

AN ASSESSMENT OF THE IMPLEMENTATION OF LIFE
SKILLS EDUCATION POLICY IN SECONDARY
SCHOOLS IN MALAWI

M.ED. (EDUCATIONAL POLICY, PLANNING AND LEADERSHIP)

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EDUCATION POLICY IN SECONDARY SCHOOLS IN MALAWI**

M.Ed. Thesis



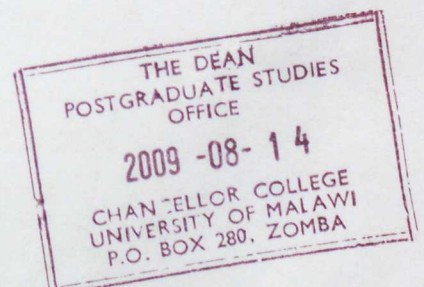
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Submitted to the Department of Educational Foundations, Faculty of Education,
in partial fulfilment of the requirements for the degree of
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June 2009



DECLARATION

I the undersigned hereby declare that this thesis is my own original work which has not been submitted to any other institution for similar purposes. Where other people's work has been used acknowledgements have been made.

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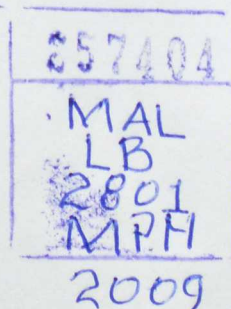
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Dedication

To my dear husband Patrick and my sons Chikumbutso and Ufulu.

To my mother Florence, my late father Ernest Mphaya and late son Yamikani.

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I would like to acknowledge the following people who supported me during the development, process and completion of this study.

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ABSTRACT

The Ministry of Education, Science and Technology in Malawi introduced a Life Skills Education Policy in the fight against HIV and AIDS. Two Life Skills Curricula—Life Skills Education (taught as a core subject) and WHY WAIT? (a faith-based curriculum often taught as a club which students attend on a voluntary basis) have been offered for over 5 years at both primary and secondary level. However, recent research reveals that behaviour change is limited amongst students.

The purpose of this mixed methods study is to assess the implementation of Life Skills Education Policy, by comparing the Malawi Institute of Education's Life Skills Education curriculum with Sub-Saharan Africa Family Enrichment's WHY WAIT? curriculum, in order to establish the level of classroom teaching and learning and compare the strengths and weaknesses of both, so as to recommend how to make Life Skills Education more responsive to secondary students' needs.

The study compared the Life Skills Education and WHY WAIT? curricula by assessing the mobilization of resources, comparing the coverage of the syllabi, implementation in secondary schools and impact. Out of the population sample of 110, half of the participants were involved in the implementation of the Life Skills Education curriculum and the other half were for WHY WAIT?. Ten purposively sampled officials were interviewed, and data were coded and categorized. Four schools were purposively selected for lesson observation, and 20 teachers and 80

students were randomly systematically sampled to respond to questionnaires. These data were analysed using SPSS.

Results revealed that the planning of implementation of both Life Skills Education and WHY WAIT? curricula did not involve the community and students, who are key stakeholders in the Life Skills Education policy. Both Life Skills Education and WHY WAIT? have had an impact, though the impact of Life Skills Education is less than expected by the Ministry of Education. Monitoring of both Life Skills Education and WHY WAIT? has been inadequate. However, WHY WAIT? has a systematic system of monitoring at every level. Finally, WHY WAIT? lessons are more lively than Life Skills Education lessons.

The Ministry should introduce a moral-values based Life Skills program. It is also recommended that a life skills week be introduced to secondary schools where students could do development work in order to instill responsibility in them.

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LIST OF ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
ART	Anti-Retroviral Therapy
ARVs	Anti-Retroviral drugs
BSS	Behaviour Surveillance Survey
CDSS	Community Day Secondary School
HIV	Human Immuno-deficiency Virus
LSE	Malawi Institute of Education Life Skills Curriculum
MANEB	Malawi National Examinations Board
MIE	Malawi Institute of Education
MoEST	Ministry of Education, Science and Technology
MoH	Ministry of Health
MDHS	Malawi Demographic and Housing Survey
NSO	National Statistical Office
SAFE	Sub-Saharan Africa Family Enrichment
SEED	South East Educational Division
SHED	Shire Highlands Education Division
SRH	Sexual and Reproductive Health
STIs	Sexually Transmitted Infections
TOT	Trainer of Trainers
NAC	National AIDS Commission
NACP	National AIDS Control Programme
UACP	Uganda AIDS Control Programme
UNAIDS	United Nations Programme on HIV and AIDS

UNESCO	United Nations, Scientific and Cultural Organization
UNFPA	United Nations Fund for Population Activity
UNGASS	United Nations General Assembly Special Session
UNICEF	United Nations Children's Fund
USAID	United States Agency International Development
WHO	World Health Organization
WW?	WHY WAIT?

CHAPTER 1

INTRODUCTION TO THE STUDY

1.1 Chapter Overview

This chapter introduces the study, which analysed the Malawi Government Life Skills Education Policy at secondary level. Specifically, the chapter presents the background to the study, the statement of the problem, the purpose of the study, the study objectives, the conceptual framework, the significance of the study and operational definitions.

1.2 Background to the Study

“AIDS is a war against humanity,” said Nelson Mandela, at the 14th International AIDS Conference (Eaton & Etue, 2002:19). UNAIDS (2007) confirms that the HIV pandemic remains the most serious of infectious disease challenges to public health worldwide and Sub-Saharan Africa remains the most seriously affected region, with AIDS remaining the leading cause of death.

Sub-Saharan Africa continues to be the region most affected by the AIDS pandemic. More than two out of three (68%) adults and nearly 90% of children infected with HIV live in this region, and more than three in four (76%) AIDS deaths in 2007 occurred there (UNAIDS, 2007:4)

Malawi, like the other countries in Sub-Saharan Africa, has not been spared from the pandemic. The situation is compounded when one realizes that there are nearly 100,000 new HIV infections in Malawi annually, with at least half of these occurring among young people aged 15-24, which is the economically productive group, and nearly the same number of deaths per annum. As of 2005, there were an estimated 930,000 people, including children under the age of 15, who were living with HIV and AIDS (UNGASS, 2007:5). This demonstrates that the epidemic is a major public health problem in Malawi, more especially among the youth. Therefore, there is need to contain it.

Malawi is known to have put measures in place to address the epidemic from the late 1980s, after the first case of AIDS was diagnosed in the country in 1985 (Gulule, 2003). Based on the End-of-term review of the National Strategic Framework (NSF) (1999), which used a nationwide participatory and consultative approach, Malawi developed a National HIV and AIDS National Strategic Framework to galvanise an expanded, multi-sectoral, national response to the epidemic for the period (National AIDS Commission [NAC], 2005). Government ministries, religious organizations and Non-Governmental Organisations are all called upon to use the National Strategic Framework as a point of reference in planning and implementing HIV and AIDS interventions within their spheres of influence (NAC, 2005).

In response to the HIV and AIDS pandemic, the Ministry of Education, Science and Technology (MoEST) introduced AIDS education in 1989, through integration into the existing primary school curriculum (Gulule, 2003). Then, in 1993, MoEST requested Sub-Saharan Africa Family Enrichment (SAFE), a faith-based organization, to assist Malawi in the fight against AIDS, by developing the WHY WAIT? (WW?)

life skills curriculum. The curriculum is well-established, but is often taught as a club which students attend on a voluntary basis.

To make sure that Life Skills is taught to every student, the MoEST directed that Life Skills must be taught in both primary and secondary schools. Hence Life Skills was introduced in all classes as a core, non-examinable subject, beginning with Standard 4 in 2000 as a pilot study. Later, through Circular Ref No SY/1/1B dated 23rd October, MoEST (2002) directed that Life Skills be introduced in all schools as a stand-alone subject. Hence Life Skills was introduced into the secondary school curriculum.

Of particular relevance to this study is the fact that, though prevention interventions in the educational system have been delivered with Life Skills as a stand-alone subject, at the secondary level throughout Malawi there is no widespread change of behaviour among students. On the other hand, though WW? is often taught only to those students who wish to join the club, schools which have implemented the programme have noted remarkable behaviour change. For example, 6 years after the introduction of WW? at Ndirande Full Primary School, its pregnancy rate dropped from over 130 to 1-2 annually (M. Chimombo, 2005b).

Hence, this research intends to assess the implementation of the Life Skills Education policy in secondary schools, by comparing the Malawi Institute of Education (MIE) Life Skills Education (LSE) curriculum with the WW? Life Skills curriculum. Initially, WW? was an extra-curricular activity, but after its launch by the State President in 1995, it changed status to that of non-examinable subject (Gulule, 2003).

Numerous studies have been conducted on HIV/AIDS knowledge in Malawi. Most of the students are aware about HIV/AIDS (Gulule, 2003; UNGASS, 2007). However,

the biggest challenge is to translate universal awareness of HIV and AIDS into behaviour change (NAC 2005). UNICEF (2003:7) confirms that:

In spite of awareness levels of up to 90%, behaviour change among Malawians is limited and HIV incidence continues to increase. One of the reasons for the high levels of HIV incidence in Malawi is a result of lack of life skills.

Adolescents engage in sexual relationships without showing any resistance, almost always because of poor self-esteem, i.e. they lack key life skills. In Malawi, Life Skills Education as a main subject which is taught to every student was supposed to play a role in changing students' behaviour. Although Life Skills was introduced as a stand-alone subject in the primary and secondary curriculum, a study conducted by Chakwera and Gulule, (2007) and Maluwa Banda (2007) revealed that the LSE curriculum has not brought the expected widespread behaviour change.

Strategically, there is a need to assess the implementation of Life Skills Education and compare LSE and WW? at all levels of implementation in order to establish the level of classroom teaching and learning if issues of behaviour change are to be addressed.

1.3 Statement of the Problem

Educational institutions operate on a designed curriculum for learning that defines the learning agenda which is to be taught to students for a given level of education. When the problem of HIV and AIDS became apparent in the late 1980s and early 1990s, the MoEST responded first by integrating HIV and AIDS into subjects, both at primary and secondary level; then, by introducing the WW? life skills curriculum which was taught at club level, on a voluntary basis, and subsequently, by introducing the LSE

curriculum which was taught as a stand-alone core subject.

Students are aware of the dangers and causes of HIV but behaviour change is limited. However, among all the strategies MoEST introduced in schools, LSE was supposed to play a major role in changing a lot of students' behaviour because it is offered to all students across Malawi. Research shows that it has not brought about the expected widespread change of behaviour among the students. On the other hand, within 3 years after introduction of WW? in 1998, Ndirande F.P. School registered a decrease in pregnancy rate from over 130 to 1-2 annually (M. Chimombo, 2005b). However, students still have some questions whose answers are not provided for in either the LSE or WW? lessons.

The situation is compounded because according to recent updated estimates, the rate of new HIV infections among young people is 46% (Maluwa, 2007). It is indeed imperative that a more concerted effort be made so that Life Skills Education is responsive to the challenges and demands that have come about because of HIV and AIDS. In particular, special attention should be paid to ensuring that students make use of the skills they have acquired.

1.4 Purpose of the Study

The purpose of this multiple methods study is to assess the implementation of the Life Skills Education Policy, by comparing MIE's LSE curriculum with SAFE's WW? curriculum in order to establish the level of classroom teaching and learning and compare the strengths and weaknesses of both, so as to recommend how to make Life Skills Education more responsive to secondary students' needs. This purpose was

identified in recognition of the fact that Life Skills should empower students at secondary school to deal with different challenges which they encounter in their everyday lives.

1.5 Specific Objectives of the Study

- A. To describe the historical background to the Life Skills Education policy and the development of the LSE and WW? curricula.
- B. To assess the mobilization of resources and activities in LSE and WW? implementation.
- C. To compare the coverage of the syllabus in LSE and WW?
- D. To compare the implementation of LSE and WW? in secondary schools.
- E. To compare the monitoring of progress and impact of LSE and WW? implementation.

1.6 Conceptual Framework

The study makes use of the comprehensive life skills framework as a three-pronged approach to communication which includes three interrelated circles of →MORAL KNOWING↔MORAL FEELING↔MORAL ACTION← (Focus on the Family, 1999).

Conceptually, the study used three of the tools of Haddad's conceptual framework for policy analysis, namely analysis of existing situation, planning policy implementation and policy impact assessment (Haddad, 1995). In the analysis of situation, only one tool was used, namely the country background. The general characteristics of a

country have obvious implications for education policy analysis (Haddad, 1995:24). The study therefore targeted the historical background of the Life Skills Education policy in Malawi to aid a better understanding of the steps taken in the implementation of the policy.

The second tool in the framework, planning policy implementation, involves drawing up schedules for moving people, physical objects and funds; locating physical resources; appropriation of funds; personnel made ready to work; technical knowledge to guide policy implementation; clearly structured and administrative systems and mobilizing political support (Haddad, 1995). Using this tool, the study found out how LSE and WW? were implemented: specifically, the movement of people, physical resources, funds, administrative systems and political mobilization.

The third tool in the framework is policy impact assessment. In policy impact assessment, two tools, desirability and feasibility, were used to find out the impact of the policy on students. With regard to desirability, the study found out whether the impact of Life Skills was desirable, and with regard to feasibility, the study found out whether the full impact was accomplished (Haddad, 1995).

1.7 Significance of the Study

The youth are the leaders of tomorrow, yet at the same time they are the most vulnerable to HIV/AIDS. Therefore, this research will help in the following ways:

- It will help curriculum specialists to integrate relevant topics in LSE and WW? in the curriculum to enhance behaviour change amongst the youth
- It will act as an eye-opener to teachers on the importance of teaching LSE and/or

WW? in secondary schools.

- It will help the MoEST in recruiting and training teachers who are willing and flexible enough to teach the subject.
- It will help the MoEST to identify areas to improve in order to enhance behaviour change in schools.

1.8 Operational Definitions

1.8.1 Life Skills

Life Skills are described as the ability for adaptive and positive behaviour that enables individuals to deal effectively with the demands and challenges of everyday life (WHO, 1997).

1.8.2 Student

For the purposes of this study, a student is defined as anyone who is attending secondary school.

1.8.3 Pupil

For the purposes of this study, a pupil is defined as anyone who is attending primary school.

1.9 Key Abbreviations

LSE: This abbreviation refers ONLY to the MIE life skills curriculum.

WW? This abbreviation stands for SAFE's WHY WAIT? life skills curriculum.

1.10 Chapter Summary

It has been highlighted in this chapter that HIV and AIDS is a problem in sub-Saharan countries, Malawi inclusive. A lot has already been done in Malawi in the fight against HIV and AIDS. MoEST introduced the Life Skills Education policy in 2002. As a result, Life Skills was introduced as a stand-alone subject in both primary and secondary schools. Reports have shown that, since the introduction of Life Skills as a core, non-examinable subject in secondary schools, there is no expected widespread change of behaviour among the students. It was this situation that has necessitated this study. The purpose, objectives, conceptual framework, significance of the study, limitations as well as ethical considerations, were also discussed.

CHAPTER 2

REVIEW OF LITERATURE

2.1 Chapter Overview

This chapter reviews literature related to HIV and AIDS and Life Skills Education. It links the study to similar studies that were conducted in the past so as to create the ground upon which to base this current study. First of all, literature giving the general background to HIV and AIDS in Malawi is summarized. Subsequently, research into adolescent risk factors in Malawi is reviewed to supplement the study of levels of student attitudes and knowledge of HIV and AIDS and life skills. Materials and programmes for the prevention of HIV and AIDS and subsequently those for Life Skills Education are described. Finally, research on the training of teachers and policy implementation challenges is reviewed.

2.2 General Background

The main goal of the National AIDS Control Programme National HIV Strategic Framework 1999-2004 was to “reduce the incidence of HIV and other sexually transmitted infections and improve the quality of life of those infected and affected by

HIV and AIDS' [National AIDS Control Programme (NACP), 1999:9]. Hence line Ministries mainstreamed HIV and AIDS through their focal point units. Thus the Ministry of Education (MoEST) established an HIV and AIDS Steering Committee in 2000, with a mandate to design, coordinate, monitor, and approve HIV and AIDS interventions in the education sector (Kadzamira *et al.*, 2001).

This means that MoEST has an obligation to ensure that all children, both those in school and those yet to start, and even those who have left school, are educated and guided fully on the dangers of HIV and AIDS, and in addition they are taught the necessary life skills to protect themselves from any kind of violence, discrimination, or dangerous social or customary practices. Failure in the introduction of HIV and AIDS materials in schools necessitated the innovative approach of introducing Life Skills Education in schools.

The origin of Life Skills Education in Malawi dates back to the 1996 UNICEF-sponsored meeting, which was attended by representatives from notable organizations like Chancellor College, National Aids Control Programme (now known as National AIDS Commission [NAC]); National Welfare Council; MIE; MoEST; Ministry of Youth, Sports and Culture; Ministry of Health (MoH); United Nations Fund for Population Activity (UNFPA); United Nations, Scientific and Cultural Organization (UNESCO) and Malawi Broadcasting Corporation. At that meeting, it was felt that Life Skills Education, which had proved to be successful elsewhere, should be introduced in primary schools and teacher training colleges (Kunje, J. Chimombo, & Dzimidzi, 2001). Later, according to circular Ref No SY/1/1B dated 23rd October, 2002, the Minister of Education, Science and Technology officially launched the LSE curriculum on 16 August 1999.

The WHY WAIT? (WW?) Life Skills curriculum was first endorsed by MoEST in 1994. It was introduced in secondary schools in 1995 and primary schools in 1999, to assist Malawi in the fight against AIDS (Day & M. Chimombo, 2005). It was inaugurated by the then-State President, Dr Bakili Muluzi, at Sanjika palace on 25 February 1995 (Gulule, 2003). The curriculum is well-established, but is often taught as a club which students attend on a voluntary basis.

Nonetheless,

Despite increased funding, political commitment, and progress in expanding access to HIV treatment, the AIDS epidemic continues to outpace the global response. (UNAIDS, 2007:4)

Though there is an increase in treatment options, for example the introduction of free anti-retroviral therapy (ART) to Malawians, “communication interventions geared towards prevention and control remain the key” (Ugandan AIDS Control Project [UACP], n.d.:9), therefore HIV awareness programmes that focus on the delay of sexual activity and on behavioural change towards “safe” sexual practices are priorities and remain the only means of primary prevention (WHO, 1992, 1993, 1999) for the foreseeable future. Of particular relevance to this study are the following key communication issues, as NAC and MoH (n.d.:2) state:

- Knowledge gaps and low risk perception about issues of SRH and HIV and AIDS.
- Lack of life skills
- Lack of community dialogue, parental guidance and support
- Gender inequalities and related risks
- Harmful cultural Sexual and Reproductive Health (SRH) practices
- Poor client-provider relationship and community involvement in planning and

implementation

- Lack of youth involvement in planning and implementation
- Lack of collaboration among non-governmental organizations (NGOs) working with young people

To prevent further spread of the HIV virus, education in HIV and AIDS and life skills in primary and secondary schools is one of the most viable methods, since Malawi has more than 4 million students in primary schools, secondary schools, and colleges (MoEST, 2001a). For example, an independent review team reported that for the year 2006-07 a total of 5 million young people were exposed to Life Skills Education—3.2 million primary, 1.5 million secondary, 3,986 with disabilities and 59,536 out-of-school youths (Health Research for Action, 2007).

Moreover, MoEST is connected to almost all homes, since almost every home has a student at school or college. Hence the youth can play an important role in the fight against HIV and AIDS.

Though the youth have over the past 15 years at least acquired KNOWLEDGE about HIV and AIDS the vast majority has had little or no opportunity to develop the necessary SKILLS to ensure that they avoid infection. Despite high levels of HIV awareness and knowledge, appropriate methods to reduce the risk of contracting HIV are not being used among the youth (Munthali *et al.*, 2006). This has been elaborated below.

2.3 Adolescent Risk Factors in Malawi

Young people often indulge in risky behaviours like sexual intercourse outside a mutually faithful marriage relationship, without protection (i.e. proper use of condoms) (M. Chimombo & Ocheng, 2006). They do not have regard for the consequences of their actions. The use of alcohol and drugs can impair their judgment and can make them likely to indulge in risky behaviours and practices, such as having sex with someone they do not know very well or having sexual intercourse without a condom (Munthali, Chimbiri & Zulu, 2004). Other risk factors, like poverty and gender inequality, can also promote the above risky behaviours.

2.3.1 Adolescent sexuality

Sexual issues have to be considered under the rubric of adolescent sexuality. These include sexual health (more especially information about sexually transmitted infections [STIs], including HIV and AIDS), early sex, early marriages, forced marriages, early unplanned pregnancies, unsafe abortion and sexual abuse (i.e. defilement and rape). To overcome these problems, there is need for the availability of genuinely youth-friendly sexual and reproductive health services. Fortunately, Munthali *et al.*'s (2004) research on adolescent sexual and reproductive health in Malawi highlights what has already been done and provides recommendations on what should be done to improve the situation.

