

# PSSP: SFP CATALOGUE OF TRAINING MATERIALS AND PUBLICATIONS



**February 2009**

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## **PSSP:SFP Catalogue of Training Materials and Publications**

### ***Printed and published by***

American Institutes for Research (AIR) in partnership with Creative Center for Community Mobilization (CRECCOM), Malawi Institute of Education (MIE) and Miske Witt and Associates Incorporated (MWAI).

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

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Dowa

Malawi

February 2009

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PRIMARY SCHOOL SUPPORT PROGRAM:  
A SCHOOL FEES PILOT

PSSP: SFP CATALOGUE OF  
TRAINING MATERIALS  
AND PUBLICATIONS

February 2009



**DISCLAIMER**

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.



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## List of Acronyms

<b>AC</b>	Assistant Coordinator
<b>AEDO</b>	Agriculture Extension Development Officer
<b>AIR</b>	American Institutes for Research
<b>BLP/M</b>	Beginning Literacy Program for Malawi
<b>CBCCC</b>	Community Based Child Care Center
<b>CDA</b>	Community Development Advisor
<b>CDSS</b>	Community Day Secondary School
<b>CL</b>	Cluster Leader
<b>COP</b>	Chief of Party
<b>CPD</b>	Continuous Professional Development
<b>CRECCOM</b>	Creative Center for Community Mobilization
<b>DCOP</b>	Deputy Chief of Party
<b>DAC</b>	District Assistant Coordinator
<b>DEM</b>	District Education Manager
<b>DOP</b>	District Officer for Primary
<b>FA</b>	Forestry Assistant
<b>FGD</b>	Focus Group Discussion
<b>GVH</b>	Group Village Head
<b>HSA</b>	Health Surveillance Assistant
<b>HT</b>	Head Teacher
<b>ICLEP</b>	Integrated Child Labor Elimination Project
<b>IGA</b>	Income Generating Activity
<b>JCE</b>	Junior Certificate
<b>MASAF</b>	Malawi Social Action Fund
<b>MCM</b>	Mobilization Corps of Malawi
<b>MIE</b>	Malawi Institute of Education
<b>MK</b>	Malawian Kwacha (\$1USD = 140 MK)
<b>MP</b>	Member of Parliament
<b>MSCE</b>	Malawi School Certificate of Education
<b>MTTT</b>	Mobile Teacher Training Troupe
<b>MWAI</b>	Miske Witt and Associates, Incorporated
<b>NLS</b>	National Library Service
<b>OVC</b>	Orphans and Other Vulnerable Children
<b>PCAR</b>	Primary Curriculum Assessment Reform
<b>PEA</b>	Primary Education Advisor
<b>PSSP: SFP</b>	Primary School Support Program: A School Fees Pilot
<b>PTA</b>	Parent Teacher Association
<b>SIP</b>	School Incentive Package
<b>SMC</b>	School Management Committee
<b>SWA</b>	Social Welfare Assistant
<b>TA</b>	Traditional Authority
<b>TALULAR</b>	Teaching and Learning Using Locally Available Resources
<b>TCC</b>	Teacher Conference Committee
<b>TDC</b>	Teacher Development Centre
<b>TFD</b>	Theatre for Development
<b>TOT</b>	Training of Trainers
<b>TTC</b>	Teachers' Training College
<b>USAID</b>	United States Agency for International Development

**VH**  
**ZIP**  
**ZOC**

Village Head  
Zonal Incentive Package  
Zonal Coordinator

## Introduction

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

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

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

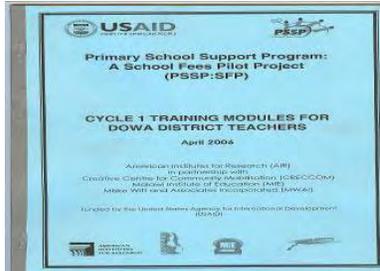
- To increase access to basic education and improve learning with special focus on orphans, vulnerable children, girls and children with special needs.
- To increase resources at the school level.
- To improve teaching and learning outcomes in schools in Dowa.

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

Over the course of implementation, PSSP: SFP developed and distributed throughout Dowa District a wealth of training and resource materials, including materials for teacher training, manuals and learning materials developed as part of the Beginning Literacy Program for Malawi (BLP/M), as well as other supplemental teaching and learning materials. The project also authored important summative publications to share the project's lessons learned and best practices. This catalogue provides an annotated listing of the materials, resources and publications developed under PSSP: SFP.

# Training Modules for Primary Teachers

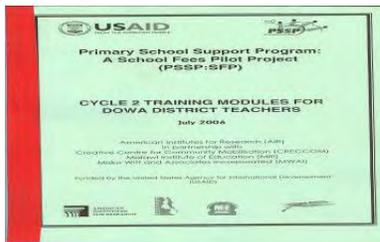
## Cycle 1 Training Modules for Dowa District Teachers – April, 2006



This manual was developed by PSSP: SFP staff, MIE professional officers and Lecturers from University of Malawi constituent colleges and Domasi College Education. The objective of this manual is to help the primary school teacher develop and further improve best classroom practices for effective teaching and learning. It exposes the teacher to exploratory activities that help her/him to find out factors that make a classroom conducive to learning and provides suggestions for teaching certain topics. There are 19 modules

in this manual. Topics in the manual include: classroom organization and management, participatory teaching and learning methods and basic principles of teaching literacy. The modules in the manual have three parts. The first focuses on activities that provide information that a facilitator at cluster and school level needs. The second part is practice activity for teachers during school based trainings; and the third part is a provision for questions that teachers may have for the ZOCs and PEAs during their training sessions at school.

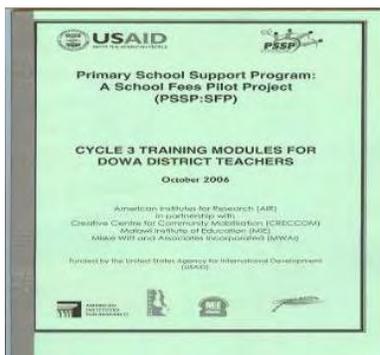
## Cycle 2 Training Modules for Dowa District Teachers – July, 2006



This manual was developed by PSSP: SFP staff and MIE professional officers. The objective of this manual is to help the primary school teacher acquire content knowledge, pedagogical skills, develop and improve best classroom practices for effective teaching and learning. This is a continuation of cycle 1 and there are 8 modules in the manual. Topics in the manual include: facilitation skills; participatory teaching and learning methods; concepts of

continuous assessment; mathematics: place value and multiplication and division involving place value; literacy: comprehension, classroom language and English basic literacy skills; school organization and management; handling large classes and teacher code of ethics. The modules in the manual have two parts. The first focuses on activities that provide information that a facilitator at cluster and school level needs. The second part is practice activity for teachers during school based trainings.

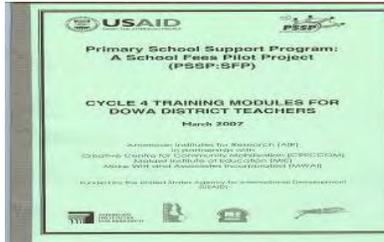
## Cycle 3 Training Modules for Dowa District Teachers – October, 2006



This manual was developed by PSSP: SFP staff, MIE professional officers and Lecturers from University of Malawi constituent college, Bunda College. The objective of this manual is to help the primary school teacher acquire content knowledge, pedagogical skills, develop and improve best classroom practices for effective teaching and learning. This is a continuation of cycle 2 and there are 13 modules in this manual. Topics in the manual include: participatory teaching and learning methods; principles of teaching literacy and numeracy; handling large classes; teacher professional code of ethics; continuous assessment; school organization and management; facilitation skills and TALULAR

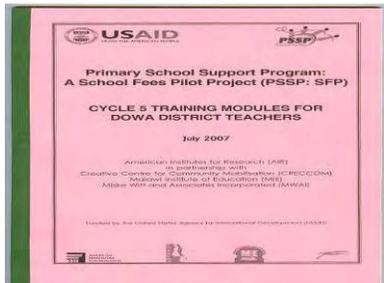
production and use. The modules in the manual have two parts. The first focuses on activities that provide information that a facilitator at cluster and school level needs. The second part is practice activity for teachers during school based trainings.

