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

### **ANNUAL REPORT**

**January 2008 – December 2008**



January 31, 2009

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## LIST OF ABBREVIATIONS

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

TDC	Teacher Development Centre
TFD	Theatre for Development
TOT	Training of Trainers
TTC	Teacher Training Colleges
USAID	United States Agency for International Development
ZOC	Zonal Coordinator
ZIP	Zonal Incentive Package

## 1.0 PREAMBLE

Project Title: Primary School Support Program (PSSP)

Contractor: American Institutes for Research

Award No: GS 10F-0112J Order No: 690-M-00-06-00023-00

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## 2.0 PROGRAM DESCRIPTION

The Government of Malawi is faced with declining quality of teaching and learning in its primary schools. Since it began its policy of free primary education in 1994, the government has seen enrollment skyrocket from 1.9 million to 3.2 million pupils. It has not been possible to provide enough trained teachers for the overcrowded classrooms. As a result, teachers who are not adequately qualified for their jobs now teach many pupils. Although the government has tried to provide pre-service and in-service training to teachers, the training has only met a small part of the need. This is where Primary School Support Program: A School Fees Pilot (PSSP: SFP) addresses the need.

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

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

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

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

### 3.0 PERFORMANCE OVERVIEW

#### 3.1 Summary of Accomplishments Relative to Work Planned for January - December 2008

##### 3.1.1 *Teacher Professional Development*

- Monitored and supported 60% of teachers for cycle 3 CPDs.
- Conducted a headteachers training workshop TOT reaching 13 ZOCs (5 female, 8 male) and 19 PEAs (6 female, 13 male), 1 DOP, 1 DEM, 1 SEMA and 1 MOE official (all male).
- Trained 226 (17 female, 209 male) head teachers and 226 (32 female, 194 male) deputy head teachers in school management and development, and instructional leadership, in partnership with the district office.
- Conducted a day-long module development orientation for 19 PEAs (6 female, 13 male) and 13 ZOCs (5 female, 8 male).
- Trained all the 1,882 teachers (546 female, 1,336 male) in all the 227 schools in training module development to be used for school and cluster-based CPDs and teacher conferences.
- Developed 885 training modules for school- and cluster-based teacher conferences that were conducted during the March-April and July-August, 2008 school holidays as well as weekly school-based CPDs.
- Reviewed 885 training modules on various teaching and learning areas (developed for teacher conference facilitations conducted in July and August 2008).
- Conducted and monitored cluster-based teacher conference cycle 2 and 3 in 59 clusters reaching 1,636 teachers (469 female, 1,167 male).
- Established 681 TCCs (83 female, 598 male) in the 59 training clusters to support and monitor school- and cluster-based CPDs/teacher conferences.
- Trained 20 ACs in supervisory skills and procedures for supporting and mentoring at the zonal level.
- Conducted MTTT follow up exercise in 20 original schools with 25 troupers (7 female, 18 male) reaching 184 teachers (51 female, 133 male) and 14,671 learners (7,657 girls, 7,014 boys).
- Oriented and trained 470 local mobile teacher training troupers (MTTTs) (76 female, 394 male) which included 68 head teachers (10 female, 58 male).
- Monitored school-based CPDs in 226 schools reaching 1,793 teachers (537 female, 1,256 male).
- Monitored and supported classroom teaching and learning at 227 schools reaching 1715 teachers (461 female, 1,254 male) and reaching 136,420 learners (70,938 girls, 65,482 boys).
- Supported and monitored 226 head teachers (17 female, 209 male) and 226 deputy head teachers (32 female, 194 male) at 227 schools in their roles as school managers and instructional leaders.
- Facilitated education visits and strengthened role model utilization in Chigudu, Mvera, Chimbuli, Chimungu, Boma, Senga, Madisi, Mponela, Nalunga and Kamphenga zones.
- Identified 65 schools that have demonstrated various best practices, which include Chikankha, Kambokambo, Mdika, Mlengwe, Kayembe and Thiwi in Kayembe zone; Mafosha, Tchawale, Kanyangala, Chimungu and Mtandawagalu in Chimungu zone; Karonga, Mbalame, Simankhwala, Senga, Funsani and Kaputalambwe in Senga zone; and Longwe, Chinziri, Chilim'mimba, Mwaza and Kamphenga in Kamphenga zone, among others.
- Monitored and supported teacher conferences in the 59 clusters in the district with the support of PEAs, ZOCs, ACs, TCCs and external monitors reaching 1,716 teachers (491 female, 1,225 male).
- Implemented intrinsic teacher motivational strategies such as involving, strengthening, and supporting TOTs at district level; 354 teachers as facilitators for teacher conferences; 470 MTTT troupers in the 67 MTTT clusters as peer supervisors and mentors for lesson delivery; and used

681 TCCs as CPD supervisors, monitors and mentors in their respective schools and clusters, recognized 190 teachers with best practices.

- Facilitated 31 zonal and interzonal exchange visits to strengthen and role model best practices at schools and with individual teachers.

### **3.1.2 Learning Resources and Literacy**

- Developed, printed and distributed BLP/M term 1 song posters and big books to 226 schools in Dowa as follows:
  - 768 copies each of 16 titles of song posters
  - 450 copies each of 5 titles of big books
  - 550 copies of BLP/M lesson plans
  - 60 copies of BLP/M facilitator's guide for term 1 training
- Reviewed standard 1 BLP/M term 1, 2 and 3 syllabus, lesson plans, song posters and big books prior to printing of the materials.
- Developed, printed and distributed BLP/M term 2 materials as follows:
  - 450 copies of each of the 4 big books
  - 450 copies of each of the 9 song posters (6 in colour, 3 black and white)
  - 450 copies of 1 poem in black and white
  - 550 copies of BLP/M lesson plans
  - 40 copies of BLP/M facilitator's guide for term 2 training
  - 380 copies of English alphabet charts to 227 schools and 19 TDCs in Dowa
  - 100 copies of Facilitators TOT guide for training of standard 2 teachers in BLP/M teaching and learning strategies
- Developed, printed and distributed BLP/M term 3 materials as follows:
  - 450 copies of each of the 7 big books (2 in colour, 5 black and white)
  - 400 copies of each of the 8 song posters (5 in colour, 3 black and white)
  - 550 copies of BLP/M lesson plans
  - 100 copies of BLP/M facilitator's guide for term 3 training
- Distributed standard 1 BLP/M materials to 19 TDCs, 8 TTCs, and other educational institutions such as MIE, CERT, National Library Services, National Archives, CRECCOM, DCE, MOE headquarters, and DTED as part of advocacy and sharing of skills in literacy teaching and learning.
- Distributed a total of 125,205 exercise books and 125, 205 pencils to all 41,735 Std 1 learners in the 227 schools in Dowa.
- Monitored and supported standard 1 BLP/M implementation in all 759 schools (cumulatively) reaching 1,999 teachers (787 female, 1,212 male) and 144, 664 learners (72,866 girls, 70,194 boys) cumulatively to ensure effective teaching and learning among learners in schools.
- Trained 336 Std 1 teachers (189 female, 147 male) 226 headteachers (17 female, 210 male), 19 PEAs (6 female, 13 male), 20 ACs (5 female, 15 male), 318 Std 2 teachers (168 female, 150 male) on BLP/M techniques.
- Monitored and supported library establishments and use in 315 (cumulatively) schools reaching 612 teachers (171 female, 441male) and 30,773 learners (15,438 girls, 15,335 boys) cumulatively.
- Monitored and supported reading clubs in 354 schools (cumulatively) to develop mastery in literacy skills reaching 668 teachers (201 female, 467 male) and 54,644 learners (27,777 girls, 26,867 boys).
- Monitored and supported making and use of TALULAR in 199 schools to promote effective teaching and learning in classroom.
- Monitored and supported teaching and learning of literacy in 714 schools (cumulatively) reaching 2,642 teachers (749 female, 1,893 male) and 146,807 learners (76,667 girls, 70,140 boys).

- Conducted TOT training with 9 BLP/M writers (2 female, 7 male), 13 ZOCs (5 female, 8 male), 19 PEAs (6 female, 13 male) on BLP/M term 2 and 3 implementation, which also included an observers' group comprising 4 MOE officers, 2 MTTT troupers, 1 MIE officer, 2 DCE lecturers, 1 CERT research officer and 5 TTC tutors.
- Monitored and supported Std 1 BLP/M trainings for term 1, 2 and 3 in 19 zones reaching 582 teachers including 227 headteachers (17 female, 210 male), 336 Std 1 teaches (189 female, 147 male), 19 PEAs (6 female, 13 male) and 20 ACs (5 female, 15 male) which was conducted by 13 ZOCs (5 female, 8 male) and 19 PEAs (6 female, 13 male) in Dowa and monitored by PSSP:SFP officers together with 1 DEM, 1 DOP, 1 SEMA, 1 DTED, 1 MOE-Basic, 3 TTC tutors, 2 MIE officer and 1 MTTA trouper.
- Conducted a BLP/M zonal review meetings for term 1, 2 and 3 in all 19 zones reaching 336 Std 1 teachers (189 female, 147 male), 227 headteachers (17 female, 210 male), 20 Assistant Coordinators (5 female, 15 male), 67 MCMs (22 female, 45 male) and 19 PEAs (6 female, 13 male) in all the 19 zones on achievements, challenges and strategies to overcome them and way forward.
- Conducted training of 19 PEAs (6 female, 13 male), 13 ZOCs (5 female, 8 male) on literacy modules development.
- Conducted BLP/M baseline survey in 50 schools reaching 56 teachers (18 female, 38 male) and 6,136 learners (3,113 girls, 3,023 boys).
- Developed and printed 130,000 total copies of 10 titles of Dowa story books and embarked on distributing 120,500 copies to 227 schools and 9,950 copies to other educational institutions across the country such as 19 TDCs, 8 TTCs, 6 EDMs, 1 DEM, 1 DCE, 1 NLS, 1 National Archives, 1 COSOMA, 11 CDSS, 9 Sec Schools, MOE Hqs, DTED, CERT, CLS, MIE, CRECCOM and Chancellor College.
- Monitored and supported BLP/M literacy fairs in 244 schools cumulatively reaching 1,409 teachers (456 female, 953 male), 83,463 learners (42,409 girls, 40,955 boys) and 26,942 community members (13,396 female, 13,546 male) to sensitize parents and communities on how to support literacy acquisition among Std 1 learners, through assisting them with home work and story telling.
- Monitored and supported literacy in 347 schools reaching 1,713 teachers (521 female, 1,192 male) and 83,023 learners (44,270 girls, 38,753 boys).
- Trained 67 local BLP/M troupers (25 female, 42 male) to support Std 1 teachers with techniques for teaching BLP/M.
- Conducted BLP/M TOT for Std 2 teachers led by 67 BLP/M local troupers (22 female, 45 male), 13 ZOCs (5 female, 8 male), 19 PEAs (6 female, 13 male) and 20 ACs (5 female, 15 male) and shared strategies that are advocated by BLP/M for teaching reading, writing and comprehension that can assist teachers in standards 2 to 8 in the teaching and learning process.
- Monitored and supported 318 Std 2 teachers BLP/M cluster trainings with 13 ZOCs (5 female, 8 male), 19 PEAs (6 female, 13 male) and 19 ACs (5 female, 14 male) on BLP/M teaching techniques and use of resources.
- Conducted BLP/M briefing meeting with 3 college principals (1 female, 2 male), 5 (male), representatives of the principals, and 2 (male) MOEST officials
- Conducted a comparative study of literacy programmes MBTL, LAC and BLP/M which have been conducted in Malawi, and reviewed its draft report.
- Reviewed BLP/M digital video decoder (DVD) movie to ensure a quality product that reflects on the initiatives and success made in literacy development.
- Developed a compendium of success stories for BLP/M use of supplementary readers, TALULAR, library establishment and reading clubs and teaching of reading in small groups.

- Distributed:
  - 27,061 donated books to 157 schools in Dowa
  - 459 donated books to 6 TDC libraries in Dedza to increase the access to library books
  - 1,900 library books from Bismark schools in Dakota, USA, to 19 schools with reading clubs
  - 2,500 books from National Library Services to 19 TDCs and 74 schools in Dowa
  - 372 USAID-donated copies of avian flu booklets to 227 schools, 19 TDCs, 17 secondary schools and 4 other institutions
- Facilitated training of 19 primary school teacher librarians (1 female, 18 male) from the 19 zones in Dowa conducted by the National Library Services.
- Facilitated registration of 15 schools with the National Library Services.
- Conducted a book study in 10 schools in order to learn how the books are used and cared for as well as challenges encountered in using the books.
- Developed, printed and distributed:
  - 560 copies headteacher training modules to 226 headteachers (17 female, 201 male) and 226 deputy headteachers (as a way of improving instructional leadership in schools.
  - 2,100 copies numeracy supplementary modules and 760 copies of 10 titles of numeracy posters.
  - 2,100 copies of data booklet on using school data for school improvement.
- Developed an annotated bibliography of PSSP: SFP publications.

### **3.1.3 Community Involvement**

- Trained 473 school youths (268 females, 205 males) from 26 schools in Theatre for Development (TFD) performance techniques through 24 training workshops.
- Sensitized approximately 39,000 community members through 51 school-based youth through facilitated-TFD performances.
- Sensitized approximately 42,000 community members through 66 Mobilization Corps of Malawi (MCM) facilitated-TFD performances.
- Trained 216 OVCs and girl children mentors from all the 13 zones in the district.
- Conducted follow-up support visits to:
  - 117 TFD performances
  - 35 school-based construction initiative sites
  - 43 (28 cluster level, 15 school level) girl children mentoring initiative sites
  - 19 schools engaged in TALULAR making
  - 6 schools engaged in quiz competitions
- Mounted reviews and re-planning sustainability meetings for:
  - each of the 69 clusters
  - 69 MCMs
  - 243 special groups
- Supported school-based and community-based fundraising throughout the district with special groups alone realizing K 450,000.00.
- Awarded 150 schools with small grants totaling K 22 million.
- Supported OVCs, girls and children with special needs as follows:
  - 1,277 children (705 girls, 572 boys) with notebooks, pens, school uniforms, and soap
  - 2,456 children (1226 girls, 1230 boys) are engaged in various school-based vocational skills training alongside their classroom work
- Supervised the construction of 110 school blocks, 185 teachers' houses and 105 pit latrines.
- Facilitated the establishment of facilities for school-based vocational education at 133 schools.
- Supported 106 schools to engage in school and community-facilitated IGAs.

- Monitored SIP and ZIP fund-raising initiatives, which realized K 900,000 for sustaining the incentive packages.
- Supported approximately 42 school exchange visits.

### **3.1.4 Mass Communication**

- Covered and publicized the following:
  - Mvera Primary School Library activities; Lufe School TALULAR production and use (Mvera Zone) and school block construction at Bowe School (Chimbuli Zone) on February 6, 2008
  - BLP/M Training of Trainers Review and Re-planning Workshop at Mponela TDC on March 18, 2008
  - Lufe School Literacy Fair in Mvera Zone on July 18, 2008
  - Chimungu Zone 'Big Walk' led by *Gule Wamkulu* on July 24, 2008
  - Cluster Leaders' Review and Re-planning meeting at Mponela TDC and Small Grants material purchasing process at Mponela Trading Centre on August 22, 2008
  - MCM Closeout Ceremony at Lufe School in Mvera zone on October 9, 2008
  - Nyagra School open day in Katalima zone on November 4, 2008
  - Project activities at Kayembe, Kafumphe and Kabulungo Schools on community involvement, *Gule Wamkulu* festival and BLP/M, respectively, December 5-6, 2008
  - Project activities at Mtiti, Mtsukamakoza and Mvera Defence Force Schools on Small Grants, *Akunjira* and library, respectively, between December 16 and 17, 2008
- Produced:
  - 4,000 copies of Area Newsletter Vol. 2, Issue 9 for Boma, Vol. 3, Issues 10, 11, 12 and 13 for Mvera, Madisi, Mponela and Boma (1,100 English and 2,900 Chichewa versions)
  - 150 copies of reprints for all previous issues in both English and Chichewa versions for district stakeholder meetings
  - 2,000 copies of the bi-annual overall newsletter second edition in English and Chichewa versions
  - Story articles for the bi-annual overall newsletter Volume 1, Third edition English version
  - 100 copies of program brochures during USAID/AIR and MCM Closeout ceremony at Lufe School and PAC field visit at Mtiti School in Madisi zone
  - 90 Mobilization Corps of Malawi (MCM's) graduation certificates
  - 5 awareness roadside banners for the MCM Closeout ceremony at Lufe School in Mvera zone
- Published 21 project newspaper articles in national tabloids (12 'hard news' and 9 'features') – in publications including The Daily Times, The Guardian and The Nation
- Broadcast 28 project news items on local radios in both English and Chichewa languages on MBC, ZBS (Zodiak), Capital FM, Power 101, Joy and MIJ
- Beamed 2 news bulletins on Malawi Television

### **3.1.5 Coordination and Reporting**

- Hosted AIR Project Manager who provided support to the project.
- Hosted US-based educators sharing lessons from PSSP:SFP implementation.
- Hosted. Dr. Shirley Miske, President of MWAI who came to support the teacher professional development work and also hosted Dr. Steve Sharra, MWAI Associate who came to support the TOT training for Term 2 BLP/M.
- Met with AIR-MTTA colleagues on decentralized teacher training strategies and support to PCAR.

- Met with USAID/Malawi several times on project implementation, including the USAID synergy meetings education team meeting, PEPFAR brainstorming and attending the USAID success story writing workshop.
- Met with the USAID education assessment team, environmental team, and gender assessment specialist.
- Supported the USAID-sponsored PSSP evaluation team, sharing information, data and ideas.
- Met frequently with HQ, Division and Dowa district education officials
- Participated in the CPD for PCAR workshop in Salima.
- Shared lessons with the Direct Support to Schools Stakeholder Meeting.
- Participated in 2-day planning meeting on school improvement planning.
- Conducted a critical review and replanning workshop.
- Held meeting with the Project Advisory Committee Members for PSSP: SFP.
- Participated in a workshop organized by MOE in conjunction with DFID and contributed to the development of framework of CPD manuals.
- Assisted in the development of guidelines on bursaries for supporting OVC with MOWCD and Dowa District Assembly.
- Briefed the new District Commissioner and District Development Planning Director on PSSP:SFP and shared progress in the district and plans for the last months of the project.
- Met the District Development Committee to ensure sustainability of project initiatives.
- Supported National Day of Education events in Dowa District.
- Participated in the MOE Joint Sector Review 4-day planning meeting.
- Met with the National Library Service to share details of the dramatic expansion of libraries in Dowa and to garner support for those libraries.
- Interacted at the grassroots level with other education implementers (e.g., Action Aid, World Vision, Concern Worldwide), sharing plans and strategies for the betterment of Dowa's children.
- Attended a one day workshop organized by the National AIDS Commission.
- Hosted Tikwere radio staff members and facilitated 2 schools visits.
- Met with UNICEF on ways to collaborate on district efforts.
- Met with Jessica Donnelly of Fair Facts Fund and facilitated site visits in Dowa to help this new donor determine how to support development initiatives in Malawi.
- Presented papers at AREW conference in Addis Ababa, Ethiopia.
- Presented 2 papers at CIES conference in New York.
- Participated in the annual AIR IDP summit.
- Participated in a National Conference on Literacy Learning in Las Vegas, Nevada, USA.
- Wrote and submitted 1 annual, 3 quarterly and 12 monthly reports, 4 quarterly accruals and 4 editions of the updated rolling annual work plan and PMP.

### ***3.1.6 Research, Monitoring and Evaluation***

- Printed and distributed monthly tracking instruments to all 226 schools in Dowa.
- Developed and finalized a walk through observation tool to monitor teachers implementing BLP/M in the classroom.
- Collected, entered, cleaned school-based data.
- Analyzed progress in pupil enrollment which had increased by 26.8% (120,789 in 2006, 153,120 in 2008)
- Trained:
  - 13 ZOCs (5 female, 8 male) on how to collect year three (close-out) pupil assessment data and status of OVCs in school data collection

- 10 external data collectors (3 females, 7 males) on how to collect BLP/M baseline data
- 15 external lesson observers (5 females, 10 males) from Teacher Training Colleges and other institutions on how to collect close-out data on use of participatory methods in classroom and literacy strategies
- 19 PEAs (6 females, 13 males) and 13 ZOCs (5 females, 8 males) on how to support and monitor teachers on the implementation of BLP/M in the classroom.
- 8 external data collectors (2 females, 6 males) on how to collect close-out SMC/PTA school records
- Collected close-out data on:
  - Pupil assessment from standards 1 and 6 in both Dowa (intervention) and Dedza (comparison) districts. For standard 1, a total of 354 pupils (180 boys, 174 girls) in Dowa, 240 pupils (121 boys, 119 girls) in Dedza were assessed while at Standard 6, a total of 1,607 pupils (804 boys, 803 girls) in Dowa and 1,212 pupils (567 boys, 554 girls) in Dedza were assessed.
  - SMC/PTA involvement and school financial records in 59 sample schools
  - Teacher use of participatory methods in classroom and on application of literacy strategies in Std 1 in 100 schools of Dowa
- Entered, cleaned and analyzed close-out pupil assessment:
  - 39% increase in Chichewa Std 1 (37.8% increase boys, 41% increase girls)
  - 29% increase in English, Std 6 (37.8% increase boys, 41% increase girls)
  - 33% increase in Math, Std 6 (35% increase boys, 32% increase girls)
- Entered, cleaned and analyzed close-out SMCs/PTAs involvement in school improvement:
  - Increase from 51.7% in 2006 to 75.9% in 2008 of SMCs/PTAs undertaking IGAs
  - Increase from 82.8% in 2006 to 98.2% in 2008 of SMCs/PTAs involved in some physical rehabilitation or building projects
  - Increase from 41.4% in 2006 to 64.1% in 2008 of SMCs/PTAs lobbying for external support
- Entered, cleaned and analyzed:
  - SMC/PTA school financial data – increase from 13 fold in 2006 to 26 fold increase in 2008 in financial resources available at school level
  - Teacher use of participatory teaching methods – increase from 30.3% in 2006 to 72.6% in 2008
  - Teacher applying early literacy teaching techniques in the classroom – increase from 38.1% in 2007 to 46.4% in 2008
  - Teacher and pupil absenteeism - decrease from 25.0% in 2006 to 11.3% in 2008 (teachers) and from 23.5% in 2006 to 9.5% in 2008 (pupils)
- Monitored school library book distribution to 147 school libraries across Dowa district
- Finalized and printed a data book for Dowa education statistics
- Supported mid-term, literacy and MCM evaluations
- Disseminated findings to all stakeholders to help on implementation and re-planning activities to ensure Dowa child benefits
- Established close-out figures for PSSP: SFP impact of achievement

### 3.2 PSSP: SFP Accomplishments Relative to Work Plan for Year Three

Each quarter, PSSP: SFP is required to submit an updated rolling annual work plan. Given the multifaceted and complex nature of PSSP: SFP, the team used the opportunity to review the program and make adjustments as appropriate to the plan to best serve the child of Dowa, within the existing constraints. This work plan is the best synthesis of the year’s plan in one table, incorporating adjustments as they arose.

Activities	2008												Activity Status
	Q1			Q2			Q3			Q4			
	J	F	M	A	M	J	J	A	S	O	N	D	
<b>1 Teacher Professional Development</b>													
1.1 Support PCAR trainings, including CPDs													Accomplished
1.2 Support teachers in the classroom, including support to the PCAR classroom implementation													Accomplished
1.3 Identify schools with good practices													Accomplished
1.4 Facilitate exchange visits and utilize role models													Accomplished
1.5 Follow-up original Mobile Teacher Training Troupes (MTTT) in selected schools													Accomplished
1.6 Establish and support local MTTT													Accomplished
1.7 Support and monitor local MTTT													Accomplished
1.8 Support training module development for CPDs													Accomplished
1.9 Support and monitor teacher conferences as a training modality													Accomplished
1.10 Support and monitor school-based CPDs													Accomplished
1.11 Orient TCC to school-based CPDs supervision													Accomplished
1.12 Support TTC school-based CPDs supervision													Accomplished
1.13 Conduct training for heads and deputy head teachers													Accomplished
1.14 Support and monitor heads and deputy heads teachers activities in school management and instructional leadership													Accomplished
1.15 Orient teachers to use and utilization of numeracy resource addendum and posters													Accomplished
1.16 Implement and support teacher motivational strategies													Accomplished
1.17 Support National Day of Education													Accomplished
1.18 Facilitate establishment of sustainability plan													Accomplished
1.19 Implement and monitor sustainability strategies													Accomplished
<b>2 Learning Resource Development</b>													
2.1 Refine, print and distribute selected relevant teaching and learning materials													Accomplished
2.2 Develop, print and distribute BLP/M materials for Std 1													Accomplished
2.3 Monitor and support care and use of teaching and learning materials including donated books													Accomplished
2.4 Support development, use, and care of TALULAR in classrooms													Accomplished



Activities	2008												Activity Status	
	Q1			Q2		Q3			Q4					
	J	F	M	A	M	J	J	A	S	O	N	D		
2.5														Accomplished
2.6														Accomplished
2.7														Accomplished
2.8														Accomplished
2.9														Accomplished
2.10														Accomplished
2.11														Accomplished
<b>3</b>	<b>Literacy Program</b>													
3.1														Accomplished
3.2														Accomplished
3.3														Accomplished
3.4														Accomplished
3.5														Accomplished
3.6														Accomplished
3.7														Accomplished
3.8														Accomplished
3.9														Accomplished
3.10														Accomplished
3.11														Accomplished
3.12														Accomplished
3.13														Accomplished
3.14														Accomplished
3.15														Accomplished
3.16														Accomplished
3.17														Accomplished
3.18														Accomplished
<b>4</b>	<b>Community Mobilization</b>													
	<i>Training</i>													
4.1														Accomplished
4.2														Accomplished

Activities	2008												Activity Status
	Q1			Q2			Q3			Q4			
	J	F	M	A	M	J	J	A	S	O	N	D	
4.3													Accomplished
4.4													Accomplished
4.5													Accomplished
4.6													Accomplished
4.7													Accomplished
4.8													Accomplished
4.9													Accomplished
4.10													Accomplished
4.11													Accomplished
4.12													Accomplished
4.13													Accomplished
4.14													Accomplished
4.15													Accomplished
4.16													Accomplished
<i>Small grants and financial incentives</i>													
4.17													Accomplished
4.18													Accomplished
4.19													Accomplished
4.20													Accomplished
4.21													Accomplished
4.22													Accomplished
4.23													Accomplished
<i>Mobilization Corps of Malawi</i>													
4.24													Accomplished
4.25													Accomplished
4.26													Accomplished
4.27													Accomplished
4.28													Accomplished
4.29													Accomplished
4.30													Accomplished
<b>5</b>	<b>Mass Communication</b>												

Activities	2008												Activity Status
	Q1			Q2			Q3			Q4			
	J	F	M	A	M	J	J	A	S	O	N	D	
5.1													Accomplished
5.2													Accomplished
5.3													Accomplished
5.4													Accomplished
5.5													Accomplished
5.6													Accomplished
<b>6</b>	<b>Project Coordination and Reporting</b>												
6.1													Accomplished
6.2													Accomplished
6.3													Scheduled for January
6.4													Accomplished
6.5													Accomplished
6.6													Accomplished
6.7													Accomplished
6.8													Accomplished
6.9													Accomplished
6.10													Accomplished
6.11													Accomplished
6.12													Accomplished
6.13													Accomplished
6.14													Accomplished
<b>7</b>	<b>Research, Monitoring and Evaluation</b>												
7.1													Accomplished
7.2													Accomplished
7.3													Accomplished
7.4													Accomplished
7.5													Accomplished
7.6													Accomplished
7.7													Accomplished
7.8													Accomplished
7.9													Accomplished
7.10													Accomplished
7.11													Accomplished
7.12													Accomplished

Activities	2008												Activity Status	
	Q1			Q2			Q3			Q4				
	J	F	M	A	M	J	J	A	S	O	N	D		
7.13	Enter data for pupil assessments													Accomplished
7.14	Analyze data for pupil assessments													Accomplished
7.15	Disseminate of data for pupil assessments													Accomplished
7.16	Monitor and evaluate teacher/classroom practices													Accomplished
7.17	Monitor community mobilization strategies													Accomplished
7.18	Write annual follow-up data report													Accomplished
7.19	Participate in USAID assessments and evaluation													Accomplished
7.20	Participate in Book Donation Study													Accomplished
7.21	Conduct Research Study: Literacy													Accomplished
7.22	Conduct Research Study: MCM													Accomplished
<b>8</b>	<b>Project Close-out</b>													
8.1	Prepare for staff and terminations/departures													Accomplished
8.2	Update inventory													Accomplished
8.3	Develop project disposition plan													Accomplished
8.4	Transfer inventory													Scheduled for January
8.5	Organize, pack and ship files													Started, to be completed in January
8.6	Prepare and close out subcontracts													Accomplished
8.7	Prepare and close field office accounts													Scheduled for January
8.8	Prepare final billings													Scheduled for January
8.9	Close field office													Scheduled for January

### 3.3 Cumulative Project Results Against Indicators

In its third year, PSSP: SFP continued to make strides in the district and realized significant achievements as evidenced by a range of qualitative indicators that have emerged as a result of the project's sensitization, training and mobilization activities. Following is the project's indicators by result areas; activities that support each initiative are documented and qualitative examples of project impact are organized by each indicator. This representation is hardly exhaustive; however it serves to illustrate the transformation taking place in Dowa schools. A few success stories that provide additional context on the impact of PSSP: SFP are included in Annex B.

