



USAID | **MALAWI**
FROM THE AMERICAN PEOPLE

FINAL REPORT: SEPTEMBER 2004 – JULY 2008

MALAWI TEACHER TRAINING ACTIVITY (MTTA)

MTTA Fostered the Development of a Professional School Culture



“Our collective goal was to see our children learn and grow into responsible citizens of Malawi.”

August 31, 2008

This Report was produced for review by the United States Agency for International Development Contract No: GS 10F-0112J Order No: 690-M-04-00260-00. The American Institutes for Research prepared it in partnership with Malawi Institute of Education, Miske Witt & Associates, and Save the Children, US.

Table of Contents

Preamble	1
Introduction	2
Part I: Summary of MTTA Key Accomplishments and Results	4
1.1 MTTA Accomplishments by Technical Area: September 2004 to July 2008	4
1.1.1 Teacher In-service Training in English, Mathematics, Science and in PCAR	4
1.1.2 Teacher In-service Training: Support Interventions	4
1.1.3 Community Mobilization	5
1.1.4 Pre-service and In-service Social Studies Intervention	5
1.1.5 Pre-service Life Skills Education for HIV/AIDS Prevention and Mitigation	5
1.1.6 HIV and AIDS School Club Initiative (HASCI)	5
1.1.7 Mass Communication	5
1.1.8 Coordination and Reporting	6
1.1.9 Monitoring and Evaluation	6
1.2 MTTA Results According to Performance Monitoring Indicators	7
1.2.1 September 2004 to December 2007	7
1.2.2 January 2008 to July 2008	12
Part II: Description of MTTA Methodologies and Key Activities	15
2.1 MTTA In-Service Teacher Training Activities and Support	15
2.1.1 Cascade Model Approach to Cycle Trainings	15
2.1.2 Teacher Professional Development Conferences	17
2.1.3 The MTTA Teacher Supervision and Support Structure	17
2.1.4 ZINFA Initiative	19
2.1.5 Other Teacher In-service Training Support Interventions	20
2.2 MTTA Pre-Service Teacher Training and Support to Life Skills Education for HIV and AIDS Prevention and Mitigation	23
2.3 HIV and AIDS School Club Initiative (HASCI)	25
2.4 Support to the Implementation of PCAR	28
Part III: Lessons Learned & Recommendations for Future Programming	30
Attachment A: Index of MTTA External Evaluations, Studies, and Reports	34
Attachment B: Official Opening Ceremony of MTTA’s Final Policy Makers’ Briefing Seminar	35
Attachment C: MTTA Supplementary Data Tables and Charts	36

List of Acronyms

AIDS	Acquired Immunodeficiency Syndrome
AIR	American Institutes for Research
CPD	Continuing Professional Development
CPEA	Coordinating Primary Education Advisor
CRECCOM	Creative Centre for Community Mobilization
DACC	District AIDS Coordinating Committee
DEF	District Education Facilitator
DEM	District Education Manager
DQA	Data Quality Assessment
HASCI	HIV and AIDS School-based Club Initiative
HIV	Human Immunodeficiency Virus
IEQ	Improving Education Quality
IGA	Income Generating Activity
JCE	Junior Certificate of Education
MACRO	Malawi AIDS Counselling and Resource Organization
MIAMI	Malawi Integrated AIDS Mitigation Intervention
MESA	Malawi Education Support Activity
MBC	Malawi Broadcasting Corporation
MIE	Malawi Institute of Education
MKA	<i>Mphamvu Kwa Achinyamata</i> (Power to the Youth clubs)
MTTA	Malawi Teacher Training Activity
MOEST	Ministry of Education, Science and Technology
MWAI	Miske Witt and Associates, Inc.
NCT	National Core Trainers
NGO	Non-Governmental Organization
OBE	Outcomes-Based Education
OVC	Orphans and Vulnerable Children
PCAR	Primary Curriculum and Assessment Reform
PEA	Primary Education Advisor
QUEST	Quality Education Supporting Teachers
SGC	Small Grant Challenge
SIP	School Incentive Package
SMC-EQ	Social Mobilization Campaign for Educational Quality
SC/US	Save the Children, US
TALULAR	Teaching and Learning Using Locally Available Resources
TDCs	Teacher Development Centres
TTC	Teacher Training College
USAID	United States Agency for International Development
ZINFA	Zonal In-service Facilitator

MALAWI TEACHER TRAINING ACTIVITY - FINAL REPORT

Preamble

Project Title: Malawi Teacher Training Activity (MTTA)

Contractor: American Institutes for Research (AIR)

Award No: GS 10F-01 I2J Order No: 690-M-04-00260-00

Reporting Dates: September 1, 2004 – July 31, 2008

Project Start Date: September 1, 2004

Project End Date: July 31, 2008

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Introduction

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

The Malawi Teacher Training Activity, a three-year and 11-month initiative, was funded by the United States Agency for International Development (USAID)/Malawi in collaboration with the Malawi Government in response to the need to improve the quality of education in Malawi. MTTA was implemented by the American Institutes for Research, in partnership with Save the Children, US, Malawi Institute of Education (MIE), and Miske Witt and Associates, Inc.

From its launch in September 2004 until December 2007, and then for an additional 7-month extension period through July 2008, MTTA worked to improve the quality of education in Malawi through improving professional skills of primary school teachers at the pre-service and in-service levels. In four target districts (Kasungu, Machinga, Mzimba South and Phalombe, see Figure I below), MTTA 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.

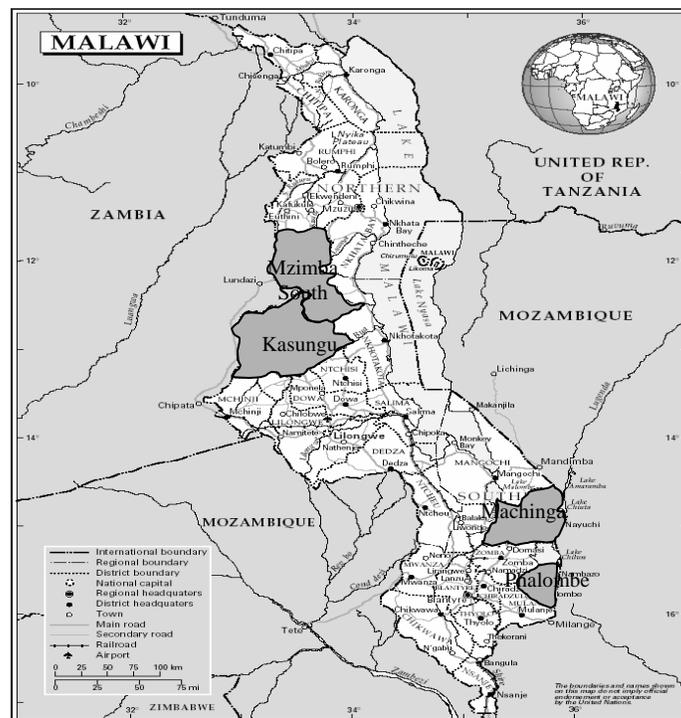


Figure I: Map of Malawi showing MTTA's impact districts

MTTA succeed in achieving its original target results to:

- 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 primary education advisors (PEAs), and 300 mentor teachers to support these classroom teachers through field- based supervision.

In addition, to further support of in-service training, MTTA also:

- Introduced, as one of the innovative strategies, the use of DVD technology to produce an effective tool for interactive teaching and build capacity within Teacher Training Colleges (TTCs) that can be accessed and sustainable after MTTA is completed. The creation of a DVD with best practice teaching models and supporting resources is an effective tool for interactive teacher training for HIV/AIDS Education.
- Improved 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 TTCs. In addition, a weekly radio program addressed the themes of the project.
- Created and supported school-based anti-HIV pilot clubs in a selected number of schools in all four target districts. The focus of the clubs 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.
- Consolidated MTTA experiences to ensure transfer to the MOEST, and to the Primary Curriculum and Assessment Reform (PCAR) Coordinating Committee of key elements of successful pre-service training and continuous professional development practices through in-service training and teacher support for the Outcomes-Based Education (OBE) curriculum.

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

Part I: Summary of MTTA Key Accomplishments and Results

I.1 MTTA Accomplishments by Technical Area: September 2004 to July 2008

I.1.1 Teacher In-service Training in English, Mathematics, Science and in PCAR

- Developed, printed and distributed to various levels of educators and teachers, for classroom use, the following key titles:
 - 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 NCTs and TOTs
 - 750 copies of *Fourth Cycle Training Handbook* for use by NCTs, TOTs, and primary school teachers at core, district and cluster training levels
 - 750 copies of *Fifth Cycle Training Handbook* for use by NCTs, TOTs, and primary school teachers at core, district and cluster training levels
 - 50 copies of *Mobile Teacher Training Troupers’ Orientation Handbook*
- Participated in the drafting and refining of:
 - Standards 1, 2, 4, 7 and 8 PCAR instructional materials
 - School-based PCAR Continuing Professional Development (CPD) Model Technical Manual
- Printed 15,000 copies of the PCAR CPD Technical Manual for the national PCAR team
- Identified and trained [to support teacher in-service training in English, mathematics and science in-service trainings (INSETs)]
 - 35 National Core Trainers
 - 394 Trainer of Trainers
 - A 31-member core group of Mobile Teacher Training Troupers (MTTTs)
 - A cadre of local MTTTs in each of the four impact districts
- Supported approximately 172 Zonal In-service Facilitator (ZINFA)-facilitated no-cost zonal CPD trainings
- Supervised and monitored classroom teaching of 6,389 teachers in the four impact districts
- Supported numerous cluster and school-based CPD activities
- Introduced over 6,000 teachers to the PCAR CPD Model Technical Manual in readiness for its official national roll-out
- Intensified and extended production and use of TALULAR among teachers

I.1.2 Teacher In-service Training: Support Interventions

- Designed and implemented Role Model initiatives and teacher and district education team exchange visits
- Supplied each of the 261 cluster mentor teachers and cluster mentor leaders with a bicycle
- Procured and distributed to selected schools School Incentive Packages (SIPs)
- Created TDC libraries (through the provision of 25,000 donated reading books) some of which were de-centralized to clusters and schools

- Funded six key PCAR activities on behalf of USAID to facilitate PCAR design and roll-out processes

1.1.3 Community Mobilization

- Sensitized and mobilized school communities at 32 focus and satellite schools
- Created functional school/community partnerships for effective teaching and learning

1.1.4 Pre-service and In-service Social Studies Intervention

- Developed a Social Studies Training Guide for Facilitators for rolling out the Social Studies and Environmental curriculum
- Closed the activity as a result of delays in PCAR roll-out