It should be of great concern to educators throughout Malawi that sexual activity was found to be slightly above 55% in out-of-school youth, who had more than two sexual partners, compared with 45% among secondary school youth (McAuliffe & Ntata, 1994). However, the majority of the youth (83%) believed that pre-marital sex is a

bad practice. Similarly, Kadzamira *et al.* (2001) found that the youth believe that peers engage in pre-marital sex for several reasons, the most frequently mentioned being enjoyment, obtaining money and pressure from friends of the same sex.

Although the majority of the youth disapproved of pre-marital sexual intercourse (McAuliffe & Ntata, 1994), studies have shown that many adolescents initiate sex at an early age. The Malawi Demographic Health Survey (MDHS) (National Statistical Office [NSO], 2000) revealed that 61% of males and 57% of females aged 15-19 had ever had sex at the time of the survey. The factors associated with early intercourse initiation, similar to Kadzamira *et al.* (2001), include low levels of schooling, peer pressure to experiment with sex and poor economic well-being. The research further reveals that 16% and 2% of sexually experienced males and females aged 15-19, respectively, had had two or more sexual partners in the 12 months preceding the survey. The high proportion of boys who have multiple sex partners demonstrates that many young people engage in risky sexual behaviours. These MDHS results parallel those of Munthali *et al.* (2006). More significantly, Munthali *et al.* provide new information about what very young adolescents (12-14 years) know and do with respect to sexual and reproductive health. They report that 3% of 12-14, and 37% of 15-19-year-old females, as well as 19% of 12-14, and 60% of 15-19-year-old males had had sex at the time of the survey. This evidence suggests that adolescents in Malawi are becoming sexually active younger.

Fortunately, MoEST has already produced materials for teachers and pupils in both primary and secondary schools. However, it is worrying that those who prepared the materials seem to be unaware of the extent of early sexual activity: "Some young people initiate sexual activity as early as age 10, and many report having intercourse

by age 17” (Munthali *et al.* 2004:15). In addition to that, they do not take into consideration that some of the adolescents in the classrooms are already HIV-infected or were born infected. UNGASS (2007:viii) comments, with regard to the situation in Malawi, that the proportion of those starting ARV therapy that are under 15 years increased from 5% in 2005 to 10% in 2007.

There is general consensus from recent data on the prevalence of HIV infection in Malawi that the epidemic has stabilised over the years. Nevertheless, at prevailing rates, the HIV incidence remains a concern (Dzilankhulani & Chilemba, 2006:18). UNGASS (2007) reports that HIV-prevalence in the 15-19 age group in Malawi has been estimated at 12%. An earlier comparison (NSO, 2004) between young males and females aged 15-19 showed that HIV-prevalence is more than four times higher among young women (9%) than young men (2%). This highlights the greater vulnerability of girls who engage in sex at an early age.

Furthermore, the minimum age for consent for HIV testing is 16, according to Malawi’s National Guidelines for Voluntary Counseling and Testing (VCT) (MoH, 2004:12). The issue of age of consent for VCT is of concern. The NAC (2003) HIV and AIDS policy states that children who are 13 years and above can go for VCT without seeking consent from their parents. If a voluntarily sexually active child of 10 needs to first of all ask for his or her parents’ consent to go for VCT, it is most unlikely that the child will dare to request it. According to Dzilankhulani and Chilemba (2006), the one week National HIV Testing and Counseling showed that of 96,845 people tested 41.1% were young people aged 15-24. This shows that young people are forthcoming in terms of knowing their HIV status, which is a good entry point for behaviour change interventions. However, 3.8% of those tested constituted

children under the age of 15. In addition to that, Dzilankhulani and Chilemba (2006) found that 90% of young people surveyed found VCT services important, but very few reported having gone for VCT, citing common barriers, such as lack of confidentiality in VCT rooms and fear that the community may look on them as promiscuous youth if they are seen at a VCT centre.

Condom use is a highly sensitive issue among adolescents. To ensure that adolescents are protected against HIV, there is need to intensify health education about the importance of consistent and proper use of condoms within relationships (Munthali *et al.*, 2004). Maluwa Banda and Lunguzi (2002) revealed that girls reported that they fail to negotiate the use of condoms because boys perceive girls as prostitutes if they ask a boy to use a condom.

There are two concerns with regard to condom use among adolescents. First, the socialization process, which involves various forms of initiation ceremonies, reinforces the dominance of men and boys and subordination of women and girls in sexual relationships, which is likely to weaken women's autonomy and latitude to negotiate sex (Munthali *et al.*, 2004). Hence girls, particularly in the traditional rural areas, lack power to negotiate at all, whether they wish to abstain or to use a condom. Female condoms give girls a chance to control their sexuality. Unfortunately, they are not as widely available as male condoms. The other concern is that there must be excellent communication between sexual partners. M. Chimombo and Ocheng (2006:9) argue that "unless an adolescent boy has excellent communication with his partner, even if he has the skill of putting on a condom, in the rush of sexual arousal he may well forget, intentionally or unintentionally, to put it on." The two issues are

related to the use of substance abuse and related co-risk factors discussed below.

2.3.2 Adolescent substance abuse

In research on whether adolescents in primary and secondary schools ever abused any of the drugs often abused by the youth and adults, Chakwera and Gulule (2007) found that the most abused drugs by adolescents in schools are *chamba* (Indian Hemp) (14.6%) and alcohol (10.5%). The percentages for use of cocaine and heroin are low. Of particular concern is the fact that *chamba* and alcohol are readily available. However, this research did not tackle why the adolescents engaged in substance abuse.

A greater concern is the age at which adolescents have their first alcoholic drink. Munthali *et al.* (2006) reported that 16% of the females and 20% of the males admitted having tried alcohol. Eleven percent of those females and 15% of those males had their first alcoholic drink before the age of 11. Furthermore, 1% of the females and 3% of the males had ever tried any other type of drug. There is a possibility that drug and alcohol abuse may be underreported, because adolescents would wish to conceal such information, given the social inappropriateness of their use (Chakwera & Gulule, 2007).

One common reason why the youth engage in substance abuse is the desire to experiment. For example, Kamikunde *et al.* (in UAC, 2005:7) say that:

Youth take drugs not because they taste good but because they want to know how they feel after. They have been told that the feeling is very nice ... Taking dangerous drugs or alcohol makes someone lose sense of judgment and self-control.

Other studies have acknowledged substance abuse as a co-factor in risky adolescent

behaviour, for example, Munthali *et al.* (2006:31) report that:

The use of alcohol and drugs can impair one's sense of judgment and can make one more likely to indulge in risky behaviours and practices, such as having sex with someone they do not know very well or having sexual intercourse without using a condom ...

The danger with taking alcohol is that it predisposes women and girls to HIV infection because men who take alcohol seek them out for sex (UAC, 2005).

2.3.3 Other adolescent risk co-factors

M. Chimombo and Ocheng (2006) listed a number of other factors which may lead young people, voluntarily or involuntarily, into high risk behaviours. These include lack of gender equity; lack of access to adequate, recent information; lack of understanding of the media; lack of access to income; lack of skills to resist negative peer and other pressures.

Young people lack information because often the very people whom they expect to give them information, such as teachers and parents, are too embarrassed to share it with them:

“There is no aunt or any relative to counsel me on what it means to grow up. Parents expected this subject to be covered at school and the school leaves it to parents. Hence I have been left to find out answers in books, or else through friends who have a 90% misconception about the whole issue.” (Rosemary O.O. Kenya) (WHO, 1993)

The issue here is to make sure that information which is accurate and complete is given in a manner that is appropriate for the age of the recipient. However, young people lack access to information through education, because while free primary school education is credited with a large increase in enrolment in 1994 and 1995, the increase has been at the expense of education quality, which has contributed to high

dropout rates. Adolescent males attend school more than females, with a percentage of 78% against 58% respectively (Munthali *et al.*, 2006). In addition, Munthali *et al.* (2004) say that higher levels of education are associated with relatively late initiation of sex and less pre-marital sexual intercourse for women, hence reducing the risk of HIV infection.

The media provide information, but messages are not clearly targeted, or they are targeted, but the wrong target is also able to pick up the information:

Audience segmentation is important as it will enable one to understand the target audience and tailor messages related to their behaviour. (Steadman & Associates, 2004:41)

The nature of advertising is such that it tends to provide incomplete information. In research conducted by Kadzamira *et al.* (2001:20), a teacher commented on the confusions and tensions surrounding condoms:

“Most magazines say that condoms are not 100% safe, while the radio programmes emphasize the use of condoms as if they are 100% safe.”

The concern here is NOT the use of condoms, but how ACCURATE is the information provided. For instance, although it is true that condoms are highly but not 100% effective in the prevention and transmission of HIV, they are not nearly so effective in preventing the transmission of other sexually transmitted infections (STIs), such as genital warts (human papilloma virus [HPV]) (Focus on the Family, 1999). This STI has open sores which can provide an entry point for HIV, even when having protected sexual intercourse.

The internet has become the greatest medium for pornography. Pornography promotes sexual promiscuity and incestuous sexual relationships (M. Chimombo & Gulule,

2005). The issue here is that with easy access for the adolescents to porn sites on the World Wide Web, through cell phones and internet cafes, they get sexually aroused, which can lead them to abusive sexual behaviours without protection.

Poverty is a major risk factor, especially for girls who are orphans. Munthali *et al.* (2004:16) mention this factor:

The social economic forces put adolescent girls in particular in a situation where they have to bargain their moral values just for survival; as a result they find themselves involved in nonconsensual relationships with more than one man.

Another significant factor in the transmission of HIV and AIDS is lack of skills to resist pressure to engage in risky behaviours, whether from peers or from others. Munthali *et al.* (2004) indicate that there is pressure on both females and males to have sexual relationships from other youth who have already started sexual relations.

In addition, there is the pressure to continue practicing traditional rites, such as initiation ceremonies. For example, female initiates are encouraged to experiment with sexual intercourse through a process known as *kuchotsa fumbi* ("removing dust," i.e. breaking the hymen) (Munthali *et al.* (2004).

The Behaviour Surveillance Survey (BSS) report (2004) indicated that some teachers in secondary schools reported having knowledge of some teachers who had sex with their students, which placed students at risk of acquiring or transmitting HIV. Similarly, USAID (2007), in research on school related gender-based violence in Machinga District, revealed that most of the reports of male teacher behaviour involved female pupils, including: having sex with pupils (96%), propositioning pupils (94%), directing sexual comments at pupils (91%), and sexually touching

pupils (87%). Of concern is the fact that approximately half of the incidents of male teachers propositioning and having sexual relationships with pupils (59% and 48% respectively) took place within a short period of 12 months prior to the research.

Finally, negative childhood experiences expose the youth, particularly young women, to dangers like being physically or sexually abused. This increases the probability of engaging in risky behaviour later in life (Munthali *et al.* 2006), hence contracting HIV.

All of these factors are closely linked and cannot be separated from the important issue of gender equity (Kadzamira *et al.* 2007). Munthali *et al.* (2004:13) report:

Indeed, the counseling sessions and the whole process of socialization are entrenched in cultural values that tend to emphasize and strengthen the dominance of men and the subordination of women and girls in sexual relationships. Cultural norms are widely held that women should be inexperienced and naïve in sexual matters and that pleasing men is the primary goal of sex.

Life Skills Education programmes must therefore address gender equity, contribute to a safe environment for young people both in school and in the community, and strengthen young women's ability to think and act in ways to protect themselves (USAID, 2002). All the above risk factors are worse for orphans and all out-of-school children (Kadzamira *et al.*, 2001).

2.4 HIV and AIDS Prevention Programmes

Gulule (2003) describes HIV and AIDS education programmes and activities in Malawian secondary schools. Three hundred and thirteen students and 18 teachers drawn from 5 secondary schools were involved in the study. The most significant

outcome of the HIV and AIDS interventions was that “students and teachers at all schools have a positive attitude towards AIDS education in spite of the serious operational problems that AIDS education is facing” (Gulule, 2003:ix). Unfortunately, AIDS education had little impact on sexual behavioural change of students, due to the nature of syllabuses, lack of resources and general inactivity of the programmes.

Guidelines for AIDS Toto (Anti-AIDS) Clubs in Schools/Institutions (UNICEF, 1997) provides useful information on suggestions for club activities such as drama activities, writing and performing songs, holding quizzes or debates, and playing games. Of more significance is the value of peer education in promoting open discussion of sexual issues, at the same time ensuring that the discussion is accurately informed.

In the early years of the fight against HIV and AIDS, the solution was to introduce targeted HIV and AIDS programmes, hence AIDS booklets were produced to increase pupils’ awareness about the disease, which were used in AIDS education (Gulule, 2003). However, accurate information to effectively prevent HIV infection is not sufficient. “Evidence shows that prevention information must be coupled with everyday skills to increase the likelihood that individuals will translate their knowledge into action” (USAID, 2002).

For the above reasons, prevention programmes moved towards teaching life skills “[t]o provide young people with skills that would enable them to translate knowledge of HIV and AIDS into sustained risk-reduction behaviour” (UNICEF, 2003:7). Furthermore, M. Chimombo and Ocheng (2006) emphasize teaching life skills for prevention of ALL risky behaviours, not just those leading to HIV and AIDS and other STIs. Thus the Youth Alert magazine, *My Life My Future* (2004), and

facilitator's guide (2004) contain a lot of information on how the youth can acquire or teachers can teach life skills to prevent risky behaviours.

2.5 Life Skills Programmes

Over the past 15 years both secular and Christian life skills programmes have been produced across Africa. A secular life skills programme is one where the skills are presented exclusive of religious matters, whilst a Christian life skills programme has Biblical principles as its basis for developing character (Day & M. Chimombo, 2005).

2.5.1 Secular Life Skills Programmes

Typically, in a secular life skills programme where the skills are presented exclusive of religious matters, the skills—whether facts, feelings, or actions—are merely listed, and are not presented as in any way interrelated. One such notable programme is, according to Visser (2005), South Africa's Life Skills and HIV and AIDS Education preventive programme, which was implemented in secondary schools as a strategy to combat the spread of HIV and AIDS among school-going young people in South Africa. As part of a joint effort of the Departments of Health and Education, two teachers per school were trained to implement life skills and HIV and AIDS education in schools as part of the school curriculum. Implementation of the intervention was evaluated in 24 schools in two educational districts in Gauteng province, using an action research approach. However, results showed that the programme as implemented in the area did not succeed in changing high-risk behaviour patterns among school-going young people.

As any secular life skills programme, the LSE curriculum produced by MIE provides

life skills training to Malawian secondary teachers, who then teach the students. The skills are merely listed and are not presented as in any way interrelated. A stand-alone subject, Life Skills Education and Sexual and Reproductive Health for the Malawi Junior and Senior Secondary, provides a scope and sequence chart, the actual syllabi, which include skills, topics, specific objectives, content, suggested teaching and learning activities, suggested teaching and learning resources and suggested modes of assessment on the following themes (MOEST, 2001b), corresponding to WW?'s key concepts, as shown in Table 2.1 below. (Note: WW? has one additional key concept: Human sexuality is learned.)

Table 2.1: LSE Curriculum Themes and Corresponding WW? Key Concepts

Item	LSE Curriculum Themes	WW? Key Concepts
1	Conflict resolution	A clean heart for a new start
2	Problem solving and decision making	The virtue of values
3	Entrepreneurship	Human dignity calls for responsibility + Servant leadership
4	Communication	Cultural boundaries—cultural expressions
5	Self-awareness and self-esteem	Human dignity
6	Stress and anxiety management	Basic human needs
7	Peer pressure resistance and assertiveness	Concern and influence
8	Critical thinking	The mind matters
9	Interpersonal relationships	Human dignity in relationships + Family reflects the image of God
10	Creative thinking	Human dignity calls for responsibility + Vision and virtue
11	Empathy and tolerance	Love provides and protects + Love is a choice

The rationale for Life Skills is to provide skills that will help young people to overcome obstacles, avoid risky situations, develop and sustain positive behaviour throughout their life time (MoEST, 2001b).

Of particular significance is the fact that secular teaching propagates the Values Clarification approach, to enable young people to “build their own value system” (Vitz, 1992). The three processes of the valuing system, each with sub-categories, are as follows:

Choosing one’s beliefs and behaviours

- choosing from alternatives
- choosing after consideration of consequences
- choosing freely.

Prizing one’s beliefs and behaviours

- prizing and cherishing
- publicly affirming, when appropriate

Acting on one’s beliefs

- acting
- acting with a pattern consistency and repetition

(Adapted from Vitz, 1992)

Instead of teaching students particular values, the goal is to help students apply the seven elements of valuing to already formed beliefs and behaviour patterns and to those still emerging (Vitz, 1992:45). He adds that each student picks his or her own values (personal relativism), which leads to arbitrary authority and social anarchy. In other words, it is possible for a student to choose to cheat in exams, to say yes to drugs, to engage in homosexuality—all these are okay if values are up to each person. Therefore, the Values Clarification approach must be carefully reevaluated. Character education is of more value for implementation in schools. As Vitz (1992:58) concludes “Better good character than smart thinking, better right behaviour than

cognitive dilemmas.” Of importance is the fact that students are taught character traits such as courage, honesty, altruism and self control. Few people would dare to seriously argue in public that these are bad (Vitz, 1992).

Another report of significance for the purposes of this study is an assessment conducted by UNICEF, (2002) of 60 life skills education materials in 12 countries in East and Southern Africa, on a quality checklist of six main components: Knowledge, Gender sensitivity, Methodology, Behaviour change, Attitudes and Skills. Especially relevant are the assessments of three types of Malawian materials: (a) MoE (2000) Life Skills Education training manual, (b) MoE (2001), Life Skills for You and Me, a teaching manual (c) NACP & UNICEF (1997), EDZI TOTO: A Handbook for Anti-AIDS Clubs. The resource that scored highly on all criteria was (b), achieving 81 out of a possible 95; followed by (c) and (a) achieving 51 and 36 respectively. In fact, Malawi scored consistently among the top five on average. Especially noticeable is the score on Methodology on (b) and (c), because the materials advocate participatory teaching-learning methods, such as role playing. In addition, the materials have developed lesson plans for teachers that detail how to use participatory methodology in the teaching and learning process.

However, behaviour change was low, with the average score of 4 out of 10 (UNICEF, 2002) for the following reasons:

1. LS/SRH [Life Skills/Sexual and Reproductive Health] education has been accorded little support as supervision was reported generally inadequate or lacking.
2. Not all teachers are trained in LS/SRH, but the content calls for new

- approaches/methodologies which many teachers may not be familiar with.
3. Inadequate resources for the teaching of LS/SRH Education.
 4. At secondary level, Form 3 and 4 textbooks reflected social studies rather than LS/SRH education.
 5. University graduates who are expected to teach LS/SRH education in secondary schools are exposed to LS/SRH education issues through a methodology course in Social Studies hence they are ill-prepared because they lack necessary content in LS/SRH education.
 6. Since the LS/SRH subject is core but non-examinable, neither teachers nor pupils have taken it seriously, it gets easily sidelined when time and staffing are constraints.

(Summarized from Chakwera & Gulule, 2007)

In addition research conducted by Maluwa (2007) revealed that there was no widespread change in behaviour amongst the youth despite the introduction of Life Skills Education at secondary school level in 2003.

2.5.2 Christian Life Skills Programmes

The WW? life skills programme started in 1995. It is a stand-alone subject and a fully-fledged life skills curriculum, providing a systematic syllabus, and more importantly for overstretched teachers, complete lesson plans, for one lesson per week in each full year (three terms) of schooling from the fifth to twelfth years, i.e. 10- to 20- year-olds, in addition to a 6-week post 'O'-level course (for 'A' level students in those countries which offer 'A' levels, and for first year college students elsewhere), and pre- and in-service teacher training programmes (M. Chimombo and Ocheng,

2006:13). WW? puts all essential life skills, i.e. knowledge, desire, and skills—and in fact all disciplines—into one integrated framework, rather than the fragmentation of the secular approach. The “Components of good character” framework for life skills reproduced in Figure 2.1 below comes from a Focus on the Family publication, *No apologies: the truth about life, love, and sex* (1999). This to some extent parallels the comprehensive life skills framework identified for the current research.

WW?’s three-pronged approach to behaviour change education includes three interrelated circles of →MORAL KNOWING↔MORAL FEELING↔MORAL ACTION← as shown in Figure 2.1 below.

