

PROFILES OF ACHIEVEMENT

THE COMPLETE VOLUME OF SCHOOL PROFILES FROM DOWA DISTRICT



February 2009

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

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

PO Box 40

Mponela

Dowa

Malawi

February 2009

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PRIMARY SCHOOL SUPPORT PROGRAM:
A SCHOOL FEES PILOT

PROFILES OF ACHIEVEMENT

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February 2009



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List of Acronyms

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

VH
ZIP
ZOC

Village Headman
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 (MVAI).

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:

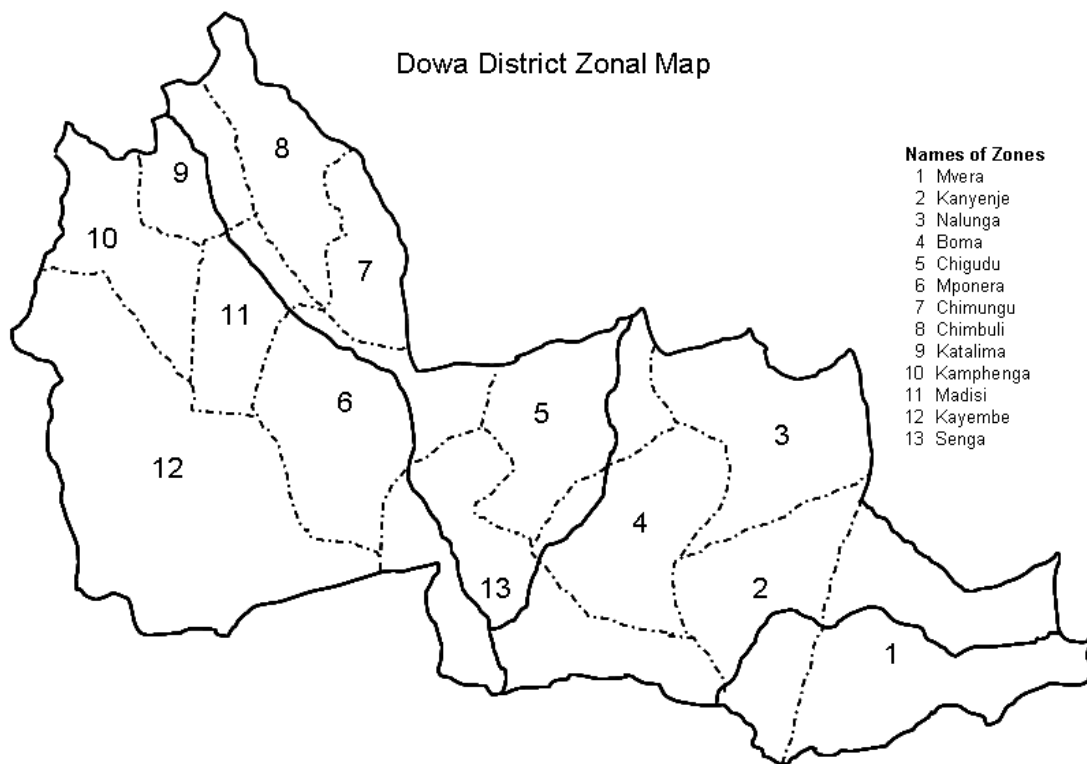
- To increase access to basic education and improve learning with special focus on orphans, vulnerable children, girls and children with special needs.
- To increase resources at the school level.
- To improve teaching and learning outcomes in schools in Dowa.

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. This approach has proven successful as each school in Dowa has shown positive progress in achieving quality education, engaging in a range of initiatives to make the future for their children brighter. Some schools and communities have seen particularly impressive advances in classroom performance, while others have had marked improvements in community involvement. Many schools have seen improvements in both these areas.

The 226 school profiles presented in this book demonstrate the full spectrum of achievement that has been realized across the district, and provide definitive proof that 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.

School Profiles by Zone

The following school profiles represent each of the 226 public primary schools in Dowa District. The profiles are presented according to the original 13 zones within Dowa¹ (see map below). 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.



¹ When PSSP: SFP started in 2006, Dowa was demarcated into 13 zones. In mid 2007, zonal boundaries were redrawn and 6 more zones were added, bring the total to 19 zones. For implementation purposes, the original 13 zones continued to be referenced and are used to organize the profiles in this book. However, updated zone assignments are reflected in the individual profiles, where applicable.

headteacher's office. It also had six teachers' houses and four pit latrines, all temporary. Relations between school and community were poor. Teachers planned inadequately. A borehole serves both school and community.

PSSP: SFP Inputs

All seven teachers were trained in content and pedagogical skills, TALULAR production and use, BLP/M, professional needs identification and module production. Headteacher and deputy headteacher were trained in instructional leadership. One teacher, Hellena Mpekasambo, trained for MTTT as a local trouper in Chichewa. PSSP:SFP donated additional teaching and learning materials as references for both teachers and learners. The school received 150 library books and a small grant of MK100,000 to buy two goats to rear for fundraising to support OVCs. The school also received a SIP box, and the MCM was trained in school activities to motivate learners.



Achievements

Most teachers now use learner-centred lessons and produce and use TALULAR in lessons, resulting in greater learner interest. All teachers can produce their own training modules to facilitate teacher conferences and CPD. The community rehabilitated two teachers' houses and is rearing the two goats to raise funds to support OVCs. Standard I teacher Hellena Mpekasambo has improved literacy levels for her learners through her creativity.

With introduction of play parks and quiz and reading clubs, more learners are in school and absenteeism is reduced. In October 2008, enrolment was 558 (258 boys, 300 girls).

Challenges

- **The community's** slow pace in undertaking school-development activities.
- **Inadequate infrastructure** including classroom blocks, permanent latrines and teachers' houses.
- **Teachers** are too few.

Recommendations

- **Re-sensitize** communities to take an active role in school development.
- **The community** should continue lobbying for support, especially in construction.
- **Teachers** should continue with CPD trainings and peer lesson observation.
- **The community** should implement the sustainability developmental plans.

Chimwankhuku

Cluster **Mvera MDF**
Zone **Mvera**
TA **Chiwere**

Location

Chimwankhuku is 27 km south of the TDC. Traveling along the Salima-Lilongwe road, pass through Chezi Trading Centre and continue for 15 km. Turn left following the road to the transmitter up to M'bindo School, turn left, travel up and down steep slopes, and you are at the school.

Key Players

Formal Team

PEA **Lucius Chidatha**
AC **Joab Jipson**
HT **Enock Kabota**
SMC Chair **Bambo Chafika**

Support Team

ZOC **Niffer Chikonje**
CL **Bambo Kamwendo**
MCM **Emon Kalaka**
Girl Mentor **Mayi Kabota**

Notable Champions

Akunjira

Background

Chimwankhuku School, under the proprietorship of CCAP Nkhoma Synod, was established in 1997 with two male qualified teachers. It had standards 1-4, a two-classroom block and three latrines, of which two were permanent and one temporary. There was no teacher's house except for one which was under construction and was funded by



MASAF. This resulted in both teachers traveling more than 7 km to the school, passing along the rough railway line daily. Communities participated little in self-help projects for school development. Enrolment was 147 (72 boys, 75 girls). Sometimes roads leading to the school are impassable.

PSSP: SFP Inputs

The two teachers were trained in content knowledge and pedagogical skills, TALULAR production and use, BLP/M strategies, professional needs identification, facilitation skills, MTTT and TCCs. Because they filled the roles of headteacher and deputy headteacher, they also received training in instructional leadership. Theatre for Development performed at

the school to help the communities understand factors affecting education of their children through participatory drama. This enabled community members to surface issues and identify possible solutions, guided by an action plan participants drew up immediately for implementation. The communities and other stakeholders were sensitized and some were trained, including chiefs, SMCs, cluster leader and MCM, on their roles towards school activities. Through these activities the community employed two volunteer teachers and PSSP:SFP trained both in professional issues.

The school received library books and the elected library committee was sensitized on library management. The school received a small grant to buy materials for construction and for vocational skills, including a sewing machine for tailoring and materials for carpentry and knitting as well. PSSP:SFP provided the school with resource manuals for teacher references, and the school received its SIP box.

Achievements

Following the trainings that the two teachers received, lessons in their classes became participatory, TALULAR was used and teachers now work and plan together. The headteacher is a cluster local trouper in Chichewa and has managed to observe Chichewa lessons in classes within the cluster. This teacher, Enock Kabota, is also a role model in BLP/M lessons for the way he presents his instructions.

With the teacher shortfall at the school, communities employed two volunteer teachers (one female, one male) to support the



teacher staff. PSSP:SFP trained these volunteers during cluster teacher conferences. The community opened a maize garden and sold the products (five bags) at MK2,480 to help support 63 learners including OVCs with learning materials. The community completed the teacher's house, which had been under construction. It is now occupied by the headteacher. Currently the community is building an additional teacher's house using 100,000 bricks the community moulded. The school has also established vocational life-skills lessons for knitting and carpentry with 20 learners including nine OVCs.

The school conducted a SIP replenishment activity, raising MK1,000 to buy learning materials and to support OVCs.

Challenges

- **The community** has been slow to identify and accept school needs and take action.
- **The shortfall** in qualified teachers continues.
- **Inadequate infrastructures** include teachers' houses, classroom blocks and latrines.

Recommendations

- **Re-sensitize communities** to take an active role in school development, including lobbying.
- **Teachers** should continue with CPDs and joint planning.
- **The community** should implement the sustainability plans already developed effectively.

Ching'amba



Cluster **Ching'amba**
Zone **Mvera**
TA **Chiwere**

Location

The school is 6 km north of Mvera TDC. Travel for about 5 km, turn left at the sign. After traveling a kilometer you are at the school.

Key Players

Formal Team

PEA **Lucius Chidatha**
A C **Joab Jipson**
HT **Rebecca Khote**
SMC Chair **Bambo Chimpopi**

Support Team

ZOC **Niffer Chikonje**
Cluster Leader **Bambo Mkowo**
MCM **Dina Thidza**

Background

Ching'amba School, under CCAP Nkhoma Synod, was established in 1924. It had two semi-permanent classroom blocks and three temporary latrines. Enrolment was 594 (283 boys, 311 girls). The school was led by a female headteacher, with six teachers (one female, five male). SMC, PTA and the community were not active in school development. Lessons were teacher-centered in most classes. There were no in-service trainings for teachers' professional development.

PSSP: SFP Inputs

PSSP:SFP sensitized teachers, chiefs, SMCs, PTAs and communities about their roles in school development. All teachers were trained in content knowledge and pedagogical skills, BLP/M, TCCs, professional needs identification and facilitation. Three teachers were trained in MTTT as cluster local troupers in English, mathematics and science. The deputy headteacher was trained in supervision. Resource manuals were donated to schools as references for effective teaching and learning. The school also received 201 library books and the elected library committee was sensitized. The MCM established play parks and academic clubs to attract more learners to remain in school.

Achievements

All teachers now use participatory methods. TALULAR is being used in most lessons as well. Standard I learners have achieved much in literacy development. Most learners can read and write their names, some words and simple sentences and tell stories. Teacher Rebecca Khote has conducted literacy fairs to showcase best practices for the communities, including parents



and guardians who in turn appreciated learners' performances. The deputy headteacher, Jolex Kafuzira, has been trained as a cluster supervisor and has observed lessons at Ching'amba and other schools in the cluster and supports teachers at his own school.

SMC, PTA and the community lobbied with the European Union and constructed a two-classroom block and four permanent latrines currently used by standard I learners. With a small grant the school bought roofing materials for a classroom block, which the community constructed with support from funds realized after selling seven bags of maize they harvested to pay the builders. The school has improved in its recording keeping and conducts CPDs managed by CPD Coordinator Stuart Kalambule. A reading culture has developed among learners, teachers and

some community members. Teachers use books as reference materials, which supports improved teaching and learning. Play parks established at the school by the MCM have motivated more learners to attend school every day and improved fitness.

Challenges

- **Slow implementation** of school-development plans by the community.
- **Poor classroom** status leading to uncomfortable environment for teaching and learning.

Recommendations

- **Communities** should plan and implement school-development activities for sustainability.
- **Teachers** should continue conducting CPDs.
- **Communities** should keep lobbying other organizations for school's development activities.

Gogo

Cluster **Mvera FP**
Zone **Mvera**
TA **Chiwere**

Location

From Mvera TDC, Gogo is 9 km southwest. Travel for 2.5 km along Salima-Lilongwe road, passing through the police road block. Turn left, going uphill, and you are greeted by the school community.

Key Players

Formal Team

PEA **Lucius Chidatha**
AC **Joab Jipson**
HT **Hedson Mlenga**
SMC Chair **Bambo Sauzande**

Support Team

ZOC **Niffer Chikonje**
CL **Bambo Kamwambasa**
MCM **Catherine Kalumbo**
Girl Mentor **Mayi Chikafa**

Notable Champions

Akunjira

Background

Gogo school opened in 1939 under CCAP Nkhoma Synod as proprietor. It had two classroom blocks of four classes each and 16 latrines. The headteacher's office was attached between the classroom blocks. There was a functional borehole used by community and the school itself and four temporary teachers' houses, but only one teacher was accommodated at the



school. The school's enrolment before PSSP:SFP was 528 (244 boys, 284 girls). SMCs, PTAs and the community were not very knowledgeable of their roles at the school, which resulted in low participation in school-development activities. Teachers inadequately planned for daily lessons. The school had six teachers (one female, five male). The community offered a church to use for two classrooms.

PSSP: SFP Inputs

Theatre for Development was performed at the school to help communities identify factors affecting education through participative drama. PSSP:SFP trained and sensitized community members, including SMCs and PTAs, about their roles, covering lobbying skills and interactive skills among others. All teachers received training in content knowledge and pedagogical skills, BLP/M, TALULAR production and use, module production and facilitation skills. Two teachers act as local troupers in TALULAR and BLP/M to



increase classroom supervision for schools in the cluster. Gogo was provided with teaching and learning materials to be used as references for teachers. The school received library books in order to develop literacy. The MCM established play parks and clubs to induce learners to remain in school. The school received a SIP box to motivate and support learners and other stakeholders.

Achievements

Each of the 17 villages contributed three iron sheets, handed over to the SMC/PTA at a ceremony attended by the PSSP:SFP staff including the DCOP, Member of Parliament for the area and other stakeholders. PSSP:SFP then donated a small grant for the rehabilitation of the four existing teachers' houses, which are finished and now occupied by four teachers. The community introduced weaving as a vocational skill taught by Mr.

Mumba. The products were sold and MK3,500 raised to support 50 OVCs with learning materials. PSSP:SFP also donated a sewing machine to increase resources for OVC support and skills development.

Trained local troupers have been observing lessons at their own school and in the two other schools within their cluster, which has led to improved teaching and learning. Library books and supplementary readers are assisting learners, teachers and some community



Gogo

members to develop a culture of reading. The school launched the SIP and MK2,500 was raised to support 150 learners including OVCs with learning materials. The school's enrolment now is 742 (345 boys, 397 girls), a 29% increase that shows community and learners' motivation.

Challenges

- **Chieftainship** disagreements derail school-development activities.
- **Classroom blocks** and teachers' houses are still inadequate.
- **CPDs** are inadequate compared with the professional needs of teachers in the school.
- **Too few teachers** are at the school.

Recommendations

- **Re-sensitize** communities on their roles in school development.
- **The communities** should continue lobbying.
- **Teachers** should continue with CPD trainings and trouping.
- **The communities** should implement the sustainability plans.

Kalewa

Cluster **Mvera MDF**
Zone **Mvera**
TA **Chiwere**

Location

Kalewa school is 13 km south-southeast of the TDC. After traveling for 8 km, you pass through the hills for 2 km, then cross the railway line. At Kaula Trading Centre, travel for 1 km crossing Lowi River going up and down hills passing Ngande village, and you are greeted by the school community.

Key Players

Formal Team

PEA **Lucius Chidatha**
AC **Joab Jipson**
HT **Benjamin Kwakwala**
SMC Chair **Bambo Phiri**

Support Team

ZOC **Niffer Chikonje**
CL **Bambo Kamwendo**
MCM **Emon Kalaka**

Notable Champions

Akunjira

Background

This school was established in 1953 under the proprietorship of the CCAP. The school's enrolment was 198 (97 boys, 101 girls) with six teachers of whom three were qualified and the other three volunteers. It had standards 1-8.

The school had two classroom blocks of two classes each (one permanent and one temporary).



One class was taught in a church provided by the community, while other classes were conducted outside. The community was reluctant to initiate development activities, and lesson deliveries were teacher-centred due to understaffing and lack of in-service.

PSSP: SFP Inputs

Teachers including volunteers were trained in content and pedagogical skills, TALULAR production and use, BLP/M strategies, identifying professional needs, module production, facilitation skills and record keeping. The head-teacher and deputy headteacher were trained in instructional leadership. The school has trained a teacher, Benjamin Kwakwala, in peer lesson observation in the area of mathematics as one of the cluster's local troupers to assist in the

improvement of the mathematics teaching and learning environment.

PSSP:SFP also supported construction of two teacher's houses and rehabilitation of the headteacher's house and office. Materials for carpentry and tinsmithing were also provided by PSSP:SFP's small grant. The school received 139 library books and PSSP:SFP oriented the elected library committee. On community involvement, stake-holders in education were widely sensitized and trained, including chiefs, SMCs, PTAs, the cluster leader, MCM, girl mentor and akunjira on how best they can support school-development activities. A SIP box was provided to this school. Teachers and school received resource manuals. Sixteen learners including 10 OVCs were trained in carpentry by community members (Mr Abinala and Nepeyala).

Achievements

All teachers are using participatory teaching and learning methods and use TALULAR in most of their lessons, leading to improved learner performance.

Standard I learners are able to read and write their names and words, read poems and stories and do other activities. Results for end of session showed that 34 pupils (14 boys, 20 girls) passed out of 40 pupils (18 boys, 22 girls). The trained local trouper observes mathematics lessons in classes within the cluster. Learners, teachers and some community members are accessing library books, with the establishment of the reading and quiz clubs supported by the MCM. Literacy has developed within the school's communities.

Community members have rehabilitated the headteacher's house and constructed two other teachers' houses, which are nearly finished. The community is also building a two-classroom block. The akunjira constructed pit latrines to assist in reducing diseases at the school. The SIP box was launched and raised MK2,300. Sixty learners, 20 of them OVCs, were supported with learning materials.

Challenges

- **Understaffing** is a concern with only four teachers (three qualified and one volunteer).
- **Tribal conflicts** affect the school's development activities at times.



Recommendations

- **Communities** should lobby for additional teachers and additional infrastructure.
- **Teachers** should continue with CPDs.
- **Chiefs and other stakeholders** should resolve tribal conflicts for the school to develop.
- **The community** should implement the sustainability plan for development activities.
- **The community** should continue with vocational life-skills lessons and support OVCs.



Kanyerere

Cluster **Kanyerere**
Zone **Kapita**
TA **Chiwere**

Location

The school lies about 7 km northeast of Mvera TDC. From the TDC travel using the Lilongwe-Salima road. After some 5 km turn right at the Jehovah's Witnesses Church. Travel 1 km to the school.

Key Players

Formal Team

PEA **Morgan Mwale**
AC **Daniel Kazembe**
HT **Fatness Mphako**
SMC Chair **Bambo Kamtema**

Support Team

ZOC **Niffer Chikonje**
CL **Mayi Sinalo**
MCM **Violet Sikoya**
Girl Mentor **Mayi Mphako**

Notable Champions

Akunjira

Background

The school opened in 1993 under CCAP Nkhoma Synod. It had standards 1-8 against nine teachers (five male, four female). The school had two classroom blocks of two classes each and four temporary latrines. The school used unsafe water. Relations between school and community were not conducive to development. There were three teachers' houses, two



permanent and one temporary. Lessons were teacher-centred and rarely used TALULAR, as teachers lacked CPD trainings. The SMCs and PTAs did not call meetings to identify school needs and possible solutions.

PSSP: SFP Inputs

All nine teachers were trained in content knowledge and pedagogical skills, participatory strategies, TALULAR production and use, BLP/M, professional needs identification, facilitation skills, MTTTs and TCCs. Headteacher and deputy were trained in instructional leadership. PSSP provided 223 library books, which are accessed by teachers, learners and communities. This has activated the reading culture in both school and community.

Resource manuals were provided for teachers to source professional information. In literacy development, training of headteachers and standard 1 and 2 teachers was conducted in BLP/M, with review meetings conducted at cluster level. The school was identified for data collection on pupil assessment for standard 1 and 6 learners.

The community was sensitized and trained to identify school issues and solutions and plan implementation. Targeted were chiefs, SMCs, PTAs, cluster leaders, teachers, MCMs and some extension workers. A SIP box was provided to the school. Play parks and academic clubs were established by the MCM to motivate learners. PSSP:SFP provided small grants for tailoring and construction materials.

Achievements

Professionally the school staffs are able to identify their own needs and conduct CPD trainings coordinated by Willard Manyonga. Teachers can also consult others. TALULAR is produced, used and displayed even in outside classroom shelters. The school is a model for MTTT activities for the zone. The headteacher has been trained as a cluster supervisor who observes lessons and school management at Kanyerere and other schools in the cluster. The school has two local troupers, in TALULAR and Chichewa. These troupers practice peer observation and give positive advice. The standard I teacher, Benson Matenje, organized a literacy fair for his learners at the end of the 2008 session where best practices in literacy development were showcased to stakeholders including parents and guardians. They appreciated learners' performances and gave gifts including refreshments, money and foodstuffs to teacher and children.

Teachers are practicing the teaching of English and Chichewa in small groups, which has enabled most learners to read with understanding and improve listening and speaking skills. Enrolment has increased 46% as of November 2008 to 1,068 (560 boys, 508 girls). The community moulded 120,000 bricks and constructed a headteacher's office with



support materials from PSSP:SFP. SMCs, PTAs and community lobbied the EU and UNICEF to donate a borehole and 10 permanent pit latrines respectively to assist in reducing diarrhea and other communicable diseases at the school. Community volunteer Mr Bimphi has trained 20 learners in tailoring and 22 in weaving including 14 OVCs. Seven dresses and five shirts were sewn and sold, with the MK6000 raised going to buy learning materials for the 120 OVCs. A set of chairs has been woven for sale. SIP launch was conducted and raised MK850, supporting 10 OVCs. The school-community relationship has greatly improved, encouraging teachers to provide remediation to learners who fall back in some topics. Two teachers, Geoffrey Kaferapanjira and Jepht Kachala, work tirelessly to support learners.

Challenges

- **Inadequate classrooms** and teachers' houses.
- **Conflicts** among communities delaying implementation of school development.

Recommendations

- **Intensify** IGAs and lobbying skills to raise funds for supporting OVCs and school activities.
- **Teachers** to continue with CPD trainings, trouping, remediation, TCCs and peer lesson observation
- **Community** to effectively implement the sustainable plans.



Kapita

Cluster **Kapita**
Zone **Kapita**
TA **Chiwere**

Location

The school is 13 km northeast of Mvera TDC. Travel using the Lilongwe-Salima road. After 11 km turn left at the signpost for Thonje Health Centre. Proceed another 2 km to the Kapita school community.

Key Players

Formal Team

PEA **Morgan Mwale**
AC **Daniel Kazembe**
HT **Yohane Lupiya**
SMC Chair **Bambo Fositala**

Support Team

ZOC **Niffer Chikonje**
CL **Bambo Kalengama**
MCM **James Joseph**
Girl Mentor **Mayi Dzuwa**

Background

Kapita School opened in 1969 under CCAP Nkhoma Synod. It has standards 1-8. Enrolment before PSSP:SFP was 440 (212 boys, 228 girls). The school had five male teachers. Under-planning was common due to understaffing and lack of in-service trainings. School-community relations were not conducive to school development. Kapita has two permanent classroom blocks of two classrooms each. Three other classes were conducted outside and one in a church. Teachers' houses were in bad



shape. The borehole was broken, resulting in the school using unsafe water.

PSSP: SFP Inputs

All five teachers were trained in content, pedagogical skills, participatory methods, TALULAR production and use, BLP/M strategies, professional needs identification, module production, facilitation skills, MTTT, record keeping and care of textbooks. The school received 239 library books. Orientation was offered to the elected library committee on effective library management. PSSP:SFP provided the school with a SIP box. The communities were sensitized and trained. Targeted for training were chiefs, SMCs and PTAs as well as the cluster leader, MCM, akunjira and girl mentor.

The MCM established play parks for recreation and quiz and

debate clubs for literacy development in learners, efforts supported by school and community.

The school received a small grant of MK132,545 to rehabilitate a teacher's house. The school also has a local trouper in English, Patrick Mbulende. Kapita was selected as one of the assessment schools where PSSP:SFP has collected pupil data for standards 1 and 6 once a year since 2006. The school has trained two teachers as facilitators for the cluster teacher conferences, Hackson Chisepo and Patrick Mbulende, who has also been trained as the school librarian.



Achievements

Teaching and learning have improved with teachers' practice of participatory methods, TALULAR production and use, BLP/M strategies, CPDs, TTCs, peer lesson observation and literacy fairs. The result is greater learner achievement. Standard 1 learners can write their names and read and write words and simple sentences. Standard 5, 6 and 7 learners understand and converse in English. The school organized a literacy fair for standard 1 learners, motivating and encouraging for learners and appreciated by parents, guardians and community leaders as the best ever.

The community used its training to lobby with PSSP:SFP for the small grant to rehabilitate a teacher's house, which will be completed and occupied before the new school session opens. It also lobbied with Total Land Care, an NGO that now is constructing two classroom blocks of two classes each. This together with the teacher's house being rehabilitated will improve the living and learning environment. The school is the zone's education headquarters.

Challenges

- **Some community** leaders still reluctant to participate in school-development activities.
- **Understaffing.**
- **Inadequate** teachers houses, latrines, headteacher's office and library.
- **Unsafe water.**



Recommendations

- **Re-sensitize** communities to initiate and implement the school's planned development activities.
- **Community** should continue lobbying for safe water, infrastructures and teaching staff.
- **Teachers** should continue with CPDs, TTCs, literacy fairs and peer lesson observation.
- **Community** should initiate vocational life skills for OVCs support.



Kawangwi

Cluster **Thonje**
Zone **Kapita**
TA **Chiwere**

Location

Kawangwi school is 22 km northeast of Mvera TDC. Travel along the Lilongwe-Salima road and turn left. The school is just 50 metres from the road.

Key Players

Formal Team

PEA **Morgan Mwale**
AC **Daniel Kazembe**
HT **Mafikeni Chisalipo**
SMC Chair **Bambo Kanyemba**

Support Team

ZOC **Niffer Chikonje**
CL **Bambo Nkhoma**
MCM **Redson Millambo**
Girl Mentor **Mayi Kambuyake**



Background

Kawangwi School opened in 1939 under CCAP's Nkhoma Synod. It has standards 1-8. Enrolment before PSSP was 439 (216 boys, 223 girls). It has 11 classrooms, five permanent, six unfinished, and seven teachers (two male, five female). Teachers

underplanned, having no in-service trainings. This led to low standards. Communities were not active in school development.

PSSP: SFP Inputs

PSSP:SFP conducted sensitization meetings for stakeholders including SMCs, PTAs, chiefs, cluster leaders, teachers, MCMs and parents to engage all in school development. Teachers were trained in content knowledge, pedagogical skills, TALULAR production and use, module production, professional needs identification, facilitation skills and BLP/M strategies. Headteacher and deputy were trained in leadership skills to supervise fellow teachers during instruction. The MCM established play parks and academic clubs to encourage learners to remain in school. Skilled community members, one of them the SMC secretary,





Mayi Kambuyake, introduced hand sewing for 20 learners including six OVCs (two boys, four girls). Learners sewed four dresses and 15 book bags, which were sold for MK2,000 to support 16 learners with learning materials. The school also received a grant of MK101,200 and a SIP box.

Achievements

Teachers' improvement in lesson planning, participatory strategies, TALULAR production and use has led to improved teaching and learning in almost all classes. Standard 1 learners can write their names and read words and short sentences. SMCs and the community are constructing a school library. Religious leaders

offered church space for classrooms in standards 2 and 6. With the PSSP:SFP grant the community rehabilitated two teachers' houses. The reading club established by the MCM supports learners in literacy.



Challenges

- **Tribal conflicts** affect school development.
- **Infrastructure** is inadequate.
- **Community and school** roles conflict.

Recommendations

- **Resolve** tribal conflicts.
- **The community** should lobby to finish structures that are partly built.
- **Teachers** should continue with CPD trainings and peer lesson observation.
- **The community** should implement the developed sustainability plans.

Lufe

Cluster **Ching'amba**
Zone **Mvera**
TA **Chiwere**

Location

To get to Lufe School, travel 9 km north of Mvera Trading Centre. Turn left and keep going until you reach the school.

Key Players

Formal Team

PEA **Lucius Chidatha**
AC **Joab Jipson**
HT **Steven Mkaning'a**

Support Team

ZOC **Niffer Chikonje**
CL **Bambo Mkowo**
MCM **Dina Thidza**
Girl Mentor **Mayi Kagalu,**
Mayi Chiwaya

Notable Champions

Village Headman **Kolakola**
Tithandizane **Orphan Care**
Akunjira

Background

In 1950 Lufe School got started under CCAP Nkhoma Synod as the proprietor. There were seven classes against five male teachers. Before PSSP:SFP interventions, enrolment was 501 (255 boys and 246 girls). Limited participatory teaching methodologies were applied by the teachers. TALULAR was used or, rather, was produced but often damped away after one use. Lessons were predominantly teacher-centred in most classes. Teacher-learner



and community cooperation were low. Communities were in attendance at school only during end-of-term activities. The school did identify OVCs but little was done to support them. SMCs and PTAs were in place but performed ineffectively. Most of their duties were performed by the headteacher. Teachers knew their own needs but hardly tried to resolve them.

PSSP: SFP Inputs

PSSP:SFP supported community leaders in identifying school needs and suggesting possible solutions. The five teachers trained in content knowledge, pedagogical skills and record keeping and in TALULAR production, use and storage. They were trained in module production and facilitation skills as well. PSSP:SFP supported the school with small grants worth MK321,890 for vocational-skills training and construction work.

PSSP:SFP provided a trained MCM to spearhead creation of a conducive learning environment. The project also issued the school teaching and learning materials including 122 library books and trained the elected library committee, SMCs, PTAs, cluster leaders and other community leaders on roles in school-development activities. PSSP:SFP also trained the headteacher and deputy headteacher in instructional leadership and mass-communicated the school's best practices through the press, radio, TV and documentations. Blessings Hospital through PSSP:SFP donated a wheelchair to Alice Chiwaula. External visitors to the school served as morale boosters.

Achievements

The teachers' positive responses to the various trainings transformed the school in a wide range of ways. The school now serves as a role model not only for the zone but also the entire district. The school's best practices include the outstanding manner in which teachers and communities work together to produce relevant TALULAR, which the teachers effectively use for the benefit of the pupils. Josaya Kagala, one of the teachers, was recognized as a district TALULAR facilitator. Another strength is BLP/M strategies, with a well-illustrated standard I classroom managed by teacher Fredrick Nakulenga, who is also one of the BLP/M district facilitators. This has led to well-scheduled plans for peer lesson observation. With the teacher shortfall at the school, a functional double-shift system was introduced to allow all learners to benefit and has helped improve learner performance in all classes. The school's headteacher, SMC and PTA work closely together in other aspects of the school's management as well, including initiating development projects to support teaching and learning processes. VH Kolakola holds storytelling sessions with learners, which serves to consolidate a warm school-community relationship. Lufe also currently offers vocational-skills training such as tailoring. The community has moulded more than 200,000 bricks to build a school block with six classrooms as well as a teacher's house with support from



PSSP:SFP's small grant of MK250,000. Teachers have grown professionally with more support from the CPD trainings, which are planned and conducted at school and cluster levels.

The school library is accessible to learners, teachers and community members. Tithandizane Orphan Care and Christian groups provide porridge to infants especially during the months of critical food shortage. This allows learners to remain in school. Literacy fairs have been conducted and 93% of learners in standards 1 to 4 have been promoted to the next classes, including OVCs and girls. The school's transformation has led to a corresponding enrolment increase from 501 in 2006 to 721 in 2008. The school has every right to be proud of itself.

Challenges

- **Slow progress** in developmental school plans by the community.

Recommendations

- **The school** should continue being a star performer in CPD trainings, BLP/M, module production and TALULAR production, use and storage.
- **Intensify functioning** of the academic clubs, woodlot scenery and vocational life-skills lessons.



Madzidzi

Cluster **Mkhalanjoka**
Zone **Mvera**
TA **Chiwere**

Location

The school is 13 km northwest of Mvera TDC. Travel 3 km along Salima-Lilongwe road, turn right, pass through Mkhalanjoka and Mphande schools along hilly areas with streams, then you get to the school.

Key Players

Formal Team

PEA **Lucius Chidatha**
AC **Joab Jipson**
HT **Boston Kasauka**
SMC Chair **Bambo Kamphinda**

Support Team

ZOC **Niffer Chikonje**
CL **Bambo Sapuni**
MCM **Mercy Mikwala**
Girl Mentor **Mayi Ndalamira**

Notable Champions

Akunjira
Tiyanjane CBO



Background

The school started operating in 1999 under CCAP Nkhoma Synod as the proprietor. It has standards 1-6. Enrolment in 2006 before PSSP:SFP was 373 (181 boys, 192 girls). There were three teachers, all male. Teachers were often absent. This led to low education standards at the school. Participatory strategies and TALULAR were rarely used. The school had two temporary classrooms, no teachers' houses and no headteacher's office. Teaching and learning resources were inadequate and relations with the community were poor. The road is impassable directly to the school. There is wide river without a bridge. No teacher is accommodated at the school. The school's teaching and learning materials were kept by the community.

PSSP: SFP Inputs

PSSP:SFP provided teaching and learning materials including training manuals. All three teachers trained in TALULAR production and use, content knowledge and pedagogical skills. Teachers also trained in professional needs, module production and facilitation skills. The headteacher and deputy headteacher trained in instructional leadership. Community members including SMCs, PTAs and cluster leaders were trained and sensitized in lobbying skills, surfacing school's needs and identifying possible solutions for the school's improvement.

PSSP:SFP also trained the elected library committee to manage library facilities effectively. The project assisted with establishment of play parks and academic clubs as well, and the school received a SIP box.



Achievements

All teachers now can identify their needs and produce modules, leading to improved teaching and learning. There has been improvement in use of participatory methods and TALULAR by all teachers, allowing learners to be actively involved in daily lessons.

Learners have improved in class performances. Most standard I learners can read and write their own names, words and simple sentences. At the end of 2008, learner performance had improved from 50-70%. The community has displayed a sense of ownership, moulding 100,000 bricks to build classroom blocks

and contributing MK144,000 for construction. In response, PSSP:SFP awarded a certificate to the Madzidzi community as “best community in school involvement.” Gule Wamkulu, led by Bambo Jereman, started a school garden and 20 OVCs have been supported with learning materials.

Challenges

- **Lack of teachers’ houses** make it difficult for professionals to take care of the school, especially the headteacher.
- **Unsafe water** used by learners and teachers.
- **Unfunded** classroom block, well-built by community.

Recommendations

- **Continue lobbying** for additional teachers, borehole, bridge and classroom-block completion.
- **Teachers** should conduct regular CPDs.
- **Intensify** lesson observation to maintain standards.
- **Teachers** should support communities’ initiatives.
- **Community** to implement the sustainability plans.



Mbira



Cluster **Ching'amba**
Zone **Mvera**
TA **Chiwere**

Location

The school is 3 km north of Mvera TDC, 1 km from Mvera Trading Centre and 200 metres from the TA's headquarters.

Key Players

Formal Team

PEA **Lucius Chidatha**
AC **Joab Jipson**
HT **Christina Kamphambe (Mrs Sadiki)**
SMC Chair **Bambo Jobo**

Support Team

ZOC **Niffer Chikonje**
Cluster Leader **Donex Mkowo**
MCM **Dina Thidza**
Girl Mentors **Mayi Kuzobwe, Mayi Kamphambe**

Background

The school was established in 1999 under the Local Education Authority. It has six classes with nine teachers (one male, eight female). Enrolment was 367 (180 boys, 187 girls) in two classrooms. There is no teacher's house. Relations between school and community were poor, resulting in communities'

negative response to school activities. Teacher and learner absenteeism was high. SMCs and PTAs had little time for meetings. Teaching was teacher-centered. The school had unfinished classroom blocks and two grass-shelter classrooms.

PSSP: SFP Inputs

After sensitization meetings for the community and school, an education exchange visit was organized and supported for all teachers to Ching'amba and Lufe schools to share experiences in TALULAR production, use and care, and effective use of



participatory methods. The ZOC and PEA participated. PSSP:SFP trained all teachers in professional needs identification and facilitation skills, resulting in teachers facilitating sessions during TCCs at cluster level.

Achievements

Mbira school has changed in many aspects. Through sensitization meetings, communities have voluntarily constructed a two-classroom block with funding from small grants of MK47,819. Learner performance has improved through various teaching strategies. Getrude Chinkhombé has been utilized as a TOT and BLP/M trainer at zonal level. The community provided a room to the school as a school library. Headteacher and deputy headteacher training has supported the school's headteacher's improvement in school management. The school opened a maize garden supported by small grants from which eight

50-kg bags of maize were harvested for the school feeding program. The school established a CBCC at which 65 children registered. With the support of Forestry officer Mr Maseya, the school planted 540 trees. MCM and teachers established quiz, reading, debate and math clubs and also established play parks for learners. Teachers now confidently deliver lessons using several strategies and also using TALULAR, resulting in improved learner performances. Teachers display best practices. They regularly conduct CPDs and share with other cluster schools. Three teachers are local troupers in math, BLP/M and Chichewa. Five teachers have been facilitators for the cluster teacher conferences. A standard I teacher in BLP/M has made herself a centre of attraction in the way she interacts with her learners. Her class was used as a BLP/M literacy fair model. Three standard I teachers of this school are cluster and zonal facilitators. They identify

needs, produce modules and facilitate with confidence during cluster teacher conferences. Grace Mazungwi, the school CPD Coordinator, organizes weekly CPDs and regularly gives feedback. Sixty-five percent of learners in upper classes can speak English in public either during assembly or at school or zonal functions. Academic clubs are conducted often. Learners, teachers and the community use library books. Community relations with the school have improved and SMC and PTA take an active role in checking learner absenteeism. Parents support and appreciate learner performance. Some gave gifts to achievers as a motivation, including refreshments, clothes and money.

Challenges

- **The school** has inadequate latrines.
- **Classroom blocks** are inadequate.
- **The community** is still struggling to construct teachers' houses.

Recommendations

- **The community** should continue lobbying other organizations for school-development projects.
- **Teachers** should continue with CPD trainings and peer lesson observation.
- **School and community** should continue exchange visits.
- **The school** should facilitate academic club competitions.
- **The community** should implement the sustainability plan for school development.

Mkhalanjoka

Cluster **Mkhalanjoka**
Zone **Mvera**
TA **Chiwere**

Location

This school is 4 km northwest of Mvera TDC. From the junction along the Salima-Lilongwe road travel 2.5 kms, turn left at the school's sign post.

Key Players

Formal Team

PEA **Lucius Chidatha**
AC **Joab Jipson**
HT **Maytone Chakumanira**
SMC Chair **Bambo Kaphamthengo**

Support Team

ZOC **Niffer Chikonje**
CL **Bambo Sapuni**
MCM **Mercy Mikwala**
Girl Mentor **Mayi Kumphanda**

Notable Champions

Akunjira



Background

Mkhalanjoka School, which is under Nkhoma Synod of the CCAP, was established in 1997. It had eight permanent classrooms, a head teacher's office and staff room and 20 latrines. Enrolment was 698 (331 boys, 367 girls). It was led by a male headteacher and a female deputy with nine teachers (three male, six female) and a male volunteer. SMC, PTA and

community were not active in self-help development activities. Lessons were teacher-centred in most classes, as there was no in-service training for the staff's professional development. There was a broken borehole and four permanent teachers' houses.

PSSP: SFP Inputs

PSSP:SFP sensitized teachers, chiefs, SMCs, PTAs, cluster leaders, MCM and communities to their roles in school development. Some community members were trained as SMCs, PTAs, chiefs, cluster leaders, MCMs and teachers on community involvement.

All teachers were trained in content knowledge and pedagogical skills, BLP/M strategies, TCCs and professional needs identification. Teachers also received training in module production and facilitation skills. Three teachers



Mkhalanjoka



were trained in MTTT activities as cluster local troupers in mathematics, Chichewa and science. The headteacher was trained in supervision as a cluster supervisor. Resource manuals were donated by PSSP:SFP to assist teachers as references for effective teaching and learning. The school received 238 library books and the elected committee was sensitized on how to manage the school library. The MCM established play parks and academic clubs to attract more learners to enroll and remain in school. Mkhalanjoka was one of the assessment schools for data collection for learners in standards 1 and 6. PSSP:SFP piloted the MTTT activities at this school. The school's drama group has been trained.

Achievements

All teachers are using participatory teaching and learning methods and TALULAR in most lessons. Standard 1

learners have achieved much in literacy, able to read and write their names, some words and simple sentences, tell stories and do other activities. Teacher Grace Kawale has improved in her lesson deliveries and has also conducted literacy fairs to showcase best practices to the communities, including parents and guardians. The school has been a pilot for MTTT activities in the zone, teachers from other schools using the Mkhalanjoka as a learning centre for sharing best practices such as teaching of English and Chichewa in small groups. The school has displayed its steadiness in Form I selection for two consecutive years and this has attracted many professionals within and even beyond the zone to visit the school. The SMC/PTA planted 20 citrus trees with a small grant of MK90,000 for which it had lobbied PSSP:SFP. The community constructed one teacher's house which now is occupied. The community is also

rearing rabbits to raise funds, and a female volunteer is training 22 learners (10 boys, 12 girls, including 11 OVCs) in tailoring to raise funds to support the OVCs. Tiyanjane CBO has helped to support 50 OVCs with learning materials (70 exercise books and 30 pens). The school has improved in record keeping. It conducts CPDs without struggle, managed by INSET coordinator Stuart Ngulube. Teachers, learners and community have improved the reading culture by using library books. Teachers use the books as references, which supports improved teaching and learning. Play parks established at the school by the MCM have encouraged and motivated learners and improves their physical fitness. The school was rated number one at district level in sanitation.

Challenges

- **Lack of safe water** within the school premises.
- **Inadequate teachers' houses.**
- **Some cultural values** disturb school's daily activities.

Recommendations

- **Continue to lobby** from other organizations to support school development, such as IGAs and OVC support by the community.
- **Teachers** should continue conducting CPDs, literacy fairs, trouping and all strategies PSSP:SFP has put in place.
- **Community and schools** should continue relationship-building, including the akunjira.

Mpala

Cluster **Kapita**
Zone **Kapita**
TA **Chiwere**

Location

The school is 14 km east of Mvera TDC using Lilongwe-Salima road until you reach Thonje turnoff. After traveling 11 km turn right and go on for 3 km to be greeted by Mpala School community.

Key Players

Formal Team

PEA **Morgan Mwale**
AC **Daniel Kazembe**
HT **Joba Mchitakupha**
SMC Chair **Bambo Katherere**

Support Team

ZOC **Niffer Chikonje**
CL **Bambo Kalengama**
MCM **James Josephy**
Girl Mentors **Mayi Mkuziwaduka, Mayi Kazembe**

Notable Champions

Akunjira
VDC members

Background

Mpala School, established in 1979 under CCAP Nkhoma Synod, had six classes and three male teachers, all MSCE holders. In 2006 enrolment was 170 (82 boys, 88 girls). The school had two classroom blocks, one grass-shelter classroom and four temporary latrines. The school and community had poor working relations and no school



development. SMCs and PTAs never met. OVCs had little support. Teachers rarely met to share ideas and experiences and learn from each other. The school had no library, no play parks and unsafe water, but a local drama club was active, called Titani Youth.

PSSP: SFP Inputs

PSSP:SFP sensitized teachers, chiefs, SMCs, PTAs and communities on their roles in school development. MCM, SMCs and PTAs were trained and the community moulded more than 300,000 bricks to construct teachers' houses and classroom blocks. The MCM established play parks with seesaw and swing as well as academic clubs and sporting activities to attract dropouts to return to school. Headteacher and deputy were trained in instructional leadership. All

teachers were trained in TALULAR production and use, participatory methods, BLP/M, needs identification, module production, local MTTT intervention and facilitation skills. The school was supported with small grants of MK19,170 in 2006 and construction materials in 2008. Training helped the community lobby with the American Embassy for borehole drilling. Teachers received resource manuals as references. The local drama group was trained.





Achievements

The school has a mathematics local trouper, Paul Kabanga, who observes mathematics lessons in other teachers' classrooms within the cluster. This facilitates teaching and learning at Mpala and elsewhere. The establishment of play parks and academic clubs at the school has improved the learning environment. A borehole has been drilled with assistance from the American Embassy and 25% from the community, which gives the school to access potable water. A women's group opened a garden and sales of produce support 20 OVCs, encouraging them to remain in school. The headteacher, who is a cluster supervisor, assists in supervision and guidance with fellow headteachers. The community lobbied with Total Land Care for assistance and is under consideration. Two classroom blocks and two teachers' houses are under

construction with support from PSSP:SFP's small grant. Construction of the teachers' houses influenced the PEA to post an additional teacher to the school. The increase in infrastructure will allow all learners access to a conducive learning environment. Teachers are conducting CPDs and at certain times cluster CPD trainings at Kapita cluster, where experiences and ideas are shared for improved teaching and learning.



Challenges

- **Teacher** shortfall.
- **Communities'** local disputes affecting school activities.
- **Inadequate** infrastructure.

Recommendations

- **Communities** to lobby for additional teachers.
- **Re-sensitize** communities to settle local disputes affecting school activities
- **Teachers** to continue conducting CDP trainings and peer lesson observation.
- **Community** to implement the development plan.



Mphande

Cluster **Mkhalanjoka**
Zone **Mvera**
TA **Chiwere**

Location

Mphande School is 7 km northwest of the TDC. Travel 3 km and pass through Mkhalanjoka School.

Key Players

Formal Team

PEA **Lucius Chidatha**
AC **Joab Jipson**
HT **Petros Tcherani**
SMC Chair **Bambo Kaphamthengo**

Support Team

ZOC **Niffer Chikonje**
CL **Bambo Sapuni**
MCM **Mercy Mikwala**
Girl Mentor **Mayi Kumphanda**

Notable Champions

Akunjira
Tiyanjane CBO

Background

The school opened its doors in 1970 under the proprietorship of CCAP Nkhoma Synod with eight classes against seven teachers, all male. There were eight classrooms. Inadequate teaching and learning resources and record keeping were challenges to most teachers, and academic clubs were inactive. There was no permanent headteacher's office and the community was reluctant in developmental activities at the school. Learner outcomes were



unsatisfactory. School and community lacked knowledge in TALULAR production. The dropout rate was high, in part because of early marriages.

PSSP: SFP Inputs

Teachers acquired knowledge and skills on effective teaching through trainings at school, cluster and zonal levels. The school has two local troupers in TALULAR and English who were trained in peer lesson observation and feedback. PSSP:SFP trained all teachers in professional needs identification and facilitation skills, and also

trained the MCM to motivate learners to remain in school and in establishing play parks and clubs. The school received library books and trained the elected library committee. PSSP:SFP awarded the school with a small grant for vocational life skills, gardening and construction work. PSSP:SFP and the trained community have provided support in supervisory and advisory roles. The local drama group was also trained and the school received a SIP box.



Achievements

The community has constructed a permanent headteacher's office, rehabilitated a classroom block and built an administration block. Teacher attendance, lesson plans, schemes of work and records of work are checked and recorded. Community members now tell stories to learners, including Mr Chidyamayani, to improve literacy in learners. The Gule Wamkulu sourced finances through fundraising and supported 120 OVCs with exercise books and pens. To support effective teaching and learning, the akunjira also opened up a vegetable garden, raising MK1,500 with which they bought learning materials, Mr Jeremany being an initiator.

Learners, teachers and the community access the library. This has assisted literacy development in both learners and teachers. The troupers at the school are able to observe lessons in schools within the cluster and give constructive

feedback, and this has supported improved teaching and learning for schools in the cluster. The MCM's initiatives in play parks and academic clubs motivated Mariya Bizwick, a standard 8 student who dropped out to have a baby, to return to school. She has written the 2008 PSLCE and hopes to be selected for secondary education. James Banda, CPD coordinator, manages and records CPD training activities.



Challenges

- **Some communities** are still reluctant to participate in school activities to the expected standard.
- **The school** has an acute teacher shortfall, only three against eight classes.
- **The current SMC/PTA** is inactive in some school activities.

Recommendations

- **The community** should lobby for additional teachers.
- **New school committee and PTA** elections should be facilitated and new committee members oriented.
- **The community** should be re-sensitized on their roles in school development.
- **Teachers** should continue conducting CPDs.
- **The community** should implement the developed plans.

Msipe

Cluster **Kapita**
Zone **Kapita**
TA **Chiwere**

Location

The school is 17 km northeast of Mvera TDC along the M1 road to Salima passing through Katengeza weaving market, which is 1 km from the M1. Turn to the left, zoom from the M1, you find the school.

Key Players

Formal Team

PEA **Morgan Mwale**
AC **Daniel Kazembe**
HT **Diffred Namadzunda**
SMC Chair **Bambo Mbota**

Support Team

ZOC **Niffer Chikonje**
CL **Bambo Kalengama**
MCM **James Joseph**
Girl Mentor **Mayi Namadzunda**

Notable Champions

Religious leaders



Background

This is a junior school with four classes against three male teachers. It was established in 1997 under CCAP Nkhoma Synod. Before PSSP:SFP in 2006 the school had no permanent house. Enrolment was 219 (93 boys, 126 girls). Absenteeism and repetition rates were high. SMC and PTA held few meetings, nor did they meet with parents to discuss school development. The school had one permanent and one semi-permanent classroom block. School-community relations were poor.

PSSP: SFP Inputs

Positive changes have been observed in community involvement. Through sensitizations and trainings, stakeholders received training in lobbying skills, needs identification and roles of

stakeholders in school activities. The school received a SIP box.

All teachers have been trained at zonal and cluster levels through cycles and teacher conferences. Headteacher and deputy headteacher were trained in effective school management. The school received 150 library books to improve literacy levels for learners, teachers and community. The school received a small grant amounting to MK120,000 to rehabilitate a classroom block as well as materials to construct two teachers' houses.



Achievements

To improve school infrastructure, communities utilized the small grant to rehabilitate a classroom block and construct a permanent teacher's house, which has been occupied by the headteacher. Communities now are collecting materials to build a second house. Enrolment has increased to 254 in 2008 (124 boys, 130 girls). The culture of reading has been improved in most learners, teachers and some community members by accessing the library. The school conducts CPD trainings for teachers, sometimes at cluster level, to share experiences and ideas for improvement.

Regular trainings at school, cluster and zonal levels helped teachers improve lesson delivery and learner involvement. All teachers use TALULAR, which they produce with learners. A

standard 1 class taught by Headteacher Diffred Namadzunda has improved in literacy. Sixty percent of learners can write their own names, words and simple sentences. The school has a local trouper in science, Dastan Goma, who observes lessons and gives feedback to other teachers in the cluster. This has also improved his own standard 2 class.

Challenges

- **Community members** could participate still more in school activities.
- **Some SMC and PTA** members are inactive.
- **Infrastructure** is still inadequate.

Recommendations

- **Re-sensitize** communities on their roles in school activities.
- **Teachers** should continue conducting CPD trainings.
- **Teachers** should continue with peer lesson observation.
- **Community** should implement the developed sustainability plans.



Mtayafuko

Cluster **Thonje**
Zone **Kapita**
TA **Chimwere**

Location

From Mvera TDC, go east 3 km on the Likwewe-Salima road to Kalinyengo bus stop. Turn into the forest road to your left and go 6 km before turning to the right to Mtayafuko School.

Key Players

Formal Team

PEA **Morgan Mwale**
AC **Daniel Kazembe**
HT **Harry Mwale**
SMC Chair **Bambo Kamende**

Support Team

ZOC **Niffer Chikonje**
CL **Bambo Nkhoma**
MCM **Redson Millambo**
Girl Mentor **Mayi Kamwendo**

Notable Champions

Group Village Headman
Chimeza Akunjira

Background

Mtayafuko is a junior school with five classes and four male teachers, established in 1996 under CCAP Nkhoma Synod. Before PSSP: SFP in 2006, enrollment was 154 (80 boys, 74 girls), with one teacher's house and two classroom blocks alongside 10 latrines. Learner and teacher absenteeism was high. SMCs, PTAs and communities were passive in school-development activities.



PSSP: SFP Inputs

PSSP: SFP's teacher professional development trained teachers in content knowledge and pedagogy as well as TALULAR production, use and care. The standard I teacher and headteacher were trained in BLP/M strategies. Headteacher and deputy were trained in instructional leadership.

Community members were sensitized at school and zonal levels on their roles in school development, such as lobbying, OVC support and mentorship. The school received MK21,650 for gardening facilities, tailoring and tinsmithing, and some materials were provided for construction of a teacher's house.



Achievements

Teachers now conduct learner-centred lessons and produce and use TALULAR, resulting in improved learner performance. In a standard I class, 60% of learners can write their names and the date and read stories and poems. Two teachers are troupers, in TALULAR and English. Both observe lessons and give feedback to other teachers in the cluster, improving teaching and learning at all the schools.



The community has improved in supporting school activities, harvesting 50-kg bags of maize and selling it to raise MK6,500 to pay builders who constructed a teacher's house. The house now is occupied by a teacher who once walked a long way to school. This helps the teacher support learners more fully.



Challenges

- **Inadequate** teachers' houses and classrooms.
- **Ineffective** use of vocational life-skills materials by stakeholders.

Recommendations

- **Intensify** effective utilization and implementation of vocational life skills.
- **Re-sensitize** communities to lobby for another teacher and for an organization to help build a school block.
- **The community** should implement the school's planned activities.
- **Teachers** should continue with CPDs.



Mtchakhatha

Cluster **Mvera FP**
Zone **Mvera**
TA **Chiwere**

Location

Mtchakhatha School is 6 km southeast of the TDC. After traveling for about 5 km, take the road to Mvera MDF. Turn right, cross a stream. You are at the school.

Key Players

Formal Team

PEA **Lucius Chidatha**
AC **Joab Jison**
HT **Ketrina Benard**
SMC Chair **Bambo Masese**

Support Team

ZOC **Niffer Chikonje**
CL **Bambo Kamwambasa**
MCM **Catherine Kalumbu**
Girl Mentors **Mayi Benard,**
Mayi Kuzobwe

Notable Champions

Akunjira

Background

Mtchakhatha School was started in 1994 by CCAP's Nkhoma Synod. Being a junior school, it has standards 1-4. It had one semi-permanent and two temporary latrines. There were five teachers (two male, three female). There was ineffective teaching and learning resulting in poor performance due to lack of CPD activities. Resources were inadequate, including textbooks and classroom blocks. The school had no teacher's house.



Daily pupil attendance was low. The community was inactive, SMCs and PTAs not carrying out their roles and responsibilities. The school's enrolment was 157 (88 boys, 69 girls).

PSSP: SFP Inputs

All the teachers were trained in content knowledge, pedagogical skills and TALULAR production and use. The headteacher and deputy headteacher were trained in instructional leadership. Standard 1 teachers and headteachers were trained in BLP/M strategies. All teachers have been trained in professional needs identification, module production, and facilitation skills enabling them to facilitate teacher conferences and CPD trainings at cluster and school level. One of the teachers has been trained as local trouper in Chichewa. Teachers have been trained in record keeping.



The community has been sensitized and some trained, including the SMC, PTA, akunjira, cluster leader, MCM, group village heads and girl mentors. The community and school received a SIP box. The school also received construction materials from a small grant after lobbying to build a classroom block. Teachers received resource manuals to use as reference materials.



Achievements

The headteacher supports teaching and learning through lesson observation, mostly in standard I. The standard I teacher, John Kagalu, interacts well with learners, leading to literacy improvement. This has enabled most learners to be able to read and write their names, words and simple sentences. Most can read song posters and big books and help the class make its own books. The teacher conducts literacy fairs and other stakeholders attend to appreciate and give support. Teacher and learner attendance has been good, though teachers travel long distances. The community has introduced a school feeding program from their own contributions and with the SIP topup, which amounted to MK3,855. The community constructed three classroom shelters and four temporary classrooms to create a conducive learning environment. All teachers use participatory

methods and TALULAR even in the grass shelters. Teachers display the TALULAR after they have been used in a lesson so pupils can refer to the resource on their own time. Mr Kagalu is the best teacher in record keeping and was awarded with a certificate as the best in the zone in this category. The local trouper has managed to observe Chichewa lessons and give feedback to schools and teachers within the cluster, leading to improved teaching and learning. Gule Wamkulu escorts learners peacefully to school. The female headteacher manages the school well, with a positive attitude as a benefit of the training. The community lobbied the MP for construction of a classroom block.

Challenges

- **Lack of teachers' houses** and permanent classroom blocks.
- **The community** is slow in implementing school-development plans.

Recommendations

- **The community** should continue lobbying for support to increase infrastructure at the school.
- **Teachers** must continue with literacy fairs and CPD trainings and mentoring others within the cluster.
- **The community** should continue its school feeding program.
- **The community** should implement the sustainability plan.

Mtengowopota

Cluster **Kapita**
Zone **Kapita**
TA **Chiwere**

Location

This school is 10 km northeast of Mvera TDC. Travel 3 km east of the TDC on Lilongwe-Salima road. Turn left after reaching Kalinyengo bus stop, then travel 7 km. Passing through the forest, turn right and travel 1 km.

Key Players

Formal Team

PEA **Morgan Mwale**
AC **Daniel Kazembe**
HT **Levison Chidakwa**
SMC Chair **Bambo S Banda**

Support Team

ZOC **Niffer Chikonje**
CL **Mayi Sinalo**
MCM **Violet Sikoya**
Girl Mentor **Mayi Nkhoma,**
Mayi Gomani

Notable Champions

Akunjira

Background

Under CCAP Nkhoma Synod, the school started operating in 1994 with standards 1-8 and enrolment of 235 (114 boys, 121 girls) against three teachers (all male). The school has seven classrooms, four permanent and three temporary including a church. The school had 10 permanent latrines. One temporary teacher's house accommodated the headteacher. The other three teachers walked



long distances to school, up to 5 km one way. The school's water was unsafe. The SMC and PTA did not act on their roles. The community was reluctant to surface school issues and find solutions.

Result of the heavy teacher workload was ineffective lesson delivery. Learner performance was low. Of the 21 candidates who entered the 2006 PSLCE, only five passed.

PSSP: SFP Inputs

Theatre for Development performed at the school, sensitizing communities and helping them identify the school's gaps and possible solutions. Communities were trained in their roles and responsibilities for effectiveness at the school. Target groups were girl mentors, akunjira, SMCs, PTAs, group village heads, the MCM and others. PSSP: SFP

supported the school's construction project and vocational skills with small grants of MK23, 800.00 and construction materials. Teachers were trained in content knowledge and pedagogical skills, TALULAR production and use, professional needs identification, module development and facilitation skills. PSSP: SFP also trained teachers to conduct CPDs, keep records, teach BLP/M and act as local troupers. Headteacher and deputy were trained in instructional leadership. The MCM established play parks and academic clubs at the school, and the school received a SIP box.

Achievements

The school introduced a double-shift system targeting standards 3 and 4 to allow learners equal access to effective teaching and learning. CPDs conducted at the school have encouraged teachers to use participatory methods and TALULAR in classes, leading to improved learners' performance. The school has one trouper in BLP/M, Lloyd Tung'ande, who observes BLP/M lessons and gives comments and advice to other teachers in the cluster. Three Mtengowopata School teachers have been facilitators at cluster teacher conferences, where teachers share best practices for improved learner performance.

The community moulded 100,000 bricks to construct a teacher's house, which PSSP: SFP supported with small grants. The community also lobbied with the Member of Parliament for construction materials for the teacher's house. OVCs and girls were trained in tinsmithing and products they made were sold, raising MK1, 300 to support 50 OVCs.



Challenges

- **Lack of cooperation** among chiefs, village heads and school staff.
- **Teacher shortfall.**
- **Inadequate classroom** blocks and teachers' houses.

Recommendations

- **Intensify** IGA activities to raise funds for construction of classroom blocks and teachers' houses.
- **Teachers** should conduct CPDs regularly.
- **Community** should work to improve cooperation.
- **Community** should lobby for additional teachers.
- **Community** should implement the sustainability plans developed.

Mvera MDF

Cluster **Mvera MDF**
Zone **Mvera**
TA **Chiwere**

Location

Mvera MDF is 9 km south of Mvera TDC. Upon reaching the battalion's main gate, travel another 2 km going uphill.

Key Players

Formal Team

PEA **Lucius Chidatha**
AC **Joab Jipson**
HT **W/OI Mwafulirwa**
SMC Chair **W/OI Harawa**

Support Team

ZOC **Niffer Chikonje**
CL **Bambo Kamwendo**
MCM **Emon Kalaka**
Girl Mentor **Mayi Maonga**

Notable Champion Commanding Officer

Background

Under the proprietorship of the Local Education Authority (LEA), the school was established in 1985 with eight classes and 10 permanent classroom blocks, 12 permanent latrines and eight temporary latrines. There are 18 teachers (four male, 14 female). The school had no vocational-skills training, academic clubs or recreation centres for learners. Most lessons were teacher-centred. Few teachers used TALULAR. There was hardly any evidence of sharing good practices with other stakeholders. There was a



school library in a separate room and the school is a member of the national library. The SMC, PTA and community bought and distributed 500 pens and 500 exercise books to all learners.

PSSP: SFP Inputs

Community stakeholders were sensitized and trained in their roles and responsibilities. All teachers were trained in content knowledge and pedagogical skills and in TALULAR production and use. Teachers were also trained in need identification and module production. The school received 236 library books. The elected library committee was oriented in management and use of the library and the teacher librarian was trained as well. PSSP: SFP also trained the MCM, who established play parks and academic clubs for quiz, debate, mathematics, wildlife and

religion. PSSP: SFP also provided MKI 178,590 in small grants and construction materials and trained the girl mentor. The MCM's bicycle district launching was conducted at this school. PSSP: SFP recognizes and supports the school as a cluster centre. The school was identified for data collection on pupil assessment during the project's period.



Achievements

Classes now are learner-centred and participatory strategies are practiced. In most classes, TALULAR has been produced and is effectively used, thereby making teaching and learning more interesting. In standard I, BLP/M strategies have been effectively implemented by two teachers. Jean Kachere and Christina Sosola have really made a difference in literacy development for the learners. Learners can write their own names and read words and simple sentences. Some can lead functions and speak in public. Learners produce class-made big books. Some 10 learners displayed various activities at the MCM closeout ceremony at Lufe, among them Vitumbiko, Saka, Praise Nkhata and Hendrina Ndekha. Christina Sosola, one of the standard I teachers, gives remediation to learners who fall back and has been successful. Impressed parents and guardians gave her a certificate of appreciation during the closing out ceremony for term III. The trained teacher librarian, Staff Sergeant Maonga, manages the library, allowing learners, out-of-school youth, teachers and the community to utilize the library books and teachers to use some books as references during lesson preparations and for upgrading. Four teachers are troupers in science, Chichewa, mathematics and TALULAR. Vocational life-skills training is offered in, cookery, tinsmithing and tailoring.



The school's reading club, led by Staff Sergeant Maonga, has proved a success in learner literacy development, as evidenced by the well-organized press conference at which readers showed their ability in the presence of high-profile officials including the Acting U.S. Ambassador and Ministry directors.

S/SGT Kainga frequently documents and reports the school's achievements to different institutions, including to PSSP: SFP offices.

The community has been more involved in school activities. It has planted 100 trees supported by the forestry officer, rehabilitated four classroom blocks and constructed four pit latrines with the small grant support. In collaboration with the wildlife club, the school has established beekeeping, from which MK2,000 has been raised and five OVCs supported with

learning materials from sales of honey. The school has been a role model on Form I selection, and other schools have come to learn Mvera MDF's techniques for achievement.

Challenges

- **Lack of a teacher's house** at the school premises.

Recommendations

- **Communities** should consider constructing a teacher's house at the school.
- **Teachers** should continue with CPD trainings and joint planning.
- **The school's** local troupers should continue with peer lesson observation.
- **SMCs and PTAs** should continue motivating teachers.
- **Communities** should implement the sustainability plans for school development

Mvera

Cluster **Mvera**
Zone **Mvera**
TA **Chiwere**

Location

Mvera School is situated 500m south of the TDC, adjacent to Mvera Mission Hospital.

Key players

Formal Team

PEA **Lucius Chidatha**
AC **Joab Jipson**
HT **Everson Tembo**
SMC Chair **Mayi Seveni**

Support Team

ZOC **Niffer Chikonje**
CL **Bambo Kamwambasa**
MCM **Catherine Kalumbu**
Girl Mentor **Mayi Kawale**

Background

Established in 1932 by CCAP Nkhoma Synod, the school has classes for standards 1 to 8. There are 24 teachers (nine male, 15 female), six of whom are students from Kasungu TTC. Standards 1 and 2 have two streams, each handled by its own teacher. Part of the school is a boarding school called Andrew Murray which accommodates learners for all the classes. In 2006, 843 learners (406 boys, 437 girls) were enrolled. The school had 13 classrooms, which were in bad shape. The school had no latrines. There were eight teachers' houses. The school and community had a poor working relationship which resulted in the absence of any



school-development activities. The SMC/PTAs did not meet nor facilitate PTA meetings for school development. It was hard for teachers to meet to plan or share ideas and experiences. The school had supplementary readers — but learners, teachers and community members were not accessing them, as they were simply stored away. OVCs did not receive any support.

PSSP: SFP Inputs

After the sensitization meeting and trainings were conducted, the local communities had a better understanding of their role and responsibilities regarding school activities. Within a short period of time they initiated various activities. They elected new SMC/PTA members, constructed two pit latrines, created a maize garden to support OVCs and lobbied for small grants to rehabilitate a

classroom block, now used as a school library. Vocational-skills trainings began with equipment, such as sewing machines provided by PSSP. Learners, including OVCs and girls, are acquiring new skills. Weluzani Meja, who uses a wheelchair, is now able to sew clothes and tailor items on his own because of the skills he has learned. Teachers contributed MK2,003 to buy tubes and tires for Weluzani's wheelchair so he could come to school daily. The school keeps and cares for the 219 books received from PSSP,



along with books from the National Library Services, in a separate room. The community provided shelves, benches and mats for this room to make it suitable for reading. Four teachers were trained as local troupers in math, English, science and Chichewa. The headteacher was trained as a supervisor to observe classroom practices, monitor school management and provide feedback.

Achievements

To encourage OVCs to remain in school, several initiatives have been carried out. Maize was harvested and sold and the proceeds used to buy 300 exercise books, 200 pens, and 100 pencils for 300 OVCs. Weluzani Meja, the OVC mentioned earlier, now moves freely and easily when crossing the river from and to Katunga village because of the resources he received for his wheelchair.



The community and SMC used the PSSP-inspired skills they learned to lobby from Active Africa. As a result, the school got 178 blankets for learners, given to 83 boys and 95 girls. The school also rehabilitated classrooms and learner hostels. Quiz and debate clubs as well as study circles were established by the MCMs, enabling learners to speak English fluently and confidently during assemblies and other zonal and school functions. For example, a learner was able to serve as translator for the District Commissioner's speech into English during a public function. During the function, the school conducted club competitions with other schools within and beyond the zone. The school's clubs won most of the competitions. The community continues to develop the school. A teacher's house is currently under construction. Enrollment has increased by 10% since 2006. The 2007 school year closed with 929 learners

(483 girls, 446 boys). More learners have been trained in vocational skills such as weaving, sewing and carpentry.

Challenges

- **Some members** of SMC and PTA are relatively inactive in school activities.
- **Few standard 8** learners were selected to go on to national secondary schools.

Recommendations

- **The community** should continue to lobby other organizations for school-development projects.
- **Teachers** should conduct CPD trainings often and peer lesson observation as well.
- **The community** should continue academic clubs and facilitate exchange visits.
- **The school** should continue to facilitate literacy fairs.
- **The community** should implement its action plan.

Thonje

Cluster **Thonje**
Zone **Kapita**
TA **Chiwere**

Location

To reach Thonje School travel 21 km northeast of Mvera TDC along the Lilongwe-Salima Road. After 11 km, turn left onto a dirt road. Pass by Kapita School and go on to Thonje School, which is on the left side of the road.

Key Players

Formal Team

PEA **Morgan Mwale**
AC **Daniel Kazembe**
HT **Maliseni Chigowo**
SMC Chair **Mayi Kweza**

Support Team

ZOC **Niffer Chikonje**
CL **Bambo Nkhoma**
MCM **Redson Millambo**
Girl Mentor **Mayi Phiri**

Background

Thonje School was established in 1930 under CCAP Nkhoma Synod. It had two permanent and two semi-permanent classrooms. Religious leaders offered a church building for use as another classroom. There were seven permanent teachers' houses, five of which required major repairs. There was little community participation in the school's development activities and pupil absenteeism was high. Teachers, however, were commonly prepared for their lessons. The school enrolment was 734 (352



boys, 382 girls). The school also had supplementary readers.

PSSP: SFP Inputs

PSSP sensitized and trained all target groups concerned with the education of the children, including SMCs, PTAs, chiefs, teachers and parents. Teachers were trained in content knowledge and pedagogical skills, focusing on learner-centered teaching methods including module production, teacher conferences, local MTTT, facilitation, BLP/M and TALULAR production. The headteacher and deputy head were trained in instructional

leadership. The MCM established play parks, which were an attraction to pupils. PSSP supplied the school with 258 library books. A library committee was elected and trained on library-management skills. The school management was trained, as was the school's local drama group. The drama group was encouraged to educate communities on various civic issues. The MCM and cluster leader were trained to initiate activities that would motivate learners to remain in school. The school was identified as a pilot school for pupil-data assessment.

Achievements

Soon after the sensitization activities were completed, the local communities realized what their school needed and they successfully lobbied others in the community for land for gardening and PSSP for financial support. The communities grew maize and harvested 14 bags, some of which was sold for MK9,000. This money was used to pay the builders who constructed two classroom blocks. Using their PSSP small grants, community members bought materials and rehabilitated three teachers' houses, which are now occupied. A community member trained 15 learners, three of whom were OVCs, in bricklaying skills. A community member also trained 30 learners, nine of them OVCs, in tailoring. Learning bricklaying and tailoring skills will help these learners remain in school and support themselves in the future. The community



constructed a headteacher's office, with small-grant funds used for its completion. Through CPDs and TCCs, most teachers are now using participatory teaching methods and TALULAR with their learners. The school has two local troupers, in BLP/M and science, to increase school and cluster-based classroom supervision and to enhance the

quality of education. The school has maintained high pupil enrolment and, as a result, was awarded a certificate of appreciation. At district level, on sanitation, the school was ranked number four, as they really keep the school tidy. The school's enrolment for October 2008 was 748 (378 boys, 370 girls). The school's headteacher is a role model in management for the zone.



Challenges

- **Some community members are still reluctant** to take part in school-development activities.
- **Too few teachers** are on staff.

Recommendations

- **Re-sensitize local communities** on their roles in school-development activities.
- **Teachers** should continue with CPDs.
- **Communities** should implement plans they have developed.

Tsikiti

Cluster **Mvera MDF**
Zone **Mvera**
TA **Chiwere**

Location

The school is 15 km southeast of Mvera TDC. After traveling for 8 km, pass through the hills for about 2 km, then cross, turn left, move on for 5 km and you are greeted by Tsikiti School community.

Key Players

Formal Team

PEA **Lucius Chidatha**
AC **Joab Jipson**
HT **Coswell Mafuta**
SMC Chair **Bambo July**

Support Team

ZOC **Niffer Chikonje**
CL **Bambo Kamwendo**
MCM **Emon Kalaka**
Girl Mentor **Mayi Kathumba**

Notable Champions

Akunjira, PTA chair Bambo Yakubu

Background

Tsikiti School, under the proprietorship of the LEA, was established in 1964 with standards 1-8. It had four permanent classrooms, two temporary classrooms and a borehole used by school and community. The school had two temporary teachers' houses in very bad state. There were three teachers (one female, two male) for eight classes, leading to ineffective teaching and learning.



The community was reluctant either to initiate or to participate in school development. The school's enrolment was 355 (195 boys 160 girls) with five permanent latrines.

PSSP: SFP Inputs

The introduction of PSSP: SFP's teacher professional development activities allowed all teachers to be trained in content knowledge and skills. Teachers learned TALULAR production, use and care as well as BLP/M, MTTT, needs identification, module production, facilitation skills and record keeping. The headteacher and deputy headteacher were trained in instruction leadership.

The school received a SIP box for motivating learners. Community members were sensitized and trained on their roles in school-development activities such as lobbying and surfacing issues. Those targeted

were chiefs, SMCs, PTAs, the cluster leader, girl mentor and MCM. The school received small grants of MK208,000 for construction and gardening. Carpentry materials and sewing machine were provided as well, and PSSP also gave the school resource manuals for use by teachers as references.

Achievements

The trainings that teachers received at school, cluster and zonal levels have helped teachers improve teaching and learning processes in all classes where participatory methods and TALULAR are used. Teachers' cooperation has improved. At times they plan lessons together and share professional ideas. The headteacher is a trained cluster troupier for English and supervises English lessons in schools within the cluster, resulting in improved English lesson deliveries that benefit more learners.



One teacher, Tailosi Mkambeni, facilitated modules during cluster teacher conferences. Vocational life skills are offered to learners by community volunteers in carpentry by Mr J July and D Yakubu, who are training 22 learners (including six OVCs) in both skills. Sales of the resulting materials have benefited 93 learners. The SIP box was launched and MK1,500 raised. The community constructed two teachers' houses with support from small grants. The houses are occupied, thus providing a conducive living environment as a motivation to teachers. The headteacher, through the instructional leadership training he received, has shown positive

changes leading to improved school management. The school has made a tremendous improvement in its enrolment of 625 learners (289 boys 336 girls), an increase of 43.2% as of November 2008.

Challenges

- **Too few teachers.**
- **Inadequate infrastructures** including classrooms and teachers' houses.
- **Community conflicts** affecting school's development plans implementation.

Recommendations

- **Community** should lobby for construction materials and additional teachers.
- **Teachers** should continue with CPDs and peer lesson observation.
- **Vocational life skills** should continue to support OVCs and developmental activities.
- **The community** should effectively implement the sustainable school plans.
- **The community** should complete the two teachers' houses.

Chankhungu

Cluster **Chankhungu**
Zone **Kanyenje**
TA **Mkukula**

Location

Chankhungu School is a Teacher Development Centre school situated right at Kanyenje TDC.

Key Players

Formal Team

PEA **Bwanali Jere**
AC **Louis Mangawa**
HT **Nolex Massah**
SMC Chair **Mr Davie Chimpeni**



Support Team

ZOC **Martha O Myava**
CL **Milton Msokasoka**
MCM **Mercy Chadza**
Girl Mentor **Ema Ntchita**

Background

Chankhungu School was founded in 1963 under the support of the Local Education Authority. In 2006, enrolment at the school was 870 (428 girls, 442 boys) with a total of 13 teachers (nine males, four females). There were four teachers' houses. The school grounds were not demarcated and the school had no library. Clubs were nonexistent, there was no visible developmental activity and learners were not trained in vocational skills. Generally, teachers came to school unprepared and teaching records were not fully prepared or updated.

PSSP: SFP Inputs

PSSP: SFP conducted training sessions for all 13 teachers in content knowledge, pedagogy and TALULAR production and use. Student teachers (six females) were included in the training to help them improve their teaching. Frequent supervision was done to support and monitor teachers on the use of the acquired skills and knowledge. A continuous assessment record was drawn and is maintained so teachers effectively follow the learners' progress. Teachers were trained in module production for effective facilitation of school-based CPDs. Four local troupers were trained to increase school- and cluster-based supervision. The headteacher and deputy headteachers were trained in instructional leadership roles, and the headteacher trained as a cluster supervisor. SMC/PTA were also trained in their roles.



PSSP: SFP supported the community with a small grant toward the constructing two teachers' houses and buying materials for vocational skills training for learners.

Achievements

A notable change in the teachers' attitude toward their profession has occurred. For example, one teacher who used to come to school unprepared is now one of the teachers who effectively uses participatory methods during lesson delivery. Another role model is Jacob Kaoza, who facilitates school- and cluster-based trainings or

Chankhangu



teacher conferences and is also very active in supporting learners in library use. Teachers conduct school-based CPDs and the facilitators are able to produce training modules as a result of trainings on module production. The trained local troupers plan, organize and make visits within their cluster and support their fellow teachers in their subject specialization, resulting in improved lesson delivery. This has led to learners' improved performance: 75% of 71 learners in standard 6 are able to present their group findings in good English. One such learner is Benjamin Jostino, who is academically very good. Nine learners (three girls, six boys) trained in tinsmithing and seven learners (four boys, three girls) trained in tailoring. From the products sales proceeds, Happiness Lameck, an OVC and standard 8 learner, received soap, pens and paraffin, which enabled her to continue with her

studies and prepare for the examinations. She has written the PSCLE. The school raised MK2,000 from tinsmithing and MK9,000 from sales of tailoring products.

Each term literacy fairs are conducted to enable parents to know how learners are performing. Chiefs around the school voluntarily contributed MK3,000 each toward payment for skilled labor who constructed two teachers' houses. During the launch of SIP, MK7,500 was raised. Clubs such as quiz, reading and debate were introduced. Quiz is very active; within the third term, they won three competitions. Play parks were established, resulting in learners staying in school, hence their opportunity for learning. Teachers organize TALULAR production workshops to prepare resources for effective teaching and learning. Sixteen pit latrines were constructed, resulting in improved sanitation.

To establish a woodlot, 1,500 trees were planted. A classroom was renovated into a library. St Mary's Rehabilitation Centre was lobbied for labor for making breeze blocks, which protect the library windows. School grounds have been demarcated. The school enrolment increased from 870 in 2006 to 1,326 learners (641 girls, 685 boys) in 2008.

Challenge

- **A classroom was blown off** on 2 October 2008, causing the well-displayed TALULAR's damage.

Recommendations

- **Immediate action should be taken to reconstruct the blown-off classrooms** so that beginning in January 2009 teaching and learning will not be disturbed.

Chigwere

Cluster **Chankhungu**
Zone **Kanyenje**
TA **Nkukula**

Location

Chigwere School is northwest of Kanyenje TDC. Because of its geographical position, it is one of the most difficult schools to reach, especially during the rainy season. From the TDC, one heads for Lilongwe and crosses the Lumbadzi river. Upon reaching Mchemani School (Lilongwe district), there is a river after the school. A dirt road branches from the Salima-Lilongwe road northward. After 7 km, one gets back to Lumbadzi river, crossing it where there is no bridge. The road that winds up through village leads to the school, which is at the foot of Chilungulu hill.



Key Players

Formal Team

PEA **Bwanali Jere**
AC **Louis Mangawa**
HT **Shadreck Sitima**
SMC Chair **Bambo A Sandramu**

Support Team

ZOC **Martha O Myava**
CL **Milton Msokasoka**
MCM **Mercy Chadza**
Girl Mentors **Ema Ntchita,**
Queen Gondwe, Mayi
Lonely Banda, Mayi
Namulangenzi Bikasoni

Background

Chigwere school was established in 1994 under CCAP Nkhoma Synod. It has one classroom block against standard 1–4. There were three teachers. In 2006, as PSSP: SFP was starting, there were no teachers' houses and no fundraising activities taking place at the school. A row between two Village Headmen concerned school land, which led to the derailing of school development activities. Enrolment was 231 (127 girls, 104 boys).

PSSP: SFP Inputs

Teachers were trained in content knowledge, participatory teaching and learning methods, TALULAR preparation, use and display. One teacher was trained as a mathematics trouper. Meetings were conducted with community leaders about issues impinging on quality education at the school surfaced and possible solutions were reached. School Management Committee members were also trained in their roles. SIP was provided to the school. The school was supported with small grants amounting to MK19,369 for buying vocational skills training materials and construction materials. Teachers were

supported in the classroom during lesson delivery through lesson observation. Standard I teachers and headteachers were trained in BLP/M implementation.

Achievements

Communities made a proposal to change the name of the school from Chigwere to Chilungulu (a name of a hill near the school) to avoid quarrels that erupted because the school structure is in Village Headman Kalulu's land but had been named Chigwere, which is another Village Headman's name. This had resulted in disagreements when it came to development activities. The proposal was officially submitted to the district education office, where it awaits a response. This move revived community support for school development activities, leading to 170,000 bricks moulded and one teacher's house constructed. An amount of MK10,000 was raised from selling tailoring products and MK18,000 from tinsmithing.

Selling sand as an IGA raised MK1,700. Teachers shifted from a teacher-centred lesson approach to participatory teaching and such learning methods as use of group work and role play, which led to learners gaining improved reading capabilities.

Communities voluntarily raised MK2,042 from the SIP launch. Enrolment has slightly increased from 231 in 2005 to 281 in 2008 (154 girls, 127 boys).

Challenges

- **Feedback to the proposed change of name** has not yet been given to the communities, resulting in doubts and fear of the disputes erupting again.

- **Lack of a bridge** across the Lumbadzi river to the school makes wellwishers unable to reach the school and creates difficulties in supporting the teachers during the rainy season.

- **Teachers coming from as far as 4 km** from the school fail to turn up for duties when it rains.

Recommendations

- **The district education office** should be reminded to respond to the communities' request.
- **Community leaders to lobby** from external support for the construction of a bridge at Lumbadzi River to the school.
- **Communities should continue constructing teacher's houses** so all teachers can reside at the school.

Chingondo

Cluster **St. Mathias**
Zone **Kanyenje**
TA **Chiwere**

Location

Chingondo School is 15 km southeast of Kanyenje TDC. From the TDC, travel 11 km, passing through Chezi Trading Centre. Upon reaching Kanyenje Trading Centre, a road branches that goes to the southeast. From this junction, cover 4 km to get to the school.

Key Players

Formal Team

PEA **Bwanali Jere**
AC **Louis Mangawa**
HT **Evanca Simkoko**
SMC Chair **Miliasi Benard**

Support Team

ZOC **Martha Myava**
CL **Michael Tambala**
MCM **Amos Ng'ombeyoyera**
Girl Mentors **Mayi Annie Kalonga; Mayi Ethel Manuel & Mayi Rose Kenneth**

Background

Chingondo School was founded in 1999 under CCAP Nkhoma Synod. It has standards 1–5. In 2006, the enrolment was 210 (108 girls, 102 boys) against three male teachers. There was no teacher's house and no learners' toilets. UNICEF donated 20 bags of cement to the school for the construction of learners' latrines. Because there were no bricks, no construction was going on.



Communities resisted moulding bricks because of little support from their community leaders. The two classrooms had no TALULAR displays. Teaching was mostly teacher-centred.

PSSP: SFP Inputs

PSSP: SFP conducted meetings with all GVHs, VHs and community members where participants raised issues

affecting teaching and learning at their school. PSSP: SFP supported them in prioritizing the identified issues, planning for actions and monitored implementation. Three teachers were trained in content, pedagogy and TALULAR production, use and display. Two teachers were trained as TCC members and one teacher as a local trouper. School

Chingondo



Chingondo Primary School, Term 3 2008 Dropouts by Sex and Standard

	STD 1	STD 2	STD 3	STD 4	STD 5	Total
Boys	2	--	--	--	1	3
Girls	1	1	--	--	2	4
Total	3	1	--	--	3	7

Challenges

- There are three teachers against standards 1–5 with a teacher/pupil ratio of 1:121.
- There is only one classroom block for standards 1–5, which leaves three classes learning under a tree.

Recommendations

- Communities should continue constructing teachers' houses so more teachers could be posted to the school to reduce teacher workload.
- School Management Committee/PTA should lobby for external support for the construction of classroom blocks.



Management Committee and PTA members were trained on their roles, lobbying, and fundraising skills. PSSP: SFP supported teachers in class through lesson observations and monitored community initiatives. The school was provided MK254,230 for buying materials for roofing and finishing the two teachers' houses. PSSP: SFP also trained Akunjira.

Achievements

As a result of the frequent meetings conducted with the community leaders, 350,000 bricks have been moulded and burnt. Ten VIP pit latrines were constructed using the bricks and materials supported by UNICEF. With the support of the small grants given to the school, two teachers' houses were constructed. During SIP launch, MK1,425 was raised. Classroom walls have changed from silent to talking; teachers use participatory teaching and learning methods. The trained Akunjira raised MK1,300, which

was used to support construction of the two teachers' houses. Teachers plan and conduct school-based INSETs. The trained trouper supports other teachers within the school and the cluster. Classroom support at school and cluster levels has increased as a result of TCCs and local MTTT structures put in place. For example, the teacher trained as Chichewa trouper, Mr. Masina, regularly supports Mr. Kamanika, the standard one teacher, in handling literacy lessons. Enrolment raised from 210 in 2006 to 361 (183 girls, 178 boys) in 2008. There were no dropouts in standards 3–4 (see the headteacher's chart below).

Gawamadzi Hoya

Cluster **Pheleni**
Zone **Kafumphe**
TA **Nkukula**

Location

Gawamadzi School is 6 km west of Kanyenje TDC. From the TDC, travel 1 km to the signpost for Namilombwa CBCC, turn left and follow the road. After crossing bridges over two rivers, the school is close to the last bridge along the road on the right.

Key Players

Formal Team

PEA **Agness Chitekesa**
AC **Christoper Chimzimu**
HT **Frackson**
Mayaniakachepa
SMC Chair **Bambo L Daudi**

Support Team

ZOC **Martha O Myava**
CL **Private Kapandasoka**
MCM **Aferamunda**
Katherere
Girl Mentors **Mayi F**
Bulevason, Mayi A Kavala,
Mayi Moses, Mayi F Msinkhu

Notable Champion

Mr Davie volunteered to train learners in vocational skills.

Background

Gawamadzi school was founded in 1982 under the support of CCAP Nkhoma Synod. In 2006, when the intervention was starting, enrolment was 435 (191 boys, 244 girls). There were five teachers (one female, four



males) teaching standards 1–7, two classroom blocks and no teacher's house. Teacher and learner absenteeism was high and community participation in school development activities was very low. Most teachers came to school not fully prepared in terms of lesson plans and updates of teaching records, and there was no TALULAR production or use. About 90% of the lessons were delivered using lecture methods. No recreation centres, no bricks for construction, and no vocational skills were provided to learners at the school.

PSSP: SFP Inputs

PSSP: SFP trained all five teachers and one volunteer teacher. One teacher and the headteacher were trained in BLP/M implementation. One teacher was trained as a local trouper of TALULAR. The

headteacher and deputy headteacher were trained as cluster teacher conference committee members. PSSP: SFP trained all teachers in module production. The SMC/PTA were trained on their roles. PSSP: SFP donated 420 books as supplementary readers. Quiz and reading clubs were introduced. A Girl Mentor was trained to support learners at the school. And PSSP: SFP supported the school with MK50,000 for learner vocational training.



Achievements

An active reading club is using the donated books such that learners write very good short stories inspired by the natural resources. For example, Joyce John of standard 6 wrote a story titled “Duwa,” which has been published in “Mmela mpoyamba” storybook. Of the teachers, 50% use participatory teaching and learning methods and TALULAR during lesson delivery. An example is John Zimpita, a standard 2 teacher who has emerged as a TALULAR trouper for the cluster for supporting other teachers.

Play parks were established, resulting in improved pupil punctuality. Some learners, like Mavuto Zwande, who had dropped out to herd cattle came back. Learners made visits to other schools to academically compete through quiz club. Some learners who usually absented themselves from school changed this behaviour,

leading to improved performance. An example is Funachina Nkhanga, a standard 2 learner, who had this tendency but now changed and his performance improved to position 1.

Training in vocational skills was given to eight learners (four girls, four boys) of which four learners are OVCs (two girls, two boys). As a result, MK1,800 was realized from product sales. In September 2008, the local trouper, who plans and makes school supervision to support teachers in good classroom practice, visited Mtenje, Pheleni and Gawamadzi, reaching 14 teachers (three females, 11 males). Communities are motivated to carry out development activities such that 164,000 bricks have been moulded and burnt and 120 trees were planted to serve as windbreak. The SIP launch raised MK1,109, which was used to support a volunteer teacher. One community member

volunteered to build a teacher’s house and has the foundation started. Enrolment increased from 435 in 2006 to 731 (399 girls, 332 boys) in 2008.

Challenges

- **There is a land dispute** between the community leaders and one community member who claims the school land belongs to him and that no construction development should be carried out. As a result, progress of the teacher’s house that had been started has now stagnated.
- **Among the teachers, 50%** still struggle in the preparation, use and display of TALULAR in their classrooms.

Recommendations

- **The concerned parties** should resolve the land issue so development activities can be carried out.
- **Maximize use of the local MTTT** at the school to share skills.



Kainja

Cluster **Pheleni**
Zone **Kanyenje**
TA **Nkukula**

Location

Kainja School is north of Kanyenje zone, 10 km from the TDC. Traveling from the TDC to Salima, go 1 km, and then at a signpost labeled Namilombwa CBCC, turn left and follow the winding road. Cover 9 km, passing Gawamadzi School. Soon after crossing the Njewe river, the school is on the right side of the road.

Key Players

Formal Team

PEA **Agness Chitekesa**
AC **Cristopher Chimzimu**
HT **Kent Damiano**
SMC Chair **Bambo Fadson Tembo**

Support Team

ZOC **Martha O Myava**
CL **Private Kapandasoka**
MCM **Aferamunda Katherere**
Girl Mentors **Mayi F Bulevason, May A Kawala, May Z Moses, Mayi F Msinkhu**



Background

Kainja School was established in 1942 under the support of CCAP Nkhoma Synod. Enrolment in 2006 was 780 (398 girls, 332 boys). There were four male teachers against standards 1–8. The school had two teachers' houses occupied and one teacher's house on which work had stagnated. The community was not active in supporting school activities. Learners on most of the school day time were found outside, loitering without being attended to. No learning centres could be seen in any of the eight classrooms. There was laissez-faire type of leadership in which checking teaching records and supervision of classroom work was nonexistent. No school-based INSETs were being conducted. No library was established.

PSSP: SFP Inputs

In 2006, several meetings were conducted with community leaders and communities on their roles as stakeholders of the school. The School Management Committee and PTA were trained on their statutory roles in the running of the school. The library committee was trained. The four teachers were trained in content knowledge, pedagogy and TALULAR use. PSSP: SFP supported standard 1 learners in literacy and numeracy skill acquisition by training teachers in BLP/M strategies. The school received MK175,770 for rehabilitation and construction of the teachers' houses and received 191 supplementary readers to enhance culture of reading among learners, teachers and community. PSSP provided the school with SIP, established play parks, and trained one teacher in library management.

Achievements

The headteacher reformed into a professional reliable teacher with his office resources well-organized. Teachers conduct school-based INSETs without someone pushing them to do so. Standard 1 learners' achievement level at end of year improved, for example, learners were able to write their own names, words and simple sentences on the chalkboard. Teachers prepare, use and display TALULAR, especially in standards 1, 2, 6 and 7.

Despite insufficient teachers at the school, learners are kept busy with tasks, resulting in no more loitering around. Clubs were introduced and learners learn from each other within and outside the school through competitions. The two teachers' houses were rehabilitated, the partially constructed house has been completed, and other two new teachers' houses have been constructed, reducing the teachers' accommodation problem. A woodlot was established with 2,080 trees. A library was constructed and put to use. A SIP launch raised MK1,700. As every term ends, a literacy fair open day is conducted to show parents what learners can do. Two teachers from the school have emerged as troupers in English and BLP/M. Enock Kasawa is one of the role model teachers in BLP/M implementation in the zone. Enrolment increased from 730 in 2006 to 926 (514 girls, 412 boys) in 2008.



Challenges

- **The school** has more than 35,000 bricks ready for use but no funds.
- **Houses for teachers** are under construction but uncompleted.

Recommendations

- **To lobby for external support** for construction of more teachers' houses and a headteacher's office.
- **To complete the teachers' houses** so more teachers may be posted to the school.

Kanyenje

Cluster **St Mathias**
Zone **Kanyenje**
TA **Chiwere**

Location

Kanyenje School is 10 km from the Teacher Development Centre following the road from Lilongwe to Salima. It is to the north of Salima road and 100 m off the road following the old tarmac road that branches from Kanyenje Trading Centre.

Key Players

Formal Team

PEA **Bwanali Jere**
AC **Louis Mangawa**
HT **Alfred Banda**
SMC Chair **Mr Saulosi Banda**

Support Team

ZOC **Martha O Myava**
CL **Michael Tambala**
MCM **Amosi Ng'ombeyera**
Girl Mentors **Mary Kapuchi,**
Annie Kalonga

Background

Kanyenje School was founded in 1967. It has standards 1–8. There were eight teachers (two females, six males) with eight classrooms that were not in good condition. The School Management Committee was not active. Teacher absenteeism was very high: frequently, three teachers would be absent in a week. There were neither vocational skills training nor fundraising activities at the school. In 2006, enrolment was 778 (413 girls, 365 boys). The



school has a woodlot with very big gmelina trees, which could fall and be used for firewood only.

PSSP: SFP Inputs

PSSP: SFP trained the eight teachers in content knowledge, pedagogy and TALULAR production, use and display. PSSP: SFP conducted school management committee PTA trainings on their roles, lobbying and fundraising skills. Theatre for Development (TFD) was performed by MCMs to help communities raise problems affecting education of the children at their school and thereafter suggest and implement solutions to address the issues. The headteacher and standard I teacher were trained as local troupers and the headteacher and deputy headteacher as members of the teacher cluster conferences. PSSP: SFP supported the school

with small grants amounting to MK24,995 for buying vocational skills materials, such as machines, cloth, etc. PSSP: SFP supported teachers during lesson delivery, supported the school with SIP, and provided 156 supplementary books to the school to enhance the culture of reading.