1.1.5 Pre-service Life Skills Education for HIV/AIDS Prevention and Mitigation

- Developed, printed and distributed to TTCs:
 - 4,000 copies of *Life Skills for HIV and AIDS Education Resource Manual for Teachers*
 - 100 copies of DVD Manual: *How to Use the Malawi Pre-service Life Skills Education for HIV and AIDS DVD*
 - 100 copies of interactive DVDs for TTCs
- Procured and distributed DVD equipment for Life Skills Education to TTCs
- Trained 41 Life Skills Education lecturers and 114 other subject lecturers from the then six government/grant aided TTCs and two private TTCs
- Reached approximately 8,000 student teachers with HIV and AIDS messages and Life Skills Education pedagogy through the 114 lecturers
- Supported a TTC Guest Speaker Initiative at all TTCs
- Monitored the teaching of Life Skills Education in TTCs
- Monitored the teaching of Life Skills Education in primary schools by teachers who trained in the subject

1.1.6 HIV and AIDS School Club Initiative (HASCI)

- Mounted a pre-launch needs assessment survey
- Oriented district teams and traditional authorities to HASCI
- Developed and printed:
 - 400 *Mphamvu Kwa Achinyamata Constitution Handbooks*
 - 400 *Mphamvu Kwa Achinyamata Activity Handbooks*
 - 1,000 *HIV and AIDS Fact Sheet*
- Trained 108 TOTs and 220 heads and deputy heads as patrons/matrons for 110 HASCI schools
- Launched and supported 110 MKA clubs in Mzimba South (40), Kasungu (40), Machinga (15) and Phalombe (15)
- Distributed to the 110 MKA clubs various resource and recreational materials including 4,400 copies of *Sara Comic Books*
- Provided funding through the Small Grants Challenge (SGC) to 100 selected MKA clubs
- Monitored club activities

1.1.7 Mass Communication

- Developed, printed and distributed nation-wide eight issues of *MTTA Newsletter Forum*
- Aired 102 MTTA 15-minute radio programs on MBC Radio 1; the producers worked closely with project staff following pre-determined activity objectives and themes
- Featured on MBC, Zodiak and TVM

- Featured widely in print media particularly in *The Nation*, *The Daily Times*, *Week-end Nation* and *Malawi News*
- Specific success stories received wide media coverage both inside and outside of Malawi—in particular, William Kamkwamba’s MTTA donated book-inspired wind-mill generated over two hundred internet postings and stories

1.1.8 Coordination and Reporting

- Formed a Project Advisory Committee which met seven times over the project life span
- Participated in numerous USAID Education Team consultative/briefing meetings as well as in USAID/Malawi synergy meetings
- Conducted two Policy Makers’ Briefing Seminars
- Hosted three external evaluations, three research study teams as well as a Data Quality Assessment (DQA) Inspection team
- Developed and submitted:
 - 46 monthly technical reports
 - 15 quarterly technical reports
 - 4 annual technical reports
 - 1 final technical report
 - 15 financial quarterly accrual reports

1.1.9 Monitoring and Evaluation

- Developed various data collection instruments for baseline and performance data
- Trained 182 data collectors and data entry clerks
- Collected, analyzed and reported baseline and performance data for 2005, 2006 and 2007 activity years
- Monitored and evaluated project interventions to inform decisions and practice

I.2 MTTA Results According to Performance Monitoring Indicators

I.2.1 September 2004 to December 2007

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				
	Number of teachers trained in Mathematics, English and Science (in target districts). December 2006 (Cycle 6)	Training Reports	2004	0	0	0					6,000	4,154	1,486	5,640				
	Number of teachers trained in Mathematics, English and Science (in target districts). April 2007 (Cycle 7)	Training Reports	2004	0	0	0									6,000	4,495	1,430	5,925
2.	Percentage of teachers using participatory teaching methods during instruction of mathematics, science or English (in target districts).	Classroom Observation	2003	35.6	42.4	36.9	50	61.8	62.2	62.0	65	70.8	71.2	71.0	70	77.9	78.3	78.1
3.	Percentage of teachers demonstrating full mastery in using mathematics concepts (in target districts).	Teacher Assessment	2004	4.6	1.0	3.5	6.0	6.1	6.6	6.3	8.0	9.3	8.0	8.9	10.0	14.6	9.9	13.0
4.	Percentage of teachers demonstrating full mastery in using science concepts (in target districts).	Teacher Assessment	2004	1.0	2.3	1.4	4.0	7.8	0.3	5.4	6.0	6.5	6.6	6.5	8.0	9.7	7.9	9.1

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

Description of indicators and how they are measured: September 2004 – December 2007

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

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

MTTA held eight cycles of in-service training for teachers in the four target districts. The number of teachers fluctuated between 6,389 and 5,925 in the seven cycles. This fluctuation is due to factors such as teacher transfers, illnesses and deaths. Other factors contributing to the fluctuation include withdrawal of MIITEP teachers who did not qualify for teaching in 2006, and involvement of volunteer teachers in some schools. A volunteer teacher is engaged and paid by the community in cases where there is acute shortage of teachers. Volunteer teachers have the required academic qualifications and are given on-job training by qualified teachers at the schools where they operate.

2. *Percentage of teachers using participatory teaching methods during instruction of mathematics, science or English (in target districts).*
Percentage of teachers using active teacher-pupil interaction methods during their instruction of mathematics, science or English, such as use of creative methods, continuous assessment, equal gender participation, and active learning methods. This indicator is based on teacher observations of Standards 3 and 6 teachers from sample schools, conducted during MTTA's baseline and follow-up surveys.

Using a stratified random sampling, 126 primary schools in the four target districts of Mzimba South, Kasungu, Machinga and Phalombe were selected and are used in the surveys. These 126 schools represented 15.0% of the total number of schools in the four districts: 40 schools in Mzimba South, 47 schools in Kasungu, 26 schools in Machinga and 13 schools in Phalombe at the inception of the project. Teachers from the 126 sample primary schools are observed teaching the three subjects. Prior to observing teachers, data collectors (a select group of PEAs and primary school teachers) were recruited and instructed on how to use the observation instrument during a two-day training.

3. *Percentage of teachers demonstrating full mastery in using mathematics concepts (in target districts).*
Percentage of teachers who reach a pre-defined threshold of mastery in a teacher assessment of mathematics concepts. The assessment instrument assesses teachers' grasp and level of proficiency in mathematics concepts, such as arithmetic, measurement, and geometry. This indicator is calculated based on 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, and administered to teachers in sampled schools during MTTA's surveys. Using stratified random sampling, 126 primary schools in the four target districts of Mzimba South, Kasungu, Machinga and Phalombe were selected. These 126 schools represented 15.0% of the total number of schools in the four districts: 40 schools in Mzimba South, 47 schools in Kasungu, 26 schools in Machinga and 13 schools in Phalombe. Teachers from the 126 sample primary schools took the mathematics proficiency test.
4. *Percentage of teachers demonstrating full mastery in using science concepts (in target districts).*
Percentage of teachers who reach a pre-defined threshold of mastery in a teacher assessment of science concepts. The assessment instrument assesses teachers' grasp and level of proficiency in science concepts, such as scientific reasoning, cause and effect and subject areas like earth science and biology. This indicator is calculated as the number of teachers in the four target districts achieving 80% and above in a science assessment adapted from the 2004 standard 8 Primary School Leaving Certificate Examinations science paper and administered to teachers in sampled schools during MTTA's surveys. Sampling for this indicator followed the same procedure as explained in indicator 3 above.

5. *Percentage of teachers demonstrating mastery in English comprehension (in target districts).*
Percentage of teachers who reach a pre-defined threshold of mastery in a teacher assessment of English. The assessment instrument assesses teacher's grasp and level of proficiency in the English language, speaking, writing and reading. 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 and administered to teachers in sampled schools during MTTA's surveys. Sampling for this indicator followed the same procedure as explained in indicator 3 above.
6. *Percentage of pupil increasing individual mastery levels in mathematics in Standard 3 (in target districts).*
Percentage of pupils who reach a pre-defined threshold level of mastery in mathematics. The assessment instrument measures pupils' grasp of mathematics concepts. This indicator is calculated as the percentage of sampled pupils in the four target districts achieving 80% and above on 50 mathematics items from their class textbook. Pupils' skills are measured using a curriculum-based assessment method developed originally under IEQ and QUEST, and other USAID projects. Using random sampling, 16 (8 boys and 8 girls) standard 3 pupils were selected for assessment from each sample school. Using stratified random sampling, 126 sample primary schools in the four target districts of Mzimba South, Kasungu, Machinga and Phalombe were selected. These 126 schools represented 15.0% of the total number of schools in the four districts: 40 schools in Mzimba South, 47 schools in Kasungu, 26 schools in Machinga and 13 schools in Phalombe. Both teacher and pupil assessments were administered in the same 126 sample schools.
7. *Percentage of pupil increasing individual mastery levels in science in Standard 3 (in target districts).*
Percentage of pupils who reach a pre-defined threshold level of mastery in science. The assessment instrument measures pupils' grasp of science concepts. This indicator is calculated as the percentage of sampled pupils in the four target districts achieving 80% and above on 25 science questions from their curriculum. Student and school sampling for this indicator followed the same procedure as explained in indicator 6 above.
8. *Percentage of pupil increasing individual mastery levels in English in Standard 3 (in target districts).*
Percentage of pupils who reach a pre-defined threshold level of mastery in English. The assessment instrument measures pupils' grasp of English reading, comprehension and writing concepts. This indicator is calculated as the percentage of sampled pupils in the four target districts achieving 80% in English reading, comprehension and writing. Student and school sampling for this indicator followed the same procedure as explained in indicator 6 above.
9. *Number of pre-service teachers trained in Life Skills for HIV/AIDS curriculum.*
Number of individuals (disaggregated by gender) who successfully completed the pre-service teacher training program in the Life Skills for HIV/AIDS curriculum at teacher training colleges where MTTA supported the teaching of Life Skills Education. Pre-service teacher training is defined as training for new teachers, or teachers who received no prior training, which makes them available for a teaching position in either a formal or non-formal school.

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

Number of school-based HASCI pilot clubs formed and functioning in the targeted schools for this intervention

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

Number of primary school head teachers (disaggregated by gender) who successfully completed the training in HASCI club leadership skills, as recorded by training participant registration forms.

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

Number of youth mentors (disaggregated by gender) who successfully completed the training in HASCI club leadership skills to assist club leaders, as recorded by training participant registration forms.

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

Number of Chichewa-version Sara Comic Book Series distributed to school-based HASCI pilot clubs, based on signed delivery reports.

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

Percentage of school-based pilot clubs supervised and supported on a monthly basis by MTTA supervisors, as recorded in supervision reports.