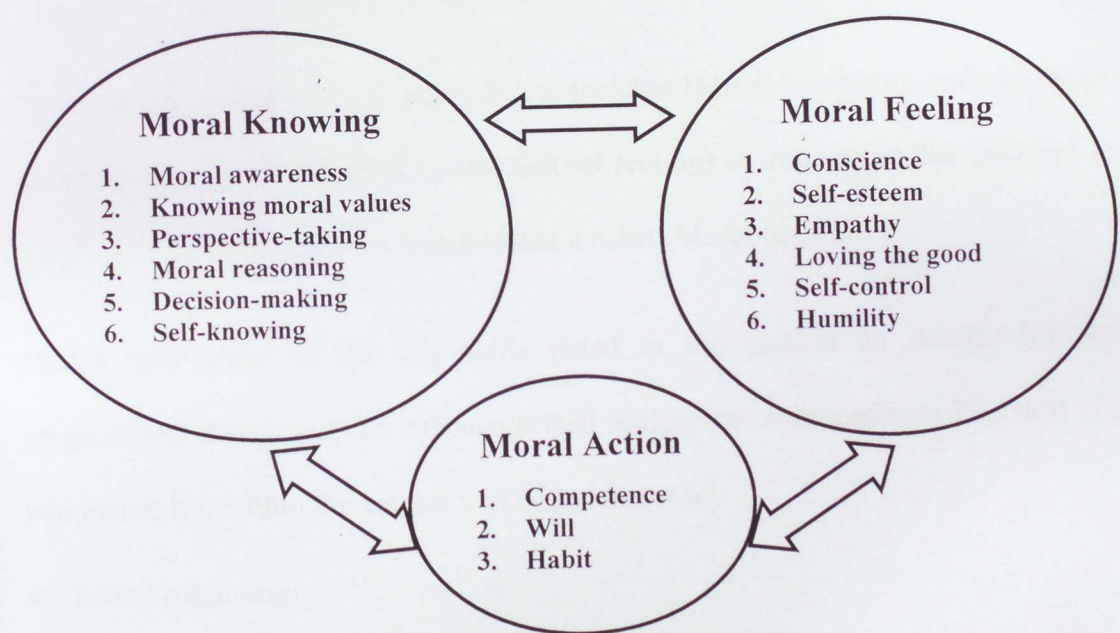


Figure 2.1: Comprehensive Life Skills Framework for WW? (Adapted from Focus on the Family, 1999)

An alternative representation of the above framework, shown in Table 2.2 below, reveals the clear link between each of the subcategories of skills: each sub-category is linked both horizontally, within its category, and vertically, across the categories.

Table 2.2: Comprehensive Life Skills Framework for WW?

Moral knowing	Moral feeling	Moral action
1. ↓ Moral awareness ⇒	1. ↓ Conscience ⇒	1. ↓ Competence
2. ↓ Knowing moral values ⇒	2. ↓ Self-esteem ⇒	
3. ↓ Perspective-taking ⇒	3. ↓ Empathy ⇒	2. ↓ Will
4. ↓ Moral reasoning ⇒	4. ↓ Loving the good ⇒	
5. ↓ Decision-making ⇒	5. ↓ Self-control ⇒	3. ↓ Habit
6. ↓ Self-knowing ⇒	6. ↓ Humility ⇒	

One example will suffice. If one makes a decision (Moral knowing), such as stopping drinking beer, one needs self-control (Moral feeling) to implement that decision over a period of time, in order for it to become a habit (Moral action).

Notice how some of the life skills listed in the section on secular life skills programmes above may be subcategorized within one superordinate life skill. Take two examples, within the category of Moral knowing:

- Moral reasoning:

1. Critical thinking

- Ways of alleviating the impact of HIV and AIDS on the nation and the world
- Harmful cultural traditions

2. Creative thinking

- Mismanagement of resources e.g. bribery and corruption, fraud

- Decision-making:

1. Problem solving and decision making

- Sexuality problems associated with teenage sex
- Reasons to susceptibility to sexuality problems
- Making rational decisions in solving sexuality problems

2. Peer pressure resistance and assertiveness

- Negative effects of peer pressure e.g. early sex, abortion
- Ways of resisting negative peer pressure

3. Interpersonal relationships

(MoEST, 2001b: 22,27)

The rationale for WW? is to give youth sensible reasons to wait so they can make informed decisions regarding their future not just admonishing them against harmful behaviour but also extending to providing hope for a joyful and fulfilling marriage, which comes from making moral choices (Day & M. Chimombo, 2005)

The goal is to encourage the development of character which results in behaviour that will be beneficial not only to the individual in his/her own life, but also to the lives of his/her fellow human beings. The objectives are to transfer to students knowledge, skills, and desire:

- Knowledge of what to do and why
- Skills of how to do it
- Desire to do it

Day and M. Chimombo (2005) further confirm that:

- The SAFE Programme is faith-based because throughout history and in the various cultures, religion has been a primary influence in shaping moral values and behaviour.

- The WW? Curriculum uses the Bible as a major text because it has been attested to as being historically reliable, not only in regard to historical events, but also in its principles, which address the nature of humanity and basic human needs.
- The programme uses Jesus Christ as the primary model for character because history has borne testimony to both his character and his impact on mankind.
- In order to contextualize the Biblical principles, the curriculum uses African stories and proverbs.

Of particular relevance is the fact that WW? includes Biblical examples in its curriculum. This is because character- or moral education, as well as Religious Education, were all precursors of Life Skills Education. Educators of the 19th century believed almost unanimously that moral education cannot be given without it being rooted in religion (Kaestle, 1984:103). In fact, moral education in many cases was seen to be more important than intellectual education, a practice which was especially emphasised by Horace Mann (Hunt & Mullins, 2005:33). In other words, moral education was considered to be the heart of the curriculum (Hunt & Mullins, 2005:45).

Significant changes of behaviour in students have been reported following the introduction of the WW? programme in Malawian schools (e.g. M. Chimombo, 2005; SAFE, 2007).

2.5.3 Transformation of the Mind Needed in Life Skills Programmes

Most prominent in the entire secular life skills programme is the fact that the knowledge levels amongst students are high but behavioural change is limited. This calls for what is really important in changing the behaviour of our students.

Knowledge is not enough to change behaviour, as Pendame comments (NAC, 2003:

III):

Any communication intervention that focuses on influencing individual behaviours of intended audience alone, without addressing underlying social factors that shape such individual behaviours, is insufficient and elusive ... Most experts assume that creating awareness on HIV and AIDS and SRH issues through media campaigns will automatically lead to behaviour change. In reality this is unlikely.

Similarly, WHO (2002) contends that in reality knowing what to do is quite different from doing it and increased awareness and education about healthy behaviour have been a notoriously insufficient basis for individual or family action, though they are essential steps in the process towards practising healthy behaviour. "Regrettably, an informed and educated individual is not necessarily a behaviourally responsive individual" (WHO, 2002:62).

Therefore, in addition to information and knowledge, adopting and sustaining new behaviour also requires motivation and support, a forum to practice the new behaviour, and an enabling environment in which this new behaviour can take place and be sustained (NAC, 2003:10). HIV and AIDS is essentially a behaviourally transmitted disease. Promoting the use of condoms does not address the causal factor. It advocates a technical solution to a problem that can be addressed only by fundamental changes in social attitudes, values and behaviour. This is the intent of a moral value worldview. What is really needed is a transformation of the mind, a change in worldview (Day, 2008) Hence, life skills programmes should aim at building into a young person a belief system and values that result in positive behaviour, which in turn will contribute to meaningful relationships and then development of both human and natural resources (Day & M. Chimombo, 2005).

Therefore, there is need to transform the mind of students through changing their worldview, i.e. their perception of reality.

A worldview may be true, partially true, or entirely false; it may be held consciously, unconsciously, or subconsciously; it may be consistent or inconsistent (Sire, 1990).

A person's worldview determines his or her beliefs and values that are expressed in his or her behaviour (Day & M. Chimombo, 2005).

2.6 Peer Education Programmes

Peer education plays an important role in the fight against HIV because it provides knowledge and skills. USAID (2002) emphasises the use of a peer education component in that well-trained and supported peer educators can supplement classroom work and allow young people to ask questions one-on-one, since they listen to their peers and use the same language, hence influencing behavioural change.

Bandura's (1969, 1977, 1997) social learning theory demonstrates how some significant people serve as models to others, eliciting behaviour change in certain individuals by example, impacting those individuals' values and interpretation. Similarly, Rogers (1983) tells us that "some opinion leaders from a given population act as agents of behavioural change by disseminating information and influencing group norms in their community."

Both Bandura and Rogers highlight the fact that the agents of behaviour change, whether teachers or peers, MUST be role models who, apart from disseminating information, should influence the attitudes and practices of the people in the community (USAID, 2002). Generally, a person is more likely to change behaviour

by observing good role models without information than by learning information from poor role models.

All the same, information remains crucial, and the Youth Alert! Peer Education programme, a programme for school-aged adolescents, uses school visits, a weekly radio magazine show, an activity booklet, and educational events to get across the messages about HIV and AIDS prevention (USAID, 2003). The Youth Alert! Facilitator's Guide and magazine make valuable resources for peer educators and those who train them, because they provide answers to the questions adolescents ask most frequently, for example, questions about growing up, male and female relationships, sexual relationships, pregnancy, drugs and alcohol abuse. The facilitator's guide has already prepared lesson plans; whilst the magazine has activities to test understanding. These booklets are useful because of their local perspective on the range of issues covered.

Another peer education programme, Mnzake ndi Mnzake, is a Global Primary Health Care Approach initiated by Kamuzu College of Nursing (2002). Its aim is to help young people reduce their chances of getting HIV and AIDS. The programme trains peer educators who in turn educate others on issues concerning HIV and AIDS at all levels. Parents, traditional leaders and the youth are all involved as peer educators. They are sent into the community to teach other villagers on issues on HIV and AIDS.

2.7 The Ugandan Experience

Particularly relevant are the lessons learnt from Uganda. The core of its success story is a big "A", big "B" and little "c" (Pettersen, n.d). An excerpt from a summary

document of a USAID meeting reads:

Now considered to be one of the world's earliest and best success stories in overcoming HIV, Uganda has experienced substantial declines in prevalence, and evidently incidence, during at least the past decade, especially among younger age cohorts ... estimates by the U.S. Census Bureau/UNAIDS are that the national HIV prevalence peaked at around 15% in 1991, and had fallen to 5% as of 2001. (Hogle, 2002: 2)

Dr. Edward Green explains Uganda's success as follows

Uganda's president set the example for the nation with his matter-of-fact approach in dealing with the HIV threat, and inspired thousands of community, religious, and government leaders to talk candidly to people about delaying sexual activity, abstaining, being faithful, 'zero grazing' and using condoms. ... Mainstream faith based organizations wield enormous influence in Africa. Early and significant mobilization of Uganda's religious leaders and organizations resulted in their active participation in AIDS education and prevention activities. (Quoted in Day, 2008:75)

Dr. Green in *LifeSite News* (2007) comments that the Ugandan success, based as it is on sexual abstinence and marital fidelity, "directly challenges core values and attitudes enshrined by the western sexual revolution." He further states, "How infuriating (to those holding this view) that an approach not funded by the big donors and scoffed at by foreign experts should prove to be the very thing that worked."

However, it is due to Washington's public health bureaucracy, opposing sexual responsibility programmes—preferring condom give-a-ways—that abstinence programmes are declining. This was testified to by an advisor to Ugandan First Lady Janet Museveni, Martin Ssempe, appearing before a U.S. House Committee on International Relations in 2005:

Today the abstinence messages are gone Gone are the 'AIDS kills' ads warning teenagers to abstain. Gone are the signs that once warned drivers to 'drive home to your wives.' The abstinence billboards have been replaced with new bill boards advertising condoms like 'So

strong, so smooth' and the HIV rate has begun to tick upwards.
(World, 2005:25)

Yet Green (2007) reports,

In every example where we have prevalence decline in Africa, we also see two significant behavioral changes during the five years earlier: decrease in percentage of men and women who report more than one sexual partner, and decrease in percent of unmarried youth who report sexual intercourse last year. There are no exceptions. However, the same cannot be said for changes in condom use.

2.8 Training of Teachers

Life Skills and SRH constitute new areas of knowledge which call for new approaches to ensure effective teaching and learning, hence retraining of teachers is important for any changes in the curriculum. Roberts *et al.* (2006) have observed that the curriculum and textbooks are mediated by teachers, and it is often teachers' skills that determine the quality learning experiences, hence teacher competence in a range of pedagogies and teaching methods is crucial.

Thus, it is not surprising that Kadzamira *et al.* (2001) revealed teachers' demand for retraining prior to the introduction of Life Skills Education. In addition, the study showed that it was important to make training materials and textbooks available.

In order to effectively facilitate life skills, teachers must address their own attitudes and vulnerability towards HIV. USAID (2002:25) argues that

teachers must learn to confront their own fears about HIV as well as their negative attitude towards those with HIV and towards adolescent sexuality. They must acknowledge the ways in which HIV personally affects them.

Of particular concern is to train teachers with an interest in adolescent reproductive

health, a healthy rapport with students, and the ability to be nonjudgmental, as some may not be effective because they are uninterested in or embarrassed by the topic, or they may not even have the trust of young people and parents (USAID, 2002). Kadzamira *et al.* (2001) revealed lack of comfort with the topic of adolescent sexuality as one of the reasons why teachers do not teach life skills.

2.9 Policy Implementation Challenges

2.9.1 Political Mobilisation Challenges

Political mobilisation is one of the planning tasks that is difficult in the planning of policy implementation. Haddad (1995:36) argues:

One important strategy for mobilizing political support is that of involving groups affected by the new initiative in the planning process. This will pay dividends not only in the form of enhanced support, but, more likely, in terms of an improved policy design.

Of relevance is the fact that teachers and students, as key stakeholders, must be involved in both the development and implementation of the curriculum. USAID (2002) encourages the involvement of young people and teachers in curriculum and materials design, selection, and adaptation. Youth-driven approaches are particularly critical to curriculum development, because adult-led interventions are not meaningful to a youth culture with its distinct language and conduct, hence youth must lead the adults through their world for messages to be appropriate and relevant (NAC and MoH, n.d.). In addition, USAID (2002) supports the inclusion of concerns in curricula, such as pregnancy and STI prevention. Community participation in the implementation of Life Skills Education programmes is also important. The interaction allows the community to be involved in curriculum modifications, thus

making the course more relevant to the local culture and increasing the likelihood that it were taught (USAID, 2002:27).

2.9.2 Curriculum Implementation Challenges

Various authors have understood the concept of curriculum implementation differently. Fullan (2001) describes implementation as a process of putting into practice an idea, programme, or set of activities and structures new to the people attempting or expected to change. Ndawi's (1994) definition of curriculum implementation is based on the model of its development in terms of whether teachers were involved from the beginning or handed over the end product to be implemented. The role of the teacher is of great importance when implementing the curriculum, because the way the teacher views the curriculum will determine how much is achieved (Aubusson & Watson, 1999). Of relevance to this study is the fact that teachers are not consistently teaching Life Skills in Malawian schools because it is not an examinable subject, and most teachers would rather concentrate on examinable subjects (Dzilankhulani & Chilemba, 2006). In fact, it makes no difference how good the curriculum is if teachers do not use it (Glickman, 1990). Curriculum implementation takes place at classroom level. Glatthorn (1994) observes that curriculum implementation includes the provision of organised assistance to teachers to ensure that the newly developed curriculum and instructional strategies are delivered effectively at the classroom level.

Different obstacles to the implementation of the new curriculum have been identified in different literature. Bennie and Newstead (1999:150) observe that

The introduction of a new curriculum poses a range of challenges to teachers with regards to underlying assumptions and goals, the subject demarcations, the content, the teaching approach and methods of assessment.

The context in which teachers implement a curriculum and teachers' background knowledge both pose challenges to curriculum implementation. One of the problems which often arise during implementation of a new curriculum is inadequate knowledge on the new content (Van Driel *et al.*, 2001). Similarly, Maluwa (2007) observed one of the challenges of the implementation of the LSE curriculum at primary school level in Malawi was lack of teacher orientation to improve their knowledge and competence; and Kadzamira *et al.* (2001) reported that most teachers are ill-prepared to teach the HIV and AIDS curriculum, stating that 90% of secondary school teachers said that they were not properly trained. In view of the foregoing observations, it is necessary to assess the curricular implementation challenges facing Life Skills Education at secondary level in Malawi.

2.9.3 Availability of Resources

Another challenge is that of ensuring availability of teaching and learning resources. Teachers are often frustrated because the needed materials to implement the curriculum are not at hand (Glatthorn, 1994). Dzilankhulani and Chilemba (2006) have reported inadequate materials for Life Skills Education in some schools as one of the challenges. However, Ndawi (1994) observed that in developing countries curriculum innovations start with donor funding but afterwards countries are required to sustain the implementation on their own. This results in unavailability of material resources; hence the quality of the implementation of the curriculum innovation is compromised. It is one of the objectives of the study to assess how the resources were mobilized for the teaching of LSE in comparison to WW?

2.10 Monitoring and Evaluation of Life Skills Programmes

A significant issue in the introduction of new curricula and/or school-based activities is whether implementation actually happens. Gulule's (2003) study, for example, showed that, while many teachers included the HIV and AIDS topics in their schemes of work for subjects such as Biology, frequently the topics were not actually taught, for a wide variety of reasons, such as attendance at funerals, death of a student, and other disruptions to the normal class schedule. In addition, while many schools claimed to have HIV and AIDS and life skills clubs, such as AIDS-toto and WHY WAIT? Clubs, the students often reported that the clubs were inactive.

A similar problem is highlighted in a brief MIE report (November, 2005) on the implementation of Life Skills Education at Junior Certificate of Education Level in Shire Highlands and South West Divisions. For example, only 15 out of 30 schools visited had started teaching Life Skills Education at senior level.

These two studies serve to emphasise the crucial importance of ongoing monitoring and evaluation, as well as assessment of key HIV and AIDS and life skills topics, in any plans to introduce the HIV and AIDS-responsive curricula. The *WHY WAIT? trainer's manual* provides a useful guide for observation and evaluation of life skills lessons (Chaluluka & M. Chimombo, 2007).

2.11 Chapter Summary

The chapter discussed the general background to HIV and AIDS in Malawi. Research into adolescent risk factors in Malawi has been reviewed to supplement the study of levels of student attitudes and knowledge of HIV and AIDS and life skills. Then,

materials and programmes for the prevention of HIV and AIDS and subsequently those for Life Skills Education, specifically secular and Christian Life Skills Education programmes, have been described. Finally, research on training of teachers; policy and curriculum implementation challenges, and finally monitoring and evaluation of Life Skills programmes have been considered. The review has linked the current study to similar studies that were conducted in the past so as to create a sure foundation.

CHAPTER 3

STUDY DESIGN AND METHODOLOGY

3.1 Chapter Overview

This chapter details the methods and procedures adopted for collecting and generating data. The chapter opens with a brief overview of qualitative and quantitative approaches, and a number of issues related to design and methodology are discussed. These issues include an overall approach and rationale of the study, the setting and population of interest, sample and sampling procedures that were used, data collection methods, data analysis procedures, ethical considerations that were made and limitations of the study.

3.2 Overall Approach and Rationale

The study used a mixed methods approach to collect and analyze both quantitative and qualitative data, in order to gain a deeper understanding of and insight into the process of implementation of Life Skills Policy. Knowledge claims were thus based on pragmatic grounds.

3.2.1 Type of Mixed Methods Design

The type of mixed methods design was concurrent nested strategy, where both qualitative and quantitative data were collected simultaneously. Quantitative is embedded within the predominant method, qualitative, as shown in Figure 3.1 below, to seek information from different levels (Creswell, 2003). This strategy was employed in order to utilize different methods to study different groups. For example, curriculum specialists, MoEST officials and head teachers were interviewed qualitatively, while teachers and students were studied both quantitatively using questionnaires and qualitatively using classroom observation (Creswell, 2003).

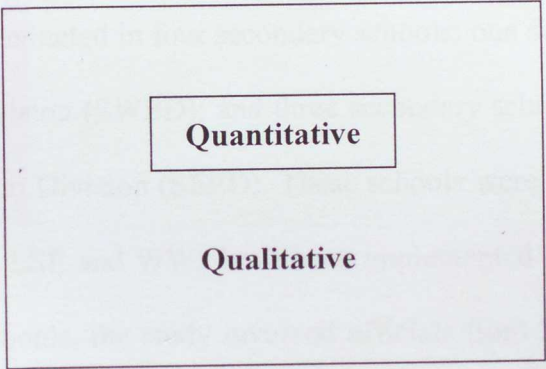


Figure 3.1: Concurrent Nested Strategy

First, literature on the historical background of Life Skills policy, LSE and WW? was collected and reviewed. Then interviews with stakeholders involved in curriculum development and implementation were conducted. Curricula documents for both LSE and WW? curriculum were reviewed. Finally, the actual teaching of two similar topics in LSE and WW? was assessed through classroom observation and interviews with head teachers were conducted. Later, quantitative data was collected from additional teachers and students to check on actual implementation at classroom level. Table 3.1 shows a summary of data types below.