## Cycle 4 Training Modules for Dowa District Teachers – March, 2007



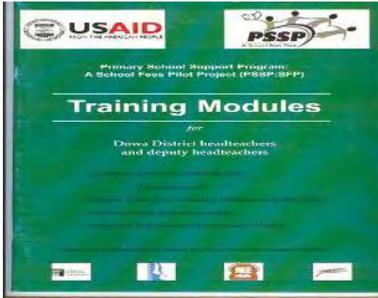
This manual was developed by PSSP: SFP staff, MIE professional officers and Lecturers from University of Malawi constituent college, Bunda College. The objective of this manual is to help the primary school teacher acquire content knowledge, pedagogical skills, develop and improve best classroom practices for effective teaching and learning. This is a continuation of cycle 3 and there are 14 modules in this manual. Topics in the manual include: reflective teaching and Improving teaching; use and care of textbooks; establishing school and classroom library; numeracy: rate, ratio and proportion, prime numbers, HCF and LCM and multiplication and division of fractions; Teaching of grammar and vocabulary; introduction to BLP/M; significance of data; and continuous assessment: record keeping and assessment tips. The modules in the manual have two parts. The first focuses on activities that provide information that a facilitator at cluster and school level needs. The second part is practice activity for teachers during school based trainings.

## Cycle 5 Training Modules for Dowa District Teachers – July, 2007



This manual was developed by PSSP: SFP staff, MIE professional officers and Lecturers from University of Malawi constituent college, Bunda College. The objective of this manual is to help the primary school teacher acquire content knowledge, pedagogical skills, develop and improve best classroom practices for effective teaching and learning. This is a continuation of cycle 4 and there are 14 modules in this manual. Topics in the manual include: use and care of textbooks; numeracy: area, converting mixed numbers to decimal fractions, length; BLP/M teaching strategies; effective use of data in improving teaching and learning; teaching children with special needs and physical challenges; community mobilization: using community as a resource; and continuous assessment activities. The modules in the manual have three parts. The first focuses on activities that provide information that a facilitator at cluster and school level needs. The second part is enrichment practice activities for teachers during school based trainings. The third part comprises extension modules that were not facilitated at cluster but will be done at school level.

## Training Modules for Dowa District Headteachers and Deputy Headteachers



This manual was developed by PSSP: SFP and district education office staff. The objective of the manual is to orient headteachers and deputy headteachers to some of the most crucial roles and responsibility of school management and instructional leadership. This manual has 5 modules which include: Managing people; Curriculum management and development; Managing information resources; Community involvement and School development planning. The module is based on practical activities that help the participants to investigate situations, establish causes of negative impact, identify possible solutions and map out way forward.

## In-Service Resource Manuals for Primary Teachers

Included in the following list, in addition to PSSP: SFP-developed materials, are materials originally developed under the USAID-funded Improving Educational Quality (IEQ), Malawi Education Support Activity (MESA) and Malawi Teacher Training Activity (MTTA) projects, which were re-printed with funding from PSSP: SFP and distributed to Dowa District teachers.

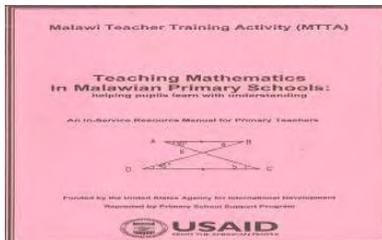
### Teaching English in Malawian Primary Schools: Reading and Writing



The objective of this manual is to help teachers better understand the skills that pupils must develop to be able to read and write and to provide teachers with strategies to use with pupils in the class. This manual includes sections on the following topics: the teaching/learning process; language learning; strategies for teaching foundational pre-reading skills; strategies for teaching foundational pre-writing skills; strategies for developing pupils' reading and writing skills; and

extra strategies to enhance pupils' language learning. The manual includes suggestions on how to teach the various skills in a participatory way. The teaching strategies and procedures suggested in the manual are primarily for teaching English as a Second Language. However, they may be translated into the local language and used to teach language skills in the pupil's first language.

### Teaching Maths in Malawian Primary Schools: Helping Pupils Learn with Understanding



The objective of this manual is to help teachers better understand some of the issues involved in how children learn mathematics, to increase their knowledge of particular key math concepts and how to teach more effectively to improve pupils' understanding. This manual includes suggested activities for teaching certain topics and concepts from the primary school mathematics curriculum using participatory and active learning methods. The concepts and topics included in this

manual were identified by Malawian primary teachers. The concepts and topics are as follows: place value and operations on whole numbers; factors, multiples, and ratio and proportions; fractions; approximations, length, parallel lines and angles.

### Teaching Science in Malawian Primary Schools: Practical Activities for Effective Pupil Learning



The objective of this manual is to help primary teachers understand why science is better taught when pupils are exposed not only to intellectual activities but also to "hands-on" science learning activities. This manual has two parts. The first focuses on the nature of science; branches of science; how children learn science; learning cycles; teaching and learning science practical activities for verification and inquiry/investigation; and effective science teaching and

learning. The second part focuses on a sample of science topics that were identified by some Malawian primary teachers as problematic to teach. For each topic, some practical investigations

are suggested to assist teachers in actively engaging pupils to work in small groups. The science topics covered in this manual are as follows: pressure; soil erosion; machines; common diseases; electricity; heat energy; and life skills with a focus on HIV/AIDS case study and role play.

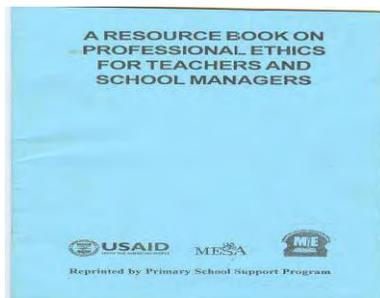
## Teaching Mathematics in Malawian Primary School: Mathematics Made Easy for Teachers and Pupils



This manual was developed by PSSP: SFP staff, MIE professional officers and Lecturers from University of Malawi constituent college, Bunda College and Montfort Teachers' College and primary school teachers from Dowa. This manual's purpose is to simplify introduction to mathematical concepts in the primary school. It is a user friendly, teach yourself mathematics handbook for teachers and learners. Learners walk through activities to learn concepts and arrive at the formula as they manipulate TALULAR. The formula is explained in the process.

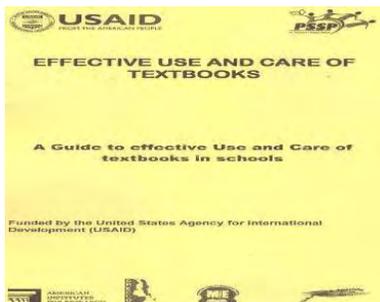
Topics in this manual include: numbers, operations and relationships; accounting and business studies; space and shape; measurement; patterns, functions and algebra; and data handling.

## A Resource Handbook on Professional Ethics for Teachers and School Managers



This handbook was developed by MESA and reprinted by PSSP: SFP. The purpose of this handbook is to provide the primary school teacher an insight into what teaching, as a profession, requires of her or him. The handbook has activities and exercises that teachers do to learn about their job. It spells out the roles and responsibilities of the teacher to the learners, community, other teachers and the employer. It tells the teacher that she/he has to operate within expected bounds.

## Effective Use and Care of Textbooks in Schools



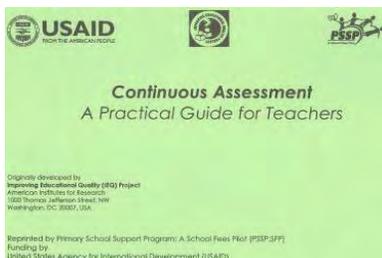
This handbook was developed by PSSP: SFP for the primary school teacher as a guide to use and care of textbooks in school. The handbook explores different types of books, finding differences and similarities and how they can be used most effectively. The topics in this handbook include: books for teachers and learners; using textbooks with mixed ability classes; use of textbooks in large classes; and study skills.

## Using School Level Data to Improve Teaching and Learning



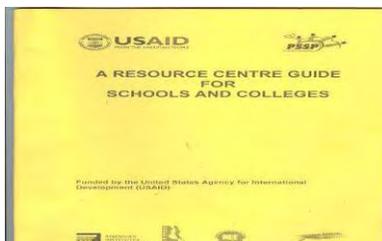
This handbook was developed by PSSP: SFP to inform the primary school teacher to look at learners' wrong responses as information for the teacher on how to go forward. The purpose of this book is to help the teacher to be thoroughly reflective. Every error that a learner makes is a pointer of either a teaching gap or learning gap and the teacher must find where the information or skills gap is, because no learner is un-teachable. The handbook looks at some common challenges in literacy and numeracy and the possible responses. The handbook provides the situation, possible cause and suggests way forward.