Achievements

Teacher attendance has improved; at least a week could go without any teacher being absent. Teachers plan and organize school-based INSETs. The trained trouper supports the other teachers in the teaching of English within the school and cluster. The TCC structure joins the trouper in supporting the teachers at the school. Some teachers have had a change of attitude toward the profession. For example, Francis Chilunga, who could hardly accept teaching standard 8 upon

being requested by the headteacher, now readily took over the class after going through several teacher professional trainings. Now he is very punctual for duties, daily arriving at the school before the headteacher from a distance of 3 km. The learners are trained in vocational skills by volunteers (Village Headman Chiwala and the wife of the headteacher). A classroom block with an administration wing was constructed and a bore hole drilled through lobbying from Active African.



The old trees have been used for making timber and an amount of MK15,000 raised as a school fund. An amount of MK975 was raised from SIP launch. Ten OVCs were clothed with the garments produced from vocational skills (five girls, five boys). Enrolment increased from 775 in 2006 to 902 (450 girls, 452 boys) in 2007 and 1,113 (562 girls, 551 boys) in January 2008.

Challenge

- **Some community leaders are not supportive** of school development activities, for example, not implementing agreed-upon actions to address issues.

Recommendation

- **Trained drama clubs in TFD should intensify drama performances** on the importance of owning and supporting the school for better teaching and learning.



Katundu



Cluster **Msadelera**
Zone **Kanyenje**
TA **Nkukula**

Location

Katundu School is 4 km south of Kanyenje TDC. After driving 300 metres from the TDC in the direction of Lilongwe, there is a firewood selling point. At this point, the road branches to wind southward. The school is 3.7 km from this junction on the right-hand side.

Key Players Formal Team

PEA **Bwanali Jere**
AC **Louis Mangawa**
HT **Eston Chimwaza**
SMC Chair **Vunguti Maliseni**

Support Team

ZOC **Martha O Myava**
CL **Wilson Jamikele**
MCM **Leophus Wilson**
Girl Mentors **Mayi Tinenenji**
Maseko, Mayi Rhoda Mwale

Background

Katundu School is one of the newly established schools. It started operating in 2003 with standards 1–4 and three male teachers. There was one classroom block and no teachers' house. The enrolment in 2006 was 187 (100 girls, 87 boys). There was good attendance by teachers with a dedicated headteacher. There was a School Management Committee; however, the members did not understand their roles because they had not been trained since they were elected. Teachers used teacher-

centred methods. School records' upkeep was a problem for the teachers, mainly continuous assessment and maintenance of schemes of work. No school-based INSETs were conducted.

PSSP: SFP Inputs

Three teachers trained in content knowledge, pedagogy, TALULAR use and school records upkeep (including continuous assessment, attendance registers and portfolios). The School Management Committee/PTA members were trained on their roles, lobbying skills, financial and materials resources management. The school was supported with MK413,053 for the construction of a classroom block, and SIP was provided to the school.

Achievements

Teachers use learner-centred methods. For example, Mr Keneth Baluwa emerged as a role model in use of participatory teaching and learning methods. His class is always active during the lesson delivery and learners' performance in reading and mathematics is good. His learners read standard 2 books fluently and sometimes borrow standard 4 books to read. Records upkeep is generally good at the school. Through the trainings, the teachers plan and implement school-based INSETs. They produce and use instruments for peer observation and thereafter share



the findings. The headteacher emerged as an English trouper, good in use of teaching in small groups. The village education committee set out to support the teachers and learners and it works hand in hand in TALULAR production to facilitate effective teaching and learning. The community constructed a classroom block, reducing shortage of classrooms. During SIP launch, MK1,500 was raised and provided to the school. Lobbying for external support resulted in receipt of seven bags of cement from Honourable Chika. A woodlot was established to protect the classroom blocks. Six pit latrines were constructed. A banana orchard was established as a fundraising initiative.



Challenge

- **Free-range cattle grazing** resulted in destruction of the banana orchard.

Recommendation

- **Communities should intensify monitoring** and caring for school properties and initiatives.

M'bindo

Cluster **Msadelera**
Zone **Kanyenje**
TA **Mkukula**

Location

M'bindo School is east of Kanyenje Teacher Development Centre. Travelling from the TDC towards Salima, turn right at the transmitter and travel 8 km to the east. The school is just along that road.

Key Players

Formal Team

PEA **Bwanali Jere**
AC **Louis Mangawa**
HT **Laison Kandion**
SMC Chair **Mr. M. Nkuziwaduka**

Support Team

ZOC **Martha O. Myava**
CL **Wilson Jamikele**
MCM **Leophus Wilson**
Girl Mentor **Rhoda Mwale (Mrs Chimwaza)**

Notable Champions

GVH **Chipeni** pioneered OVC support.
GVH **Simpha** played a leading role on school development action plan implementation.

Background

M'bindo School started operating in 1983 under the proprietorship of CCAP Nkhoma Synod. It has standards 1–8. Enrolment in November 2005 (before PSSP: SFP) was 784 (427 girls, 357 boys).



There were six teachers (one female, five males). Teacher absenteeism was very high during tobacco harvesting season. Parents did not always encourage their children to attend school. Communities were not involved in school health issues. Learners used the bush around the school to help themselves; diarrhoea cases were very high at the school. No survival skills, like carpentry, tinsmithing and tailoring, were taught. There were two teachers' houses. A classroom block had been blown off three years before

PSSP: SFP Inputs

PSSP: SFP performed Theatre for Development to help communities appreciate factors affecting the education of their children through participatory drama. This supported community leaders in raising issues that affect the school, prioritising and planning for action to be taken to address each issue. All six teachers were trained in content knowledge,

pedagogy and TALULAR production and use. PSSP: SFP supported a rehabilitation initiative of the blown-off block with small grants amounting to MK186,425. Construction of two teachers' houses was supported with an amount of MK260,800 to reduce teacher accommodation problems. The U.S. Ambassador to Malawi visited the school to support the community on its initiatives to improve the teaching and learning environment. Three teachers trained as local troupers in Mathematics, Chichewa and TALULAR to increase school- and cluster-based classroom supervision. PSSP: SFP provided sewing machines, tinsmithing and carpentry materials to provide life skills training for learners. To support the reading club introduced at the school, 125 books were donated.

Achievements

Teachers now behave more professionally. For example, Abraham Chiutsi, who featured highly on the negative side during Theatre for Development, is one of the best role model teachers in terms of behaviour, hard work, creativity and lesson delivery. Teachers come to school prepared and the teacher-learner working relationship is admirable. Teacher absenteeism is an old story. For example, during the three consecutive visits made to the school in October 2008, all teachers were found present and well-prepared. A teacher attendance checklist has been introduced and posted in the headteacher's office. A duty roster on leadership and administrative roles was introduced so every teacher is given a chance to serve as leader of the week at the school. This also encourages teachers to turn up for duties as well as improve on their punctuality. Learner absenteeism has greatly declined. For example, on the 22 October 2008 school visit, out of 1,214 learners, 1,198 learners turned up. There were no absentees in standards 5–6. Two good teachers' houses were constructed and the teachers accommodated. Fifteen learners (six boys and nine girls) trained in carpentry fixed the headteacher's office door and repaired eight school desks. During holidays, they join carpentry shops in their communities where, as produced items are sold, they are given shares for their daily support. An example is James Kachijere. This boy repeated in standards 1–3, but from the time he started



getting this support, he did not repeat in standards 4–5.

Communities constructed 15 pit latrines for learners, resulting in improved sanitation. Thirty OVCs (15 girls, 15 boys) received 60 notebooks from GVH Chipeni. Eleven learners trained in tinsmithing. MK3,700 was raised from two doors and 12 pails made by the trained learners. MK1,800 was raised voluntarily during a SIP launch. School ownership has been instilled in communities so much that 14 villages around the school raised MK38,000 from “Kalimalima,” which was used to pay for skilled labourers who finished the two teachers' houses. Play parks were established as recreation centres for learners, resulting in improved learner punctuality. Chipeni Orphan Care was established, and more than 50 children registered. From seedlings provided by GVH Simpha and other village headmen, a woodlot has been

established to serve as a windbreak for the classroom blocks. Quiz, reading, debate and other clubs have been introduced. Learners competed with other schools, like Chankhungu, Msadlera, and Katundu, which improved learner performance. There were no repeaters in standards 6–7 in 2008.

Challenges

- **Recently strong winds blew off the roof** off the block.
- **Some life skills instructors** seem to be losing steam.

Recommendation

- **IGA activities** should be intensified to raise funds to support reroofing the block and to continue encouraging learners who have cultivated an interest in life skills acquisition by supporting their groups.

Mgona

Cluster **St Mathias**
Zone **Kanyenje**
TA **Chiwere**

Location

Mgona School is in the eastern part of Dowa. It is 15 km from the Zonal Teacher Development Centre of Kanyenje. If one travels on the Lilongwe–Salima road, one covers 12 km from the TDC, then branches to the left and travels for 3 km to reach the school.

Key Players

Formal Team

PEA **Bwanali Jere**
AC **Louis Mangawa**
HT **Mary Kapuchi**
SMC Chair **Mr Lingson Chikwete**

Support Team

ZOC **Martha Myava**
CL **Mr Michael Tambala**
MCM **Amos N'gombeyoyera**



Background

Mgona School was established in 1999 with the support of CCAP Nkhoma Synod. It has standards 1–7. At the start of PSSP: SFP, the school had four teachers against 400 learners (192 boys, 208 girls), one classroom block and one teacher's house, which accommodated the headteacher. There was no OVC support. Community leaders and members were passive about development activities; there were no bricks, no construction activities, and no fundraising. Almost 70% of the teachers went to school unprepared; 90% of them used teacher-centred teaching and learning methods. No school-based CPD activities were being conducted and the communities provided no classroom support.

PSSP: SFP Inputs

PSSP: SFP trained all four teachers and four volunteers in content knowledge and pedagogy for effective teaching and learning. The school was supported with small grants of MK280,683 for buying construction materials for a new house and a classroom block, as well as buying fertilizer for maize production. A school incentive package (SIP) was provided to the school. During the SIP launch, MK1,123 was voluntarily raised by community members. Three SMC members were trained in financial and material resources management, MCM established reading and quiz clubs. To enhance the culture of reading among learners and teachers, 331 supplementary readers were supplied. One of the teachers, Funani Ngwenya, was trained as a local trouper to increase school-based supervision and support.

Achievements

PSSP: SFP has succeeded in transforming the culture of St Matthias School. For example, community leaders and communities are now actively involved in development activities to improve the teaching and learning environment. They constructed two teachers' houses and a classroom block. As a result of Akunjira support through provision of such resources as pens and notebooks, 42 OVCs were retained in school (21 girls, 21 boys). SMC/PTA raised MK67,000 together with community members through the sale of 52 bags of maize they harvested. And MK5,000 was raised from tailoring products sales made by Mr Laison on a voluntary basis to support school development activities. The community recruited four volunteer teachers to reduce the workload to ensure maximum learner support. Some 90% of the teachers adequately prepare for lessons and use participatory teaching methods, such as group work, role play, and discussion. Teachers conduct school-based Continuing Professional Development workshops to share professional knowledge and skills. Enrolment rose from 400 in 2006 to 460 (254 girls, 212 boys) in 2008.

Challenges

- **A high 1:118 pupil teacher ratio.**
- **Inadequate classrooms**—three classes are still learning under trees.



Recommendations

- **Continue with development activities** so the remaining classes are accommodated in classrooms.
- **Intensify fundraising activities** to support learners and development activities.
- **Continue supporting teachers** with appropriate TALULAR for better teaching and learning.
- **Use the lobbying skills** acquired to secure support from external sources.

Mpangweni

Cluster **Chankhungu**
Zone **Kanyenje**
TA **Nkukula**

Location

Mpangweni School is situated just after Lumbadzi bridge along the Lilongwe-Salima road on raised grounds to the left, 1 kilometer after the bridge.

Key Players

Formal Team

PEA **Bwanali Jere**
AC **Louis Mangawa**
HT **Paul Makiyi**
SMC Chair **Mr. Chimphakati**

Support Team

ZOC **Martha Olive Myava**
CL **Bambo Milton**
Msokasoka
MCM **Mercy Chadza**

Background

The school was established in 1958 under CCAP Nkhoma Synod. In 2006 the enrolment was 441 learners (257 girls and 184 boys). There were five teachers (three male and two female). The school had only one block against standards 1-7, leaving five classes out of seven to learn under trees and a church shelter. This meant interruptions during hazardous weather. Communities considered any school-development activities as the duty of government and any activity related to teaching and learning as the sole role of teachers, e.g. sourcing of



materials for TALULAR production. No PTA meetings were conducted at the school. Chiefs and local leaders hardly attended to any call by the headteacher to share issues that affected the learning of the child. There was no teacher's house.

PSSP: SFP Inputs

Upon realizing that people do not turn up for meetings at the school, a neutral place was used to conduct a meeting and all community leaders and 16 village heads attended. PSSP shared its vision of a good school: one that provides quality teaching and learning. PSSP also outlined a plan to address prioritized issues to improve the learning environment:

- **Training the five teachers** in content knowledge and methodologies.

- **Training two of the teachers** as local troupers (one male, one female) to support other teachers in BLP/M and in TALULAR production, use and display.
- **Training SMC and PTA** in their roles on financial and material resource management.
- **Providing transport** to Mr. Msokasoka, an SMC member, to learn from other communities what they do to improve the teaching and learning environment.
- **Supporting the school** with small grants amounting to MK566,891 for the construction of two classroom blocks initiated by the community and buying fertilizer for maize production.
- **Providing the school** with SIP and donating 250 supplementary readers.

Achievements

As one approaches the school now, one is greeted by two beautifully constructed classroom blocks as a result of the intervention. One teacher's house has also been constructed. Enrolment has gone up from 447 in 2006 to 557 in 2008. SMC/PTA use lobbying skills acquired during the trainings to the effect that the European Union has promised one more classroom block and four teachers' houses. SMC/PTA is very active and effectively leading developmental activities. The Chairperson, Mr. Chimphakati, is good at mobilizing members of the community to take part in addressing issues for the improvement of the learning environment. The mindset of the community leaders changed so much that MK65,000 was voluntarily raised towards construction work. Community leaders also raised MK8,314.15 during SIP launch. The community also constructed five pit latrines for learners and



joined hands in sourcing and preparing for teaching and learning resources. There is good cooperation between the school and community.

Five seesaws were built in a play park for the learners, resulting in improved punctuality in arriving at school. Reading, drama and quiz clubs were introduced and learners compete with other schools. As an indicator of the activeness of the clubs, the

school won a wall clock in 2007. The competition was sponsored by Rabson Mandele (MCM) as an encouragement. Teachers use participatory teaching and learning and Queen Gondwe, Standard I teacher, is a role model at involving learners during lesson delivery: 75% of her learners are able to write and read simple Chichewa words and sentences. Six classes are now accommodated in classrooms and only one in a church. The community also raised MK25,000 from maize produce to supplement payment of skilled labor.

Challenges

Markets, especially the two markets of Chankhungu and Msambo, affect learner attendance on market days.

Recommendations

Strategize ways of reducing absenteeism on Mondays and Wednesdays.



Msadelera

Cluster **Msadelera**
Zone **Kanyenje**
TA **Nkukula**

Location

Msadelera School is located 8 km to the southern part of Kanyenje TDC. Travel along the unpaved road that winds down to the south until one reaches the school.

Key Players

Formal Team

PEA **Bwanali Jere**
AC Louis **Mangawa**
HT **Backston Maseko**
SMC Chair
Henry Masotuzu

Support Team

ZOC **Martha Olive Myava**
CL **Wilson Jamikele**
MCM **Leophus Wilson**
Girl Mentors **Tinenenji Maseko,**
Dolika Makumba

Notable Champions

GVH **Kaundama Kombe and Chitanje**

Background

Established in 1963 under the support of CCAP Nkhoma Synod, the school had an enrolment of 384 learners (204 girls, 180 boys) in 2006.

With four male teachers, there were two classroom blocks and no permanent teachers' houses at the school. The headteacher and other teachers lived in mud



and thatched-roofed houses. The SMC was inactive. OVCs received no support. None of the teachers used TALULAR with their learners. There was a poor working relationship between the school and the local communities.

PSSP: SFP Inputs

Four teachers and one volunteer teacher were trained in content knowledge and pedagogy as well as TALULAR production, use and display. The headteacher was trained in instructional leadership and cluster supervisory skills. Community-based initiatives were supported through provision of moral support and encouragement. The school received small grants amounting

to MK260,790 to help fund community-initiated development projects. The School Management Committee was trained on how to carry out their roles effectively as well as in financial and material resource management. The school received a sewing machine to use for teaching vocational skills.

The one teacher trained in library management will also support other libraries in the zone. OVC mentors were trained in mentoring skills to effectively support the school's OVCs. Reading clubs received 302 supplementary readers to improve their literacy skills and to develop a culture of reading at the school.

Achievements

The local communities were involved in school activities such as the construction of three permanent teachers' houses. The communities constructed 10 pit latrines, improving sanitation at the school. A woodlot was established at the school. V.H. Kombe and Kaundama provided needy learners with 80 and 90 notebooks and pens respectively. V.H. Chitanje and Kaundama donated 15 and 28 school uniforms respectively that were then given to 30 girls and 11 boys. School uniforms were tailored by the SMC chairperson free of charge. V.H. Kaundama also donated MK13,000 for skilled labour for the construction of a house. MK1,345 was voluntarily raised during the launch of PSSP's SIP. The communities support teachers in class by supplying materials, such as animal skins and cartons, for TALULAR displays. Teachers use these resources in their teaching, resulting in improved learner performance.



Enrolment increased from 384 in 2006 to 438 in 2008. In 2008, the year began with 409 learners enrolled and there were 438 learners by the end of the school year. All learners passed at the end of 2008 school session. Eight learners (four boys and four girls), six of whom were OVCs, were trained in tailoring. MK1,500 was raised from the sales of four school uniforms that the learners had made. The headteacher organizes supervision and exchange visits within his cluster

to share good practices. He is one of the role model teachers.

The community recruited one volunteer teacher. Village Education Committees were set up to monitor the attendance and progress of learners. At the end of every term these committees buy gifts such as notebooks and pens for star performers. There is now a good relationship between the headteacher and the local communities.

Challenge

There are only four teachers to teach six classes, resulting in a teacher:pupil ratio of 1:110.

Recommendations

Continue with support to the school by posting at least one more teacher to the school. The local communities should complete the building of the teacher's house, which only has its foundation constructed.



Mtenje

Cluster **Pheleni**
Zone **Kanyenje**
TA **Chiwere**

Location

Mtenje School is 7 km from Kafumphe zone centre and 7 km from Dowa, turning off on Lilongwe–Salima road. From Kafumphe, there is a branch to the left after 4 km. Upon traveling 3 km, you get the school, which is along the right-hand side of the road.

Key Players

Formal Team

PEA **Agness Chitekesa**
AC **Christopher Chimzimu**
HT **Steward Chipezeni**
SMC Chair **Bambo Lefani**

Support Team

ZOC **Martha O Myava**
CL **Thomas Majuwe**
MCM **Rabson Mandele**
Akunjira **Lufele Dufuleya,**
Kankhokho Daniel, Julius
Khofimani, Chisowa Katapira
Girl Mentors **Ethel Manuel,**
Lucy Sitolo, Alineti Sigawo,
Fludys Amidu

Background

Mtenje School was established in 1994 under CCAP Nkhoma Synod. It had standards 1–8. When PSSP: SFP intervention started in 2006, three teachers were managing standards 1–8 with an enrolment of 441 (217 girls, 224 boys). Most learners spent the school day playing without being attended to,



because of workload pressure on the teachers. Preparation too was a problem among the teachers. There was no teacher's house and the school was not actively improving the teaching and learning environment.

PSSP: SFP Inputs

All three teachers were trained in content knowledge, participatory teaching and learning methods, management of large classes and multi-grade teaching. The School Management Committee, PTA and community leaders were trained on their roles in support of education of their children at their school. Standard I teachers and the headteacher were trained in BLP/M literacy strategies. One teacher was trained as a mathematics trouper. The headteacher was also trained in supervisory skills. The school received small grants amounting to MK80,048 for the construction of a teacher's house. A SIP box

was provided to the school. Teachers were supported in the classroom through frequent lesson observation, with school visits every month and sometimes twice a month. A SIP launch was supported.

Achievements

Teachers used multi-grade teaching to address the acute shortage of teachers until other teachers were posted to the school. The trained local MTTT supports other teachers within the school and cluster. The standard I teacher emerged as a role model in the teaching of BLP/M. In some classes, teachers use and display TALULAR. Of the standard I learners, 60% are able to write their names, simple words and sentences.

Communities are motivated to carry out development projects at the school, like the 120,000

bricks that were moulded and burnt. One teachers' house was constructed. A development committee was voluntarily established, composed of one volunteer member from each village of the school catchment area who chose a leader among themselves to lead the development activities, like moulding the bricks.

Gule Wamkulu escort learners to school, resulting in reduced learner absenteeism and increased retention rate. For example, in January 2007, enrolment was 448 (231 boys, 217 girls) and those who completed in November the same year were 442 (226 boys, 236 girls). In January 2008, enrolment was 519 (279 girls, 243 boys) and November 2008 ended with 528 learners (283 girls, 245 boys). Around the school, 100 trees were planted to serve as a windbreak. A SIP launch raised MK2,119, leading to increased sustainable financial resources at the school.

Challenge

- **The shortage of teachers**—three teachers against eight classes—resulted in reduction of the standard 8 class at the school, making standard 8 learners travel long distances in search of a standard 8 class.

Recommendation

- **Communities should continue** with development activities so more teachers are posted to the school to save the situation.



Pheleni

Cluster **Pheleni**
Zone **Kafumphe**
TA **Nkukula**

Location

Pheleni School is located 9 km from Kanyenje TDC. Travel from the TDC on Salima road 6 km, then branch to the left on the Dowa Boma road. It is 3 km from the junction to the school on the left side along the road.

Key Players

Formal Team

PEA **Agness Chitekesa**
AC **Christopher Chimzimu**
HT **Peter Muleso**

Support Team

ZOC **Martha O Myava**
CL **Thomas Kajuwe**
MCM **Rabson Mandele**
Girl Mentor **Lucy Sitolo**

Notable Champion

Gamaliel Chiyendawani is very dedicated to supporting standard I learners to read and write.

Background

Pheleni School was founded in 1995 under CCAP Nkhoma Synod and is now a fully developed primary school. At the inception of PSSP in the district, the school had five teachers (two females, three males) and 515 learners (282 girls, 233 boys). Vandalism was high, and the school grounds were being used for cattle and goat grazing, resulting in some



goats using the classrooms as a resting place. Cow and goat herders used to play in the classrooms, leading to damage of the school equipment, such as desks. Learners' performance was not good. For example, in 2002 and 2005, only two and three learners respectively were selected to secondary schools. Standard 1–4 learners could hardly read Chichewa sentences. There was only one teacher's house, which accommodated the headteacher. No TALULAR was used by teachers. There were no teaching records, such as continuous assessment record books.

PSSP: SFP Inputs

PSSP: SFP conducted a meeting with all community leaders to discuss the disadvantage of cattle and goat herding around the school premises in relation to teaching and learning. The five teachers were trained in content

knowledge, pedagogy and TALULAR, which aimed at supporting teachers to improve their teaching skills. The headteachers and deputies were trained as teacher-conference cluster-team leaders. All teachers were trained in early literacy strategies (BLP/M). Nine SMC and PTA members were trained on their roles in the running of the school activities, lobbying and fundraising skills. The school was provided with small grants amounting to MK194,814 in support of community-based initiatives to construct three teachers' houses at the school. And 233 supplementary readers were donated to support the reading clubs.

Achievements

Every teacher now ably prepares and uses continuous assessment records. Teachers prepare and update teaching records, such as schemes of work, lesson plans and progress books. Classroom walls are dressed with a variety of TALULAR, which is displayed after use. Learners' performance has improved in standard I; they are able to read big books or read sentences written on the chalkboard. This is as a result of Mr Enamali Chindawans' dedicated support to the learners. Standard 8 results improved from three being selected to secondary schools in 2005 to seven selected in 2007.

Vandalism has been reduced and three teachers' houses have been constructed. To serve as windbreak to the classroom block, 450 trees have been planted. The sisters of St Mary's Rehabilitation Centre were lobbied for support, in kind, which led to a donation of 401 pens to the school for OVC. Community leaders volunteered to make mats, which raised MK2,500, and MK1,000 was raised from maize sales. The money was used to support the construction of the teachers' houses.

Academic clubs, such as quiz and reading, were introduced. Five pit latrines were constructed for learners leading to improved sanitation and reduced diseases. Enrolment rose from 515 in 2006 to 671 in 2008.



Challenges

- **Misunderstandings of coupon issues** for farm input subsidy derailed progress of development activities at the school.
- **Understaffing** of five teachers against eight classes and a teacher-pupil ratio of 1:135 are hard to work with.

Recommendations

- **Community leaders and other concerned parties** should sensitize the members to the development issues.
- **Teachers' houses** should continue being constructed, so more teachers can be posted to the school for better productivity.
- **Teacher training college** should continue sending students to the school for support.

St Mathias

Cluster **St Mathias**
Zone **Kanyenje**
TA **Mkukula**

Location

St Mathias School is along Lilongwe–Salima road, 8 km from Kanyenje TDC to the right of the road. It is close to the trading centre known as Chezi.

Key Players

Formal Team

PEA **Bwanali Jere**
AC **Louis Mangawa**
HT **Martin Banda**
SMC Chair **Mr Chaweza**

Support Team

ZOC **Martha O Myava**
CL **Thomas Majuwe**
MCM **Rabson Mandele**
Girl Mentor **Lucy Sitolo**

Notable Champion

VH **Mr Manyozo**

Background

St Mathias School was founded in 1997 under the support of Lilongwe Diocese. It has standards 1–8. Enrolment at the start of PSSP was 909 (476 girls, 483 boys). There were eight teachers (five females, three males). Construction of the four school blocks and two teachers' houses at the school was sponsored by the Catholic Church well-wishers of St Mary's Rehabilitation Centre.

Any development activities were being done by the donors. The mindset of communities around the school was that of depending on handouts in terms of school development activities. Despite having very nice, lockable classrooms, teachers hardly prepared, used and displayed TALULAR or used participatory teaching and learning methods to facilitate effective teaching and learning. No clubs, such as quiz, were introduced at the school. Livelihood skills, such as tinsmithing and tailoring, were not being offered to learners.

PSSP: SFP Inputs

PSSP: SFP conducted meetings with the community leaders, such as SMC/PTA and village heads, where each player surfaced their roles and came up with a social contract. This served as an eye-opener to them on their roles in support of the education of their children. All eight teachers were trained in participatory teaching and learning methods, TALULAR and content knowledge with an aim of improving their professional stand. The headteacher and deputy headteacher trained on their instructional leadership roles, and the headteacher trained in supervisory skills as a cluster supervisor. PSSP: SFP supported the school with small grants of MK95,580 for provision of vocational skills training to learners, which was used to buy two sewing machines, cloth and tinsmithing materials. One teacher made an



exchange visit to share good classroom practices. Fifteen learners (eight boys, seven girls) were provided transport to an educational visit to Kamuzu Moselium and Kamuzu International Airport. Quiz club was supported with transport to Mtanila and Andrew Murry School for quiz competitions. PSSP: SFP supported the school with SIP. The drama club (11 boys, seven girls) were trained in how to perform for participatory drama (Theatre for Development). PSSP: SFP donated to the school 259 books to support the culture of reading among learners, communities and teachers.



Achievements

Teachers have become enthusiastic about improving their teaching skills, putting into action what was acquired during the training in their classrooms, resulting in improved teaching and learning as well as learner performance. For example, immediately after the first cycle training, Lucy Sitolo's classroom changed. Learning centres were established, plain walls were turned into talking walls, learners became actively involved during lesson delivery, resulting in many learners in her standard 2 class improving their writing and reading abilities. She is also a role model in participatory teaching and learning methods and as such she made a trip to Andrew Murry School to demonstrate use of participatory method accompanied with TALULAR in the teaching of mathematics. Another role model teacher at the same school is Rhoda Kasiya (Mrs Chimlozi). She is good at teaching BLP/M in standard I, such that 70% of the learners are able to write and read names, simple words and sentences. She even facilitates training/review sessions to the

rest of the teachers in the zone. Another indicator that teachers have greatly improved in their profession is that teachers are very good facilitators of school-based INSETs. Three teachers are local TALULAR troupers and the headteacher is the overall cluster supervisor. Learners too are active in the clubs introduced. Within a term, they make not less than three visits to other schools to conduct competitions with fellow learners. Teachers and communities planted 50 trees/hedges to beautify the surroundings. Sales of vocational training products raised MK9,000. The money was used to support 40 OVCs (22 girls, 18 boys) with learning materials. During SIP launch, MK4,000 was raised. The money was used to buy gifts for end of term star performers. Play parks were established attracting 46 dropouts to come back to school. Several clubs, such as quiz, debate, press conference, reading, wildlife, Bible and book clubs, have been established, leading to promote a reading culture in the school. Learners play a role in sensitizing communities on the importance of education through local Theatre for Development performances.

Communities now take roles in supporting the school. For example, Mr Manyozo began training learners in tailoring by using his own machine and pieces of cloth before PSSP: SFP came in with the small grants support. Village Heads organized

their communities through SMC/PTA to mould bricks and 90,000 bricks have been moulded in readiness for the construction of a teacher's house.

Retention rate improved

Enrolment term I

Year	Boys	Girls	Total
2006	426	483	909
2007	483	526	1,009
2008	498	538	1,036

Enrolment term III

Year	Boys	Girls	Total
2006	473	520	993
2007	513	550	1,063
2008	537	575	1,112

Challenge

- **There is poor turnout** by the general community when called for a meeting at the school.

Recommendation

- **Use of drama groups** and other trained stakeholders should intensify to continue sensitizing the community.



Kabadwa

Cluster **Katona**
Zone **Nalunga**
TA **Chiwere**

Location

Kabadwa Primary School is about 6 km east of Nalunga TDC near Mjati Red Cross Clinic.

Key Players

Formal Team

PEA **Richard Nkhweza**
AC **Andrew Sapangwa**
HT **Frank Katsichi**
SMC Chair **Bambo Anyadani**

Support Team

ZOC **Steward Kasudze**
Cluster Leader **Bambo Baisoni**
MCM **Henry Lezadi**
Girl Mentor **Mayi Banda**

Background

The school under CCAP Nkhoma Synod was established in 1910. The school was long neglected in terms of its development. The school had only one permanent block and one permanent teacher's house. A second was damaged by wind and the wall fell. No renovation was done to the school blocks. In November 2005, the school had an enrolment of 115 learners (56 boys and 59 girls). For more than two years, before the project came, two teachers taught these 115 pupils. The community had little interest in the school. Many parents did not bother sending children to school until the PSSP: SFP



project came. There were unfilled positions on the SMC and PTA, gaps that weakened the proper running of the two committees. Community leaders did not receive any initial training on their roles with the school. Former Group Village Head Kalua never supported the school in terms of school development. Community leaders failed to repair the dilapidated teacher's house and the fallen school block.

One teacher was an MSCE holder. The other held a JCE. Teachers had very little time to work on professional issues otherwise. The headteacher struggled to convince the community to work for the school and failed. Community relations with the teachers was poor. Community members and teachers little understood one another's roles. Because of this it was difficult to raise funds for the school.

PSSP: SFP Inputs

The project sensitized all school stakeholders and trained them on their roles. Teachers too were trained on content knowledge and pedagogical skills in both cycle trainings and in cluster conferences. The school was served with special library books for learners and the community. The community was given small grants for the construction of one teacher's house and renovation of the second house.

Achievement

The project sensitized the community and all stakeholders. Focus group discussions among all stakeholders helped them to know their roles. People started understanding what they were supposed to offer to the school for development. Thanks to the efforts of Akunjira and mentor Y. Banda, more children began reporting for classes. Enrolment increased from 115 to 242 learners. In several meetings, the group village head of Kalua cluster and school-based local leaders tried to win people's attention and interest in the school. Some village heads were convinced while others were not.

Frank Katsichi, the headteacher of the school, sat for the MSCE and passed. The deputy headteacher, Yohane L.T. Banda, sat again to upgrade the certificate and also passed. The community recruited three volunteers to support teaching at Kabadwa school. These volunteer teachers were given basics of primary education before entering classes. The community took on more responsibility for providing financial help. Community leaders contributed MK10,000 for the volunteer teacher who is still in the service. The project made it possible to construct one teacher's house, which is already occupied. The school also received a small grant of MK100,970 in 2006 for construction, MK66,554 in 2007 for renovation of the dilapidated teacher's house and MK85,000 for completion of the houses.

The two teachers and one volunteer participated in school-based INSETs for professional advancement and to improve performance in class. They use participatory teaching methods learned during five cycle trainings, three teacher conferences and school-based INSETs. These have improved learners' performance. Of 143 learners in standard I, 132 passed to the next class. The school also introduced play parks with seesaws, bawo, draughts and ladders, which have helped to keep learners enrolled. Of 132 learners, 34% can read and write in standard I,



Challenge

- **Some village heads** are still not convinced of their responsibility to school.

Recommendations

- **Community leaders** should continue sensitizing the people on their roles and involvement in school issues.
- **Leaders** should keep lobbying for funds to use in school development.
- **SMC and PTA** leaders should continue organizing cluster meetings and trainings for the school.

Kambewa

Cluster **Kambulu**
Zone **Nalunga**
TA **Msakambewa**

Location

Kambewa Primary School is north of Nalunga TDC. From the TDC take Boma road to James School. At James School go east. The road has several meanders and climbs Mayingwe hill. Go down the hill to Kambulu Secondary School. From there go south about 5 km and you are at the school.

Key Players

Formal Team

PEA **Richard Nkhweza**
AC **Andrew Sapangwa**
HT **Olex Chimseu**
SMC Chair **Bambo Zikutherani**

Support Team

ZOC **Steward Kasudze**
Cluster Leader **Bambo Phiri**
MCM **Masautso Labani**
Girl Mentor **Mayi Sungeni**

Background

The school was established in 2006 under LEA. It had three school blocks with two classrooms each, but no teacher's house nor latrines. The school had only one teacher for all of standards 1-7. Enrolment was 392 learners (222 boys and 170 girls). The teacher taught all seven classes alone in the morning. The community had little interest in the school and didn't build a teacher's house.



The three school blocks were built by Action Aid. There were only three functioning SMC and two PTA members, who did not get training of any kind related to school work.

The school experienced a high dropout rate, absenteeism and lack of punctuality. Some children left for neighboring schools.

PSSP: SFP Inputs

PSSP: SFP performed TFD to help the community understand issues affecting education at the school. Vacancies were filled in SMC and PTA and community leaders were trained. The school received library books and small grants for teachers' houses. Teachers were trained on content knowledge, pedagogical skills and TALULAR production. PSSP: SFP also introduced play parks and TFD dramas at the school.



Achievements

Sensitization meetings, trainings and TFD drama raised community awareness about problems requiring attention. In 2006, the community contributed bags of maize to support two volunteer teachers



recruited to assist at the school. The community moulded bricks and built two teachers' houses with a small grant and another house that was funded by Action Aid. The coming of the new headteacher Olese Chimseu led to positive change. The school started a double-shift system and six pit latrines were built. The community became more enthusiastic. Two group village heads ruled that parents would be fined if their child was absent from school. The coming of the play parks by MCMs attracted more learners. School enrolment rose from 392 to 515 (248 boys, 267 girls). Escort of

learners to school by Gule Wamkulu played a role as well. Three more volunteers were recruited to help teach.

The community organized a school open day on July 2, 2008, at which learners performed activities and showed what they had learned. That encouraged the community to work harder than before. Now the community is moulding bricks to construct additional house for four permanent teachers' houses. The school has created a TALULAR bank as well.

Challenges

- **Early marriage** is still a problem.
- **Only one qualified teacher** teaches seven classes, with help from four volunteers.
- **The school gets water** from a shallow well.

Recommendations

- **Teachers** should continue conducting school-based CPD trainings to help volunteers.
- **The community** should continue moulding bricks to build more teachers' houses and toilets
- **The double-shift system** should be continued.

Kambulu

Cluster **Kambulu**
Zone **Nalunga**
TA **Msakambewa**

Location

Kambulu school is north of Nalunga TDC. At the TDC, take Boma road to James Trading Centre. From James go east following the meandering road up to Mayingwe hill, then go down to the secondary school. From there go south to reach the school.

Key Players

Formal Team

PEA **Richard Nkweza**
AC **Andrew Sapangwa**
HT **Mcloy Kapalamula**
SMC Chair **Bambo Sandulizeni**

Support Team

ZOC **Steward Kasudze**
CL **Bambo Phiri**
MCM **Masautso Labani**
Girl Mentor **Mayi Chimbule**

Background

Kambulu School was established in 1988 under Nkhoma synod of the CCAP with four school blocks of two classrooms each. It had a headteacher's office, a small storeroom, eight teachers' houses and 12 latrines built by Action Aid. In 2006, five qualified teachers taught eight classes. The school enrolment was 542 pupils (250 boys and 292 girls). The community had little involvement with the school apart from moulding bricks. The SMC and



PTA had vacant positions, and members were not trained on their roles. Teachers came to school with incomplete schemes of work and inadequate lesson plans. Lecturing was the standard way to teach. The school experienced dropouts, absenteeism and unpunctuality.

PSSP: SFP Inputs

SMC and PTA attended sensitization meetings and trainings on their roles and responsibility to the school. Teachers were trained on content knowledge, pedagogical skill and production and use of TALULAR material. The school received a small grant for construction of a khola for piggery and bought two pigs. The school also received 236 library books. Play parks were introduced and youth activities established such as math, debate and quiz clubs and a weather station.

Achievements

Sensitization meetings and trainings done for the community and local leaders helped them appreciate factors affecting the education of their children at school. The community moulded bricks for construction of one khola for pigs and two pigs were raised as an IGA. The MCM and cluster leaders did a lot to bring children to school. Gule Wamkulu escorted learners to school and play parks were introduced. All these steps brought more learners back to school and increased enrolment





from 542 to 796 (381 boys and 415 girls). This in turn caused local leaders to recruit 11 volunteer teachers (one female, 10 males).

Teachers were trained on content knowledge, pedagogical skills and TALULAR materials production and the use. After several cycle and cluster conferences, teachers now prepare schemes of work and complete time records. More than 75% of teachers prepare lessons in advance. They use participatory teaching methods and TALULAR materials in class. Learners are attracted to school and pay attention to lesson activities, sometimes learning in groups as teachers use TALULAR. In all classes, most learners have been promoted to the next class. Three classes in particular, standard 1, 3 and 4, have a lot of displays for learners. The coming of library books has helped learners and the community create a reading culture.

Challenges

- **The staffing** of five teachers against 796 learners is still too few.
- **The volunteers** have all dropped out. One female volunteer got married and one became an MCM.
- **One pig died**, leaving one other pig and the roof of its shelter blown off.
- **The posting** of the deputy has affected school-based CPDs because he was responsible for CPDs.

Recommendations

- **Maintain the khola** for piggery. Bring in the remaining pig and mate it.
- **The headteacher** should appoint a new coordinator to facilitate school-based CPDs.
- **Use a double-shift** system to maximize teaching and learning.
- **The community** should create adequate room for the school library.



Kanyanyata

Cluster **Nalunga**
Zone **Nalunga**
TA **Chiwere**

Location

From Nalunga TDC, go west following Boma road. After covering 4 km turn left and cover another kilometer to reach the school.

Key Players

Formal Team

PEA **Richard Nkhweza**
AC **Andrew Sapangwa**
HT **Mcford Lumba**
SMC Chair **Abambo Zekeyo**

Support Team

ZOC **Steward Kasudze**
CL **Bambo Chapompha Banda**
MCM **Henry Kachingwe**
Girl Mentor **Amayi Chiwala**

Background

Kanyanyata Primary School was established in 1987 under Lilongwe Diocese. The school had only one school block with two classrooms. Two years later a small room was built, used as a church for prayers on Sundays and during the week as a classroom. In February 2006 the school had 412 learners (174 boys, 238 girls) but no permanent teacher's house. The community built only two temporary houses thatched with grass. Some teachers operated from villages near the school. In February 2006, there were three qualified teachers against



standards 1 to 6. The school had standard 1 to 7 before but due to inadequate staffing and lack of accommodation it became 1 to 6. Most members of the community never visited the school. Members of SMC and PTA operated without full understanding of their roles. Teachers were more or less tobacco growers. Two have the MSCE, though it needed upgrading, and the other had the JCE. There were no professional-development activities. Teachers never stayed long at Kanyanyata. Enrolment was poor due to early marriages, dropouts and child labour. There was no one to address the situation.

PSSP: SFP Inputs

The school has been visited by several government and NGO officials for support, and received books for the library. Two teachers were trained and became module producers, facilitators and local troupers to mentor peers in the cluster. The community received small grants for construction, farming and vocational skills. Math, debate and quiz clubs were introduced by MCMs, and play parks were built.



Achievements

Community and leaders were sensitized and trained on their roles and responsibilities to the school. The community reflected on what was lacking at the school. In 2006, the community prepared 25,000 bricks and constructed two teachers' houses, bought a sewing machine and completed two teachers' houses using the small grant from PSSP: SFP. In addition, the school received a donation of a headteacher's house, which cost MK2.6 million. The M.P. of the area donated 10 bags of cement for renovation of the school block. The community grew maize for one acre and planted 26 trees to add to resources. Teachers who operated from the villages occupied houses within the school grounds, reducing teacher absenteeism. The sewing machine provided vocational-skills training for 14 boys, eight girls and one OVC. The community also learned fundraising and in 2007 generated MK2,400 for SIP, which encouraged a lot of learners. Play parks increased enrolment from 412 learners to 472. Gule Wamkulu brought children to school, adding to enrolment. Community leaders recruited four male volunteers to assist teaching.

All teachers attended cycle trainings and conferences to improve classroom practices. The introduction of local troupers to mentor peers and school-based INSETs helped teachers at Kanyanyata. Some volunteers performed as well as



qualified teachers. Learners began enjoying lessons because teachers used participatory teaching. More than 50% of teachers now prepare lessons and keep teaching records. The school received 104 library books for both learners and community. The number of classes returned to standard 1 to 7. The school has completely changed for the better. The community is more cooperative. All teachers are MSCE holders. They conduct school-based INSETs once a week.

Challenges

- **Absenteeism** during market day on Thursdays is a problem.
- **Newly elected SMC and PTA** were not initially trained on their roles.

Recommendations

- **Continue** maize-growing as an IGA.
- **Teachers** should keep doing school-based INSETs.
- **SMC and PTA** should check learners' absenteeism.

Kaomba

Cluster **Sungeni**
Zone **Nalunga**
TA **Msakambewa**

Location

From Nalunga TDC take the road to Kambulu. Before Kambulu school, immediately after crossing river Lingadzi, turn left and travel about 1.5 km to reach Kaomba Primary School.

Key Players

Formal Team

PEA **Richard Nkhweza**
AC **Andrew Sapangwa**
HT **Anderson Numeri**
SMC Chair
Bambo Kamphimbe

Support Team

ZOC **Steward Kasudze**
CL **Bambo Phiri**
MCM **Masautso Labani**
Girl Mentor **Mayi Numeri**

Background

The school was established in 1995 by Nkhoma Synod of CCAP. Kaomba School had two permanent school blocks, each with two classrooms, and one teachers' house, which was occupied by the headteacher. The SMC and PTA were dormant, never raised any funds for the school and met only when major issues emerged. The school initially had classes from standards 1 to 8 but due to poor communication between the school and the community, classes were reduced so that the school had standard 1 to 4



classes. In 2004, the number of teachers dropped from six to one, which resulted in learners transferring to neighbouring schools. With only one teacher for 135 learners, it was difficult for the teacher to prepare all the required teaching and administrative records. In February 2006, 135 learners (65 boys, 70 girls) were enrolled but 19 dropped out later in the year for various reasons including early marriage, child labour and the lack of pit latrines.

PSSP: SFP Inputs

The project sensitized all school stakeholders on the importance of supporting educational activities at the school. Community leaders were trained on their roles and responsibilities to the school. Teachers were all trained on subject content knowledge and

pedagogical skills. From PSSP: SFP, the school received 88 library books. The community received a small grant to help with development requirements and monitoring and support.

Achievements

Through sensitization activities and training, the community and its leaders gained a good understanding of their responsibilities to the school. Following elections for the SMC and PTA, the committees functioned effectively and the community began working more cooperatively. The community constructed one khola for piggery and used its small grant to buy pigs. The pigs have reproduced and there are now 15 pigs, 13 of them piglets. Money raised through selling pigs goes to assist the school's two volunteer teachers and the

Kaomba

OVCs, with additional funding coming from SIP. The community has been transformed. Community members are now responding positively to school issues. Many attended BLP/M literacy fairs and came to the school to hear the end-of-year test results of their children. The community participated in the establishment of play parks and a weather station at the school. The play parks caused children who had dropped out to return. As a result of Gule Wamkulu escorting learners to school, enrolment increased from 135 to 262 learners (134 boys, 128 girls). The school expanded to include standard 7 and will expand next school year to include standard 8. Considering the increased enrolment, the community recruited two volunteer teachers. Through school-based CPDs, volunteers learned effective teaching methods. School awareness resulting from frequent PTA meetings held at the school reduced the number of boys who were going to an estate for work. The girl mentor has played a very good role in mentoring female learners. This



has minimized early marriages. The community has built six pit latrines for the school. One teacher's house which was incomplete has been completed and the community has constructed an additional teacher's house. A temporary shelter was built as a classroom. Teachers who were operating from far away have occupied the two houses on the school compound. There are now two qualified teachers and two volunteer teachers at the school.

The school experienced the transformation after the arrival of a new headteacher, Anderson Numeri. At his previous school, Mtangenji, Numeri had been a role model in terms of using participatory teaching methods. Teachers now have all the

necessary teaching records at Kaomba School, and teachers, learners and the community utilize the library books given by PSSP: SFP to the school.

Challenges

- **The khola for the piggery** is too small for the 15 pigs.
- **There is still a teacher shortage** as there are only two qualified teachers for 262 learners.

Recommendations

- **Teachers** should continue conducting school-based CPD trainings.
- **The community** should keep making bricks for construction of more teachers' houses.
- **A new, larger khola** for the pigs needs to be constructed.

Katona

Cluster **Nalunga**
Zone **Nalunga**
TA **Chiwere**

Location

Katona Primary School, which is also a cluster centre, is 3 km east of Nalunga TDC.

Key Players

Formal Team

PEA **Mr. R Nkweza**
AC **Mr. A. Sapangwa**
HT **Mr. D. Mkomba**
SMC Chair **Mr Chimbayo**

Support Team

ZOC **Mr. S. Kasudze**
CL **Mr. Biason**
MCM **Henry**
Girl Mentor **Mrs. Mkumba**

Background

Katona School was established in 1964 under Lilongwe Diocese. It had only two qualified teachers against 435 learners, 196 boys and 239 girls, from standards 1 to 7. These two teachers were poorly accommodated in dilapidated temporary houses thatched with grass. There was only one pit latrine. The community assisted the school very little and never bothered much about school issues. The school committee did not function, because members did not know their roles. Learner absenteeism was high and the dropout rate was about 18%. The school didn't offer vocational-skills training. Community leaders didn't raise



funds for the school. The SMC and PTA had vacancies which were not filled. The two teachers didn't meet for professional growth apart from emergency staff meetings. They followed old ways of approaching lessons. The relationship between the school and the community was poor.

PSSP: SFP Inputs

Community and local leaders received sensitizations and trainings. MCMs introduced seesaws, balancing on two hands, bawo, drafts, debate, TFD and drama. Teachers were trained on both content knowledge and pedagogical skills to improve teachers' and learners' performance. The mentoring system by local troupers at the cluster level helped teachers a great deal. In addition to all cycle trainings, cluster conferences and school-based trainings, one teacher, Mr.

L. Kuthambo, became a module producer and a facilitator. The cluster has utilized this teacher during school-based INSETS and cluster-based INSETS. The school also received library books and a small grant for developmental activities.

Achievements

After sensitization meetings, community and leaders were mobilized. The school held new elections for School Management Committee and Parents-Teachers Association. Members received training on their roles. In the 2007 growing season, the community grew about one acre of maize and harvested seven bags. The cash was used for completing two doors for teachers' houses. The community recruited seven volunteers to help teachers teach. People sent their children to school willingly. The MCMs, cluster leader and akunjira

helped a lot in educating parents and guardians on the importance of sending children to school, especially girls and OVCs. Enrolment increased from 435 to 600 learners, 286 boys and 314 girls. Gule Wamkulu supported the school by escorting learners to school. This again increased the number of learners under six years of age, which led to the establishment of Katona CBCC, where 22 underaged learners registered. The school received a small grant for construction of one teacher's house, completion of another and buying a sewing machine. Some learners were offered vocational-skills training in tailoring. Thirteen orphans and six other OVCs received the training for self-reliance (five boys and eight girls, two boys and four girls). Besides constructing the teacher's house in 2007, the community moulded about 180,000 burned bricks for the renovation of a school block and construction of another teacher's house, which they have just started.

The school management committee and PTA members began to meet frequently for school issues. They improved relations with the school. People from all 10 villages in the school community participated in the making of play parks, which encouraged learners' good attendance. They established a wood lot and planted 100 trees under the influence of Biason, cluster leader of Katona cluster.

Teachers and community organized a mock wedding, raised MK700 and bought pens, pencils and a football for 10 OVCs. The two qualified teachers and seven volunteers participated in all five cycle trainings and three conferences and received BLP/M materials. They were trained on content knowledge and pedagogical skills to improve classroom practices. Since these trainings, 50% of Katona teachers use participatory teaching methods and TALULAR. Teachers using active methods held learners' attention. This improved learning and more learners passed to the next classes. Teachers meet for school-based INSETS once a week. These school-based INSETS and cluster teachers' conferences have improved performance of some teachers, including Levius Kuthambo, one of the cluster facilitators and mentors for other teachers on using TALULAR materials and on participatory teaching methods in the classrooms.

Challenges

- **The school** has only four teachers, two qualified and two volunteers, after losing five volunteers who went elsewhere.
- **Drinking water** drawn from the stream near the school is unsafe.



Recommendations

- **Community leaders** should continue meeting to discuss issues affecting the school.
- **The school** should continue developing an action plan each term.
- **The community** should keep constructing additional teachers' houses.
- **School-based** INSETS should be maintained.
- **Gule Wamkulu** should continue escorting learners to school and establish education registers for every village to check absenteeism and dropout of learners.

Kavuu

Cluster **Kavuu**
Zone **Nalunga**
TA **Msakambewa**

Location

Kavuu School is northeast of Nalunga TDC. From the TDC, take Boma road for about 2 km. Turn east to James Trading Centre. At this centre, proceed east following a meandering road up and down the hills until you reach Kambulu Secondary School. From here go southeast for about 9 km.

Key players

Formal Team

PEA **Richard Nkweza**
AC **Andrew Sapangwa**
HT **Barack Makata**
SMC Chair **Bambo Richard Kakolosa**

Support team

ZOC **Steward Kasudze**
CL **Bambo George Masache**
MCM **L. Zigwetsa**
Girl Mentor **Mayi Alice Ng'omacheza**

Background

Kavuu School was established in 1964 under Nkhoma Synod of the CCAP. There were three school blocks with two classrooms each. It had only two pit latrines for the whole school. There were five qualified teachers (one female, four male) of whom one was a volunteer financially supported by teachers. Four teachers had JCE



certificates and only one had MSCE.

In February 2006, enrolment was 382 (167 boys and 215 girls). The relationship between the school and community was cold. The community was not supportive of the school, which is why the volunteer was financially supported by the teachers themselves. Local leaders did not know how to raise funds for the school. Members of SMC and PTA did not meet frequently to discuss issues affecting their school. Community participation was little. Truancy, absenteeism and early marriages limited enrolment. Some learners dropped out and worked in tobacco fields around the school. Some might reach standard 3 without knowing how to read and write Chichewa. PSCLE was poor prior to the

project. Learners' performance likewise was low.

PSSP: SFP Inputs

TFD and other trainings helped the community and leaders understand problems affecting their school. Introduction of vocational skills and play parks were assets to the school. Initiation of English and math clubs brought strengths. The school received 258 library books and a small grant funded vocational skills and construction of two teachers' houses. The school now has five MTTT troupers for the cluster. Monitoring and support teams have been at this school several times.

Achievements

Sensitizations and trainings helped change leaders, who learned their roles and responsibilities toward the school. Vacancies in SMC and PTA membership were filled by new elections. The groups began meeting frequently to discuss issues related to school management. Through the cluster leader and MCM, village education registers were opened to check dropouts and absenteeism of learners.

In 2006 the school received a grant for tailoring. Nine learners (three girls, six boys) received the training, and raised MK3,000 from sale of dresses they made. During SIP fundraising the community also raised about MK2,900. In the same year, local leaders lobbied for funds from UNICEF. Ten pit latrines were built by UNICEF funds, so the school now has 12 toilets.

In the 2007 growing season, the community grew maize and bought fertilizers using the small grant they received from PSSP: SFP. The maize was harvested and sold and MK16,000 raised. The money was used to support OVCs and volunteer teachers. The second grant received was used to finish one teacher's house.

The MCMs and community introduced play parks, which attracted children with activities such as nguli, sikwa, bawo, drafts, swing and seesaw. Escorts of children to school by Gule Wamkulu helped check dropout rates and absenteeism.

Enrolment increased from 382 to 465 (215 boys and 250 girls). This development caused community leaders to identify three more volunteers to assist teachers. Each of the four volunteers was paid MK500 monthly from funds the community raised.

Teachers were trained on content knowledge and pedagogical skills through cycle trainings, cluster conferences and school-based trainings.

After trainings, teachers developed schemes of work and kept well-filled records. The headteacher, Mr. Barack Mataka, prepared administrative records. Teachers taught using participatory teaching methods and with the right TALULAR. All four teachers upgraded and obtained full MSCE certificate. They intensified school-based CPDs. Learning became joyful and interesting. Learners in standard I now can identify letters of the alphabet, words and pictures in song posters and big books. Some can read and write their names. In 2007, PSCLE results were good and most learners did well. Some were selected to go to secondary schools. The 258 library books the school has received support learners and community as well.

With a high adult literacy rate in the area, MCMs established literacy centres at Chakusa, Kanjere and Kavuu proper.



Teachers were identified to assist at these centres, where the purpose is to let people read, write and count so that when children return from school their work will be checked.

Challenges

- **The number** of teachers, five against eight classes, remains a problem.
- **The community** is still struggling to complete one teacher's house.

Recommendations

- **Conduct** frequent PTA meetings to discuss issues affecting the school and find way forward.
- **Develop** a timely plan of action for the school to follow.
- **Teachers** should continue conducting school-based CPDs.
- **Local troupers** should continue working at cluster level to improve teachers' performance.

Mdabwi

Cluster **Kavuu**
Zone **Nalunga**
TA **Msakambewa**

Location

Mdabwi Primary School is northeast of Nalunga TDC. From TDC, take the Boma road to James Trading Center. At James, go east, follow a meandering road and climb Mayingwe hills to Kambulu Secondary School. At Kambulu go southeast for about 4 km and to the school.

Key Players

Formal Team

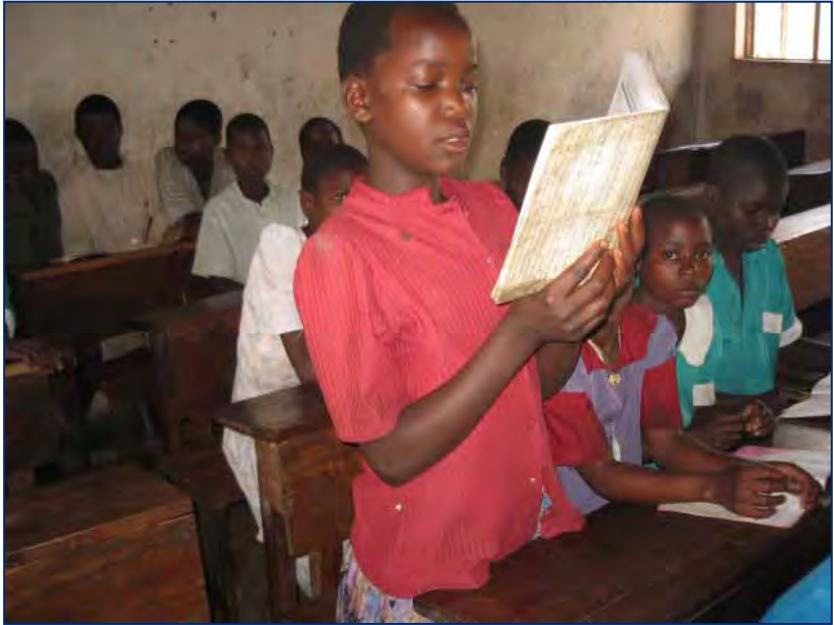
PEA **Richard Nkhweza**
AC **Andrew Sapangwa**
HT **John Liabunya**
SMC Chair **Bambo Chikhombe**

Support Team

ZOC **Steward Kasudze**
Cluster Leader **Bambo George Masache**
MCM **L. Zigwetsa**
Girl Mentor **Mayi Sungeni**

Background

Mdabwi Primary School was established in 1964 by CCAP Nkhoma Synod. Action Aid built three school blocks with two classrooms each and a headteacher's office. In addition to the school blocks, five teachers' houses were constructed. There were three qualified teachers against standards 1-8 with 421 learners (185 boys and 236 girls).



Members of the community supported the school through moulding of bricks. There were no toilets for either teachers or learners. SMC and PTA members didn't know their roles in relation to the school. One teacher departed, leaving two teachers at the school. The teachers could not produce all the schemes of work and lesson plans required. They did use TALULAR materials during lessons. Teachers never stayed long at this school because it is too far from social services. Absenteeism and dropout rates due to early marriages and child labour featured highly. Learners and teachers were rarely punctual, and few efforts were made effort to encourage learners to go to school.

PSSP: SFP Inputs

SMC and PTA received training to help them appreciate factors affecting their school. The project gave a small grant for tailoring, weaving, growing maize and a school feeding program. TFD was conducted and play parks were introduced. Teachers were trained on content knowledge and pedagogical skills and on TALULAR production and use. Activities such as math, debate and quiz clubs and a weather station were introduced. One teacher, John Liabunya, has been trained as a math trouper in the cluster.

Achievements

The sensitization and training community members received helped them understand their roles and responsibilities. They introduced a school feeding program and moulded 30,000 bricks for toilets and one teacher's house. Local leaders introduced basket-weaving as a vocational skill, and learners and mentors came to school once a week for this vocational training. The school grew one acre of maize, partly used for school feeding and the rest given to volunteer teachers. When play parks were introduced, some dropouts returned to school. Enrolment increased from 421 to 565 (258 boys, 307 girls). The community identified seven people with their MSCE to assist the teachers (one female, six male). Two group village heads and their villages assisted them with a stipend for soap. The shadow MP of the area assisted four of volunteers for one year. However, inadequate financial support to help teachers caused some to drop out to look for work.

Teachers were trained on content knowledge, pedagogical skills and TALULAR production and use. Teachers now come



prepared with adequate lesson plans. TALULAR materials can be seen on walls. Display tables, science and nature corners are in some classes. The headteacher has introduced all required administrative records. A lesson-plan chart was introduced. Some standard 6 learners now can read English, unlike in the past. In 2008, the community collected river and dambo sand, then constructed eight pit latrines for learners, but these are yet to be roofed. There is now a good relationship among all stakeholders at the school. Learners staying at home were brought to school by Gule Wamkulu, and villages use education registers to track learners.

Challenges

- **The eight pit latrines** yet to be completed should be attended to.
- **A land dispute** is unresolved between the school and Group Village head Chiwayu.
- **Only three teachers** (two qualified and one volunteer) are at Mdabwi school against standards 1 -8.

Recommendations

- **Community leaders** should complete the eight latrines already partly built.
- **Teachers** should intensify school-based CPD trainings.

Mtengenji

Cluster **Katona**
Zone **Nalunga**
TA **Chiwere**

Location

Mtengenji Primary School is located 18 km from the Mvera Trading Centre. From the Trading Centre go north taking Nalunga Road. After traveling 17 km, turn right to reach the school.

Key Players

Formal Team

PEA **R. Nkweza**
AC **A. Sapangwa**
HT **C. L. Shema**
SMC Chair **Abambo Jasi**

Support Team

ZOC **S. Kasudze**
CL **Bambo Biason**
MCM **Henry Lezardi**
Girl Mentor **Mayi Mannes**
Chaomba

Background

Mtengenji Primary School was established in 1964 by the CCAP Nkhoma synod. In 2006 the school had only two classroom blocks and a headteacher's office with a small store room. The community willingly built four temporary teachers' houses. In February 2006, there were six teachers (five males, one female) at the school for 460 learners (242 boys, 218 girls). Teachers, however, did not prepare adequate teaching records. The administrative records were also inadequate. Teachers worked as individuals.



They never met for professional advancement.

The school experienced frequent learner and teacher absenteeism, child labour and early marriages. In February 2006, 56 of the 460 learners dropped out. Some of these went to estates to seek jobs. Others, especially girls, got married. Another problem was absenteeism during marketing day and at times lack of punctuality by the learners.

PSSP: SFP Inputs

Sensitization meetings and trainings were conducted at Mtengenji School as to the roles and responsibilities of various stakeholders with regard to the school. Small grants were given to the community for the construction of two teachers' houses. PSSP: SFP provided the school with 226 books and the

school now has reading and debate clubs. Teachers were trained on content knowledge and pedagogical skills. The girls had an education visit to Lilongwe city.

Four teachers were trained as local troupers and headteachers were trained as cluster supervisors.

Achievements

The community was sensitized and trained as to their roles regarding school activities. Gaps that existed in SMC and PTA were filled. Trainings conducted with community leaders fostered a sense of cooperation between the school and community. Focus-group discussion involving all school stakeholders paved the way for both teachers and the community to understand

each other better for the benefit of learners. This has created a conducive atmosphere for the learners.

The introduction of play parks attracted dropouts to return to school. Enrolment increased from 460 in 2006 to 600 in 2008. Frequent PTA and SMC meetings maximized community involvement in school-development activities. Soon after the arrival of the PSSP: SFP project, the community constructed two teachers' houses which are now occupied by the headteacher and his deputy. In 2008 the community moulded 170,000 bricks and built another teacher's house, which is not yet roofed. They have just started building a fourth house. Community leaders contributed MK46,000 to pay for the builders' labour. PSSP: SFP gave the school a small grant for the construction materials and to facilitate the teaching of vocational skills to OVCs. Twenty-six OVCs (nine boys, 17 girls) were trained in tinsmithing; 19 OVCs (eight boys, 11 girls) were trained in tailoring, 26 OVCs (21 boys, five girls) were trained in wood carving. Chakwanila Kabando, the deputy headteacher of the school, took charge of vocational training. Teachers meanwhile were trained in content knowledge and pedagogical skills. The trainings improved the teachers' classroom practices. As a result of the training, more than 75% of teachers now maintain adequate teaching records and go to school prepared for their lessons. The school has all the



required administrative records. Most teachers use participatory teaching methods and TALULAR with their learners. The school has three teachers who are role models in classroom practices: Chakwanila Kabondo, Mannes Chaomba and Charles Lester. The active methods the teachers' now employ during lesson delivery have improved learners' performances. The form I selection to secondary school has been good at Mtengenji School. In 2006, three learners were selected to attend government secondary schools. More than 40% of standard I learners are able to read and write. During the third term, literacy fair learners shared their displays and demonstrated many activities. Community participation was good. The learners, teachers, and community use the books they have received.

Challenges

- **The school has only one** permanent school block with only two classrooms for eight classes of learners.
- **Many learners are absent** on Fridays, as it is the market day at Nyati.
- **The school has no drinking water**, as water drawn from the stream near the school is not safe.

Recommendations

- **The school should continue** to make action plans each term.
- **The school's CPDs** should be sustained.
- **Community leaders** should establish village education registers to check on dropouts.
- **Gule Wamkulu** should continue escorting learners to school to eliminate absenteeism.

Nalunga

Cluster **Nalunga**
Zone **Nalunga**
TA **Chiwere**

Location

Nalunga Primary School is very close behind the TDC.

Key Players

Formal Team

PEA **Richard Nkhweza**
AC **Andrew Sapangwa**
HT **Frank Katsichi**
SMC Chair **Bambo Kenavasi**

Support Team

ZOC **Steward Kasudze**
Cluster Leader **Bambo Chapompha Banda**
MCM **Henry Kachingwe**
Girl Mentor **Mayi Njolwa**

Background

Nalunga Primary School started operating in 1953 under the Roman Catholic church with one block of two classrooms. Some years later, the Diocese of Lilongwe added two more blocks of two classrooms each. Then the European Union built another block of two classrooms, making a total of eight classrooms. The school also had a small block as the headteacher's office, a deputy's office, a school library and a storeroom. There were eight teachers' houses. The number of teachers was six against eight classes with 530 boys and 504 girls. The SMC and PTA were functioning.



Teachers did not receive internal trainings in terms of sharing expertise. They worked as individuals. Four teachers were MSCE holders and two were JCE holders. Lesson preparation was the major issue at Nalunga. Some teachers came to school without lesson plans and sometimes without schemes of work and other teaching records. Absenteeism and dropout rates were some of the problems the school faced in 2006. Fundraising activities never existed at Nalunga.

PSSP: SFP Inputs

This school is one of the four model schools in the zone. The community and local leaders received sensitizations and trainings. The MCMs introduced play park equipment such as seesaws, balancing on two hands, bawo and drafts as well as debate and drama. Teachers were trained in both content

knowledge and pedagogical skills in order to improve teachers' and learners' performance. The mentoring system by local troupers at cluster level helped teachers a great deal. The school also received 241 library books. The community constructed one teacher's house and also bought a new sewing machine and fertilizer for IGA from the small grants.

Achievements

Community-school relations improved still more after PSSP: SFP sensitization meetings and trainings. The community took charge and built one teacher's house for the AC. TFD was done by Nalunga Youth Club (also introduced by the project). People initiated fundraising activities for SIP, which at first came to MK1,824. The school received a small grant for the house and for a sewing machine for vocational-skills training, as well as for buying fertilizer for

the community-managed school garden.

After teachers received training, lesson preparation improved. The coming of play parks helped keep some learners enrolled in school. The TFD encouraged parents to check absenteeism and dropout rates. Enrolment increased from 770 to 1,034 learners (530 boys, 504 girls). Greater enrolment necessitated recruitment of five volunteer teachers to assist the qualified teachers. The teachers now share experiences, knowledge and expertise during school-based CPDs. The school did more school-based CPD trainings than any other school in the zone.

MTTT training produced teacher mentors at the cluster level. More learners have been promoted to next classes from standard 1 to 7 as a result of more effective learning opportunities provided to them.

Challenges

- **Students come late** to school on market day (Wednesday).
- **A tailor** to facilitate tailoring vocational skills has yet to be identified. An earlier volunteer left.

Recommendations

- **The school** should continue developing action plans.
- **The SMC and PTA** should establish a development committee for a maize garden.
- **The local MTTA** and cluster supervisors should continue their activities.



Windu

Cluster **Nalunga**
Zone **Nalunga**
TA **Chiwere**

Location

From Nalunga TDC go west following Boma road. After traveling 2 km, turn to the north until you reach Windu school.

Key Players

Formal Team

PEA **Richard Nkhweza**
AC **Andrew Sapangwa**
HT **G. Makoza**
SMC Chair **Bambo Zenga**

Support Team

ZOC **Steward Kasudzo**
CL **Chapompha Banda**
MCM **Henry Kachingwe**
Girl Mentor **Mayi Makoza**

Background

Windu School was established in 1974. It is under Lilongwe Diocese. The school had three school blocks with two classrooms each and one permanent teacher's house. The community also built two temporary houses thatched with grass. The school had three qualified teachers against eight classes with 547 learners, 260 boys and 287 girls. SMC and PTA members were not active and had not received any training relating to school management. The school endured learner absenteeism, high dropout rates and early marriages. In 2006, 101 of 547



pupils dropped out. Relations with the community were not good and the community contributed little to the school.

PSSP: SFP Inputs

The project trained both community leaders and teachers. Two teachers were trained as local troupers to mentor others in the cluster. The deputy chief of party visited the school for monitoring a live pupils' assessment. The MCMs established reading, math and quiz clubs. The school received 229 library books and a donation of about MK2.6 million for construction of one headteacher's house, now completed and occupied. The project gave a small grant of MK256,870 to build teachers' houses and buy a sewing machine for vocational-skills training. Through the influence of PSSP: SFP, the M.P. of the area donated 10 bags of cement.

Achievements

The sensitization meetings offered to the community assisted community members to be aware of their roles in the school. At the end of 2006, two permanent teachers' houses were built using a small grant of MK113,000. In 2007, MK83,180 was given to complete the houses. In 2008 MK60,690 was used to buy bags of cement and a sewing machine for vocational skills. Eight dresses were sewn for sale and two school uniforms were given to OVCs. The donation of about MK2.6 million for construction of a headteacher's house came through Dowa District Assembly. Training offered to the SMC and PTA helped them work more actively than before. The construction of play parks attracted dropouts to return to school. The frequent meetings by community leaders and the use of Gule Wamkulu increased

enrolment from 547 to 853 (415 and 438 girls). Temptation toward early marriages was checked and several girls who might otherwise have married stayed in school. With increased enrolment, the community recruited 12 volunteers teachers nine males and three females, to help at the school.

Teachers and volunteers received training in content knowledge and pedagogical skills during the first five cycles of training. Some attended cluster conferences as well. School-based INSETs helped teachers continue working using participatory teaching methods. The active methods resulted in more learners' participation and involvement during lessons.

Challenges

- **All 12 volunteers** dropped out. The women married and went away. Some men joined other professions.
- **Some village heads** are not supportive of the school due land disputes.

Recommendations

- **Teachers** should continue to create school-development action plans each term.
- **The community** should continue to mould bricks every year in order to add school structures.
- **Villages** should maintain education registers to check dropout numbers and absenteeism.
- **School-based** continuous professional development should be continued.



Chamvu

Cluster **James**
Zone **Boma**
TA **Msakambewa**

Location

From Dowa Trading Centre, travel 300 m north and turn right where you find a junction. Follow the road for 3 km, until the road forks. Take the fork to the left for 7 km and you are at Chamvu School.

Key Players

Formal Team

PEA **Ludaviko Matias**
AC **Mary Makuta**
HT **Henry Jester**
SMC Chair **Bambo Chimpumo**

Support Team

ZOC **Enock Kabuwe**
CL **Bambo Saizi**
MC **Smart Mpandaguta**
Girl Mentor **Mayi Dzombe**

Background

Chamvu School, which is under CCAP Nkhoma Synod, was established in 1958. It had four classrooms (two permanent, two semipermanent) and four temporary houses for teachers. There was poor community attendance during self-help development activities at school and the learner dropout rate was high. Teacher unpreparedness was high because teachers had received no in-service, which led to ineffective teaching and learning.



PSSP: SFP Inputs

PSSP: SFP carried out wide-area sensitization to all target groups concerned with the education of children, including SMC/PTA, chiefs, teachers and parents. No sooner had the sensitizations taken place than 10 Thanthi Village Heads surrounding the school, contributed MK13,000 and bought 10 bags of cement. They opened a vegetable garden. **PSSP: SFP** supported the school with small grants. Teachers were trained in content knowledge and pedagogical skills through module writing, teacher conferences, local MTTT facilitation, TALULAR production and use, and BLP/M. The headteacher and his deputy were trained in instructional leadership so they could supervise their fellow teachers. The MCM established play parks that became an attraction to learners. After realizing their

roles, the community members identified skilled people in the village who were assigned different jobs, for example some were maintaining the two teachers' houses, some were constructing two other houses, some were sawing planks for the rehabilitation and finishing off the four houses. A drama group was also formed to sensitize people to the dangers of HIV/AIDS.

Achievements

Teachers' improvement in scheming and lesson planning led to standard I learners ably writing their names and reading words and short sentences. The headteacher developed a checklist for schemes, records of work and lesson plans, which he hung in his office. Learners were given extra lessons to avoid falling behind their peers. To address high learner dropout,

Dzungu mobilized their subjects and encouraged them to send their children to school, which led to more than 30 pupils returning to school. Some of them were Chiweruzo Ngoma of standard 4, Mdatinji Banda of standard 2, Chikumbutso Julius of standard 4 and Chiyamiko Mandiza of standard 7. The headteacher has continuous CPDs to keep teachers updated on lesson planning and scheming. The community sawed 23 planks, roofed and painted four teachers' houses, constructed latrines in all four houses and kitchens in the two new houses. They also started a vegetable garden whose proceeds assist feeding the standard 8 pupils boarding there. In two large classrooms, compartments were made to result in four classrooms total to accommodate standard 3 and 5 classes. In all, 25 learners (10 boys, 15 girls) participated in disseminating messages about the dangers of HIV/AIDS. Lead members of the drama group were Jalaki Zakariya and Denis Chimpuno. One teacher has occupied one of the new houses. There is a 16% increase in enrolment from 490 in 2006 to 584 in 2008. The school has a trouper and a Girl Mentor.

Challenges

- **Progress slowed** in 2007 to early 2008 because of tribal conflicts among chiefs.
- **A water problem** is making teachers avoid the school.

Recommendation

- **The community** should continue working for progress as the tribal conflicts have calmed down.
- **Teachers** should continue working hard to maintain the leading standards at the school.



Chamwala

Cluster **Kasatsi**
Zone **Chibwata**
TA **Msakambewa**

Location

Chamwala School is in Kasatsi cluster of the Chibwata zone, a subzone of Boma zone. It is in T.A. Msakambewa's area. To locate the school, travel 3 km north of Dzaleka camp to Mndunje School, which is along the Dzaleka–Ntchisi road. From Mndunje School, travel 2 km west of Kasatsi School. From Kasatsi School, travel 5 km north, passing through Nyundo CBO and Kasatsi Trading Centre.

Key Players

Formal Team

PEA **Flackson Kalinda**
AC **Mike Nyirenda**
HT **Bernard Mseteka**
SMC Chair **Bambo Zaipa**

Support Team

ZOC **Enock Kabuwe**
CL **Bambo Chikuse**
MCM **Alefa Masano**
Girl Mentor **Mayi Chakuda**

Background

Chamwala School is under CCAP Nkhoma Synod. It was established in 1968 with classes 1–8 with six classrooms against six male teachers. The school had six teachers' houses, which were in bad shape. Two classrooms had their roofs blown off by wind in 2005. The teachers had not done any in-



service training for a long time. The floors of two classrooms were dirt, not cement. The headteacher's office, which is between the two classrooms, was not cemented or painted.

PSSP: SFP Inputs

When PSSP: SFP came, it held sensitization meetings around the school, discussing with people how they could develop their school. Teachers were trained through six cycle trainings, Local MTTT, Teacher Conferences and TALULAR production. Now the school has one cluster supervisor headteacher and two local troupers, one for mathematics and the other for Chichewa. Teachers' houses were painted and windowpanes replaced; the headteacher's office was painted and a cement floor installed, just like the two classrooms for standards 1 and 2. The blown-off



roof was replaced using strong materials purchased with the PSSP: SFP small grants. With community assistance, the school opened a woodlot where 58 trees were planted in 2007.

Achievements

Enrolment of the school has increased from 498 (249 boys, 249 girls) in 2006 to 660 (354 boys, 306 girls) by October 2008, a 33% increase. Standard 6 learners ably answer English comprehension questions. Their teacher uses participatory methods as he teaches. Standard 1 and 2 learners no longer dirty their clothes, because they now study on cement floors. The woodlot provides a good learning scene for the pupils. The community achieved a lot in that there emerged a female ZIP chairperson for all 20 schools. Though the school has fewer teachers, it has two troupers and a cluster headteacher supervisor. Five teachers now stay at the school, thus having full-time contact with their learners.



Challenges

- **The deputy headteacher** lives almost 5 km away and sometimes absents himself.
- **There is no female teacher** at the school.

Recommendations

- **The DEM** should provide a female teacher who should act as a role model to the girls.
- **The PEA** should continue counseling the deputy headteacher on absenteeism or ask him to occupy one of the six houses that is vacant.
- **The community** should continue supporting the school by making sure the trees are protected from animals.



Changalu

Cluster **Changalu**
Zone **Chibwata**
TA **Msakambewa**

Location

From Dowa, turn off, travel 16 km to Lilambwe village, turn northwest and follow the road to the left for 3 km to arrive at Changalu School, which is right along the road.

Key Players

Formal Team

PEA **Fackson Kalinda**
AC **Mike Nyirenda**
HT **Lettitia Nthondolo**
SMC Chair **Bambo Makuluni**

Support Team

ZOC **Enock Kabuwe**
CL **Bambo Tembo**
MCM **Patrick Kapiseni**
Girl Mentor **Mayi Khongoni**

Background

Changalu School, which is under CCAP Nkhoma Synod, was established in 1997 with classes 1–8 in seven classrooms. By 2006, it had 481 learners (248 boys, 233 girls) against five teachers. The school had one permanent and two temporary teachers' houses and two classrooms that had ragged floors. There was no library and no play park. The teachers had received no in-service training. No teacher went on education visits. Children in standard 1 were not able to write their names or read simple words.



PSSP: SFP Inputs

PSSP: SFP sensitized teachers, chiefs, SMC/PTA and community members on their roles toward the development work. All target groups started work. PSSP: SFP trained SMC/PTA and they started mobilizing community members and chiefs, who mobilized bricks and constructed teachers' houses with assistance of MK263,598 between 2007 and 2008. They also put cement floors in classrooms that had had potholes. The MCM established play parks with seesaws and swings. It was the first school in the zone to have play parks. The play parks attracted more pupils so the enrolment kept rising, from 481 in 2006, 620 in 2007, and 668 (314 boys, 354 girls) in 2008. PSSP: SFP trained teachers in BLP/M, TCC, facilitation, module writing and local MTTT. SMC/PTA and the headteacher



lobbied for assistance from the Hon. Alice Ntodwa Mwale MP. She built one teacher's house, which is already occupied.



Achievements

The school has a mathematics local trouper. The deputy headteacher went for an education visit to Senga, where he learned more about administrative issues and is implementing the information at his school. Three teachers now stay at the school and have full-time contact with the learners. The library books have assisted both teachers and learners in accessing knowledge more readily. Enrolment keeps rising every year, as shown in this chart:

Year	Boys	Girls	Total
2006	248	233	481
2007	327	293	620
2008	314	354	668

Standard 1 learners, including Elita Tchausi, can write their names. Standard 2 learners, including 11-year-old Aubrey Fijinsi and 9-year-old Funny Gomba, were able to read an English passage from their English book. Community members have moulded and burnt 35,000 bricks.

Challenge

- **Four classrooms have no doors**, which puts TALULAR at risk of being vandalized.

Recommendations

- **The school** should continue working with the community to sustain the existing development work.
- **Learners** should continue to be assisted so that they achieve in class.

Chibwana

Cluster **Chiwindo**
Zone **Boma**
TA **Msakambewa**

Location

Chibwana School is located 20 km east of Boma TDC by passing through either Chamvu or James School.

Key Players

Formal Team

PEA **Ludaviko Matias**
AC **Mary Makuta**
HT **Elliot Kasamba**
SMC Chair **Bambo Beseleni**

Support Team

ZOC **Enock Kabuwe**
CL **Bambo Tembo**
MCM **Smart Mpandaguta**
Girl Mentor **Mayi Kasamba**

Background

Established in 1956, the school had two permanent and two temporary teachers' houses. Two classrooms were not cement-floored and the windows had big gaps that allowed wind to pass through during the cold weather. Teachers had not done in-service training for almost two years. Supervision was rarely done. Standard I children could neither write their names nor recognize or read a letter or a simple word. School enrolment was 611 (281 boys, 330 girls) before PSSP: SFP came to Dowa.



PSSP: SFP Inputs

PSSP: SFP conducted sensitization meetings with chiefs, SMC/PTA, teachers and community members on their roles. PSSP: SFP also supported the school with MK269,940 in small grants for two years. The communities moulded bricks, collected sand and dug foundations for two teachers' houses that they started building. GVH Jonas took the lead in the construction of the houses. The houses are completed, roofed with iron sheets bought using the small grants. The two houses are plastered and cemented and one is now occupied by two teachers who were residing outside the school campus. The community and the teachers will now teach their children full-time. The teachers were trained in BLP/M teaching techniques, local MTTT, TALULAR production, module writing,



teacher conferences, and facilitation skills. After BLP/M in standard I, for example, if pupils are given five Chichewa words to read—such as *a*, *ta*, *ana*, *agogo*, and *amayi*—all of them get the words correct. In standard 8, the following learners were declared good at mathematics: Jacob Kachingala, M. Chikafa, and Owen Nyongani. The school has a TALULAR trouper and a Girl Mentor. The

MCM established a play park where learners play before classes, during break time and after classes. This has greatly reduced learners absenteeism.

Achievements

In standard 1, 85% of the learners can read words, such as *amayi*, *agogo*, *amayi*, and *ta*. Three standard 8 pupils were among the best in mathematics: Jacob Kachingala, M. Chikafa, Owen Nyongani. The school has a TALULAR trouper, Mr Joseph Binton, and a Girl Mentor, Mrs Kasamba. Two teachers who were residing outside the school are now accommodated at the school. The 185 books given to the school are helping the learners and teachers acquire additional knowledge. The two classrooms that had dirt floors are now cemented.

Challenges

- **The carpenter** who was asked to make doors for the school has not done so. This is delaying completion of the task.
- **One teacher is absent** from duties near every month's end.

Recommendations

- **GVH Jonas** should be encouraged to continue supporting the school.
- **The PEA** should provide guidance and counseling to the teachers on their roles and dedication to duty.



Chibwata



Cluster **Chibwata**
Zone **Chibwata**
TA **Msakambewa**

Location

Travel 3 km north of Dzaleka refugee camp along the Dzaleka–Ntchisi road. Turn left for about 50 m following the left-hand side road. Travel for 8 km and then turn right as you approach Chibwata CBO signpost. Travel for 200 m and you are at Chibwata.

Key Players

Formal Team

PEA **Jackson Kalona**
AC **Mike Miranda**
HT **Maxwell Shaw**
SMC Chair **Bambo Vinthenga**

Support Team

ZOC **Enock Kabuwe**
CL **Bambo Tembo**
MCM **Patrick Kapiseni**
Girl Mentor **Mayi Khongoni**

Background

Chibwata School, a Catholic school under the Lilongwe Diocese, was established in 1971. It had eight classrooms with classes 1–8 and enrolment of 848 (413 boys, 435 girls). There were seven teachers' houses that were in a bad state. The teachers had not received any in-service training since 2003. As a result, teaching and learning was ineffective.



PSSP: SFP Inputs

With the coming of PSSP: SFP, teachers were trained in supervision, facilitation, module writing, BLP/M, mentoring, teacher conference, local MTTT, TALULAR production and use, and professional needs identification.

Community members were trained on their roles in school development work. PSSP: SFP supported the school with a small grant, which they used to purchase fertilizers, maize seeds, iron sheets for teachers' houses and paint. The school also started a garden and harvested eight bags of maize, which were ground into flour. This was used to feed standard 8 pupils when they were boarding at the school in readiness for the PSLE. The iron sheets were used to re-roof a house whose rafters

had been eaten by termites. The paint was used to rehabilitate a library and teachers' houses. PSSP: SFP provided library books to promote literacy. Pupils went on an education visit.

Achievements

The school has two troupers: one for BLP/M and one for mathematics. The school visited the parliament where they interacted with Members of Parliament. Through the library, learners and teachers are accessing books that more readily provide them with knowledge and skills. Moreover, the school has been rehabilitated, thereby providing accommodation to all seven teachers. This in turn brought teachers close to school, providing learners with full-time contact with their teachers. Orphans were also supplied

from the maize from the garden. As the school was closing by the end of term 3, 65% of standard 1 learners were able to write their names.

Challenge

- **Most of the community development work** at the school moves at a slow pace.

Recommendations

- **There is need for a proper plan** of more activities in the future to sustain the development activities in the school.
- **The district and other stakeholders** should provide constant monitoring and support to ensure smooth completion of school development activities.

Chiwindo

Cluster **Chiwindo**
Zone **Boma**
TA **Msakambewa**

Location

Chiwindo school is 24 km east of Boma Zone TDC, 6 km north of Chibwana School.

Key Players

Formal Team

PEA **Ludaviko Matias**
AC **Mary Makuta**
HT **Thomas Kachera**
SMC Chair **Mr. Lufeyo Tsakulani**
PTA Chair **Mr. Paul Kasocha**

Support Team

ZOC **Enock Kabuwe**
CL **Baison Tembo**
MCM **Smart Mpandaguta**
Girl Mentor **Mayi Alice Kasamba**
GVH **Kachigamba**

Background

Chiwindo School, under Lilongwe Diocese of the Catholic Church, was established in 1985. It has six classes housed in three semi-permanent blocks, which were not cemented. The headteacher, who had no permanent office, kept school materials in one of the classrooms, which were full of termites that destroyed books over the years. There was not a single pit latrine for teachers or pupils. The only structures were teachers' houses.



Sanitation at the school was poor due to lack of any latrine. The dust in the classrooms became a breeding place for jigger fleas, which attacked 30% of the pupils in 2007. The communities were not active in development work. The school had two teachers against six classes. Classes would start as late as 9 a.m.

PSSP: SFP Inputs

When PSSP: SFP came, the PEA and the ZOC conducted a series of meetings with the communities to sensitize them (especially the SMC, PTA and chiefs) on the need for proper sanitary structures and jigger-free classrooms so pupils learn comfortably.

The first year was difficult. Few people came to meetings. PEA and ZOC continued meeting with the people, and during the fourth meeting more than 40

people attended. At this meeting, the people dissolved the SMC and chose a new one.

PSSP: SFP began to train teachers using local troupers in BLP/M approaches. Teachers were also trained in facilitation and how to write modules for teacher conferences. The education office and PSSP:SFP paid visits to encourage the teachers and communities. Between 2006 and 2007, the school received grants to renovate a two-classroom block, cement it and plaster the headteacher's office. The grant provided 23 bags of cement and 32 iron sheets for a new teacher's house to be occupied in January, 2009. The school has also received 213 library books.

Achievements

- **The community** engaged two male volunteers when enrolment reached 229 (115 boys, 114 girls) compared with 2006 enrollment of 200 (89 boys, 111 girls).
- **PSSP** trained the volunteer teachers.
- **Two classroom blocks** encompassing the headteacher's office were beam-filled, plastered and cement-floored. The headteacher's office was whitewashed and given shelves for books, including library books. Other school materials have also been carefully placed in the office.
- **A three-bedroom** teacher's house has been completed. By 2009 the school will have five teachers against six classes, an achievement for the school.
- **Pupils and teachers** can readily access library books, which will help widen their academic and professional horizons.

Challenges

- **Qualified teachers** come late or are absent.
- **Three classrooms** have potholes and no doors.
- **School latrines** are too few for the enrolment.

Recommendations

- **GVH Kachigamba** should continue meeting with communities on development and motivating teachers.
- **The PEA** should continue to sensitize the people to sustain initiatives at the school.



Dowa I

Cluster **Dowa I**
 Zone **Boma**
 TA **Msakambewa**

Location

Dowa I School is situated next to Boma TDC. From the District Commissioner's office, travel 1.5 km north after crossing the four-way crossroads at the trading centre. Passing through the trading centre, the District Hospital and the ESCOM House, the next place you reach is Dowa I School, which is on the road to Robert Blake Secondary School.



Key Players

Formal Team

PEA **Ludariko Matias**
 AC **Mary Makuta**
 HT **Timothy Balaza**
 SMC Chair **Bambo Joshua**

Support Team

ZOC **Enock Kabuwe**
 CL **Mayi Mengezi**
 MCM **Chikoya Kayera**
 Girl Mentor **Mayi Mussa**

Notable Champions

GVH **Gawamadzi**

Background

Dowa I School was established in 1962 under CCAP Nkhoma Synod and has standards 1–8 accommodated in 12 classrooms. The 2006 enrolment was 1,023 (520 boys, 503 girls). The six teachers' houses had not been maintained or rehabilitated since construction. The 12

TEACHER'S DAILY ATTENDANCE				
NAME	6	7	8	9
ALAZA TZ	P L P P			
MBALA HR	P P S P			
NAGOWA-E.	P P P S			
KACHERE	P P P P			
FLORA A	P P P P			
KUNYADO	P P P L			
BIMPHI	P P P P			
JATI HR	P P P P			
YAMKODZ	K P P P P			
CHUDZ B	L L P P			
UDE E MWAB	P P P P			
MPHARA LD	P P P P			
FLANICA E	P P P P			

classrooms had no doors and were in bad shape. There were only 10 latrines, not enough for the enrolment. The teachers had received no in-service training since 2005. There was no proper TALULAR production and use, because teachers lacked proper knowledge. The school

and the community could identify OVCs, but very little was done to sustain their livelihoods. The SMC and PTA were not very active in addressing the real problems the school had. , were taught at the school.

PSSP: SFP Inputs

Twenty-five teachers were trained in BLP/M approaches, TALULAR production, content knowledge and pedagogy, including facilitation, module writing, teacher conferences, and local MTTT. PSSP: SFP supported the rehabilitation of five teachers' houses, purchase of two sewing machines and a roll of school uniform cloth through MK173,850 in small grants. The SMC/PTA were trained in lobbying skills, which enabled them to lobby for support from Active Africa and Mary's Meal for a total rehabilitation of the school and the startup of a feeding program. Active Africa also drilled a borehole at the school. PSSP provided the school with library books. Girl Mentors were trained on how to counsel and mentor OVCs.

Achievements

Communities mobilized themselves with the SMC and constructed two latrines, bringing the total to 12 latrines, thus lessening communicable diseases to the pupils. Thirty-five learners (including five OVC girls and five OVC boys) are learning tailoring. The 12 rehabilitated classrooms are today benefitting 1,327 pupils (662 boys, 665 girls). The feeding program, vocational skills, BLP/M and improved teacher classroom performance have helped raise the enrolment from 1,023 in 2006 to 1,327 in 2008, a 23% gain. This figure includes Everes Msonyo, a standard 7 girl who



dropped out of school in 2002. She came back to school after hearing how good school was after sensitization had occurred. Learners with disabilities were also taken care of after PSSP gave their teacher (who was trained to teach children with learning difficulties) training through six cycles and three teacher conferences.

Challenges

- **Vocational skills training** stopped because the trainer wanted to be paid.
- The chairperson of the SMC is active; **but more involvement** is needed from the other SMC members.

Recommendations

- **Continue assisting** the physically challenged children.
- **Find a trainer for vocational skills** so the learners fully master them for sustainability.



Dowa II

Cluster **Dowa I**
Zone **Boma**
TA **Msakambewa**

Location

From the District Commissioner's office, travel 500 m to the four crossroads, turn left, travel 1 km and turn right after crossing a bridge.

Key Players

Formal Team

PEA **Ludaviko Matias**
AC **Mary Makuta**
HT **Mrs Rose Kumwenda**
SMC Chair **Mayi Kumwenda**

Support Team

ZOC **Enock Kabuwe**
CL **Mayi Mengezi**
MCM **Chikoya Kayera**
Girl Mentor **Mayi Mussa**

Background

Dowa II School, a Catholic school under Lilongwe Diocese, was established in 1952. It had seven teachers' houses that were in bad shape, with cracked walls, potholes in every room and some windowpanes missing. There were only two latrines for the learners and two for the teachers. Teachers had received no in-service training since 2003. SMC/PTA did not know their roles. There was no funding program and the enrolment was low at 1,099 (526 boys, 573 girls). There were no play parks.



PSSP: SFP Inputs

Teachers have been trained in content knowledge and pedagogical skills, BLP/M, module writing, teacher conferences, local MTTT, facilitation and TALULAR production and use. The headteacher and deputy were trained in instructional leadership. PSSP: SFP conducted Theater for Development (TFD) to alert communities to what should be done to improve the standard of education at the school. Headteachers and standard I teachers were trained in BLP/M approaches. Two teachers were trained as local troupers in English and mathematics to enable them to assist the headteacher and deputy in supervising their fellow teachers during instruction.



The community has been sensitized and SMC/PTA, MCM and a Girl Mentor were trained. PSSP: SFP also gave out SIP boxes and construction materials through small grants.

Achievements

The headteacher, the deputy and the troupers support teaching and learning through lesson observations. The standard I teachers, Mrs Mphamba, Mr Chingayere and Mrs Kwanjana, interact well with learners so that some are able to read and write their names, words and simple sentences from song posters and big books. Learners are also able to make their own big books.

Using their lobbying skills, the SMC/PTA lobbied for a feeding program from Mary's Meals and NGO, which is feeding 1,583 learners. They also constructed four toilets which are assisting more than 400 learners. Five teachers' houses were rehabilitated with new iron sheets, windowpanes and door frames. Four teachers and six student teachers occupy the houses as of the school's term end in November 2008. Because of teachers' participatory methods, play parks and the feeding program, enrolment increased from 1,099 in 2006 to 1,583 learners (765 boys, 818 girls) in 2008.

Challenges

- **Iron sheets** from the two latrines have been vandalized.
- **The school blocks and headteacher's office** have not been rehabilitated.

Recommendations

- **Complete** the unfinished projects, such as the headteacher's office, or lobby for assistance from donors.
- **Find ways** of ending the vandalism at the school.



James

Cluster **James**
Zone **Boma**
TA **Chiwere**

Location

From Dowa–Boma, travel for 300 m north and turn right at a road junction. Follow the road for 3 km to a road fork. Take the fork to the right and travel for 6 km to the school.

