



**First Consolidated Annual Report of the Administrative Agent on the Improvement Access and Quality
of Education for Girls in Malawi
for the period 1 January 2015 to 31 December 2015**

**Multi-Partner Trust Fund Office
Bureau for Management Services
United Nations Development Programme
[GATEWAY: http://mptf.undp.org](http://mptf.undp.org)**

31 May 2016

EXECUTIVE SUMMARY

This Consolidated Annual Progress Report under the Joint Programme in Improving Access and Quality of Education for Girls in Malawi covers the period from 1 January to 31 December, 2015. This report is in fulfillment of the reporting requirements set out in the Standard Administrative Arrangement (SAA) concluded with the Donor. In line with the Memorandum of Understanding (MOU) signed by Participating UN Organizations, the Annual Progress Report is consolidated based on information, data and financial statements submitted by Participating Organizations. It is neither an evaluation of the Joint Programme nor an assessment of the performance of the Participating Organizations. The report provides the Steering Committee with a comprehensive overview of achievements and challenges associated with the Joint Programme, enabling it to make strategic decisions and take corrective measures, where applicable.

The objective of this report is to present the progress to date of the implementation and coordination activities from January to December 2015 for each intended outcome of the project.

The Joint Programme on *Improving Access and Quality of Education for Girls in Malawi* is a three-year programme. The overarching aim is to improve the access; quality and relevance of education for girls, through a holistic and human rights-based approach. Simultaneously, the programme addresses key known threats such as poor food and nutrition, inadequate protection, poor quality schooling, and violations of girls' sexual and reproductive Health rights (SRHR). The underlying objective will be achieved through the pursuit of 7 primary and related outcomes:

1. Improve the nutrition of girls and boys, in targeted schools, allowing them to stay in school
2. Increase access to second chance education for girls who are in, or have left, school
3. Ensure there is quality integrated youth friendly services, resources and structures, addressing CSE, SRHR, HIV/AIDS and GBV in place for girls who are in, or have left, school
4. Reduce violence against girls in targeted schools and communities, building effective referral pathways
5. Improve and enhance both teacher's attitudes and skills, effectively delivering life skills based and gender responsive methodologies
6. Inform and empower adolescent girls to demand SRHR services, ensuring they participate and take leadership positions within their school and their community
7. Empowered and committed communities will value quality education for all children, especially girls

Through a phased implementation, the programme harnesses a "whole school approach", focusing specifically on girls from standard 5 to 8. 79 primary schools are targeted, in 5 zones, across the districts of Salima, Mangochi and Dedza. Depending on the level of success, a significant scale-up may be developed.

The Joint Programme on Girls' Education is implemented by the Government of Malawi, supported by UNICEF, UNFPA and WFP, with funding courtesy of the Norwegian Government. Key implementing

partners (IPs) are the district sections of: the Ministry of Education, Science and Technology; the Ministry of Health; the Ministry of Youth and Sports; the Ministry of Gender, Children, Disability and Social Welfare; the Ministry of Agriculture; and Civil Society Organizations.

Table of Contents

1. PURPOSE	7
2. RESULTS.....	7
2.1 OUTCOME SPECIFIC RESULTS.....	7
2.1.1 OUTCOME 1: Girls and Boys in targeted schools are well nourished and able to stay in school	7
2.1.2 OUTCOME 2	9
2.1.3 OUTCOME 3	9
2.1.4 OUTCOME 4	10
2.1.5 OUTCOME 5	11
2.1.6 OUTCOME 6	12
2.1.7 OUTCOME 7	12
2.2 CHALLENGES/LESSONS LEARNED.....	13
2.3 QUALITATIVE ASSESSMENT	13
3. PROGRAMMATIC REVISIONS	14



UNITED NATIONS
DEVELOPMENT GROUP



Empowered lives.
Resilient nations.

Joint Programme on Improving Access and Quality of Education for Girls in Malawi
MPTF OFFICE GENERIC ANNUAL PROGRAMME NARRATIVE PROGRESS REPORT
REPORTING PERIOD: 1 JANUARY – 31 DECEMBER 2014

Programme Title and Project Number
Programme Title: Joint Programme on Improving Access and Quality of Education for Girls in Malawi <ul style="list-style-type: none"> Programme Number (if applicable) MPTF Office Project Reference Number:²
Participating Organization(s)
<ul style="list-style-type: none"> Development Aid from People to People, Malawi National Small Holder Farmer Association of Malawi
Programme/Project Cost (US\$)
Total approved budget as per project document: \$17,162,991 MPTF /JP Contribution ³ to date: <ul style="list-style-type: none"> UNICEF - \$4,637,321 WFP - \$5,216,048 UNFPA - \$3,069,822
Other Contributions
Government of Norway: US\$ 18,856,633

Country, Locality(s), Priority Area(s) / Strategic Results¹
Country: Malawi Locality: Dedza, Mangochi, Salima Priority Areas: Girls Education
Implementing Partners
<ul style="list-style-type: none"> Ministry of Education, Science and Technology Ministry of Health Ministry of Youth and Sports Ministry of Gender, Children, Disability and Social Welfare Ministry of Agriculture
Programme Duration
Overall Duration: 30 Months Start Date ⁴ : 1 July 2014 Original End Date ⁵ : 31 October 2017 Current End date ⁶ : 31 October 2017
Report Submitted By
Name: Kimanzi Muthengi Title: JPEG Coordinator Participating Organization (Lead): UNICEF Email address: kmuthengi@unicef.org

