 4. Has your club established formal partnerships with other clubs or agencies, with regular meetings, conferences, etc? If so, please describe.*
- 5. What areas of possible collaboration have been identified for joint efforts among clubs and other agencies?*

### **ASSESSMENT**

- Networks exist among school clubs. (Process)
- Networks exist with other agencies involved in HIV/AIDS prevention. (Process)
- School clubs implement ideas/activities/materials etc from other clubs or agencies. (Impact)

- \_\_\_\_\_ Formal partnerships with other clubs or agencies are evidenced by joint activities in support of HIV/AIDS prevention. (Impact)
- \_\_\_\_\_ Areas of possible collaboration have been identified for joint efforts among clubs and other agencies. (Expansion)

**NOTES:**

## **HASCI (MKA Clubs) Program Overview**

**Please select your role:**

Head Teacher

Teacher

Patron/Matron

Facilitator

Youth Mentor

Other (Please specify)

- 1. What are your program goals?**
- 2. When did your club start?**
- 3. What are the major achievements of this program, in your view?**
- 4. What are the major challenges?**
- 5. What suggestions do you have for improving the program?**

## **APPENDIX B: COMPONENTS OF PROGRAM EFFECTIVENESS AND RELATED INDICATORS**

### **COMPONENT 1: ORIENTATION AND TRAINING**

#### **Process**

Orientation/training was provided at the beginning of the program.

Orientation/training materials are user-friendly and attractive.

Personnel are satisfied with the training they receive.

#### **Impact**

Orientation/training enhanced performance for participants.

Participants are able to apply what they've learned to performing their roles.

#### **Expansion**

Orientation/training programs for school-level leaders are developed and adaptable to other schools.

Mechanisms can be identified to expand orientation/training using available resources.

### **COMPONENT 2: LEARNING ACTIVITIES**

#### **Process**

Clubs meet regularly.

Both boys and girls are involved.

Learners are actively engaged in activities.

#### **Impact**

Club activities enhance learning for students.

Students are able to discuss and apply what they've learned in their lives.

Service learning aspects benefit both the students and the community.

#### **Expansion**

Mechanisms can be identified to extend the activities to other schools and communities using available resources.

### **COMPONENT 3: MATERIALS**

#### **Process**

Materials are user-friendly and attractive.

Materials are used in ways that actively engage learners.

#### **Impact**

The use of materials enhances learning.

#### **Expansion**

Materials can be easily reproduced.

### **COMPONENT 4: MONITORING AND FOLLOW-UP**

#### **Process**

Regular visits are made to examine progress.

Guidelines or observation guides are used to monitor progress.

Constructive feedback is provided to enhance the program.

#### **Impact**

Efforts are being made to implement recommended changes.

Actions are resulting in organizational and/or program improvement.

**Expansion**

Guidelines for effective and cost-effective follow-up have been developed and implemented.

## **COMPONENT 5: COMMUNICATION AND COMMUNITY INVOLVEMENT**

**Process**

Club members share information with non-members.

Club members share information with out-of-school youth.

Program information is communicated to the community on a regular basis.

Multiple strategies are used to communicate with target groups.

**Impact**

Community has become involved in observable ways (e.g., volunteering, contributions).

**Expansion**

Models for effective, cost-effective communication and community involvement exist.

## **COMPONENT 6: LEADERSHIP**

**Process**

Orientation/training is provided for district supervisors.

Orientation/training is provided for local leaders.

**Impact**

The head teacher takes actions in support of program implementation.

The district office takes actions in support of program implementation.

Local leaders take actions in support of program implementation.

**Expansion**

Orientation/training programs for district supervisors are developed and adaptable to other schools.

Orientation/training programs for local leaders are developed and adaptable to other schools.

## **COMPONENT 7: NETWORKING**

**Process**

Networks exist among school clubs.

Networks exist with other agencies involved in HIV/AIDS prevention.

**Impact**

School clubs implement ideas/activities/materials etc from other clubs or agencies.