## Continuous Assessment: A Practical Guide for Teachers



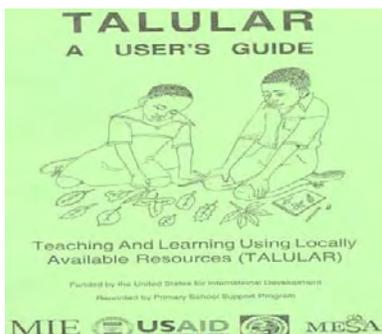
This guide was developed by Improving Education Quality (IEQ) and was reprinted by PSSP: SFP. The handbook is a guide to the teacher on the different formative methods of assessing learners. It informs the teacher how to assess the learner and use the information to assess herself/himself. Topics in the handbook include: understanding continuous assessment in the classroom; carrying out continuous assessment in the classroom; and also provides reference section and appendix for assessment tools. It is ideal for a reflective teacher in the making.

## A Resource Center Guide for Schools and Colleges



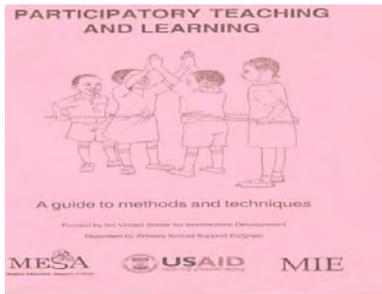
This handbook was developed by PSSP: SFP to help schools and colleges establish resource centers. It provides information for selecting space; creating a display area; how to arrange the stock; record keeping; and care of available resources. The discussion points ensure proper running of the center to create demand for the resources in stock and to maintain user satisfaction.

## Teaching And Learning Using Locally Available Resources (TALULAR): A User's Guide



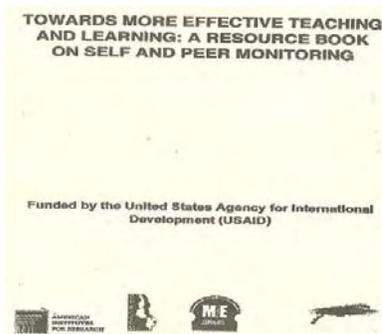
This handbook was developed by MESA and reprinted by PSSP: SFP. The handbook explains what TALULAR is, identifies types of locally available teaching and learning resources, explains the purpose of TALULAR, identifies challenges of using TALULAR, and provides ideas on how to create a TALULAR bank. The handbook has activities to make it participatory.

## Participatory Teaching and Learning: A Guide to Methods and Techniques



This handbook was developed by MESA and reprinted by PSSP: SFP. It provides the teacher a variety of teaching and learning methods and emphasizes the fact that each learner is different and may respond to one teaching and learning method better than another. It provides different activities to show the teacher that eclectic approach to lesson delivery makes learning fun. It teaches teachers to be resourceful.

## Towards More Effective Teaching and Learning: A Resource Book on Self and Peer Monitoring



This was developed by PSSP: SFP to help individual teachers to look back on their lesson delivery and be in a position to see and say, how did I perform? It is a guide for self and peer analysis for gap identification; how can they monitor their own practices and performance. The handbook defines the concept of monitoring; outlines types of monitoring; describes monitoring strategies and techniques; discusses advantages and disadvantages of self and peer monitoring and how to apply techniques to enhance effectiveness of teaching and learning.

# Beginning Literacy Program for Malawi (BLP/M): Resource Materials

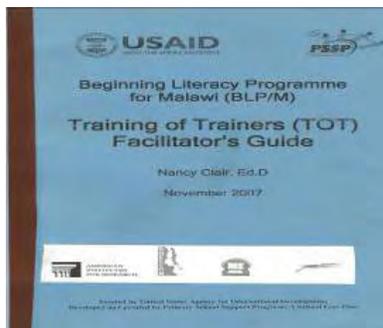
## BLP/M Standard I Teachers' Guide



The BLP/M Standard I Teachers' Guide was developed to provide Standard I BLP/M teachers with a resource to guide them in the teaching of the BLP/M curriculum. The Teachers' Guide comprises core literacy strategies, ready-made syllabuses and lesson plans for Terms 1, 2 and 3, to guide teachers in their preparation for class, and in their day to day teaching. The BLP/M Teachers Guide includes: a) an introduction to the BLP/Ms; b) detailed descriptions of the core literacy strategies that make up the BLP/M; c) syllabus for each term; and d) detailed lesson plans.

The BLP/M Teachers' Guide was developed as a collaborative effort involving primary school teachers, PEAs, teacher educators from teachers' colleges, curriculum specialists and educational illustrators from the Malawi Institute of Education, education specialists from the Department of Teacher Development and Education, Ministry of Education, and literacy specialists from Miske Witt & Associates, Inc., and PSSP: SFP staff.

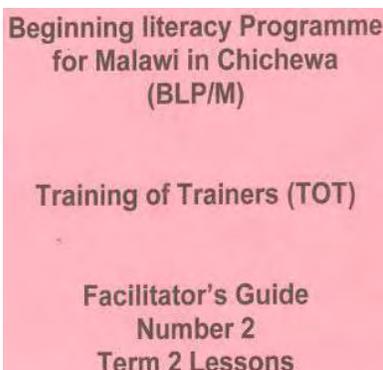
## BLP/M TOT Facilitators Guide, Term I Lessons December 2007



The BLP/M Facilitators Guide provides a road map for two types of workshops: Training of Trainers (TOT) and Teacher Training. Developed by Dr. Nancy Clair, Senior Literacy Consultant for Miske Witt & Associates, Inc., the goal of the guide is to increase trainers and teachers ability to implement the BLP/M so as to increase pupils' literacy skills.

This five-day participatory program provides opportunities for participants to: a) build a shared understanding of quality literacy instruction that is part of the BLP/M; b) examine the features and parts, and core literacy strategies of the BLP/M; c) practice using BLP/M song posters and Big Books; d) examine how reading and writing are integrated in the BLP/M lessons; and e) practice creating TALULAR materials. Additional sessions for trainers include preparing for the Teacher Training.

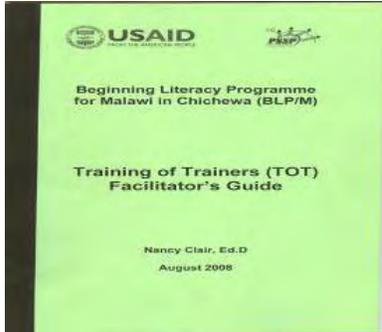
## BLP/M TOT Facilitators Guide, Term 2 Lessons March 2008



Like the BLP/M TOT Facilitators Guide for Term I Lessons, this guide provides a roadmap for two types of workshops: Training of Trainers (TOT) and Teacher Training. Developed by Dr. Nancy Clair, Senior Literacy Consultant for Miske Witt & Associates, Inc., the goal of the guide is to increase trainers and teachers ability to implement the BLP/M so as to increase pupils' literacy skills.

This three-day participatory program focuses on BLP/M term 2 lessons and provides opportunities for participants to: a) deepen their understanding on how to implement the BLP/M lessons; b) review how to use the BLP/M song posters and Big Books; c) practice using the Story Star and the Character Map; d) practice integrating reading and writing in BLP/M lessons; e) discuss the creation of pupil-made books; and f) review components and importance of the Literacy Fair. The last half day of the workshop is dedicated to preparing for the Teacher Training for teachers.

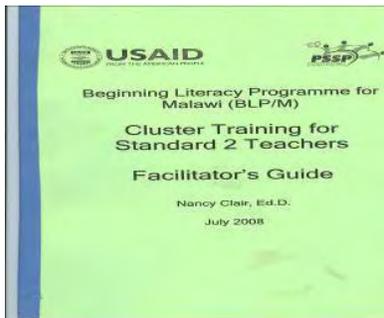
## BLP/M TOT Facilitators Guide Term 3 Lessons August 2008



Like the BLP/M TOT Facilitators Guide for Terms 1 and 2 Lessons, this guide provides a roadmap for two types of workshops: Training of Trainers (TOT) and Teacher Training. Developed by Dr. Nancy Clair, Senior Literacy Consultant for Miske Witt & Associates, Inc., the goal of the guide is to increase trainers and teachers ability to implement the BLP/M so as to increase pupils' literacy skills.

This three-day participatory program focuses on BLP/M term 3 lessons and provides opportunities for participants to a) deepen understanding of how to implement the BLP/M with a focus on Term 3; b) review using literacy strategies highlighted in Terms 2 and 3; c) practice Interactive Writing; and d) practice creating a Theme Web. The last half day of the workshop is dedicated to preparing for the Teacher Training.