1.2.2 January 2008 to July 2008

No.	Indicator	Means of verification	2008						
			Baseline			Target	Actual		
			M	F	Total	Total	M	F	Total
1.	Number of PCAR meetings held with policy makers	Reports	N/A			25	N/A	N/A	33
2.	Number of PCAR oriented materials produced	Reports	N/A			12,000	N/A	N/A	15,000
3.	Number of PCAR activities funded	Reports	N/A			5	N/A	N/A	5
4.	Evidence of MTTA CPD model and best practices incorporated into national level models for teacher professional development	National PCAR CPD Technical Manual	N/A			75%	N/A	N/A	86.6%
5.	Percentage of teachers using participatory teaching methods during instruction of mathematics, science or English	Classroom Observation	54%	55%	54.5%	60%	85.8%	84.9%	85.6%
6.	Number of standards 1, 2, 5 and 6 PCAR teachers trained in OBE curriculum	Training Reports	0	0	0	1800	630	1329	1959
7.	Percentage of teachers demonstrating understanding of OBE curriculum concepts	Teacher Assessment	23.3%	33.3%	26.6%	30%	63.3	69.3%	66.3%
8.	Percentage of teachers' ability to describe processes to OBE curriculum	Teacher Assessment	23.3%	23.3%	26.6%	30%	61.2%	62%	61.6%
9.	Percentage of teachers reporting feeling confident in their ability to implement OBE curriculum	Teacher Assessment	N/A	N/A	N/A	40%	60%	59.8%	54.9%
10.	Number of school-based pilot clubs created (in target schools)	Training Reports	0	0	0	30	N/A	N/A	30
11.	Number of youth mentors selected and trained to assist club leaders (in target schools)	Training Reports	0	0	0	50	40	20	60
12.	Number of Chichewa version of Sara Comic Book Series disseminated to the school-based pilot clubs (in target schools)	Training Reports	0	0	0	1000	N/A	N/A	400
13.	Number of tutors trained in HASCI	Training Reports	0	0	0	40	30	11	41
14.	Number of student teachers trained in HASCI	Training Reports	0	0	0	1000	1004	651	1,655
15.	Number of educators trained under USG funds	Survey Reports	N/A	N/A	N/A	6000	4532	1677	6195
16.	Number of students enrolled in USG supported primary schools	Survey Reports	N/A	N/A	N/A	500,000	258976	261192	520,768

Description of indicators and how they are measured: January 2008 – July 2008

1. *Number of PCAR meetings held with policy makers and other stakeholders.*
This indicator is determined by recording the number of meetings held with MOEST (including DTED), MIE, PCAR Team and the Technical Working Group on Teacher Education and Development (TWG TED) on PCAR.
2. *Number of PCAR oriented materials produced.*
Number of PCAR oriented handbooks and manuals by title produced for PCAR teachers in schools.
3. *Number of PCAR activities funded.*
Number of the actual PCAR Coordination Committee meetings, PCAR workshops, TWG TED seminars or any other PCAR-related activities funded by USAID through MTTA.
4. *Evidence of MTTA CPD Model and best practices incorporated into national-level models for teacher professional development.*
Percent of MTTA's identified CPD model attributes and best practices actually incorporated in the National PCAR CPD Technical Manual for schools in Malawi.
5. *Percentage of teachers using participatory teaching methods during instruction of mathematics, science or English.*
Percentage of standards 1, 2, 5 and 6 teachers using active teacher pupil interaction methods, under OBE curriculum i.e. use of creative methods, continuous assessment, equal gender participation, active learning methods, etc. during instruction of all learning areas.
6. *Number of standards 1, 2, 5 and 6 PCAR teachers trained in OBE curriculum.*
Number of teachers (disaggregated by gender) in the model zones participating in MTTA's PCAR-oriented pedagogy in-service teacher training on enhancing standards 1, 2, 5 and 6 teachers' implementation of the OBE curriculum.
7. *Percentage of teachers demonstrating understanding of OBE concepts.*
Percentage of standards 1, 2, 5 and 6 teachers demonstrating understanding of OBE concepts who reach a pre-defined threshold of mastery of OBE concepts through a teacher assessment. Assessment instruments will assess teachers' grasp and level of proficiency in concepts of a particular learning area.
8. *Percentage of teachers able to describe processes in OBE curriculum*
Percentage of teachers (disaggregated by gender) demonstrating ability to describe correctly processes within the OBE curriculum. Assessment tools are used to assess teachers' level of proficiency.

9. *Percentage of teachers reporting feeling confident in their ability to implement OBE curriculum*
Percentage of teachers (disaggregated by gender) reporting having gained self confidence and feeling at ease to implement the OBE curriculum. Assessment instruments assess teachers' views.
10. *Number of school-based clubs created in target schools.*
Number of school-based pilot clubs formed and functioning as per requirements of the project.. MTTA was expected to create a functional school-based pilot club at every focus school by the end of the seven month extension period.
11. *Number of youth mentors selected and trained to assist club leaders in target schools.*
Number of youth mentors (disaggregated by gender) who have successfully completed the training in club leadership skills to assist club leaders. This indicator is determined by finding out the number of youth mentors trained in club leadership skills to assist club leaders.
12. *Number of Chichewa version of Sara Comic Book Series distributed to the school-based pilot clubs in target schools.*
Number of Chichewa version of Sara Comic Book Series distributed to school-based pilot clubs in target schools. This indicator is determined by finding out the number of Chichewa version of Sara Comic Book Series distributed to school-based pilot clubs.
13. *Number of tutors trained in HASCI.*
Number of individuals (disaggregated by gender) who have successfully completed training program in HASCI.
14. *Number of student teachers trained in HASCI.*
Number of individuals (disaggregated by gender) who have been successfully trained in HASCI.
15. *Number of educators/teachers supported with USG support.*
Number of individuals (disaggregated by gender) who have been trained with USG support.
16. *Number of students enrolled in USG supported primary school*
Number of individuals (disaggregated by gender) enrolled in USG supported primary schools.

For additional data on MTTA's impact, see the supplementary data tables and charts presented in Attachment C.

Part II: Description of MTTA Methodologies and Key Activities

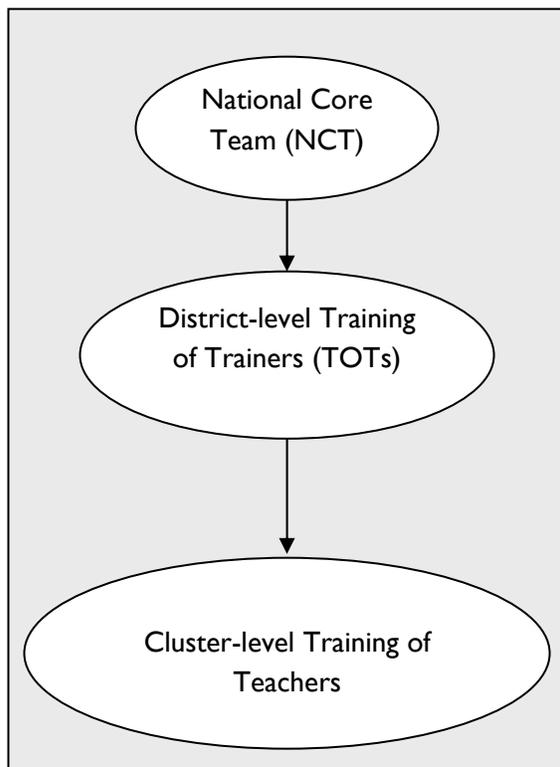
The Malawi Teacher Training Activity worked to promote systemic reform of the education system in Malawi through teacher training programs, classroom and community based activities, and central ministry support to policy reform and implementation. Supported through the U.S. Presidential Africa Education Initiative, MTTA’s primary objective was to improve the quality of education in Malawi through improvement of primary school teachers’ professional skills. MTTA accomplished this through two major efforts: in-service and pre-service teacher training and support. In addition, training materials and related resources were produced and a school-based anti-AIDS pilot initiative was added in FY 2007.

2.1 MTTA In-Service Teacher Training Activities and Support

2.1.1 Cascade Model Approach to Cycle Trainings

The first five of eight MTTA teacher training cycles employed a cascade model (see Figure 2) which closely resembled the model used under USAID’s predecessor Malawi Education Support Activity (MESA) program. The technical content for the training was determined through a needs-assessment exercise which identified teachers’ key content area weakness in mathematics, science, and English.

Figure 2: MTTA 3-Tier Cascade Training Model



From this assessment, MTTA staff identified the common professional needs of teachers in all four districts. With this information, MTTA then invited subject specialists to develop training materials to assist in those challenges. Specifically, the project developed five user-friendly interactive manuals, one for each cycle of training.

Using these materials, training workshops were held for members of the National Core Team of Trainers (NCT). This 23-member group (6 female, 17 male) included specially-selected, renowned practicing educators from MOEST, MIE, Domasi College of Education, TTCs, secondary and primary schools. These trainers then trained district-level TOTs who included PEAs, mentor teachers, ZINFAs, and trainer heads at district level. Of the 394 district-level TOTs (68 female, 326 male) utilized in cascade trainings, approximately 90% were practicing primary school teachers.

The district-level TOTs in turn trained teachers in schools at the cluster level, within MTTA’s four target districts (see Table 1 below).

Table 1: Number of teachers trained in cycles 1 – 5 per district

Cycle	Month and Year	Female	Male	Total
1	December 2004	1768	4621	6389
2	April 2005	1654	4304	5955*
3	August 2005	1568	4664	6232
4	December 2005	1618	4407	6025
5	August 2006	1495	4602	6097

*The result of the removal of MIITEP student teachers from service after they failed the teachers' examinations.

Excerpt from the external evaluation on MTTA's in-service training activities, conducted by Dr. David Chapman and Dr. Suzanne Miric:

... Although the cascade model has drawbacks, this component of the MTTA project was of value in the manner in which it empowered local personnel. Ordinary teachers could be selected as mentors and trained at the zonal level in facilitation and supervision skills. It also demonstrated the feasibility of identifying and developing training materials around high-interest, high-need teacher content learning and motivational levels...

The 2-3 day cluster-level trainings benefited from the use of participatory facilitation approaches, and the presence of MOEST officials such as District Education Managers (DEMs) and Education Division Managers (EDMs) served to boost participants' morale. In addition, the high-level of involvement of practicing teachers as cluster training facilitators won praise from the Teachers' Union of Malawi, for the recognition this afforded to teachers. This practice also greatly increased project "ownership" by teachers in the country.

Another very positive feature of the trainings was the participation of pupils at the training centers, who allowed for very realistic demonstration lessons, as opposed to peer teaching. To track the impact on teachers' knowledge of this training, MTTA staff administered pre-tests and post-tests at the beginning and end of each training session.

While the training workshops were successful and teachers made significant gains in their content knowledge and pedagogical skills, the cascade model did present a number of challenges. Core trainers selected from understaffed secondary schools necessarily had to limit their participation in project activities. At the cluster level, the duration of trainings and the relative skills of training facilitators were constraints on the impact of instruction. Perhaps the greatest challenge, however, was the training workshops could not meet the needs of all the schools. Because the training topics could not cover all topics requested by the teachers, the training workshops could not meet every teacher's needs. Another challenge was that the subject specialists who conducted training at National and TOT levels were not available at the cluster level to give first hand information to the teachers. Information was lost between the specialist, the trainer, and the teacher. In addition, the specialist was not available to monitor and support the teachers as they were applying what they learned in the classroom.