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

##### **1. Increased percentage of pupils achieving basic literacy in Chichewa in standard 1**

- PSSP:SFP trained:
  - All teachers on how to produce, use and store TALULAR for teaching Chichewa and BLP/M in Std 1. Schools mass-produced learning materials to ensure each learner has access to materials that provided hands-on experience and helped the teacher to simplify or consolidate Chichewa literacy concepts for better understanding.
  - 67 Chichewa local MTTT troupers to support, monitor and mentor all teachers to teach Chichewa more effectively at all levels.
  - Teachers in content as well as pedagogical skills for improved teaching and learning of literacy among learners in primary schools.
  - 1,716 teachers (491 female 1,225 male) in the 8<sup>th</sup> incremental trainings comprising of three teacher conferences and five cycle trainings to equip them with additional content knowledge and pedagogical skills in their lesson delivery. School-based CPDs continue to improve teachers' approach to lesson delivery in the infant section to help learners to read and write.
- Provided Std 1 teachers with BLP/M big books and song posters to help them teach literacy effectively.
- Identified and trained 67 local BLP/M troupers to help in mentoring fellow teachers in content and pedagogical skills.
- Established and trained 67 local BLP/M troupers, 67 Chichewa troupers and 67 TALULAR troupers in the district. These work hand in hand with the Std 1 teachers mentoring them to be high performing teachers with high fidelity to BLP/M and PCAR Chichewa strategies as well as employing appropriate TALULAR for reinforcing effective lesson delivery.
  - involved Std 1 learners in school reading and quiz clubs that have helped to expose them to different literacy activities resulting in classroom learning reinforcement. Some reading clubs have been organized with special focus on learners who are unable to read and write Chichewa.
- Community members and MCMs assisted the teachers in the production of TALULAR materials for the learners to take home leading to most learners improving in literacy. Parents had also been forthcoming in bringing old books and magazines to the schools for the learners to read.

#### *For example*

In the second quarter of the year, all ZOCs, PEAs and ACs embarked on a district wide interzonal supervision to monitor teacher performance in the teaching of Chichewa and identify Chichewa teachers with best practices who later became Chichewa local troupers in the 67 local MTTT clusters. They supervised 1,715 teachers who were mentored by these local MTTT to make them proficient in the teaching of Chichewa.

Teachers are finding creative ways to improving basic literacy skills at Kapini, Mphimbi, Mvera MDF, Kanyerere, Chiwichiwi, Kabulungo, Kawere, Kainja, Mgoni, Dowa II and other schools where

sometimes learners are given name cards to wear around their necks and practice reading them, students are also asked to write their own names besides the date on each of the day's assignments. Learners also play reading games to enhance reading.

Approximately 95% of teachers used TALULAR in Mvera zone and the most notable ones were teachers at Lufe School. 85% of learners in Std 1 were able to write their names and recite the alphabet in addition to writing words like “**amayi**,” “**ine**” and “**agogo**” (**mother, me** and **grand parent**, respectively)

## 2. Increased percentage of pupils achieving in English reading at Standard 6

- PSSP: SFP continuously trained 1,882 teachers (564 female, 1318 male) in techniques for literacy acquisition through teacher conferences that included techniques for teaching English literacy skills. Teachers were equipped with knowledge, strategies, and skills for handling English lessons with attention to how learners were responding to the different activities to spot weak performers.
- Since PSSP: SFP instituted TCCs and teacher conferences, there has been significant improvement in the organization of the trainings, where teachers have brought forward their needs, open enough to discuss their problems and objective in dealing with and handling their shortcomings. They asked for assistance from other teachers. In the teacher conferences and school-based CPDs, several topics on English grammar and literacy were dealt with to share knowledge, skills and ideas on how to help learners master literacy skills.
- PSSP: SFP provided resource books for English teaching to all teachers. PSSP: SFP also distributed library books from different donors to help teachers and learners improve their literacy skills. Several schools established reading clubs to promote reading culture and provide a structured opportunity for learners to write stories, poems and practice reading them as well.
- PSSP: SFP instituted 67 English local MTTT toupers to supervise, mentor, and support teachers in all classes to use English as the medium of instruction and teach it effectively, thereby providing learners with more opportunities for practicing the language.
- PSSP: SFP monitored and supported library establishments in 315 schools (cumulatively) reaching 612 teachers and 30,773 learners to develop mastery in literacy skills and improve the reading culture.
- PSSP: SFP distributed a total of 46,517 donated books to 214 schools across the district to improve reading culture and literacy among learners as well as community members.
- PSSP: SFP monitored and supported reading clubs in 354 schools cumulatively reaching 668 teachers and 54,644 learners.
- PSSP: SFP facilitated a donation of 2,500 books from the National Library Services and distributed them to 91 school libraries including 19 TDCs.
- PSSP: SFP facilitated a donation of 1,900 books from the National Library Services and distributed them to 19 schools with the best reading clubs.
- PSSP: SFP supported activities by Mobilization Corps of Malawi members who assisted teachers to provide more practice in English through academic clubs—helping Std 6 learners with difficulties in reading and writing through reading clubs, debate and quiz.  
 In a bid to promoting the use of BLP/M strategies in all the classes, PSSP: SFP trained all teachers and provided practice in the use of character map, theme web and story star in the last teacher conferences. Teachers were encouraged to use BLPM strategies in teaching English comprehension, composition reading and writing for regular exercises, enrichment and remediation in all classes.
- PSSP: SFP has trained teachers through 8 cycles of teacher training/conferences where strategies for teaching difficult topic areas such as reading in all the primary school sections are discussed and practiced. Such difficult topic areas are dealt with at both cluster and school based CPD trainings to ensure good lesson delivery practices are passed on to the teachers thoroughly.
- Teacher classroom support and mentoring by MTTTs in content knowledge and pedagogical skills has promoted the improving of learner learning gains. MTTTs ensure that best practices learnt during CPDs are put to use most effectively.

- The broadening of the supervisory base that includes cluster supervisory head teachers, ACs and MTTTs in lesson delivery and TCCs in cluster and school-based CPDs, apart from the PEAs and ZOCs, has ensured each teacher is supervised at least once month.
- Mobilization Corps of Malawi Members assisted teachers to help pupils master English through extracurricular school academic clubs championed by the MCMs.

*For example*

Schools in Mvera, Kanyenje, Kayembe, Madisi, Mponela, Senga, Boma and Chimungu zones took speaking English in the school premises for the senior classes seriously, as a way of assisting learners to develop English vocabulary, learn appropriate sentence construction, and develop speaking confidence.

Intra- and inter-school and zonal debating, drama and quiz competitions with schools such as Madisi and Ntanila in Madisi, St Mathias and Pheleni in Kanyenje, Kaomba, Kabadwa and Kambulu in Nalunga, Kongwe I in Boma, Chimungu and Kabulungo in Chimungu and Kayembe, Mlengwe and Mdika in Kayembe have shown that learners have improved tremendously in speaking, which is also reflected in their reading and written work.

Teachers at schools like Malambo, James, Senga, Mponela 1, Mpatsa, Mtengenji, Ching'amba, Mnkhamanga, Mndunje, Thonje, Longwe, Chilim'mimba, Kachulu, Kongwe I, Mkanga, Mtandawagalu, Mafosha, Nauchi, Kabwinja, Chikankha, Lufe, Mbira, Ching'amba, Chunzu and Dzoole are assessing learners systematically to find out who has problems and establish the type of problem. Learners are being assisted in time. 70% of their learners can now read and answer short comprehension passages with understanding using the BLP/M story analysis strategies of character map, theme web and story star.

Teachers at schools such as Chimbuli, Sungeni, Bowe, Chinkoka, Ngala, Bwanyundo, Kongwe I, Mndunje, Lufe, Mwaza, Mduku, Mtengenji, Kaomba, St Matias, Thonje, Mvera FP, Mvera MDF, Mphimbi and Kanyenje used a variety of strategies to enhance effective teaching and learning such as study circles, subject panels and clubs to give more opportunities to learners to understand concepts. Teachers also use a variety of TALULAR to provide learners with different opportunities to improve reading skills.

Schools like Kayembe, Kabulungo, Mlengwe, Senga, Chinkhobwe, St Mathias, Mvera FP, Chinkoka, Simakhwala, Kawere, Mdika, Tchawale, Mafosha, Gawamadzi, Mpangweni, Msadelera Chambidzi and Chimungu have introduced story production competitions that are helping learners write their own stories and case studies, making more immediate use of vocabulary learned and to expand reading corners in their classrooms.

Reading and debate clubs have been formed in some schools including Sungeni, Chinkhobwe and Chimbuli in Chimbuli zone; Mwanza and Longwe schools in Kamphenga zone; St Mathias, Chankhungu, Msadelera, Pheleni and M'bindo in Kanyenje zone and Ntanila, Madisi, Nauchi, Chikwawe and Nambamba in Madisi zone. These have assisted the learners to be fluent in speaking and reading English. This has been complemented by the use of various techniques like reading aloud, peer reading, spelling competitions, and games conducted by the teachers, MCMs and fellow learners. This has resulted in 70% of the assessed learners being able to read English with fewer problems.

Some schools like Kanyenje, Kongwe I, Chimbuli, Senga, Msadelera, Boma, Lufe, Kaputalambwe, Karonga, Chikwawe, Ngala, Kanyerere, Funsani, Kabuluzi and Mvera MDF have embarked on intensive reading using TALULAR produced at the schools and have established TALULAR banks. The following schools received book donations from schools in North Dakota for being schools with the best reading clubs Gawamadzi, Namatonje, Mbira, Thonje, Kaputalambwe, Kabwinja, Chikwete, Dzoole, Mlengwe, Longwe, Mwaza, Chinkhobwe, Chambidzi, Chigudu, Katsatsi, Kabuluzi, Mtiti, Kabadwa and M'bindo that have enhanced reading.

Approximately 85% of standard 6 learners from Nauchi School in Madisi zone are able to speak English quite fluently. They owe much of their command of the language to the debate and quiz clubs that Masauli Mbonekela, the MCM for the cluster, established.

### 3. Increased percentage of pupils achieving in mathematics at Standard 6

- PSSP: SFP:
  - Trained 1,716 teachers (491 female, 1,225 male) through teacher conferences to improve teaching strategies, and increase mathematics content knowledge and skills. The trainings were designed to lead to improved classroom instructional delivery practices which have led to improved learner manipulation skills and achievement.
  - Provided schools with teaching and reference materials like the resource manual for *Teaching Mathematics in Malawian Primary Schools* and the *Numeracy Handbook* to support classroom activities in mathematics.
  - Supported teachers' cluster and school-based CPDs where they share knowledge, skills and ideas on how to help learners master mathematics skills. During CPDs, teachers train each other to identify learners' learning gaps, ascribe possible causes, and identify possible solutions. They especially discuss the best ways of introducing mathematics concepts and monitoring is done to ensure quality of trainings.
  - Instituted 67 local MTTT toupers in mathematics to supervise, mentor, and support teachers in all classes to ensure mathematical concepts are introduced in the most simplistic and systematic manner using concrete examples. In this way, learners have been provided with more opportunities for practice and knowledge acquisition.
  - Trained teachers in content as well as pedagogical skills for improved teaching and learning of numeracy among learners in primary schools.
  - Provided all teachers with numeracy modules and posters to support teaching and learning of mathematics.
  - Identified and trained mathematics troupers to support and mentor fellow teachers in teaching and leaning of numeracy.
  - Established mathematics clubs that are geared to support learners in mathematics.
  - Trained PEAs, ACs and 227 headteachers on how to monitor and support teachers in teaching numeracy.
  - Trained all teachers through the teacher conferences to improve teaching strategies and increase practice in mathematics content knowledge and skills.
  - Increased the supervision base to increase frequency of supervisory visits that ensure teachers and learners get maximum support. PEAs and ZOCs have been joined by MTTT, and ACs in teacher classroom lesson delivery support where as the TCCs have taken an active role in providing teachers with teaching practice when introducing mathematical concepts before going to class.
- Effective utilization of TALULAR is improving classroom practices of both teachers and learners in the teaching and learning of mathematics. Concrete examples are given and used in the introduction of mathematical concepts enabling learners to follow the process.
- The establishment of mathematics clubs by the MCMs in schools and the collaboration fostered between teachers and MCMs has encouraged the learners to have interest in mathematics. These have provided learners with more time to engage in solving complicated mathematical problems individually and I groups.
- Mobilization Corps of Malawi members supported teachers in organizing mathematics clubs and in tutoring pupils in Mathematics.

*For example*

Teachers are becoming more objective in their approach to teaching mathematics as they become more and more reflective on the learners performance, identifying possible causes of challenges they present, and finding effective solutions. Teachers also readily exchange ideas and share experiences during cluster and school CPDs that are enabling strong teachers to assist those who are struggling with certain concepts.

Teachers are providing enrichment opportunities for faster learners and remediation for slower learners. For instance, teachers and learners at Mphimbi and Kamwana schools have instituted very effective working groups in mathematics where learners work out examples together with the teacher on the board; then they do the class exercises in groups and after assessment they work individually. 90% of the learners will have understood their activities before they embarked on individual work, reducing wrong responses and giving learners more confidence of being high achievers on a specific topic. There are remediation classes at Chimungu, Mvera MDF, Kongwe I, Mdika, Kaomba, Thonje and other schools to assist slow learners to catch up.

At schools like Mvera MDF, Kapita, Lufe, Mphande, Thonje, Mdika, Chimpeni, Mwaza, Chinziri, Mtunthama, Senga, Karonga, Chikwawe, Madisi, Ntani, Sungeni, Kongwe I, Kawangwi, Katsuka, Bwanyundo, Pheleni, Mgoni, Nyagra, Karonga, Msadelera, Nauchi, Chimbuli and Kaomba, teachers are using a variety of TALULAR to enable learners understand mathematics concepts easily, which has led to more and more learners liking mathematics and performing well in the subject.

Teachers and learners, with the help of MCMs, have established functional mathematics clubs in schools such as Chimungu, Kabulungo and Chambidzi in Chimungu zone and Nalikonda in Kayembe zone which have helped learners to gain more confidence in the subject.

The teachers in schools are making efforts to make mathematics a friendly subject as evidenced by a general better performance of learners. The involvement of mathematics local troupers has helped to track teachers' performance in the delivery of mathematics so that they are being mentored to simplify mathematical approaches and use language that makes mathematics attainable during delivery. Teachers are getting out of the habit of making mathematics intimidating which is increasing learner confidence in the subject.

#### 4. Decreased pupil dropout

- Teachers are becoming increasingly consistent in using attendance registers to track absenteeism thereby improving attendance and curbing would be dropouts.
- Community members developed village registers to track all school-aged children. This has helped them to know which children in the community are going to school and which ones are not in school, with the end goal of supporting those out-of-school youth to return to school and encourage those in school. Community members then engage in door-to-door campaigns to re-enroll children who have dropped out of school in zones such as Chimbuli.
- Some communities have introduced school feeding programs at schools where the lack of food had been an impediment to learners staying on in school.
- Schools are incorporating activities that make the learning environment more attractive thereby decreasing drop-out rates.
- PSSP:SFP has trained teachers in content as well as pedagogical skills for improved teaching and learning of literacy among learners in primary schools
- PSSP: SFP has provided Std 1 teachers with BLP/M teaching and learning materials to help them teach literacy effectively and make teaching and learning enjoyable to learners.

- Special group efforts to escort children going to school and efforts by village heads to introduce village school attendance registers have seen more pupils attending classes daily hence a decrease in dropout rates.
- Establishment of play parks in all the schools in the district have also assisted to curb absenteeism and drop out rates.

*For example*

For example, some schools are introducing competitive football, netball; play grounds that include equipment like see-saws and swings; games such as phada, skipping, and dumb bells; traditional dancing; vocational skills such as tinsmithing, tailoring, pottery, carpentry, radio repairing, knitting and sewing to retain learners.

## 5. Decreased pupil repetition

- PSSP: SFP has trained 1,716 teachers in learner centered teaching and learning techniques as well as content knowledge in different subjects during teacher conferences. The training is designed to lead to improved classroom instructional delivery, which has led to improved learning and decreased pupil repetition rates. The TCCs have been instituted to ensure that all school and cluster based CPD trainings topics are answering the felt needs of teachers so that they become more effective.
- PSSP: SFP through the ZOCs, PEAs, ACs and local MTTT troupers provided class support to ensure effective participation of learners in every lesson. This increased supervision assisted most teachers to be more effective, resulting in reducing repetition rates.
- The institution of local MTTTs and TCCs has decentralized supervision and training to the cluster and school level, thereby helping weak teachers to identify with their challenges in time and search for help in time which has helped teachers to be more effective.
- Training teachers in lesson delivery gap identification skills has helped to see the deficiencies in their lesson plans, TALULAR availability and use, systematic presentation of the lesson as well as lesson conclusion. This has helped teachers to be more reflective therefore able to involve the learners more and better.
- The intensified community-based interventions (especially the special group activities) have resulted in increased attendance and performance in class, resulting in a decreased number of pupils repeating classes.

*For example:*

PSSP: SFP provided extra support for the volunteer teachers to ensure they are effective in their support of the classroom. This gave them more confidence as they honed skills in teaching and the learners gained more confidence in their teachers—resulting in more attendance and greater achievement, in schools in Kanyenje, Nalunga, Chigudu and Katalima zones.

Teachers who use TALULAR are achieving participatory teaching and learning, reaching more learners by providing alternative ways of learning the same thing. Chances of learners understanding what they are doing have been enhanced. Chimbuli and Madisi zone schools hold weekly TALULAR making sessions.

In some schools like Kayembe, Mvera MDF, Kapita, Kachulu, Chikwete, Kawere, Mndunje, Mwangala, Chikudzo, Magantha, Nauchi and Chizolowondo, teachers have started self reflection on their teaching. This is helping the teachers to examine their performance in lesson preparation and delivery. This is assisting the teachers to discover and know where the learners have failed and how to assist them, so that learners are able to get appropriate individual help, which should reduce the need to repeat the class.

## 6. Increased pupil completion rates

- TCCs help teachers to solicit individual training needs for teacher conferences, where they identify topics that learners find difficult to understand, which also happen to be topics that teachers themselves fail to understand. In helping the teacher to understand a topic, he/she has turned out to be a better teacher for the topic, making subject topics interesting and attainable. Learners have stayed on in school because they have benefited from the training that their teachers have gone through.
- The institution of local MTTT for English, Chichewa, mathematics, science, TALULAR production, use and storage, BLP/M and school management, have helped teachers to be more effective in class and head teachers more efficient in school management, helping learners to develop confidence and foresee a clear education path which has kept them in school.
- PSSP:SFP has trained teachers in content as well as pedagogical skills for improved teaching and learning of literacy among learners in primary schools
- PSSP: SFP has provided Std 1 teachers with BLP/M teaching and learning materials to help them teach literacy effectively and make teaching and learning enjoyable to learners.
- Completion rates have improved due to the intensified community-based interventions including the special group activities, which have resulted in increased attendance and decreased dropout rates.

### *For example:*

Some schools such as St Mathias, Dowa I, Chankhundu and Mgoni, have solicited and garnered permanent support from external donors and have even undertaken their own programs for school feeding, which has seen learners in need through the lean period, greatly checking learner absenteeism, and increasing chances of learner retention to the end of the year.

Chimbuli, Kayembe, Madisi, Kanyenje, Mvera zones and Chimungu cluster schools have improved in completion rates due to MCM activities that included quiz, debate and academic clubs as well as play parks. The club members, especially for English, mathematics and science, are performing better than before and want to stay on in school to the end.

Schools in Senga zone like Fusani, Senga, Sidze, Simakhwala, Chunzu, Karonga, Chivala and Manondo have introduced class praise boxes where class teachers collect pens, pencils and exercise notebooks which they give to learners that are working hard and doing well in class. OVCs are also being assisted through SIPs and ZIPs therefore staying on because some of their needs are being met.

The instituting of local MTTT has enabled teachers to become more open minded and objective in dealing with lesson delivery problems. They are able to correct each other, identify challenges and identify possible causes of the challenges and to objectively take advice given to them. This has improved their teaching, which in turn has improved learner interest and performance in school and helped to retain learners up to the end of the school year. Teachers teaching standard 8 as well as the other classes, have expressed a big change in their own performance and that of their classes, the passing of their end of year end examinations has been of a higher quality than before.

Even in 80% of the schools where there are teacher shortages, a systematic way of spreading the teachers across the class has been devised. No class is left without a teacher. At least all core subjects are taught on a daily basis and learners are encouraged to come to school daily.

The establishment of play parks and efforts by special groups in escorting learners to school and supporting OVCs through fundraising activities increased learner completion rates and helped decrease absenteeism and drop out rates.

## 7. Increased percentage of girls and OVCs enrolled in primary school

- PSSP: SFP support and mobilization of teacher- and community-based interventions mentioned above are designed to have a positive effect on increasing pupil enrollment.
- Communities intensified interventions that were supporting the OVCs and girls to make sure that this disadvantaged group of children has quality learning opportunities. Through the income generating activities that the communities initiated, the needy pupils were supported with basic items such as school uniforms, soap and learning materials. This support enabled the OVCs to enroll and be retained in schools.

### *For example:*

At Mgoni School in Kanyenje zone, the community had a maize garden and they realized over K 140,000.00. Part of the money was used to support 45 OVCs, (25 girls and 20 boys), at the school. They bought them school uniforms, soaps, exercise books, and pens.

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

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

- Through various fundraising activities that the communities conducted, and vocational life skills training as well as SIP and ZIP replenishing activities and Income Generating Activities (IGAs), communities have been able to remarkably increase financial resources in their schools.

### *For example*

Katengeza School in Chimbuli zone raised over K 150,000 through tobacco leaf they had contributed, which was later on sold. They used part of the money to construct a teacher's house. A SIP replenishing activity in Senga zone at Chuzu School raised over K 52,000 that was used to renovate a teacher's house, in addition to supporting OVCs. *Gule Wankulu* festivals in Chimbuli zone raised over K 60,000 for OVCs support, while a big walk organized in Chimungu zone raised over K 45,000 that was used to support OVCs.

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

- PSSP: SFP has thus far trained approximately 98 % of SMC members in Dowa district on financial management and lobbying skills. And most schools are now able to lobby for external sources. 85% of the SMCs have been able to lobby for support from MPs and NGOs as well as influential individuals in their areas.

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

- Over 90% of the SMCs had established Income Generating Activities (IGAs) to increase the financial resource base at the school level. The IGAs that were common included: Big walks, Mock weddings, *Gule Wankulu* festivals, and rearing of small livestock. Some schools cultivated gardens and were also selling items from vocational skills projects such as tailoring, carpentry, tinsmith, radio repairing, and bakeries.

### *For example*

Gardening at Mgoni School raised over K150,000, while at Chinkhwiri school they raised K55,000. At Kabadwa School in Nalunga zone, where they started with 2 pigs, had 18 by the end of the year.

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

- PSSP: SFP trained approximately 98 % of the SMCs on lobbying skills aimed at securing financial resources for the school. Currently, over 85 % of all PSSP: SFP SMCs has engaged in lobbying initiatives.

#### *For example*

Most SMCs of Dowa district successfully lobbied to Members of Parliament resulting in 90% of the constituency's development funds being channeled to school development in Dowa. This was also possible because of the readiness of the SMCs to utilize the funds properly.

Some SMCs managed to lobby from MASAF, AFRICARE, Every Child, World Vision and these organizations most times responded positively. For instance WVI constructed two school blocks and two teachers' houses at Chambidzi in Chimbuli zone. MASAF and Every Child constructed teachers' houses at Kalipindile and Longwani respectively.

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

- Thus far, in all schools in Dowa, the SMCs and PTAs help to organize the community to undertake one or more physical rehabilitation or construction projects at their schools.