Key Players

Formal Team

PEA **Ludaviko Matias**
AC **Mary Makuta**
HT **Patrick Sendeza**
SMC Chair **Mayi Chikasima**

Support Team

ZOC **Enock Kabuwe**
CL **Bambo Saizi**
MCM **McDonald Gwazani**
Girl Mentor **Mayi Dzombe**

Background

James School, which is under CCAP Nkhoma Synod, was established in 1927. Before PSSP: SFP, the school had four teachers' houses, which were in a bad state. There were eight classrooms and two permanent latrines. Orphans received little assistance from the community. The relationship between the school and the community was poor. There was no library. Teachers received no in-service training. Enrolment was low and the teacher-learner ratio was 1:160.



PSSP: SFP Inputs

When PSSP: SFP came to the school, it sensitized chiefs, SMC/PTA members, teachers and community members on their roles and responsibilities to the school. Community members, who already had enough bricks, mobilized themselves and started renovating the teachers' houses. They contributed MK60,000 toward brick moulding and employed people to mould the bricks. They maintained five teachers' houses by cementing the floors, plastering, replacing eaten-away rafters and whitewashing the walls. The Village Heads offered land for an orphan care center where they had constructed a block. Teachers were trained in approaches to BLP/M, supervision, facilitation, mentoring, module writing and TALULAR production and use.

The headteacher and deputy headteachers were trained in instructional leadership so they could easily supervise their fellow teachers during instruction. PSSP: SFP gave MK300,049 in small grants to support the school in development activities. MCM and cluster leaders were also trained.

Achievements

Most teachers are now using learner-centred methods. They also use TALULAR during instruction delivery, which results in interesting lessons for the learners. Standard 1 learners, under their teacher Mr Chinthu, ably write their names, read words and short sentences, make class big books and label them. Some are able to retell stories and lead in singing songs from song posters. The wildlife club went to Chimungu to learn

how their friends were doing as a club. The MK60,000 contribution yielded over 50,000 bricks, some of which have been used to construct a library with a staff room, headteacher's office and storeroom. Five teachers' houses have been repaired and made comfortable for seven teachers residing at the school, ensuring their full-time contact with the learners. The orphan care which was lobbied for by chiefs and SMC is accommodating without problems all orphans who are in or out of school. There is a good relationship between the school and community after both parties sat down and sorted out their differences. MCM established play parks, and teachers' use of participatory methods have motivated learners and increased enrolment. In the three years since PSSP: SFP has been in Dowa, enrolment rose from 803 in 2006 to 925 (438 boys, 487 girls) in 2008, a gain of 13%. The library will assist teachers and learners in accessing knowledge more readily. The school has a role model cluster leader who is also the SMC secretary, two local troupers and a supervisor head teacher.



Challenge

- **Not all the SMC members** are very active in school development.

Recommendation

- **Continue sorting out differences amicably** and work together to improve the standard of the school.

Kafumphe

Cluster **Kafumphe**
Zone **Kafumphe**
TA **Chiwere**

Location

Kafumphe School is 10 km east of Dowa Boma, along the Dowa–Chezi road.

Key Players

Formal Team

PEA **Agness Chitekese**
AC **Christopher Chimzimu**
HT **Bornwell Mashakatira**
SMC Chair **Bambo Mayani**

Support Team

ZOC **Enock Kabuwe**
CL **Bambo Joseph**
MCM **Baitoni Thomas**
Girl Mentor **Mayi Ching'oma**

Background

Kafumphe School is an LEA school established in 1967 with classes 1–8. It had eight classrooms and eight teachers against an enrolment of 570 (295 girls, 275 boys). The seven teachers' houses were not maintained, so were in bad shape. There were inadequate latrines with only four, two for boys and two for girls. The teachers received no in-service training since 2003, even though the school was made a center school or TDC four years later. As a result, teaching and learning were ineffective. There was no play park for learner recreation.



PSSP: SFP Inputs

After PSSP: SFP conducted sensitization meetings, the chiefs around the school mobilized themselves. They gathered bricks and contributed MK80,000 to pay a builder. Then they started constructing a two-classroom school block, a project that took off immediately, though no roof was put on. PSSP: SFP provided them a grant of MK100,000 in 2006 which was used to buy timber for rafters and iron sheets. Using the lobbying skills gained from PSSP: SFP trainings, they lobbied for ridges from their MP Honourable Chika, who bought 12 ridges and four extra iron sheets. The school block was then finished but lacked a permanent floor. The 2007 small grants of MK60,000 was used to cement the two classrooms' floors. The teachers were trained in supervisory, facilitation, mentoring and module writing

skills. They were also trained in approaches to BLP/M. Community members including Akunjira were also trained on their roles in school development work. The SMC/PTA and the headteacher then lobbied for a feeding program from Mary's Meals, an NGO that has fed porridge to more than 878 learners every day. After undergoing PSSP training, Akunjira organized themselves and started a door-to-door campaign wooing pupils to school. The exercise helped increase the number of learners from 570 in 2006 to 878 in 2008. They also dug one latrine. Today, there are 10 latrines for learners and two for teachers. The MCM established play parks, which also helped raise the enrolment. PSSP: SFP gave the school 202 library books, which have assisted both teachers and learners in accessing knowledge more easily.

Achievements

Enrolment increased by 54% from 570 to 878 learners. The dropout rate decreased by 54% from 92 in 2006 to 42 in 2008. Improved sanitation resulted from construction of a latrine by the Akunjira. Learning gains were achieved in the school as a result of teachers' improved classroom performance. For example, standard 8 pupils easily understand English because of being exposed to library books supplied by PSSP: SFP. And standard 1 learners showed consistent attendance between July and September 2008 with attendance at 273 (141 boys, 132 girls).



Challenges

- **The teachers' houses and headteacher's office** remain unmaintained.
- **The play parks** have been vandalized.

Recommendations

- **Akunjira** should continue maintaining the sanitary services they have begun.
- **Community members** should mobilize themselves and embark on maintaining the teachers' houses.



Kasatsi

Cluster **Kasatsi**
Zone **Chibwata**
TA **Msakambewa**

Location

Kasatsi School is 3 km north of Dzaleka refugee camp along the Dzaleka–Ntchisi road. At Mndunje School, turn left about 50 m. Following the right-hand road, travel 2.5 km, passing through Kasatsi Trading Centre until reaching Kasatsi School.

Key Players

Formal Team

PEA **Flackson Kalinda**
AC **Mike Nyirenda**
HT **Jones Chongobe**
SMC Chair **Bambo Chibwe**

Support Team

ZOC **Enock Kabuwe**
CL **Bambo Chikuse**
MCM **Alefa**
Girl Mentor **Mayi Chakuda**

Background

Kasatsi School is under CCAP Nkhoma Synod. It was established in 1999 with classes 1–8. It has eight classrooms, with six teachers. Before PSSP came, there were 398 learners (203 boys, 195 girls) and four teachers' houses. Teachers had not received any in-service training since 2000. As a result, teaching was ineffective. The classrooms had potholes in the floors.



PSSP: SFP Inputs

PSSP: SFP conducted sensitization meetings with chiefs, SMC/PTA, teachers and other community members. The SMC/PTA were trained on their roles to support education. Teachers were trained in supervisory skills and to use TCC, local MTTT and BLP/M. Akunjira (special groups) were trained on their roles towards school development work and how they could support orphans and vulnerable children. PSSP: SFP provided MK290,975 in small grants between 2006 and 2008. They bought a sewing machine with an intention of training the pupils on vocational skills. PSSP: SFP also provided library books and ideas for learners and teachers to access knowledge more readily through reading to instill a reading culture. With small grants, the community constructed two teachers' houses. One is

occupied. The other is about to be completed and hopes are that in early 2009 another teacher will occupy it. The classrooms and teachers' houses were maintained and doors fixed. A ramp was also made, which is assisting a girl who uses a wheelchair to enter her class easily. The school has a strong BLP/M trouper and a science trouper. After Akunjira were sensitized and trained, they gave gifts to all the pupils who took positions 1–3 during end of term II.

Achievements

With one teacher's house constructed and the other five maintained, the teachers will have full-time contact with the pupils. Standard 1 pupils demonstrated knowledge of reading and writing when they showed their parents in a literacy fair that they could write their names, like Lojasi Oliveta, Losina, Mtisunge. They also read words, like *Mponela*, *Mponda*, *Ludzi*, etc. Also, Enita Alick and Dalitso Lemani, who are standard 2 pupils taught BLP/M by the same teacher, were challenged to write their names, their fathers' names and even simple sentences. Since the teachers use participatory methods when teaching, learners from standards 3, 4 and 5 wrote their poems and recited them while others said dialogues. A villager also composed his own poem, which shows the good relationship between the school and the community. The school has bought uniform cloth to use to sew uniforms and sell them to raise funds for the school and to support OVC. Zaleyá Pemba, a physically challenged standard 7 girl, took position 1 during the end-of-term examination results for term 3. Enrolment at the school has increased from 398 (203 boys, 195 girls) in 2006 to 423 (197 boys, 216 girls) in 2008.

Challenges

- **The standards 3 and 7 teacher** released his results late for the third term because he was called by the DEM after he had been absent for many days.
- **Two teachers** stay far from the school, so their classes start late and they have to rush home without supporting learners in the afternoons.

Recommendations

- **The unfinished house** at the school should be completed so one of the two teachers who live far away can occupy it.
- **There is also need to continue working with the community** for the sustainability of activities at the school to ensure quality teaching and learning.



Kongwe I School

Cluster **Dowa I**
Zone **Boma**
TA **Msakambewa**

Location

Five kilometers north of Dowa Boma and very close to the famous Robert Blake Secondary School.

Key Players

Formal Team

PEA **Ludaviko Matias**
AC **Mary Makuta**
HT **Amiton L. Mayaniakachepa**
SMC Chair **Bambo Mshanga**

Support Team

ZOC **Enock Kabuwe**
CL **Mayi Mengezi**
MCM **Chikoya Kayera**
Girl Mentor **Mayi Muss**

Notable Champion

GVH **Kalindang'om**

Background

Kongwe I School is under the proprietorship of CCAP Nkhoma Synod. Established in 1894, the school has 16 classes and 23 teachers (10 male,



of whom six were student teachers, and 13 female). The standard 1 to 8 school had only six latrines for 911 students (474 girls and 437 boys) enrolled in 2006. Within the school population were many orphans who came to school in tattered clothes with no hope of getting school uniforms. Teacher's houses were in disrepair due to a lack of maintenance. Teachers had not undertaken any in-service training in years and were not up to date with required teaching methods. There was no TALULAR production or use that would enable effective teaching.

PSSP: SFP Inputs

PSSP: SFP arrived in 2006 at Kongwe I School and started training teachers and SMC/PTAs. Through six cycles of training and three teacher conferences, teachers were trained in BLP/M TALULAR production and use, Local Mobile Training Troupes (MTTT), teacher conferences, facilitation skills and module production. PSSP: SFP provided Kongwe I School a small-scale grant of MK244,619 with which the school purchased three sewing machines, six rolls of uniform cloth and three metal sheets for making tins and other items. Cement was also purchased with the small grant for the construction of latrines and rehabilitation of teachers' houses. As a member of the PSSP: SFP team, the MCM fixed some play parks to



capture pupils' interest and help keep them in school. PSSP: SFP also trained communities on how to lobby for assistance from other sources. As a result, the community lobbied a C.B.O. for iron sheets for roofing the school latrines. PSSP: SFP, through the literacy department, provided the school with 229 books.

Once the trainings and purchases were completed, teachers sewed uniforms for 12 orphans (five girls and six boys), by hand and with the sewing machines. They also trained 20 pupils in sewing and tailoring skills. Thirteen new latrines were built — six for the boys and seven for the girls. One teacher, Mr. Kanache Banda, volunteered to produce TALULAR for the school. In fact, he produced enough that the school was able to create a TALULAR Bank, making Kongwe I the only school in the zone with a TALULAR Bank as well as the only school that organized an open day when orphans were given school uniforms. The open day was attended by T.A. Msakambewa and the local MP, who thanked the school for supporting orphans. Mrs. Sophie Kontho, a teacher at the school, was identified as best BLP/M facilitator and she was promoted later in the year to be a head teacher of one of the zone's primary schools.

Achievements

Since the arrival of PSSP: SFP, enrollment at Kongwe I School has increased by 12% from 911 (437 boys, 474 girls) in 2006 to 1,030 (507 boys, 523 girls) in 2008. Pupils are able to use clean latrines. Standard 1 pupils can write their names, read words and short sentences and make Big Books for reading. At the end of school year, 80% of the pupils advanced into standard 2. While other teachers in the zone



spend their time looking for TALULAR, teachers at Kongwe I can borrow teaching and learning materials at their school's TALULAR bank, use them in class and return them afterwards. "Teaching has been simple for us," stated a standard 6 teacher. Standard 8 pupils leaving the school were able to write good compositions because they were able access to the library books. James Mkanda, an example of such a pupil, participated in a visit to Bunda College and Natural Resource College, organized by PSSP: SFP, for the best standard 8 achievers in the zone. Twenty pupils (eight boys, 12 girls) have learnt tailoring skills.

Challenges

- **Too few** teachers' houses are at the school. Five teachers operate from a distance.
- **Play parks** were removed after one pupil sustained an injury during play.

Recommendations

- **Teachers and community** should continue to work together to produce better pupils as the years progress.
- **Training in life skills** such as tailoring, facilitated by PSSP: SFP, should be sustained.

Kongwe 2

Cluster **Dowa I**
Zone **Boma**
TA **Msakambewa**

Location

Travel from Kongwe I north from the T.D.C. Turn right soon after Wenela market and travel for 2 km on that road until reaching Kongwe 2 School.

Key Players

Formal Team

PEA **Ludaviko Matias**
AC **Mary Makuta**
HT **Frank Kaliwo**
SMC Chair **Mayi Nasoko**

Support Team

ZOC **Enock Kabuwe**
CL **Bambo Saizi**
MCM **Chikoya Kayera**
Girl Mentor **Mayi Dzombe**

Background

Kongwe 2 School, which is under the CCAP Nkhoma Synod, was established in 1999. Before PSSP: SFP, the school had a classroom block with two classrooms. There was a classroom shelter that usually collapsed during the rainy season. There were only two permanent staff latrines and two grass latrines, which were usually vandalized. The community did not cooperate with the school, so no proper development was done. There was no teacher's house, so all the teachers operated from afar.



PSSP: SFP Inputs

When PSSP: SFP came, it conducted sensitization meetings; some were done by the PEA, ZOC, MCM and cluster leader. Community members were reluctant until at last MCMs conducted TFD performances. This stirred the community so much that one chief, Chief Chinguwo, mobilized his subjects and started development work. Teachers were trained in content knowledge and pedagogical skills, BLP/M, TCCs, professional needs identification and facilitation. Two teachers were trained as local MTT troupers for BLP/M and mathematics. The headteacher and the deputy were trained in instructional leadership skills, which have helped them supervise and assist their fellow teachers. The community, showing their commitment to develop their

school, constructed a teacher's house, extra mud classrooms (which collapsed in the rains) and additional latrines. PSSP later provided library books. The DFID and European Union were lobbied for construction of classroom blocks, a headteacher's office and teachers' houses.

The school has one of the best BLP/M troupers and facilitators in the zone, Mr Chikaiko Mengezi.



Achievements

The school has one teacher's house, two latrines made of burnt bricks and one temporary classroom made of mud. The standard I learners have achieved much in literacy as evidenced by the fact that 70% of them can write words, simple sentences, draw and label Chichewa words. They are also able to make big books and write their names. The standard I teacher is both a TALULAR trouper and zonal PCAR facilitator. DFID and European Union are constructing three classroom blocks, one headteacher's house, a library and two teachers' houses after SMC/ PTA lobbied for assistance. Enrolment increased 8% from 509 (253 boys, 256 girls) in 2006 to 552 (256 boys, 296 girls) in 2008.



Challenges

- **The community members** take considerable time to implement planned activities.

Recommendation

- **Ministry of Education officials** should continue meeting with the Kongwe 2 community toward development work, so more teachers' houses will be built to allow teachers to stay at the school.



Mndunje

Cluster **Kasatsi**
Zone **Chibwata**
TA **Msakambewa**

Location

Mndunje School is 3 km north of Dzaleka Refugee camp, along the Dzaleka-Ntchisi Road.

Key Players

Formal Team

PEA **Flackson Kalinda**
AC **Mike Nyirenda**
HT **Essau Bottomani**
SMC Chair **Bambo Chitukula**

Support Team

ZOC **Enock Kabuwe**
CL **Bambo Chikuse**
MCM **Alefa Masano**
Girl Mentor **Mayi Chiputu**

Background

Established in 1963, Mndunje School is a standard 1 to 8 LEA school. The school had nine classroom blocks, three of which were so dilapidated that people used them as toilets. The other six had no doors. One block of four classes had its roof blown off because termites had eaten the rafters. The school had no library, provided no support for orphans and did not



teach pupils any vocational skills. There was only one latrine for the school's eight teachers and 787 pupils. For more than two years teachers had not received any in-service training. Standard 1 pupils could not write their names. Junior and senior pupils could not understand English. Some teachers' English-language background was not very good. Orphans were not fully supported. Selection at standard 8 was to CDSS.

PSSP: SFP Inputs

Sensitization meetings were conducted with all stakeholders. All eight teachers completed training in content knowledge, methodologies, BLP/M approaches and TALULAR production and use. The head teacher participated in an educational tour organized by PSSP: SFP. With the small grant of MK 240,120 provided by PSSP: SFP, five teachers' houses and a classroom were rehabilitated and a sewing machine and two rolls of school-uniform cloth were purchased, as was fertilizer and maize for 1,020 pupils. Through PSSP: SFP, the school received 286 books for its library and a SIP box. Furthermore, the MCM established a play park at the school. *Akunjira* were also trained about their roles in development work.

Achievements

When the then headteacher went on an educational tour to Senga zone, she learnt about teacher attendance and pupils' daily registers that she implemented at Mndunje School immediately upon returning to her school. These registers are still in use by the current head. A standard I teacher, Ms. Joyce Chiputu, upon being trained in BLP/M and continuous assessment, has been identified as the best teacher in the cluster. As a result, she once trained other teachers at Mponela on continuous assessment. Josia Tembo, a standard 8 teacher, usually goes to Chigudu zone to train other teachers on effective composition writing. Mndunje School is the only school to send a pupil to Kamuzu Academy in the zone. By being able to access library books, teachers' have improved their teaching methods.

Since the provision of books by PSSP: SFP arrived at the school, pupils' understanding of English has improved. Because the first set of books was properly utilized, PSSP: SFP gave the school 50 extra books. With funding through its small grant, the school created a garden, which yielded 10 bags of maize. These funds also enabled a community member to train nine pupils (three boys and six girls) in tailoring skills. Sixteen latrines (seven for boys, nine for girls) have been constructed for the school's 1,020 pupils, thus creating a healthier environment. Six of nine classrooms now have doors with locks. During the SIP launch in 2007, the school received MK 3,700, which was used to buy



pens, rulers and notebooks for 15 orphans. The school has raised more than MK 10,000 by selling the school uniforms sewn by pupils, and this money was used to support OVCs. Enrolment at the school has increased 23% from 787 (409 boys, 378 girls) in 2006 to 1,020 (544 boys, 476 girls) in 2008.

Challenge

- **Classrooms without doors** are used as play rooms by the children. As a result, TALULAR materials cannot be left in these rooms once classes are over.

Recommendations

- **Continue working with the community** and cultivating its support.
- **Intensify and sustain the IGAs** to support orphans and other vulnerable children.
- **Implement** the school's action plan.



Mpalankhwali

Cluster **Changalu**
Zone **Chibwata**
TA **Mkukula**

Location

Travel 17 km from the Lilongwe–Kasungu M1 toward Dowa Boma. You then reach Dzaleka Trading Centre and travel for about 2 km southeast to the school by following the road that passes between shops and refugee houses.

Key Players

Formal Team

PEA **Flackson Kalinda**
AC **Mike Nyirenda**
HT **Augustine Lumbalu**
SMC Chair **Bambo Kafaniya**

Support Team

ZOC **Enock Kabuwe**
CL **Bambo Tembo**
MCM **Patrick Kapiseni**
Girl Mentor **Mayi Khongoni**

Background

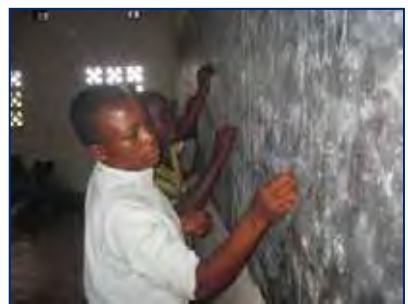
Mpalankhwali is an Anglican church school of the Lake Malawi Diocese established in 1987. It has eight classes in eight classrooms and eight teachers' houses. Before PSSP: SFP, the school had steel windows with windowpanes that had been vandalized long ago. There was no library, insufficient latrines, unsafe drinking water and classrooms without doors so many things inside were often vandalized. Teachers had not been given in-service training since 2003 and teaching was not



effective. No life skills had been introduced at this school.

PSSP: SFP Inputs

PSSP: SFP trained teachers in BLP/M, facilitation skills, module writing, TALULAR production and use, supervisory skills and mentoring, TCC and local MTTT. The headteacher and deputy headteachers were trained in instructional leadership. Community members were sensitized on their roles in development work in their school. SMC/PTA were trained on how they could lobby for assistance from donors. Vocational skills have been established when resources were provided by the local community. The 220 books received from PSSP: SFP are properly cared for in a spare room that has shelves. PSSP: SFP provided small grants between 2006 and 2007, which were used



to purchase cement for making breeze blocks, doors and locks for the classrooms. The breeze blocks replaced the vandalized steel windows, which were removed.

Achievement

Classrooms are now lockable and TALULAR is not vandalized. The classrooms' doors were painted, providing a conducive learning environment. Ten pupils were trained in sawing planks, which they used to make doors and rafters for one classroom. Teachers' use of participatory methods has assisted standard I pupils in reading and writing simple sentences and picking letters from words. The library books are assisting teachers and learners to access knowledge more readily. Through lobbying, the Ministry of Health provided 12 bags of cement for construction of a fence around a borehole and eight latrines (four for boys, four for girls), which have helped improve the sanitation of the school. Through the instructional leadership skills, the headteacher introduced a staff attendance register, which is placed on his wall. The headteacher, who is a cluster supervisor, Evance Khongono, who is both a TALULAR trouper and girl mentor, and Ackim Likhaya, who is a math trouper, assist in supervision and guidance of their fellow teachers and learners. This has helped raise the enrolment from 1,005 (503 boys, 502 girls) in 2006 to 1,038 (514 boys, 524 girls) in 2008.



Challenge

- **Enrolment drops** from July to September because of weddings. Children, especially girls, go for practices in readiness for the coming wedding. This is called *maliheso*. Some children move from wedding to wedding and later drop from school while others come back to school. Their attainment levels differ from those who stay in school.

Recommendation

- Continue re-sensitizing communities on the impact that extended cultural activities have on pupils continuing with learning.

Mpangiseni

Cluster **Mpangiseni**
Zone **Kafumphe**
TA **Chiwere**

Location

Travel 6 km east from Dowa Trading Centre along Dowa–Chezi road. Upon reaching Nalunga Heath Center signpost, turn left and travel along that road for 4 km until reaching Mpangiseni School.

Key Players

Formal Team

PEA **Ludaviko Matias**
AC **Mary Makuta**
HT **George Singo**
SMC Chair **Bambo Andiseni**

Support Team

ZOC **Enock Kabuwe**
CL **Bambo Joseph**
MCM **Gwazani**
Girl Mentor **Mayi Ching'oma**

Background

Mpangiseni School is under Lilongwe Diocese with classes 1–7. It was established in 1998. Before PSSP, it had two temporary teachers' houses and eight classrooms, although one block of two classrooms had been blown off by wind. The community and school were not cooperating with each other. Teachers received no in-service training.



PSSP: SFP Inputs

PSSP: SFP carried out sensitization meetings to mobilize the people and met with chiefs to discuss why development had stalled. Cluster leaders, SMC/PTA, teachers and MCM were trained in how they could assist community members in development work. Teachers were also trained in module writing, BLP/M, supervision, facilitation, local MTTT, mentoring and TALULAR production and use. The headteacher and his deputy were trained in instructional leadership as tools for effective supervision. PSSP: SFP also provided the school with a SIP box; all stakeholders who best contributed toward education were rewarded from its contents. Community members mobilized themselves and started maintaining two houses that had been left



unfinished by a contractor. They used the small grants of MK79,529 for the work.

Achievements

Two teachers' houses are rehabilitated and one is occupied, giving the teacher enough time to contact learners. The other house is still under construction. Standard I learners, under their teacher Mr Vincent Kadifwala, are able to read words and simple sentences from song posters and the big book. They are also able to write their names, their family members' names, draw and label the drawings, make big books and label their content. Ten bags of cement, two iron sheets and three doors were used on teachers' houses. On the professional side, teachers are using TALULAR and participatory methods. The headteacher, who has been trained as a supervisor, has been observing teachers at his school. The library books have assisted teachers in accessing knowledge easily. The school has two local troupers for the cluster, one for Chichewa and the other for BLP/M.

Challenges

- **There is a shortage of staff** with four teachers against 352 learners.
- **There is no female teacher** who can act as a role model and counselor to the girls.
- **The community members** always want to be reminded about development work.
- **Only one of five teachers** stays at the school.



Recommendations

- **Development work** should be a priority so that when there are enough teachers' houses the government could send more teachers.
- **Teachers** should continue working hard to help learners do well in class.

Mponda

Cluster **Mpangiseni**
Zone **Kafumphe**
TA **Chiwere**

Location

Travel 6 km east of Dowa Boma along the Dowa–Chezi road. At the Nalunga turnoff, turn left and travel 7 km to Mponda School.

Key Players

Formal Team

PEA **Agness Chitekesa**
AC **Christopher Chimzimu**
HT **Trasizius Chilamba**
SMC Chair **Bambo Bauti**



Support Team

ZOC **Enock Kabuwe**
CL **Bambo Saizi**
MCM **Gwazani**
Girl Mentor **Mayi Chalemera**

Background

Before PSSP: SFP, Mponda had a two-classroom block without a roof. The other classroom block had a large open space in the wall that needed to be filled with bricks. Only three teacher's houses were in good shape. The teachers had received no in-service training since 2004. There were not enough latrines and no play park.

PSSP: SFP Inputs

PSSP: SFP conducted sensitization meetings around the school and trained cluster leaders, who conducted several meetings with chiefs and community members to raise issues that had deterred development at the school. Teachers were trained in BLP/M approaches to literacy learning, facilitation skills, module development and TALULAR production and use. The community was supported with small grants of MK179,956 after members contributed MK60,000 for purchasing timber for rehabilitating the blown-off classroom. The community bought 85 planks and 50 iron sheets to renovate the three-classroom block.

With funds from PSSP: SFP, they constructed a teacher's house, which is occupied now. The MCM established play parks and



the school was among the first in the zone to have a seasaw. PSSP: SFP also provided a SIP box whose contents gave encouragement to the learners. The learners competed with Mtenje School on draught and *bawo* and won both games. The standard I teacher, Patrick Mdinga, is a role model at this school because his pupils were able to write their names, draw pictures and label them by the first week of term 2 of 2008. He was also a BLP/M facilitator in Boma zone during the second teacher conference.

Achievements

Of standard I learners, 75% are able to write their names, draw and label big books and read some words. The 753 learners are learning in good, well-ventilated classrooms that provide a good teaching and learning environment. All six teachers reside at the school, so have full-time contact with learners. After being lobbied, UNICEF constructed 24 latrines, so now sanitation is good at the school. Dropouts are decreasing. In 2006, 92 learners dropped out, but in 2008, only 84 dropouts occurred, a 10% decrease. The school has a cluster supervisor headteacher and a BLP/M trouper.



Challenges

- **Having only seven classrooms** against 753 learners poses a challenge during the sunny, cold and rainy seasons.
- **The death of the first cluster leader** early this year makes the one on relief a very busy person who has two clusters to manage.

Recommendation

- **Continue working** with the community to realize the dream of constructing another classroom block by 2009.



Mwezowala

Cluster **Chiwindo**
Zone **Boma**
TA **Msakambewa**

Location

From Dowa Trading Centre, travel along the Dowa–Dzaleka road for 1.5 km. Turn right at an ADMARC signpost. Travel for 700 m to a fork in the road. Take the left fork for about 4 km, cross Lipimbi bridge and travel for 1 km. Turn to the right, travel east for 10 km, passing through Kafaliti village, to arrive at Mwezowala School.

Key Players

Formal Team

PEA **Ludaviko Matias**
AC **Mary Makuta**
HT **Mrs Sophia Kontho**
SMC Chair **Bambo Sankhulani**

Support Team

ZOC **Enock Kabuwe**
CL **Bambo B. Tembo**
MCM **Smart Mpandaguta**
Girl Mentor **Mayi Kasamba**

Background

Mwezowala School is under Lilongwe Diocese and was established in 1997. Before PSSP, the school had six classrooms in three blocks. One classroom block had its roof blown off by wind. There were two permanent, one semipermanent and two temporary teachers' houses. Teachers had received no in-service and teaching was



ineffective. Orphans were not taken care of.

PSSP: SFP Inputs

PSSP: SFP held sensitization meetings to mobilize people toward development work. SMC/PTA, cluster leaders and MCM were trained in lobbying skills. PSSP: SFP funded the school with MK177,022. MCM established play parks. Teachers were trained in participatory approaches to teaching, including module writing, BLP/M, supervision, facilitation, MTTT mentoring, TALULAR production and use. The headteacher and deputy were trained in instructional leadership for easy supervision of their fellow teachers. PSSP: SFP supplied SIP boxes and 183 library books.

Achievements

Most teachers are now using participatory teaching methods and learner-centered approaches. They produce and use TALULAR during instruction, thus improving learner performance. Teachers are able to produce modules, which they use during CPDs and teacher conferences. This has helped standard I learners to be able to read and write words and simple sentences, write their names, draw pictures and make big books. The small grants assisted the SMC/PTA in purchasing items for constructing a teachers' house, cementing the floor and fixing windowpanes. A teacher who was poorly housed now occupies the house. The other three houses were rehabilitated and are in good and habitable shape. This has lessened the accommodation problem the teachers were facing.

The SMC/PTA, using lobbying skills from PSSP: SFP, lobbied for 70 iron sheets from the Honourable Alice Ntodwa Mwale MP for reroofing the block that had been blown off by wind. From the grants PSSP gave the school, they also purchased seeds and fertilizers, which they used in their garden, where they harvested 360 kg of maize, with the hope of supporting orphans from its sale.

From the training PSSP: SFP gave to teachers at this school, the school now has a female headteacher, Mrs Sophie Kontho, who is also among the best BLP/M teachers and a good continuous assessment facilitator. Her arrival seems to have had an effect on the enrolment of girls. In 2006 the enrolment was 215 (112 boys, 103 girls) but by November 2008 the enrolment had risen to 315 (164 boys, 161 girls). The number of girls has risen by 36%, while that of boys has risen by 32%.

Challenge

- **There is a shortage of female teachers** to act as role models.

Recommendations

- **Continue supporting orphans** so that they also contribute to the development of the country.
- **Support the female headteacher** so she is able to use her talents fully.



Namatonje

Cluster **Mpangiseni**
Zone **Boma**
TA **Chiwere**

Location

Travel 6 km east of Dowa Boma along Dowa–Chezi road. Turn left upon reaching Nalunga Health Centre signpost. Travel 50 m along the Nalunga road and turn left again. Travel 700 m along that road to reach the school.

Key Players

Formal Team

PEA **Ludaviko Matias**
AC **Mary Makuta**
HT **Ms Dines Maenje**
SMC Chair **Bambo Gangire Mwale**

Support Team

ZOC **Enock Kabuwe**
CL **Bambo Saizi**
MCM **McDonald Gwazani**
Girl Mentor **Mayi Mussa**

Background

Namatonje School, which is under CCAP Nkhoma Synod, was established in 1994. The school had eight classrooms and two teachers' houses before PSSP: SFP came to Dowa. Teachers had received no in-service training since 2003. There was no library, but there were nine latrines. The seven teachers (five males, two females) were against an enrolment of 474 (243 boys, 231 girls).



PSSP: SFP Inputs

All seven teachers were trained in content knowledge and pedagogical skills, TALULAR production and use, BLP/M approaches, professional needs identification, module production and mentoring. The

headteacher and the deputy were trained in instructional leadership. Elvis Kakusa was trained as a local trouper. PSSP: SPF provided 231 books to assist teachers in readily accessing content knowledge. Additional teaching and learning materials were given to assist standard I

pupils in attaining reading and writing skills. PSSP: SFP gave MK176,982 in small grants and supported the school with a SIP box. MCM was trained on how to involve school stakeholders in school activities.

Achievements

Two teachers' houses under construction are to be ready for occupation in January 2009. Teachers use learner-centred approaches and produce and use TALULAR during instruction delivery, which results in productive and interesting lessons for the learners. All the teachers are able to produce modules, which they use to facilitate school-based and cluster-based CPDs. Enrolment has increased 23% from 474 to 615 (316 boys, 299 girls) in 2008. The school has a female headteacher.

Challenge

- **Five of the seven teachers** live away from the school, which affects their attendance during the rainy season.

Recommendation

- **Construction of the remaining houses** should be finished so two more teachers can occupy the houses for effective teaching and learning.



Tsache

Cluster **Kafumphe**
Zone **Kafumphe**
TA **Chiwere**

Location

Travel 10 km from the Boma to Chezi to reach Kafumphe School or travel 10 km from Dowa turnoff (on Lilongwe–Salima main road toward Dwa Boma) to Kafumphe School. From Kafumphe, turn left (from Dowa turnoff) or (right from Dowa Boma). Travel 3 km along that road to Tsache.

Key Players

Formal Team

PEA **Agness Chitekesa**
AC **Christoper Chimzimu**
HT **Lloyd Kwenda**
SMC Chair **Bambo Kachoka**

Support Team

ZOC **Enock Kabuwe**
CL **Bambo Joseph**
MCM **Baitoni Thomas**
Girl Mentor **Mayi Banda**

Background

Tsache School is under CCAP Nkhoma Synod. It was established in 1997 with classes 1-8, four classrooms and one teacher's house. The school had an enrolment of 406 (187 boys, 219 girls) by 2006 against five (three qualified, two temporary) teachers. The teachers had not been in-serviced for a long time.



PSSP: SFP Inputs

When PSSP: SFP conducted sensitization meetings with the community teachers, Akunjira and local leaders on their roles, each target group started working toward achieving quality education. Teachers were trained in BLP/M approaches and as local mobile troupers. Cluster leaders, SMC/PTA and Akunjira were trained on how to assist communities, the youth and orphans.

The cluster leader trained five boys in carpentry and construction. The boys produced window frames for a teacher's house. One of the boys constructed a kitchen for the deputy headteacher's house. Teachers trained in BLP/M and MTTT started working with the learners so that as the school was closing, 30% of standard 1 learners were able to write their names. The SMC/PTA, realizing



that they had bricks, mobilized themselves, rehabilitated the only teacher's house and built three other houses that have since been occupied. Akunjira saw how orphans were suffering. They organized a dance festival and realized more than MK8,000 to support the orphans. With this amount, they bought soap, blue seal vaseline and gave these items to 10 orphans from the school. All these initiatives encouraged children to come to school, bringing the total enrolment from 406 (187 boys, 219 girls) in 2006 to 557 (275 boys, 282 girls) in 2008, a 27% increase.



Achievements

Vocational skills have benefited both teachers and learners in that teachers and the school did not spend a lot of money to purchase window frames. Four of the five qualified teachers stay within the school campus, which gives the learners a chance to have full-time contact with their teachers. The gesture shown by Akunjira after being trained by PSSP has retained 10 orphans who would have dropped out because of lack of support. The school has two local MTTTs and a Girl Mentor. All these are helping to mentor teachers and girls in the cluster. The cluster leader had taken the initiative to train learners in vocational skills. In standard 1, the 30% of children who can write their names and read some simple words is a very big improvement for this school, and 60% of standard 6 learners are able to read English passages very well.



Challenges

- **Four classrooms** against eight classes poses a challenge to teaching and learning during rainy and hot seasons, since learners have to be sent back home or they will bake in the hot sun.
- **Five teachers** against eight classes is a challenge, especially since even the standard 1 teacher is fully involved in teaching other classes.

Recommendations

- **PTA/SMC** should encourage the community to mobilize bricks and start working on building two more classrooms.
- **The cluster leader** should continue training learners in vocational skills.
- **The DEM** should send more teachers to this school.

Bwevu

Cluster **Kapatamoyo**
Zone **Chigudu**
TA **Msakambewa**

Location

Bwevu School is 15 km from Chigudu TDC. Take Msakambwea-Mponela road and pass Kapatamoyo School. Find Khwamba orphanage and turn left. The school is 2 km from the orphanage.

Key Players

Formal Team

PEA **Joyce Makwecha**
AC **John Kaliwamba**
HT **Jeremiah Chibowa**
SMC Chair **Mr Ndelemani**

Support team

ZOC **Stella Banda**
CL **Ishmael Chimwaza**
MCM **Edina Kachule**

Background

Bwevu School started in 1966 under CCAP Nkhoma Synod and has classes 1-8. In January 2006, the school had nine teachers' houses, one headteacher's office, four school blocks with two classes each, and 12 toilets. There was an inactive school committee/PTA and little cooperation between school and community. Enrolment was 835 (433 boys, 402 girls). Lesson preparation and delivery was inadequate and the lessons were teacher-centred.



PSSP: SFP Inputs

PSSP: SFP distributed small grants for boosting vocational skills and construction work and provided a SIP box containing learners. Vocational skills, like mushroom growing and carpentry, were introduced. Teachers were trained in content knowledge and pedagogical skills. BLP/M lessons and MTTT were introduced and two teachers are troupers.

Achievement

From January 2006 to November 2008, the school has had several achievements. The school has constructed one more teacher's house, which is almost complete. All materials are already bought using the PSSP: SFP small grants funding. Learners who perform well are given incentives from the SIP box, which is replenished when the contents are running low.

Other materials are distributed to OVCs. This has encouraged them to be at school. Vocational skills like carpentry and mushroom growing are also taught at the school. The money realized assists in buying items to be distributed to OVCs.

Teachers are able to emulate the knowledge and skills demonstrated during teacher cycles. They have gained skills and are able to use participatory teaching and learning methods which make lessons learner-centred. Teachers are also able to assist one another to identify teaching gaps and find ways of filling these gaps. This supervisory skill was acquired during mobile teacher training troupe activity (MTTT). Standard 1 teachers (two classes) teach BLP/M lessons and use BLP/M materials like big books and song posters. The teachers use strategies like

teacher read-aloud, teacher think-aloud and story star. These strategies have made 70% of the learners to write and read their names, 65% to read other simple words in the pupils' book.

Challenges

- **Vocational skills** activities are not active.
- **Community involvement** in school development activities is low because of insufficient cooperation between the school and the community.

Recommendations

- **The school** should hold regular PTA meetings at which the staff and community meet to discuss school issues to improve the school-community relationship.
- **Frequent supervision** is needed so good classroom practices are maintained.



Chamwavi



Cluster **Mtentera**
Zone **Chigudu**
TA **Msakambewa**

Location

Chamwavi School is 15 km east of Chigudu TDC. Take the Msakambewa-Boma road. At 1 km from Mtentera Primary School, turn left and travel until you reach Chamwavi School.

Key Players

Formal Team

PEA **Joyce Makwecha**
AC **John Kaliwamba**
HT **Simplex Kasengere**
SMC Chair **Mai Maria Edward**

Support Team

ZOC **Stella Banda**
CL **Saidi Yotamu**
MCM **Chipiliro Maika**
Girl Mentor **Justina Zuzo**

Notable Champions

Honourable Alice Mtodwa Mwale MP

Background

Before PSSP: SFP, Chamwavi School had two grass shelters that accommodated two classes, standards 1 and 2. One temporary pit latrine was used by both teachers and learners. Community involvement was low. The school had one

qualified teacher and a volunteer teacher. There was no accommodation for teachers.

PSSP: SFP Inputs

From January 2006 to November 2008, the school made some noticeable changes. Four semi-permanent pit latrines have been constructed and are in use. Two teachers' houses have been constructed with small grants from PSSP: SFP and are occupied. One school block with two classrooms was also constructed with funds lobbied from Hon. Alice Mtodwa Mwale MP and it is being used. The school has developed to standard 3 now and is managed

by the qualified teacher, who is the headteacher, and a volunteer teacher. The school is rearing 24 chickens for meat and eggs to raise school development funds. The school has learned to support OVCs. The two teachers conduct regular school-based CPD training jointly with Mkanga School.

Achievements

The stakeholders of Chamwavi School are actively involved in the development of the school. They have built two teachers' houses. This has reduced teacher absenteeism and increased teacher-learner

contact time and learning. The school has four latrines. The learning environment has also changed for the better because the available school block gives learners good shelter. This has reduced learner absenteeism and dropout rate. PSSP: SFP has involved the school in income-generating activities after sensitizations. The money realized is used to assist orphans and vulnerable children (OVCs) by providing them with writing materials. Teachers, though only two in number, are able to handle all the three classes well using the multi-grade teaching from PSSP: SFP cycle trainings.

Challenges

- **One qualified teacher** against three classes.
- **Inadequate classrooms** to cater for all the classes.

Recommendations

- **The DEM's Office** should look into the issue of staffing.
- **Community involvement** on school-development activities should be encouraged to continue.

Chibanzi

Cluster **Thedze**
Zone **Chigudu**
TA **Msakambewa**

Location

Chibanzi Primary School is located to the western side of the TDC. Take Msakambewa Mponela Road to the right, travel 5 km to Thedze School, go past through it and travel another 5 km to reach Chibanzi School.

Key Players

Formal Team

PEA **Joyce Makwecha**
AC **John Kaliwamba**
HT **Jean Kampake**
SMC Chair **Mr Filipo Nkhoma**

Support Team

ZOC **Stella Banda**
CL **Lefiyala Banda**
MCM **Peter Kachedwa**
Girl Mentor **Annie Shani**

Notable Champions

Honourable **Alice Mtodwa Mwale MP**

Background

Chibanzi Primary School was established in 1946 by CCAP Nkhoma Synod. In January 2006, the school had four school blocks with 12 classrooms, one headteacher's office with a staff room, 23 toilets and 10 teachers' houses. Its enrolment was 903 learners (449 boys, 454 girls). Teacher absenteeism was 15% and learner absenteeism 30%. Teachers prepared



inadequate and undetailed lesson plans. Teaching records were updated randomly. All standard I learners were not able to write their own names by the end of the first term. The 10 teachers didn't use participatory teaching and learning methods.

PSSP: SFP Inputs

Small grants assisted in construction of one additional teacher's house and in renovating and completing three other teacher's houses. Another teacher's house was built with funds from Hon. Alice Mtodwa Mwale MP. Both houses are occupied by teachers. PSSP: SFP has also sensitized and trained local community leaders on vocational skills. Teachers have been trained through eight cycle trainings and teacher

conferences. A SIP box was provided to the school. The school received library books from PSSP: SFP. MCM revived the academic clubs, such as science and quiz.

Achievements

Since PSSP: SFP trained local community leaders in different areas, they have implemented what they learned during the training, which is how to manage school funds properly for intended purposes. The funds granted by PSSP: SFP and lobbied from Hon. Alice Mtodwa Mwale MP have been used on the construction of teachers' houses and renovation of one classroom block which was blown off by the wind. The availability of teachers' houses has eased the problem of teachers being

commuters, so their punctuality has also improved since they reside at the school. The renovation of classroom blocks has also created a conducive learning environment for the learners since they're protected from adverse weather elements. This has made learners feel good and remain in school, which has led to an increase in enrolment from 903 to 1,043 learners. The school has a vocational skills centre where learners learn tinsmithing and baking cakes. These are taught by community members. These activities also contribute to the rise in enrolment. BLP/M lessons have also contributed to good standard I learners' performance in knowing how to read and write their names and simple words like ana, amayi, maria. The distribution of the school incentive package (SIP) has been a motivating factor to the community since the Chiefs make a competition of SIP box replenishment. The items are



distributed to OVCs. Two girls and a boy were given school uniforms. The OVC committee has also just contributed MK2,100, which is intended to buy school materials for the OVCs. Teacher and learner absenteeism has been greatly reduced because of the teacher cycle trainings, which enabled teachers to identify themselves

more directly with their duties, including availability to teach full-time.

Challenges

- **The headteacher** and deputy are members of the church of Central Africa Presbyterian and sometimes engage themselves with church activities during school hours.
- **Teachers** use few TALULAR materials during lesson delivery, so as a result few TALULAR materials are seen in classrooms.

Recommendations

- **The two school administrators** should be reminded to focus on school work during school hours.
- **Teachers** should be assisted in TALULAR production and a TALULAR production committee should be utilized.
- **The community** should be encouraged to continue with school-development activities.



Chigudu

Cluster **Mtenthera**
Zone **Chigudu**
TA **Msakambewa**

Location

Chigudu Primary School is a zone centre school that is situated within the TDC vicinity, 0.5 km east of Chigudu TDC.

Key Players

Formal Team

PEA **Joyce Makwecha**
AC **John Kaliwamba**
HT **Blessings Kachedwa**

Support Team

ZOC **Stella Banda**
CL **Saidi Yotamu**
Girl Mentor **Mai Veronica Phiri**

Notable Champions

Akunjira from Chigudu area

Background

Chigudu Primary School is a Roman Catholic School established in 1956. It has eight classes and 10 teachers (five females, five males). In January 2006, enrollment was 669 (352 boys, 317 girls). The school has four permanent school blocks with eight classrooms which needed repairs and renovations. There were six permanent teachers' houses and a headteacher's office, which only had a master's timetable and duty roster displayed. Teacher and pupil daily attendance was poor.



PSSP: SFP Inputs

As soon as PSSP: SFP started, the project put several activities in place at this school. Some of the activities included introduction of school-based CPDs, issuing of small grants and a SIP box, introduction of BLP/M program and materials for teaching standard I learners, vocational skills activities, literacy fairs, and local MTTT and exchange visits. An exchange visit was arranged whereby the headteacher visited Mvera zone to learn how to manage the school and curriculum. There was training of Mentor Mothers to Mentor Girls and the community initiated OVC support.



Achievements

The school has seen pupil performance improve as a result of school-based CPDs conducted at the school where teachers discuss difficult topics first before presenting them to the learners. The introduction of BLP/M program in standard I has made it possible for the standard I learners to read and write their names as early as term I in which they use big books and song posters as learning resources.

Teachers are able to use more participatory teaching and learning methodologies to make learning interesting, thereby reducing teacher and pupil absenteeism and dropout rates. Teachers are able to do joint planning. The introduction of literacy fairs has enabled parents to take part in class activities and see their children perform by the end of each term. Most parents present gifts to their successful

children. The school is good at record-keeping. Teachers plan adequately and have their teaching records updated well. Teachers are able to provide psychosocial support to special-needs children. For example, a standard 7 boy called Wilfred Selani is able to walk and write because although his limbs don't function, he is easily assisted by the teacher and other learners. He is assessed orally only, speaks good English and has been promoted to standard 8 for this coming school session. The Girl Mentor assembled girls at a cluster centre to be mentored by the identified mentor mother Mai Veronica Phiri. This retains girls in school, making enrolment constantly high, now at 1,058 learners (489 boys, 475 girls).



Challenges

- **Community involvement** in construction is lower than hoped despite improvements in classroom and school.
- **The school** has not much TALULAR materials and no TALULAR bank.

Recommendations

- **The community** should be encouraged to get more involved in school developmental activities.
- **Teachers** should produce more TALULAR to facilitate participatory learning and should create a TALULAR bank.
- **Supervision** should be maintained by the MTTT and TCC so that good teaching practices are maintained.



Chikudzo

Cluster **Mwangala**
Zone **Chigudu**
TA **Msakambewa**

Location

Chikudzo is situated 22 km northeast of Chigudu TDC. Take Msakambewa-Ntchisi road, travel 12 km to Mwangala Trading Centre, turn right, travel 10 km to the school.

Key Players

Formal Team

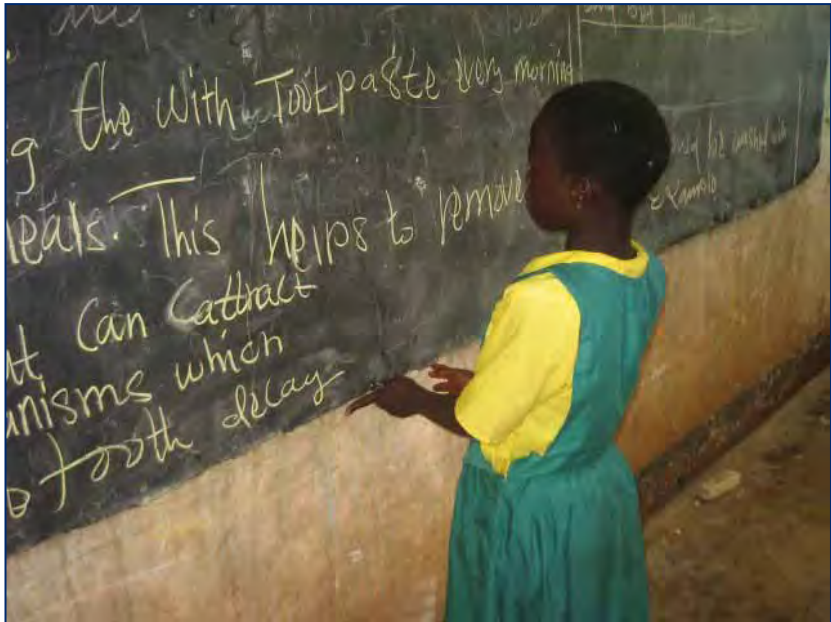
PEA **Joyce Makwecha**
AC **John Kaliwamba**
HT **Wadson Majomeka**
SMC Chair **Bambo Chikudzo**

Support Team

ZOC **Stella Banda**
CL **Alice Banda**
MCM **Chipiriro Maika**

Background

Chikudzo is a Roman Catholic School that was established in 1987. The school had one teacher's house, three school blocks with two classes each, and one toilet. Community leaders had a dispute over school ownership because the school bears the name of one of the chiefs. Although the school had developed to standard 8, it had no standard 5 class. The learner dropout rate was high because of the school-community problems. Teacher absenteeism was also high. The enrolment was 289 learners (153 boys, 136 girls).



PSSP: SFP Inputs

The school received small grants from PSSP: SFP. The MCM established play parks for the learners to use. A SIP box was provided to the school. Teachers underwent cycle and teacher conference trainings and vocational skills training, such as tailoring, which is in progress. Standard 1 teachers and the headteacher were oriented on how to implement BLP/M program.

Achievements

The community, having been sensitized on school ownership, built one teacher's house and renovated three others. The houses had been grass-thatched and now are roofed with iron sheets. This innovation has provided teachers' accommodations, which helps the teachers to have adequate time for preparing the next day's

work. The MCMs established play parks that attract children to come to school early in the morning. This reduces the problems of tardiness, absenteeism, and learner dropout rates. There is now a standard 5 class, which had not existed in January 2006. All five teachers at the school have been trained in content knowledge and pedagogical skills. Those skills and knowledge are being imparted to learners. As a result, learners receive a higher quality education because the teachers have improved their knowledge of the subject matter. Tailoring is also done at the school, and learners are equipped with survival skills and act as an IGA for the school. Teacher absenteeism has decreased, a response from some topics facilitated during cluster teacher trainings. BLP/M lessons have assisted standard 1 learners to read and write their names at an

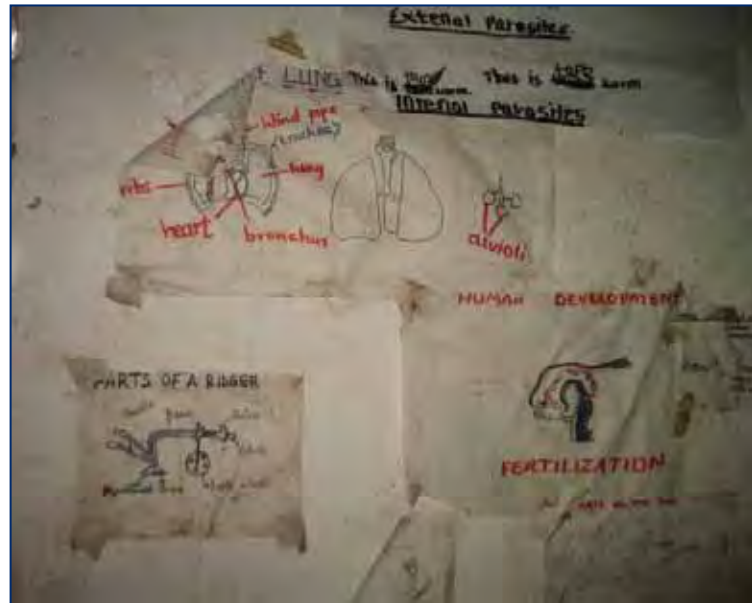
early stage. Enrolment has increased to 439 pupils (197 boys, 242 girls).

Challenges

- **Community involvement remains low** because of school ownership conflicts. Classes commence late in the morning and teachers don't compensate for the lost time.

Recommendations

- **Sensitizations** should continue on school ownership and assisting its resolution.
- **Supervisors** should assist the school by frequently visiting teachers and stressing punctuality.



Kapatamoyo

Cluster **Kapatamoyo**
Zone **Chigudu**
TA **Msakambewa**

Location

Kapatamoyo School is 9 km west of Chigudu TDC. From the TDC, take Msakambewa-Mponela road to your left. Keep going for 9 km until you reach the school on your left.

Key Players

Formal Team

PEA **Joyce Makwech**
AC **John Kaliwamba**
HAT **Isaki Sensico**
SMC Chair **Frackson Kasengwa**

Support Team

ZOC **Stella Banda**
CL **Mr. Ishmael Chimwaza**
MCM **Edina Kachule**
Girl Mentor **Mai Rose Banda**

Background

Kapatamoyo School started operating in 1958 and its proprietor is the Roman Catholic Church. It has standards 1-8. In January 2006, the enrolment was 749 learners (334 boys, 415 girls) with 10 teachers (two females, eight males).

The school has four blocks of two classrooms each, which accommodates all eight classes. The school has one headteacher's office and 20 toilets. Most of the times, the school grounds were untidy.



Often teachers started classes late. Teacher absenteeism was high. Teaching was teacher-centred. The school had received books from the National Library Service but they were underused.

PSSP: SFP Inputs

PSSP: SFP introduced Continuing Professional Development (CPD) activities in different schools where teachers share content and pedagogical gaps in various subject areas. The school also received a small grant. PSSP: SFP involved Gule Wamkulu in school activities, such as supplying the school with library books and SIP materials. The project also conducted training of Girl Mentors to assist girls in their schools. PSSP: SFP sensitized the community to various aspects of school development, such as facilitating the creation of life

skills activities for the learners to acquire skills and gain knowledge on specific areas. The school received 237 library books from PSSP: SFP.

Achievements

As of 2008, teachers are able to teach using learner-centred approaches. For example, learners discuss given problems or exercises in their groups. Standard 1 learners are doing the same. In these sessions, learners are able to share concepts and ideas that help in understanding various subjects.

Teachers and learners are also able to use the library books donated by PSSP: SFP and National Library Service as reference materials. Learners read for interest and knowledge acquisition. However, in a bid to support the school, Gule Wamkulu for Kapatamoyo

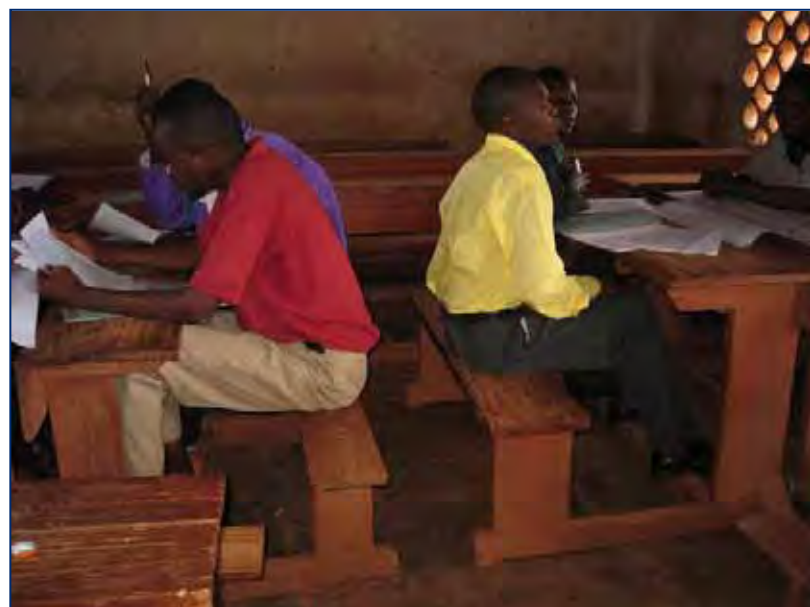
cluster donated 20 exercise books and seven pens, which were distributed to the OVC. This was done on 16 April 2008. This has also been an indicator that after sensitizations on OVC assistance, people around the area have developed a positive attitude toward school development. This has also been shown when Father Masila of Mtengo wa Nthenga Parish from Kenya donated 59 school uniforms for 39 girls and 20 boys (OVCs). This has assisted the school to retain the OVCs, hence reducing illiteracy levels in the area. SIP box materials are distributed to OVCs and SIP box refilling is done at the end of each term when various items are put in. Vocational skills activities are also taking place, such as mat making, carpentry and baking. The money realized from these is used to buy simple items for the school, such as soaps, paraffin for standard 8 boarders, pens and notebooks.

Challenge

- **Classes starting late** lead to less effective teaching and learning and less coverage of content for the day.

Recommendations

- **Supervision visits** should be done frequently to maintain gains and to monitor punctuality of both teachers and learners.
- **The community** should continue carrying out school-development activities so learners learn in a conducive environment so as to reduce dropout rates and increase learner achievement.



Lingadzimlimi

Cluster **Kapatamoyo**
Zone **Chigudu**
TA **Msakambewa**

Location

Lingadzimlimi School is 15 km southwest of the TDC. Using Msakambewa-Mponela road, turn left, go 9 km to reach Kapatamoyo School, then left again, continue with the road to your left until you get to the school.

Key Players

Formal Team

PEA **Joyce Makwecha**
AC **John Kaliwamba**
HT **Edwin Kamanga**
SMC Chair **Mr. Sikaiko**

Support Team

ZOC **Stella Banda**
CL **Ishmael Chimwaza**
MCM **Edna Kachule**
Girl Mentor **Mayi Rose Banda**

Background

Lingadzimlimi is an Anglican School established in 1990. Before PSSP: SFP it had six teachers' houses, a headteacher's office, four classroom blocks with eight classrooms, and eight semi-permanent pit latrines. The school had six teachers (one female, five males) and enrolment was 707 (301 boys, 406 girls). Teachers were seriously challenged by advanced lesson preparation, and use of TALULAR materials during lesson delivery was not common.



PSSP: SFP Inputs

In January 2006, sensitizations for PSSP: SFP project activities started, and the school showed noticeable change. The school received small grants amounting to MK279,838 for 2006 and

2007. CPDs were also introduced at the school. Teachers have received training on TALULAR production and use. Vocational skills on tailoring were introduced. BLP/M lessons were also introduced at school.

Achievements

The community has constructed one teacher's house, which accommodates one teacher at the school, improving punctuality for duties and reducing teacher absenteeism. Teachers are able to use participatory teaching and learning methods in the classroom. Learners' progress has improved because learners work on their own before they summarize their work. The community has also built a library, which will cultivate a reading culture in the community. Lessons are made interesting in classes because teachers use TALULAR materials, which help to clarify points or make them self-explanatory and add variety to the lessons. Ten learners (three girls, seven boys) are doing carpentry. The items made are sold to assist with school needs, such as pens and notebooks to OVCs. Maize harvested from the school garden was sold and some of the money realized assisted standard 8 boarders to buy paraffin for their evening studies.

Challenges

- **Vandalism** at the school has resulted in TALULAR materials in some classes being removed.
- **No TALULAR bank** has been created.

Recommendations

- **The community** needs to be sensitized on school ownership so that school-development activities are done and property is protected.
- **Teachers** need to create a TALULAR bank and make use of it.



Maiwe

Cluster **Thedze**
Zon **Chigudu**
TA **Msakambewa**

Location

Maiwe is located 8 km west of Chigudu TDC. Take Msakambewa–Ntchisi road. Travel 4 km. Then turn left at the first junction and go for another 3 km to reach the school.

Key Players

Formal Team

PEA **Joyce Makwecha**
AC **John Kaliwamba**
HT **Annie M'buka**
SMS Chair **Goliati Tonje**

Support Team

ZOC **Stella Banda**
CL **Mr Lefiyala Banda**
MCM **Peter Kachedwa**
Girl Mentor **Mai Anni Shani**

Background

Maiwe School is a CCAP Nkhoma Synod school established in 1986. In 2006, its enrolment was 480 (250 boys, 230 girls). The school had three teachers' houses, a headteacher's office, three school blocks with two classes each and four toilets. Six teachers (one female, five males) were all qualified. Classroom work was inadequately supported. The SMC/PTA was not active.



PSSP: SFP Inputs

The school received small grants, introduced academic clubs and play parks. Teachers were trained in content knowledge and pedagogical skills. The school received a SIP box that contained school items. Vocational skills were introduced and CPD trainings were done at cluster and school levels. There was also a TFD performance. In addition, Gule Wamkulu began supporting the school after receiving training by PSSP: SFP on how to support learners.

Achievements

Through PSSP: SFP activities, the school has achieved many things. Teachers' accommodations have increased since one house has been constructed and is occupied, thus reducing teacher absenteeism from duties. Using PSSP: SFP small grants, one abandoned school block has

been completed and is being used. Parents have dug and constructed 10 pit latrines, and all are in use. SIP box materials are used for motivating best performers and other materials are used to assist OVCs. For example, 24 OVCs (12 boys, 12 girls) were assisted with school uniforms. The school had a maize garden and harvested four oxcarts full, which will be sold to assist the OVCs and motivate best performers. The SIP box is being replenished every end term.

The special group Gule Wamkulu monitor punctuality for both teachers and learners. This has resulted in reduction in absenteeism. Standard I learners are able to read and write their names and perform well.

Challenge

- **Little TALULAR development** occurs at the school, resulting in the absence of a TALULAR bank.

Recommendations

- **Teachers** should use as much TALULAR materials as possible and create a TALULAR bank.
- **The community** should continue with their hardworking spirit in assisting the school.



Matanda



Cluster **Mwangala**
Zone **Chigudu**
TA **Msakambewa**

Location

Matanda School is 18 kms northeast of Chigudu TDC. Take Msakambewa–Ntchisi road, travel 11 kms up to Mwangala Trading Centre. Turn right to Chimwala school, travel another km, turn right again to Matanda school

Key Players

Formal Team

PEA **Joyce Makwecha**
AC **John Kaliwamba**
HT **Brester Mtembe**
SMC Chair **Mr Sosola**

Support Team

ZOC **Stella Banda**
CL **Mr Alick Banda**
MCM **Chipiriro Maika**

Background

Matanda School began operating in 2002, with aid from CRECCOM, and is run by Local Education Authority. The school has classes from standard 1 to 4 and its enrolment was low with only 262 learners (110 boys, 152 girls). Before PSSP: SFP launched activities, the school had one classroom block, eight toilets and one headteacher's office. Parents had built two grass shelters to serve as classrooms for learners. Teachers rarely prepared their lessons in advance for the next day. There was little community involvement in school activities. In the headteacher's office, only a timetable was displayed.

PSSP: SFP Inputs

PSSP: SFP provided small grants for the construction of two teachers' houses and two classroom blocks. Play parks were introduced through MCM and the school has been provided with a SIP box. All teachers were trained in content knowledge and pedagogical skills. The project also trained SMC/PTA on financial management and school-ownership skills.

Achievements

From 2006 February to 2008 November, the school has achieved several things. Teachers' use of participatory teaching and learning methodologies has enabled learners to explore to find answers to questions the teacher asks. This helps to develop learners' critical-thinking skills and helps foster good learner-teacher and learner-learner interaction. There are two MTTT troupers who have been trained on how to identify gaps in teaching and they have used their skills to assist fellow teachers within the cluster. These teachers produced TALULAR materials, which they use in classrooms and are able to store them safely. There are



only two teachers at this school but they handle classes using the multi-grade system learnt during one of the PSSP: SFP cycle trainings. SIP box materials were distributed to best school performers and OVCs. These have been used as incentives for learners and have reduced pupil dropouts and absenteeism in all four classes. These materials are replenished every term. The problem of teacher accommodations has been minimized due to the construction of two teachers' houses. The building of two classroom blocks has enabled the creation of a conducive learning environment. Play parks have attracted more learners to enroll and has helped keep them in school. Currently there are 357 learners (157 boys and 200 girls) enrolled, and community involvement in school activities.

Challenge

There are only two teachers to teach four classes. As a result, it is a challenge for teachers to prepare all the lessons required.

Recommendation

District education management should help improve the teacher allocation for the school.



Mkanga



Cluster **Mtentera**
Zone **Chigudu**
TA **Msakambewa**

Location

Mkanga School is 9 km east of Chigudu TDC at T.A. Msakambewa's headquarters. Take the Boma road. Three km down the road, turn left. Go past Mtentera School and keep right to Mkanga school.

Key Players

Formal Team

PEA **Joyce Makwecha**
AC **John Kaliwamba**
HT **Jacob Banda**
SMC Chair **Sekani Chisowa**
TA **Msakambewa**

Support Team

ZOC **Stella Banda**
CL **Saidi Yotamu**
MCM **Benson Ngalonde**
Girl Mentor
Mayi Justina Zunzo

Background

Established in 1953 by CCAP Nkhoma Synod, Mkanga School is a full primary school with two standard I classes

Before PSSP: SFP began activities at the school in January 2006, the school had 11 teachers' houses, four classroom blocks with two classrooms each, TALULAR materials in some classrooms and 11 toilets. Most teachers did not plan their daily work thoroughly enough, sometimes reporting for classes without lesson plans. Teaching records, records of work,

registers and progress books were not always updated. A poor relationship prevailed between the school and local community. There were 741 learners (361 boys, 380 girls) enrolled and the school did not have an active school committee.

PSSP: SFP Inputs

The following are examples of the activities facilitated by PSSP: SFP at the school: introduction of cycle trainings for teachers, vocational skills for pupils, conducting teacher conferences, providing library books, introduction of play parks by MCMs, introduction of BLP/M lessons and issuing of BLP/M materials, identification of exemplary teachers in specific areas, training of community leaders and SMC/PTAs, educational visits including a visit to Lufe in Mvera zone to learn more about TALULAR production.

Achievements

Teachers now are able to share their experiences and knowledge. As a result, learners' academic performances have improved. Standard 1 learners are able to read simple words, write their names, and draw objects. Since the project issued library books, a reading culture has been cultivated and learners in standards 6 and 7 have created classroom libraries. Enrolment is also high because of the introduction of play parks and the teaching of interesting lessons due to teachers' use of TALULAR, as well as participatory teaching and learning methods in which lessons are learner-centered. Enrolment has increased from 741 in 2006 to 852 learners (363 boys, 489 girls) in 2008.

As a result of SMC/PTA training on their school-related responsibilities, there is now greater community involvement in the functioning of school. A school library has been



constructed and is in use. Top teachers have been identified and recognized, such as Richard Banda for good record keeping and Justina Zuzo and Fayson Kanyata for being the best BLP/M implementers. Pupils are being taught life skills through bakery and carpentry activities.

Challenge

There is need to accelerate construction work at the school to build more classrooms.

Recommendations

- **Supervision visits** by the PEA and other supervisors should be done regularly to maintain the good practices currently in use at the school and in the classrooms.
- **Encourage the community** to take an active part in school development activities.



Mpatawadzombe

Cluster **Mtentera**
Zone **Chigudu**
TA **Msakambewa**

Location

Mpatawadzombe School is 6 km north of Chigudu TDC. Traveling on Msakambewa–Ntchisi road, go 4 km, turn right. After 500 m, turn right again. The school is 1.5 km after the second turn.

Key Players

Formal Team

PEA **Joyce Makwecha**
AC **John Kaliwamba**
HT **Kalimwayi Mvula**

Support Team

ZOC **Stella Banda**
CL **Saidi Yotamu**
MCM **Benson Ngalonde**

Notable Champions

Honourable **Alice Mtodwa Mwale, MP**

Background

Mpatawadzombe School was established in 2002 as a Roman Catholic school. The school had one school block with two classes, a headteacher's office and one toilet. There were three male teachers against four classes. The enrolment was 171 (86 boys, 85 girls). The school committee was inactive.



PSSP: SFP Inputs

All three teachers were trained in content knowledge, pedagogy and TALULAR production, use and storage. Small grants were provided to the school amounting to MK179,970 for 2006 and 2007. Theatre for development with the title “Importance of having latrines at school” was performed at the school by MCMs from three zones. PSSP: SFP introduced vocational skills at this school and a SIP box was also provided.

Achievements

Teachers at this school use participatory teaching and learning methods, which make their lessons learner-centred. This has also improved teacher-learner relationships and learner-learner relationships, because they interact freely through discussions. Teachers store TALULAR that has been

used in classrooms so learners study them at their own time. The community has constructed three teachers' houses. Two are occupied and one is still in progress. With the problem of teacher's accommodation addressed and two teachers residing at the school, the result has been reduction in teacher absenteeism and an improvement in punctuality. Learners have full-time learning and thus improved performance.

MCMs performed theatre for development at the school, which activated the community through PTA/SMC to dig and construct four pit latrines, which are all in use. The availability of pit latrines has made learners feel encouraged to remain in school. As a result, the learner dropout rate has been reduced and enrolment has increased to 259 learners (128 boys, 131 girls). Standard I learners are

taught BLP/M lessons using BLP/M materials, such as big books and song posters. These lessons are delivered to learners using different teaching strategies, including story star, teacher read-aloud and teacher think-aloud, just to mention a few. These strategies make lessons interesting and help the learners grasp the concepts very easily. As a result, they know how to read and write at an early stage, giving the hope of reducing acute illiteracy.

The school also received a SIP box of items that assisted the OVCs and other learners. This has been an incentive to the learners who were assisted. Learners are also learning tailoring. Learners have learned survival skills and earn money from the items made for the school. There is good community and school relationship as evidenced by the construction.

Challenges

- **With two classrooms** against four classes, there are inadequate classrooms, which makes some learners learn under the tree.
- **Teachers prepare** inadequate TALULAR for the lessons and there is no TALULAR bank.

Recommendations

- **The SMC/PTA** and community should take an active role in school development activities.
- **TALULAR production** committee should take a role in producing and using them, eventually creating a TALULAR bank.



Msambaimfa

Cluster **Mwangala**
Zone **Chigudu**
TA **Msakambewa**

Location

Msambaimfa is north of the TDC at a distance of 9 km from Chigudu TDC. Take Msakambewa-Ntchisi road, turn right, travel 0.5 km, turn left and proceed up to the school.

Key Players

Formal Team

PEA **Joyce Makwecha**
AC **John Kaliwanda**
HT **Francis Chidzalo**
SMC Chair **Bambo Kamneneka**

Support Team

ZOC **Stella Banda**
CL **Justine Jimu**
MCM **Maika Chipiliro**
Girl Mentor **Jessey Banda**

Background

Msambaimfa is a Church of Central Africa Presbyterian school and had classes 1-4 with three qualified teachers and one volunteer. The volunteer teacher is also a cluster leader. The school was established in 2001. The school had one classroom block which has two classes and two toilets. Its enrolment was 104 learners (44 boys, 60 girls). Lesson delivery was inconsistent.



PSSP: SFP Inputs

The school received small grants from PSSP: SFP for construction work. It also received a SIP box of items that could assist the learners at school. Vocational skills like tailoring were made available. Teachers were trained in content knowledge and pedagogical skills, and BLP/M was introduced.

Achievements

The community at this school had constructed one school block with two classes which has accommodated learners in those two classes. This has created a conducive learning environment. There are four teachers' houses that enable all the teachers to be accommodated at the school, which has reduced teachers' absenteeism and late arrival for duties. Punctuality for starting lessons has been promoted and, as a result, learners have full



time to learn. Learners are also engaged in vocational skills. The vocational skill tailoring is being taught by a teacher during free time in the afternoon hours. This has assisted learners including OVCs to be equipped with survival skills. For example, six OVCs (three girls, three boys) were assisted with school uniforms sewn by learners themselves. Three learners are able to use the machine on their own and assist their fellow learners.

With all three teachers trained on content and methods, they are able to use participatory teaching and learning methods. For example, Francis Chidzalo, a standard 2 teacher, uses participatory methods effectively which has enabled the learners to be able to read an English learners' book and 50% are able to read Chichewa words and sentences, small passages well. The standard 1 teacher is able to teach BLP/M lessons effectively and uses BLP/M materials well, hence 65% of the learners are able to read and write their names and other simple sentences in the learners' book. This has resulted in good pupil performance.

Teachers are also able to produce and use TALULAR materials during lesson delivery, which assists in making the points clear. Although classrooms are not lockable, the TALULAR is not vandalised. The community and school relationship is good and they regularly meet to discuss school development issues. A result is the construction of a school block and four teachers' houses. The school enrolment is 216 (94 boys, 122 girls).

Challenges

- **Little support** of OVCs.
- **Only one** type of vocational-skills training functioning, tailoring.

Recommendations

- **The community** should be re-sensitized on the importance of supporting the OVCs and find ways to do it.
- **Other vocational skills** should be established so as to increase the sources of generating funds to support OVCs fully.



Mtentera

Cluster **Mtentera**
Zone **Chiguda**
TA **Msakambewa**

Location

Mtentera School is located to the south end of the TDC. Traveling from Msakambewa Trading Centre, take Msakambewa-Boma road to the right, travel 2.5 km, turn to the left and travel 0.5 km, reaching the school along the road that goes to Mkanga School.

Key Players

Formal Team

PEA **Joyce Makwecha**
AC **John Kaliwamba**
HT **Blessing Mngwangwa**

Support Team

ZOC **Stella Banda**
CL **Saidi Yotamu**
MCM **Chipiriro Maika**
Girl Mentor **Mai Veronica Phiri**

Background

Mtentera is a Roman Catholic school that opened in 1995. In January 2006, the school had an enrolment of 501 learners (250 boys, 251 girls) and staff of four qualified teachers and one volunteer. It had one teacher's house, two classroom blocks with two classrooms each, and nine toilets. Teachers were often absent. Preparation of classroom work was a big issue.



PSSP: SFP Inputs

PSSP: SFP trained all five teachers at this school in pedagogical skills and content knowledge in all the cycles trainings, including teacher conferences. A SIP box and small grants were also provided. BLP/M lessons were introduced. The project sensitized the community to the importance and establishment of vocational skills. MTTT has been introduced and one teacher, Tsogolani Chiyara, made a trouper. CPDs were also introduced.

Achievements

Mtentera Primary School has achieved an improved school and community relationship. PTA/SMC meet frequently to discuss issues pertaining to the development of the school. The community has involved itself fully in school activities. The

school block and one teacher's house have been constructed with the aid from small grants and, for the teacher's house, the community lobbied funds from Hon. Alice Mtodwa Mwale MP. The school block, which has two classrooms, has improved the learning environment and two classes are using it. Learners are protected from cold and great heat. The teacher's house has solved accommodation problems for another teacher who was commuting from a distance of 4 km. This has improved teachers' punctuality and absenteeism. This has also led to full-time learning for the children, leading to good learner performance, as observed during PSSP: SFP Live Pupil Assessment tests for standards 6 and 1. Tailoring is taught by a community member. Learners have gained knowledge and acquired skills in tailoring and school uniforms are sewn at the school. The money realized

from the sales of uniforms was used for buying such school items as pens, notebooks and soap, which were distributed to 23 OVCs. The SIP box materials are distributed to OVCs too and then replenished every end of the term. The use of the SIP box has enabled parents to have the spirit of giving and ownership. SIP box materials also encourage star performers, since they are given these gifts, which brings a competitive spirit among learners in the classroom. This has brought a rise in enrolment, which has come up to 623 (321 boys, 302 girls). Since more learners are coming to school, a high level of illiteracy will be reduced in the area.

Teachers use participatory teaching and learning methodologies in classes. For example, Catherine Chulu, a standard I teacher, uses group work effectively. The learners are well-behaved, and group tasks are effectively carried out. Teachers use TALULAR materials effectively. During break time, learners come back to study, read some words displayed on walls and other items on nature tables. Of standard I learners, 70% identify, read and write their names. They also read some simple words and sentences like *iwe, ife, amayi, a gona*. This is done during BLP/M lessons, which use BLP/M materials including song posters, big books and strategies like teacher think-aloud, teacher read-aloud and story star, to mention a few. The teacher who is a trouper



assists his fellow teachers at school and within his cluster to identify teaching gaps and decide how to fill these gaps through table discussion after each lesson delivery. Teachers are also helped in identifying their own teaching gaps.

Challenges

- **There are only** four qualified teachers (one female, three males) and a volunteer teacher against eight classes.
- **There are inadequate** school blocks and teachers' houses.

Recommendations

- **The DEM's office** should consider the school for teacher allocation.
- **The school committee/PTA** should be encouraged to take an active role in school-development work.



Mwangala

Cluster **Mwangala**
Zone **Chigudu**
TA **Msakambewa**

Location

Mwangala School is northeast of the TDC. Traveling from Msakambewa Trading Centre, take Boma-Ntchisi road, travel 11 km to reach Mwangala Trading Centre. Proceed along the same road traveling 1 km. The school is along Ntchisi road to the right.

Key Players

Formal Team

PEA **Joyce Makwecha**
AC **John Kaliwamba**
HT **Allan Makina**
SMC Chair **Mr Mission Kalikiti**

Support Team

ZOC **Stella Banda**
CL **Alick Banda**
MCM **Florence Gaven**
Girl Mentor **Mai Jessy Banda**

Background

Mwangala is a Roman Catholic school established in 1956. Its enrolment was 721 (357 boys, 364 girls). The school had nine male teachers, eight teachers' houses, one headteacher's office, two school blocks with eight classrooms, and 15 pit latrines. Lessons were prepared infrequently and inadequately. Teachers' daily attendance averaged five teachers against eight classes. A supervision visit was only done by the PEA.



PSSP: SFP Inputs

PSSP: SFP has trained all 10 teachers at this school (one female, nine males) in content knowledge and pedagogy skills. PSSP: SFP has also provided the SIP box, given small grants and revived academic clubs through MCMs. The school was given

236 library books for school and community use. Vocational skills have also been established. The project also initiated theatre for development at the school and the introduction of play parks. The project supported the school in providing transport for an educational visit to Lufe at

zonal level where the headteacher was in the group. MTTT was also introduced and two troupers were identified from the school.

Achievements

Teachers use participatory teaching and learning methods, which make lessons learner-centred. There's good learner-learner interaction, because of the participatory learning. For example, in standard 1 class taught by William Gandapansi, learners discuss in their groups and come up with oral answers.

This type of learning has improved learners' progress in class. For example, 80% of the learners have been promoted to standard 2. They are also able to write their names and other simple words, as witnessed during literacy fairs.

Materials from the SIP box are given to OVCs and those that have done well. These act as incentives to learners, reducing absenteeism and creating a spirit of competition that have increased enrolment. The November 2008 enrolment is 938 learners (481 boys, 457 girls). The school has an active school committee that constructed 15 toilets with the money from PSSP. This will prevent the outbreak of contagious diseases, such as cholera, and will retain the girls in school. There is also a reading club at this school since it received 236 library books, which has cultivated a reading culture in children.

The children are also engaged in vocational skills, which have instilled a spirit for generating funds at their school.

For example, learners are repairing bicycles and doing carpentry work.

Learners also use the play parks, which attract them to remain at or be found at school before and after classes. A theatre for development performance has assisted PTA/SMC to realize they needed to dig and construct 15 pit latrines, which are all in use now.

Challenge

- **The school** has little TALULAR in classrooms though the doors are lockable.

Recommendation

- **Teachers** need to use adequate TALULAR materials and create a TALULAR bank.



Nakondwa

Cluster **Kapatamoyo**
Zone **Chigudu**
TA **Msakambewa**

Location

Nakondwa school is 5 km west of Chigudu TDC. Take Msakambewa-Mponela road to the left, proceed until you reach a village near an ant-hill, and descend to your right until you reach the school.

Key Players

Formal Team

PEA **Joyce Makwecha**
AC **John Kaliwamba**
HT **Brond Chimndozi**
SMC Chair **Mr Leonard Kafukulira**

Support Team

ZOC **Stella Banda**
CL **Mr. Ishmael Chimwaza**
MCM **Edina Kachule**
Girl Mentor **Mai Rose Banda**

Notable Champions

Honourable **Alice Mtodwa Mwale MP**

Background

Nakondwa is a Local Education Authority school (LEA) that started in 2000. Before PSSP: SFP came in the zone, the school had one school block accommodating two classes, two grass shelters and two toilets. It had an enrolment of 248 learners (121 boys, 127 girls). The staffing position was five teachers (two females, three males). Teachers didn't regularly



carry out advance lesson preparation. Record upkeep was below the duty roster for the teachers and school committee members. The school and community relationship was sour.

PSSP: SFP Inputs

PSSP: SFP trained all teachers in the zone, including Nakondwa school, for continuing professional development (CPD) including creation of TALULAR materials, sensitizations on library use and support for OVCs. The school also received a SIP box, received small grants and introduced MCM.

Achievements

Teachers at this school conduct CPD trainings where they share experiences. The CPD trainings are conducted jointly with Kapatamoyo School. Two MTTT troupers, Haswell Jumbe and

Lordwell Kameta, assist in supervisory work at their own school and in their cluster. The headteacher too was identified as a supervisor head for the cluster. This has transformed the teachers. They prepare their lessons in advance. Teachers produce TALULAR materials and use them at their school. They also use participatory teaching and learning methodologies so lessons are made interesting. Of standard I learners, 75% are able to write their names correctly. Teacher absenteeism has also been reduced. For example on the 10 April 2006 visit, three teachers were present out of five, and on the 28 August visit, all four teachers were present.

There is an improvement in the school-community relationship. As a result, a library, two teachers' houses and four pit latrines have been constructed

with funds from PSSP: SFP and Hon. Alice Ntodwa Mwale MP. SIP box materials are being distributed to OVCs and the box is refilled at every end of term. The MCM come at the school and assist teachers in coaching learners. This eases the teachers' work.

Akunjira have dug two pit latrines meant for the girls. This will retain them in school. Teachers use appropriate classroom language at this school, which has improved teacher-learner relationships. Tailoring as a vocational skill is being taught at school by one of the community members. This has involved eight girls and five boys.



Challenges

- **There are only two** teachers' houses against four teachers.
- **The headteacher** is unwilling to reside at the school. This leaves some administrative issues unresolved.

Recommendations

- **The community, SMC/PTA** and other stakeholders should be sensitized on the importance of school-development activities involvement.
- **The headteacher** should be encouraged to reside at the school.
- **The school** should follow the action plan that has been made.



Thedze

Cluster **Chigudu**
Zone **Chigudu**
TA **Chigudu**

Location

Thedze Primary School is 6 km west of Chigudu TDC along the Chigudu-Mponela Trading Centre road.

Key Players

Formal Team

PEA **Joyce Makwecha**
AC **John Kaliwamba**
HT **Hudson Palichesi**
SMC Chair **Mr Julayi**
TA **Msakambewa**

Support Team

ZOC **Stella Banda**
CL **Bambo Lefiyala Banda**
MCM **Peter Kachedwa**
Girl Mentor **Annie Shani**
(teacher)

Notable Champions

Honourable **Alice Mtodwa**
Mwale MP

Background

Thedze School was established in 1995 by CCAP Nkhoma Synod. By January 2006, it had standards 1-8 with an enrolment of 444 learners (235 boys, 209 girls). It had eight classes with seven teachers (six males, one female). The school had three school blocks of two classrooms each, and a headteacher's office. There was a science club that was not functioning, one permanent teacher's house, one



toilet for female and male teachers and learners.

PSSP: SFP Inputs

PSSP: SFP introduced MTTT and school-based trainings in which all teachers participated. PSSP: SFP revived academic clubs like science, quiz and mathematics. It also introduced teacher conferences where facilitators were identified within the teaching staff themselves. And an SIP box was issued. The headteacher was identified as a head supervisor for the cluster. Mentoring of girls was done by Mentor Mothers. Using small grants issued, 10 toilets, two teachers' houses and a library were constructed. PSSP: SFP introduced BLP/M program and issued BLP/M materials, including big books, song posters and also library books.

Achievements

Because of the introduction of MTTTs and local troupers at the zone, clusters and schools get more supervision visits, which has resulted in teachers being able to identify their own teaching gaps during lesson delivery and address them to improve teaching and learning in the classrooms to achieve better good learner performance. Standard 1 learners are able to read simple words correctly. Teachers are also able to handle difficult topics because they share knowledge gained during school-based INSETs before presenting it to the learners. Teachers are also use participatory teaching and learning methodologies and use adequate TALULAR during lesson delivery. Lustico Benjamin a standard 2 teacher, acts as a role model to this school, which reduces pupil absenteeism.

Challenge

- **The school committee** should fix the door shutters in classrooms to protect TALULAR materials.

Recommendations

- **Teachers** should be encouraged to continue with the good work going on.
- **The community** should continue working hand-in-hand with the teachers.



Aimalandiwo

Cluster **Namwiri**
Zone: **Chigudu**
TA **Mponela**

Location

From Mponela TDC, take Kasungu-Lilongwe MI. Travel 11 Km . Aimalandiwo is on the right side of the road.

Key Players

Formal Team

PEA **Steven Mbindya**
AC **Redson Mainato and Lucy Banda**
HT: **Mr Adanison Kadzakalowa**
SMC Chair: **Bambo Kadzombe**

Support Team

ZOC **Snolia Phiri**
CL **Horace Mapulanga**
MCM **Virginia Bwanausi**
Girl Mentor **Mayi Alice Simoko, Mai Aida Julaye**

Notable Champions

GVH **Kapida (Chisinga)**
Bambo Tenthani, Bambo Tsukani and **Bambo Freezer**

Background

Aimalandiwo was established in 1942. It has standards 1-8 and run by LEA. Before PSSP: SFP was introduced in Dowa the school had 12 teachers (two female, 10 male).

Enrolment was 918 (408 boys, 510 girls). Learners who dropped out of school in 2005 numbered 126 (57 boys, 69 girls). There



were 10 permanent classrooms, 10 teachers' houses and eight temporary latrines. The school used to have MK800.00 each month from house rent. There was little community participation, and as a result the school was not fully owned by the communities. About 30% of the learners were able to read and write. Teachers rarely used participatory methods and they got little classroom support from the senior school staff or other education officials. The only time they discussed issues concerning the teaching profession was during staff meetings. No CPDs took place. Learners' performance at standard 8 was not encouraging. Most days about

700 learners out of 918 attended, an absentee rate of about 24%.

The number of repeaters in 2006 was 445 (215 boys, 230 girls). The school had inadequate teaching and learning resources and teachers rarely produced, used or stored TALULAR materials. There was very little lesson preparation, which meant more teacher-centered activities. There was no library where learners and teachers could access additional information to improve learning. The headteachers had secured one classroom for use as an office. Parents had very little chance of observing their children at school.

PSSP: SFP Inputs

PSSP: SFP sensitized and trained community leaders, including SMC and PTAs, on their roles, including school ownership, OVC support, lobbying and fundraising. PSSP: SFP provided small grants to support community-based initiatives. The school was given a SIP box to support teaching and learning. All teachers were trained in content knowledge and pedagogical skills, including early literacy strategies. BLP/M was also introduced in standard I to support PCAR. PSSP: SFP also supported all PCAR classes in terms of supervision, offered guidance and counseling to individual teachers and helped establish school open days and a literacy fair. Three teachers including the headteacher made education visits to Lufe and Kaputalambwe schools in Dowa and to Chinkhoma and Lisasadzi in Kasungu to observe what others were doing, share experiences and learn from one another. PSSP: SFP also trained teachers in module development, introduced school based CPDs and encouraged teachers to choose facilitators themselves. The project introduced local MTTT at this school. Two teachers were identified and became local troupers to assist peers both at their own school and at cluster level.

Through the MCM program, play parks were established to build learners' attendance. PSSP: SFP also trained headteachers in school organization and management.



Achievements

Lesson preparation has improved tremendously because of the organization and managerial skills that the headteacher had acquired. Most learners in standard I can write and read their names, simple words, and short sentences from both big books and PCAR learners' books. Teachers especially in standard I are now coming up with a high-quality literacy classroom. Other teachers are using TALULAR materials in their lessons. Learners in standard 6, 7 and 8 are now able to solve mathematical problems both individually and in groups and read passages in English. School-based CPDs are conducted once a week and selection of facilitators is done by teachers themselves. Student teachers sometimes facilitate to gain confidence. This activity enables them to share ideas and experiences to assist in improving both teacher and learner performance. Learners' attendance has improved from about 76% in 2006 to 98% in 2008. Enrolment rose from 918 in 2006 to 1,211 in 2008.

Using the small grant, the community constructed a

headteacher's office and library. The library is likely to assist teachers, learners and members of the community to improve performance. The community also built eight latrines. Some learners are learning vocational skills including tailoring, carpentry and rabbitry. Twelve OVCs (seven boys and five girls) are rearing rabbits in their homes. Mature rabbits are sold and the money used to buy clothes, body oil, soap and pens.

The school is now able to hold school open days, literacy fairs and SIP replenishment. At a recent function MK28,048 was raised. Relationship between the school and the community has greatly improved.

Challenges

- **Poor PSCLE results.**
- **Vandalism.**
- **Learners dropping out.**

Recommendations

- **School-based** supervision and CPDs should continue.
- **The community** should continue supporting school activities.
- **Community leaders** and the school should find ways to curb vandalism and reduce dropout rates.



Chibweza

Cluster **Dzoole**
Zone **Dzoole**
TA **Dzoole**

Location

Chibweza school is about 16 km from Mponela TDC. Travel 500 metres from the TDC. Join Kasungu-Lilongwe M1. Travel 10.5 km and turn right at the signpost for Dzoole Health Centre. Travel 5 km and you are at the school.

Key Players

Formal Team

PEA **Steven Mbindya**
AC **Delivius Jasi, Redson Mainato**
HT **Mr Liwonde**
SMC Chair **Bambo Chauwa**

Support Team

ZOC **Snolia Phiri**
CL **Horace Mapulanga**
MCM **Zabuloni Alikanjero**
Girl Mentor **Mayi Alice Simoko, Mai Aida Julaye**

Notable Champions

The Priest at Mtengowanthena Parish

Background

Chibweza School was established in 1953 under Lilongwe Diocese. It has standards 1-8. At the start of PSSP: SFP the school had seven teachers (all male) and three school blocks. There were four classrooms with roofs in a bad state, one teacher's house not in very good condition and four



other houses in ruins. This means that only one teacher was staying at the school. There were 10 permanent latrines. At that time, enrolment was 720 (343 boys, 377 girls). The number of learners who dropped out of school in 2005 was 84 (47 boys, 37 girls). Community participation was low. Almost all teachers did little lesson preparation, and use of participatory teaching and learning methods was minimal. Very few teachers would be seen using teaching and learning materials. There was little teacher supervision. As a result, most teachers offered teacher-centred activities to learners.

Teachers had little chance of meeting to share ideas and experiences and to learn from each other. Learners in standard 1 would pass into standard 2 without being able to read and write their names. Some found it

difficult to solve certain mathematical problems. Co-curricular activities were rarely done and learner absenteeism was approximately 35%.

PSSP: SFP Inputs

PSSP: SFP trained teachers in content knowledge and pedagogical skills including early literacy strategies, module development and facilitation skills. Teachers were also trained in TALULAR production, use and storage. PSSP: SFP introduced school-based CPDs to enable teachers to share knowledge and experiences and



learn from each other to improve teaching and learning. Standard I teachers were trained in BLP/M as a complementary subject to PCAR. The school was also supported with supervision visits to assist teachers to improve their performance in lesson presentations. The headteacher and his deputy were trained in school organization and management to improve school culture. PSSP: SFP identified John Msokola as a teacher with best practices, and he became a local MTTT for mathematics to support his fellow teachers both at school and cluster level. In addition to these activities, SMC and community leaders were sensitized and trained in their roles. They were trained in school ownership, OVC support, lobbying, fundraising and financial management. The school was also provided with small grants to support community-based initiatives. It received a SIP box as a starter pack for learners, teachers and the SMC to use for competitions and OVC support. Through PSSP: SFP, MCM built a play park to improve attendance and encourage team spirit.

Achievements

About 60% of teachers are now using participatory teaching and learning methods. Learners interact with each other and are able to think critically. Most learners are able to comprehend and solve mathematical problems with less difficulty. Teacher absenteeism has been reduced, attendance at one point reaching 98% and another time 100%. Learners' attendance has also increased. Teachers conduct school-based CPD trainings to increase their knowledge. As a result, topics once skipped due to lack of content knowledge and skills for delivery are now being taught. Teachers formed quiz clubs that have enhanced learning. The community supports both the school and OVCs, for example making a contribution of MK110,000 to rehabilitate a school block that had its roof blown off by wind years ago. The community also rehabilitated one teacher's house and constructed two others with support from the small grant. The SMC lobbied for school uniforms for 18 OVCs from the priest of Mtengowanthena and is training OVCs in tailoring with a machine bought using funds from PSSP: SFP. Enrolment rose from 720 in 2006 to 825 (425 boys, 400 girls) in 2008.



