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January – December 2006 Annual Report

MALAWI TEACHER TRAINING ACTIVITY (MTTA)



January 31, 2007

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TABLE OF CONTENTS

List Of Abbreviations	2
1.0 Preamble.....	3
2.0 Program Description.....	4
3.0 Performance Overview	6
3.1 Summary of Project Implementation Activities	6
3.2 MTTA Accomplishments Relative to Work Plan	9
4.0 Activities Accomplished over the reporting period in details.....	12
4.1 In-Service District Level Interventions	12
4.2 Pre – Service Life Skills For HIV/AIDS Prevention and Mitigation.....	28
4.3 HIV and AIDS School Clubs Initiative (HASCI).....	30
4.5 Mass Communication.....	32
4.6 Monitoring and Evaluation	34
4.7 Coordination and Reporting.....	38
5.0 Challenges and Strengths.....	41
6.0 Lessons Learnt.....	42
Attachments.....	43
Tables	
Table A1. Number of Subject Writers by Gender.....	43
Table A2. Number of Resource Persons by Gender	43
Teacher Form A: Proposed Cluster Level Training Topics.....	44
Proposed Evaluation Questions for Teachers to Answer.....	45
Table A3. Number of TOTs trained in Cycle 5 in August 2006.....	45
Table A4. Number of teachers in-service trained in Cycle 5 in August 2006	45
Table A5. Most popular topics covered during Cycle 6 Cluster-Training Workshops	46
Table A6. Number of training workshops and participants during ZINFA–facilitated workshops	47
Table A7. Type of orientation workshop and number of participants by gender.....	47
Table A8. Number of lecturers and students at Teacher Training Colleges	47
M & E Figures and Tables	48
Performance monitoring plan for MTTA.....	55
Success Stories.....	61

LIST OF ABBREVIATIONS

AIDS	Acquired Immunodeficiency Syndrome
AIR	American Institutes for Research
DEM	District Education Manager
GCYDCA	Guidance, Counselling and Youth Development
HIV	Human Immune Virus
IEQ	Improving Education Quality
KRA	Key Result Area
MESA	Malawi Education Support Activity
MBC	Malawi Broadcasting Corporation
MIE	Malawi Institute of Education
MKA	Mphamvu Kwa Achinyamata (Power to the Youth clubs)
MTTA	Malawi Teacher Training Activity
NGO	Non Governmental Organization
PCAR	Primary Curriculum and Assessment Reform
PEA	Primary Education Advisor
QUEST	Quality Education Supporting Teachers
SAFE	Sub-Saharan African Family Enrichment
SSP	Safe Schools Program
SMC-EQ	School Management Committee-Education Quality
SC/US	Save the Children U.S.
TALULAR	Teaching and Learning Using Locally Available Resources
TDCs	Teacher Development Centres
TTC	Teacher Training College
USAID	United States Agency for International Development

Malawi Teacher Training Activity (MTTA)

January – December 2006 Annual Technical Report

1.0 PREAMBLE

Project Title: Malawi Teacher Training Activity (MTTA)

Contractor: American Institutes for Research (AIR)

Award No: GS 10F-0112J Order No: 690-M-04-00260-00

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Persons responsible for compiling the report:

Simeon Mawindo
Chief of Party
P.O. Box 222
Zomba
Malawi
Tel: (265) 1 527 955
Fax: (265) 1 525 206
E-mail: mtta@globemw.net

Heather Simpson
Project Manager
1000 Thomas Jefferson St. N.W.
Washington, DC 20007
U.S.A.
Tel: 202 403 5980
Fax: 202 403 5979
Email: HSimpson@air.org

2.0 PROGRAM DESCRIPTION

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

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

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

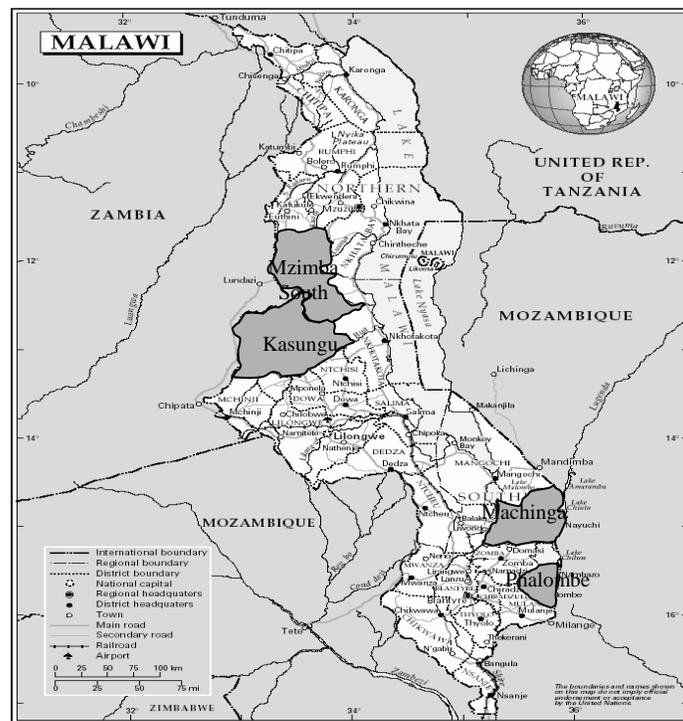


Figure 1: Map of Malawi showing MTTA's impact districts

By the end of Year 3, MTTA will

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

Continuing to support In-service training, MTTA will also

- Introduce, as one of the innovative strategies, the use of DVD technology to produce an effective tool for interactive teaching and build capacity within TTCs that will be accessed and sustainable after MTTA is completed. The creation of a DVD with best practice teaching models and supporting resources is an effective tool for interactive teacher training for HIV/AIDS Education.
- Improve school effectiveness through the provision of new resources such as books and radios at the Teacher Development Centers (TDCs), and learning materials and DVD players to Teacher Training Colleges (TTCs). In addition, a weekly radio program will address all the themes of the project.
- Create and support school-based anti-HIV pilot clubs in a selected number of schools in Kasungu and Mzimba South districts. The focus is particularly on promoting school-community and intergenerational dialogue about important issues regarding the prevention of HIV/AIDS focusing primarily on abstinence and being faithful.

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

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

3.0 PERFORMANCE OVERVIEW

3.1 Summary of Project Implementation Activities Accomplished over January–December 2006 period

3.1.1 In-service district level interventions

Teacher in-service training in English, mathematics and science

- Developed and printed copies of Teacher In-service Training materials (see details below) drafted, refined and submitted. The materials continue to provide much needed reference materials for teachers.
- Trained
 - 35 National Core Trainers (NCTs) in readiness for Training of Trainers (TOTs)
 - 394 TOTs in readiness for teacher in-service training
 - 6,097 (in cycle 5) and 5514 (in cycle 6) primary school teachers in English, mathematics and science content knowledge and pedagogy
 - 31 Mobile Teacher Training Troupe members to support the in-service training and supervision of teachers at 74 target schools
 - 1,235 teachers in teaching English reading in small groups
 - 168 supervisors (PEAs, ZINFAs, trainer heads and mentor teachers) in supervision skills. In turn, the 168 trained other supervisors in their working areas.
- Monitored and supported 1,448 standard 1 teachers during their orientation to standard 1 term 1 PCAR curriculum
- Supervised district, zonal and cluster-based in-service training workshops
- Facilitated the supervision of all 825 primary schools in the four impact districts
- Supported 71 ZINFA-facilitated zonal in-service trainings
- Provided support services:
 - 7,500 copies of *Teaching English in Malawian Primary Schools: Reading and Writing – An In-service Resource Manual for primary teachers*
 - 7,500 copies of *Teaching Mathematics in Malawian Primary Schools – An In-service Resource Manual for primary teachers*
 - 7,500 copies of *Teaching Science in Malawian Primary Schools – An In-service Resource Manual for primary teachers*
 - 700 copies of *First Cycle Training Handbook*
 - 650 copies of *Second Cycle Training Handbook* for use by National Core Trainers (NCTs) and Trainers of Trainers (TOTs)
 - 650 copies of *Third Cycle Training Handbook* for use by National Core Trainers (NCTs) and Trainers of Trainers (TOTs)
 - 750 copies of *Fifth Cycle Training Handbook* for use by National Core Trainers (NCTs) Trainers of Trainers (TOTs) and primary school teachers at core, district and cluster training levels
 - 750 copies of *Fifth Cycle Training Handbook* for use by National Core Trainers (NCTs) Trainers of Trainers (TOTs) and primary school teachers at core, district and cluster training levels
 - 50 copies of *Mobile Teacher Training Troupers' Orientation Handbook*
 - 200 *Mphamvu Kwa Achinyamata (Power to the Youth Activity Handbook)* by HASCI
 - 200 copies of *Club Constitution Handbook*
 - 100 copies of *HASCI HIV and AIDS Fact Sheet*
 - 100 copies of DVD manual entitled “*How to use the Malawi Pre-service Life Skills Education for HIV and AIDS DVD*”

MTTA

AIR ♦ SAVE ♦ MW&I ♦ MIE

- 100 copies DVDs for use in TTCs

3.1.2 Pre-service Life Skills Education for HIV/AIDS prevention and mitigation

- Supported 41 life skills TTC lecturers to reach 1893 student-teachers with HIV and AIDS messages
- Conducted 3 five-day training workshops for 41 life skills TTC lecturers
- Developed and produced and distributed DVD equipment and 100 copies of DVDs and manuals on Life Skills Education to 5 TTCs
- Supported 8 guest speakers to give lectures to TTCs on life skills related to HIV and AIDS and communicable and non-communicable diseases
- Developed, printed and distributed 4,000 copies of *Life Skills for HIV and AIDS Education Resource Manuals for Teachers* to be given to all student-teacher graduates for use when teaching in primary schools
- Participated in 5 life skills working group meetings

3.1.3 HIV and AIDS School Club Initiative (HASCI)

- Sensitized 108 trainers on HASCI
- Carried out a situation analysis at all 40 target schools to establish status of clubs
- Trained 80 head and deputy head teachers from 40 schools on HASCI
- Developed, printed and distributed 200 copies of *Constitution* and 200 copies of *Activity handbooks* for *Mphamvu Kwa Achinyamata (MKA)* clubs
- Distributed 4,000 copies of Sara Comic books to schools participating in HASCI
- Conducted 2-day workshop to orient 24 PEAs and 2 Kasungu DACC members to MKA club constitution and Activity handbooks
- Procured and distributed footballs, volleyballs, scrabble, darts sets and stationery to HASCI schools
- Conceptualized and produced 1,200 HASCI T-shirts to be distributed to schools
- Conducted 2-hour orientation to 22 American Peace Corps volunteers working in education sector to HASCI

3.1.4 Mass Communication

- Developed, printed and distributed 6,000 copies of *MTTA Newsletter*
- Aired 37 15-minute MTTA programs on the Malawi Broadcasting Corporation (MBC) on a wide range of project interventions
- Sub-contracted the Story Workshop Educational Foundation to develop and incorporate within the 15-minute programs radio drama to enrich them
- Featured news bulletins on MBC, Zodiac Radio Service and Radio Maria radio programs
- Featured articles 5 times in the local print media on MTTA's best practices

3.1.5 Coordination and Reporting

- Held weekly management meetings to share experiences and plan
- Arranged for and conducted one Project Advisory Committee meeting
- Participated in all USAID monthly synergy meetings and SO9 meetings with CTO
- Hosted a wide range of dignitaries including the US Ambassador to Malawi, the then Deputy Minister of Education, AIR Vice President responsible for International Development Programs and the then USAID/Malawi Acting Mission Director
- Continued to work and liaise with MIE and the Ministry of Education on PCAR rollout relative to MTTA's social studies initiatives
- Prepared and submitted three quarterly and twelve monthly performance reports

3.1.6 Monitoring and Evaluation

- Produced data collection instruments and trained 182 data collectors on how to use them to collect valid and reliable data
- Conducted:
 - baseline survey of 1,971 Standard 3, and 996 Standard 6 pupils
 - follow-up survey of 1,250 Standard 3, and 722 Standard 6 pupils
 - second follow-up survey of teacher assessment for 875 teachers
- Analyzed the data and results showed that MTTA reached and exceeded its targets for 2006
- Monitored on-going project activities
- Assessed and evaluated MTTA's training sessions and the utilization of IBB books at Teacher Development Centers (TDCs)

3.2 MTTA Accomplishments relative to work plan

Activities		2006												Remarks
		Q1			Q2			Q3			Q4			
		J	F	M	A	M	J	J	A	S	O	N	D	
1	In-service District Level Intervention													
1.1	Planning for training													Accomplished
1.2	Develop handbook for trainers													Accomplished
1.3	National Core Training (NCT)													Accomplished
1.4	Training of Trainer (TOT)													Accomplished
1.5	Cluster Training													Accomplished
1.6	Classroom supervision													Accomplished
1.7	Phase 2- Math materials- test, revise, print													Accomplished
1.8	Phase2 materials disseminated at training													Accomplished
1.9	Phase 3- Science materials- test, revise, print													Accomplished
1.10	Phase 3 materials disseminated at training													Accomplished
1.11	ZINFA in-service courses													Accomplished
1.12	Planning for Teacher Training Troupe													Accomplished
1.13	Teacher Training Troupe intervention													Accomplished
1.14	Teacher Training Troupe reporting/ monitoring													Accomplished
2	Social Studies Training (In- and Pre-service)													
2.1	Pilot training guide													Accomplished
2.2	Revise and print training guide													
2.3	Develop posters													Canceled
2.4	Six Divisional orientations including TTC tutors													Canceled
2.5	Develop and produce DVD													Canceled
3	Pre-service Life Skills for HIV/AIDS training													
3.1	Plan training for 1 plus 1 program													Accomplished
3.2	Training Life Skills TTC tutors													Accomplished
3.3	Develop resource guide for training (for DVD)													Accomplished
3.4	Test, revise, print guide													Accomplished
3.5	Guest lecture / support to TTCs													Accomplished
3.6	Produce DVD													Accomplished
3.7	Training / Support on how to use DVD equipment													Accomplished
3.8	Materials/poster development and production													Accomplished

Activities	2006												Remarks
	Q1			Q2			Q3			Q4			
	J	F	M	A	M	J	J	A	S	O	N	D	
4	HIV and AIDS School Club Initiative												
4.1							■						Accomplished
4.2							■						Accomplished
4.3							■	■	■				Accomplished
4.4								■					Accomplished
4.5									■				Accomplished
4.6									■	■	■	■	Accomplished
4.7								■					Accomplished
4.9									■				Accomplished
4.10							■						Accomplished
4.11									■	■			Accomplished
4.12										■			Accomplished
4.13							■						Accomplished
4.14							■						Accomplished
4.15							■	■					Accomplished
4.16							■	■					Accomplished
4.17							■	■	■	■	■	■	Monthly and quarterly reports produced. Final report in 2007
4.18								■				■	Baseline report produced. Final survey yet to be conducted
4.19								■	■	■	■	■	Accomplished
4.20									■	■	■	■	Accomplished
4.21								■					Accomplished
4.22									■			■	Accomplished
4.23									■			■	Accomplished
5	Monitoring and Evaluation												
5.1	■	■	■	■	■	■	■	■	■	■	■	■	Accomplished
5.2	■								■				Accomplished
5.3		■								■			Accomplished
5.4										■			Accomplished
5.5		■								■			Accomplished

Activities		2006												Remarks
		Q1			Q2			Q3			Q4			
		J	F	M	A	M	J	J	A	S	O	N	D	
5.6	Data entry		■								■			Accomplished
5.7	Data analysis		■								■			Accomplished
5.8	Dissemination of data				■							■	■	Accomplished
5.9	M & E for in-service training	■			■			■			■			Accomplished
5.10	M & E for HIV/AIDS at TTCs							■						Accomplished
5.11	M & E for social studies in-service					■				■				Canceled
5.12	M & E for social studies pre-service									■				Canceled
5.13	Baseline data collection-HASCI							■						Accomplished
5.14	Monitoring and supervision	■	■	■	■	■		■	■	■	■	■	■	Accomplished
5.15	Data collection for final survey										■	■		Accomplished
6	Mass Communication													
6.1	Radio program planning	■			■			■			■			Accomplished
6.2	Radio program broadcast	■	■	■	■	■	■	■	■	■	■	■	■	Accomplished
6.3	Develop MTTA Newsletter				■	■			■	■			■	Accomplished
6.4	Print and disseminate newsletter	■					■				■			Accomplished
7	Project Coordination and Reporting													
7.1	Hold MTTA weekly team meetings	■	■	■	■	■	■	■	■	■	■	■	■	Accomplished
7.2	Conduct Advisory Committee Meeting					■						■		Accomplished
7.3	Meet with USAID and line ministries	■	■	■	■	■	■	■	■	■	■	■	■	Accomplished
7.4	Participate in USAID quarterly SO9 meetings			■			■			■			■	Accomplished
7.5	Conduct policy maker briefing						■							Accomplished
7.6	Write monthly report	■	■	■	■	■	■	■	■	■	■	■	■	Accomplished
7.7	Write quarterly report	■			■			■			■			Accomplished
7.8	Write annual report													Accomplished
7.9	Update work plan and PMP				■			■			■			Accomplished
7.10	Calculate quarterly accruals			■			■			■			■	Accomplished

4.0 ACTIVITIES ACCOMPLISHED OVER THE REPORTING PERIOD

4.1 In-service district level interventions

Teachers' professional skills improved

To improve teachers' professional skills in primary schools, MTTA conducts in-service trainings at national, district, zonal and cluster levels in English, mathematics and science. It also conducts pre - service trainings for student teachers through college tutors. Teachers impart the content knowledge they gain in English, mathematics and science to their pupils using the professional skills they also acquire during the insets. In addition to the trainings, MTTA performs other activities, such as, supporting no cost school-based insets, mass communication, monitoring and coordination.

4.1.1 Conducting cycles 5 and 6 trainings

Development of cycles 5 and 6 in-service training and resource materials

Before conducting cycles 5 and 6 in-service trainings, MTTA staff began working on the training materials. The activity kicked off in February when MTTA staff met to

- Identify writers and get their confirmation to participate in the planning workshops
- Assemble materials for inclusion in the proposed training handbook for cycle 5 and 6 list of materials
- Hold preliminary meetings with Save the Children (US) and MIE professionals to discuss
 - Possible sources of topics to be considered for inclusion in the training handbook
 - Conceptualization of Cycles 5, 6 and 7 mode of training at cluster training level
 - Some pertinent issues concerning the actual planning workshops, for example, the need to use the existing primary school textbooks.