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

- All schools and zones organized SIP and ZIP replenishing activities for SIPs and ZIPs through which the communities voluntarily contribute money, learning materials, uniforms, ordinary clothes and farm produce to sustain their SIP & ZIP boxes.

#### *For example*

All the schools in the district continued to organize SIP and ZIP launching ceremonies and sustainability activities. Some schools involved the *Gule Wankulu* to raise funds, others used mock weddings, made farm produce contributions, financial voluntary contributions and many more. *See annex 6.*

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

- PSSP: SFP:
  - Monitored and supported library establishments in 315 schools (cumulatively) reaching 612 teachers and 30,773 learners to develop mastery in literacy skills and improve the reading culture.
  - Distributed a total of 46, 517 donated books have been distributed to 214 schools across the district to improve reading culture and literacy among learners as well as community members.
  - Monitored and supported reading clubs in 354 schools cumulatively reaching 668 teachers and 54, 644 learners.
  - Facilitated a donation of 2,500 books from the National Library Services and distributed them to 91 school libraries including 19 TDCs.
  - Facilitated a donation of 1,900 books from the National Library Services and distributed them to 19 schools with the best reading clubs.
  - Facilitated training of 19 teachers librarians on how to manage and establish school libraries
  - Facilitated a distribution of 372 USAID-donated copies of avian flu booklets to 227 schools, 19 TDCs, 17 secondary schools and 4 other institutions.
  - Distributed 120,500 copies of dowa story books to 227 schools and 19 TDCs
  - Facilitated registration of 15 schools in Dowa to be members of National Library Services to have access to library books and training on care and use of textbooks.

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

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

- PSSP:SFP:
  - Trained teachers in content as well as pedagogical skills for improved teaching and learning of literacy among learners in primary schools.
  - Provided teachers with modules and resources materials to assist them in teaching various subjects better.
  - Provided Std 1 teachers with BLP/M teaching and learning materials to help them teach literacy effectively.
  - Identified and trained 67 local troupers for BLP/M, English, TALULAR, Science, Mathematics, Chichewa to help in mentoring fellow teachers in content and pedagogical skills.
- PSSP: SFP deployed local MTTT and TCCs to support teachers in all the schools in their clusters. The institution of local MTTT has successfully followed up on individual teachers in their classroom to help them to identify challenges that they had during instructional delivery and mentor them in good practices that enhance participatory teaching and learning.
- PSSP: SFP had intensified the promotion of exchange visits between classes, schools, clusters and zones to share best practices in engaging learners which had motivated teachers who were doing well to do even better and to push those lagging behind to strive to do better.
- PSSP: SFP provided teachers with modules and resources materials to assist them in teaching various subjects better.

#### *For example*

By the close of the project, topics for teacher conferences are becoming more specific, an indication that teachers are narrowing down on particular problems. These are the areas that they are asking assistance for. There have been topics such as “How to introduce addition with regrouping in standard 2” instead of “The teaching of addition,” which is more broad. They can identify the cause of a problem in the learning process. Although this was noticed in Kamphenga, Kanyenje and Chimungu zones only, it is likely that the other zones will do likewise sooner or later. This is a process indicator of more effective and more reflective teaching. Teachers have been freer to expose the challenges they face in content knowledge and pedagogy, and are more willing to look for assistance from other teachers.

The introduction of module development has prompted teachers to use the resource manuals and handbooks, and donated books provided by PSSP: SFP to support teaching and learning in schools. The resources are particularly used as reference materials when planning for lessons and teacher conferences. These resources have been used most extensively during the teacher conferences by both participants and facilitators where about 413 teachers out of 1,882 were facilitators at cluster level and about 720 were involved at school level, where there is more rotation of facilitators.

Observation reports indicated that 90% of the teachers across the district have improved in their marking skills. They involve learners by making marking meaningful for the learner when they indicate where the problem is. This has assisted learners to know when and where they make mistakes and identify similar mistakes in their subsequent work. In this way, learners know where they are likely to make mistakes and they become more cautious when doing their work.

PSSP:SFP uses role models that have been identified across the district to train and mentor other teachers in their zone and other zones. This strategy has worked very well as the weak teachers strive to perform as well as the others and later to show off what they are able to do with an aim of wanting to be recognized for future activities.

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

- PSSP: SFP has in the year trained a total of 1,716 (491 female 1,225 male) in two cycles of cluster teacher conferences and TALULAR production training which emphasised learner centered teaching and learning techniques and content knowledge in mathematics, English, Chichewa and BLP/M literacy teaching and learning approaches, science, TALULAR production and use, life skills, social studies and agriculture during term holidays. These trainings included all the government teachers, some volunteer teachers and some student teachers.
- PSSP: SFP supervised and supported teachers in all the 227 schools during instruction delivery in the whole district within three weeks during a specially designated district wide supervision campaign. Teachers were observed teaching to help them apply the lessons learned from the cycles of training and best practices displayed by different teachers in different schools.
- All the 1,716 teachers were trained how to use Beginning Literacy Program strategies in the teaching of literacy skills for standards 1 to 8 with the aim of making them familiar with strategies that will be inclusive for every learner. The strategies enable teachers to engage learners effectively of take part in comprehension passages analysis.
- Hands-on mentoring of class teachers during lesson delivery using MTTT and TCCs advocates use of participatory teaching and learning. Head teachers were asked to encourage and follow-up their teachers to use such methods in their classes.
- PSSP: SFP supervised teachers in the infant and junior classes and supported them on applying the early literacy strategies taught during the cycles of training.

### *For Examples*

Teachers were trained to do diagnostic lesson preparation and instructional delivery as well as reflective teaching where challenges resulting from lack of learner participation are can be identified by the teacher. In Boma, Chimungu, Katalima, Chimbuli, Mvera, Senga, Madisi, Kanyenje, Kamphenga, Mponela, Nalunga and even the most resistant zones of Dzoole and Kayembe have shown a more readily adaptation to TALULAR production, utilization and appropriate storage which has made teaching and learning more participatory.

The introduction of local MTTT, has seen a surge in the use of participatory teaching and learning strategies like reading in small groups and use of the teaching corner, experimentation, group and class discussions and pair work among others have been intensified to enhance the use of participatory methods in all learning areas. The survey research results indicate a 72% compliance rate in the district.

About 80% of the teachers observed teaching reading, science and those introducing new mathematical concepts were observed using TALULAR which has encouraged effective participation of learners individually, in groups and class activities. The instituting of TALULAR troupers has enhanced its production which has helped to improve participation. TALULAR troupers Josia Kagalu from Lufe, Alexander Smoko from, Lameck Banda from Msadelera, Blessings Kanache from Kongwe I, Milton Moyo from Karonga and T. Chikapa from Chimbuli clusters were deployed as district TOTs who trained ZOCs, PEAs and ACs in TALULAR gap identification in lesson preparation and instructional delivery.

Teachers in different schools have adapted the use of BLP/M strategies such as Theme Web, Character Map and Star Story in the teaching of different subjects including science, Chichewa, English and agriculture. Teachers at Chimpeni, Longwe, Chisepo, Chitakadzi, Kamphenga, Mduku and Mondwe are using these methods that engage and involve the participation of learners during lesson delivery.

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

- PSSP:SFP has trained teachers in content as well as pedagogical skills for improved teaching and learning of literacy among learners in primary schools
- All teachers were trained in Beginning Literacy Program teaching strategies in the teaching of literacy skills from standards I to 8 with an aim of providing them with strategies that will be inclusive for every learner.
- PSSP:SFP has identified and trained local troupers to help in mentoring fellow teachers in content and pedagogical skills
- Provided teachers with modules and resources materials to assist them in teaching various subjects better.

### *For Examples*

At schools such as Mdabwi, St Mathias, Gawamadzi, Mtengenji, Mtchakhatha, Mbira, Chimwankhuku, Kainja, Malambo, learners in lower classes were served with cards to use in reading and writing their names at an early stage. Teachers were also using songs and stories to teach literacy skills like story telling, answering comprehension questions, predicting, reciting, speaking, retelling the story reading and writing. Learners have built vocabulary and practiced spellings.

Chikwete, Sidze, Karonga, Simakhwala, Manondo, Mtunthama, Chunzu, Senga, Chakhala, Mtengenji, Kaomba, Daimoni, Mtandawagalu, Msadelera, Lufe, Madisi, Kabwinja, Magantha, Kaomba, Mundundu, Chikankha and Kamphenga school teachers have made letter, word and sentence cards for learners to practice reading and word, sentence and paragraph building during teaching and learning in class and for homework. To foster development of literacy skills, learners were given reading activities to read at home with their parents and siblings.

Schools such as Simankhwala, Mdika, Mlengwe, Daimoni, School, have developed many types of TALULAR such as word cards, word trees, alphabet charts, reading boards, and name cards to assist in literacy teaching. It is common to find a tree in a school hung with letters, words and sentences to help learners practice reading at different levels.

## 18. Change in the percentage of teacher absenteeism

- PSSP:SFP:
  - Tracked teacher absenteeism with each school visit which has pushed teachers to come to school everyday unless there is a plausible reason for being absence. Over 95% of the teachers realise that when they are absent, many children suffer, so they should not cause a deliberate suffering.
  - Encouraged exchange visits and role model utilization for motivating teachers to perform better in order to be the next role models.
  - Undertook a range of motivational strategies like best attendance awards to motivate teachers in each of the zones. Some of the strategies are making the star performers local troupers, teacher conference facilitators and district facilitators.
  - Provided all 1,882 teachers a resource guide and orientation on teacher code of ethics where teachers now know that absenteeism is indiscipline and as a violation of the profession, it attracts a punishment.
- SMC/PTA and communities were engaged in rehabilitation and construction of teachers' houses to make sure that teachers were operating from within the compass so that they were always punctual for duties.
- Construction and occupation of over 195 teachers' houses in all the zones in year three had greatly contributed to reduced teacher absenteeism.

*For example*

The head teacher at Simankhwala School has established a teacher attendance chart posted in the head teacher's offices for all to see which teachers are present on which days, this automatically also displays which one is absent, when. This was in response to high teacher absenteeism, which has been reduced from as high as 30% down to 5%. This has improved pupil attendance too as the teachers are their role models and the teacher's presence has made going to school and being in class worthwhile. PSSP: SFP has encouraged exchange visits with Simankhwala and the attendance chart concept is spreading in the cluster. For example, the head teachers at Senga and Funsani Schools have started an attendance tree that displays the status of teachers' attendance.

Construction and occupation of teachers' houses at Chamitu, Sindeya and Kayembe schools in Kayembe zone, Karonga and Simankhwala Schools in Senga zone, Katsuka and Tchale in Katalima zone and Dzalo School in Chumbuli zone have enabled teachers to reside at the school. In interviews with some of those teachers to find out if it has made a difference, they have expressed that they feel valued by the school and community and being close to school has helped them focus on their responsibility to the school, so they are now performing better.

### 19. Change in the percentage of pupil absenteeism

- PSSP: SFP's teacher training and ongoing support initiatives are designed to help teachers address the needs of pupils in their classroom. Improved classroom practices have led to a decline in pupil absenteeism.
- Schools are incorporating activities making the learning environment more attractive to local students. For example, some are introducing competitive football teams; netball; play grounds including see-saws and swings; games such as races, jumping, and dumb bells; traditional dancing; vocational life skills such as tinsmithing, tailoring, pottery, carpentry, radio repairing, knitting, and sewing, among others.
- PSSP: SFP has sensitized communities and supported community-based initiatives to decrease pupil absenteeism, such as *Gule Wamkulu* escorting all school-aged children to school or chiefs regulating the schedule of *Gule Wamkulu* initiations to take place during school holidays, thus curbing pupil absenteeism.
- SMCs, with the support of PSSP: SFP, have been reminded of their increased role of monitoring teacher and pupil attendance.
- PSSP: SFP had provided attendance registers to all schools to help them monitor and record pupil attendance in 2007, when government provided the registers again this year, teachers have been reminded that learners need to be tracked.
- PSSP: SFP has sensitized teachers and communities on their roles in communicating the absenteeism situation of the school and together finding solutions.
- With most of the schools in the district being involved in extra curricular activities such as clubs and the introduction of play parks, absenteeism of learners has been lowered in the district. These activities attract more pupils to go to school and attend classes regularly.
- Efforts by some village heads to introduce attendance registers in the communities also assisted in curbing pupils' absenteeism.
- Efforts by special groups like *Gule Wamkulu* also contributed to reducing pupil absenteeism.

*For example*

Introduction of SIP boxes for people to voluntarily contribute items for OVCs are still sustained after being first introduced under SMC-EQ. With re-sensitization, schools like Mphimbi School in Mponela zone have re-invigorated contributions like clothes, soap and teaching and learning materials, which are later distributed to OVCs. This has helped improve attendance in children who were ashamed to come to school dirty.

Communities' use of *Gule Wankulu* to escort pupils to school like at Mdinga School in Katalima zone and many schools in Chimbuli, Mvera, Boma, Kayembe and Madisi zones has improved attendance.

Lack of pit latrines affect pupil attendance, most especially that of girls. Kavuu School in Nalunga zone was no exception until the construction of 10 pit latrines. At Chankhungu School in Kanyenje zone, 16 pit latrines have been constructed, resulting in improved attendance of 300 learners.

Many schools in an effort to improving learning and reduce absenteeism have started to focus on classroom structures in an effort to create a conducive learning environment. For example, the community around Mphimbi School in Mponela zone, Mtandawagalu, Longwani, Chambidzi, Kabulungo and Mtsilo schools in Chimungu zones fixed breeze blocks in the windows of the school blocks, which reduced theft of TALULAR materials. The increased TALULAR has improved learning gains therefore induced an automatic improvement to learner attendance.

Improved teacher performance has automatically improved learner attendance as learner's interest improves with better grades in class.

Use of *Gule Wankulu* to escort pupils to school like at Chinkhwiri School in Chimbuli zone has reduced learner absenteeism from 25% to 2%. *Gule Wankulu* is now deemed as a big partner in education. This initiative was also widely used in other zones.

#### 4.0 ACTIVITIES ACCOMPLISHED DURING THE REPORTING YEAR IN MORE DETAIL

##### 4.1 Teacher Professional Development

PSSP:SFP continued to diligently monitor and support lesson delivery, school-based CPDs, cluster teacher conferences and module development sessions in a bid to help teachers identify their professional needs and limitations, and strategize how to overcome them. PSSP:SFP continued to support local Mobile Teacher Training Troupes (MTTT) as a mentoring tool within the zones to enhance leadership qualities for the heads and deputies and improve teacher lesson delivery. Headteachers and deputy headteachers as well as class teachers have had their skills honed through intensified supervision to mentor management and instructional leadership skills and effective handling and manipulation of lesson content knowledge and pedagogical skills. In addition, PSSP: SFP supported a variety of teacher professional development strategies and activities to reinforce the training.

##### *Classroom Monitoring and Supervision*

In the third year, teacher professional development focused more on helping teachers continue to improve content knowledge and pedagogical skills. PSSP:SFP designed sustainable interventions to provide on-going acquisition of skills, knowledge and attitudes for teacher excellence and self-actualization. To ensure effective lesson delivery, the content knowledge and pedagogical skills that the teachers acquired during training are further developed through mentorship using local MTTT troupers, teacher training committees and the employment of BLP/M strategies in all classes. PSSP:SFP supports and monitors the implementation of these classroom practices in all the classes and subjects, although the main areas of focus English, mathematics, Chichewa and sciences (including agriculture).

**Table 1. Outreach for supervision and monitoring classroom practices and PCAR implementation**

Month	Number of schools	Teachers			Learners		
		Female	Male	Total	Girls	Boys	Total
January	70	67	159	226	8,972	8,564	17,536
February	74	85	257	342	10,263	9,488	19,751
March	56	71	182	253	10,559	8,761	19,320
April	96	208	390	598	14,291	13,305	27,596
May	133	181	528	709	16,814	16,150	32,964
June	125	196	542	738	18,737	18,328	37,065
July	41	84	221	305	9,391	7,794	17,185
August	31	97	121	218	3,968	4,300	8,268
September	110	229	281	510	16,608	15,991	32,599
October	102	173	225	398	17,115	15,821	32,936
November	79	57	132	189	7,414	6,851	14,265
December	Christmas holiday no school						

Observation reports indicated that about 90% of the teachers supervised had shown general improvement, at varying degrees, in content knowledge and pedagogy in handling lesson delivery of different subjects and topics. Supervisors were interested to examine content knowledge mastery, pedagogical skill and professional disposition. Checking of school and class records showed that there were more lesson plans available, schemes and records of work, class time tables and duty rosters, learners' portfolios, assessment records and more meaningful marking. Teacher also showed improved activity demonstrations so that learners were able to follow what they were given to do and did it well. There is more learner involvement in experiment observation in science. Teachers adhered more to the time table and managed the time better, they were more ready to teach and there was more strategic employment of TALULAR which was of improved quality and quantity, making working in groups more meaningful and enjoyable for learners.

Peer monitoring and mentoring has become common and is readily accepted, enabling teachers to share best practices including BLP/M strategies in language teaching literacy and other subjects and learning areas. Reading Chichewa and English with comprehension greatly improved by using the story star, character map and theme web in small groups and the whole class as strategies for story analysis. As learners get better acquainted to the strategy, over 95% of the learners in class were effectively engaged. Learning materials were made available in adequate numbers and illustrative for all learners to use. Learners were observed discussing, manipulating objects, observing experiments, demonstrating different activities and experimenting among other learning skills. Through teaching reading in small groups, teachers are perfecting the use of groups in lesson delivery. The method is also being used effectively in science and mathematics.

### ***Monitoring PCAR Implementation***

As PCAR implementation is rolling out, supervision of PCAR implementation for standards 1, 2, 5 and 6 indicates that both teachers and learners are getting more and better acquainted to the new curriculum, though the pace is slower than expected. Standard 6 teachers and learners who had inadequate instructional materials for two terms coped as well as could be with the limited resources and are now on course. Of all the PCAR classes, standard 1 teachers were performing better than all the other classes as a result of BLP/M and Tikwere programs that are complementing PCAR. The main challenge to PCAR is poor and erratic adherence to lesson planning and assessment, due to insufficient know-how and drive towards its implementation.

There is need to ensure that every teacher is adhering to specifications for schemes and records of work preparations, lesson plans preparation, assessment, and assessment record keeping. Teachers keep switching to the old mode of doing assessment and portfolios. PCAR demands that assessment, just like lesson delivery, needs to be participatory. In the last year of implementation, PEAs, ACs, ZOCs and MTTT have been following up on the teachers to check fidelity with the PCAR tools. In some schools, where instructional leadership is weak, teachers were a little relaxed in following up with portfolios; assessment and assessment records were not done at specified intervals. While in schools with effective leadership, most implementation activities are being done well and are adhering to the PCAR plans. It is encouraging to see that chances of sustaining participatory teaching and learning are high because PCAR is advocating the same. It is recommended that teachers be helped to use the PCAR implementation tools as they should be done. A constant follow-up using MTTT and TCC together with the PEAs and ACs should be able to achieve this.

### ***Monitored and Supported Headteachers and Deputy Headteachers***

PSSP:SFP realizes the crucial role that headteachers and deputies play in the development of the school and the implementation of the national curriculum. Strong leadership and management skills are key to school organization both inside and outside the classroom. Weak head teachers have left a lot of work and implementation plans to chance since they fail to delegate duties, or to be firm with implementers and even follow-up on work done if it is according to plan. By June, 2007, it was obvious that the 47 schools out of 227 that were reported to have very weak headship, would not improve much because the headteachers did not understand their roles and responsibility in their schools. Some of the schools like Thiwi, Chivutwe, Tchale, Kainja Msadelera, Samuel, and Dzoole to mention but a few, were running on their own. Head teachers were antagonistic with their deputies, some head teachers were hardly in the school and they never taught a class, even where there was shortage of teachers like at Mwezowale, James, Sindeya, Mlengwe, Kafulu Bwanyundo etc. This promoted absenteeism of both teachers and learners, and poor or no developmental activities, which resulted in a laissez faire attitude of teachers to learners and work.

Given the situation that about 47 schools out of 227 were weak, PSSP: SFP and the DEM's office solicited funds to jointly fund headteachers' and deputy headteachers' training in school development and instructional leadership. In February 2008 funds were found and a training for headteachers and deputies was mounted. The DEM funded training of trainers (TOT) for the 19 PEAs (6 female, 13 male) and 13 ZOCs (5 female, 8 male). These ZOCs and PEAs are veteran national trainers for head teachers. The TOT was conducted by 2 ZOCs (1 female, 1 male), 2 PEAs, and PSSP: SFP education managers (2 female, 1 male). Two ZOCs and

two PEAs, together with the Resource Development Manager and the Teacher Professional Development Manger, developed a training manual to address the headship gaps identified in the schools in Dowa. Training materials were researched and developed—MOEST’s national training manual for headship and the MITTA training manual for the head teacher as an instructional leader were adapted to come up with materials that addressed the needs of Dowa head teachers and deputy head teachers. PSSP: SFP in turn funded the training of all heads and deputy heads from the 227 schools reaching 454 headteachers including 226 heads (17 female, 209 male), 226 deputy heads (32 female, 194 male). [See Table 4]

**Table 2. Outreach for headteachers and deputy headteachers training**

Zone	Head teachers			Deputy head teachers		
	Female	Male	Total	Female	Male	Total
Boma	1	19	20	11	9	20
Chigudu	2	14	16	-	16	16
Chimbuli	-	18	18	5	13	18
Chimungu	-	13	13	3	10	13
Kamphenga	-	16	16	1	15	16
Kanyenje	1	12	13	1	13	14
Katalima	3	17	20	4	15	19
Kayembe	-	21	21	-	21	21
Madisi	1	17	18	3	15	18
Mponela	2	20	22	1	21	22
Mvera	4	18	22	2	20	22
Nalunga	-	11	11	-	11	11
Senga	3	13	16	1	15	16
<b>Total</b>	<b>17</b>	<b>209</b>	<b>226</b>	<b>32</b>	<b>194</b>	<b>226</b>

After this training, PSSP: SFP and the district office expected schools to improve management and to register success. To ensure this, PSSP: SFP and the district office supported and monitored the performance of both the head teachers and the deputies in all the 227 schools to help management improve their performance. Where a change of headship was inevitable, the two offices liaised to see how to effect the transfers where they were the best solution. However, apart from the head teachers in Chimbuli zone, where the PEA used his own lorry to transfer them and claimed back fuel costs, the others did not move when they were supposed to, and to the supposed schools as expected. Some PEA failed to recommend some head teachers for transfer for reasons that were not very clear; other head teachers defied the DEM’s orders to move until they received warning of impending dismissal if they refused to move. In some cases, these could have been basis for more antagonism in schools but it was common knowledge that such head teachers were non-performers.

In the second term of the last year of implementation, Mobile Teacher Training Troupes (MTTT) and Teacher Conference Committees (TCC) were instituted to broaden the supervision and teacher support structure at school level. The structure had the PEA, AC and ZOC at the head as zonal support team and the 67 supervisory heads as school management and instructional leadership troupers and the TCC head teacher and the deputy as cluster mentors for head teachers.

By the close of the third year, some schools had improved beyond expectation, like Diamoni, Chikankha, Msokonezi, Thiwi Kayembe, Mdika, Mlengwe, Mndundu, Nalikonda and Kambokambo in Kayembe zone; Longwe, Chilim’imba, Mwaza, Chinziri and Mdanjiri in Kamphenga zone; Ngala, Katsuka, Bwanyundo, Kabuluzi, Nyagra and Katalima in Katalima zone; Chikudzo, Maiwe, Thedze, Mkanga and Chibanzi in Chigudu zone. An organized school has learners and teachers who are ready and willing to work now where one sees children going to school from half past six to around ten minutes past seven in the morning. Such improved schools have displayed good organization skills that have seen the teachers and learners get more involved in classroom work and increase performance. In the schools, teachers are more prepared than

before with lesson plans, schemes of work and records of work drawn and filled in on time, the teaching of BLP/M has improved and the head teacher and the deputy share the responsibilities of instructional and school management leadership amicably.

### ***Conducting Cluster Teacher Conferences***

According to the design of the project, PSSP:SFP had scheduled to conduct 8 cycles of incremental teacher training during each school holiday up to July - August, 2008. After 5 cycles of incremental teacher trainings, in August, 2008, it became very apparent that teachers' challenges were colossal and that the approach that PSSP:SFP had taken was slow in covering their needs. At the same time it also became very clear that there were no topics or subject areas in the primary school syllabus that were a challenge to everyone. Coupled with these facts was the fact that not all teachers that were dormant were unable, but rather that some of them were not motivated so they were in hibernation, waiting to be discovered.

In an effort to go through as many teachers' challenges as possible, the teacher conference were instituted where teachers came together to present their needs and selected star performers to facilitate on that particular topic. Every individual teacher at a school identified five topics that were identified as a need during reflective teaching or MTTT mentoring process; this could be either a content knowledge or pedagogical skills gap. All topics from the cluster schools were compiled at the cluster and all common topics listed by teachers were facilitated at cluster level trainings for the cluster schools teachers. Topics unique to a school were facilitated at the school of origin during the weekly school based CPDs. Teachers helped to identify star performing teachers as facilitators for the different topics in liaison with the TCC. The nominated facilitators researched and produced facilitation notes and modules to better engage the teachers during school or cluster based CPDs or teacher conferences.

During the year, 2 teacher conferences were conducted in all the 59 cluster centers, the seventh cycle reached 1,636 teachers (469 female, 1,167 male) during the Easter holiday (See Table 3) and the eighth reached 1,716 teachers (491 female 1,225 male) during the July - August, 2008 school holiday (See Table 4). The training content was on various subjects ranging from English and Chichewa grammar and all other literacy skills to mathematics, science, agriculture, social studies and general studies, music, life skills, and religious studies among others. With the first cycle of teacher conferences, teachers were looking at the broad picture in a topic for example, "How to teach reading" but by the end of the project, they were becoming more specific, such as "How to teach reading in groups/in pairs".

Apart from the 7<sup>th</sup> and 8<sup>th</sup> cycles of trainings there were also specific trainings which were also done at cluster level. During the 7<sup>th</sup> cycle, it was decided that all teachers be trained how to use BLP/M strategies to teach different literacy skills. What prompted this decision was how badly the learners were performing in all the classes when it came to reading with comprehension. The TOTs for this training were the BLP/M troupers who were trained by PSSP managers, and they also conducted cluster trainings together with the supervisory head teachers. This training equipped participants with skills and ability to help learners read and comprehend what they read using strategies such as story star, character map and theme web, among others.