Challenges

- **Poor PSCLE results.**
- **Vandalism.**
- **Three teachers' houses** against seven teachers.
- **Inadequate classrooms.**
- **Inadequate number of teachers** for eight classes.

Recommendations

- **Teachers** to join hands and work extra hard to improve performance of learners in all classes.
- **The SMC** to lobby for external support to increase infrastructure and also support the OVCs.
- **The SMC and the community** to implement their sustainability plan.



Chikwete

Cluster: **Namwiri**
Zone **Mponela**
TA **Mponela**

Location

From Mponela TDC, move 500 metres to join Kasungu-Lilongwe M1. Travel 5 km. Turn right at a signpost. Travel a kilometer to reach the school.

Key Players

Formal Team

PEA **Steven Mbindya**
AC **Redson Mainato, Lucy Banda**
HT **Mr Alick Manda**
CDA **Mr Liwonde**
SMC Chair **Bambo Kamazira**

Support Team

ZOC **Snolia Phiri**
MCM **Virginia Bwanausi**
Girl Mentor **Mayi Alice Simoko, Mai Aida Julaye**

Other Notable Champions

VH **Sadalaki**

Background

The school was established in 1995 by Lilongwe Diocese of the Roman Catholic Church. It has standards 1-8. Before PSSP: SFP, the school had six classrooms, two teachers' houses and 12 latrines. There were 12 teachers (eight female and four male). Enrolment was 420 (184 boys, 236 girls). The school had little community participation. Most teachers prepared inadequately



for lessons. Teachers received little support and teaching was teacher-centred. Teachers rarely used teaching, learning and assessment resources during lesson presentations. Seventy percent of standard 1 learners passed into standard 2 without being able to write their names, read short sentences or stories from their books. Learners were often absent, sometimes to help parents by sewing tobacco leaves together. Seventy five learners (29 boys, 46 girls) dropped out of school in 2005. Teachers did not have the chance to discuss or share experiences to improve teacher or learner performance. Learner performance at PSCLE was not encouraging. Library books were not available to help learners develop a reading culture and improve their performance. OVCs received little support from the community.

PSSP: SFP Inputs

PSSP: SFP trained all teachers in content knowledge and pedagogical skills, including early literacy strategies. It introduced school-based CPDs to allow teachers to discuss issues pertaining to teaching and learning, share experiences and learn from each other. It also trained teachers in module development. BLP/M was introduced in standard 1 to support PCAR. Two teachers were identified and made local





MTTT troupers to assist fellow teachers. PSSP: SFP also trained the headteacher in school organization, management and supervisory skills.

PSSP: SFP also sensitized and trained communities, SMCs and PTAs in OVC support, school ownership, financial management, fundraising and lobbying. The school was supported with a grant of MK233,52. The school also received library books.

Through the MCM program, PSSP: SFP established play parks for learners to use before classes, during breaks and after classes. The MCM has also introduced a reading club at this school, and the school received a SIP box.

Achievements

Eighty-five percent of teachers now use participatory methods. They also produce, use and store teaching and learning materials from local materials. Seventy-five percent of standard I learners can write their names and read short sentences and stories from big books and PCAR learners' books. Most learners have access to library books and are developing a reading culture likely to enhance their performance. Teachers conduct school-based CPDs facilitated by teachers themselves. They are supported by the headteacher and other teachers during class activities. The troupers travel about to support teachers in other schools. For example, Trintas Tanganyika supported Mr Mlengwe, a standard I teacher at Mwachiswa school. This activity gave the chance for these two teachers to share problems and experiences and

learn from each other. Learners in upper classes can work out most mathematical problems on their own. The gap that was there between the community and the school has been bridged. The community constructed a school block, a library and a kraal using the small grant. They started rearing pigs and goats as an IGA to support the OVCs. Ten OVCs were assisted with pens, notebooks, soap and body oils. The school block was constructed to instill a reading culture in both learners and communities. The community also replenished the SIP box with MK3,600 and started training at the school in carpentry. Five boys now can make benches and repair desks. Play parks have contributed to higher learner attendance, about 80%, and punctuality of the pupils has improved. Enrolment rose from 420 in 2006 to 596 (303 boys, 293 girls) in 2008.

Challenges

- **High dropout rate.**
- **Two teachers' houses** against 11 teachers.
- **Poor results in PSCLE.**

Recommendations

- **Community leaders and SMCs** should explore ways of reducing the dropout rate.
- **The community** should continue lobbying for external support to increase infrastructure at the school.
- **Teachers** should continue to work hard in order to provide quality education.

Chilima

Cluster **Namwiri**
Zone **Chibwata**
TA **Mponela**

Location

Chilima school is 18 km southeast of Mponela TDC. Travel 500 metres from the TDC. Join Kasungu-Lilongwe M1 road. Travel 2.5 km to the MED1 filling station and turn left past Dowa secondary school and Kachulu Primary School. At Kachulu, as you approach the football ground, turn to the right. Keep on until you cross a stream, then a river and find a signpost on the left side. Travel 500 metres and you are at the school.

Key Players

Formal Team

PEA **Steven Mbindya**
AC **Redson Mainato, Lucy Banda**
HT **Kampana Dickson**
SMC Chair **Bambo Chiwande**

Support Team

ZOC **Snolia Phiri**
CL **Faidoni Lobatiya**
MCM **Kemvasi Chimutu**
Girl Mentors **Mayi Fredrick, Mayi Malisawo**

Background

Chilima school was established in 1979 under Lilongwe Diocese. It has standards 1-8. At the start of PSSP: SFP, the school had six classrooms, four semi-permanent and only two permanent. It had two small

houses for the headteacher and his deputy. One house was temporary, the other permanent. It had six pit latrines with an enrolment of 624 (299 boys 325 girls) against seven teachers.

At this school, many learners in standards 1-8 could not read and compute effectively. Those in standard 1 could not write their names or read short sentences and stories by the time they reached standard 2. Teachers rarely used participatory methods and learners had little time to interact with each other. Teachers prepared for lessons but the quality of the lessons prepared was not satisfactory. In most cases, lesson plans were sketchy.

Relations were good among members of staff, but they did not come together to share experiences and knowledge and learn from each other. Production, use and storage of TALULAR materials was a problem. Teacher classroom supervision by both the headteacher and other education officials was rare. Most lessons were teacher-centered. The community was inactive. Many learners did not have school uniforms and felt uncomfortable with poor dressing. Learners often were absent and the dropout rate was high, 61 in 2005 (31 boys, 30 girls).



PSSP: SFP Inputs

PSSP: SFP trained all teachers in content knowledge pedagogical skills, early literacy strategies, module development and facilitation skills as well as TALULAR production, use and storage. Standard 1 teachers were trained in BLP/M to support PCAR. PSSP: SFP also introduced school-based CPDs to enable teachers to share experiences, knowledge and learn from each other to improve learner performance. The school was supported with supervision visits to observe teachers in the classroom, helping them identify their own strengths and challenges and suggesting ways of improvement. Teachers who showed interest in learning more from PSSP: SFP were encouraged and advised accordingly in order to make Chilima School a role model. The head teacher and his deputy were trained in school

organization and management to ensure smooth running of the school. PSSP: SFP also sensitized and trained community leaders, SMC and PTAs on their roles in school development, in ownership, OVC support, lobbying, fundraising and financial management. The school also received a SIP box for learners, teachers and SMCs to use.

Achievements

Most teachers in the school now use participatory teaching and learning methods. All teachers go to school fully prepared to teach. The headteacher of this school, Mr Dickson Kampana, is now a supervisory headteacher who with local troupers plans cluster-based classroom teacher supervision. This activity is going very well in his cluster.

Teachers in this school produce, use and display TALULAR materials in the classrooms. They conduct school-based INSETs and CPDs and follow their plan of action. There is a good relationship between teachers at this school and those at Kapotera. Sometimes the schools conduct CPDs together, since there are only three teachers at Kapotera.

About 75% of standard I learners at Chilima can write their names and read short sentences and stories. Most learners in the junior and upper class have also improved their performance. They are able to read passages in English with fluency. The community now sends children to school regularly and monitors

dropouts. As a result, dropout and absenteeism rates have been minimized.

Many learners have uniforms, including OVCs. SMCs lobbied for OVC support from the priest and he responded by offering a roll of cloth for school uniforms. Many OVCs benefited from that assistance. The same priest supported the school with 150 small wooden boards for standard 3 learners, which they use to support exercise books when they are writing. The community trained three boys and three girls in carpentry, and they make kitchen chairs and other things. With support from UNICEF 10 pit latrines have been constructed. PSSP encouraged the community to supply bricks and water for quick construction of those toilets to prevent spread of deadly diseases such as cholera.

Soon after sensitization, the community contributed MK75,000 and laid the foundations for five teachers' houses, working hard and erecting them all at once. PSSP supported them with roofing materials and other funds. The houses have been occupied. The community also erected a school block. The SMC lobbied the MP for roofing materials and are awaiting his response. Ten OVCs attended a retreat organized by girl OVC mentors at zonal level. Chilima has conducted two school open days, one in 2007 and another in 2008. In 2007, fundraising during the open day generated MK12,000 to buy bags

of cement for flooring one classroom. Now learners sit on a cemented floor because the community has taken ownership of the school. Open days were supported by Gule Wamkulu, and akunjira also play a vital role in supported education of the child.

The school has established quiz, math and debate clubs to enhance learning. A sanitation club looks after the environment of the school. It has improvised dust bins and planted 500 trees with assistance from an extension worker sensitized and trained by PSSP: SFP. Enrolment rose from 624 in January 2006 to 789 in 2008 (361 boys, 428 girls).

Challenges

- **Housing** is inadequate, with five teachers' houses and eight teachers.
- **PSLCE** results were not impressive because of absenteeism.

Recommendations

- **Teachers** should intensify production and use of TALULAR materials
- **The community** should continue supporting the school in development activities
- **School-based CPDs** should continue.
- **Academic clubs** should be encouraged and monitored.
- **The school** should continue open days and literacy fairs so parents can see and appreciate what their children do at school.
- **The school** and the community should implement the sustainability plan.

Chimpeni

Cluster **Namwiri**
Zone **Mponela**
TA **Mponela**

Location

Chimpeni school is 9 km southeast of Mponela TDC. To reach the school, travel 500 metres from the TDC. Join Kasungu-Lilongwe M1. Travel 2.5 km, and before MEDI branch to the left into Dowa Secondary School road. As you approach Dowa Secondary School, branch to the right and travel 6.5 km past the hills. The school is near Chimpeni Trading Centre.



Key Players

Formal Team

PEA **Steven Mbindya**
AC **Redson Mainato, Lucy Banda**
HT **Nicholas Chilongo**
SMC Chair **Bambo Laitoni**

Support Team

ZOC **Snolia Phiri**
CL **Faidon Lobatiya**
MCM **Kemwasi Chimutu**
Girl Mentors **Mai Malisawa, Mai Fredrick**

Notable Champions

GVH **Chimphamba**

Background

Chimpeni School was established in 1980 by Lilongwe Diocese with standards 1-8. Before PSSP: SFP, there were two permanent and two semi-permanent classrooms. It had four temporary latrines, three

teachers' houses and five male teachers. Enrolment was 400 (195 boys, 205 girls). Dropouts in 2005 numbered 72 (40 boys, 32 girls). Community participation was limited. The community did not realize the potential for supporting OVCs. Teachers prepared inadequately and teacher classroom supervision was rarely done. Lessons were teacher-centred. Learners were rarely given the chance to interact with each other. Production and use of TALULAR materials was minimal. Learner absenteeism was high, about 30%. Most teachers walked long distances to school. As a result, some teachers would be absent from duty without informing the headteacher.

About 75% of standard 1 learners were promoted to the next class before they knew how to write their names or read short sentences and stories.

Those in the junior and upper classes could not read passages in English fluently and had problems with some topics in mathematics. Teachers did not meet to share experiences or knowledge and learn from each other. The school was unable to send standard 8 learners to secondary school. Co-curricular activities were not done. As a result there were no other avenues of enhancing learning after classes.

PSSP: SFP Inputs

PSSP: SFP trained all teachers in content knowledge, pedagogical skills, early literacy strategies, module development and facilitation skills. Teachers were also trained in production, use and storage of TALULAR materials. Headteacher and deputy were trained in school organization and management.

School-based CPDs were introduced to enable teachers to share experiences and knowledge. Standard I teachers were trained in BLP/M approaches to literacy to support PCAR. PSSP: SFP revived academic clubs to enhance learning and supported the school with classroom teacher supervision visits. One teacher with best practices in math was identified and made a local MTTT to support other teachers both at school and cluster level. This teacher is Brighton Chithyola.

PSSP: SFP sensitized the community, SMC and PTA on their roles and provided training in school ownership, OVC support, lobbying skills and financial management. The school received small grants for community-based initiatives and a SIP box as a starter pack to support school activities.

Achievements

Teachers now use participatory methods and learners interact with each other. Teachers prepare lessons and produce and use TALULAR materials. About 70% of standard I learners can write their names and read short sentences and stories from big books and PCAR learners books. They are also able to think critically because of the BLP/M strategies.

Teachers conduct school-based CPDs at which they share experiences and knowledge to improve teaching and learning. Most learners in standards 6 and 7 can read passages written in



English, an improvement compared with previous years. They are also able to solve some mathematics problems. The school has revived quiz, math and debating clubs. Introduction of these academic clubs has enabled at least two girls to speak fluently in public. The community has constructed three teachers' houses with support from the PSSP small grant. Before receiving the grant, the community raised MK75,000 for construction of those three houses. Later on the community replenished its SIP box with MK3,061 for OVC support.

The community lobbied for construction of latrines and UNICEF responded by constructing 10 permanent pit latrines. The school won a donation of 265 desks from MAIC (Mponela AIDS and Information, a counseling centre). The Swedish government has also donated a two-classroom permanent block. These organizations can work with the community without any problem because PSSP: SFP had fully sensitized the community. One school block has been erected by the community itself, having lobbied for materials from the MP. Enrolment rose from 400 in January 2006 to 630 in 2008 (291 boys and 339 girls).



Challenges

- **PSLCE results** are still a challenge.
- **Inadequate lesson preparation** by some teachers continues.
- **Upkeep of teaching records** by some teachers is inadequate.
- **Learner dropout** is still a challenge (75 dropouts in 2005, 52 dropouts in 2008).
- **Five teachers' houses** are too few for seven teachers.

Recommendations

- **The community** should continue supporting school activities.
- **Teachers** should prepare adequately for all lessons.
- **Teachers** should intensify use of TALULAR materials for effective learning.
- **The community** should explore ways of reducing learner dropout.
- **The community** should implement the sustainability plan

Diliro

Cluster **Kawere**
Zone **Mponela**
TA **Mponela**

Location

Diliro school is about 8 km west of Mponela Teachers' Development Centre. From Mponela TDC travel 500 metres to join Lilongwe-Kasungu MI. Travel 500 metres past Inde Bank, then turn left into Dzoole road. After traveling for 7 Km you cross Diliro stream, where there is a drift. Soon after crossing you get to the school on the right side of the road.



Key Players

Formal Team

PEA **Steven Mbindya**
AC **Redson Mainato, Lucy Banda**
HT **Mr Frank Mpakampaka**
SMC Chair **Bambo Benson**

Support Team

ZOC **Snolia Phiri**
CL **Bambo Gregory Samveka**
MCM **Sara Chibwe**
Girl Mentors **Mayi Lucy Bisalomu, Mayi Zipusa**

Background

Diliro School was established in 1994 under CCAP Nkhoma synod. It has standards 1-5. Before PSSP: SFP there were five teachers against 178 learners (80 boys and 98 girls). Learners who dropped out of school numbered 20 in 2005 (eight boys, 12 girls). The school had

only one school block, with two classrooms, and two abandoned school blocks. In most cases teachers went to school without any preparation. Teacher and learner absenteeism was high. One might find only one or two teachers on a visit to the school. Mostly the headteacher was present. Classes often started late, around 8 a.m. During the rainy season learners would go to school and then back home without learning because all teachers lived across the stream, which flooded in heavy rains. The headteacher had interest in improving learner performance but found little support. Most lessons presented were teacher-centered. TALULAR production and use was not done. Records were not properly kept by teachers, and teachers had little chance of coming together to share experiences to improve professionally. There were no

curricular activities to enhance learning.

Teachers didn't organize open days for parents and guardians to see and appreciate what their children do at school. Standard I learners were unable to write their names. Learners were sometimes disturbed by Gule Wamkulu activities.

PSSP: SFP Inputs

PSSP: SFP trained teachers in content knowledge, pedagogical skills, module development and facilitation skills as well as production, use and storage of TALULAR materials. Teachers were also assisted with resource books on the teacher professional code of ethics to help them conform their behavior to work. The school was supported with supervision visits during which guidance and counseling were given to teachers. All standard I teachers



were trained in BLP/M literacy teaching strategies to support PCAR. PSSP: SFP introduced school-based CPDs. Local troupers were appointed to visit this school to supervise and support fellow teachers. A play park was installed to promote learners' interest in going to school.

PSSP: SFP sensitized and trained community leaders, SMCs and PTA on their roles. They were trained in owning the school, supporting OVCs, lobbying, fundraising and financial management. The project also trained akunjira to help support education. The school received a small grant to support community-based initiatives and a SIP box to help improve performance of learners, teachers and SMCs.

Achievements

- **Attendance** of teachers has improved.
- **Some teachers** are preparing better for lessons.
- **Some standard I learners** can write their names.
- **The community** completed the walls of the abandoned two school blocks.
- **Using the small grant**, the two school blocks have been roofed with iron sheets.

Challenges

- **Unpunctuality** of teachers and learners continues.
- **Record upkeep** is insufficient.
- **Irregular attendance** of the deputy head teacher negatively affects learners and other teachers.
- **Production** and use of TALULAR materials is not done on a regular basis.
- **Teacher-centered** classroom activities are still in use.

- **Implementation** of BLP/M and PCAR in standard I is limited.
- **No teachers' houses** are available to reduce teacher absenteeism.
- **During the rainy season** Diliro stream becomes impassable.
- **School-based CPDs** are not conducted.

Recommendations

- **Education officials** should encourage teachers and the head to implement PCAR and BLP/M.
- **Guidance and counseling** is needed for teachers performing duties negligently.
- **Teachers** should be encouraged to use learner-centered lessons.
- **The community** should lobby for reconstruction of the bridge.
- **The headteacher** and teachers should hold CPDs to improve professionally.
- **The community** should implement the sustainability plan.

Dzoole

Cluster **Dzoole**
Zone **Dzoole**
TA **Dzoole**

Location

Dzoole School is west of Mponela TDC. Travel 500 metres. Join Lilongwe-Kasungu M1. Travel another 500 metres past INDE Bank branch to the left into Dzoole Road. Travel 16 km and the school is within Dzoole Trading Centre.

Key Players

Formal Team

PEA **Innocencia Chamtonda**
A.C **Redson Mainato, Lucy Banda**
HT **Winson Chawala**
SMC Chair **Bambo Chimtuyange**

Support Team

ZOC **Snolia Makata Phiri**
MCM **Zebulon Alikanjero**
CL **Bambo Jonas Njoka**
Girl Mentors **Mayi Kampanda, Mayi Mtenje**

Background

Dzoole School was established in 1963 under CCAP Nkhoma Synod. Surrounded by 22 villages, it has standards 1-8. Before PSSP: SFP the school had nine classrooms, seven teachers' houses and nine pit latrines. With nine teachers (three female, six male) against 585 learners (281 boys, 304 girls), there was little community participation and the school was not fully supported. Teachers



made little preparation. They were rarely supervised and supported and most of them did teacher-centered activities rather than learner-centered. Participatory methods were rarely used. There was lack of cooperation between members of staff and the school administration. TALULAR production and use was minimal. Teachers did not come together to share knowledge and experience and learn from each other. More than 70% of standard I learners could not write their names or read short sentences and stories. Even those in standards 5-7 had problems with reading passages in English and solving mathematical problems. Upkeep of the school ground was given little attention.

PSSP: SFP Inputs

PSSP: SFP trained all teachers in content knowledge, pedagogical skills, early literacy strategies and TALULAR production, use and storage. It also introduced school-based CPD trainings to enable teachers to share knowledge and experiences and learn from each other. PSSP: SFP also introduced BLP/M and trained all standard I teachers in order to support PCAR. The school was supported with teacher supervision to help teachers identify strengths and challenges and improve on them. The school was provided with library books to help learners develop a reading and writing culture. The headteacher and his deputy were trained in school management. Some teachers were identified as local MTTT troupers to support colleagues both at school and cluster level. These are Hilda Tsokwe (BLP/M), Daniel Mtenje (science)

and Master Mkwichi (Chichewa), chosen because they have best practices and knowledge in these subjects. They were trained in both supervisory and facilitation skills. The school was also provided with a small grant to support community-based initiatives. The MCM established a play park and reading club to improve learner performance. A SIP box was also provided and OVCs benefit. Girl mentors and *Akunjira* were also trained. Members of both the school and community benefited from an exchange visit to Lufe and Kaputalambwe schools.



Achievements

Most teachers are now able to use participatory methods, giving learners a chance to interact with each other. About 70% of standard I learners can write their names and read short sentences and stories. Mrs Hilda Tsokwe has been trying hard to assist standard I learners. Those in the upper classes are able to read and comprehend stories in English. Most learners are able to solve mathematical problems with less difficulty than before. Most girls are doing well in mathematics in standard 7.

The school library is functional and learners are utilizing the books. This has contributed to an improvement in reading. Teachers have been conducting CPD trainings. TALULAR is now used during lesson delivery. The community is taking a leading role in supporting the school. It has constructed 16 latrines with support from a PSSP: SFP small

grant. The community is also constructing a teacher's house, which is at roofing level. The SIP box provided to the school was replenished with MK15,154, one pail of maize, two kg of beans, 200 pencils and 164 notebooks for OVC support. Twenty learners (six boys, 14 girls) have been trained in tailoring, tinsmithing and bakery with funds from small grants. Twenty-four OVCs were supported with soap and other toiletries.

Learners' dropout has been reduced from 94 in 2005 to 37 in 2008 (17 boys, 20 girls). Enrolment rose from 588 in 2006 to 837 in 2008. A reading club formed at Dzoole in Kalama village is being supported by four community members, one of them Mrs Nyamulani. Some learners who benefited from this club are Chinsinsi, standard 4, and Nachiliza, standard 3. They could hardly read at first. The girl mentors organized a trip for girl OVCs to learn from other

female role models. This trip instilled in them an interest in completing school. They also attended a retreat organized by the girl mentors at zonal level. Upkeep of the school grounds has improved.

Challenges

- **Not all teachers** adhere to professional ethics.
- **PSCLE results** remain a challenge.
- **Vandalism** of school property is still evident.

Recommendations

- **Use of TALULAR** materials should be encouraged.
- **Guidance and counseling** should be provided for teachers regarding professional ethics.
- **School and community** should implement their sustainability plan.
- **Community leaders** and SMC should explore ways of combating vandalism.

Kachulu

Cluster **Mponela I**
Zone **Mponela**
TA **Mponela**

Location

Kachulu School is situated 6 km east of Mponela. Take Lilongwe-Kasungu Road. Take the road to Dowa Secondary School just before entering the built-up area. Travel 3 km and you are at the school.

Key Players

Formal Team

PEA **Steven Mbindya**
AC **Redson Mainato**
HT **Knox Nguluwe**
CDA **H.B. Mndelemani**
SMC Chair **Bambo Chibwazi/Bambo Tsoka**
TA **Mponela**

Support Team

ZOC **Snolia Phiri**
CL **Bambo Lephani Kasanje**
MCM **Charles Phereni**

Background

Established in 1994 under Lilongwe Diocese, Kachulu School has classes for standards 1 to 8. Before PSSP: SFP began its initiatives at the school in January 2006, the school had 13 teachers (four female, nine male) and 370 learners (192 boys, 178 girls). There was only one teacher's house, one permanent classroom block, one pit latrine and two incomplete classroom blocks that have been used for over 10 years. Learner and teacher absenteeism rates were high, as was the



learner dropout rate. In 2005, 31 learners (13 boys, 18 girls) dropped out of school. Teachers took little interest in lesson preparation and rarely met to discuss issues pertaining to content knowledge and pedagogy. Difficult topics were skipped, negatively affecting quality of education at the school. About 70% of learners in standard 1 moved on to standard 2, but they could not read or write their own names. Most teachers used teacher-centered teaching. Learner performance in standard 8 was low. In 2006, 11 of 16 learners (eight boys, three girls) passed the PSCLE but none were selected to go on to secondary school.

Members of the SMC and the communities showed very little interest in most school activities. There was no OVC support. There was a big gap in the working relationship between the SMC/PTA and the school.

PSSP: SFP Inputs

PSSP: SFP sensitized the communities and trained SMC members and community leaders in their roles and lobbying skills. The school received small grants totaling MK195,000 as well as the school incentive package. The school received 108 books donated through IBB. Play parks were established at the school, where games such as bawo, seesaw and swings were available to learners.

All teachers were trained in content knowledge and pedagogy with a special focus on how to use participatory teaching methods and TALULAR materials. PSSP: SFP also introduced BLP/M in standard 1 to support PCAR, trained teachers in module development and supported both cluster and school-based CPD trainings. The school also got support from the Mobile Teacher Training Troupe (MTTT), which demonstrated various teaching methods. The school also received frequent classroom

support, as guidance was provided to most teachers. Three teachers, including the head teacher, participated in educational visits to share experiences with colleagues inside and outside Dowa. Three teachers (one female, two male) were identified as local troupers to support their fellow teachers. The head teacher was vested with supervisory roles to work hand-in-hand with the troupers.

Achievements

PSSP: SFP has helped to improve the school environment. Community leaders, SMC members and the local communities now actively participate in school-development activities. Using funds from the small grant, the community constructed two teachers' houses to accommodate teachers within the school premises and improve their punctuality. The school grounds have also been improved with a lawn and flower beds. The communities replenished the SIP through funds raised at a function they held recently, raising MK25,000. The school opened a bank account for the first time to ensure proper accountability of these funds.



The school is also using the community as a resource. Hon. Kadzako roofed the two classroom blocks with iron sheets and provided enough bags of cement to mould bricks for one classroom block. The school is also offering vocational life-skill training in tailoring, carpentry and bakery. So far 50 learners (26 female, 24 male), all OVCs, have benefited from this training. The school has raised MK2,550 from sale of vegetables they have grown.

Four teachers and the head teacher have been demonstrating best practices in various categories of teaching such as lesson preparation, use of participatory methods, continuous assessment and record-keeping as well as the production, use and storage of TALULAR materials. Teachers who have improved tremendously are Ignasio Khongo, Angella Msyali, Levi Zaya, and Letani Chidyauzu. The headteacher Knox Nguluwe is also taking a leading role. The rest of the teachers are following suit and Kachulu is now a model school.

Enrolment has increased from 370 learners in January 2006 to



519 as of November 2008. Use of play parks has contributed to the increased enrolment. Many learners are interested in the games and, as a result, enjoy being at school. Seventy percent of standard 1 learners now can write their names and read short sentences. In 2007 all the standard 8 learners passed the PSLCE and two were selected to a CDSS, an improvement on the school's 2006 results. The number of learners dropping out has decreased significantly from 31 learners in 2006 to 11 (four boys, seven girls) in 2008.

Challenges

- **Shortage** of classroom blocks and teachers' houses.

Recommendations

- **Continue** development activities to build more classrooms and teachers' houses.
- **Continue** supporting teachers and learners in the classroom to improve learner performance.
- **Intensify** fundraising activities to raise more funds to support OVCs and development.
- **Maintain** use of lobbying skills to get more external support.

Kalipindire

Cluster **Namwiri**
Zone **Mponela**
TA **Mponela**

Location

Kalipindire is 15 km southeast of Mponela TDC. From Mponela TDC move 500 metres and join Kasungu-Lilongwe M1. Travel 2.5 km. Before MEDI, branch to the left into Dowa secondary school road. After covering 3 km past Kachulu school, turn right and cover 8 km to reach the school on the right after crossing a stream.

Key Players

Formal Team

PEA **Steven Mbindya**
AC **Redson Mainato, Lucy Banda**
HT **Mr Alex Mwale**
CDA **Mr Liwonde**
SMC Chair **Mayi Saizi**

Support Team

ZOC **Snolia Phiri**
CL **Bambo Faisoni Lobatiya**
MCM **Kenwasi Chimutu**
Girl Mentor **Mayi Fredrick, Mai Malisao**



Background

Kalipindire School was established in 1997 by Lilongwe Diocese of the Roman Catholic Church. It has standards 1-8. Before PSSP: SFP came to Dowa, the school had six classrooms, two temporary teachers' houses and two latrines for four male teachers and enrolment of 376 (195 boys, 181 girls). Teachers did not meet to share experiences and knowledge or to learn from each other. Participatory methods were seldom used and there was little lesson preparation. Learner attendance was poor. In 2005 dropouts numbered 55 (25 boys, 30 girls). There was no school-based supervision. Teachers were rarely supervised and supported. As a result, most lessons were teacher-centred, denying learners the chance to interact with each other. Production, use and storage of TALULAR material was minimal.

About 75% of standard 1 learners promoted to the next class could not write or read simple sentences and stories. Community participation was minimal and there were no academic clubs.

PSSP: SFP Inputs

PSSP: SFP trained all teachers in content knowledge and pedagogical skills including early literacy strategies, module development, facilitation skills and TALULAR production, use and storage. Headteacher and deputy were trained in school organization, management and supervisory skills. Standard 1 teachers were trained in BLP/M teaching and learning as a complementary subject to PCAR. Library books were donated to the school and systematic teacher classroom supervision and support were instituted to assist teachers in growing professionally. One



teacher, Alex Mwale, was identified as a teacher with best practices in mathematics. He was made a local MTTT trouper to assist and support peers at Kalipindire School and cluster level.

The community, SMC and PTA were sensitized and trained on their roles and in lobbying, OVC support, fundraising and financial management. The school received a small grant to for training in vocational in tailoring, initiated by the school itself. The school received a SIP box as a starter pack for OVCs, other learners, teachers and community. MCMs supported teachers with TALULAR production. Play parks were established to encourage learner attendance and build team spirit.

Achievements

All teachers use participatory methods. Learners interact and learn from each other. Teachers prepare for lessons and produce, use and store TALULAR materials for additional use. About 70% of standard I learners can write their names and read simple sentences and stories. The mathematics trouper, Alex Mwale, supports colleagues both at school and cluster level. All the teachers at this school have become good facilitators during trainings. There is good cooperation amongst the teachers, learners and community. During SIP replenishment MK36,000 was realized.

The community also managed to mould and burn 200,000 bricks for construction of a teacher's house. As a result the school won a MASAF award of MK1.5 million. The house has been completed, another is under

construction and four latrines have been built. Ten girl OVCs attended a retreat organized by girl mentors at zonal level to encourage them to stay in school. Establishment of the play park has improved learner attendance. Teacher attendance is also good. The school was run by only three teachers for a year and half, but even so all learners were attended to. This indicates that the three teachers are hard workers. They planned together and introduced an overlapping system to be able to teach all the classes. Academic clubs such as quiz and math were revived. One of the learners represented the cluster and zone at a quiz competition in Senga Zone and performed very well. Learners utilize books to improve the reading culture. The community supported 33 OVCs (13 boys, 20 girls) who received notebooks, pens, body oil and soap. Enrolment rose from 376 in January 2006 to 545 in 2008. Dropout numbers were reduced from 55 to 21 in 2008.

Challenges

- **More teachers** are needed.
- **Staff housing** is inadequate.
- **Results in PSCLE** are still a challenge.

Recommendations

- **DEM** should consider more staffing at the school.
- **The community** should implement the sustainability plan.
- **Teachers** should continue to work hard in order to provide quality education.

Kamwana

Cluster **Mponela 2**
Zone **Mponela**
TA **Mponela**

Location

Kamwana School is approximately 7 km from Mponela TDC. Travel 500 metres from the TDC. Join Lilongwe-Kasungu MI. Travel 500 metres past INDE Bank and branch to the left into Dzoole road. Travel about 2.5 km and cross a stream where there is a drift. Then turn left. Travel 3 km and turn left. Go straight until you find the school.



Key Players

Formal Team

PEA **Steven Mbindya**
AC **Redson Mainato**
CDA **Mr Liwonde, Lucy Banda**

Previous HT **Frank Mpakampaka**

New HT **Hopson Gondwe**
SMC Chair **Bambo Dickson Mazengera**

Support Team

ZOC **Snolia Phiri**
CL **Zamatyale**
MCM **Mark Kapomba**
Girl Mentor **Mai Nyirongo, Mai Khumalo**

Notable Champions

Hon Kadzako (MP)

Background

Kamwana school was established in 1994 under Nkhoma Synod of CCAP with standards 1-8. Before PSSP: SFP was introduced in Dowa, this school had six classrooms. All eight teachers (four male, four female) used to walk long distances from Mponela Trading Centre, where they lived. Enrolment was 273 learners (129 boys, 144 girls). The school had four temporary pit latrines. Learners who dropped out of school in 2005 numbered 37 (19 boys, 18 girls).

Teachers prepared inadequately for lessons and each day one or two teachers were absent. Learner absenteeism was high as well. More than 70% of standard I learners would pass and go to the next class without being able to write their names or read short sentences and stories. Teachers gave unsuitable punishment to learners.

Cooperation was lacking between the previous headteacher and members of staff. Teachers had no chance of meeting together to share experiences and knowledge to improve teaching and learning. Teacher classroom supervision was minimal and teacher-centred lessons were presented to learners as the order of the day. Learners had little chance to interact with each other. PTA meetings were rare and only a handful of parents would attend. Community participation was low.

PSSP: SFP Inputs

PSSP: SFP trained all teachers in content knowledge, pedagogical skills and early literacy strategies and provided each teacher with a booklet on teachers' professional code of ethics.

PSSP: SFP also trained standard I teachers in BLP/M to support PCAR implementation. It also trained teachers in module development and facilitation skills, introducing school-based CPDs to enable teachers to share knowledge and experiences and learn from each other.

PSSP: SFP supported the school with classroom teacher supervision to assist with effective teaching. Teachers were helped to identify their own successes and challenges and identify ways of improving on the challenges. The headteacher and his deputy were trained in school organization and management to ensure smooth running of the school. One teacher, Victoria Kamuikeni, was made MTTT trouper for Chichewa. The School Management Committee, PTA and community leaders were sensitized on their roles in support of education and trained in school ownership, lobbying, fundraising, OVC support and financial management. The school was supported with small grants and received a SIP box as a starter pack for community, learners and teachers to use to boost learners' performance.

Achievements

Most teachers use participatory teaching and learning methods such as well-organized group work. Teachers using these methods effectively are Lucy Msasata, Blessings Banda and Lucy Nthala. Other teachers are following suit. Joel Nthala has



become one of the most reliable teachers in this school. Teachers conduct school-based CPDs. Teacher absenteeism has been reduced. As a result, learners are attending school regularly as well. Change of leadership in schools by the DEM has contributed to community participation and teachers' dedication. The school also planted 750 trees for future use and protection against wind. Kamwana School now competes with other schools in football and netball. Enrolment rose from 273 in January 2006 to 416 in 2008 (204 boys, 212 girls).

Challenges

- **PSCLE** results are still poor.
- **Infrastructure** is inadequate, six classrooms against eight classes.
- **Vandalism** of school property persists.
- **Latrines** are inadequate for both boys and girls
- **Two teachers' houses** are insufficient for 11 teachers.

Recommendations

- **Teachers** continue working hard to improve learners' performance in all classes
- **Teachers** continue conducting CPDs to share knowledge and learn from each other.
- **Teachers** continue using participatory learning and teaching methods.
- **Standard 1 and 2** teachers continue with BLP/M to support PCAR.
- **The school and community** implement their sustainability plan.
- **The community** explore ways of combating vandalism.



Kapotera

Cluster **Namwiri**
Zone **Chibwata**
TA **Mponela**

Location

Kapotera school is about 21 km southeast of Mponela TDC. From the TDC travel 500 metres and join the Kasungu-Lilongwe M1. Travel 2.5 km. Before MEDI filing station, branch to the left into Dowa secondary road. Travel 3 km past the secondary school and Kachulu school. After reaching Kachulu, as you approach the football ground, turn right. Cross a stream, then a river, and go straight past the sign for Chilima school. Travel 3 km and turn right. The school is on top of a hill.

Key Players

Formal Team

PEA **Steven Mbindya**
AC **Redson Mainato, Lucy Banda**
HT **Jonathan Mbwalisa**
SMC Chair **Bambo Makowa**

Support Team

ZOC **Snolia Phiri**
CL **Faidini Lobatiya**
MCM **Kevasi Chimutu**
Girl Mentor **Mai Fedrick, Mai Malisao**

Notable Champions

The priest of Mtengowamthenga Parish



Background

Kapotera School was established in 2002 under Lilongwe Diocese. It has standards 1-4. Before PSSP: SFP the school had one permanent school block with two classrooms, two temporary houses and two pit latrines. It had three male teachers only. Enrolment was 299 (133 boys, 166 girls). Dropouts numbered 17 (11 boys, six girls). The school was run with little funding. Community participation was low. In most cases teachers made little lesson preparation. Production and use of TALULAR was rarely done. Most lessons were teacher-centred. Learners were not given a chance to interact with one another or learn from each other. About 75% of standard 1 learners were unable to write their names by the end of the school session. Cooperation between headteacher and his deputy was fair.



The chance for teachers to have CPDs to discuss and share experiences to improve professionally was not there. Learners were often absent. Gule Wamkulu activities disturbed classes and OVCs were only supported by their parents or guardians. There was a big gap between school and community.

PSSP: SFP Inputs

PSSP: SFP trained all teachers in content knowledge and pedagogical skills, including early literacy strategies, module development and facilitation. School-based CPDs were introduced to enable teachers to come together and share ideas and experiences. All standard 1 teachers were trained in BLP/M to support PCAR. Teachers were supervised and supported during class activities. PSSP: SFP also trained teachers in TALULAR production, use and storage. Headteacher and deputy were trained in school organization and management.

The community, SMC and PTA were sensitized and trained to own the school and in lobbying skills, OVC support, fundraising and financial management. A play park was installed to encourage learners' attendance. PSSP: SFP also trained Akunjira in school ownership, OVC support and fundraising. The school was supported with a small grant and SIP box as a starter pack. MCMs performed a TFD to change the mindset of community, teachers and learners toward improving education at their school.

Achievements

- Teachers prepare for lessons in order to teach effectively.
- Teachers use participatory methods, which allow learners to interact with each other.
- Teachers produce, use and store teaching and learning materials.



- School-based CPDs take place, sometimes jointly with the teachers of Chilima school.

Through sensitizations and TFD performance, community members constructed two teachers' houses and 12 pit latrines. A school block with two classrooms is under construction. Learner absenteeism has been reduced. Cooperation is good between headteacher and deputy. The relationship between school and the community has greatly improved. The SMC lobbied for OVC support from the priest of Mtengowanthenega, who offered one roll of cloth for uniforms to be given to OVCs. Reading and drama clubs were introduced. At least two boys are able to speak fluently in public and most learners have also improved in reading. Enrolment rose from 299 in 2006 to 401 in 2008.

Challenges

- **School open days** are lacking to bring parents together to appreciate what their children do at school.
- **Learner dropout** is still a challenge.
- **Three teachers** are too few for four classes.

Recommendations

- **Teachers** should continue making thorough preparations to ensure effective teaching and learning.
- **Teachers** should continue conducting CPDs to improve professionally.



Kawere

Cluster **Kawere**
Zone **Mponela**
TA **Mponela**

Location

Kawere School is located to the north of Mponela Trading Centre. Travel 6 km along Lilongwe-Kasungu Road and then branch to the right. Travel 150m to get to the school.

Key Players

Formal Team

PEA **Steven Mbindya**
AC **Redson Mainato,**
Lucy Banda
HT **Mr. Essau Botoman**
CDA **Mr. Liwonde**
SMC Chair **Bambo Chakhaza**

Support Team

ZOC **Snolia Phiri**
CL **Bambo Gregory Saveka**
MCM **Sara Chibwe**
Girl Mentor **Mayi Lucy**
Bisalomu

Background

Established in 1943 under CCAP Nkhoma Synod, the school has classes from standards 1 to 8. Before PSSP: SFP began its activities at the school, the school had 19 teachers (six female and 13 male) and 495 learners (244 boys, 251 girls). In 2005, 93 learners (49 boys, 44 girls) dropped out of school. The school had 13 classrooms and only two pit latrines for 495 learners, a difficult situation.



Learners in almost all the classes received little attention from the teachers. The rate of learners' absenteeism was approximately 35%. Teachers found it very difficult to hold school-level CPDs to share knowledge and experiences. Almost all teachers found it very difficult to store teaching and learning materials properly since the head teacher's office was too small to accommodate everything. School-based supervision was not adequately done by the school administrator and other senior staff. As a result, teachers used more teacher-centered teaching methods rather than learner-centered methods. Most standard 1 learners would pass into standard 2 without being able to read and write their own names or read simple sentences. Although the standard 8 teachers tried to help their learners achieve better results in PSCLE, most learners were not

accepted to go on to secondary school. The school's library was not functional even though a trained librarian was just within reach. There was little community participation in school activities and vandalism was part of the school culture.

PSSP: SFP Inputs

PSSP: SFP held sensitization meetings with members of the SMC and community leaders, who were later trained in school ownership, lobbying, fundraising, financial management and OVC support. PSSP: SFP provided small grants to the school. All teachers were trained in content knowledge and pedagogical skills. In these trainings, teachers learned how to introduce and teach various topics effectively within different subject areas using participatory teaching methods. Teachers were trained in BLP/M so that it could be

Kawere

introduced in standard I. School-based CPDs were introduced, with teacher facilitators who were identified and selected by the teachers themselves. The school received frequent supervision visits to ensure effective teaching and learning. Play parks were established through the MCM program. The MCMs supported teachers and learners in the production of TALULAR. The MCMs also conducted TFD to change the mindsets of the teachers, learners and local communities. The practice of conducting school open days has been revived. A standard I teacher visited Lufe and Kaputalambwe schools to learn from their best practices. This teacher was chosen because of her positive attitude towards her work. Kawere School is also one of the first local MTTT schools. Two teachers were identified and appointed as local troupers to assist their fellow teachers in various subjects. The troupers are Timothy Kalungulu (math) and Stina Kadumbo (BLP/M). Various academic clubs such as debate, math and quiz, have been revived.

Achievements

Eighty percent of the standard I learners can now write their names and read simple words and sentences from the big books and PCAR learner's book. Two of the highest achievers are Clifton Botomani and Alinafe Malenga, 6 years old. Clifton can read anything written in Chichewa, including junior-level learner's books. Most learners in standards 6, 7 and 8 are now able to read long passages in English, something that learners could not do three years ago. They can solve various mathematical problems on their own. Teachers are able to organize and conduct open days and literacy fairs without somebody from above telling them what to do. Enrolment rose from 495 in 2006 to 932 in 2008 (448 boys, 484 girls).

Village headman Tchale established a monitoring team in his village to track learner attendance. Any parent who contributes to learner absenteeism is asked to work in a village garden. Village headman

Tchale has also provided needy children with notebooks and clothes. He constructed two pit latrines for learners as well as initiating a fundraising event known as the "Big Ride". Those participating in the event cycled to and from Lilongwe to raise funds or material support to enable completion of the administration block, which includes a library. Hon. Kadzako responded by offering 18 bags of cement. At the time of writing this article, plastering of the administration block had been completed. The community leaders also lobbied for additional latrines from PRDO and four were constructed as a result.

Challenges

- **Nine houses** for 17 teachers, **six pit latrines** for 932 learners.
- **The pass rate** for standard 8 exams is low
- The **dropout rate** is high.

Recommendations

- **Standard 1 and 2 teachers** continue supporting PCAR with BLP/M.
- **Education officials** continue supporting teachers and learners in the classroom.
- **Local MTTT support** continue.
- **The community** continue support for the school.
- **Continue sensitizing** the communities on how to reduce the dropout rate.



Malambo

Cluster **Mponela I**
Zone **Mponela**
TA **Mponela**

Location

Malambo school is 4 km from Mponela Trading Centre. Following the Mponela-Ntchisi road one crosses Kasangadzi River and immediately turns to the right. Travel 2 km then turn to the right again. The school is 200 metres away.

Key Players

Formal Team

PEA **Steven Mbindya**
AC **Redson Mainato**
HT **Jenet Banda**
SMC Chair **Bambo David**

Support Team

ZOC **Snolia Phiri**
CL **Lephani Kasanje**
MCM **Charles Phereni**
Girl Mentor **Mayi Jere**

Notable Champions

GVH **Chikamphula**, GVH **Makwani**

Background

Malambo School belongs to the LEA and was established in 1997 with standards 1-6. At the start of PSSP: SFP the school had nine teachers (seven female, two male) with enrolment of 266 (129 boys, 137 girls) in 2006. There was only one teacher's house, one school block and eight latrines. Other learners learned in shelters. Fifty-seven of 501 learners dropped out of



school in 2005, representing 11.4%. Few teachers prepared for lessons. Preparation and use of TALULAR materials was minimal. In most cases learner-centred activities were scarce. Staff meetings sorted out professional issues. About 65% of standard 1 learners could not write their names by the end of the school session. Reading of words and sentences was another challenge to these learners. There was low community participation, as evidenced by availability of only one school block against six classes. OVCs were not fully supported, and most of them chose to be at home.

PSSP: SFP Inputs

PSSP: SFP trained all teachers in content knowledge and skills including record keeping, participator methodologies, care of textbooks and other resources, early literacy

strategies and module development. It also introduced CPDs both at school and cluster level and identified two teachers with best practices who became local troupers. BLP/M was another programme introduced to support PCAR. The project offered frequent supervision visits to support teachers and learners in the classroom.

The community was sensitized on the importance of owning the school. The school received a SIP box to promote motivation among teachers, learners and community members. It also received a small grant for construction and vocational skills. The MCM introduced play parks at this school and supported teachers with TALULAR materials. The project also identified women to become OVC and girl mentors. The school received 163 IBB books for learners and teachers

to help improve performance. The school also received a certificate to encourage the community to do still more.

Achievements

The school managed to produce a role model, Joyce Mwatiwamba, a standard I teacher who uses the early literacy strategies. By the end of the 2007 school session, Agness David, a standard I learner, was able to read a verse from the Bible as well as the learners' book. Other teachers from the same school, Alice Kalimbe and Doreen Zimba from Nkhamanga, are doing well after observing lessons presented by Mrs. Joyce Mwatiwamba. This year about 65% of standard I learners are able to write their names and read sentences from both big books and learners' books.

Most teachers come to school with lesson plans and use participatory methods and TALULAR materials to enhance teaching and learning. They conduct CPDs at school level to solve problems that arise due to lack of content knowledge or methodologies. Teachers identify facilitators amongst themselves. Learners in the senior classes are now able to solve some mathematical problems on their own.

Cooperation between school and community leaders has greatly improved. The chairperson, Bambo David, visits the school regularly to support both teachers and learners.

The community has constructed two school blocks of two classrooms each using the small grant and those new classrooms now accommodate 418 learners (224 boys, 194 girls). This situation is likely to improve teaching and learning in this school. This development work has helped Malambo to have a good link between the community and the school itself.

Recently the community supported the school open day with MK14,000 for SIP. Malambo started conducting school open days in 2007 and did the same in 2008. This shows the activity probably will continue even if PSSP: SFP phases out. The community also grew sweet potatoes and raised MK2,000 to assist 24 OVCs with notebooks, pens, soap and body lotion.

The girl mentor and the entire school sent 24 girl OVCs to a retreat at the TDC to encourage the girl OVCs to remain in school and work hard to improve their performance.

Play parks established by the MCM and community members helped raise enrolment from 266 in 2006 to 591 in 2008. Group village heads Makwani and Chikamphula have been taking a leading role in school development. When the school committee calls meetings, these GVHs never fail to attend. If this type of cooperation continues, Malambo school is likely to give quality education to the children.



Almost all teachers come for duties daily unless there is a genuine reason for the absence. The community introduced school feeding to curb learner absenteeism that came about due to hunger.

Challenges

- **Three teachers** are commuting long distances every day, since the school does not have teachers' houses.
- **Standard 3, 4 and 5 learners** have their lessons under tree, which is not conducive to effective learning especially during rainy, cold and sunny seasons.

Recommendations

- **The School Management Committee** should lobby for funds and/or materials from various development partners to construct teachers' houses and additional classrooms.
- **Teachers** should continue holding school-based trainings in order to improve teaching skills and content knowledge.
- **Gule Wamkulu** should continue supporting learner punctuality campaign.

Mnkhamanga

Cluster **Kawere**
Zone **Mponela**
TA **Mponela**

Location

Mnkhamanga School is along the Lilongwe-Kasungu M1 11 km from Mponela TDC. To reach the school, travel 500 metres from the TDC, join the Lilongwe-Kasungu M1, travel 10 km and turn right. After covering another 500 metres you are at the school.

Key Players

Formal Team

PEA **Steven Mbindya**
AC **Redson Mainato, Lucy Banda**
HT **Kizito H.C. Chichitike**
SMC Chair **Bambo Maliko Nkhono**

Support Team

ZOC **Snolia Phiri**
CL **Bambo Gregory Saveka**
MCM **Sara Chibwe**
Girl Mentor **Mayi Lucy Bisalomu, Mayi Kapezeka**

Background

Mnkhamanga School was established in 1960 under Lilongwe Diocese. Before PSSP: SFP was introduced in Dowa, the school had eight classrooms (four permanent and four semi-permanent) and 13 teachers (four female, nine male) against 1,179 learners (642 boys, 537 girls) and five teachers' houses. The number of children who dropped out of school was 34



(26 boys, eight girls). The school got little support from the community although it had a strong SMC chairperson. There was little cooperation between headteacher and the deputy, and this contributed to division among staff members. Activities were teacher-centered. Participatory methodologies were scarce. There was inadequate preparation and use of TALULAR materials. Teachers never conducted CPDs at school level. The headteacher had supervisory skills but didn't support teachers in the classroom. There was high absenteeism of about 35% of both learners and teachers, especially during the tobacco-growing season. Some teachers missed classes on market days and this negatively affected learner performance.

About 70% of standard 1 learners would pass to standard

2 without being able to write their names or read short stories and paragraphs. Learners in standard 6 had problems with reading of passages in English and were unable to solve mathematical problems on their own. Academic clubs received little support from teachers. Parents were not given the opportunity to observe and appreciate what their children do at school. Vandalism was also a problem.

PSSP: SFP Inputs

The community and SMCs were sensitized and trained in lobbying, fundraising, school ownership, OVC support and financial management. PSSP: SFP also supported the school with a small grant. The school received a SIP box as a starter pack for supporting OVCs and best performers in various categories. All teachers were trained in content knowledge, pedagogy,

Mnkhamanga



early literacy and module development. The headteacher was trained in school organization and management. BLP/M was one of the programs under PSSP introduced in standard I to support PCAR. The school was supported with classroom supervision visits for effective teaching and learning. MTTT was introduced in this school to improve teaching and learning. Three teachers were made local MTTTs based on their classroom performance. School-based CPDs were introduced so teachers can share experiences and learn from each other. The school was also supported with education visits to schools in and outside Dowa to observe what other teachers are doing, share experiences and learn from one another. Open days were revived. Through the MCM program, a play park was established to promote learner attendance and develop team spirit.

Achievements

Most teachers now prepare adequately for lessons and also prepare and use TALULAR materials, for example in standards 1,4,5,6 and 7. About 75% of standard I learners can write their names and read short words and stories. Teachers assist learners effectively and conduct school-based CPDs. Topics that teachers used to skip are now being taught. Kizito Chichitike, the headteacher, was voted best science teacher and facilitator during cluster-based CPDs. Kizito's talent benefited teachers in other clusters including Kachulu and Mponela II. The school introduced open days to enable parents to see and appreciate what their children were doing. Mnkhamanga English club held a press conference to showcase learners' spoken English. The community constructed 14 pit latrines with support from the small grant. Availability and use of latrines

helped in prevention of cholera outbreaks. The SMC lobbied for roofing materials from Hon. Kadzako, M.P. for the area. This was successfully done and the school block has been roofed. Standard I learners have been accommodated. The community replenished the SIP box with MK6,000. Enrolment rose from 1,179 in 2006 to 1,312 (707 boys, 605 girls) in 2008.

Challenges

- **Dropout rate** rose from 2.9% to 4.9%.
- **Five teachers' houses** are available for 13 teachers.
- **PSCLE results** are still at stake.

Recommendations

- **School and community** should discuss and explore ways of reducing dropout numbers.
- **The community** should continue lobbying to increase resources at the school.
- **Teachers** should continue working hard to provide quality education in all classes.
- **Guidance and counseling** should be done for teachers to ensure effective teaching and learning in all classes
- **The school** should continue with school-based supervision and CPDs to ensure quality education in the school.
- **The community** should implement the sustainability plan.

Mpatsa

Cluster **Dzoole**
Zone **Dzoole**
TA **Dzoole**

Location

Mpatsa is 10 km from Mponela Teacher Development Centre. From the TDC move 500 metres. Join Lilongwe-Kasungu M1, travel 500 metres, turn to the left past Mponela ADMARC and branch into Dzoole road. After covering 9 km you are at the school.

Key Players

Formal Team

PEA **Innocencia Chamtonda**,
Steven Mbindya
AC **Devilius Jasi**, **Redson Mainato**
HT **Fransis Chinyenga**
SMC Chair **Bambo Maxwell Banda**

Support Team

ZOC **Snolia Phiri**
CL **Bambo Jonas Njoka**
MCM **Zebuloni Alikanjelo**

Notable Champions

GVH **Kayaza Akunjira**

Background

This school was established in 1930 under CCAP Nkhoma Synod. It has standards 1-8. Before PSSP: SFP, it had six classrooms, two of which had roofs in very bad condition. It had four temporary latrines and five teachers' houses. The number of teachers at that time



was six (one female, five male). Enrolment was 682 (337 boys, 345 girls). The number of pupils who dropped out of school was 37 (18 boys, 19 girls).

Community participation was low. The school was disturbed by Gule Wamkulu activities. School and the community did not see the need to support OVCs.

Teachers made little preparation for lessons. Participatory methods were rarely used. Teachers were given little support during class activities. The headteacher had some knowledge in supervision, but most teachers' lesson presentations were teacher-centered. Most learners in standards 1-4 were repeating classes. They could not read and write properly at that level. A new set of learners arrived each day due to high learner absenteeism. Teachers would introduce a topic on one day but

the next day those who were absent the previous day would appear in class.

PSSP: SFP Inputs

PSSP: SFP sensitized and trained communities, SMC and PTA on their roles. The training also included the akunjira. Training included lobbying skills, school ownership, OVC support, fundraising and financial management. The school received small grant support for development. All teachers were trained in content knowledge, pedagogical skills, community involvement, module development and facilitation. PSSP: SFP introduced school-based CPDs facilitated by teachers themselves. It also introduced BLP/M as standard 1 as a complementary subject to PCAR. Academic clubs were introduced by MCM. The school was supported with an education visit to enable OVCs



and other children to see role models in Lilongwe city and to develop interest in schooling. Visitors also went to the nature sanctuary to increase their knowledge of wildlife.

Supervision visits were done as well. Three teachers were identified with best practices and were made local MTTTs to support other teachers at school and cluster level. The headteacher was made a supervisor head to work hand-in-hand with the other MTTT. Through the MCM program, a play park was established to help improve learner attendance and enhance games and sporting activities.

Achievements

Eighty percent of teachers are using participatory methodologies and prepare, use and store TALULAR materials. For example, they prepared a map of Malawi on the ground. Most learners in standard 1 can write their names and read short sentences and stories. Learners in standards 5 to 8 can solve mathematics problems. Teachers conduct school-based CPDs weekly and implement their plan accordingly. CPDs help teachers widen their

knowledge both in content knowledge and pedagogy.

The headteacher supervises and supports teachers in the classroom both at this school and other schools in the cluster. Cooperation amongst teachers is good. Relationship between school and the community has greatly improved. The community built a teacher's house, rehabilitated one school block using the small grant, and established a library to enable teachers, learners and community to develop a reading culture and improve their performance.

Some community members went on an education visit with learners and teachers. This indicates that community and school now do things collaboratively. Akunjira bought notebooks, which were given to the top three performers in standard 8 classes. Most learners have been doing well during quiz competition. Both punctuality and attendance of learners has improved. Learners come to school early to play at the park before classes. Through lobbying, the school received support from PRDO, whereby four permanent pit latrines were constructed. Enrolment rose from 682 in 2006 to 819 (399 boys, 420 girls) in 2008.

Challenges

- **Results** at PSCLE are still a challenge.
- **Six teachers'** houses are not enough for eight teachers.
- **Dropout** numbers are too high.

Recommendations

- **Teachers** should continue working hard to provide quality education in all classes.
- **The SMC** and community leaders should continue lobbying for external support to increase resources at the school.
- **The community** should continue sending children to school, monitor both teachers and learners' attendance and support teachers.
- **School and community** should find better ways of curbing dropout rates.
- **School-based supervision** and CPDs should continue and be supported by the education office.



Mphimbi

Cluster **Mponela II**
Zone **Mponela**
TA **Mponela**

Location

From Mponela TDC, joining Kasungu-Lilongwe MI, travel 2 km to Medi filling station, turn right, move 500 metres, and you are at Mphimbi School.

Key Players

Formal Team

PEA **Steven Mbindya**
AC **Redson Mainato, Lucy Banda**
HT **Mrs Mariet Nyirongo**
CDA **Mr Liwonde**
SMC Chair **Bambo Chabwelera**

Support Team

ZOC **Snolia Phiri**
CL **Bambo Zamatyala**
MCM **Mark Kapomba**
Girl Mentor **Mayi Mariet Nyirongo**

Notable Champions

Akunjira

Background

The school was established in 1955 by LEA. Before PSSP: SFP it had four classrooms, two teachers' houses and four latrines (two for boys, two for girls). It had 17 teachers (five male and 12 female) and 594 learners (270 boys, 324 girls). Learners who dropped out of school in 2005 numbered seven (three boys and four girls). The school had inactive community



members. Absenteeism of both teachers and learners was high. Eight of 17 teachers could be absent in a day. During tobacco sales some teachers may go missing for more than one day. There were no school-based CPDs that let teachers discuss or share experiences to improve professionally. About 65% of learners in standard I could not write their names or read short sentences or stories from their books. There was little progress in learners' performance at standard 8 despite the school having strong teachers. Classes often included teacher-centered activities. Many learners repeated classes. The school and the community did not realize they had the potential to support OVCs. Parents had little opportunity of seeing and appreciating what their children were doing at school.

PSSP: SFP Inputs

PSSP: SFP trained all teachers in content knowledge and pedagogical skills and introduced BLP/M in standard I to complement PCAR. The project identified two teachers with best practices who were made local MTT troupers to support fellow teachers in the classroom. It introduced MTTT at this school and made the headteacher a supervisory head, providing training in supervisory skills, school organization and management. PSSP trained every teacher in module development and facilitation for school-based CPDs and introduced CPDs in the school. PSSP: SFP also supported the school with frequent supervision visits during which guidance and counseling were given to teachers.

Five teachers made education visits to schools in and outside Dowa to see and appreciate



what their colleagues were doing, share experiences and learn from each other. The community and SMC/PTA were sensitized and trained in their roles, including school ownership, lobbying, OVC support and fundraising. PSSP: SFP assisted in reviving school open days and academic clubs. Through the MCM program, play parks were established to increase learner attendance and enrolment. The school received a SIP box to support teaching and learning and a grant of MK198,365 to support community-based initiatives.

Achievements

Teachers now use participatory methods in all classes. Teaching and learning materials made from locally available resources are used in most lessons. The headteacher and other senior staff support their fellow teachers in the classroom, thus improving teachers' professionalism. The school conducts CPDs facilitated by teachers themselves. These CPDs help teachers widen their knowledge so learners are properly assisted, hence improving performance. Teachers also plan and implement activities together.

About 80% of standard I learners can write their names and read short sentences and stories from the big books and PCAR learners' books. They also can think critically, build ideas and comprehend. Learners in upper classes solve mathematical problems with less difficulty. The school holds open days and literacy fairs for parents to appreciate what teachers and children do at school. GVH Mphimbi was one of the prominent people who attended the literacy fair at the end of third term and most parents attended as well. Most school-age learners who dropped out have returned. Gule Wamkulu monitors learner attendance by escorting children to school. This indicates that the school is now able to use the community as a resource. Using the small grant, the community constructed five additional pit latrines, rehabilitated a school block and started training in tailoring, tinsmithing and carpentry. Community members also opened a garden, where they grew soya beans. After selling items from the vocational life skills class and commodities from the garden, the school realized MK11,150. The school introduced special funding for OVC support and spent MK6,800 for blankets and dresses for OVCs. The funding enabled 10 OVCs to attend and remain in school. Community participation allowed the school to win a donation for three more classrooms. Teachers and learners are using library books to widen their knowledge and

improve their performance. PTA members monitor both teacher and learner attendance. Most learners are fond of using the play parks and learners' attendance has improved. Enrolment rose from 594 in 2006 to 621 in 2008.

Challenges

- **PSLCE results** are still a challenge.
- **Some teachers** neglect duties.
- **Two teachers'** houses are insufficient for 17 teachers.
- **Seven classrooms** aren't enough for eight classes.

Recommendations

- **The community** should continue to support school development, which includes OVC support.
- **The school** should continue holding open days and literacy fairs.
- **Teachers** should continue to work extra hard to provide quality education to all classes.
- **Authorities** should take disciplinary measures against any teacher neglecting duties, to avoid spoiling the good work that Mphimbi school is showing.



Mponela I

Cluster **Mponela I**
Zone **Mponela**
TA **Mponela**

Location

Mponela I is 1.5 km from the Teacher Development Centre slightly to the northeast. To find the school, travel 500 metres from the TDC and join Lilongwe-Kasungu M1. Move 200 metres opposite the Police Station, turn right, cover 800 metres and you are at the school next to the Catholic Church.

Key Players

Formal Team

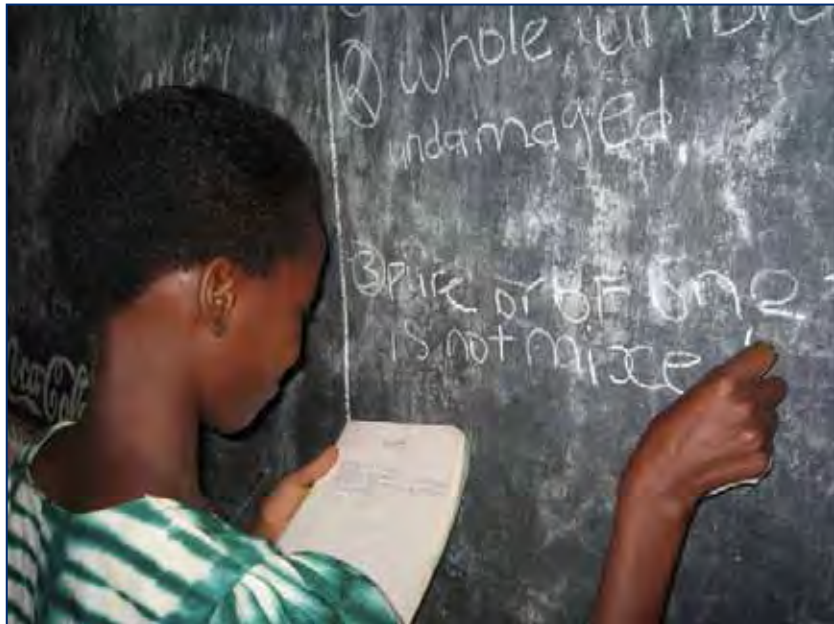
PEA **Steven Mbindya**
AC **Redson Mainato, Lucy Banda**
HT **Francisco Kapalamula**
SMC Chair **Bambo Msulira**

Support Team

ZOC **Snolia Phiri**
CL **Bambo Lephani Kasanje**
MCM **Charles Phereni**
Girl Mentors **Mayi Joyce Jere, Mayi Yotamu**

Background

Mponela I was established in 1958 under Lilongwe Diocese. Before PSSP: SFP, the school had 39 teachers (25 female, 12 male) against 1,283 enrollees (647 boys, 636 girls) and eight classrooms (six permanent and two semi-permanent). Teachers went prepared few lessons. Most class activities were teacher-



centred. Production, use and storage of TALULAR materials was minimal. Some teachers arrived late, around 8 a.m. Some were hard workers, but teachers had no chance of meeting to share ideas and experiences or learn from each other. Eighty-seven learners (43 boys, 44 girls) dropped out of school in 2005. Sixty percent of learners in standard 1 passed into standard 2 without being able to write their names or read short sentences and stories. There was little community participation. Most parents believed in contributing money for school-development activities without attending PTA meetings to support teachers and learners. Teachers had little classroom support from education officials. The school also experienced vandalism.

PSSP: SFP Inputs

PSSP: SFP sensitized communities and trained the SMC in OVC support, school ownership, fundraising and financial management. The school was supported with a small grant to rehabilitate a school block. It also received a SIP box that the school used to collect items to motivate teachers, learners and the community. Through MCM, a play park was established to boost learner attendance and promote team spirit among learners. PSSP: SFP trained teachers in pedagogical skills, content knowledge and module development and in facilitating training sessions among themselves. Both headteacher and deputy received training in school organization and management. The school was supported with supervision visits. Mobile teacher training

troupe was introduced in this school and four teachers were identified and recommended as local MTTTs for this school and others in the cluster. BLP/M was introduced in Standard I to support PCAR. PSSP: SFP sponsored an education visit to Lufe and Kaputalambwe schools for the headteacher and two other teachers to learn about the best practices at those schools.

Achievements

Most teachers now use participatory methods. Enock Mchawa in particular is good at this practice. Most teachers use pair work, group work, case study and role-play competently. Some have developed skill in TALULAR production, use and storage.

The school conducts CPDs at which teachers share experiences and learn from each other. The headteacher and deputy head try to bring cooperation amongst teachers and between school and community. Standard I teachers now conduct literacy fairs so parents can see what their children are doing. About 80% of the learners in standard I can write their names and read short sentences and stories from big books, PCAR learners' books and other materials. Most learners in standards 6, 7 and 8 can solve mathematical problems and read passages in English.

Headteacher and deputy work cooperatively to improve performance of teachers and learners. The school has the



potential to improve PSCLE results.

Challenges

- **Some teachers don't adhere to professional ethics.**
- **Lack of teacher's houses continues.**
- **Vandalism of school property also continues.**

Recommendations

- **Teachers** should continue working hard to promote effective teaching and learning in all classes.
- **Teachers** should adhere to the professional code of ethics.
- **Communities and SMCs** should explore ways of combating vandalism.
- **Communities** should implement the development sustainability plan.



Mponela II

Cluster **Mponela II**
Zone **Mponela**
TA **Mponela**

Location

Mponela II is within Mponela Trading Centre next to Mponela TDC.

Key Players

Formal Team

PEA **Steven Mbindya**
AC **Redson Mainato, Lucy Banda**
HT **Steven Chinangwa**
CDA **H.B. Mndelemani**
SMC Chair **Mai Khumalo**

Support Team

ZOC **Snolia Phiri**
CL **Bambo Zamatyala**
MCM **Mark Kapomba**

Background

Mponela II was established in 1957. It is under L.E.A, with standards 1-8. Before PSSP:SFP the school had 40 teachers (10 female, 30 male) against 1,593 learners (810 boys, 783 girls). Seventy-four learners dropped out of school (46 boys, 28 girls) in 2005. There were 13 permanent classrooms, five teachers' houses, a headteacher's office and staff room. There were no toilets. Learners used to go into the bush. The community had little interest in supporting school-development activities. There was little lesson preparation, and participatory teaching methods were rarely used.



Most teachers were not fully supported, especially during lesson presentations. During tobacco sales some teachers went missing for a day or more. Learners' performance at standard 8 was not up to the required standard. Despite being a big school with adequate staffing, the school also received very little classroom support from education officials. Sixty percent of learners in standard 1 would go into standard 2 without being able to write their names or read short sentences or short paragraphs. Learners were also denied the chance to have co-curricular activities or access to library books although a trained librarian was readily available. School grounds received little attention.

PSSP: SFP Inputs

PSSP: SFP sensitized and trained communities in OVC support, school ownership, lobbying and financial management. It also trained all teachers in content knowledge and pedagogical skills, including early literacy strategies. Teachers and learners got support during class activities. School-based CPDs were introduced to enable teachers to discuss and share ideas and experiences.

Four teachers including the head teacher went on an exchange visit in schools both within and outside Dowa to share experiences with their colleagues and learn from one another. Teachers with best practices were identified and some were made local MTTTs in order to assist and support their fellow teachers. BLP/M was introduced in standard 1 as a

complementary subject to PCAR. Guidance and counseling was given to some individuals. The school was supported with a small grant worth MK180,000. In addition, the school was provided with IBB books.

Achievements

Most teachers in this school now use participatory methods, including Catherine Chiphazi, Lyness Julius, Juliana Kadammanja, Gloria Mengezi, Beatrice Nachiola, Rehana Hassan, Joseph Kamdambo and Annie Tchongwe. TALULAR production, use and storage has improved, especially in standard I. As a result, standard I learners have made a tremendous improvement, with 70% of learners now able to write their names and read words and sentences from their books.

Catherine Chiphazi, the standard I teacher, benefited from her visit to Lufe and Kaputalambwe schools. Learners are now assessed continuously. The head teacher also includes supervision in his plan. Teachers conduct school-based CPDs and assist one another in content knowledge and pedagogy. A library has opened. Learners are developing a reading culture and hence improving their performance.

The dropout number fell to 42 in 2008 (22 boys, 20 girls) despite the fact that enrolment has increased by 8%. The community, in collaboration with teachers, raised funds worth



MK36,000 through Big Walk. Parents also contributed MK20,000.

Community members lobbied for funds from Hon Kadzako, M.P., and managed to raise MK10,000 for construction of six toilets. The communities also rehabilitated a room to be used as a library. The small grant contributed to the introduction of tailoring and carpentry as vocational life skills. Fifteen boys and 10 girls are learning skills in tailoring, 25 boys and 15 girls in carpentry.

Upkeep of the school grounds has improved, with flower beds and cutting of grass done in time. Communities for the first time moulded 60,000 bricks for school projects. Through the MCM program, quiz and other academic clubs were introduced to encourage competitions amongst learners.

Challenges

- **Learners' performance** at standard 8 still remains a challenge.
- **Shortage** of teachers' houses persists.
- **Provision** of co-curricular activities has not been done.

Recommendations

- **Education officials** should continue supporting teaching and learning in the classroom.
- **The school** should continue using the community as a resource.
- **Education officials** should encourage and monitor provision of co-curricular activities in the school.



Msangu

Cluster **Dzoole**
Zone **Dzoole**
TA **Dzoole**

Location

Msangu is about 16 km west of Mponela TDC. Travel 500 metres from the TDC. Join Lilongwe-Kasungu MI. Travel another 500 metres and turn left into Dzoole road. Travel 11 km past Mpatasa school. As you approach a natural forest, turn left and cover 4 km. The school is on the right side, right in the village.

Key Players

Formal Team

PEA **Steven Mbindya**
AC **Redson Mainato,**
Develius Jasi
HT **Christina Kachitenji**
SMC Chair **Bambo L.**
Chalinda

Support Team

ZOC **Snolia Phiri**
CL **Bambo Jonas Njoka**
MCM **Zabuloni Alick Anjero**
Girl Mentors **Mayi Mtenje,**
Mayi Kampanda

Background

Msangu School was established in 1997 under Lilongwe Diocese. Before PSSP: SFP the standards 1-6 school had a two-classroom block, roofed but half-built, more or less like a permanent shelter. Standards 2-6 were learning outside under the trees. The school had one incomplete teacher's house. Enrolment at



that time was 366 (184 boys, 182 girls) against three qualified teachers and a volunteer (one female, three male).

Community participation was limited, with poor relations between headteacher and community. Classes started late and every day one or two teachers were absent. Learners also were often absent. At one point only 25 attended out of a class of 135 learners, or 18%.

Almost all standard 1 learners would pass and go into standard 2 without knowing how to write their names or read short sentences and stories. Teachers did little lesson preparation. Use of TALULAR materials was minimal. Participatory teaching and learning methodologies were rarely used. The school received little classroom teacher support in terms of supervision. Most lessons were teacher-

centered, giving little chance for learners to interact with each other. Teachers did not have the opportunity to meet and share knowledge.

PSSP: SFP Inputs

PSSP: SFP sensitized and trained SMC, PTA and community leaders on their roles in school development, school ownership, OVC support, lobbying, fundraising and financial management. PSSP supported the school with a small grant for community-based initiatives and a SIP box to improve performance of teachers, learners and SMCs. Through PSSP: SFP's MCM program, play parks were established to promote learner attendance and team spirit.

All teachers were trained in content knowledge and pedagogical skills, including early literacy strategies, module

development and TALULAR production, use and storage. PSSP: SFP also introduced school-based CPDs to help teachers share knowledge and experiences for more effective teaching and learning. BLP/M was also introduced in standard I to support PCAR. PSSP: SFP provided supervision visits to identify teachers' successes and challenges during lesson observation and share the information with teachers. The headteacher and deputy headteacher were trained in school organization and management.

Achievements

Teachers go to school well prepared and use participatory methodologies. Production, use and display of TALULAR is done. Most learners in standard I can write their names and read some words and sentences. This was noted during the school's literacy fair. Parents were able to appreciate what their children have been doing.

The relationship between the school and the community has greatly improved. During the literacy fair parents were impressed and urged teachers to do such fairs at least each term. The community has also built a teacher's house and, using PSSP's small grant, the school bought a sewing machine. Mr Fumerachanje volunteered to train 11 boys and eight girls in tailoring.

The community has replenished its SIP box, at one time raising



MK5,000 to assist OVCs during a time when notebooks were scarce. Absenteeism of teachers and learners has been reduced and punctuality is observed. Three teachers now live within the school vicinity. The school block and incomplete house are completed and in use. Teachers conduct school-based CPDs to increase their capabilities. Enrolment rose from 366 in January 2006 to 401 in 2008 (194 boys, 207 girls).

Challenges

- **About 75%** of desks are not in good condition.
- **TALULAR** use by some teachers is inadequate.
- **Housing** is still insufficient, with two teachers' houses against six teachers.
- **Academic clubs** to enhance learning are nonexistent.

Recommendations

- **Teachers** should continue working hard to improve learners' performance in this school.
- **The TALULAR trouper** should assist fellow teachers in TALULAR materials production, use and storage.
- **SMC** should lobby for financial support for repairing desks.
- **Teachers** should establish functioning academic clubs to enhance learning.
- **School and community** should implement their sustainability plan.



Mwachiswa

Cluster **Namwiri**
Zone **Dzoole**
TA **Dzoole**

Location

Mwachiswa School is 16 km from Mponela TDC. To reach the school, travel 500 metres from the TDC. Join Kasungu-Lilongwe Ml. Travel 10 km. Before Aimalandiwo School but after Dzoole, turn off to the right and follow that road until you find the school.

Key Players

Formal Team

PEA **Steven Mbindya**
AC **Redson Mainato, Lucy Banda**
CDA **Mr Liwonde**
HT **Mr Mussa Chilumphu**
SMC Chair **Bambo Ng'omayagule**

Support Team

ZOC **Snolia Phiri**
CL **Bambo Tholex Mapulanga**
MCM **Virginia Bwanausi**
Girl Mentors **Mai Aida Julaye, Mai Alice Smoko**

Notable Champions

Hon. J. Chilunjika (MP)

Background

Mwachiswa School was established in 1972 under the proprietorship of Lilongwe Diocese. It has standards 1-8. Before PSSP: SFP, the school had four permanent classrooms against eight classes, with eight



teachers (one female, seven male) and 578 learners (268 boys, 310 girls). The number of learners who dropped out of school was 58 (30 boys, 28 girls). Six teachers walked long distances to reach the school. Two rented houses nearby outside the school campus. Community participation was low.

Teachers and learners failed to observe punctuality and the school experienced high absenteeism of both teachers and learners. Teachers made little preparation for lessons and presentations were not effectively done. Supervision of teachers in the classroom was minimal. This situation enhanced use of more teacher-centered activities than learner-centered ones, negatively affecting learner's performance.

Learners in standard 1 passed into standard 2 without being able to write their names or read short sentences and stories. Learners in standard 6 and other classes had problems with mathematics. Teachers had difficulty introducing certain topics in mathematics such as fractions, rate, ratio and proportion. TALULAR materials were inadequately used. Not all teachers observed professional ethics.

PSSP: SFP Inputs

PSSP: SFP sensitized communities, SMC, PTA, Akunjira and girl and OVC mentors on their roles. SMC and PTA and community leaders were trained in OVC support, financial management, fundraising, lobbying and school support. The school received a small grant for community-based initiatives and a SIP box for the

community to use in promoting teaching and learning in the school. MCMs did a TFD performance to surface issues affecting the school and help the community find solutions.

All teachers were trained in content knowledge and pedagogy. Teachers were also trained in early literacy strategies. PSSP: SFP trained standard I teachers in BLP/M literacy strategies as an additional subject to support PCAR. One teacher, Bonafalio Phiri, was identified and made a TALULAR trouper to assist other teachers both at school and cluster level to produce TALULAR for their lessons. Teachers were trained in module development and facilitation skills. CPDs were introduced at the school to enable teachers to share ideas and experiences that might enhance learning in the school. The headteacher and deputy were trained in school organization and management.

Achievements

Most teachers now use participatory teaching and learning methods. As a result learners are able to interact with each other. Teachers also use TALULAR materials. For example, learners in standard 2 can use place-value boxes effectively with the assistance of the group leaders. In standard 1, 50% of learners can use the materials that have been displayed on the walls.



About 70% of learners in standard I can write their names and read short sentences and stories. Teachers are conducting CPDs at school level to share ideas and learn from each other.

Headteacher training has improved cooperation among teachers and sealed the gap between school and community. Through PSSP: SFP small-grant support, the community has built three teachers' houses that have already been occupied, reducing the problem of teacher absenteeism.

The community has also constructed a two-classroom school block for 160 learners (74 boys, 86 girls). Indeed there is good cooperation between school and community. Lobbying was successfully done. Hon J. Chilinjika responded by donating 20 bags of cement, six doors and six window frames. Learners in standards 6-8 can solve mathematics problems on their own and read English. Absenteeism of learners has been reduced as parents monitor attendance of both teachers and learners. Enrolment rose from 578 in January 2006 to 775 in 2008 (365 boys, 410 girls).

Challenges

- **PSLCE** results still at stake.
- **Dropout numbers** from 58 in 2005 to 32 in 2008.
- **Three teachers'** houses against eight teachers.
- **OVC** support not done to the maximum.
- **Full adherence** by teachers to professional ethics still lacking.
- **Inadequate co-curricular activities** to enhance learning.

Recommendations

- **Teachers** should continue using skills gained from trainings and CPDs.
- **The community** should find ways of reducing learner dropout.
- **The community** and school should implement the sustainability plan to increase resources at the school and support OVCs and girls.
- **Teachers** should provide co-curricular activities to learners, such as academic clubs, to enhance learning.
- **Teachers** should continue conducting CPDs.
- **The good cooperation** between school and community should be maintained.
- **Play parks** should be maintained from time to time to encourage learner attendance and enhance team spirit amongst the learners.
- **Education officials** should encourage cluster and school-based supervision to increase classroom teacher supervision.

Nyengere

Cluster **Kawere**
Zone **Mponela**
TA **Dzoole**

Location

Nyengere school is 12 km from Mponela TDC. Travel 500 metres from the TDC. Join Kasungu-Lilongwe M1, travel 500 metres and branch to the left into Dzoole road. After crossing a drift travel 300 metres past Diliro school and branch to the right. Continue until you find the school on the right side of the road.

Key Players

Formal Team

PEA **Steven Mbindya**
AC **Lucy Banda, Redson Mainato**
HT **Mr Liwonde**
SMC Chair **Bambo Abraham Mbewe**

Support Team

ZOC **Snolia Phiri**
CL **Bambo Gregory Saveka**
MCM **Sara Chibwe**
Girl Mentor **Mayi Lucy Bisalomu, Mai Zipusa**

Background

Nyengere School was established in 1995 under CCAP Nkhoma Synod with standards 1-8. Before PSSP: SFP the school had four permanent classrooms, two teachers' houses and one incomplete school block. There were 445 learners (222 boys, 223 girls) against five teachers but little community



participation in ownership, OVC support, fundraising or financial management, and no library.

Teachers made few preparations for lessons and few prepared, used or displayed TALULAR materials in classrooms. Participatory teaching and learning methods were minimal. Full staff meetings for discussing professional issues were rare. Teachers did not share experiences or learn from each other and received little classroom support from education officials. As a result, most teachers offered more teacher-centered than learner-oriented activities. More than 65% of standard 1 learners could not write their names or read short sentences or stories by the end of the session. Learners were absent from school due to activities in the villages such as installation of

chiefs, making tombstones and market days.

PSSP: SFP Inputs

PSSP: SFP sensitized communities and trained SMC, PTA, community leaders, akunjira and girl OVC mentors in school ownership, OVC support, fundraising, lobbying and financial management. PSSP: SFP supported the school with small grants for developmental projects and the school was given a SIP box and library books. Through the MCM program, TFD performances were done. All teachers were



trained in content knowledge and pedagogical skills including early literacy strategies, module development and facilitation skills. Teachers in standard I were also trained in BLP/M to support PCAR. PSSP: SFP assisted in supervision by observing lessons, identifying teacher strengths and challenges and finding the way forward. PSSP: SFP also conducted CPD trainings. Teacher Alex Chirwa was identified as a local trouper for TALULAR. The headteacher and his deputy were trained in school organization and management.

Achievements

About 80% of teachers are using participatory teaching and learning methods and learners work together in groups. Most classrooms have been furnished with TALULAR materials. When introducing a lesson, teachers now use such materials especially in mathematics. This indicates that teachers are going to school prepared. Teachers have been developing modules on their own and conduct CDP trainings following their plan. The school has capable teachers who facilitate. Most learners in standard I are able to write their names and read short sentences.

Parents have built three teachers' houses with support from the PSSP : SFP small grant. The community has also built a library, and books have been donated. Two teachers' houses have been occupied, one by a student teachers, the other by a

teacher who used to walk 12 km from Mponela. It has been a relief to him, and his absenteeism has been reduced.

Although Kawere cluster has no supervision head, Alex Chirwa, the TALULAR trouper, together with the rest of the troupers in the cluster made and implemented a supervision plan and wrote a report to the PEA. This indicates that local MTTT in Kawere cluster is being sustained and this activity has resulted in more teacher supervision in term 3. If this continues, teacher and learner performance is likely to improve. Apart from sensitization meetings, installation and use of play parks also assisted in raising enrolment from 445 in January 2006 to 614 in November 2008.

Some teachers adopted the idea of keeping portfolios for learners as part of assessment. Learners in standards 5 and 6 are given extra lessons after classes as a way of improving learner performance.

Challenges

- **PSCLE results** are still unsatisfactory.
- **Pupil dropout** numbers are too high.
- **Six classrooms** for eight classes remains a problem.

Recommendations

- **Teachers** should continue working hard to improve performance of learners in all classes.
- **The SMC** should lobby for external support to increase infrastructure and support OVCs.
- **The SMC and the community** should implement their sustainability plan.



Samuel

Cluster **Dzoole**
Zone **Mponela**
TA **Dzoole**

Location

Samuel school is 17 km from Mponela TDC. From the TDC, travel 500 metres. Join Lilongwe-Kasungu MI. Travel another 500 metres past INDE Bank. Branch to the left into Dzoole road. After covering 10 km as you approach Mpatsha school go to the right. Soon after crossing a concrete bridge move 100 metres, turn left. Make another left turn after covering about 4 km. Cross a wooden bridge and cover another 1 km, and you are at the school near the trading centre.

Key Players

Formal Team

PEA **Mr Steven Mbindya**
A.C **Redson Mainato, Lucy Banda**
CDA **Mr Liwonde**
HT **Jesson Ackson**
SMC Chair **Bambo Kathewera**

Support Team

ZOC **Snolia Makata**
MCM **Zebulon Alikanjero**
CL **Bambo Jonas Njoka**
Girl Mentors **Mayi Kapudzula, Mayi Mtenje**

Notable Champions

Hon **J.C Chilunjika**



Background

Samuel School was established in 1930 under CCAP Nkhoma Synod. It has standards 1-8. Before PSSP: SFP the school had six classrooms with two other small rooms for staff. It had one permanent house and two temporary houses. Part of the school block was in a bad condition and required rehabilitation. This school had six teachers against 418 learners (269 boys, 249 girls). The number of learners who dropped out of school was 120 (58 boys and 62 girls), almost 30%. Pupil attendance was 40%, meaning absenteeism was acute. Teachers were not much aware of the teacher's code of professional ethics, performing duties negligently and being often absent. School activities were not done in time. Classes started late. Teachers' work was not checked and teachers rarely prepared for lessons. Teaching



was teacher-centred. Learners were denied the chance to interact with each other.

About 70% of standard 1 learners passed into standard 2 without being able to write their names or read short sentences and stories. Those in the upper classes could not read passages written in English fluently or solve mathematical problems. Production, use and storage of TALULAR was minimal. Teachers had little chance to come together and share experiences or learn from each other and were rarely supervised by education officials.

Community participation was limited, though parents complained about performance of their learners in the school. Upkeep of the school grounds and latrines was given little attention.

PSSP: SFP Inputs

PSSP: SFP trained all teachers in pedagogical skills and content knowledge and offered assistance in early literacy strategies. All standard I teachers were trained in BLP/M, which supports PCAR. PSSP: SFP also increased classroom teacher supervision to help teachers identify their successes and challenges and improve their teaching. Guidance and counseling was done for some teachers. School-based CPDS were introduced in the school. Teachers were trained in module development and facilitation skills. The school was also supported with MTTT intervention. Two teachers went on an education visit to Chinkhoma and Lisasadzi to see what their colleagues had been doing, share experiences and learn from each other. Headteacher and deputy were trained in school organization and management to help them run the school smoothly. PSSP: SFP also revived academic clubs.

PSSP: SFP identified two teachers with best practices and made them troupers. Community, SMC and PTA were sensitized and trained in school ownership, lobbying, fundraising, financial management and OVC support. The school was

provided with a SIP box as a starter pack and small grants to support community-based initiatives. The MCM established a play park for learners to use before and after classes. PSSP: SFP also trained Akunjira and girl OVC mentors to support education in the area.

Achievements

Dropout rate at the school has been reduced by about 50% (from 120 to 66). The number of teachers has risen from six to eight (one female, seven male). Enrolment rose from 419 in 2006 to 647 in 2008. About 80% of teachers use participatory methods, so learners can interact and learn from each other. Most teachers produce and use TALULAR materials during lesson presentation. Teachers conduct school-based CPDs at which they share experiences and knowledge to improve learning. About 70% of standard I learners can write their names and read simple words and sentences. Learner attendance has improved with assistance from Akunjira, who monitor learner attendance and escort learners to school. A quiz club is functioning, with 35 boys and 40 girls. This helped 30 boys and 18 girls do well in their terminal tests. The community is building four teachers' houses to reduce unnecessary teacher absenteeism and improve punctuality among learners. One house is occupied while the other three are under construction. Akunjira influenced the construction of those three teachers' houses.

The community has completed a school block that stood dormant for more than 10 years. Using lobbying skills from PSSP: SFP, the community approached the MP of the area for assistance, and earlier lobbied for roofing materials to rehabilitate part of a school block that had its roof blown off. The MP, Hon. J Chilunjika, assisted and the block has been rehabilitated. Through the MCM program, Katema youth club brought back to school five girls and four boys who dropped out in 2005.

Challenges

- **Poor PSCLE results** are still a challenge.
- **Relations** between community and headteacher are poor.

Recommendations

- **The DEM** should consider changing leadership of the school for improvement.
- **Teachers** should work hard in all classes to improve.
- **Education officials** should encourage school-based supervision and CPDs to ensure effective teaching and learning in the school.
- **The school** and the SMC/PTA should implement the sustainability plan.



Chambidzi

Cluster **Mtsilo**
Zone **Chimungu**
TA **Dzoole**

Location

Chambidzi School is 3 km southeast of Chatewa Trading Centre, which is some 17 km from Mponela along Mponela–Ntchisi Old Road.

Key Players

Formal Team

PEA **Ellisie Mzale**
AC **Ephraim Malliam**
HT **Fixon Chimpeni**
SMC Chair **Mr Maduka Mwale**

Support Team

ZOC **John Mwale**
CL **Mr Lawrence Chimwala**
MCM **Khumbize Singo**
Girl Mentor **Mayi Suzeni Chiwayu**

Notable Champion

Honourable **Kadzako MP**

Background

Chambidzi School was established in 1977 under the proprietorship of CCAP Nkhoma Synod. The school has standards 1-8. When PSSP: SFP started in 2006, Chambidzi school had four permanent classrooms, three semi-permanent teachers' houses and five pit latrines. The eight teachers (three females, five males) chose to come to school sporadically and did not prepare lesson plans and TALULAR. This resulted in increased learner



absenteeism and poor learner performance. SMC members and community leaders showed no interest in most of the school-development activities. Enrolment stood at 530 (330 boys, 200 girls). Only eight standard 8 learners (three boys, five girls) were selected to Community Day Secondary School for Form 1. Only 40% of standard 1 learners were able to read and write their own names at the end of their first school year. Records also showed that the school was not adequately supported by education officials. Teachers met together only during staff meetings, which were rarely conducted. Only two teachers resided at the school. Teacher tardiness and absenteeism was very high. All this contributed to almost 40% of learners dropping out.

PSSP: SFP Inputs

PSSP: SFP sensitized the community members and trained the SMC on their roles. It also supported them with small grants. All teachers were trained on participatory teaching methods and helped with subject content, writing of modules and organizing and conducting school-based CPD workshops. The project also identified the school as one of the “assessment” schools. Local teacher training trouper approaches in teaching were demonstrated at the school. The headteacher was appointed one of the MTTT supervisor heads in the cluster. Through MCMs, PSSP: SFP introduced various academic clubs and play parks. PSSP: SFP also donated 260 IBB library books to the school.

Achievements

With the help of small grants, the community rehabilitated three teachers' houses and bought sewing machines and tinsmithing materials. Community members started teaching their children various vocational skills, such as tailoring, knitting, and tinsmithing. A paraffin pump and growing maize for helping the OVCs were initiated. Through SMC, the community lobbied for the construction of eight more classrooms and one teacher's house from World Vision and a headteacher's house from MASAF.



Teachers started preparing for their lessons, making plenty of teaching materials and using a variety of participatory teaching methods and TALULAR materials. Because of the favourable learning environment, enrolment rose from 500 (275 boys, 225 girls) in 2006 to 720 (334 boys, 386 girls) in 2008. The rate of standard I learners able to read and write their names words and short phrases

in the 3rd term is now at 80%. Form I selection also improved from eight (three girls, five boys) in 2006 to 24 (12 girls, 12 boys) in 2007. Most of the learners and teachers have also developed a reading culture. Twenty-five girls and 20 boys (OVCs) were assisted with sales of produce and paraffin. Twenty learners (nine girls, 11 boys) have acquired skills in tailoring knitting, weaving and tinsmithing. Because six teachers are now

residing at the school, their late arrivals and absenteeism have been reduced.

Challenges

There is a misunderstanding with three village heads who want to open their own school. They prefer doing development activities for their new school rather than for the old school.

Recommendations

- **Education officials** should intervene on the issue of the new school to be opened.
- **Teachers** should continue with school-based CPDs and teamwork.
- **The community** should continue constructing teachers' houses so all teachers operate from the school to further reduce late arrivals.
- **Vocational skills** and IGAs should continue so more OVCs can be assisted.



Chimungu

Cluster **Chimungu**
Zone **Chimungu**
TA **Dzoolo**

Location

Chimungu School is at the TDC, 13 km from Mponela Trading Centre, along the old Ntchisi road.

Key Players

Formal Team

PEA **Ellisie Mzale**
AC **Ephraim Malliam**
HT **Meharey Bandawe**
SMC Chair **Maduka Mwale**

Support Team

ZOC **John Mwale**
CL **Benson Kachisa**
MCM **Alfred Pemba**
Girl Mentor **Mayi Mwale**

Notable Champion

Hon. Kadzako, M.P.

Background

Chimungu Full Primary School was established in 1909 by the CCAP Nkhoma Synod. In 2006, the school had eight classrooms (four permanent, four semi-permanent), one dilapidated small staff office, seven poorly maintained teachers' houses and 14 temporary pit latrines. There were 14 teachers (two women, 12 men) and 974 learners (498 girls, 476 boys). Teachers' absenteeism rate was 20% and that of learners was 38%. The SMC rarely met to discuss school activities. The average number of lesson plans prepared by teachers was two to three per teacher per day. Most of the teaching was teacher-centered. Teachers made or used very little TALULAR. Most learners from standards 1 to 3 were not able to read and write their own names by end of the school year. About four out of every 10 school-aged children stayed at home helping their parents in the tobacco fields.



PSSP:SFP Inputs

PSSP: SFP started its activities by sensitizing community leaders, SMC/PTA and teachers on the need for all stakeholders to play a part in the school to achieve high quality education. Nine SMCs were trained who, together with community leaders, introduced village registers to track pupil school attendance. PSSP: SFP also trained all 12 teachers on pedagogical and subject content, through cycle and teacher conference trainings. The head teacher and two standard 1 teachers were trained in early literacy strategies using BLP/M approaches. Teachers participated in local MTTT activities at the school. PSSP: SFP also guided the school on how to write modules and conduct and report school-based continuous professional development (CPD) trainings. PSSP: SFP provided the school with 236 library books.