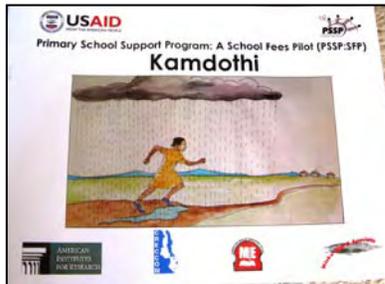
## BLP/M Standard 2 Teachers Cluster Training TOT Facilitators Guide, May 2008



This guide is developed as a transition resource for Standard 2 teachers who will teach pupils who used the BLP/M curriculum in Standard 1. Developed by Dr. Nancy Clair, the Standard 2 TOT Facilitators Guide is a five-day programme that provides an opportunity for Standard 2 teachers to: a) learn about the parts and features of the BLP/M; b) practice using BLP/M song posters and Big Books; c) practice integrating reading and writing in BLP/M lessons; and d) creating TALULAR materials that support the BLP/M.

# Beginning Literacy Program for Malawi (BLP/M): Big Books

## Term I



### Child of Clay

(BLP/M Unit 1: Lessons 5, 8; Unit 3: Lessons 1, 2)

Kamdothi, literally translated as “made from clay soil”, is an eponymous story adapted from a Malawian folktale. Kamdothi is a girl born to parents who could not have a child for many years. Advised by a village elder, they moulded a child of clay starting with her head, eyes, nose and mouth. The child is advised not to play too far from home as she is made of clay.

One day she forgets this advice, and goes to play far from home. It begins to rain, and her limbs start to melt. She runs home and arrives just in time to save herself. The theme for Unit 1 is All About Me. Child of Clay focuses on vocabulary (body parts) and a story that illuminates the individual pupil as a person.



### The Girl with the Flying Basket

(BLP/M Unit 2: Lessons 3, 4)

This story, adapted from a collection of Malawian folktales, is about a brother, Nyakatembo, who does not like his sister, Mtsayu following him and his friends wherever they go to play. But Mtsayu has a talent that will one day save all of them from disaster. While out playing near a forest, fierce lions descend on the group of children. Only Mtsayu can save them from the marauding lions, but she is tempted to avenge herself upon her ‘unbrotherly’ brother. The theme for Unit 2 is My Family. This story enables children to discuss family members and their responsibilities for one another.

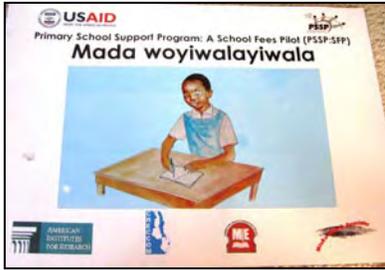


### Hare Rebuffs Village Well Project

(BLP/M Unit 2: Lesson 8)

No creature in the animal kingdom is as clever as Kalulu (Hare). When the village King, Lion, announces a village project for a well, to beat the drought, Kalulu is determined not to participate. The animals declare that Kalulu will not enjoy the fruit of the villagers’ labour, but Kalulu finds a way of drinking from the well by tricking each and every night guard protecting the well. Except, of course, for the least

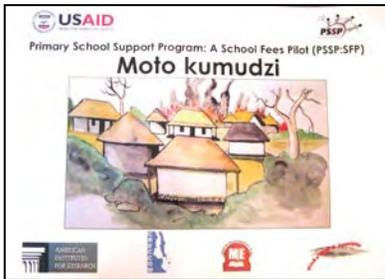
expected of the animals, the tortoise. The theme for Unit 2 is My Family and includes topics such as cooperation and community responsibility. This story is about communal duties in a village and community setting, where everyone must play their role to make the community work.



### **Mada the Forgetful One**

(BLP/M Unit 4: Lesson 7)

Mada is so forgetful she even forgets her own name. This playful story about a school girl is written in verse form which the lines are aimed to make pupils laugh, while introducing them to word play and rhymes in Chichewa. The theme for Unit 4 is My School, where the story takes place.

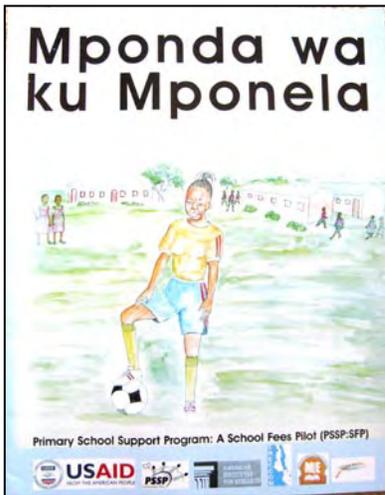


### **Fire in the Village**

(BLP/M Unit 5: Lessons 8, 9)

This is a story about love of home. Just as school lets out and the children begin walking home, they see smoke in the distance. Soon they learn there's a fire in their village, and it's unsafe to go there. A nearby family welcomes them into their home, gives them food to eat, and reassures them. Later in the afternoon their parents come and find them, and take them home. The theme for Unit 5 is The Home. This story encourages children to think about what they appreciate about their home.

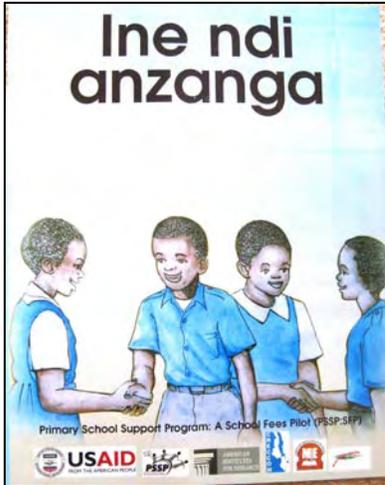
## Term 2



### **Mponda from Mponela**

(BLP/M Unit 8: Lesson 8)

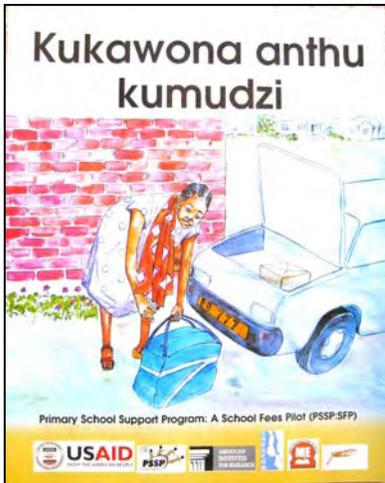
This story features the voice of a character talking about their friend Mponda, who comes from Mponela. Based on Unit 8's theme of My Friends, the story is told in simple sentences that offer descriptions about things Mponda does with his friends. Mponda's favorite sport is football, which he likes to play with his friends. The story contains vocabulary that helps pupils practice spelling familiar and unfamiliar vocabulary.



### **My Friends and I**

(BLP/M Unit 9: Lesson 10)

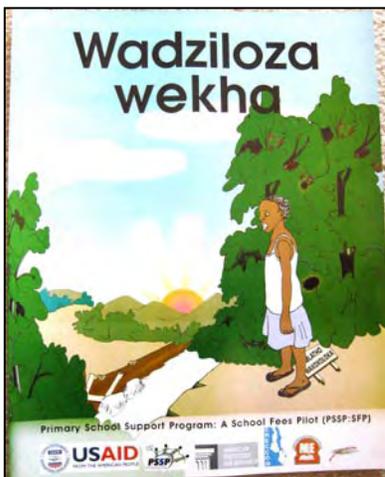
This story is written in very simple sentences, all starting with the pronoun “I”. The story describes things that the character does when with friends, and goes on to list things the character likes and does not like. The story also teaches comparing between likes and dislikes, and is found in Term 2 Unit 9, whose theme is My Friends.



### **A Visit to the Village**

(BLP/M Unit 9: 6, 7, 8, 9, 10; Unit 10: 5)

Luntha is a young woman who works in town, but she always visits her village frequently. On one particular visit, she also goes to the Chief Nankhoma’s house, to see her, and the chief thanks Luntha for not forgetting her people. The story is in Unit 9 of Term 2, whose theme is My village/Township, and it uses elaborate description of places to teach about simple directions and physical features.

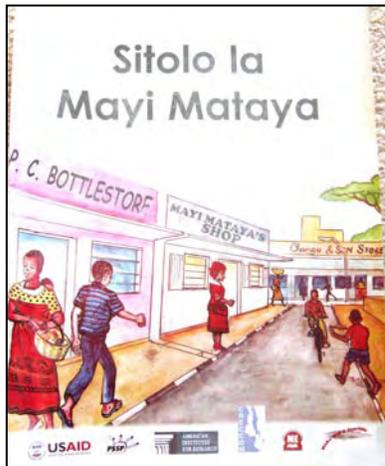


### **You Jinxed Yourself**

(BLP/M Unit 12: 9, 10; Unit 13: 5)

This story is about a naughty boy who vandalizes a road sign for a bridge that had been washed away. As his misfortune would have it, he ends up falling into the river where the bridge used to be. The theme for the unit is Safety, and the story illustrates why it is wrong to vandalize road signs.