PSSP: SFP held a TALULAR and lesson delivery gaps identification training in September, 2008 which reached all the 1,882 teachers (546 female 1,336 male), 19 PEAs (6 female 13 male), 20 ACs (5 female 15 male) and 13 ZOCs (5 female 8 male). The essence of this training was to train all participants to detect causes of poor lesson delivery. Participants were trained to identify gaps in lesson planning with a focus on logical sequencing of delivery, appropriate opening and closing, adequate and relevant TALULAR availability, and effective engagement of learners. The TOTs for this training were TALULAR troupers who were trained by PSSP managers. All cluster trainings were conducted by TALULAR troupers and supervisory head teachers.

Another training supported by the project was on how to handle numeracy, and specifically how to introduce mathematical concepts. It was noticed that although several trainings had been done on different

mathematics concepts, teachers still had problems understanding why learners made the mistakes they made. This training reached 1,544 teachers (411 female 1,133 male) and the TOTs for the training were the mathematics troupers who were trained by PSSP managers to train all the ZOCs, PEAs and ACs. The cluster trainings were conducted by mathematics troupers and supervisory head teachers.

**Table 3. Outreach for cluster teacher conferences March – April, 2008**

Zone	No of Clusters	Teachers		
		Female	Male	Total
Boma	5	67	121	188
Chigudu	4	14	74	88
Chimungu	4	20	95	115
Chimbuli	4	25	121	146
Kamphenga	5	10	64	74
Katalima	4	24	69	93
Kanyenje	4	15	84	75
Kayembe	5	23	110	133
Madisi	4	54	92	146
Mponela	6	82	127	209
Mvera	5	57	97	154
Nalunga	4	16	38	54
Senga	5	62	99	161
<b>Total</b>	<b>59</b>	<b>469</b>	<b>1,167</b>	<b>1,636</b>

**Table 4. Teacher conferences conducted by zone and cluster**

No	Zone	Teachers			# Cluster trainings
		Female	Male	Total	
1	Boma	65	133	198	6
2	Chigudu	13	75	89	4
3	Chimbuli	21	100	121	4
4	Chimungu	19	77	96	4
5	Kamphenga	64	103	167	5
6	Kanyenje	16	55	71	4
7	Katalima	32	83	115	4
8	Kayembe	23	114	137	4
9	Madisi	71	105	176	4
10	Mponela	88	133	221	5
11	Mvera	62	116	178	6
12	Nalunga	5	51	56	4
13	Senga	64	103	167	5
	<b>Total</b>	<b>491</b>	<b>1,225</b>	<b>1,716</b>	<b>59</b>

All these conferences were monitored by internal and external monitors from different educational departments and institutions from within the Ministry of Education. This was maintained throughout the project period to as a way of sharing what PSSP:SFP is doing as far as teacher professional development is concerned. But also in this sharing, quality of trainings was maintained because some monitors were always available and could compare how participants were performing from one training session to another. Each cluster centre was fully supported by either the PEA or ZOC on a daily basis for the days of training. This was done to ensure that facilitators had support at all times when need arose and also to make sure that trainings were not watered down.

Monitors who had been engaged more than once observed a lot of improvement in module development skills, facilitation skills, and quality of participation. Some monitors from Teacher Training Colleges (TTC) asked PSSP:SFP to advocate with MOEST to introduce module development as a course in teacher training colleges to ensure continuity of school-based CPDs.

At the close of the project, it is very encouraging to see that teachers are no longer being forced to attend cluster trainings and the talk of small lunch allowances has not been heard for a very long time.

### ***Developed Training Modules***

Every teacher encounters problems pertaining to teacher content knowledge and/or pedagogical skills in their daily work. Each teacher's needs are unique and are often hard to address by an outsider because the individual teacher knows and understands her/his limitations better than anyone. PSSP:SFP felt that the answer to this challenge was to make every teacher from every school self-reliant in solving his or her own problems. In a bid to empower teachers to identify their own needs and find their own solutions to teacher professional development at the school level, PSSP:SFP conducted a facilitation module development training for all 19 PEAs (6 female, 13 male) and 13 ZOCs (5 female, 8 male). The 32 were charged with the responsibility of training the teachers in their zones and all the 1,882 teachers, including all student teachers present and volunteer teachers available, were trained in module development.

As a process, module development is an ongoing activity where teachers' competence is being developed and refined. During the last cluster training in August, 2008, over 60% of the modules developed met the expected standard and about 10% of these were of even a higher quality. Since the inception of module development, 885 modules have been developed and reviewed by PEAs and ACs, ZOCs, and TCCs. The need to keep on refining the modules is a basic necessity. Once accomplished, however, it assures teachers that they can deal with any topic that they identify at school level.

### ***Mobile Teacher Training Troupes***

Mobile Teacher Training Troupe (MTTT) is a hands – on training model that has been adopted from the Malawi Teacher Training Activity (MTTA). To establish the training model, PSSP:SFP invited MTTA troupers to train PEAs, ACs and ZOCs on how to establish local troupers from Dowa's own clusters. In May of 2008, local troupers were established in 67 MTTT clusters. To come up with 67 clusters, 8 more clusters were formed from the normal 59 training clusters to help troupers to move shorter distances and work with a sizeable number of teachers, since the trouper is also a class teacher first and foremost. Each of these local MTTT clusters has seven troupers who are star performers in English, Chichewa, mathematics, science, BLP/M, TULULAR production and use, and head teachers with supervisory skills. In all, 470 troupers (76 female 394 male) of which 68 are supervisory head teachers (10 female 58 male), were trained.

As a training model, MTTT has proved to be both an immediate and effective method of class teacher and head teacher mentoring that uses a very friendly but objective approach to correcting challenges. The original MTTT from MTTA worked in 20 schools reaching 181 teachers in the district in October, 2007 and made a follow-up on the teachers and head teachers in these schools in May, 2008. The follow up in the target schools revealed that each one of the schools had made significant improvement. In some cases both the class teachers' and head teacher's performances had improved tremendously. In other cases the head teacher or the teachers had improved more than the other. Teachers in these schools stated that they found it very easy to discuss with a trouper the challenges they had in content knowledge and pedagogy because they had sufficient contact hours with each other, which helped to build trust. Post-observation discussions were not hurried since they met several times to discuss, review, demonstrate or consult other troupers. Keeping these mentoring sessions focused and objective, a lot of encouragement was built, which is a requirement for a teacher to be comfortable and motivated to try out a new suggestion. Communities also have their own sessions with the group of troupers to discuss their role in the education of the children in their area.

PSSP: SFP found the use of mobile teacher training troupes as a mode of training to be of very high quality, producing very positive results within a number of days, using this hands-on experience. Teachers do not only improve in performance but also improve in behaviour and attitude to work. Teachers were made to believe in their ability, as they saw that what they were asked to do was possible and emulated what the troupers were doing. Coupled with this is the fact that the local troupers are teachers from within the cluster, serving under the same conditions as all others, yet they excel, which is a motivating factor to all. The troupes serve a dual purpose of being both the mentor and monitor. Using the local MTTT model, every teacher in Dowa can at least be supervised twice a term.

### ***Teacher Conference Committee (TCC)***

Teacher Conference Committees (TCCs) originate from individual schools in the cluster. Each school has three members that form the school-based TCC comprising of the head teacher, the deputy head teacher and one teacher who has shown keen interest in Continuing Professional Development trainings for teachers in the school. The target person should also have the ability to organize trainings, mobilize teachers to attend, be a facilitator but also help others to facilitate. These three members from every school in the cluster, form the cluster TCC. Whenever there is a need, selected members from every cluster in the zone can form the zonal TCC. However, with the government CPD model, Dowa is revamping the selection criteria to model after MOEST's model where the all school senior staff (SSS) form the committee.

The TCC were instituted to solicit training topics, compile the common ones for the cluster trainings, identify school-based CPD facilitators, oversee training module and notes development, organize participants and conduct trainings. Their roles are those of supervisors and monitors of school-based and cluster-based continuing professional development. Orientation to their roles empowered them to check the effectiveness of these CPDs, to make recommendations for their improvement and help to identify facilitators outside the school or cluster where need be. They have firmly been established now as a sustainable mode of training at every school and cluster to ensure continued teacher professional development.

As the TTCs went round the schools, they found schools that were consistent and others not consistent with their CPDs. In their investigation, they established that performance is strongly affected by the positive or negative influence of the management. They held discussions with all staff to emphasize the need for professional development and consultation in case of challenges that require cluster attention and assistance. As this intervention is just starting, TCC members went to schools together to do joint monitoring and learn from one another. By the close of the third year, the structure had been institutionalized and the empowerment of TCCs will ensure all schools are supervised at least once a month.

**Table 5. MTTT and TCC participants outreach by category**

No.	Zone	ZOC	PEA	AC	Supervisor Heads	TCCs	Local MTTT
1	Mvera	1	2	2	7	60	36
2	Nalunga	1	1	1	4	33	24
3	Kanyenje	1	2	2	6	42	36
4	Chigudu	1	1	1	4	48	24
5	Boma	1	2	2	6	60	36
6	Senga	1	1	1	5	54	30
7	Mponela	1	2	3	7	66	42
8	Kayembe	1	1	1	7	63	42
9	Chimungu	1	1	1	4	42	24
10	Katalima	1	1	1	4	60	24
11	Kamphenga	1	2	2	5	54	30
12	Chimbuli	1	1	1	4	54	24
13	Madisi	1	2	2	5	60	30
	<b>TOTAL</b>	<b>13</b>	<b>19</b>	<b>20</b>	<b>68</b>	<b>681</b>	<b>402</b>

### ***Teacher Motivation Strategies and Role Model Utilization***

Close and careful support and monitoring of teachers in their classroom practices took every PEA, ZOC and PSSP manager to different schools and classrooms to observe and evaluate lesson presentation to establish quality of instruction. Through this activity, hundreds of star performing teachers were identified and categorized according to their level of performance, where further classification was made to be as specific as possible in grading them. In this way, a pool of subject or teaching area and specific pedagogical skill masters were identified in the zones.

To ensure continued teacher performance and improvement, different intrinsic motivational strategies were put in place. Inter-school and inter-zonal trips for teachers were organized where teachers observed to be star performers were asked to facilitate at school or cluster level, or were further asked to be district TOT facilitators in their special areas. Some were even invited to help develop training modules for district trainings. Star performers were further asked to identify special areas of interest where they wished to be observed in action or in which they wanted to train someone else.

Some star performers were awarded certificates for different categories of exceptional performance that were presented publicly during the National Education Day at zonal level, where 285 certificates were presented for 15 different categories of teacher excellency. 470 teachers and head teachers, in recognition of their excellent performance, were made local troupers who were commissioned to mentor other teachers in best practices in different subjects. Another 227 teachers that had shown prowess in motivating others in continuing teacher professional development were made part of the school TCC. Head teachers and their deputies, in recognition of their position of influence, had their job description enriched to include supervision and monitoring of CPDs at school and cluster levels. Furthermore, a teacher who excelled in any topic or area was made a school or cluster facilitator for such an area.

The system of rewarding teachers for exceptional performance helped both weak and strong teachers to realize that everyone had something within themselves to contribute to the greater picture. Some teachers who were not performing because of an attitude or lack of competence have changed for the better. They have done a self-reflection and have observed that under similar circumstances they could perform as well as the next person if they were determined. In its last year, PSSP: SFP looked at and used these very good strategies to ensure positive sustainability and multiplier effects for the district.

### ***Production, Use and Utilization of TALULAR***

PSSP: SFP values mastery of both teaching and learning outcomes in a lesson. A teacher needs to know and understand what to teach, how to teach, and what to use to make teaching and learning more effective, meaningful, and joyful. To achieve this, teachers are at all times encouraged to identify the TALULAR they need for different lessons and make it available in advance in adequate quantities that would allow each learner full participation. Teachers need large quantities of TALULAR, of different types for the different learning areas that they teach, and this would be made over a long period of time.

Each school in each zone has come up with its own strategy for ensuring availability of large quantities of different types of TALULAR at the school. ZOCs and PEAs encouraged school communities to mobilize for TALULAR production where teachers provide details of their requirements and learners and communities either make TALULAR at home and bring it to school or bring materials for making TALULAR to school and a day is planned for production. Schools have been encouraged to establish TALULAR banks to ensure ready availability which teachers have access to. Effective use of TALULAR is greatly appreciated because it allows learners meaningful involvement which has greatly improved learner outcomes. When parents visited the school and saw how their children understand the lessons through use of TALULAR, they got motivated to help teachers produce more and better materials which made lesson preparation and delivery simple for the teacher.

PSSP: SFP is encouraging and helping schools to produce TALULAR through the MCMs and this system is multiplying very quickly. In schools where teachers are self-starters the production, use and storage of TALULAR is very effective. During supervision, this has been made one of the areas of emphasis.

## 4.2 Learning Resources and Literacy

### *Learning Resources*

During 2008, PSSP: SFP developed, printed and distributed to all 227 schools the remaining Std 1 BLP/M big books and song posters for term 1, 4 big books and 10 song posters for term 2 as well as 7 big books and 7 song posters for term 3. The many titles, together with lesson plans and syllabi, were distributed to all Std 1 teachers to use during teaching and learning as well as displayed in the classroom and during literacy fairs. All these materials are aimed at ensuring that BLP/M goals, objectives and outcomes are achieved by learners at the end of the course. The materials have served to create a print rich environment in the classroom for effective teaching and learning, and learners at their own time interact with the materials by reading and telling stories from them. To ensure that learners are developing writing skill PSSP:SFP provided every standard 1 learner a notebook and a pencil to use during BLP/M lessons—a total of 125,205 notebooks and 125,205 pencils were distributed every term to all 227 schools in Dowa. [See Table 6]. PSSP: SFP has also continuously monitored the progress of learners through what they write, draw, read and tell.

**Table 6. Outreach of pencils and exercise books distribution to STD 1 learners**

No	Zone	No. of schools	Boys	Girls	Quantity distributed (exercise books & pencils)			Grand Total
					Term 1 Total	Term 2 Total	Term 3 Total	
1	Boma	10	1051	1218	1,672	1,672	1,672	<b>5,016</b>
2	Chibwata	10	1,081	1,153	2,234	2,234	2,234	<b>6,702</b>
3	Chigudu	14	1,168	1,147	2,315	2,315	2,315	<b>6,945</b>
4	Chimbuli	18	1,628	1,785	3,327	3,327	3,327	<b>9,981</b>
5	Chimungu	13	1,373	1,471	2,844	2,844	2,844	<b>8,532</b>
6	Chisepo	9	759	874	1,552	1,552	1,552	<b>4,656</b>
7	Dzoole	12	1,070	1,113	2,183	2,183	2,183	<b>6,549</b>
8	Kabwinja	11	1256	1,012	1,959	1,959	1,959	<b>5,877</b>
9	Kafumphe	8	710	811	1,477	1,477	1,477	<b>4,431</b>
10	Kamphenga	10	714	830	1,398	1,398	1,398	<b>4,194</b>
11	Kapita	9	819	945	1,340	1,340	1,340	<b>4,020</b>
12	Kanyenje	10	971	1103	1,732	1,732	1,732	<b>5,196</b>
13	Katalima	17	1,189	1,175	2,364	2,364	2,364	<b>7,092</b>
14	Kayembe	13	1,568	1,592	3,009	3,009	3,009	<b>9,027</b>
15	Madisi	10	954	1150	1,912	1,912	1,912	<b>5,736</b>
16	Mponela	15	1,534	1,613	3,147	3,147	3,147	<b>9,441</b>
17	Mvera	13	1231	1008	1,803	1,803	1,803	<b>5,409</b>
18	Nalunga	11	996	1184	1,723	1,723	1,723	<b>5,169</b>
19	Senga	14	1,842	1,902	3,744	3,744	3,744	<b>11,232</b>
	<b>Total</b>	<b>227</b>	<b>21,914</b>	<b>23,086</b>	<b>41,735</b>	<b>41,735</b>	<b>41,735</b>	<b>125,205</b>

During this year, PSSP: SFP developed distributed 560 copies of headship manuals to 227 headteachers (17 female, 210 male) and 227 (32 female, 193 male) deputy head teachers. These handbooks act as reference to headteachers in the course of implementing the curriculum and enable them become effective school

managers and instructional leaders. These handbooks have been used as reference material for headteachers and deputy headteachers on school management and instructional leadership.

In addition this year, 100 copies of BLP/M Facilitator's Guide for term 2 and 100 copies of BLP/M Facilitator's Guide for term 3 and 100 copies of BLP/M Facilitator's Guide for Standard 2 teachers cluster training were printed and distributed to all 19 PEAs (6 female, 13 male) 13 ZOCs (5 female, 8 male) and 20 ACs (5 female, 15 male) and BLP/M troupers to assist them in facilitating the teaching of a variety of techniques that are featured in BLP/M and ensure adherence to content presented during trainings.

As a way of supporting teachers in teaching numeracy effectively, PSSP: SFP conducted a numeracy supplementary materials development writers' workshop involving 8 participants: 3 practising teachers (1 female, 2 male), 3 college lecturers (1 female, 2 male), and 2 MIE curriculum experts (1 female, 1 male). This workshop was meant to develop supplementary materials for teaching of mathematics at all levels of the primary school, as most teachers were having difficulties to teach the subject well and these modules form an addendum to the "Teaching mathematics in Malawian schools" which PSSP reprinted from MTTA resource manuals consignment. A series of workshops were organized to develop and refine 6 modules and 10 posters which address 6 PCAR core elements and within these modules guidelines for creating a mathematics-friendly classroom and a mathematics kit to help teachers make mathematics as interesting as possible. The aim of the math kits is to facilitate the teaching and learning of concepts in mathematics with manipulative items for both teacher and learner. In order to enhance the teaching of mathematics in schools mathematics troupers have been identified and trained on how to facilitate mathematics session as well as develop modules for teacher conferences.

This being the final year of project interventions, PSSP: SFP with the support of the PEAs, ACs and troupers strengthened monitoring and support to schools and teachers to make teaching and learning of mathematics effective.

There has been continuous monitoring and supporting on the production, care and use of teaching and learning materials including TALULAR and BLP/M materials in all the 19 zones in Dowa. To ensure adequate supply of teaching and learning resources in schools, PSSP: SFP contacted the private and public sectors to collect materials for TALULAR that can support teaching and learning such as bottles, cartons, tins, calendars, print off-cuts and many others. These assisted teachers and learners to make TALULAR needed for specific subject areas to enhance concept attainment and development. Some of these resources were obtained from the surrounding community to support initiatives made by MCMs, teachers and learners. To ensure that teachers are quite conversant with TALULAR making and use, 67 local TALULAR troupers were identified and trained on how to make teaching and learning more effective using TALULAR in schools. Prior to this training a team of 6 (male) troupers were called for a TOT meant to prepare the 13 ZOCs (5 female, 8 male) and 19 PEAs (6 female, 13 male) on TALULAR use and , who in turn trained teachers and other troupers in the clusters.

### ***Distributing Donated Books***

In this year, PSSP: SFP continued sensitizing school management committees and parents on the need to establish school libraries. With this awareness campaign, a good number of libraries have been established where rooms have been created or constructed for reading and storing books. These libraries act as information, education and communication centers for various stakeholders surrounding the schools. 98 % of the schools that have received donated books are effectively utilizing them. For example, reading, debate, and quiz clubs have been established by the MCMs with the help of with the teachers and community members in order to promoting literacy among learners and the community. A good number of schools are utilizing the books in teaching and learning process. To ensure consistent use of libraries and development of a reading culture, teachers and headteachers have been encouraged to incorporate library periods on the timetable to enable learners access the books. Teachers have been called upon to assign learners tasks that require them go to the library and read books to get the needed information. Most schools that have reading

clubs are borrowing library books during reading clubs. To ensure proper care and storage of library books PSSP:SFP continues to monitor and support schools and giving advice on how to create library books space and take care of the books to avoid dust and termites, as well as theft. However, not many schools have adequate room for both storage as well as reading of books within the school. Community members with the support of teachers, MCMs, and cluster leaders are finding alternative way to address this.

This year, PSSP: SFP has so far initiated the establishment of 157 school libraries which have received a total of 27,061 books (in addition to a donation of 1,900 books from Bismark Schools in Dakota, USA that were distributed to 19 schools in the district to support school with active reading clubs). In its quest to extend its readership, Malawi National Library Services donated a total of 2,500 books which were distributed to 69 primary schools, 19 TDCs, 2 secondary schools and 3 community day secondary schools to increase stock at school and TDCs. These books have helped teachers who have been upgrading their academic qualifications with content for Mathematics, Science, Biology, Geography and English grammar as well as teaching and learning of different subjects. [See Table 7 below]. A total of 46,517 books have been distributed to 214 schools in Dowa. PSSP:SFP also distributed 372 USAID-donated booklets of avian flu to 227 schools, 19 TDCs, 17 secondary schools and 4 service providing institutions to bring awareness about the bird flu and how it can be controlled and prevented.

To ensure proper management of libraries in schools PSSP:SFP facilitated training of 19 teaches librarians (1 female, 18 male) across the district who acted as mentors of other teachers librarians on how to promote the reading culture among teachers, learners and community members.

**Table 7. Outreach of Book Distribution**

IBB books			National Library Services Books			Bismark Schools, USA books		Dowa Story Books					
	Schs	Qty	Bks	Schs	Qty	Total (schs)	Schs	Qty	Schs	Qty	Total	TDCs	Total
Boma	8	1770	1869	4	99	12	1	100	10	520	5200	1	15
Chigudu	7	1104	1202	3	98	10	1	100	14	740	7400	1	15
Chisepo	6	962	972	1	10	7	1	100	10	470	4700	1	15
Chibwata	6	1065	1075	1	10	7	1	100	9	540	5400	1	15
Chimungu	6	2184	2223	3	39	9	1	100	13	720	7200	1	15
Chimbuli	7	728	869	3	141	10	1	100	18	970	9700	1	15
Dzoole	6	1457	1728	5	271	11	1	100	12	680	6800	1	15
Kabwinja	6	1151	1161	1	10	7	1	100	11	540	5400	1	15
Kafumphe	6	1099	1109	1	10	7	1	100	8	440	4400	1	15
Katalima	11	1775	1962	9	187	20	1	100	17	800	8000	1	15
Kayembe	7	1109	1187	5	78	12	1	100	13	760	7600	1	15
Kanyenje	9	1239	1388	4	149	13	1	100	10	550	5500	1	15
Kamphenga	6	984	1080	5	96	11	1	100	10	480	4800	1	15
Kapita	9	1897	1907	1	10	10	1	100	9	420	4200	1	15
Madisi	10	1767	1930	6	163	16	1	100	10	520	5200	1	15
Mponela	15	2167	2255	4	88	19	1	100	15	800	8000	1	15
Mvera	10	1353	1413	2	60	12	1	100	13	600	6000	1	15
Nalunga	8	1284	1303	2	19	10	1	100	11	580	5800	1	15
Senga	14	1966	2140	5	174	19	1	100	14	870	8700	1	15
<b>Total</b>	<b>157</b>	<b>27,061</b>	<b>28,773</b>	<b>65</b>	<b>1,712</b>	<b>222</b>	<b>19</b>	<b>1,900</b>	<b>227</b>	<b>12,500</b>	<b>120,500</b>	<b>19</b>	<b>285</b>

### ***Developing Dowa Story Books***

During this year, PSSP:SFP developed children's books full of stories, poems and riddles written by pupils, teachers and community members in Dowa. Most schools developed these stories during reading clubs which have been established in the schools with the help of MCMs as well as teachers. These story books form an anthology of writings from Dowa which were selected depending on class and language level, originality, relevance and interest. Selected primary school teachers from Dowa were involved in the final selection and categorizing the books into the three primary school levels of infant, junior and senior. The stories were also categorized according to the BLP/M themes. Most stories were written in Chichewa and only few were in English, as most of the learners have difficulties in expressing themselves in English due to limited exposure as well as teachers' inability to assist them because of their academic background. Illustrations were created to accompany the stories to enhance understanding, especially for the infant and junior sections. The books were reviewed and finalized by a team of experts and sent for printing. This initiative has increased resources at schools so that learners, teachers and even community members can have access to reading their own work.

A total of 10 titles have been developed for four different series: 4 titles of *Mmela N'poyamba*, meant for the infant section, 3 titles of *Kanthu N'khama*, for the junior section, 2 titles of *Luso Lathu* and 1 title of *Power of the Mind*, for the senior section [see Table 8]. These children's books are categorized according to BLP/M themes such as myself, my family, my home, my school, my village or town, my country, safety, health and environment, as well as language level and sentence construction suitable for specific class. The stories are a source of pride to Dowa district as a whole.

**Table 8 Outreach of Dowa story books distribution**

No	Schools	Book Titles and Quantity Delivered										Total	Grand Total
		Mmela Mpoyamba				Kanthu N'khama			Luso Lathu		Power of the Mind		
		Bk1	Bk2	Bk3	Bk4	Bk1	Bk2	Bk3	Bk1	Bk2	Bk1		
Category A	50	40	40	40	40	40	40	40	40	40	40	400	20,000
Category B	117	50	50	50	50	50	50	50	50	50	50	500	58,500
Category C	60	70	70	70	70	70	70	70	70	70	70	700	42,000
Total	227												120,500

**Note:**

Category A Schools with enrolment of Standard 1 learners not more than 100 get 40 books for each title.

Category B: schools with enrolment of Standard 1 learners not more than 100 get 40 books for each title.

Category C: schools with enrolment of Standard 1 learners not more than 100 get 40 books for each title.

### ***Preparing for BLP/M Implementation***

During this year, PSSP:SFP conducted a series of trainings for the implementation of BLP/M, and review sessions of BLP/M (where teachers reflect on the learners' progress in terms 1 and 2 before embarking on term 3 content, which is more advanced).. PSSP: SFP also conducted BLP/M TOT trainings with 13 ZOCs (5 female, 8 male), 19 ACs (4 female, 15 male), 19 best BLP/M local troupers (8 female, 11 male) and 4 PSSP Officers (2 female, 2 male). The observers were 1 MOE Basic (1 male) and 2 TTC tutors (2 male). The trainings were meant to review and discuss literacy teaching strategies such as story star, character map, teachers read aloud, theme web as well as interactive writing among others. The trainings also outlined achievements, challenges, strategies used to overcome the challenges in the implementation of BLP/M in readiness for BLP/M zonal trainings. BLP/M zonal trainings have been conducted in the 19 zones reaching 336 standard 1 teachers (189 female, 147 male), 227 headteachers (17 female, 210 male), ACs (5 female, 15 male) and 19 BLP/M troupers (8 female, 11 male) [see Table 9].