MTTA was further concerned that this cascade approach was not sustainable: when the project closed, there would be no more training materials or workshops of this nature.

2.1.2 Teacher Professional Development Conferences

MTTA believed it could learn from the lessons of the cascade model to develop a sustainable structure to meet teachers' professional needs through training, noting that there were some teachers who were star performers who could be considered specialists in certain subjects or pedagogical skills. If these teachers could share their experiences and expertise with other teachers and learn new skills from other teachers with different strengths, MTTA could flatten the cascade model and have teacher specialists training teachers directly.

From this idea, came Teacher Professional Development Conferences (TPDC). For the final three cycles of trainings, MTTA employed TPDCs to decentralize teacher INSETs to the cluster and school levels, in order to transfer the responsibility of organizing and managing continuing professional development (CPD) activities to teachers themselves, to enhance both relevance and sustainability.

To implement this new model of training, each of the then 54 education zones in the four impact districts formed a Training Committee comprising the PEA, ZINFA, selected mentor teachers and trainer heads. Each zonal committee conducted a teachers' professional needs assessment exercise from which zonal CPD training topics were determined. The training committee identified best qualified local teachers to facilitate, with the help of local cluster training committees, two-day cluster-based trainings. The trainings were further consolidated by school-based CPD activities in many schools guided by the same process i.e. identifying of challenging topics within the school, selecting best facilitators, and then mounting two- to three-hour CPD sessions after classes or over the week-end. Many schools implemented well developed school-based CPD work plans developed by the teachers themselves with the help of mentor teachers, ZINFAs and PEAs over the last 18 months of the project.

Excerpt from the external evaluation on MTTA's in-service training activities, conducted by Dr. David Chapman and Dr. Suzanne Miric:

...Teachers reported finding the peer teaching model extremely useful and engaging. Not only did the TPDCs increase their content knowledge and confidence in their teaching skills, but it encouraged a sense of camaraderie among teachers with different skill and motivational levels...

This TPDC approach built on the cascade model trainings, as the cascade model had allowed teachers to gain content knowledge, pedagogical skills, and learn to identify their own needs and work with other teachers to meet these needs. After developing these skills, it became possible for teachers to become the experts in their own cluster and school level TPDC training workshops, where they not only identify their own needs, but also identify star performing teachers in their area who can demonstrate them. In this way, teachers can provide on-going support to one another. The effective, yet low-cost TPDC training modality has been very well integrated into PCAR models. Yet its success in practice depends largely on effective continuing teacher support and a conducive professional school culture created by the implementing teams—things which the MTTA project was able to foster and develop.

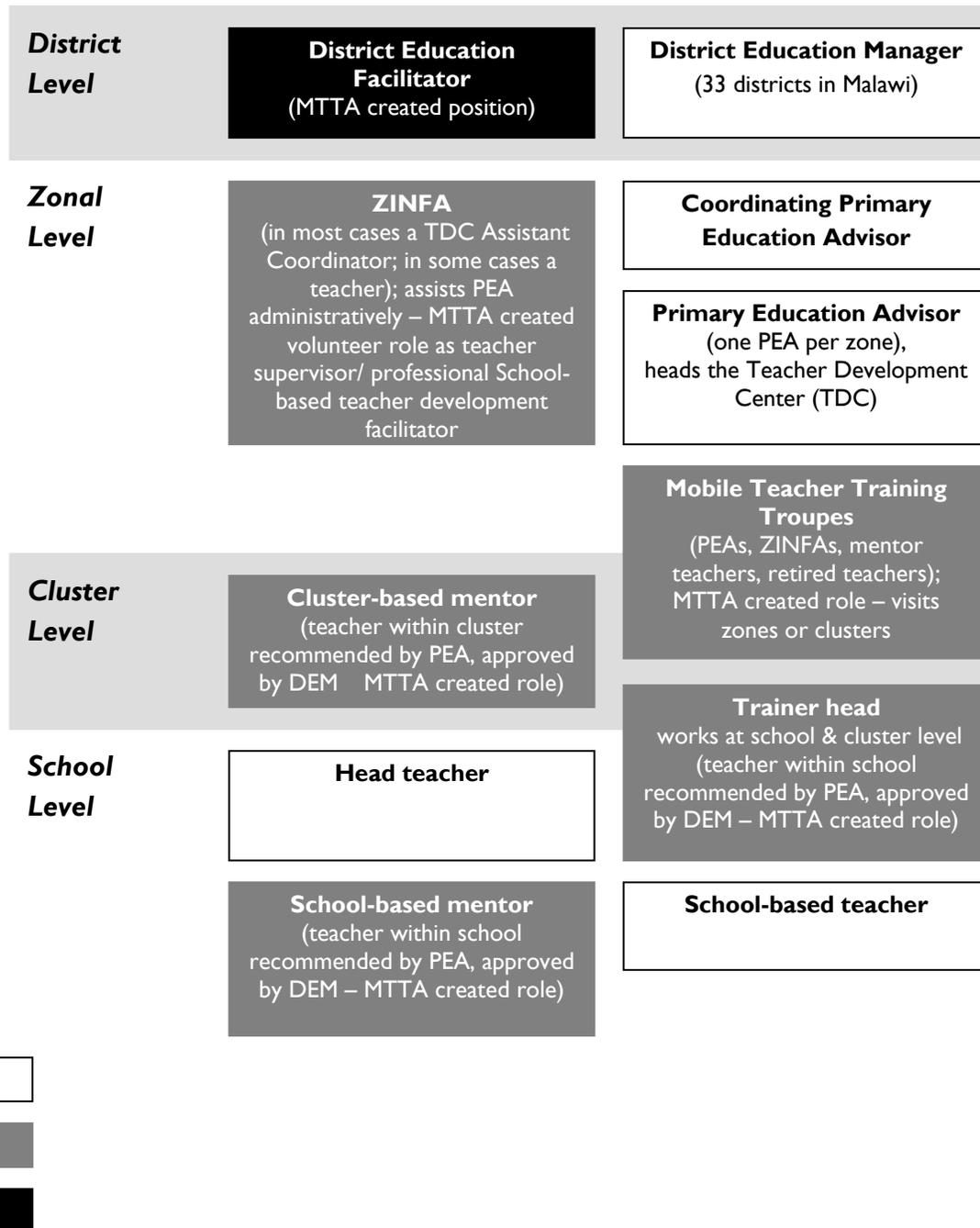
2.1.3 The MTTA Teacher Supervision and Support Structure

Providing in-service training to teachers and then following up with the necessary professional support are two different but inseparable elements of teacher in-service education. Aware of the limitations of solely relying on PEAs, MTTA instituted a complementary teacher support

structure comprising a hired MTTA District Education Facilitator, ZINFAs, Cluster Mentor Teachers and school-based Trainer Heads. See Figure 3 below.

Figure 3: MTTA District Level Organizational Structure

(Adapted from MTTA Summative Evaluation Report, Chapman & Miric)



It is a common and well-warranted concern of education development projects, such as MTTA, to be able to find ways to work collaboratively with government counterparts, without creating unnecessary parallel structures. MTTA was very successful in this regard, having developed a

structure which worked to support MOEST staff to do their job well. Key to this success was very clear articulation of MTTA-created positions and new MTTA-created roles and responsibilities for existing government positions (like the role of ZINFA or Trainer Head). MTTA staff invested much energy in ensuring that roles and responsibilities were clearly defined and understood by all stakeholders. This then opened the way for very collaborative implementation.

A prime example is the collaborative relationship established between PEAs and ZINFAs. It was not uncommon to see PEAs and ZINFAs traveling in tandem on the PEAs' MOEST-issued motorbikes to conduct monitoring and support activities together. Such collaborative effort was a hallmark of the MTTA project—a model of cooperative behavior which can hopefully continue to be exercised within the MOEST.

2.1.4 ZINFA Initiative

The creation of the ZINFA role was perhaps one of the most important pieces of the support structure discussed above. The ZINFA initiative served as one of MTTA's important complementary strategies for strengthening teacher development in the four impact districts, aiming to provide additional in-service training to teachers at zonal, cluster, and school levels, and to support PEAs to strengthen teaching, learning and assessment through teacher supervision and classroom observation.

In the government system, supervision and training is conducted and overseen by the Primary Education Advisors (PEA), who is the coordinator of all education activities at zonal level. The PEA is responsible for teacher supervision, training, and pupil examinations. In addition, the PEA manages the Teacher Development Center (TDC) for the zone, a building that contains a conference room for training workshops and a meeting point for teachers and community members, and a library. The PEA also supported MTTA training and supervision activities. The position is so extensive that PEAs often are not able to provide adequate supervision and training to all the teachers in the zone. Thus, in order to provide support for the PEA, MTTA developed the ZINFA role.

ZINFAs are outstanding, volunteer teachers who assist other teachers at the zonal level in English, mathematics, and science. ZINFAs organized and oversaw MTTA academic and pedagogical workshops at the TDCs and other selected centers. They also supervised teachers in collaboration with PEAs, trainer heads and mentor teachers in the zone. The ZINFA serves as part of the TDC committee to ensure ownership and sustainability of best practices in the zone.

Central to the role, the ZINFA volunteers to supervise teachers throughout the zone and also organize and conduct in-service training activities in collaboration with the zonal training committee. The ZINFA-facilitated teacher training workshop initiative began in 2005 as an on-going no cost initiative. No-cost ZINFA-facilitated INSETs have now become 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.

Indeed, ZINFAs have played a significant role in supporting teacher development in MTTA's impact districts. During the project life, a total of 172 workshops were conducted which benefited approximately 3706 teachers. The training workshops were meant to improve teachers' content knowledge in areas of specific need in English, mathematics and science. They

also helped teachers to prepare teaching and learning resources, and to consolidate content and pedagogical skills acquired in cycle training workshops, resulting in improved learner performance.

Like all other TDC-based activities, long distances to and from the TDCs limited teachers' ability to participate in workshops. Effort was made, however, to vary the workshop venues to ensure that most teachers benefit. Additionally, being selected as a ZINFA indicated that a teacher was a recognized star performer. This frequently led to ZINFAs, with classes of their own to teach, being re-allocated to standard 8 (the examination class) by their headteachers. This reduced their availability for other ZINFA roles, although most ZINFAs handled this challenge admirably. A follow-up study on the performance of standard 8 PSLCE candidates taught by ZINFAs would be interesting.

2.1.5 Other Teacher In-service Training Support Interventions

In addition to training and support structures, the MTTA project introduced a number of additional initiatives and resources aimed at further improving teaching and learning in the target districts.

Headteachers as Instructional Leaders

To a great extent, the success of innovative school-based teacher-oriented interventions depends on the quality of the school leadership. The TPDC initiative, for example, required well informed headteachers to provide direction and support. More specifically, quality school leadership depends on headteachers serving not only as administrators, but also as instructional leaders. Instructional leaders spend time observing teachers and helping them improve their teaching practices. They also encourage teachers to learn from one another and to practice reflective teaching where they are continuously making improvements to their teaching.