## Term 3



### **Ms. Mataya's Shop**

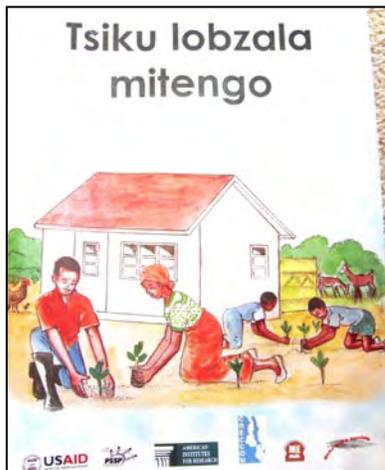
(BLP/M Unit 15: Lesson 8)

Ms. Mataya is a successful business woman who owns a shop. The story describes her and the things she sells, and people in the area prefer her shop because of her reasonable prices. The theme is The World of Work, and Ms. Mataya offers an example of an occupation in the world of work. The story also shows children examples of simple narratives aimed at helping them improve their reading and writing using simple, familiar sentences.

### **The Medical Profession**

(BLP/M Unit 15: Lesson 9)

This is a description of the work of a doctor. It describes what a medical doctor in Malawi wears, and some of the kinds of diseases they medicate. The theme is The World of Work, and the work of a doctor offers an example of an occupation in the world of work. As in Ms. Mataya's shop, it also shows children examples of simple narratives aimed at helping them improve their reading and writing using simple, familiar sentences.



### **Tree Planting Day at Kalilombe School**

(BLP/M Unit 16: Lessons 8, 9, 10)

This story features a government official who comes to a school to talk to the community on national tree planting day. The theme of Unit 16 is The Environment, and this story highlights one of the themes topics, the importance of physical features such as plants and trees. The story is also used to give pupils practice summarizing and writing unfamiliar stories, and paying attention to simple rules of grammar when writing, such as when and where to use capital letters and full stops.

### **The Story of Malawi**

(BLP/M Unit 18: Lessons 1, 2, 3)

This story appears under Unit 18's theme of My Country, which aims to give children a sense of the history of their country Malawi, and the people who worked hard for the freedom of the country. The story teaches children some of Malawi's important people, and also widens their vocabulary through the writing of sentences and stories. It also encourages skills in presenting and retelling stories verbally.

### **The Story of Rose Chibambo**

(BLP/M Unit 18: Lessons 4, 5, 6)

This story is about Mrs. Rose Chibambo, a Malawian woman who played an important role in the struggle for Malawian independence from colonialism. It also describes what Mrs. Chibambo does today. As in the previous story The Story of Malawi, The Story of Rose Chibambo teaches children about one of Malawi's important people, while widening their vocabulary through the writing of sentences and stories, as well as encouraging the skill of retelling stories verbally.

### **The Story of Vera Chirwa**

(BLP/M Unit 18: Lessons 7, 8, 9)

This story presents the life history of another important Malawi who also played an important role in the struggle for freedom, and continued her fight against repression and dictatorship after independence. Today she continues working for the human rights of prisoners in Malawi and throughout Africa. Through the story children learn other aspects about Malawian history, as well as acquiring new vocabulary and the skill of presenting and retelling stories.

### **The Story of Masauko Chipembere**

(BLP/M Unit 19: Lessons 2, 3, 4)

The theme for Unit 19 is My Country, and The Story of Masauko Chipembere offers another narrative of a Malawian who played a key role in the struggle for the country's independence, as well as the struggle to end the dictatorship that followed independence. The story is also used to teach children how to edit their own writing and apply simple rules of grammar, ie, where and when to apply a capital letter and a full stop. Through writing their own simple stories, the children also practice with producing a variety of writing, including stories, lists, descriptions, and maps.

### **The Story of William Kamkwamba**

(BLP/M Unit 19: Lessons 6, 7, 8)

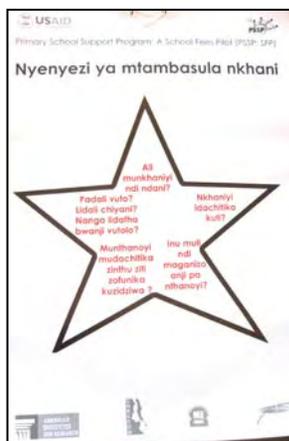
William Kamkwamba has inspired a lot of people, young and old, in Malawi and around the world. At the age of 14, he was forced to drop out of secondary school due to lack of money to pay school fees. His love of reading led him to read a book on how to generate electricity at home, and he made a windmill. The story spread like wildfire, and today William is continuing with his education, and travels around the world talking about his windmill and future projects. This story also contributes to the theme called My Country, and like the The Story of Masauko Chipembere, it is also used to teach editing children's own writing and applying simple rules of grammar. It also provides children the opportunity to practice with producing a variety of writing, including stories, lists, descriptions, and maps.

# Beginning Literacy Program for Malawi (BLP/M): Classroom Reference Posters

## The Alphabet



## Storytelling Star



This poster contains short sentences that can be expanded to tell creative stories, thus promoting creativity and communication.

## Functions of the Human Body Parts



This poster describes the functions of the various parts of the body. For example "Amaona" or "they see" for the eyes. The functional captions are used to help tell a story, thus again promoting creativity and communication.

# Beginning Literacy Program for Malawi (BLP/M): Song Posters

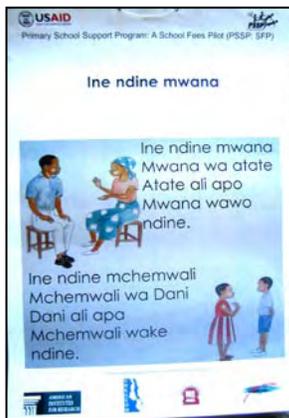
## Term I



### Hello, Alice

(Unit 1: Lessons 1, 2, 3)

In Unit One, All About Me, children start Standard I lessons with greetings and introductions. The song greets a girl, Alice, and asks her where she has been. Teachers are then expected to change the name and have children use their real names as they sing the song.



### I Am the Child

(Unit 1: Lesson 4; Unit 2: Lesson 1, 2, 9; Unit 3: Lesson 4, 5)

This song is featured in Unit One, All about Me and continues the introductory greetings of the first week of the year. The song uses the voice of a young boy who says he is the child of his father, his mother, and other relationships with family members. In addition to introductions, the song also helps children identify words that have similar starting sounds, write some letters of the alphabet, and copy familiar words.



### Baby John is Crying

(Unit 1: Lessons 6, 7)

The song is about a baby, John, who is crying because his body parts are aching. He mentions his head, knees, back, fingers, among others parts. These vocabulary words are introduced in Unit One, All About Me.

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**Mwezi uwale**

Mwezi uwale  
tsewera timbe.  
Mwezi uwale  
tsewera timbe.  
Inu makolo  
tinkultanani  
Kufi muwone  
zimene achita ananu.  
modzi modziwadziwa  
wiri wirikiza

tatu tate ndi make  
nayi nayi nyanja  
sanu sanabwere  
tatu-tate ndi make  
nayi-nayi nyanja  
sanu-sanabwere  
sanu-sanu ndi modzi  
sanu-sanu ndi wiri  
sanu-sanu ndi tatu  
sanu-sanu ndi nayi  
khumi-khumbafra



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## Let the Moon Shine

(Unit 1: Lessons 9, 10)

In this song children look forward to the moon coming out tonight so they can play their favorite games. The song includes numbers from 1 to 12, and we have adapted it to reflect counting using Chichewa names for numbers. Counting is one of the learner outcomes for Unit 1.

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**Kachule kam'dambo**

Kachule kam'dambo  
Kanawona ng'ombe zili poja  
Kadayamba kudzitama.  
Ng'ombe idalira  
Ayeee, Ayeee, Ayeee, Ayeee  
Kadayamba kudzitama.



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REPRODUCTION

## A Frog of the Swamp

(Unit 2: Lesson 6)

The song talks about a frog who saw cattle grazing in a swamp, and started pumping itself to look big and threatening. The song is used to teach respect for elders in Unit 2, whose theme is My Family.

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**Joni mwana wachipongwe**

Joni mwana wachipongwe  
Sanalembe kalata.  
Chichokere kwawo  
Eee, Eee  
Sanalembe kalata.