Following this preliminary meeting, a total of 24 professionals were identified to participate in the development of Cycle 5 training materials and as core trainers. All the professionals except two were once primary school teachers and the rest were either secondary school teachers or teacher educators. Table A1 illustrates the composition of the team while Table A2 shows the number of resource persons by gender and their institutions.

It was important to select the participants across primary, secondary and teacher training college levels because it assured a balance of experiences in the production of the materials in that

- Primary school teachers provided information about teachers' and pupils' needs basing on their hands-on experiences. Also, their participation ensured sustainability at school level.
- Secondary school teachers and those who were once in secondary schools assisted in coming up with appropriate subject content of the topics identified.
- Similarly, the teacher-trainers helped in suggesting pedagogical skills and approaches of imparting the subject matter effectively to the learners in the classroom.

Dr. Shirley Miske from Miske Witt and Associates Incorporated (TA) assisted in conceptualizing strategies and approaches used in Cycle 6 and to be used in Cycle 7 at cluster level training.

The materials identified and assembled for cycle 5 training workshops included

- Stationery

- English, mathematics and science textbooks and teachers’ guides for standards 1– 8.
- Primary school syllabuses for standards 1 to 8 - English, mathematics and science.
- IBB books for English, mathematics and science.
- Cluster training schedules for cycles 5, 6 and 7.

Preparations for cycle 5 training continued in the second quarter of this reporting period. These included further planning and drafting units for the in-service workshops by a group of subject specialists.

The main objectives of the workshop were to

- Select and prioritize topics considered difficult by teachers.
- Revise *How to use the English resource manual* relative to lessons learned.
- Introduce *How to use the resource manuals for mathematics and science*.
- Draft training handbook units and prepare pre- and post- test instruments for English, mathematics and science in Cycle 5.

The expected workshop outcomes were

- A list of topics considered difficult by teachers.
- Revised notes on how to use the English resource manual.
- Briefing notes on how to use the resource manuals for mathematics and science with reference to the English resource manual.
- A set of training handbook units and pre- and post test instruments for English, mathematics and science.

The approaches used included

- Subject specific group discussions.
- Plenary reporting and discussions.
- Individual work during drafting stage.
- Evaluation of learning gains by the participants using a fill-in instrument.

Developing cycle 6 training materials

Development of cycle 6 training materials was different in that guidelines instead of a training handbook were developed by the team. MTTA staff with the support of Shirley Miske developed guidelines for conducting cycle 6 cluster center-based trainings. The guidelines for cluster level trainings comprise the following sections:

- Introductory section: This section contains background information about “teacher professional development conferences” and stated the rationale for including a topic on this approach in cycle 5 and employing it in cycles 6 and 7. It is here where teachers were asked to submit examples of problems they faced in teaching pupils specific topics in mathematics, science and English during Term One (see Teacher Form A).
- Guidelines for selecting sessions for professional development conferences: This section requires each school to submit its teachers’ suggestions to the Cluster Committee through the Trainer head teacher or the Mentor teacher for the Cluster committee to consider. The section requires each Cluster Committee to develop its own conference program based on the information from schools. It also suggests who should lead and facilitate presentations—not only trainer heads, mentor teachers and ZINFAs.

The sessions were led by a wide range of teachers.

- Guidelines for teachers to develop one-hour conference presentations: Participatory methods, resources and duration of lesson sessions are suggested in this section.
- Guiding questions for the discussion after each demonstration lesson: The section suggests questions the Cluster Committees should have sent to each presenter, to ensure that participants at each Conference centre had the list of questions to use when discussing each demonstration lesson.

In addition to the guidelines and form A, MTTA developed Cycle 6 Cluster Level Training, Plan of Action, two possible schedules and Proposed Evaluation Questions for Teachers to answer. See Form A and Proposed questions for teachers to answer in the attachment on pages 44 and 45.

Accomplishments

In developing training materials, MTTA accomplished many tasks, such as selecting content areas, conceptualizing Cycles 5, 6 and 7 mode of training at cluster training level, drafting training handbook units and pre- as well as post -test instrument for English, mathematics and science for cycle 5, developing cycle 6 training materials (Guidelines for cluster level trainings and evaluation forms), printing and distributing the training materials. The following content areas were selected for inclusion in cycle 5 trainings:

English

Unit 1: Introduction to the MTTA In-Service English Resource Manual for Primary Teachers (2 hours)

Unit 2: Teaching reading for comprehension with a sample demonstration/micro lesson adapted from Activities with English for Standard 6: Unit 10 Lesson 73. This unit is divided into two parts A and B: Reading in small groups and Reading quiz respectively.

Mathematics

Unit 1: *Introduction to the MTTA In-Service Mathematics Resource Manual* for Primary Teachers

Unit 2: Fractions - This unit focuses on word problems

Unit 3: Graphs

Science

Unit 1: *Introduction to the MTTA In-Service Science Resource Manual* for Primary Teachers

Unit 2: Machines and force

Although this topic was covered in cycle 1 in-service training workshops, teachers felt that they needed more support due to its level of difficulty. However, the unit does necessarily contain the same subject matter and approach. The writers simplified the concepts in some areas and suggested ways of improvising teaching and learning resources using locally available materials, and to enhance classroom teaching and learning with minimum difficulty.

MTTA secretariat staff refined edited and produced a camera-ready copy of the *Fifth Cycle Training Handbook* containing three sections. This was developed during the months of April, May, June and July thereafter MIE printed 700 copies of the training handbook. MTTA produced 1,120 copies of each of the following materials: pre- and post- test instruments and evaluation forms.

Each of the first three sections has a unit on how to use the resource manuals under each subject i.e. English, mathematics and science respectively. The participants also drafted pre- and post-test instruments with possible responses/suggested answers.

MTTA also drafted cluster-training timetable and some initial guidelines on the “concept of teacher development conferences” used in cycles 5 and 6., MTTA reprographer 900 copies of the training guidelines and 1,120 copies of evaluation forms.

Cycles 5 and 6 in-service trainings

MTTA mounted three levels of in-service training during the fifth cycle starting with 35 national core trainers’ workshop. This was followed by trainings of 394 trainers of trainers and 6,097 primary school teachers at zonal and cluster center levels respectively in Phalombe, Machinga, Kasungu and Mzimba South. MTTA finished employing a cascade model of training.

These training sessions took place in the months of July and August during school holidays to avoid disruptions and to streamline delivery. The training sessions at district and cluster centers lasted for two days.

The goals of the fifth cycle in-service training workshops were to

- Improve the quality of education in the four target districts through training in English, mathematics and science content knowledge and pedagogy.
- Develop pedagogical skills in trainers and in teachers in order for them to effectively impart content knowledge in English, mathematics and science to both participants and primary school teachers in the four target districts of Mzimba South, Kasungu, Machinga and Phalombe.
- Appreciate problems primary school teachers and pupils encounter in English, mathematics and science.

Specifically, the objectives of the three levels of in-service workshops were as follows:

- Orient the NCT, TOT, and cluster-level participants to the content in the *Fifth Training Handbook*.
- Discuss possible solutions to problems teachers and pupils encounter in English, mathematics and science.

Of the 35 participants at the NCT, 4 females and 8 males doubled their roles as NCT facilitators in their specific subject areas and as participants in other subject areas. Their participation was instrumental even at district level trainings.

The fifth cycle trainings were different from the previous trainings in that MTTA made a change and invited to the NCT training workshop practicing teachers in primary schools from the four project districts. The main reason for inviting the local primary school teachers was to make sure that the classroom teachers, unlike subject specialists, would be available as facilitators at both TOT and CT levels as well as at school – based insets. Also, this strategy ensured that pupils would be getting the content knowledge directly from the trainers as classroom teachers after the training sessions. More importantly, the strategy ensured sustainability of the project innovations.

Also, MTTA made another change by orienting participants to the concept of teacher development conferences. MTTA included the new approach to the trainings in order to sensitize, demonstrate and explain to the participants and teachers in the four impact districts, at the three levels of training that

- Teacher development conferences are not meant to replace ZINFA facilitated - workshops, but are just an extension with the intention of strengthening the existing structures that are already working in the districts to improve teachers' and pupils' performance.
- Two, three, four or five schools in a particular radius would come together and establish their own cluster-training centers where they would be discussing or preparing their own insets or deal with other professional matters concerning them.
- ZINFAs, trainer heads and mentor teachers with the assistance of District Education Facilitators and PEAs would be monitoring and giving advice where necessary.

The teacher development conferences approach was introduced to participants in preparation for cluster trainings for cycles 6 and 7 scheduled for November – December 2006 and in April 2007.

It was pleasing to note that participants demonstrated team spirit and were able to achieve all the workshop objectives within the specified time. Innovative suggestions were freely of which were adopted.

Training teachers

In August 2006, MTTA, in collaboration with SAVE, trained 394 Trainer of Trainers (TOTs). See details in Table A3. The participants included Primary Education Advisors (PEAs), mentor teachers (MTs) and zonal in-service facilitators (ZINFAs). A week later, MTTA also trained 6097 teachers at cluster level. See details in Table A4. While TOTs were trained at district level at one central venue, teachers were trained at cluster centers in all the 4 impact districts of Mzimba South, Kasungu, Machinga and Phalombe.

Highlights

The involvement of local teachers, mentor teachers and ZINFAs, was greatly appreciated by all the participants. It was perceived as a powerful tool for empowering local personnel. PEAs supported the facilitators and supervised the trainings at zonal level while District Coordinating Primary Education Advisors, MTTA Education Facilitators and MTTA staff from the Field Office monitored the training workshops at cluster centers. Both the zonal and cluster level trainings were a great success.

The cooperation of ministry officials was very evident at the workshops. For example, District Education Managers (DEMs) or their representatives officially opened and closed the workshops. They advised and encouraged the participants to appreciate the efforts which, AIR is making through MTTA, a project funded by USAID.

Monitoring cycle 5 trainings at district and cluster level

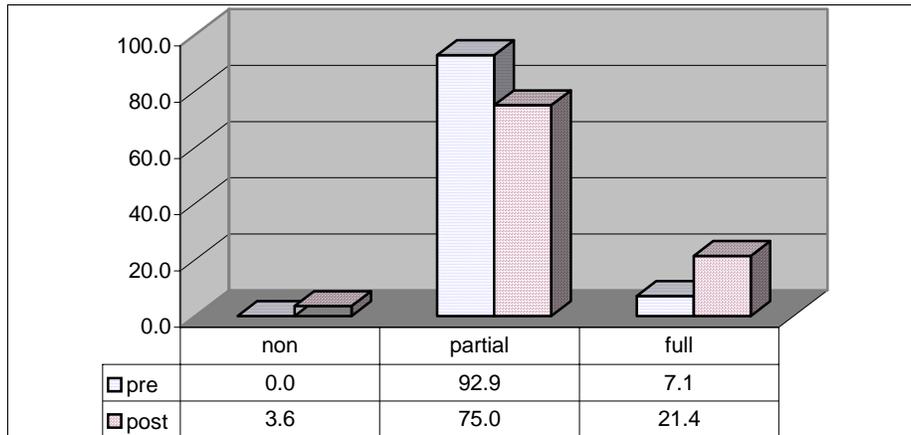
MTTA professionals with the support of district education personnel monitored the trainers of trainers' and cluster level trainings in the 4 districts of Phalombe, Machinga, Kasungu and Mzimba South in July and August 2006.

NCT

At the beginning of the national core trainers' workshop, participants were asked to write a pre-test. Then at the end they wrote the post-test. The scores of both pre- and post-test have been grouped into three sections: all scores less than or equal to 30% are said to be in the non-mastery level, all scores between 31% and 79% fall within the partial mastery level and all scores starting from 80% to 100% are in the full mastery level.

The results as shown in Figure 1 below indicate that by the end of the workshop 21.4% of the participants scored 80% and above as compared to 7.1% during the pre-test. This meant that 14.3% of the participants moved from the partial levels during pre-test to full mastery during post-test. Overall there was an average gain of 18.5% from an average of 48.0% during pre-test to 66.5% during post-test. Conclusively, the results show that participants gained knowledge and would be entrusted with the responsibility of facilitating at the TOT level.

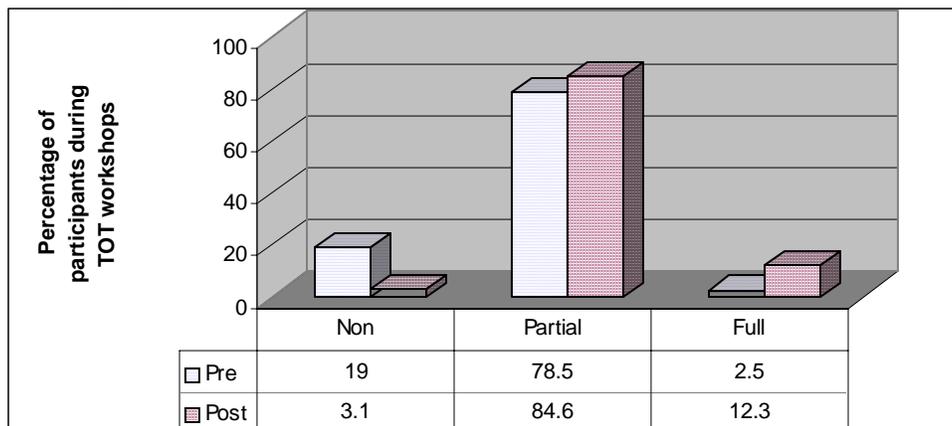
Figure 1: Performance of NCT during Cycle 5



TOT

Participants at TOT workshops were given pre- and post test as well. The results indicated that during post-test about 16% of the teachers improved their scores which enabled them to move out of the non-mastery level as was the case during pre-test. The same trend was also observed in the partial mastery level. Due to the improvement in the non- and partial mastery levels, the percentage of teachers in the full mastery level during post-test increased by 10%. Overall, the improvement demonstrates that TOT participants were well prepared to conduct cluster workshops.

Figure 2: Performance of TOT participants during pre- and post-tests

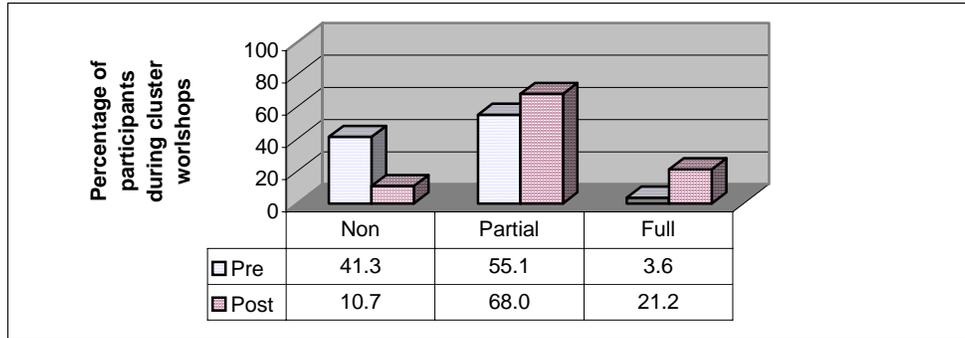


4.1.2 Cluster level Trainings

Just as was the case with TOT workshops, a sample of teachers in randomly selected cluster training centers, was given pre- and post-tests. The results in Figure 3 show that during the

post-test, 30% of the teachers moved out of the non-mastery level to partial and full mastery levels. The partial levels improved by 13% while the full mastery level improved by 19%. Evidently, the results indicate that the knowledge trickled down well from TOT to cluster level improving the content knowledge of teachers in English, mathematics and science.

Figure 3: Performance of teachers during pre- and post-tests at cluster level



Successes

Some of the successes of the trainings were that: most trainers employed participatory teaching methods throughout the training sessions. In addition, the post-test results demonstrated that trainers and classroom teachers had generally gained relevant knowledge after going through the two-day trainings.

4.1.3 Cycle 6 cluster level training workshops

Unlike trainings in the five cycles, cycle 6 trainings did not employ cascade model of approach. It changed to “teacher development conference approach”. The project deliberately changed the strategy in order to empower district professionals and classroom teachers to build local capacity for project sustainability. Guidelines that the MTTA Secretariat developed and delivered to all the schools and district education offices in Mzimba South, Kasungu, Machinga and Phalombe were used. Through PEAs and ZINFAs, district education professionals called on practicing teachers to identify their own topics for training. A total of 5,640 teachers (lead teachers inclusive as cluster-level in-service facilitators) were trained in the 4 impact districts. However, 406 teachers did not attend these trainings for various reasons. Some of them were illnesses and bereavement. District Education Facilitators made arrangements to train this group after the trainings.

The most popular topics that were covered during cycle 6 are indicated in Table A5. As it can be seen from the table, most of the topics chosen were from the senior primary school classes. It is the content knowledge in the senior classes that most teachers needed and continue to do so.

Highlights of cycle 6 cluster trainings

Cycle 6 trainings hinged on empowering teachers to become professionally self-reliant in that

- They identified training areas in which they sought assistance.
- More able practicing teachers volunteered to become lead teachers and helped in facilitating presentations/lessons for other teachers to emulate.
- MTTA professionals supported the lead teachers by providing them with more teaching resources and technical guidance in subject content knowledge and pedagogy.

Successes

Some notable practices included

- The workshops were highly appreciated by the teachers, and monitoring teams reported that about 80% of the lead teachers did very well.
- PEAs, ZINFAs, trainer heads and mentor teachers played their roles well. For example:
 - PEAs ensured that all the cluster-training centers were effectively supervised and monitored.
 - ZINFAs, Trainer heads and mentor teachers organized and took leading roles in coordinating activities where zonal PEAs were not present.
- Selection and presentation of demonstration lessons focused on the needs of pupils.
- The monitoring teams which comprised MTTA professionals and district education officials were able to monitor all the 185 cluster centers across the project impact district.
- Approximately 95% of teachers were highly motivated and eager to put into practice what they had learnt. For example
 - Availability and use of real objects as teaching aids was evident.
 - Use of familiar situations in lesson presentations was very common.
 - Teachers expressed evidence of attained confidence to teach any class especially classes they had avoided in the past.

Some shortfalls

- About 5 % of the participants traveled long distances to and from the training venues because two or three cluster centers were merged. This affected punctuality especially in the morning.
- Approximately 20% of the facilitators put undue emphasis on definitions when introducing topics instead of highlighting the “application” of the topics.

The shortcomings will be addressed in subsequent trainings.