Achievements

Teachers began working as a team, helping one another. The school organized and conducted, on average, two school-based CPD trainings per month. These INSETS or in-service trainings have turned teachers into self-starters who are

committed to their teaching. Ninety percent of standard I learners now can read and write their names and Chichewa words and phrases. Of these learners, 30% can read Chichewa newspapers and Chichewa books for standard 1, 2, 3 and 4. Standard 6 learners such as 12-year-old Kafera can express themselves fully in English as well. Using funds provided through the PSSP: SFP small grant, the school's communities built a spacious head teacher's and staff office. The school's new, more conducive, learning environment has resulted in improved pupil performance in every class including standard 8. While Form 1 selection of boys remained roughly the same from 2006 to 2007, the number of girls selected doubled from 10 to 20. Many learners now borrow and read library books — so many that the school earned a prize of additional IBB books from PSSP: SFP. To crown it all, one will find TALULAR and participatory teaching methods used in every classroom at the school.



Challenge

Not all village heads

participate, as they fail to come to development activities when invited.

Recommendations

- **Sensitization** of community leaders must be ongoing so school achievement can continue.

- **Both teachers and community** must encourage learners to continue to improve their academic performance.

- **The PEA** should use the school as a role model for the other schools in the zone to encourage improved learner performance at other schools.



Chivutwe

Cluster **Tchawale**
Zone **Chimungu**
TA **Dzoole**

Location

Chivutwe School lies 13 km east of Mponela Trading Centre. Following Mponela-Ntchisi road, one travels past Tchawale school. After 1 km, turn right. Keep to the right and pass through a village, across a stream and another 100 m or so to reach Chivutwe School.

Key Players

Formal Team

PEA **Ellisie Mzale**
AC **Ephraim Malliam**
HT **Mushions Mwanza**
SMC Chair **Bambo Katete**

Support Team

ZOC **John Mwale**
Cluster Leader **Mayi Malata**
MCM **Archangle Petro**

Notable Champion

GVH Kampote

Background

Established in 1993 by LEA, the school has developed from standard 1 through 6. Before PSSP: SFP in 2006, Chivutwe had three teachers (one female, two males) against 409 learners (250 boys, 159 girls). Only one teacher was accommodated at the school. There were also four permanent classrooms, but only two teachers' houses, one of which was not completed. Ten permanent pit latrines were



available. Because of insufficient classrooms, standard 2 was using the church and standard 6 was learning under a tree.

The relationship between the community and the teachers was not cordial, because the community members alleged that their children were not learning at school. Teachers came to school without lesson plans and sometimes left early. In the classroom, learners showed little interest in their lessons. The general performance of the school was not very admirable. Vandalism and theft of school property was common, but very little action was taken. As a result no track of the culprits was made. All these demotivating factors resulted in about 30 percent of learners dropping out.

PSSP: SFP Inputs

PSSP: SFP sensitized the community on the need for ownership of the school. SMC was trained on its roles of financial and school management. Small grants of MK18,500 were issued to the school to support the construction of additional teachers' houses. Teachers were trained in subject content, knowledge and pedagogical skills so that teaching and learning would improve. The school was identified and used as a first MTTT school, where teachers were given various skills of teaching reading and other subjects. Play parks and various academic clubs, such as quiz and reading clubs, were established in the school to keep learners busy during free time and, at the same time, learning specific skills.

Achievements

The community constructed four more teachers' houses. Because of the availability of accommodation, three additional teachers were posted to the school, making a total of six (two females, four males). The school's enrolment increased slightly from 409 in 2006 to 464 (251 girls, 213 boys) in 2008. Some teachers motivated themselves and started working without constant supervision. One example is Teleza Kapangama, a standard 2 teacher who uses a variety of participatory teaching methods. She has transformed her class to become one of the best in the school. Her learners follow instructions and read and write well.

Group Village Head Kampote mobilized his subjects and, with the help of small grants, constructed four more teachers' houses. Because of the houses, more teachers now want to go to the school. At present four of the six teachers operate from the school. Teachers absenteeism has been reduced. The community also lobbied Hon. Kadzako MP for the construction of CBCC centre, which is at foundation level. When completed, the centre will reduce the problem of enrolling underaged learners. The SMC also lobbied for external support from Hon. Kadzako to help with the construction of CBCC centre.

Vocational skills have also been initiated in the school. So far, three boys and one girl have



acquired the skill of making tins. The 16 Village Heads led by Group Village Headman Kampote also embarked on moulding bricks, which they want to use to construct additional classrooms. Now 250,000 bricks have been moulded and are ready.

Challenges

- **More classroom support** is needed.
- **Absenteeism** and tardiness.

Recommendations

- **More sensitization** and support to be given to the school administration.
- **Participatory teaching** methods by teachers should be maintained.
- **Teachers** doing well in the classroom should be used as role models so that others learn from them.

Kabulungo

Cluster **Chimungu**
Zone **Chimungu**
TA **Dzoole**

Location

Kabulungo School is situated to the northeast of Mponela Trading Centre. To reach the school, start from Mponela along M1 to Kasungu. Travel to Mponda Trading Centre 8 km from Mponela, turn to the east and travel another 8 Km.

Key Players

Formal Team

PEA **Ellisie Mzale**
AC **Ephraim Malliam**
HT **Paul Cheyo**
SMC Chair **Bambo Mkolongo**

Support Team

ZOC **John Mwale**
CL **Bambo Kachisa**
MCM **Alfred Pemba**



Background

Kabulungo School, developed up to standard 8, was established in 1976 under the proprietorship of Lilongwe Diocese. In November 2006 the school had seven teachers (one female, six male). There were six classrooms, four permanent and two semi-

permanent; a small, dilapidated head teacher's office; and six tiny pit latrines rarely used by learners for fear of falling in because they had big holes. SMC did not meet to discuss school issues and the G.V.H. relied on government for all school-development activities. There were six teachers' houses, four requiring major repairs. Dropout rate was high at 40% especially for OVCs because no one took the responsibility of assisting or encouraging them to remain in school. Teachers taught without lesson plans and use of TALULAR materials, for learner-centered teaching methods were not known by teachers. Standard 1 and 2 learners could not read Chichewa words. The school registered with National Library of Malawi but did not make use of it. The performance of learners was below average. About 35% of learners preferred staying at home over going to school because home was more



interesting and beneficial than school. The 11 boys and girls selected to secondary school in 2006 went to Community Day Secondary School (CDSS).

PSSP:SFP Inputs

All seven teachers were trained in participatory teaching methods and skills in producing and using TALULAR were imparted, to make teaching and learning simple and beneficial to learners. Classroom reference materials such as posters, books, pencils and a SIP box were issued to the school to improve teaching and learning and encourage learners to work even harder in class. In 2006 and 2007, the school received small grants to support the community in school-development activities. Play parks and vocational skills such as tailoring, tinsmithing and weaving were introduced. The school was also supported with 2,163 books to help learners, teachers and others develop a reading culture.

Achievements

The community constructed an admirable and spacious staff office and 10 new pit latrines with the help of small grant. The community also roofed the library out of its own pocket. Now teachers have enough room to prepare lessons and keep their books. The library also provides learners, teachers and the community a reading environment. A two-classroom block is under construction, which when finished will reduce the classroom shortage and give learners a better learning environment. Parents volunteered



to help teach tailoring, weaving and tinsmithing skills for learners. Fifteen girls and 20 boys are now able to earn a living using these vocational skills. Akunjira also influenced members of the community to turn up for molding bricks and other school developmental activities under the leadership of Bambo Kambalame. Teachers now go to school well prepared and produce and use TALULAR materials with



creativity, especially in Mr. Makamula's and Mr. Sani's classes (standards 1 and 6 respectively). These interventions have helped learners improve in reading, writing and speaking English. Selection to form one in 2006 and 2007 saw some of the boys and girls advance to boarding schools, as opposed to 2005 when all candidates selected for form 1 went to CDSS. Form 1 selection in 2006 was nine girls and 11 boys and in 2007 seven girls and 13 boys.

Challenge

- **Old, small teachers' houses** mean teachers can't buy more household goods.

Recommendations

- **The community** keep constructing teachers' houses.
- **Encourage teachers** to continue working as a team, use participatory teaching methods and build learners' English skills.

Kanyangala



Cluster **Kanyangala**
Zone **Chimungu**
TA **Dzoole**

Location

Kanyangala School is 12 km east of Mponela Trading Centre. Take Ntchisi road and turn right immediately after crossing the Kasangadzi bridge. Go past Malambo School to Makwani, then turn right and travel another 2 km to the school.

Key Players

Formal Team

PEA **Ellisie Mzale**
AC **Ephraim Malliam**
HT **Wesley Maseko**
SMC Chair **Bambo Mkolongo**

Support Team

ZOC **John Mwale**
CL **Bambo Kambalu**
MCM **Msaiwale January**
Girl Mentor **Mayi Tsoka**

Notable Champion

Honourable **Evance Kadzako MP**

Background

Kanyangala School was formally established in 1902 under CCAP Nkhoma Synod. The school has standards 1-8. In 2006, the school had nine teachers (one female, eight males) and eight classrooms, all permanent. There were eight teachers' houses (four semi-permanent, four permanent). Of these, three needed major repairs. The SMC was not active and never took interest in matters affecting how children were learning at school. Among the teachers, 80% taught without lesson plans. Most of the teaching and learning was

teacher-centred. Two teachers operated from Mponela because accommodation was not available at the school for them. A week never passed without two or more teachers being absent from school. The school was rarely visited by Education officials. More children of school-going age preferred staying at home helping their parents in tobacco fields than going to school. Form I selection in the year 2006 was 20 (11 boys, nine girls). Most girls stayed away from school for a week or more during wedding ceremonies. Gule Wamkulu also forced many boys to stay away from school.

PSSP: SFP Inputs

PSSP: SFP trained SMC/PTA on financial management and lobbying skills. The school was also assisted with small grants to help launch school initiatives. Akunjira were trained to use their influence to improve learner attendance. The teachers were trained in pedagogical skills



and subject content, skills of writing modules, conducting school based CPD trainings, and creating and using TALULAR materials for their lessons. The headteacher and two standard I teachers were equipped with BLP/M knowledge and skills to improve early literacy levels in standard I learners. The project also identified and used Kanyangala School as a project impact assessment school and for MTTT approaches in teaching. The headteacher was also trained in supervisory skills, so he could help other headteachers in the cluster with their supervision skills.

Achievements

Using the inputs above, the school was transformed. Among the teachers, 95% are now producing and using TALULAR materials, which results in improved learning for the pupils. The school won a prize from the zone because it experienced no teacher absenteeism during 2007 school sessions. Ninety% of teachers now use participatory teaching methods and TALULAR when teaching.

The community assisted the MCM to establish various academic clubs and play parks, which attracted more learners to come to, and to stay in, school. With the help of the small grants, Kanyangala community built two good permanent teachers' houses and four more pit latrines. They also lobbied for 60 iron sheets and other roofing materials from Hon. Evance Kadzako, MP,



which they used to repair the three existing teachers' houses. All teachers are now operating from the school. Because of BLP/M approaches, 75% of standard I learners are able to read and write simple words, including their names. Pupil attendance has improved from 65% to 85% because Akunjira encourage children from different villages to go to school.

Challenge

Seven teachers against 10 classes (630 learners), making a ratio of 1:90, is high.

Recommendations

- **Teachers** should continue with school best practices and school-based trainings.
- **The DEMs** office should look into the problem of staffing at the school.
- **The community** should continue assisting the school in vocational skills.

Kolowilo

Cluster **Chimungu**
Zone **Chimungu**
TA **Dzoole**

Location

Kolowilo School is 5 km north of Chimungu Trading Development Centre. To reach the school from Mponela Trading Centre, go toward Ntchisi, turn left at Nyongani Trading Centre. Follow the old Ntchisi road, cross Chimungu dam, then turn left and travel 4 km to reach the school.

Key Players

Formal Team

PEA **Ellisie Mzale**
AC **Ephraim Malliam**
HT **Abraham Mtelemuka**
SMC Chair **Bambo Lungu**

Support Team

ZOC **John Mwale**
CL **Bambo Kachisa**
MCM **Alfred Pemba**
Girl Mentor **Mayi Mapiri**

Notable Champion

GVH Nyonyo

Background

Kolowilo School was established in 1996 by CCAP Nkhoma Synod and runs standards 1-8. At the beginning of PSSP: SFP in 2006, the school had eight teachers (one female, seven males). With only two permanent classrooms, the other six classes attended lessons in the church, under trees and in an uncompleted



two-classroom block. There were no teachers' houses. Four dilapidated pit latrines were available. Because of the nature of the pit latrines, 75 percent of the children helped themselves in the nearby bush. Enrolment was 502 (270 girls, 232 boys). SMC and village heads were not on good terms; as a result, school development activities and teaching and learning moved slowly. All teachers were commuting to school daily, which led to teacher absenteeism and late arrivals. Most teachers used to line up children when marking. The teaching itself was boring to learners, signified by the increased learner absenteeism rate in the school. Learners as advanced as standard 6 could hardly read a standard 3 English book. Teachers taught without lesson plans, without TALULAR materials and often used question-and-answer and lecturing teaching methods.

Three learners with special needs were rarely attended to. These problems resulted in learners' general performance being very low. Form 1 selection was five learners (three girls, two boys), all to CDSS.

PSSP: SFP Inputs

PSSP: SFP trained all teachers in pedagogical strategies and in subject content, especially in mathematics, English, science and BLP/M. A small grants was issued to the school to support the construction of teachers' houses and start vocational skills. Before this, SMC and Village Heads were regularly sensitized on the need for working as a team. SMC was also trained in financial and school management. To encourage learners and teachers to work hard, PSSP: SFP donated a SIP box full of incentive materials. TFD was also carried at the school with a focus on absenteeism of both teachers and learners.



Achievements

Many of the achievements at this school are community-based with very little change in the professional side. With the support of small grants, two teachers' houses have been put up. At least one teacher is residing at the school. SMC and village heads lobbied for 56 iron sheets and 10 kg of nails from Hon. Evance Kazako to roof the two-classroom block. GVH Nyonyo offered his oxcart to ferry sand for the construction of the two teachers' houses. SMC again lobbied for the construction of 12 permanent pit latrines from UNICEF. Hygiene is now fostered at the school because learners use pit latrines instead of the bush.

One of the teachers, Morious Chiusiwa, has become inspired. He is creative, active and admirable. This teacher tried to involve and assist learners with special needs, such as Siyeni, a deaf standard 7 girl. Although all

the teachers participate in the various trainings supported by PSSP: SFP, implementation is still very low. Apart from Mr Chiusiwa, most teachers still seem not to have changed their mindset.

The administration itself seems not to be interested in the project activities. As a result, very little progress is taking place at this school. Most of the learners, especially in junior and senior classes, can hardly express themselves in English and fail to read their books fluently. Standard 8 zonal mock results also revealed that the school is still very low. Form I selection in 2007 was zero. However a few standard I learners are able to read and write their names because of BLP/M approaches.

Challenges

- **Two teachers' houses** are ready but only one is occupied.

Recommendations

- **Increased motivation,** sensitization and encouragement should be done for teachers and especially administration.
- **Teachers** who are doing well should be used as role models in the school.
- **Teachers and learners** should have an interschool visit so that they learn from others.

Longwani

Cluster **Tchawale**
Zone **Chimungu**
TA **Dzoole**

Location

Longwani School lies to the northeast of Mponela Trading Centre. To reach the school, take Mponela–Ntchisi tarmac road, travel to Nyongani Trading Centre which is 4 km away from Mponela. Turn left and go another 4 km on an earth road to reach Longwani School.

Key players

Formal team

PEA **Ellisie Mzale**
AC **Ephraim Malliam**
HT **Francis Kaliyati**
SMC Chair **Bambo Stolo**

Support team

ZOC **John Mwale**
CL **Mayi Malata**
MCM **Arch Angle Petro**
Girl Mentor **Mayi Mchawa**

Background

Longwani School was founded in 1930. It is under Lilongwe Diocese and has standards 1-8. In 2006, the school had seven teachers and enrolment of 641 learners (301 girls, 340 boys). There were six classrooms, two permanent and four semi-permanent. Standard 4 and 5 learners received their lessons under the tree. With no teachers' houses at the school, all the teachers operated from Mponela Trading Centre. As a result, teacher's late arrivals and



absenteeism ran very high. Vandalism of the school equipment by some members of the community was very high. Village heads and SMC took no action on such issues, thus depriving learners from achieving in their lessons.

As in many other schools, Gule Wamkulu discouraged both boys and girls from going to school. Most teachers were teaching without lesson plans and had little knowledge of active participatory teaching methods. Teachers' zeal to work hard in classes was also very low. Because of this, some learners moved away to Tchawale and Chimungu Schools. Enrolment was getting lower and lower. Generally performance of learners in lessons was very low.

PSSP: SFP Inputs

SMC and the general public were sensitized through TFD that focused on poor standard of learning and poor working spirit in both teachers and community members. SMC and PTA were trained on lobbying skills and financial and school management. The school was supported with small grants for buying vocational training equipment and doing construction work. Teachers were trained in various participatory teaching and learning methods and equipped with skills for producing and using TALULAR in their everyday teaching work. They were also trained in how to prepare modules to use during school-based CPDs and cluster conferences.

Achievements

SMC and GVHs mobilized their people and, with the help of small grants, started constructing two teachers' houses, which are now at finishing level. They also lobbied for construction of one teacher's house and a CBCC centre from World Vision and one more teacher's house from MASAF. The headteacher is now accommodated at the school and soon three more teachers will be operating from the school. This will reduce teachers' late arrivals and absenteeism. The CBCC centre will start its services very soon, which will solve the problem of enrolling underaged learners at the main school. After sensitization, vandalism of school equipment stopped. The SMC also used part of the small grant to buy a sewing machine and tinsmithing materials. They then initiated tailoring, knitting and tinsmithing, and some parents of good will volunteered to teach learners these skills. So far 15 boys and 10 girls have acquired skills in either tailoring, knitting or tinsmithing. The school raised MK1,200 from school uniform sales and MK5,000 from pail sales. Six OVCs have been assisted with school uniforms and 11 more OVCs have also received soap, pens, and books, which has reduced the OVC drop-out rate. The headteacher, Mr Francis Kaliyati, was identified as a facilitator and local trouper supervisor head for Tchawale cluster. Mr Kaliyati has become a chief campaigner for PSSP: SFP activities. His school won a certificate in the 2007 PSSP: SFP zonal award as



the most changed school. Learners now show great improvement in various subjects and have started liking the school. Absenteeism in learners has been reduced.



Challenges

GVH Njoka and GVH Mbeza argue over whose area the school belongs to. This has negatively affected school development activities.



Recommendations

- TA Dzoole should intervene on the school struggle for ownership between GVH Njoka and GVH Mbeza.
- Vocational skills training should continue after the project stops its services.
- Teachers should continue using participatory teaching methods and using TALULAR materials during lessons.
- The community should continue constructing teachers' houses.



Mafosha

Cluster **Mtsilo**
Zone **Chimungu**
TA **Chakhaza**

Location

Mafosha School lies 18 km east of Mponela Trading Centre. To reach the school, take Mponela-Ntchisi road, travel to Mtsilo school, continue on the same road for about 200 m and then turn left. Travel for about 5 km to Mafosha School.

Key Players

Formal Team

PEA **Ellisie Mzale**
AC **Ephraim Malliam**
HT **Leffan Msabwera**
SMC Chair **Bambo Nthala**

Support Team

ZOC **John Mwale**
CL **Bambo Chimwala**
MCM **Khumbize Singo**
Girl Mentor **Mayi Chitedze**

Background

Established in 1965 under CCAP Nkhoma Synod, Mafosha School runs standard 1-8. In March 2006, Mafosha had 434 learners (233 girls, 201 boys) and eight teachers (two females, six males). There were six classrooms, four permanent and two semi-permanent. Two remaining classes were using the church. The school had five temporary teachers' houses. Because of the lack of accommodations, two teachers were operating from outside the school, which caused higher



levels of teacher absenteeism and late arrivals. The SMC were meeting about once in a term. Everyone thought education issues at their school were the responsibility of the teachers and the Ministry. Most of the boys were more occupied with Gule Wamkulu than school. Girls too could stay away from school for a week or so doing wedding rehearsals. To the general public, all that was normal, because most of them considered school a waste of valuable time for their children. Teachers went into classrooms with very little or no lesson preparation. Teachers commonly administered corporal punishments, which was another cause for learner dropout.

PSSP: SFP Inputs

SMC was trained in school and financial management. They were also equipped with lobbying skills, communication skills and ownership roles of their school. The school was also supported with a SIP box and 125 library books. Small grants were issued to the school to help them in construction work and learner incentives.

PSSP: SFP also trained all the teachers in subject content and participatory teaching methods. Standards 1 and 2 teachers and the headteacher were exposed to BLP/M approaches in teaching early literacy, while three others were trained and used in the local trouper programme. TFD was conducted at the school, with discussion focusing on "Why increased girl dropout?" and why pupils failed to read and write until after standard 4.



Achievements

Soon after trainings, the SMC mobilized all 10 village heads to come up with an action plan. One more teacher's house was then constructed, using part of the small grant to roof it. The other part of the small grant was used to buy a sewing machine and tinsmithing materials. Parents and teachers jointly started training learners on tailoring, tinsmithing and knitting skills. Soon a number of learners developed interest and started acquiring the skills. Six (four boys, two girls) learned tailoring, six boys learned tinsmithing, four boys learned carpentry and five girls learned knitting. Sales of the school uniforms raised MK600. All the learners who were discouraged by Gule Wamkulu and wedding rehearsals stopped their practice and joined one of the vocational skills and school clubs. Learner performance during lessons improved while learner absenteeism and drop-out were

reduced. The community has lobbied for the construction of one teacher's house from MASAF, which is about to be completed. The accommodation problem will soon be reduced. The senior school staff introduced a lesson plan checklist to track the number of lessons each teacher prepares. This resulted in better coverage of the school syllabus and full-time learning for children.

Teachers stopped all forms of corporal punishment. Instead, they involved learners fully in their lessons. In standards 1, 2 and 3, close to 75% of learners now are able to read and write fluently at their level. The attractive and conducive learning environment created has resulted in improved learner enrolment from 424 (223 girls, 201 boys) in 2006 to 433 (227 girls, 206 boys) in 2008 representing a 2.3% increase. Form I selection also improved

from five (two girls, three boys) in 2006 to nine (two girls, seven boys) in 2007.

Challenges

- **Some village heads** do not turn up for school developmental activities.
- **There is staffing problem** with only six teachers against eight classes, a 1:72 ratio.

Recommendations

- **The group village head** should take action on village heads who discourage attendance at school-development activities.
- **Education officials** should consider posting additional teachers to the school.
- **Teachers** should be encouraged to continue using participatory teaching methods and using TALULAR materials in their lessons.
- **SMC/PTA** should implement its plan of action.

Mauni

Cluster **Kanyangala**
Zone **Chimungu**
TA **Dzoole**

Location

Mauni School lies east of Mponela Trading Centre. It is 20 km from Mponela. Traveling along Mponela-Ntchisi road, cross the Kasangazi river, immediately turn right, and travel past the Malambo School and then Makwani village. From there, go straight for about 3 km and turn left, traveling about 4 km more to the school.

Key Players

Formal Team

PEA **Ellisie Mzale**
AC **Ephraim Malliam**
HT **Tony Chimbalu**
SMC Chair **Bambo C Tilawe**

Support Team

ZOC **John Mwale**
CL **Bambo Kambalu**
MCM **Msayiwele January**

Background

Mauni School was established in 1972 under CCAP Nkhoma Synod and has standards 1–8. When PSSP: SFP started in Dowa District, the school had



eight teachers (two females, six males) against 487 learners (270 girls, 217 boys). There were six classrooms (four permanent, two semi-permanent) and six teachers' houses. The school had four pit latrines for the 487 learners. SMC was less active. Because of inadequate classrooms, two classes attended lessons in the church. Inadequate pit latrines forced some of the learners to help themselves in the bush. Among the teachers, 85 percent went to school unprepared and taught using teacher-centred approach, including lecturing and question-and-answer methods. No CPDs were taking part; no play parks were available. Records also showed very rare support by education officials. Among learners, 70 percent were not able to read and write Chichewa even up to standard 4. Absenteeism of learners was 40 percent, while that of teachers was 30 percent.

PSSP: SFP Inputs

PSSP: SFP trained all the teachers in content knowledge, participatory teaching and learning methods, facilitation and TALULAR production skills and writing subject modules for effective teaching and learning.

A small grant was issued to support the community in the construction of a two-classroom block and one teacher's house. MCM established play parks and clubs, such as reading, mathematics, science, and quiz, to enhance the culture of reading and improve social interaction during school activities. SMC and Akunjira were also trained on their roles and how they could use their influence to improve education in their school. Mr Richard Mkanthama and Mr Clement Sam were also trained as local troupers to maximize school-based supervision and support for teachers.



Achievements

All eight teachers have transformed from having an antagonistic culture to a receptive culture using new teaching and learning innovations, such as preparing their lessons before teaching and accepting fellow teachers to observe them teaching. Among standard I learners, 60 percent can read and write simple Chichewa words and their names by end of second term. In standards 5–8, 40 percent are now able to interact freely among themselves in both Chichewa and English during activities like quiz, press conference and writing short stories. Akunjira have started constructing four additional toilets and escorting learners to school. Two classroom blocks have been put up by the community with the help of a small grant. Standards 3 and 4 now attend their lessons in comfort in these new

classrooms. One more teacher's house has been constructed and shortly one more teacher will move from the nearby village into the school compound. The relationship between teachers and learners is now cordial, so there is no longer unrealistic and unfair punishment in the school. This has reduced absenteeism of learners from 40 percent down to 15 percent. In their lessons, 75 percent of teachers now use active participatory teaching and learning methods, such as group work, role playing, observation and reporting. This has improved the four language skills and computation of numbers in about 65 percent of learners. Learners are also able to apply knowledge gained at school, for example, on health, hygiene and various life skills, to real-life situations in their homes.

Challenge

Communities don't sufficiently support teaching vocational skills at the school because they would like to be paid for training pupils.

Recommendations

- **More sensitization** should be done to communities on the need for supporting vocational skills in the school.
- **Teachers should continue with good classroom practices**, such as prior lesson preparation.
- **Akunjira should be encouraged** to continue supporting school activities.



Miwale

Cluster **Kanyangala**
Zone **Chimungu**
TA **Dzoole**

Location

Miwale School lies east of Mponela Trading Centre. To reach the school, take Mponela–Mtchisi road, turn to the right soon after crossing Kasangazi River. Pass by Malambo School and through Makwani village, go straight for 5 km, then turn right and go 1.5 km to reach Miwale School.

Key Players

Formal Team

PEA **Ellisie Mzale**
AC **Ephraim Malliam**
HT **David Chipikunya**
SMC Chair **Bambo Mkhundi**

Support Team

ZOC **John Mwale**
CL **Bambo Kambalu**
MCM **Msayiwala January**



Background

Miwale School was opened in 1999 by LEA and offers standards 1-5. In 2006, the enrolment was 262 (142 girls, 120 boys) and there were five male teachers. The school had four classrooms, two of which had recently been blown off by the wind. Only one temporary teacher's house was available, resulting in all teachers operating from outside the school except the headteacher. Teachers' absenteeism and tardiness were very high. Generally, two or three teachers were absent two to three times a week. Community leaders were not on good terms with either the teachers or SMC, which led to no development activities taking place at the school. Three classes were learning in the open air. Teachers taught without lesson plans and TALULAR materials, and most of the teaching was teacher-centred. A

good number of learners either dropped out or transferred to Kanyangala school. The general atmosphere of the school was not conducive to learning.

PSSP: SFP Inputs

Sensitizations and TFD were conducted at the school to focus on the need for community ownership of the school and reduction of the learner drop-out rate. To support the community in their school developmental needs, small grants were awarded to the school. Play parks and academic clubs, like reading and quiz, were also established with a view to attracting more learners to school. SIP materials were donated to the school to be incentives for hard-working learners and teachers. To encourage learners, teachers and the general public around the catchment to read, PSSP: SFP donated 250 library books.

All teachers were trained in the use of active participatory teaching methods, as well as production and use of TALULAR materials. They were also trained in BLP/M approaches in teaching early literacy in standard 1.

Achievements

A new SMC was elected. The community mobilized. They lobbied Every Child for MK17,000 for replacing the roof that was blown off. This resulted in standard 1 and 2 learners getting their lessons in comfortable classrooms. The community also renovated the head teacher's house and, with the help of the small grants, constructed one more teacher's house. Two teachers are now accommodated at the school, hence teacher absenteeism and late coming has been reduced. Now there is an effort to ensure full-time learning at Miwale. A sewing machine, carpentry tools and tinsmithing materials were bought by SMC using part of the small grant. With these, training of vocational skills was initiated in the school. At present five boys and 10 girls have acquired skills in carpentry, eight boys and 11 girls in tailoring, 13 boys and seven girls in tinsmithing. These trainings have also helped learners become self-reliant whenever they sell some of their products. The number of lesson plans prepared before teaching has also increased from an average of one to four per teacher per day. The application of knowledge and skills acquired by teachers in their trainings has assisted in improving reading and



writing and interaction skills in learners. Learner exodus to other schools has stopped. At present the enrolment is 284 (134 girls, 150 boys), an increase from 262 (142 girls, 120 boys) in 2006.

Challenge

The pace of school-development activities is slow because some village heads fail to fulfill their commitment in time.

Recommendations

- **Sensitization** to village heads about the school's needs should continue so they work even harder.
- **Teachers** should continue using participatory teaching and learning methods so learners are involved in the whole lesson and perform even better.
- **Parents** should continue training learners in various vocational skills.



Mtandawagalu

Cluster **Kanyangala**
Zone **Chimungu**
TA **Msakambewa**

Location

Mtandawagalu School is 12 km east of PSSP: SFP Offices. To reach the school, take Dowa Secondary School Road past Kachulu School, turn left, then cross Kanyungu River and move up to Chipembere Katondo Village. Mtandawagalu School is on the left side.

Key Players

Formal Team

PEA **Ellisie Mzale**
AC **Ephraim Malliam**
HT **Edwin Ngunga**
SMC Chair **Bambo Chingwalu**

Support Team

ZOC **John Mwale**
CL **Bambo Kambalu**
MCM **Msayiwele January**

Background

Mtandawagalu School is an LEA school that is developed up to standard 8. It first opened for formal learning in 1995. In 2006 when PSSP: SFP started in the district, the school had eight classrooms, but two were blown off by the wind. There were two teachers' houses; one was unroofed and the other one was finished but not occupied. The nine male teachers who were staff at the school were all operating from outside the school. Teachers' absenteeism was very high compared to the



occurrences at other schools in the cluster. The enrolment for the school at that time was 421 (215 boys, 206 girls). On average, 45 percent of learners were absent from classes at every inspection visit. As a result, most of the learners up to standard 6 were not able to read or write and could not understand English. Teachers came to school without lesson plans and teaching was often teacher-centred and boring to learners. This increased the absenteeism and dropout rates among learners. SMC also took very little action.

PSSP: SFP Inputs

TFD was conducted at the school, the focus of the discussion was high learner drop-out rate and teacher absenteeism. All SMC members were trained on their duties, lobbying skills, financial and school management. Play parks

and academic clubs, such as reading, quiz, drama and math, were introduced so that the retention of learners in the school could be improved. In addition, a SIP box and small grants awards were issued to the school to support teaching and learning and create a conducive learning environment. The project also provided the school with 192 library books so a reading culture could be inculcated in both teachers and learners. Deputy Chief of Party supported the school by making a special visit to the school.





sale of uniforms raised MK2,200. Three OVCs have been assisted with school uniforms and 12 more (six boys, six girls) were given soap, exercise books and pens. Teachers now prepare lesson plans before going to school and don't quarrel among themselves. The tone of the school has changed for the better. Good classroom language is used by teachers in and outside classrooms. Of the standard 1 children, 50 percent are able to read and write Chichewa words, and 60 percent of standard 6 learners are able to read their English books fluently.

Achievements

As a result of TFD and PSSP: SFP trainings, the Mtandawagalu community became organized. All 15 GVHs contributed more than MK25,000 to repair the roof of the school block that had blown off. Learners are now using the school block. Reading, quiz and drama clubs have been established. Most learners have improved their fluency in speaking English in public because of quiz and drama competitions, which have also increased their own spirit of competition. During recess, many learners enjoy themselves in the play parks. In the course of doing these activities, they improve their body fitness and develop a healthy interactive spirit. The small grants that the school received were used to construct two teachers' houses, which are now occupied. Four teachers are now accommodated at the school.

The problems of teacher absenteeism and tardiness have been reduced.

SMC and GVHs also lobbied for the construction of one more teacher's house from Hon. Alice Mtodwa Mwale MP. The house is now completed and occupied. A total of MK105,000 was again raised by the 15 GVHs. They used the money to pay the bricklayer who built the teacher's house and for moulding 150,000 bricks that are ready for more construction. The SMC is now very strong.

Using the rest of the small grants, the SMC also bought a sewing machine, carpentry tool kit and tinsmithing materials. These various vocational skills were introduced in the school. So far eight boys and eight girls have acquired tailoring skills, 15 boys and eight girls have learned carpentry and seven boys and six girls are able to make tins. The

Challenge

- **Teachers** and headteacher sometimes disagree.

Recommendations

- **The education office** should consider cross-postings, especially for teachers who have stayed more than nine years at the school.
- **Reading, quiz** and other school clubs should continue to be supported by both parents and teachers.
- **SMC** should continue facilitating construction of more teachers' houses to accommodate all the teachers.
- **Teachers** should be encouraged to read books, write lesson plans and produce and use TALULAR materials to improve teaching and learning at the school.

Mtsilo

Cluster **Mtsilo**
Zone **Chimungu**
TA **Dzoole**

Location

Mtsilo School lies 12 km east of Mponela Trading Centre. To reach the school, take Mponela–Ntchisi tarmac road. Pass Tchawale School, travel for some 4 km further and turn right to the Mtsilo School.

Key Players

Formal Team

PEA **Ellsie Mzale**
AC **Ephraime Milliam**
HT **Alfred Cosma**
SMC Chair **Bambo Daison**

Support Team

ZOC **John Mwale**
CL **Bambo Chimwala**
MCM **Khumbize Singo**
Girl Mentor **Mayi Thomas**

Background

Established in 1951 under the Lilongwe Diocese, the school has standards 1–8. In January 2006, Mtsilo School had eight permanent classrooms, three teachers' houses (two permanent, one semi-permanent) and six pit latrines. There were 645 learners (349 girls, 296 boys) and eight teachers (one female, seven males). Only three teachers were accommodated at school; the rest were operating from outside. The SMC existed but was not meeting regularly and its relationship with Village Heads



was not as expected. This resulted in a slowdown of school development activities.

Learner performance was also not good. In standard 1, very few children were able to read and write by end of second term, and by standard 6, most learners were unable to express themselves in English. The average number of lesson plans teachers prepared per day per teacher was two. Everyone, learners, teachers and the general community, seemed unmotivated, because most of them believed that school was less valuable to them. Teacher and learner absenteeism were equally high, corporal punishments were often unjustly administered by teachers. Girl-boy and girl-male teacher relationships were high. This resulted in high drop-out rates among girls. During tobacco sales, two or more teachers

were out at Kanengo Auction instead of teaching. Form 1 selection in 2006 was two girls and five boys.

PSSP: SFP Inputs

General sensitization was carried out at the school through TFD and focus group discussions. SMC members were trained in financial and school managerial skills. The school was also supported with small grants to buy materials for construction and vocational skills and to roof a school library. To encourage reading, PSSP: SFP donated 237 books to the school. SIP was also issued to the school to be an incentive to all those making an effort to do well in school activities. Each term, teacher trainings were conducted through cycle trainings, teacher conferences and BLP/M. The headteacher and the deputy were trained in school administration and record



keeping. BLP/M materials were given to the school to assist early literacy in standard 1 learners. Two teachers, including the headteacher, were identified and trained in the MTTT activities and later became local troupers of the school. Four adults were trained in various skills to support OVCs mentally, spiritually and socially. Play parks and academic clubs were also established in the school to assist learners to grow mentally, socially and physically.

Achievements

After trainings, teachers conducted several staff meetings and came up with plan of action for the school. Teachers started CPDs where their professional needs were discussed. Soon the average number of lesson plans prepared per teacher rose to five. Teachers started producing TALULAR as a team. Most teachers started using active participatory teaching methods

in their lessons. Standard 1 learners soon started reading and writing their names and other words. In standard 6, half the children were able to read their English books fluently and about a quarter started expressing themselves in English. There is appropriate classroom language in every class now. Because of the improved learning environment and admirable teachers' professionalism, more learners developed interest in the school. Learner absenteeism was reduced, girl-boy, girl- teacher relationships stopped.

SMC, using the small grants received, bought sewing machine and tinsmithing materials. Vocational trainings began, involving many learners. Since then, six boys and eight girls have acquired skills in tailoring, eight boys in carpentry, five girls in knitting and six boys in tinsmithing. The sale of school uniforms raised MK4,100, which

was used to assist 15 OVCs (seven boys, eight girls) with soap, notebooks and pens. A new staff room and a library have been constructed and are in use. Teachers now prepare their lessons in comfort using books that help them widen their knowledge and teach well. Because of these interventions, the school's enrolment increased from 645 (349 girls, 296 boys) in 2006 to 881 (479 girls, 402 boys) in 2008. Staffing increased from eight (one female, seven males) in 2006 to 11 (one female, 10 males). Form 1 selection also improved from seven (two girls, five boys) in 2006 to 29 (15 girls, 14 boys) in 2007.

Challenges

- **Some village heads** do not act quickly when they have agreed to do some school development activities.
- **A few teachers** are uncomfortable being supervised by fellow teachers who are troupers.

Recommendations

- **More sensitizations** to be conducted to all village heads on the need for accepting ownership of their school and acting quickly on developmental issues.
- **The school** needs to intensify interclass visits and peer observation to learn from one another.
- **Academic clubs** and play parks should be sustained by all stakeholders of the school.

Tchawale



Cluster **Tchawale**
Zone **Chimungu**
TA **Dzoole**

Location

Tchawale School is east of Mponela Trading Centre along Mponela–Ntchisi Road. Travelling from Mponela along the tarmac Ntchisi Road, go 9 km. The school is immediately after that, on the right-hand side.

Key Players

Formal Team

PEA **Ellisie Mzale**
AC **Ephraim Malliam**
HT **Portinas Bisumali**
SMC Chair **Bambo Beni**

Support Team

ZOC **John Mwale**
CL **Mayi Malata**
MCM **Archangle Petro**
Girl Mentor **Mayi Zingaphe**

Notable Champions

Honourable **Kadzako MP**
GVH Mwancheka

Background

Tchawale School was formally instituted in 1920 under the Local Education Authority (LEA). The school had standards 1-8. In 2006, the school had six classrooms: two permanent, two semi-permanent and two temporary. Standards 1, 2 and 6 were learning under trees. The temporary classrooms needed major repairs and were very unsafe. There were eight teachers (four females, four males) and the school enrolment stood at 923 (473 girls, 450 boys). Half the teachers operated from outside the



school, which resulted in high rates of teacher absenteeism. Most of the teachers came to school without lesson plans and TALULAR materials. They used teacher-centred approaches when teaching. Many learners stayed away from school on Mondays since it was the mobile market day at Kabwandire. Girls were at especially high risk and vulnerable to predatory behaviour in that situation. The SMC did not get involved.

PSSP: SFP Inputs

PSSP: SFP trained all nine members of SMC on their roles and on financial management. The school was supported with financial grant for constructing more classrooms and buying vocational skills equipment. Through MCM, PSSP: SFP conducted TFD performances that focused on the causes of early marriages, absenteeism of learners and the increased dropout rate affected by Gule Wamkulu and mobile markets. All teachers were trained on the use of participatory methods, skills in developing TALULAR materials, writing modules and conducting school based INSETS. Two girl

mentors and two Akunjira (members of the special groups) were also trained in how they could use their influence to retain learners in school and protect them from the risk of contracting HIV/AIDS.

Achievements

Group Village Headman Mwancheka and 16 other Village Heads mobilized their subjects and with the help of the small grants put up a two-classroom block that is now accommodating standard 1 and 2 classes. They also contributed more than MK26,000 that was used to repair four teachers' houses. An additional contribution of 16 iron sheets and MK15,000 from the Village Heads was used to pay the bricklayers and finish one more teachers' house.

Using part of the small grants to buy a sewing machine and tinsmithing materials, the SMC initiated tailoring and tinsmithing at the school, and some parents volunteered to train the learners. Twenty-one boys and 12 girls have now acquired skills in carpentry, knitting, tailoring or tinsmithing. Akunjira used their

influence to stop school boys and girls from going to the mobile market on school days. The Girl Mentors have regular retreats with the girls at which they discuss the importance of school, dangers of HIV and AIDS, and many more topics. These interventions have helped increase the enrolment from the 923 (473 girls, 450 boys) in 2006 to 1,153 (600 girls, 553 boys) in 2008. Absenteeism and drop-out rates have also been reduced.

Teachers use participatory methods and appropriate TALULAR materials in their lessons. As a result, learners' performance has also greatly improved in all the classes. At least two school-based CPD trainings are conducted each month. SMC and GVHs have also lobbied Hon. Kadzako MP for construction of another two-classroom block from, which is being finished. This has reduced the school's classroom shortage problem.

Challenge

Some school equipment has been vandalized.

Recommendations

- **More sensitization** and community involvement needs to be made so vandalism can be stamped out.
- **Teachers** must be encouraged to continue with their good teaching practices.
- **The community** should be encouraged to continue with lobbying and with vocational skills in the school.

Bowe

Cluster **Chimkoka**
Zone **Chimbuli**
TA **Chakhaza**

Location

Bowe Full Primary School is located 24 km northeast of Dowa District. The road leading to the school branches from M1 at Madisi Trading Centre toward Madisi Hospital. Upon reaching Ntanila TDC, turn right to Bowe Trading Centre. After passing three small trading centres, namely Chimkoka, Chisoso and Chifukula, you'll find the school 500 m from the Trading Centre at Bowe CCAP church.



Key Players

Formal Team

PEA **Joseph Chafukira**
AC **Lucius Chimbalanga**
HT **Hicksonford Kamwatso**
SMC Chair **Davis Chiluzi**

Support Team

ZOC **Jenner Namoto**
CL **Kanguwo Longwe**
MCM **Potipher Kankupa**
Girl Mentor **Mayi Chonde**

Notable Champions

Mr Kenneth Bandawe had stopped all of his seven children from going to school to support his farming industry. Following PSSP: SFP interventions, he sent them all back. Today six of the seven children are high performers in various classes and he serves as an example for the community at large.

Background

Bowe Primary School was established in 1968 by CCAP Nkhoma Synod. All eight classrooms and the headteacher's office were temporary structures and dilapidated. More than 80% of learners in standards 1-5 were not able to read or write. In 2006, the enrolment was 891 (423 girls, 468 boys). Dropout rate was above 20%. Teachers lacked skills to lead school-based insets so never conducted any. As a result, they didn't use participatory methods; neither did they make or use teaching and learning materials. Community members believed it was the government's responsibility to resolve any problem at school, no matter how simple it was.

PSSP: SFP Inputs

PSSP: SFP sensitized and trained the teaching staff and the community to improve their school standards. It trained 19 teachers (13 males, six females) on content knowledge and pedagogical skills. Standard 1 and 2 teachers (one male, three females) were trained on BLP/M materials and the rest (12 males, three females) were sensitized on BLP/M materials. This was done to improve teachers' performance and to support the standard 1 and 2 classes. The school received a small grant to construct a headteacher's office and one classroom block. PSSP: SFP trained on fundraising skills, successfully raised MK11,250 from choir festival and lobbied for 30 iron sheets from the local members of parliament. An attitude of school ownership was instilled in the community. All this has led to high level of

community pride to the extent that the people are able to rehabilitate classrooms on their own and come to school to monitor teaching and learning through school literacy fairs.

Achievements

Four classrooms have been constructed within a very short period and 363 learners (199 boys, 164 girls) are benefiting from the good learning environment. Enrolment at the school has increased from 891 (468 boys, 423 girls) in 2006 to 1,081 (579 boys, 502 girls) in 2008. Teachers are conducting school-based CPD trainings once a week and, as a result, teaching and learning have greatly improved. In standard 1 B, for example, 50% of the learners can read and write English and 70% can read a Chichewa book with understanding. Standard 8 learners were the best at literacy in the 2008 mock examination. The school has some of the best teachers in the zone: Brown Chilapondwa in standard 8, Elizabeth Suluma in standard 1 and Martha Chonde in standard 2, who are role models within this and other schools. School community ownership has tremendously improved. All initiatives at the school are fully supported by the community and MK300,000 was raised through contributions for school improvements, including purchasing reading and learning materials. The library introduced at school is bringing a culture of reading among the learners and improving their literacy skills.

Challenges

- **Old classroom blocks** are small, unsafe and usually overcrowded.
- **New classrooms** have no furniture.
- **Teachers' accommodations** are inadequate with poor sanitation.
- **Chiefs' influence** may override the School Management Committee.

Recommendations

- **Continue sensitizing** the communities and training them on enhancing school development.
- **School management committee** members should play their role.
- **Teachers** should be supported in conducting school-based INSETs to improve teaching and learning.
- **Fundraising** and lobbying skills need to be improved.
- **Money** should be banked and spending reported to the committee.



Chikhobwe

Cluster **Chinkhwiri**
Zone **Chimbuli**
TA **Chakhaza**

Location

Chikhobwe School is situated 22 kms to the south of Chimkoka Trading Centre. To reach the school, take Mponela-Ntchisi road. Turn left after crossing Katwe River 1 km away. Proceed to Chimungu Dam. Some 200 m from the dam, turn left and go 13 km to the school.

Key Players

Formal Team

PEA **Joseph Chafukira**
AC **Lucious Chimbalanga**
HT **Botoman Stephen**
SMC Chair **Bambo Singileti**

Support Team

ZOC **Jenner Namoto**
CL **Bambo Longwe**
MCM **Kangulu Potifer**
Girl Mentor **Mayi Sitiya**

Background

Chikhobwe Full Primary School was established in 1930. In 2005, 780 learners (382 male and 398 female) were enrolled at the school, with only six teachers, all male, for eight classes. At the start of PSSP: SFP, the school had two classroom blocks and four teachers' houses, which were dilapidated. One classroom block was unsafe as the roof planks were cracked and destroyed by termites. Learners' attendance was not good



because many of the learners worked at tobacco farming. The shortage of teachers also contributed to the poor pupil attendance. Also some teachers came late to school because they operated from distant homes. The school community participation was limited to molding bricks. OVC support was regarded by the school and community as the responsibility of the government. The head teacher was frustrated by challenges encountered during his working period in the zone.

PSSP: SFP Inputs

The school community was sensitized and trained on how to improve its school. Emphasis was given to changing community members' attitudes towards their school and helping them plan effectively to implement initiatives to improve it. Seven teachers (one female, six male) were trained at the zonal and cluster

level on content knowledge, pedagogy and TALULAR production and use. The head teacher and his deputy were trained in how to be instructional leaders and to manage their school. Resource books were provided to all teachers on various subjects to help improve teaching. A total of 300 library books were donated to the schools to support literacy development. The school was given a small grant for the rehabilitation and construction of a school block. Play parks were made at the school and a mathematics club has been introduced at the school.

Achievements

The headteacher has improved teaching and management at the school. He was awarded a certificate as the most improved head teacher in the zone. He received this certificate for conducting school-based

in-service courses, supervising his teachers and improving the community and school relationship. Three teachers have been identified as the school's best teachers and they have been facilitating trainings at the zonal and cluster level. Mr. Diffart Chiwaya, a standard 6 teacher, has enabled 80% of his learners to improve their performance both in literacy and numeracy. The school now has a TALULAR bank and usually the production and collection of the TALULAR materials is done jointly by teachers and learners. School-based in-service training is done once a week, teachers assisting one another with teaching and learning practices. Fifty percent of standard I learners are able to read and write. Ulemu Chitsaka, despite ill health, can read all the standard I Chichewa books and is one of the best among the standard I learners.

Learners' enrollment has increased from 780 (382 male, 398 female) in 2006 to 899 (450



male, 449 female) in 2008. The dropout rate has decreased because of improved infrastructure and the availability of sports equipment, which helps to keep learners at school. After classes, many learners stay on at the school to play on the play parks. Those involved in mathematics clubs continue to work in their groups..

The community is now actively participating in school activities. They constructed one classroom block and one teacher's house as well as rehabilitated one school block and one teacher's house. The community raised MK21,000 by selling tobacco and contributed these funds to the school. Chiefs, through their subjects, contributed MK150,000 to ensure activities initiated by

them at the school are completed. They also lobbied for 75 desks from World Vision. The school environment is now really vibrant.

Challenges

- **Inadequate** number of teachers' houses.
- **Understaffing** of teachers is still a problem at this school.

Recommendations

- **The community** needs more training to develop lobbying skills for sourcing funds. The school has many remaining challenges, especially relating to infrastructure.
- **Teachers** should continue conducting continuous professional development at their school.

Chilinde

Cluster **Sungeni**
Zone **Chimbuli**
TA **Chakhadza**

Location

Chilinde Primary School is southwest of Chimkoka TDC. It is 14 km southwest of the Zonal Teacher Development Center and 4 km from Madisi Trading Center. To reach the school, branch off from M1 road, taking Madisi-Bowe road. After travelling a distance of 8 km, turn right and take Chakhadza-Katengeza road. After travelling a distance of 800 m, you will find a signpost for the school to the left.

Key Players Formal Team

PEA **Joseph B. Chafukira**
AC **Lucius Y. Chimbalinga**
HT **Moses J. Andiseni**
SMC Chair **Bambo Maclin Chafukira**

Support Team

ZOC **Jenner Namoto**
CL **B.M. Chitete**
MCM **Amina Chadzunda**
Girl Mentor **Abiti Scot**

Notable Champions

Akunjira
VH Kapelula



Background

Chilinde School was established on 9 January 2006 by the community. The school started with standards 1-2 against two male teachers. The school had two small thatched classroom blocks of two classes each. The school had one thatched temporary teacher's house and also five temporary latrines. The enrolment at that time was 271 (131 boys, 140 girls).

Community participation was not encouraging. Teachers' preparation of lessons were not up to date and learners' daily attendance was very low to such an extent that 20% of the 271 enrolled learners were normally absent. Teachers never conducted school-based CPDs and learners were not able to read even in standard 2.

PSSP: SFP Inputs

PSSP: SFP has trained all the teachers at this school on content knowledge and pedagogical skills and supported them with reference materials to effectively teach their lessons. PSSP: SFP has sensitized and trained stakeholders within the school on school management and development. PSSP: SFP facilitated the lobbying skills to the school management committee. PSSP: SFP also identified and trained MTTT at the school.

Achievements

The school enrolment has increased by almost 25% from 2006 to 2008. Learners who dropped out of school are going back to school. Community participation in school activities has also increased. Community members support construction of school structures and also assist in preparation of the

teaching and learning materials. The school now has two blocks each with two classrooms, each roofed with iron sheets, one block of two classrooms with two offices in between, and one permanent teacher's house.

All the teachers at this school have attended eight cycle trainings and cluster trainings, and the teaching performance has greatly improved because of PSSP: SFP-supplied reference materials. The teachers' spirit of hard work and learners' daily attendance has improved as learners are now able to read and write right away from standard I. Disabled learners have also greatly improved since the teachers at the school are equipped with skills for working with them. An example is Raphael Tsazo, a mute child who is doing well in class. Parents, especially from Kapelula village, are also sending their children to school with positive mindsets. Vulnerable children are now attending classes without fear or being shy. An example is

Marigerita Geoffrey, an albino, who is always present and doing well.

Challenges

- **One classroom block** housing two offices between two classrooms was supported with inadequate iron sheets with no nails and planks.
- **The school** has inadequate teachers' houses.
- **Relations are poor** between village headmen and the School Management Committee.

Recommendations

- **Villagers** around the school will be asked to do fundraising activities for developmental activities at the school.
- **Villagers** will be asked to mould bricks for the construction of teachers' houses.
- **Village headmen** should be sensitized on working with the School Management Committee.



Chimbuli



Cluster **Sungeni**
Zone **Chimbuli**
TA **Chakhaza**

Location

Chimbuli School is 12 kms south of Chimkoka Trading Centre along Madisi Bowe Road from Madisi Trading Centre.

Key Players

Formal Team

PEA **Joseph Chafukira**
AC **Lucious Chimbalanga**
HT **Danny Mtengabvumba**

Support Team

ZOC **Jenner Namoto**
CL **Bambo Chitete**
MCM **Amina Chazunda**
Girl Mentor **Mayi Scott**

Background

Established by CCAP Nkhoma Synod in 1935, Chimbuli School has classes from standard 1 up to 8. In January 2006 the school had 747 learners (352 boys, 395 girls) and six teachers (five men, one woman). Before PSSP: SFP began activities, all the school's infrastructure was dilapidated

and not safe for learners. The school community was not actively participating in school activities. Sometimes misunderstandings among village headmen made things worse at school, as the village headmen would not allow community members to volunteer at school. Teachers came to school unprepared to teach and never made and/or used TALULAR materials for teaching. The school did not have funds to support activities at school. Money that the school received was not always used as

expected, and this discouraged contributions. The only extracurriculum activities were football and netball. Many learners did not take part in these games, and often leave the school early.

PSSP: SFP Inputs

Eighteen teachers (14 men, four women) were trained in content-knowledge pedagogy and how to use TALULAR materials. All teachers were given reference materials to support their teaching. Two teachers at the school were trained on supervisory skills. As a result, they increased supervision activities at the school. The school used funds from a small grant to support the teaching of tinsmithing as a vocational life skill. The school also used the grant funds to construct a school block and two teachers' houses. Sensitization and training activities conducted with the school's community members has motivated the communities to work hard.

Achievements

The school environment has greatly improved and is more conducive to learning. Teachers are working harder, using varied teaching methods and TALULAR to ensure that learners understand what is taught. Already 50% of standard I learners are able to read and write. Learners in the senior section are able to comprehend what they have read. With the two new teacher's houses built by the community it will be easier to hire more staff at the school. MCM activities have exposed many learners to games such as volleyball, chess and traditional games such as *sikwa*. Vocational life-skill funds allowed 10 learners (five boys and five girls) to receive school uniforms, assisting these learners to avoid dropping out of the school.

Challenge

The availability of school teachers' accommodation is still insufficient. A number of teachers come from homes far away and as a result are likely to miss some of their lessons.

Recommendation

The community should continue to support teaching of vocational life skills.



Chimkoka

Cluster **Chimkoka**
Zone **Chimbuli**
TA **Chakhaza**

Location

Chimkoka School is the host school to Chimkoka TDC. From the Madisi Trading Centre, it is 19 km east, the third school along Bowe-Madisi road.

Key Players

Formal Team

PEA **Joseph Chafukira**
AC **Lucius Chimbalanga**
HT **Aplain Saidi**
SMC Chair **Harry Kaponda**

Support Team

ZOC **Jenner Namoto**
CL **Mr Longwe Kangulu**
MCM **Potipher Kankupa**
Girl Mentor **Martha Banda**

Background

Chimkoka School was established in 1946 by the Lilongwe Diocese of the Roman Catholic Church. It started as a junior school but in 1987 became a senior primary school. It has standards 1-8. When PSSP: SFP came, classrooms were inadequate and very small, which led a number of classes to be conducted outside under the trees. The community did not participate in school activities. When asked to attend PTA meetings, only a few men and fewer than 10 women came. Relations between teacher and headteacher were sometimes strained. Of the teachers, 70%



came to school unprepared and inadequately taught the lessons. Most of the learners took time to read and write. The majority of the learners selected to secondary school went to community day secondary school; only 1% to 2% were selected to conventional secondary schools.

PSSP: SFP Inputs

The project sensitized the community members and mobilized them to develop initiatives to improve teaching and learning in school. They received a small grant for the construction of a school block and for initiating vocational life skills, such as tailoring and carpentry. The school community members on their own raised about MK201,000 through contributions and fundraising activities. A school library was introduced and 93

books were donated. Nine teachers (two females, nine males) have been trained in the best practices for teaching and learning to ensure learners are highly achieving in all subjects. In addition to training, the teachers were given reference materials.

Achievements

An additional spacious classroom block has been constructed. It accommodates 240 learners and teachers and safely holds their materials. Teachers are using participatory methods and nine out of 11 teachers are doing well. For example, Mr Montfort Mwale, Stains Phiri and Mrs Gwaza are role models and also part of the local MTTT. The play parks at school keep the learners attracted to the school. Most of the time the learners arrive at school at 6:30 a.m. and leave school after 5 p.m. The



vocational life skills has enabled them raise money to support four orphans with uniforms. For example, Malita Chimchere and John Seven received uniforms. Enrolment has risen from 827 (429 girls, 398 boys) in 2006 to 894 (464 girls, 430 boys) in 2008. The community lobbied Africare, and seven latrines and two urinals are under construction.

Challenge

- **Teachers' accommodations** are still very poor.

Recommendation

- **To improve teaching and learning**, some teacher reassignment might be beneficial.



Chinkhwiri

Cluster **Chinkhwiri**
Zone **Chimbuli**
TA **Chakhaza**

Location

Chinkhwiri School is 17 km north of Mponela Trading Centre. To reach the school, take Mponel-Ntchisi road and turn north at Nyongani Trading Centre. From Chimkoka Teacher Development Centre, it is 12 km to the south.

Key Players

Formal Team

PEA **Joseph Chafukira**
AC **Lucius Chimbalanga**
HT **Collings Kamkwamba**
SMC Chair **Amon Chaima**

Support Team

ZOC **Jenner Namoto**
CL **Bambo Bondo**
MCM **Desire Balamu**
Girl Mentor **Mayi Chonde**

Notable Champions

GVH **Kanyerere**

Background

Chinkhwiri School was established in 1966 under CCAP Nkhoma Synod. In 1973, it changed its proprietor to Local Education Authority (LEA) and moved from the old site in Katenge village to the present site in Village Headman Chinkhwiri's area. At the new site, DFID constructed the school, which included four classroom blocks, an administration block, twelve



toilets and four teachers' houses. Despite the good infrastructure, the school could not accommodate all the learners: 895 (437 boys, 458 girls). Classrooms were overcrowded, which made it difficult for the teachers to teach well. Because of the wide catchment area for the school, learners covered 7 km and arrived late. Community participation was very poor. Since the government constructed the infrastructure, it were satisfied with what was at the school. Relationships among school staff members were poor and usually four out of eight teachers were absent. They taught up to midterm without preparing teaching records. Learners' performance was low across standards 1–8. Despite the good, lockable classrooms, teachers didn't make teaching and learning materials and display them in class. The school

never conducted any CPD, although there were enough materials to support the trainings.

PSSP: SFP Inputs

In 2006, PSSP: SFP sensitized and mobilized the community, which enabled them to construct one classroom block. Teachers were trained on content knowledge, pedagogy and TALULAR production and use. PSSP: SFP donated 320 books to the school, enriching the school library. Through the small grant, some construction work was done and inputs purchased for the school garden.

Achievement

The enrolment has increased from 895 (437 boys, 458 girls) in 2006 to 1,426 (679 boys, 747 girls) in 2008. The community has constructed one classroom block. Two classes benefit from

the school block, where they are learning very well in spacious rooms. The school raised more than MK30,000 in Gule Wamkulu fundraising and four vulnerable children were assisted with school uniforms. Learners were introduced to new games, like volleyball, for the first time. The school has one of the best libraries in the zone, managed by Mr Natan,i with more than 400 books. Usually 20 learners can be found reading the books between 1 p.m. and 3 p.m. The school has been harvesting 10 to 17 50-kg bags of maize yearly and usually realizes about MK40,000 from its sales.



Challenges

- **The school** has a lot of challenges despite the project intervention.
- **Teachers** had not prepared teaching records.
- **Absenteeism** is a problem.
- **School-community** relations remain poor.

Recommendation

- **The DEM** should consider reassignments.



Chiwichiwi



Cluster **Chinkhwiri**
Zone **Chimbuli**
TA **Chakhaza**

Location

Chiwichiwi School is east of Madisi Trading Centre and 21 km southwest of Chimkoka Teacher Development Center. To reach the school, take Madisi-Bowe road. After crossing Kasangazi river for 200 m, turn left and follow Chinkhwiri road for 4 km. The school is on top of the hill to the left.

Key Players Formal Team

PEA **Joseph Chafukira**
AC **Lucius Chimbalanga**
HT **Alplein Makhenjera**
SMC Chair **Bambo Petro**

Support Team

ZOC **Jenner Namoto**
CL **Bambo Bondo**
MCM **Desire Balamu**
Girl Mentor **Mayi Sitiya**

Other Notable Champions

VH **Chinguwo**
Bambo Golden

Background

Chiwichiwi School was established in 1945 under the proprietorship of CCAP Nkhoma Synod. It has classes from standard 1-8. Before PSSP: SFP, the school had only two classrooms, used by standards 7 and 8. The rest of the classes were learning under the trees. Enrolment was 597 (302 boys, 295 girls) against six male

teachers. Three teachers were accommodated at the school, but the rest came from their homes. Usually the school started very late because the teachers coming from their homes reported very late. The school committee was not very active; they were not trained in their roles and became passive about holding meetings. The community was also reluctant to support the school activities because they believed it was solely the government's responsibility to solve school problems. Teaching and learning were characterized by 57% teacher absenteeism nearly every day, unpreparedness and inability to make or collect materials that would support teaching and learning. The school was supported with a lot of teaching and learning materials, supplementary books and posters by UNICEF, but these were not used. The learners' performance across standards 1–8 was below 15%, especially in science, English and mathematics. In standards 1 and 2, only 2% of learners were able to achieve reading and writing. In the 2005 and 2006 standard 8 National Examination, only 7% had passes and the rest failed.

PSSP: SFP Inputs

PSSP: SFP sensitized and mobilized the community and trained some stakeholders to improve their schools through their own initiatives, for example, by improving learners' access to school and making the school environment conducive to teaching and learning. After

the community had constructed a two-classroom block, the school committee received MK425,160 through small grants for roofing. A school incentive package (SIP) box was also donated to encourage learners to work hard by giving them items from the box. The Mobilization Corps of Malawi (MCM) introduced varied academic clubs, such as mathematics and traditional dances, to enable learners to improve their performance and enjoy school. Teachers were trained and provided with reference materials to improve teaching and learning. A female local trouper was identified and trained to support TALULAR production and use.

Achievements

PSSP: SFP has done remarkable work at the school where the community has been motivated to own the school and immediately constructed two additional infrastructures in which 312 learners are benefiting from learning in a good environment. This was one of the first schools to register 20% of standard 1 learners as able to read and write their names in the first term when BLP/M was introduced. Mr Stenel Chinunda, a standard 1 teacher, is a role model for the zone and his class is full of TALULAR material. Mr Blessings Majambi and Miss Enelesi Zebuloni, standards 3 and 4 teachers, improved learners' literacy skills by 80%. When one of the troupers, Mr Auleria Dishoni, visited the school, he

could not believe how very well standards 3 and 4 could write and read. Gule Wamkulu, which had discouraged learners from going to school, changed its attitude and began to fundraise for various school initiatives, for example, collecting maize for the school feeding program, which increased the enrolment by 20%.

Challenges

- **Understaffing** remains a problem because of accommodations.
- **Vandalism** at the school continues as well, because the area is isolated.

Recommendations

- **The community** should construct additional houses at the school, and the MCM should come and support the school.

Dzalo

Cluster **Gudyu**
Zone **Chimbuli**
TA **Chakhaza**

Location

Dzalo school is 11 km northwest of Chimkoka TDC. It is very close to where three districts join their borders: Ntchisi, Kasungu and Dowa. The school is easily reached by taking Bowe-Kasungu road from Bowe Trading Centre by turning 500 m to the left after Bowe Admarc.

Key Players

Formal Team

PEA **Joseph Chafukira**
AC **Lucius Chimbalanga**
HT **Mickson Banda**
SMC Chair **Bambo Duncan Chimphanda**

Support Team

ZOC **Jenner Namoto**
CL **Bambo Positani**
MCM **Charles Chabwera**

Notable Champions

VH **Nkhazo**
VH **Mdambalika**

Background

Dzalo School opened in 1997 under the proprietorship of CCAP Nkhoma Synod. Classes are from standards 1-8 against seven teachers (six males, one female). The school includes four classrooms. Two additional rooms from the under-five clinic and the church are also used as classrooms.



Enrolment in 2006 was 513 (235 boys, 278 girls). The school had one teacher's house. Four teachers were coming 8 to 10 km from Ntchisi district every day. Usually classes started after 8.30 a.m. Although teachers came late, they came without preparing their work and the school was characterized by absenteeism, high dropout rates and early marriages. School performance was not encouraging. For example, in the 2005–2006 academic year, only nine of the 38 learners who sat for primary school leaving certificate examination had passes. Teachers never discussed professional issues at the school level. The relationship between the school and the community was poor and there was no school development.

PSSP: SFP Inputs

After sensitization meetings and mobilizing community members, they started some initiatives to develop their school. The school was supported with small grants for roofing and completing two teachers' houses. Teachers were trained on content knowledge, pedagogy and TALULAR production. Each teacher was given reference materials and other materials to support teaching effectively. The school also received BLP/M materials; two teachers were trained in BLP/M and the rest were familiarized to the subject.

Achievements

Two teachers' houses have been constructed and occupied, raising the number of teachers accommodated at the school to three. The school community is able to do fundraising. For a start, they got MK2,000, which they used for supporting OVC at the school with writing materials and soap. After several CPDs (school-based insets), some teachers have improved tremendously. For example, Mcloster Moreson, a standard 2 teacher, improved the writing and reading skills for his learners from 5% to 65% within a term. A BLP/M teacher, Strafiel Chizumazi, also increased the learners' performance. In his class, more than 70% are able to read and write in standard I.



Challenges

- **Teachers** still operate from Ntchisi and come to school unprepared and late, which demoralizes other staff members.
- **The community and school relationship** is still a problem affecting the school at times.

Recommendations

- **Re-sensitization meetings** are needed, and the community should build additional teachers' houses.



Gudyu

Cluster **Gudyu**
Zone **Chimbuli**
TA **Chakhaza**

Location

Gudyu School is 10 km east of the TDC. It is 5 km from Bowe Trading Centre along Bowe-Kasungu road.

Key Players

Formal Team

PEA **Joseph Chafukira**
AC **Lucius Chimbalanga**
HT **Gracian Kalirangwe**
SMC Chair **Chikadula Banda**

Support Team

ZOC **Jenner Namoto**
CL **Bambo Positani**
MCM **Charles Chabwera**

Notable Champions

GVH **Katambo, Village Headman Cheyo**

Background

Gudyu School was established in 1965 by Village Heads Chakuthawa, Cheyo and Kamiya. It has classes 1-8 against six teachers (five males, one female). In 2006 when PSSP: SFP started, it had four classroom blocks. Two were permanent and two were dilapidated and unsafe. All six teachers' houses were in very poor condition, but the school management committee had no funds to rehabilitate the school's infrastructure.



Community participation was very slow on school development. Sometimes misunderstandings occurred between the chiefs and school manager. Learners' performance was very low; 5% of learners from standards 1-5 could not read and write. The school manager often absent. Staff members came to school late and unprepared. The school dropout rate was quite high, more than 10%, especially among girls who were involved in early marriages. The daily attendance was poor, especially in the junior section, which all the teachers randomly taught.



PSSP: SFP Inputs

The school community was sensitized and mobilized to improve the school environment to make it feasible to increase the attendance and enrolment and ensure that learners learn. The PSSP: SFP project supported them to lobby for MK500,000 from self-help American Embassy funds to rehabilitate a one-classroom block. They also lobbied the constituency fund for almost MK300,000 to construct teachers' houses. The school was supported with small grants to roof the school library and buy materials for teaching vocational life skills.

Teachers were trained on content knowledge, pedagogy and TALULAR production and use. They were also provided with reference materials. The school library was established and received donated books from the project office. A SIP

box was also given to the school to enable parents' award materials in the box for those who were doing well at the school.

Achievements

After being sensitized and mobilized, the community now owns the school and tremendously improved the school environment. One classroom block was perfectly rehabilitated and two teachers' houses are under construction. The headteacher's office is functional, with a library attached to the office. Money lobbied from Africare and constituency funds has been well-used. Twenty learners (10 boys, 10 girls) have benefited from the vocational life skills. Through carpentry and tinsmithing, they raised more

than MK20,000, with which they supported the vulnerable children at the school by providing them writing materials and uniforms. Among the teachers, 50% have improved their skills in using best teaching and learning practices, which they acquired from the cluster trainings. Good examples of these teachers are Jean Ching'oma and Michael Chinyonga, who are now part of the local mobile troupers. Of the learners, 75% are able to write and comprehend English from their textbooks.



Challenges

- **The school** has been experiencing a number of challenges regarding leadership and the school-community relationship.
- **Among teachers**, 57% live in the surrounding villages and come to school late and unprepared. Sometimes relatives follow them to school to discuss personal issues.

Recommendation

- **The school** will improve as school management becomes more effective.

Kachipande

Cluster **Chimkoka**
Zone **Chimbuli**
TA **Chakhaza**

Location

Kachipande School is 12 km east of Chimkoka TDC and almost 19 km from Madisi Trading Centre. The school is easily reached from Madisi Trading Centre where you branch off from the M1, taking Madisi-Bowe road and turning east at Chisoso Trading Centre. After 3 km, turn right at Mpotola Trading Centre and cover 2 km to reach the school.



Key Players

Formal Team

PEA **Joseph Chafukira**
AC **Lucius Chimbalanga**
HT **Mayamiko Bernard**
SMC Chair **Bambo Chagalawanda**

Support Team

ZOC **Jenner Namotoi**
CL **Bambo Longwe**
MCM **Kangulu Potifer**

Background

Kachipande School was established in 1938 by CCAP Nkhoma Synod. However, it was closed twice because the community was not interested in the school until it was fully established in 1993 by the government. The school has classes to standard 8. In 2005, the enrolment was 566 (280 boys, 286 girls). Before the PSSP: SFP was introduced in the

district, there were only four classrooms and two teachers' houses. The four teachers at that time had to teach all eight classes. School community participation was dormant in school developmental activities. Gule Wamkulu sometimes disturbed classes. Learner attendance was very low owing to inadequate infrastructure at the school and the acute shortage of teachers. The school had no funds and most of the classes lacked instructional materials to support teaching and learning. Relations between school and community were poor.

Teachers came to school unprepared and sometimes would be absent from school for some time, since all three teachers were coming from their original homes. Often, learners were only playing football outside or loitering around the

school. Since the school had opened, no learner in standard 8 had been selected to go to secondary school.

PSSP: SFP Inputs

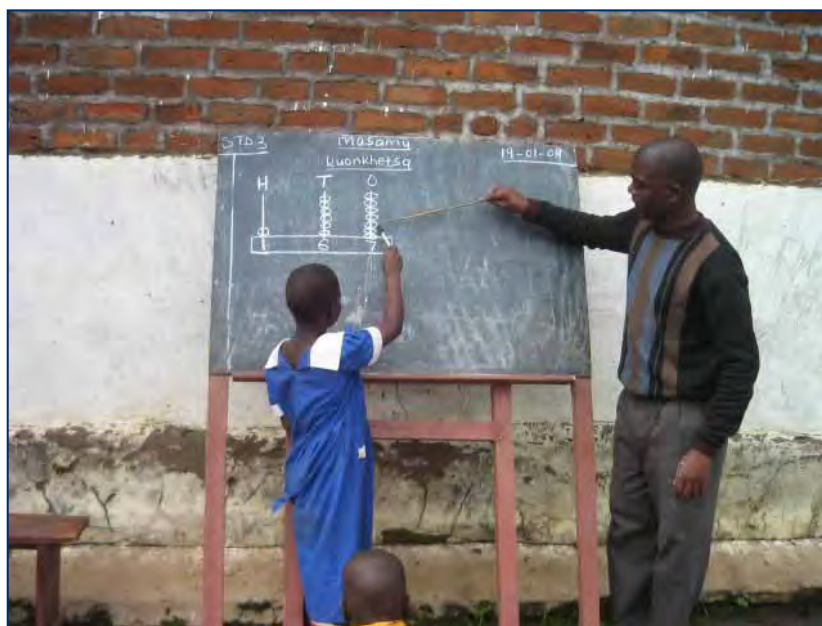
PSSP: SFP conducted sensitization meetings and trainings to all the stakeholders surrounding the school to help them realize that developing the school was their role. Six teachers were trained in content knowledge, pedagogical skills and TALULAR production to let teachers use the best teaching practices effectively to improve learners' performance. PSSP: SFP provided initial small grants for supporting the construction of the school block and the headteacher's office. Teaching and learning resources were provided with reference materials given to all teachers to support them in improving on their profession.

Achievements

PSSP: SFP facilitated in bringing change when a new headteacher was posted to this school, which has extremely improved the relationship between the school and the community. The result is that the community is now very active toward the school development. A headteacher's office and one classroom block has been constructed; 253 learners (131 boys, 107 girls) are benefiting from the classrooms. Learners' performance in all the classes has improved. In the BLP/M class, 50% of learners are able to write and read some common words.

In the 2008 standard 8 mock examinations, six out of 30 learners from other schools in the zone did very well. This is also because teachers are adequately preparing their work and using participatory methods. In standards 1, 3, 4 and 8, a lot of teaching and learning materials have been displayed. Enrolment has increased from 566 (280 boys, 286 girls) in 2005 to 746 (365 boys, 381 girls) in 2008.

Gule Wamkulu is no longer disturbing learners when they are at school. Instead, it is escorting learners to school and ensuring that all school-age groups are going to school. The community has also employed a volunteer teacher to improve staffing at the school.



Challenges

- **Three teachers** who travel from distant homes are often absent.
- **Two classes** are still being conducted in temporary shelters.
- **Two teachers'** houses are under construction and need immediate roofing.

Recommendations

- **The authorities** need to post more teachers to the school to improve the staffing there.
- **Community members** should work together to complete construction of the classroom blocks and teachers' houses.



Kasangu

Cluster **Chinkhwiri**
Zone **Chimbuli**
TA **Chakhaza**

Location

Kasangu School is north of Mponela Trading Centre and 5 km from Chakhaza Traditional Court. It is 23 km south of Chimkoka TDC.

Key Players

Formal Team

PEA **Joseph Chafukira**
AC **Lucius Chimbalanga**
HT **E Nsalu**
SMC Chair **Bambo Zuze**

Support Team

ZOC **Jenner Namoto**
CL **Bambo Bondo**
MCM **Desire Balamu**

Notable Champions

VH **Jalalo Mandalo**
VH **Chika Makaku**

Background

The school was established in 1995. At first the school had no infrastructure and learning was done under the trees. Later, one school block, one teacher's house and six pit latrines were constructed. The school has classes from standard 1-8 with six teachers (five males, one female). In 2006, enrolment was 350 (148 boys, 202 girls). The community members were not very active toward the school. They were satisfied with the infrastructure the government had constructed. Classes from



standards 1-6 were still learning under the trees. Sometimes the community constructed temporary shelters, which were destroyed by goats. Since the school had one teacher's house and the rest were coming from their homes as far as 10 km away, usually they came late and unprepared. They did not introduce a system to teach effectively, despite the fact that the school was understaffed. Teaching was done by using only teacher-centred methods, and TALULAR materials were not used during lesson delivery. The school committee members were not trained on their roles; they only knew about development of the school, not teaching and learning.

PSSP: SFP Inputs

PSSP: SFP sensitized the community and mobilized them to develop their school to become conducive for learners to learn adequately and enjoy the school. All stakeholders were trained on their roles and skills in lobbying for support for other donors apart from the government. The school also received small grants to the sum of MK195,065, which was used for the construction of a school block and roofing two teachers' houses. Part of the money was used to buy two sewing machines. Teachers were trained on best practices on teaching and learning through the cycle trainings, which were effectively supported. All teachers were provided with reference materials to support them in their profession. Since the school is a pilot school, the MTTT conducted supervision and trained teachers how to

effectively teach mathematics, English and Chichewa. The school learners, especially in standards 1 and 6, gained the advantage of having assessment tests.

Achievements

The school has constructed one additional classroom block, two teachers' houses and an office. All these were constructed by the school community with the support from the PSSP: SFP project. Part of the money was used to buy two sewing machines, which were used to train 20 learners how to sew. What was interesting was that as learners were able to sew dresses, they assisted four OVCs with the uniforms that they had sewn. In 2006 and 2007, the teachers' performance tremendously improved teaching and learning at the school. Teachers, like Mrs Zephania and Chakalamba, were among the best teachers in school's standards 1 and 2. In three months, learners were able to read and write and effectively produced and used TALULAR materials. The headteacher improved and encouraged teachers to work extra hard. With the MTTT support, the teachers improved their skills in teaching literacy and science. Introducing BLP/M meant that 50% of the learners were able to read and write. School enrolment has increased by 55% from 2006 to 2008, and 20% of the learners who dropped out are now back at school.

Challenges

- **Only two teachers** are accommodated at the school, so absenteeism remains a problem.
- **The school** needs to keep good BLP/M teachers for standard 1.
- **Beer drinking** in families interferes with attendance at school.

Recommendations

- **The school community** should lobby for a borehole. The school does not have one now.
- **The school community** should continue constructing more teachers' houses.



Katengeza

Cluster **Sungeni**
Zone **Chimbuli**
TA **Chakhaza**

Location

Katengeza Primary School is 7 km west of Chimkoka Teacher Development Centre. To reach the school, branch off from M1 road at Madisi, take Madisi-Bowe road for about 7 km. Turn left and take Chakhaza-Katengeza road for 8 km.

Key Players

Formal Team

PEA **Joseph Chafukira**
AC **Lucius Chimbalanga**
HT **Edwin J Msinjeni**
SMC Chair **Bamba Zungu**

Support Team

ZOC **Jenner Namoto**
CL **Bambo Chitete**
MCM **Amina Chadzunda**
Girl Mentor **Mayi Scott**

Notable Champions

BZ Kamsinde
Akunjira

Background

Katengeza School was established in 1925 with three classes: sub A and B and standard I. From 1925 to 1997, the school experienced of changes. In 2006, the school had three classroom blocks with classes 1-8 and enrolment of 438 (221 boys, 217 girls) against five teachers (three males, two females). Infrastructure at the school was dilapidated and two



classroom blocks had blown-off roofs. School-community relations were poor. Learners' performance was affected because teachers came to school late and unprepared. The headteacher was often absent. From standard I, 95% of the learners could not read and write and repetition rate was more than 30%. Community participation was poor. The community believed it was the government's responsibility to maintain the school.

PSSP: SFP Inputs

PSSP: SFP trained seven teachers (four males, three females) in content knowledge and pedagogical skills to effectively assist learners to understand the concepts. All teachers were given reference books to support them in their teaching profession. Stakeholders around the school were sensitized and mobilized to develop the school on their own. This fueled the

community to develop different initiatives. The school community received small grants to support rehabilitation and construction of the infrastructure at the school. The school has been supported with 132 books for its new library.

Achievements

The school has a new headteacher who has greatly changed the school. The relationship between the staff and the community is very good, and the community has rehabilitated two classroom blocks and constructed two teachers' houses. They were also able to raise MK160,000 through fundraising activities and village contributions of either tobacco or money. Parents' interest in coming to the literacy fair has tremendously improved. Almost 400 parents come and see what their children are doing at school.

Teacher absenteeism has dropped. For example, during three visits made in June, August and November 2006, only two teachers were present and four were absent. In 2008, six to seven teachers were present during the four visits made to the school. Enrolment of the learners has greatly increased from 559 (267 boys, 292 girls) 2006 to 702 (335 boys, 367 girls) in 2008. One of the learners who was frequently absent, Funilo Fentilawo, now always attends and is the best performer in the class. Teachers are using TALULAR materials and all the classrooms have TALULAR displayed, especially in Mrs Nsinjeni's class and by Mr Phiri, who is a volunteer teacher. This has led to making the classrooms attractive and conducive to learn.



Challenge

- **The school is still understaffed** despite the community constructing two teachers' houses and rehabilitating one.

Recommendations

- **The community** should receive re-sensitization meetings to encourage members to further support the vulnerable children.
- **The DEM's office** should send teachers to increase teaching staff.

Katuntha

Cluster **Gudyu**
Zone **Chimbuli**
TA **Chakhaza**

Location

Katuntha School is northwest of Chimkoka Teacher Development Centre. It is 12 km from the TDC. To reach the school, take the road to Bowe Trading Centre, join Bowe-Kasungu road, travel 5 km, turn west at Gudyu Primary School and travel 6 km.

Key Players

Formal Team

PEA **Joseph Chafukira**
AC **Lucius Chimbalanga**
HT **Alfred Z Banda**
SMC Chair **Mr Undani Banda**

Support Team

ZOC **Jenner Namoto**
CL **Mr Positani**
MCM **Charles Chibwe**
Girl Mentor **Mayi Banda**

Notable Champions

GVH **Lichere**
GVH **Makuntha**

Background

Katuntha School started operating in 1985 under the proprietorship of CCAP Nkhoma Synod. In 1989, it became a full primary school. Infrastructures, including eight classrooms, seven teachers' houses and 10 pit latrines were constructed by World Vision. Before PSSP: SFP in the zone, the Katuntha teachers came to



school unprepared. There was a lot of absenteeism among both teachers and learners. The learners' performance was very poor. In the infant section, no learner was able to read or write simple common words. In other classes, learners were able to read but failed to comprehend what they had read. The school was vandalised and some of its materials stolen. Few girls were enrolled in the upper classes because of lack of latrines. Early marriages in the areas were common.

PSSP: SFP Inputs

PSSP: SFP conducted sensitization meetings for all stakeholders that motivated them to be involved in the school's development. During cycle trainings at cluster level, eight teachers were trained (six males, two females) on content knowledge, pedagogy and TALULAR materials production

and use. PSSP: SFP supported the construction of a teacher's house, pit latrine and school gardens inputs through the small grants totaling MK235,700. The school established play parks and academic clubs supported by the Mobilisation Corps of Malawi (MCM). The cluster leader supported community members to ensure that initiatives were completed. The school also received 240 books for the library.

Achievements

Teachers have transformed professionally. For example, Mr Ovula Mbiringawande is one of the best teachers and has been trained as a local trouper for Gudyu cluster. He plans and submits all the teaching records to the headteacher. The headteacher is always monitoring teaching and learning at school. All his administrative records are updated. Teachers

are now producing and using TALULAR materials when teaching.

Absenteeism of learners has been reduced from 15% to 4% from 2006 to 2008 because of various strategies the community has used, including Gule Wamkulu assistance and sometimes prizes from the SIP boxes, which encouraged learners.

The community raises funds on its own. For example, Group Village Headmen raised more than MK90,000 to pay the workers who were constructing the teacher's house and the latrines. School performance is gradually improving. In standard I, learners are able to read and write. In other classes, between 30% and 50% are able to comprehend what they have read. The school's enrolment has increased from 498 (257 boys, 241 girls) in 2006 to 803 (421 boys, 382 girls). The school library books are being used by both learners and the community. This is improving the reading culture for the learners.

Challenges

- **Early marriages** are still common in the area.
- **Four houses** have not been occupied for three years because teachers have not been posted to the school.

Recommendations

- **The community** should hold re-sensitization meetings especially about encouraging girls to go to school.
- **DEM** should post teachers to the school to occupy the houses because the school is still understaffed.



Matsewa

Cluster **Gudyu**
Zone **Chimbuli**
TA **Chakhaza**

Location

The school lies 14 km northeast of Chimkoka TDC. It is 9 km from Bowe Trading Centre along the road that comes from Ntchisi to Kasungu.

Key Players

Formal Team

PEA **Joseph Chafukira**
AC **Lucius Chimbalanga**
HT **Kalumula**
SMC Chair **Brightson Richard**

Support Team

ZOC **Jenner Namoto**
CL **Mr Positani**
MCM **Chabwera**
Girl Mentor **Mayi Mwale**

Notable Champions

Akunjira

Background

The school was established in 1994 by the community. Currently is under the local education authority (LEA) and runs classes from standard 1-4. Before PSSP: SFP, the school had two classroom blocks, one permanent and the other temporary. Two teachers' houses were also temporary and uninhabitable so teachers had to look for accommodation elsewhere. Enrolment was 237 (121 boys, 116 girls), which was very low compared to the numbers of children loitering



around villages close to the school fishing, escorting nyau dancers and getting involved in casual labour on tobacco farms. Though the school had three qualified teachers, almost 80% of learners were not able to read and write, especially in standards 1 and 2. Teachers came to school late without preparing their work. If a fellow teacher was absent for any reason, teachers who were present would not go into the other class, so learners would be found playing football the whole day at school. The community was active but lacked training on their roles.

PSSP: SFP Inputs

PSSP: SFP sensitized the community members and mobilized them to improve teaching and learning by getting involved in school development activities. They were also encouraged to come up with

initiatives that would support the learners at school so they would enjoy being there. The establishment of play parks was initiated and supported by the MCM, and Gule Wamkulu was encouraged to escort learners to school and check their absenteeism. Three teachers were trained during the six-cycle training at cluster level, where all were provided with reference books to support their profession. The school was provided with a small grant to rehabilitate and construct two teachers' houses. Part of the money was used to buy a sewing machine to train learners sewing skills.

Achievements

The school has two permanent classroom blocks and two new teachers' houses, which have greatly improved the school environment. Already two teachers are being

accommodated in these houses. The classes now go up to standard 6 and enrolment has increased from 266 (122 boys, 144 girls) in 2006 to 427 (196 boys, 231 girls) in 2008. Almost 10% of the learners who dropped out of the school in standard 4 in 2006 because there was no standard 5 returned to school after standard 5 was introduced. Learners' attendance has greatly improved. Almost 85% attend lessons because of the use of Gule Wamkulu, which has been assisting in checking learners' absenteeism by safely escorting them from their villages to school. The community on its own is able to source funds to run varied initiatives at the school. For example, from 2006 to 2008, the community raised more than MK207,840 through village contributions, village casual labour and use of Gule Wamkulu fundraising. The community also has been able to lobby its member of parliament, who gave several items to support the construction of the two teacher's houses.

The trainings that teachers attended have improved their performance. They are able to use participatory teaching and learning methods and making use of TALULAR materials when teaching. In standard 5, learners are able to comprehend their English book with few problems. After being trained on school management, the new headteacher is doing well in managing the school. He has improved the school and

community relationship and ensured the effective use of small grant amounting to MK304,000.

Challenges

- **The community** wants its school to increase classes yearly despite the fact that the school is understaffed and has inadequate classrooms.
- **Teachers** who are operating from their homes are sometimes not able to come to school or they come late due to adverse weather conditions.

Recommendation

- **District education management** should ensure that teachers live near their duty station.



Msambaadzukulu

Cluster **Chimkoka**
Zone **Chimbuli**
TA **Chakhaza**

Location

Msambaadzukulu School is northeast of Dowa district. It is 4 km west of Chimkoka TDC and 24 km from Madisi Trading Centre. To reach the school, branch off from the M1 at Madisi Trading Centre and take Madisi-Bowe road to Chimkoka TDC. Take the road to Bua Trading Centre until reaching Kanyemba Trading Centre and then turn west for 300 metres.

Key Players

Formal Team

PEA **Joseph Chafukira**
AC **Lucius Chimbalanga**
HT **Laston K Phiri**
SMC Chair **Mayi Alesi Chimbalanga**

Support Team

ZOC **Jenner Namoto**
CL **Bambo Longwe**
MCM **Potifer Kangula**

Background

Msambaadzukulu School was established in 2000 by the community with four classes from standard 1-4 against three teachers. The enrolment was low, 252 (113 boys, 119 girls) in 2000 because the school had no permanent classrooms or toilets or any teaching and learning resources. This discouraged learners from continuing to attend. Later the government



constructed one classroom block and three toilets but this did not improve the situation enough. Teachers didn't effectively plan for their work and sometimes taught without lesson plans. They didn't assess learners on a regular basis or update other teaching records as required. Learners' daily attendance was low and a 40% absenteeism rate was normal. As a result, learners were unable to read and write even by standard 4.

Community participation for school development was low. Community members believed that once a school was established it became the government's responsibility to construct structures and bring in resources. As a result, for a very long time the teachers' houses were not permanent and most of the classes were conducted under the trees.

PSSP: SFP Inputs

PSSP: SFP has trained four teachers on content knowledge and pedagogical skills and supported them with reference materials to effectively teach. For three years, they have been supported with teaching and learning materials, such as resource books, exercise books and knowledge on production of other teaching materials that they need when teaching. All teachers at this school were sensitized about BLP/M, and the standard 1 and 2 teachers were trained and provided with adequate materials for teaching



BLP/M. The community members were sensitized and trained on the school development and supported with a small grant for the construction of a school block, which was completed within five months. PSSP: SFP trained the school management committee to lobby and organize fundraising activities to support school initiatives.

Achievements

The school enrolment has increased by 37% from 2006 to 2008. After sensitization, parents encouraged their children who had dropped out of the school and those who had been frequently absent to go back to school. Teachers are now teaching effectively using the best practices. Mr Robert Moffart, a standard 6 teacher, was observed by Thandie Banda, the assistant coordinator for Madisi, who was impressed with how the teacher handled an English lesson and that 60% of the learners were able to comprehend English. In standard I, learners such as Anock Chisale and Joseph Sandram are able to read and write, along with 50% of the learners. This trend of learners' performance is noticeable across standards 1-6. Two additional classroom blocks, seven permanent latrines and two urinals have been constructed with almost 50% of the materials provided by the community. A sum of MK150,000 has also been raised through contributions. Visits to the school by the Director of Basic Education and the



President of Africare have fueled the school community members to work hard to ensure that learners at the school are learning in a very conducive environment.

Challenges

- **Community members** should increase classes from standard 6-8, despite understaffing at the school.
- **Teachers'** housing is inadequate.

Recommendations

- **Community members** should continue to be sensitized on their role to improve the school.
- **Teachers** should continue working very hard and be supported by the local cluster MTTT.



Mtsukamakoza

Cluster **Sungeni**
Zone **Chimbuli**
TA **Chakhaza**

Location

Mtsukamakoza School is situated northwest of Dowa district. It is 21 km west of the Teacher Development Centre. From Madisi Trading Centre, it is 15 km to the east along the Bowe road. To reach the school, take Madisi–Bowe road, travel 7 km from Madisi Trading Centre. At the crossroads, turn left and go 8 km to reach the school.

Key Players

Formal Team

PEA **Joseph Chafukira**
AC **Lucius Chimbalanga**
HT **Precious Sikanako**
SMC Chair **Mr. Toto Moyo**

Support Team

ZOC **Jenner Namoto**
CL **Bambo Chitete**
MCM **Amina Chazunda**

Notable Champions

Mr. Kasinde is the Chief Counsellor of Akunjira in the whole Chakhaza area. He is the man who has inspired other Akunjira to support education in schools. He has been in the forefront organizing fundraising activities and supporting the improvement of the school infrastructure. He has changed the mindset of the sect to be developmentally conscious.



Background

The school was established in 1975 by CCAP Nkhoma Synod under Rev. Fredrick Chikapa. In 2006, at the inception of PSSP: SFP, the school had two classroom blocks with an enrolment of 597 (302 boys, 295 girls) against eight teachers. The teachers' accommodations were poor. The community was dormant and untrained in school management. Community members had no knowledge about how to raise funds or support the OVC. They believed it was the government's responsibility to bring resources to their school. In April to June, attendance would sometimes drop by 10%; child labour was very high in the area. Most teachers did not prepare for their work and used teacher-centred methods, which resulted in learners taking a long time to learn to read and write.

PSSP: SFP Inputs

Since its inception, PSSP: SFP has increased the number of resources at the school. It donated 182 books to the new library to help improve a reading culture among learners and teachers. The small grants support amounting to MK298,314 was used for school gardens inputs and support for school block construction. Sensitization meetings and trainings have motivated Gule Wamkulu to escort learners to school. They raised MK48,000 to support OVC with school uniforms and to construct a headteacher's house. Three Village Headmen and their subjects roofed teachers' houses. Teachers were trained and supported with reference materials to help improve their content knowledge and other professional skills to effectively improve teaching and learning. Selected teachers have been

mentored to provide supervisory skills among teachers to increase basic supervision at the school level.

Achievements

The school community is actively involved in school activities. Community members have learned to involve other stakeholders and effectively use financial support provided. The Gule Wamkulu have been the zonal role models in fundraising and have demonstrated to the community that they are part of the society that should improve education at a school level.

Enrolment at the school has increased by 64% for both girls and boys. Of the teachers, 80% are fully prepared for their classes, which has improved teaching and learning and the attendance of both teachers and learners. In standard I, 60% of the learners are able to read and write. The other classes have also improved. And six out of eight teachers have housing accommodations at school.

Challenges

- **Child labour** is still high in the area because of the intensive growing of tobacco.
- **Two classes** are still learning under the trees.
- **Village headmen** may have more influence than the school management committee.

Recommendations

- **Chiefs** should receive continuous sensitization and trainings on their roles.
- **Gule Wamkulu** need support and encouragement in developing the school.
- **Communities** should be sensitized on sustaining fundraising and lobbying skills.



Mbelekete

Cluster **Chimkoka**
Zone **Chimbuli**
TA **Chakhaza**

Location

Mbelekete School lies in the western side of Dowa district. It is in the area of TA Chakhaza 18 km from Mponela. To reach the school, take the road from Chinkhwiri to Bua for about 5 km and turn left.

Key Players

Formal Team

PEA **Joseph Chafukira**
AC **Lucius Chimbalanga**
HT **Rhoda Tennison**

Support Team

ZOC **Jenner Namoto**
CL **Bambo Longwe**
MCM **Kangulu Portipher**

Notable Champions

V **Masa**
GVH **Kaning'a**

Background

Mbelekete school was started in 2007 by Luke Dolby, an English teacher from the United Kingdom. Infrastructures at the school were constructed in 2007 from the funds that he sourced from well-wishers in England. The school has classes for standards 1 and 2 against two volunteer teachers.