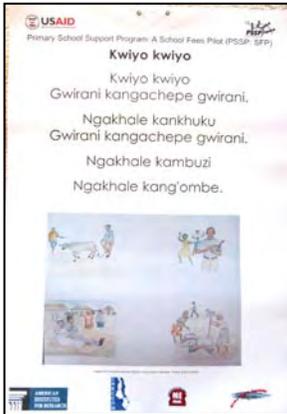


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REPRODUCTION

## John the Rude Boy

(Unit 2: Lesson 7)

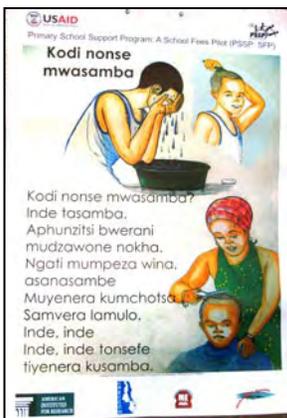
This song says that John is a rude boy. Since going away to a boarding school, he hasn't written to his parents to let them know how things are going. The song is used in Unit 2, whose theme is My Family. The song is also used to introduce children to using writing utensils, and identifying syllables in some words.



### **Kwiyokwiyo**

(Unit 2: Lesson 10; Unit 5: Lesson 3)

Kwiyokwiyo is a song performed at weddings when friends, family and guests bring gifts to the bride and groom. The song's title is onomatopoeia of the sound made by a chicken. It is used under Unit 2, with My Family as the theme. It is aimed at creating classroom discussions about traditions, and it is also used to teach vocabulary and familiar words.



### **Have You All Bathed?**

(Unit 4: Lessons 1, 2)

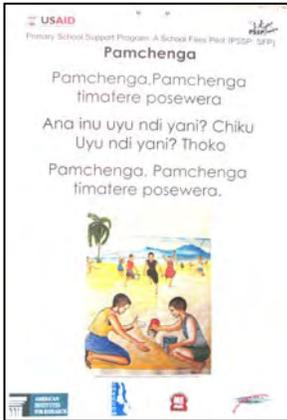
This is a popular school song in Malawi. In the song, a teacher is asking children if they have taken a bath. The children respond and say yes, teacher, we have. Come and inspect us, if you find someone who didn't, expel them for not obeying school rules. The theme for Unit 4 is My School, and the song reinforces class routines, school activities, and is used for the literacy skill of identifying syllables in words.



### **Now School is Out**

(Unit 4: Lessons 3, 4)

This is a song pupils sing at the end of the school day. It says now that school has ended, let us go home and eat a meal out of maize husks, a sarcastic way of talking about a meal. As with the previous song, the theme in Unit 4 is My School, and the song reinforces class routines, school activities, and is used for the literacy skill of identifying syllables in words.



**On the Sand**  
(Unit 4: Lesson 5)

On the sand is another popular school song. In the song, children are talking about how they play in the sand. The song then goes into the five vowels a e i o u, thereby teaching children about vowels, as well as letter of the alphabet.



**School is Good**  
(Unit 4: Lesson 8)

Continuing with the My School theme, in Unit 4, this song reinforces knowledge of school activities, classroom routines, and favourite activities. The song is about children saying school is good, and it lists a number of things children learn in school.



**Rot is Bad for Your Health**  
(Unit 4: Lessons 9, 10)

This song says that rotten things are bad for your health. It is used to convey the message about keeping homes and surroundings clean. It is part of Unit 4, My School theme, and teaches children about taking care of their classroom and school. It also helps teach literacy by introducing letters and syllables.

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**Tambala walira kokaliriko**  
Tambala walira kokaliriko,  
Dzukani thamangirani kuntchicho zanu,  
Ulesi ndi mdani wokweza dziko  
Khama la chiswe nalo tilsatire.  
Aa aa nong'o nong'o, Ee ee wefu wefu  
Thukuta lanu ligula ufulu.

### The Rooster has Crowed

(Unit 5: Lessons 1, 2)

This is a classic Malawian song composed by Malawi's most talented composer, the late Michael Saukira. It is about how when the rooster crows at the crack of dawn, it is time for the Malawians to wake up and go about the work of building the nation. In addition to fitting in the topic of animals in the home, under the theme of The Home in Unit 5, it also gives children practice with practicing vowels and letters of the alphabet.

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**Galasi n'landani?**  
Galasi n'landani?  
Ia m'nyumba mwathu,  
Galasi n'landani?  
Ia m'nyumba mwathu.  
Tilifunse mafunso  
Ngati tapesa bwino.

### Whose Mirror is This?

(Unit 5: Lesson 4)

The theme of Unit 5 is the Home. This song asks who owns the mirror in house. The words have been slightly changed to fit the purpose of the lesson and the unit.

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**Pakhomo pamunthu**  
Pakhomo pamunthu pafunika ziti?  
Pakhomo pamunthu pafunika izi:  
Choyamba n'chiyani?  
Nyumba, khitchini, bafa, chimbudzi,  
dzenje la  
zinyalala, thandala ndi dimba.

### The Home Premises

(Unit 5: Lessons 5, 7)

In this song, performed as an Ingoma traditional dance, the leader asks the question "What items are needed in a home?" The rest respond by listing the items needed in a home. They include a bathroom, a latrine, a kitchen, a rack for drying plates and pots, among other things. The song continues with the theme of the Unit, The Home, by focusing on the objects found in the home, keeping the home clean, and love of home.

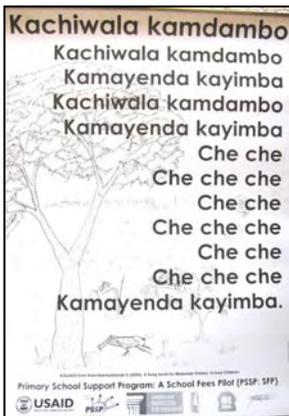


## Have You Cleaned the House?

(Unit 5: Lesson 10)

This song, like most of the songs used here, use “call and response” in which a leader poses a question and the rest respond. In this song, the leader asks if the house has been cleaned. It is an adaptation of the school song used in Unit 4 Lessons 1 and 2, sung to the same tune. In this context, the words are adapted to reflect the theme of The Home, and keeping the home clean as a topic, while also teaching vocabulary and letters of the alphabet.

## Term Two



## A grasshopper of the wetland

(Unit 8: Lesson 3, 4)

The theme of Unit 8 is My Friends, This song is about the way a grasshopper of the wetland sings: with pride. It's a playful song, sang in the company of friends using gestures.



## My Friend Shawa

(Unit 8: Lesson 5)

This is a poem written by Robert Kachere. It is about Shawa, a friend of the poet speaking in the poem. The poem talks about Shawa's likes and dislikes, one of the topics in this unit. The poem has rhyming words, and is therefore used to teach rhyme in unfamiliar words.

**Tabwera kutola mfedza**

Tabwera kutola mfedza,	Tikufuna Mphatso, Mphatso,
Kutola mfedza	Mphatso
Tabwera kutola mfedza patsiku lachisanu	Tikufuna Mphatso patsiku lachisanu
Mukufuna yani, yani, yani	Yambani kukokana, kukokana, kukokana,
Mukufuna yani patsiku lachisanu,	Yambani kukokana patsiku lachisanu.



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### We've Come to Pick Peanuts

(Unit 8: Lessons 6, 7)

In this song, children form two lines facing each other. One side sings and says they have come to pick peanuts, and the other responds and asks, who do you want among us? The other names one person and the two sides begin a tug of war, one side attempting to 'take' the person, the other side resisting. The song has been used as part of Unit 8's theme, My Friends, under the topics of favourite sports and games, and children's names.

**Billimankhwe**

Billimankhwe, Billimankhwe maso anatupa ninji?

Kwathu maliro musamaseke ana inu kwayera mbeee, mbeee, mbeee.

Ine n'dzachoka pamudzi pano, musale mumange pamudzi pano.



Tawonani pakhomo pangapa payera mbee, mbee, mbee.

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### Chameleon

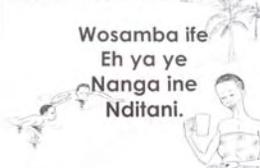
(Unit 9: Lesson 1, 2)

In this song, children see a chameleon, whose eyes are protruding, and look as if they are swollen. The children ask chameleon why his/her eyes are swollen. The chameleon answers by saying there have been too many funerals in his/her village, and begs the children not to laugh at such things. The song is used under the topics of Animals in the village, as well as location, under the theme of My Village/Township.

**Madzi ndiwo mankhwala**

Madzi ndiwo mankhwala Opangira zambiri Amachokera kwa Mulungu Madzi ndiwo.

Wosamba ife Eh ya ye Nanga ine Nditani.