4.1.4 Mobile teacher training troupe activities

MTTT initiative is an intervention conducted by retired education professionals comprising PEAs, college tutors and primary and secondary school teachers. It was originally supposed to be conducting its activities using theater for development approach. Later, MTTA re-conceptualized it to a kind of “traveling teacher training college” with some clinical supervision aspects integrated into it. MTTT initiative, therefore, is a kind of a traveling teacher training college because the troupe members travel from school to school assisting teachers to improve their competences in English, mathematics and science through a day-long school inset.

Originally, there were 6 MTTT members who were to reach 30 target schools. Later the number was increased to 60 in the second quarter and 120 schools in the third quarter of this reporting period. As the number of MTTT target schools was increased the number of troupers was also increased to 31 (11 females, 20 males) in order to march with the demand.

Developing materials for the mobile teacher training troupe activities

During the first quarter of this reporting period, one of the main interventions was the re-conceptualization of mobile teacher training troupe (MTTT) activities under the following headings:

- Goal of teacher training troupe interventions.

- Roles of mobile teacher training troupe members.
- Criteria for selecting mobile teacher training troupe members.
- Criteria for selecting the 30 intervention schools in the four impact districts.
- Training content and resource persons for the training of the troupe.
- Setting time lines for troupe activities.
- Monitoring and evaluating mobile troupe intervention activities.

After re-conceptualizing the mobile teacher training troupe (MTTT) activities, MTTA designed and developed guidelines for an orientation workshop for troupe members who were recruited. The guidelines included criteria for selecting schools such as fair representation of sites within the project impact districts with the ultimate goal of creating “centers of excellence” within the districts. Contractual documents for the troupe members to sign were also distributed to them.

MTTT training workshops

The four workshops effectively prepared the troupers to identify teachers’ and pupils’ needs in content knowledge in English, mathematics and science. They were also prepared in how to address both teachers’ and pupils’ needs.

Content covered in the workshops included the following areas:

- MTTT workshop objectives.
- The concept of MTTT and how it fits into the MTTA project.
- Objectives of MTTT.
- Characteristics of MTTT.
- Role of MTTT.
- Identifying needs in priority and secondary areas.
- Criteria for selecting troupe members.
- Criteria for selecting schools.
- Developing action plan indicating the activities in the first two weeks of school visits in Mzimba South and Kasungu districts and consequently in the other two districts of Machinga and Phalombe.
- Practicing classroom observation and conducting feedback sessions with teachers at primary schools.
- Sharing MTTTs’ field experiences e.g. some challenges related to classroom observation.
- Identifying teachers’ and pupils’ needs, and how to address them.
- Interviewing community leaders.
- Using interview and classroom observation instruments appropriately.

The field experiences which the Mobile Teacher Training Troupes (MTTT) had at schools in Zomba and Machinga during their practice helped them and enhanced their performance in Phalombe, Machinga, Kasungu and Mzimba south.

How MTTT members conducted their activities

The 31 MTTT members with the support of District Coordinating Primary Education Advisors (CPEAs), Primary Education Advisors (PEAs) for the zones and Zonal In-service Facilitators (ZINFAs) in each of the 4 impact districts

- Observed English, mathematics and science lessons taught by class teachers on Mondays and Tuesdays to identify pedagogical and content gaps teachers and pupils were displaying at individual schools.

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- Interviewed teachers and community members on levels of teaching/learning within the school to find out other needs for the individual schools.
- Addressed the needs identified through demonstrations of specific pedagogical skills using a variety of approaches including micro-lessons, and general discussions on areas of concern on Wednesdays and Thursdays. Needs that could not be addressed like shortage of teachers were drawn to the attention of the District Education Office.

The teachers, in turn, tried to put into practice the knowledge and skills acquired by conducting model lessons to pupils in standards 1, 2, 3 and 6 while the troupe members and the rest of the teachers at the school observed. The lessons were followed by feedback discussions in a plenary session on Fridays.

At the end of the one-week session at each school, teachers with support from the PEA and ZINFA developed an action plan that they would follow in order to effectively implement suggestions made by the troupe members.

MTTT visitations to schools in Mzimba South, Kasungu, Machinga and Phalombe Schools

MTTA implemented Mobile Teacher Training Troupe (MTTT) initiative of visiting and supporting teachers at 74 schools in Mzimba South, Kasungu, Machinga and Phalombe from May to November in this reporting year. Each group had at least one trouper for English, mathematics and science respectively.

The visitations in Machinga and Phalombe in November enabled the MTTT members to reach 74 out of the proposed 120 schools, representing approximately 62% of the total number targeted. Table A7 shows the number of schools by district, teachers and pupils by gender who benefited from the initiative. The remaining 46 schools will be reached in the first quarter of the year 2007.

MTTT critical review meeting

MTTA conducted an MTTT critical review meeting at Mbolebole Motel in Mponela in October. The participants comprised

- The 31 mobile teacher training troupers (MTTTs).
- 4 MTTA district education facilitators from the four impact districts.
- 3 District coordinating primary education advisors (DCPEAs) from Mzimba South, Kasungu and Machinga.
- 4 Education professionals from the MTTA secretariat.
- 1 MTTA secretary.
- 6 PSSP professionals, although they were able to attend only part of the day.

Goals and objectives of the meeting

The main objective was to review MTTT activities done so far.

The specific objectives were that by the end of the workshop, MTTT members and other participants would

- Share experiences on best teaching and learning practices.
- Consolidate their skills for identifying gaps in content knowledge and pedagogical skills of teachers.
- Consolidate their skills for addressing gaps identified in content knowledge and pedagogy.

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- Develop a desire for learning more about subject content in math, science and English.

Some best practices highlighted at the meeting

Some best practice that were reported and discussed included

- MTTT members were able to distinguish between content knowledge gaps and teachers' pedagogical needs.
- A high degree of team working spirit among MTTT members was acknowledged by all the troupers.
- 75% of the pupils assessed in the lower classes were able to read and write their names and some words due to teaching them in small groups effectively. They were also able to measure lengths of different objects using non-standard units.
- Over 50% of the teachers observed were able to use appropriate language in teaching.
- Over 75% of teachers observed were knowledgeable in mathematics.
- Approximately 60% of teachers observed demonstrated a good command of subject matter in English, mathematics and science.
- Over 90% of the teachers who were observed were willing to be observed and willingly accepted assistance provided to them in areas they were not good.
- Approximately 70% of pupils observed and assessed in the upper classes were able to read and use words from the word bank in correct sentences. They were also able to do problems involving addition and subtraction of ordinary numbers and money without regrouping.
- Most pupils had access to the teaching and learning materials during lesson delivery, e.g. locally available resources.

Successes of the meeting

The critical review meeting was exceptionally motivational. Being the first of its kind, both the participants and the facilitators were excited and looked forward to demonstrating that a “mobile teacher training troupe” might prove to be an answer to filling in the gap of poorly supervised teachers in primary schools.

Highlights of MTTT successes

During the critical review meeting MTTT members reported that

- The MTTT members demonstrated good command of subject content, effective and appropriate use of participatory methods as well as use of teaching and learning resources.
- The MTTT members promoted a spirit of teamwork; sharing content knowledge and pedagogical skills among the teachers as observed during the time the teachers' needs were being addressed. Teachers emulated and practiced this team working spirit where one or more teachers were sharing a class.
- Most of the MTTT members were able to interact with teachers effectively during feedback sessions.
- The troupers used participatory methods effectively. For example, they demonstrated how to teach English and other subjects in small groups. Most teachers followed the example.
- 97% of the MTTT members are able to identify both content knowledge and pedagogical gaps with minimal difficulties.
- The troupers assessed randomly selected pupils during observation of classroom teaching and learning. The pupils' learning gains were very encouraging.

- District education partners' involvement was extremely useful and it was seen as a powerful means of sustaining the MTTT initiative.
- All the teachers were observed in two or more subjects during the action research sessions.
- 55 % of the teachers observed used appropriate language in teaching.
- 70% of teachers observed reported to have improved in English, mathematics and science Content knowledge.
- 75% of the teachers at the 74 schools visited had detailed lesson plans and updated schemes and records of work.
- 70% of teachers were able to mark pupils' work meaningfully by pointing out their mistakes and asking them to correct the mistakes.
- 80% of teachers gave pupils opportunities to use locally available teaching and learning resources during lesson presentations.
- Most of the model lessons taught by the teachers were better than those that were originally observed during the action research.
- Approximately 60% of teachers observed demonstrated a good command of subject matter in English, mathematics and science.
- Over 90% of the teachers who were observed willingly accepted assistance provide to them.
- A good percentage of pupils observed in the upper classes were able to read and use words from the word bank in correct sentences.
- 60% of pupils observed in the upper classes demonstrated ability to read and use words correctly in sentences from the word bank.
- 60% of the pupils assessed in standards 1, 2, 3 and 6 were able to perform tasks correctly they were given in English, mathematics and science on the last day of the week.
- 70% of the pupils assessed were able to
 - Do problems involving addition without regrouping.
 - Measure lengths using no-standard units.
- The pupils' learning gains continued to improve.

Anticipated challenges

The participants identified the following potential challenges and shared possible ways of overcoming them.

- How to identify subject content and pedagogical training needs of teachers during the classroom observation and teacher supervision.
- Writing interview questions to be used during discussion with teachers.
- Addressing teachers' content needs through demonstration lessons and teacher training workshops.
- Support to be given to troupe members in conducting action research.

Suggested solutions

During the first 2 weeks of their work, it was suggested that MTTA professionals will accompany troupe members in order to

- Guide them on subject content needs identification.
- Help them on how to plan training workshops and demonstration lessons effectively.
- Provide support on how to actual address teachers' needs.

Lesson learnt

The MTTT innovation is an extremely powerful tool that fosters professional development among teachers. Using teacher-centered and action-oriented approaches, MTTT promotes enthusiasm that leads to teachers coming up with solutions and achieving expected results.

4.1.5 ZINFA facilitated teacher-training workshops

Zonal In-service Facilitators (ZINFAs) are outstanding, volunteer teachers who assist other teachers at the zonal level in English, mathematics, and science. ZINFAs organize and oversee MTTA academic workshops at the TDCs. They also supervise teachers in collaboration with PEAs, trainer heads and mentor teachers in the zone. The ZINFA is part of the TDC committee to ensure ownership and sustainability of best practices in the zone.

The ZINFA facilitated teacher training workshops began in 2005 as an on-going no cost initiative. No cost ZINFA-facilitated INSETs are now becoming an integral part of the life of many education zones in the four impact districts. This suggests a major attitude change in teachers regarding the “allowance syndrome” that has tended to thwart professional development endeavors among them.

MTTA district education facilitators supported ZINFAs in conducting such no-cost (voluntary) zonal in-service teacher-training workshops. During this reporting period, a total of 71 workshops were conducted which benefited 2964 teachers (825 females, 2139 males). See Table A6.

The active role that the ZINFAs are playing in encouraging zonal in-service workshops is very important because it ensures sustainability of the teacher in-service training initiative.

The training workshops were meant to improve teachers’ content knowledge in areas of specific need in English, mathematics and science. They also help Standards 1 – 8 teachers to prepare teaching and learning resources, and to consolidate content and pedagogical skills acquired in cycle training workshops.

Impact of the ZINFA-facilitated workshops

- Increased teachers’ command of content knowledge in English, mathematics, or science. Effective use of participatory methods and innovative resource materials.
- More teachers are showing competency in facilitation skills than before.
- Some teaching and learning items such as place value boxes, spring balances and charts were prepared and used.
- Sharing experiences in preparing teaching and learning aids and schemes of work.
- Prepare suitable teaching and learning materials for their lessons.
- Motivating pupils in the learning of mathematics and science and English.
- There was high involvement of the participants (teachers).
- Many participants were able to demonstrate the research based method of teaching English in small groups.
- Facilitators used improvised resources very effectively.
- Participants and facilitators at in-service training workshops were eager to share with others what they know.
- PEAs used the training sessions to provide a feedback on teacher supervision and classroom observation where issues pertaining to observations made are addressed.

Challenges

- Long distances to and from TDCs limit participation of the teachers in the workshops. Effort is being made to vary the venue so that every teacher benefits.
- Where 2 or more cluster workshops take place simultaneously, monitoring by MTTA district facilitators was difficult.

Lessons Learnt

- Teachers are able to address their own subject content training needs in English, mathematics and science by organizing and conducting own training workshops.
- Teachers have developed an attitude of wanting to learn from others and share what they know.

4.1.6 Orientation workshops

Orientation of teachers to the research-based approach for teaching English reading

Due to persistent low level pupil performance in reading as reported in February during the baseline survey, MTTA introduced a teaching of reading intervention called *research based approach for teaching English reading* in the impact districts. This reading approach encourages teachers to organize pupils in 4 or more groups. The teacher gives the pupils a variety of reading resources and tasks to do within a given period of time. This done, the teacher helps one group in the teaching corner to read beginning with drilling of key words from a reading passage for about 15 minutes while the other three groups are busy working on different tasks they have been given to do. Pupils who perform better assist others in their respective groups. After 15 minutes, the teacher invites the second group to the teaching area where s/he helps the pupils as s/he did with the first group. A total of 1101 teachers were reached during the orientation. However, this number increased to 1235 teachers; 1009 males and 226 females as district education facilitators continued reaching out to other teachers who did not benefit from the original orientation.

Std 1 Term 1 PCAR Orientation Workshop

MTTA attended PCAR orientations in order to familiarize themselves with Std 1 term 1 curriculum so that they would participate in monitoring the orientations at zonal level. 5 participants, (1 female and 4 male), attended the orientation at Liwonde. One MTTA Education facilitator attended at Mulanje, one at Mzuzu, one at Mponela and the other at Liwonde. An average of 2 teachers per school were invited from each school; a std 1 teacher and a head teacher. See Table A8 for details on number of std 1 teachers who were monitored during their orientation.

Strengths

- Participants were actively participating to the discussions through out the training.
- Facilitators had good command of subject matter.

Challenges

- Since ZINFAs and mentor teachers and section heads were not invited to the training workshops PEAs and school heads teachers normally don't supervise teachers as they are always busy with other issues and teachers get much assistance from the ones left out on this trading
- Teachers and head teachers in some centers were not punctual as a result they missed some items in the training.

4.1.7 Supervising classroom teaching and learning

Orienting supervisors to an improved teacher supervision instruments

During the year, a total of fifty four ZINFAs and 54 PEAs in the 4 impact districts were oriented to MTTA's revised classroom observation/teacher supervision instruments for English, mathematics and science. Participatory approaches, such as, simulation games, group and plenary discussions were used during the orientation. MTTA staff monitored the orientation.

In turn, all the fifty-four ZINFAs and 54 PEAs conducted orientation workshops to mentor teachers and trainer heads on how to use the revised teacher supervision instruments in their respective zones. A total of 538 teachers (68 female, 470 male) were oriented. This is shown in table A8.

The orientation workshops covered the following headings:

- Interpreting the supervision instrument.
- Reasons for completing all the items of the instrument.
- Need for conducting a discussion at the end with each participant.

Successes noted during the orientation workshops

- Most instruments were properly completed, and
- Comments written at the end of each section of the instruments reflected that ratings made on individual items were rationalized

The instrument helped both teachers and supervisors to be focused on critical elements of an effective lesson to improve teaching and learning.

Conducting supervision and monitoring

Following the cluster cycle 5 in-service workshops, teacher education trainings and the orientation of supervisors to the supervision instrument, MTTA District Education Facilitators, PEAs, trainer heads, mentor teachers and ZINFAs conducted teacher supervision of classroom teaching/ learning to find out whether teachers had implemented what they had learned and to provide technical support where it was needed. A team of staff from the Secretariat joined the supervision team. By the end of the reporting period all 825 schools had been supervised at least once.

During the visits, the supervisors noted that

- 71% of the teachers had detailed and quality schemes and records of work.
- 71% of the lessons had realistic and achievable objectives.
- 73 % of the teachers used creative/participatory methods of teaching.
- 80% of the teachers gave equal opportunity to boys and girls using gender sensitive language.
- 21% of the teachers in infant and junior sections were using the research based method of teaching English reading in small groups.
- 30% of the teachers were able to integrate HIV/AIDS or related life skills content into the lesson.
- 70% of the teachers were able to use innovative teaching and learning resources.
- 62% of teachers observed demonstrated remarkable improvement in subject content knowledge of English, mathematics and science.

- 36.7% of the lessons observed the teacher used continuous assessment. The teachers using continuous assessment had updated records that clearly showed detailed and quality charts as well as record books.
- Pupils had improved their proficiency levels in English, mathematics and science:
 - Approximately 70% of the pupils clearly understood the mathematics concept explained by the teacher. This was evidenced by a higher percentage of pupils raising hands and also their scores when they were given exercises.
 - Approximately 52 % of the pupils were able to read some words from their class textbooks.
- 70% of the pupils clearly understood the science explained by the teacher.
- Mentor teachers and head teachers provided greatest support to teachers followed by PEAs and other teachers respectively.
- Almost all schools had the local communities involved in the life of the schools in one way or another.
- Teacher involvement in ZINFA – facilitated zonal workshops was commendable
- There was good collaboration between MTTA District Education Facilitators and district education partners.

The supervision provided an opportunity for teachers to be assisted in areas they had difficulty with, especially in subject matter where there were no resources. Some topics were noted for subsequent zonal in-service training workshops. The findings provided an insight into areas where MTTA needs to pay attention in the final year of the project.

4.1.8 Utilization of IBB books

The books that were donated from the International Book Bank (IBB) by the people of America through USAID, continued to be used at the 54 Teacher Development Centers (TDCs) in the four impact districts.

During the year over 40% of the teachers interviewed, especially those who are closer to the TDCs, reported to have been using the IBB books. 306 primary schools, 20 neighboring secondary schools were reported to have been using the books. 4 out of 54 TDCs were using a decentralized system where head teachers of schools borrowed and returned books on behalf of staff at their school. In Chaima and Kalolo zones, teachers were giving pupils the opportunity to visit the TDCs once a week to borrow and read book.

Pupils and the community members continue used the books for general information and to improving their spoken English.. For instance, Christopher Luwanga a pupil at Chimwa Primary School in Mkanakhoti zone in Kasungu district continued reading storybooks from the neighboring TDC even after completing/taking his final primary school examinations. At Wimbe School in the same district, William Kamkwamba a pupil who dropped out at Form 2 level made a windmill that generates power for lighting his house. An article in *The Daily Times* and *Malawi News* about the locally made windmill inspired many teachers, pupils and community members to read the IBB books. It also inspired institutions outside Malawi. TED Global is one of such institutions.