Although the community started the school, it is not officially opened. The school has excellent infrastructures: three classroom blocks, six toilets and a very good source of water.

PSSP: SFP Inputs

PSSP: SFP supported the school by sensitizing and mobilizing the community to own the school. The project also trained the volunteer teachers in content knowledge, pedagogy and TALULAR production. Standard 1 and 2 teachers were also trained on BLP/M and supported with BLP/M materials.

Achievements

In addition to the school structures donated by Luke Dolby, the community members moulded bricks for the construction of teachers' houses. They also opened the school and employed two teachers. Enrolment in standards 1 and 2 of 316 (215 girls, 101 boys) increases every month. Learners' performance is very good in both classes, with 75% of the learners able to read a sentence and to write words and simple sentences. Volunteer teachers use BLP/M strategies and best practices acquired from cluster trainings.

Challenge

- **The school catchment area** is very small with only two village headmen, although the school has the necessary facilities to cater to more than 700 learners.

Recommendation

- **The community** should immediately approve and ensure that teachers' houses are constructed.



Sungeni

Cluster **Sungeni**
Zone **Chimbuli**
TA **Chakhaza**

Location

From Madisi Trading Centre, turn right and travel 7 km to Sungeni School, which is at the foot of Mpale mountain on the left.

Key Players

Formal Team

PEA **Joseph Chafukira**
AC **Lucius Chimbalanga**
HT **Raphael Dzoole**
SMC Chair **Bambo L Scort**

Support Team

ZOC **Jenner Namoto**
CL **Bambo Chitete**
MCM **Amina Chadzunda**
Girl Mentor **Abiti Scort**

Notable Champions

GVH **Elisa**
GVH **Sungeni**
GVH **Chinkhwangwa**

Background

Sungeni School was established in 1954 under the proprietorship of Lilongwe Diocese. The school has standards 1-8. In 2005 before PSSP: SFP, the enrolment was 739 (382 boys, 354 girls) with only two classroom blocks and six teachers' houses. Four of the houses were dilapidated, and every year two or three roofs were blown off. The school had no toilets for either girls or boys. This led to great



absenteeism, especially among the girls, and sometimes outbreaks of diseases like diarrhea. The community was passive toward the school development activities. Four classes were learning outside, and sometimes resorted to using the nearby church. About 20% of teachers tried participatory methods but didn't use any TALULAR materials. Some conflict existed between teachers and headteacher. Standard 1 learners could not read and write, and other classes had difficulties in mathematics, English and science.

PSSP: SFP Inputs

PSSP: SFP sensitized and mobilized the community to own the school by coming out with initiatives that would develop the school and improve the children's learning. Seven teachers (four males, three

females) were trained on content knowledge, pedagogy and production and use of TALULAR materials in teaching and learning. All of them were given reference materials to support them in their teaching. The school was supported with the small grant to construct two classroom blocks. Two teachers were trained in supervisory roles and are among the local troupers in the cluster.

Achievements

The school community has constructed two classroom blocks and already 564 learners (258 boys, 306 girls) are learning in these classrooms. Although the small grant amounting to MK511,483 was given to the school, the community also raised almost MK80,000 and all 24 Village Headmen contributed cement to the school. From 2006 to 2008, enrolment has

increased by 29%. The community is able to support the OVCs. The mother group from Sungeni village supported 20 learners with writing materials and soap. A Gule Wamkulu festival fund raised MK31,597, which was used to pay the builder and bought school uniforms for two boys and two girls.

Teachers are effectively using participatory methods and are making TALULAR materials and using them without any problem. The student teachers at the school are learning from teachers like Mrs Agnes Sinthala and Mrs Harriet Chakumbira, who are effectively using participatory methods. The introduction of BLP/M in standard I has enabled many learners to read and write their names, some words and simple sentences. In standard 5, more than 50% are able to read and comprehend English from their books and are able to construct sentences.

Challenges

- **The school** has no vocational skills training.
- **Some local leaders** are inactive in school development activities.

Recommendations

- **Teachers** should continue conducting CPDs.
- **The community** should construct more classroom blocks and teachers' houses.



Bwanyundo

Cluster **Ngala**
Zone **Katalima**
TA **Chakhaza**

Location

Bwanyundo school is east of Katalima TDC behind Ngala hill. From Katalima TDC take the Lilongwe-Kasungu M1 for 5 km. Turn right. Follow the road to Ngala for another 7 km to the school.

Key Players

Formal Team

PEA **Alexander P Mpanang'ombe**
AC **Alefa Chiusiwa**
HT **Monica Kapita**
SMC Chair **Pelekani Lazaro**

Support Team

ZOC **Speaker Nkhonjera**
CL **Gilvazio Kalimanjira**
MCM **Shadreck Chigwe**
Girl Mentor **Little Chimpanda**

Background

Bwanyundo School opened in 1994, its proprietor Lilongwe Diocese. **Bwanyundo** School has a female headteacher, **Monica Kapita**, and six qualified teachers (two female, four male) for standards 1-6. The school has two permanent classroom blocks accommodating four classes. Another class meets in a church and one outdoors. **Bwanyundo** has play parks made from metals, five toilets and three teachers' houses, two permanent, one semi-permanent, all occupied and one



still under construction. The school has a borehole within the school premises. In 2006 enrolment was 354 (180 girls, 174 boys).

PSSP: SFP Inputs

Several sensitization and mobilization meetings were conducted by PSSP: SFP. The school received 225 donated books and small grants totaling MK113,005.

Teachers from the school have all undergone five cluster trainings and three teacher conferences. Headteacher and deputy attended school-management training in addition to administrative trainings by PSSP: SFP. One teacher has been trained as a local MTTT responsible for Chichewa in Ngala cluster. The school has been monitored several times through PSSP: SFP supervision.

Monitoring teams included PEA, ZOC, AC and local MTTTs. The headteacher, deputy and standard 1 teachers have undergone several BLP/M trainings and review meetings. All teachers at the school have been oriented on BLP/M implementation. The standard 1 teacher went to see how Felix MY Kamanga, a BLP/M role model, was teaching and using early literacy strategies. Teachers have conducted 31 school-based CPDs at which they shared knowledge and experiences in challenging topics. The school was given a SIP box containing teaching and learning materials to be given to best performers amongst teachers, learners and community members. The school had three open days in 2008.

Achievements

A sense of ownership has developed among community members, marked by their moulding of bricks to build a teacher's house supported by small grants. In 2007 the community contributed 85 kg of tobacco, sale of which raised MK4,800 which went to pay builders. The school has established a library, developing a reading culture among teachers, learners and community members. Mr RS Kalenga is the school librarian. Cluster trainings and teacher conferences have helped teachers and learners improve. Monitoring and supporting teachers and learners in class has increased to three times per month, which has also improved learner achievement in all classes. In standard 2 the pass rate was 83% compared with 53% in 2005. In standard 5, the pass rate was 80% compared with 45% in 2005. Administrative and teaching records are up to date. One teacher, the local MTTT, is equipped with supervision skills and monitors and supports other teachers, offering constructive advice and building mutual trust between herself and those she supervises. BLP/M has improved early literacy skills in writing and reading common Chichewa words and creating class-made books. The community built a teacher's house supported by small grants. The SIP box was replenished with MK856 in donations.

Challenges

- **The school** has three teachers' houses against six teachers. Three teachers still commute from as far away as 10 km.

Recommendations

- **Community members** should increase the pace of school development.
- **Teachers** should continue conducting CPDs for their professional growth.



Bweya

Cluster **Gala**
Zone **Catalpa**
TA **Chakhaza**

Location

Bweya School is southeast of Catalpa TDB behind Gala hill. From Catalpa join the Lilongwe-Kasungu MI. Travel 5 km, turn right and follow the road for 11 km to Bweya School.

Key Players

Formal Team

PEA **Alexander P Mpanang'ombe**
AC **Alfa Chiusiwa**
HT **Francisco Kamonda**
SMC Chair **J Still**

Support Team

ZOC **Speaker Nkhonjera**
CL **Gilvazio Kilimanjaro**
MCM **Shamrock Chigwe**
Girl Mentor **Little Chimpanzee**

Background

Bweya School was established in 1927 under Lilongwe Diocese. In 2006 it had eight teachers (two female, six male), standards 1-8 and enrollment of 440 (216 girls, 224 boys). The school had seven classrooms, four permanent. Bweya has 12 permanent latrines built by the assistance of ICEL. The permanent school block houses the headteacher's office. The school has play parks made of steel bars. The school had a BCC started with the influence of ICEL. Teachers' houses required major repairs.



PSSP: SFP Inputs

Inputs started with sensitization and mobilization meetings to instill a sense of ownership in the community. Small grants helped rehabilitate teachers' housing. All teachers attended cluster training's and teacher conferences. PSSP: SFP trained teachers in module writing and facilitation skills. BLP/M training's and review meetings were conducted for the headteacher and standard 1 teachers. Training of local MTTT was done to equip them with supervisory skills and skills in giving feedback after supervision. Opportunities were created for teachers to be monitored and supported in the classroom. Standard 1 teachers traveled to see how Felix MY Kaman taught BLP/M. A SIP box was given to the school containing various teaching and learning items. The spirit of fundraising became evident in community members.

School-based CPDs were established at the school. The school received 134 donated books.

Achievements

Sensitization and mobilization meetings fostered a spirit of ownership in the school in the minds of the community, resulting in renovation of three teachers' houses with falling roofs and poor walls. Teachers are now housed in well-renovated houses, a motivation for teachers who want to teach well. Cluster training's equipped teachers with skills in pedagogy and TALULAR production and use, enabling teachers to use learner-cent red methods and make learning more meaningful. Teachers learned skills in module production and facilitation during teacher conferences, Mr. Chigwechokha facilitated English and Mrs. Malaga mathematics. Learner

performance improved. The school has two local MTTTs who have been trained in supervisory skills, Felix MY Kaman and Mr. Chigwechokha, who are responsible for BLP/M and English in Gala cluster. Approaches by BLP/M and English teachers in their classes have improved. Felix MY Kaman was used as a BLP/M role model for all standard I teachers in the zone. SIP box contents encouraged a competitive spirit among learners and teachers. The items are given as incentives to learners who perform well in any school activities. Replenishment is done from time to time. The last time the box was filled with donations of MK20,500.

Donated books are being used by teachers, learners and community members, promoting a reading culture. Enrollment rose 29% by 2008 to 569 (285 boys, 284 girls). Standard 8 selections in 2005 were three boys and two girls and in 2006 five boys and three girls. In 2007 it was 11 boys and nine girls, all to Gala CDR. The pass rate increased 400% over 2005 selection and 250% over 2006 selection.

Challenges

- **Communities around Gala school are slow** in taking action to improve education of their children.
- **School administration may slacken** when handling professional issues at school.



Recommendations

- **Communities** should be encouraged and assisted to put their children's education as first priority and take necessary action in a timely manner.
- **The formal team** should assist school administration to handle professional issues promptly.
- **Communities** should construct additional teachers' houses to accommodate teachers who travel long distances to and from the school.



Chilinkholi



Cluster **Nyagra**
Zone **Katalima**
TA **Chakhaza**

Location

Chilinkholi Primary School is to the far west of Katalima TDC. Take M1 4 km to Nyagra tree plantation. Turn right, pass a road block and travel some 10 km to Kachigamba. Turn right into a drimp road. Travel through Katsuka School. Chilinkholi School is 10 km after Katsuka.

Key Players

Formal Team

PEA **Alexander P. Mpanang'ombe**
AC **Alefa P.C. Chiusiwa**
HT **Kalebe Mbewe**
CDA **H.B. Mndelemani**

Support Team

ZOC **Speaker Nkhonjera**
CL **Batson Chidandale**
MCM **Daiton Eneya**
Girl Mentor **Mayi Fatsileni Mkungula**

Background

Chilinkholi Full Primary School was established in 2000 under Lilongwe Diocese. In 2006 the school had three teachers (two male, one female), all volunteers. The school had one grass shelter with two classrooms, not well maintained. The other two classes were accommodated in borrowed church buildings. The community showed little interest in the school. The school had no toilets. Enrolment was 179 (89 boys, 90 girls). Eventually all volunteers stopped teaching and a qualified teacher, Kalebe Mbewe, was posted to the school.

PSSP: SFP Inputs

Arrival of PSSP: SFP in 2006 brought sensitization and mobilization interventions resulting in the community putting up a classroom block and two teachers' houses. The temporary teachers at school participated in all five cluster trainings, gaining pedagogical skills enabling them to teach more effectively.

Achievements

The school now has one permanent school block, one teacher's house completed and in use and another teacher's house under construction. Community members have a sense of ownership resulting from sensitization meetings by PSSP: SFP. The community raised MK22,000 for school development.

Challenge

- **The headteacher** is sometimes absent.

Recommendations

- **The school** may benefit from a new headteacher.
- **Communities** should put up more teachers' houses and school blocks to attract more learners.
- **Additional qualified teachers** should be sent to the school.
- **Continued monitoring and support** of teachers and learners in the classroom is also recommended.



Chiliphiza



Cluster **Madzo**
Zone **Katalima**
TA **Chakhadza**

Location

From Katalima TDC take the Kasungu-Lilongwe M1 for 9 km. Turn right, follow the road for 8 km. The school is right beside the road.

Key Players

Formal Team

PEA **Alexander P. Mpanang'ombe**
AC **Alefa P.C. Chiusiwa**
HT **Sammie Chagwenje**
SMC Chair **Bambo Luwengo**

Support Team

ZOC **Speaker Nkhonjera**
CL **Bambo Josiya Chimthele**
MCM **Edson Nyamukani**
Girl Mentor **Mayi Milka Kasawa**

Background

Chiliphiza School started in 2000 under Lilongwe Diocese. It has standards 1-4. Enrolment in 2006 was 190 (87 girls, 103 boys). The school had two qualified teachers (one female, one male) and two male volunteer teachers. Teacher and learner absenteeism went unchecked. Members of the community felt little responsibility for the school. Chiliphiza had two grass shelters as classroom blocks and one unroofed red-brick classroom block.

PSSP: SFP Inputs

PSSP: SFP helped community members prioritize their needs. Teachers participated in cluster trainings and teacher conferences. The project supported roofing the school block and a teacher's house with a small grant of MK179,785. To promote reading, PSSP: SFP gave library books to the school. One teacher, Mr Sammy Chagwenje, was trained as a local MTTT, supervisory head for Madzo cluster. The headteacher and standard 1 and 2 teachers were trained in early literacy strategies. Resource books in English, mathematics, TALULAR production, BLP/M and science were supplied to the school.

Achievements

Some learners at Chiliphiza now are in a permanent iron-roofed structure. The headteacher resides at the school. Teacher and learner attendance has improved. The headteacher has transformed school culture to professional status. BLP/M has enabled standard 1 learners to master reading and writing of their names and many common Chichewa words and short sentences. Learners can use TALULAR mounted on classroom walls. Teacher punctuality has improved. One sees teachers at school before 7 a.m., which was hardly the case before.

Challenges

- **The permanent block** at the school has only two classrooms against four classes and only one teacher's house against five teachers.

Recommendations

- **Continue constructing the started house** so more teachers stay at school.
- **Build more classroom blocks** so all classes are well-accommodated.



Chimwendo

Cluster **Nyagra**
Zone **Katalima**
TA **Chakhaza**

Location

From Katalima TDC take the Kasungu-Lilongwe MI, travel for 9 km to Natola secondary school, turn right into the dirt road for 6 km to Chimwendo School.

Key Players

Formal Team

PEA **Alexander P. Mpanang'ombe**
AC **Alefa P. E. Chiusiwa**
HT **Paul J. Soko**
SMC Chair **Mr. Lyson Phiri**

Support Team

ZOC **Speaker S. Nkhonjera**
CL **Josiya Chimthele**
MCM **Edson Nyamukani**
Girl Mentor **Ruth Kankhumbwa**

Notable Champions

Akunjira

Background

Chimwendo School, established by Lilongwe Diocese in 1974, has standards 1-8. Enrolment in 2006 was 606 (310 girls, 296 boys) with seven male teachers. There was no week when all teachers came to school. Learner absenteeism was also common, especially on market days, Mondays and Fridays. Community members felt it was not their duty to ensure children are learning and under what



circumstances. The school taught no vocational skills. Of eight classrooms, four were permanent and four semi-permanent with dilapidated grass roofs. The school had no resource books or library books, offered no support to OVCs, held no CPDs and received no community contributions.

PSSP: SFP Inputs

The school received small grants from PSSP: SFP to establish tailoring and tinsmithing vocational-skills training at the school and to reroof two classrooms in late 2006. All seven teachers attended five cluster trainings and teacher conferences. The school has two members on Teacher Conference Committees. An exchange visit to a role model was encouraged to a standard one teacher. The school was supported with a SIP box. BLP/M



training was done to impart skills on early literacy strategies. PSSP: SFP has planted the spirit of fundraising locally to improve school resources, offering training in module production and facilitation skills as well. The project has equipped SMC members with lobbying skills.

Achievements

Vocational skills are established at the school involving 16 learners (six girls, 10 boys). Ganizani Misiyasi a boy, an orphan, now is good at tinsmithing. Patricia Soko, a girl, mastered tailoring. Two

permanent classroom roofs blown off by strong winds were put back with support from small grants from PSSP: SFP. Four semi-permanent classrooms are now iron-roofed, making the learning environment more conducive. Learners' performance has improved. Cluster trainings equipped teachers with pedagogical skills and improved teacher performance. The school has one local MTTT, Mr. Geoffrey Nthiko, who monitors other teachers in Nyagra Cluster and supports them. In so doing teacher performance improves. Andrea Njiramanda and Arnold Katotha acted as facilitators during teacher conferences. Teachers have skills in producing modules and facilitation, gained from PSSP: SFP. BLP/M implementation improved at the school after the standard I teacher observed F.M.Y. Kananga of Ngala school, who is a good BLP/M implementer. Learners now can read and write their names and simple Chichewa words. Community members raise funds for school-development projects. The community contributed MK90,960 to pay builders who built three teacher houses, Gule Wamkulu raised MK6,600. Community leaders lobbied from the Honorable M.P. Dzonzi for 85 iron sheets to roof the three teachers' houses. Support for OVCs has been done.

Ganizani Misiyasi was supported by Mr. Paul Soko, the HT, with a school uniform, Linia Chisale, a girl, was given a school uniform by the SMC. These materials have reduced worries by learners and their attendance is excellent.

Recommendation

- **The community** should build more teachers' houses so five teachers commuting from Madisi can reside at school for maximum learning time by learners.



Chinguwi

Cluster **Katalima**
Zone **Katalima**
TA **Chakhaza**

Location

From Katalima TDC join the Lilongwe-Kasungu M1 to Kasese Trading Centre and 1 km away turn right. Follow the dirt road into Ngala forest and 2 km from the turnoff you are at Chinguwi school.

Key Players

Formal Team

PEA **Alexander P.**

Mpanang'ombe

AC **Alefa P. E. Chiusiwa**

HT **Grace Limbani**

SMC Chair **G. Chibwana**

Support Team

ZOC **Speaker S. Nkhonjera**

CL **Zimbwe Chakhaza**

MCM **Pearson Nkhoma**

Girl Mentor **Ruth**

Kankhumbwa

Background

Chinguwi School was established in 1995 under Dowa L.E.A. with standards 1-6. Enrolment in 2006 was 230 (119 girls, 111 boys) with three qualified teachers (two female, one male) and two male volunteer teachers. Community members believed the school belonged to Ngala Forest Plantation and were passive in school development. Learners' absenteeism was high. Teachers were few and learning time was limited. The school operated in



three grass shelters and a clinic. Teachers lived in houses meant for Ngala Forest Plantation workers. Chinguwi teachers had never gone for refresher courses. The school had no library.

PSSP: SFP Inputs

Sensitization and mobilization meetings by PSSP: SFP changed the mindset of Chinguwi community. The school received 123 donated books from PSSP: SFP and small grants of MK23,000 for vocational-skills training in tailoring and tinsmithing. The three qualified teachers and four new arrivals attended all the cluster trainings, teacher conferences and BLP/M trainings. Two teachers from the school are members of Teacher Conference Committee for Katalima cluster. One teacher has been trained as a local MTTT for mathematics in

Katalima Zone. A standard I teacher at Ngala School within the zone came to see how his counterpart implements BLP/M. PSSP: SFP involved PEA AC, ZOC and local MTTTs to strengthen supervision. A SIP box provides performance incentives for the school. SMCs and other community leaders were trained in lobbying and fundraising. The school introduced a teacher-attendance chart.



Achievements

Community members for the first time moulded more than 400,000 bricks for construction of school blocks. They built one school block, now in use. ICLEP and DFID have assisted the school as well. DFID is building two school blocks, two teachers' houses and a headteacher's office. ICLEP and DFID have drilled a borehole to provide safe drinking water to the school. A reading culture has been established at the school using donated books. Mr. Williams Phiri and Alepha Kalimbira are school librarians. Cluster trainings and teacher conferences have improved teachers' and learners' performance. In standard 6 at Chinguwi, learners did well in English and mathematics. PSSP: SFP trained one teacher from the school as a local MTTT responsible for mathematics in Katalima Zone. She was given skills in providing feedback, hence building trust among teachers. In the long run, learners benefit. Monitoring and supporting teachers and learners in the classroom is more frequent now through structures put up by PSSP: SFP, resulting in improved teacher and learner performance. SIP contents have encouraged professional and academic competition among teachers and learners, who are recognized for jobs well done.

Challenges

- **Teachers** may not always cooperate with the headmaster. School sanitation is not good in terms of latrines.

Recommendations

- **Teachers** should continue to work together, building trust and growing from strength to strength.
- **Communities** should put up latrines to improve school sanitation.



Chiwira

Cluster **Katalima**
Zone **Katalima**
TA **Chakhaza**

Location

From Katalima TDC get onto the Kasungu-Lilongwe M1 and go 4 km to Nyagra Tree Plantation. Turn left, go 2 km and you are at Chiwira School.

Key Players

Formal Team

PEA **Alexander P. Mpanang'ombe**
AC **Alefa P.E Chiusiwa**
HT **Esau M.P Kalulu**
SMC Chair **Jennet Chakwala**

Support Team

ZOC **Speaker Nkhonjera**
CL **Wilford Chikhobwe**
MCM **Pearson Nkhoma**
Girl Mentor **Effinas Kamanga**

Background

Chiwira School was established in 1995 under CCAP's Nkhoma Synod. It had standards 1-7, three qualified teachers (one female, two male) and two unqualified female teachers. Absenteeism by both groups of teachers was routine. The school had two school blocks, one permanent and one semi-permanent, with one teacher's house under construction. No teacher resided at the school. All commuted from as far as 12 km. The school had no library or vocational-skills training. School sanitation was poor, with two latrines. Enrolment was 497 (252



girls, 245 boys). Midway in 2006 the headteacher was replaced. Learners absented themselves, taking advantage of understaffing at the school.

PSSP: SFP Inputs

Sensitization meetings by PSSP: SFP for PEA, ZOC, AC and extension workers brought awareness to community members. A small grant of MK23,000 helped the school establish vocational-skills training. Teachers were trained during five cluster trainings and three teacher conferences. Teachers also received training in module writing, local MTTT training and BLP/M training on use of early literacy strategies. PSSP: SFP arranged supervision visits and an exchange visit for a standard I teacher to observe another standard I teacher in Ngala cluster on implementing BLP/M. The school received a SIP box with teaching and

learning materials. The idea of fundraising developed in the minds of community members. MCMs established play parks.

Achievements

The community now carries out development work, moulding 280,000 bricks in 2007 and constructing two teachers' houses, one now occupied by a teacher. Another indication of community ownership is contributions of MK1,700. More teachers were sent to the school, reducing teacher-pupil ratio and teachers' workload. Vocational skills are established at the school, and 24 school uniforms were given to orphans. BLP/M has helped learners in standard I write and read their names and simple Chichewa words and sentences. Training has improved teachers' performance. Alice T. Luwanga is good at teaching large classes through the teaching-corner

approach. She is also a local MTTT responsible for Chichewa in Katalima Zone. Elestina Chizungu is another role model in teaching BLP/M to learners in standard I and a local MTTT responsible for implementation of BLP/M. They have been equipped with supervision skills through local MTTT trainings. The school has two (one female, one male) members of the Teacher Conference Committee, Esau MP Kalulu and Elestina Chizungu. Teacher monitoring and support in classes is more frequent now with the use of PSSP: SFP monitoring structures.



Challenges

- The school has three temporary latrines for the entire school population.
- CPDs are conducted irregularly.
- The school has 5 teachers against 6 classes.

Recommendations

- Construct additional pit latrines to improve school sanitation.
- Strengthen CPDs to improve teaching and learning performances.



Kabuluzi

Cluster **Katalima**
Zone **Katalima**
TA **Chakhaza**

Location

From Katalima TDC join the Lilongwe-Kasungu MI to Kasese Trading Centre about a kilometre away. Turn to the left and travel four kilometres to the first village. The school is situated within that village.

Key Players

Formal Team

PEA **Alexander P.**

Mpanan'ombe

AC **Alefa P.E. Chiusiwa**

HT **Fanuel A. Banda**

MCM **Pearson Nkhoma**

SMC Chair **S. Phaka**

Support Team

ZOC **Speaker Nkhonjera**

CL **Wilford Chikhobwe**

CDA **H.B Mndelemani**

Girl Mentor **Effinas Kamanga**

Notable Champion

GVH **Nkhungulu**

Background

The school was established in 2000 by Dowa Local Education Authority. It is a junior primary school with standards 1 to 4. The school started operating with two grass shelters for classrooms without a teacher's house. The only qualified teacher at the school was residing in the village. This teacher was assisted by three other unqualified teachers (one female,



two male) who attended classes irregularly, sometimes as little as once a week. The community around Kabuluzi firmly believed that it was the government's duty to build classrooms and to provide everything for the education of their children.

PSSP: SFP Inputs

PSSP: SFP mounted a series of sensitization meetings at the school, which resulted in communities realizing that they had a role to play in the education of their children. They moulded bricks and constructed one classroom block and two teachers' houses. PSSP: SFP's grant assisted the community in purchasing roofing materials, flooring a classrooms block and building three teachers' houses. Cluster trainings and teacher conferences were mounted. These equipped teachers with pedagogical skills so enable them teach their learners meaningfully.

PSSP also provided Local MTTT training, which helped teachers with supervisory skills. Mr Fanuel Banda is a local MTTT who supervises the teaching of science in Katalima cluster and provides appropriate guidance to the teachers on how best to teach science. To develop a reading culture in learners and teachers, PSSP carried out BLP/M trainings to equip standard 1 teachers with skills on using early literacy strategies so that standard 1 learners are able to read and write as early as possible. In order to attract children, PSSP provided the school with play parks and academic clubs through MCM activities. For example, reading club is headed by Clement Andiseni, a teacher and trained librarian under the sponsorship of PSSP.



Achievements

The school has made great achievements in the past three years. It has a permanent school block that has replaced grass shelters and three permanent teachers' houses accommodating the two qualified teachers available at the school. Owing to the more conducive learning environment, school enrolment has risen from 220 in 2006 to 269 in 2008, an increase of 22%. Ownership of the school is now in the hands of the community, as evidenced by the wide range of activities taking place at the school and the remarks community members make. For example, "*Tikuyamika bungwe la*

PSSP ndi ntchito zake, upangiri wake komanso thandizo lake limene lapangitsa kuti sukulu yathu iwoneke ngati sukulu. Ana anthu akuphunzira bwino tsopano. Sakuopanso mvula ngakhale dzuwa kaya liwale motani," said G. V. H. Nkungulu. ("We sincerely thank PSSP for making us know our roles towards the education of our children, for its activities and financial assistance given to us which has made our school look like a school. Our children are no longer bothered come heavy rains or heavy sunshine.") Through early literacy strategies, standard I learners are able to write their names and read common Chichewa words and sentences.

Challenges

- **Two teachers** against four classes
- **Two classrooms** against four classes.

Recommendations

- **Strengthen staff** by sending more qualified teachers to the school.
- **Construct two more classrooms** of permanent nature so that the classes still using grass shelters can be accommodated.
- **Continue using donated books** to promote reading culture at the school.

Kalikulu

Cluster **Ngala**
Zone **Katalima**
TA **Chakhala**

Location

Kalikulu school is east of Katalima TDC behind Ngala hill. From the TDC take Lilongwe-Kasungu MI, travel 5 km, turn right and follow the road to Mtambalika Trading Centre. Turn in GVH Joseni. The school is 17 km from the TDC.

Key Players

Formal Team

PEA **Alexander p Mpanang'ombe**
AC **Alefa PE Chiusiwa**
HT **Willie Mambo**
SMC Chair **Maliten Mkusa**

Support Team

ZOC **Speaker S Nkhonjera**
CL **Gilvazio Kalimanjira**
MCM **Shadreck Chigwe**
Girl Mentor **Little Chimpanda**

Notable Champions

GVH **Joseni**

Background

Kalikulu School opened in 2003 under Lilongwe Diocese. Kalikulu School had four teachers (one female, three males). Enrolment was 233 (117 girls, 116 boys) in standards 1-4 until the beginning of 2008 when standards 5 and 6 were introduced. The school has four teachers' houses and two under construction. The school has metal play parks planted by



ICLEP and nine permanent toilets. A borehole is within school premises. The school now has five qualified teachers (one female, four male).

PSSP: SFP Inputs

After sensitization and mobilization meetings at the school by PSSP: SFP, SMC and PTA were revitalized. The school received small grants of MK291,907 to support IGAs and vocational skills and to build two teachers' houses and a headteacher's office. To start a school library, 154 donated books were supplied to the school. Teachers were trained in cluster trainings and teacher conferences. Teacher-supervision visits increased in number. Exchange visits and role-model utilization took place when standard 1 teacher Esther Kanzota went to Ngala school to see how BLP/M is implemented

there by Felix MY Kamanga. Open days and literacy fairs took place at Kalikulu, and BLP/M has taken shape through PSSP: SFP. A spirit of fundraising has emerged. The school trained two teachers (one female, one male) as local MTTTs, one for TALULAR and the other for mathematics.

CPDs were established at Kalikulu, and teachers received training in record upkeep, managerial duties by head and deputy, implementation of BLP/M, module writing, facilitation, class observation and giving feedback to teachers by local MTTT.

Achievements

The community has an intensified sense of ownership, evidenced by moulding of bricks and construction of a teacher's house. Community members come to school to see closure ceremonies and literacy fairs. Parents give prizes to children who perform well. Small grants resulted in construction of two additional teachers' houses, supported growing of maize by buying fertilizer, and established vocational skills involving nine learners (four girls, five boys). In tailoring, 13 items were made and 10 sold for MK2,130. The other items supported three OVCs. In tinsmithing, MK9,000 was realized. Cluster trainings and teacher conferences equipped teachers with teaching skills in participatory methods and in production and use of TALULAR to help learners perform better.

Supervision by PEA, AC, ZOC and local MTTTs improved preparation and teaching, and thereby learner gains. Exchange visits and role-model utilization enabled the standard I teacher to modify her approach to BLP/M teaching, and again learner gains improved. The community raised MK11,000 through maize growing. Local MTTTs supervise other teachers and give appropriate advice. Record keeping is good at the school, particularly by Mr Adson Kaipa, whose records are up to date, especially the register tracking learners' attendance. Undue absenteeism by teachers

and learners has been reduced. The community moulded 200,000 bricks in 2007 and 150,000 in 2008.

Challenge

• **Not enough CPD activities** are conducted at the school.

Recommendations

- **Conduct CPD training** as scheduled.
- **Continue supporting teachers and learners** in the classroom.



Kamongo

Cluster **Madzo**
Zone **Katalima**
TA **Chakhaza**

Location

From Katalima TDC go 4 km to Nyagra Tree Plantation. Follow the road entering Nyagra Plantation through Nyagra Estate and Kachigamba Trading Centre to Kamongo School, covering 15 km.

Key Players

Formal Team

PEA **Alexander P. Mpanang'ombe**
AC **Alefa P.E Chiusiwa**
CDA **H.B Mndelemani**
HT **Chaplain Phiri**
SMC Chair **Mr Kapasule**

Support Team

ZOC **Speaker Nkhonjera**
CL **Yohani Makawa**
MCM **Levison Kamwendo**
Girl Mentor **Etta Chilinda**

Background

Kamongo School, west of Katalima TDC, had two permanent and two temporary classrooms. Some housing was in poor condition, especially during the rainy season. The school had two qualified teachers against eight classes and no teacher's house. Both teachers rented at Kachigamba 4 km away. The school had only two latrines with enrolment of 257 (98 girls, 159 boys). Learner absenteeism was high. Teacher monitoring and support was



irregular, perhaps once per year. Fundraising was not done. Communities left everything to be done by the government.

PSSP: SFP Inputs

Mobilization meetings encouraged communities to take ownership of the school. Small grants from PSSP: SFP supported community initiatives in construction, vocational skills and IGAs. The school received library books and a SIP box with materials to increase competition among learners. Teachers at Kamongo attended cluster trainings in module writing, facilitation and supervision. An exchange visit was supported by PSSP: SFP. TFD performed at the school.

Achievements

Communities around Kamongo School moulded 80,000 bricks to construct three teachers' houses, two now occupied by three teachers new from college. The community roofed the temporary block using iron sheets, with support from small grants. The community grew maize to increase financial resources and realized sales of MK5,500 to pay builders. The school received a SIP box to promote competition among learners. Teacher and learner performance improved after teachers went through five cluster trainings, three teacher conferences and frequent teacher monitoring and support. A girl from the school, Ms. Banda, took first position in the mock test for standard 8 learners in 2008. The school has three male local MTTTs, Dickens Chima for mathematics, Chepter Baikolo for English and

Steven Kalukusha for Chichewa. A TFD performance supplemented sensitization and mobilization meetings, prompting communities to take ownership of the school. Attendance of parents was good during the literacy fair, more than 50 (31 women, 29 or more men). Teachers have gained knowledge in module writing and facilitation, including Chepter Baikolo, Dickens Chima and Steven Kalukusha, producing modules and facilitating for teacher conferences. Enrolment increased 118% from 2006 to 560 in 2008.



Challenges

- **The school has only three teachers' houses** against six qualified teachers, four classrooms against eight classes and only four latrines.

Recommendations

- **Speed construction** of the school block to accommodate more permanent classes.
- **Build more teachers' houses** to attract more teachers.
- **Monitor and support teachers and learners** to improve performance.



Kaphiri

Cluster **Chizolowondo**
Zone **Kabwinja**
TA **Chakhaza**

Location

From Madisi Trading Centre, travel on Lilongwe-Kasungu M1 1.5 km, passing by three schools: Mkhobola to the left and Chiliphira and Tchale to the right. One kilometer from Tchale, turn left and travel 4 km to Kaphiri School.

Key Players

Formal Team

PEA **Harold Kamanga**
AC **Mphatso Kabale**
HT **Tonnex Kapendeka**
SMC Chair **Esau Phiri**

Support Team

ZOC **Speaker Nkhonjera**
CL **Josiya Chimthele**
MCM **Edson Nyamukani**
Girl Mentor **Mai Luwengo**

Background

Kaphiri School started in 1972 under Lilongwe Diocese. It had three qualified teachers, all male, and two male volunteer teachers. Enrolment in 2006 was 419 (212 girls, 207 boys) with four permanent classrooms, one permanent teacher's house and five semi-permanent teachers' houses in poor condition. SMC and village headmen did not attend to children's education. School sanitation was poor. Learners used the bush when answering nature's call. Teacher and learner attendance was low.



PSSP: SFP Inputs

Several mobilization meetings were conducted at the school involving leaders and teachers. Small grants were given to the school amounting to MK257,400 to roof a community-built school block, rehabilitate three teachers' houses and establish training in vocational skills. The three teachers at the school attended cluster trainings and teacher conferences, gaining skills in pedagogy and facilitation. One teacher attended local MTTT training and became a trouper. Teacher Conference Committees were established and the school placed two members on the TCC in Chizolowondo cluster. Opportunities for exchange visits were made available and BLP/M trainings and review meetings carried out.

Achievements

Sensitization and mobilization prompted the community to construct a new teacher's house and small grants supported roofing it. Small grants supported renovation of three teachers' houses by the community, all an attraction for more teachers. The school tailored and sold 19 items to realize MK8,000. Cluster training equipped teachers with additional teaching skills, improving their teaching strategies and learner gains. Howard Kauzganga was trained as a local English MTTT for Chizolowondo cluster.





Two members of staff are also member of Kabwinja Teacher Conference Committee, Tonnex Kapendelere and Charles Kapaya. BLP/M training and review meetings equipped standard I teachers with early literacy strategies, helping learners read and write Chichewa words earlier. Community members contributed MK2,000. Teacher attendance has improved markedly.

Challenges

- **The school has three teachers** against eight classes.
- **Community members** do not easily acknowledge a problem or think of a solution.

Recommendations

- **The DEMs office** should continue monitoring teachers and learners in the classroom to ensure meaningful learning.
- **The community** should build more classrooms and modern teachers' houses.

Kapini

Cluster **Katalima**
Zone **Katalima**
TA **Chakhadza**

Location

From Katalima TDC take the Kasungu-Lilongwe M1 9 km. Turn right at Natola CDSS and go 4 km.

Key Players

Formal Team

PEA **Alexander P. Mpanang'ombe**
AC **Alefa P.C. Chiusiwa**
HT **Edson Khudze**
CDA **H.B. Mndelemani**

Support Team

ZOC **Speaker Nkhonjera**
CL **Bambo Josiya Chimthele**
MCM **Edson Nyamukani**
Girl Mentor **Mayi Ruth Kankhumbwa**

Notable Champions

GVH **Katumbu**
Hon. **Dzombe M.P.**

Background

Kapini F.P. School was established under CCAP Nkhoma Synod in 2000. The school has standards 1- 4 and four teachers (two female, two male). In 2006 the school used two grass shelters and a church as classrooms. Enrolment was 289.

The only teacher's house, which was temporary, was occupied by the headteacher. The other three teachers operated from



Madisi 7 km away. The community was inactive on school matters. Learner absenteeism was high. The learning environment was poor and teaching methods non-engaging.

PSSP: SFP Inputs

Sensitization and mobilization meetings helped community members realize their role in education. Upon seeing the community had bricks already made, PSSP: SFP supported the school with small grants amounting to MK307,065 for vocational-skills training and to roof the classroom block, built by the community. All four teachers participated in cluster trainings and teacher conferences. Ruth Kankhumbwa facilitated during teacher conferences on TALULAR production and use. She is also a local MTTT for TALULAR in Katalima zone and a girl mentor.

Achievements

Kapini communities built two classroom blocks with four permanent classrooms, making the learning environment more conducive than ever before. A high-profile visit by a VIP from USAID changed attitude of people around Kapini, who now are constructing a headteacher's house. Cluster trainings and teacher conferences helped teachers build teaching skills, such as participatory methods and TALULAR to make lessons more meaningful to learners. Ruth Kankhumbwa excels in use of TALULAR.

Monitoring and supervision of teachers and learners is more frequent through use of structures put in place by PSSP: SFP involving PEA, AC, ZOC and local MTTTs. Teacher performance has improved, benefiting learners. Teachers use early literacy strategies, helping

standard I learners acquire literacy skills more quickly. Some standard I learners at the school can write their names and common Chichewa words and sentences. Enrolment now is 334 (187 girls, 147 boys). Learner absenteeism has been reduced.

Challenge

- **Only one of three teachers stays at the school, the others traveling 8 km each way to school daily.**

Recommendations

- **Constructing more teachers houses** will allow teachers to stay at school and improve their performance.
- **Teachers should continue conducting CPDs** for their professional growth, which will result in better learner performance.
- **The school should continue teaching vocational skills** at the school.



Katalima

Cluster **Katalima**
Zone **Katalima**
TA **Chakhadza**

Location

Katalima Primary School is at Katalima TDC, 97 km along Lilongwe-Kasungu M1.

Keys Players

Formal Team

PEA **Alexander P. Mpanang'ombe**
AC **Alefa P.C. Chiusiwa**
HT **Chite J.L. Msosa**
CDA **H.B. Mndelemani**
SMC Chair **Bambo Joswa**

Support Team

ZOC **Speaker Nkhonjera**
CL **Bambo Wilford Chikhobwe**
MCM **Pearson Nkhoma**
Girl Mentor **Effinas Kamanga**

Notable Champions

GVH **Chikamphula**
AEDO **Suluvelo**
Hon. **Dzombe M.P.**

Background

Katalima F.P. School was established in 1930 by CCAP Nkhoma Synod. The school had eight classes against six classrooms. Two classes were accommodated in a borrowed clinic and a church. The school had eight teachers' houses, one permanent, the rest nearly collapsing. The community was little involved. The school had 10 teachers (two female, eight male) of whom one female and



six males were JCE holders while one female and two males were MSCE holders. Villages around Katalima had many school-age children not attending, working in tobacco fields rather than going to school. More than half of those attending school did not wear uniforms. Enrolment was 748.

PSSP: SFP Inputs

With sensitization and mobilization meetings conducted at the school by PSSP: SFP, community members moulded 140,000 bricks for development projects at the school. This attracted small grants from PSSP: SFP amounting to MK177,410. Exchange visits were encouraged by PSSP: SFP. A standard I teacher, Mr Fletcher Kawenga, went to Ngala to see how a fellow standard I teacher, Mr Kamanga, taught BLP/M. Katalima has three local MTTTs (two female, one male) who

have improved teacher and learner performance with more frequent monitoring and support. Katalima received library books from PSSP: SFP, improving teacher and learner performance. PSSP: SFP through MCM established play parks, reducing absenteeism and unpunctuality. IGAs were established at the school including growing of maize, bananas and other produce to raise money for the school. Sales from maize, groundnuts and soya beans in 2007 amounted to MK38,760.





SMC and PTA lobbied from Hon. Dzombe 120 iron sheets in 2007 and 60 iron sheets in 2008. Teachers at Katalima have participated in all five cluster trainings and three teacher conferences. Knowledge and experience from these trainings has improved teacher and learner performance. Mr Chile J.L. Msosa facilitated in one of the teacher conferences. BLP/M training for headteachers and standards 1 and 2 teachers has helped teachers to use early literacy strategies, enabling learners in standard 1 to acquire reading and writing skills earlier.

Achievements

The school has five newly roofed teachers' houses, three supported by PSSP: SFP small grants, and a banana plantation also supported by PSSP: SFP small grants. West of the school is a maize garden to increase financial resources at school. More than 90% of learners now

wear the school uniform. Vulnerable children have been supported with school uniforms. John Oweni, now in standard 7, was given a pair of uniforms by Mary Kamanga, a student teacher, which caused John Oweni to stop absenting himself from school. Teachers have gained academic and professional knowledge from cluster and teacher conferences, improving teaching and learning performances. Three boys went to Dowa secondary school, six boys to Likuni Boys and one girl to Likuni Girls secondary school.

Library activities continue to grow as donated books have increased access by learners, community members and teachers. BLP/M helped learners in standard 1 acquire early literacy skills, which enabled them to read and write simple common Chichewa words.

Challenge

- **The school has an abandoned block**, which needs roofing, flooring and plastering so all classes can be accommodated in school buildings.

Recommendations

- **The school administration** should continue using the A4 hardcover for timely and proper recording of financial transactions.
- **Teachers** should continue to be supported and monitored so their professional growth continues.
- **The school** should continue conducting CPDs for professional growth of teachers.
- **Teachers, learners and community members** should continue using donated books so the reading culture grows.



Katsuka

Cluster **Nyagra**
Zone **Katalima**
TA **Chakhaza**

Location

From Katalima TDC, head for Lilongwe on the MI. At about 4 km there is Nyagra Tree Plantation to the right with a road that enters the heart of Nyagra Estate. Follow this road for 6 km, cross Madzo stream and 100 metres on turn into the drip road. Travel for 5 km to Katsuka F.P. School.

Key Players

Formal Team

PEA **Alexander P. Mpanang'ombe**
AC **Alefa P.E Chiusiwa**
HT **Kennedy G. Kachira**
SMC Chair **Mr Nyirongo**
CDA **H.B Mndelemani**

Support Team

ZOC **Speaker Nkhonjera**
CL **Batson Chidandale**
MCM **Daiton Eneya**
Girl Mentor **Fercyline Mkungula**

Notable Champions

GVH **Vulabango**

Background

Katsuka F.P. started in 1994 under Lilongwe Diocese. In 2006 the school had only two classrooms, permanent in nature, and no teacher's house. The full primary school has standards 1-8 and in 2006 three teachers. Community members



and leaders, including SMC and PTA, had little to do with the school. Many school-age children in villages around Katsuka were not attending. In 2006 enrolment was 611 (329 girls, 282 boys). Teacher performance and attendance was below average.

PSSP: SFP Inputs

PSSP: SFP's sensitization meetings helped communities realize their roles in promotion of education. Katsuka School was supported with small grants of MK220,545 for maize growing and roofing four teachers' houses, constructed by community members. GVH Vulabango was the first to construct a teacher's house and others followed. All five teachers (three female, two male) attended cluster trainings and teacher conferences. After trainings teachers were absent less and more punctual. PSSP: SFP established monitoring and

supporting structures at cluster lever with MTTTs, who assist in monitoring and support of teachers and learners in the classroom.

Achievements

Katsuka now has four teachers' houses, roofed and occupied. Katsuka grew and sold maize, supported with small grants, realizing MK8,000. The DEM office sent three teachers, two female, one male, to the school, reducing teachers' workload and teacher-pupil ratio. The school has a local mathematics MTTT who assists others in teaching in Nyagra cluster, and learners benefit. Enrolment rose 8% by 2008 to 660 (367 girls, 293 boys). Sensitization meetings and monitoring and support of community initiatives created a sense of ownership in communities. Regular monitoring and support of teachers and learners in the

classroom has improved learner and teacher performance. Use of early literacy strategies in standard I means learners now can write their names and read simple Chichewa words and sentences.

Challenges

- **Katsuka School has two classrooms** against eight classes.
- **The headteacher** resides 5 km away.

Recommendations

- **The community** should construct additional teachers' houses so all teachers can reside at the school.
- **More classrooms** should be constructed to accommodate classes now learning outside.
- **The monitoring structure** should continue supporting teachers and learners in the classroom.
- **Teachers** should continue conducting CPDs to share knowledge for professional growth.



Madzo



Cluster **Madzo**
Zone **Katalima**
TA **Chakhaza**

Location

From Katalima TDC, join the Kasungu-Lilongwe MI. Travel 4 km to Nyagra Tree Plantation. Turn right. Follow the road through Nyagra Estate for 6 km. You are at Madzo School.

Key Players

Formal Team

PEA **Alexander P. Mpanang'ombe**
AC **Alefa P. E. Chiusiwa**
HT **Steven J, Kaunda**
SMC Chair **Mr. Madembo**

Support Team

ZOC **Speaker S. Nkhonjera**
CL **Mr. Makawa**
MCM **Levison Kamwendo**
Girl Mentor **Etta Chilinda**

Background

Madzo School was established in 1995 by CCAP Nkhoma Synod. In 2006, enrolment was 194 (98 girls, 96 boys) with one male teacher for standards 1-4. Learner absenteeism was high. Madzo used one grass shelter and a dilapidated church. Community members had little interest in their children's education. Toilets were not available at the school, making sanitation a big problem.

PSSP: SFP Inputs

PSSP: SFP carried out sensitization and mobilization meetings resulting in moulding of 150,000 bricks by the community. Resource books were supplied to the school to improve teacher and learner performance. The school received 361 library books and small a grant to support tailoring, tinsmithing and maize growing. The school also received a SIP box with teaching and learning materials. A sense of ownership of the school developed in community members, who asked for volunteer teachers to assist the only teacher. The teacher and four volunteers participated in cluster trainings and teacher conferences. The school now has two local MTTTs. Teacher supervision is more frequent through structures put in place by PSSP: SFP. An exchange visit was made to a standard I teacher at Ngala School.

Achievements

A permanent classroom block has been constructed, improving the learning environment. Enrolment rose 63% by 2008 to 317 (158 girls, 159 boys). Through cluster trainings and teacher conferences, teachers have improved in pedagogical skills, resulting in better performance by learners. Small grants have improved the financial status of the school. Development projects have been implemented including construction of a new teacher's house. Vocational skills now are

taught at the school involving eight learners in tailoring, among them four boys including an orphan and four girls including two orphans. The school has two local MTTTs, Steven Kaunda for BLP/M Madzo cluster and John C. Chava for TALULAR. The school has two members in the Teacher Conferences Committee of Nyagra cluster. Teachers at the school are supported more than once per month with supervision. IGAs are established at the school in maize growing and piggery. Maize sales realized MK14,600.

Challenges

- **The school has two classrooms** against four classes. The other two classes learn in the open ground outside.
- **One teacher's house** against five teachers is too few.

Recommendation

- **The community** should construct more teachers' houses so the other four teachers can operate from school premises, and continue building classroom blocks to accommodate classes now learning outside.



Mambala

Cluster **Chizolowondo**
Zone **Kabwinja**
TA **Chakhaza**

Location

From Madisi Trading Centre travel about 1 km on Lilongwe-Kasungu M1, turn left, go another 15 km, passing two schools. Turn right and travel 4 km to Mambala.

Key Players

Formal Team

PEA **Harold Kamanga**
AC **Mphatso Kawale**
HT **Anderson Kachingwe**
SMC Chair **Liston Kachingwe**

Support Team

ZOC **Speaker Nkhonjera**
MCM **Levison Kamwendo**
Girl Mentor **Etta Chilinda**

Background

Mambala School opened in 1995 under Lilongwe Diocese. It has classes 1-6. In 2006 the school had six teachers (two female, four male) and enrolment of 227 (105 girls, 122 boys). The school had substandard school blocks, with mud floors and poorly roofed with old iron sheets and grass. One teacher was qualified, the rest untrained. The school committee did not attend to duties. There were no teachers' houses. The headteacher rented in the village, a kilometer away. The school had two latrines for teachers and learners.



PSSP: SFP Inputs

The school received small grants from PSSP: SFP of MK299,148 to roof the school block and establish training in tinsmithing. Teachers at the school participated in cluster trainings. Teacher conferences were attended by two qualified teachers, a second teacher having joined the school 2007 by which time volunteer teachers had withdrawn. Exchange visits were made to Chinkhoma and Kalolo in Kasungu. Supervision became more frequent under PSSP: SFP's structure of PEA, ZOC, AC and local MTTT.

Maize growing as a form of IGA was established by use of small grants. The school was given a SIP box. Teachers at the school received BLP/M trainings and review meetings. They learned skills in conducting CPDs, module writing and facilitation.

Akunjira played a role after trainings, encouraging learners to go to school and parents to contribute maize to sell to increase school financial resources. SMC members were trained on lobbying skills.

Achievements

The school block was roofed with support of small grants from PSSP: SFP. Training in tinsmithing was established at the school. Six buckets were made and sold for MK3,600, which was used to pay builders. Small grants assisted in roofing two teachers' houses. The headteacher now is living at the school. The school has one new male teacher. Enrolment increased 8.4% by 2008 to 246. A library has been established at the school with donated books to improve the reading culture in teachers and learners. Cluster trainings equipped teachers with

skills in pedagogy and participatory methods.

The community lobbied for 36 iron sheets from the Hon. MP. Frequency of monitoring and supporting teachers in the classroom by PEA, AC, ZOC and local MTTTs has increased. Learner attendance and performance have improved. Incentives from the SIP box give learners a competitive spirit that improves learner performance. BLP/M trainings enable teachers to use early literacy strategies and learners to master reading and writing skills. Teachers can write good modules and get opportunities to facilitate.



Challenges

- **The school has a poor four-room classroom block** and two teachers against six classes.

Recommendations

- **The community** should continue moulding bricks to build more classrooms.
- **The DEM's office** should send more teachers to the school to reduce teacher workload.



Mndinga

Cluster **Nyagra**
Zone **Katalima**
TA **Chakhaza**

Location

Mndinga School can be accessed from Katalima TDC by using the Kasungu-bound M1. Turn left before Bua bridge and keep on until the school appears just about a kilometre off.

Key Players

Formal Team

PEA **Alexander P. Mpanang'ombe**
AC **Alefa P.E. Chiusiwa**
CDA **H.B. Mndelemani**
HT **Kingstone Ng'oma**
SMC Chair **Christopher Mwale**

Support Team

ZOC **Speaker Nkhonjera**
CL **Batson Chidandale**
MCM **Dyton Eneya**
Girl Mentor **Fercyline Mkuwaula**

Notable Champions

Akunjira

Background

Mndinga J.P. School was established under Lilongwe Diocese in 1997. In 2006, it had no classrooms except for two abandoned structures built by a contractor before 2006 but still unroofed and unfloored. The school had two other blocks and a headteacher's office also started but abandoned. In 2006, the school had one qualified



female teacher, two qualified male teachers and one volunteer teacher for standards 1-5. The school established standard 5 on its own without authority of the DEM's office. With no teacher's house at the school, teachers commuted from up to 5 kilometers. Enrollment was 208 (97 boys, 111 girls).

PSSP: SFP Inputs

Sensitization meetings prompted the community to build two teachers' houses. With a small grant from PSSP: SFP, the community roofed, floored and plastered the two teachers' houses, which are now occupied by headteacher and deputy. With additional small grants of MK240,000, the community roofed and floored an abandoned school block. The school now has a library. Cluster trainings covered five teachers and teacher conferences three.

PSSP: SFP identified one local MTTT responsible for TALULAR production and use in Nyagra cluster, Mr. Kingstone B. Ng'oma, who is also a member of the TCC in Nyagra cluster. Teacher supervision at the school is regular and effective under support structures PSSP: SFP has in place. The school received a SIP box with rulers, pencils, pens and exercise books. BLP/M trainings were given to standard 1 and 2 teachers and headteacher and CPD activities let teachers share expertise and experiences. School-based INSETs have been conducted at the school since 2006. Fundraising activities are done at the school through *Gule Wamkulu* festivals. The school raised MK14,000 from *Gule Wamkulu* and MK25,200 from other community contributions.

Achievements

- **Headteacher** and deputy are now staying at school.
- **Learners** are learning under roofed structures.
- **Other organizations** assisted the school by roofing the second abandoned block.
- **The community** is effective at lobbying.
- **The community** has the sense of owning the school, as evidenced by construction of two teachers' houses and voluntary contributions.
- **Teachers** use participatory methods and TALULAR.
- **Local MTTT** supports other teachers and offers appropriate professional advice.



Challenges

- **The school** has three qualified teachers against four classes.
- **The school** has two teachers' houses against three teachers. One teacher still commutes 4 km.
- **The school** doesn't have established IGAs to increase financial resources at school.

Recommendations

- **Assist** the school with additional teachers.
- **Construct** additional teachers' housing.
- **Encourage** the community to think of IGAs to raise money for the school.
- **Continue** monitoring and supporting teachers and learners in the classroom.



Ngala

Cluster **Ngala**
Zone **Katalima**
TA **Chakhaza**

Location

Ngala School is east of Katalima TDC behind Ngala hill. From Katalima TDC follow the Lilongwe-Kasungu MI for 5 km. Go right. Follow the road around the northern tip of Ngala hill to Ngala School.

Key Players

Permanent Team

PEA **Alexander P.**

Mpanang'ombe

AC **Alefa P.E Chiusiwa**

HT **Bizaliel Kamphanda**

SMC **Mr Kamphamtengo**

Support Team

ZOC **Speaker Nkhonjera**

CL **Gilvazio Kalimanjira**

MCM **Shadreck Chigwe**

Girl Mentor **Mai Kachilere**

Background

An LEA school established in 1953, Ngala has eight permanent classrooms, four teachers' houses and five permanent toilets. In 2006, 11 teachers (five female, six male) and five female students from Kasungu Teachers College served 375 learners (200 boys, 175 girls). The school has play parks made of iron bars and a good headteacher's office.

PSSP: SFP Inputs

Sensitization and mobilization meetings took place. The school received 131 library books and



small grants of MK165,440 for vocational skills and construction of a teacher's house. All teachers including student teachers attended cluster trainings and teachers' conferences. The school has two local MTTT troupers trained in monitoring and supporting teachers and learners in the classroom. Teachers were also trained in writing modules and facilitation. A role model in BLP/M implementation was identified at the school. All teachers received BLP/M orientation. The headteacher and a standard I teacher have undergone BLP/M trainings and two review meetings. Teacher supervision has been more frequent through PSSP: SFP structures involving PEA, ZOC, AC and local MTTT. The school received resource books in English, mathematics, science, TALULAR and participatory methods. Teacher attendance

now is tracked through attendance charts and a time book. Learner attendance is tracked through attendance registers. PSSP: SFP established CPDs to help teachers grow professionally. Standard 8 selection in 2006 was three boys and one girl, improving in 2007 to six boys and five girls, all to Ngala CDSS.

Achievements

Community members used a small grant to build another teacher's house. Cluster trainings and teacher conferences have improved teacher and learner performance. Of 43 standard 6 learners, 30 did well in mathematics and 33 did well in English. Trained local MTTT's monitored and supported more than 90% of teachers in 16 schools, leading to learner gains and reducing learner repetition. BLP/M helps teachers use early



literacy strategies for learners in standard I, who now can write their names and read simple Chichewa words and sentences in big books. More teacher supervision has resulted in better teacher performance and learner gains. Resource books help teachers add skills on pedagogy, again resulting in learner gains. Absenteeism of teachers and learners is less. The attendance chart shows 100% teacher attendance for several weeks.

Challenges

- **The school** has five teachers' houses against 11 teachers, making the other six commute from as far as 6 km.
- **The steel play parks** are unrepaired. Not as many CPDs were conducted as were expected.

Recommendations

- **Community members** should be encouraged to build more teachers' houses.
- **Communities** should raise funds to repair broken play parks.
- **Teachers** should carry out CPDs as planned.



Nyagra



Cluster **Nyagra**
Zone **Katalima**
TA **Chakhadza**

Location

Nyagra Primary school is located to the west of Katalima TDC. From TDC travel along Lilongwe Kasungu MI to Kasese Trading Centre. Then turn to the left, cross three streams, travel 9 km and you are at the school.

Key Players

Formal Team

PEA **Alexander P. Mpanang'ombe**
AC **Alefa P.C. Chiusiwa**
HT **Fercyline A. Mkungula**
CDA **H.B. Mndelemani**
SMC Chair **Bambo Haswell Chimutu**

Support Team

ZOC **Speaker Nkhonjera**
Cluster Leader **Bambo Batson Chidandale**
MCM **Daiton Eneya**
Girl mentor **Fercyline A. Mkungula**

Notable Champion

GVH **Nambela**

Background

Nyagra school was established in 1955 by Father Dicot. In 1963 the school changed proprietorship to L.E.A. The school had standards 1 to 8 with total enrolment of 634 (334 girls, 300 boys) and seven teachers (five male, two female) in eight classrooms, two permanent, three dilapidated and three that needed major repairs. Some teachers, during one ZOC supervision visit, openly refused to be supervised by the ZOC. Teachers came to

school unprepared, never used TALULAR or participatory methods. The community didn't feel ownership in the school.

PSSP: SFP Inputs

PSSP: SFP revamped the SMC and school community through intensive sensitization and mobilization meetings that supported community leaders to prioritize their needs. **PSSP:** SFP also organized cluster trainings and teacher conferences to improve teachers' performance in pedagogical skills and TALULAR production and use, and supported establishment of vocational-skills training at the school by providing small grants amounting to MK107,065 for buying tailoring and tinsmithing materials as well as pigs. Other inputs were to add 785 donated books to the school library and provide the school with resource books on mathematics, English, participatory methods, science and TALULAR. All seven teachers were trained in monitoring and supporting skills to act as local MTTTs in science, BLP/M and managerial skills. **PSSP:** SFP also initiated more frequent supervision visits,



training for headteacher and standard 1 and 2 teachers in BLP/M, as well as encouraging the school to schedule open days on which learners can showcase their abilities.

Achievements

The community constructed two classroom blocks and a headteacher's office. Pupils now learn in good classrooms and school equipment is well stored. Teachers work as a team in professional areas and share experiences and knowledge during school-based CPDs. This is resulting in improved learner performance. Teachers who once wouldn't allow the ZOC to monitor and support them in the classroom now invite the ZOC and the AC to monitor frequently and offer support. Teachers prepare before coming class, which encourages learners to come to school. Attendance



registers are always available, marked and totals made. Ownership of the school is now in the hands of the community. School enrolment has increased from 691 (364 girls, 327 boys) to 879 (463 girls, 416 boys), an increase of 27%. Learners at the school have other books to read from the library in addition to classroom books. The school also received encyclopedias. Two pigs sold for K20,000 to increase school resources at school level. Teachers now know how to use participatory teaching, e.g., Mr. Geraldo Banda. MTTTs found all of the school's teachers are dedicated to work. Mr. Duma commented, "I am failing to come up with a report which has negatives as well as positives because all teachers are doing well."

Well-wishers such as Mr. Baron have promised to build two teachers' houses. On November 4, 2008, the headteacher's office, school library room and four classrooms were officially opened by the DCOP and the Executive Director of CRECCOM.

Challenge

Only three teachers are accommodated at the school.

Recommendation

Continue conducting CPDs so that teachers continue growing professionally and in turn improve learner performance.

Tchale

Cluster **Chizolowondo**
Zone **Kabwinja**
TA **Chakhaza**

Location

From Madisi Trading Centre, travel about 1 km on Lilongwe-Kasungu M1. Turn left and follow the road for 12 km to Tchale.

Key Players

Formal Team

PEA **Harold Kamanga**
AC **Mphatso Kawale**
HT **Clifford Kumalindi**
SMC Chair **Master Kathuza**

Support Team

ZOC **Speaker Nkhonjera**
MCM **Levison Kamwendo**
Girl Mentor **Mai Madembo**

Background

Tchale School started in 1974 under Lilongwe Diocese. Classes were from standard 1-8 and enrolment 582 (301 girls, 281 boys). The school had four classrooms in poor condition, especially roof and floor. SMC and community leaders were inactive in development at the school. There were three teachers against eight classes. Sanitation was poor, with only four pit latrines. The school had two semi-permanent teachers' houses. Only the headteacher resided at the school.



PSSP: SFP Inputs

Sensitization and mobilization meetings were carried out with SMC, PTA, group village headmen and community members. PSSP: SFP supported the school with small grants. Cluster trainings were conducted at the cluster centre, Madzo, where the three teachers were participants. Teacher conferences were conducted at Chizolowondo cluster, with Tchale teachers attending from the newly created zone called Kabwinja. Local MTTT trainings were conducted. PSSP: SFP offered the school materials be given to the best school and community performers. A new headteacher, Mr. Kumalindi, arrived in 2008.

Achievements

Community members started carrying bricks from moulding site to construction site. Three teachers' houses were constructed. Two are complete and occupied. The community roofed the four-room classroom block with iron sheets from PSSP: SFP small grants. Small grants also helped the community roof two teachers' houses, making them habitable. The school now has five teachers staying in school premises. Cluster training equipped teachers with pedagogical skills to teach more effectively. Change of headship at Tchale has brought life to the school. Five new teachers arrived in 2008.

Challenges

- **Tchale school has four classrooms** against eight classes and four teachers' houses against five teachers.
- **One teacher** operates from a neighbouring village.



Recommendations

- **Resensitize and continue mobilizing** community members to put up additional classrooms to accommodate classes learning outside.
- **Continue building** teachers' houses so more teachers are sent to reduce teacher-pupil ratio.
- **Continue monitoring and supporting** teachers and learners in the classroom so that learner gains improve.



Chilimmimba

Cluster **Kamphenga**
Zone **Kamphenga**
TA **Kayembe**

Location

From Kamphenga Teacher Development Centre, take the road to Madisi until you reach Mbingwa Health Centre, where you will branch right and cover 4 km to Chilimmimba School. From Mponela, take the road to Kasungu. After Mtiti bridge, turn left and travel to Lipiri Trading Centre. Then take the road to the right and cover 5 km to the school.



Key Players

Formal Team

PEA **Staphiel Maunkhondo**
AC **Masauko Shawa**
HT **Paul Matchipitsa**
SMC Chair **Bambo Mzungu**

Support Team

ZOC **Kaponda Otaniele**
CL **Mr. M. Chaseta**
MCM **Sophie Kachiwala**
Girl Mentor **Esnat Sikalamwa**

Notable Champion

GVH **Chilimmimba**

Background

The school was established in 1997 with the assistance of Group Village Headman Chilimmimba under the proprietorship of CCAP Nkhoma Synod. The school runs classes 1–7. In 2006 when PSSP: SFP came in, Chilimmimba School had a total enrolment of

419 (240 girls, 179 boys). The school was headed by Mr. Simeon Nyemba who had a teaching staff of five male teachers (all JCE holders) and one female teacher (an MSCE holder). It boasted two permanent classrooms and two dilapidated latrines for learners' use.

The school lacked instructional leadership and teachers did not work as expected. Teacher and learner absenteeism was high, which resulted in poor learner performance. Community members had long ago stopped being involved in school development activities.

PSSP: SFP Inputs

PSSP: SFP conducted more than five sensitization meetings with the community members to help them appreciate the importance of taking part in school development activities.

PSSP: SFP also supported the SMC with MK411,484 in small grants to renovate a classroom block and construct teachers' houses. The MCM established play parks for learners in the school grounds. The PEA changed the school head, as advised by the community members and the ZOC.

The new headteacher received leadership skills through zonal training and all teachers participated in more than six cluster- and school-based teacher conferences. During the teacher conferences, issues of content knowledge, participatory teaching and learning methods, including early literacy approaches, were covered.

Achievements

- Increased number of teachers' houses, which now number three.
- Renovated two classroom blocks, making a total of four good classrooms in the school.
- Increased learner enrolment from 419 (240 girls, 179 boys) in 2006 to 553 (315 girls, 238 boys) in 2008, 31% and 33% increases respectively.
- Improved average teacher attendance from 50% in 2006 to 80% in the 2008 school session.
- An improved school and community relationship, which results in community members participating actively in school development activities. As evidence, GVH Chilimmimba told the PEA in the zone that he should not post the headteacher away without consulting him.

Challenges

- **Three teachers** do not stay in the school campus because there are not enough teachers' houses.
- **Standard 3–5 learners** are using a dilapidated borrowed building because the school has only four well-built classrooms.

Recommendations

- **SMC** should continue lobbying for assistance from various development partners to construct more teachers' houses and classrooms.
- **Teaching staff members** should continue holding school-based teacher conferences and joint planning.
- **The school** should continue repairing play parks to attract school-age children to come and to remain in school.
- **Girl Mentors** should continue counseling girl learners for them to stay and work hard in school.



Chimpeni/Mduku

Cluster **Milore**
Zone **Kamphenga**
TA **Chakhaza**

Location

The school lies 9 km northeast of Kamphanga TDC following Madisi road. It is 1 km from Mbingwa World Vision offices across Kang'ona bridge.

Key Players

Formal Team

PEA **Staphiel Maunkhondo**
AC **Masauko Shawa**
HT **Hendrix Mwale**
SMC Chair **Esnat Soko**

Support Team

ZOC **Kaponda Otaniele**
CL **Mr. G. Phiri**
MCM **Philimon Phupha**

Notable Champions

GVH **Mbingwa**
GVH **Magantha**

Background

The school was established in 1970 by the Catholic missionaries, who continue to run it until now. It has classes 1–8. When PSSP: SFP started in 2006, Chimpeni Primary School had a total learner enrolment of 387 (206 girls, 181 boys). The teaching staff of seven teachers (one female, six males) include two who hold JCE and four who have MSCE qualifications.

Chimpeni School had five thatched and dilapidated classrooms and four grass-



thatched teachers' houses not worth living in. Teachers drank water from a dirty well nearby. The surrounding community disassociated themselves from any school development activities, because the relationship between the school and the community was poor. Although teachers worked relatively hard, they did not effectively use early literacy teaching strategies. As a result, learners could not read or write Chichewa until standard 4.

PSSP: SFP Inputs

With the support of PSSP: SFP, the community members were sensitized about the importance of getting involved in school development activities to improve school infrastructure and thus their children's learning. The school received support through MK305,808 PSSP small grants in 2006 and

2008 to help renovate a two-classroom block and construct a new headteacher's house.

Teaching staff members participated in more than eight cluster in-service trainings where early literacy (BLP/M) and other participatory teaching methods were learned. The headteacher, Mr. Mwale, was trained in leadership and supervisory skills, which resulted in his appointment as cluster head supervisor. Three teachers from the school were trained as local MTTT in BLP/M, math and Chichewa. Seven standard I teachers from other schools came to learn how Wishes Haswelo, a standard I teacher at the school, handles BLP/M. The school introduced tinsmith training for learners, including OVC and girls.



Achievements

Reaching Chimpeni School today, one sees an improved two-classroom block, a beautiful and spacious headteacher's house, learners joyfully playing in the play parks and drawing drinking water from the newly sunk borehole. The school has an increased number of learners, from 387 (206 girls, 181 boys) in 2006 to 566 (288 girls, 278 boys) in 2008. In classrooms, teachers are teaching confidently using participatory teaching methods while learners actively acquire knowledge and skills. In standard I, where Wishes Haswelo teaches BLP/M, enthusiastic young learners are able to write and read simple

Chichewa sentences. Some are able to write a brief history of their school (sukulu yathu). Leaving the school, one glimpses two or more community members working on either a headteacher's house or school block.

Challenges

- **Two teachers** continue to live in very tiny, unsuitable houses, while the other two commute from distant places.
- **There is still an acute shortage of classrooms.**
- **Heavy winds blew the roof** off the two-room classroom block as this profile was being prepared.

Recommendations

- **The community** should continue lobbying for funds from development partners to increase the number of teachers' houses and classrooms and to reroof the damaged block.
- **Teachers** must continue holding school-based in-service courses and joint planning meetings to sharpen their knowledge and skills.
- **Girl Mentors** must continue counseling girls in the school.

Chinziri

Cluster **Mwaza**
Zone **Chisepo**
TA **Kayembe**

Location

From Kayembe headquarters, take Chisepo road and travel 15 km to Chinziri Primary School.

Key Players

Formal Team

PEA **Tobias Mphezi**
AC **Helex Mkwezalamba**
HT **Master Katsilizeni**
SMC Chair **Bambo Ngalazuka**

Support Team

ZOC **Kaponda Otaniele**
CL **Mr T Falioti**
MCM **Tione Chafuwa, E Tanazio**

Notable Champions

GVH **Mbangala**
GVH **Chisepo**

Background

Chinziri School started in 1963 with classes 1–3 but it now offers classes 1–8. It was and continues to be run by the Local Education Authority (LEA). When PSSP: SFP started in 2006, the staffing included nine teachers (five males, four females) with a learner enrolment of 596 (301 girls, 295 boys). Two permanent, four semi-permanent and three temporary classrooms were in use. There were four poorly maintained teachers' houses and four dilapidated latrines for all learners.



The school, however, had strong and effective instructional leadership in Harold Kamanga, who has since been promoted to the position of Primary Education Advisor for Kabwinja zone. Members of teaching staff were working hard, although they did not employ early literacy teaching strategies.

The school management committee was unable to mobilize community members to get involved in school development activities.

PSSP: SFP Inputs

Using ideas collected during TFD, the school management committee was reorganized, bringing in more effective members. MCM introduced play parks and academic clubs, including math, science and English, which meet on set days under MCM leadership. Teachers from the school

participated in more than nine trainings on subject content and effective participatory teaching methods, including approaches concerning early literacy learning (BLP/M).

The headteacher and deputy headteachers were exposed to instructional leadership skills during training sessions held at the zonal headquarters. More than 236 library books, more than 340 exercise books and pencils were provided to the school to help improve readership among learners and teachers.

Small grants totaling MK270,160 were awarded to the school for the construction of teachers' houses. A SIP box containing a variety of school incentives was also provided to the school to assist in motivating learners and teachers.

Achievements

The school hosts Rhoda Mbonekera, one of the most effective standard I teachers in the zone. More than 60% of her standard I learners are able to read and write simple words in Chichewa. Although the headteacher stays outside the school campus, his deputy, Tasiyana Nyangu, is able to organize school activities effectively. Despite a shortage of teachers, with only six (two females, four males) on staff, repetition in the classes has been greatly reduced. During Literacy Fair held on 7 November 2008, for example, learners in classes including standards 2–5 showed wonderful performance. Several parents came in to witness the evidence of performance displayed in the classrooms.

Absenteeism and late arrivals among learners has been greatly reduced since learners want to come and play in the park before lessons begin. Enrolment increased 2.9%, from 596 (301 girls, 295 boys) to 613 (318 girls, 295 boys) in 2006.

Two beautiful and spacious teachers' houses were completed and two others are at roofing level. A school library building awaits roofing as well.

More than 300,000 bricks are ready to be used for any school development project. The surrounding community is highly motivated to improving their children's learning conditions. Akunjira are working tirelessly to mobilize people to actively

participate in school development activities.

Challenges

- **The seven classrooms** that are in the old blocks are almost collapsing.
- **Three other teachers** are not living in the school campus.
- **Library books** are stored in the headteacher's office, making it difficult for the librarian to operate freely.

Recommendations

- **SMC** should continue lobbying development partners so the dilapidated classroom blocks, unfinished teachers' houses and a library building can be completed.
- **The standard I learners** need to be vigorously and carefully handled as they go into higher classes to make sure they acquire permanent literacy.



Chisepo

Cluster **Mwaza**
Zone **Chisepo**
TA **Kayembe**

Location

Chisepo School lies 0.5 km south of Chisepo Trading Centre, some 17 km west of Kayembe headquarters.

Key Players

Formal Team

PEA **Tobias Mphezi**
AC **Helex Mkwezalamba**
HT **Brino Kampingawadza**
SMC Chair **Bambo Njovu**

Support Team

ZOC **Kaponda Otaniele**
CL **Mr T Falioti**
MCM **Tione Chafuwa and Tanaziyo**
Girl Mentors **Zione Kaphale and Joana Msonthi**

Background

Chisepo Primary School was established in 1995 under the proprietorship of CCAP Nkhoma Synod. It started with standards 1–3 and now runs classes 1–6. When PSSP: SFP came in 2006, the enrolment was 344 (189 girls, 155 boys), and staffing was six teachers (two males, four females). The learners were using a very shabby-looking, four-room, grass-thatched building for classrooms. There were no latrines so learners were using the nearby bush when nature called them. Misunderstandings occurred between people from



Chisepo Trading Centre and those who came from the surrounding villages as to who owned the school. School development activities were unattended. Teachers were unmotivated and frequently absent. This resulted in high absenteeism among learners as well. Lesson preparation among teachers was rarely done, so teaching was based on teacher-centred methodologies. Learner gains, especially reading and writing of Chichewa, left much to be desired.

PSSP: SFP Inputs

The surrounding community was sensitized by various teams, including TFD, on the importance and need to participate in school development activities. School management trained on how to carry out their roles. The MCM

established a play park in the school, which attracted learners.

The school received small grants for SMC/PTA to complete construction of teachers' houses. The MCM introduced reading, mathematics and science clubs in the school.

Teachers participated in 10 zone-, cluster- and school-based training sessions, where they covered content knowledge and participatory teaching and learning methods, including early literacy approaches and other topics. The headteacher and his deputy received training in instructional leadership and supervisory skills. The headteacher was also chosen and specially trained as a local trouper for Chichewa.

Achievements

It is pleasing to note that the community around the school is now supporting school development activities. The SMC lobbied for and received material donation from DFID through the District Assembly, which was used to construct a two-room classroom block. They have also constructed two latrines for learners and one for teachers. Two teachers' houses have been built and the headteacher is now living in one of the houses. The community has moulded more than 300,000 bricks, which may be used to build additional classrooms.

Teachers are preparing for lessons and are using participatory teaching and learning methods. In standard 1, a teacher named Memory Bakisitani effectively employed early literacy approaches, which resulted in more than 50% of her 118 learners being able to read and write simple words in Chichewa. Learner absenteeism in the school has been drastically reduced because of the way teachers handle the learners. Less than 10% of the learners will be made to repeat classes next school session.



Challenges

- **Standard 3 learners** use a borrowed church as classroom, while standard 4–6 classes still learn under trees.
- **Not many TALULAR materials** are hung in the classrooms for learners to see and use.



Recommendations

- **There is great need for teachers** to intensify the production and use of TALULAR materials to help learners learn more effectively during lessons.
- **The community, through the SMC,** must continue lobbying for funds and materials to increase the number of classrooms, teachers' houses and latrines.

Chitakadzi

Cluster **Mwaza**
Zone **Kamphenga**
TA **Kayembe**

Location

From Chisepo Trading Centre, take Madisi road. Soon after crossing a dam, leave Madisi road, turn left and follow the road past Mwaza School. Cover 4 km to arrive at Chitakadzi School.

Key Players

Formal Team

PEA **Tobias Mphenzi**
AC **Helex Mkwezalamba**
HT **Esawo Kamata**
SMC Chair **GVH Mwaza**

Support Team

ZOC **Kaponda Otaniele**
CL **Bambo T. Faliyoti**
MCM **Tanaziyo**
Girl Mentor **Joan Msonthi and Ziona Kaphale**

Notable Champions

GVH **Mbalame**

Background

Chitakadzi School started as junior primary school in 1980 under the proprietorship of CCAP Nkhoma Synod, which continues to run it.

When PSSP: SFP came in 2006, the school had a total enrolment of 550 (300 girls, 250 boys) staffed by a teaching force of five male teachers. The school had four permanent classrooms, three almost-collapsing teachers'



houses and four dilapidated latrines.

The community was relatively supportive to school activities, although the school lacked support and encouragement. Teachers prepared lesson plans but did not use TALULAR effectively. Participatory teaching and learning methods were rarely used.

PSSP: SFP Inputs

The nearby community was rejuvenated by PSSP: SFP teams to support school development activities and the SMC members were trained in how to perform their roles. Registers of OVCs around the school were established by a community-based OVC committee comprising Village Heads, men and women. A sum of MK331,475 was awarded in small grants for the school to construct three better teachers'

houses. The MCM established play parks in the school.

The teaching staff underwent rigorous trainings at zonal, cluster and school levels, acquiring effective use of TALULAR and other skills. In Esawo Kamata, the school has one of the most effective local MTTT troupers and facilitators in primary science in the zone. The school received more than 134 library books to strengthen reading skills among learners, teachers and community members at large.

Achievements

Driving into the school premises before reaching the classroom blocks, one sees three well-painted teachers' houses that are already occupied. Five strongly built latrines line the northern side for boys and five for girls line the western side. These were constructed with the

assistance from UNICEF, but community members collected sand and bricks to support the effort. The teachers use participatory teaching methods and TALULAR in various classes. The teaching methods have improved learner gains in nearly all classes. More than 60% of learners in standard I are now able to read and write words in Chichewa. The use of character map and theme web as teaching methods have improved literacy not only in standard I but in standards 2–4 as well.



Challenges

- **Shortage** of not only classrooms but also teachers' houses.
- **The school has a borehole but it was broken down** some two years ago and has not been repaired or replaced.

Recommendations

- **There is need to increase the number of classrooms** at the school, since four of the eight classes use either churches or grass-thatched shelters as classrooms.
- **There is a need to increase the number of the teachers' houses**, as three of the seven teachers live off the school campus.
- **The problematic borehole** must be repaired or replaced to improve teachers' and learners' health.



Kafulu

Cluster **Kafulu**
Zone **Kamphenga**
TA **Kayembe**

Location

From Mponela, take M1 to Kasungu and cross Mtiti bridge. After 2 km, turn left onto the road leading to Mbingwa Health Centre. At Mbingwa Health Centre, take the road to the right and go 6 km to Kafulu.

Key Players

Formal Team

PEA **Staphiel Maunkhondo**
AC **Masauko Shawa**
HT **Master Mnyanga**
SMC Chair **Bambo O. Nekhantani**

Support Team

ZOC **Kaponda Otaniele**
CL **Mr B Paul**
MCM **Kennedy Chikeatule,**
Victoria Katsobola
Girl Mentor **Esnart Soko**

Notable Champions

GVH **Nkhuyu**
GVH **Mbingwa**

Background

Kafulu School was established in 1972 by the Roman Catholic Church's Lilongwe Diocese and continues to run under its proprietorship. When PSSP : SFP came in 2006, the school had six male teachers and an enrolment of 579 (296 girls, 283 boys). There were eight classrooms, four small teachers' houses and seven pit latrines. Absenteeism



among teachers resulted into a lot of learners absenting themselves as well.

Surrounding community members were passive about what was happening in the school. The relationship between the school and the

community was not conducive to children learning effectively.

The school lacked effective instructional leadership. The School Management Committee (SMC) isolated itself and did not readily show up when needed.



PSSP: SFP Inputs

PSSP: SFP teams carried out sensitization meetings around the community to let the people know and appreciate the importance of participating in school development activities. SMC members were trained to carry out their roles.

All teachers were exposed to more than 10 zonal-, cluster- and school-based training sessions. During this training, teachers acquired knowledge and skills to deal with various content and participatory teaching and learning methods, including early literacy teaching approaches. More than 236 library books were awarded to the school to improve and increase readership among learners, teachers and community members who were interested in learning to read.

A SIP box that contained various items to be awarded to deserving learners and teachers was also provided to the school at a very colourful ceremony held in the community.

Small grants totaling MK256,295 were awarded to the school to start life skills training in tailoring and tinsmithing and to complete

the construction of a headteacher's house. Clear instructions were given to both the SMC members and the headteacher and his staff members on how life skills training should be handled.

Three of the seven teachers were trained as local MTTTs, gaining a lot of supervisory skills. The headteacher was appointed supervisory headteacher after training.

Achievements

Today the community members are forthcoming and supportive of school development activities. They are constructing a beautiful and spacious headteacher's house. Community members have volunteered to train children, who include OVCs and girls, in tailoring and tinsmithing.

Sixteen learners (eight boys, eight girls) were taking instruction in tinsmithing and 11 (six girls, five boys) were seriously taking tailoring instructions. What is pleasing at Kafulu school is that even during holidays the tailoring instructor can be found on the school campus doing his job. The trainees receive small amounts of money when they repair people's pots, tins and clothes.

A relatively good library is available and being used in the school. Teachers employ participatory teaching and learning methods and TALULAR. Tikwere radio programme was adequately supporting BLP/M and PCAR in the school. All

these developments reduced learner absenteeism significantly. Again enrolment went up 22%, from 579 (296 girls, 283 boys) to 707 (390 girls, 317 boys). Primary School Leaving Certificate Examination results have been improving every year, showing that learner gains are on the increase in the school.

Challenges

- **A two-classroom block** had its roof blown off within the past few months, leaving two classes being accommodated under trees.
- **Library books** are stored in the headteacher's office, which makes it difficult to use the facility as effectively as wanted.

Recommendations

- **Continue exploring** ways of using library books effectively to improve readership among learners, teachers and community members at large.
- **Using lobbying skills, the SMC and PTA** should approach different development partners to assist with funds or/and materials to renovate the school block where the roof blew off.



Kamphenga

Cluster **Kamphenga**
Zone **Kamphenga**
TA **Kayembe**

Location

Kamphenga School accommodates the Kamphenga Teacher Development Center. It lies 15 km northwest of Kayembe headquarters. From Mponela, join M1 to Kasungu. After crossing Mtiti bridge, travel for 2 km and then turn left to enter Mbingwa Health Centre road up to Kasuntha Trading Centre. There turn left and travel 4 km to Kamphenga Primary School.



Key Players

Formal Team

PEA **Staphiel Maunkhondo**
AC **Masauko Shawa**
HT **Mac Noel Abineli**
SMC Chair **Bambo John Chimwaza**
TA **Kayembe**

Support Team

ZOC **Kaponda Otaniele**
CL **Mr M. Chaseta**
MCM **Sophie Kachiwala**

Notable Champions

Amigo Wizimani
Honourable **L. J. Chilunjika MP**
Frackson Kamphangale

Background

The school was established in 1965 under the CCAP Nkhoma Synod. It started with standards 1–3 but now runs standards 1–8.

When PSSP: SFP came in 2006, the school had nine teachers (eight males, one female). There were two permanent classrooms, four semi-permanent classrooms and a three-room classroom block that was almost collapsing. Sixteen latrines (eight for boys, eight for girls) were also available.

The surrounding community showed little concern about the school. However, teachers worked relatively hard, although they rarely used participatory teaching and learning methods.

PSSP: SFP Inputs

The cluster leader, MCM, PEA and ZOC went around sensitizing community members on the need for and importance of participating in school development activities. School Management Committee



members were trained to carry out their roles. Small grants totaling MK154,680 were awarded to the school to assist roofing a two-room classroom block and to start carpentry training for learners, especially OVC and girls. The MCM introduced play parks and academic clubs in the school.

Professionally, all teachers participated in more than eight zone-, cluster- and school-based in-service courses, where they learned how to use early literacy and other participatory teaching methods effectively. PSSP: SFP

identified Amigo Wizimani, a standard I teacher in the school, as one of the facilitators for BLP/M in the district. Mr Wizimani was also used as a role model BLP/M teacher in the zone. The school also received library books to encourage learners to read more.

Achievements

Arriving at Kamphenga School today, one would see a two-room classroom block, which was roofed with support from Hon. Chilunjika MP, and learners joyfully playing in the play parks. Of course, more learners would be seen in and around classrooms, since there are now 791 learners (398 girls, 393 boys), an increase of 21% over 2006 enrolment.

Entering classrooms, one would observe enjoyable lessons because teachers employ participatory teaching methods more effectively than before. In standard I, Amigo Wizimani, a very good teacher, can be observed employing early literacy teaching methods while the learners courageously go to the chalkboard to read or write Chichewa words correctly. One would really marvel when observing how well standard I children read and write Chichewa. The TALULAR in the class would show it all.

Challenges

- **Kamphenga school has two blocks** that need immediate attention.
- **One block has no roof** while the other has no walls.
- **All teachers' houses** are in need of serious repairs.

Recommendations

- **The SMC** should continue lobbying various development partners for funds or/and materials for the repairs to school buildings.
- **Staff members** should continually be reminded and advised to carry out joint planning, to develop and use TALULAR, and to hold school-based teacher conferences.



Longwe

Cluster **Mdanjiri**
Zone **Kamphenga**
TA **Kayembe**

Location

From Mponela take M1 to Kasungu, cross Mtiti Bridge, turn left into a road leading to Mbingwa Health Centre after 2 km. At Kasuntha Trading Centre, turn right and cover 5 km to Longwe School.

Key Players

Formal Team

PEA **Staphiel Maunkhondo**
AC **Masauko Shawa**
HT **Charles Mpinganjira**
TA **Kayembe**
SMC Chair **Bambo Bikiyele**

Support Team

ZOC **Kaponda Otaniele**
CL **R. Daisoni**
MCM **Patrick Mnjale**
Girl Mentor **Esther Kadewere**

Notable Champion

GVH **Longwe**

Background

Longwe Full Primary school was established in 1952 under CCAP Nkhoma Synod. In 2006 the school had four permanent classrooms and an almost collapsing block, which was thatched. There were four grass-thatched teachers' houses against a teaching force of five, all male. A total enrolment of 423 (199 boys and 224 girls) used three almost collapsing latrines.



The school lacked effective instructional leadership, which resulted in low learner gains. The community ignored development activities in the school and quarrels between community members and teaching staff over low learner performance was the order of the day.

PSSP: SFP Inputs

PSSP: SFP conducted several sensitization meetings with community members, inviting them to reconsider re-owning the school. School Management Committee (SMC) members were trained to understand their roles. A younger and energetic head teacher replaced the one who had been there. The new head teacher was trained in leadership and supervisory skills. Teachers attended more than eight cluster and school-based trainings where participatory

teaching methods were emphasized.

A small grant was awarded to the school for renovations of the collapsing school block and two teachers' houses. The community around the school worked tirelessly to renovate a three-classroom block and two teachers' houses. The community even helped the school plant trees around the school grounds. The SMC and teaching staff worked together cooperatively. The school was awarded 134 reading books in appreciation for its active reading club, which was established by an MCM.

Achievements

Arriving at Longwe School today, one would be greeted by a magnificent three-classroom block which has been renovated over the past years. Two teachers' houses have been renovated as well. One would not miss the confidence of the enthusiastic head teacher, sitting with the four members of staff as they carry out joint planning. The school librarian and BLP/M teacher, Mr Leonard Kalikokha, is a teacher to admire when teaching BLP/M. He really handles youngsters professionally. In standard I, learners' gains were greatly admirable and one would see that pupils are engaged. TALULAR materials are on display in all classrooms that can be locked to keep the material



secure. The school boasts a vibrant reading club, established with the help of the then-MCM, Patrick Mnjale. Looking around the school premises, community members can be seen working on school projects.

Challenges

Although the school now has turned in the right direction, it still experiences a shortage of teachers' houses and

classrooms. Moreover, library books are stored in the headteacher's office, which makes smooth operation of the facility difficult.

Recommendations

Longwe School will be more beautiful and teacher and learner friendly when it constructs enough teacher's houses, classrooms and a room for library services.



Mdanjiri

Cluster **Mdanjiri**
Zone **Kamphenga**
TA **Kayembe**

Location

From Kamphenga TDC, take Madisi road until you reach Mbingwa Health Centre. Turn left and travel for 4 km. Turn left again, going 4 km to Mdanjiri School.

Key Players

Formal Team

PEA **Staphiel Maunkhondo**
AC **Masauko Shawa**
HT **Dennis Katswiri**
SMC Chair **Bambo Owen Piyasoni**

Support Team

ZOC **Kaponda Otaniele**
CL **Mr R Daisoni**
MCM **Patrick Mnjale**
Girl Mentor **Esther Kadewere**

Background

Mdanjiri School began operating in 1997 offering standards 1–3. Initiated by Group Village Headman Mafunthe and his subjects, it was operating under Local Education Authority (LEA). It is now operating classes 1–5. When PSSP: SFP came in 2006, the school had 229 learners (116 girls, 113 boys) on the roll. Four male teachers used two good classrooms and three shabby grass-thatched classrooms. There were two very tiny grass-thatched teachers' houses. Teachers worked hard but lacked support from the



community, so learner absenteeism became the order of the day. The SMC members were not working as a team and knew little about their roles.

PSSP: SFP Inputs

Several sensitization meetings that included Theatre for Development were organized to assist the community members in realizing and appreciating factors that affected the education of their children in the school. Community members were introduced to skills of prioritizing issues and developing plans of action to address the prioritized issues.

All the teachers participated in more than 10 zonal-, cluster- and school-based trainings on content knowledge, pedagogy and TALULAR production. These trainings were organized to improve the teaching and learning climate. The

headteacher of the school was trained in leadership skills.

A total of MK239,065 in small grants was awarded to help the SMC/PTA to renovate a teacher's house and complete a headteacher's house. The school received 130 library books to encourage readership in and around the school.

Achievements

Although reduced to two, the teachers continued to work hard using participatory teaching and learning methods, resulting in increased learner gains. More than 50% of standard 1 learners who were being taught by Dennis Katswiri were able to write not only their names but also simple Chichewa words. Learner absenteeism has been greatly reduced in the school. The enrolment has increased a total of 22% to 280 learners (143 girls, 137 boys).

A number of learners patronize the library, which is currently housed in the headteacher's office. The library services increase learner gains and also some reading skills within the community. The headteacher is usually found reading books in the library.

A good and spacious headteacher's house is now available, and he is already using it. The house in which he had been living was also renovated and is now occupied by a health officer who is very helpful in school matters.

Science, mathematics, English and reading clubs have been established by MCM Patrick Mnjale.

Challenges

- **Classrooms were in such short supply** that four classes are learning either in a poor grass-thatched block or under trees.
- **Library services** are transacted in the headteacher's office.
- **The school has acute shortage of staff**—two male teachers for 280 learners in five classes.

Recommendations

- **Identify IGAs that would assist SMC/PTA** to acquire funds to support the roofing of a block that was thatched.
- **The headteacher** should continue giving learners opportunities to use library books to improve readability both in and around the school.



Mduku

Cluster **Milore**
Zone **Kamphenga**
TA **Kayembe**

Location

From Kamphenga TDC, take Madisi road up to Mbingwa Health Centre and turn left, cover 3 km to Mduku School.

Key Players

Formal Team

PEA **Staphiel Maunkhondo**
AC **Masauko Shawa**
HT **Steven Foloriano**
SMC Chair **Florence Saulosi**

Support Team

ZOC **Kaponda Otaniele**
CL **G Phiri**
MCM **Philimon Phuphe**
Girl Mentor **Esnart Soko**

Background

Mduku Primary School was established by Lilongwe Diocese in 1972. It started with classes 1–3 but now runs standards 1–8. PSSP: SFP found the school with four permanent classrooms, one grass-thatched teacher's house and 16 latrines in 2006. It had a teaching force of six male teachers. The total enrolment was 702 (345 girls, 357 boys). Teachers were hardworking, although not all were using participatory teaching and learning methods effectively. TALULAR materials were not a common sight in the classrooms. The relationship between teachers and the community was far from good. The school



leadership lacked instructional leadership skills. There were no established library facilities and services.

The SMC knew little about their roles. The surrounding community, therefore, was hardworking but lacked guidance and support. Learners' absenteeism was an order of the day.

PSSP: SFP Inputs

A PSSP: SFP team went around in the community sensitizing people to the importance of taking active part in the school activities. Community leaders were trained to prioritize issues and prepare a plan of action to address each issue.

The teachers participated in more than 10 zonal-, cluster- and school-based training sessions that looked at content knowledge and pedagogy, including early literacy

approaches. Teachers were also trained in TALULAR production, storage and use. The headteacher and his deputy participated in instructional leadership training. Three teachers were specially trained as Local Mobile Teacher Training Troupers for mathematics, science and TALULAR.

The MCM introduced play parks to motivate learners come and remain in school. He also introduced mathematics, science, English and reading clubs to support classroom subjects.