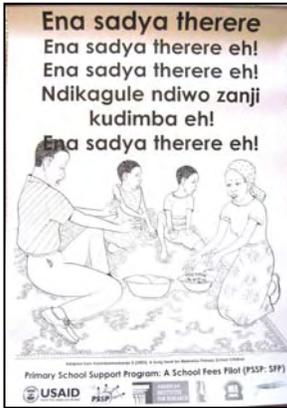
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### Water is Life

(Unit 11: Lesson 6)

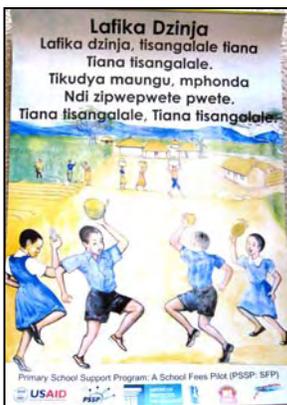
The theme of unit 11 is Health and Hygiene. This song is about water and its healing qualities. It also mentions other uses of water.



### Some Do Not Eat Okra

(Unit 11: Lesson 7)

In this song a mother is worried about what to cook for lunch, since some members of her family do not like okra. The song is used in Unit 11, whose theme is Health and Hygiene, and some of whose topics include Food and Eating Well.



### The Rain Season Has Arrived

(Unit 11: Lesson 8)

This song celebrates the coming of the rainy season and the healthy food it brings. The song mentions pumpkins, melons and vegetables as some of the foods that become plentiful during and after the rainy season. The song falls under Unit 11's Health and Hygiene theme, and under the topics of Food and Eating Well.



### Spider in an Accident

(Unit 12: Lesson 1, 2, 3, 4; Unit 13: Lesson 3)

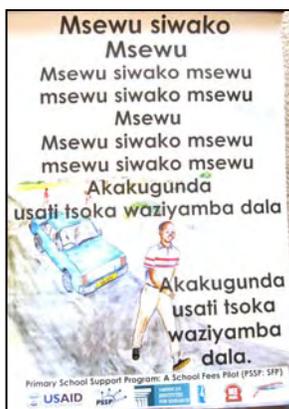
The theme of Unit 12 is safety. This very simple song says spider has had a fire accident. This song allows children to talk about accidents in the home, in school, on the road, and how to prevent them.



### When Riding a Bicycle

(Unit 12: Lesson 6)

This is another call and response song, with a leader singing the leading line, and others following with the second line. The song advises cyclists to use the left hand side of the road, to avoid road accidents. The song is found in Unit 12, with the theme of Safety, and the topic of road safety.



### The Road Is Not For You Alone

(Unit 12 : Lesson 7, 8)

The words for this song advise road users not to monopolize the road and think they are the only users. It warns that one may get into an accident as a result. It concludes Unit 12 and the Safety theme, and the road safety topic.

## Term Three



### The Lazy One (poem)

(Unit 15: Lesson 4, 5)

This is a poem about a lazy person who is reluctant to get out of bed in the morning. He lies in bed while farmers, weavers, blacksmiths and other workers are already up and busy working. The lazy one ends up being unable to feed or fend for him or herself. The poem appears in Unit 15 whose theme is The World of Work, and whose topics include farmers and others types of workers.



### The Medical Profession (poem)

(Unit 15: Lesson 9)

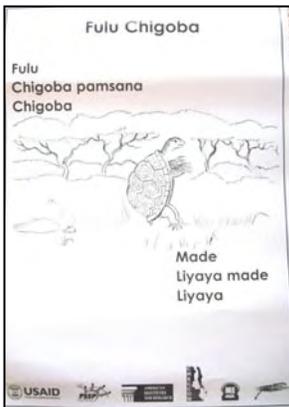
This poem talks about the work of a doctor. It describes what they do, wear, and diseases they cure. The poem adds to the list of occupations covered in the unit's theme, The World of Work, and it also reinforces the learner outcomes of teaching children to read and write familiar sentences and simple stories with widened vocabulary.



### We Make Shoes

(Unit 15: Lesson 6, 7)

We Make Shoes is another very simple song still on the theme of The World of Work. It is about shoemakers singing about how they make shoes, big and small. The song adds to the growing vocabulary the children are developing, and promotes their literacy skills by encouraging reading and writing of simple and familiar sentences.



### Turtle's Hard Shell

(Unit 16: Lesson 2)

Unit 16 is titled The Environment, and one of the topics under it is plants and animals. This two-line song is about the shell of a turtle, as an animal found in the environment. After singing this song, children can talk about other plants and animals found in the environment.

**Dziko lalira**

Ndinkavala mobilwira  
Maluwa ali wallwali  
Koma pano ndili chaje.

Ndinali nyumba ya ambiri  
Zakudya kutapa kutaya  
Koma pano ndauma.

Ndinali ndi madzi  
Kudzadza makhwawa ndi nyanja  
Koma lero ndili gwaa!

Bzalani milengo  
Kuli mundipulumutse  
Apo ayi tonse psili.

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### Mother Earth Cries

(Unit 16: Phunziro 6, 7)

This is a poem by Catherine Howse-Chisale, with the persona taking on the voice of a mountain. The mountain is lamenting how it used to be lush with green vegetation, used to channel water down to rivers and lakes, but due to deforestation, it is now bare, and the rivers and lakes are dry. It ends by pleading for more tree-planting, to forestall further ecological disaster. The poem teaches about the environment, the theme in Unit 16. It also teaches about physical features and the importance of vegetation.

**Nyimbo ya fuko lathu**

Mulungu dalitsani Malawi  
Mumsunge mtendere  
Gonjetsani adani onse  
Njala, nthenda, nsanje  
Luzitsani milima yathu  
Kuti tisawope  
Dalitse mtsogoleri nafe  
Ndi mai Malawi

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### Malawi National Anthem

(Unit 19: Lesson 1, 2; Unit 20: Lesson 1)

The PSSP:SFP BLP/M curriculum ends with the theme of My Country, in which children learn various important things about Malawi. *God Bless Malawi*, Malawi's national anthem, is one of the topics in the Unit. By this time towards the end of the school year, the children are practicing how to produce a variety of writing, including stories, lists, and descriptions.

**Anthu a ku Malawi**

Anthu a ku Malawi  
Kwathu n'kunyadira

tapata mapiri  
mitsinje ndi  
nyanja  
chilengedwe  
chabwino

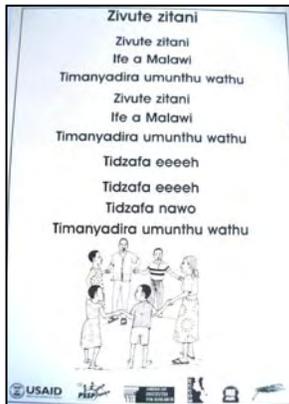
oooh  
zachimwemwe  
zadziko la Malawi  
Eh fawona  
Eh anzathu  
Eh kunyadira  
Malawi wokongola

USAID

### People of Malawi

(Unit 19: Lesson 5, 6, 9)

People of Malawi is a tune adapted from a popular school song *Anthu osaphunzira, kwawo n'kunyada* (Uneducated people pretending to be educated). In the adapted version, the song exhorts Malawians to be a proud people, blessed with a beautiful country. The song mentions the lakes, rivers, and mountains that the country has been endowed with, as sources of pride. Topics under the theme of My Country include People of Malawi and Malawi Pride.



## No Matter What

(Unit 19: Lesson 9, 10)

This is the last song in the PSSP: BLP curriculum. It is adapted from a late 1960s nationalist song, at the onset of one-party rule, in which Malawians rallied behind former late president Dr. Hastings Kamuzu Banda, vowing to stay loyal unto him, till death. In the adapted version, the song calls upon Malawians to be proud of their uMunthu heritage, a value that defines all human beings and binds them as one community, with responsibilities for the wellbeing of one another. The song reinforces the topic of Malawian Pride under the unit theme of My Country.