Teachers read the books to improve their classroom teaching. For example, Mr. Phiri, a teacher at Michongwe School in Machinga district indicated that one book, entitled “Mathematics Applications and Connections”, helped him to teach the formula for finding area of a circle more effectively.

Towards the end of the year, many TDCs indicated that the number of teachers and pupils using IBB books at the 54 TDCs continued to increase partly because many were taking the Malawi School Certificate of Education (MSCE) examinations. Reports indicated that many of them obtained good passes in English, mathematics and science. They attributed their success to the books.

4.1.9 Conducting quiz competitions

MTTA with the support of MBC conducted a quiz competition, which was aired on Malawi Broadcasting Cooperation Radio 1 to demonstrate the importance of MTTA activities to teachers/pupils across the country. Santhe and Chipozza Primary Schools in Santhe zone were the first schools to be recorded. Chipozza won the competition. The second, an inter-class quiz competition was recorded at Chimbiri Primary School of Mulomba zone in Phalombe district.

Pupils of Nkhulambe and Nazombe in Phalombe; Nkhamenya, Suza and Santhe in Kasungu; Namasika in Machinga and Embangweni in Mzimba South districts finalized their preparations. Recording will take place in the next fiscal year. The quiz competitions were aimed at encouraging teachers to effectively teach all sections of the curriculum and to promote a hard working spirit among pupils.

4.1.10 Writing success stories

During the reporting year of 2006, MTTA collected success stories and testimonials of project impact from teachers, head teachers, teacher supervisors, PEAs, ZINFAs and pupils. Several were refined and submitted alongside the monthly and quarterly technical reports. The case studies from the four target districts continued to report the impact MTTA is making in improving teachers' and pupils' performance in English, mathematics and science. See attached success stories.

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

MTTA supported 41 lecturers in their second year of teaching Life Skills education at Teacher Training Colleges to reach 1893 students with HIV/AIDS prevention and mitigation messages. These students will, in turn, teach those skills in primary schools throughout Malawi upon their graduation from Teacher Training College. See Table A8.

4.2.1 Training workshops for Life Skills tutors in Teacher Training Colleges

MTTA conducted 3 five-day training workshops for 41 Life Skills tutors (12 female, 28 male) in Teacher Training Colleges: Blantyre, Karonga, Kasungu, Lilongwe, Montfort, St. Joseph's, Emmanuel, and DAPP. MTTA worked with MIE and Save the Children to plan and host the workshops where tutors worked together to develop creative strategies to overcome challenges they face in their current program. Guest speakers, facilitators and tutors shared and discussed pertinent information and effective methodologies relevant to topics in the syllabus. Topics include guidance and counseling in education, participatory methodology, special needs and HIV/AIDS education. Participants also learned skills such as community outreach, proposal writing, and college level research.

Monitoring Life Skills tutors in Teacher Training Colleges

MTTA monitoring and evaluation team monitored 7 government, government aided, and private Teacher Training Colleges twice during the year. MTTA officials observed 37 tutors teaching Life Skills lessons and provided feedback to the tutors. Tutors, along with 40 students

(20 female, 20 male), were interviewed to determine how tutors were applying the knowledge and pedagogies learned in the training workshops, challenges tutors encountered when teaching Life Skills education, and received suggestions to improve teaching and learning of Life Skills for HIV/AIDS education.

4.2.2 Life Skills DVDs and equipment

With the support of the Technical Assistants, MTTA developed and produced

- 100 *Malawi Pre-service Life Skills Education for HIV and AIDS DVD*
- 100 *How to use the Malawi Pre-service Education for HIV and AIDS DVD*

Thereafter, MTTA distributed 2 copies of both the DVD and the manual to all 7 Teacher Training Colleges. The DVD contains Life Skills education lessons from the primary curriculum taught by primary school teachers. The lessons are meant to initiate discussion among student teachers about strengths and challenges of the lesson and how they could better teach the lesson. The *How to use the Malawi Pre-service Education for HIV and AIDS DVD* manual is meant to facilitate this learning process.

MTTA procured and distributed DVD equipment to 5 government and government aided Teacher Training colleges: Blantyre, Karonga, Kasungu, Lilongwe, and St. Joseph's. Each college received

- LCD projector
- DVD player
- Projection screen

Trained 40 Life Skills tutors how to use and maintain the equipment. Life Skills tutors are responsible for sharing this information with other tutors at their colleges who want to use the equipment for educational purposes.

4.2.3 Guest speakers for Life Skills education at Teacher Training Colleges

During this reporting year, MTTA provided support for 8 guest speakers to give lectures to 4 TTCs during the last 2 terms. Guest speakers typically gave lectures on Life Skills issues related to HIV and AIDS and communicable and non-communicable diseases. The guest speaker initiative provides an opportunity to both lecturers and students for enrichment talks from competent individuals in specific HIV/AIDS and Life Skill issues. MTTA developed guidelines and distributed them to all Teacher Training Colleges.

4.2.4 Life Skills for HIV and AIDS Education Resource Manual for Teachers

MTTA developed, printed, and distributed 4,000 *Life Skills for HIV and AIDS Education Resource Manual for Teachers*. The manuals will be given to all pre-service teacher graduates of graduate government and government aided Teacher Training Colleges. Lecturers from teacher training colleges were given opportunities to provide input to the manuals during first training workshop in this reporting period. The manual will serve as a technical resource for the future teachers.

4.2.5 Life Skills Working Group

MTTA staff participated in 5 Life Skills technical working group meetings. USAID organized the group to encourage collaboration among various organizations that provide Life Skills education and coordinate their efforts. Member organizations include: USAID, GCYDCA, Youth Alert, SAFE Schools Program, Bridge Project, Save the Children, and SSP.

Life Skills technical working group was hosted at MTTA office to begin planning the *National Life Skills: Activities and Resources Fair* to take place in April 2007.

MTTA participated in the National Steering Committee for Life Skills Education held at MOE Headquarters in Lilongwe. The committee oversees all Life Skills education efforts in Malawi.

4.3 HIV and AIDS School Clubs Initiative (HASCI)

4.3.1 Selecting target schools, hiring staff, launching and procuring motor cycles

HIV and IADS School Clubs Initiative (HASCI) which, is one of MTTA's project intervention in Kasungu aims at providing an opportunity for skills development that broadens career options for the youth. HASCI through *Mphamvu kwa Achinyamata* (MKA) handbook, therefore, combines HIV and AIDS awareness and prevention and youth development. Some goals of MKA clubs are to

- Educate youth and communities about the medical transmission of HIV.
- Help youth and communities understood the many social causes of transmission and gain competence in skills that reduce causes.
- Provide members opportunities to serve communities through club meetings, project work demonstrations and other activities that improve care and support of HIV affected persons.

MTTA began performing HASCI activities on pilot basis in July after selecting 40 target schools, hiring 2 staff members (1 female, 1 male), and procuring 2 motor cycles. The 2 staff members were first inducted for the initiative on MTTA activities in general and the HASCI activity in particular. They were briefed on the objectives of HASCI and their roles. For a short time, office space was created within PSSP: School Fees Pilot at Mponela in Dowa. Some weeks later, they moved to Kasungu where office space was found and set up at the District Education Manager's complex. This was a cost-effective move for the project in that they would operate within the district.

4.3.2 Developing Work Plan and Performance Monitoring Plan (PMP)

Immediately after hiring the 2 staff members, under the direction of the Internal Activity Manager, the MTTA Implementation Coordinator, a detailed six-month work plan (activity for life span) and PMP were developed. These were incorporated in the main MTTA work plan and PMP.

4.3.3 Sensitization Meetings

MTTA conducted sensitization meetings in July and August, 2006. Participants to one of the meetings were government officials in Kasungu. These included officials from the District Commissioner's office, District Education Manager's office, District Aids Coordination Committee, District Youth office, District Information office, District Community Development office, and District Social Welfare office. HASCI staff also sensitized community leaders.

The briefing was highly applauded and the participants assured the MTTA team of their support particularly because of the HASCI approach to AIDS prevention, which is the emphasis on abstinence and being faithful.

In a separate forum, a total of 108 trainers were sensitized on the goals, objectives and major activities of HASCI for the next five months at the fifth cycle TOT workshop in Kasungu. In addition, HASCI facilitators spelt out the need for the participants to sensitize other teachers at the school level and support the initiative when it starts rolling out.

4.3.4 Conducting Baseline Survey

Following the activities mentioned above, MTTA collected baseline data on the status of HIV and AIDS school clubs in Kasungu district in order to determine the way forward for HASCI. Prior to data collection, data collectors were trained on techniques for conducting research. The training of the data collectors was inaugurated by a representative of the District Education Manager in Kasungu who, in his speech, pointed out the importance of conducting a baseline survey to justify the implementation of the initiative and make correct strategic decisions about the initiative. He also stressed the importance of collecting reliable and viable data.

The baseline study was conducted in the 40 pilot schools. The results indicated that 34 of the 40 schools had school clubs. Of the 34, 10 were very weak. The major challenges of the schools clubs were lack of materials, training and income generating activities to enable them reach out more. Positive behavior change and awareness of the dangers and prevention of HIV/AIDS were their major accomplishments since the clubs started.

4.3.5 Developing HASCI materials

Based on the results of the findings, a four-day workshop was conducted to develop materials for the school clubs with technical assistance of Dr Brad Strickland. Printing of the materials is underway.

MTTA printed 200 Constitution Handbooks and 200 Activities Handbooks for *Mphamvu Kwa Achinyamata*: Clubs for the Youth of Malawi. These handbooks were used in the HASCI training. Each of the 80 participants received copies of both handbooks.

The Basic Facts Handbook was edited and printed in November.

MTTA distributed 4,000 Sara comic books to schools participating in HASCI. Each school received a total of 100 comic books. 2,200 comic books will be distributed to other schools in Kasungu.

4.3.6 Training and Monitoring HASCI Activities

Towards the end of the reporting period, MTTA submitted budget for an additional 40 schools in Mzimba to participate in HASCI. The budget also included linkages with the *M'mudzji Mvathu* radio programs.

Conducted training for 40 schools taking part in HASCI in Kasungu. The 80 participants included a Head /Deputy Head teacher and teacher from each school. The 2 HASCI staff members visited the 40 school clubs and monitored the activities each club was performing.

A 2-day workshop was organized and conducted. PEAs and District AIDS Coordinating Committee (DACC) members were oriented to *Mphamvu Kwa Achinyamata* club constitution and activity handbooks so that they are able to play supervisory and advisory roles over the clubs, with relevant knowledge and appropriate skills. DACC members were included particularly so that they can provide support at the community level. 24 PEAs (7 Female and 17 male) were oriented to *Mphamvu Kwa Achinyamata* (MKA) club constitution and activity handbooks. 2 DACC members (male) were oriented to MKA club constitution and activity handbooks. 26 participants developed action plans for monitoring MKA clubs in the district. DACC pledged to fund clubs that would submit proposals for their projects to the District Committee.

Some of the successes that emanated from the club leadership training conducted in October 2006 include

- Youth mentors in 20 MKA clubs that were visited, demonstrated knowledge of their roles in club leadership and key constitution principles.
- The 20 MKA clubs visited had formed Executive Management Committees (EMCs).
- Membership of clubs is increasing (as children see the vibrancy of the clubs) so much that some clubs are registering as many as 80 youths or more. A good example is Kapirim'nyanga MKA club, which has a total of 83 members (51 girls and 32 boys) and has since been split into two groups.
- Clubs are doing varied activities to mitigate the impact of HIV and AIDS.

In the last quarter of the reporting period, MTTA

- procured footballs, volleyballs, scrabble and darts sets and stationery for all MKA clubs in Kasungu.
- Conceptualized T- shirt branding for MKA clubs.
- Produced 1,200 T- shirts for MKA clubs bearing MTTA and USAID logos.
- Conducted a 2-hour orientation to 22 American Peace Corps Volunteers working in the education sector to HASCI program, its philosophy and training materials. The orientation served as a prelude to the main training program scheduled for April 2007 where MTTA is expected to train about 25 Peace Corps Volunteers and their counterparts on HASCI.

Highlights

The following are the highlights of the monitoring exercise:

- Religious and local leaders feel freer to attend and support meetings of MKA clubs than meetings of other NGOs working in the field of HIV and AIDS prevention. When asked to explain why one religious leader at Dwangwa Primary School said, “It is comfortable for us to attend MKA meetings because they advocate abstinence as opposed to use of condoms, which we believe encourage youths to be promiscuous”.
- Many clubs are doing income generating activities to support orphans and other vulnerable groups within their locality. For example, Chigandwa MKA club has opened a one-hectare farm to grow groundnuts and cassava. The club hopes to use the proceeds from the crops to support orphans and other vulnerable groups in their community.
- Many clubs members are involved in-service learning activities in their communities. For example Chathale, Sopani and Kajendere MKA clubs have constructed kitchens and bath shelters, pit latrines for needy adults; and have also cultivated corn gardens for the sick elderly in their communities as part of service learning.
- Many MKA clubs are drawing useful life skills lessons from Sara comic books which they are applying in everyday life. For example, Girls of Chinkhoma MKA club were amused at how Sara rebuffed the truck driver who was making sexual advances towards her. The girls hope to use Sara's ingenuity when confronted by similar situations.
- MTTA monitored all the 40 MKA club activities in Kasungu during the life of HASCI.

4.4 Mass Communication

MTTA disseminates information about its project initiatives through mounting displays, publications, and through radio and television programs.

4.4.1 MTTA radio program

MTTA aired 41 15-minute *Chimvano cha Mvu* programs on the Malawi Broadcasting Corporation (MBC) Radio 1. The programs focused on a wide range of project interventions

especially at grassroots level. The interventions inform and influence the attitudes and practices of teachers, pupils and the general public.

Programs included recordings of live lessons in English, science and mathematics; activities for HIV and AIDS School Clubs Initiative, songs with HIV and AIDS messages and a press conference on environmental and HIV and AIDS issues. The producer, Everson Maseya also interviewed William Kamkwamba who made a windmill using knowledge from the IBB books and Christopher Luwanga, a pupil who enjoys reading IBB books.

MTTA in liaison with MBC Radio 1 and Story Workshop technical staff, finalized preparation of radio drama programs. The 5-minute radio dramas were broadcast within the 15-minute MTTA radio program. The broadcasts started early in April.

The radio program began in collaboration with MESA. The first 4 programs focused on MESA and MTTA activities.

In addition, the MBC staff member visited Chimbiri School of Mulamba zone in Phalombe district with MTTA staff to collect inter-class quiz material for quiz corner program on MBC Radio 2.

In December, Zodiak Broadcasting Station (ZBS) featured some highlights of MTTA activities in their news bulletin.

4.4.2 Airing and featuring MTTA project activities in print media

MTTA disseminated its activities through print media. Reporters from *The Daily Times* and *The Nation* publishing houses reported first hand information about MTTA interventions in the four impact districts. The local newspapers featured one page articles entitled

- Some teachers had problems teaching some topics: *Gauging the country's education standards (The Daily Times)* October
- *Days going by (The Daily Times)* November
- *Breathing sanity into education: (The Nation)* November
- *School Drop out with a streak of genius: (The Daily Times)* November
- *Helping teachers to brave sciences: (The Daily Times)* December

The articles that were published in the local newspapers about MTTA's interventions in November continued to inspire many people in and outside Malawi, such as

- Radio Maria, a Catholic-run Broadcasting Station used it as a starting point to feature what MTTA has done to improve the performance of both teachers and pupils at Chankhozi Primary School in Kasungu.
- Dr. Emeka Okafar, Program Director of TED Global Africa 2007, sent two emails requesting for William Kamkwamba's address and for him to fill out a TED Fellowship application form for a possible offer of a fellowship to a conference in Tanzania.
- A Mr. Matthew Geller of Los Angeles in California wrote to ask if William was "taking donations for school tuition".

4.4.3 MTTA Newsletter

By the end of the April to June 2006 quarter, MTTA had completed drafting the MTTA Newsletter. During the July to September 2006 quarter, MTTA edited, proofread and printed 6000 copies of *MTTA Newsletter* for distribution to schools in the four impact districts, education division offices and other education institutions.

4.5 Monitoring and Evaluation

In order to measure its performance, MTTA developed a Performance Monitoring Plan (PMP) which contains the indicators, methodology for measuring each indicator, target and actual achievement of the project under each indicator.

MTTA measures its performance through baseline and follow-up surveys. At the start of MTTA in October 2004, MTTA conducted a baseline survey. MTTA conducted the first follow-up survey in October 2005 and the second follow-up survey in October 2006 to assess teachers' performance. To assess pupils, a baseline survey was conducted at the beginning of the school year (February 2006) and a follow-up survey towards the end of the school year (October 2006). On going supervision is another way MTTA learns of what is going on at the grassroots. How MTTA implements its activities is guided by findings during its supervision and monitoring.

MTTA uses levels of mastery to measure performance of pupils and teachers. However, other approaches of interpreting the assessment data are also presented because MTTA uses some of them to inform and influence practice. Results for both baseline (February 2006) and follow-up (October 2006) surveys have been used to show pupils' performance using the various approaches. A total of 875 teachers, 1250 standard 3 pupils and 722 standard 6 pupils were assessed during the October 2006 follow-up survey.

4.5.1 English

Levels of mastery

The assessment of teachers in English was composed of a composition, comprehension and grammar sections. As shown in Figure A1 in the attachment, 17.1% of the teachers are in the full mastery level, exceeding the 16.0%, target. This indicates an improvement in teacher skills.

Pupils were scored on the number of words they read correctly from a Standards 3 passage of and 6 English textbooks by level of mastery. Figure A2 shows that standard 3 pupils improved their performance in English with 9.4% of the pupils in full mastery level beating the target of 8.0% by the end of the 2006 school year.

The results indicate an increase in the percentage of teachers in the full mastery level from 10.7% in October 2004 to 13.8% in October 2005 and to 17.1% in October 2006. The percentage of teachers in the partial mastery level has moved to 74.2% in October 2006 from 73.8% in October 2005. The percentage of teachers in the non-mastery level dropped to 8.7% (October 2006) from 12.5% (October 2005) and 9.8% (October 2004). The rise in the percentage of non-mastery teachers in October 2004 was attributed to the fact that teachers in 50% of the sample schools had not yet got their salaries, which caused them to be disgruntled and resist participating in the test. However, the drop in October 2006 indicates an improvement in the teachers' skills in English. Teachers from the non-mastery level moved up to either partial or full mastery level during the period. Special attention will be paid to the teachers in the lower performance levels to raise their performance levels in 2007.