A total of MK231,984 in small grants was awarded for the SMC/PTA to construct teachers' houses. The funds were awarded after training the SMC on financial management. The school bought a sewing machine to be used in life skills training for learners, including OVCs and girls.



Achievements

The community around the school has constructed three beautiful, spacious houses for teachers. Three teachers are already occupying the houses, making it possible for them to arrive at school in time to help learners. The community members continue to support school development activities.

Learner's absenteeism is a thing of the past and punctuality is greatly improved as well, since five of the seven teachers stay close to the school. Teacher preparation is impressive and teachers use participatory teaching and learning methods. In standard I, Mr W Kamwana was effectively handling learners, improving their learning gains. Young children are able to read and write their names. Primary School Leaving Certificate Examination results are improving every year. In 2006, 87% of those candidates who sat

for examination passed, and in 2007, 87.5% of those who wrote the exams passed.

Introduction of library services has again contributed to intensification of reading culture in the school. Eight learners (four girls, four boys) were receiving instruction in tailoring.



Challenges

- **Standards 3–6 learn in borrowed structures**, which are not well-ventilated.
- **Mr Katondo and Mr W Kamwana** travel long distances from where they stay, because there are not enough teachers' houses in the school.

Recommendations

- **The broken sewing machine** needs to be repaired for boys and girls to learn tailoring.
- **SMC and PTA** should continue lobbying various development partners for funds to increase the number of not only classrooms but also teachers' houses.
- **Teachers** should continue holding school-based teacher conferences to continue sharpening their knowledge and professional skills.

Milore

Cluster **Milore**
Zone **Kamphenga**
TA **Kayembe**

Location

From Mponela, take M1 to Kasungu and cross Mtiti bridge. After 2 km, turn left into the road to Mbingwa Health Centre. At Kasuntha Trading Centre, turn right and cover 0.5 km to Milore Primary School.

Key Players

Formal Team

PEA **Staphiel Maunkhondo**
AC **Masauko Shawa**
HT **Haswell Chapalapata**
SMC Chair **Bambo Kamabotolo**

Support Team

ZOC **Kaponda Otaniele**
CL **G. Phiri**
MCM **Philimon Phupha**
Girl Mentor **Mrs. Esnat Yohane (nee Soko)**

Background

Milore School was under the proprietorship of the CCAP Nkhoma Synod. The school started in 1981 with classes 1–4 learning in a church and under a tree. When PSSP: SFP came in 2006, the school had four classrooms, one teacher's house and two shabby latrines. The surrounding community members were unmotivated and passive about what was happening in the school. School Management Committee had only three members who were active.



Nine teaching staff members included five women and four men. The school lacked, and continues to lack, instructional leadership. A few self-motivated teachers used to effectively prepare for lessons.

PSSP: SFP Inputs

Sensitization meetings were carried out in the community to help community members realize and appreciate factors affecting the education of their children. SMC members were trained on their roles.

Teachers were trained in content knowledge and pedagogy, including early literacy approaches, during zonal, cluster- and school-based courses. The headteacher and his deputy participated in an instructional leadership course equipping them with supervisory skills.

Two teachers (one man, one woman) were appointed and trained as local MTTTs, equipping them with more supervisory skills. Mrs. Esnat Yohane (nee Soko) was trained in mentorship of girls and OVC. A total of MK55,948 was awarded for the school to introduce chicken production, and the community contributed MK7,000 to pay builders and to purchase bricks and chicken feed.

Achievements

A chicken khola was constructed and still stands, although chickens were never bought. The school benefited through lobbying for materials from UNICEF, which were used to construct eight pit latrines. The latrines are being used, although no roofs are available. Learners are now able to concentrate in class because

they know they can now use the latrines when nature calls them.

Teachers actively prepare for lessons and teach using participatory methods. Through these lessons, learner gains have improved, with less than 10% of all learners made to repeat in 2008.



Challenges

- **The school** continues to suffer from disorganization, leadership, and reliable provision of much-needed school infrastructure.

Recommendations

- **Milore School** would greatly improve with infrastructure development.
- **Strengthening of instructional leadership and community leadership** (i.e., SMC) would also be of benefit to the school.



Mkanire

Cluster **Kafuku**
Zone **Kamphenga**
TA **Kayembe**

Location

From Mponela, take M1 to Kasungu, cross Mtiti bridge and travel 2 km, then turn left into the road to Mbingwa Health Centre. Travel 11 km and join the road from Madisi at a farm. Then turn right and cover 1 km, turn left up to Nzeru za Abambo Farm, cross Luvuno River and turn left, and cover 1 km to Mkanire School.

Key Players

Formal Team

PEA **Staphiel Maunkhondo**
AC **Masauko Shawa**
HT **Fredrick Mchikwa**
SMC Chair **Bambo Kuliyani Chadaoko**

Support Team

ZOC **Kaponda Otaniele**
CL **Mr. B. Paul**
MCM **Kennedy Chakwatule**
and **Victoria Katsabola**

Background

The idea of establishing a school was voiced by villagers around Mtalimanja and Mkanire. The school started in 1995 and was run by Local Education Authority (LEA). The school runs standards 1–8.

When PSSP: SFP came in, the enrolment was 507 (259 girls, 248 boys). The teaching force was seven male teachers, all



trained. There were four classrooms, five poorly maintained teachers' houses, a grass-thatched headteacher's office and four shabby latrines.

The surrounding community was enthusiastic but lacked guidance to participate in school development activities. The School Management Committee was at times unable to mobilize people to assist in developing Mkanire School.

The teachers worked relatively hard, although they rarely employed participatory teaching and learning methods. Teachers met rarely for staff meetings.

PSSP: SFP Inputs

PSSP: SFP conducted a number of sensitization meetings in the surrounding community, trying to make people realize and understand the importance of participating in school

development activities. Community leaders were supported in developing an action plan for their school.

The MCM introduced play parks to attract learners to come and remain in school. The MCM also introduced math, debate, science and reading clubs to support classroom subjects.

The headteacher and his deputy were trained to acquire instructional leadership skills. Three teachers were specially appointed and carefully trained as Local MTTT troupers to supervise and assist other teachers.

Achievements

The surrounding community has constructed one teacher's house, which is not yet occupied. Absenteeism of learners has been greatly reduced, and enrolment has increased by 40%, from 507 in 2006 to 709 (355 girls, 354 boys).

Teachers are using more participatory teaching. Standard I learners read and write their names and simple Chichewa words. Very few learners—less than 8%—were made to repeat in classes. PSLCE results are also improving each year. In 2006, 89% of the candidates passed PSLCE, and in 2007, 93% passed, which shows how the school is improving in learner gains. TALULAR materials are seen hanging in classes, indicative of progressive school life.

Challenge

- **The SMC needs to be strengthened.** The inactive SMC is detrimental to effective running of a school, especially one that experiences an acute shortage of classrooms.

Recommendations

- **Strengthening of the SMC** will enable it to work effectively in the interest of education.
- **Teachers** should continue holding school-based trainings to continue sharpening their teaching skills.



Mondwe

Cluster **Mdanjiri**
Zone **Kamphenga**
TA **Kayembe**

Location

From Kamphenga TDC, take Madisi road up to Mbingwa Health Centre, turn left and cover 11 km to Mondwe Primary School.

Key Players

Formal Team

PEA **Staphiel Maunkhondo**
AC **Masauko Shawa**
HT **Osward Mthaphazi**
SMC Chair **Simeon Phiri**

Support Team

ZOC **Kaponda Otaniele**
CL **R Daisoni**
MCM **Patrick Mnjale**
Girl Mentor **Esther Kadewere**

Background

Mondwe Primary School was established by Lilongwe Diocese in 1968. It started with standards 1–3 staffed by untrained teachers.

When PSSP: SFP came in 2006, the school had eight classrooms, five teachers' houses and a teaching staff of seven teachers (one female, six males). Teachers were relatively cooperative and hardworking, although they rarely employed participatory teaching and learning methods and TALULAR materials. School enrolment was 639 (350 girls, 289 boys). Absenteeism among learners,



especially during tobacco season, was the order of the day. SMC members met occasionally but rarely supported school development activities. The SMC lacked support and guidance.

PSSP: SFP Inputs

All teachers in the school participated in more than eight zonal-, cluster- and school-based trainings, during which content knowledge, pedagogy and TALULAR production and use were discussed and demonstrated. Early literacy approaches were also introduced to the teachers. The headteacher and his deputy received special training in instructional leadership. Three of the seven teachers were appointed and specially trained as local MTTTs for BLP/M, science and mathematics. Esther Kadewere was specially trained as Girl Mentor for three schools,



Longwe, Mdanjiri and Mondwe, in the cluster.

The community members were sensitized to the importance of participating in school development activities. The SMC was also trained in school development planning and financial management. A small grant was awarded for the school to buy a sewing machine, thread and cloth to begin tailoring instructions in support of 10 OVCs (six girls, four boys). Community members moulded bricks after sensitization by PSSP: SFP formal and support teams.

Achievements

Teachers have professionally improved and are effectively handling classes. TALULAR materials are produced and properly used during lessons. Learners in the school are now able to perform better. Standard I learners read and write their names and simple Chichewa words and sentences. Local MTTTs supervise and advise other teachers in the school. The process is benefiting both MTTT troupers and other teachers. Using leadership skills obtained during trainings, the headteacher is able to support these teachers.

Learners' gains are improving every year. In 2006, 88% of the 33 PSCLE candidates passed the examination; in 2007, 89% of the 36 candidates who wrote the examination passed. Generally only 10% of the learners in the school are made to repeat during the next school session. Learners enrolment increased 23% from 639 (350 girls, 289 boys) in 2006 to 786 (404 girls, 382 boys) in 2008. Absenteeism in the school has been reduced to a minimal 2% since *Gule Wamkulu* goes around in the villages encouraging all learners to go to school.

Challenges

- **The school has a few small teachers' houses** that are not fit to be used by teachers. One teacher's house that was just constructed by the community is not roofed.

Recommendations

- **The SMC/PTA** should lobby development partners for funds or/and materials that would be used to roof the new house.
- **Gule Wamkulu** should continue supporting the learner punctuality campaign.
- **Teachers** should continue holding teacher conferences in the school so as to continue sharpening their content knowledge in various subjects and their teaching skills.



Mtapo

Cluster **Kafulu**
Zone **Kabwinja**
TA **Kayembe**

Location

From Mponela, take M1 toward Kasungu. Cross Mtiti bridge and after 2 km, turn left into the road to Mbingwa Health Centre. Travel 11 km and, at the road from Madiprimary school where one turns right and goes 5 km to Mtapo school.

Key Players

Formal Team

PEA **Harold Kamanga**
AC **Mphatso Kawale**
HT **Henderson Yona**
SMC Chair **Bambo Masileti Namwaza**

Support Team

ZOC **Kaponda Otaniele**
CL **Mr B Paulo**
MCM **Kennedy Chikwatule, Victoria Katsobola**

Background

Mtapo Primary School was established in 2000 by Lilongwe Diocese. In 2006 when PSSP: SFP was launched, the school had an enrolment of 163 learners (92 girls, 71 boys), with a teaching force of three male teachers. The school had three grass-thatched classrooms, and learners had insufficient latrines. The two teachers' houses available were grass-thatched and did not have cement floors.



Community members rarely came to support school development activities. In general, learners' absenteeism from classes was around 40%. The community members were potentially supportive, but lacked guidance.

PSSP: SFP Inputs

Community members were sensitized on the need to participate in school development activities. SMC members were trained on how to prepare and execute a school development plan. A small grant was awarded to the school to be used in the renovation work. MCM introduced play parks in the school.

All three teachers were trained in content knowledge, pedagogy, and TALULAR materials production and use. They were all introduced to early literacy approaches. The headteacher

and his deputy were specially trained in how to supervise staff members.

Achievements

The community raised MK6,000 through sales of maize and MK7,500 through sales of school uniforms. The Village Headmen contributed MK32,000 toward renovation work of a classroom block and teachers' houses. The nearby community renovated two teachers' houses and a two-room classroom block. The classroom block and the two teachers' houses now look attractive, with iron roofs and cement floors. Parents built four pit latrines around the school.

A group of women around the school established a bakery. They bake and sell scones in support of orphans and OVCs. So far, 30 learners (15 girls, 15 boys) have benefited from the women's group, receiving school

uniforms and writing materials. Currently the group has more than MK12,000 in its account.

The headteacher and his deputy use participatory teaching and learning methods, increasing learners' gains. Standard I learners are able to answer some questions from a text read to them. Learners' absenteeism has been greatly reduced—to less than 10%. The number of late-arriving learners was also reduced; now learners want to come early to enjoy playing in the play parks before lessons.



Challenge

- **The school has few classrooms**, and standard 3–4 learners continue to learn in a very shabby grass-thatched building.

Recommendations

- **The SMC** should lobby development partners for funds and/or materials to increase the number of classrooms and teachers' houses.
- **The district education authorities** should send at least one teacher to the school.



Mwaza



Cluster **Mwaza**
Zone **Chisepo**
TA **Kayembe**

Location

From Chisepo Trading Centre take Madisi Road. Soon after crossing a dam, turn left and travel two km to Mwaza School.

Key Players

Formal Team

PEA **Tobias Mphezi**
AC **Helex Mkwezalamba**
HT **Godfrey Banda**
SMC **Bambo Sankhulani**

Support Team

ZOC **Kaponda Otaniele**
CL **T Falioti**
MCM **Tione Chafuwa,**
Tanaziyo
Girl Mentors **Zione Kaphale,**
Joanna Msonthi

Background

Established in 1970 by Lilongwe diocese and still run by the Catholic Church, Mwaza Primary School has classes from standards 1 to 8.

When PSSP began its activities in 2006, the school had an enrolment of 635 learners (345 girls and 290 boys) and a teaching staff of six, all male. There were four classrooms and five teachers' houses. Four of the teachers' houses had grass-thatched roofs. The teachers worked relatively hard, using teacher-centered methods. TALULAR materials were rarely seen in the classrooms. In 2006, 37 learners (10 boys and 27 girls) dropped out. Learner performance was average.

The community was hardworking and cooperative but lacked both lobbying skills and the financial support to improve the school's performance.

PSSP: SFP Inputs

All teachers participated in more than 10 zonal, cluster and school-based trainings that focused on content knowledge and pedagogy, including early literacy approaches as well as TALULAR production, storage and use. The headteacher and deputy headteacher were provided specialized training to enable them to carry out their roles more effectively. Two teachers, identified as demonstrating the best teaching practices, were trained as local Mobile Teacher Training

Troupers (MTTT). One teacher was a BLP/M trouper while the other was TALULAR trouper.

The school introduced tinsmith training for 19 learners (six boys and 13 girls), all OVCs. A SIP box was also given to the school. The school raised MK6,000 at the launch.

The school also received small grants to renovate teachers' houses. The MCM introduced seesaws, swings, and the game bawo for learners to enjoy during recess. SMC members were trained on how to carry out their roles more effectively.

Achievements

Mwaza School replaced grass-thatched roofs on the four teachers' houses with iron roofs and cemented the floors. The school also built a library.

More than 23 learners (nine boys and 14 girls), some of



whom are OVCs, were trained in tinsmithing. The tins they made were sold and the money raised was used to support OVCs. In April 2008 a poor boy and a girl received school uniforms from an orphan-care committee active in the villages surrounding the school.

Learners now come to school early to play on the seesaws and swings. This has greatly increased learners' punctuality. Teachers are using participatory teaching and learning methods, which has greatly improved learner gains — 60% of standard

I learners are able to read and write their names as well as simple Chichewa words. TALULAR materials are now a common sight in all classrooms, providing opportunities for learners to learn from the materials even after lessons have finished.

Challenges

Due to a lack of classroom space, standard 3, 4, 5 and 6 classes take place either inside the local church or under the shade of trees in the schoolyard. A building which was to be used as the library is still unroofed.

Recommendation

The SMC should use its lobbying skills to ask for assistance from well-wishers to help construct more classrooms and to roof the library building.



Solomoni

Cluster **Kamphenga**
Zone **Chisepo**
TA **Kayembe**

Location

From Kayembe TDC, take Chisepo road. After 3 km, turn right and go 9 km to Kaufe traditional court. Then turn left, going 3 km to Solomoni School.

Key Players

Formal Team

PEA **Tobias Mphezi**
AC **Helex Mkwzalamba**
HT **James Nungu**
SMC Chair **Bambo Zilambalala**

Support Team

ZOC **Kaponda Otaniele**
CL **Mr M Chaseta**
MCM **Sophie Kachiwala**
Girl Mentor **Violet Chimwaza**

Background

Solomoni Primary School started in 1999. It runs classes 1–5 under the proprietorship of the Local Education Authority (LEA). When PSSP: SFP came in 2006, the school had four grass-thatched classrooms and no teacher's house. Learners used the bush when nature called. The school enrolment was 256 learners (131 girls, 125 boys) taught by four male teachers. Two of the teachers rarely came to work, which was a deterrent to some learners. The headteacher had a small grass-thatched office. The community around the school was



cooperative but lacked guidance and support. The School Management Committee knew little about school development plans and financial management. Village support to orphans had always been there, but did not extend to the school.

PSSP: SFP Inputs

The community around the school was sensitized on the importance of sending children to school and participating in school development activities. The SMC was trained in how to prioritise issues and develop an action plan. Community members contributed groundnuts, which were sold, realizing a sum of MK15,000 for the construction of a headteacher's office. A small grant was provided to the school for the construction of a school block.

All teachers were trained at zone-, cluster- and school-based courses that covered various subject content, participatory teaching and learning methods, production, storage and usage of TALULAR materials. The headteacher and his deputy were specially trained in their leadership roles. One of the teachers was identified and trained as local MTTT specializing in Chichewa.

Achievements

The surrounding community members constructed a two-room school block and a headteacher's office. Learners are now able to learn in an improved environment. The play parks introduced by MCM attracted learners to come to school early and remain in school until late in the afternoon. Four latrines have been constructed.

Learner absenteeism has been reduced because of the attractive learning environment. The community instituted an orphan and OVC support committee of 10 people (four females, six males) who were charged with the responsibility of collecting funds to support orphans and OVCs not only at home but at school. A total of 42 OVCs (21 girls, 21 boys) were in school in 2008, compared with 24 OVCs (13 girls, 11 boys) in school in 2006. Learner enrolment is currently 266 (146 girls, 120 boys).

Teacher performance has improved, which has helped learner performance improve as well. Of the standard 1 learners, 50% are now able to read and write their names. More than 20% are able to read sentences in the big books.

Challenges

- **All three teachers** are commuting, covering long distances every day, because the school does not have teachers' houses.
- **Standard 3–5 learners** have their lessons under trees, which is not conducive to effective learning especially during rainy, cold and sunny seasons.

Recommendations

- **The SMC** should lobby for funds or/and materials from various development partners to construct teachers' houses and additional classrooms.
- **Teachers** should continue holding school-based training sessions to improve their teaching skills and content knowledge.
- **Gule Wamkulu** should continue supporting learner punctuality campaign.



Chakhaza

Cluster **Mtiti**
Zone **Madisi**
TA **Chakhaza**

Location

Chakhaza School is 8 km south of Madisi Trading Centre. It is accessible by a road, which branches 4 km eastwards off M1 from Madisi as one goes to Mponela. The school is near Thindi Traditional Court of T.A. Chakhaza's headquarters.

Key Players

Formal Team

PEA **Margret Tembwe**
AC **Thandi Banda**
HT **Langton Kachikopa**
SMC/PTA Chair **Lobiyamu Mkwamba**

Support Team

ZOC **Nelson Mtchini**
CL **Herald Jeputala**
MCM **Estere Kadzisake Chasete**
Girl Mentors **Hilda Sizilande, Martha Nyundo, Mayi Agnes Tchesa, Mayi Sitiveliya Kaponda Akunjira**

Background

Chakhaza Primary School was started in 1912 by CCAP Nkhoma Synod. By 2006 it had eight teachers (five male, three female), six classrooms and four temporary latrines. Enrolment then was 858 (426 boys and 432 girls). With only six classrooms meant, two classes were held outside under a tree, thus



making the learners and teachers face difficult conditions during lessons. The size of the classrooms was smaller than that recommended to accommodate 60 learners. Meetings were held irregularly and teachers did not have enough time to share skills. Consequently, their approach to teaching was not always conducive to learners. Participatory methods and production and use of TALULAR were limited, as was community involvement. No work was done to improve classrooms and latrines.

PSSP: SFP Inputs

PSSP: SFP provided transport to the headteacher to go to Kasungu for an exchange visit to study school administration and management. PSSP also trained all eight teachers in content knowledge and pedagogy for English, mathematics and literacy

during cycle trainings, and offered training as well in module development. PSSP SFP identified some teachers with subject expertise to train as Mobile Troupers. Communities, especially local leaders, were trained to track learners who absented themselves from school and to check on teacher absenteeism. A self-help spirit has been rekindled in the community.

The number of library books (235) supplemented books already in the school library. The school now has more readers using library books. The sum of MK180,590 was donated to the school as well.

Achievements

The community erected two classroom blocks and rehabilitated one classroom using a small grant. The classrooms constructed and rehabilitated provide a conducive learning environment for learners. Five latrines, a urinal and a hand-washing facility built by AFRICARE assist learners with sanitary facilities and reduce risk of contracting contagious diseases. The teachers selected and trained as local Mobile Troupers assist in supervisory visits to teachers in schools within the cluster. All 27 male and nine female teachers in Mtiti cluster have been supervised within a month. The Mobile Trouper system is cost-effective in that professional skills are shared within a short period of time. Enrolment has risen from 794 (400 boys, 394 girls) in 2006 to 914 (485 boys, 429 girls) in 2008. This includes learners who are vulnerable and have been well accommodated at the school. The community topped up the SIP box with MK960 and spent the money in part on items to support OVCs.

Challenge

- **Inadequate classrooms** to accommodate all learners at the school.

Recommendation

- **Community** to continue constructing classroom blocks for learners.



Chandawe

Cluster **Chizolowondo**
Zone **Kabwinja**
TA **Chakhaza**

Location

Chandawe School is 17 km west of Madisi Trading Centre. One reaches the school by a road that branches from the M1 westwards 1 km along this road to Kasungu. Traveling 12 km from this junction the road branches southwards for 5 km to Kamongo village, where the school is.

Key Players

Formal Team

PEA **Margret Tembwe**
AC **Mphatso Kawale**
HT **Arnold Chidakwa**
SMC/PTA Chair **Wisikoti Chunga**

Support Team

ZOC **Nelson Mtchini**
CL **Owen Mwale**
MCM **Masauli Mbenekera**
Girl Mentors **Efrida Banda, Esnat Malipenga, Mayi Magdalena Lafayelo, Mayi Mary Chimangeni**

Background

Chandawe Primary School, under the Local Education Authority, opened in 1995 as a junior primary school. It has not developed beyond standard 5, with 431 pupils (188 boys, 243 girls) in 2006 and four teachers (all male). Lessons were being conducted in a classroom block built by the community, a prayer



house and a temporary shelter built of grass. The school registered one of the highest teacher-pupil ratios of 1:108. There was one teacher's house occupied by the headteacher while the rest of the teachers commuted to the school, one five kilometres and the other 17 kilometres. The community had very little to do with the welfare of the school. The only house that was at the school was thatched and had no cement floor. Classes had no learning or teaching materials hanging or displayed. Teacher absenteeism was high.

PSSP: SFP Inputs

SMC and PTA meetings with PSSP: SFP on ownership of the school revived the idea that the community itself should take care of the school. Thus four members of the School Management Committee were

trained in lobbying and in financial and resource management. The MCM placed equipment and materials at the play park for learners to use during free time, and 230 library books have been delivered to the school. A small grant has been made to the school, and a consignment of literacy books has been distributed to the school and now is used to teach early literacy.

Achievements

The School Management Committee collaborated with the community to mould 120,000 bricks for construction of three teachers' houses, one classroom block and 10 latrines. PSSP: SFP supported with materials for the construction. The houses will accommodate teachers who are currently commuting from their home, thus reducing teacher

absenteeism and unpunctuality. The beneficiary will be learners, who will have more learning time with teachers. The play parks now in place keep learners at school and help them to concentrate on lessons. Teachers trained to teach effectively apply participatory methods including group work, role play, dramatization and pair work. Early literacy books enabled 23 boys and 18 girls to read and write their names and short sentences. They were promoted to start standard 2 in January 2009. The pass rate in this class is now 33% of class enrolment. Financial contributions by the community towards support of activities at the school has increased. MK16,122 was contributed during one day's top-up for the SIP box. This money has been used to buy iron sheets for roofing the latrines built by UNICEF. Learners now are using clean latrines.

Challenge

- **Commuting teachers** derail the normal operation of the school system.

Recommendation

- **Build and complete** teachers' houses so teachers stay at the school.



Chikwawe

Cluster **Nauchi**
Zone **Madisi**
TA **Chakhaza**

Location

Chikwawe school is 3 km west of Mtanila TDC. The road leading to the school branches off the M1 at People's Trading Centre at Madisi Trading Centre westwards. The school is in the area of Village Headman Chikwawe.

Key Players

Formal Team

PEA **Margret Tembwe**
AC **Thandi Banda**
SMC/PTA Chair **Bambo Sitole Waiti**
HT **Nelson Chibwe**

Support Team

ZOC **Nelson Mtchini**
CL **Lefiyoni Salatiele**
MCM **Chikondi Mbewe**
Girl Mentors **Mayi Efrida Banda, Mayi Esnat Malipenga, Mayi Magdalena Lafayelo, Mayi Mary Chimangeni**

Background

Chikwawe Primary School was started in 1995 at Chikwawe Village by the Diocese of Lilongwe with four teachers (one female, three male) and developed to standard 6 later. There were 418 pupils in 2006 (196 boys and 222 girls) and nine teachers (three male, six female). The teacher-pupil ratio was 1:46 with two classrooms



for class. The rest learned outside under trees. The headteacher is accommodated in the only teacher's house built by MASAF.

Teachers were often absent. MASAF had built eight permanent latrines, but upkeep of these facilities was questionable. Community involvement in school development was limited. Absenteeism and dropout rates were high. Teacher preparation and school management were inadequate and teaching methods ineffective. Learner achievement was low.

PSSP: SFP Inputs

Meetings with the community facilitated by the Health Surveillance Assistant in conjunction with the ZOC and the PEA prompted attendees to reflect on school shortcomings. The School Management

Committee had opened up community members' minds and they were ready for action. PSSP: SFP trained the headteacher in school management and the standard I teacher in effective teaching of early literacy. The headteacher was also given an opportunity to travel with other headteachers to Kasungu to see good administrative practices. A small grant was provided to the school for roofing and establishment of an income-generating activity at the school.

The MCM played a vital role by establishing a play park at the school with a variety of equipment.

Achievements

The SMC built one classroom block in addition to the one built by MASAF. Two piglets have been purchased for piggery at the school. Mr. Gwetsere of

Chikwawe village offered to be custodian of the project items at his house. All this shows community ownership of the school and its welfare.

Mr. Chingwalo has been identified a role model in BLP/M teaching. He is at the same time a Mobile Troupier for Nauchi cluster. Mr. Nelson Chibwe has been identified as the cluster supervisory head. These two facilitate sessions during teacher conferences. Such able teachers help learners to learn with ease and comfort. TALULAR materials have been produced and kept in a TALULAR bank at the school.

The headteacher has opened management records and ably supervises all teachers at the school. Teachers prepare lesson plans and update schemes of work. Teacher absenteeism has been reduced. Learners are drawn to attend school by the equipment in the play parks, where they play volleyball, bawo and other games. These activities keep learners full-time at school. The school grounds are well tended and once-neglected latrines are in good sanitary condition. Learners who are vulnerable or orphans have been assisted with pens and exercise books from funds raised by akunjira. Forty pupils (21 boys, 19 girls) were given uniforms by Ndasauka CBO based at Chikwawe village.

Challenges

- **Inadequate teachers' houses** and classroom blocks to reduce outdoor classes.

Recommendation

- **Community** to embark on moulding bricks for more teachers' houses and classrooms.



Chizolowondo

Cluster **Chizolowondo**
Zone **Kabwinja**
TA **Chakhaza**

Location

Chizolowondo School is accessible by the road that branches westwards off M1 a kilometre north of Mtiti Trading Centre (just before Madisi Trading Centre). It stands close to Chizolowondo Health Clinic some 11 km away from the turnoff.

Key Players

Formal Team

PEA **Harold Kamanga**
AC **Mphatso Kawale**
HT **Rodrick Katema**
SMC Chair **Jerald Kavala**

Support Team

ZOC **Nelson Mtchini**
CL **Tegede Kalebe**
MCM **Veronica Kalirani**
Girl Mentor **Greness Katema**

Notable Champions

Group **Village Headman**
Chizolowondo
Akunjira

Background

Chizolowondo School opened its doors in 2000 as a junior school under CCAP Nkhoma Synod. It had three teachers by September 2005, all male (one JCE and two MSCE). Enrolment was 287 (126 boys and 161 girls) for standards 1-5, with four classrooms and one teacher's house built by MASAF.



Teachers' preparations for lessons were inadequate. Teacher-learner absenteeism was high, with only one teacher accommodated at the school. The headteacher commuted 17 kilometers every day.

PSSP: SFP Inputs

- **Five teachers** (two male, three female) were trained in content knowledge and pedagogical skills during cycles 1-5.
- **Four SMC/PTA** members were trained in financial and material resource management.
- **Two teachers** (one male, one female) were trained as local mobile troupers.
- **One teacher** was trained as a facilitator in BLP/M.

The community was provided with funds for the past two years to construct a classroom block and purchase a sewing

machine and materials for tailoring. One SIP box was supplied to the school containing balls, pens, rulers, atlases, badges, dictionaries, exercise books, chess, bawo, sharpeners and other items to inspire self-reliance.

Achievements

The school committee built two teachers' houses and a headteacher's office attached to a library, giving the school three teachers' houses, all now occupied. Creation of the local mobile troupers has increased supervision visits to the school. Play parks provide extracurricular activities for learners and enrolment has increased from 283 (127 boys, 156 girls) in 2006 to 506 (239 boys, 267 girls) in 2008. The three teachers' houses now accommodate four teachers, reducing teacher travel time and

consequent teacher absenteeism. The community has moulded 35,000 bricks for construction of more teachers' houses and classrooms. Twenty-one of 95 boys and 18 of 92 girls were promoted on merit to start standard 2 in January 2009. Besides moulding of bricks the community contributed MK69,000 to pay for construction of another teacher's house. MK9,015.00 was contributed in support of the SIP box during an open day. Reading and wildlife clubs have been started. The school has turned vibrant within the three-year period of the project.



Challenges

- **More classrooms** and teachers' houses are needed.
- **CPDs** are held irregularly.

Recommendations

- **Construct** additional teachers' houses and classrooms to have all teachers accommodated at the school and provide a conducive learning environment for pupils.
- **Hold CPDs** as frequently as applicable.



Kabwinja

Cluster **Kabwinja**
Zone **Kabwinja**
TA **Chakhaza**

Location

Kabwinja School is 16 km southwest of Madisi Trading Centre. Driving 4 km along M1 towards Mponela, turn westwards for 10 km to Nkhonde estate and come to a junction of a road that runs from the M1 southwards to Kamphenga. About 2 km from this junction, on the left, is Kabwinja School.

Key Players

Formal Team

PEA **Harold Kamanga**
AC **Mphatso Kawale**
HT **Stenkam Bitiele**
SMC Chair **Glafiyudi Banda**

Support Team

ZOC **Nelson Mtchini**
CL **Tegede Kalebe**
MCM **Veronica Kalirani**
Girl Mentors **Tiyanjane Chatanga, Gereness Katema, Mayi Mary Jenodi, Mayi Agnes Yeremiya**

Background

Kabwinja School was started by CCAP Nkhoma Synod in 1950. The early teachers were mission volunteers. Enrolment was 632 (281 boys 351 girls) in 2006 with nine teachers (six males, three females). The teacher-pupil ratio stood at 1:71. There were five teachers' houses, four of them semi-permanent and one



temporary. All were occupied. Two classroom blocks standing face to face created space for five classes. The three old classrooms are too small to accommodate any of the lower classes comfortably so standards 1 and 2 moved to the nearby prayer house and clinic respectively. Vandalism of school property was common. Steel window frames were stolen and teaching materials teachers made were taken. Teachers' and learners' absenteeism were high. Teaching methods applied were not effective. The community had little to do with teaching, learning and initiatives at the school.

PSSP: SFP Inputs

PSSP: SFP trained the nine teachers in content knowledge and pedagogical skills in English, mathematics and science during cycle trainings. Teachers learned

to identify gaps in teaching and learning during lesson delivery for discussion at teacher conferences. Bringo Chatanga and David Kampala have been identified as local mobile troupers in mathematics and English. These teachers facilitate at teacher conferences.

Training was given to SMC/PTA on financial and resource management. The teachers at Kabwinja School have also been trained in TALULAR production and use and how to care for these materials.

A small grant helped the SMC complete its initiatives, and 204 books were delivered to the school to furnish the library. The community lobbied for iron sheets from the Honourable Member of Parliament. Play parks have been established by the MCM and a SIP box was provided to the school.

Achievements

SMC constructed two additional teachers' houses, bigger and built on modern standards, with the small grant given to the school. Two teachers now live at the school. This reduces teacher absenteeism and encourages teacher preparation. Cycle trainings have equipped teachers with skills and content for effective lesson delivery. Learners in standard 6 achieved much in the end-of-year examinations in mathematics and English.

The school has developed a TALULAR bank and has made shelves for the library. Community efforts have discouraged vandalism. Enrolment rose 9% between 2006 and 2008, from 638 learners to 684. Equipment at the play park and good use of participatory methods by teachers encourage learners to stay in school. Akunjira ensure that learners attend on school days. The school has a new woodlot established in response to early calls to take care of the environment to replace trees cut down.

Challenge

• **No room** is available as a library.

Recommendations

• **Build** a separate room for the library for the safety and maximum use of the books.



Madisi

Cluster **Mtanila**
Zone **Madisi**
TA **Chakhaza**

Location

Madisi Primary School is at Madisi Trading Centre close to Kawerawera CCAP church. It is 300 metres from Mtanila TDC. One can reach the school by branching off the M1 at Chipiku stores northwards for 200 metres.

Key Players

Formal Team

PEA **Margret Tembwe**
AC **Thandi Banda**
HT **Florida Kayange**
SMC Chair **Levi Maenje**

Support Team

ZOC **Nelson Mtchini**
CL **Lefiyoni Salatiele**
MCM **Chikondi Mbewe**
Girl Mentors **Lusia Katumbi,**
Sarah Banda, Mayi Mary
Binisoni, Mayi Dorothy
Gwetsera

Notable Champions

Akunjira

Background

Madisi Primary School, under CCAP Nkhoma Synod, opened in 1944 at Yesaya village just across Kawerawera stream from its present site, to which it moved in 1953. Mr Isake was the first headteacher. Enrolment in 2006 was 1,245 learners (510 boys, 735 girls) with 26 teachers (six male, 20 female), a teacher-



pupil ratio of 1:48. There was one trace of an old classroom block, built by the missionaries and later rehabilitated by CRECCOM. Two classroom blocks facing each other were built by MASAF. The seven teachers' houses built some years ago accommodated seven teachers while other teachers commuted. Inadequate classrooms meant that most of classes were held outside under trees, which is detrimental for learners' performance.

PSSP: SFP Inputs

PSSP: SFP trained teachers in content knowledge and pedagogical skills in a series of cycle trainings. The School Management Committee was trained in financial management and lobbying. A small grant boosted the school's financial muscle. MCM established play parks at which learners spend much of their time. MCMs also supported teachers in



production of TALULAR materials. Mathematics, drama and reading clubs have been established and compete favourably with other schools.

The headteacher was taken on an education visit to Kasungu primary schools Lisasadzi and Chankhozi to observe practices there.

Achievements

Two classroom blocks have been erected using bricks moulded by the community with the influence of akunjira. Classroom space, though still not complete, has been used by

141 learners (53 boys, 88 girls) in standard 4. A play park that the MCM introduced at the school motivates learners to attend regularly and remain in school. The play park also encourages dropouts to return. As a result, enrolment has increased to 1,356 in 2008. Mathematics, reading and drama clubs introduced by the MCM also motivate learners to stay in school. The identification of Sam Mngelezi and Mgambo as mobile local troupers assists other teachers in widening their knowledge in Chichewa and mathematics in Madisi and other schools where they supervise teachers.

Teachers are now able to identify content knowledge and pedagogical skill gaps in a variety of subjects and can facilitate during teacher conferences. Books donated to the school have helped it open its own library for use by learners, teachers and community members.

Teachers' houses have been renovated, improving accommodation for teachers. Skills learned in PSSP: SFP training helped SMC and PTA lobby for 120 iron sheets from the Hon. M.P. to roof the second classroom block for an additional 130 learners. Standard 8 end-of-year examinations improved from a 71.8% pass rate in 2006 to 84.3% in 2007. Hopes are high that future PSLCE results will be even better.

Challenge

• **There are still inadequate classrooms** for the school's growing enrolment.

Recommendation

• **Construct additional classrooms** to house all the learners in the school.



Magantha

Cluster **Kabwinja**
Zone **Kabwinja**
TA **Chakhaza**

Location

Magantha School is in Magantha village 18 km southwest of Madisi Trading Centre. One gets to the school by traveling along the M1 from Madisi to Kasungu. For about 1 km, there is a road which branches off to the west. For 3 km it branches southwards and passes through Kabwinja School. Magantha School is 3 km from Kabwinja School, just east of the road.



Key Players

Formal Team

PEA **Harold Kamanga**
AC **Mphatso Kawale**
HT **Often Nthenga Mbedza**
SMC Chair **Hardwell Kanengo**

Support Team

ZOC **Nelson Mtchini**
CL **Tegede Kalebe**
MCM **Veronica Kalirani**
Girl Mentors **Generess Katema, Tiyanjane Chatanga, Mayi Mary Jenodi, Mayi Agness Yeremiya**

Notable Champion

GVH **Magantha**

Background

Magantha Primary School was established in 2000 by CCAP Nkhoma Synod. It was a feeder to Kabwinja School but the community wanted it to grow to be a recognized school. MASAF

supported the community's idea and together they built two classroom blocks, two teachers' houses, 10 latrines and a borehole for the school. The school developed up to standard 6. In 2006, there were 433 learners (203 boys 230 girls) enrolled. With only five teachers (three male, two female), the school had a teacher:pupil ratio of 1:87. Some classes were held in classrooms while two were held under the shade of trees in the schoolyard. The community built two additional teachers' houses.

Struggling to have learners succeed in their lessons, the teachers were not adequately trained to use participatory teaching methods. Also lacking were extracurricular activities to motivate learners, supplementary readers and reference materials for teachers and learners.

PSSP: SFP Inputs

Training of teachers in content knowledge and pedagogical skills was done through a series of cycle trainings, school-based INSETs and, later on, teacher conferences. While cycle trainings were facilitated by the PEA, AC or ZOC, teacher conferences opened up chances for exemplary teachers to facilitate sessions about best practices in teaching science, English, Chichewa, and BLP/M.

Members of the SMC/PTA were trained in financial and resource management as well as lobbying skills. Some members also served on library committees and were trained in the use and care of library books.

PSSP: SFP supported community initiatives with a small grant. The MCM established play parks at the school, where learners

Magantha

enjoyed their free time. This also reduced learners' absenteeism. Materials contained in a SIP box, such as exercise books, badges, rulers, atlases and balls, were used to motivate learners to do better in class.

Achievements

Two classrooms have been built at Magantha School by the community, increasing the number of classrooms to six. All six classes are now taught in classrooms with conducive learning environments. A sewing machine was bought using small-grant funds and eight girls and one boy have been taught tailoring skills. Of these learners, one boy and one girl are OVCs. A community member volunteered to train the learners at the school, enhancing the school-community relationship.

Teachers produced TALULAR materials for use in classrooms, opening a TALULAR bank with

materials kept in the classrooms. Teachers can now easily access and share the materials. Play parks have motivated many learners to report to classes regularly and on time. Often, learners stay late at the school to use the equipment from the SIP box and reading books from the library. As a result of learner interest, reading and debate clubs have been established at the school. Enrolment has increased 21% from 433 learners in 2006 to 523 learners (246 boys, 277 girls) in 2008.

The community has taken up ownership of the school. In 2007, the community contributed MK10,000 and MK3,700 in 2008 to purchase new items for the SIP box and to pay for labour for the construction work at the school. Peter Kawale, a teacher at the school, donated 20 metres of cloth to be sewn into uniforms for OVCs. Fifty-one percent of



standard 1 learners passed into the next grade. These learners were rated successful after they were found to be able to read and write their names and short sentences — skills they have acquired through BLP/M lessons.

Challenges

Learners' reading and writing skills may not continue to develop effectively if strategies used to teach reading and writing in standard 1 are not continued in standard 2; and the community may not be as accommodating as it is today if the current state of community-school relationship is not upheld.

Recommendations

The teacher who was teaching standard 1 BLP/M should carry on with learners who have been promoted to standard 2; the relationship between the community and the school needs to be maintained, nurtured and sustained.



Malunje

Cluster **Mtanila**
Zone **Madisi**
TA **Chakhaza**

Location

Malunje school lies 3 km east of Mtanila Teacher Development Centre and is accessible by the road that proceeds to Bowe. A road that leads to the school branches off a kilometre after crossing Kasangadzi river southwards. From there the school, in Chimwere village, is a distance of 2 km.

Key Players

Formal Team

PEA **Margret Tembwe**
AC **Thandi Banda**
HT **Alex Chishembe**
SMC Chair **Dickson Chabwachabwa**

Support Team

ZOC **Nelson Mtchini**
CL **Lefiyoni Salatiele**
MCM **Chikondi Mbewe**
Girl Mentors **Lusia Katumbi, Sarah Banda, Mayi Mary Binisoni, Mayi Dorothy Gwetsera**

Notable Champions

Akunjira

Background

Malunje Primary School opened in 2000 having one classroom block with three classrooms, an additional block of two classrooms, two latrines and no teachers' houses. Teachers commuted from Madisi Trading



Centre. In January 2006 the school, with standards 1-6, had enrolment of 312 (140 boys, 172 girls) and five teachers (four male, one female). It did not have play parks, income-generating activities or academic clubs. Learners were only taught subjects stipulated in the syllabuses. The community kept a low profile in school activities. Teachers were often absent from school. High learner absenteeism as well contributed to low academic achievement.

PSSP: SFP Inputs

PSSP: SFP, through Theatre for Development initiatives, helped unveil gaps at the school and organized trainings for the SMC and PTA in financial and resource management. Teachers were trained in content knowledge and pedagogical skills. The school received a small grant for a maize garden to raise money for school development

and OVCs. To build teachers' houses and pit latrines, 150,000 bricks were moulded.

Transport was provided by PSSP: SFP for members of the school's wildlife club to visit Lilongwe Nature Sanctuary. Through PSSP: SFP the school identified one teacher, Jimmy Phiri, as a mobile trouper and facilitator for teacher conferences.

Achievements

The TFD performance at the school ignited minds of the community. At the launch of the SIP box MK450 was raised, with which the SMC bought exercise books and supported 29 OVCs (13 boys 16 girls). Small grants have used to buy building materials for two teachers' houses, a sewing machine and materials for tinsmithing. With the sewing machine, learners at the school have been taught tailoring. Four pupils are being

drilled in tinsmithing by a member of the community at the school (two boys and two girls). Tinsmithing products have been sold for MK10,000.

Money from sale of tinsmithing products pays for some of the needs of orphans and vulnerable children. The two teachers' houses under construction will allow teachers to stay close to the school, reducing teacher absenteeism and offering more learning time to pupils.

The wildlife club planted 200 trees as a buffer zone between school and community and to add beauty to the school.

Training has helped teachers adopt full participatory teaching and learning methods, with full use of TALULAR materials produced by either teacher or learners.

The Malunje school committee lobbied for four doors, cement and other materials from the Honourable Member of Parliament to complete construction of teachers' houses. Six additional latrines have been constructed, improving sanitary conditions for the 251 learners (117 boys, 134 girls) at the school.

The MCM, with support of teachers and community members, introduced play parks. Materials from the SIP box motivate learners and help keep them in school. Enrolment has increased and includes dropouts who returned and now attend regularly. Village Headman



Wiliyamu was noted for having compiled a register he used to track school-age children to encourage them to attend and remain in school. Teacher Jimmy Phiri has been identified as a facilitator in science and is a mobile trouper for Mtanila cluster, supervising science teachers as well as teaching. His inclusion in MTTT means that supervision visits to schools have increased. Malunje classrooms now have ready-made TALULAR materials for use in teaching and learning, and a TALULAR bank has been established. The wildlife club's visit to Linlongwe Nature Sanctuary also helped establish learners' motivation.

The school maize garden means learners will carry out gardening experiments and harvest the maize to sell. Proceeds will buy uniforms and exercise books for orphans and vulnerable children.

Challenge

- **Teachers commute** to the school daily due to lack of adequate teachers' houses.

Recommendation

- **The community** should build more classrooms and teachers' houses to curb learner as well as teacher absenteeism.



Mbawa

Cluster **Samuel**
Zone **Dzoole**
TA **Dzoole**

Location

Mbawa Primary School is south of Madisi Trading Centre, accessible by car during the dry season but less so during the rainy season. Upon leaving M1 at Mtiti Trading Centre from Madisi, one drives 12 km to Lipiri Trading Centre along the Nambuma road in a southern direction. A road branches off eastwards at Lipiri. Following this road for 3 km to Kawande village, one path leads to Mbawa School in the northern direction.

Key Players

Formal Team

PEA **Innocencia Chamtonda**
AC **Diverias Jasi**
HT **Langson Katambo**
SMC Chair **John Chipyoza**

Support Team

ZOC **Nelson Mtchini**
CL **Thomson Kabanga**
MCM **Felix Nkhoma**
Girl Mentors **Dinaless Kamwendo, Florence Chakwera, Mayi Sara Kaliteni, Mayi Rosemary Kaphamtenga**

Background

Mbawa Primary School is a Local Education Authority (LEA) school started in 1997. The school had four temporary shelters used as classrooms, built by the community. There



was no teacher's house by January 2006. All teachers operated from their homes, two from the same village and two from distant places. One commuted 10 km. Enrolment of the school in January 2006 was 488 learners (227 boys, 261 girls). The school had developed to standard 7 with a teacher-pupil ratio of 1:122. A prayer house within the school area served as a classroom. Teacher and learner absenteeism was high. Unpunctuality was common. Teachers sometimes deserted classes. Visits by ministry officials were intermittent, due to poor road conditions.

PSSP: SFP Inputs

PSSP: SFP trained teachers in content knowledge and pedagogical skills through a series of cycle trainings, school-based INSETs and teacher

conferences. Headteacher and deputy were trained in administration and school management. A small grant helped the SMC complete initiatives at the school. The MCM mounted a play park, where learners have a variety of activities.

Trainings were extended to the akunjira, whose role is considered equally important in the education of the children at the school. SMC members were trained in managing finances and material resources and in lobbying skills. A consignment of books was delivered for the school library. The library committee was trained in the care and use of library books.

Achievements

The trained SMC of Mbawa School managed the small grant by purchasing materials for construction of a classroom block, which has benefited 109 learners (40 boys, 69 girls) in standard 1 and 88 learners (38 boys, 50 girls) in standard 2. A second classroom block, partly roofed, is being used by learners in standard 3. Another purchase is a sewing machine, which benefits five boys and four girls being trained in tailoring. Such trained learners will be self-reliant when they leave school. Most of these are OVC. The community turned a building once used as a hawker into a library. Learners at the school access books in the library. A reading culture has consequently developed at the school.

A teacher's house has been erected close to the school. One day a teacher will reside there and late-coming and teacher and learner absenteeism will be reduced.

The SMC lobbied iron sheets from the Honourable Member of Parliament, with which they roofed half the classroom block. UNICEF supplied 150 desks to the school. Access and equity will likely be achieved, thus increasing enrolment. Through lobbying, Mbawa School procured from UNICEF materials such as rulers, number and letter boards, atlases and globes. This shows that there won't be an acute shortfall of

materials. The community really owns the school.

Challenge

- **Not enough** teachers' houses and classroom blocks impair effective teaching and learning.

Recommendation

- **The community** should mould as many bricks as possible for construction of teachers' houses and classroom blocks.



Mbayo

Cluster **Mtiti**
Zone **Madisi**
TA **Chakhaza**

Location

Mbayo School is south of Mtanila TDC. The road that leads to the school branches 4 km south from Madisi Trading Centre eastwards off the M1. A branch road at Thindi traditional court southwards leads to Mbayo School, about 3 km away from this point.

Key Players

Formal Team

PEA **Margret Tembwe**
AC **Thandi Banda**
HT **Albert Mwale**
SMC Chair **J Kaimilira**

Support Team

ZOC **Nelson Mtchini**
CL **Herald Jeputala**
MCM **Estere Kadzisake**
Chaseta
Girl Mentor: **Hilda Sizilande,**
Martha Nyundo, Mayi
Agness Tchesa, Mayi Stivelia
Kaponda

Notable Champion

Akunjira

Background

Mbayo Primary School has developed classes up to standard 4. It started in 1997 under the influence of CCAP Nkhoma synod. Its development was gradual. Two classroom blocks were erected only to be abandoned by the contractor.



Enrolment in 2006 was 313 learners (155 boys, 158 girls) with only three male teachers, no teacher's house and no latrine. Classes were carried out under the trees, leaving children prone to weather hazards. The community never had much to do with the school and teachers lacked support. Teacher absenteeism was among the highest in the zone as two teachers commuted 5 km and the headteacher 3 km. There was no play park and no headteacher's office. The only suggestion that the site is a school was the chalkboard often left under the tree. Inadequate refresher courses for teachers made it difficult for them to apply innovative approaches to teaching. One could hardly see a teacher using variety in teaching and learning methods to assist learners with different learning abilities. Despite these setbacks, dropout numbers by the end of 2006 were minimal.

PSSP: SFP Inputs

PSSP: SFP trained all the teachers at Mbayo school in content knowledge and pedagogical skills through a series of cycle trainings. The headteacher accompanied other headteachers on an education visit to Kasungu to observe good practices at Lisasadzi and Chankhozi schools. One teacher at Mbayo, Mathambo Mgomzulu, was identified as a mobile local trouper for English and a facilitator during teacher conferences on English.

Meetings were held by PSSP: SFP officials that included the ZOC, MCM and cluster leader to have the two abandoned buildings completed by the community. MCMs mounted a Theatre for Development intervention at the school to sensitize the community on the importance of building a teachers' house.

PSSP: SFP delivered a SIP box to the school with bawo, balls, volleyball nets and more. The SMC received a small grant to assist in completing initiatives started at the school. Part of the money was used to buy a sewing machine now used to train three boys and four girls in tailoring skills. The school hosted a Gule Wamkulu festival as an appeal to show that it was everyone's responsibility to help improve education. Song posters and big books have been delivered to the school for teaching early literacy.

Achievements

The community moulded bricks and built a house for the teacher. The two classrooms once abandoned by the contractor have been completed using small grants, benefiting 250 learners (115 boys, 135 girls). The community erected a building for a staffroom, headteacher's office, library and storeroom. The play park established by the MCM motivates learners so that absenteeism has been reduced. Teachers use a variety of participatory teaching and learning methods. TALULAR materials have been produced and used in the classrooms. The SIP has been topped up by the community with MK2,463 contributed. This money will enable the SMC to buy necessities for OVCs.

Challenge

• **Unavailability of storage facilities** for school equipment at the school means uncertain security for school property.

Recommendation

• **Complete the structure** meant for the storeroom, library and staffroom so that school property can be stored at the school.



Mkhobola

Cluster **Nauchi**
Zone **Madisi**
TA **Chakhaza**

Location

Mkhobola School lies 3 km west of Mtanila TDC. The road leading to the school branches off westwards after crossing Kawerawera stream on the M1 road to Kasungu from Madisi Trading Centre.

Key Players

Formal Team

PEA **Margret Tembwe**
AC **Thandi Banda**
HT **Henry Mndala**
SMC Chair **Kamnkhwani Sikaponda**

Support Team

ZOC **Nelson Mtchini**
CL **Owen Mwale**
MCM **Masauli Mbonekera**
Girl Mentors **Efrida Banda, Esnart Malipenga, Mayi Magdalena Lafayelo, Mayi Mary Chimangeni**

Background

Mkhobola Primary School is a junior school at Chigoma village started in 1996 using four small brick-built and thatched buildings smaller than typical classrooms. Seven teachers (two female, five male in 2006) covered an enrolment of 332 (162 boys, 170 girls). CCAP Nkhoma Synod is proprietor of the school. The community built the classrooms and also offered a prayer house on school premises as a



classroom. The only teacher's house was incomplete and unoccupied. Dropouts numbered 28 (12 boys, 16 girls) at the school in 2005. Classrooms without doors held no teaching and learning materials. The teacher-pupil ratio of 1:47 was comparatively low but teacher absenteeism nevertheless contributed to poor learner performance. In January 2007, 57 learners (32 boys, 25 girls) were repeating classes. Teachers reported late and left early for homes three kilometres away. Record keeping and preparation were inadequate. Participatory teaching methods such as role play, drama, group or pair work was little used.

PSSP: SFP Inputs

PSSP: SFP trained the SMC and PTA at Mtanila TDC on financial and resource management. Four members attended (three male, one female). Madisi area MCMs held a Theatre for Development event at the school at which issues affecting the school were discussed. Chilozolowondo's trained drama group also mounted a drama at the school. At both occasions learners, community leaders and parents attended. Headteacher and deputy were trained in school management. All seven teachers were trained in content knowledge and pedagogical skills in science, English and mathematics through cycle training and thereafter at teacher conferences. A small grant enabled the school committee to fund initiatives. Special days were set aside for the teachers to produce

teaching and learning materials. A sewing machine was procured to train OVC learners.

Achievements

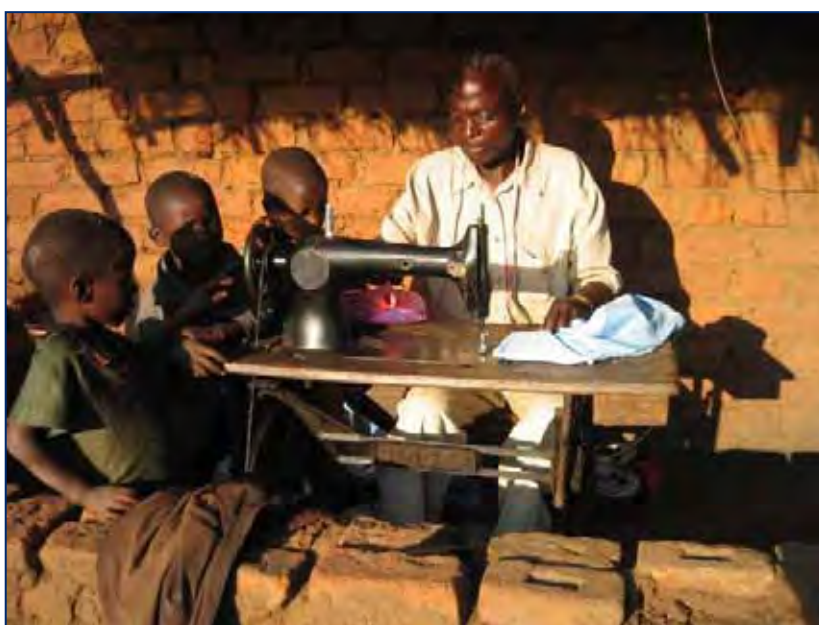
Sensitization meetings and TFD drama cultivated a sense of ownership in the community. Mr Dick volunteered to sew uniforms for 36 learners labour free provided he received cloth the colours of the school. Ten uniforms for girls and 26 for boys were sewn and given out. Today six girls and nine boys have learned tailoring using the sewing machine purchased for the school. One classroom block now in use was constructed, to the benefit of 55 boys and 51 girls in standard 1 and 42 boys and 56 girls in standard 2. Eight latrines were built, so learners use clean latrines. Three hundred books for the library were delivered to the school, boosting the reading culture. Teachers use participatory teaching methods and locally produced teaching materials. In standard 1, 41 boys of 55 and 23 girls of 51 passed to standard 2 on merit. The school benefited from lobbying skills learnt during training, acquiring iron sheets for the roof of the only house at the school and for a kitchen attached to the storeroom built by the Evangelical Lutheran Church mission for the feeding program just started. Play parks at the school motivate learners to arrive on time. Teachers now prepare themselves fully despite though teacher numbers are lower. Enrolment has increased by 9% from 332 in 2006 to 361 in 2008.

Challenge

• **Inadequate classroom space** and too few teachers' houses.

Recommendation

• **The community** should continue moulding bricks for the construction of addition classrooms and teachers houses.



Mkuyu

Cluster **Kabwinja**
Zone **Kabwinja**
TA **Chakhaza**

Location

Mkuyu primary school is 21 km southwest of Madisi Trading Centre. From Madisi, turn westwards following a secondary road that branches off after 7 km on the way to Mponela. This road leads to Nkhonde estate where it joins another secondary road that runs from Madisi to Kamphenga. Following this road southwards for another 7 km, one arrives at Mkuyu school, which to the right along this road.

Key Players

Formal Team

PEA **Harold Kamanga**
AC **Mphatso Kawale**
HT **Bester MK Banda**
SMC Chair **Yakobe Abitoni**

Support Team

ZOC **Nelson Mtchini**
CL **Thomson Kabanga**
MCM **Felix Nkhoma**
Girl Mentor **Greness Katema**

Background

Mkuyu Primary School is in the area of Village Headman Lambwe. The name of the school is derived from mkuyu (fig) tree, which is prominent at the school. Mkuyu was started as a school in 1997 by the Evangelical Lutheran Mission in a small two-room building with no teacher's house close by. One



could speculate that teaching and learning took place because of a playground and a bell hanging under one of the Mkuyu tree branches. Mkuyu School had by January 2006 an enrolment of 500 learners (238 boys, 262 girls) with only three teachers. The school developed up to standard 4.

Like most schools, the SMC depended for construction of additional classrooms on the proprietor of the school, and so development was slow. Two classes used to learn under the trees. Considering the high teacher-pupil ratio (1:167) one could envisage little acquisition of knowledge by learners. The recommended participatory methods were not used by teachers. The school registered high teacher and learner absenteeism. The headteacher received no orientation. School property was kept at the house

of the SMC treasurer without guaranteed security.

PSSP: SFP Inputs

The first step PSSP: SFP took was to train the headteacher in administrative and management skills. Later all teachers were trained in content knowledge and pedagogical skills. The SMC and PTA were also trained in management of material and financial resources as well as in lobbying. Training was extended to mentors and akunjira, whose role was felt to be of great assistance to boost attendance of the learners.

The school received a small grant, which the SMC used in constructing a classroom block and a teacher's house. The MCM introduced a play park for learners. Song posters, big books and other teaching and learning materials were supplied to the school to assist in teaching basic

literacy skills. Mr Yotamu was identified as good at assisting other teachers at Mkuyu and other schools in the cluster in Chichewa. Bester Banda was identified as good at English, and facilitated during the teacher conference.

Achievements

Training for School Management Committee members enabled them to lobby for a borehole and latrines from Evangelical Lutheran Mission. Today the school has a borehole and 10 latrines. Learners drink safe water and use clean latrines. Land O' Lakes has constructed a kitchen for preparing porridge (phala) for the 573 learners (271 boys, 302 girls). Learners get a nutritious diet, which will reduce absenteeism and dropout numbers.

An additional classroom block the community built accommodates 141 learners (80 in standard 3 and 61 in standard 4). These learners now can acquire knowledge in a conducive learning environment. A teacher's house built with the full support of PSSP: SFP provides accommodation for one teacher. School property now is kept securely in a teacher's house close to the school. The play park established by the MCM and materials delivered to the school such as rulers and balls in the SIP box motivate learners to attend school regularly and report for lessons on time. Tinsmithing has benefited 10 boys and four girls who are OVCs. These learners

will eventually earn a living using tinsmithing skills acquired at school.

Challenge

• **Teachers' houses** is an issue that needs to be addressed promptly.

Recommendation

• **There is need for continued construction** of teachers' houses so that all teachers reside at the school.



Mphudzu

Cluster **Kabwinja**
Zone **Kabwinja**
TA **Chakhaza**

Location

Mphudzu Primary School lies 21 km south of Madisi Trading Centre. Moving along M1 for 8 km, one reaches Mtiti Trading Centre where a secondary road branches westwards to Nambuma. Simbi Trading Centre is some 7 km along this road, where another secondary road branches off from the Mtiti-Nambuma road westwards. Mphudzu Primary School is some 4 km from this junction at the foot of Mphudzu hill.

Key Players

Formal Team

PEA **Harold Kamanga**
AC **Mphatso Kawale**
HT **Haxley Banda**
SMC Chair **Bambo Kachinga**

Support Team

ZOC **Nelson Mtchini**
CL **Thomson Kabanga**
MCM **Felix Nkhoma**
Girl Mentors **Mayi Dinaless Kamwendo, Mayi Florence Chakwera, Mayi Sara Kaliteni, Mayi Rosemary Kafamtengenji**

Background

Mphudzu Primary School is a Local Education Authority school in Yobe Village started in 1995 as a junior primary school. MASAF built two teachers' houses, two classroom blocks



and 10 latrines. The community built an additional teacher's house. There were six teachers (one female, five male) at the school, all qualified. With development of the school to a full primary, the school utilized a prayer house close to the school, but some classes learned outside under trees.

The school has limited land for expansion and had no play grounds for the learners. Encroachment from residents of the surrounding villages is high. Nevertheless, the community moulded 50,000 bricks for construction of an additional classroom. Understaffing negatively affected learning. The pass rate as well as selection were low. Teacher absenteeism was high among commuters.

PSSP: SFP Inputs

PSSP: SFP donated a small grant to support the SMC in completing its initiatives. A new classroom block has been built and is almost completed. For the school library, 141 books have been donated. A consignment of song posters and big books for BLP/M was delivered to the school. PSSP: SFP also trained all teachers at the school in content knowledge and pedagogical skills. Headteacher and deputy were trained in school management and administration. PSSP: SFP also provided transport to the headteacher for an exchange visit to Kasungu to see how other headteachers administer schools. The MCM established play parks at Mphudzu and mounted a TFD at the same school. Mentors were trained to assist girls in continuing with school. The training also extended to akunjira, whose role the project felt vital to improvement in quality of education.

Achievements

One classroom block built by the community and supported by PSSP: SFP now accommodates 56 learners (22 boys, 34 girls) for standard 5 and 42 learners (18 boys, 24 girls) for standard 6. The school raised MK5,600 during an open day in support of SIP. The money has partly been used to pay builders and carpenters who had worked on the new classroom block.

Teachers trained by PSSP: SFP in content knowledge and pedagogical skills are able to produce TALULAR materials and use and store them.

Learning improved between 2006 and 2007. Seventeen of 22 boys did well in mathematics in standard 6, while the same number of girls did well in that subject. In the same class, 16 boys and 15 girls passed English.

The school has debate, science and reading clubs. Members utilize books the school received for its library. Play parks keep learners at school and motivate those who used to absent themselves to attend regularly. Teacher Andrew Kanyundo has become a BLP/M mobile trouper for Kabwinja zone.



Challenge

- **Inadequate teachers' houses.**

Recommendation

- **Build additional teachers' houses** to enable teachers to stay at the school.

Mtanila



Cluster **Mtanila**
Zone **Madisi**
TA **Chakhaza**

Location

Mtanila School is close to Madisi Parish of the Lilongwe Diocese at Madisi Trading Centre. It is 1 km north of the Chipiku Stores along the M1.

Key Players

Formal Team

PEA **Magret Tembwe**
AC **Thandi Banda**
HT **Lodrick Msochi**

Support Team

ZOC **Nelson Mtchini**
CL **Lefiyoni Salatiele**
MCM **Chikondi Mbewe**

Girl Mentors **Lucia Katumbi, Sarah Banda, Mayi Mary Binison and Mayi Dorothy Gwetsera**

Notable Champion

Gule Wamkulu

Background

Mtanila School, opened in 1957 by the Catholic Missionaries, has classes from standards 1 to 5. Over the years it developed to a full primary school so that by December 2005 there were 1,190 learners (669 boys, 521 girls) enrolled. At that time, the school had 22 teachers with a teacher:pupil ratio of 1:54. There were only four latrines and eight permanent classrooms for 1,190 learners. Teachers did not frequently meet to discuss the needs of the learners or the

school. As a result, issues and problems that existed at the school were not addressed. Learner performance was adversely affected by this. The community could not decide on any initiatives for the school as most of the resources, both financially and materially, came in the form of donations to the school by the proprietor. With too little housing for teachers, most teachers came to school late for their lessons.

PSSP: SFP Inputs

PSSP: SFP has trained four SMC/PTA members in financial and resource management and the Assistant TDC Coordinator in school-management skills. Two teachers have been trained as mobile troupers who now supervise other teachers within

Mtanila cluster in content knowledge and pedagogical skills.

Mtanila School received a small grant to support various initiatives at the school. The school also received a SIP box containing pens, exercise books, a chess kit and bawo, as well as 241 donated books for its library. The books encourage learners' hunger for reading. The MCM, in collaboration with two teachers, worked with learners to develop a strong quiz team that successfully competed with teams from other zones within the district.



Achievements

Following the provision of the small-grant funds, the SMC was able to rehabilitate all the roofs of the classrooms. The akunjira made it possible to have 150,000 bricks moulded. These bricks will be to construct teacher's houses and additional classrooms in the future. Some of the bricks were used to construct 16 latrines at the school. Carpentry equipment has been used to train two girls and two boys in carpentry skills. MK10,000 was raised from sale of planks and these funds have been used to pay the house rent for student teachers and to renovate teachers' houses.

As a result of efforts by the community and akunjira to encourage school-age learners to return to school, enrolment has increased from 915 learners (472 boys, 443 girls) in 2007 to

1,138 (558 boys, 580 girls) in 2008. This includes 255 learners (136 boys, 119 girls) who are identified as OVCs. The number of teachers at the school has increased to 29 (24 female, five male). The teachers meet every week for CPDs. They serve as patrons for the quiz team, the mathematics club and the reading club. Standard I learners have shown outstanding performances due to the efforts of three teachers who are the role models at the school. They are Loveness Bauti, Ezilina Nyando, and Tadala Njati. All



have been very effective at teaching BLP/M. Two of the

teachers are trained troupers for BLP/M and TALULAR while the headteacher is a supervisor head for Mtanila cluster. One teacher, specially trained on library skills, now trains others.

Challenges

- **Community participation** in school-development initiatives has been low.
- **Only nine** of 29 teachers live in teachers' houses. More houses are needed.
- **More classrooms** also need to be built.

Recommendation

- **Encourage** the community to carry out initiatives at the school, specifically the building of more teachers' houses and classroom blocks.

Mtiti

Cluster **Mtiti**
Zone **Madisi**
TA **Chakhaza**

Location

Mtiti Primary School is 16 km north of Mponela along the M1, half a kilometre from Mtiti Trading Centre.

Key Players

Formal Team

PEA **Margret Tembwe**
AC **Thandi Banda**
HT **Joseph Bomba**
SMC Chair **Joswa Minala**

Support Team

ZOC **Nelson Mtchini**
CL **Herald Jemputala**
MCM **Estere Kadzisake Chaseta**
Girl Mentora **Hilda Sizilande, Martha Nyundo, Mayi Agness Tchesa, Mayi Sitiveliya Kaponda**

Notable Champions

Akunjira

Background

Mtiti Primary School was established by a missionary of the Dutch Reformed Church Mission and fell under CCAP Nkhoma Synod in 1932. It was relocated to the present site in 1963. Nkhoma Synod lost its proprietorship to Dowa Local Education Authority in 1963. There were four classroom blocks, a headteacher's office and staffroom. One classroom block was erected by MASAF.



Enrolment as of January 2006 was 651 (302 boys, 349 girls) against 11 teachers. Five temporary teachers' houses were available at the school. Teacher preparation was inadequate and both learners and teachers absented themselves often. The school produced poor results and challenges were not addressed. Relations between school and community were sour and no attention was given to development activities.

PSSP: SFP Inputs

Three female and seven male teachers were trained in content and pedagogical skills through cycle trainings. Teacher Mclean Yuda now is a facilitator at teacher conferences at cluster level and a trouper in mathematics. Teacher Joseph Bomba is headteacher cluster supervisor. PSSP: SFP provided

transport to standard I learners for an exchange visit to Mponela and to the headteacher for travel to Kasungu. Small grants helped complete one classroom block. Community members have built a teacher's house. Vandalism at the school has been eradicated. A sense of ownership has developed among members of the community. They rehabilitate teachers' houses and monitor attendance of both teachers and learners. Learners have developed a reading club. The school has been selected as a pilot for MTTT and the headteacher has been identified as a role model for transformation.

Achievements

Enrollment at the school has steadily increased since January 2008 from 759 (372 boys, 387 girls) to 918 in October 2008 (459 boys, 459 girls) due to improved teacher attendance, presence of play parks and involvement of akunjira and community leaders in tracking learner attendance. The results at Primary School Leaving Certificate examination have improved from a 22% pass rate in 2006 to 38.5% in 2007. The number of learners in the reading club has increased due to the establishment of the library at the school. Community involvement in school development and security of school property has improved. School-based CPDs are carried out on schedule.



Challenges

- **Inadequate textbooks** for growing enrollment and a high teacher-pupil ratio.

Recommendations

- **Press an order for more textbooks** from the DEM and employ volunteer teachers to address the problem of high teacher-pupil ratio.



Nambamba

Cluster **Kabwinja**
Zone **Madisi**
TA **Chakhaza**

Location

Nambamba Primary School is southwest of Madisi Trading Centre. From Mponela go 17 km and turn off the M1 after Mtiti Trading Centre westwards for 5 km. The school is on the right of this road.

Key Players

Formal Team

PEA **Margret Tembwe**
AC **Mphatso Kawale**
HT **Numeri Msosa**
SMC Chair **Michael Mgwedeza**

Support Team

ZOC **Nelson Mtchini**
CL **Tegede Kalebe**
MCM **Veronica Kalirani**
Girl Mentors **Tiyanjane Chatanga, Geleness Katema, Mayi Mary Tenodi, Mayi Agness Yeremiya**

Background

Nambamba Primary School is owned by CCAP Nkhoma Synod, started in 1912 near Mphudzu hill as a junior primary school, later moved to Madisi Trading Centre and then relocated at Nambamba village where it developed to a full primary school in 1985. Enrolment was 480 (212 boys, 268 girls) in March 2006, with eight teachers (one female, seven male). There were only



four classrooms for eight classes and five teachers' houses, one occupied by the headteacher. Three newly constructed houses had no roofs. Teachers went to class with inadequate lesson plans. Schemes of work were not updated in a timely way. Teaching was haphazard, learner performance low and teacher absenteeism high. Seven teachers commuted from Madisi Trading Centre. Intermittent trainings for teachers were inadequate given the variety of subjects taught. The community lacked someone to coordinate efforts.

PSSP: SFP Inputs

PSSP: SFP coordinated efforts of the community in a series of meetings with community leaders. The SMC and PTA were trained in financial and resource management, lobbying and supporting OVCs through IGAs or in-kind donations. The

project supported the school with small grants to develop tinsmithing skills in learners and support construction work at the school. The headteacher was offered an opportunity to visit schools with good practices in Kasungu. A series of trainings were offered to teachers in mathematics, English and literacy for effective lesson delivery during cycles 1-5 and thereafter at teacher conferences. Masfam Chagunda has been trained as a mobile trouper in Chichewa. Headteacher and deputy were refreshed on school management and administration. The MCM developed a play park at the school for learners. Library books were donated and the SIP box delivered to the school with bawo, chess and books for learners to use during free time.

Achievements

Three teachers houses now have roofs and finishing touches completed. Two qualified teachers occupy a house each while the third is used by student teachers. Lobbying skills learnt in training helped obtain trusses for teachers' houses free of charge from the proprietor of Nkhonde estate. Availability of teachers' houses has reduced long commutes that teachers once made, reducing absenteeism and improving timeliness. Learners now have more time with teachers. Exchange visits have had an impact on administration and management of the school. The headteacher's record upkeep has improved. Teachers now meet once a week to discuss professional performance and effective lesson delivery. The mobile trouper has helped increase frequency of supervisory visits to schools. Play parks have improved learners' punctuality. The community has been generous in contributing to the SIP box to assist OVCs. Nine OVCs received exercise books and pens from the money contributed during an open day. The small grant provided to the school enabled the SMC to start a vegetable garden and establish tinsmithing and tailoring at the school. Proceeds from the garden and sale of materials made in tinsmithing pay for work done at the school. A well-maintained school offers a conducive learning environment, motivating learners to remain in



school. Community involvement at the school now is very high. Thanks to GVH Nambamba his support of school development.

Recommendation

- **Community** to continue constructing more teachers houses.

Challenge

- **Inadequate teachers' houses** at the school.



Nauchi

Cluster **Nauchi**
Zone Kabwinja
TA **Chakhaza**

Location

Nauchi School is 5 km from Madisi Trading Centre. The road leading to the school branches westwards 1 km along the M1 to Kasungu from Madisi. The school is in Nauchi village itself.

Key Players

Formal Team

PEA **Margret Tembwe**
AC **Thandi Banda**
HT **Darlen Chisi**

Support Team

ZOC **Nelson Mtchini**
CL **Owen Mwale**
MCM **Masauli Mbonekera**

Girl Mentors **Efrida Banda, Esnart Malipenga, Mayi Magdalena Lafayelo, Mayi Mary Chimangeni**

Notable Champions

Akunjira

Background

Nauchi Primary School was started as a junior school by missionaries from Lilongwe Diocese in 1912 at Chikwawe village 2 km east of the present site. In 1963 the school relocated to Nauchi village. Enrolment in 2006 was 696 (341 boys, 355 girls) with eight teachers, all male, for a teacher-pupil ratio of 1:87. The school had five semi-permanent



teachers' houses and eight classrooms. Classrooms lacked TALULAR materials for use during lessons. One classroom block had no roof and four had roofs near collapse. Community participation in academic and development initiatives was limited.

PSSP: SFP Inputs

The eight teachers were trained in content knowledge and pedagogical skills in English, mathematics, literacy and science and given resource books in these subjects, including booklets on participatory teaching methods. Teachers were also trained in making teaching and learning materials using locally available resources. Skills acquired were applied in classrooms. TALULAR materials were produced and used. Production of several TALULAR materials led to development of a TALULAR

bank at the school. Learners benefited from teaching in which these TALULAR materials were used. The SMC and PTA were trained in financial and resource management, and applied their skills. A small grant was used to help build two additional teachers' houses, both now occupied by teachers. Three houses now accommodate teachers, while other teachers commute from their homes. An orchard of citrus and mango trees was started at the school to contribute to improved nutrition and as an income source for the school. The MCM established a play park at the school, reducing learner absenteeism and increasing enrolment. OVCs now learn vocational life skills, including tinsmithing (two female, three male) and tailoring (four female, four male). In 2008, enrolment rose to 736 (345 boys, 391 girls).

Challenges

- **Few teachers are resident at the school** and community involvement in school development is declining.

Recommendations

- **Teachers who commute** to the school should reside in teachers' houses at the school. The spirit of development needs to be rekindled in the community.



Simbi

Cluster **Mtiti**
Zone **Madisi**
TA **Chakhaza**

Location

Simbi Primary School is 17 km south of Mtanila TDC. Driving for 8 km along the M1 towards Mponela one reaches Mtiti Trading Centre, where a road to Nambuma branches off to the right. Simbi School is to the east of this road 7 km from Mtiti Trading Centre.

Key Players

Formal Team

PEA **Margret Tembwe**
AC **Thandi Banda**
HT **Ndelemani Bintalasoni**
SMC, PTA Chair **Clemence Kanjere**

Support Team

ZOC **Nelson Mtchini**
CL **Thomson Kabanga**
MCM **Felix Nkhoma**
Girl Mentors **Dinaless Kamwendo, Mayi Sara Kaliteni, Florence Chakwera, Rosemary Kafamtenganji**

Background

Simbi Primary School is a diocesan school established in 1958. There were five teachers' houses once occupied but vacated because of break-ins and now dilapidated. The school had eight classrooms in two classroom blocks, with four per block. Enrolment in 2006 was 758 (393 boys, 365 girls) with



only five teachers (three male, two female), a teacher-pupil ratio of 1:151.

Understaffing adversely affected learning. Teachers did not use participatory teaching and learning methods that could have helped learners. Teacher and learner absenteeism was high. The community, however, had the potential to improve the school.

PSSP: SFP Inputs

The five teachers at Simbi school received training in content and pedagogical knowledge through cycle trainings and teacher conferences. English, mathematics, literacy and science were studied. Headteacher and deputy were trained in management and administrative skills. The headteacher was taken to Kasungu (Chankhozi and

Lisasadzi schools) to see good practices. The SIP box was delivered to Simbi School with games to be used by learners at the school. The school also received small grant of MK180,000 to help the school committee complete initiatives.

Training was extended to the SMC and PTA in financial and resource management. Mentors were trained in mentorship skills, especially for mentoring girls. The akunjira were trained by the project, as these too influence quality of education. The school also received 232 books for the library.

The MCM set up a number of games and activities in the play park for use by learners. A Theatre for Development presentation was also done at the school by the MCM.

Achievements

Knowledge from training helped teachers produce TALULAR materials to use when teaching. The community too supplied materials for making teaching and learning aids. The school drew maps of Africa and Malawi in the open ground. Today the school has a TALULAR bank used as needed. The akunjira have helped identify school-age children not attending school, and getting them to attend. Enrolment grew slightly from 758 in 2006 to 781 (352 boys, 429 girls) by October 2008. The influence of mentors for girls helped reduce girl absenteeism.

The small grant helped construct a new classroom next to the one built by MASAF. TALULAR materials are left in the classroom for learners to use on their own time. Small grants also bought equipment for training in carpentry for five boys.

SMC and PTA used lobbying skills to obtain 91 iron sheets from the Honorable Member of Parliament. Three teachers' houses now have their roofs. More teachers will be able to live from within the school campus, eliminating long commutes and allowing full-time attention to learners.

Reading, debate and drama clubs have formed at Simbi. Reading club members use library books supplied to the school. This club has helped learners improve their spoken English. MK1,800 was contributed by the

community during an open day, a sign of ownership of the school by the community. The money was used to buy exercise books for 21 OVCs (12 boys, nine girls). The community has also moulded bricks for more construction.

Challenge

- **Late beginning of lessons** as teachers commuting to the school report for work late.

Recommendation

- **Complete renovation** of teachers houses so teachers are accommodated at the school.



Chamitu

Cluster **Chamitu**
Zone **Chisepo**
TA **Kayembe**

Location

Take the road from Chisepo Trading Centre to Nambuma Trading Centre. The school is 3 km south of Chisepo TDC.

Key Players

Formal Team

PEA **Tobias Mphenzi**
AC **Helix Mkwezalamba**
HT **Brown Ngalande**

Support Team

ZOC **Symon Kalima**
CL **Bambo Geyazi Masikini**
MCM **Francis Chigwenji**

Background

Chamitu School was established under CCAP Nkhoma Synod in 1998. PSSP began working at Chamitu in March 2006, when it had two permanent classrooms, one temporary teacher's house and no pit latrines. Enrolment was 178 (98 girls, 80 boys) with four teachers (one female, three male) for standards 1-5. Teachers received little support and rarely met to discuss professional issues. Teachers' lesson plans, schemes of work and records of work were inadequate.

Learners attended classes irregularly. If teachers were absent learners might go home. Absenteeism was 25%. Community involvement was



minimal and development work at a standstill. SMC and PTA did not plan and organize infrastructure and were not trained. Community members and leaders hoped that government would build more classrooms.

PSSP: SFP Inputs

Community leaders, SMC, PTA and teachers were sensitized on goals and objectives of the project. An MCM was appointed to serve the school in erecting play parks, promoting sporting activities and supporting learners in reading Chichewa. The cluster



leader intensified sensitization on importance of education for the area. PSSP: SFP provided a SIP box. Akunjira were trained to encourage children to attend classes daily, with support from the group village head in the area.

PSSP: SFP supported the school with a small grant of MK182,595 for two years to complete two teachers' houses and support vocational skills. MCMs performed TFD at the school, awakening parents on how to support teachers and learners with writing materials and school uniforms.

Achievements

The headteacher planned and coordinated school activities. Teachers came to school with lesson plans, schemes of work and records of work. Teachers supported each other, produced TALULAR materials and used them effectively. Teachers

practiced participatory teaching and learning, involving learners in lesson presentation. Teacher absenteeism decreased. Enrolment increased 13 % from 179 in 2006 to 202 learners in 2008. Learner absenteeism dropped from 25% to 18%.

Community members, under guidance of the cluster leader, SMC and PTA, built two teachers' houses and a school block with two classrooms. The community supported the school during SIP launch by contributing MK650. Parents purchased notebooks, pens and school uniforms for children.

Learners now are motivated to come to school because of play parks erected by MCM and teachers. Sporting activities attract learners who had dropped out to enroll again.



Challenges

- **Absence** of a headteacher for the third term in 2008, leaving the school with two teachers against five classes.
- **Lack of funding** for iron sheets to roof the new school block with two classrooms.

Recommendations

- **Intensify** local MTTT visits to the school and encourage peer lesson observations in the cluster.
- **Encourage** community leaders, SMC, PTA and the proprietor of the school to complete work on the unroofed school block.
- **Appoint** a new instructional leader to develop the school professionally.

Chigongolero

Cluster **Mlengwe**
Zone **Kayembe**
TA **Dzoolo**

Location

From Kayembe TDC travel to Mlengwe Trading Centre via Mdika School 10 km north. From Mlengwe Trading Centre travel to Mkwinda Trading Centre 6 km south along Mtiti-Nambuma road. The school is 1 km west of Mkwinda Trading Centre.

Key Players

Formal Team

PEA **Jacob Malitoni**
AC **Spelix Mwale**
HT **Rodrick Chasowa**

Support Team

ZOC **Symon Kalima**
MCM **Charles Julius**
CL **Herebati Tchaisoni**

Background

This school, established in 1995 by Dowa Local Education Authority, started with two classes and grew to standard 6. When PSSP: SFP began in 2006, the school had three school blocks with six rooms, all thatched, with no teachers' houses and no pit latrines. Enrolment was 351 (186 girls, 165 boys).

Teachers did not prepare adequately for lessons and records were incomplete. Teachers arrived late and left early. The school lacked



reference materials, TALULAR was rare and community involvement minimal. Community members expected government to do everything for the school.

PSSP: SFP Inputs

PSSP: SFP conducted sensitization meetings with community members to help them appreciate the importance of school development. PSSP: SFP supported the school with MK403,315 in small grants to renovate two classrooms. MCM and community members provided play parks and sporting activities. MCM also led development of academic clubs in mathematics, English and social studies. The headteacher received training in leadership skills at zonal level and cluster levels.

Achievements

Enrolment rose 59% to 558 (291 girls, 267 boys). Teachers now come to school prepared. The headteacher has proven to be a professional leader and administrative manager. In September 2008 three of six teachers used participatory teaching methods throughout the entire lessons for the day.

The community raised MK54,000 through contributions and provided five tons of river sand and six tons of dambo sand. Members of Gule Wamkulu escort learners to school and constructed six pit latrines. The school has roofed all six classrooms with iron sheets using funding from PSSP: SFP and through lobbying skills.

PSSP's MCM established play parks and academic clubs and helped produce TALULAR



materials. These activities motivated learners to attend classes regularly.

Challenges

The school lacks teachers' houses. All teachers commute. The school has no storage facility to keep school stock including library books.

Recommendations

- **Classroom support** is needed from headteacher and local MTTT.
- **Community members** led by SMC and PTA should complete construction of teachers' houses and headteacher's office.

Chikankha

Cluster **Mdika**
Zone **Kayembe**
TA **Dzoole**

Location

The school is located 3 km west of Mlengwe Trading Centre, then turn to the south at a school signpost and travel 2 km.

Key Players

Formal Team

PEA **Jacob Malitoni**
AC **Spelix Mwale**
HT **Alfred C. Suze**
SMC Chair
Bambo Kasambeni Mwale

Support Team

ZOC **Symon Kalima**
CL **Bobi Kayanga**
MCM **Charles Chakuuma**

Background

Chikankha School is a standards 1 to 6 school established in 1995 under proprietorship of CCAP Nkhoma Synod. When PSSP: SFP began working in Dowa, the school had six teachers (one female and five male) and 455 learners (216 girls, 239 boys). The school had two teachers' houses, 12 permanent pit latrines, a bore hole and four permanent classrooms.

Members of the School Management Committee (SMC) and Parents and Teacher Association (PTA) knew very little of their roles and responsibilities. Their main activity was to settle disputes



when they occurred. Once they were elected, SMC/PTA members held few formal discussions pertaining to school-development issues. They felt that the headteacher and the PEA should handle all education issues at the school.

While teaching and learning seemed to be going well, teachers lacked content knowledge and teaching skills. Most teachers taught the same way they were taught a long time ago. In most cases, learners were forced to listen to teachers' long lectures. The teachers also lacked sufficient teaching records such as lesson plans, SOW/ROW and CA records. One would rarely see TALULAR materials being produced or used in the upper classes.

Learners' work in notebooks was unimpressive. They were taught only a few subjects such as Chichewa, English and mathematics. Few learners in standards 1 to 4 could write their names or read simple words in Chichewa. The headteacher did informal supervision but it was unplanned and unrecorded most of the times.

PSSP: SFP Inputs

All teachers were trained in various programmes of the project, but some teachers were identified in specific areas. For example, Mr. Alfred Suze, the headteacher, and Mr. Wyson Chizungule, a standard 5 teacher, were identified and trained on local MTTT to serve as cluster supervisory head and TALULAR materials troupers respectively.

Chikankha

PSSP: SFP gave the school 216 donated books, which increased teachers' and learners' enjoyment of reading. Literacy fairs were conducted at the school, supported by PSSP: SFP through the ZOC. The fairs encouraged teachers and learners to demonstrate their skills in public. MCMs helped the school to produce and use TALULAR materials to be used to teach key subject areas. Academic clubs also served to motivate learners to learn.

The school received a small grant enabling it to build two teachers' houses and classrooms. The grant amounted to MK180,000 for two years.

Achievements

The school now has additional teachers' houses, as one is completed while the other one just needs a roof. If one comes to Chikankha School, one will see a well-built two-classroom block and a beautiful

headteacher/library building situated between the two blocks. In the classrooms, TALULAR materials are displayed systematically, covering all subjects. In the standard 5 classroom, Mr. Wyson Chizungule has displayed excellent materials in the most attractive way and his learners are proud of their room.

The SMC/PTA has worked very hard and cooperatively with community members on plans to increase teachers' and classroom accommodation. Their work has helped to strengthen relationships between and amongst teachers, learners, parents, SMC/PTA and GVHs.

Teaching and learning has improved at Chikankha School. If one observed a lesson, one would see teachers using varied methods and learners participating in the teaching and learning process by using TALULAR materials in all subjects.



Learners' performance has improved in all classes. All standard 1 learners are able to read and write simple Chichewa words, which was not the case before.

Learners at this school have been trained to conduct assemblies on their own and they know how to take care of the school premises.

Challenge

Enrollment has decreased from 455 in 2006 to 334 learners (163 girls and 171 boys) in 2008 because parents are enrolling their children in neighbouring schools with all classes from standards 1 to 8.

Recommendations

- **Mobilize** community members to build another two classroom blocks so that the school can have room for standard 7 and 8 classes as desired by the community.
- **Continue to empower** the community to take ownership of the school and its activities.
- **Let learners continue** to be actively involved in running the school in all its activities.



Chimbalu

Cluster **Msokonezi**

Zone **Kayembe**

TA **Kayembe**

Location

The school is 2 km west of Nambuma Trading Centre across the Nambuma stream.

Key Players

Formal Team

PEA **Jacob Malitoni**

AC **Spelix E Mwale**

HT **George M Magalasi**

Support Team

ZOC **Symon Kalima**

CL **Bambo Leonard**

Chikhutu

MCM **Dave Makina**

Background

Chimbalu School is at Nambuma Trading Centre close to Lilongwe-Dowa boundary. It was established in 1974 under proprietorship of Lilongwe Diocese. In January 2006 the school had four permanent classrooms and six teachers' houses, four of which were in dilapidated condition. There were no toilets for learners or teachers at the school. The school had standard 1-8 with 12 teachers (five female, seven male) and 747 learners (370 girls, 377 boys). Despite the number of teachers, learners' passing rate remained low for some years, around 10%. Teaching, learning and assessment methods were teacher-centred. Teachers



hardly used TALULAR to stimulate learning. Teaching records were inadequate. SMC and PTA met only when conflicts arose. There was vandalism to school property.

PSSP: SFP Inputs

PSSP: SFP identified two teachers, Mr Greshan Simoko and Mr Usuman Mkwanda, as facilitators in teacher conferences and local MTTT for the cluster. The skills they gained from their orientations benefited Chimbalu School staff and learners. Some teachers made an exchange visit and educational tour, including Mr G. Simoko. These teachers learnt from their visits and shared with the rest.

The cluster leader and MCM sensitized community members on the importance of sending children to school and assisted in updating information on village registers for children not attending. Eventually play parks, academic clubs and sporting activities motivated learners to attend classes in larger numbers.

Achievements

The school, a Rural Growth Centre, saw enrolment increase 54% to 1,153 (578 girls, 575 boys). Teaching staff now is 13 (five female, eight male) with standard 1-3 double stream and standards 4-8 single classes. Some teachers have upgraded themselves academically to MSCE level (one female, five male). Learners' selection rate has risen, with seven (four girls, three boys) candidates of 42 (24 girls, 18 boys) selected in 2007. Teachers practice participatory approaches, use TALULAR materials more effectively and prepare lesson plans. Schemes of work and records of work are done at school and the head or



sectional heads check the work immediately.

SMC, PTA and GVH have been trained and this has positively affected school activities. These leaders have helped construct a two-classroom block after 22 years of inactivity in development work at the school. Vandalism has faded and other development activities are taking place at the school. Clinton Hunter Initiative is putting up four classroom blocks, four teachers' houses and a headteacher's office. Parents have supported education of their children by providing writing materials and school uniforms.

Challenge

• **Irregular meetings** with stakeholders negatively affects teaching and learning.

Recommendations

- **Intensify** cluster classroom observation to encourage better classroom practices.
- **Administer** continuous assessment in all classes and subject areas and use records to improve teaching and learning.



Chulu

Cluster **Chimbalu**
Zone **Kayembe**
TA **Kayembe**

Location

The school is 9 km east of Nambuma Trading Centre. Upon reaching Kasolo Trading Centre, turn east and travel 4 km to the school.

Key Players

Formal Team

PEA **Jacob Malitoni**
AC **Spelix Mwale**
HT **Onnex J. Mkupatira**
SMC Chair **Bambo Mbachundu**

Support Team

ZOC **Symon Kalima**
CL **Herebati Tchaisoni**
MCM **Charles Julius**

Background

Chulu Primary School started in 1986 under CCAP Nkhoma Synod. When PSSP: SFP began work at the school in 2006, enrolment was 519 (270 girls, 249 boys) and staffing seven (one female, six male) with four permanent classrooms, two borrowed church premises and two classes learning under trees. The school has standards 1-8. At that time, there were no teachers' houses. Learners and teachers had 12 permanent pit latrines.

Learners' performance was lower than expected. More than 60% of standard 1-4 learners



could not read or write well or compute basic number operations. Lesson preparations and presentations in classes did not meet requirements. Teachers lacked relevant pedagogical skills and content knowledge. Some teachers did frequently share professional knowledge with other staff. SMC and PTA, however, did not take full responsibility for their roles. GVHs could not save the school from malfunctioning.

PSSP: SFP Inputs

Cycle trainings and teacher conferences were conducted at zonal and cluster levels. Chulu School also benefited through MCM activities. Installation of play parks and formation of academic clubs attracted learners to school. A TFD performance awakened parents and learners on the importance of education.



Identification of star performers in key subject areas helped change the mindset of the school community. Two teachers, Mr. Mtaya Phiri and Mr. Benson Chaima, instrumental in helping other teachers develop a positive attitude, became teacher conference facilitators and local MTTTs. They learnt from other schools and shared their discoveries with Chulu staff. PSSP: SFP also provided the school with donated books. Two teachers sat for MSCE, using reference books donated by PSSP: SFP. The project also provided Chulu School with a small grant of MK177,308.



Achievements

At Chulu School now one sees three teachers' houses, one built with help from MASAF and two others built by the community with funds from PSSP: SFP.

Enrolment rose 51% to 782 learners (407 girls, 375 boys) by October 2008. Now three teachers reside in school quarters, security of school stock is under control, lessons begin on time and teachers do not leave classes in a hurry to reach home. Teachers' and learners' performance has moved in a positive direction. Teachers prepare lesson plans and prepare and use TALULAR.

Varied teaching, learning and assessment methods are prevalent. These new turns have improved learning gains. Teachers carry out regular assessments, keep records and make informed decisions on professional issues.

Teachers plan and organize INSETs based on observations by local MTTTs. SMC and PTA plan, organize and coordinate activities with GVHs and raise funds to complement PSSP: SFP funding for teachers' houses. The school plans to cooperate with the Department for International Development to construct more classrooms.

Challenge

There is need for more teachers' houses.

Recommendation

All teachers, including those who commute, should write their lesson plans and other essential records at school as a team for further professional growth.

Daimoni

Cluster **Mdika**
Zone **Chisepo**
TA **Kayembe**

Location

Daimoni school is 8 km west of Kayembe TDC on the way to Chisepo Trading Centre.