## Dowa Story Books

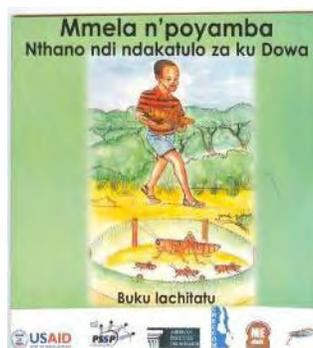
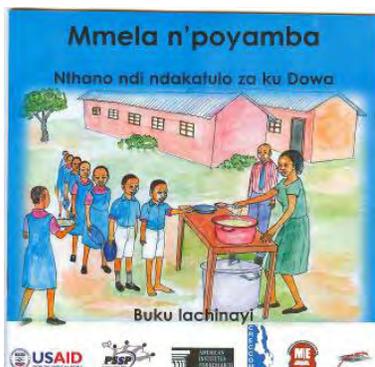
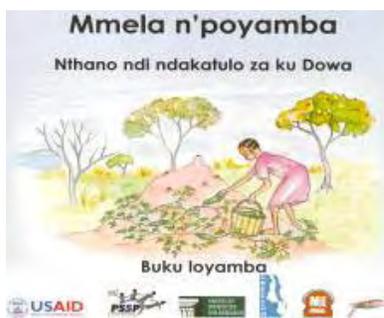
The Dowa Story Books series is a collection of stories and poems written by learners, teachers, and community members in Dowa. The objective of these books is to enhance learners' creativity and promote a reading culture among learners, teachers and community members in Dowa.

There are 10 different titles that fall into four categories: *Mmela Mpoyamba*, *Kanthu N'khama*, *Luso Lathu* and *Power of the Mind*. Stories focus on the themes of myself, family, school, home, friends, village or township, health, hygiene, safety, environment, country, region and my world. Many of these themes can also be found in the BLP/M course for Standard I learners and can therefore be used in the classroom, in addition to the home.

Dowa story books were written within the vocabulary level and literacy development suitable for learners who have acquired some literacy skills in reading. The level of vocabulary as well as literacy skills required increase with each series number.

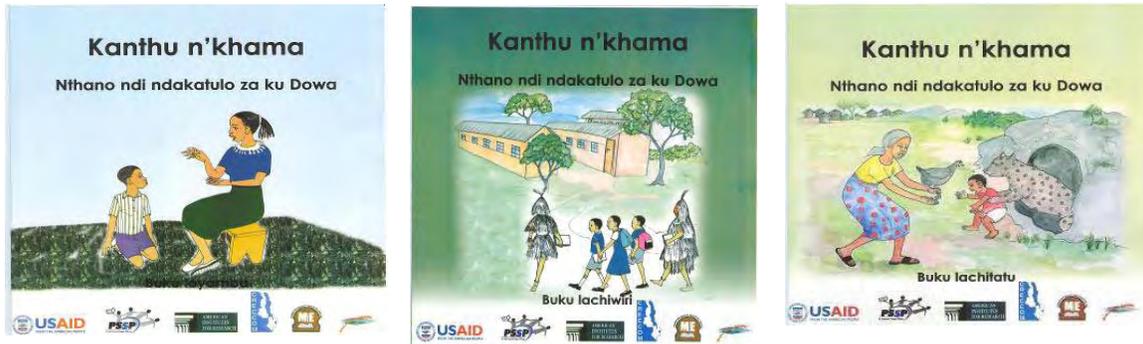
### *Mmela Mpoyamba* Series

There *Mmela Mpoyamba* series includes four titles. The language level in *Mmela Mpoyamba* books 1, 2 and 3 is simpler than that of book 4. Books are sequenced according to sentence construction, vocabulary and language level.



## Kanthu N'khama Series

The *Kanthu N'khama* series has 3 titles: book 1, 2, and 3. Each book is packed with interesting and educative stories and poems suitable for all age groups, though the reading level is targeted to standards 3 and 4. Language level in *Kanthu N'khama* books 1 and 2 is simpler than that of book 3, but more advanced than that of the preceding title series. Books are sequenced according to sentence construction as well as the number of paragraphs in each story.

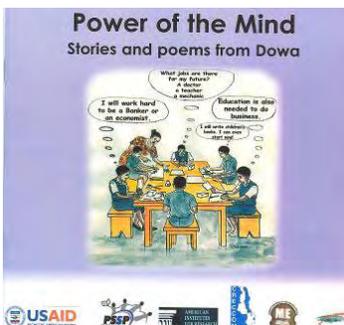


## Luso Lathu Series

This title series contains two books. The language level in *Luso Lathu* book 1 is simpler than that of book 2, but both books are more advanced than that of the preceding title series. These books are suitable for grade 5-8 learners who have acquired skills in reading, critical thinking and reading comprehension.



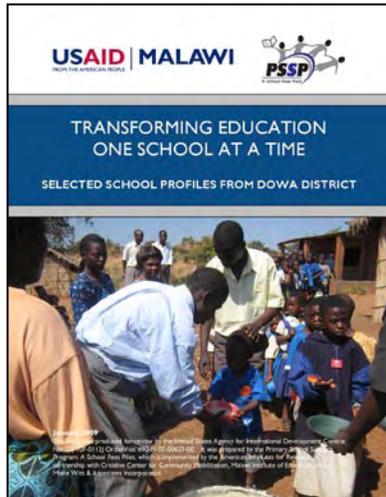
## Power of the Mind Series



Stories in '*Power of the Mind*' book are simple, interesting and imaginative. The level of English is very basic. The book includes folktales and stories about, education, safety and agriculture.

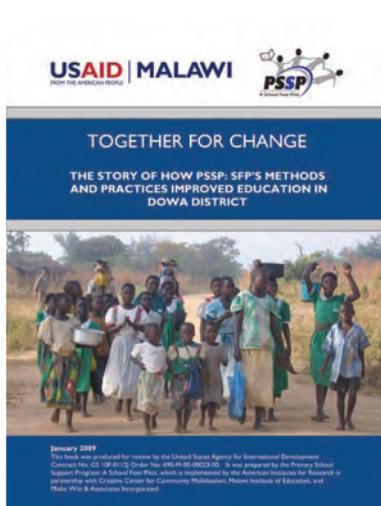
## Summative Publications

### Transforming Education One School at a Time: Selected School Profiles from Dowa District



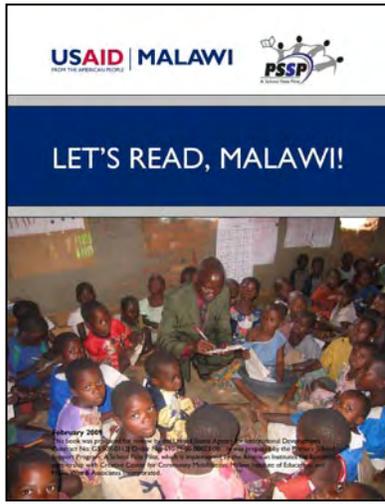
The selection of 26 school profiles highlighted in this book represents a sample of some of the more impressive schools and shares examples of how transformation in education is possible when the entire school community – teachers, parents, community leaders, community members, as well as zonal and district officials – is trained, motivated and mobilized.

### Together for Change: The Story of How PSSP:SFP’s Methods and Practices Improved Education in Dowa District



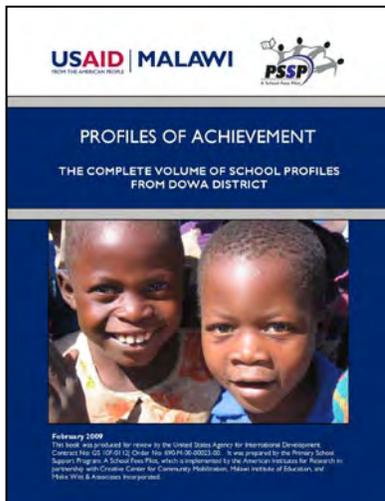
This book shares many of the methods and practices that PSSP: SFP deployed during its three-year implementation in Dowa District. It is organized first by the overarching aim that PSSP: SFP strove to achieve in reaching its goal of quality primary education. Under each aim, key methods and practices are shared, including how they were structured and implemented. Finally, following each method or practice, at least one success story is presented that provides qualitative evidence of the impact of that approach.

## Let's Read, Malawi!



This book provides simple step-by-step instructions for family members, teachers, librarians and other adults who want to foster a love of reading and writing in children. The eight literacy activities in *Let's Read, Malawi!* were selected because they are grounded in best literacy practices. Each activity includes: the purpose, materials, steps, modifications and extensions, and an impact story from the Dowa District. The eight literacy activities can take place at the Teacher Development Centers (TDC), at school, in the community or at home. The purpose is to create a love of reading and to promote a culture of reading and lifelong learners!! But most important is to HAVE FUN!!

## Profiles of Achievement: The Complete Volume of School Profiles from Dowa District



This book provides a school profile for each of the 226 public primary schools in Dowa District. The profiles are presented according to the original 13 zones within Dowa. The profiles provide historical background on the school and describe the state of the school prior to the arrival of PSSP: SFP; the inputs provided to the school by PSSP: SFP; resulting achievements realized after three years of project implementation; the challenges that still exist; and recommendations for future, continued improvement.





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