**Table 9. Outreach of BLP/M STD 1 teachers, headteachers training**

Zone	No of Schools	Headteachers		Total	STD 1 Teachers		Total	ACs		Total	PEAs		Total	Grand Total
		F	M		F	M		F	M		F	M		
Boma	20	2	18	20	35	13	48	0	2	2		2	2	73
Chigudu	16	2	14	16	6	10	16	0	1	1	1		1	34
Chimbuli	18	-	18	18	7	12	19	0	1	1		1	1	39
Chimungu	13	-	13	13	7	9	16		1	1	1		1	31
Kamphenga	16	-	16	16	5	11	16	0	1	1		1	1	34
Kanyenje	14	-	14	14	7	9	16	0	2	2	1	1	2	33
Katalima	20	3	17	20	10	9	19	1	0	1		1	1	41
Kayembe	21	-	21	21	14	13	27	0	2	2		2	2	54
Madisi	18	1	17	18	26	11	37	2	0	2	1	1	2	59
Mponela	22	2	20	22	27	19	46	1	2	3	1	1	2	72
Mvera	22	4	18	22	17	10	27	0	2	2		2	2	51
Nalunga	11	-	11	11	3	11	14	0	1	1		1	1	2
Senga	16	3	13	16	25	10	35	1	0	1	1		1	53
<b>Totals</b>	<b>227</b>	<b>17</b>	<b>210</b>	<b>227</b>	<b>189</b>	<b>147</b>	<b>336</b>	<b>5</b>	<b>15</b>	<b>20</b>	<b>6</b>	<b>13</b>	<b>19</b>	<b>601</b>

To ensure that BLP/M techniques are effectively applied and share achievements, challenge and strategies to overcome the challenges, review sessions were organized in all the 19 zones reaching 336 standard 1 teachers (189 female, 147 male), 227 headteachers (17 female, 210 male), 20 ACs (5 female, 15 male), 67 MCMs (22 female, 45 male) and 19 PEAs (6 female, 13 male). [see Table 10]

**Table 10. Outreach of BLP/M Zonal Review Meeting with STD 1 teachers, headteachers and ACs**

Zone	No of Schools	Headteachers		Total	STD 1 Teachers		Total	ACs		Total	Grand Total
		F	M		F	M		F	M		
Boma	20	2	18	20	35	13	48	0	2	2	70
Chigudu	16	2	14	16	6	10	16	0	1	1	33
Chimbuli	18	-	18	18	7	12	19	0	1	1	38
Chimungu	13	-	13	13	7	9	16		1	1	30
Kamphenga	16	-	16	16	5	11	16	0	1	1	33
Kanyenje	14	-	14	14	7	9	16	0	2	2	32
Katalima	20	3	17	20	10	9	19	1	0	1	40
Kayembe	21	-	21	21	14	13	27	0	2	2	50
Madisi	18	1	17	18	26	11	37	2	0	2	57
Mponela	22	2	20	22	27	19	46	0	2	3	71
Mvera	22	4	18	22	17	10	27	0	2	2	51
Nalunga	11	-	11	11	3	11	14	0	1	1	26
Senga	16	3	13	16	25	10	35	1	0	1	52
<b>Totals</b>	<b>227</b>	<b>17</b>	<b>210</b>	<b>227</b>	<b>189</b>	<b>147</b>	<b>336</b>	<b>4</b>	<b>15</b>	<b>19</b>	<b>582</b>

These review meetings were organized by PSSP:SFP and facilitated by PEAs, ZOCs and BLP/M troupers, and monitored and supported by PSSP:SFP officers as well as TTC tutors, MIE, DEM, DOP, DTED, EDM and MOE officials. The outcome of the meetings has been that teachers develop a shared understanding of how to effectively implement BLP/M in standard amidst other interventions such as PCAR and the Interactive Radio Program.

As a way of ensuring that BLP/M techniques trickle down to all teachers in the school, PSSP: SFP conducted BLP/M Standard 2 teachers TOT with 67 BLP/M local troupers (25 female, 42 male) 13 ZOCs (5 female, 8 male), 19 PEAs (6 female, 13 male) and 20 ACs (5 female, 15 male) and shared strategies that are advocated in BLP/M and how the 318 teachers (168 female, 150 male) in Std 2 can be assisted. This training was done at the cluster level and was monitored and supported by PSSP: SFP Field Staff, the DEM and the DOP. Apart from Std 2 teachers, the rest of teachers at every school participated in this exercise with the aim of carrying on best practices in BLP/M and applying them in their respective classes where learners have difficulties in reading and writing skills. Even some senior class teachers have been utilizing some techniques such as character map, story star, and theme web to help learners understand concepts easily.

PSSP: SFP officers, with the support of partners from various educational departments, monitored the implementation of BLP/M in all 227 schools during the pupil assessment that PSSP: SFP conducted in Dowa. There has been a tremendous improvement of Std 1 learners in Chichewa, indicating success of BLP/M. Although some teachers were not conversant with BLP/M techniques, PSSP:SFP continuously monitored and supported them accordingly through teachers conferences, school based INSETs as well as zonal trainings and review sessions apart from having BLP/M troupers within the cluster to support them. Teachers were confident that BLP/M techniques are effective in helping learners to read and write in an accelerated manner.

### 4.3 Community Mobilization

The third and final year of the project saw each of the 226 school communities in Dowa engaged in multiple school- and community-based initiatives aimed at achieving equitable access to quality primary education for the children of the district. Mobilization Corps of Malawi, cluster and community leaders, special groups, mentors, SMCs, PTAs, role models and government field workers remained the catalysts of the various processes that ensued. Special attention was given to issues regarding the sustainability of the initiatives after PSSP: SFP phases out. Advocacy and lobbying skills were stressed to ensure that communities are able to seek help from a diverse spectrum of the Malawi society. The following sections give details of the various tasks that were accomplished under the community involvement component.

#### ***Participatory Action Research, Verification and Mobilization***

A well tested and powerful mechanism for learning about grassroots issues and energizing communities into addressing those issues is the participatory action research method theatre for development (TFD). While proven to be a powerful mechanism for community mobilization, using university students is a costly endeavor. In order to extend the reach further to the entire district with the available resources, PSSP: SFP trained 10 local drama groups to conduct TFD performances. In the second year, the first cohort was monitored, 10 more local troupes were trained and then 69 MCMs were equipped with the skills to use this technique to impact change in their cluster and zones. In the final year, 26 more local drama clubs comprised of 473 members (268 females, 205 males) were established and the members trained through 24 workshops. The training content included: play creation – story line, scene development, rehearsal, performing, evaluation and report writing. The training lasted four days, and it was facilitated by twenty Chancellor College students. Detailed action plans were developed at the end of each training workshops. Besides mounting drama performances, clubs sought to engage in fundraising endeavors for their respective schools as well as to assist in such school activities as the production of TALULAR.

The trainings were a great success as the patrons, who are teachers, understood their roles very well as demonstrated by the way they assisted participants to come up with well-developed scenes, which depicted preponderant problems after careful analysis of researched data. Participation by trainees was very good. They critiqued and supported each other during rehearsals and that made the whole training process interesting and fruitful. Girls were well represented as 57% of women and girls were members and/or participated in the whole process. A combination of in-school and out of school youths proved very effective when casting and characterization was appropriately done. The combination of in- and out-of-school youths with teachers as patrons strengthens and widens the energy, skills, talents and resources base thus making the clubs robust and effective.

Immediately after the training, the drama troupes embarked on implementing their action plans within their respective clusters. Some 66 MCM-facilitated TFD performances complemented the efforts of the local drama clubs. Tables 11 and 12. give illustrative examples of the performance outreach of the two groups of change agents respectively.

**Table 11. Local TFD Drama Club Performance Outreach:**

Zone	Cluster	School	Women	Men	Gils	Boys	Teachers		Chiefs		Totals
							F	M	F	M	
Katalima	Madzo	Kamongo	100	110	120	170	1	3	0	2	506
	Ngala	Bweya	56	96	408	112	2	4	0	2	680
Chimbuli	Chinkhwiri	Kasangu	50	38	200	150	0	3	3	10	454
	Sungeni	Mtsukamakoza	35	90	112	99	0	3	0	22	361
Madisi	Mtiti	Mtiti	15	31	174	126	0	8	0	10	364
	Simbi	Mphudzu*	10	10	70	50	0	7	0	6	153
		Chakhaza	40	39	200	300	1	6	0	3	589
Nalunga	Nalunga	Nalunga	55	52	205	180	1	7	0	1	501
Chigudu	Thedze	Thedze	35	26	210	114	0	3	0	12	400
	Kapatamoyo	Kapatamoyo	36	26	380	330	1	6	0	13	792
Boma	Kasatsi	Mndunje	33	38	69	65	0	3	1	6	215
Mvera	Mphande	Mphande	72	65	500	250	0	5	0	16	908
	Kanyerere	Kanyerere*	31	20	53	48	1	2	2	7	164
Kanyenje	St Matias	St Matias	31	24	63	41	2	8	1	7	177
	Kanyenje	Kanyenje	19	10	72	84	0	3	0	8	196
Boma	Kongwe 1	Kongwe 1	27	21	190	176	3	2	1	1	421
	Thonje	Thonje	63	71	189	111	1	3	2	8	448
Katalima		Kapini	94	69	158	180	1	0	0	5	507
Senga		Chakhala	69	73	136	150	0	2	2	7	439
Chimungu		Chivutwe	17	25	35	40	0	2	4	20	143
Mponela		Chikwete	40	19	38	42	0	3	0	2	144
<b>Grand Totals</b>			<b>928</b>	<b>953</b>	<b>3,582</b>	<b>2,818</b>	<b>14</b>	<b>83</b>	<b>16</b>	<b>168</b>	<b>8,562</b>

**Table 12. Outreach during MCM TFD performances**

Zonal Area/Zone	No. of performances	SMC/PTA		Parents		Teachers		Field Workers		Community Leaders		Children	
		F	M	F	M	F	M	F	M	F	M	F	M
Madisi	10	21	44	1360	1004	9	24	1	1	10	36	1484	1586
Mponela	14	58	80	1773	1179	22	65	3	11	17	82	3104	3069
Boma	11	36	54	1500	1308	9	67	0	4	5	47	2628	2315
Mvera	20	26	33	4504	3515	2	32	0	2	3	48	2815	2079
Nalunga	5	10	16	992	566	1	15	1	2	13	13	1024	836
Kayembe	6	12	19	240	255	3	10	1	5	5	36	927	969
<b>Total</b>	<b>66</b>	<b>163</b>	<b>246</b>	<b>10369</b>	<b>7827</b>	<b>46</b>	<b>213</b>	<b>6</b>	<b>25</b>	<b>53</b>	<b>262</b>	<b>11982</b>	<b>10854</b>

TFD research and performances by both the local drama groups and the MCMs yielded the intended results. The community members were generally so well sensitized and energized that some engaged in constructing school buildings as need necessitated. For example, at Chimbalu School in Kayembe zone, a classroom block was put up; likewise a teacher's house was built at Chandawe in Madisi zone which embarked on constructing non-traditional structures such as pig sties (kraab); others erected fairly long over-due pit latrines as was the case at Sidze and Mwangala schools, for instance.



*The girls' and boys' toilets at Mwangala School*

TFD activities also resulted in most communities forming community based education committees that were entrusted with the task of checking absenteeism of pupils both at school and in the village. For instance at Thedze school in Chigudu zone where in January most pupils were absent due to farming activities, the community formed a village monitoring committee after watching a TFD performance that assisted in reducing absenteeism at the school. Other examples are Chimbidzi School in Chimungu zone and Mtsukamakoza School in Chimbulu zone where 8 and 44 dropouts respectively returned to their respective schools after TFD performances were mounted at those schools.

TFD performances helped increase communities' understanding and appreciation of the need for their active participation in school decision-making processes. Attendance at PTA meetings, for example, was relatively higher at schools that had TFD performances than those that had none. Where TFD performances had been conducted and communities had drawn plans of action, the Small Grant scheme ran more smoothly. This is so because communities got motivated and when they received the grant, they knew what they were supposed to do in order to accomplish the drawn-up plans of action.

#### ***Review, Re-planning and Sustainability Meetings with Local Drama Groups***

Mid-intervention implementation period reviews and re-planning meetings were held with each of the 26 local clubs within their communities to enable them to not only share their experiences and challenges faced during activity implementation but also to re-strategize and re-plan for the rest of the implementation period to December 2008. A total of 359 members were reached (163 female, 196 male).

The range and depth of successes achieved by most clubs overshadowed the challenges they encountered. They were particularly happy with the return to school of those perceived as no-return drop-outs. They sought to follow them up and ensure that they remained in school. Transportation constraints as club members desired to visit other schools within their clusters was a recurring issue. But most members were determined not to let it deter the good work they were doing.

As the project drew to its end, the clubs drew up sustainability plans of action for 2009. They will need continued moral support and encouragement from their local PEAs to overcome fatigue that often leads to loss of interest and then end of intervention. This should be avoided.

### ***Follow-ups to TFD Sites***

Beside the review and re-planning meetings, follow-ups by project staff were made to the sites where TFD performances were conducted in order to assess the impact of the performances in the respective schools, observe the various construction works underway and find solutions to any prevailing challenges. It was encouraging, however, to note that the plans that were made during the TFD performances were being followed very closely by the schools.

The community members were equally greatly encouraged to see external people like project staff appreciate their efforts. Some requested for their initiatives to be included in the project newsletter; others requested for more people to go and see what they were doing. These were very encouraging indicators of highly motivated people whose enthusiasm needs to be nurtured for the development of primary education in Dowa.

### ***Change Agents, Cluster Leaders***

PSSP: SFP's team of approximately 270 government field workers (HSAs, community nurses, medical assistants, AEDOs, forest assistants, CDAs, SWAs, PEAs, ZOCs, district education team members) not only encouraged communities to initiate new school development activities but they were also instrumental in monitoring and supporting cluster leaders and special group activities including girl child mentoring. About 264,551 people (82,955 females, 71,086 males adults) 63,587 girls; 46,923 girls) were reached over the year. Table 13 gives a summary of the range of activities they were engaged in and the ultimate outreach.

**Table 13. Outreach for Fieldworker Activities Done**

Activity	Planned	Done	Outreach			
			Adults		Children	
			F	M	F	M
Sensitization meetings	1118	950	9466	8760	7654	5643
Zonal meetings	520	480	3880	3700	48	50
Role model utilization	1235	876	5207	4756	105	123
Lobbying for infrastructure	1313	746	3989	3450	00	00
Fund raising activities	1157	1100	14550	13200	11256	12340
Support for SMC/PTA	871	871	4024	3450	00	00
Open days	1027	670	9586	8974	8765	8760
Support for Gule Wamkulu	897	800	15876	11230	675	456
SIP and ZIP replenishing	936	936	11980	9567	6754	3427
Exchange visits	967	543	530	456	230	124
Monitoring small grants	1300	1300	450	640	000	000
Support local/youth drama club	850	670	875	1089	12340	13450
Support girl mentors	575	455	435	65	13420	-
Support cluster leaders	876	809	675	789	-	-
Support MCMs	1234	1234	1432	960	2340	2550
<b>Total</b>	<b>14876</b>	<b>12440</b>	<b>82955</b>	<b>71086</b>	<b>63587</b>	<b>46923</b>

The collaborative work of field workers and project staff was appreciated by community members who often made note of how the two categories of staff helped them achieve a quality education for their children without conflicting each other's messages as was often the case in the past.

### **Field Workers Review and Sustainability Meeting**

As the project drew to the end, a final sustainability review and re-planning meeting for fieldworkers and the district team was arranged to reflect on the previous ten months’ activities and see what had been achieved, share successes and challenges, map out sustainability strategies after the project funded phase and to plan activities for the six months following the end of the project. The meeting was attended by 51 participants: all field extension workers i.e. PEAs, CDAs, SWAs, District team comprising the DEM, desk officer, the DCDO, DSWO, DYO, DEHO, DADO, DFO, ADCDO, ADADO DDM, Director of public works supervisor, officials from the Division and Ministries of Education and Ministry of Gender and Child Development. (See Table 14).

**Table 14. Attendance to the Review and Sustainability Meeting**

PEAs		CDAs		SWAs		District team		Ministry		Sub total		Totals
M	F	M	F	M	F	M	F	M	F	M	F	
14	5	13	3	2	1	9	2	1	1	39	12	51

To ensure that incomplete school structures do not remain incomplete forever, as was sometimes the case in previous education projects, participants decided to ensure that they lobbied from various sources and maintained fundraising efforts. For example,

- SMCs from schools with such structures are introduced to the District Assembly Development Fund from where some can get assistance;
- Bring the attention of the local Members of Parliament to such structures. The MPs have a parliamentary constituency development fund, which could rescue some schools;
- As demonstrated by PSSP: SFP some implementing partners within the district are able to give a hand wherever the cause is noble and worthwhile. The SMCs could also approach such organizations; and
- In a number of cases, there are some very senior officers in government and private sector who got their education from the very schools experiencing such difficulties. They, too, could be approached for technical and/or financial assistance. The district education team took note of these suggestions to continue guiding SMCs after PSSP:SFP phases out.

A lengthy and highly professional discussion regarding measures that ought to be put in place to sustain the project initiatives and community enthusiasm for them ensued. The participants drew up the following list of recommendations for the district education team and others to act on:

	Action	To be championed by
1.	Ensure that any incomplete school structures started under PSSP: SFP are completed.	Dowa District Assembly
2.	Continue to encourage and support community-based initiatives and school IGAs such as Gule Wamkulu youth club initiatives.	DEM
3.	Ensure the continuation and support of school-based initiatives like teacher conferences, BLP/M, school/community partnerships.	DEM
4.	Adopt/adapt BLP/M for nation-wide replication for its highly positive results.	MOE
5.	Support/establish youth clubs and continue establishing more.	District Youth Officer

The last point builds off the work of the MCM in working with the youth in the area and the recognition of them being a powerful resource. Table 15 shows the current community-based youth clubs in Dowa. It is worth noting that five youth clubs lobbied for funding from the National AIDS Commission, and received a total of K1,400,000—one good example of the extent to which PSSP: SFP has instilled lobbying skills in the people of Dowa.

**Table 15. Community-based youth clubs in Dowa**

Zone	Cluster	Name of Youth Club	Activities	OVC beneficiaries		Total
				Boys	Girls	
Chigudu	Tayamba	Kapatamoyo*	Sensitized the community on HIV/AIDS, fundraised for OVC support through drama festivals, piece works etc.	21	29	50
	Mtentera	Mwangala	Engaged in OVC support and community sensitization on HIV/AIDS through drama, choir festivals.	9	15	24
	Chibanzi	Thedze	HIV/AIDS information dissemination and OVC/elderly support.	6	8	14
Nalunga		Kaomba	Supported Orphans and the vulnerable children by providing them with writing materials, soap etc. The club also actively took part in Pig rearing at the school.	16	9	25
		Kavuu*	Sensitized the community on HIV/AIDS, supported HIV/AIDS patients by among other things buying soap, cooking food and cleaning (what?) for them.	3	7	10
Senga	Mbalame	Mbalame*	Sensitized the community on HIV/AIDS, supported OVCs and AIDS patients materially and spiritually.	13	21	34
	Funsani	Chunzu	Supported OVCs with soap, food, writing materials.	1	14	15
Chimbuli	Sungeni	Mtsukamakoz a	Sensitized the community on HIV/AIDS issues and supported OVCs.	11	17	28
	Chinkhwiri	Kasangu	HIV/AIDS information dissemination and OVCs support (material and moral)	7	9	16
	Chinkhwiri	Chiwichiwi	HIV/AIDS information dissemination.	2	11	13
Kanyenje	Kanyenje	Thawale*	Supported HIV/AIDS patients and OVCs with food, soap, writing materials. Also sensitized the community on HIV/AIDS.	10	9	19
	Gawamadzi	Kainja	Identified HIV/AIDS patients in the community and provided material and financial support, sensitized the community on the need to join efforts and care for the victims, supported OVCs	7	16	23
		Chidothi	HIV/AIDS information dissemination and provision of OVCs support.	6	6	12
	Chankhungu	Chankhungu	Supported HIV/AIDS patients in the community and OVCs with material items (food, uniforms, and soap) and finances.	11	17	28
	St Mathias	Chingondo	Disseminated HIV/AIDS messages to the community and supported OVCs.	3	8	11
Boma	Kasatsi	Kasatsi	Supported OVC in the community with funds raised through drama festivals, proceeds from sale of farm produce (maize, Soya, tobacco) and piece works)	15	12	27
	Chagaru	Tsache	HIV/AIDS (OVC support)	6	7	13

Katalima	Madzo	Madzo	Disseminated information on topical issues (HIV/AIDS, Sexuality, education, peer pressure)	19	14	33
	Nyagra	Nyagra	Information dissemination	5	6	11
Mponela	Dzoole	Katama in Dzoole	Disseminated information (HIV/AIDS, Education support)	10	15	25
	Namwiri	Chikwete	Supported learners academically (in Maths, Debate, drama)	18	13	31
Mvera		Tiyanjane	Supported HIV/AIDS patients and OVCs in the community.	8	11	19
	Mphande	Mkhalanjoka	HIV/AIDS and OVC support	16	20	26
Chimungu	Mtsiro	Chambidzi	Encouraged the youth to actively engage themselves in sporting activities by organizing football, netball, volleyball games. The club also disseminated information through drama festivals.	71	68	139
	Tchawale	Tchawale	Cared for orphans, vulnerable children and the aged.	5	9	14
	Kanyangala	Kanyangala	Organized sports, mentored learners and provided support to OVCs	80	52	132
Kamphenga	Kamphenga	Chilimimba	Concerned with academics (reading, TALULAR making, debate) and HIV/AIDS.	71	56	127
	Milore	Kasuntha*	OVC support (books, pens, uniforms, soap etc), community sensitization through drama festivals.	12	23	35
<b>GRAND TOTALS</b>				<b>452</b>	<b>502</b>	<b>954</b>

The ultimate output of the review and re-planning workshop was a six month sustainability action plan, which among other things included:

- Setting a DDC meeting to work out district-wide funding strategies.
- Monitoring and supporting community-based fund-raising endeavors.
- Continuing support for school-based activities.
- Continuing community sensitization and mobilization.

One caution for the district is to ensure that field workers do not become over committed. Coordinating their work with many NGOs, and government priorities is critical. However, as PSSP:SFP has made clear, when there is adequate technical support to a well sensitized motivated and mobilized community, remarkable transformations within the community is observed within a relatively short period of time.

### ***Cluster Community Leaders Review and Re-planning Meeting***

Cluster leaders are community-selected individuals charged with the responsibilities of championing school development endeavors in three to four schools within their areas alongside SMCs and PTAs for those schools, and in liaison with other project change agents like government field workers. Over the reporting period, a two-day long review and re-planning meeting was held with 66 cluster leaders (5 females, 61 males) to share experiences and re-plan for activity continuity after PSSP implementation phase. The main focus of the leaders' activities over the year included their support for school/community IGAs, *Gule Wamkulu*, and exchange visits, besides supporting the wide-spread school infrastructure construction initiatives. Their enthusiasm and the results of their efforts were highly commendable. For example, Mponela I school was able to source K3 million from donors for the construction of new school blocks as a result of the community leader's untiring encouragement and passion for better infrastructure. The cluster leaders committed themselves to continue with their efforts even after PSSP: SFP closes down.

### ***Mobilization Corps of Malawi (MCM)***

The Mobilization Corps of Malawi (MCM) concept is a unique voluntary service-learning program that has provided the youth with the opportunity to lead rural Malawian communities in practical responses to complex development problems. It is a pilot innovation that aims at inspiring patriotic volunteerism among youths for development, particularly within their rural communities. This whole concept is based on volunteerism. At its onset the program has instilled in the youth of Dowa district a sense of patriotism. The MCM program has proved instrumental in assisting the communities in identifying the local problems and their causes and in determining the means to resolve the problem at the grassroots level. The MCMs also assisted teachers in the development of TALULAR, establishment of play parks, introduction and staging quiz and drama competitions, facilitating youth club activities and educational visits for school children. All these resulted in the reduction of pupil dropout and pupil absenteeism from school.

### ***MCM Review and Re-planning Meeting***

After five months of implementation of the planned activities, which were developed in December 2007, the MCMs convened from 1<sup>st</sup> to 6<sup>th</sup> June 2008 to review and re-plan the activities. 66 MCMs, (47 males and 19 females) including thirteen Zonal Coordinators, four managers and the Desk Officer for Primary Education who represented the DEM participated in the meeting. The review helped the MCMs share successes and challenges amongst themselves. Most of their reports focused on establishment of youth clubs, renovating infrastructures and increasing the play parks in the schools, arranging educational visits with the children, intensification of quiz and debate competitions, and raising funds together with the other stakeholders like the specials group leaders to support orphans.

The review also helped to enlighten the new 20 MCMs who had replaced those that had left for other training opportunities. The meeting allowed the MCMs to see where they were doing well and where they needed improvement. During presentations by the MCMs, it was noted that they were more skilled than they had been at the beginning. The MCMs displayed strong self-esteem and articulation. It was clearly observable that the program had not only supported the development in the schools, but had also empowered MCMs. The MCMs had produced plans of action for the remaining months of the MCM program (From July to October 2008). The activities planned included continuous sensitization, strengthening club activities, taking pupils on education visits, increasing play parks in schools, supporting fundraising activities and arranging for open days; Theatre for Development performances; lobbying for more infrastructural assistance; SIP initiatives at school and zonal levels; support for OVCs; development of TALULAR, and sports and school club competitions. The MCMs, together with teachers, pupils and the parents, renovated and increased play parks in the schools for pupils to use during school breaks and after classes. All the 226 schools in the district had play parks for varied games ranging from; swings, sees-saws, volleyball, netball, football, *baobab*, drafts, high jump, long jump etc. It is estimated that over 62,000 learners enjoyed the parks during the year.

Through MCM activities, Dowa witnessed more inter-zonal quiz and drama competitions taking place. Competitions between schools from different zones helped pupils increase their knowledge of the subject matter they learned in class. Within the third year alone, a total of ninety competitions by 180 schools were staged in the district. They were being led by the MCMs with the support of teachers (See Table 16). The quiz clubs proved to be an effective tool in enhancing learners' participation in class and in improving the reading culture among learners. Most members performed well on the quizzes and the majority of quiz club members received better positions during both weekend and terminal tests. These activities helped to increase class competitions and improved pupil performance.