There has been a significant gain in English pupil performance in standard 3 where pupils have moved from the lower levels to the higher levels. For instance, in February 2006, 97.6% of the boys and 98.0% of the girls were in the non-mastery level, while in October the percentages have gone down to 73.8% and 73.3% for boys and girls respectively. This is also evidenced by the increase in the other levels where boys moved from 0.9 to 8.7%, and girls from 0.8 to 10.0% in

the full mastery level. In the partial mastery category the boys moved from 1.5 to 17.5%, and the girls from 1.3 to 16.8%.

Table A9 in the annex shows that both boys and girls in standard 6 realized significant gains in full mastery level. Boys moved from 44.9 to 76.4% and girls moved from 44.1 to 74.8%. The percentage for non-mastery level too has considerably gone down from 30.9% to 6.0% for boys, and from 31.2% to 7.4% for girls. The decrease in the percentage of standard 6 pupils in non-mastery level is clear evidence of their increased performance in English.

Average scores

Another way to understand what progress teachers made is by calculating and averaging scores for the baseline and follow-up surveys and comparing them. As shown in Table A11, the average score of teachers in English rose with averaging the gain of 1.33% from October 2004 to 2005 and 7.0% from October 2005 to October 2006. Female teachers improved their skills in English more than male teachers.

The average scores for reading in English in standard 3 indicate that boys moved from 2.76% in February 2006 to 18.46% in October 2006 and girls scores moved from 2.68% to 19.52% (see Table A12). Overall, Table A12 shows that pupils had improved their reading in English on average by 16.29% by October 2005, with girls improving more than boys.

In standard 6 pupils also realized significant average gains in reading in English where boys moved from 56.04% in February 2006 to 82.32% in October 2006, and girls from 55.99% to 80.69% over the same period (see Table A13). Overall, Table A13 shows that pupils had improved their reading in English on average by 25.52% by October 2006.

The analysis went further to look at each mastery level and find out percentage of pupils who had positive change, no change and negative change.

Table A14 shows that overall 36.0% of the pupils had improved in reading by October 2006. Within full mastery level 100.0% of the pupils had improved. In the partial mastery level, 99.1% of the pupils had improved while 0.9% dropped. In the non-mastery level, 13.2% improved, 75.4% did not change at all while 11.4% dropped. The pupils who did not change at all and those who dropped further in their performance in the non-mastery level are the ones that MTTA will continue paying special attention to so that they too improve.

Table A15 shows that overall, 78.9% of the standard 6 pupils had improved in English by October 2006. Within full mastery level, 86.6% of the pupils had improved while the performance of 11.9% dropped. In the partial mastery level, 66.4% of the pupils had improved while 33.6% dropped. In the non-mastery level, 25.0% of the pupils improved, 22.9% did not change at all, while 52.1% of those in the non-mastery level dropped further. The pupils who did not change at all and those who dropped in the non-mastery level are the ones MTTA has to target as it continues its interventions.

4.5.2 Mathematics

Levels of mastery

The mathematics proficiency test had thirteen questions drawn from the PSLCE. The full mastery results from the October 2004, October 2005 and October 2006 studies are as shown in Figure A3. Teachers' content knowledge in mathematics concepts improved and reached the expected target of 8%.

Fifty mathematics items from the current standard 3 curriculum were administered. The items were divided into seven groups of beginning mathematics, numeration, subtraction, addition, multiplication and division, money and measurement. In standard 6 thirty mathematics items from a scope of standard 6 curriculum were used. They were divided into ten groups of numeration, factors and multiples, fractions, money, angles, ratio, mass, capacity, length and graphs. The results in Figure A4 show percentage of standard 3 pupils in the full mastery level in Mathematics assessment.

Figure A3 indicates that 8.9% of the teachers were in the full mastery level, 60.1% in partial and 31.0% in the non-mastery level. The percentage of teachers in the full mastery between October 2004 and 2005 increased.

In standard 3 the percentages of pupils in the non-mastery level were lower in the follow up survey, with 10.2% for boys and 10.4% for girls as compared to 24.3% and 28.6% for boys and girls in the baseline survey, respectively. At the full mastery level boys moved from 2.2 to 10.2% and girls from 0.9 to 10.4%, showing an improvement in their performance. The changes of pupils within the levels as stated above show that more pupils understand the mathematical concepts that they were taught in the course of the year.

In standard 6 less than 1% of the boys were in the full mastery level and 1.4% of the girls reached the full mastery level during the follow up survey (Table A15). Generally, in the follow up survey some pupils moved from non-mastery to partial mastery level.

Average

As shown in Table A16, the average score of teachers in mathematics rose with a gain of 6.93%. Female teachers demonstrated higher learning gains on average than their counterparts by October 2006. Overall, the gain shows that teachers mastered more concepts in mathematics by October 2006 than in both October 2005 and October 2004.

Looking at percentage average scores pupils in standard 3 show significant improvement where boys score 42.72% in February and 53.97% in October and girls moved from 40.38% in February to 54.30% in October 2006. See Table A17. On average, there was a 13.92 average percent gain with girls gaining more than boys.

In the average scores, there was an improvement between baseline and follow up results where standard 6 boys moved from 9.21% to 18.31% and girls from 8.63% to 17.98% (see Table A18). An average percentage gain of 9.22 in mathematics was realised by October 2006.

Direction of change

Table A20 shows that overall 74.4% of the standard 3 pupils had improved in mathematics by October 2006. Within full mastery level 99.2% of the pupils had improved while 0.8% did not change at all. In the partial mastery level, 77.1% of the pupils had improved, 4.0% did not change at all while 18.9% dropped. In the non-mastery level, 28.7% improved, 3.1% did not change at all while 68.2% dropped.

Table A21 shows that overall 68.6% of the standard 6 pupils had improved in mathematics by October 2006. In the full mastery level all the pupils (100%) improved. The same was true for those in the partial mastery level. In the non-mastery level, 63.5% of the pupils improved, 13.0% did not change at all while 23.5% of them dropped further. Special attention will be paid to these pupils in 2007 so that their performance improves as well.

4.5.3 Science

Levels of mastery

The science proficiency test uses 31 questions adapted from the PSLCE. As shown in Figure A5, 6.5% of the teachers were in the full mastery category, reaching the target of 6%.

The results show a 1.1% increase in the percentage of teachers in the full mastery from October 2005 to October 2006. The percentage of teachers in the non-mastery level dropped from 24.7% in October 2004 to 16.9% in October 2005 and 14.3% in October 2006, with these teachers moving to partial mastery. Thus teachers' understanding of science concepts improved over the year.

Standard 3 pupils were assessed in General Studies while standard 6 pupils were assessed in Science. Figure A6 illustrates that by October 2006, 19.3% of the pupils attained full mastery of the General Studies concepts, exceeding the 8% target. During the baseline survey in February 2006 7.2% of the pupils were in the full mastery level. Boys outperformed girls (9.4% of the boys in the full mastery level while 5.0% of the girls were in the same mastery level). The percentage of pupils in the non-mastery levels decreased - (15.1% during the baseline survey and 5.4% during follow-up survey) while the percentage of pupils in the partial mastery level decreased from 77.7% during baseline to 75.5% during follow-up and full mastery increased. The decrease in the percentage of standard 3 pupils in non-mastery level and increase in the partial and full mastery levels indicates that that pupils were understanding science concepts better by the end of the 2006 school year than before.

In standard 6, 1.4% of the boys and 2.8% of the girls were in full mastery at the follow up survey (Table A21). Generally, at the follow-up survey some pupils moved from non-mastery to partial mastery which is an indication that learning was taking place.

Average

As shown in Table A22, the average score of teachers in science rose with average gain of 8.19%, with female teachers demonstrating higher learning gains on average when compared to males by October 2006. Overall, the gain shows that teachers mastered more concepts in science by October 2006 when compared to October 2005 and October 2004.

Looking at percentage average scores pupils in standard 3 showed significant improvements where boys scored 50.74% in February and 60.56% in October and girls moved from 46.58% in February to 60.70% in October 2006 (see Table A23). On average, there was an average percentage gain of 11.94% with girls gaining more than boys.

Calculating average scores, there is an improvement between baseline and follow up results where standard 6 boys moved from 7.93% to 21.98% and standard 6 girls from 6.73% to 20.198% (see Table A24). An average percent gain of 13.77 in science was realised by October 2006.

Direction of change

Table A25 shows that overall 66.8% of the standard 3 pupils had improved in general studies by October 2006. Within full mastery level 88.7% of the pupils had improved while 0.8% did not change at all. In the partial mastery level, 77.1% of the pupils had improved, 2.1% did not change at all while 9.2% dropped. In the non-mastery level, 10.3% improved, 7.4% did not

change at all while 82.4% dropped. The pupils who dropped in the non-mastery are the ones MTTA has to target as it continues its interventions.

Table A26 shows that overall 74.5% of the standard 6 pupils had improved in science by October 2006. In the full and partial mastery levels, all the pupils (100%) had improved. In the non-mastery level, 66.7% improved, 17.5% did not improve at all while 15.7% dropped.

Use of participatory teaching methods - Classroom Observation

The results in Figure A7 show that 71% of the teachers are now able to use participatory teaching methods. The percentage has been rising over the years from 36.9% in 2003 MESA baseline to 59.5% in 2004, 63.5% in 2005 and 71% in 2006. This suggests that the majority of teachers in the MTTA target districts fully involve pupils in their lessons.

Teacher Interview

MTTA interviewed 612 standard 3 and 6 teachers. Teachers were interviewed after their lessons.

Of the 612 teachers, 159 (26.6%) were observed three times, 158 (26.5%) were observed twice, 119 (19.9%) once, 52 (8.7%) four times, 43 (7.2%) five times, 18 (3.0%) six times, 33(5.5%) none and rest were observed more than seven times.

When asked the language used by pupils in class teachers indicated that 3.8% used English while over 90% used their vernacular languages like Chichewa, Chitumbuka and Chiyao.

The teaching of HIV and AIDS was mostly by integrating HIV and AIDS messages in lessons as indicated by 90.8% of the teachers, 7.4% taught HIV/AIDS as a subject while 1.8% taught HIV/AIDS during extra-curricula activities.

As usual, MTTA used the *combination of the averages* and *direction of change* methods more as they were more illuminative. *Averages* give the global achievement change of a class or school while the *direction of change* assesses whether an individual pupil had improved or not. This helps MTTA to inform and influence practice.

In conclusion, the follow-up survey indicates that the proficiency levels of teachers in the four MTTA target districts have improved. The October 2006 follow-up survey came after the five training cycles were conducted. The results indicate that teachers made gains in content knowledge and pedagogical skills, which, in the final analysis, improved the performance of pupils. However, there are still teachers and pupils in the non-mastery level whom MTTA will be focusing on more in the coming year.

4.7 Coordination and Reporting

To achieve maximum cohesion of the various components of MTTA, the following coordination and reporting strategies were among the major strategies used over the year.

4.7.1 Coordinating project interventions

The Senior Management Committee, chaired by the Chief of Party or Deputy Chief of Party, met weekly and as needed throughout the year to encourage collaboration among sector heads and the coordination of various activities.

The project held its National Project Advisory Committee meeting on September the 29th. The committee made a critical review of the project operations and activities. Members of the committee made critical suggestions to add on to the good progress the project was making. They were particularly interested to go and visit some of the schools to see for themselves what they have been hearing about the project and encouraged the project team to continue working hard in order to achieve the intended objectives of the project.

MTTA held an average of 4 management meetings monthly to share experiences and discuss innovations that would enhance classroom teaching and learning. MTTA district education facilitators, in collaboration with the district education partners, conducted planning and coordination meetings in each of the 4 impact districts throughout the year. Issues discussed included the following:

- Improving classroom teaching and learning through teacher supervision and classroom observation
- Team working spirit at district, zonal, cluster and school levels
- Creating conducive learning environment for pupils in the classroom
- Collaboration between MTTA District Education Facilitators and district education partners.

The meetings were important in that they helped the partners to understand the need for working together in order to improve teachers' and pupils' performance in the classroom.

MTTA met regularly with USAID/Malawi to promote efficiency and effectiveness in activity implementation processes through sharing experiences. This collaboration took place during the USAID monthly synergy meetings, quarterly USAID Education Strategic Objective meetings, and informally whenever need arose.

MTTA worked with MIE and MOE to implement training workshops for Life Skills lecturers at Teacher Training Colleges, on HIV and AIDS School Clubs Initiative (HASCI), and the progress of PCAR implementation process. This collaboration resulted in MTTA's involvement in the monitoring of the actual orientations of teachers to the PCAR curriculum. MOE and MIE greatly appreciated MTTA's technical feedback. MTTA also held discussions with USAID, MIE and MOE on how best MTTA could support PCAR roll-out. Consequently MTTA professionals participated in PCAR's week-long Training of Trainers (TOTs) workshops in preparation for any collaboration that might ensue. MTTA's involvement in the roll-out would immensely strengthen the intervention especially at the cluster and school levels.

4.7.2 Participating in external meetings and conferences

During this reporting year, MTTA:

- participated in meetings with USAID, line ministries and Safe Schools Program (SSP) to share experiences.
- attended two presentations by Centre for Education Research and Training (CERT) and Women and Law in Southern Africa (WILSA) on causes and consequences of school related gender based violence. These presentations enriched MTTA's perception of a "conducive teaching/learning environment".
- saw the MTTA Chief of Party attending an AIR IDP Chiefs of Party Summit in Washington D.C. This provided the project some insights that continue to inspire the management and implementation of MTTA.

- participated in the first International Conference on ICT for Education Development and Training which took place at the United Nations Conference Centre in Addis Ababa in Ethiopia from the 24th to 26th May 2006. The purpose of the conference was to share ideas on new issues related to the efficient use of advanced learning technologies, the need for appropriate pedagogy and local content and the requirements demanded by institutional and service development in African education and training systems. Dr. Fritz Kadyoma represented MTTA at the conference and co-presented a paper with Dr. Greg Sales of Seward Inc., a Consultant in the production of a Malawi DVD for Pre-service Life Skills Education for HIV and AIDS. The presentation focused on the process of producing a DVD for Pre-service Life Skills Education for HIV and AIDS in Malawi, including successes and challenges encountered in the process. This was consolidated by a demonstration of the DVD. The presentation was very well received.
- participated in a meeting to refine a budget for training of 25 Peace Corps Volunteers and their counterparts on HASCI program and MKA club activities
- conducted briefing meetings and delivered MTTA resource manuals and DVDs to Directors of EMAS, Basic Education and DTED. The DVDs were highly appreciated by the three offices and they encouraged the MTTA to continue supporting the efforts of the ministry in trying to improve the quality of education in the country.

Zonal Coordinators from Mponela in Dowa PSSP: SFP visited MTTA field office where MTTA project team briefed them on MTTA's activities.

4.7.3 Reporting project interventions

MTTA formally and regularly reported the status of the project implementation process to USAID, the key government ministries and to members of the Project Advisory Committee through scheduled briefing meetings, quarterly USAID Education Strategic Objective, USAID monthly synergy meetings, and a USAID country operation plan meeting.

In addition to briefings at meetings, MTTA gave in-depth presentations to the new USAID Mission Director and other staff members. MTTA hosted USAID/Malawi consultant who visited Likwenu and Mtubwi primary schools in Machinga district.

MTTA developed and distributed written reports and updates to key stakeholders mainly for information and to influence decisions. The major submissions over the reporting year included:

- One technical annual work plan and a performance monitoring plan (PMP)
- 3 quarterly rolling work plans
- 3 quarterly reports
- 3 SO9 performance updates
- 2004 – 2006 mid-term review report
- 12 monthly performance reports
- 1 2005 annual performance report
- 12 monthly financial reports
- 4 quarterly accrual reports
- 2006 annual PEPFAR technical report

4.7.4 Hosting professional visitors

MTTA hosted USAID/Malawi consultant who visited Likwenu and Mtubwi primary schools in Machinga district; Dr. Brad Strickland from AIR Washington DC, who provided invaluable technical support to the MTTA's HIV & AIDS School Club Initiative and Dr.

MTTA

AIR ♦ SAVE ♦ MW&I ♦ MIE

Shirley Miske of MW & A who spearheaded the identification of MTTA's best practices. MTTA was appreciative of their visits to the project particularly when some of them visited some of the project sites. Visitors to the project included

- AIR Vice President, International Development Program, Dr. Janet Robb
- MTTA Project Manager, Ms. Heather Simpson
- AIR Human Resources Manager, Ms. Estella De Oliviera
- MTTA Technical Assistant, Miske Witt and Associates, Dr. Shirley Miske
- AIR, EQUIP 1 Director, Dr. Daniel Oliver
- AIR, Dr. Brad Strickland
- Consultant Toye Welsh from USAID
- USAID/Malawi CTO, Dr. Tom LeBlanc

5.0 CHALLENGES AND STRENGTHS

Challenges

The fact that some mentor teachers/trainer heads have been given challenging classes to teach full time due to their increased capabilities makes it difficult for them to leave their classes and go to supervise other classes or schools as more often as they would. MTTA will monitor this development.

As more and more teachers get to know about the MTTT innovation, more and more schools wish they were included in the list of schools scheduled for MTTT visitations. There is really no way in which every school can be visited but every effort will be made to encourage as much multiplier effect of the innovation as possible to schools.

With the rain season closing in again, meeting classroom supervision and MTTT visitation targets against inaccessible schools will be a great challenge. MTTA will make every possible effort to reach as many schools as possible.

Strengths

Despite phasing out of MESA in January 2006, MTTA successfully accomplished all the activities planned.

The field experience which the Mobile Teacher Training Troupes (MTTT) had at Chikala, one of the Zomba rural schools, inspired the teachers at that school and it is hoped that it will enhance teachers' and pupils' performance in Phalombe, Machinga, Kasungu and Mzimba south.

The research-based approach to teaching reading motivates teachers as well as pupils upon seeing the quick increase in reading skills among pupils. Pupils are interested in learning to read and understand more words. When a teacher sees this he/she is motivated to give them more opportunities to improve their reading skills. By the end of each week, pupils are able to read more new words.

Using The Mobile Teacher Training Troupes in schools is an extremely powerful hands-on tool to fostering professional development among teachers. Being teacher-centered and action-oriented, it promotes enthusiasm that leads to achieving the expected results. MTTA will continue to monitor the intervention very closely in order to draw as many lessons from it as possible.

