



Teacher Training Programmes' Impact on Early Childhood Literacy in Rural Malawi: An Action Research Study

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Abstract

Early childhood literacy in rural Malawi remains a significant challenge, despite efforts by educators to improve learning outcomes. An action research study was conducted involving teachers from primary schools in rural Malawi. Data were collected through pre- and post-training assessments, focus group discussions, and observations. The findings indicate a modest but significant increase in students' literacy scores following the training programmes, with improvements most pronounced among girls in Grade 1 classes (average improvement of 20% in reading comprehension tests). Teacher training has shown promise in enhancing early childhood literacy rates, particularly for female pupils. Future research should focus on scaling up these programmes and addressing ongoing challenges. Expand teacher training programmes to cover a wider range of topics relevant to rural contexts, such as environmental education and local language use. Early Childhood Literacy, Teacher Training, Rural Malawi, Action Research

Keywords: *Rural, Malawi, Action Research, Early Childhood, Literacy, Teacher Effectiveness, Curriculum Adaptation*

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