**Table 16. Quiz Competitions**

Zone	No of competitions	Attendance		
		Female	Male	Totals
Kanyenje	6	715	647	1362
Kayembe	8	918	845	1763
Madisi	10	1253	1106	2359
Mponela	4	259	324	583
Katalima	13	2131	1637	3768
Chimungu	17	2119	2133	4252
Kamphenga	4	190	124	314
Mvera	8	645	752	1397
Senga	5	650	553	1203
Chimbuli	6	590	544	1134
Boma	5	564	447	1011
Nalunga	4	46	312	358
<b>Total</b>	<b>90</b>	<b>10080</b>	<b>9424</b>	<b>19504</b>

MCMs also took a leading role in arranging for school education visits. Twenty five education visits were initiated by the MCMs in collaboration with the teachers and the community during the year. Places visited included: Lilongwe Nature Sanctuary to learn more about wild life conservation, Zodiac Broadcasting Station, Natural Resources College and Bunda College of Agriculture, the Capital Hill to learn about how Government offices operate, and the Kamuzu International Airport to learn about air transportation. They also had an opportunity to interact with young men and women working in offices they visited. Upon their return they briefed the rest of their schools about what they had seen and learned from their trips.

The MCMs were also instrumental in establishing reading clubs in schools. Forty-nine new clubs were established this year increasing the percentage of schools with reading clubs to 65% in the district. The community came in to assist these clubs with old books and magazines. In some schools, some parents spared their time to assist the learners with reading. Other parents came into classes to tell stories to learners. A very notable example is one group village headman from Kainja School in Kanyenje zone who used to go to the school every Wednesday and Saturday to tell stories. This gave children the opportunity to learn about their past and culture. MCM club activities give pupils the opportunity to share information on social and academic issues, which allowed more pupils to learn about their daily life, helping them make informed decisions. This resulted in the majority of pupils attending classes regularly, and thus, improving enrolment and performance in most of the schools.

With the influence of the MCMs, the communities accepted the ownership of the school as institutions that belonged to the community. This was demonstrated through their participation in the development of TALULAR; the support rendered to quiz clubs and in the establishment of play parks in schools that has resulted in high retention rates in schools. However, never without challenges, communities still misinterpreted some of the MCM intentions and still viewed them with some suspicion. This had mostly melted by the end of the MCM program.

The MCM program ended with a colorful closing ceremony at one of the most successful schools. For instance, Lufe became very famous due to the TALULAR initiative for which the MCMs had played a leading role in facilitating. The successful 81 MCMs served under the PSSP:SFP were awarded with certificates of service. Those whom had graced the occasion included Mr. Kevin Sullivan, US Embassy Charge d'Affaires, Mr. Curt Reinstma, USAID Mission Director, Mr. Ramsey Sosola, USAID PSSP: SFP CTO, Mr. McKnight Kalande Director of Basic Education, the Director of Youth from the Ministry of Youth and Sports, just to mention a few. Every one praised on the graduating MCMs for the wonderful work they had accomplished for Dowa children.

The MCMs demonstrated to the world that the youth are a valuable asset that had been neglected in the past, but could be put to good use. The community at large was proud of the deeds of the young men and women, and comments from the community leaders indicated that they wanted every young school leaver to join the MCM movement to serve the community before they took up their various training programs in life.

### ***Special Interest Groups***

The special group leaders, a major sect in the community played a big role in the sensitization, motivation and mobilization of the communities. The involvement of *Gule Wamkulu*, a traditional dance and cult, in the project brought more life to the project implementation activities such that even those areas which were trailing behind in implementing project activities jacked up as they saw the special group leaders playing their roles in the development of education at their schools.

Following the trainings and review meetings the special group leaders participated in, they became instrumental in promoting attendance and punctuality by escorting pupils to school. This was a reverse of from a past negative influence when they actually prevented pupils from going to school. They were also in the forefront in staging *Gule Wamkulu* festivals with the aim of raising funds to support orphans in and around the schools. Table 17 has some illustrative examples of funds raised at various schools through these creative means.

**Table 17. Illustrative Examples of Special Group Fundraising**

No	Zone	School	Amount raised
1	Chimbuli	Matsewa	K29,653.00
2	Chimbuli	Sungeni	K31,950.00
3	Madisi	Mphudzi	K15,658.00
4	Kayembe	Kawale	K18,446.00
5	Kamphenga	Chimbalu	K22,256.00
6	Senga	Mbalame	K79,800.00
7	Chimungu	Tchawale	K50,000.00
8	Boma	Chilinde	K13,000.00
9	Boma	Tsache	K13,000.00
10	Boma	Kafumphe	K 8,000.00
11	Boma	Mdunje	K 8,000.00
12	Mponela	Kachulu	K 5,000.00
13	Mponela	Aimalandio	K25,000.00
14	Mponela	Malambo	K28,048.00
15	Senga	Chinyimbo	K57,000.00
16	Mponela	Aimalandio	K63,000.00
			<b>K467,811.00</b>

### ***Special Group Review and Re-planning Meeting***

The review and re-planning meeting that was organized brought together two special group leaders from each of the clusters that were trained in the previous year and two new additional leaders from each cluster, in order to intensify activities in each cluster. Together, 243 participants (23 females 220 males) from all the zones in the district attended the meeting.

The objectives of the workshop were to review the previous plans of action, share successes and challenges, and map out the way forward. The workshop sensitized new members to PSSP: SFP goals and objectives; highlighted the spread and impact of HIV/AIDS and how the epidemic affected the OVCs' education, and drew mitigation strategies to deal with the scourge. The participants were also briefed on the roles of other stakeholders in the PSSP project and how the special groups fitted in the school development plans. Sustainability strategies and plans of action for interventions beyond December 2008 were drawn up.

### ***Girl Mentors Activities***

The girl mentors' were incorporated into PSSP: SFP to assist in issues affecting OVCs and girls. OVC and girls' mentors trainers were selected from experienced trainers in mentoring from another USAID funded project called Ambassadors Girls Scholarship Program (AGSP). They are well conversant with the issues of OVCs and girls and have been involved in similar assignments before. The selected trainers underwent a day training of trainers where there was a briefing on the project goals, objectives and activities. The effects pupils' and teachers' absenteeism and HIV/AIDS have on children's education; and the challenges being met by the OVCs and girls. The participants also made six months' plans on the interventions they would do to mitigate the challenges of two OVCs and girls. There were 2 OVC and girl mentors per cluster, one teacher and one community member.

After the implementation of the plans of action made, the mentors were invited to a review and re-planning meetings. During the three day meetings, the mentors outlined the activities they had done. These included holding sensitization meetings with the parents or guardians, mentoring girls at school; and making schools visits to see how the OVCs learnt and performed in school. They also visited homes to see how the children lived and stayed with their guardians and their peers. The mentors also supported the girls with personal and education needs. Thirty-six Community Based Retreats were conducted in many clusters in the district benefiting 3,886 pupils. These were done without financial support from the project. Three zones Kayembe, Mponela and Katalima managed to take pupils on an education visit to Lilongwe city to see places of educational interest, which inspired the girls having seen females in various professions as they visited Capital Hill, Zodiac Broadcasting station, Kamuzu International Airport, the Lilongwe sanctuary and the Kamuzu Mausoleum. This was greatly inspirational and left an impact in the girls' lives. The review also revealed that due to mentoring, over 158 girls who had dropped out of school had re-enrolled.

After the report presentations, facilitators made presentations on a number of topics for the sake of the new mentors, which included PSSP: SFP Project goals, objectives and activities. The participants heard what other mentors were doing in AGSP. They listened to the testimonies and had asked questions. As one way of sustaining mentoring activities beyond the project phase, mentors elected coordination committees at zonal levels. Formation of zonal coordinating committees enhanced monitoring of mentoring activities in a zone. The role model mentors brought in from AGSP to share the testimonies of their experiences proved to be a good strategy as the Dowa mentors interacted with the role models to learn more. Finally, participants drew up plans of action. The plans included introductory meetings, updating data on OVCs, OVC and on girls' retreats and education visit as well as fundraising activities.

Overall, this activity makes clear that mentoring is a powerful weapon in empowering the individual girl child and helps in remodeling attitudes and building self-esteem.

### ***Small Scale Grants***

The impact of small scale grants among Dowa communities cannot be overemphasized. The grants have not been limited to supporting construction initiatives but interventions like vocational skills training and income generating activities. Throughout the implementation of the small scale grants, sustainability of initiatives was emphasized. The communities came up with various sustainability strategies that included, but were not limited to lobbying from individuals and donors, community fundraising activities, utilization of constituency development fund and engaging in income generating activities. Through these activities continuation initiative supported with the small scale grants is assured.

Follow ups were made to assess the progress of work on the initiatives that were supported by the small grants and to ensure quick completion of the construction projects that the communities had initiated. A total of 155 schools were awarded grants over the year and over K22 million was disbursed. This bring the project total to about K61 million to all 226 schools. Some 95% of the schools had completed their projects by December 2008 and 5% were about to finish. With the support from cluster leaders and field extension workers through follow ups and monitoring, completion of the remaining projects is granted also assured.



*A complete administration and library block*



*Newly constructed class block at Kanyenje School*

Though the project is winding up, there is still growing demand for infrastructural development activities in the schools that the community were embarking on new projects even before they completed those that they had been supported with the small grants. As such there were some incomplete structures and new structures that needed funding because the K90,000 grant was not enough to support the activities without substantial fundraising or lobbying. But the small grants have proven powerful to help communities have good development plans and the capacity to implement those plans, but lack of external support is a stumbling block to effectively execute them.

### ***Zonal and School Incentive Packages***

Zonal and School Incentive Packages is one of the interventions in PSSP: SFP project that the communities used and continue to use to fund-raise for their schools and zones. As the PSSP: SFP project was winding up, communities did not just remain idle but were finding ways and strategies for sustaining the activities that they had initiated. Equipped with the school and zonal incentive package sustainability strategies, the communities did apply the same to generate funds. Communities mobilized themselves to voluntarily contribute towards the packages in the form of money, cash crops, clothes, soap, and teaching and learning materials in the schools. The materials contributed were given out to those members of the community and pupils that had demonstrated or set good examples that others would emulate.

In year three alone, schools managed to raise approximately K1 million through various activities to replenish their SIPs and ZIPs. In addition, over 18,000 notebooks, 8500 pens had been contributed and given to learners and other community members.

### ***Role Model Utilization***

Role models were utilized in different activities to influence positive change among pupils and communities. The role models varied from females in careers, to *Gule Wamkulu*, village heads, teachers, girl mentors and they were utilized during school, community, inter zonal and cluster meetings, open days, focus group discussions and for mass media. Exchange visits were also common in over 20% of the schools. Over 90% of the schools in all the 13 zones utilized role models. MCMs were also role models to school aged children and were also used as such by the community. See Table 18 for some role model activities.

Role model utilization was instrumental in reclaiming learners who had dropped out of school. A total of 750 learners (290 boys, 460 girls) returned to different schools in different zones after being directly or indirectly encouraged and mobilized by the role models.

**Table 18. Illustrative role model activities and number of learners reenrolled subsequently**

Zone	School	Type of role model	Activity	Children re-enrolled in school		Total
				Boys	Girls	
Boma	Changalu	Teacher	Counseling learners	17	21	38
	Mpalankhwali	Mentor	Teaching	19	31	50
	Chibwata	Mr. Thoto	Open Day	5	7	12
	Kafumpkhe	Mr Kawalura	Sensitization	2	4	6
	Mwezowala	Mr Kalongonda	guidance, counseling	1	3	4
	James	Mr Fukizi	Sensitization	3	3	6
	Chamvu	Mr Ndalama	Recording radio prog	6	11	17
	Kongwe II	Mrs Jester	guidance, counseling	5	7	12
Kanyenje	Pheleni	Mr Majuwa	Meeting	5	6	11
	Gawamadzi	Mr Zimpita	TALULAR making	2	1	3
	Msaderera	Mr Kandika	Teaching	3	4	7
	Chankhungu	Mr Zamba	Open Day	7	2	9
Senga	Mbalame	Mr Chimpeni	Mock Wedding	5	2	7
	Sidze	Mr Chimbiya	Open Day	3	12	15
	Chakhala	HAS	Sensitization	1	1	2
Katalima	Kalikulu	Nurse	Open Day	5	7	12
	Bwanyundo	Girl mentor	Guidance, counseling	9	6	15
	Kapini	Mr Nyamukani	Speech	3	4	7
Chimungu	Mafosha	GVH Jere	Monitoring	13	8	21
	Chimungu	Police officer	sensitisation	6	9	15
Kayembe	Chimbalu	Mr Indaba	ZIP replenishment	13	23	36
	Sindeya	Ms Alice Mand	Education Visit	1	0	1
Nalunga	Katona	Mr Jasi	TALULAR making	4	2	6
	Kambulu	Mr Staphwa	Orientation on Vocational skills	5	11	16
Mponela	Mphimbi	Mr Aliko	Sensitization	8	6	14
	Malambo	Mr Jere	Guidance, counseling	2	2	4
	Kawere	VH Tsache	Guidance, counseling	5	25	30
	Chilima	Mrs Bickson	Mentoring girls	0	21	21
Kamphenga	Milore	Tailor	Teaching tailoring	7	14	21
	Mwaza	Mr Kaphale	Open Day	1	5	6
Mvera	Lufe	Mr Kagalu	TALULAR making	13	17	30
	Mkhalanjoka	Mr Lazarous	Teaching	10	7	17
	Mphande	Mr German	Gule wa mkulu fundraising festival	6	7	13
Chimbuli	Chiwichiwi	Carpenter	Teaching Carpentry	4	5	9
	Chimkoka	Mr Kaluluma	Speech	9	16	25
Chigudu	Msambaimfa	Mr J. Jim	Teaching	18	27	45
	Lingadzi	Teacher	Counseling	13	20	33
	Chibanzi	Mrs A.T Mwale	Counseling	7	10	17
Madisi	Nambala	Sec. Sch Teacher	Open Day	4	17	21
	Nauchi	GV Head	Sensitization	7	7	14
	Mbawa	VH Tsumbi	Meeting	9	23	32
	Mphudzu	Mr Colex	Cluster Meeting	24	46	70
<b>GRAND TOTAL</b>				<b>290</b>	<b>460</b>	<b>750</b>

#### 4.4 Mass Communication

PSSP: SFP's mass communication interventions largely focused on promoting and sharing the project's best practices and lessons learned. The target audience continued to include policy makers, school communities and other educators across the country. The best practices and lessons learned were many and varied. They included the project's decentralized teacher CPD methodologies, the MCM, and BLP/M just to cite a few. The following is a summary of the mass communication activities undertaken over the reporting period.

**Area/Zonal Newsletter Production** – 4,000 copies of Area Newsletter Vol. 2, Issue 9 for Boma, Vol. 3, Issues 10, 11, 12 and 13 for Mvera, Madisi, Mponela and Boma (1,100 English and 2,900 Chichewa versions) were produced and distributed to relevant stakeholders at all levels. 150 copies of *all* previous issues in both English and Chichewa versions were reprinted for district and other stakeholders' meetings.

**Semi-annual Overall Newsletter Development** – 2,000 copies of the bi-annual overall newsletter (second edition) in English and Chichewa versions were produced and distributed to relevant stakeholders.

##### **Media Awareness Campaign**

- **Banner Production** – 5 roadside banners were produced to raise awareness during the MCM Closeout ceremony in Mvera zone.
- **Graduation Certificates for Mobilization Corps of Malawi (MCMs)** – 90 certificates were produced and awarded to the graduating MCMs at Lufe School during the Closeout.
- On several occasions both local **print and electronic media** houses were engaged to cover and publicize the above listed activities. These included:
  - Mvera Primary School Library activities; Lufe School TALULAR production and use (Mvera Zone) and school block construction at Bowe School (Chimbuli Zone) on February 6, 2008
  - BLP/M Training of Trainers Review and Re-planning Workshop at Mponela TDC on March 18, 2008
  - Lufe School Literacy Fair in Mvera Zone on July 18, 2008
  - Chimungu Zone 'Big Walk' led by *Gule Wamkulu* on July 24, 2008
  - Cluster Leaders' Review and Re-planning meeting at Mponela TDC and Small Grants material purchasing process at Mponela Trading Centre on August 22, 2008
  - MCM Closeout ceremony at Lufe School in Mvera zone on October 9, 2008
  - Nyagra School open day in Katalima zone on November 4, 2008
  - Project activities at Kayembe, Kafumphe and Kabulungo Schools between December 5-6, 2008

This resulted in:

- 19 newspaper story articles published as follows:
  - 9 'feature' articles (6 in The Guardian and 3 in The Nation)
  - 12 'feature' articles (10 in the Daily Times and 2 in The Guardian)
- 30 news bulletins broadcast in both English and Chichewa languages as follows:
  - 8 on radio MBC
  - 9 on radio ZBS
  - 4 on radio Capital FM
  - 4 on radio Power 101
  - 2 on radio MIJ
  - 1 on Joy radio
  - Beamed 2 news bulletins on television Malawi

Besides the products of the print and electronic media houses, PSSP: SFP produced and distributed:

- 4,000 copies of the Area newsletter (Volumes 2 and 3, Issues 9, 10, 11, 12 and 13) English and Chichewa versions) were produced and distributed to all 227 schools, 68 MCMs, 26 TDC staff (PEAs and CDAs), 13 ZOCs, AIR and other implementing partners.
- 2000 copies of overall bi-annual newsletter edition 2 were printed and distributed to relevant stakeholders.

Parents and members of the school were pleased to have opportunities able to voice out what the project had contributed to their school development. They were motivated by seeing their name in print or their voices on the radio. Others were equally inspired by knowing someone who was in print or on air and wanted to emulate them. Ministry of Education officials at all levels: district, division and headquarters appreciated and participated in some of the mass communication interventions. This was a great morale booster for schools and communities as well. Beyond the role model effect, there were stories of the ripple effect beyond Dowa's borders.

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

##### ***Internal Meetings and Technical Assistance***

Given the complex and multifaceted nature of PSSP: SFP, coordination among team members and technical assistance were important aspects to the continued success of PSSP: SFP. To ensure good communication and ongoing collaboration, monthly all-staff meetings were held to bring together our 13 zonal coordinators as well as partners and field office staff to share experiences, coordinate issues, disseminate information and provide training in areas such as report writing and USAID regulations. Management meetings were held regularly to liaise across departments, plan broadly and address any challenges as they arose and a project implementation committee met regularly to look at the day-to-day implementation on the ground and ensure that all actors are working together to achieve PSSP: SFP goals.

In addition to regular meetings, PSSP: SFP mounted a 2-day review and replanning workshop for all staff and partners and government members to review year 2 implementation of PSSP: SFP and discuss strategies for sustaining the project.

Within Malawi, PSSP: SFP met with other AIR and partner colleagues from MTTA on numerous occasions to strategize teacher professional development strategies, particularly the book donation process and how to support a reading culture, mobile teacher training troupes and collaborate on various issues, including providing support to PCAR. These collaborations were helpful in strengthening both projects.

PSSP: SFP had the benefit of a rich source of technical assistance and home office support this year.

PSSP: SFP in the field twice hosted Jennifer Anderson, Project Manager for PSSP: SFP who came to support project implementation and project communication strategy development. Her continued support has been invaluable to ensuring the project remains on target and ensuring that everyone implements PSSP: SFP strategies as planned.

As part of PSSP:SFP efforts to ensure strong technical assistance in key areas, PSSP:SFP hosted Dr. Shirley Miske, President of MWAI who came to support the teacher professional development work. Her continued support has been invaluable to ensuring teachers continue to embrace their own professional growth. PSSP: SFP also hosted Dr. Steve Sharra, MWAI Associate who came to support the TOT training for Term 2 BLP/M. His continued support has been invaluable to ensuring teachers are grasping and implementing the early literacy strategies.

PSSP:SFP hosted Dr Joseph Conaty, Director of Elementary and Secondary Education in the Department of Education in the US and AIR/California Project Manager, Jennifer O'Day at one of Dowa's top primary schools, Lufe in Mvera zone, to see the impact of PSSP:SFP interventions on school development.

### ***USAID Meetings***

The implementers of PSSP: SFP and USAID have worked closely together and met frequently to maintain good open communication and ensure good visibility and success of PSSP: SFP.

Members of the PSSP: SFP team met with USAID/Malawi numerous times each quarter over the year. This included sessions like a brainstorming session on how education efforts can support HIV/AIDS issues in anticipation of potential PEPFAR funding; the USAID success story writing and media interaction workshop to improve field team's skills in these important outreach modalities; and regular meetings with the CTO and Education Team Leader on various project implementation updates. PSSP:SFP met on specific topics, for example, to coordinate efforts for Comparative and International Education Society (CIES) conference presentations and Africa Region Education Workshop (AREW) presentations from the USAID funded projects. PSSP: SFP also liaised with the CTO and Education Team Leader on the budget cut to PSSP: SFP to share implications and discuss how best to move forward. PSSP:SFP also attended the extended education team meeting to share AREW lessons and learned updates happening within the mission and the education portfolio in particular. These forums were valued.

PSSP: SFP team members twice presented the project to the USAID sponsored education assessment team and shared experiences and lessons from PSSP: SFP and answered specific questions from the team's assessment areas. PSSP: SFP also met with the USAID sponsored gender assessment specialist to share experiences and lessons from PSSP: SFP and to answer specific questions on how the project is addressing gender issues. Equally, PSSP:SFP met with the USAID sponsored Environmental Assessment Team to share experiences and lessons from PSSP:SFP and to answer specific questions on how the project is addressing environmental considerations. PSSP:SFP provided significant support to and held multiple discussion with the School Fees Evaluation team to share data, strategies and assist the team in addressing the studies' needs.

PSSP:SFP attended the Africa Region Education Workshop in Addis Ababa, Ethiopia over which there were several discussion with USAID/Malawi and Washington around PSSP:SFP and the Malawi's team contributions. PSSP:SFP also had the opportunity to meet with Dr. Sarah Moten, the Education Division Chief for USAID Africa Bureau and share some of the success PSSP:SFP has achieved.

PSSP: SFP attended all 5 USAID synergy meetings with the mission director and other NGOs across sectors. These were an excellent opportunity to liaise with others working for the development of Malawi and share strategies addressing needs related to PSSP: SFP goals, as well as keep abreast of developments within USAID and US government.

### ***External Meetings with Ministry, NGOs and Other Stakeholders***

#### ***District and Headquarters***

Given PSSP: SFP's close collaboration with Dowa district officials, numerous meetings and exchanges occurred each quarter over the year. These exchanges were to discuss PSSP: SFP progress and plan for field events, including planning for sustainability, gap identification and solution implementation for those gaps.

PSSP:SFP continues to ensure the government of Malawi is an active partner in PSSP:SFP implementation. Ministry officials from Headquarters, Division and District were invited to attend several field based events, including local MTTT roll-out, intensive joint supervision, and BLP/M review meetings. The district office also supported and attended each of the teacher professional development trainings and provided ongoing support to all efforts of the project. This not only helped provide feedback to the project, but also shares the success and challenges with the Ministry to aid in their administration nationwide. In addition, PSSP:SFP met

individually with directors in the MOE regularly to provide updates on PSSP:SFP and seek ideas for final documentation.

PSSP:SFP held a 2-day critical review and reflection workshop for project staff as well as division and district officials to closely examine the reasons for the project success, areas where it could have performed better and sustainability strategies after project completion. It was an excellent planning session for everyone and served to put in place the plans for a successful closure of PSSP:SFP in Dowa.

PSSP: SFP participated in planning for CPD in PCAR workshop in Salima. Team members contributed to the development of a sustainable cost effective model that reflects the experience of PSSP: SFP in Dowa. This model is helping to guide MOE in shaping its professional development program for teachers. PSSP: SFP attended the Direct Support to Schools Stakeholder meeting at MOE HQ and shared lessons on awarding and distributing small grants in Dowa, which was recognized as a powerful means of empowering communities. Subsequently, PSSP: SFP was asked to participate in 2 day planning meeting to provide input to MOE efforts to structure school improvement plans. PSSP: SFP contributed ideas from its support of SMCs and efforts to improve quality education. PSSP: SFP also met with several directors in the MOE while the project manager was in country and shared PSSP: SFP updates.

PSSP:SFP is increasingly recognized for its value in supporting the larger education strategies in areas that PSSP:SFP focuses. As such, members of the project team have supported several of ministry efforts this year. PSSP:SFP participated in a three day workshop organized by Ministry of Education in conjunction with DFID and contributed to the development of framework of CPD manuals for infant and senior phases drawing on lessons from PSSP:SFP weekly INSET model. Drawing from the project's experiences, PSSP:SFP attended a meeting with Ministry of Women and Child Development and Dowa District Education and Assembly team members and assisted in the development of guidelines on bursaries for supporting OVC.

PSSP:SFP made a special effort to ensure that all Dowa district Ministry officials were kept abreast of PSSP:SFP efforts and their role in improving education quality. PSSP:SFP briefed the new District Commissioner and District Development Planning Director on PSSP:SFP and shared progress in the district and plans for the remaining months. PSSP:SFP also learned of some of the other activities the district is engaged in across sectors. In addition, a special effort was made to meet with the District Development Committee to ensure their engagement in the sustainability of the initiatives of the district. After several attempts, the meeting was held and the extended Dowa District team expressed their appreciation for the contributions PSSP:SFP has made to improving education.

PSSP:SFP supported National Day of Education events in Dowa District, meeting with officials and assisting zonal events. The day was a colorful one and the communities in each of the zones were impressed by the improvements in education at their schools. Certificates were awarded in each zone for several categories of "Best of" or "Most Improved" in various aspects of education quality. These certificates were an encouragement for the hard work being done. They have been displayed proudly in many of the schools who received them.

PSSP:SFP, in its efforts to continue to support a reading culture in Dowa, met with the National Library Service (NLS). The meeting helped share details of the dramatic expansion of libraries in Dowa and to garner support for those libraries. NLS agreed to share recent book donations from other donors and PSSP agreed to help with the distribution, which continued to expand resources to Dowa schools.

PSSP:SFP is recognized for its value in supporting the larger education strategies in areas that PSSP:SFP focuses. As such, PSSP:SFP participated in the MOE Joint Sector Review 4-day planning meeting. PSSP:SFP shared ideas for mapping of the Program of Works for the National Education Strategic Plan (NESP) to the Malawi Growth Development Strategy (MGDS) and how to target the key concerns in

education. It was also a beneficial experience for the project to see how to shape the communication of some of its lessons learned for incorporation into the mainstream plans.

PSSP:SFP organized and held a handover ceremony to mark the closing of the MCM program. The function was held at Lufe School in Mvera zone and was graced by the Charge de'Affair, Kevin Sullivan, Mission Director, USAID, Curt Reintsma and CTO, Ramsey Sosola and MOE, Basic Education Director, McKnight Kalande. A booklet, *Empowering Youth for Development* was written and disseminated to stakeholders to share lessons from the MCM program.