6.0 LESSONS LEARNT

Clear role definition of MTTA's district education facilitators has greatly helped them to take up their responsibilities with determination and confidence, thus off-setting possible negative impacts of the departure of their MESA counterparts.

Team preparation of lessons (during MTTT activities) revealed that teachers' performance improves tremendously over a very short time when they work as a team. Teachers need to be consultative.

Although MTTA has no direct community involvement component, community members are supporting teachers and pupils through construction of school structures and provision of some locally available teaching and learning resources. This is in appreciation of the teachers' commitment to work. In other words, teachers' positive attitude to work seems to be a powerful tool to ensuring community support.

Inclusion of practicing teachers in workshop facilitation roles went a long way to empowering them to sustaining school-based Insets. Participants were highly impressed and encouraged with the innovation.

The MTTT initiative is very illuminative to both the teachers and district partners. Both ZINFAs and teachers gained valuable experience as they interacted with the MTTT members.

The administration of both pre-test and post-test on both TOTs and cluster participants was a useful activity. The exercise helped to ascertain the extent to which the workshop participants had gained.

The IBB books at the 54 Teacher Development Centers (TDCs) are increasingly providing opportunities to teachers, pupils and community members at different levels to access information for academic reasons and for pleasure.

Way forward

MTTA has noted that there is need for its initiatives to be supported so that the programs are sustained even after MTTA has wrapped up its planned activities in 2007.

It is also necessary to explore ways of assisting teachers in other subject areas, which are not the focus of MTTA, where teachers may be having problems in handling content.

7.0 CONCLUSION

This report has highlighted MTTA activities performed during the months of January through December 2006. It has also highlighted some of the successes and challenges as well as the way forward.

The overarching achievement is that MTTA reached and exceeded all of its targets for 2006 which apparently was a result of the inception of more effective innovations such as the Mobile Teacher Training Troupes (MTTT), teacher professional development conferences and teaching/learning corners. The project also introduced anti-HIV School Clubs Initiative (HASCI) in Kasungu district; intensified its approaches on effective use of IBB books by school communities at and around the 54 Teacher Development Centers in the 4 impact districts. All these interventions supported the core activity: the fifth cycle teacher in-service training which reached almost every practicing teacher.

The year 2006 was a great success for MTTA. Given the same level of support it received from its key stakeholders, MOE and USAID/Malawi in particular, the third and final year, 2007, should make MTTA one of the most successful basic education projects in this part of Africa.

ATTACHMENTS

Data Tables

Table A1. Number of resource persons by gender

Subject	Number of primary teachers		Number of secondary school teachers		Number of teacher trainers		Others, e.g. SEMA & Technical Advisor (TA)		Total number of writers	
	M	F	M	F	M	F	M	F	M	F
English	0	1	1	0	0	0	0	3	2	4
Mathematics	1	0	0	1	1	0	0	0	2	0
Science	0	0	1	0	2	0	1	0	4	0
Total	1	1	2	1	3	0	1	3	8	4
Totals										24

Table A2. Number of subject writers by gender

Subject/Logistics	F	M	Total	Institution
Coordination, technical assistance monitoring and Evaluation	2	2	4	MTTA Secretariat and Miske Witt and Associates
English	2	1	3	MTTA and MIE
Mathematics	0	1	1	MTTA Secretariat
Science	0	1	1	MTTA Secretariat
Totals	4	5	9	

TEACHER FORM A: PROPOSED CLUSTER LEVEL TRAINING TOPICS

Name of Teacher _____ Standard _____
 School _____ Cluster _____
 Zone _____ District _____

What problems have you faced in the classroom in the teaching of Mathematics, Science or English during Term One? Select one topic from Term One work in English, Mathematics, and Science that your pupils have had problems understanding or learning. Describe this in the boxes below.

At the bottom of the page, indicate the topic on which you would like to present a demonstration lesson to other teachers at the TPDC, explaining how to deal with the problem. The Cluster Committee will select ten (10) submissions and will ask the teacher who has submitted the problem to present the demonstration lesson at the Teachers Professional Development Conference November 27-28.

4.1 Topic # 1 ENGLISH

Example: Subject: *English* **Topic:** *Subject – verb agreement*

Problem: *Pupils fail to make correct sentences involving subject –verb agreement, e.g. “The boys is coming today” instead of saying “The boys are coming today.”*

4.1 Subject	4.1 Topic	Description of the problem
<i>English</i>		

Topic # 2. MATHEMATICS

Example: Subject: *Mathematics* **Topic:** *Fractions*

Problem: *Pupils do not understand how to determine the increasing values of fractions. They think that the fractions 3/4, 3/8, 3/12 are arranged in order of increasing value.*

4.1 Subject	4.1 Topic	Description of the problem
<i>Mathematics</i>		

Topic # 3. SCIENCE

Example: Subject: *Science* **Topic:** *Machines*

Problem: *Pupils do not understand how to determine the increasing values of fractions. They think that the fractions 3/4, 3/8, 3/12 are arranged in order of increasing value.*

4.1 Subject	4.1 Topic	Description of the problem
<i>Science</i>		

On which topic above are you willing to prepare a 30- to 35-minute demonstration lesson that would show other teachers how you help your pupils address the problem you have identified? Please circle the subject.

1. English 2. Mathematics 3. Science

Proposed Evaluation Questions for Teachers to Answer.

1. Are the topics that were discussed actual problems that pupils and teachers face? Do they reflect real problems in content knowledge?
2. Did you find the demonstrations useful? Which ones were most useful for you?
3. Did you find the discussions after the lessons useful? In what ways? Did the discussions focus on the problems of pupils and teachers related to content knowledge?
4. What were the strengths of the TPDCs?
5. Were there weaknesses in the conference? What would you suggest to improve on the TPDCs next time?
6. Were the participants open and willing to ask questions? To give each other suggestions? To receive feedback? Which questions did you find most helpful?

Table A3. Number of TOTs trained in cycle 5 in August 2006

District	Participants		
	Male	Female	Total
Mzimba South	93	21	114
Kasungu	116	24	140
Machinga	82	19	101
Phalombe	35	4	39
Total	326	68	394

Table A4. Number of teachers trained in cycle 5 in August 2006

District	Participants		
	Male	Female	Total
Mzimba South	1429	459	1888
Kasungu	1662	683	2345
Machinga	885	278	1163
Phalombe	626	75	701
Total	4602	1495	6097

Table A5. Most popular topics covered during cycle 6 cluster-training workshops by subjects

Subject	Topic
English	<ul style="list-style-type: none"> • Grammar: <ul style="list-style-type: none"> ○ Parts of speech and how to identify and use them in sentences: <ul style="list-style-type: none"> –Prepositions –Adjectives and adverbs –Verbs in present, perfect and future tenses ○ Subject –verb agreement <ul style="list-style-type: none"> – Identifying nouns and pronouns in singular and plural forms from sentences – Identifying verbs in singular and plural forms from sentences ○ Direct and indirect speech ○ Active and passive voice ○ Clauses • Composition and letter writing • Comprehension • Teaching: <ul style="list-style-type: none"> ○ Dialogue ○ Reading and writing in small groups ○ Comprehension using story/concept map
Mathematics	<ul style="list-style-type: none"> • Vulgar fractions: <ul style="list-style-type: none"> ○ Arranging fractions in ascending and descending order ○ Modeling fractions ○ Proper and improper fractions involving word problems • Conversion of capacity to volume and vice versa • Factors, LCM and HCF • Ratios and proportions • Introducing: <ul style="list-style-type: none"> ○ Numbers using modeling ○ Numbers using place value boxes ○ Addition with regrouping ○ Division and multiplication ○ Lengths in comparing objects using non-standard units • Demonstrating formula for finding area of a circle practically
Science	<ul style="list-style-type: none"> • Properties of light • Sound (pitch, how sound travels, factors affecting the speed of sound) • Machines – pulleys • Mixtures of gases • States of matter – properties • Plants and animals <ul style="list-style-type: none"> ○ Groups of animals ○ External parts of a flower ○ Types of stems ○ Growing up • How HIV and AIDS affects: <ul style="list-style-type: none"> ○ Care for people ○ Economic status of people and education

Table A6. Number of training workshops and participants during ZINFA –facilitated workshops

District	# of training workshops	Totals # of participants for each district		
		M	F	Total
Mzimba	21	690	296	986
Kasungu	19	566	216	782
Machinga	16	554	202	756
Phalombe	15	329	111	440
Totals	71	2,139	825	2,964

Table A7. Number of schools; teachers and pupils who benefited from the MTTA Activity from May to November 2006

District	# of schools	# of teachers	# of pupils				
			F	M	Total	F	M
Totals for Mzimba South	22	53	62	115	3983	4269	8252
Totals for Kasungu	24	95	74	169	5256	6134	11390
Totals for Machinga	19	89	86	175	4245	7732	1197
Total for Phalombe	10	62	39	101	6551	6516	13067
Grand total	74	299	261	560	20035	24651	44686

Table A8. Type of orientation workshop and number of participants by gender by district

Type of orientation workshop	Number of participants														
	Districts												Total		
	Mzimba			Kasungu			Machinga			Phalombe			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Std 1, term 1 PCAR curriculum	449	144	593	689	128	817	279	68	347	155	36	191	1,572	376	1,948
Research-based approach to teaching reading in English	342	95	437	250	57	307	274	49	323	143	25	168	1,009	226	1,235
Effective use of teacher supervision instruments	138	12	150	204	28	232	79	19	98	49	9	58	470	68	538

Table A9. Number of lecturers and students at Teacher Training Colleges in September 2006

College	Number of Life Skills lecturers			Number of students		
	Female	Male	Total	Female	Male	Total
Blantyre	2	3	5	101	366	476
DAPP	0	1	1	32	31	63
Emmanuel	0	1	1	21	10	31
Karonga	0	6	6	118	124	242
Kasungu	1	5	6	139	295	434
Lilongwe	3	5	8	140	273	413
Montfort	3	3	6	0	0	0
St. Joseph's	2	5	7	243	0	243

MTTA

AIR ♦ SAVE ♦ MW&I ♦ MIE

Total	11	29	41	794	1099	1893
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*Montfort college is now a Catholic University and no longer a Teacher Training College. Lecturers have been relocated to other Teacher Training Colleges.

Figure A1: Targets and achievement (performance) of teachers in English from October 2004 to October 2006

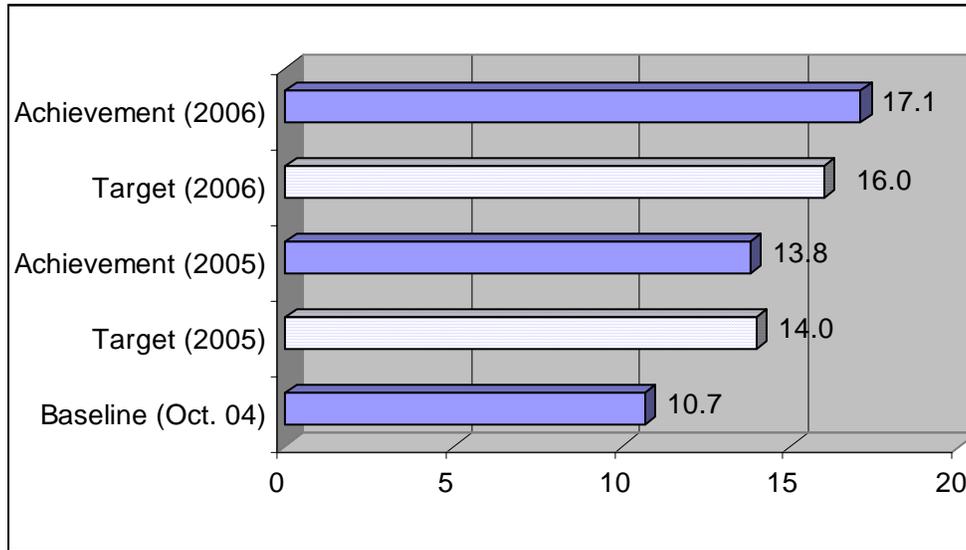


Figure A2: Targets and achievement (performance) of standard 3 pupils teachers in English from October 2004 to October 2006

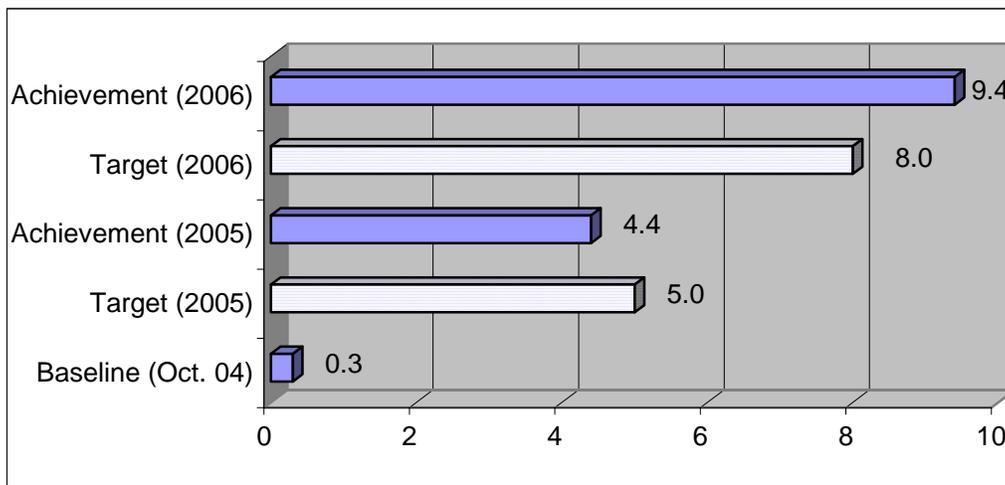


Table A10. Performance of standard 6 pupils in English reading between February and October 2006

	Boys		Girls		Overall	
	February	October	February	October	February	October
Non	30.9	6.0	31.2	7.4	31.0	6.6
Partial	24.2	17.7	24.7	17.8	24.5	17.7
Full	44.9	76.4	44.1	74.8	44.5	75.6

Table A11. Progress of teachers in English

Sex	October 2004	October 2005	October 2006
Female	54.84	56.63	63.23
Male	55.75	56.63	64.03
Overall	55.30	56.63	63.63

Table A12. Average score gain of standard 3 pupils in English reading

Sex	February 2006	October 2006	Average Percent Gain
Boys	2.76	18.46	15.70
Girls	2.68	19.52	16.84
Overall	2.72	19.01	16.29

Table A13. Average score gain of standard 6 pupils in English reading

Sex	February 2006	October 2006	Average Percent Gain
Boys	56.04	82.32	26.28
Girls	55.99	80.69	24.70
Overall	56.02	81.54	25.52

Table A14. Direction of change in pupil performance in English reading – standard 3

Mastery Level	Positive Change	No Change	Negative Change
Non-mastery	13.2	75.4	11.4
Partial mastery	99.1	0.0	0.9
Full mastery	100.0	0.0	0.0
Overall	36.0	55.4	8.6

Table A15. Direction of change in pupil performance in English reading – standard 6

Mastery Level	Positive Change	No Change	Negative Change
Non-mastery	25.0	22.9	52.1
Partial mastery	66.4	0.0	33.6
Full mastery	86.6	1.5	11.9
Overall	78.9	2.6	18.4

Figure A3: Targets and achievement (performance) of teachers in Mathematics from October 2004 to October 2006

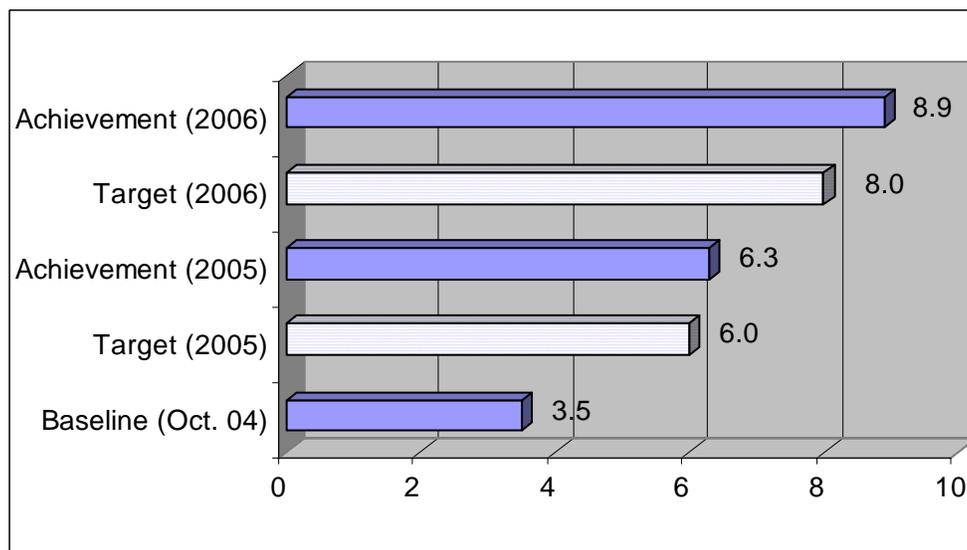


Figure A4: Targets and achievement (performance) of standard 3 pupils in Mathematics from October 2004 to October 2006

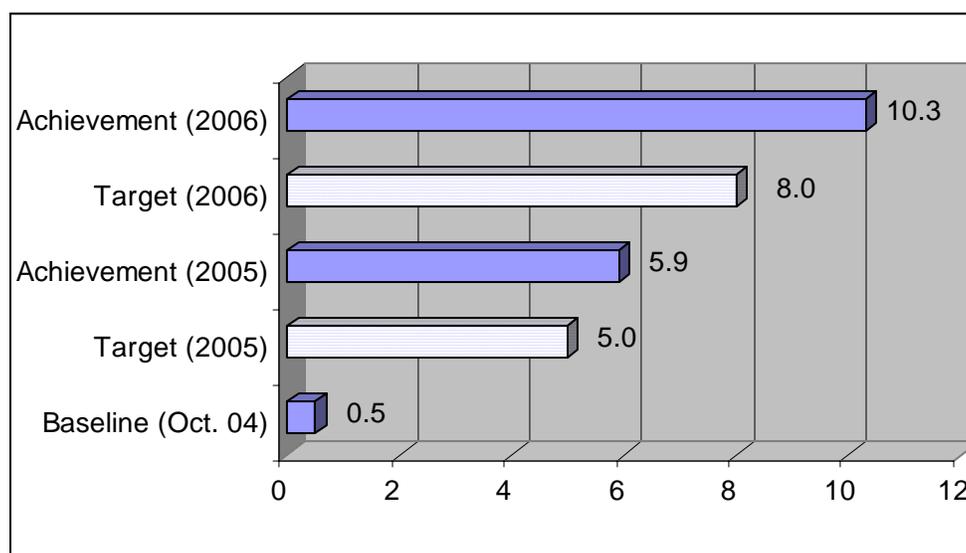


Table A16. Performance of standard 6 pupils in mathematics between February and October 2006