In order to empower and equip headteachers with appropriate skills in instructional leadership, supervision, identifying and addressing professional challenges and managing school development activities, MTTA, in collaboration with MIE and other Ministry of Education institutions, developed a handbook, *Becoming an Instructional Leader: An In-service and Resource Handbook for Primary Headteachers and Deputies*, and conducted training workshops for headteachers.

The content of the training included such topics as roles of a headteacher; instructional leadership; teaching, learning and assessment records in relation to outcome based curriculum; supervision; coping with challenges in school; and school improvement activities. This training workshop, in many cases, served as the only formal training some headteachers had received. However, even for experienced and trained headteachers, the workshop brought new skills, ideas, and motivation for becoming instructional leaders and improving teaching and learning in their schools.

Teaching and Learning Resources

In response to critical shortfalls in teachers' and pupils' teaching and learning resources in project schools, MTTA provided a range of supplementary resources and supplies and promoted the development and use of community resources. As part of this effort, MTTA developed and distributed teachers' guides in English, mathematics and science, which integrated both subject content knowledge and pedagogy. The project also provided each of the 54 TDCs of the four project districts reading and instructional books delivered from the USA. In total, 25,000 books were delivered for use at TDCs in the targeted districts. With these resources,

many headteachers operated “mobile library” services by which books were made available for both teachers’ and pupils’ use at their clusters and schools.

Teaching and Learning Using Locally Available Resources (TALULAR), was promoted and supported under MTTA to facilitate student-centered teaching, particularly for understaffed schools and in large under-resourced classes. School communities were encouraged to complement teachers’ efforts in every possible way including helping with classroom work such as teaching music and dance.

MTTA also supplied to selected schools School Incentive Packages (SIPs) — carton boxes filled with assorted teaching and learning materials like dictionaries, exercise books, pencils, chalk etc. School communities were sensitized to keep replenishing the materials as they were depleted. In all cases, community reactions exceeded expectations. Besides donating cash and school items, many communities contributed school uniforms and food for their OVCs. As is the case with most community-oriented interventions, members need constant encouragement from the local PEAs and DEMs to sustain efforts.

Mobile Teacher Training Troupes (MTTT)

To help support the translation of knowledge and information obtained through training workshops into improved teaching practice, MTTA developed the MTTT initiative as a way to work with teachers *inside* their teaching environment—to encourage teachers to view their classrooms as learning environments for themselves, and to ensure teachers are implementing new approaches and delivering content effectively and accurately.

Building on CRECCOM’s Theater for Development (traveling troupes of Chancellor College students who use drama and theater as a means for conducting HIV and AIDS education) MTTA conceptualized the Malawi Teacher Training Troupes. Troupe members would travel to primary schools in MTTA’s four impact districts to work with teachers in their learning environment, focusing on developing their strengths, improving their weaknesses, and sharing innovative strategies. MTTT members would not perform like theatre for development, but rather would spend time supervising teachers at schools and then working with them on an individual basis, and observing them as they practice what they learned. MTTA chose as troupers retired teachers, TTC teacher trainers, and PEAs—experienced teachers with vast knowledge of teaching and learning as well as teacher supervision, who could serve as role models for the teachers with whom they worked.

“When the idea of MTTT was introduced to us, we sat down and identified our own content and pedagogical needs... Each teacher was asked to identify topics that he/she finds difficult to teach from their schemes of work. Then, we prepared an action plan that we followed...Now, teachers of Michongwe School have developed the spirit of sharing content knowledge and pedagogical skills.”

Catherine Kalitera
Headteacher
Michongwe School

Originally, 30 schools were proposed for the initiative. Later, the number of schools was increased to 120. With support from district education partners, MTTA selected high and low performing schools from different zones and clusters, evenly distributed in the districts. For each school visit, the MTTT spent a week working with teachers at a school, getting the teachers to identify their shortcomings; planning together how best the shortcomings could be overcome; giving demonstration lessons; and planning the way forward together. The initiative proved so popular with teachers that local MTTTs emerged in all the four project districts.

However, these local troupes, in the absence of MTTA, will require encouragement and support to be sustained.

Small Group Teaching and Learning

Like classrooms throughout the country, teachers in the MTTA districts face the challenge of large class sizes. MTTA monitoring and evaluation efforts identified the challenge to be particularly disadvantageous to the instruction of reading. Even when teachers' content knowledge improved in English, large classes and lack of resources made it extremely difficult to teach children to read effectively.

Pupil learning in small groups is supported in PCAR instructional materials, yet even in advance of the PCAR rollout in the MTTA districts, the project worked with teachers to promote the strategy of teaching and learning in small groups. This approach allows for teacher creativity to address pupil needs on an individual basis, while also developing decision-making skills among pupils. Segregating the class into a few smaller groups, provides the opportunity for the teacher to engage students in various learning tasks, while on a rotational basis providing focused learner attention to each group.

Teachers in the MTTA districts immediately saw the value of this approach and were enthusiastic to implement it in their classrooms. Soon after the method was introduced to teachers, pupils began to show improvements in their reading progress. One challenge to note, however, is that group teaching and learning works well only if adequate teaching materials are available, highlighting the importance of and need for TALULAR and community involvement.

Teaching Reading Using Small Groups: A Typical Class

Class begins with the teacher discussing a reading passage with the class. The teacher then introduces vocabulary words from the passage. "I teach them correct pronunciation and meanings of the new words by using them in context—miming or using and showing the learners' real objects. Learners use the new words in sentences to demonstrate that they have understood the meaning of each word," says one teacher. The vocabulary words go into a word bank used in exercises throughout the week.

The teacher then divides the class into four groups. Three groups are given tasks related to reading the passage. The teacher might ask group members to form vocabulary words from a box of letters or use the words to "fill in the blanks" to complete sentences. The fourth group goes to the reading corner. For 15 minutes the teacher works with that group, helping the pupils to identify the new reading words in the passage and then giving pupils the opportunity to read the passage while the teacher gives assistance and encouragement. The teacher then asks a few comprehension questions to the group. After 15 minutes, the groups rotate, so that each group goes to the four stations. At the end of the class, the teacher reviews the work the pupils completed during task work, making corrections and giving encouragement to the class.

Role Modeling and Exchange Visits

MTTA utilized role models and exchange visits as a means for sharing best practices and motivating teachers and government officials to improve systems and performance. High performing individuals, schools, and district teams were selected to travel to share their knowledge and experiences with others. By creating this opportunity for exchange, MTTA provided a strong motivation for teachers and schools to develop and maintain best practices in

the hope of being recognized and selected as a role model for others. Over the course of the project, MTTA staff made follow-ups to the exchange visits to ensure that the knowledge and skills gained from the visits were indeed applied by the participants, and to provide additional support wherever necessary.

Community Involvement

MTTA was designed to complement MESA community involvement interventions in the bid to create and maintain *effective primary schools*. The early closure of MESA caused an unexpected community involvement gap in the implementation of MTTA as MESA partner CRECCOM was not one of MTTA's implementing partners.

A formal community involvement component was only introduced into MTTA during the 7-month extension period in 2008, to complement teacher interventions in 32 focus and satellite schools which served as the primary target for extension period district-level activities. The intervention served to sensitize and mobilize 32 School Management Committees (SMCs) and their school constituent communities to support education. In particular, the effort engendered support for SIPs and challenged SMCs to engage in decision-making aspects of school management, follow up absent pupils, and encouraging parents and guardians to create study time for their children.

2.2 MTTA Pre-Service Teacher Training and Support to Life Skills Education for HIV and AIDS Prevention and Mitigation

Life Skills was introduced into the Malawian curriculum as a way to help young people develop skills such as critical thinking, problem solving and empathy that will help them make healthy life choices. Life Skills topics range from HIV and AIDS education and other health related topics such as communicable and non-communicable diseases and drug, alcohol and substance abuse to entrepreneurship. Topics and levels of information are meant to be age appropriate and taught using learner-centered and participatory methodologies along with locally available resources. Teachers are meant to guide young people through their own understanding of the topic at hand, provide additional content knowledge in creative and thought provoking ways, and support young people as they develop skills and knowledge through activities such as role-plays, case studies, and group work. Allowing young people to develop their own understanding of a topic is critical for Life Skills education to be effective. The teacher must create an open, non-judgmental learning environment so young people feel safe to share their ideas and experiences. It is within these discussions that effective learning often takes place.

MTTA was tasked with orienting pre-service lecturers to Life Skills Education in five government and grant-aided Teacher Training Colleges (TTCs) and two private colleges. The main objectives of the activity were:

- To facilitate the development of knowledge and skills among teachers that would help them avoid HIV and AIDS infection;
- To enhance teachers' capacity to facilitate open discussions in the classroom about HIV and AIDS and sexuality; and
- To develop teachers' pedagogical competences in student-centered approaches.

After conducting a needs-assessment of Life Skills education in teacher training colleges, MTTA found that HIV and AIDS education was not included on the college timetable. Additionally, the colleges lacked teaching and learning materials for Life Skills education. While, lecturers and

students had sufficient factual knowledge on HIV and AIDS, MTTA found that HIV and AIDS education needed to be linked to behavioral change.

In order to fill these gaps and meet the needs of the lecturers and student-teachers at the colleges, MTTA developed a strategy that included training Life Skill Education lecturers, monitoring the teaching of LSE in colleges, and developing materials, such as a resource manual for lecturers and student teachers and DVDs to show model teaching of Life Skills in primary school classrooms. MTTA also introduced and supported a guest speaker initiative as well as college based workshops.

MTTA trained 41 lecturers who volunteered to teach the subject. These volunteers committed themselves to five 5-day training workshops at the Malawi Institute of Education which began in April 2005 and finished in April 2007. The workshops introduced content knowledge and pedagogical skills to the lecturers through experts and practitioners of the topics. In between training workshops, lecturers returned to their colleges and taught three terms of Life Skills to 4,899 student teachers. The workshops became places where the lecturers could share their experience and ideas with others teaching Life Skills for the first time.

After each training workshop, MTTA officials monitored the teaching of Life Skills at each teacher training college. After five monitoring trips, 37 lecturers had been observed and interviewed at least once by an MTTA official. This allowed MTTA to provide individual feedback and direction to the lecturers. The training sessions were concluded by a closing ceremony where lecturers were presented with a Certificate of Completion or Participation by the Principal Secretary of Education.

Training was supported by both print and DVD resource materials. While the TTCs already had Life Skills Education guide for tutors, MTTA complemented this guide by developing a more user-friendly 106 page *Life Skills for HIV and AIDS Education Manual for Teachers*, comprised of 18 units with additional activities for young children, pre-adolescents and adolescents. Upon graduation, student-teachers can take this manual to their respective schools and use for the teaching of Life Skills Education.

In collaboration with MIE and Seward Incorporated, MTTA also developed *Malawi Pre-service Life Skills Education for HIV and AIDS* DVDs and an accompanying facilitator's guide for all TTCs. The DVD contains primary school Life Skills lessons for standards one through eight. These lessons are taught by primary school teachers from MTTA's four impact districts. The DVDs allow students to see and critique a real life teaching situation of Life Skills in the classroom. It also allows students to learn methodologies they can use when teaching other classes.