Table 3.1: Summary of Data Types

Time Frame	Data Types	Data Collection Instruments
July-August 2008	Qualitative	Interviews schedules
September 2008	Qualitative & Quantitative	Document Analysis Interview schedules Classroom Observation
October-November 2008	Quantitative & Qualitative	Questionnaires with closed and open ended questions

3.3 Setting and Population of Interest

The research was conducted in four secondary schools: one secondary school in South West Education Division (SWED); and three secondary schools from two districts in South East Education Division (SEED). These schools were chosen to give a broader perspective on how LSE and WW? have been implemented in classroom. In addition to the secondary schools, the study involved officials from MIE and MoEST. It also involved Head teachers as well as teachers teaching LSE and/or WW? in SEED and SWED.

3.4 Sample and Sampling Procedures

3.4.1 Key Informants

The study used non-probability sampling. Specifically, samples were identified using purposive sampling so as to identify key informants who had technical information, experiences and insights which were of central importance to this study (Gay & Airasian, 2003). Through purposive sampling, officials and curriculum specialists

from MIE and SAFE, officials from the MoEST and head teachers from two secondary schools in SEED and two secondary schools in SWED were interviewed.

3.4.2 Schools

Two secondary schools, one conventional day secondary school in SWED and one in SEED, were purposively sampled to target WW? trained teachers; and one day secondary school and one CDSS from one district in SEED targeted teachers teaching LSE. The teachers reflect the key characteristics under study (Cohen *et al.*, 2000).

3.4.3 Students and Teachers

Probability sampling was used on the assumption that the population selected for the sample could be used to generalize to the population as a whole (Cohen *et al.*, 2000). Specifically, systematic random sampling was used. Class lists for students in Forms 1 and 3 in the selected secondary schools in SEED and SWED were collected. Every *n*th student was chosen from the class lists, which were arranged in alphabetical order. Twenty students from each school were chosen, ten in each form, making a total sample of 80 students. This gives each individual an equal probability of being selected and the sample can be generalized to a larger population (Creswell, 2003).

Twenty teachers, ten for LSE and ten for WW? were sampled, five of each from each division. Lists of teachers teaching LSE and WW? in different secondary schools were collected from SEED and SWED respectively. Through systematic sampling every *n*th teacher was chosen to confirm information on the implementation and impact of the two subjects.

3.5 Data Collection Procedures

3.5.1 Desk Research

Qualitative data on the historical background of both curricula—LSE and WW?—were collected through thematic text analysis of documents. There was also a systematic analysis of the two curricula, which were compared for approaches and content coverage of the national syllabus for Life Skills Education.

3.5.2 Structured Interviews

Interview schedules were developed. Thereafter, the researcher piloted the instruments using two head teachers in secondary schools within Zomba City, one curriculum specialist from MIE, one Senior Education Methods Advisor. (See Appendices 1, 2 and 3 for the Interview Schedules.)

Then, structured interviews were held with the purposively sampled curriculum development stakeholders for both LSE and WW? The researcher took notes during the interviews and audio-taped them.

3.5.3 Questionnaires

Teacher and student questionnaires with both closed and open-ended questions were developed. They were piloted in Zomba Urban Secondary Schools with twenty students and ten teachers. Following revision, the researcher distributed the questionnaires to the 80 target students and 20 target teachers in SEED and SWED, who responded to them (see Appendices 4 and 5 respectively).

3.5.4 Classroom Observation

Lesson observation schedules for classroom observation were developed. These

schedules consisted of 12 main topics with 63 main points (see Appendix 6). The main topics were: sustainability, relevance, liveliness of introduction, ability to cope with individuals differences, degree of students' participation, appropriate use of language, effectiveness of questioning techniques, effectiveness of methods used, use of text books, use of locally available materials, logical development of the lesson, knowledge of subject matter, class control and organization for students' abilities and teacher-student relations. These were rated as Not done; Very poor; Weak; Good; or Outstanding. To accurately record the details of observed behaviour of both students and teachers, the lessons were also video-taped (Gay & Airasan, 2003)

Two similar topics were observed both in LSE and WW? classes. The researcher observed one topic in Form 1—Interpersonal Relationships (LSE) / Building Friendships (WW?); and the other topic in Form 3—Growth and Development LSE) / Creation of Sex (WW?).

3.6 Data Analysis

The study collected both qualitative and quantitative data. As such, its analysis was qualitative and quantitative as well. Data in their raw form do not speak for themselves: the processes and products of analysis provide the bases for the interpretation (Robson, 1993).

Qualitative data were collected and analysed first. The first thing was to gather and group tapes and back-up notes according to the centre or place where interviews were conducted. This was very necessary because the setting has an impact on what may be implied by data collected. The actual participants in each of the interviews were

identified and dates for the collection of the data were also taken note of because the study targeted different groups of people who would have to be grouped in the final analysis. For example, information sourced from head teachers would have to be compiled together. The next task was to become familiarised with the data. This was achieved by listening to the tapes closely a number of times. Back-up notes were also read and re-read three times until data was completely understood. After that, qualitative data from interviews with the head teachers, curriculum specialists and Ministry officials were transcribed.

Then, categories were generated. Thus, data that were homogeneous were grouped together into a category and categories with common traits were further regrouped into themes. After this, the data were revisited in order to code them. McMillan and Schumacher (1997) define coding as the process of dividing data into parts by classifying them. The process of coding, therefore, involved the assigning of units of meaning to the descriptive information according to how it had been classified. It was at this point that the data were made sense of, as interpretations and explanations were made. Finally, alternative explanations of the data were worked out. This was achieved by comparing the data to relevant reviewed literature, to see if there were any possible correlations or contradictions.

Quantitative data were obtained from classroom observation schedules, which had the rating scale of 1 to 5. Data were entered into the SPSS computing software and analysed into frequencies and means which presented graphs. SPSS computing software was also used to analyze data from closed questions in the teachers' and students' questionnaires. Answers were coded, entered in the SPSS and analysed. The results yielded frequency tables and pie graphs. Qualitative data from open-ended

questions from questionnaires were coded and themes were identified and then interpreted in line with the similar themes already identified with the interview data.

Furthermore, after reviewing each document, a summary was written briefly describing information in the document, its significance, and how it informs the study (Miles and Huberman, 1994).

3.7 Ethical Considerations

The study had a number of ethical considerations to be aware of. The first consideration was to gain informed consent from the participants. Informed consent requires that participants be fully aware of what the study will involve and that their participation should be free. Furthermore, the study is supposed to respect the hierarchy of consent (Miles & Huberman, 1994). In order to achieve this, the study first got informed consent from the SEED and SWED. Upon being convinced of the value of the study, the SEED freely wrote a letter (Appendix 8) asking institutions to support the study as much as possible, while SWED contacted the concerned Headmasters by telephone.

At school level, consent was also sought from head teachers who were contacted in person and the purpose of the study explained to them. Their acceptance was not taken for granted, so at individual level, the study sought consent from each participant, before proceeding with the actual data collection. With such an understanding, the study was ready to allow any participants who would want to withdraw. However, no participant indicated the intention to do so.

Confidentiality was also considered. Sieber (1992, in Miles *et al.*, 1994:293) defines

confidentiality as agreements with a person or organization about what will be done (and may not be done) with their data. This aims at ensuring anonymity and privacy of information. By anonymity is meant lack of information that would identify or indicate which individuals provided which data while privacy refers to control over other people's access to oneself and associated information (Sieber, 1992, in Miles *et al.*, 1994:293). This was achieved by making sure that respondents are not identified by their names. The respondents were assured about the confidentiality of the study before interviews or responding to questionnaires.

3.8 Limitations of the Study

A number of factors may have affected the scope of the data obtained in this study. Financial constraints have made the researcher concentrate on few secondary schools. However, the researcher has used the mixed methods approach and results were triangulated, which provided valid and reliable results (Cresswell, 2003). Hence, the results can be applied on a wider scale.

Another limitation was that many teachers who were trained to teach Life Skills do not teach either LSE or WW? However, the research involved as many teachers as possible, in order to get more reliable and valid results.

Similarly, students may not be learning the subject, even though it is on the timetable. Triangulation of results resolved this problem. This study concentrated on the youth who are currently at secondary school level. The results, therefore, were not applicable to out-of-school youth.

3.9 Chapter Summary

This chapter has looked at how the study was designed and the methodology that was employed. Specifically, the chapter has explained the overall approach to the study and the rationale, the setting and population of interest and sample and sampling procedures that were employed. Furthermore, the chapter has also described the procedures that were followed in the collection of data, data analysis procedures, ethical considerations, and finally the limitations that the study faced.

CHAPTER 4

ANALYSIS AND DISCUSSION OF RESULTS

4.1 Chapter Overview

The purpose of the study was to assess the implementation of the Life Skills Education Policy, by comparing MIE's LSE with SAFE's WW? in order to establish the level of classroom teaching and learning and compare the strengths and weaknesses of both, so as to recommend how to make Life Skills Education more responsive to secondary students' needs. A purposive sample of six sites and 110 participants was chosen for this study. Instruments used for collecting data included interviews, document reviews, observation schedules, and questionnaires. Data analysis included content analysis of documents, interview data, observation schedules and questionnaires. These analyses yielded frequencies, percentages, graphs and contact summary forms. This chapter presents the analyzed results, followed by discussion, to determine whether the study objectives were achieved. It narrates the findings under five themes: (a) historical background of LSE and WW?, including the development of a Life Skills policy; (b) mobilization of resources and activities; (c) syllabus coverage in LSE and WW?; (d) implementation of LSE and WW? in secondary schools; and (e) monitoring of progress and impact of LSE and WW?.

4.2 Historical Background of LSE and WW?

The first specific objective explored the historical background to the development of the LSE and WHY WAIT? curricula. Data included interviews with officials from the Ministry of Education (MoEST) Headquarters, Malawi Institute of Education (MIE) and Sub-Saharan Africa Family Enrichment (SAFE). Participants who provided this information were: the Deputy Director of Education Methods Advisory Services (EMAS),¹ the Principal Education Methods Advisor (PEMA) for Life Skills Education,² both at MoEST headquarters, a Senior Methods Advisor (SEMA),³ the Secondary Life Skills Coordinator (MIE),⁴ the Executive Director (SAFE)⁵ and the MIE curriculum specialist.⁶

4.2.1 Historical Background of the Life Skills Education Policy and the LSE Curriculum

Both the MIE Curriculum Specialist and the PEMA for Life Skills Education, who were involved in the implementation of the LSE curriculum, revealed that there is no official policy document for Life Skills Education. However, a directive came from MoEST and a circular followed (MoEST, 2002), which serve as policy documents. The curriculum specialist explained that most MoEST policies arise *ad hoc* from directives.

Life Skills Education was, therefore, introduced in response to the problem of HIV/AIDS. The MIE curriculum specialist commented:

¹ Interview at MoEST, 17 July 2008.

² Interview at MoEST, 16 July 2008.

³ Interview at SEED (MoEST) 19 July 2008.

⁴ Interview at MIE, 14 August 2008.

⁵ Interview with SAFE, 13 September 2008.

⁶ Interview with MIE, 13 August 2008.

The idea to introduce Life Skills Education started in 1996-97 school year, with a series of meetings involving organisations such as the MoEST, National Aids Commission (NAC) and MIE. It was at these meetings that a decision was made to introduce Life Skills Education in primary schools and teacher training colleges (TTCs).

According to the curriculum specialist the entry point was Standard 4, because statistics showed that this was typically the terminal class for most of the children. Another reason was that issues to do with the fact that reproductive health as well as other intervention programmes on HIV and AIDS were directed at the upper classes. So Life Skills Education was first introduced in 1999 as a subject of study in 24 trial schools.

The MIE curriculum specialist, in agreement with the PEMA, revealed that following the successful trial testing of the Standard 4 LSE curriculum:

the MoEST directed that Life Skills Education should be implemented in all classes of the primary education cycle (Standards 1 to 8) as a non-examinable subject, with effect from 2000. In 2001, the MoEST made a decision to implement Life Skills as a non-examinable subject at secondary level in Forms 1 to 4.

4.2.2 Historical Background of WHY WAIT?

The SAFE Executive Director reported that WHY WAIT? began when Dick and Charlotte Day came to Malawi in 1990. The couple was on a one-year sabbatical leave that allowed Associate Professor Dick Day to teach at Chancellor College. Mr. Day had been very active in the United States of America in addressing teenage sexuality and HIV/AIDS. While in Malawi, he was introduced to key influential people who suggested he remain in Malawi to help address the AIDS crisis

After several meetings with Malawi's then-Official Hostess, C. Tamanda Kadzamira and then-Minister of Education, the late Honorable Kate Kainja, in 1992-93, Mr. Day

was invited by the MoEST to develop a life skills curriculum that would target school students in order to help them develop healthy character and behaviour.

Mr. Day recommended that initially the International Schools Project (ISP) curriculum be implemented to address the looming crisis of HIV and AIDS, until a life skills curriculum could be developed to specifically address the needs of African youth, in light of the AIDS pandemic. With support from colleagues, Mr. Day set up SAFE in 1993. A year later, SAFE began training teachers in Active Learning Methodology (ALM), which deals with participatory teaching and learning. The secondary WW? curriculum was developed in 1994, field-tested in 1994-95 and revised in 1995-96. Implementation at the secondary level, throughout the country, started in 1996. The primary curriculum was developed in 1998, field-tested in 1999-2000, and revised in 2001-03. Implementation at the primary level started in 2003.

On 25 February 1995 a national WHY WAIT? convocation was held at Sanjika Palace, hosted by His Excellency The State President Dr Bakili Muluzi of the Republic of Malawi. The event was attended by 3,000 students and 500 teachers representing all districts of Malawi.

SAFE is the facilitator of the WW? curriculum, under the umbrella of the SAFE Education Programme in Malawi, and continues to partner with MoEST in Malawi. The WW? Truth for Youth curriculum originated in Malawi and is also now being used in schools in Kenya, Nigeria, Uganda and Lesotho.

4.3 Mobilization of Resources and Activities in LSE and WW?

Implementation

The second specific objective assessed the mobilization of resources and activities in LSE and WW? implementation. Data included interviews with officials from the MoEST, MIE, secondary schools and SAFE. Participants who provided this information were: the MIE curriculum specialist, the MIE Secondary Life Skills Coordinator, the SEMA, the Deputy Director EMAS, head teachers, the SAFE Executive Director⁷ and SAFE's National WW? Field Coordinator.⁸

4.3.1 Planning the Implementation

4.3.1.1 Planning the Implementation of LSE

Interviews with the MIE Curriculum Specialist and the PEMA revealed that several stakeholders were involved in the planning of the LSE syllabus and curriculum development. These included Education Methods Advisors, MIE, which is the curriculum development centre, University of Malawi, especially Chancellor College, practising teachers, Malawi National Examinations Board (MANEB), MoH, Ministry of Gender, Child Welfare and Community Services and NAC. However, the curriculum specialist was open to comment: "To be honest, the community was not involved in the process."

4.3.1.2 Planning the Implementation of WW?

The SAFE Executive Director reported that planning included a four-day meeting with key personnel in MoEST along with ISP personnel from the United States of

⁷ Interview with SAFE, 13 September 2008

⁸ Interview with National WW? Field Coordinator, 19 December 2008

America in November 1993. To initiate the programme, educators from the United States came to Malawi and trained Malawian teachers, as well as Trainers of Teachers (TOTs), in the ISP curriculum. The implementation of the ISP began when the first workshop was held in January 1994, followed by seven more workshops occurring between 1994 and 1996. However, the Executive Director acknowledged that the community was not involved at any level of the planning process.

In 1993-94, Moira Chimombo, then-Head of the Language Education Section, Department of Curriculum and Teaching Studies, University of Malawi, drafted the initial WW? Curriculum for Malawian secondary schools (Forms 1-4). Over the following years, the curriculum was expanded to cover Standards 5-8, with Professor Chimombo serving as the principal writer, assisted by Mrs Irene Chaluluka, National WW? Field Coordinator. Mr. Day has served as the series editor and writer of background information for Years 9 through 12 (i.e., Forms 1-4).

4.3.2 Life Skills as a Subject

4.3.2.1 LSE as a Subject

Reports from the Secondary Life Skills Coordinator MIE revealed that Life Skills Education is intended to help students acquire skills to come up with answers after thinking through the process to make decisions. The coordinator reported that:

The problem is that teaching methodology is different from other subjects. Life Skills Education is there to help students acquire skills and if it is taught like other subjects students will acquire knowledge but will not understand what is happening. They should be able to come up with answers. They should think through on the process to make decisions.

Interviews with head teachers,⁹ the MIE Secondary Life Skills Coordinator, the SEMA and the Deputy Director of EMAS revealed that there was no seriousness in teaching and learning life skills because, although the subject is core, it is not examinable. The Life Skills Education coordinator, for example, commented that:

there is no seriousness in teaching because Life Skills Education is not examinable, for example a school like Providence, all trained teachers were there but they do not offer the subject.

They all concurred that making the subject examinable would act as an incentive to teach and learn the subject, because at present the subject is seen as a burden for both the teachers and students, since their interest is in the examinable subjects. The MIE curriculum specialist further commented that it appears that the fact that the subject is important to students' lives has been ignored.

However, on whether making the subject examinable would improve students' behaviour or not, there were different responses from different interviewees. The curriculum specialist had this to say:

The best is not to examine it because introducing examinations might make teachers and students concentrate on content at the expense of the skills and the examinations cannot examine behavior. When examinations come it will act as an incentive for teaching and learning but then it will also create its own problems like concentration on content. Hence people will take it like any other subject, hence diluting the purpose of the subject.

Similarly, one of the head teachers¹⁰ commented:

[It will] not actually improve the students' behaviour but it can just encourage them to study seriously because maybe the students will just learn for the sake of learning it and not take it into consideration ... they will just learn and forget it after examinations.

⁹ Interview with Head teacher 1(LSE), 26 August 2008 and Head teacher 2 (LSE), 3 September 2008.

¹⁰ Interview with Head teacher 1 (LSE), 26 August 2008.

Another head teacher¹¹ commented that making the subject examinable will compel students to dedicate themselves to reading the notes for the subject and as they are reading they will absorb the knowledge of the subject.

4.3.2.2 WW? as a Subject

The interview with the SAFE Executive Director revealed that the WW? Truth for Youth Life Skills Curriculum is tailor-made to specifically address the age and cultural needs of primary school students from grades 5 through 8 and secondary school students from grades 9 through 12.

The curriculum endeavours, among other things, to address the major social, health, and economic problems facing Sub-Saharan African arising from the HIV and AIDS pandemic. It addresses the importance of worldview, which shapes both the individual's beliefs, values and behaviour, as well as those of the society at large.

The goal is to encourage the development of character which results in behaviour that will be beneficial not only to the individual in his or her own life, but also to the lives of his or her fellow human beings. However, one head teacher¹² revealed that "though WW? is timetabled it is sometimes not taught because of pressure of work because the teachers teaching WW? also have other subjects to handle." He further commented that it is not taken seriously because it is not examinable and suggested that it should be examined at JCE Level. On the other hand, the SAFE Executive Director pointed out, "examining the subject would defeat the whole purpose of introducing the subject since teachers will concentrate more on the content than the skills themselves."

¹¹ Interview with Head teacher 2 (LSE), 3 September 2008.

¹² Interview with Head teacher 1 (WW?), 30 November 2008.

4.3.3 Training of Teachers

4.3.3.1 Training of LSE Teachers

Reports from the (MIE) Secondary Life Skills Coordinator for secondary schools revealed the following statistics:

Table 4.1: Trained LSE Teachers and Methods Advisors at Secondary Level

Division	JCE Teachers	Methods Advisors	MSCE Teachers	No. of Schools
Shire Highlands	96	2	96	96
South West	103	2	105	104
South East	96 ^a	3	96	96
Central West	176	3	173	173
Central East	126	2	26	126
North	178	3	0	189

^a Reports from a SEMA in SEED revealed that all the teachers in 94 schools in the Division, one for JCE and one for MSCE level in each school, were oriented, not 96 teachers for each level. There are 70 CDSSs, 20 conventional, and 4 grant-aided secondary schools. The SEMA acknowledged being trained in LSE together with teachers from SEED.

These figures reveal that, although Life Skills was introduced in secondary schools in 2001, by July 2008 not one MSCE teacher in the Northern Division had been trained. Besides, the curriculum specialist commented that it had taken a very long time for teachers to be trained:

Imagine since 2002 some of them up to now have not been trained so they don't know how to handle the subject. Even those trained do not take the subject seriously.

According to the MIE Secondary Life Skills Coordinator, training stopped due to lack of funding. However, he said that plans were under way to train the remaining

teachers from September 2008.¹³ The coordinator also revealed that in Central East, two SEMAs were trained but they are no longer there.

In one school observed, one teacher and the head were trained. However, the head teacher does not teach the subject. In another school, the interview with the head teacher¹⁴ revealed that both teachers teaching LSE were trained.