	Boys		Girls		Overall	
	February	October	February	October	February	October
Non	98.8	85.9	99.4	86.4	99.1	86.1
Partial	1.2	14.1	0.6	12.2	0.9	13.2
Full	0.0	0.0	0.0	1.4	0.0	0.7

Table A17. Progress of teachers in Mathematics

Sex	October 2004	October 2005	October 2006
Female	28.54	36.61	43.22
Male	37.40	40.15	46.26
Overall	32.97	38.38	45.31

Table A18. Average score gain of standard 3 pupils in mathematics

Sex	February 2006	October 2006	Average Percent Gain
Boys	42.72	53.97	11.25
Girls	40.38	54.30	13.92
Overall	41.55	54.14	12.59

Table A19. Average score gain of standard 6 pupils in mathematics

Sex	February 2006	October 2006	Average Percent Gain
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Boys	9.21	18.31	9.1
Girls	8.63	17.98	9.35
Overall	8.92	18.14	9.22

Table A20. Direction of change in standard 3pupil performance in mathematics

Mastery Level	Positive Change	No Change	Negative Change
Non-mastery	28.7	3.1	68.2
Partial mastery	77.1	4.0	18.9
Full mastery	99.2	0.8	0.0
Overall	74.4	3.6	22.0

Table A21. Direction of change in standard 6pupil performance in mathematics

Mastery Level	Positive Change	No Change	Negative Change
Non-mastery	63.5	13.0	23.5
Partial mastery	100.0	0.0	0.0
Full mastery	100.0	0.0	0.0
Overall	68.6	11.2	20.2

Figure A5: Targets and achievement (performance) of teachers in Science from October 2004 to October 2006

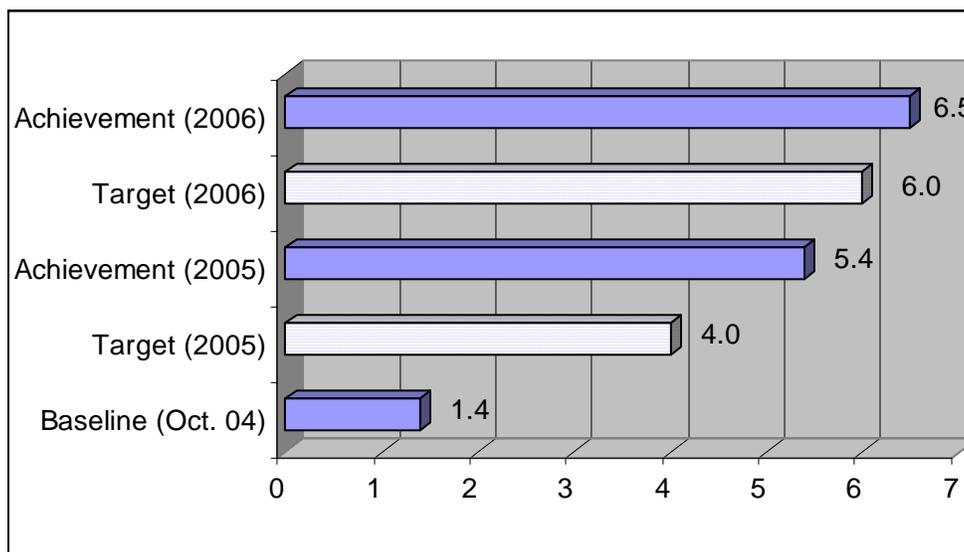


Figure A6: Targets and achievement (performance) of standard 3 pupils General Studies from October 2004 to October 2006

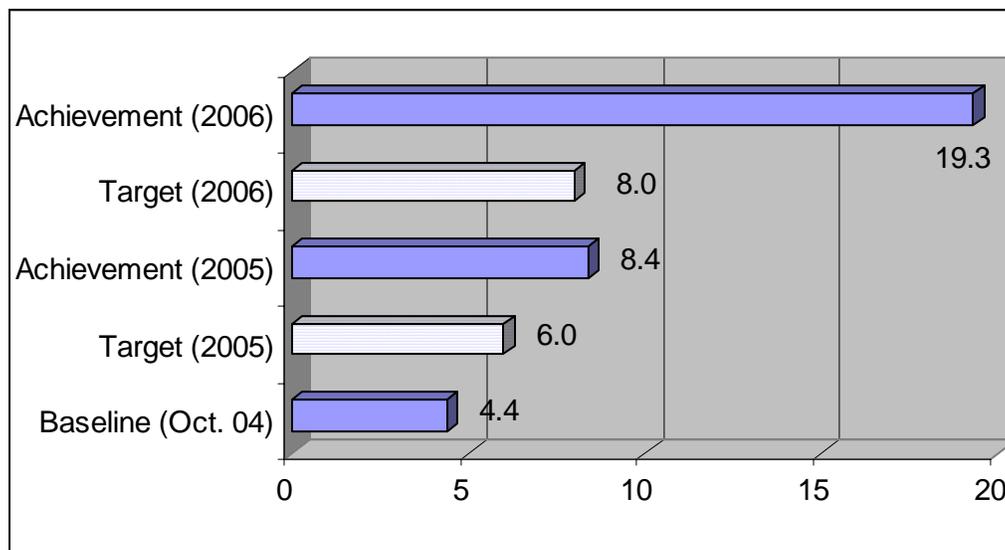


Table A22. Performance of standard 6 pupils in science between February and October 2006

Level	Boys		Girls		Overall	
	February	October	February	October	February	October
Non	96.6	74.5	97.2	78.8	96.9	76.6
Partial	3.4	24.2	2.8	18.4	3.1	21.3
Full	0.0	1.4	0.0	2.8	0.0	2.1

Table A23. Progress of teachers in science

Sex	October 2004	October 2005	October 2006
Female	41.59	44.08	51.79
Male	42.51	53.24	61.91
Overall	42.05	48.66	56.85

Table A24. Average score gain of standard 3 pupils in general studies

Sex	February 2006	October 2006	Average Percent Gain
Boys	50.74	60.56	9.82
Girls	46.58	60.70	14.12
Overall	48.69	60.63	11.94

Table A25. Average score gain of standard 6 pupils in science

Sex	February 2006	October 2006	Average Percent Gain
Boys	7.93	21.98	14.05

Girls	6.73	20.19	13.46
Overall	7.33	21.10	13.77

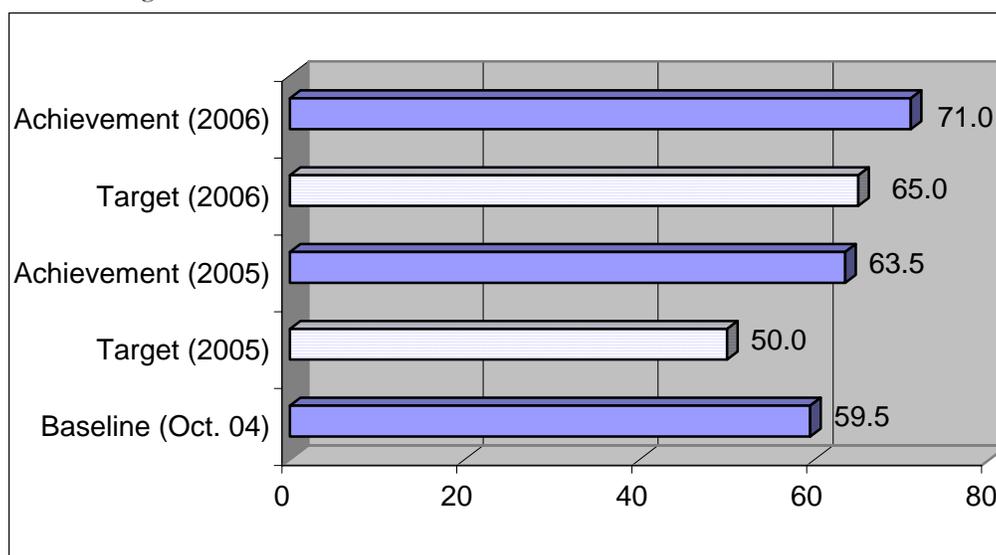
Table A26: Direction of change in standard 3 pupil performance in general studies

Mastery Level	Positive Change	No Change	Negative Change
Non-mastery	10.3	7.4	82.4
Partial mastery	65.4	6.1	28.5
Full mastery	88.7	2.1	9.2
Overall	66.8	5.4	27.8

Table A27: Direction of change in standard 6 pupil performance in science

Mastery Level	Positive Change	No Change	Negative Change
Non-mastery	66.7	17.5	15.7
Partial mastery	100.0	0.0	0.0
Full mastery	100.0	0.0	0.0
Overall	74.5	13.4	12.0

Figure A7: Trend of percentage of teachers using participatory teaching methods during instruction of English, mathematics and science from October 2004 to October 2006



Performance Monitoring Plan for MTTA

The MTTA project has the overall objective of establishing a sustainable process whereby professional development activities raise teachers' standards to create a strong, knowledgeable, pupil-centered teaching force. Monitoring and evaluation of MTTA activities are aligned to the IRs under SO9: *Quality and Efficiency of Basic Education Improved* except for the MTTA- Pilot Interactive School-Based HIV/AIDS Clubs project which has its activities aligned to the MTTA's implementation level indicators.

All count-related indicators are tabulated quarterly from training reports. All pupil assessment-related indicators were measured annually through baseline and follow-up surveys. The baseline surveys were conducted at the beginning of the school session in February of each year, with the follow-up surveys in October of the same school year. The last pupil assessment was conducted in October 2006 because the project end date comes earlier than when the follow-up assessment could be done. Selection of the schools surveyed was determined using a sampling of 15% of the schools in each target district. The baseline teacher assessments in English, mathematics and science were conducted in October 2004, with first and second follow-up surveys in October 2005 and October 2006 respectively. The third and final follow-up survey will be conducted in June 2007. MTTA worked with MESA's data collection team to coordinate data collection activities in 2004 and 2005. MESA phased out in January 2006 and since then MTTA has been caring the data collection independently.

Each year a team of data collectors are trained to collect data from teachers' interviews and classroom observations in the three subject areas. Teachers will also be assessed to determine their performance. Finally, data analysis will be conducted to establish the change in performance over time. MTTA will also conduct ongoing monitoring and supervision of teachers to follow-up teacher training activities and provide appropriate guidance to the teachers through the cluster mentor teachers, trainer heads, and ZINFAs, Mobile Teacher Training Troupe members as well as project staff. At the TTCs, support visits provide feedback and guidance to the tutors.

For MTTA - Pilot Interactive School-Based HIV/AIDS Clubs project, performance indicators and results demonstrating the achievement and successful implementation of activities will mark progress towards MTTA's objectives. All indicators will be tabulated from training and supervision/monitoring reports. The baseline survey was conducted at the beginning of the project to establish the status of clubs at the inception of the project. The follow-up survey will be conducted in January and February 2007 to determine change over time. All the 40 school-based clubs will participate in both surveys since it is a pilot project. MTTA will also conduct ongoing monitoring and supervision of school-based clubs to follow-up on activities in order to provide feedback and guidance to the clubs.

Indicators for mainline MTTA Activities

Monitoring and evaluation of MTTA activities are aligned to the IRs under SO9: *Quality and Efficiency of Basic Education Improved*. Performance indicators and results demonstrating the achievement and successful implementation of activities will mark progress towards MTTA's objectives. These indicators are presented in the table that follows. The table defines each performance indicator and includes target values and current status, as appropriate.

1. Number of teachers trained in mathematics, science and English

Number of teachers (disaggregated by gender) who successfully complete an in-service teacher training program. In-service teacher training is defined as training for existing teachers in the three content areas (English, mathematics and science). This indicator is calculated by finding out the number of teachers trained in the three content areas. By the end of the project, MTTA expects to train 6000 teachers in all the three content areas of English, mathematics and science.

2. Percentage of teachers using participatory teaching methods during instruction of mathematics, science or English

Percentage of teachers using active teacher pupil interaction methods that involve teachers using creative and active learning methods continuous assessment, promoting equal gender participation, etc. during their instruction of mathematics, science or English. This indicator is determined by calculating the percentage of teachers observed while teaching mathematics, science and English. By close of project in 2007, 70% of the teachers are expected to be using participatory teaching methods while teaching English, mathematics and science.

3. Percentage of teachers demonstrating full mastery in using mathematics concepts

Percentage of teachers who reach a pre-defined threshold of mastery in a teacher assessment of mathematics concepts. Assessment instruments will assess teachers' grasp and level of proficiency in mathematics concepts, such as arithmetic, measurement, and geometry. This indicator is calculated as the number of teachers in the four target districts achieving 80% and above in mathematics assessment adapted from the 2004 standard 8 Primary School Leaving Certificate Examinations mathematics paper. By the close of the project, 10% of the teachers are expected to achieve full mastery in mathematics.

4. Percentage of teachers demonstrating full mastery in using science concepts

Percentage of teachers who reach a pre-defined threshold of mastery in a teacher assessment of science concepts. Assessment instruments will assess teachers' grasp and level of proficiency in science concepts, such as scientific reasoning, cause and effect and subject areas like earth science and biology. This indicator is calculated as the number of teachers in the four target districts achieving 80% and above in science assessment adapted from the 2004 standard 8 Primary School Leaving Certificate Examinations science paper. By the close of the project, 8% of the teachers are expected to achieve full mastery in science.

5. Percentage of teachers demonstrating full mastery in English comprehension

Percentage of teachers who reach a pre-defined threshold of mastery in a teacher assessment of English. Assessment instruments will assess teacher's grasp and level of proficiency in the English language, speaking, writing and reading. This indicator is calculated as the number of teachers in the four target districts achieving 80% and above in English assessment adapted from the 2004 standard 8 Primary School Leaving Certificate Examinations English paper. By the close of the project, 18% of the teachers are expected to achieve full mastery in English.

6. Percentage of pupil increasing individual mastery levels in mathematics in Standard 3

Percentage of pupils who increase a pre-defined threshold level of mastery in mathematics. The assessment instrument will measure pupils' grasp of mathematics concepts. This indicator is calculated as the number of pupils in the four target districts achieving 80% and above on 50 mathematics items from their class textbook. The last pupil assessment will be in October 2006 because the project end date is earlier than the follow-up assessment can be. The project expects to see 8% of the pupils achieving mastery in mathematics

7. Percentage of pupil increasing individual mastery levels in science in Standard 3

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

pupil assessment will be in October 2006 because the project end date is earlier than the follow-up assessment can be. The project expects to see 8% of the pupils achieving mastery in science

8. Percentage of pupil increasing individual mastery levels in English in Standard 3

Percentage of pupils who increase a pre-defined threshold level of mastery in mathematics. The assessment instrument will measure pupils' grasp of mathematics concepts. This indicator is calculated as the number of pupils in the four target districts achieving 80% in English reading, comprehension and writing. The last pupil assessment will be in October 2006 because the project end date is earlier than the follow-up assessment can be. The project expects to see 8% of the pupils achieving mastery in English.

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

Number of individuals (disaggregated by gender) who have successfully completed the pre-service teacher training program in Life Skills for HIV/AIDS curriculum. Pre-service teacher training is training for new teachers or teachers who have received no prior training that will make them available for a teaching position in either a formal or non-formal school. This indicator is determined by finding out the number of pre-service teachers trained in Life Skills for HIV/AIDS curriculum. By close of MTTA, 5,000 pre-service teachers would be trained in Life Skills.

10. Number of school-based pilot clubs created

Number of school-based pilot clubs formed and functioning as per requirements of the project. This indicator would be determined by finding out the number of school-based pilot clubs created and functional. MTTA is expected to create 40 school-based pilot clubs by the end of the project.

11. Number of primary school head teachers selected and trained in club leadership skills

Number of primary school head teachers (disaggregated by gender) who have successfully completed the training in club leadership skills. This indicator would be determined by finding out the number of primary school head teachers trained in club leadership skills. A total of 80 primary school head teachers are expected to be trained by the end of the project.

12. Number of youth mentors selected and trained to assist club leaders

Number of youth mentors (disaggregated by gender) who have successfully completed the training in club leadership skills to assist club leaders. This indicator would be determined by finding out the number of youth mentors trained in club leadership skills to assist club leaders. A total of 80 youth mentors are expected to be trained by the end of the project.

13. Number of Chichewa version of Sara Comic Book Series disseminated to the school-based pilot clubs

Number of Chichewa version of Sara Comic Book Series distributed to school-based pilot clubs. This indicator is determined by finding out the number of Chichewa version of Sara Comic Book Series distributed to school-based pilot clubs. By the close of the project, 6,400 Chichewa version of Sara Comic Book Series are expected to be distributed to school-based pilot clubs.

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

Percentage of school-based pilot clubs supervised and supported in a month. This indicator is calculated as the number of school-based pilot clubs supervised and supported by MTTA supervisors in a month. By the end of each month, 80% of the school-based pilot clubs will be supervised and supported.