MTTA also provided a DVD player LCD projector, and screen to five government and grant-aided TTCs. Along with the equipment, MTTA trained 41 Life Skills lecturers on how to operate the technology. Those Life Skills lecturers then teach other lecturers how to use the equipment. Therefore, the equipment and DVDs are used throughout the colleges for other teaching and learning activities.

In addition to the training and resources provided to TTCs, MTTA provided support for 25 guest speakers to speak at the five government and grant-aided colleges, reaching 4,717 student teachers. Each term, LSE lecturers at each college chose a guest speaker based on the topics they were covering and also the needs of their students. Speakers ranged from health workers to Members of Parliament. The guest speaker initiative gave student-teachers the opportunity to

gain clear and in-depth understanding of topics presented by technical experts. Guest speakers often presented supplementary material to lecturers to use as resources.

The cumulative result of all of these interventions was the increased confidence and effectiveness of the Life Skills lecturers. At the beginning of the project, many lecturers were hesitant to teach a few of the topics because they felt they were culturally inappropriate, they did not have a thorough understanding of the topic, or because they did not appreciate the significance of the topic. Many lecturers did not use learner centered or participatory methodologies. In addition, many lecturers were not open-minded. There were even others who placed judgment on opinions and experiences of the students. Following MTTA's efforts, all lecturers confidently and effectively teach Life Skills education content, using participatory, hands-on methodologies. Lecturers pride themselves on their creativity in planning lessons and effective activities.

Moreover, the subject of Life Skills quickly became popular with the student teachers. Through the results of lecturer training, student teachers are given opportunities to share experiences, ideas and give input, because of the participatory methods used and the respectful, open, non-judgmental environment created by lecturers. After participating in Life Skills education at the colleges, most of students expressed an appreciation for the importance of the subject.

Sustaining the impact of MTTA's pre-service Life Skills education support will depend much on the commitment of the colleges and MOEST. For example, the MOEST pledged to print additional copies of the Life Skills Manual for subsequent college in-takes. One hopes that this will happen. Some DVD players that were mal-functioning were replaced. One equally hopes that the colleges will be able to maintain them.

In-Service and Pre-Service Social Studies Orientation

MTTA's original contract scope included the orientation of lower primary teachers to the PCAR Social and Environmental Studies (SES) curriculum. The curriculum was to be introduced into the school system in January 2005. This was postponed, however, to January 2007, leading to the discontinuation of MTTA's intervention. However, before the component closed, MTTA was able to hold consultative meetings with the then PCAR team to plan the way forward together, and staff made site visits to centers where MESA was orienting PEAs to the then upper primary social studies curriculum, to ensure proper linkages.

2.3 HIV and AIDS School Club Initiative (HASCI)

HIV prevention and youth development are two key facets to ensure posterity of society in modern times. Both require development of critical skills and values. MTTA established a program known as HIV and School Club Initiative (HASCI) in 2006 with the aim of developing youths in both areas. Specifically, the intervention aimed to:

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

MTTA's original mandate was to create school-based pilot clubs in 40 schools in Kasungu district. These clubs would build on and reinvigorate the anti-AIDS clubs (AIDS Toto) that existed in most schools, but tended to be ineffective. To this end, MTTA developed *Mphamvu Kwa Achinyamata* (MKA) clubs to promote school-based anti AIDS campaigns, focusing particularly on promoting school-community and intergenerational dialogue about important issues regarding the prevention of HIV and AIDS, with a special focus on abstinence and being faithful. The clubs have been implemented in Kasungu district since July 2006.

Before establishing school-based clubs, MTTA looked into why AIDS Toto clubs were ineffective. After conducting a base-line study, MTTA noted that club leaders had not been trained in club leadership skills and were not supported by appropriate materials. Clubs concentrated on indoor activities and neglected community interaction and outreach. It was found that communities wanted the clubs to have activities to prepare youth for work, giving young people more control over their lives and more options in life. The community also wanted to be involved. MTTA also determined that young people wanted to understand how HIV and AIDS affects village life and city life, and what they could do in response.

Based on these findings, MTTA determined that clubs must have a reinvigorated mission that inspires and empowers young people to prevent and manage HIV and AIDS through community action. In order to address these gaps and meet the needs of the youth and communities, it was determined that the new clubs needed a better activity rationale and design.

All of these needs necessitated the creation of MKA clubs that move away from the idea of simply saying no to AIDS and empowers the youth to proactively get involved in activities that prevent HIV and mitigate the impact of AIDS through community action. The MKA model:

- Combines HIV prevention and youth development,
- Educates youth and communities about the medical transmission of HIV/AIDS,
- Helps youth and communities understand the many social causes of transmission,
- Helps youth gain competence in skills that reduce the social causes of transmission,
- Provides members with opportunities to serve communities through projects that improve care and support of HIV infected and affected persons, supports the development of its members through club meetings, project work, demonstrations, and other activities,
- Shows youth that the same activities that help to prevent HIV/AIDS can also be fun, can help prepare youth for productive work in the future, and make immediate, meaningful contributions to the quality of life in their communities, and
- Invigorates community action to prevent and mitigate HIV/AIDS with a special emphasis on participation of girls, out of school youth, orphans and other children affected by AIDS, as well as children who are HIV positive.

Excerpt from the external evaluation on MTTA's HASCI initiative, conducted by Dr. Lynn Evans:

... From a variety of vantage points, the HASCI pilot is achieving success in its primary aim of educating youth and communities about the medical transmission of HIV. School staff, pupils and community members report that behaviors are changing for the better – attendance has increased; fewer girls are getting pregnant; pupils are learning life skills, vocational skills, and entrepreneurial skills; and there is a confidence that, like Uganda, Malawi can “turn the tide” on the HIV and AIDS pandemic. Challenges abound, but a “can do” spirit prevails in the HASCI clubs in Malawi.

The key components to the process of introducing of MKA clubs was training of club leaders and provision of club materials which serve as guides for clubs to determine their needs and the needs of the community, and then work together to generate appropriate action. MTTA developed an MKA club *Constitution Handbook* to provide rules and guidelines for starting up and running clubs. It ensures community participation and leadership from the members in the club. It also ensures that all MKA clubs have the same basic structure and goals. An activities handbook was also developed to suggest activities that clubs can undertake, ranging from developing citizenship skills, life skills to conducting community action projects.

Prior to the establishment of MKA clubs in schools, MTTA consulted the communities, both through the base-line study and sensitization meetings. This helped to give communities a strong sense of ownership of the clubs. In many cases, local leaders helped to communicate the ideals of the club and pledged support. Close community identification with the clubs also helped encouraged active community participation. For example, community members also assist clubs in the teaching of vocational skills and crafts.

While the specific club activities conducted have varied between MKA clubs, certain types of activities are common. These include:

- Conducting community outreach projects, such as supplying basic household needs to needy, elderly, or sickly individuals;
- Providing support to OVC, like buying school uniforms and other supplies;
- Mounting HIV and AIDS awareness campaigns through dramas, songs and dances and conducting open days;
- Engaging in income generating activities (IGAs);
- Holding regular meetings to plan together and share experiences; and
- Contributing to the National Day of Education.

Following the success of the clubs in Kasungu, MKA clubs were extended to Mzimba South in April 2007. During MTTA's 7-month extension from January-July 2008 the initiative was again extended to schools in Machinga and Phalombe districts as well as the TTCs. In Mzimba South, the clubs were further scaled up from an original 40 (created with MTTA funding) to all schools in both Mzimba South and Mzimba North districts, through the initiative of the District Commissioner and District Education Manager with funding from the National AIDS Commission.

MTTA found a number of factors that helped make clubs effective. These include active headteachers who participate in guiding and supervising club activities; mobilization of all teachers within the school to the goals and objectives of the clubs; participation of local leaders, such as chiefs, in community mobilization activities; and ensuring clubs strike a balance between HIV and AIDS prevention and youth development activities.

In the two short years of the HASCI initiative, the success of the MKA clubs has made several lessons clear: young people (both in-school and out of school), are valuable resources in Malawi. Youth have energy and skills that can be harnessed for their own positive development and the development of the community. Through well planned and well executed youth development programs, like HASCI, Malawi's youth can play an important role in preventing and mitigating the impacts of HIV and AIDS.

2.4 Support to the Implementation of PCAR

The primary focus of MTTA's extension from January-July 2008 was to consolidate MTTA experiences and to ensure transfer to the MOEST, and to the PCAR Coordinating Committee of key elements of successful pre-service training and continuous professional development practices through in-service training and teacher support for the OBE curriculum. MTTA's involvement with and support to PCAR, however, had actually begun even earlier, through the MTTA team's participation in the 2007 PCAR National Core Trainers orientation, the PCAR TOT trainings in Machinga and Zomba, the supervision of standard I teachers using PCAR instructional materials, and funding support to orient 99 ZINFAs and mentor teachers to serve as TOTs for PCAR standard I instructional materials. Despite these earlier support efforts, the 7-month extension period marked a more formal, structured MTTA/PCAR collaboration.

Over the course of the extension period, MTTA participated in thirty-three top-level consultative meetings with the MOEST directorate, MIE, and the Technical Working Group on Teacher Education and Development (TWG TED), which led to MTTA's direct involvement in:

- Drafting, refining and editing standards 1, 2, 4, 7 and 8 PCAR instructional materials and the PCAR CPD Model Technical Manual;
- Monitoring PCAR Training of Trainers workshops; and
- Supervising teachers using PCAR instructional materials and providing feedback to relevant authorities.

The PCAR team was very receptive to evidence-based suggestions and incorporated most of MTTA's approaches into the PCAR literature, although many terminology specifics (e.g. CPD for INSET or TPDC) differed.

In addition to the technical assistance provided through MTTA team members' involvement in PCAR materials design and development, the project also provided funding to MOEST and MIE to directly support several activities including:

- A week-long PCAR CPD Model Technical Manual Writers' workshop
- A week-long refining workshop of the Technical Manual
- The printing of 15,000 copies of the CPD Model Manual
- A day-long meeting for the PCAR Coordinating Committee
- A two-day long meeting for the TWG TED

Consolidating Best Practices

Another focus of the extension period was to consolidate best practices, by carrying out activities with special attention to 32 focus and satellite schools in the four districts. Specifically, MTTA:

- Organized and conducted two-day planning meetings at the district centers of Mzimba South, Kasungu, Machinga and Phalombe. Participants included: 69 PEAs (12 female and 64 male), 69 ZINFAs and 69 mentor teachers and trainer heads (5 female and 64 male) as well as one competent PCAR teacher from each of the 32 focus and satellite schools.
- Supported 69 zonal CPD trainings, one from each education zone, in the four impact districts.
- Monitored 351 school-based CPD trainings reaching 2007 teachers (642 female, 1365 male).
- Supervised teachers in all the zones with a special focus on the model and satellite zones reaching out to 1461 of them (587 females and 874 males).