4.3.3.2 Training of WW? Teachers

The SAFE Executive Director disclosed that:

the first WHY WAIT? Teachers' Training Workshop was conducted to introduce Unit 1 (now Year 9), Secondary Level, in 1996. National workshops were subsequently held annually, with the introduction of Unit 2 (now Year 10) in 1998, Unit 3 (now Year 11) in 1999, and Unit 4 (now Year 12) in 2000. Since that time, each year of the curriculum has been revised and expanded by the authors and teachers implementing the curriculum.

In 1997, a non-credit course on the principles of WW? was introduced at Chancellor College for fourth-year Bachelor of Education students. The course was followed by a two-day workshop on how to implement the WW? curriculum in the classroom. This course has been taught at Chancellor College each year since its inception. WW? has also been taught to prospective teachers at Domasi College of Education. However, WW? is not examinable in either college.

Table 4.2 below shows the statistics on the number of teachers trained in WW? as Trainers of Trainers (Senior TOTs), Trainers of Teachers (Junior TOTs) and Primary Education Advisors (PEAs) trained, as presented by the SAFE Director of Education.

¹³ The remaining teachers were in fact trained in November-December 2008, as reported at the National Steering Committee on Life Skills Education/Sexual and Reproductive Health Meeting, 18 December 2008.

¹⁴ Interview with Head teacher 2 (LSE), 3 September 2008.

Table 4.2: Trained WW? Teachers, Trainers of Trainers and Methods Advisors

Year	Location	Primary School Teachers	Secondary School Teachers	Both Primary/ Secondary Teachers	Trainers of Trainers (TOT)	Chancellor College Students	Domasi College of Education Student s	Methods Advisors/ Primary Education Advisors
1994	National	254	217	443	39	0	0	0
to 2005	Blantyre	690	76	33	124	0	0	0
	Zomba	1023	81	35	0	1112	248	28
	Mzuzu	93	0	0	0	0	0	0
	Salima	0	0	150	0	0	0	0
	Ntcheu	0	0	40	0	0	0	0
	Kasungu	218	33	0	38	0	0	0
	MIE	0	31	0	6	0	0	0
	COM	0	31	0	20	0	0	0
2006	Blantyre	673	145	54	0	0	0	0
to 2008	Mwanza	0	0	100	35	0	0	0
	Chiradzulu	364	108	91	0	0	0	0
	Liwonde	0	0	74	7	0	0	0
	Zomba	0	0	0	0	259	0	0
TOTAL		3315	722	953	269	1371	248	28

The table reveals that from the time WW? was introduced in 1994 to 2008, 6906 educationists have participated in WW? training workshops, of whom over 2,500 were secondary school teachers. However, many educationists have attended more than one workshop.¹⁵ The intention is that five teachers—Head teacher or Deputy head teacher, and four teachers to teach Forms 1-4—should be trained at every school to cater for eventualities such as transfer of teachers to other schools, but often it is only two to four teachers who are trained, for reasons beyond the control of SAFE. Teachers volunteer to be trained, and no allowance is attached to the training period.

¹⁵ SAFE's *Directory of Trained WHY WAIT? Teachers* has contact details for about 5,000 primary and secondary school teachers and other educationists.

The most committed WW? teachers are in turn trained as WW? trainers and thus subsequently become involved in training their fellow teachers.

4.3.4 School Management

4.3.4.1 Timetable

4.3.4.1.1 LSE Timetable

The SEMA reported that, in almost all schools, Life Skills is timetabled, but he mentioned that not all schools teach LSE because of shortage of teachers. Precisely, only bigger schools which have enough teachers offer LSE, whilst smaller schools timetable the subject but it is not taught due to shortage of teachers. However, the MIE Secondary Life Skills Coordinator gave the example of Providence Secondary School, a national secondary school, which has enough teachers but does not offer the subject. At the same time, one head teacher¹⁶ revealed that LSE is timetabled for Forms 1-4, but only two trained teachers teach all the classes. Then, another head teacher¹⁷ revealed that Life Skills is given one period per week each in Forms 2 and 4 only, due to shortage of teachers. The assumption is that Life Skills is taught using the LSE curriculum.

4.3.4.1.2 WW? Timetable

The Deputy Director of EMAS explained that WW? is done at club level. However an interview with one of the head teachers¹⁸ revealed that, in his school, WW? is timetabled for all the classes and there are two teachers teaching the subject.

¹⁶ Interview with Head teacher 2 (LSE), 3 September 2008.

¹⁷ Interview with Head teacher 1 (LSE), 26 August 2008.

¹⁸ Interview with Head teacher 1 (WW?), 30 November 2008.

On the other hand, an interview with the head teacher¹⁹ of another school offering WW? revealed that “WW? is timetabled for only the Form 1s, since only one teacher was trained and interested in the subject.”

4.3.4.2 Attitudes to Life Skills

4.3.4.2.1 Attitudes to LSE

On teachers’ attitudes towards LSE, interviews with the head teachers²⁰ revealed that those teachers who are actually handling the subject have a positive attitude towards it. They feel comfortable and voluntarily go to class and teach LSE in addition to the already assigned subjects. However, interviews with the MIE Curriculum Specialist revealed that some of the teachers realize the importance of LSE while some do not change their attitude after training. Some are doing very well in teaching, while others are doing badly. One of the head teachers commented that:

other teachers may not be willing to teach Life Skills Education. However, the teachers teaching acknowledge the importance of the subject report that there is full participation.

On the other hand, the Deputy Director of EMAS recommended that teachers must first acquire the skills before teaching students. He further pointed out that teachers are not exemplary, so it is difficult to convince students to change behaviour. Teachers also revealed that some teachers have a negative attitude towards LSE. They do not see the significance of the subject, hence feel it is a waste of time teaching it, as it is not examinable.

¹⁹ Interview with Head teacher 2 (WW?), 24 November 2008.

²⁰ Interview with Head teacher 1(LSE), 26 August 2008 and Head teacher 2 (LSE), 3 September 2008.

On students' attitudes towards life skills, interviews with the head teachers²¹ revealed that LSE teachers reported that students like the subject because some of the topics they learn are relevant to the problems they face in their daily life. In one school, the head teacher²² mentioned that teachers teaching the subject acknowledge that there is full participation. By contrast, students, through their questionnaires, revealed that some students do not like the subject, hence do not attend it. Responses from the teacher's questionnaires revealed that some students like the subject as it tackles development and sexual issues. However, they also revealed that other students lack seriousness in the subject; hence they stay idle in class.

The interview with the MIE Curriculum Specialist revealed that while the curriculum is important to save the lives of students, it appears that generally teachers and students do not have a positive attitude towards LSE. The reason he gave was that it is not examinable and, since our education is exam-oriented, teachers concentrate on subjects which are examined by MANEB.

Teacher questionnaire responses also revealed that some head teachers give full support to the teaching of LSE by making sure that it is timetabled and that Schemes and Records of Work are written. However, other teachers revealed that certain head teachers do not value the subject because it is a waste of time since it is not examinable. They have even replaced the time allocated to LSE with other examinable subjects like English.

²¹ Interview with Headteacher 1(LSE), 26 August 2008 and Headteacher 2 (LSE), 3 September 2008.

²² Interview with Head teacher 2 (LSE), 3 September 2008.

On parents' attitude towards LSE, one head teacher²³ reported that parents are silent. However, another head teacher²⁴ mentioned that they have presented the fact that students learn LSE and so far there has never been any objection from the parents. Teachers reported that some parents look at LSE as an important subject while others still feel it is a taboo to talk about sexual and reproductive health issues to students and some do not even know that LSE exists.

4.3.4.2.2 Attitudes to WW?

An interview with one of the head teachers²⁵ revealed that students, teachers and parents take the subject lightly because it is not examinable. However, students and teachers agree that the subject is a reliable source of information and that it raises a great deal of awareness. On the other hand, the head teacher also revealed that some teachers feel uncomfortable talking about issues surrounding sex in public.

At the same time, through the questionnaire, WW? teachers acknowledged that students like the subject very much and parents who are aware of WW? approve of it. However, other teachers see it as a waste of time since it is not examinable.

4.3.4.3 Availability of Resources

4.3.4.3.1 Availability of Resources for LSE

An interview with the Life Skills Education Coordinator MIE revealed that books were printed and distributed to government. He went on to say that they had reviewed the Junior Certificate books. The SEMA acknowledged the receipt of the books and

²³ Interview with Head teacher 2 (LSE), 3 September 2008.

²⁴ Interview with Head teacher 1 (LSE), 26 August 2008.

²⁵ Interview with Head teacher 1 (WW?), 30 November 2008.

distribution to all secondary schools. However, students requested that they should be provided with supplementary life skills text book.

4.3.4.3.2 Availability of Resources for WW?

According to the Executive Director, SAFE Teacher's Guides have been distributed in schools. They are revised now and then to include burning issues. SAFE has not managed to produce Student's Books due to lack of funds.

4.3.5 Way Forward

4.3.5.1 LSE Way Forward

An interview with the SEMA revealed the following suggestions:

1. Make the subject attractive by making it examinable.
2. Training is centralised at MIE, however there is need to decentralise it to cluster level and involve PEAs and SEMAs in training the teachers.
3. Include Life Skills as a course in Universities and Colleges.
4. Provide a variety of teaching and learning materials in schools.
5. Provide regular training for teachers.
6. Provide role models in schools.
7. The content for Life Skills can be improved by including the burning issues from the society in the curriculum through conducting more consultations with the community to find out what to include.

The MIE Secondary Life Skills Coordinator came up with the following recommendations they had made to the Ministry:

1. MIE and the Ministry should extend the orientation of teachers to Life Skills particularly where teachers were not oriented.

2. With the increased number of topics, the Ministry should consider increasing the number of periods per week for the subject.
3. MoEST should expedite the process of making Life Skills examinable.
4. During the orientation of teachers more emphasis should be placed on teachers equipping the learners with actual life skills rather than processing the life skills as any other subject matter.
5. The Ministry should strengthen the monitoring of Life Skills in schools to encourage teachers.
6. The Ministry should recommend the teaching of Life Skills in private schools.
7. The Ministry should extend the training of teachers to private schools.
8. There is need for the Ministry to come up with proper guidelines on how to handle the subject.

Head teachers²⁶ suggested that more than two teachers should be trained per school so that each form has its teacher for LSE. Besides, the subject should be made examinable because students will work hard to get a good grade, at the same time absorbing the topics to become part of their lives. Finally, in-service training should be conducted to share new methods of imparting the knowledge.

4.3.5.2 WW? Way Forward

One of the head teachers²⁷ suggested that WW? training should be offered to all teachers, regardless of whether they are teaching Life Skills or not, and that WW? be made examinable at Junior Certificate Examination level. One of the teachers suggested that WW? be timetabled in all the schools.

²⁶ Interview with Head teacher 1 (LSE), 26 August 2008 and Head teacher 2 (LSE), 3 September 2008.

²⁷ Interview with Head teacher 1 (WW?), 30 November 2008.

The National WW? Field Coordinator also revealed that additional funding would help, both in monitoring and evaluation and training more teachers.

4.4 Coverage of the Syllabus in LSE and WW? Curricula

4.4.1 LSE Curriculum

In order to find out the coverage of the Life Skills syllabus in LSE and WW? curricula, the following documents were analysed: Life Skills and Sexual Reproductive Health Education for HIV/AIDS syllabus, Forms 1 and 2 (MoEST, 2004); Life Skills Education syllabus, Forms 3 and 4 (MoEST, 2001); LSE Secondary Students' Books (Book 1, for Form 1 [MIE, 2004b]; Book 2, for Form 2 [MIE, 2004c]; and Book 3 and 4, for Forms 3 and 4 [Mhlanga *et al.*, 2002]) and Teacher's Book (only for Forms 3 and 4 [Mhlanga, Maluwa Banda & Chiziwa, 2002]); WW? Teacher's Handbook (containing the Scope and Sequence Chart for Forms 1-4 [Day & M. Chimombo, 2005]); and WW? Teacher's Guides (Year 9 for Form 1 [M. Chimombo, 2006a], Year 10 for Form 2 [M. Chimombo, 2006b], Year 11 for Form 3 [M. Chimombo, 2007], and Unit 4 for Form 4 [M. Chimombo, 2000]).

4.4.1.1 LSE Syllabus Forms 1-4

The Life Skills and Sexual Reproductive Health Education for HIV/AIDS syllabus for Forms 1 and 2 has the Scope and Sequence Chart for Life Skills Education. This elaborates the coverage of skills in the syllabus for Forms 1 and 2. Skills include self-awareness and self-esteem, assertiveness, values judgement, effective communication, decision-making and problem-solving, interpersonal relationships, stress and anxiety management, peaceful conflict resolution, practising good health habits and planning and entrepreneurship. However, the topic on human rights which is found in the Life

Skills and Sexual Reproductive Health Books Forms 1 and 2 is not included in the Scope and Sequence Chart.

The Scope and Sequence Chart for Life Skills Education in Forms 3 and 4, in the syllabus for Forms 3 and 4, elaborates the coverage of skills in the syllabus for Forms 1-4. Topics include many of the same ones as at JCE level, but also peer pressure resistance and assertiveness, empathy and tolerance, critical and creative thinking. However, topics such as critical and creative thinking, empathy and tolerance which are included in the Scope and Sequence Chart for Forms 1-4 are not included in the Students' Books for Forms 1 and 2.

The syllabus for Forms 3 and 4 work is divided into three terms, and columns are headed: skill, topic, objectives, content, suggested teaching and learning activities, suggested teaching and learning resources and suggested modes of assessment. Dominant suggested teaching and learning activities are brain-storming and discussion, followed by role play. Suggested modes of assessment are included, such as exercises, oral questions, teacher observation, rating value statements.

All those involved in the production of the syllabi for Forms 1 to 4 were officials from Chancellor College, MIE, UNICEF, UNFPA and USAID. No practising teacher was involved.

4.4.1.2 LSE Student's Books 1-4

The Life Skills and Sexual Reproductive Health Books Forms 1 and 2 were designed for use by both teachers and junior secondary school students. However, the books are to be used in conjunction with the Life Skills and Sexual Reproductive Health Training Manual for secondary schools.

Both Form 1 and Form 2 students' books have ten similar topics. However, there is no clear demarcation as to how many lessons should be taught per unit, nor how many units should be taught each term. No practising teacher was involved in preliminary discussion, production, evaluation or refining of units, or revision. Those involved included personnel from Chancellor College, MIE, MoEST, Central Western Education Division, MANEB, Ministry of Information and Tourism, and Ministry of Planning and Economic Development. The layout of each unit includes an introduction with a brief background and rationale for learning the topic; objectives; content which elaborates the concepts, skills, knowledge, attitudes and values to be learnt in relation to the objectives; activities; a summary; glossary; and references. The most dominant teaching techniques are group work, pair work, role play, picture illustrations and reading stories. Mode of assessment is an exercise at the end of each unit.

Another document is the Senior Secondary Life Skills Education Students' Book 3 and 4. It is divided into two parts, One and Two, for Forms 3 and 4 respectively. The order of topics in the Scope and Sequence Chart for Forms 3 and 4 and in the teaching syllabus is different from the LSE Students' Book 3 and 4. In Book 3 and 4 most of the topics are related to social studies, for example, access to social services, globalisation and rapid urbanisation, communication in the global village, the global village and its problems, the global trade and management resources. The authors are people from MIE and Chancellor College. No practising teacher was involved at any level in writing this textbook.

The LSE Teacher's Book 3 and 4 consists of a brief explanation of the teaching methods. It includes answers for activities for each chapter of the Student's Book. In

addition, there is a brief explanation of every topic and a concluding summary.

4.4.1.3 LSE Training and Methodology Manual

Another document is the MIE Life Skills and Reproductive Health training manual (MIE, 2004d). Just like all the LSE Books 1, 2, 3 and 4, no practising teacher was involved in the production of the book. Those involved were officials from MIE, MoH, and Ministry of Youth and Sports.

The manual was designed to assist secondary school teachers to understand complex and culturally sensitive issues. It is intended as a tool for helping teachers to explore and evaluate their own feelings, convictions, attitudes and values and understand the need to act professionally in promoting values that can enable the youth to develop responsible behaviour. Topics covered in this manual are (a) Values clarification, (b) Self-awareness, (c) Effective communication, (d) Decision making and problem solving, (e) Interpersonal relationships, (f) Stress and anxiety management, (g) Peaceful conflict resolution, (h) Planning and entrepreneurship, (i) STIs including HIV/AIDS, (j) Guidance and counseling, (k) Teaching and Learning Using Locally Available Resources (TALULAR) in Life Skills and Sexual and Reproductive Health. The manual does not include the topic on Human rights and freedoms which is included in Student's Book 1 and 2. Each unit consists of the introduction of the topic; Objectives; Meaning of the topic; and Activities. This manual does not include nine out of 16 topics for Form 3 and eight out of 14 topics for Form 4 in the Life Skills Education Student's Book 3 and 4 respectively. Yet the manual is used to train Forms 1-4 teachers teaching life skills in secondary schools.

The Student's Life Skills Book 1 and 2 has specified the need to use the training

manual when teachers prepare lessons. However, the manual has specified that it is meant for trainers of teachers and attached is the condition that it should be used along with *Effective Teaching of Population and Sexual Reproductive Health Education in Secondary Schools, a Methodology Guide* (MIE, 2004a) This book, like the others, involved officials from MIE, Chancellor College, Domasi College of Education, MoH, Ministry of Gender, Youth and Community Services and lecturers from teacher training colleges, FAO and MoEST. The guide was designed to help secondary school teachers know various strategies and use them in teaching population and sexual health education. It consists of 14 chapters. Chapter 1 is about the Goals of population and sexual health education in Malawi; Chapters 2 to 8 describe the following teaching strategies: Enter-educate, role play, games and simulations, future's wheels, discussion, case study, and field visits. Chapters 9 and 10 describe values clarification and decision making respectively. Chapters 11 to 14 cover the following strategies: inquiry, community action project, resources for teaching and learning population and sexual health education, research issues and methodology in population and sexual health education. These topics require a teacher who has at least a degree. No wonder it has been specified on the cover that it is for use by professionals and academics at secondary and post-secondary level. Unfortunately, many Malawian secondary school teachers are diploma holders and some even MSCE-holders only, as discovered in this study through the teacher questionnaires. In fact, of the twenty teachers who responded to questionnaires, 12 were diploma holders, seven degree holders and one an MSCE holder.

4.4.2 WW? Curriculum

4.4.2.1 WW? Syllabus Forms 1-4

The equivalent document to LSE syllabus is the WW? Teacher's Handbook (Day & M. Chimombo, 2005). The document explains why it is a faith-based curriculum, and, in conjunction with the Scope and Sequence Chart, outlines goals and objectives, key concepts, and an overview of teaching methods and essential information for teaching the lessons. It also includes important general information for the teacher on teaching and learning, means of learning, true intimacy, learning the ABCs of HIV prevention, child abuse and neglect, laws and child protection, HIV and AIDS facts, VCT, caring for people living with HIV and AIDS, responses to death and dying, what shapes behaviour and problems and causation factors of behaviour relative to youth today.

4.4.2.2 WW? Teacher's Guides Forms 1-4

There are 28 lessons in each of Forms 1-3 Teacher's Guides, and 26 in the Form 4 Guide. All the Teacher's Guides have lesson plans for each lesson. Each lesson has the following components: Readiness, to prepare students for the lesson; Explore, where students explore issues, e.g. from a story in the Bible, often in groups, and answer questions; Discover, where, for example, a true story is read and students find out answers for various questions they have in their daily lives; Appropriate, where students are given tasks like miming, drawing a picture and presenting work in class; and Assume responsibility, where students are advised to tell others about issues they have learnt; sometimes, homework that does not always require a teacher's marking at the end of each lesson; and often an optional extra activity. Finally, there is background information to each lesson, for the teacher to use in preparing to teach the topic. Unlike LSE, practising teachers were involved in the development of the WW?

Teacher's Guides.

4.4.2.3 WW? Trainer's Manual

The WW? Trainer's Manual, was first published in 2002 by SAFE, revised in 2004 and revised again in 2007 (Chaluluka & M. Chimombo, 2007). This is because the manual is not cast in concrete but is intended to be a living guide, primarily focused on the conduct of training workshops. It accommodates new topics and revises others, as need arises.

By contrast with LSE, practising Malawian teachers who were trained in WW? and those who were trained as trainers of trainers (Senior TOTs) or trainers of teachers (Junior TOTs) have contributed to the development of the sequence of activities and in identifying specifically African approaches to training. Others involved were officials from SAFE. The manual was field-tested before it was actually used to train teachers. It is divided into four chapters. Chapter 1 is directed to WW? field and regional coordinators on the logistics of running a workshop. These are: general planning steps: ten steps to follow when conducting workshops, for example, TOTs' planning meeting. One distinctive feature in this manual is the inclusion of monitoring forms. For example, one requests school background, to be filled in by the head teacher prior to the introduction of WW? at each school. This form helps to assess the subsequent impact of the programme. There is also an agreement form which each participant has to sign to show that he or she is really participating of his or her own will. There is transparency because there are clear steps stipulated for total accountability of those running each workshop. The chapter outlines the programme for a four-day training workshop for both primary and secondary teachers.