MTTA Performance Monitoring Plan Chart of Indicators

No.	Indicator	Means of verification	Year	Baseline			2005			2006			2007					
				Baseline			Target	Actual		Target	Actual		Target	Actual				
				M	F	Total	Total	M	F	Total	Total	M	F	Total	Total	M	F	Total
1.	Number of teachers trained in Mathematics, English and Science (in target districts). December 2004 (Cycle 1)	Training Reports	2004	0	0	0	6,000	4,621	1,768	6,389	6,000	N/A						
	Number of teachers trained in Mathematics, English and Science (in target districts). April 2005 (Cycle 2)	Training Reports	2004	0	0	0	6,000	4,304	1,654	5,958	6,000							
	Number of teachers trained in Mathematics, English and Science (in target districts). August 2005 (Cycle 3)	Training Reports	2004	0	0	0	6,000	4,664	1,568	6,232	6,000							
	Number of teachers trained in Mathematics, English and Science (in target districts). December 2005 (Cycle 4)	Training Reports	2004	0	0	0	6,000	4,407	1,618	6,025	6,000							
	Number of teachers trained in Mathematics, English and Science (in target districts). August 2006 (Cycle 5)	Training Reports	2004	0	0	0	N/A				6,000	4,602	1,495	6,097	6,000			
	Number of teachers trained in Mathematics, English and Science (in target districts). December 2006 (Cycle 6)	Training Reports									6000	4,154	1,486	5,640	6,000			
2.	Percentage of teachers using participatory teaching methods during instruction of mathematics, science or English (in target districts).	Classroom Observation	2003	35.6	42.4	36.9	50	61.8	62.2	62.0	65	70.8	71.2	71.0	70			
3.	Percentage of teachers demonstrating full mastery in using mathematics concepts (in target districts).	Assessment	2004	4.6	1.0	3.5	6.0	6.1	6.6	6.3	8.0	9.3	8.0	8.9	10.0			
4.	Percentage of teachers demonstrating full mastery in using science concepts (in target districts).	Assessment	2004	1.0	2.3	1.4	4.0	7.8	0.3		6.0	6.5	6.6	6.5	8.0			
5.	Percentage of teachers demonstrating mastery in English comprehension (in target districts).	Assessment	2004	10.5	11.1	10.7	14.0	13.8	13.8	13.8	16.0	18.3	14.6	17.1	18.0			

No.	Indicator	Means of verification	Year	Baseline			2005			2006			2007					
				Baseline			Target	Actual		Target	Actual		Target	Actual				
				M	F	Total	Total	M	F	Total	Total	M	F	Total	Total	M	F	Total
6.	Percentage of pupil increasing individual mastery levels in mathematics in Standard 3 (in target districts)	Pupil Assessment	2003	0.5	0.4	0.5	5.0	7.9	3.8	5.9	8.0	10.2	10.4	10.3	N/A			
7.	Percentage of pupil increasing individual mastery levels in science in Standard 3 (in target districts)	Pupil Assessment	2005	6.3	2.4	4.4	6.0	9.2	7.5	8.4	8.0	18.1	19.9	19.3				
8.	Percentage of pupil increasing individual mastery levels in English in Standard 3 (in target districts)	Pupil Assessment	2003	0.4	0.2	0.3	5.0	4.5	4.3	4.4	8.0	8.7	10.0	9.4				
9.	Number of pre-service teachers trained in Life Skills for HIV/AIDS curriculum	Training Reports	2005	0	0	0	0	1,901	348	2,249	2,500	1099	794	1893	2,500			
10.	Number of school-based pilot clubs created (in target schools).	Training Reports	2006	N/A							40	40		N/A				
11.	Number of primary school head teachers selected and trained in club leadership skills (in target schools).	Training Reports	2006								80	53	27	80				
12.	Number of youth mentors selected and trained to assist club leaders (in target schools).	Training Reports	2006								80	40	40	80				
13.	Number of Chichewa version of Sara Comic Book Series disseminated to the school-based pilot clubs (in target schools).	Delivery Reports	2006								6400	6400						
14.	Percentage of school-based pilot clubs supervised and/or supported in a month.	Supervision Report	2006								100%	100%						

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



CASE STUDY

Case #1: MTTA Interventions impact on pupil learning outcomes at Vazala School



“At first I did not understand well what the teachers were teaching. Later, they started putting us in small groups. They explained things clearly. We were involved in doing experiments in science. They gave us remedial lessons where we had difficulties.” Felistas Kachale

Situation

Pupil performance has been poor in most schools including Vazala primary school in Mzimba South, one of the districts where MTTA, a USAID funded project, is implementing its activities. Many pupils were complaining that progress in their studies was poor. According to the pupils, teachers were not explaining things well enough. “We didn’t know if the teachers themselves understood what they were teaching us,” one of the pupils said. According to Mr Shaba, PEA for the zone, the pupils were not motivated to learn because they did not understand what they were learning. In addition, teachers lacked appropriate teaching and learning resources.

Initiative

MITTA assisted in improving the quality of teaching and learning of subjects such as English, mathematics and science through a series of in-service training workshops based on the teachers’ professional needs. MITTA also gave out teacher manuals for English, mathematics and science. The manuals contain well-elaborated information on some topics in mathematics, English and science that are considered difficult by many teachers in the four impact districts of Mzimba South, Kasungu, Machinga and Phalombe. These have benefited both teachers and pupils in the four impact districts.

Results

The teacher In-service training workshops have improved teachers’ mastery of subject content and effective use of participatory teaching and learning methods. This has made a big impact towards improving pupil-learning outcomes. Felistas Kachale, a standard 8 pupil at Vazala school in Mzimba district, is one of the learners who has benefited from the teacher training interventions. Her performance improved greatly between terms one and three in standard 7. According to her class teacher Mr. Charles Mvula, her passes at the end of term one in standard 7 were 61 % in English, 52% in mathematics and 49% in science. She was position number twelve in a class of 56 pupils. In term three, her passes improved to 90% in English, 86% in mathematics and 80% in science. She rose to position number one. “At first I did not understand well what the teachers were teaching. Later, they started putting us in small groups. They explained things clearly. We were involved in doing experiments in science. They gave us remedial lessons where we had difficulties,” she explained.



CASE STUDY

Case #2: Teaching Corner Technique Makes a Difference in Zyalambe Zone, Kasungu



“Pupils in my zone are now more motivated to attend school because of the learner centred method of teaching reading through a Teaching Corner,” Beatrice Chisi, says.

Challenge

Most pupils in Zyalambe zone especially in standard 3 could not read English or Chichewa with understanding. The children were unable to read even the most used words like ‘house’, ‘book’, ‘school’, and so on. This problem also applied to other classes. It was also common practice for teachers to answer comprehension questions on behalf of pupils. Pupils were only required to read the answers after the teacher had copied them on the chalkboard.

Initiative

The Malawi Teacher Training Activity (MTTA), a project funded by USAID introduced a Mobile Teacher Training Troupe (MTTT) initiative to schools in Kasungu. Through this initiative, many teachers were introduced to various participatory teaching and learning techniques. One of these is the use of a Teaching Corner, where reading lessons are effectively drilled in small groups of pupils at a time, while the rest of the class is assigned revision work. This teaching technique was not used in the zone before.

Results

As a result of this initiative, most pupils in Kasungu district are now able to read simple texts with understanding. Their general performance on reading tests has improved too. The teachers are also enjoying their work as pupils respond positively to reading activities and homework assignments. Mrs Beatrice Chisi, Primary Education Adviser for Zyalambe zone made this comment: “Pupils in my zone are now more motivated to attend school because of the learner centred method of teaching reading through a Teaching Corner,” she says. “Pupils I have spoken to express happiness that their teachers are giving them individual attention during reading lessons, which is improving their reading skills remarkably,” she adds.



CASE STUDY

Case #3: MTTT Inspires Teachers to Address Their Own Professional Needs



“Now, teachers of Michongwe School have developed the spirit of sharing content knowledge and pedagogical skills..”

Situation

Ntaja is one of the 10 Education zones in Machinga, one of the four impact districts where Malawi Teacher Training Activity (MTTA), a USAID funded project, is implementing its activities. Teachers at Michongwe School in Ntaja zone, like many teachers in Machinga, did not know that they could get together as a school to identify and address their own professional needs in mathematics, science and English. They were eager to improve their content knowledge in some subjects, yet they were not exercising their ability to cooperate and work with other schools. This resulted to poor teaching and poor pupil poor performance.

Initiative

MTTA introduced the Mobile Teacher Training Troupe (MTTT) initiative whose objective is to enable teachers to get together, identify their own content and pedagogical shortfalls and address them as a group. When the idea of MTTT was introduced, the teachers sat down and identified their own content and pedagogical needs. “We came up with a professional development committee. It is headed by the head teacher and its members are the section heads. Each teacher was asked to identify topics that he/she finds difficult to teach from their schemes of work. Then I prepared an action plan that we followed. It indicated dates and days when we had workshop planning meetings, school based training workshops, teacher supervision and follow up meetings. Now, teachers of Michongwe School have developed the spirit of sharing content knowledge and pedagogical skills.” Mrs. Catherine Adoni Kalitera head teacher for Michongwe School explained.

Result

“MTTT initiative has helped to improve teaching and learning environment at Michongwe School. Teachers write comprehensive lesson plans with clear specific objectives. They have good command of subject content. They are well motivated in their work. They use appropriate teaching and learning methods. This has resulted into pupil’s better understanding of what they learn and improved pupil learning gains,” Mrs Kalitera concluded her report about MTTT initiative



CASE STUDY

Case #4: Pupil performance in science improves at Mbembembe school



“These days, I am able to participate in science experiments which we do in groups. I do science exercises well. My average pass mark in science is seventy-five.! Thanks to my teacher, thanks to MTTA”.

Situation

Teaching and learning of science has been very difficult and uninteresting in most schools including Mbembembe primary school in Phalombe, one of the districts where USAID funded project Malawi Teacher Training Activity (MTTA) is implementing its activities. Many girls complained that science was very difficult because teachers did not help them to understand ideas and concepts “If the teacher does not understand what he/she is trying to teach to the pupils, how can they teach pupils with understanding?” Mr. Radson Sideni the Coordinating PEA for the district wondered. According to Radson, examination reports for the district indicate that most pupils do not do well in science examinations. Among many other reasons the Primary Education Advisor (PEA) said that although the science curriculum has changed several times, teachers had not been oriented adequately to the new curriculum materials. In addition, many teachers lacked appropriate teaching and learning resources for their classrooms. As a result, many of them were uncomfortable with most of the science curriculum content.

Initiative

MTTA has assisted in improving the quality of teaching and learning of subjects such as English, mathematics and science through a series of in-service training workshops based on the teachers’ professional needs. MTTA has also given out teacher manuals for science, mathematics and English. These have benefited both teachers and pupils of Mbembembe school and all the schools in the district.

Result

The teacher in-service training workshops have improved teachers’ mastery of subject content and effective use of participatory teaching and learning methods. This has made a big impact on improving pupil-learning outcomes. Aisha Lazalo, a standard 8 pupil at Mbembembe primary school, is one the pupils who have benefited from these teacher in-service training interventions. “These days, I am able to participate in science experiments which we do in groups. I do science exercises well. My average pass mark in science is 75%! Thanks to my teacher, thanks to MTTA,” Aisha mused.



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CASE STUDY

Case #5: Service Learning at Kavizinde *Mphamvu Kwa Achinyamata* (MKA)



Service learning is indeed a powerful concept; we need to thank USAID for funding HASCI through MTTA. This initiative is a brilliant idea that will turn our communities around

Challenge

An elderly woman in Mpasadzi zone, Kasungu district, was caring for an HIV/AIDS patient in a house with a dilapidated roof, no toilet and no bath shelter. This made both the patient and the care giver vulnerable to diseases as the lack of a proper toilet could lead to the transmission of water and air-borne diseases. The lack of a bath shelter was also a problem because it made them take a bath only at night in the dark for cover. At the same time, the dilapidated roof posed a physical danger to them as the house could fall on them at any time, especially during the rainy season.

Initiative

After reading about service learning in *Mphamvu Kwa Achinyamata* club handbooks, published by MTTA with funding from USAID, club members of Kavizinde MKA club dug a toilet fenced with straw and constructed a bath shelter for the patient. The dilapidated roof of the house was repaired and thatched. Club members also cleared the surrounding of the house, drew water and collected some firewood for the family. To crown it all, the club provided the family with maize flour for their meals, which caused the old woman to remark: “We will now have decent meals for several days with this flour; we used to go hungry on some days. Thank you folks; you are good Samaritans,” she said in appreciation.

Results

The results of this project were two-fold. The family was greatly relieved from the stress of lacking a toilet, a bath shelter, and living under a dilapidated roof. Furthermore, the assistance reduced the family’s risk of contaminating water and air-borne diseases. On the other hand, members of Kavizinde MKA club learned a lot of useful life skills as they took part in these community service projects. The skills learned included, compassion, planning, decision making, problem solving as well as new skills such as toilet construction, house repair and bath shelter construction. “Service learning is indeed a powerful concept; we need to thank USAID for funding HASCI through MTTA. This initiative is a brilliant idea that will turn our communities around,” appreciated Anthony Mdekhu, PEA of Mpasadzi zone.



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CASE STUDY

Case #6: Kalulu *Mphamvu kwa Achinyamata (MKA)* Club Improving The Lives of Vulnerable People in The Community



Kalulu MKA club is very busy in improving the lives of the vulnerable people in their community; thanks to MTTA for the initiative which is, transforming livelihoods in Sankhula zone.

Challenge

Before the inception of the Kalulu *Mphamvu kwa Achinyamata* (MKA) club, the previous club, AIDS Toto, did not have as their agenda, the caring and cheering of the sick, the aged, orphans and other vulnerable groups in society. To exacerbate the problem, club leaders and patrons did not have training to enable them to carry out club activities effectively and efficiently. In addition, club activities were not done with the guidance of a club constitution and activity handbook. Without proper training, materials and guidance, previous clubs like Kalulu AIDS Toto club were almost idle.

Initiative

HIV and AIDS School Club Initiative (HASCI), a component of MTTA funded by USAID, has turned around clubs such as Kalulu anti-AIDS club in Kasungu district. Since the inception of HASCI, club leaders and club youth mentors have been trained in club leadership and oriented to the MKA club constitution. Plans have been developed and activities are being done within the parameters of the constitution. Following the training, Kalulu *Mphamvu Kwa Achinyamata* club has carried out several activities including visiting the sick and helping the elderly. For example, the club visited an asthma patient, Mrs Hebert from Mapadwe village, drew some water for her and gave her K25.00 for purchase of medicine. In addition, the club visited an elderly woman, Mrs Nkhata from Chinkhumba village, drew water for her and gave her a pack of match boxes. The club also paid a visit to an elderly woman, Mrs Chirwa, and drew water for her and gave her a pack of match boxes. The club rendered assistance to orphans cared by Kagonagona, an elderly man from Thunduzi village. They also made ridges on the man's $\frac{1}{4}$ acre maize garden.

Results

Clearly, the onset of *Mphamvu Kwa Achinyamata* clubs under MTTA HASCI has encouraged clubs which were once idle to begin doing useful work to improve the lives of people in the community. Through the community work, club members are acquiring various life skills such as empathy, problem solving, planning, decision making, and creative thinking. The club mentors and members of Kalulu MKA club are motivated in carrying out more community action projects that can address the problems in the community. As observed by Esnath C Kalawe, PEA for Sankhula zone, "Kalulu MKA club is very busy in improving the lives of the vulnerable people in their community; thanks to MTTA for the initiative which is transforming livelihoods in Sankhula zone".



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CASE STUDY

Case #7: Kalolo *Mphamvu Kwa Achinyamata* (MKA) Club Addresses Environmental Health Problems



“we believe that by improving the environment of patients we are also improving the conditions of those people who are affected or infected with HIV and AIDS who frequent this Health Centre” – Mr. Macloud A Lungu

Challenge

Mr Macloud A Lungu, the headteacher of Kalolo primary school, visited Mziza Health Centre to seek for medical help for his son who had a swollen leg. While waiting for the doctor he noted that the premises were unhygienic. Litter was dumped everywhere and flies were abundant. He soon realized that the Health Centre was also short of staff. With only three people for general duties, the premises could not be cleaned adequately. After the visit, Mr Lungu shared his concern with Kalolo *Mphamvu Kwa Achinyamata* club for a possible intervention. Kalolo *Mphamvu Kwa Achinyamata*, supported by the MITA project with funding from USAID, decided to take on the challenge.

Initiative

After getting the information from their head teacher, Kalolo MKA club organised themselves to give a helping hand to the clinic staff and patients at Mziza Health Centre. They approached the clinical officer for approval of the cleaning program they had planned. On the 8th December, 2006 they went for general cleaning and clearing of the premises. The turn out of club members for the activity was very encouraging. Some of the post primary school students also joined their friends in this activity, specifically Mavuto Gift Lukwa, Catherine “Nurse” Shumba and Nellie Matumbo. The work was accomplished within a few hours.

Results

The clinical officer and members of staff appreciated the work done by Kalolo MKA club members. The workers in charge of sanitation at the Health Centre were even more thankful for the assistance rendered by the club. What was more important, both in and out patients appreciated the work that the club had done to improve their living conditions at the Health Centre. Mr Lungu remarked “we believe that by improving the environment of patients we are also improving the conditions of those people who are affected or infected with HIV and AIDS who frequent this Health Centre”, he said. “Another result of this program is that MKA club members at Kalolo school have started developing skills of critical thinking, decision making, empathy and problem solving”, he emphasized.



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CASE STUDY

Case #8: MTTA Resuscitates Needlecraft Skills at Bowe



MTTA has turned our club around; thanks to the American people for their commitment to improving the lives of Malawians through Mphamvu Kwa Achinyamata.

Challenge

Bowe primary school is one of the 319 primary schools in Kasungu district which is about 25km north of Kasungu Boma along Mzuzu – Lilongwe M1 road. Pupils at this school are learning all the subjects from the curriculum except for needlecraft which has never been introduced before at this school. This has deprived learners of a very important vocational skill. Realizing that teachers in most primary schools ignore the teaching of needlecraft, women community members who had chances of learning sewing during their school days, felt that learners at Bowe were denied a good opportunity of learning this crucial life skill. For example, sewing skills would enable learners to sew and mend their own clothes as well as those of their families. They could also do sewing for income generating activities and self reliance in life after school.

Initiative

Bowe primary school was one of the lucky schools to benefit from the introduction of the HIV and AIDS School Club Initiative (HASCI) by MTTA, funded by USAID. Needlecraft was one of the projects introduced to the Bowe *Mphamvu Kwa Achinyamata* club members. Mrs Regina Mphande from Biundi Banda village, skilled and experienced in needlecraft, volunteered to teach the club members needlecraft. When asked why she was interested in the sewing initiative, she explained that she had been approached by the club leaders, Mr Benard Msimuko and Mr Emmanuel C Makamo. They asked her if she could assist the club by teaching sewing to its members. She responded positively because she was concerned that nothing was being done to assist learners to sew at this school. The club also raised funds to buy sewing materials for the activity.

Results

Mrs Regina Mphande was proud to report that she has 26 club members, 4 boys and 22 girls taking part in the sewing lessons. Each one had to first sew a book a bag then sew a skirt. Almost all club members had completed the book bags and the production of skirts were at different stages. Some members were attaching waist bands while others were sewing side seams. After completion, the items would be sold to anyone in the community. The club members are acquiring important skills in sewing while at the same time generating income for Bowe *Mphamvu Kwa Achinyamata* Club. “MTTA has turned our club around; thanks to the American people for their commitment to improving the lives of Malawians through Mphamvu Kwa Achinyamata,” remarked Mr Msimuko, the club leader.