Apart from consolidating best practices, MTTA used these training forums to prepare the teachers for national PCAR rollout.

An attempt to work with MIE to mount a national launch and roll-out of the CPD model roll-out, and to co-facilitate a CPD model orientation in one of MTTA's impact districts, did not materialize due to MOEST's other commitments. Still, the combination of consultative meetings, collective activity implementation and USAID direct financial support demonstrated how project implementation teams can work with MOEST permanent structures for meaningful project outcomes and intervention sustainability.

Part III: Lessons Learned & Recommendations for Future Programming

A particularly positive feature of MTTA's final seven months was the strong emphasis on encouraging the project's lessons and best practices to become institutionalized into MOEST systems, policies, and practices. Only in this way can the impact of the project be indefinitely maintained and, indeed, expanded. It is with this purpose and hope—of informing and improving Malawi's teacher professional development systems, particularly in light of the PCAR roll-out—that these lessons and best practices are shared.

Supporting Teacher Performance

- Clear role definition of teacher support structures such as those of ZINFAs, mentor teachers, Mobile Teacher Training Troupers ensures operational harmony between them and permanent structures e.g. PEAs and headteachers.
- When ZINFAs and mentor teachers transferred to other districts or died a thorough orientation of replacements was difficult as the gaps often arose at activity implementation peak periods. Having senior assistants may be advisable.
- Taking school evaluation results back to practicing teachers helps them to appreciate the value of record keeping for better performance.

School Resources

- Decentralizing TDC resource materials such as library books to cluster- or school-levels enables pupils, teachers, and community members to access and use them more than they do when the resources are TDC-based.
- Much as school-based resource centers are critical, vandalism in many schools hampers progress and sustainability. More community involvement minimizes it.
- Malawian primary school innovations should embrace local community involvement to support both pupils' and teachers' efforts and for sustainability.

Equitable Access

- Children with special education needs do not receive the attention they deserve from teachers for, in most cases, reasons beyond the teachers' control (large classes and under-staffing). Effective community involvement helps, at least in the short term.

Project Implementation

- Some degree of *flexibility* in the implementation of educational innovations at the Malawian primary school level helps to make the innovations more relevant to the diverse situations prevailing in schools.
- At various occasions, it was difficult to tell which directorate at MOEST was supposed to champion project activities. This was time consuming and frustrating. There is need to designate a senior officer at MOEST as a project desk officer to help champion project lessons learned at the directorate level.
- Both the print and electronic media played a significant role in helping to consolidate MTTA's good practices and extending them beyond the project's geographical target area.
- MTTA's monitoring and evaluation systems would have proven even more valuable with the inclusion of control groups and the longitudinal tracking of students (as opposed to the cohort tracking which was used).

PCAR Implementation

- Although PCAR is being rolled-out well generally, continued teacher support is critical to ensure that all the learning areas are handled properly by teachers, especially in the context of school under-staffing, and large and under-resourced classes.
- Bad roads during the rain season render many schools inaccessible by motor vehicle thus underscoring the need for building up an effective PCAR local teacher professional support system that can operate throughout the year.
- Effective use of PCAR assessment instruments particularly in under-staffed schools as well as in large/under-resourced classes poses the greatest challenge to most teachers. In the short term community support and over-lapping school systems appear to minimize the challenge a great deal.

Beyond these lessons learned, MTTA leaves behind a valuable legacy of best practices and interventions that will support not only PCAR implementation but school and system practices as well. Table 2 below highlights these best practices and includes relevant implementation notes and recommendations. Those best practices which were specific MTTA innovations are marked with asterisks.

Table 2. Summary of MTTA Best Practices and Implementation Recommendations

Best Practice	Implementation Notes & Recommendations
Creating a professional school culture (Critical for everything else)*	<ul style="list-style-type: none"> • Focus on teachers as professionals, co-experts and colleagues, who are encouraged to teach reflectively • Enhance pupil learning opportunities by capitalizing on participatory learning and independent reading/researching • Focus on collaborative and team work among teachers, learners, parents and education officials • Focus on intrinsic motivation • Be flexible and base decisions and practice on evidence
Balancing teacher subject content knowledge with pedagogy*	<ul style="list-style-type: none"> • Ensure that teachers have adequate subject content knowledge of the topics they are expected to teach
Engaging school-based CPD Model with a bias on cluster-based CPD activities where schools are critically understaffed*	<ul style="list-style-type: none"> • Should be needs-based • Provide professional support structures. • Provide School Incentive Packages (SIPs) • Encourage exchange visits and mass communication
Developing the capacity of school heads as instructional leaders*	<ul style="list-style-type: none"> • School heads are the most readily available professional resource persons for teachers • School innovations sustainable if supported by heads
Supporting teaching/learning in small groups in the classroom*	<ul style="list-style-type: none"> • Key to individualized and meaningful teaching. • Helpful where classes are large
Instituting local resource centers including school libraries*	<ul style="list-style-type: none"> • Involve local school communities, the National Library Service, District Assemblies, NGOs
Initiating Mobile Teacher Training Troupes*	<ul style="list-style-type: none"> • Focus on clinical CPD for teachers • Encourage the participation of locally available retired quality professionals

Scaling up HIV and AIDS School Club Initiative (HASCI)*	<ul style="list-style-type: none"> • Student-led and managed • Extremely powerful in developing healthy youths mentally and physically • Yet, without support MKA clubs will struggle to find adequate resources to support all the deserving needy orphans and other individuals within their communities • A good HASCI program in TTCs requires more than six months implementation period
TALULAR	<ul style="list-style-type: none"> • Involve pupils and local school communities
Encouraging Role Modeling, Exchange Visits, Mass Communication	<ul style="list-style-type: none"> • Very powerful for multiplier effect and consolidation of good practices
School Incentive Packages (SIPs) Zonal Incentive Packages (ZIPs)	<ul style="list-style-type: none"> • Generates school self reliance • Involve local communities
Functional school-community collaboration	<ul style="list-style-type: none"> • Promotes effectiveness and sustainability of innovations
Effecting at the school-level a culture of maintaining and using school data*	<ul style="list-style-type: none"> • Promotes evidence-based decisions
Pre-service Life Skills Education	<ul style="list-style-type: none"> • Already in the curriculum, however, the fact that Life Skills Education is a non-examinable subject in pre-service teacher programs leads many lecturers and students not to take it seriously enough

Education Experts' Recommendations for Moving MTTA Best Practices Forward

Having followed MTTA's activities for close to four years, the MTTA Project Advisory Committee (PAC) chaired by the Acting Director of the Department of Teacher Education and Development, completed their involvement in project work with the following recommendations for moving MTTA best practices forward:

- MTTA's best practices should be incorporated into the education system through pre-service teacher training programs (TTCs).
- A mechanism should be worked out to roll-out the project nation-wide.
- When original project planning discussions occur, a focus on how the project could be rolled-out (if successful) should be incorporated in the project design.
- MTTA's HIV and AIDS School Club Initiative (HASCI) structures and activities should be scaled up to all primary schools and TTCs in Malawi.
- Life Skills Education at TTCs should be sustained after MTTA phases out.

In a follow-on policy makers' briefing seminar of July 28, 2008 chaired by the Chairperson of the National Technical Working Group on Teacher Education and Development (TWG TED), a team of policy makers comprising senior education officials, donors and international NGO directors reviewed the PAC's recommendations and improved them as follows.

Table 3. Policy Makers' Recommendations for Moving MTTA's Best Practices Forward

	Recommendation	Who Involved	Champion
1.	Selected/priority best practices should be incorporated and/or introduced into the education system through pre-service trainings.	DTED, MIE	DTED
2.	A mechanism should be worked out to roll-out in-service training approaches used in MTTA nation-wide.	DTED, MIE	DTED
3.	When original project planning discussions occur, a focus on how the project should be rolled-out (if successful) should be incorporated in the project design.	Planning, other relevant directorates (as per activity area), Development partners	Planning
4.	HASCI structures and activities should be scaled up to all primary schools and TTCs in Malawi in close collaboration with District Assemblies to help access NAC/Global fund resources.	Planning. Other relevant directorates (as per activity area). Development partners.	Planning
5.	Life Skills Education at TTCs should be sustained after MTTA phases out.	DTED, EMAs	DTED

In addition, the policy makers made a sixth recommendation:

6.	Standardize CPD/In-service content in such a way that it is still need-based but going towards accreditation.	DTED, EMAS, TTCs	EMAS
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In his Policy Makers' Briefing Seminar opening speech, the Honourable Deputy Minister of Education, Science and Technology responsible for Higher Education urged MOEST senior officials to change their mindset in order to accommodate innovations like MTTA's to help improve the quality of education in Malawi (see attachment B).

With such resounding support expressed at top government levels, the MTTA team concludes it work after four years of successful implementation with strong optimism that key lessons and best practices demonstrated by the project can and will have lasting positive impacts on the education of Malawi's children.

Attachment A: Index of MTTA External Evaluations, Studies, and Reports

Chapman, David, Suzanne Miric and Shirley Miske, *Malawi Teacher Training Summative Evaluation Report*, August 2008.

Evans, Lynn R., *MTTA HIV and AIDS School Club Initiative Evaluation Report*, June 2008

Kendall, Nancy, *Achieving our Goals and Transforming our Schools: Best Practices in the Malawi Teacher Training Activity* (for review by USAID), June 2008.

Mizrachi, Adela, Olivia Padilla and William Susuwele Banda, *Active Learning Pedagogies as a Reform Initiative* (On-going research activity report – not to be quoted).

Oliver, Daniel and CRECCOM, *2006 Survey on IBB Books* (On-going research study report – not to be quoted).

Attachment B: Official Opening Ceremony of MTTA's Final Policy Makers' Briefing Seminar

THE DAILY TIMES, Tuesday, July 29, 2008

Minister for mindset change in education

DICKSON KASHOTI

DEPUTY Minister of Education, Science and Technology responsible for higher education Richard Msowoya has echoed a call by a senior official in the ministry for mindset change, at the headquarters to embrace new things in order to improve dwindling education standards in the country.

Msowoya said this yesterday in Lilongwe when he opened a daylong meeting of Malawi Teacher Training Activity (MTTA), an education project aimed at improving learning and teaching environment in schools, but it was now closing next week.

He said although the project was closing, there were some lessons, which have been drawn and needed to be continued for the betterment of education in the country but was worried that some senior officials at the headquarters

were conservative.

"There is indeed need for mindset change. As deputy minister, all what I hear at the headquarters is not helping at all. I am happy that this has come from a senior person from the headquarters," said Msowoya diverting from his written speech.

He was referring to remarks by Director of Administration and Finance Joseph Matola who said the project's fruits could only be realised if senior officials at the ministry headquarters adopted new learning and teaching methods, which the project advocated.