Chapter 2 details all the training activities. It is not meant to teach teachers about themes, like LSE, but to help the teachers to understand themselves and the world around them. As a result, activities like the Active Learning Cycle and the Jigsaw Puzzle, which are common to both primary and secondary teachers, are inculcated in the trainees so that they can apply them to their respective classes. Chapter 3 describes optional additional activities, for example, videos on aspects of teen sexuality. The final chapter provides a variety of forms for reporting, monitoring and evaluation of the programme at school, local and national levels.

An extended version of the trainer's manual is *An Integrated Approach to Developing Life Skills* (M. Chimombo, 2005b). The trainer's manual was revised to become a semester-long course for pre-service training of teachers. The course has 40 notional hours. The order of topics covered is the same as in the four-day workshop programme described in the Trainer's Manual. Of relevance is the fact that student teachers have ample time to internalise the training through contact time in lectures, individual feedback, journaling, practical application in classroom, preparation and assignments.

Topics are arranged in a meaningful order. Unit 1, Developing a sense of personal worth, focuses on the transformation of the teacher; Unit 2, The Big Picture, helps in the understanding of the world around the student teacher, especially issues concerning HIV and AIDS. Units 3, 4 and 5 help student teachers develop a deeper understanding of life skills and the biblical worldview concepts underpinning these life skills. Unit 6, Methodology, helps student teachers to perceive learning as an active process of internalising and acting on meaning. Unit 7 trains the teacher to use several kinds of learning and teaching activities to accommodate the range of

students' preferences. Unit 8 gives student teachers the opportunity to practice teaching WW?. Unit 9 focuses on getting student teachers to put themselves in the shoes of those infected or affected by HIV and AIDS so that they heighten their empathy for them. Unit 10 presents to student teachers Jesus as the role model and the Bible as the ultimate life skills guidebook so that they may understand the relevance of the Bible in the era of AIDS. Unit 11 helps teachers to develop greater awareness of their own personality types and teaching styles. Unit 12, Monitoring and Evaluation, helps student teachers to assess the overall impact of the programme at all levels. Included in both these training manuals are the Scope and Sequence Charts for both primary and secondary school WW? programmes.

4.5 LSE and WW? Implementation at Secondary Level

In order to compare LSE and WW? implementation at secondary level, questionnaires were administered to both LSE and WW? teachers, as well as LSE and WW? students. (See Appendices 4 and 5.) In addition, LSE and WW? lessons were observed. (See Appendix 6 for the Lesson Observation Schedule.)

4.5.1 Responses to Questionnaires

4.5.1.1 LSE Teachers' Responses

Questionnaires were given to 10 LSE teachers. All of them were returned. Seven respondents were men and three were women. Of these, two were aged 20-29, four 30-39, four 40-49 and two 50-59. All were Christians. Seven of the teachers were teaching humanities other than languages, two were language teachers and only one was teaching Sciences. Six of the teachers were Diploma holders, three had a degree and one was an MSCE-holder. Of all the teachers teaching LSE who responded to the

questionnaire, only six were trained for LSE, between the years 2005-2007, whilst four did not undergo any training.

On whether the LSE teachers were truly empowered with the training, of the six trained teachers, four acknowledged that they were truly empowered whilst two said that they were not. Reasons for being truly empowered were that they learnt theoretical as well as practical aspects of LSE that helped them in the implementation of LSE since training was based on methodology. Some claimed that it instilled confidence in them to do whatever was needed for one to be successful. The two who were not empowered said that the one-week training period was too short for them to cover everything.

Teachers felt that the following topics have to be included if they are to be truly empowered both during their training and in the syllabus: gender and HIV in respect to taking care of those students infected and affected; use of new technology like Internet and power point; parenting skills; students' responsibilities and rights; good cultural practices (not only bad ones); domestic violence; and career guidance. These topics should be included right from Form 1.

Responding to whether they were comfortable teaching the subject or not, nine of the teachers acknowledged that they were, for the following reasons: they have the teaching and learning aids, the topics are relevant to students' life experiences. However, one of the teachers said she was not comfortable because some topics related to sexuality need a teacher to be explicit, but she does not feel free to talk fully on such topics.

In response to the question on whether LSE answers all the questions students usually

ask in their lives, seven of the teachers agreed that it does whilst three said it does not. They have suggested that the following subjects be included: sex education, responsibility as opposed to rights, how to prepare for examinations, setting of personal goals, real life issues affecting students, e.g. HIV/AIDS.

Furthermore, half the teachers agreed that they were able to follow what they had planned in a lesson by just following recommended preparations stipulated by the Life Skills Books. However, the other half responded that they did not feel comfortable planning lessons, because emerging issues arise from students' curiosity on related issues, diverging from the topic on the plan. Another reason was that students asked questions to do with real life situations which required teachers' willingness to answer. These were not included in the lesson plan.

4.5.1.2 WW? Teachers' Responses

Ten WW? teachers answered the teacher questionnaire. Three of the respondents were men and seven women. Of these, one was aged 20-29, three 30-39, and six 40-49. In the questionnaire, one teacher who was trained in both LSE and WW? wrote this:

The WW? training is systematically done, centres on character formation. Thus the teacher changes behaviour before he tries to change the learners, whilst in LSE training the teacher is just a signpost. He does not have to change himself.

Another teacher wrote: "I prefer WW? to LSE because they differ in approach of subject matter. WW? takes spiritual approach unlike LSE education."

Teachers teaching WW? acknowledge the fact that they have been truly empowered with WW? training workshops because they are able to train fellow teachers to become WW? teachers. They are also able to teach using the active learning methods

which they also apply to other subjects. Some have even introduced WW? Clubs in their schools. However, one teacher complained of the short period for training.

Teachers reported that the topics covered during training were the following: The active learning cycle; The mind matters, Vision and virtue, A clean heart for a new start, Human dignity, Family reflects the image of God, Love is a choice, Love provides and protects, Human responsibility—stewardship, Servant leadership, Cultural boundaries, The virtue of values (all WW? Key Concepts); Character formation and abstinence.

On whether the WW? curriculum answers all the questions students ask about their lives, six of the teachers acknowledged that it does, whilst four said that it does not and they suggested that the following be included:

- What the youth must do after getting pregnant.
- Why parents or culture forbid discussion of sexuality

4.5.1.3 LSE Students' Responses

Questionnaires were used to solicit information on the implementation from 40 LSE students. All the students acknowledged that LSE is offered at their schools. They further revealed that some students are not interested in the subject, so they do not always attend lessons.

On whether LSE answers all questions they have in their daily lives, 60% wrote that it does, while 40% said it does not. They suggested the inclusion of topics on how to prepare for an interview and skills in finding a good partner. However, LSE students acknowledged they have learnt the following topics: (a) Self-esteem, (b) Peer pressure resistance, (c) Growth and development, (d) Self-awareness, (e) Decision-making, (f)

Stress and anxiety management (g) Peaceful conflict resolution, (h) Ways of preventing HIV and AIDS, (i) Time management, (j) Interpersonal relationships, (k) Entrepreneurship, (l) Globalization. Seventy percent of the students rated Growth and development as the most interesting topic because it helps them to know how their body works and also tackles issues of sexuality.

Students appreciated learning LSE because:

- It helps them to set goals and plan for the future
- It helps them to be assertive
- It encourages them to concentrate on their studies and improve their grades
- Minimises drug and alcohol usage amongst students

Students' responses suggested that the following topics should be included in the syllabus: (a) How to choose a partner, (b) Drug and substance abuse, (c) How to abstain from having sex, (d) Courtship, (e) Dangers of pre-marital sex, (f) Time management, (g) Career guidance, (h) How to stop drinking beer, (i) Moral values, (j) Religion and evils of witchcraft, (k) Participation of youth in development, (l) Family relationships, (m) How to take care of HIV victims, (n) How to prepare for interviews, (o) Youth and abortion.

On whether the students were free to discuss issues of sexuality with their teachers when learning LSE, Figure 4.1 below revealed that 77.5% acknowledged that they felt free. The reasons include that they do not feel ashamed, they feel that sexuality is of importance to their lives, hence there is a need to discuss it in class. However, nine of the students said that they were not free. The reasons given were that they were too shy to talk about sexuality in class and some felt that it was not necessary to discuss

sexuality in class.

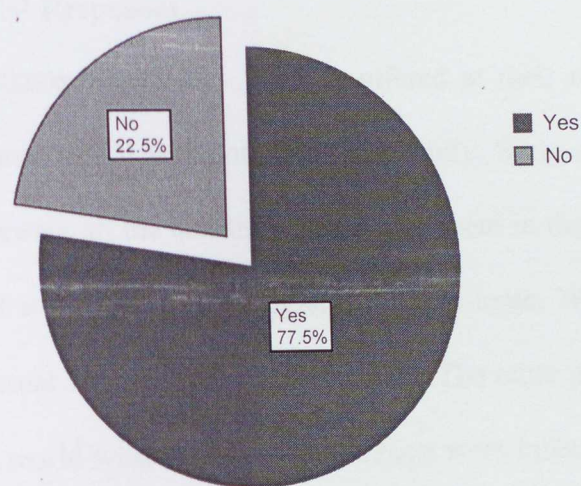


Figure 4.1: Whether LSE Students are Free to Discuss Issues of Sexuality in Class

Students suggested the following as measures to improve the teaching and learning of LSE:

1. Provision of supplementary books on life skills
2. Inclusion of short stories in the teaching of life skills
3. Educational visits to other schools and orphanages
4. Establishment of life skills clubs even which will be open even to those who left school
5. Inclusion of life testimonies in life skills books
6. Avoidance of gender bias in teaching LSE
7. Involvement of different teachers to teach the same topic
8. Conduct of outdoor classes

9. Inclusion of sporting activities

10. Make it examinable

4.5.1.4 WW? Students' Responses

All WW? students acknowledged that WW? is offered at their respective schools. However, they indicated that it was not taught frequently. Sixty-eight percent were content that WW? answers all the questions that bother them in their day-to-day lives while 32% wrote that it did not. They suggested that the topic, What students/youth must do to control sexual feelings, should be included. The other point was that since they were living in a world where some of the students were infected and affected by HIV and AIDS, there was need to include spiritual topics which directly involved them. This was because confronting those affected and infected using God's faith gave them the hope of survival and in turn they live positively.

Students acknowledged learning the following topics in WW?: (a) Building friendships, (b) Handling peer pressure, (c) Choices and consequences, (d) Love and lust, (e) The creation of sex. Amongst all the above topics, Creation of sex, Love and lust and Building friendships were rated as the most interesting topics by 60% of the students.

Students appreciated learning WW? because it enlightened them on the following :

- The dangers of unwanted pregnancies and HIV/AIDS
- The dangers of premarital sex
- Importance of abstinence
- Choosing good friends
- The myths provided by fellow students, e.g. "Lack of Vitamin K if one does not

have sex with a boy”

On whether the students were free to discuss issues of sexuality with their teachers when learning WW?, 80% acknowledged that they were, as shown in Figure 4.2 below. The reasons include that their teachers discuss freely in class issues of sexuality.

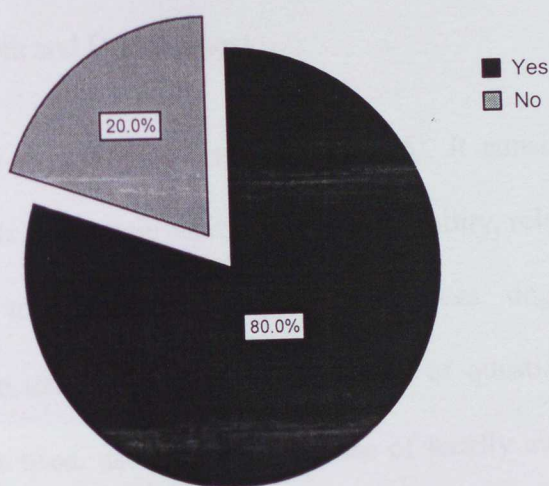


Figure 4.2 : Whether WW? Students are Free to Discuss Issues of Sexuality in Class

They also added that they wanted to learn more about sex, so they were eager and free to discuss it with teachers. However, eight of the students said that they were not free. Out of this group four were male, four female. The reasons given were that the teachers feel ashamed to talk about sexual issues. Some students mentioned that the subject was not taught frequently, hence they had less time to interact with the teachers.

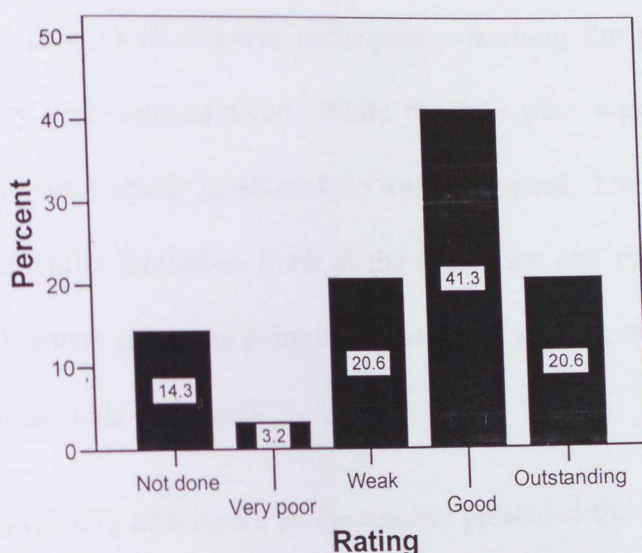
4.5.2 Classroom Observation

Lessons were observed to find out how similar topics in LSE and WW? were handled in a classroom situation. In Form 1, one teacher at a school in SWED was observed teaching the WW? topic—Building friendships, and another teacher at a school in SEED was observed teaching a similar LSE topic—Interpersonal relationships. In Form 3, one teacher at a school in SEED was observed teaching the WW? topic—Creation of sex, and another teacher at a school in SEED was observed teaching a similar LSE topic—Growth and Development.

An observation schedule was prepared (see Appendix 6). It consisted of 12 main topics with 63 main points. The main topics were: sustainability, relevance, liveliness of introduction, ability to cope with individual differences, degree of students' participation, appropriate use of language, effectiveness of questioning techniques, effectiveness of methods used, use of text books, use of locally available materials, logical development of the lesson, knowledge of subject matter, class control and organisation for students' abilities and teacher-student relations. These were rated as Not done; Very poor; Weak; Good; and Outstanding.

4.5.2.1 LSE Form 1

As shown in Figure 4.3 below, the lesson observation revealed that the teacher was outstanding in his ability to cope with individuals in the sense that he handled responses of different students and gave rewards. He also used students' experiences to motivate them to learn. The introduction did not include lively activities for learners, though it was relevant to the subject matter and short enough.



**Figure 4.3: LSE Lesson Form 1:
Interpersonal Relationships**

The teacher's technique for Question-pause-name was good. He was outstanding in phrasing questions clearly. He was good at using varied questions and distributed them well. He asked students a lot of questions. The teacher was also rated good at giving individual help during the lesson and used students' incorrect responses to improve learning. He handled responses of different students well and gave rewards for correct answers. His use of students' experiences to motivate them to learn was outstanding.

However, the degree of students' participation was weak; students did not initiate interactions with the teacher, as they never asked questions. On the other hand, the teacher used minimal drilling and gave exercises like discussion issues in groups.

Language used was good and at the level of students. The teacher tried his best to follow the language policy for instruction and made minimal use of the mother tongue to help learners grasp a point.

Since teaching of Life Skills requires participatory learning the teacher used two methods, role play and demonstration. While the role play was rated good, the demonstration was not properly conducted, so was rated weak. The teacher also used the students' Life Skills Education Book at the right time and right stage and was good in helping learners grasp the point being taught. However, no locally available teaching and learning aids were used.

The lesson was logically developed, as the teacher presented the subject matter and specific objectives were being achieved in logical sequence. The teacher also showed competence in the subject matter as he was not referring to the book always.

Class control was good as the children were listening attentively. However, girls and boys were not mixed in the classroom and were not interacting freely. Nonetheless, teacher-student relations were rated outstanding, even though not many students asked the teacher questions. The teacher also used his time effectively and was conscious of time allocated to each learning activity and students were doing activities within the given time. However, the teacher did not involve those who did not volunteer much.

The teacher concluded the lesson by giving a summary of all the points learnt during the lesson. He was smartly dressed and showed respect for both girls and boys.

4.5.2.2 WW? Form 1

According to Figure 4.4 below, the lesson observation revealed that the introduction was good, short enough and relevant to the new subject matter. The teacher's ability to cope with individual differences was outstanding. She also handled responses of different students well, and gave rewards like "Let's clap hands for her, good." The

degree of pupils' participation was high with good individual participation. The teacher promoted learning with minimal use of drilling. Besides, a variety of exercises to practice skills were used. However, students' initiation of interaction with the teacher was weak.

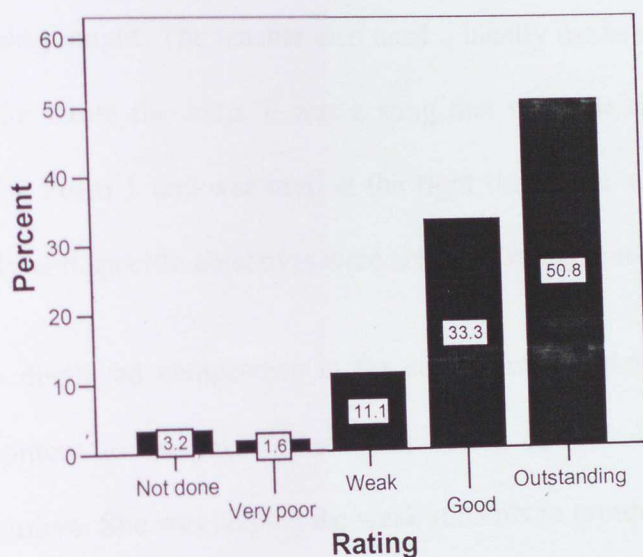


Figure 4.4: WW? Lesson Form 1: Building Friendships

The teacher used simple language at the level of students and followed the language policy for instruction. She did not at any point use the mother tongue to help the learners to grasp a point being taught.

The teacher phrased questions clearly and used varied question types. She distributed questions in random order, and these were adequate in the lesson. However, the use of Question-pause-name was very weak.

As mentioned above, of particular relevance to the teaching of Life Skills is participatory learning. As compared to LSE, the WW? teacher used pair work, group work, role play, song and demonstration appropriately in a single lesson and this

variety was rated outstanding. This kept the students active throughout the lesson. However, there was no integration of other curriculum subjects in the lesson.

The major textbook used was the Bible. It was relevant to the subject matter and was used at the right stage and time. The story read from the Bible helped the learners to grasp the point being taught. The teacher also used a locally made chart from an old calendar where she wrote the song. It was a song that was relevant to the subject matter, suitable for Form 1 and was used at the right time. The subject matter was presented logically and specific objectives were achieved in logic sequence.

The teacher also displayed competence in the subject matter that was taught, and simplified the content to the level of students. Class control was good because students were attentive. She was helping the weak students in groups. Teacher-student relations were good, except for the fact that students did not ask the teacher questions.

4.5.2.3 LSE Form 3

As shown in Figure 4.5 below, class observation revealed that though the introduction was relevant to the new subject matter it was not lively. The teacher seldom gave rewards to answers. However, he gave individual help during the lesson.

The degree of students' participation was so weak that some students were sleeping while one was cutting her fingernails. The teacher did not give a variety of exercises to practice skills and he only used group work where students wrote answers to questions on a chart paper and then presented to the whole class afterwards.

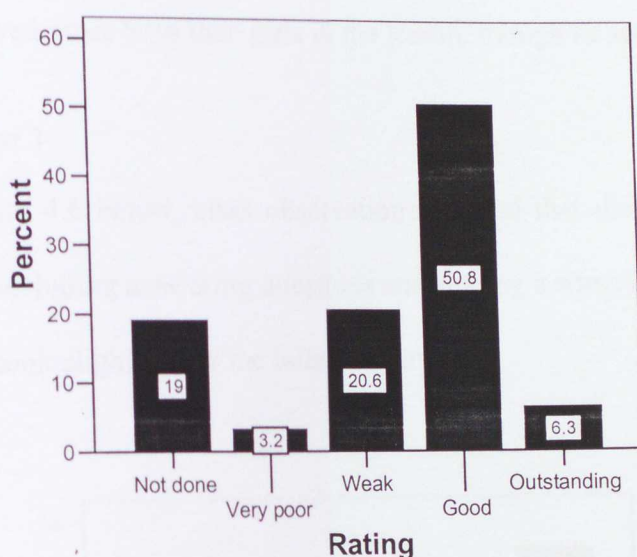


Figure 4.5: LSE Lesson Form 3: Growth and Development

The teacher used the Life Skills Education Book 3 and 4 and charts as teaching and learning aids. Use of textbooks was relevant to the subject matter. The lesson was logically developed. However, the teacher did not display competence on the subject matter as he could not respond properly to a question a student asked.