To gain insight and ideas from key stakeholders, PSSP:SFP held a meeting with its Project Advisory Committee Members. The 11 members include leaders from MIE, MOE, MOWCD, MANEB, National Library, TTC, Dowa district, and a TA within Dowa. Over the project life, members have been included in various functions and informed of project progress through reports and newsletters, but this forum was to gain their feedback and to help the dissemination to the project lessons to these important institutions. The meeting was launched with a site visit to Miti School in Madisi zone. The visit helped illuminate progress made with PSSP:SFP's literacy program, teacher training, particularly the strengthening of entities like the Assistant Coordinator and how the communities have been mobilized in support of the child. The subsequent meeting to discuss ideas on how to capitalize on the groundwork laid by PSSP:SFP and encourage communities to support education. In addition, the team made suggestions on meetings that should be held with the District Development Committee that includes the district heads of all government ministries and traditional authorities as well as at meetings MOE HQ where resource persons from Dowa are brought to their offices to share the impact of PSSP:SFP. These meetings are in progress.

### ***Donors and NGOs***

In keeping with PSSP: SFP commitment to create synergies and support education broadly within Dowa and Malawi at large, the project continued to meet and liaise with various NGOs, donors and other interested parties, as appropriate. Also, as word about PSSP: SFP spread and other organizations sought information and wanted to share ideas with PSSP: SFP.

At zonal and school levels, PSSP:SFP team members met with NGO agents like Action Aid and World Vision, implementing activities at particular schools across the district. This continued to ensure coordination and maximizing of resources. This included coordinating the timing of trainings, seeing how schools were being supported by one project and channel support from the project for other areas of need, etc.

PSSP:SFP attended a one day workshop organized by National AIDS Commission (NAC) on the utilization of grants to support HIV/AIDS activities. PSSP:SFP was able to share lessons for its small grants process and was seen as a role model that NAC could adapt.

Also in an effort to improve collaboration and create synergies, PSSP:SFP met with UNICEF Education Chief, Simon Mphisa on ways to collaborate on district efforts given the recent training for zonal officials on the Child Friendly Schools program in Dowa and ways to work together with groups like the CBCCs that UNICEF is looking to support.

PSSP:SFP in an effort to foster more collaboration among USAID efforts, hosted 3 Tikwiri IRI radio staff members and visited 2 schools, Fusani and Kaputalambwe, where standard 1 teachers conducted modeled interactive radio program lessons and shared the success and challenges that teachers face in the classroom situation. PSSP:SFP followed up with a briefing on PSSP:SFP activities and impact. It was beneficial session for both parties.

PSSP:SFP is recognized for its contributions to education and was contacted by Jessica Donnelly of Fair Facts Fund. PSSP:SFP facilitated site visits in Dowa and shared ideas to help this new donor determine how to support development initiatives in Malawi. They have agreed to support library materials expansion at

Mlengwe School and borehole repair at Chivala School as a short term contribution while they make their strategic plans for the future. Further discussions were also held with the fund to continue to provide ideas for how best to support education.

PSSP: SFP also had the opportunity to share with interested parties outside of Malawi and to learn from others in areas of support to PSSP: SFP efforts in Dowa.

As part of PSSP: SFP efforts to share lessons learned from its first 2 years, PSSP: SFP members attended the CIES Annual Conference in New York City. Presentation titles were *Increasing Quality and Equity while Reducing Cost: A Post School Fees Abolition Story from Malawi* and *Building Equity in Instructional Quality: Decentralization of Teacher Professional Development Systems in Malawi*. Both were well received and raised the profile of the project. The conference also proved to be a valuable time to learn from others and gain ideas to improve implementation of PSSP: SFP in Malawi.

The Deputy Chief of Party made a presentation at the Africa Region Education Workshop (AREW) in Addis Ababa, Ethiopia – *Malawi's Efforts at Increasing Literacy for Life Long Learning* as well as supported other presentation made by the Malawi team on PSSP: SFP, namely for the sessions, *Cost of Schooling – Who Pays?* and *School based Reform and the role of Communities in Improving Access to and the Quality of Schooling*. All the sessions were well received and generated significant interest and dialogue. The workshop also provided an opportunity to meet with USAID/Malawi, Washington and other missions during the workshop, sharing ideas, updates and strategies to improve implementation. The Malawi team was awarded the most creative report out award out of the nearly 30 other country delegations.

The Chief of Party and Deputy Chief of Party participated in the annual AIR International Development Program (IDP) summit and presented lessons from PSSP: SFP's MCM program. The event also provided training on team building and communication, which has been subsequently shared with the entire PSSP:SFP team. Exchanges continued to be fruitful, both meeting the PSSP:SFP home office team as well as regionally located teams to share ideas and lessons for improving project implementation.

PSSP:SFP Literacy Specialist and Learning Resource Coordinator participated in a National Conference on Literacy Learning in Las Vegas, Nevada, USA where teacher educators, literacy book writers and practising teachers shared their experiences and strategies to support learners in literacy development. They then traveled to Minneapolis, Minnesota where they met with the MWAI team to progress on BLP/M lessons and learning materials. The trip was incredibly fruitful for the team members lessons have been incorporated into the term 3 materials and training for BLP/M.

### ***Work Plans and PMP***

Over the year, PSSP: SFP developed the annual work plan and performance monitoring plan, which were modified as contractually required each quarter. The quarterly updates provided the project a regular opportunity to look at its progress relative to its plans and make modifications in relation to the circumstances on the ground. This maintained the team's flexibility to addressing challenges in the field and continuing to innovate best practices for future use.

### ***Reports***

Over the year, PSSP: SFP submitted 12 monthly reports, 3 quarterly reports, 1 annual report, and 4 quarterly accruals. This report covers the 4<sup>th</sup> quarter report. The monthly reports were mainly used to keep USAID and the project team at large informed of all aspects of the project. The quarterly reports were more widely disseminated to various stakeholders and helped them know and appreciate the activities and impact of PSSP: SFP. Feedback has been very positive and members within Ministry of Education have made an effort to visit the project after reading these reports.

## 4.7 Monitoring and Evaluation

The objectives of PSSP: SFP monitoring and evaluation are two-fold:

- To inform decisions and practices for both the teacher professional skills development and community mobilization, and
- To form the basis for telling PSSP: SFP success stories

The monitoring and evaluation process is dynamic and aims at tracking and measuring the achievements of PSSP: SFP and defining areas in need of attention. PSSP: SFP collected baseline data on the performance of pupils, teachers and school communities. Annex D shows the indicators for PSSP: SFP and the interim and ultimate targets for the project.

### ***Data Dissemination***

PSSP: SFP continued to disseminate general project impact to date to communities, teachers, MTTT troupers, MCMs and ministry headquarters. To do this effectively, PSSP: SFP shared findings in each of its quarterly reports, area and project newsletters, using media and other special reports. This has had a ripple effect in the district as extension workers and community leaders/members are inspired by what their counterparts are doing in other parts of the district. Communities, teachers, MTTT and MCMs commended PSSP: SFP's efforts for elevating education standards in Dowa. Teachers have received the findings during the cycles of trainings, which have motivated them to work harder, especially after seeing the low pupil performance compared to their counterparts in Dedza. All stakeholders pledged to do even more after PSSP: SFP.

### ***Pupil Enrollment***

PSSP: SFP continued to print and distribute monthly tracking forms for collecting school level data. Earlier this year, Dowa district re-demarcated its educational zones from 13 zones to 19 zones in order to enhance supervision and support of teachers.

According to government policy, the schools are supposed to collect attendance information daily however; some schools are collecting only a couple days out of the month, at best. Head teachers were struggling to give accurate information but in year three, PSSP: SFP increased sensitizations to help the head teachers and teachers on how to collect enrollments accurately. Reviewing the government collected data, pupil enrolment increased by 27.0% since PSSP: SFP inception in 2006. Furthermore, comparing enrolments in 2006 and 2008 the enrolment of girls surpasses boys meaning that PSSP: SFP has helped more girls to register and remain in school and things are working according to plan.

Interviews with community members, teachers and chiefs indicate that, collectively, improvements in infrastructure particularly play parks and recreation centers at the schools, the resurrection of various clubs, the provision of exercise books, writing materials, classroom and latrine construction has helped to increase enrolment because of creating a conducive environment for learning. The increase in enrolment is a clear testimony of effectiveness of community mobilization and sensitization strategies that PSSP: SFP advocated continue to reap positive results in order to increase access to basic education for girls, orphans and other vulnerable children in Dowa. PSSP: SFP continued to sensitize all stakeholders the importance of sending all school aged learners to go and remain in school.

### ***Pupil and Teacher Attendance***

PSSP: SFP intensified its sensitizations on use of school data and data reporting. Pupil attendance data continued to be challenging to capture in year three as well (*see Preliminary Baseline Data Report, December 2006*). Most schools did not fill attendance forms properly despite having given them attendance registers in year one. PSSP: SFP increased its sensitizations in year three as well and continued to monitor the completion of pupil attendance registers. This being the case the government has/is currently distributing pupil attendance registers to all schools in Dowa and nation wide to facilitate pupil attendance data collection.

The rates of pupil and teacher absenteeism have fallen dramatically as a result of the quality improvement in teaching, school environment and community mobilisation (*see Holistic School Reform and School Fees Pilot – Mid-Term Evaluation, 3<sup>rd</sup> Draft pp 79-80*). Absenteeism for learners fell from 23.5% in 2006 to 9.5% in 2008 representing an overall drop of 14% and teachers' absenteeism from 25.0% in 2006 to 11.3% in 2008 representing an overall drop of 13.7% (See Fig 2). PSSP: SFP continued to work with all stakeholders to identify sustainable strategies and ways to ensure that all possible avenues to support teaching and learning and creating a good learning environment was created to reduce absenteeism.

### ***Pupil Assessments***

In order for PSSP: SFP to measure its impact of the project interventions on pupil learning outcomes, PSSP: SFP annually assesses learners' gains. PSSP: SFP therefore, conducted a baseline assessment in 2006 and a close-out follow-up in 2008 at the beginning of 3<sup>rd</sup> term. In addition to being conducted in Dowa, the PSSP: SFP implementation district, the assessments are also given to a sample of comparison schools in Dedza district.

The pupil assessment items for standard 6 mathematics and English for year three was the same as the one administered in 2007. Based on the fact that the psychometric properties of the 2007 standard 6 English instruments are considered as good and stable, it was cost-effective to use the 2007 standard 6 English assessment in 2008. Additionally, to avoid the possibility that classroom teachers in 2007 memorized the test items and coached the cohort 2008 standard 6 pupils on the items, the test administration in 2007 were all conducted in absence of classroom teachers. All the written and blank 2007 standard 6 English test booklets have been kept in confidential cabinets. ZOCs were trained for one day and collected the data. The original sample of 59 schools across all the 13 zones of Dowa and 52 schools in the comparison district of Dedza were used for the exercise. The original sample in Dedza was 40 schools but in year two it was discovered that twelve of the original sampled schools received intervention similar to PSSP: SFP. This being the case, twelve additional schools that did not receive any type of classroom intervention were sampled in addition to the original 40. However, the analysis only used the original 40 schools of Dedza despite that the twelve schools receiving additional intervention similar to PSSP: SFP. The twelve were dropped in the final analysis, as they did not show any significant change in pupil performance. Up to 30 pupils were randomly sampled from each of the sample class. For standard one, 6 pupils were randomly selected for the individual administered Chichewa assessment (Table A1).

A team of three data entry clerks was engaged to enter the pupil assessment data. All the data entry took place on site at the Mponela field office in order to effectively monitor and support the data entry process in time. Data were entered and cleaned using MS Excel. A checking system was programmed in Excel to only allow valid codes to be entered.

When data came back from the field, the data entry team checked and recorded receipt of all assessment booklets, complete or incomplete, to maintain test security. The team entered data from one school at a time and upon completing a school, the score sheets were put back in the envelope which was then marked as entered and filed in a secure location.

Results showed a significant gain in Chichewa, English and mathematics pupil performance in both Dowa and Dedza, however, Dowa seems to have more substantial improvement.

### ***Standard 1 Chichewa Assessment Results***

PSSP: SFP over the three years of its implementation trained all the teachers across Dowa in various teaching methodologies in order to improve pupil learning gains. For instance, in standard 1 Chichewa literacy assessment, there has been a 39.0% increase in Chichewa for Dowa against 17.9% in Dedza and girls surpassing boys in both districts (See Table A2 and Table A3). In Chichewa literacy, three performance levels were established: *Minimal*, *Passing*, and *Advanced* (*see Pupil Assessment Follow-up Data report, 2007*). The last two

categories represent the passing levels where pupils demonstrate the satisfactory knowledge and skills required by the instrument.

Tables A4 – A5 show percentages of pupils at each level for Dowa and Dedza in Chichewa assessment in both 2006 and 2008. The increase in pupil achievements indicates that the strategies PSSP: SFP is using are benefiting the Dowa child. These are like the introduction of BLP/M at standard 1, a series of cycle and school based INSETs, teaching and learning resources and MCM interventions that teachers received are effectively being utilized in the lessons preparation and delivery.

### ***Standard 6 English and Mathematics Assessment Results***

For the standard 6 English and mathematics assessment, four performance levels were established: *Minimal, Needs Improvement, Proficient, and Advanced*. The last two categories represent the passing levels where pupils demonstrate the satisfactory knowledge and skills required by the instrument. Overall, 29.8% increase in English (29.8% boys, 25.6% girls). Again, in 2008, 48.6% of learners in the intervention (Dowa) reached the proficient level or above, compared with 20.8% in 2006, representing a substantial improvement (See Table A6 – Table A7). It appears that the pupils in both intervention and comparison groups improved their performance in English assessment; however, the intervention group seems to have more substantial improvement. Table A8 show percentage of learners at each level in 2006 and 2008. The statistical analyses show that the intervention group performed significantly better than the comparison group. This is a clear testimony that the intervention PSSP: SFP is carrying out in Dowa are bearing fruits.

The mathematics assessment at standard 6 mathematics also shows a significant improvement between 2006 and 2008. Overall, 35.0% increase in mathematics (35.0% boys, 31.7% girls) See Table A9 and A10. Again, in 2008, approximately 57.9% in Dowa reached a proficient level or above, compared with 24.6% in 2006 Table A11 show percentage of learners at each level in 2006 and 2008. It appears that in the intervention group the percentage of pupils reached the proficient level or above steadily increases from 2006 to 2008, while in the comparison group the percentage of pupils reached the same levels increase from 2006 to 2008 but decreased from 2007 to 2008.

Above everything else more pupils seem to improve in their performance and this is evidence enough that the interventions put in place in Dowa by PSSP: SFP are bearing fruits just after three years of implementation as seen in the achievement in Chichewa, English and mathematics. In addition, the increase of the total number of learners assessed in 2008 is more than in 2006, is also a clear indication that learner attendance has greatly improved over the years.

### ***Profile of Dowa Teachers***

PSSP: SFP zonal staff collected background information on all teachers in year three just like in year one and two in order to further understand their experience and skill level as PSSP: SFP plan for its teacher professional training material. PSSP: SFP distributed to all 226 schools data forms to collect teachers' details, such as gender, and professional/academic qualifications. Findings revealed over two-thirds are male (Fig 3), in 2006, more than half (57%) of the teachers in Dowa had a Junior Certificate (JCE – Fig 4) but now only 46% hold JCE certificate an indication that more have upgraded and more that three quarters are at PT4 grade (Fig 5), which is the lowest grade for a teaching professional. The relatively lower level of qualification of the teachers in Dowa therefore, continues to pose a challenge to PSSP: SFP in terms of type of training to mount and the need for additional supervision and monitoring. This has been and continues to be factored into PSSP: SFP plans. Gender imbalance means there are fewer female role models in the district, especially it continue to be made to promote gender issues at all levels of the project, a challenge not just with teachers, but also with community leaders. As discussed previously, PSSP: SFP is also encouraging study circles and providing resources for teachers to upgrade their academic qualifications. While these changes take time, some progress is already being made. For example, an additional 11% of the teachers now hold their MSCE reflecting progress of PSSP: SFP interventions.

### ***Teacher Performance***

To measure the impact of teacher's outcomes, in 2008, PSSP: SFP administered a teacher observation instrument to find the close-out percentage of teachers use of participatory methods in classroom instruction and use of BLP/M strategies in a classroom. PSSP: SFP intensified its classroom supervision to help teachers master the various classroom methodologies taught during the incremental training and continued to support Standard 1 and 2 teachers on literacy strategies.

Fifteen external data collectors (lesson observers) were engaged to administer the lesson observations (use of active teaching methods) and the use of literacy strategies in 100 schools across Dowa. The data collector's team included tutors from Teacher Training Colleges, officials from Ministry of Education Headquarters and Central Eastern Division, Kasungu. All teachers found teaching in Standard 1 were observed and one teacher was randomly selected from each section of the school (infant, junior and senior) but not leaving out a Standard 6 teacher.

The results indicated that there has been a significant increase in the close-out figure from 30.3% in 2006 to 72.63% in 2008 (Fig 6). For BLP/M teacher's use of literacy strategies that promote reading and writing, in 2007 only 38.1% of the teachers were able to apply early literacy strategies but now, 46.4% apply early literacy strategies in classroom instruction at Standard 1 (Fig 7).

The teacher achievements in the use of active teaching methods and BLP/M indicate that the teachers' altitudes on a teaching profession have improved greatly over the past 3 years, hence the positive outcomes.

### ***School and Community Level Data***

PSSP: SFP continue to empower school communities toward the support and ownership of not only the program and its activities but more especially their schools. Based on lesson learnt from baseline data collection on SMC/PTA, 8 extension workers from other districts were deployed to interview SMC/PTA members in 59 sample schools of Dowa. Following a one-day orientation on the data forms, protocols and expectations, the external monitors collect the data from the schools. The data were then entered, cleaned and analyzed.

The results indicated that there has been a significant improvement in many areas supported by the SMC/PTA. Approximately an increase of 75.9% in 2008, from 51.7 % in 2006 SMCs engaged in IGAs in support of the school. Similarly, there has been a significant increase in SMC/PTA involved in physical rehabilitation and construction in support to school from 82.8% the same time in year one to 98.2% in 2008, which they attributed to PSSP: SFP. SMC/PTAs have been trained on how to lobby for support from various players in support of education and as seen the results with an increase of 22.7% from the same time in year one (41.4% to 64.1%). The increase is because of PSSP: SFP sensitization and mobilization. Most SMCs/PTAs are now able to lobby for support for their schools.

### ***Collection of Data on Financial Resources in the Schools:***

To assess how the schools financial base has increased in the schools since the inception of PSSP: SFP, the project collected data from SMCs in the 59 sample schools using a data collection form. A total of 8 external monitors who have previous been deployed to collect data from the schools and to support monitoring activities in the schools were deployed and trained for a day on the data collection exercise and on how to collect the data using the form. The data collection exercise was then conducted and the data was entered cleaned and analyzed.

In terms of financial resources available at the school level, the results shows that the funds have increased from a baseline value of K9,000 in January 2006 before PSSP SFP interventions to K363,360 following PSSP SFP interventions by November 2008. This increase is contributed to a number of efforts by PSSP: SFP and the community including, among others: injection of the small grant under PSSP: SFP to support schools initiatives, increased fundraising initiatives because of PSSP: SFP sensitization and mobilization, schools

undertaking IGAs, and increased lobbying. This represent a 26 fold increase indisputably represents a substantial increased in funds available to the schools to support education.

## 5.0 IMPLEMENTATION CHALLENGES

As with any project, PSSP: SFP was not without its challenges. Some of these challenges may be beyond the direct control of the project, but are areas PSSP: SFP needs to strive to improve or put strategies in place to minimize possible negative impacts. Following are some of the major challenges PSSP: SFP faced in Dowa in its final year.

Implementation challenges	Proposed solutions
Late enrolment of standard 1 learners made acquisition of literacy skills difficult such that other learners are far much behind	Teachers have been encouraged to provide remedial assistance to these new comers so that they catch up. The parents and siblings (peer tutoring) of these learners have been sensitized on their role in support of these learners
There was an overwhelming response by parents and all stakeholders to send their children to school so much that enrolment in the schools increased tremendously making the teacher/pupil ratio to be very high. Some schools have less than four teachers against eight classes	Recognition of the volunteer teacher strategy by MOEST could help in the short term.
Lack of proper and safe storage facilities for books, TALULAR materials. Some schools books are just left in the cartons unused or heaped on the floor.	School management committees should continue to be sensitized on the need to establish libraries to enable learners access to books. There is also need for headteachers to ensure that books are kept safe from termites and stored in proper place.
Despite training the head and deuputy teachers , there is still relatively low utilization of data for effective teaching	PSSP:SFP contnued equipping teachers with necessary skills in order to use data as a tool for effective teaching and learning. PSSP:SFP has produced a book that has practical examples from Dowa.
Some Christian schools refused <i>Gule Wamkulu</i> to participate in improving access and quality as they thought it would be in conflict with their faith.	During review meeting, the cluster leaders were mandated to mediate conflicts existing between the special group leaders and the religious groups in the staging of <i>Gule Wamkulu</i> festivals which aim at supporting the orphans in the schools. This should continue.
There are more resources the communities have mobilized in order to fulfill their infrastructural improvement plans than there are external resources to supplement their efforts. The small grant could only support less than 50% of the communities' demands.	Continue documenting community efforts and sharing them with policy makers and other development partners.

## 6.0 KEY LESSONS LEARNED

- Teachers develop best competences more readily and sustain them if the training approaches are teacher centred.
- Regular teacher supervision is a powerful tool in developing professionalism even among relatively under-qualified teachers.
- Increased classroom and school resources motivate teachers, pupils and parents/guardians resulting in higher levels of performance/involvement.
- High literacy levels among pupils are the greatest source of pride and appreciation for education among school communities.
- School/community partnerships are absolutely necessary for “whole school” development that influences quality primary education in Malawi.
- Effective use of data/information helps to improve pedagogy and scale up best practices geographically.

## 7.0 CONCLUSION

At the end of three years, as the PSSP:SFP project is closing, the project team looks back with memories of the many challenges that were faced at inception including poorly skilled teaching force; weak school management by head teachers who were not very familiar with their roles and responsibilities; inadequate teaching and learning materials; and inadequate monitoring and support of classroom work.

Today, after three years of PSSP: SFP’s interventions, the project has proven that with the right approaches that enable teachers and schools to develop a sense of ownership and responsibility for improving their schools educational standards, and relevant community and teacher training strategies, the mountain of educational problems is surmountable. This report has highlighted a number of strategies that PSSP SFP used and the activities it had implemented to achieve teacher and community ownership of and responsibility for their schools. Teachers have increasingly embraced child-centered classroom practices and applied them in the classroom.

PSSP:SFP in partnership with the district office has put in place structures that have enabled tremendous achievements and one may ask whether this is sustainable. The simple answer is yes! PSSP: SFP has worked side by side with the PEA and AC all through to establish every structure and focus on each intervention to come up with the results that we have. In the last year of implementation, 75% to 80% of the activities were implemented and carried out by the government partners. So, chances of the district or grassroots not knowing what to do or how to handle something are very remote or would not even be there. As the district goes beyond the project period, there will be continuation of activities focusing on sustainability of all the above-mentioned initiatives, and support teachers, schools and communities that are lagging behind.