Formal partnerships with other clubs or agencies are evidenced by joint activities in support of HIV/AIDS prevention.

**Expansion**

Areas of possible collaboration have been identified for joint efforts among clubs and other agencies.

## APPENDIX C: RATING SHEETS FOR SCHOOL CATEGORIES

AIDS Toto	HASCI Emerging	HASCI	<b>Component 1: Orientation and Training</b>
X	X	X	Orientation/training was provided at the beginning of the program. (Process)
		X	Orientation/training materials are user-friendly and attractive. (Process)
		X	Personnel are satisfied with the training they receive. (Process)
	X	X	Orientation/training enhanced performance for participants. (Impact)
	X	X	Participants are able to apply what they've learned to performing their roles. (Impact)
		X	Orientation/training programs for school-level leaders are developed and adaptable to other schools. (Expansion)
		X	Mechanisms can be identified to expand orientation/training using available resources. (Expansion)

AIDS Toto	HASCI Emerging	HASCI	<b>Component 2: Learning Activities</b>
X	X	X	Clubs meet regularly. (Process)
X	X	X	Both boys and girls are involved. (Process)
X	X	X	Learners are actively engaged in activities. (Process)
X	X	X	Club activities enhance learning for students. (Impact)
X		X	Students are able to discuss and apply what they've learned in their lives. (Impact)
		X	Service learning aspects benefit both the students and the community. (Impact)
		X	Mechanisms can be identified to extend the activities to other schools and communities using available resources. (Expansion)

AIDS Toto	HASCI Emerging	HASCI	<b>Component 3: Materials</b>
		X	Materials are user-friendly and attractive. (Process)
		X	Materials are used in ways that actively engage learners. (Process)
		X	The use of materials enhances learning. (Impact)
			Materials can be easily reproduced. (Expansion)

AIDS Toto	HASCI Emerging	HASCI	<b>Component 4: Monitoring and Follow-up</b>
		X	Regular visits are made to examine progress. (Process)
		X	Guidelines or observation guides are used to monitor progress. (Process)
		X	Constructive feedback is provided to enhance the program. (Process)
		X	Efforts are being made to implement recommended changes. (Impact)
		X	Actions are resulting in organizational and/or program improvement. (Impact)
		X	Guidelines for effective and cost-effective follow-up have been developed and implemented. (Expansion)

AIDS Toto	HASCI Emerging	HASCI	<b>Component 5: Communication/Community Involvement</b>
X	X	X	Club members share information with non-members. (Process)
X	X	X	Club members share information with out-of-school youth. (Process)
		X	Program information is communicated to the community on a regular basis. (Process)
		X	Multiple strategies are used to communicate with target groups. (Process)
		X	Community has become involved in observable ways (e.g., volunteering, contributions). (Impact)
		X	Models for effective, cost-effective communication and community involvement exist. (Expansion)

AIDS Toto	HASCI Emerging	HASCI	<b>Component 6: Leadership</b>
		X	Orientation/training was provided for district supervisors. (Process)
		X	Orientation/training was provided for local leaders. (Process)
X	X	X	The head teacher takes actions in support of program implementation. (Impact)
		X	The district office takes actions in support of program implementation. (Impact)
		X	Local leaders take actions in support of program implementation. (Impact)
		X	Orientation/training programs for district supervisors are developed and adaptable to other schools. (Expansion)
		X	Orientation/training programs for local leaders are developed and adaptable to other schools. (Expansion)



AIDS Toto	HASCI Emerging	HASCI	<b>Component 7: Networking</b>
		X	Networks exist among school clubs. (Process)
		X	Networks exist with other agencies involved in HIV/AIDS prevention. (Process)
		X	School clubs implement ideas/activities/materials, etc. from other clubs or agencies. (Impact)
		X	Formal partnerships with other clubs or agencies are evidenced by joint activities in support of HIV/AIDS prevention. (Impact)
			Areas of possible collaboration have been identified for joint efforts among clubs and other agencies. (Expansion)