He tried to simplify content to the level of the learners who sat orderly in rows. The use of Question-pause-name was rated good, although the teacher simply pointed at the students to answer, without using names. Questions were phrased clearly and distributed randomly. The girls and boys were mixed in the classroom and interacted freely. Students were free to talk to each other and ask the teacher questions. At times, the teacher praised students.

Time management was good, as the teacher finished the lesson in 40 minutes and he was conscious of time allocated to each learning activity. The teacher summarised the lesson by asking students questions. Generally the teacher looked presentable.

However, he involved more boys than girls in the lesson, though he respected girls.

4.5.2.4 WW? Form 3

According to Figure 4.6 below, class observation revealed that the introduction for WW? was lively, including answering questions and singing a song. It was relevant to subject, though it took slightly over the intended time.

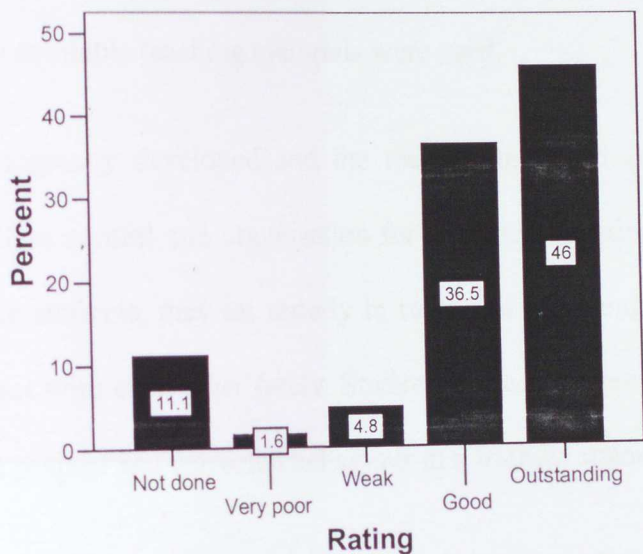


Figure 4.6: WW? Lesson Form 3: Creation of sex

The WW? teacher’s ability to cope with individual differences was outstanding as he gave individual help and used students’ experiences to motivate them to learn. Besides, the degree of students’ participation was also outstanding, since students initiated interactions with the teacher by asking a lot of questions and there was minimal use of drilling. The teacher also gave a variety of exercises to practise skills, the outstanding ones being pair work, role play, singing a song, and demonstration. The group work was rated good, because the students stayed on task.

The language used was simple and easily understood. However, the teacher did not use English throughout the lesson. Instead he used Chichewa to help the learners grasp a point being taught. The teacher was good at using questioning techniques like Question-pause-name and varying questions. He distributed the questions randomly.

The major textbook used was the Bible, which was relevant to the subject matter being delivered, used at the right time and helped the learners to grasp the point being taught. No locally available teaching materials were used.

The lesson was logically developed and the teacher displayed competence in the subject matter. Class control and organisation for students' abilities was good as the teacher named the students, they sat orderly in rows and girls and boys were mixed and able to interact with each other freely. Students were also free to ask the teacher questions, and he praised and corrected behaviour in a friendly manner.

Time management was a problem because the teacher was not conscious of the time allocated to each learning activity, so the lesson went over time. However, the learners were actively involved and spent more time doing activities than listening to the teacher. Generally the teacher looked presentable, respected girls and involved boys and girls equally, and even those who did not volunteer. The teacher closed the lesson by using questions to enhance understanding of the main message, singing a song and summarizing main points

4.5.2.5 Comparison of LSE and WW? Lessons

4.5.2.5.1 Comparison of Form 1 LSE and Form 1 WW? Lessons

Table 4.3 below compares the ratings of class observation of the Form 1 LSE and

WW? lessons. Two similar topics were taught. In Form 1, LSE was rated over 60% above average (i.e. Good+Outstanding), as compared to almost 85% for WW? Particularly outstanding in WW? was the use of a variety of participatory methods of teaching which are most important for the inculcation of life skills in students, and their participation. WW? was rated above average (Good+Outstanding) over 20% more than LSE. Furthermore, LSE was rated twice as weak (Very poor+Weak) as WW?

Table 4.3: Lesson Comparison: LSE Form 1 and WW? Form 1

Rating	LSE Lesson Form 1		WW? Lesson Form 1	
	Frequency	Percent	Frequency	Percent
Not done	9	14.3	2	3.2
Very poor	2	3.2	1	1.6
Weak	13	20.6	7	11.1
Good	26	41.3	21	33.3
Outstanding	13	20.6	32	50.8
Total	63	100	63	100

4.5.2.5.2 Comparison between Form 3 LSE and Form 3 WW? Lessons

Table 4.4 below compares the ratings of class observation of the Form 3 LSE and WW? lessons. Two similar topics were taught. In Form 3, LSE was rated over 65% above average (i.e. Good+Outstanding), as compared to over 80% for WW? Particularly outstanding in WW? was the use of a variety of participatory methods of teaching which are most important for the inculcation of life skills in students, and their participation. WW? was rated above average (Good+Outstanding) 30% more than LSE. Furthermore, LSE was rated almost four times weaker (Very poor+Weak) than WW?

Table 4.4 Lesson Comparison: LSE Form 3 and WW? Form 3

Rating	LSE Lesson Form 3		WW? Lesson Form 3	
	Frequency	Percent	Frequency	Percent
Not done	12	19.0	7	11.1
Very poor	2	3.2	1	1.6
Weak	13	20.6	3	4.8
Good	32	50.8	23	36.5
Outstanding	4	6.3	29	46.0
Total	63	100.0	63	100.0

4.6 Monitoring, Evaluation and Impact of LSE and WW?

In order to compare the monitoring of progress and impact of LSE and WW? implementation, data included interviews with officials from MoEST Headquarters, MIE and SAFE. Participants who provided this information were the Secondary Life Skills Coordinator MIE, head teachers and SAFE’s National WW? Field Coordinator.

4.6.1 Monitoring and Evaluation

4.6.1.1 LSE Monitoring and Evaluation

The MIE Secondary Life Skills Coordinator revealed that SEMAs went to monitor if they were given money. For example, in 2007 they were not given money and so they did not go. As a result, teachers were not compelled to teach since they knew that they were not going to be asked. He gave the example of how they had gone to some schools and found out that the Methods Advisors had not been there for two years. He also gave an example of teachers they found knitting whilst students were in class at a certain urban primary school. He argued that all this is because teachers did not obliged to teach, because they were saying “Ationa ndani?” (Who is going to observe us?). He added that if that was happening in town, what more in the rural areas. By contrast, the SEMA reported that they monitor the teaching and learning regularly.

The MIE Secondary Life Skills Coordinator also mentioned that to show that they were following up on what is happening they had reviewed Junior Certificate books and written some recommendations to the Ministry of Education.

As to whether supervision was done at school level, interviews with the head teachers²⁸ revealed that they had never done any supervision due to negligence, as well as the fact that they were not trained in the subject. Hence it would be difficult for them to know if teachers were doing the right things.

The SEMA acknowledged that they did an evaluation in SEED in 2006, but their report had gone missing at the time of the interview. Another evaluation of Life Skills, Sexual and Reproductive Health (SRH)/HIV/AIDS Education was done in 2007 by Dr Gulule and Dr Chakwera, and findings and recommendations were sent to the Ministry of Education for action. The MIE Secondary Life Skills Coordinator acknowledged that according to these findings, LSE had problems.

4.6.1.2 WW? Monitoring and Evaluation

Mechanisms have been put place for the monitoring of WW? at different levels. At school level there are initial school report forms. These contain the following details: WW? trained teacher's name, Standard/Form teaching, Number of students in class, Number of periods per week, WW? lessons taught so far. It also includes students' response to the subject, challenges and behaviour change noted. The sources of information indicated are WW? teachers, head teachers, other teachers and students.

The WW? Curriculum Evaluation Form is another document used during monitoring and evaluation. This takes the form of a questionnaire given to teachers to fill in at the

²⁸ Interview with Head teacher 1 (LSE), 26 August 2008 and Head teacher 2 (LSE), 3 September 2008.

end of their first term of teaching WW? Teachers are to respond to questions pertaining to whether they teach WW? or not and why/why not; class being taught; number of students; how many times it is taught per week; students' responses; challenges encountered and their solutions; plans for expanding WW activities; names of teachers interested in being trained and Head teacher's confirmation, signature and stamp.

A WW? Lesson Observation Form is also used when observing WW? lessons. It consists of the preamble: School, Date, Class/Year, Lesson/Topic and Teacher. Then, Lesson preparation, Lesson presentation and Lesson review. The form is completed in duplicate with the aid of carbon paper. The original is left with the teacher and the copy kept for records.

There are also Annual School Report Forms for secondary schools. The secondary report requests the following: Background information on Division, District, Cluster, School, Date of submission, Name and Position of person completing the form. It also requests feedback on the number of teachers trained in WW? in previous years and the current year, number of teachers who were observed teaching WW? in the current year, number of students who were being taught, number and percentage of students who have passed end-of-term tests in WW? and finally, comments, e.g. on behavior change, dropout rate in school, etc. The Director for Education for SAFE has also produced a Life Skills Report Card (see Appendix 7) to guide every WW? teacher to record the observable behaviour of every student from Forms 1 to 4, as a means of continuous assessment. This was done to get away from the cognitive examinations. Interviews with the National WW? Field Coordinator for SAFE revealed that in 2000 no monitoring was done. However, in 2001 all the secondary schools, both

conventional and CDSS, in Lilongwe were visited, where they found that teachers were teaching WW? Most secondary schools in the Southern Region were also visited, where most teachers were teaching WW? By May 2007, all secondary school teachers trained under the NAC-funded activities had completed a School Action Plan for implementation. SAFE officials checked the extent to which the intended implementation was being achieved. All 109 trained teachers in 27 secondary schools in Chiradzulu District were visited. In June, almost all of the 31 secondary schools in Blantyre Rural were visited, and the Curriculum Evaluation Forms were distributed and returned.

A new method of monitoring the implementation has been devised. Some WW? teacher trainer volunteers go and supervise those teaching WW? in nearby schools during their free time. They write a budget proposal for meal allowances and transport. If the budget is approved they are given the funds. They visit every school within their area (i.e. zone/cluster) once each term, and report back to the SAFE Head Office on a monthly basis. However, SAFE acknowledged that their monitoring and evaluation had not been adequate prior to putting in place the variety of reporting mechanisms.

4.6.2 Impact

4.6.2.1 Impact of LSE

The interview with the SEMA revealed that through interviews, they found some students who acknowledged having gained confidence, while some never cared at all. However, the MIE Secondary Life Skills Coordinator commented that he believed change was an attitude which was to be seen after time. Hence he believed that behaviour amongst students would change after some time. He cited the drop in rate

of pregnancy amongst students as an example of the impact of LSE.

Confirming this, one head teacher²⁹ said that LSE had contributed to low dropout rates of students. He further explained that most of the students were previously involved in dating each other but because of life skills they realised that they could end up in problems. Hence dating has reduced.

Another head teacher reported that pregnancy cases had dropped and performance had improved with the help of the lessons they have on setting their goals. He went on to say that the behavior of students has improved because, from January to the date of the interview the teachers had not reported any serious discipline case. LSE helped students to behave better than in the past, where there used to be disciplinary cases often. However, the Deputy Director of EMAS acknowledged that LSE had limited impact, not as high as the Ministry expected.

4.6.2.2 Impact of WW?

An interview with the National WW? Field Coordinator revealed that the primary impact of WW? training was initially on the teachers themselves. In concurrence with the field coordinator the WW? teachers acknowledged that training had changed their behaviour as well as the students' behaviour. The behaviour of many teachers improved within a short time after they completed a WW? training workshop. Furthermore, WW? had another impact on teachers in the sense that they were able to apply the methodology for WW? to other subjects

In terms of the impact of WW? on the students, some schools' discipline had been controlled. A number of promising behaviour changes were noted by the head

²⁹ Interview with Head teacher 2 (LSE), 3 September 2008.

teachers.³⁰ For example, at one school in Chiradzulu, in the first term of the 2007 school year only one student dropped out to get married, whereas in previous years records show that at least four students dropped out in the first term. In another school, there was a drop in pregnancies. When newly trained WW? teachers were followed up in Blantyre Rural, SAFE found a girl being counseled by the teachers against going into early marriage. She has subsequently stayed in school. At another school there was a sharp reduction in smoking of *chamba* (Indian hemp).

Through interaction with students and by students learning WW?, teachers were able to identify the needy so that, for example, SAFE was able to pay the school fees and/or examination fees of some orphans who might otherwise have dropped out of school. Many young people have introduced WW? clubs in their communities. The National WW? Field Coordinator gave the example of dramatic behaviour changes at Ndirande Primary School, following the introduction of WW? in 1998. The statistics given in Table 4.5 below reveal that the pregnancy rate dropped to virtually zero from 131 after six years. The dropout decreased from 568 to zero.

Table 4.5 Trend of Enrolment, Dropouts and Pregnancies at Ndirande Primary School

Year	Enrolment			Dropout rates			Pregnancies
	Boys	Girls	Total	Boys	Girls	Total	
1998	3726	3803	7529	203	365	568	131
1999	3617	4006	7623	1	52	53	21
2000	3535	3768	7303	142	132	274	2
2001	3253	3516	6769	18	23	41	2
2002	3589	3740	7329	1	5	6	2
2003	3917	3863	7146	3	5	8	2
2004	3592	3554	7146	0	0	0	0

³⁰ Interview with Head teacher 1 (LSE), 26 August 2008 and Head teacher 2 (LSE), 3 September 2008.

In addition, a secondary school head teacher³¹ acknowledged in an interview that indiscipline regarding sexual immorality had dropped, a good number of students go for VCT and the pregnancy rate has dropped since the introduction of WW?

One teacher had this to write on the questionnaire:

I have been able to counsel and change several students' behaviour through the use of stories from the Bible. Counseling those infected and those affected by HIV and AIDS is a challenge. However, counseling students who have lost their parents due to HIV related diseases in reference to the WW? key concepts and Bible stories is effective in restoring the students' emotions and provides hope for the future.

4.6.3 Challenges

4.6.3.1 LSE Challenges

The interview with the SEMA revealed several challenges. First, they had financial constraints, for example, they needed fuel to go for supervision since some schools are as far away as Makanjira and Cape Maclear, which made it difficult for them to supervise. On top of that there was no money for in-service training. Besides, the Life Skills Policy and the introduction of LSE are taken as a project, so teachers may have attended the training for the sake of money only, forgetting about teaching the subject.

4.6.3.2 WW? Challenges

An interview with the National WW? Field Coordinator revealed that the major challenge is monitoring. A lot of teachers have been trained for WW? but it is difficult to monitor each and every one because there was only one vehicle. Decentralising SAFE offices is difficult because of the current lack of funding. However, the newly devised system of monitoring and evaluation where WW? teacher-volunteers go and assist SAFE to monitor fellow teachers is proving quite effective on a limited scale.

³¹ Interview with Head teacher 2 (LSE), 3 September 2008.

4.7 Chapter Summary

It has been highlighted in this chapter that both Life Skills Education and WW? were introduced in response to the problem of HIV and AIDS. At the planning of implementation level neither students nor the community were involved for LSE or WW?. On a positive note, Life Skills Education is timetabled but there is no seriousness in teaching the subject. On the other hand WW? is timetabled in some schools and in others is offered at club level. The study also revealed that examining the subject would defeat the whole purpose of introducing life skills in secondary school because teachers and students would concentrate on content rather than skills. Some students and teachers still feel uncomfortable talking about issues surrounding sexuality. It has also been highlighted that WW? lessons were lively and included more participatory techniques than LSE lessons. On monitoring and evaluation, the study revealed that Methods Advisors do not go to supervise if they are not given allowances. WW? faces challenges in monitoring like lack of transport. However, they have devised a method whereby volunteer teacher trainers supervise other teachers from nearby schools. Besides, Life Skills Education Teacher's Guides were not easy to follow whilst the WW? Teacher's Guides had well planned lesson plans.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Chapter Overview

The study aimed at assessing the comparative implementation of the LSE and WW? Life Skills curricula in order to establish the level of classroom teaching and learning and compare the strengths and weaknesses of both in order to recommend how to make life skills education more responsive to secondary students' needs.

Specific aims included: to describe the historical background to the Life Skills Education policy and the LSE and WW? curricula, to assess the mobilisation of resources and activities in LSE and WW? implementation, to compare the coverage of the curriculum, implementation, monitoring of progress and impact of LSE and WW?

Using formal interviews with personnel from MoEST, SAFE and head teachers, questionnaires administered to teachers and students, lesson observation and content analysis, this study yielded both qualitative and quantitative data, from which were identified and/or developed emerging themes, frequency tables and graphs.

This chapter presents the conclusions based on the research results discussed in Chapter 4. Also presented are recommendations, in line with the findings, as well as

suggestions for further research.

5.2 Main Conclusions and Discussion

5.2.1 Historical Background

The study revealed that both LSE and WW? began through the incremental mode, whereby HIV and AIDS became a problem within the education system and the teaching of life skills was seen as a solution to the problem (Haddad, 1995). After recognising the need to intervene to address the spread of HIV, several organisations, as well as the Ministries of Health and Education, came up with the idea of introducing Life Skills Education in schools. Meanwhile, senior officials from government asked Mr. Day, an activist in the fight against HIV and AIDS, to introduce a programme which could help young people to fight challenges brought about by HIV and AIDS. Thereafter, WW? was introduced in schools.

However, to date, there is no formal Life Skills Education policy, *per se*, only a circular from MoEST sent out in 2002 announcing the *post facto* introduction of Life Skills Education in both primary and secondary schools.

5.2.2 Mobilisation of Resources

Neither the LSE nor the WW? curriculum planning process involved the participation of students and community, who are the major stakeholders. These people are potentially affected by the Life Skills Education policy and there was need to involve them in providing information on their needs, desires and preferences (Brinkerhoff & Crosby, 2002). As a result, some stakeholders had no interest in the implementation of the policy.

The study also revealed that, in some cases, there was no seriousness in teaching LSE or WW? and in some cases Life Skills was not timetabled because it is not yet examinable as a subject. However, other participants were skeptical of the idea that the subject be examinable, because they felt it might defeat the whole purpose of teaching life skills, since students and teachers might concentrate on content rather than the skills themselves. On the other hand, WW? is not offered to every student since it is based on Christian moral values. As a result, students from other religions may not be willing to attend the WW? club. There is need to balance WW? by including principles from other religious beliefs.

Participants revealed that the training of LSE teachers took so much time that some teachers teaching the subject are not trained at all. Yet for the policy to be implemented effectively it needs skilled teachers (Haddad, 1995). Besides, the participants revealed that the teachers need to acquire the skills first before they impart them to the students. On the other hand, SAFE has trained a greater number of teachers who, if they were all utilised, could be effective in the implementation of the policy.

Some teachers, despite being trained in both LSE and WW?, still do not feel comfortable discussing issues surrounding sexuality with students because it still is a taboo (Kadzamira *et al.*, 2001). Other LSE teachers feel that training did not change teachers' behaviour, but gave them directions on what to do, like a signpost. Similarly, some students do not feel free to discuss issues surrounding sexuality with teachers. WW? teachers acknowledged that they were truly empowered by the training they had and were able to apply the methodology to other subjects they teach.

Though Life Skills Education Books were distributed in schools, there is need to distribute supplementary books which students can read. There is also need to provide WW? students with books so they can read them in their own free time.

5.2.3 Coverage of the Curriculum

The content of the LSE and WW? Curricula is similar, but the approach is different. WW? students acknowledged that inclusion of spiritual topics which directly affect students infected and affected by HIV/AIDS gave them hope for survival and in turn living positively.

The LSE Teacher's Guides are difficult to break down into individual lessons, whilst the WW? Teacher's Guides have clear lesson plans, together with background information for the teacher to teach the lesson effectively. WW? also has a Teacher's Handbook with relevant knowledge for teaching WW?. There is no teacher's guide for LSE Books 1 and 2. No practising teacher was involved in writing the LSE books and training manuals yet they are the key stakeholders in the implementation of the Life Skills Education policy. On the other hand the development of the WW? Teacher's Guides and manuals involved practising teachers who underwent the training as teachers, and subsequently as trainers.

WW? has a comprehensive, systematic training manual, unlike LSE. The WW? trainer's manual shows how to train the teachers' minds so they strive to change their perception of reality (Sire, 1990), before the teachers attempt to change the students' reality. By contrast, the Methodology Guide for LSE contains teaching strategies which are well understood by Degree teachers, yet there are more Diploma than Degree teachers in secondary schools.