The project, a three-year Usaid funded initiative, mainly focused on consolidating a professional school culture by, among other issues, was aimed at improving quality of education through enhancement of professional skills of primary schools at both pre-service and in-service levels.

The project, which had a

seven month extension period, operated in Mzimba South, Kasungu, Machinga and Phalombe.

Msowoya said since 2004, the ministry has seen improvements being made in schools, adding this was as a result of projects such as MTTA.

He said the ministry would continue with some activities undertaken by MTTA in order to improve education quality, which have dwindled drastically after the introduction of free primary education.

"Where we experience challenges, we will try to work out alternative strategies to ensure that this trend continues. The leadership of this country is committed to further improve education standards in the country," he said.

He asked officials from the ministry to pay special attention to issues of sustainability after Usaid pulls out of the project.

"It is important to understand this because as a ministry, we need to continue with the good work that the project has demonstrated. Where our resources cannot allow, we should find other possible ways of dealing with each challenge in order to maintain or improve further what our partners have established," he said.

MTTA began in 2005 and was designed to improve teachers' content knowledge and later on pedagogy in English, Mathematics and Science and another element of the project was inclusion of pre-service assistance at the teacher training colleges on life skills.

Marisol Perez, Usaid education team leader said she was happy the project reached out to over 509,000 pupils and 6,000 teachers and teaching personnel, thereby contributing to Ministry of Education efforts to improve teaching and learning conditions for over three million pupils in primary schools.

Attachment C: MTTA Supplementary Data Tables and Charts

Table A1: Trend of teacher academic qualifications: 2004 through 2007

Academic Qualification	October 2004	October 2005	October 2006	October 2007
PSLCE	0.5	0.5	0.5	0.2
JCE	58.1	48.1	44.6	37.4
MSCE	41.4	51.4	54.9	62.4

Table A2: Trend of teacher professional qualifications: 2004 – 2007

Academic Qualification	October 2004	October 2005	October 2006	October 2007
T2	25.5	42.1	47.8	49.5
T3	38.6	40.8	38.6	31.8
T4CE	5.2	6.5	7.8	6.6
TT	30.2	3.2	2.0	0.0
Volunteer	0.5	7.4	3.8	6.4
Student-teacher	Not applicable	Not applicable	Not applicable	3.7

Table A3: Pupil enrolment 2004 through 2008

Year	Boys	Girls	Total
2004	235,614	230,991	466,605
2005	232,314	231,398	463,712
2006	234,267	237,050	471,317
2007	236,009	239,238	475,247

Figure A1: Trend of percentage of teachers using participatory teaching methods during instruction of English, mathematics and science from 2004 to 2007

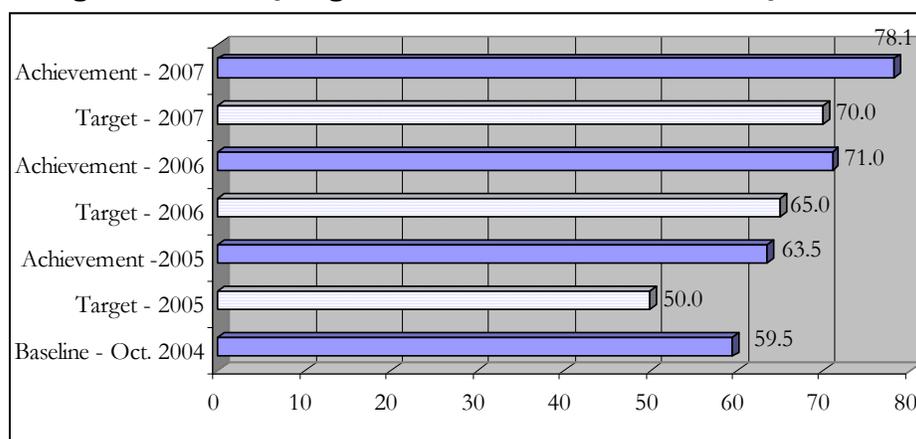


Figure A1 above shows that 78% of teachers were using participatory teaching methods in their lessons.

Figure A2: Targets and achievement (performance) of teachers in Mathematics from 2004 to 2007

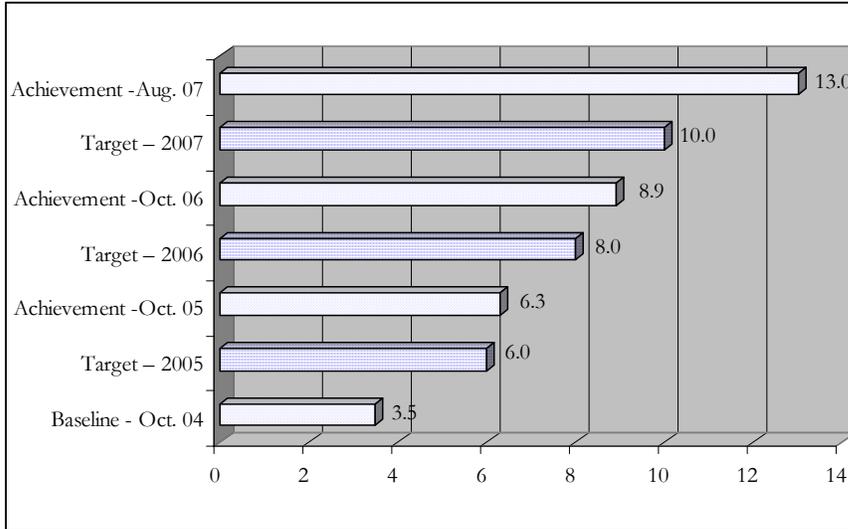


Figure A2 above shows that by 2007, 13% of the 5925 teachers in the four target districts had mastered mathematics concepts fully. With 13% of the teachers in the full mastery level, it meant more competent teachers were teaching in the impact schools.

Figure A3: Targets and achievement (performance) of teachers in Science from 2004 to 2007

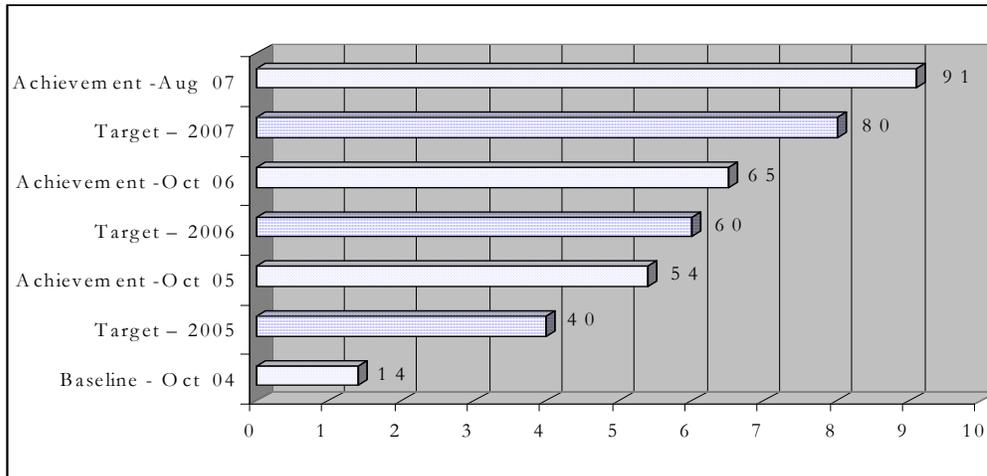


Figure A3 above shows that by 2007 there were 9.1% of the teachers in the full mastery level as compared to 1.4% at the inception of the project. The results indicate that more teachers were grounded in science concepts thereby imparting the right concepts to learners.

Figure A4: Targets and achievement (performance) of teachers in English from 2004 to 2007

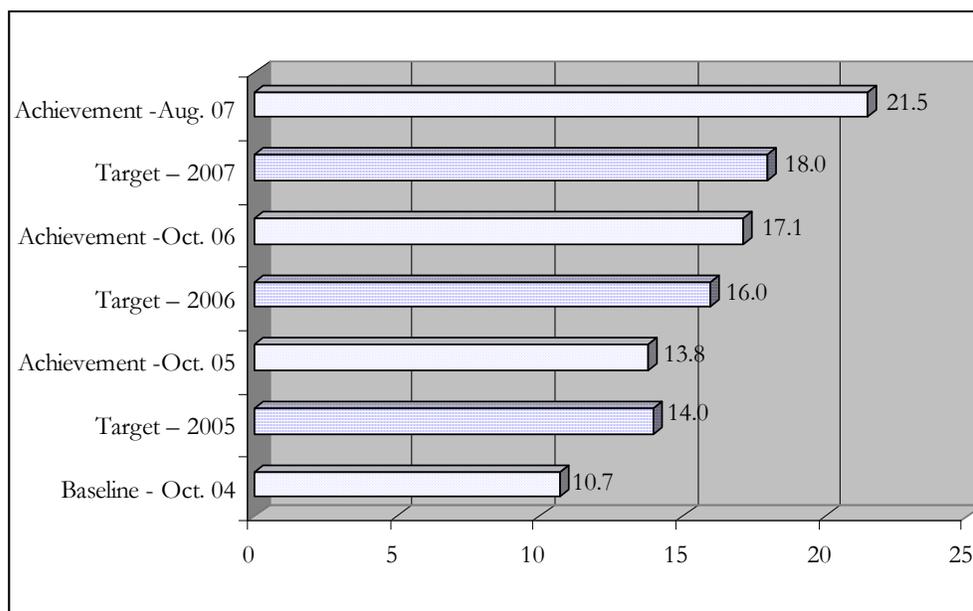


Figure A4 above indicates that 21% of teachers had fully improved their skills in English. Therefore, learners were taught by teachers who had a sound command of subject matter in English.

Results from MTTA Learner Final Survey

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

The results were as follows:

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

Table A4. Percentage of standard 3 learners in Mathematics for the years 2004 to 2007

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

Table A4 above shows that the 2007 standard 3 class had the highest percentage of learners in the full mastery level over the project life. Overall, the results suggest that teachers improved year by year making them much better teachers by 2007 which led to improved learner performance by 2007.

Table A5 shows that the 2007 standard 6 class had the highest percentage of its learners in the full mastery level.

Table A5. Percentage of standard 6 learners in mathematics for the years 2004 to 2007

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

Table A6: Percentage of standard 3 learners in general studies for the years 2004 to 2007

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

Table A6 above shows that the 2007 class had close to 30% of its learners in the full mastery level meaning that the 2007 standard 3 class grasped the general studies more than all the standard 3 classes before.

Table A7: Percentage of standard 6 learners in science for the years 2004 to 2007

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

Table A7 above indicates that the 2007 standard 6 class had 3.8% of its learners in the full mastery level which was the highest percentage of standard 6 learners in the full mastery level over the project life.

Table A8: Percentage of standard 3 learners in English for the years 2004 to 2007

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

With 11.3% of learners in the full mastery level, the 2007 standard 3 class had the highest percentage of its learners in the full mastery level.

Table A9 Percentage of standard 6 learners in mastery levels in English for the years 2004 to 2007

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

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