

# Learning Outcomes Strategy

## Sub - Strategy





# Learning Outcomes Strategy

## Goal

Help the schools we support to become places that are safe, engaging, and achieving increasingly good learning outcomes.

## Considerations

- Engaging spaces conducive to quality teaching and learning
  - Malawi's classroom shortage leaves teachers and children exposed to the elements, hindering learning. Building classrooms means that teachers have a place to teach and children a place to learn.
  - Building more classrooms reduces class sizes and improves student-teacher ratios, which enhances learning outcomes.
  - New classrooms meet the needs of children with special educational needs or disabilities (SEND).
- Safe learning environments
  - To thrive, children need a safe, caring, and predictable home and learning environments.<sup>1</sup>
  - Just because children are learning inside doesn't mean that whatever bias (if any) existed before disappears. TMP needs to ensure that the buildings we construct do not perpetuate inequality.
  - By engaging with a school, TMP has a duty of care to the students. We won't just construct a building and abandon it. We will stay involved.
- Engaging spaces
  - Classrooms ensure that children have access to a learning environment that is consistent and comfortable.<sup>2</sup>
  - TMP will construct learning spaces that are bright and engaging for teachers and children.<sup>3</sup>

<sup>1</sup> International Rescue Committee, Safe Healing and Learning Spaces Toolkit, 2016.

<sup>2</sup> <https://www.teachearlyyears.com/a-unique-child/view/sen-using-visuals>

<sup>3</sup> <https://files.eric.ed.gov/fulltext/EJ1079541.pdf>



- Quality teaching
  - TMP will support government-provided professional development for teachers so that both teaching and learning improves.
  - TMP will attract partners to improve learning resources, such as books, charts, stationery, and other learning materials.
  - In Malawi, teachers can refuse a rural school placement based on lack of suitable accommodation and water and power supply. TMP will build teachers' houses with adequate infrastructure to attract qualified teachers.
- Travel distance to schools
  - Pre-2014, Mlambe children from Standards 5 and up walked 8 km to the Nanthomba School. Today, children attend their local school in Mlambe. This reduced the travel time to school and reduced overcrowding at Nanthomba.

## Process

1. Consider existing learning outcome data from the schools and how it can help TMP gain long-term insight into our work's impact.
2. Build out a simple data collection framework for indicators that we need but that don't yet exist.
3. Continue to track this data in each school.
4. Use tracked data to understand the effectiveness of current actions and plan for the future.

## Future Actions

- Create an impact measurement framework for learning outcomes using the indicators suggested above.
- Use a data collection tool to collect primary data on a large scale.
- Use the impact measurement framework and collected data to plan more effective programmes in the future.