The gains that learners in treatment schools achieved, would have taken learners in comparison schools:

- **Additional Weeks**
- **Percentage (%) of school year**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Additional Weeks</th>
<th>Percentage (%) of School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Std 1</td>
<td>20 weeks</td>
<td>47%</td>
</tr>
<tr>
<td>Std 3</td>
<td>18 weeks</td>
<td>42%</td>
</tr>
<tr>
<td>Std 4</td>
<td>20 weeks</td>
<td>47%</td>
</tr>
</tbody>
</table>

The NNP Pilot evaluation was conducted by School to School (STS) with the Malawian Centre for Educational Research and Training (CERT) to:
- Gather information on participants’ views about the programme
- Assess the mathematics skills of learners
- Examine how teachers have changed their approach to mathematics instruction
- Provide insight into the efficacy of NNP materials and the in-service teacher training methodology.

The Early Grade Mathematics Assessment (EGMA) was used to capture learners’ numeracy skills. In addition, a range of quantitative tools as well as several qualitative tools were administered to treatment and comparison schools.

Some of the findings below:

- **99.5%** teachers believe they are teaching mathematics differently due to NNP.
- **87.5%** teachers are delivering NNP lessons with fidelity.
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Mathematics teaching in treatment schools is of significantly higher quality than teaching in comparison schools.

Significant improvements in classroom practice emerged between teachers at treatment and comparison schools when they reflected on learning with learners.
Chididi is one of the zones located 22km away from Nkhotakota Boma (central region of Malawi) along the lakeshore of the Mzuzu-Salima road. The zone under Traditional Authority (T/A) Kalimanjira has 12 schools with 136 teachers, of which 48 are female and 88 are male. Chididi zone, despite being under the Expanded Pilot districts, is doing great strides in National Numeracy Program implementation.

It has registered the highest number of schools conducting Teacher Learning Circles (TLCs) with 11 out of 12 schools reported to have conducted TLCs.

The zone devised a formula whereby all their NNP Specialists are supposed to have team coaching visits to schools throughout the term. The Specialists also support TLCs in the schools and they all have their TLC plans. Chrissy Chibwana, the zonal Primary Education Advisor PEA shares the secret; "I make sure that my facilitators make a joint visit plan to schools once every fortnight to ensure that teachers are supported". Asked as to why they decided to come up with the plan, the 53 year old replies, "In the first weeks of this session (Term 1) when I was doing supervision, a number of teachers complained to me that they were having challenges to understand the puzzle pieces and how they relate to the teacher’s guide. They were also struggling to make a lesson plan. This prompted me to liaise with my facilitators to find a way forward."

This has indeed proved fruitful as teachers in the zone are complimenting this initiative saying it is helping them in areas they are struggling in when it comes to mathematics lesson delivery. Agatha Memory Mlenga, an Infant Section Head at Kayadzi school explains, "The visits by NNP Specialists at our school has motivated teachers here because once they come, teachers seek clarifications on different NNP areas. As of now, teachers are able to draw up lesson plans on their own. They also encourage us the benefits of conducting TLCs regularly.”