Key Players

Formal Team

PEA **Tobias Mphenzi**
AC **Helix Mkwezalamba**
HT **Nyengere C. Biwe**

Support Team

ZOC **Symon Kalima**
CL **Mayi Agnes**
Chatambalala
MCM **Frezer Katengeza**

Background

Daimoni School was established under CCAP Nkhoma Synod in 1957. When the school opened its doors to PSSP: SFP in February 2006 it had 1,039 learners (563 girls, 476 boys) with 10 teachers (two female, eight male), two boreholes, two permanent teachers' houses, four semi-permanent teachers' houses, six permanent classrooms and 12 permanent pit latrines. Lessons were underplanned and regular supervision and classroom support lacking. A new headteacher brought a change in management style. Three teachers had MSCE and seven JCE. Learners' achievement levels were low. Few standard 1-3 learners could write and read



Chichewa or compute mathematics problems.

PSSP: SFP Inputs

One of the first TFDs in Dowa was held at Daimoni. This stimulated stakeholders' interest in their children's education. Teachers too were motivated and became aware that the general public was watchful.

The school received donated books from PSSP: SFP, which were added to the existing library. Teachers and learners were encouraged to read a variety of titles, and the MCM strengthened academic clubs with the new books. Almost everyone benefitted from use of the library at the school. Some teachers enrolled for MSCE exams. Two teachers from Daimoni school, Mr Tambalasaajiwa and Mr Lawrence Kuselikulinji, were identified as star performers in science and

mathematics. They were oriented as local MTTT for Mdika, Chikankha and Daimoni schools. They have been observing lessons in classrooms and carrying out pre-conference and post-conference meetings with teachers they observed. Teachers have been able to share best classroom practices.

Daimoni received a MK180,000 grant from PSSP: SFP for construction work and purchase of a sewing machine to promote vocational skills in learners. Four girls and six boys have received training in sewing.



Achievements

Daimoni School now has four classroom blocks and two offices partly renovated, with an iron-sheet roof on two classrooms and offices. An additional four teachers' houses have been cemented and two boreholes have been renovated.

Teachers prepare lesson plans at school soon after the day's lessons are over. The headteacher checks lesson plans in advance. Teachers plan together about CPDs, supervision and peer observation in the school or cluster. Most teachers wish to upgrade themselves academically. Four teachers sat for MSCE. This has motivated more teachers to work hard, hence the school has seen better performance in examinations. Last year three got better grades in MSCE. Learner classroom performance has been steadily increasing, especially in lower classes such as standard I, where BLP/M is followed closely. Learners are able to take Chichewa dictation while they are in standard I.

The community supported construction work, especially renovation of old buildings. SMC and PTA have been able to plan activities at school. The community supported open days, literacy fair and topping up of SIP.



Challenges

Standard 1-3 classes are too large to be handled by a single teacher. One classroom is used as an office and storeroom, depriving learners of a conducive environment for learning.

Recommendations

Instructional leaders should continue joint planning for supervision and classroom observation with their staff. The community should be encouraged to embark on IGA to support OVC and girls. Let the SMC and PTA plan a separate building to serve as a school library and storeroom.

Kalulu

Cluster **Mundundu**
Zone **Kayembe**
TA **Kayembe**

Location

The school is 2 km southeast of Kantchentche Trading Centre, where Mundundu school is located.

Key Players

Formal Team

PEA **Jacob Malitoni**
AC **Spelix E Mwale**
HT **Haliphex Chikalema**

Support Team

ZOC **Symon Kalima**
CL **Bambo Makisoni**
MCM **Benati Benson**

Background

Kalulu School was established in 1996 under CCAP Nkhoma Synod with standards 1-5. By 2006, it had five male teachers and enrolment of 224 (120 girls, 104 boys) but only two permanent classrooms, three temporary shelters, one temporary teacher's house and two temporary pit latrines.

Teachers were unprepared, taught without TALULAR and were absent often. Most standard 1-3 learners could hardly read or write Chichewa. The School Management Committee was not fully engaged, with no plans for school development. SMC and PTA together had three active members.



PSSP: SFP Inputs

Two teachers were identified and oriented as cluster troupers. One, Mr Heliphax Chikalema, became a teacher-conference facilitator. All teachers were oriented on TALULAR production and use.

MCM Benati Benson revamped reading, mathematics and English clubs and led construction of play parks and a playground, attracting more learners to school. MCM and cluster leader also mobilized community members to support learners at school.

SMC and PTA were trained in school management, financial control and lobbying for external support. The school received MK180,000 through a PSSP: SFP small grant, stimulating

community participation in construction.

Achievements

Enrolment rose 17% to 263 (150 girls, 113 boys) by 2008. The school still has only five teachers, but teachers' accommodation improved. The school has four teachers' houses with cement floors and iron roofs as a result of the small grant. Other new infrastructure includes a permanent pit latrine.

With their skills from cycle trainings, teacher conferences, BLP/M training and TALULAR orientations, teachers' lesson plans now are well-prepared and they produce and use TALULAR. Learners are absent less. Performance has improved. Standard 1 learners write their names and read common words.

New SMC and PTA members trained by PSSP: SFP have mobilized GVH and other stakeholders to participate in school activities such as collecting bricks, sand and quarry. The community supports the school through open days and fundraising. The community also supports education by purchasing school uniforms for children, and more members now attend SMC and PTA meetings.



Challenges

Three teachers still operate from homes away from the school.

Recommendations

Teachers ought to have quarters at the school if performance is to be maintained.



Kambokambo



Cluster **Kayembe**
Zone **Kayembe**
TA **Kayembe**

Location

Kambokambo School is 8 km southwest of Kayembe TDC on the road to Mndundu/Kantchentche Trading Centre.

Key Players

Formal Team

PEA **Jacob Malitoni**
AC **Spelix Mwale**
HT **Halex D. Mtonya**
SMC Chair **Bambo Chipenda**

Support Team

ZOC **Symon Kalima**
CL **Bambo Leonard**
Chikhutu
MCM **Dave Makina**

Background

In 1976 Kambokambo Primary School was established under CCAP Nkhoma Synod. The school steadily expanded. In January 2006, enrolment was 977 (486 girls, 491 boys) with 10 teachers (one female, nine male). It had seven teachers' houses, all with mud floors, and eight permanent classrooms with some broken desks in four

classrooms. The school uses space between two blocks as shelter for storing books, although termites are a major challenge.

Staff meetings were not regularly held and SMC and PTA rarely discussed school improvement. Learner and teacher absenteeism was significant and learner performance poor. Supervision was lacking. Records were few on supervision and CPDs at school level.

PSSP: SFP Inputs

The local MTTTs from Kambokambo School made three exchange visits with schools in their cluster, once at Kawale and twice at Kayembe. PSSP donated 129 books to Kambokambo's library. The school received MK195,170 in small grants in three years promoting vocational skills training in carpentry and tailoring. The MCM also introduced academic clubs.

Achievements

Enrolment has risen to 1,139 (571 girls, 568 boys) in 2008, a 17% increase. Two female and eight male teachers now staff the school, occupying eight teachers' houses, one built with PSSP: SFP funding. Three old houses have been renovated using the small grant to put in cement floor. Staff meet regularly and conduct school-based CPDs. Teacher and learner absenteeism has decreased 25%. Learners are doing well. In 2006 PSCLE exams 24 (18 boys, six girls) were selected and 33 (23 boys, 10 girls) in 2007.

The school has updated school records. Headteacher and sectional heads check lesson plans and schemes and records of work and conduct regular supervision to support all members of staff.



Challenges

The most pressing challenge at this school is lack of delegation in some duties. Another is distinguishing between instructional leadership based on practice and theory.

Recommendations

Good classroom practices should be continued. Classroom doors and desks should be regularly maintained by SMC and PTA, The school should complete renovation of uncemented teachers' houses' floors. Encourage teachers, learners and community members to expand and use the school library.

Kavunguti

Cluster **Sindeya**
Zone **Dzoole**
TA **Dzoole**

Location

The school is 5 km east of Lipiri ADMARC along the way to Mponela Trading Centre.

Key Players

Formal Team

PEA **Innocentia Chamtonda**
AC **Deverius Jasi**
HT **Makina J. Laston**

Support Team

ZOC **Symon Kalima**
MCM **Mary Banda**
CL **Zimbwe Chakhaza**

Background

The school was formed in 1995 under CCAP Nkhoma Synod. When PSSP: SFP was in Dowa in 2006, the school had standards 1-5 with three male teachers and two school blocks of two rooms each, but structures had grass thatched roofs, mud floors and no plaster on walls. There were no pit latrines and no teachers' houses. Enrolment was 171 (80 girls, 91 boys).

Classes started as late as 8 a.m. due to late arrival of staff. Sometimes teachers came unprepared and presented lessons without TALULAR materials. Headteacher and staff rarely held professional meetings. Learner attendance was low. The SMC and PTA hardly visited the school despite



its need for assistance on various issues. Community leaders were engaged in conflicts about school ownership.

PSSP: SFP Inputs

Kavunguti School was awarded PSSP: SFP small grants amounting to MK244,400 to roof two classrooms with iron sheets. The SMC and PTA have been offered

training on financial management. Meanwhile MCM has supported SMC, PTA and GVH on mobilizing community members to work on the pit latrine project assisted by Africare. SMC and PTA have been trained in skills to lobby for external assistance.

Achievements

One classroom block has an iron roof and the school has three permanent pit latrines. The school still has only three male teachers despite a 7% enrolment increase to 184 (93 girls, 91 boys) in 2008. MCM constructed play parks at the school with help from the youth club in the village. A sewing machine has enabled the school to raise money for the OVCs and girls.

Recommendations

- **The school** management team should construct teachers' houses and complete work on classrooms.
- **Teachers** should see to it that all classes are taught in full.
- **SMC and PTA** should hold joint meetings with other stakeholders on how to monitor and support teaching and learning.
- **Enhanced instructional leadership** may benefit the school.



Kawale



Cluster **Sindeya**
Zone **Kayembe**
TA **Kayembe**

Location

Kawale School is 4 km south of Kayembe TDC on the way to Nambuma Trading Centre.

Key Players

Formal Team

PEA **Jacob Malitoni**
AC **Spelix Mwale**
HT **Peter Chikonje**
SMC Chair **Washington Chizonda**

Support Team

ZOC **Symon Kalima**
CL **Bambo Lenadi Chikhutu**
MCM **Dave Makina**

Background

The school was established by CCAP Nkhoma Synod in 1964 and developed to standard 8 in 2005. At that time, enrolment was 586 (298 boys, 288 girls) with 10 teachers. Kawale school had five temporary teachers' houses, six permanent classrooms, no permanent pit latrine and no water source. Learners got water half a kilometre from the school.

Teachers came late and unprepared and received little supervision or support. In classrooms one could see only TALULAR materials currently under study. Standard 1-3 learners could hardly write or read their own names, and their performance was low compared to the expected standard. Teachers were under qualified in some subjects.

PSSP: SFP Inputs

PSSP: SFP trained three staff members as local MTTT and TCC. The troupers engage in peer lesson observations in cluster schools, writing reports and sharing good classroom practices. The school was among the first to receive donated books, which increased teachers', learners' and community members' interest in reading. The school renovated its old staffroom into a library and shelves were fixed by the community. The MCM motivated learners to stay in school and dropouts to return. Jonathan Zaliere and Malita Naini were among successful learners who remained in school and wrote standard 8 examinations. Jonathan Zaliere was selected to Madisi Secondary School and has completed form I. Malita, however, dropped out in form I at Chimalu CDSS and got married.

Achievements

Kawale School now has 12 permanent pit latrines, a library room packed with donated books from PSSP: SFP and two newly built teachers' houses built with assistance from a small grant of MK179,998. Teachers stay after classes to prepare lessons for the next day. Learners' work in their notebooks indicates better performance than in 2006. Standard I learners can write and read simple sentences in Chichewa. Learners from all classes borrow English books and read them at home. In the



standard I classroom, TALULAR materials and song posters are displayed on walls. Enrolment has increased from 586 to 881 (482 boys, 399 girls) in 2008, an increase of about 50%.

Community members have contributed much towards the achievements. Cluster Leader Mr Lenard Chikhutu, the SMC/PTA members and G.V. headmen motivated their subjects to participate in bringing river and dambo sand and even contributed cash towards the cost of building teachers' houses. The MCM and SMC/PTA encouraged community members to support TFD and open days. Standard I learners' parents borrowed curriculum books so their children can practice reading Chichewa at home.

Challenges

- **The major challenge** at this school is inadequate teacher accommodation and low-quality teachers' houses.
- **Old staff houses** have no plaster, poor iron-sheet roofs and mud floors.

Recommendations

- **The school** should continue engaging its local MTTT and TCC in carrying out peer lesson observations and plan for external exchange visits to share better classroom practices.
- **Teachers, learners and members of the community** at Kawale should be encouraged to use the library and have it expanded.
- **Teachers' houses** at the school should have cement floors to motivate teachers to stay.

Kayembe

Cluster **Kayembe**
Zone **Kayembe**
TA **Kayembe**

Location

The school is at Kayembe TDC and serves as its host school. Kayembe TDC is 45 km west of Mponela Trading Centre and is based at T.A. Kayembe's headquarters.

Key Players

Formal Team

PEA **Jacob Malitoni**
AC **Spelix E. Mwale**
HT **Steven Dausi**

Support Team

ZOC **Symon Kalima**
MCM **Frazer Katengeza**
CL **Agnes Chatambala**

Notable Champion

Group Village Headman
Mkanakufa

Background

Kayembe Primary School was established under CCAP Nkhoma Synod in 1911. The school started with five classes and four teachers (all male). Enrolment rose to 882 (424 girls, 458 boys) by 2006 with 11 teachers (five female, six male).

When PSSP: SFP was introduced in Dowa the school had nine teachers' houses, four permanent; 10 classrooms, of which eight needed major maintenance; and six temporary



pit latrines. Supervision was minimal and CPD lacking.

Community members, SMC, PTA and other stakeholders showed little interest in improving teaching and learning at the school. School and community did not coordinate activities.

PSSP: SFP Inputs

Many inputs covered teachers, learners, community members and other stakeholders. Most notable were introduction and intensified use of local MTTT and TCC in the cluster. The

team has been instrumental in encouraging teachers to use the most effective participatory teaching methods. The headteacher, Mr. Steven Dausi, takes a leading role in organizing cluster supervision. The school library and academic clubs have motivated both teachers and learners in reading and have improved classroom performance.

PSSP provided a small grant of MK550,086 for six classrooms and renovating the library. Community members also contributed MK192,000 in 2008.

Achievements

Enrollment has risen to 944 (501 girls, 483 boys), a 7% increase over 2006. The school has four renovated classrooms and 19 permanent pit latrines, nine supported by PSSP: SFP and 10 by UNICEF. A school library and shelves have been renovated for use by teachers, learners and community members.

Teachers have benefited from local MTTT and TCC supervisory skills and guidance from other teachers. In turn, learners have benefited from improved teaching.



Challenge

- **Classrooms** and teachers' accommodation are inadequate to match rising enrollment and large staff.

Recommendations

- **The school** should continue joint planning regarding classroom observations at cluster and school levels.
- **Let the school library** be kept open to all teachers, learners and community to improve literacy levels of people in the community.
- **Let the headteacher** carry out an exchange visit so staff learns from another school's best practices.
- **SMC and PTA** should lead planning and development work so existing projects are completed.



Manthimba

Cluster **Sindeya**
Zone **Kayembe**
TA **Dzoolo**

Location

The school is 10 km from Kayembe TDC. Travel to Mlengwe Trading Centre and go 4 km north of Mlengwe Trading Centre along Nambuma-Mtiti road.

Key Players

Formal Team

PEA **Jacob Malitoni**
AC **Spelix Mwale**
HT **Timothy C. Mwale**
SMC Chair **McDonald Chisawa**

Support Team

ZOC **Symon Kalima**
MCM **Mary Banda**
CL **Zimbabwe Chakhaza**

Other Notable Champions
Group Village Headman Sendeza
Group Village Headman Unde

Background

The school was established in 1924 by CCAP Nkhoma Synod under the name Kabweramchomo. In January 2006 it had 539 learners (264 girls, 275 boys), four permanent and four semi-permanent classrooms, six temporary pit latrines, two permanent teachers' houses, four semi-permanent (dilapidated) teachers' houses and a borehole.



Classes seemed disorganized, with learners standing idly or playing. Neither teaching displays nor TALULAR were evident. Many learners spent their time in tobacco gardens instead of in class. Records were insufficient. Supervision may have been limited. Headteacher and teachers did not work together with SMC, PTA and other community members. Examination results were poor.

PSSP: SFP Inputs

Mr. Patrick Kadziotcha, a standard I teacher, was identified as a star performer along with Mercy Mgombe. Four staff members were trained to be involved in local MTTT and TCC. This benefited the school in improving teaching and learning. Manthimba also

received donated books for its school stock. Some of the books were used as references for teachers who eventually took MSCE examinations.

MCM established academic clubs and play parks at the school, activities that attracted learners. Small grants totaling MK275,955 were awarded to the school to help the community complete work on renovating an old school block.

Achievements

Enrolment has increased 60% to 864 (440 girls, 424 boys) in 2008. A renovated school block with a staffroom and three permanent pit latrines are other additions, funded by Africare. PSSP: SFP assisted in mobilizing the community to collect sand and gravel.

Attractive wall displays and TALLULAR materials now are evident. Teachers are eager to show their records of continuous assessment, attendance and lesson plans.

PSSP: SFP has reunited SMC and PTA with teachers, improving the relationship. Stakeholders work together as a team. Plans hinge on completing a new teacher's house, which has been started.



Challenges

- **The school** needs additional teachers' houses.
- **The community** needs to continue working together and lobbying for external assistance to realize its goal of completing construction of a teacher's house.

Recommendations

- **TALULAR material production** should be strengthened in all classes by teachers.
- **Let parents or guardians** take part in TALULAR production.
- **Let teachers** continue writing MSCE to improve their academic status.



Mdika



Cluster **Mdika**
Zone **Kayembe**
TA **Kayembe**

Location

Mdika School is located 4 km north of Kayembe TDC.

Key Players

Formal Team

PEA **Jacob Malitoni**
AC **Spelix Mwale**
HT **Stephen P. Mwale**
SMC Chair
Bambo Yusufu Kamwendo

Support Team

ZOC **Symon Kalima**
CL **Mayi Agnes**
Chatambalala
MCM **Frezer Katengeza**

Notable Champion

Akunjira

Background

Mdika Primary School was established in 1911 by CCAP Nkhoma Synod. When PSSP: SFP started its activities at **Mdika** School, it had 808 learners (416 girls, 392 boys) enrolled and 10 teachers, two female and eight

male. The school had 10 classrooms, two semi-permanent. There were 12 permanent pit latrines and a borehole. Six teachers lived in the teachers' houses at the school.

In 2006, learners' attendance was irregular during the first week of the term and heads of section kept registering learners for lower primary up to the fourth week of the first term. Teachers were preparing few lesson plans for the 62 lessons taught each day. The school did not conduct CPDs for teachers as often as required. Learners and teachers were not focused

Mdika



on their performance and on the importance of education. School activities were often interrupted by church activities. The SMC/PTA conducted few meetings on school development. Over the past four years the committees were unable to provide tangible construction even though three teachers lacked accommodation.

PSSP: SFP Inputs

PSSP: SFP provided small grants to Mdika School totaling MK278,455 over two years.

These funds supported completion of a school-based initiative for building teachers' houses and a school library as well as purchasing farming material. The school also took part in local MTTT and TCC activities. Five of the 10 teachers were identified as role models for the cluster due to their effective teaching practices. Three of the five teachers were involved in facilitation of teacher conferences, BLP/M, and a TALULAR production workshop. One member of staff, Mr. Fanuel Gideon, was identified by PSSP: SFP as a teacher who could select the best stories from Dowa. He was invited to go to MIE Domasi. Mdika School was one of the 20

original schools in Dowa for MTTT for two years. This motivated teachers who would not have otherwise changed their attitudes. Some, like Mrs. Fanny Chikalipo and Mr. Fanuel Gideon, participated in an exchange visit to Lufe School. The school also received 232 donated books from PSSP: SFP. The books were added to the school library's book collection. Mr. H. Kamzangaza was trained in library management. The MCM activities sensitized learners, teachers and community members on the importance of school. Learners spent more time at school because they liked to play, even after school hours. Other learners participated in academic clubs, weather station activities and sporting games. PSSP: SFP encouraged the school to write four newsletters articles.

Achievements

Mdika School now has a newly built headteacher's office with rooms for staff and the library. There is now a well-built teacher's house occupied by a teacher. TALULAR materials are used by teachers with their classes, even in classes without doors and window shutters. In the headteacher's office, data on charts shows that enrolment has increased 13%, from 808 learners in 2006 to 917 learners (461 girls and 456 boys) as of October 2008. Teaching staff now includes five female and six male teachers.

If one observed lesson delivery in three sections of the school, it would be observed that the teachers prepared lesson plans for all subjects. Teachers use TALULAR materials. Learners are engaged throughout the lesson because teachers use participatory teaching and learning methods. Learners' progress has shown improvements. For example, 80% of the learners in standard I Chichewa can write and read common words.

The community is proud of the headteacher's office and a teacher's house they have built. They now have appropriate places to conduct regular meetings with the SMC/PTA, teachers, headteachers and G.V. heads. The community-school relationship has, therefore, improved.

Challenges

- **Interruption of lessons** by church programs conducted during school hours.
- **Outsiders living in teachers' houses** that belong to the school

Recommendations

The school should continue holding joint meetings with other schools on how to conduct cluster supervision and support classroom teachers through local MTTT and TCC. The SMC and PTA should commit themselves to have an IGA to raise money to support OVCs and girls.

Mkwichi

Cluster **Chamitu**
Zone **Chisepo**
TA **Kayembe**

Location

Mkwichi School is 12 km southeast of Chisepo TDC on the road to Nambuma Trading Centre. From Nambuma Trading Centre the school is 17 km west via Chimundu village and Kambokambo School.

Key Players

Formal Team

PEA **Tobias Mphenzi**
AC **Helix Mkwezalamba**
HT **Alex A. Flao**
SMC Chair **Bambo Mkwapatira**

Support Team

ZOC **Symon Kalima**
CL **Bambo Geyazi Masikini**
MCM **Frances Chigwenji**

Background

Mkwichi School was established under Lilongwe Diocese in 1964. In 2006, the school had two permanent classrooms, four semi-permanent teachers' houses and six temporary pit latrines. Enrolment was 486 (249 girls, 237 boys) in standards 1-8. The school had six male teachers, four with JCE and two at PT3. Learners' achievement was rather low. Teachers' preparations were irregular and they received little support. Sometimes teachers taught without appropriate TALULAR materials. Literacy level was low



in standards 1-4, 25% of learners unable to read and write Chichewa properly. The community knew the situation but did not hold meetings to discuss the problems. SMC and PTA hardly met with headteacher and staff. The school lacked essential materials but received little support.

PSSP: SFP Inputs

By 2006, PSSP: SFP began offering support to this school. VIPs visited the school to support good work the community had done, including renovating four classroom blocks and completing two new teachers' houses. From Mkwichi

School two teachers were identified as star performers and asked to participate in supervisory work and peer lesson observation in cluster schools. To promote literacy, PSSP: SFP gave 361 books to the school, motivating both teachers and learners to read and increase their knowledge. MCM assisted in academic clubs, vocational skills, play parks and production of TALULAR materials. The school received a grant of MK239,995 to complete four classroom blocks and two teachers' houses.



Achievements

Now 60% of standard I learners can write and read their names. In other classes, learners have also shown improved performance in zonal tests. Teacher preparation is better. Teachers use effective participatory teaching, learning and assessment methods. Most teachers produce TALULAR materials on their own. Standard I classroom space has displays of song posters and big books.



SMC, PTA and GVH organized meetings after sensitization and renovated four classroom blocks and two teachers' houses, now all completed and occupied. Both learners and teachers are motivated. Small grants from PSSP: SFP have been used appropriately, MK239,995 for two community-based initiatives. Members of the community have contributed MK123,120 in cash for construction work.

Challenges

The school manager lives away from the school. More classroom support is needed.

Recommendations

- **CPDs** should continue at the school once a month.
- **Intensify** cluster classroom observations in Mkwichi, Thiwi and Chamitu schools.
- **Maintain** use of the school library so learners, teachers and community members are motivated to read more books for leisure and academic development.
- **The school manager** should live at the school for better management.

Mlengwe



Cluster **Mlengwe**
Zone **Dzoole**
TA **Kayembe**

Location

Mlengwe School is a half kilometer east of Mlengwe Trading Centre and 10 km east of Kayembe TDC via Mdika School.

Key Players

Formal Team

PEA **Innocencia Chamtonda**
AC **Deverius Jasi**
HT **Constantine Kamtsendero**
SMC Chair **Bambo Samuel Malata**
TA **Dzoole**

Support Team

ZOC **Symon Kalima**
CL **Mr Bobi Mayanga**
MCM **Charles Chakuuma**

Background

Mlengwe Primary School was established in 1911 under CCAP Nkhoma Synod. It began with three lower primary school classes and rose to standard 8 in the 1980s. In 2006 the school had standards 1-8 with 10 teachers (seven male and three female), enrolment of 867 (407 boys, 460 girls) with one permanent teacher's house, 12 temporary pit latrines, two permanent school blocks and four classrooms of poor iron roof condition. Two classes typically met outside, especially standards 1 and 3.

Teachers received minimal support. They lacked content knowledge and pedagogical skills in key subjects. Teacher and learner absenteeism was high, as were dropout rates. Completion rates were low.

The community did participate in school activities, but the headteacher often ran the school without SMC support. Community and school were in conflict over school boundaries. Learners attended classes without school uniform and often were not supported by families.

PSSP: SFP Inputs

SMC and PTA learned lobbying skills, used immediately to receive assistance from the Member of Parliament for their area. They also learned TALULAR production, organized by some teachers and a group of MCMs from Kayembe and Kamphenga zones. MCMs conducted TFD at Mlengwe twice. Sensitization of the community on the importance of taking part in development and construction work at the school prompted the community to complete construction of the teachers' houses.

Mlengwe received three consignments of donated books, motivating and increasing teacher, learner and community interest in literacy. Gule Wamkulu heightened community interest in construction and classroom performance. Gule helped raise school funds on the closing day, collecting MK4,180.



Mlengwe school has four active local MTTTs and TCCs who have promoted the spirit of helping one another. This has extended to academic support for MSCE. Four teachers (two male and two female) sat for the 2008 national examination.

Achievements

Mlengwe Primary School has three newly built teachers' houses occupied. Learner numbers have grown from 867 in 2006 to 1,065 (550 boys, 515 girls) in 2008, a 23% increase. Almost all learners are in school uniform. Some learners will be seen playing at the play parks while others will be found in the school library, reading, borrowing and returning books. TALULAR is displayed all over classroom walls. The school has increased its number of permanent classrooms from four in 2006 to eight in 2008 and the number of teachers living in staff quarters has grown from two to

five. The school has so far received MK180,000 in small grants to assist in construction and in vocational skills.

Challenges

- **Too few teachers' houses** at the school.
- **Unpunctuality** of teachers who live away from the school, leading to late starting of lessons.
- **No room** for a TALULAR bank to ease the burden on reproducing and use of TALULAR materials.

Recommendations

- **SMC and PTA** should build more teachers' housing.
- **The school** should establish a TALULAR bank so that it is available as needed by teachers and learners.
- **The school** should continue using the school library to promote a reading culture among learners and the communities.

Msokonezi

Cluster **Chimbalu**
Zone **Kayembe**
TA **Kayembe**

Location

The school is 7 km east of Nambuma Trading Centre. Travel 2 km north of Filipo village to the school.

Key Players

Formal Team

PEA **Jacob Malitoni**
AC **Spelix E Mwale**
HT **Zebedayo Kampioni**

Support Team

ZOC **Symon Kalima**
CL **Helbert Tchaison**
MCM **Charles Julius**

Background

The school was established in 1954 under Lilongwe Diocese. As PSSP started activities in Dowa, the school had standards 1-8 with 11 teachers (two female, nine male) and enrolment of 925 (482 girls, 443 boys) in 2006. The school had seven permanent teachers' houses, 14 permanent classrooms, two permanent offices (library and headteacher's office) and five permanent pit latrines with hand-washing facilities. A borehole was nearby.

Teaching, learning and assessment in the school was teacher-centred. Some teachers taught without lesson plans. TALULAR materials, nature tables and displays were rare.



Learners' work in notebooks indicated low levels of achievement. Standard 1-4 learners could hardly read or write Chichewa. Standard 1 learners could not write their names.

Relations were poor among community, SMC, PTA, headteacher and staff. The school was often in conflict with the community over house rent.

PSSP: SFP Inputs

Msokonezi School received donated books from PSSP: SFP to establish a school library for learners, teachers and community members. The school now has three (one female, two male) members of staff as local MTTT and cluster facilitators for BLP/M in teacher conferences. Msokonezi School enjoyed several visits from PSSP: SFP, which motivated teachers, learners and community members. PSSP: SFP encouraged MCMs to perform TFD, erect play parks and revamp academic clubs. The school received a small grant of MK159,101.00 to renovate two teachers' houses.



Achievements

Visitors will notice the nine beautiful teacher's houses, two of which were renovated with assistance from PSSP through the small grant. One would also notice TALULAR materials on classroom walls in standard 1, where song posters and big books are displayed.

Enrolment has increased 33% from 925 learners in December 2005 to 1,233 in November 2008 (634 girls, 599 boys).

Teachers at Msokonezi have changed their teaching approaches. They now are more participatory. Learners discuss and discover things on their own. In all classes, teachers have changed from traditional seating to the more participatory approach.



Challenges

The poor relationship among teachers, SMC, PTA and community leaders.

Recommendations

- **To resolve conflicts**, conduct a focus-group discussion so the opinion of the people will be expressed.
- **Instructional leadership** may benefit from a change of approach to teachers, SMC and PTA.

Mundundu



Cluster **Mundundu**
Zone **Kayembe**
TA **Kayembe**

Location

The school is 12 km west of Nambuma Trading Centre, at Kantchetchche Trading Centre.

Key Players

Formal Team

PEA **Jacob Malitoni**
AC **Spelix Mwale**
HT **Wilson Kamongo**

Support Team

ZOC **Symon Kalima**
MCM **Benat Benson**
CL **Mackson**

Background

The school was established under Lilongwe Diocese in 1992 with standards 1-7. When PSSP: SFP started its work in Dowa, enrolment was 532 (242 girls, 290 boys). Mundundu School, a community primary school, built with the funding from the British government, became community property.

The school had eight permanent classrooms, 10 double-pit latrines, three permanent teachers' houses, a headteacher's office and staff room. A borehole is within school premises.

SMC and PTA had not been active. Relations between teachers and community did not promote better teaching and learning. Teachers and parents did not work together to support education. Teacher and learner absenteeism was common.

PSSP: SFP Inputs

Four teachers were identified and invited to train as local MTTTs, including Mr Wilson Kamongo, the head, and Mr George Chizungule, a standard I teacher. They made exchange visits within their cluster. Mr George Chizungule facilitated at a TALULAR workshop at zonal and cluster levels.

Achievements

Walls now display information in many subject areas — nature tables, science corners and shopping scenes. Learners' work in notebooks shows teachers' influence throughout and continuously.

Two teachers' houses have been added near the three previous teachers' houses, built with assistance from a PSSP: SFP small grant of MK179,960.

The school received 236 library books from PSSP: SFP. The community raised money to pay builders and has established a woodlot, showing that relations between school and community have improved.



Challenges

Instructional leadership, in terms of working style with community and teachers.

Recommendations

- **Teachers** should conduct supervisory duties in the school as well as in the cluster.
- **Let local MTTT** continue joint planning meetings and carry out tasks within the cluster.
- **Plan exchange visits** based on instructional leadership within the zone or district.



Nalikonda

Cluster **Mlengwe**
Zone **Dzoole**
TA **Dzoole**

Location

The school is 5 km south of Dzoole Health Centre at Kachisa Trading Centre.

Key Players

Formal Team

PEA **Innocentia Chamtonda**
AC **Diverius Jasi**
HT **Timothy Chaluzo**

Support Team

ZOC **Symon Kalima**
MCM **Charles Chakhuma**
CL **Bobi Kayanga**

Background

The school was established in 1995 under CCAP Nkhoma Synod with standards 1-3 and now is up to standard 8. AT PSSP: SFP's arrival in Dowa, the school had five male teachers and enrollment of 411 (211 girls, 200 boys). The school had two permanent classroom blocks, four classrooms with iron-sheet roofs but no pit latrines and no teacher's house. Teachers' commutes were 5 to 12 km.

Teachers lacked support and basic materials including textbooks and notebooks. Preparation was inadequate. Many learners dropped out. Teachers did not effectively employ early literacy strategies. Learners could go up to



standard 4 without being able to read or write.

The School Management Committee was not trained on school or financial management. The working relationship of SMC and PTA with teachers was poor. Learners sometimes were

not supported by their own parents, lacking school uniforms and learning materials such as pens.

PSSP: SFP Inputs

Introduction of local MTTT and TCC received overwhelming support in the school. Four local MTTTs and three TCC members have been instrumental in use of improved early literacy strategies and participatory teaching, learning and assessment methods.

Village registers, introduced for school-age children, including dropouts, OVCs and girls, motivated communities to send children to school. Enrollment rose 20% by 2008 to 499 (242 girls, 257 boys).

Training by PSSP: SFP in lobbying for the SMC and PTA helped the school receive roofing materials from the Hon. M.P. PSSP: SFP also awarded a small grant of MK73,600 to the school to construct a teacher's house.

Achievements

Nalikonda School stakeholders have learned to work as a team. The staff holds joint planning sessions and support one other in the classroom and in preparing lesson plans together. The school has raised two teachers' houses, now occupied. One house was supported by PSSP: SFP. The other was a MASAF project. Literacy has increased in the school. More standard I-4 learners can read and write in Chichewa. Dalitso Jaleke, a standard I learner, takes Chichewa dictation very well.



Challenges

- **Lack of classrooms**, with only two permanent classrooms for eight classes. Four other classrooms lack an iron roof.
- **Lack of teachers' houses**. Only two of eight teachers live at the school.
- **The two classrooms** also serve as store room and staffroom.
- **The headteacher** does not live near the school, a challenge to smooth administration.



Recommendations

- **Community** members should build classrooms and teachers' houses.
- **Teachers** should prepare the next day's work soon after classes each day.

Sandulizeni



Cluster **Mundundu**
Zone **Chisepo**
TA **Kayembe**

Location

Sandulizeni School is 18 km west of Nambuma Trading Centre via Mundundu School.

Key Players

Formal Team

PEA **Tobias Mphenzi**
AC **Helix Mkwezalamba**
HT **Alison Dzonzi Malipa**
SMC Chair **Bambo Vinthenga**

Support Team

ZOC **Symon Kalima**
CL **Makison Banda**
MCM **Benati Benson**

Background

Sandulizeni School was established in 1964 under CCAP Nkhoma Synod. By February 2006 enrolment was 285 (135 girls, 150 boys) with seven teachers (one female, six males) and standards 1-8 in four permanent classrooms with five permanent teachers' houses, four temporary pit latrines and a borehole in good working condition.

Teaching and learning was teacher-centred. Most teachers taught without lesson plans or adequate schemes of work or records of work. TALULAR displays were lacking. Teachers used non-participatory methods. Learners' interest and ability in reading was low. No library was in the school or community.

The community waited for government to fix broken doors, chairs, tables, desks and even pit latrines.

PSSP: SFP Inputs

PSSP: SFP awarded a small grant of MK96,792 that the community used to complete a school library, to which PSSP: SFP donated 236 books.

PSSP: SFP trained two teachers as MTTT and TCC for the cluster. Mrs Rofina N. Kusamba Ngalande and Mr Shadreck Chigwe facilitated at a TALULAR workshop and BLP/M training at a teacher conference.

MCMs constructed play parks and revamped academic clubs, motivating learners to stay in school.



Achievements

Enrolment rose 80% to 512 (259 girls, 253 boys) in 2008. To improve literacy, teachers and community members built a school library, which received donated books through PSSP: SFP. Two members of the teaching staff are involved in local MTTT and TCC, helping teachers with lesson preparation and participatory presentation. Teachers prepare TALULAR materials and conduct meetings with the community through SMC and PTA . Standard I learners now can write simple sentences.

Challenge

Instructional leadership.

Recommendation

Instructional leaders should practice skills acquired in cycle training and teacher conferences.

Sindeya

Cluster **Sindeya**
Zone **Kayembe**
TA **Kayembe**

Location

From Kayembe TDC travel to Mlengwe Trading Centre via Mdika school 10 km north. Then from Mlengwe Trading Centre travel to Lipiri Trading Centre 7 km north along Nambuma-Mtiti road. The school is 1.5 km west of Lipiri Trading Centre.

Key Players

Formal Team

PEA **Jacob Malitoni**
AC **Spelix Mwale**
HT **Annuel Nambamba**
SMC Chair **Bambo Tsalakunja**

Support Team

ZOC **Symon Kalima**
CL **Bambo Zimbwe Chakhadza**
MCM **Mary Banda**

Background

The school was established by CCAP Nkhoma Synod under Mdika Mission in 1911. At that time the school was solely run by the CCAP mission, but later the government took over. When PSSP: SFP entered Dowa, the school had classes up to standard 8, two permanent and four semi-permanent classrooms, 12 permanent pit latrines, five dilapidated teachers' houses and a storeroom also serving as a staffroom. Enrolment was 573 (299 girls,



274 boys) with 11 teachers (four female, seven male).

The SMC and PTA were unmotivated, not trained in their functions. Community members distanced themselves from school activities. SMC and PTA came to school on request by the headteacher when a problem arose. Sindeya School's teachers' accommodation is unattractive. Teachers came to school with few lesson plans and without TALULAR. Support and supervision was limited. Teachers came from homes in surrounding villages, where personal issues such as tobacco growing occupied their attention. Absenteeism was higher than in surrounding schools.

Learners were not motivated by teachers or parents. In January 2006, the school had no standard uniform and could not

provide learners with pens and notebooks. Teachers spent too little time with learners. Absenteeism, dropout, repetition and child labor were common.

PSSP: SFP Inputs

Sindeya School received a small grant of MK343,090 over two years and 250 donated books to add to the existing stock of books. Three local MTTT and three TCC members have been trained in peer lesson observation and now carry out supervision tasks in the cluster. The MCM has constructed and maintained play parks at the school, which keep learners hanging around the school, as do academic clubs and sporting activities. SMC, PTA and GVH have been trained on their school roles as well.

Achievements

By 2008, the school registered a number of achievements.

Enrolment has reached 717 (360 boys, 357 girls), a 25% increase.

Most learners are in school uniform and look happy and interested in their school.

Two newly built school blocks have a staffroom in between. Learners' work in notebooks shows regularly marked exercises. Teachers keep classroom records up to date. Headteacher and deputy, assisted by school troupers, conduct supervision and support each other in classrooms. Community members support open days and make cash or tobacco contributions and collect river and dambo sand. Akunjira have organized Gule Wamkulu to raise funds for the school.

Challenges

- **All teachers' houses** are in bad condition.
- **Teachers** do not want to stay at the school.
- **Seven of 10 teachers** stay in their houses in the villages. • This poses a challenge in absenteeism and late arrival.
- **TALULAR materials** are destroyed or lost because the school doesn't have a TALULAR bank.

Recommendations

- **SMC and PTA** should take a leading role in improving teachers' accommodation at the school.
- **The school** may benefit if some longtime teachers move to other schools.
- **Sensitization** should be continued on all aspects of the importance of education at the school.

Thiwi

Cluster **Chamitu**
Zone **Chisepo**
TA **Kayembe**

Location

The school is 3 km south of Chisepo Trading Centre. From the school signpost travel 4 km south.

Key Players

Formal Team

PEA **Tobias Mphenzi**
AC **Helix Mkwesalamba**
HT **Leo Chisale**

Support Team

ZOC **Symon Kalima**
CL **Bambo Geyazi Masikini**
MCM **Francis Chigwenji**

Background

Thiwi Primary School was established in 1970 under Lilongwe Diocese. At the onset of PSSP: SFP activities in 2006, the school had one teacher's office, six permanent classrooms, one permanent teacher's house, three semi-permanent teachers' houses, a borehole and 12 permanent pit latrines.

Thiwi School is near Lilongwe-Dowa boundary. Learners come from both districts. By January 2006, the school had six male teachers, four with MSCE and two with JCE. Enrolment was 396. Teachers were unprepared, kept inadequate records and were rarely supervised or supported. Few professional



meetings took place. Learners often absented themselves and few advanced to secondary school.

PSSP: SFP Inputs

A new headteacher was appointed and PSSP: SFP trained four local MTTT from Thiwi, who participated in classroom observations and conducted supervisory work in the cluster's three schools. Mr Leo Chasale, the new headteacher, and his deputy were oriented on instructional leadership for a week at the zone.

Library books were donated to Thiwi through PSSP: SFP, stimulating teachers, learners and the community to read. Learners and teachers formed reading and other academic clubs with MCM assistance. Learners' activities now include reading, playing at the

park, football, netball and vocational skills.

Thiwi School received MK179,835 over two years from PSSP: SFP's small grants for the acute problem of teachers' accommodation. Part of the grant was also used to purchase a sewing machine.

Achievements

Teachers' houses have been renovated and a new one has been completed and occupied. School surroundings look attractive. Old infrastructure is well looked after. The headteacher's office and staffroom have well-arranged desks with teachers' names, orderly teaching records and charts on the walls. School enrolment was 550 by October 2008, a 39% increase over 2006. Teachers conduct INSETs, contributing to better performance of teachers and learners.



Teachers prepare lesson plans in advance, update teaching records and present lessons using participatory teaching with improved learning and assessment methods. Most lessons use TALULAR.

Community members plan and organize monthly meetings for school development regarding construction work and academic areas. SMC, PTA and GVH asked people to mould bricks to build teachers' houses. The community has 250,000 bricks already burnt. Committees have been supportive in causing learners to come to school daily. Parents have bought school uniforms for their children.

Challenges

- **Inadequate reading space** for the library at the school.
- **Burnt bricks** are not well looked after, scattered around the catchment area.

Recommendations

- **The school** should continue carrying out local MTTT activities.
- **SMC, PTA**, headteacher and staff should plan jointly teaching and learning together.

Chakhala

Cluster **Senga**
Zone **Senga**
TA **Dzoole**

Location

Chakhala school is situated to the west of Senga TDC 5 km from Senga TDC. Taking Chimwaza-Nambuma go 4 km on the Nambuma road, turn right, then go 1 km.

Key players

Formal team

PEA **Jennifer Mbewe**
AC **Aubrey Kanthayo**
HT **Brightson Soko**
SMC Chair **Gamphani Adamu**

Support team

ZOC **Mary Mabasa**
Cluster leader **Kishembe**
MCM **Brair**
Girl mentor **Joyce Chakhaza**

Background

Chakhala school was established in 1994 under CCAP Nkhoma synod. The school has three classroom blocks and three teachers' houses with 11 pit latrines. The enrolment in January 2006 was 829 (393 boys, 436 girls) under seven teachers, all male.

Teachers at this school were always late because they came from afar. The school had only one teacher's house and only one teacher stayed at the school. The rest came from Mtengowanthena Trading



Centre 7 km away where they rented houses.

The community knew about this problem but never came when called to a meeting. Only GVHs and headmen came and it was difficult for them to decide what to do. The school had inadequate land.

PSSP: SFP Inputs

Sensitization meeting was done with all stakeholders to tell them their roles and project goals and objectives. All the seven teachers were trained on participatory methods, TALULAR production and use. Cycle trainings and teacher conferences were done at school and at cluster level. BLP/M strategies were introduced and standard 1 teachers were trained. SMC/PTA and chiefs were trained on their

roles. Play parks were introduced by MCM Brair. The school was supported with MK342,572 for two teachers houses and tailoring.

Achievements

The headteacher of the school introduced joint planning. Teachers were asked to plan before they left school. Participatory methods were used mainly by Raphael Mkwapatira, a standard 6 teacher who is also good at teaching mathematics and science. Performance of learners greatly changed. Learners are asked to speak English when they are at school. They have also improved on punctuality. Required time for being at school is 7:30 a.m. while in the past pupils could come as late as 9 a.m. OVCs are assisted with exercise books and pens. The

school also assists slow learners by giving them extra lessons.

The community moulded 250,000 bricks and constructed two teachers' houses and one classroom block. PSSP assisted them with 34 iron sheets, 20 bags of cement, five ridges and five doors as well as the money already mentioned. Fundraising activities are done every year.

In 2007 fundraisers realized MK20,600 cash and 35 bags of maize, which was sold for MK37,500. In 2008 a total of 13 chiefs contributed MK2,000 each, totaling MK26,000.

This money was used for paying a builder and bought materials for the SIP box.

Challenge

- **Standard I teachers** did not attend many BLP/M trainings.

Recommendation

- **The headteacher** should take charge of standard I so that learners can be taught effectively.



Chinyimbo

Cluster **Karonga**
Zone **Senga**
TA **Dzoole**

Location

Chinyimbo school is situated to the west of Senga TDC, 15 km from Chimwaza Trading Centre taking Chimwaza-Nambuma road. From Mtengowanthenega Trading Centre travel 1 km, turn left and go 14 km.

Key Players

Formal Team

PEA **Jennifer Mbewe**
AC **Aubrey Kanthayo**
T **Wilson Dawe**
SMC **Potifala Banda**

Support Team

ZOC **Mary Mabasa**
CL **Dines Nyando**
MCM **Biliati**

Notable Champion

Potifala Chimseu

Background

Chinyimbo School was established in 2002 under CCAP Nkhoma Synod. Before PSSP: SFP the school had only one classroom block of two rooms with 277 learners (145 boys, 132 girls). A junior school of standards 1-4 under four teachers (three male, one female), the school had two pit latrines without a teacher's house. Teachers were staying in rented houses.



The school moulded 200,000 bricks in 2004 but the community did not do any development activity because the school had limited land. It was surrounded by a village. GVH Sintala gave the school a space for constructing a classroom block. The school was built but through struggles.

Teachers at this school were hardworking but they lacked skills of using participatory method, and the headteacher lacked managerial skills. Teachers

prepared inadequate lesson plans. Schemes of work were prepared but were not updated. Participatory methods were not used. The headteacher was unable to convince the community to come up with an action plan to address issues concerning the school. In February 2006, the school was about to be closed because a nephew to the chief built a house very close to the classroom block and teachers decided to move away from the school.

PSSP: SFP Inputs

PSSP: SFP sensitized the community, group headmen and all the teachers on project roles and on their roles towards school. Frequent meetings were conducted with GVHs, SMC/PTA and teachers to sort out issues concerning the school. The project trained the four teachers on pedagogical skills and content knowledge through school-based training. Facilitators were elected who assisted with supervision.

Education visits were facilitated. The headteacher and GVH went to Kasungu to see an MTTT School run by both the community and teachers.

BLP/M training was conducted and standard I teachers were trained on early literacy strategies. School committee/PTA and GVH were trained on their roles. The school was supported with MK300,049 for construction and vocational skills from small grants.

Achievements

School boundaries were established and the school was given enough land. One classroom block was constructed and one teacher's house. GVH Sintala and all his people who had built near the school moved to a place 3 km away from the school. The chiefs contributed MK14,000 for paying the builders who had constructed the teachers' house, and the community conducted a



SIP top-up, realizing MK49,000. This money was used to pay a builder who had constructed the classroom block. The community also moulded 300,000 bricks they lobbied from the EU, which had promised to construct a classroom block. The community is on track now.

Teachers prepare adequate lessons and use participatory methods when teaching. Though it is a junior school, teachers at this school also conduct afternoon classes to assist learners. Sylvester Chavula, who teaches standard 2, is a trouper and his class has lots of TALULAR, which he uses effectively. He is a very good TALULAR maker. Standard I

learners are able to write their names and can read short stories written in Chichewa. The enrolment rose from 277 to 291.

Challenges

One community member has not moved away from school premises. His house is close to the new classroom block which has just been built.

Recommendations

- **The issue concerning the boundary** should best be solved by T.A. Dzoole.
- **Teachers** should continue to work hard so that more children can come back to school.

Chiundira

Cluster **Mbalame**
Zone **Senga**
TA **Mkukula**

Location

Chiundira school is situated to the east of Senga 5 km from Senga TDC on the Byzazi-Dowa Boma Road. From Senga TDC travel 4 km to Byzazi secondary school, turn left and go 1 km to reach the school.

Key Players

Formal Team

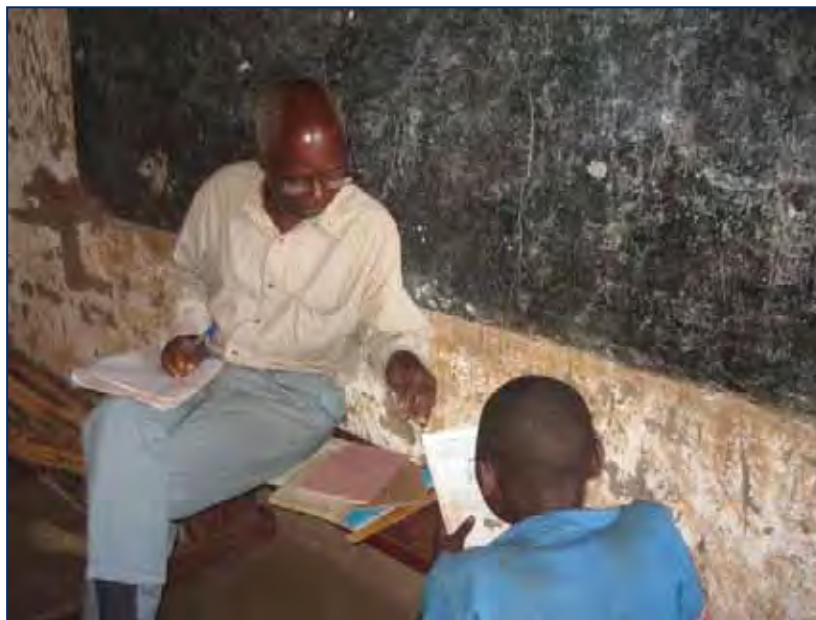
PEA **Jennifer Mbewe**
AC **Aubrey Kanthayo**
HT **Novis Gubani**
SMC chair **Kelioni Taima**

Support Team

ZOC **Mary Mabasa**
CL **Now Chibwe GVH**
Mbalame
MCM **Irene Katsache**
Girl Mentor **Edith**
Mkandawire

Background

Chiundira school was established in 1987 under CCAP Nkhoma Synod. It has three classroom blocks of two classrooms each. The enrolment in 2006 January was 589 (284 boys, 305 girls). The school had one teacher's house and nine teachers (six male, three female). There was a conflict between the school and the church. A new church was built very close to a classroom block, giving no space for constructing additional classroom blocks.



Community boundaries between Msakambewa and Mkukula were not clear. As a result, the communities did not assist the school. Some said the school was in Msakambewa area while others said it was under Mkukula. Parents, chiefs and GVH were divided. Parents didn't attend PTA meetings. Teachers did not write adequate lessons and schemes of work were not updated. Participatory methods were not used.

PSSP: SFP Inputs

A meeting was conducted with all GVHs and VHs to discuss the school boundaries and TA boundaries. They also discussed their roles with and responsibility to the school, as well as roles under the project, and discussed issues concerning the school. All nine teachers trained in content knowledge and pedagogy and in TALULAR production and use. The

community supported construction of one teacher's house with MK95,300 from small grants and MK58,000 for tailoring and bakery. An action plan was produced and followed by the community.

MTTT local troupes were elected and trained in mathematics, Chichewa and TALULAR to increase school- and cluster-based classroom supervision. BLP/M was introduced and early literacy strategies now are used in standard I, which assists learners in Chichewa, reading and writing. Cycle trainings and teacher-conference trainings were done at school level, where teachers shared knowledge, skills and experiences. Reading club and drama club were introduced by Ireen Banda, MCM for the cluster.

Achievements

School boundaries were demarcated by both TAs for Msakambewa and Mkukula. After they sat down, each TA gave up part of the land to the school. The community was called by TAs and advised them to unite so children could be helped.

Church elders were called to give up the church building to the school so that a church and to build a church further from the school. The community moulded 50,000 bricks and constructed one teacher's house.

Vocational skills were introduced at the school with the help of small grants. Dimba maize was introduced to raise funds at school and generated MK10,000, used to assist seven OVC (two boys and five girls). SIP top-up was done and realized MK4,000 from sale of maize. The headteacher Novis Gubani was completely changed and his school started doing very well. Teachers came to school prepared and met every fortnight to produce TALULAR, which was used effectively. Each teacher was monitored and had meetings regularly with SMC and PTA. Classes are full of TALULAR and learners' performance improved. In the headteacher's classes, standards 6 and 8, standard 6 learners spoke good English. Baziwell Jaziel earned position 1 during the final test. Another teacher, Godfrey Mwale, became a supporter of PSSP: SFP. He began using learner-centered



methods and TALULAR). Children who were often absent began attending regularly. Two girls who were dropouts came back to school because of the way he taught. "I am here not to change again, I will remain a good teacher," said Mr. Mwale, who now is a role-model teacher. The community is also proud of him. He is one of the advisors in Senga zone, guiding his fellow teachers.

The headteacher introduced afternoon classes and teachers are very cooperative. Enrolment rose from 589 to 673 (363 boys, 310 girls).

Challenges

- **The Dimba garden** should be fenced so that crops are not damaged.
- **Inadequate classrooms** make it harder for learners to learn effectively.



Recommendation

- **Classroom blocks** should be constructed and negotiations should be made with church elders.
- **Continue** with the good work of joint planning and advance preparation.

Chivala

Cluster **Chivala**
Zone **Senga**
TA **Mkukula**

Location

Chivala school is situated 7 km south of Senga TDC, along the M1. It is 7 km from Lumbadzi Trading Centre and a kilometer past Dowa turnoff to the east, next to Chivala Agriculture EPA Offices.

Key Players

Formal Team

PEA **Jenifer Mbewe**
AC **Aubrey Kanthayo**
HT **Willes Kalambarika**
SMC Chair **Mr S. Abwira**

Support Team

ZOC **Mary Mabasa**
CL **Moel Sandifolo**
MCM **Ireen Katsache**
Girl mentor **Margaret Chilembwe**

Background

Chivala School was established in 1992 under CCAP Nkhoma Synod. It has four classroom blocks with two classrooms each. The school is developed to standard 8 with an enrolment of 1,342 learners, 635 boys and 707 girls. There are 19 teachers, nine male and 10 female. Since inception, the school had no development initiatives. It depended solely on government subvention. The community last moulded bricks in 2004 when asked to do so for teachers' houses. Teachers were reluctant



to write lesson plans and came to school unprepared. Teachers did not use TALULAR or participatory teaching methods, resulting in low academic performance by learners.

PSSP: SFP Inputs

Since the inception of PSSP: SFP in 2006, all 19 teachers have been trained to improve pedagogy skills and content knowledge. After additional training, Monica Ngalande and Willes Kalambalika became local MTTTs for mathematics and science. These troupers assist teachers during school-based trainings, which are conducted once a fortnight. PSSP: SFP's MCMs encouraged introduction of academic clubs for reading, drama and quiz competitions. A reading campaign was introduced in standard 1 through the BLP/M interventions.

Achievements

Several things have changed positively at the school. School-based training is conducted fortnightly, at which teachers share skills, knowledge and experiences. Individual teachers prepare TALULAR to be used in their daily lessons, which is later assembled into a TALULAR bank. Most of the teachers at Chivala School now use participatory teaching and learning methods. As a result, learners' performance has improved in a range of between 35% and 75%. Fifty of 52 learners who sat for standard 8 examinations in 2007 passed. Of the 50 selected, five went to National Secondary Schools and 45 went to Community Day Secondary Schools. Standard 1 learners have made good progress: 305 out of 461 (233 boys 228 girls) are able to read short Chichewa paragraphs fluently. These learners have

been promoted to standard 2. Of the 156 learners who failed to pass to the next standard 140 started so late that they failed to catch up.

In 2007, the community moulded 400,000 bricks to construct a classroom block with two classrooms, contributed 35 bags of maize and raised MK37, 000 to buy materials for tinsmithing and tailoring. The community also assisted 20 OVCs with exercise books and writing materials and repaired 34 desks broken long ago and neglected. The community has taken ownership of the school.



Challenges

- **The community** was unwilling to construct a classroom block using mud. As a result, the classroom block is still incomplete.
- **There is need to revitalize** the communities to collect funds so that the block can be completed.

Recommendations

- **The community** needs to be encouraged to complete the classroom block.
- **The school** should continue conducting school-based continuing professional development sessions to share experiences and skills that will help teachers be more effective in class.
- **The school** needs to continue holding open days to help fundraise for different school-development activities.



Chunzu

Cluster **Funsani**
Zone **Senga**
TA **Mkukula**

Location

Chunzu Primary School is situated along the Dowa Boma Road 15 km southeast of Senga TDC. Travel 5 km along the M1 (to Kasungu) then turn right and travel 10 km to the school.

Key Players

Formal Team

PEA **Jennifer Mbewe**
AC **Aubrey Kanthayo**
HT **Chimwe Chilinda**
SMC Chair **Stephen Chauwa**

Support Team

ZOC **Mary Mabasa**
CL **Bambo Mathews Mtepatapa**
MCM **Richard Chinyama**

Background

Established in 1902 under CCAP Nkhoma Synod, Chunzu School has classes from standards 1 to 8. In 2006 when PSSP started its activities at the school, there were 636 learners (276 boys, 360 girls) and eight teachers (six male, two female). The school had three school blocks each containing two classrooms, two permanent teachers' houses and two very old semi-permanent teacher's houses. Land disputes created conflict between the community and teachers. There was neither a School

Management Committee nor a PTA. The school was basically controlled by chiefs. Professionally, the school had no master timetable and the teachers did not prepare schemes of work. Teachers came to school as they wished. As a result, teachers' and learners' absentee rates were high.



PSSP: SFP Inputs

PSSP trained two teachers to become MTTT and facilitated exchange visits for school staff such as the visit to nearby Kaputalambwe School. Chunzu School staff learned how Kaputalambwe was managed and witnessed the high level of professionalism amongst the teachers. Chunzu School also received 353 books from PSSP to enhance a reading culture amongst learners and teachers. Reading and drama clubs were introduced and small grants given to assist the school with improvements. In 2006, the school received MK120,850 to renovate a school block. In 2007, the school received MK62,000, used to buy tailoring and bakery equipment to teach vocational skills. In 2008 the school received MK178,850 for iron sheets, cement, window frames and doors for the school..



Achievements

The school moulded 486,000 bricks and constructed a library, an office, a staff room, a classroom block and a teacher's house. Fundraising activities have been conducted each year. MK7,000 and K57,000 was raised through the sale of maize in 2006 and 2007 respectively. In 2008, microlending — making small loans to the community — raised MK108,000. All the money raised has gone to assist OVCs and to school improvement.

The school's PSSP-inspired hardworking spirit prompted Hon. Chika, M.P., to give the school 60 iron sheets and planks for the classroom block. The school introduced tailoring and bakery IGAs. In 2008 alone, the school raised MK35,000 from these two activities. They used part of this money to buy various items to support the best performers amongst the learners to motivate them. The teachers now organize their own school-based CPD activities. As a consequence, standard I learners are now able to read



and write short sentences. Enrolment has risen from 636 learners in 2006 to 1,144 learners (540 boys and 604 girls) in 2008. The school plans to launch a school feeding program in 2009.

The school is earmarked to expand to a CDSS based on its efforts. Both teachers' and learners' performance has greatly improved. Teachers are coming to school well prepared and learners' academic performance has improved tremendously.



Challenges

- **Lack** of school plans.
- **Not enough** school land.

Recommendations

The school needs to continue school-based trainings, open days and vocational-skills training as well as developing plans for all activities that are to be done at the school.

Funsani

Cluster **Funsani**
Zone **Senga**
TA **Mkukula**

Location

Funsani school is southwest of Senga TDC 5 km from Lumbadzi Trading Centre. If traveling from Lilongwe, cross Lumbadzi bridge, then turn right immediately and go 5 km. The school is along the road to the right.

Key Players

Formal Team

PEA **Jennifer Mbewe**
AC **Aubrey Kanthayo**
HT **Denis Liwonde**
SMC Chair **Mathew Mtepatapa**

Support Team

ZOC **Mary Mabasa**
Cluster leader **Mathew Mtepatapa**
MCM **Foster Chinyama**
Girl Mentor **Esme Chibwana**

Background

Funsani school was established in 1994 by Lilongwe Diocese and built by Danida. It has six classroom blocks of two classes each, very strong structures and lockable doors. The enrolment before PSSP: SFP was 910 (450 boys 460 girls) with 15 teachers (seven males, eight females).

The community relaxed after these buildings were provided, although the school had only four teachers' houses. The community neither visited the



school not tracked children's attendance. For them the school was a government institution.

Teachers prepared inadequate lesson plans. Schemes of work were not updated and the headteacher of the school never conducted staff meetings. Teachers' performance and learners' performance were below average. There was high absenteeism. Of 910 learners only 700 might turn up and out of 15 teachers only 11 might come to work.

PSSP: SFP Inputs

PSSP: SFP trained all 15 teachers in content knowledge, pedagogy and TALULAR production and use. Three teachers were selected to be local troupers and were trained in English, Chichewa and mathematics. Reading club and drama club were introduced and the school received 236 books as

supplementary readers. PSSP: SFP supported the school with MK188,180 for the construction of a teacher's house and pit latrines.

Play parks were introduced by MCM Foster Chinyama. Cycle trainings and teacher conferences were conducted at school level for teachers to share knowledge and experiences.



Achievements

The school for the first time moulded 150,000 bricks and constructed one teacher's house and two pit latrines. Afternoon classes were introduced and extra lessons given to learners with special needs. TALULAR now is produced and used effectively. Teachers prepare lessons after classes and leave them at school for checking by the headteacher. Absenteeism of both learners and teachers has been reduced. Every year, the school holds an open day for SIP top-up. In 2007 the school raised MK13,000 and in 2006 MK5,000 which was used to pay the builder who has constructed the teacher's house. Martha Nyanda, a standard 4 teacher, has introduced a praise box in her class. Those who have done well are given a prize (a sweet or a pencil) to encourage them to work harder.



Challenge

- **The headteacher** does not always alert the community about upcoming activities.

Recommendation

- **The school** should continue to raise funds through open days annually to support developmental activities.
- **School and community** should continue conducting meetings frequently to discuss issues concerning the school.
- **The headteacher** should involve the community in planning events.



Karonga

Cluster **Karonga**
Zone **Senga**
TA **Dzoole**

Location

Karonga School is situated to the west of Senga TDC along Nambuma-Chimwaza road. From Senga TDC continue to Chimwaza Trading Centre and take the Chimwaza-Nambuma turnoff. From the turnoff, go 7 km on this road. The school is on the left-hand side along the road.

Key Players

Formal Team

PEA **Jenifer Mbewe**
AC **Aubrey Kanthayo**
HT **Mangeni**
SMC Chair **Mr Kalambalika**

Support Team

ZOC **Mary Mabasa**
CL **M. Nyando**
MCM **M. Biliati**
Girl Mentor **Marieta Nyanda**

Notable Champion

GVH **Mwambe**

Background

Karonga School was established in 1958 under CCAP Nkhoma Synod. There are two classroom blocks with three rooms each and one classroom block with two classrooms, totaling eight classrooms. The school is developed to standard 8 with eight teachers (seven male, one female). In January 2006 enrolment was 1,027 (461 boys



and 566 girls). Parents at this school stopped moulding bricks for school development in 1984. SMC/PTA was dormant and did not know their roles or responsibility in school management. The community and GVH never visited the school, which was run solely by the headteacher and chairman Mr Kalambalika. The headteacher did not check teaching records. As a result teachers came to school unprepared. The headteacher taught no class despite the shortage of teachers by one. Both teachers and learners came to school late. Premises were untidy. The headteacher did not hold meetings with the community or teachers, so the community lacked knowledge of what problems the teachers and learners faced.

PSSP: SFP Inputs

The headteacher visited Chivala, Kaputalambwe and Funsani schools to see how they were managed by teachers and the community. PTA meetings were conducted afterward at which the headteacher gave feedback on what he had seen on his visit. MTTT troupers were selected from the school and trained in strategies for teaching English, Chichewa and mathematics. These teachers were Marieta Nyanda and Harrison Mangeni. Reading, quiz and drama clubs were introduced by M. Biliati, the MCM for Karonga cluster. The school received 184 library books from PSSP: SFP for supplementary reference and all eight teachers were trained on pedagogy, content skills and knowledge.

Karonga



The school received MK256, 816 as small grant for the rehabilitation of teachers' houses and acquired materials to start training for pupils in vocational skills. All stakeholders were sensitized on their roles.

Achievements

The community moulded 200,000 bricks and rehabilitated four teachers' houses with the support received from PSSP: SFP. Fundraising activities now are done yearly at this school. Mr Kalambalika, SMC chairperson, is good at organizing such open days. In 2006, the school raised MK42,000; in 2007 it realized MK54,000; and in 2008 it raised another MK32,000.

This money was used for paying builders and supporting OVCs. Ten OVCs have been supported with school uniforms and exercise books. Three old teachers' houses have been rehabilitated and chiefs are taking part in development activities more than before. PTA meetings are now conducted regularly and there is a good relationship between teachers and the community. Teacher-learner and learner-learner

interaction is good. Teachers at Karonga School prepare for lessons in advance and schemes of work are updated. The headteacher checks lesson plans and schemes of work daily and has started teaching in standard 8. Being one of the MTTT schools, other teachers come to the school to learn how TALULAR and participatory methods are used. Each class has TALULAR. The premises are clean. Role-model teachers at this school are Malieta Nyanda and Milton Moyo. Enrolment of learners rose from 1,027 (461 boys, 566 girls) to 1,227 (528 boys, 629 girls). All students who sat for standard 8 exams passed and were all selected. Mr Mangeni, the head teacher of the school, said "I don't want any school to beat us".

Challenge

- **Teachers** may be tempted to relax when they are doing well.

Recommendations

- **Keep writing** lesson plans in advance.
- **The school** should continue fundraising activities so there are always funds for school development.
- **Teachers** should work harder than before and never be contented.
- **Frequent meetings** should be held to keep all stake holders up to date.
- **Plan** and implement CPDs.

Kaputalambwe

Cluster **Funsani**
Zone **Senga**
TA **Mkukula**

Location

Kaputalambwe School is east of Senga TDC close to the boundary of Boma and Kanyenje zones 15 km east of Lumbadzi Trading Centre. If traveling from Lilongwe, cross Lumbadzi bridge, turn right and then travel 15 km past Funsani School to the Kaputalambwe School.

Key Players

Formal Team

PEA **Jennifer Mbewe**
AC **Aubrey Kanthayo**
HT **Charles Nyemba**
SMC Chair
Kalanguluka Siletala

Support Team

ZOC **Mary Mabasa**
CL **Matthews Mtepatapa**
Girl Mentor **Esme Chibwana**

Notable Champion

GVH **Ponombo**

Background

Established in 1995 under the Nkhoma Synod, Kaputalambwe School has classes from standards 1 to 8 taught by five teachers (four male, one female). Before PSSP:SFP began its activities in January 2006, the school had four classroom blocks and there were 493 learners (250 boys, 243 girls) enrolled. The SMC and PTA were in place but some parents



in the communities did not allow their children to enrol because of a conflict with the school.

There was a graveyard near the school which was used as a *dambwe*. *Gule Wamkulu* used to disturb classes but no one had the power to stop them. For years no professional officials ever visited the school. As a result, teachers came to school unprepared. They created unofficial holidays. Supervisors never knew about this because they never visited.

PSSP: SFP Inputs

PSSP: SFP facilitated an exchange visit to Mndolera School to see development activities done by the community. Community leaders were supported by PSSP: SFP to come up with action plans to address issues facing the school.

All five teachers were trained in content knowledge, pedagogy, and TALULAR production. The school received small grants amounting to MK129,435 which was used to construct a teacher's house and for teaching the learners vocational skills. Two teachers were trained as local troupers in mathematics, Chichewa and TALULAR to increase cluster-based classroom supervision.



Kaputalambwe



Achievements

Teachers now come to school prepared. The teacher-learner relationship has improved, thus increasing learners' scholastic gains. For example, 175 out of 209 standard I learners passed their exams. The 34 who failed were all under 5 years of age and were too young to be in school. Venus Mtonya, a teacher who used

to absent himself without genuine reasons, became a star performer in the whole zone in terms of his use of participatory teaching methods and TALULAR. He is now a role-model teacher. Participatory methods are used by all the teachers at this school. The teachers and the community work together very well as the community assists teachers on TALULAR



production. A community member, Mr. Kalanguluka Siletala, tells stories to learners every Wednesday and teaches learners tailoring and tinsmithing skills. Enrolment has increased from 493 learners in 2006 to 664 in 2008.

The community moulded 300,000 bricks and then constructed a teacher's house and a health centre. The school conducts SIP top-up each year. In 2006, MK15,000 was raised to buy materials for tailoring and tinsmithing. In 2007, MK35,000 was raised to pay for builders' labour and to buy exercise books for 13 OVCs. In 2008, MK60,000 was raised to establish a community lending program much like microfinance initiatives done by local NGOs.

Challenge

- **The headteacher** lives in Lumbadzi and not at the school.

Recommendations

- **Continue** to foster a good working relationship between school and community.
- **Keep up the good work.**

Manondo

Cluster **Chivala**
Zone **Senga**
TA **Mkukula**

Location

Manondo school is situated in the western part of Senga TDC 3 km from Dowa turnoff to Lilongwe-Kasungu. Travel 3 km from Dowa turnoff, then turn left and go 2 km.

Key Players

Formal Team

PEA **Jennifer Mbewe**
AC **Aubrey Kanthayo**
HT **Attwell Kanyoni**
SMC Chair **Mchenenje Kachipalala**

Support Team

ZOC **Mary Mabasa**
CL **Wilson Jamikele**
MCM **Edith Katsache**
Girl Mentor **Margret Chilembwe**

Background

Manondo school was established in 1947. It has four classroom blocks for standards 1-8. In 2006, enrolment was 755 (315 boys, 440 girls). The school had two model houses and three old houses. One classroom block was blown off by the wind in 2004. Learners were learning in this classroom and it was dangerous. The community was willing to work, but it lacked leadership skills.

The headteacher didn't have a lesson-plan checklist or



schemes-of-work checklist. Learners' attendance and teachers' attendance were not tracked. The school had bricks but these were not used. Pit latrines had been damaged by wind, but nothing was done.

PSSP: SFP Inputs

Sensitization meetings were held for all stakeholders on project goals and their roles. MTTT local troupers were trained in mathematics, English and Chichewa to enhance quality education at the school.

TALULAR production was done and used effectively. The headteacher and all teachers were trained on TALULAR use. BLP/M strategies were introduced and used in standard one.

An attendance chart for learners and teachers was introduced by

the headteacher and now it is followed. The community introduced an action plan listing issues to be done, which has helped the school run smoothly and measures to be taken to address the issues.

The school received 245 books to be used in the library by learners as supplementary readers. The school was supported with MK195,849 for rehabilitation of teachers' houses and classroom blocks.

Achievements

The headteacher introduced a lesson-plan checklist and schemes-of-work checklist to encourage teachers to prepare lesson plans daily. Each teacher was asked to write lesson plans in advance after classes. Exercise books are left at school for marking and thorough checking. An attendance chart for learners

and teachers was introduced to track teachers' and learners' attendance. Punctuality of both learners and teachers has improved. As a result of this, learners' performance and teachers' performance has improved. Standard I learners can read Chichewa books. The following learners can read any Chichewa book: Isaac Zilamba, Tangu Sayinani, Felesista Zilamba, Nelia Lackson and Alinafe Medison.

Participatory methods are used in classes 1, 2, 4, 5 and 6. TALULAR is used effectively by the teachers of these classes. The headteacher works together with SMC/PTA and PTA. Meetings are conducted regularly. The community rehabilitated three teachers' houses and one classroom block that had been neglected for three years. The community has contributed to SIP top-up each year and in 2006 realised MK8,000 from maize, in 2007 MK29,000 from tailoring and carpentry and in 2008 MK29,500 from maize.

This money was used for paying the builder and helped six OVCs with school uniforms, exercise books and writing materials and reroofed pit latrines.



Challenges

- **Cash** raised by tailoring and carpentry is not fully known to the community.
- **Staff meetings** are not conducted regularly.

Recommendations

- **Frequent meetings**, both staff and PTA, to discuss school issues.
- **Any money raised** at school should be accounted for so that the community is encouraged to contribute more.

Mbalame

Cluster **Mbalame**
Zone **Senga**
TA **Mkukula**

Location

The school is situated in the eastern part of Senga TDC, 7 km along Lumbadzi-Dowa road.

Key Players

Formal Team

PEA **Jeniffer Mbewe**
AC **Aubrey Kanthayo**
HT **Steven Sankhulani**
SMC Chair **Mr. Cosmas**

Support Team

ZOC **Mary Mabasa**
CL **GVH Mbalame**
MCM **Ireen Banda**
Girl Mentor **Edith Mkandawire**

Background

Mbalame School was established in 1963 by Lilongwe Diocese. It has three classroom blocks of three classrooms each. Enrollment in January 2006 was 1,070 (550 girls, 520 boys) against 13 teachers (eight male, five female). The school has seven teachers' houses.

Teachers at this school used to absent themselves without genuine reasons. They rarely wrote lesson plans and the headteacher never conducted staff meetings. He assigned one teacher, Mr. Chafulumira, to check lesson plans. All pit latrines had collapsed and the



children were using the forest nearby. Others used staff toilets.

The school committee was inactive. The local chief supported Mbalame CDSS more than Mbalame Primary School. The community never conducted PTA meetings and no development activities were done at the school.

PSSP: SFP Inputs

An intensive sensitization meeting was held at the school for all the stakeholders to inform them of their roles in order to take ownership of the school and not depend on the government. MCM performed Theatre for Development to point out challenges in the school, one of which was cleanliness and health. Attendees were advised to come up with issues affecting them and plan for

action to be taken to address each issue.

All the teachers were trained in content knowledge, pedagogy and TALULAR production and use. PSSP: SFP supported rehabilitation of three teachers' houses and construction of a library and staff room using a funding of MK192,000. Three teachers were selected to be local troupers in mathematics, Chichewa and TALULAR production to increase school and cluster-based classroom supervision.



The headteacher, Steven Sankhulani, visited Chiwala School to learn from its headteacher how he was managing the school.

Achievements

Teachers started writing lesson plans. Teacher-to-teacher and learner-to-teacher relationship now is good. Teachers have a lot of TALULAR in classrooms and they use it effectively. Mr. Nelson Nkhoma now is a role-model teachers in the zone, always busy with his standard 1 kids.

The community for the first time moulded 400,000 bricks and constructed a beautiful library. Nobody who had been to the school before PSSP: SFP could believe the tremendous change of Mbalame School. Eleven pit latrines have been constructed. A new classroom block is being built and fundraising activities are done yearly. In 2006, the school realized MK45,000 from sale of 45 bags of contributed maize. In 2007, the SIP top-up was MK25,000 and in 2008 a mock-wedding fundraiser generated MK83,000. The community has begun building one classroom block, which is at window level. The community plans open days. Ownership and sustainability seem to be guaranteed. The community has lobbied for iron sheets from M.P. Chika, who has promised to supply them with 60 iron sheets.

Afternoon classes are conducted in standards 1, 5, 6 and 8.



Performance of learners and teachers has completely changed for the better. Learners are encouraged to read books in the library. PTA meetings are conducted once a month and there is cooperation amongst all the stakeholders. Enrolment has risen from 1,070 to 1,218 (639 boys, 579 girls).

Challenge

- **Pledges** made by well-wishers are sometimes not fulfilled.

Recommendations

- **Keep lobbying** for completion of the classroom block and continue with IGAs to raise funds to support school-development activities.
- **Encourage learners** to continue reading books from the library.



Mndolera



Cluster **Karonga**
Zone **Senga**
TA **Dzoole**

Location

Mndolera school is north of Senga TDC, along Chimwaza-Nambuma road. Travel 10 km from Chimwaza to Dangaliro Trading Centre, turn right, go a kilometer to the right again and go 4 km.

Key Players

Formal Team

PEA **Jenifer Mbewe**
AC **Aubrey Kanthayo**
HT **Blessings Nyawale**
SMC Chair **Mr A. Jeke**

Support team

ZOC **Mary Mabasa**
CL **Mayi Dines Nyando**
MCM **Biliati**
Girl Mentor **Mayi Malieta Nyanda**

Background

Mndolera school was established in 1953 under CCAP Nkhoma synod. It has four classroom blocks under seven teachers against eight classes. Enrolment in January 2006 was 806 (385 boys, 421 girls). The community did not do any development activities. Two classroom blocks were constructed in the 1950s by the missionaries and these blocks were not maintained. There were seven teachers' houses, very old, which were also not maintained. SMC and PTA were inactive. Participatory methods were not used by

teachers. Teachers were unable to increase teaching and learning resources. Teachers prepared inadequate lesson plans and TALULAR was not used.

PSSP: SFP Inputs

Sensitization meetings were done for all the stakeholders to tell them their roles. SMC, PTA and community leaders were trained on their roles and a plan of action was produced and followed. PTA meetings now are held fortnightly. Facilitators were identified to support supervision for quality education. MTTT local troupes were elected and trained in Chichewa, mathematics and English. Cycle trainings and teacher conferences are done once a month. The school was supported with MK281,900 for rehabilitation of classroom blocks and for construction of teachers' houses.

Achievements

The community moulded 250,000 bricks to rehabilitate one classroom block and construct one teacher's house. A school maize garden was opened and produced 10 bags in 2007. The chiefs also contributed MK3,000 each. All told, the school raised MK53,000. This money was used to pay the builder and also assisted 10 OVCs with exercise books and pens. Supervision was done by the troupers and facilitators, who gave advice to their fellow teachers. Teachers now prepare adequately. The



head teacher checks lesson plans systematically.

The headteacher also introduced attendance registers for teachers and learners. Enrolment increased from 806 to 907 (483 boys, 424 girls). A performance tree was introduced, where teachers hang names of top performers. The school received 99 books from PSSP: SFP and

supplementary readers to boost reading culture.

Challenge

- **One classroom block** is dangerous for standard I kids because it has cracks.

Recommendation

- **The community** should raise funds for rehabilitation of the classroom block.

Mtunthama

Cluster **Chivala**
Zone **Senga**
TA **Mkukula**

Location

Mthunthama school is situated to the southeast of Senga TDC 5 km from Dowa turn off. From Dowa turn off, travel 1 km, cross the bridge, turn right and go 4 km.

Key Players

Formal Team

PEA **Jennifer Mbewe**
AC **Aubrey Kanthayo**
HT **Pilirani Kwenje**

Support Team

ZOC **Mary Mabasa**
CL **Noel Sandifolo**
MCM **Irene Katsache**
Girl Mentor **Margret Chilembwe**

Background

The school was established in 1995 under CCAP Nkhoma Synod. It has two classroom blocks of two classes each. With standards 1-8 classes, enrolment in 2006 was 433 (234 boys, 199 girls). The SMC and PTA were inactive. Learners were sometimes taught only two subjects a day. The school's property boundary was not known by the headteacher and SMC. Village houses were very close to school. The community was inactive and did not mould bricks, in part because of the land shortage. There was one teacher's house and only one



teacher stayed at the campus. The other 10 stayed at Lumbadzi Trading Centre. The headteacher never conducted staff meetings, nor were PTA meetings conducted.

PSSP: SFP Inputs

PSSP: SFP trained all 10 teachers on pedagogy, content knowledge and TALULAR production to improve the quality of teaching and learning at their school. The project also trained two standard 1 teachers on BLP/M strategies, who later on trained all the teachers at the school during school-based training. PTA meetings were conducted to remind parents of their roles. The school received MK298,185 from small grants to assist in building teachers' houses, as well as for vocational training in tailoring and tinsmithing. The headteacher visited Funsani and Kaputalambwe to learn from these schools how they were managed.

Achievements

The headteacher organized a PTA meeting, where community members agreed to mould bricks and to construct a teacher's house. The community moulded 300,000 bricks and constructed one teacher's house and rehabilitated another. Parents now conduct open days each year at school. In 2006 fundraisers realized MK18,000. In 2007, the community raised MK10,000 and in 2008 MK49,000. This money was used to pay the builder who constructed one teacher's house of six rooms. The MK49,000 was used for construction of a staff room.



All teachers at this school are using participatory methods and they are using TALULAR, particularly for classes taught outdoors. As a result performance of learners has improved, because learners remember what they learned through use of the TALULAR. The headteacher conducts staff meetings once a fortnight to discuss issues concerning the school. TALULAR production is also done fortnightly. Standard 1 learners are able to read and write short stories. Role-model teachers are Matthews Chibwana and Chiwande. These teachers are very good at TALULAR making and use. Kingsely Z Tembo, now also a role-model teacher, prepares lesson plans daily and has started teaching learners all subjects. Slow learners are helped by giving them extra time and work. He conducts afternoon classes.

The school boundary has been demarcated by TA Mkukula and community members have constructed a second teacher's house and a staff room. They intend to construct yet another classroom block in 2009. Shadow MP Daudi has promised 60 iron sheets and 10 bags of cement. The community is hardworking. SMC and PTA are always found at school tracking learners' attendance. Enrolment has risen from 433 to 523 (249 boys, 274 girls).



Challenges

- **Some teachers** don't assist slow learners very much in class.
- **The headteacher** stays at Lumbadzi 7 km away from the school.

Recommendations

- **Slow learners** should be assisted so that they can catch up with their friends.
- **The headteacher** should occupy the new house constructed with assistance from PSSP: SFP.
- **The community** should continue with open days to raise funds so more teachers' houses can be built.



Ng'ozzi

Cluster **Mbalame**
Zone **Senga**
TA **Mkukula**

Location

Ng'ozzi is situated 5 km east of Senga TDC. Go 1 km from Senga TDC, taking Lilongwe road. Turn left and go 4 km.

Key Players

Formal Team

PEA **Jennifer Mbewe**
AC **Aubrey Kanthayo**
HT **Alfred Nduwalula Nkhoma**

Support Team

ZOC **Mary Mabasa**
CL **W Chibwe, GVH Mbalame**
MCM **Ireen Banda**
Girl Mentor **Edith Mkandwire**

Notable Champion

VH **Chipwenkha**

Background

Ng'ozzi school was established in 1999 by Local Education Authority and is developed to standard 8. Before PSSP: SFP in January 2006, the school had one classroom block and poor shelters. This school was in trouble because nobody cared for it and the community felt that the school was not important to them. The school had 10 teachers (six male, four female) who came to school unprepared. Teachers were often absent. Enrolment was 676



(306 boys, 370 girls) but of these only 486 came regularly.

The community had no interest in whatever was happening at the school. The school committee was dormant. Classroom shelters were constructed by pupils and were not in good condition.

PSSP: SFP Inputs

PSSP: SFP conducted sensitization meetings with all the stakeholders to inform them about their roles and responsibilities. All the 10 teachers were trained in content knowledge, pedagogy and TALULAR production and use. MTT troupes were elected and trained. The school received small grants for construction and rehabilitation of a teacher's house. Tailoring and tinsmithing was introduced to train learners in these skills.

Achievements

The community at Ng'ozzi school contributed 10 bags of maize and realized MK11,000 with which they bought materials for tinsmithing and tailoring. The community moulded 250,000 bricks and constructed a classroom block and teacher's house. They were supported with small grants for the construction. The temporary shelters constructed by children were rehabilitated by the elders. Village headman Chipwenkha volunteered to construct the classroom block, which he did.





Ownership is evident since the community is working without being pushed.

Kambanzithe, a teacher who once was negative about PSSP: SFP, now conducts school-based trainings once a fortnight as a facilitator. He is good at TALULAR making, so he is one of the troupers. He assists his friends to produce and use TALULAR effectively and is also one of the counselors who always advises his friends to prepare for lessons.

All teachers prepare lesson plans daily. Headteacher Alfred Nduwaluwa Nkhoma assisted village headman Chipwenkha on construction of the classroom block. Mr Nkhoma is always available at school. Absenteeism of teachers has been reduced. Performance of learners has also improved. Enrolment has risen from 676 to 1,019 (496 boys, 523 girls).

Challenges

- **Some members** of the school committee are inactive.
- **More teachers' houses** are needed.

Recommendations

- **More teachers' houses** should be constructed so that teachers can live at the school campus and work more effectively.
- **Continue** with the good work.

Senga

Cluster **Senga**
Zone **Senga**
TA **Mkukula**

Location

Senga School is 200 metres from the TDC and 1 km from the MI. From Lilongwe to Kasungu, get to Mtengowanthena Trading Centre, turn right and go 500 metres.

Key Players

Formal Team

PEA **Jennifer Mbewe**
AC **Aubrey Kanthayo**
HT **Samuel Mbonongo**
SMC Chair **Mrs. Madziayenda**

Support Team

ZOC **Mary Mabasa**
MCM **Blair Robert**
Girl Mentor **Joyce Chakhaza**

Background

Senga school was established in 1964 as a model school under LEA. It has four classroom blocks of two classrooms each, a domestic science room and a carpentry room. The school has 30 teachers (20 female, 10 male). The school was built by government as a model school but it was neglected by both community leaders and parents. Enrolment in 2006 was 1,386 (655 boys, 731 girls). There were seven teachers' houses and 28 pit latrines.

Teachers came to school late and learners followed suit. The



relationship between teachers and the headteacher was bad. Teachers came to school unprepared and performance of teachers and learners went down. Latecomers among learners were whipped and sent home. .

A school committee and PTA conducted no development initiatives. When the headteacher tried to call parents for a meeting they did not come.

PSSP: SFP Inputs

A sensitization meeting was conducted for all the stakeholders to enlighten them about their roles. All 30 teachers were trained on content knowledge, pedagogical skills and TALULAR production and use. Local MTTTs, supervisors and facilitators were elected and trained to assist in supervision in order to improve teaching and learning at the

school. Play parks such as seesaws and ladders were also introduced. The school was supported with 235 library books and other supplementary readers. The headteacher, Mr. Samuel Mbonongo, was taken on a tour to visit Kaputalambwe, Fusani, Chivala, Karonga and Chakhala to see the changes in these schools and learn more from them. Senga School was supported with MK190,064 for rehabilitation of teachers' houses and for the introduction of tailoring and tinsmithing.



Achievements

Mr. Mbonongo called a PTA meeting. Senga after so many years of idleness moulded 150,000 bricks, dug 11 pit latrines and conducted fundraising for SIP top-up, realizing MK25,000 from maize sales. Cooperation between the community and school now is good. Teachers meet frequently with parents to discuss issues concerning their school.

There is a good relationship among teachers, headteacher and learners now. Teachers and learners come to school on time. Teachers prepare lesson plans jointly after classes and the headteacher checks the lessons. He has introduced an attendance tree bearing the names of the teachers. When one is absent, his or her name is taken off the tree.

Teachers produce and use TALULAR in class. Slow learners are given extra lessons after classes. Standard I learners are able to read and write short paragraphs. Five learners in standard IB can even read from any Chichewa books: Khalidwe Isaac, Thokozani Jaferi, Falida Juvi, Sayineta Gwetsera and Modester Dinosiyani. Mercy Kapichira, a standard I teacher, and Dorris Mtigu are experts in BLP/M. Mr. Mbonongo is a role-model supervisor, trouper, headteacher and facilitator. Community involvement has improved. Parents have rehabilitated five teachers' houses. Frequent PTA meetings are conducted. Enrolment has



grown from 1,386 to 1,433 (738 male, 695 female).

Challenges

Needlecraft and carpentry are not taught at school and classrooms are inadequate for 1,433 children.

Recommendations

- **There is need** for constructing additional classroom blocks.
- **Broken windows** need to be repaired.
- **Carpentry and needlecraft** should be reintroduced.



Sidze

Cluster **Senga**
Zone **Senga**
TA **Mponela**

Location

Sidze school is situated to the north of Senga TDC 7 km from Senga. Go straight north and cross Dowa-Byzanzi road to reach the school.

Key Players

Formal Team

PEA **Jennifer Mbewe**
AC **Aubrey Kanthayo**
HT **Exifine Chilongozi**
SMC Chair **Saineti Ashembe**

Support Team

ZOC **Mary Mabasa**
CL **Kishembe**
MCM **Brair**
Girl Mentor **Joyce Chakhaza**

Notable Champion

GVH **Pomphe**



Background

Sidze school was established in 1999 under CCAP Nkhoma synod. The school had two classroom blocks. Enrolment was 761 (375 boys 386 girls) under five teachers, all male, against eight classes.

The school had a very old cracked classroom block where standard 2 pupils learned. Teachers did not prepare schemes of work or lesson plans. Learners were taught only three major subjects: English, mathematics and Chichewa.

Teacher absenteeism was high. Sometimes only two teachers were present. The GVH did not allow village headmen to attend meetings without his authority. No development activities were done at Sidze school. An NGO, Action Aid, failed to achieve its objectives at the school because of the same problems.

PSSP: SFP Inputs

GVH Pomphe was counseled and a meeting with all the chiefs was conducted. Then a sensitization meeting was conducted with all stakeholders on their roles and project goals and objectives. SMC/PTA members were trained on their roles. The community was assisted to come up with issues affecting the school and solutions to address them. A plan of action was developed to be followed by the community.

Teachers were trained in content knowledge, pedagogy and TALULAR production and use. BLP/M was introduced and standard I teachers were trained on early literacy strategies. MTTT local troupers were elected and trained to support supervision at school and cluster for quality education.



The school was supported with 229 library books to improve the reading culture. PSSP: SFP also supported the school with MK180,312 from small grants for library and classroom construction.

Achievements

GVH Pompe for the first time attended a PSSP: SFP meeting with all his 13 village headmen. The money was not given to him but he attended the meeting and he heard that in his role as GVH he was responsible for all development activities in his area. He was convinced and advised his chiefs to contribute MK5,000 each so that the old classroom block could be demolished and replaced by a new one. A school garden of two acres was opened, and the community harvested 25 bags of maize in 2007. The maize was sold and the community realized MK37,500. This money was used to pay the builder who constructed the TALULAR room. The school now has a hardworking community.

A new headteacher came who introduced a time book and attendance register. Teachers came to school prepared and were serious. Participatory method and TALULAR is used effectively. Teachers have started teaching learners in the afternoon in order to catch up with the syllabus. TA Dzoole chose an assistant GVH who comes to school to track learners' attendance. School-based training is conducted and teachers prepare lessons in

advance. Local troupers who were elected assist their friends through school-based trainings and in supervision. Standard I learners are able to read and write because of BLP/M strategies.

Challenge

- **Teachers are too few relative** to the present enrolment of 812 learners (444 girls and 368 boys).

Recommendation

- **The education office** should send at least three more teachers to this school.



Simankhwala

Cluster **Chivala**
Zone **Senga**
TA **Mkukula**

Location

Simankhwala school is near Lilongwe Airport. From Lumbadzi Trading Centre take Airport Road 3 km and turn left. Go 1 km and turn right. Then go another 3 km. The school is along that road.

Key Players

Formal Team

PEA **Jennifer Mbewe**
AC **Aubrey Kanthayo**
HT **Charles Kamphandira**
SMC Chair **Hariton Tambala**

Support Team

ZOC **Mary Mabasa**
CL **Noel Sandifolo**
MCM **Irene Katsache**
Girl Mentor **Margret Chilembwe**

Background

Simankhwala school was established in 1994 under Lilongwe Diocese. It has four classroom blocks of two classrooms each with one teacher's house. The school has standards 1-8 under 16 teachers (10 female and six male). Teachers from this school were often absent. Sometimes only nine teachers were present. Most did not write lesson plans and did not update schemes of work.



Parents were satisfied with the beautiful classrooms and didn't mind that teachers had no houses. Only the headteacher stayed at the school campus. The rest were from Lumbadzi Trading Centre 7 km away from the school. Coming to school late was common.

Charting during classes was also a problem. Teachers left work for learners and went out to chart. Learners were not assisted individually in classes.

SMC/PTA was inactive and parents didn't do any self-help projects. They didn't even visit the school. No staff or PTA meetings were conducted.

PSSP: SFP Inputs

Sensitization meetings were done at this school. All the chiefs, teachers, parents and SMC/PTA attended to discuss their roles and the importance of school. All 16 teachers were trained on participatory methods and TALULAR use and shared skills, experience and knowledge. MTTT troupes were elected and trained to assist in supervision and school-based training.

Reading and drama clubs were introduced by Elida Katsache and the school received 105 books as supplementary readers. The school received MK278,795 for teachers' house construction and vocational skills. The school introduced BLP/M for early literacy strategies.

Achievements

The headteacher of this school, Charles Kamphandira, introduced a teachers' register to track whether teachers are present or absent. Teachers come on time and absenteeism of both teachers and learners has been reduced. Slow learners are always assisted in class. The headteacher does not allow anybody to chat outside when lessons are on. Joint planning is conducted. The infant section plans together and junior and senior sections follow suit. A performance tree has been introduced on which the names of top performers are exhibited. This encourages learners to work hard because they want their names to be on the tree. Standard I learners are able to read and write short paragraphs. The following learners are able to write letters: Chankhaza Saika, Everesi Tambala and Edward Zutambira. The school introduced afternoon classes mainly for standards 3-8.

A girl named Mausamatha who is crippled started school in March 2006. She was by then 10 years old. Her brother carried her on his back and brought her to school. She started standard I and is very intelligent. Blessings Hospital assisted her with a wheelchair. She is now in standard 3. She was also assisted with MK6,000 from ZIP to repair the wheelchair, which was broken.

The community moulded 160,000 bricks to construct two teachers' houses. They were supported with MK278,795 for iron sheets and cement. Vocational-skills training started and the community contributed maize and realized MK35,000 in 2006. In 2008 they realized MK45,000 from tobacco sales.

Challenge

The school is near the airport and learners are sometimes disturbed by the sound of planes.

Recommendations

- **Windows should be covered** so that learners can not peep outside.
- **Fundraising activities** should be done yearly.





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