

THEATRE
FOR A **CHANGE**



**‘TIPHUNZITSANE’ or ‘LET’S TEACH’
IMPROVING THE KNOWLEDGE, ATTITUDES AND
SKILLS OF PRE-SERVICE TEACHERS AND STUDENTS
ACROSS MALAWI**



Report to the Medicor Foundation

August 2017 to August 2018



This report covers the progress made and activities conducted within the second year of the project grant in teacher training colleges and primary schools as part of the Tiphunzitsane! project.

Please see the attached monitoring table for the full breakdown of the targets achieved over the full two-year project.

Activities Update

Outcome 1: Young teachers have the knowledge, attitudes and skills to adopt healthier sexual and reproductive health behaviours and assert their sexual and reproductive health rights.

Due to Government changes of programming, the teacher training college schedule has been changed from students having one full year in college and one full year based in primary schools for teaching practice, to a new system where students spend two terms in college, followed by two terms in school, followed by two in college. This had an impact on our project plan, with new pre-service teachers joining their teacher training college in January 2018, rather than in October 2017, as previously planned. Despite the change, Theatre for a Change, managed to deliver all activities as planned.

The Tiphunzitsane project relies on the expertise of trained Theatre for a Change Training Officers, who are placed in each teacher training college and responsible for monitoring the impact in focus primary schools. In this project year, three trainings were arranged to build the capacity of the Training Officers. This training also provided a forum for the Tiphunzitsane team to plan the activities for the academic year to suit the new timetable. In order to monitor progress on the ground, each Training Officer takes part in weekly phone conversations with the line manager as well as being visited at least once a term by the project team and by the monitoring team.

Clubs have been run from January 2018 in six Government teacher training colleges, while at Maryam, a private teacher training college, clubs have been running since November 2017. Activities in the primary schools started in November 2017.

The following activities were implemented:

- **Tiphunzitsane Clubs;** these clubs target pre-service teachers in teacher training colleges in Karonga, Kasungu, Lilongwe, Machinga, Blantyre and Chiradzulo. These club members meet for Core Group workshops once a week, and for Listening Club workshops once each week. The two workshop activities - Core Group and Listening Club - have been well attended e with active learning.

- **Peer Group sessions;** once Core Group members have increased their knowledge, awareness and skills, they are supported to start Peer Groups. The use of pre-service teachers to facilitate behaviour change among fellow pre-service teachers has been a very successful ‘multiplier effect’ model as it has helped to reach out to the entire teacher training college population. Not only has it increased access to quality sexual and reproductive health information, it has also helped to increase the confidence in the pre-service teachers in terms of how to deliver the sexual and reproductive health related topics as teachers, and to apply them in their daily lives.
- **Open Days;** during the year of project implementation, each teacher training college has conducted two Open Days. The Open Days involved the whole student population and the communities surrounding the colleges, offering more information about issues including sexual and reproductive health, child protection, positive discipline, gender, HIV testing and counselling and access to health services.
- **Single sex workshops;** Training Officers in each teacher training college have also conducted a number of single sex workshops on key issues to help support learning. These sessions were designed to create a safe space for the students to explain their personal issues and issues that directly affect their sexual and reproductive health, which they may not feel comfortable discussing in the larger mixed group. This approach has particularly helped to improve the confidence level of female participants. These sessions were organised with the support of the teacher training college wardens and college management. We believe these sessions may have had a particularly significant impact on students testing and accessing treatment for, and preventing, sexually transmitted infections.

Teacher Training College highlights

- The project has increased teachers’ knowledge of sexual and reproductive health and rights, as demonstrated by the significant changes in knowledge, attitudes and skills from baseline to endline.
- The project has supported the successful delivery of HIV Testing and Counselling services during Open Days organised across the teacher training colleges.

Teacher Training College challenges

- The change of schedule, necessitated a complete redesign of the timetable, as we needed to fit three terms of planned work into two term.
- There were strikes held at both Lilongwe and Kasungu colleges, led by the students. This resulted in activities having to be delayed until the strikes finished.



Outcome 2: Children have the knowledge, attitudes and skills to adopt healthier sexual and reproductive health behaviours and assert their sexual and reproductive health rights



Children taking part in a school club

Over the year the following activities have been implemented:

- **Tidziwitsane Clubs;** Clubs have been conducted once a week in 60 primary schools and have registered good attendance. In order to assess the impact of the programme in the primary schools and establish the understanding of learners, the endline questionnaire was administered in two treatment and one control school for each geographic area, and their results were compared.