**ANNEX A: SUPPLEMENTARY TABLES AND FIGURES**
**Table A1. Sample Size for Standard 1 Chichewa, Standard 6 English and Math Assessments, in 2006 and 2008**

	2006 Baseline		2008 Follow-up	
	# of School	# of learners	# of School	# of learners
<u>Standard 1 Chichewa</u>				
Intervention (Dowa)	59	354	59	354
Comparison (Dedza)	40	240	40	240
<u>Standard 6 English</u>				
Intervention (Dowa)	59	1372	59	1607
Comparison (Dedza)	40	1084	40	1121
<u>Standard 6 Math</u>				
Intervention (Dowa)	59	1372	59	1607
Comparison (Dedza)	40	1084	40	1121

**Table A2. Standard 1 Chichewa - Percentage of pupils passing the test**

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

**Table A3. Standard 1 Chichewa - Percentage of pupils passing the test by gender**

	Intervention		Comparison	
	Boy	Girl	Boy	Girl
<b>2006</b>				
Fail (Minimal)	75.0%	74.7%	75.0%	70.7%
Pass (Passing + Advanced)	25.0%	25.3%	25.0%	29.3%
<b>2008</b>				
Fail (Minimal)	37.2%	33.9%	88.4%	93.3%
Pass (Passing + Advanced)	62.8%	66.1%	11.6%	6.7%
<b>2006 - 2008 Comparison</b>				
Pass (Passing + Advanced)	↑ 37.8%	↑ 40.8%	↓ 13.4%	↓ 22.6%

**Table A4. Percentage of Standard 1 Pupils at Chichewa Literacy Performance Levels by Group in 2006 and 2008**

	Minimal	Passing	Advanced
<b>Intervention</b>			
2006 Baseline	74.9	17.2	7.9
2008 Follow-up	35.6	38.4	26.0
<b>Comparison</b>			
2006 Baseline	72.9	18.3	8.8
2008 Follow-up	90.8	7.5	1.7

**Table A5. Percentage of Standard 1 Pupils at Chichewa Literacy Performance Levels by Gender within Group: 2006 and 2008**

	Minimal	Passing	Advanced
<b>2006 Baseline</b>			
Intervention			
Boy	75.0	16.1	8.9
Girl	74.7	18.3	7.0
Comparison			
Boy	75.0	16.1	8.9
Girl	70.7	20.7	8.6
<b>2008 Follow-up</b>			
Intervention			
Boy	37.2	38.3	24.4
Girl	33.9	38.5	27.6
Comparison			
Boy	88.4	9.9	1.7
Girl	93.3	5.0	1.7

**Table A6. Standard 6 - Percentage of pupils by proficiency level on English test by gender**

	Intervention		Comparison	
	Boy	Girl	Boy	Girl
<b>2006</b>				
Fail (Minimal + Needs Improvement)	78.1%	80.1%	62.0%	65.4%
Pass (Proficient + Advanced)	21.9%	19.9%	38.0%	34.6%
<b>2008</b>				
Fail (Minimal + Needs Improvement)	48.3%	54.6%	51.3%	59.2%
Pass (Proficient + Advanced)	51.7%	45.5%	48.7%	40.8%
<b>2006-2008 Comparison</b>				
Pass (Proficient + Advanced)	↑ 29.8%	↑ 25.6%	↑ 10.7%	↑ 6.2%

**Table A7. Standard 6 - Percentage of pupils by proficiency level on English test**

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

**Table A8. Percentage of Standard 6 Pupils at English Performance Levels by Gender within Group: 2006 and 2008**

	Minimal	Needs Improvement	Proficient	Advanced
<b>2006 Baseline</b>				
Intervention				
Boys	28.6	49.5	20.4	1.5
Girls	35.6	44.5	18.0	1.8
Comparison				
Boys	14.5	47.5	33.7	4.3
Girls	12.3	53.1	33.3	1.3
<b>2008 Follow-up</b>				
Intervention				
Boys	13.8	34.5	36.4	15.3
Girls	17.6	37.0	36.5	9.0
Comparison				
Boys	12.5	38.8	38.6	10.1
Girls	19.3	39.9	35.6	5.2

**Table A9. Standard 6 - Percentage of pupils by proficiency level on Mathematics test by sex**

	Intervention		Comparison	
	Boy	Girl	Boy	Girl
<b>2006</b>				
Fail (Minimal + Needs Improvement)	71.9%	78.7%	57.7%	69.6%
Pass (Proficient + Advanced)	28.0%	21.3%	42.4%	30.4%
<b>2008</b>				
Fail (Minimal + Needs Improvement)	37.1%	47.0%	44.3%	59.8%
Pass (Proficient + Advanced)	63.0%	53.0%	55.8%	40.3%
<b>2006-2008 Comparison</b>				
Pass (Proficient + Advanced)	↑ 35.0%	↑ 31.7%	↑ 13.4%	↑ 9.9%

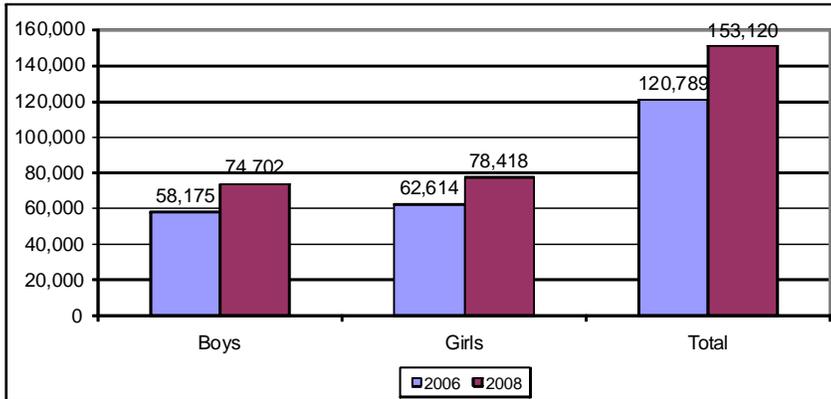
**Table A10. Standard 6 - Percentage of pupils by proficiency level on Mathematics test**

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

**Table A11. Percentage of Standard 6 Pupils at Math Performance Levels by Gender within Group: 2006 and 2008**

	Minimal	Needs Improvement	Proficient	Advanced
<b>2006 Baseline</b>				
Intervention				
Boys	14.5	57.4	27.0	1.0
Girls	22.0	56.7	20.6	0.7
Comparison				
Boys	10.5	47.2	38.7	3.7
Girls	10.4	59.2	29.4	1.0
<b>2008 Follow-up</b>				
Intervention				
Boys	6.6	30.5	1.7	21.3
Girls	11.3	35.7	40.0	13.0
Comparison				
Boys	11.3	33.0	39.9	15.9
Girls	16.8	43.0	32.5	7.8

Fig 1. Pupil enrolment soaring



*27% increase in enrolment since PSSP started*

Fig 2. Absenteeism of Teachers and Pupils

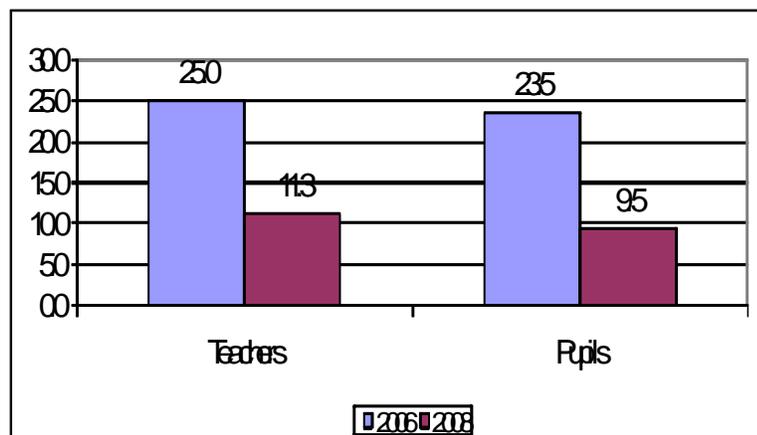


Fig 3. Gender Representation of Teachers in Dowa, 2008

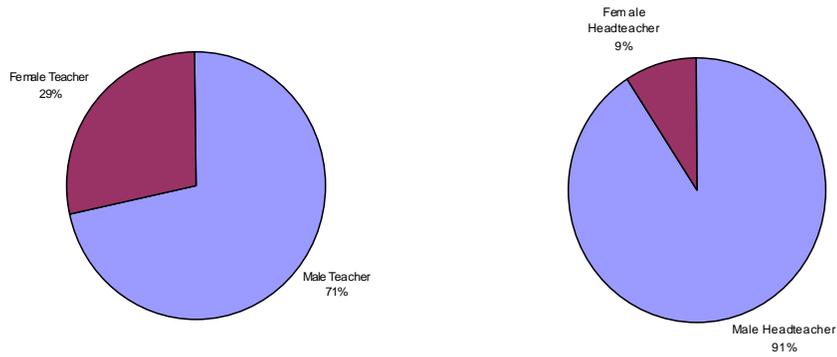
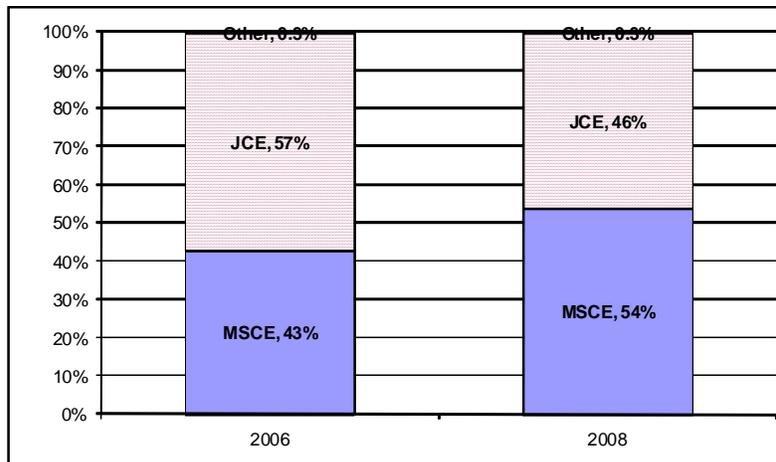
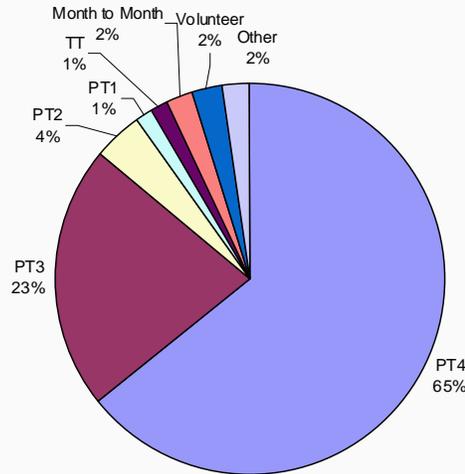


Fig 4. Teachers Academic Qualifications, 2006 : 2008



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

Fig 5. Grade of Teachers in Dowa, 2008



**Shows two thirds of the teachers in Dowa are from the lowest grade, PT4**

Fig 6. Teachers Using Participatory Methods Effectively

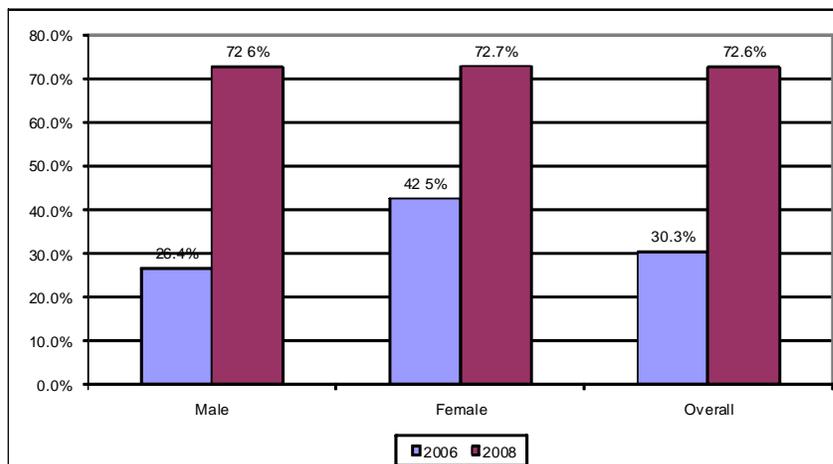
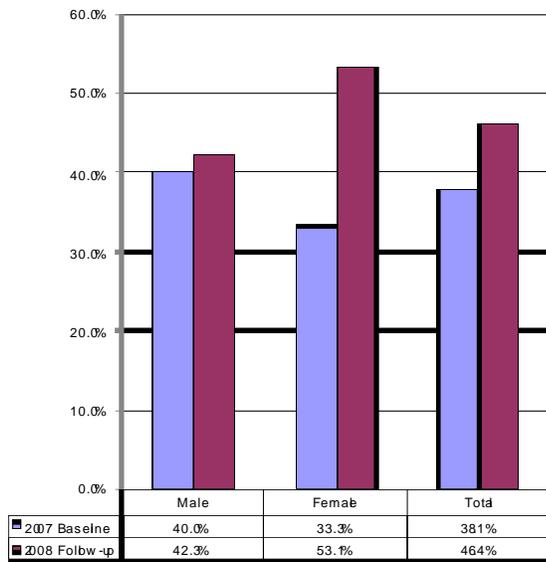


Fig 7. Early literacy for Standard 1 teachers during BLP/M lessons



- 98% of teachers use at least 1 participatory method during lesson
- 70% effectively follow lesson plan and relate to learning outcome and lesson objective
- 70% has medium to high engagement of learners
- 70% exhibit materials in the classroom

## ANNEX B: CASE STUDIES FROM PSSP: SFP

### BLP/M AN EFFECTIVE AID TO READING AND WRITING



*Standard 1 teacher at Kachulu teaching BLP/M*



*Standard 1 learners practising writing their names on the board*

When BLP/M strategies were introduced to the teachers late last year in Boma zone, some teachers thought it would be a nightmare to see standard 1 learners (new arrivals) read and write by the first two weeks of term 1. The nightmare was no more real as two lady teachers proved it wrong. Kongwe 1's Mrs Kalongonda and Dowa 2 School's Mrs R. Kumwenda made it possible for their standard learners to read. The two teachers used the methods they learnt from BLP/M trainings.

They properly used and tried them on the learners while using song posters and big books to teach both reading and writing. Mrs Kalongonda introduced 'b' and 'u' through the song 'Moni Alesi'. Out of the words she added, Uli bwanji? and 'ndili bwino' with an aim of introducing 'u' and 'b'. it worked.

Her learners were able to point at the letters in given words like 'bwanji', 'bwino', 'uli', 'ufa' without words unali kuti are found.

Towards the second week 10% of the learners in the two schools were able to read and copy 'u', 'k', 't' from given words. Mrs Kalongonda commented, "Teachers who are serious with teaching, will like BLP/M because it has

simplified teaching and learning.' Mrs Kumwenda wonders where BLP/M was. 'Had BLP/M come last year, STD 1 learners of 2007 would have been reading by now,' she says. "Teaching is easy now" she continues while showing the 'k' and 't' her learners had written that day. Most of the teachers are using BLP/M materials correctly. To enhance cooperative learning, teachers are using small groups where learners practice various skills and activities that are in BLP/M through practice.

Elida Mtengabvumba, a Standard 1 at Bowe Primary School, is one bright child who was the first girl in the class to start writing and reading her name and other common words. In the first term she could also write all her family members' names. Her writing and reading skills improved while her brother, Simon, who is in Standard 2 has been repeating the class, was unable to read and write. The interest of reading and writing that Elida had at home, with the support from her father when given home work at school, made Simon admire his sister's performance so much that he asked her to teach him how to write. She started teaching him how to write his name and this went on for several weeks until he successfully started to scribble his name, Simon. Later, she taught him to write some alphabet letters.



His teacher, Mrs Martha Banda, noticed the change made by Simon and wondered how it came about. When she asked him, he told her that his sister, Elida who was in standard 1 was teaching him. When Mrs Banda was oriented to BLP/M teaching and learning strategies during the teacher conferences in July and August, 2008, she collected materials to use with the strategies to continue teaching him and other children. This is assisting him very much so much so that he really has improved his writing skills. For all exercise given to the

class, she ensures that learners write date, month and year. After that they have to write their names and any word a learner can write. To date, Simon is one of the happiest learners, always wants to write and be supported by his sister when they are at home.

Most teachers appreciate achievements made in improving the literacy levels of learners in standard 1 through BLP/M. some teachers had this to say: ‘Learners enjoy the singing of songs on the song posters and reading stories from the big books which have reasonably large print and pictures which are also bright and interesting. “Those are the songs we used to sing during our school days,” remarked Martha Nyundo, a teacher at Mtiti primary school. Mr Msochi of Mtanila School said that there are high hopes that the program will succeed as the teachers have been provided with all teaching materials including the syllabus which is in itself a scheme of work and ready made lesson plans together with big books and song posters that enhance effective teaching and learning’.

This is the situation in entire Dowa district. We expect a lot as BLP/M lessons to continue. Long Live BLP/M!

## BLPM TEACHING STRATEGIES INSTRUMENTAL TO LITERACY ACQUISITION IN SENGA ZONE



*A Std 1 girl leading in singing a song using a song poster*

Senga is one of the 13 zones in Dowa District located along Lilongwe-Kasungu road, 25 km from Mponela Trading Centre and 35km from Lilongwe.

Before PSSP: SFP initiated its activities in Dowa; Senga zone was one of the worst zones. Teachers were unable to write lesson plans, learners in Std 1 were not able to read and write and even those in Std 6 learners were not able to read and understand English.



*A standard 1 boy at Kaputalambwe reading aloud a story from a big book*

After implementation of a series of cycles 1 to 8 trainings, teachers started using varied teaching and learning methods, preparing and using TALULAR. As a result learners' performance changed tremendously.

Learners in Std 1 are able to read short sentences such as "Amayi atenga dengu." *Mwana wagwa.* like at Kaputalambwe, Funsani and Manondo. The inclusion of continuous assessment in the cycle and cluster trainings has assisted teachers to be able to identify and support gifted and slow learners effectively leading to low repetition rate. For example, at Kaputalambwe,

Funsani and Senga schools learners by the end of year one session were able to read books, newspapers and posters. Teachers like Mr Mtonya from Kaputalambwe school, Mrs Z. Sefa and Mrs Chibwana from Funsani school and Mrs E. Mwale from Senga school have introduced word boxes and word trees in literacy lessons as a result learners are able to read even after classes. Learners are also given homework to do at home like making words using syllables like 'sa se si so su' 'ba be bi bo bu'; 'ma me mi mo

mu'. However, parents and guardians are also supporting their children in their homework and are also providing literacy TALULAR needed at school.

Senga zone has also appreciated BLP/M trainings. Most teachers liked the training and said that 'BLP/M teaching strategies would assist them implement PCAR.' These strategies are being used by most of the teachers in all classes. Mr Mbonongo, the Head teacher of Senga School said, "I have never come across such a training of good strategies which would assist learners in literacy acquisition." Some teachers reached the extent of recommending the inclusion of all teachers in the training for better delivery of literacy lessons.



*Some of the teachers during BLP/M training at one centre in Dowa*

Group Village Headman Silino from Chinyimbo School was impressed with his child's performance and went to ask the headteacher the strategies that were used to make his child read and write letters like 'S' 'T' 'B' and 'A' after learning for only two weeks. The answer was BLP/M teaching strategies. Mrs E. Mkandawire from Mbalame School said, "I am now enjoying teaching because learners are able to follow my instructions easily and they will be able to write letters even during the first week of the term." She went on to say that BLP/M teachings strategies are better and will complement outcomes based education as advocated by PCAR'.

The strategies acquired by the teachers during the cluster and school based trainings, teacher conferences and mobile teacher training troupes sessions will help teachers to improve their content and pedagogical knowledge leading to

improved teaching and learning for high learners' performance. BLP/M is a turning point in literacy development.

So far most learners in standard 1 are able to read words, phrases and sentences that are from the song posters like "Moni Alesi". They can even lead in reading of a story in big books and singing using song posters. A good number of learners in standard 1 are able to write own names, simple words, names of objects they see and short sentences. Learners in all classes are interested in the program such that they peep or come to sing and listen to stories standard 1 are practising.

Moreover, SMCs, PTAs and community leaders have been sensitized on the program. They are involved in literacy fairs that showcase what standard 1 learners have achieved through BLP/M. Even learners are making their own big books which are displayed in the classrooms and used during reading time.

## LIBRARY BOOKS IGNITES THE READING CULTURE AT CHIMUNGU

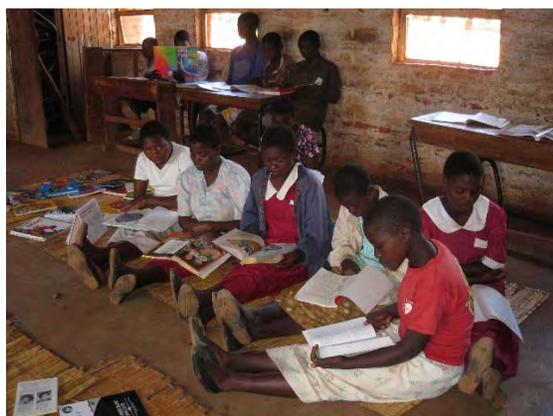
‘Indeed books are a source of knowledge’ this is what Masauli Mbonekera, the MCM for Chimungu cluster had to say. ‘Before the coming of PSSP: SFP teachers and learners were not good at using library book because they had no books at the school. Teachers rarely prepared lesson plans; community participation towards school was poor. This contributed to low teacher motivation and in turn to poor lesson delivery, low learner achievement, high dropouts and absenteeism especially of girls and other OVCs.



Learners searching for books in a library in Mvera zone

Through sensitization communities realized the importance of having a library and then they started construction of a library. Consequently PSSP: SFP brought donated books to the library. Now learners are have started using the books and are enjoying reading these books, which has contributed to high patronage of reading club and other clubs at school. Even community members do come to borrow the books from the school library.

Masautso Chitedze, who has just written his Standard 8 examinations said, “*I will pass the examinations with flying colours.*”



Learners during reading club session in Chimungu zone

He and his friends have been frequently reading books from the library. One community member from named Alfred Mponda from Kapondo village said, ‘Now I have a chance to remember what my teacher told me while I was at school.’ To concur with Mponda, the headteacher, Mr Meharey Bandawe said, “*Teachers, parents and community members are contributing to build on good work started at Chimungu School. This library has planted a spirit of reading different books in most learners.*” To conclude, the group village head had this to say during the delivery of library books, “*Thanks you the ZOC, PEA, teachers and MCM for what you are doing to our children. PSSP you are the father of quality education. Keep on supporting us so that our children could have quality education.*”

Most of the teachers in school are giving learners opportunities to read books during literacy hour or library periods to enable learners develop the reading skills and improve on the reading culture.



Learners reading in small groups in Madisi zone

However, the Group Village Head Mwatcheka, in Chimungu zone, had this to say, ‘I am very grateful to PSSP for improving the quality of education in learners including those in Standard 1 are able to read and write’. Even people in my village are able to read newspapers, books and magazines. They get more information about health, farming and development activities taking place in other areas for them to learn from. They go to Tchawale School to borrow books. I am very happy to see this happening’. ‘It my hope that the reading culture that declined will now be improved,’ said the group village head.

Mr Gamitto Kayanga, the librarian at Bowe School in Chimbuli zone explained parents and community members took a leading role in establishing the library at the school. They also provided other reading materials in a form of magazines, newspapers and old books. Mr Bonwell Mashakatira of Mvera FP School also concurred with Kayanga saying that ‘apart from improving the reading culture among learners libraries will also enhance development of literacy skills as well as research skills.

Learners at Kawere School in Mponela zone are proud of the library that has been established at the school and are borrowing books frequently on Mondays and Fridays. Chrispin Chipula a 10-year-old Standard 6 pupil said, “I usually borrow Science and English books to increase his knowledge as he would like to be a scientist or doctor when he finishes school. Last term he was on position 3 out of 47. I also assess myself by answering some of the questions that are at the end of the passage” added Chrispin. Another pupil Alfonsina Vekerani a 14 year old girl in the same class says, “I like reading English, Social Studies and Chichewa books because I do not want to be failing in class. I would like to be a nurse when I finish school.” Last term she got good marks in these subjects. Moreover, Mrs Rose Mlauzi, Assistant Deputy Headteacher at Kawere School said, “Most of the needed information is obtained from the books found in a library since it is an information, education and communication centre. Where teachers, learners and community members come to read and borrow books of their choice.”

At this school, three teachers are upgrading themselves and their content as well as pedagogical skills using library books’. Even learners in class know how to write compositions and stories through exposure to reading materials. Some learners read to their siblings the stories and information obtained from the books. To crown it all, last year the school registered 80 % PSLCE examinations pass rate as opposed to 75 % in 2006. All this has been due to increased knowledge and pedagogical skills of the teachers as well as learners’ interest in reading books.

## **DATA DISSEMINATION AWAKENS MDUKU SCHOOL**

As the saying goes when one is in the know, they make the right decision. This was true with the members of the teaching staff led by their headteacher Mr Steven Foloriano of Mduku primary school. It all started when all teachers had cluster trainings during December 2007 school session. During the training at Milore cluster, which had an attendance of 20 (4 female 16 male) participants, the facilitator informed the participants data collected in Dedza and Dowa primary schools. All in all, it was reported that statistics showed that learners in standards one and six were comparatively improving in Dowa as opened to the comparison made in December 2006.

The information pleased most teachers but more so it encouraged Mr. Steven Floriano, headteacher for Mduku primary school. Floriano summoned his 6 (all male) members of staff to a meeting soon after the training. During the meeting the members agreed to be holding joint planning and be holding extra classes in senior classes. These efforts have actually improved learner gains in all classes at Mduku School. Evidence of improved learner gains was shown during Literacy Fair and school closing day on 7<sup>th</sup> November 2008. When final examinations results were announced to the parents less than 10% of the total number of standard 1 to 7 learners were expected to repeat classes next school session. This pleased parents who gave in a lot of gifts to their kids. Previously over 30% of learners would be made to repeat classes because of ineffective teaching. It is hoped that PSLCE results will be good this year

**ANNEX C: PERFORMANCE MONITORING INDICATORS**

No.	Indicator	Means of Verification	2006			2006			2007			2008					
			Baseline			Target	Actual		Target	Actual		Target	Actual				
			M	F	Total	Total	M	F	Total	Total	M	F	Total	Total	M	F	Total
<b>Result 1: Increasing access to basic education and improved learning with a special focus on orphans, vulnerable children, and girls</b>																	
1	Increased percentage of pupils achieving basic literacy in Chichewa in standard 1	Pupil Assessment	25.0	25.3	25.1	N/A				5% ↑	15.9% (40.9)	21.9% (47.2)	19.1% (44.1)	10% ↑	37.8% (62.8)	40.8% (66.1)	39.3% (64.4)
2	Increased percentage of pupils achieving in English reading at standard 6	Pupil Assessment	21.9	19.9	20.8	N/A				5% ↑	25.1% (47.0)	17.8% (37.7)	21.6% (42.4)	10% ↑	29.8% (51.7)	25.6% (45.5)	27.8% (48.6)
3	Increased percentage of pupils achieving in Mathematics at standard 6	Pupil Assessment	28.0	21.3	24.6	N/A				5% ↑	35.0% (63.1)	26.1% (47.4)	31.0% (55.3)	10% ↑	35.0% (63.0)	31.7% (53.0)	33.3% (57.9)
4	Decreased pupil dropout	EMIS, Records and Tracking	10.9%	16.3%	13.7% <sup>1</sup>	2% ↓	16.9%	11.7%	14.2%	4% ↓	11.8%	10.0%	10.8%	5% <sup>2</sup> ↓			
5	Decreased pupil repetition	EMIS Records and Tracking	14.3%	13.3%	13.8% <sup>3</sup>	2% ↓	15.6%	19.5%	17.6%	4% ↓	17.9%	16.2%	17.1%	5% <sup>4</sup> ↓			
6	Increased pupil completion rates	EMIS Records and Tracking	74.9%	70.4%	72.5% <sup>5</sup>	3% ↑	67.5%	68.9%	68.2%	5% ↑	70.3%	73.8%	72.1%	7% ↑			
7	Increased percentage of pupils enrolled in primary school	School Records and Tracking	58,175	62,614	120,789	4% ↑	64,818	68,188	133,006	8% ↑	73,142	76,584	149,726	12% ↑	74,702	78,418	153,120
<b>Result 2: Increased resources at the school level</b>																	
8	Increased financial resources available at the school level	SMC Survey Interviews School Records			K9,000	10% ↑				20% ↑			K147,574	30% ↑			K96,440

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

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

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

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

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

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

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

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

No.	Indicator	Means of Verification	2006			2006			2007			2008					
			Baseline			Target	Actual		Target	Actual		Target	Actual				
			M	F	Total	Total	M	F	Total	Total	M	F	Total	Total	M	F	Total
17	Increased percentage of primary teachers trained in and applying early literacy teaching techniques in the classroom	Training Reports Classroom Observation	0%	0%	0%	20%	100%	100%	100% <sup>8</sup>	60%	40.0	33.3	38.1	80%	42.3%	53.1%	46.4%
18	Change in the percentage of teacher absenteeism	School Records and Tracking Instrument	23.3	26.3	25.0	2%↓	23.2	26.3	25.0	5%↓	11.8	15.1	13.5	10%↓	11.2%	14.6%	11.3%
19	Change in the percentage of pupil absenteeism	School Records and Tracking Instrument	23.8	23.3	23.5	5%↓	23.8	23.3	23.5	10%↓	13.4	13.7	13.5	15%↓	8.4%	10.6%	9.5%

<sup>8</sup> All teachers of Dowa have received incremental training in early literacy strategies, hence the 100% under teacher training, however BLP/M was not launched until January 2008. A specific observation tool that looks at the literacy strategies promoted in BLP/M was used during Std 1 BLP/M lessons. This was conducted during the second week of BLP/M implementation to serve as a baseline of the BLP/M program and is included under 2007 results.