5.2.4 Implementation of LSE and WW? in Secondary Schools

Classroom observation revealed that WW? lessons were more lively and involved students more actively than LSE lessons. WW? lessons also included a greater variety of teaching and learning techniques and students' participation was higher. In WW? lessons, the Bible is used as a bank of stories depicting both good and bad character, not evangelism, since many faith communities' programmes for behaviour change and life skills training have proved to be effective in reducing HIV transmission among the youth (Malewezi, 2001). However, it would be of great advantage to all the students if WW? had included principles from other religions.

5.2.5 Monitoring of Progress and Impact

The study established that monitoring of LSE had not been done for two years. This is because Methods Advisors are not willing to go and supervise without allowances. As a result, teachers do not feel compelled to teach LSE. In 2007, UNFPA conducted an evaluation of LSE at primary and secondary schools, which showed that LSE was not working to the level expected by MoEST. On the other hand, WW? monitoring is done at school level, where teacher trainers volunteer to go and supervise those teaching WW? in nearby schools during their free time. Monitoring had been an ongoing process in WW? since 2002, but is still not as widespread as SAFE would like.

The study established that though the development of the LSE curriculum was fully funded by UNFPA, it has not had as great an impact as MoEST expected. On the other hand, WW? has had an impact on many WW? trained teachers' behaviour, and subsequently on their students' behaviour. The comparison of the impact of LSE and WW? in this study has highlighted the fact that there is need to rethink the HIV

education-for-prevention strategy, after failing to achieve a high rate of change in students' behaviour. It is criminal not to put money into things that work. There is need for a military response to the fight against HIV/AIDS, but what is practised now is a bureaucratic response (Washington Post, 2003).

5.3 Recommendations

5.3.1 Recommendations to the Ministry of Education

- The Ministry should adopt a moral values-based approach to the teaching of Life Skills to cater for uninfected, infected and affected students and teachers alike.
- Life Skills must be introduced in colleges and universities as a compulsory subject for all first year education students (cf. the University of Malawi university-wide course on HIV/AIDS, which includes a six-session WW? life skills component).
- Life Skills must not be taught only by Humanities teachers, but by any teachers committed to teaching it.
- Training should be decentralised and the best teachers must be trained as trainers to be responsible for training teachers (cf. WW?).
- Teachers must volunteer to be trained, and no allowance must be attached to the training period. (cf. WW?).
- The trainers should train responsible students as peer educators, who will in turn work hand in hand with the teachers in handling the subject.
- Five teachers should be trained per school (cf. WW?).
- The post of Life Skills Officer should be created in every division. His/her duty must be organising and supervising activities and reporting on Life Skills Education outcomes.

- If Life Skills is to be made examinable, then appropriate mechanisms must be put in place: for example, continuous assessment through a Life Skills Report Card (cf. WW? Life Skills Report Card, in Appendix 7) for every student. Teachers will observe students' behaviour and at the end of the term fill in the card, which has statements pertaining to each student's behaviour. End of term examinations should include, for example, a role play where students demonstrate their skills in responding to peer pressure in a given situation.
- Life Skills must be timetabled for two periods, preferably a double period.
- The following topics should be included: How to abstain from having sex, How to control sexual feelings, How to stop drug and alcohol abuse, Courtship (all in WW? but not in LSE), Youth and abortion, How to prepare for interviews, Participation of youth in development, Career guidance (all in neither WW? nor LSE).
- MIE and MoEST should extend the orientation of teachers on Life Skills, particularly where teachers were not oriented and those teaching in private schools.
- The content for Life Skills can be improved by including all the burning issues from the society in the curriculum, through conducting more consultations with the community to find out what to include.

5.3.2 Recommendations to Secondary Schools

- Head teachers must choose teachers to go for training who are willing to teach Life Skills and have a good rapport with students.
- Life Skills teachers must, from time to time, divide students into peer groups rather than the whole class and let the trained peer educators take a leading role in

discussion of the key issues.

- Peer educators should take the initiative to make sure that everyone attends or the group loses points for absenteeism.

5.3.3 Recommendations to Malawi Government

- An annual Life Skills Week should be introduced, where students will be involved in development activities in their areas to instill a sense of responsibility.

5.4 Further Research

- Since this is the first research of its kind, longitudinal action research should be conducted, to track change of behaviour for students who learn Life Skills from Forms 1 to 4, whether through LSE or WW?.
- Research could be conducted to find out whether the training of teachers actually helps in changing the behaviour of teachers.
- Research should be conducted to find out from students and the community what to be included in Life Skills Education and how it should be presented

5.5 Summary

This chapter discussed the main conclusions and implications of the research. It also gave recommendations, as well as areas for further research. The study was undertaken in the hope that it would provide insights into the current Life Skills Education policy and the HIV and AIDS situation in Malawi and encourage others to rethink and evaluate the approach to Life Skills Education. Both LSE and WW? have strengths which, if combined, would benefit secondary school students. Some

students will continue to be unresponsive to the current approach. The attempt here is a call to embrace a moral values basis for Life Skills Education that will cater for all students' needs.

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APPENDIX 1: INTERVIEW SCHEDULE FOR CURRICULUM SPECIALISTS

Good morning Sir/Madam, I am Mrs. J. Chiona, a Master of Education student at Chancellor College. I am conducting a research to find out how Life Skills Education Policy has been implemented. I have purposively selected individuals to take part in the interview and, if you agree, you are one of them. I would greatly value your contribution to the research. Feel free to contribute.

Today's date _____

Personal Information

Surname:

Other Names:

Age:

Sex: male

Educational Qualifications:

Job Title:

Marital Status:

1. When did the LSE policy come into effect? (Probe the contextual background)

2. How did the Government/SAFE plan the syllabus and curriculum development? (Probe on who was involved, when, where, why, how and what they were involved with).

3. How many secondary school teachers have been oriented on LSE/WW?? (Probe on which Education Divisions, forms, and secondary schools, for example, CDSS, Convectional, Grant-Aided, Private schools.)

4. Any monitoring and evaluation done so far? If any, what were the findings? If not, why not?

5. Do you have any comments on the impact of LSE/WW? In secondary schools? (Probe on the effects on teachers, parents and students.)

APPENDIX 2: INTERVIEW SCHEDULE PEMA/SEMA

Good morning Sir/Madam, I am Mrs. J. Chiona, a Master of Education student at Chancellor College. I am conducting research to find out how Life Skills Education Policy has been implemented. I am here to collect information relating to the teaching, learning, and impact of Life Skills Education. I thank you for accommodating me at this time. I am aware that you might have other things to do. I thank you so much.

I shall ask you some questions to guide our discussion. The information I shall collect will be confidential. With your permission I shall record the conversation and take down notes while our conversation progresses. I would greatly value your contribution to the research. Feel free to contribute.

Today's date: _____

Personal Information

Surname: _____

Other Names: _____

Age: _____

Sex: _____

Educational Qualifications: _____

Job Title: _____

Marital Status: _____

Single: _____

Married: _____

Other: _____

Widowed: _____

1. When did the LSE policy come into effect? (Probe the contextual background.)

2. At level were you involved in the implementation of the Life Skills Education policy? (probe on whether they were involved in the development of the curriculum, training of teachers)

3. Have you been trained as a trainer of trainer (TOT) in Life Skills Education?

4. How many secondary school teachers have been oriented on LSE? (Probe on which secondary schools, for example, CDSS, Conventional, Grant-Aided, Private schools.)
5. Is Life Skills Education Offered in all the Secondary Schools in your Division?
(Probe on how many schools, whether they are time tabled)
6. What are your views about the teaching of Life Skills Education in secondary schools?
7. Any monitoring and evaluation done so far? If any, what were the findings? If not, why not?
8. What Challenges have you been facing in giving support for Life Skills Education?
9. Suggest ways in which
 - a. the training of teachers of Life Skills Education can be improved
 - b. the teaching of Life skills Education can be improved
 - c. the content for Life skills can be improved
10. Do you have any comments on the impact of LSE/WW? in secondary schools?
(Probe on the impact on teachers, parents and students.)

APPENDIX 3: INTERVIEW SCHEDULE FOR HEAD TEACHERS

Good morning Sir/Madam, I am Mrs. J. Chiona, a Master of Education student at Chancellor College. I am conducting research to find out how Life Skills Education Policy has been implemented. I have purposively selected individuals to take part in the interview and, if you agree, you are one of them. I would greatly value your contribution to the research. Feel free to contribute.

Today's date: _____

Personal Information

Surname:

Other Names:

Age:

Sex:

Educational Qualifications:

Job Title:

Marital Status:

Married:

Single:

Widowed:

Other:

1. In what ways are the messages of HIV and AIDS and life skills delivered to your students? (Probe for both formal and informal ways.)
2. How many teachers have been trained to teach LSE/WW? in your school? How many are actually teaching LSE/WW??
3. Is LSE/WW? included in your timetable for all classes?
4. What is the attitude of teachers, students, and parents towards LSE/WW??
5. Do teachers feel more comfortable teaching LSE or WW?? Why?
6. What is the impact of LSE/WW? in your school?
7. What should be done to improve the effectiveness of why wait?
8. Do you think by making the subject examinable will improve students' behavior?

APPENDIX 4: TEACHER QUESTIONNAIRE

The researcher would like to find out how Life Skills Education Policy has been implemented in secondary schools in Malawi. Your school has been identified to help in finding out the impact of Life Skills Education/WHY WAIT? in the schools. I would appreciate your cooperation in answering the following questions.

Please respond appropriately: Either TICK in the appropriate space or supply the necessary details. Today's date: _____

1. Sex: Male _____ Female: _____
2. Age: 20-29 _____ 30-39 _____ 40-49 _____ 50-59 _____ 60+ _____
3. Religious Affiliation: Christian _____ Muslim _____
4. Other (please specify) _____
5. Which subjects are you teaching? _____
6. Qualification: Diploma: _____ Degree: _____ Other (Please specify): _____
7. Have you ever attended a training workshop on _____?
8. Life Skills Education _____
9. WHY WAIT? _____
10. If yes, which year was it?

WHY WAIT? _____

Life Skills _____

11. If yes, please give details on the major topic(s) you learned during the training:

Life Skills Education:

WHY WAIT?

12. If yes were you truly empowered to implement the training? Explain.

Life Skills Education

WHY WAIT?

13. If you have been trained for both WHY WAIT? and Life Skills Education, comment on the comparison in terms of training and teaching/learning between the two.

14. If you have not been trained, do you think you can teach by just following the books? Explain.

Life Skills

WHY WAIT?

15. What topics do you think need to be included in Life Skills/WHY WAIT? for you to be truly empowered?

Life Skills Education:

WHY WAIT?

16. Do you feel comfortable teaching all the topics in Life Skills/WHY WAIT?? If not, why not?

Life Skills Education:

WHY WAIT?

17. Do you think Life Skills/WHY WAIT? answers all the questions students usually ask in their lives? If not, what topics do you think should be included?

18. If you plan to teach a topic in Life Skills/WHY WAIT? do you actually follow what you have planned? Explain

19. Do you have any comments on the attitudes of the following to Life Skills/WHY WAIT?

a. Students:

Life Skills Education:

WHY WAIT?

b. Teachers:

Life Skills Education

WHY WAIT?

c. Head teachers:

Life Skills Education:

WHY WAIT?

20. What is the impact of Life Skills/WHY WAIT? on students in your school?

Life Skills:

WHY WAIT?

21. Suggest on ways in which Life Skills/WHY WAIT? can be improved to cater for both the teachers and students' needs.

END OF QUESTIONNAIRE

APPENDIX 5: STUDENT QUESTIONNAIRE

The researcher would like to find out how Life Skills Education Policy has been implemented in comparison to WHY WAIT? in secondary schools in Malawi. Your school has been identified to help in finding out the impact of Life Skills Education/WHY WAIT? in the schools. I would appreciate your cooperation in answering the following questions.

Instructions:

- Do not write your name on this questionnaire to ensure that all information you provide is confidential.
- Please respond appropriately and sincerely either tick the appropriate answer or supply the necessary details

Please respond appropriately: Either TICK in the appropriate space or supply the necessary details.

Today's date: _____

1. Class: Form 1 _____ Form 3 _____

2. Sex: Male _____ Female: _____

3. Age: 10-13 _____ 14-16 _____ 17-18 _____ 19+ _____

4. Religious Affiliation: Christian _____ Muslim _____
Other (please specify) _____

5. Are the following offered at your school?

Life Skills _____ WHY WAIT? _____

6. If Life Skills/WHY WAIT? are not offered, why not?

Life Skills

WHY WAIT?

7. Which topics interest you most? Why?

Life Skills

WHY WAIT?

8. Do you think Life Skills/WHY WAIT? answers all the questions you have about your life? If not, which topics do you think should be included?

Life Skills

WHY WAIT?

9. Which topics have you learned so far, at secondary level?

Life Skills

WHY WAIT?

10. Are you free to discuss with your teachers in class issues surrounding sexuality?

Explain.

Life Skills

WHY WAIT?

11. What is the impact of Life Skills/WHY WAIT? among students at your school?

Life Skills

WHY WAIT?

12. What do you think could make the Life Skills Education subject more interesting to learn?

END OF QUESTIONNAIRE

APPENDIX 6: LESSON OBSERVATION SCHEDULE

NAME: _____ SCHOOL: _____

FORM: _____ SUBJECT: _____ TEACHER: _____

TOPIC: _____ DATE: _____ TIME: _____

- 0 - Not done
- 1 - Very poor
- 2 - Weak
- 3 - Good
- 4 - outstanding

LESSON	RATING				
	0	1	2	3	4
1. Sustainability, relevance, liveliness of introduction					
a. Lively including activities for learners					
b. Relevant to new subject matter					
c. Short enough (5-7 minutes)					
2. Ability to cope with individual differences					
a. Handles responses of different pupils, gives rewards for efforts answers					
b. Gives individual help during lessons					
c. Utilizes pupils' incorrectly/partly correct responses to improve learning					
d. Uses situations/pupils' experiences to motivate them to learn					
3. Degree of pupils participation					
a. Individuals participate throughout the lesson and choral response. (Excessive drilling = 0)					
b. Pupils initiate interactions with the teacher					
c. Teacher promotes learning with minimal use of drilling					
d. Pupils given a variety of exercises to practice skills					
4. Appropriate use of language					
a. Language at the level of pupils, i.e. simple and					

easily understood						
b. Follow the language policy for instruction						
c. Uses mother tongue to help the learner grasp a point being taught						
5. Effectiveness of questioning techniques						
a. Use of question-pause-name						
b. Phrases questions clearly						
c. Uses varied questions						
d. Distribution of questions – random order						
e. Adequacy of number of questions asked in the lesson						
6. Effectiveness of methods used						
a. Uses pair work						
b. Uses group work						
c. Uses role play						
d. Uses song						
e. Uses demonstration						
f. Uses varied approaches to deliver the subject matter						
g. Integrates other curriculum subjects into the lesson						
7. Use of textbooks						
a. Relevant to the subject matter being delivered						
b. Used at the right stage and time in the lesson						
c. Help the learners to grasp the point being taught						
8. Use of locally available teaching and learning aids						
a. Relevant to the subject matter being delivered						
b. Used at the right stage and time in the lesson						
c. Suitable for age group of learners						
d. Help the learners to grasp the point being taught						
9. Logical development of the lesson						
a. Presents the subject matter logically						
b. Activity delivery responsive to the abilities of the learners						
c. Specific objectives being achieved in a logical sequence						
10. Knowledge of subject matter						
a. Displays competence in subject matter that is being						

taught						
b. Simplifies the content to the level of the learners						
11. Class control and organization for pupils abilities						
a. Uses seating plan – children sitting orderly in rows						
b. Names pupils						
c. Girls and boys mixed in the classroom, interacting freely						
d. Uses monitors, rosters to involve pupils in classroom responsibilities						
e. Proper system for pupils to do activities orderly and quickly						
f. System of marking pupils' work and helping the weak ones						
g. Pupils raising their hands when they want to answer questions						
h. Classroom displays – at appropriate height, clean, adequate, attractive						
12. Teacher – pupil relations						
a. Pupils free to talk to each other						
b. Pupils ask questions of teacher						
c. Teacher praises and corrects behaviour in a friendly manner						
13. Effective use of time						
a. Being conscious of time allocated to each learning activity						
b. Learners do activities during more time than they listen to the teacher						
14. Appropriateness of closure						
a. Summarizes main points of the lesson						
b. Uses questions to enhance understandings of main message						
15. Presentability and appropriateness of dress						
a. Neat in dress and appearance						
b. Displays movement which does not distract attention of learners						

16. Other issues						
a. Lesson plan insures participation by both boys and girls						
b. Lesson delivery encourages girls to participate						
c. Teacher involves girls and boys equality – even those who don't volunteer						
d. Teacher shows respect for girls						
e. Teacher expects others to show respect to girls						
f. Classroom tidiness tasks are shared equally by boys and girls						
g. Lesson plan ensures participation by slow learners						
h. Lesson plan encourages slow learners to participate						
TOTAL SCORES						
OVERALL AVERAGE: _____						

APPENDIX 7: WHY WAIT? LIFE SKILLS RECORD CARD

Student's name					Class					Term				
INDICATORS					R A T I N G ¹									
Moral Knowing					A		S		R		N			
<i>(a) Moral awareness</i>														
identifies character traits in others														
is becoming aware of healthy and unhealthy character traits in self														
is aware of humans' dignity														
<i>(b) Knowing moral values</i>														
exercises discernment to distinguish between right and wrong														
practices integrity														
practices all the healthy character traits														
expresses human dignity														
<i>(c) Perspective taking</i>														
identifies all perspectives on an issue														
identifies advantages and disadvantages of each perspective														
identifies right and wrong in each perspective														
identifies the possible impact of each perspective														
identifies the possible consequence(s) of each perspective														
<i>(d) Moral reasoning</i>														
exercises moral critical thinking skills														
exercises moral creative thinking skills														
exercises moral lateral thinking skills														
<i>(e) Decision-making</i>														
plans														
manages time														
sets goals														
identifies choices														
sets priorities														
distinguishes between good and bad choices														

¹ A=always, S=sometimes, R=rarely, N=never

makes use of guidance and counseling				
evaluates and re-evaluates decisions				
(f) Self-knowing				
identifies strengths in self				
develops strengths in self				
identifies weaknesses in self				
changes weaknesses in self				
identifies opportunities				
capitalizes opportunities				
identifies threats to self-development				
neutralizes threats to self-development				
develops self-awareness and self-acceptance				
projects self to future				

Moral Feeling	A	S	R	N
(a) Conscience				
is aware of emotional response when doing right				
is aware of emotional response when doing wrong				
listens to own conscience, so as to be able to act on it morally				
(b) Self-esteem				
has positive self-concept				
has negative self-concept				
has healthy self-concept				
has self-respect				
has healthy sexuality				
(c) Empathy				
recognizes situations where empathy is needed				
refuses to stigmatize or discriminate				
has good oral communication skills				
(d) Loving the good				
listens to own conscience				
chooses always to do good, not bad				
knows how to resolve conflicts				
cares for and protects people				
cares for and protects the environment				
(e) Self-control				
exercises emotional control				

practices moderation in all behaviors, or abstaining				
has a strong work ethic				
cope with peer pressure				
<i>(f) Humility</i>				
acknowledges one's strengths				
acknowledges one's weaknesses				
makes full use of one's strengths to overcome weaknesses				
acknowledges God as the source of one's strengths				

Moral Action	A	S	R	N
<i>(a) Competence</i>				
is capable of acting on own moral values and conscience				
<i>(b) Will</i>				
is able to take the initiative				
<i>(c) Habit</i>				
consistently behaves morally				

APPENDIX 8: LETTER OF PERMISSION

Telephone: (265) 01 525 577

Fax: (265) 01 526 432

Communications should be addressed to:
The Manager, South-East Education Division

Ref. No. SEED/GEN/21



In reply please quote No.

SOUTH EAST EDUCATION DIVISION
PRIVATE BAG 48
ZOMBA
MALAWI

9th July, 2008

Jean Mphaya 'Chiona
Chancellor College
P.O. Box 280
Zomba

Dear Sir,

**RE: PERMISSION TO CONDUCT A RESEARCH ON "AN
ASSESSMENT ON THE IMPLEMENTATION OF LIFE SKILLS
EDUCATION POLICY ON SECONDARY SCHOOLS" IN SOUTH
EAST EDUCATION DIVISION (SEED)**

Response is hereby made to your letter dated 8th July, 2008 requesting for permission to conduct a research with our teachers and students in two Community Day Secondary Schools in Machinga District and to hold an interview with the Principal Education Methods Advisor (PEMA) of South East Education Division.

I am pleased to grant you permission to undertake this research with our teachers, students and the Principal Education Methods Advisor. All you need to do is to make advance arrangements with the schools and the PEMA. When you get to the school, present this letter to the Headteacher. Please ensure that your engagement with the teachers and students does not interrupt the lessons at the school.

I wish you all the best in your studies.

Sincerely yours,

G. S. Mafuta

EDUCATION DIVISION MANAGER

Cc: The Principal Education Methods Advisor, SEED