Endline results indicate that there has been an increase in sexual reproductive health and child protection knowledge, awareness and skills among primary learners in the Theatre for a Change treatment schools.

- **Tisinthe Listening Clubs;** Clubs have been conducted once a week in 60 primary schools, with the target group focus alternating between learners and parents / community each week. The Clubs had high attendance and the results show strong impact.



- **Support visit;** to maintain and improve the quality of the work in the primary schools, Training Officers and the Theatre for a Change monitoring team conducted a number of support visits to assess and support the Training Officers and the facilitators in each school.



Primary learners at a Tidziwitsane workshop

Primary School highlights

- Despite short terms, we have managed to conduct all sessions planned in the curriculum.
- The Training Officers planned and implement a specific child protection training for key stakeholder in each of the 60 schools.
- The activities have had a significant impact on knowledge, attitudes and skills of the children, as evidenced by the comparison between base and endline.



Primary School challenges

- At times schools were closed due to Government counting of students, as well as schools in Kasungu being affected by teacher strikes. This caused delays in project implementation.



Children using drama to explore their rights

Outcome 3: Educational and community environments support the gender, sexual and reproductive health rights of children and teachers.

Over the year the following activities have been implemented:

- **Certificate presentation;** all the 78 lecturers, based in eight government teacher training colleges that were trained in the use of Theatre for a Change's methodology have been awarded Theatre for a Change accreditation.
- **Exit meetings,** Theatre for a Change has conducted exit meetings in all eight teacher training colleges and 60 focus primary schools in which we have conducted activities as part of this project. The purpose of these meetings was to share the impact of the project and explore, how the staff and community can continue to maintain and sustain activities.
- **Open Days;** during the course of the year each of the 60 primary schools have conducted three Open Days to actively involve community members and parents in the exploration and understanding of sexual and reproductive health, gender rights and child rights. The



Open Days all included interactive theatre performances which increased community participation and learning.

- **Community Listening Clubs;** Clubs have been set up at each project primary school. Attendance has been good and facilitators are reporting high participation and learning..
- **Child Protection Trainings;** we have conducted child protection and safeguarding training in primary schools across Malawi. The trainings involved learners, teachers, community members, community child protection committees and school management committees. The training focused on understanding and identifying safeguarding issues, reporting procedures, and prevention approaches. Head teachers and school child protection committees have been supported to lead the process and commit to implementing robust child protection policies by signing the policy as a commitment and procedures for the school. The training has been further supported with resources including child friendly posters that outline the correct reporting procedures which can be displayed at each school.

Education and community highlights

- As a result of the project, Theatre for a Change have contributed participatory, gender inclusive learning to the lifeskills curriculum, used to train life skills teacher in all teacher training colleges.



Lecturer training

- Theatre for a Change continues to work hand in hand with the Ministry of Education, Science and Technology, and during this project has signed a new five year Memorandum of Understanding to continue our work together in teacher training colleges, primary schools, and other learning environments.
- Theatre for a Change, as a result of this project, has seen improved relationship with key stakeholders like members of the health service, police and district social workers. This has led to the successful delivery of HIV Testing and Counselling services for schools and communities during Open Days and it has supported the appropriate child protection case management procedures in project areas
- The child protection systems is increasing active in the areas in which we work, and we receive regular reports of abuses being reported and followed up appropriately.

Education and community challenges

- As with other activities, the changing of the college schedule lead to the team having to re-plan activities to ensure stakeholders at a school and community level still had the support they needed.



- The project struggled to attract equal numbers of men and women to join the Community Listening Clubs. We believe this was for a number of reasons, including women feeling more comfortable talking about issues of sexual and reproductive health in a group; more women being available to attend activities during the day; and it being more common, in Malawian culture, for women to participate in group events. The Training Officers and teachers worked hard to mitigate this challenge through strategies that included; ensuring the chief and community leaders endorsed and attended the sessions; working closely with established fathers' groups; incentivising communities with more male attendance. As a result we were able to achieve almost gender parity by the end of the sessions.

Conclusion

Over the last year the Tiphunzitsane project has had a positive impact on the lives of both pre-service teachers and primary school learners, demonstrated by the impact on the participants versus the change that occurred in the match control groups. The project has enhanced knowledge of sexual and reproductive health, gender equality and child protection and established and strengthened relationships with stakeholders. The project has also focused on developing sustainable structures behind, underpinned by the training of lecturers and teachers who have committed to continue activities into the future.



Education Team sharing Tiphunzitsane results through role play