¹ Strategic Results, as formulated in the Strategic UN Planning Framework (e.g. UNDAF) or project document;

² The MPTF Office Project Reference Number is the same number as the one on the Notification message. It is also referred to as "Project ID" on the project's factsheet page the [MPTF Office GATEWAY](#)

³ The MPTF or JP Contribution, refers to the amount transferred to the Participating UN Organizations, which is available on the [MPTF Office GATEWAY](#)

⁴ The start date is the date of the first transfer of the funds from the MPTF Office as Administrative Agent. Transfer date is available on the [MPTF Office GATEWAY](#)

⁵ As per approval of the original project document by the relevant decision-making body/Steering Committee.

⁶ If there has been an extension, then the revised, approved end date should be reflected here. If there has been no extension approved, then the current end date is the same as the original end date. The end date is the same as the operational closure date which is when all activities for which a Participating Organization is responsible under an approved MPTF / JP have been completed. As per the MOU, agencies are to notify the MPTF Office when a programme completes its operational activities.

LIST OF ACRONYMS

AGLIT	Adolescent Girls Literacy
CBE	Complementary Basic Education
CSB	Corn-Soy Blend
CSE	Comprehensive Sexuality Education
DAPP	
Malawi	Development Aid from People to People Malawi
DEC	District Executive Committee
GBV	Gender Based Violence
HIV/AIDS	Human Immuno Virus / Acquired Immuno-virus Disease Syndrom
IP	Implementing Partner
M&E	Monitoring and Evaluation
MoEST	Ministry of Education Science and Technology
MoGCDSW	Ministry of Gender, Children, Disability and Social Welfare
MoH	Ministry of Health
MOU	Memorandum of Understanding
NASFAM	National Smallholder Farmer Association of Malawi
NFE	Non-Formal Education
OVC	Orphans and Vulnerable Children
SMC	School Management Committee
SRHR	Sexual and Reproductive Health Rights
TOR	Terms of Reference
TTC	Teacher Training College
UN	United Nations
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
VSO	Voluntary Service Overseas
WFP	World Food Programme

1. PURPOSE

The Joint Programme on *Improving Access and Quality of Education for Girls in Malawi* is a three-year programme. The overarching aim is to improve the access; quality and relevance of education for girls, through a holistic and human rights-based approach. Simultaneously, the programme addresses key known threats such as poor food and nutrition, inadequate protection, poor quality schooling, and violations of girls' sexual and reproductive rights. The underlying objective will be achieved through the pursuit of 7 primary and related outcomes:

1. Improve the nutrition of girls and boys, in targeted schools, allowing them to stay in school
2. Increase access to second chance education for girls who are in, or have left, school
3. Ensure there is quality integrated youth friendly services, resources and structures, addressing CSE, SRHR, HIV/AIDS and GBV in place for girls who are in, or have left, school
4. Reduce violence against girls in targeted schools and communities, building effective referral pathways
5. Improve and enhance both teacher's attitudes and skills, effectively delivering life skills based and gender responsive methodologies
6. Inform and empower adolescent girls to demand SRHR services, ensuring they participate and take leadership positions within their school and their community
7. Empowered and committed communities will value quality education for all children, especially girls

Through a phased implementation, the programme harnesses a "whole school approach", focusing specifically on girls from standard 5 to 8. 79 primary schools are targeted, in 5 zones, across the districts of Salima, Mangochi and Dedza. Depending on the level of success, a significant scale-up may be developed.

2. RESULTS

2.1 OUTCOME SPECIFIC RESULTS

In line with general pre-implementation guidelines, activities specific to each outcome of the programme were implemented, and are as follows:

2.1.1 OUTCOME 1: Girls and Boys in targeted schools are well nourished and able to stay in school

Notable achievements towards the adequate nourishment of learners and community participation in the process include:

- As a prerequisite for provision of diversified and nutritious meals in schools, a nutrition Training Of Trainers (TOT) for district officials from agriculture, health and education sectors was carried out. 35 officers (11 female and 25 male) were trained in nutrition concepts such as basics and challenges around school health and nutrition interventions, understanding malnutrition in school going children, planning a diversified meal, seasonal food calendar, WASH in schools, understanding SHN key messages and target group; the role of teachers/committee and home grown school feeding. The key focal points would roll-out the training in schools and communities, supervise the schools and carryout cooking demonstrations. This would enhance the capacity of schools to prepare nutritious meals for learners.
- Financial management TOT was conducted for 32 district finance personnel including 27 males and 5 females. Participants from all the districts were trained in financial management procedures

and guidelines to enhance the capacity of districts to manage the resources and ensure transparency and accountability systems are in place.

- In turn, through the trained trainers, a total number of 296 participants (221 males and 75 females) from 32 schools were trained in Mangochi; 200 participants (133 male and 67 female) were trained in Dedza from 14 schools and 263 participants from 33 schools in Salima were trained on financial management.
- Further, a total of 33 participants including head-teachers, primary education advisors (PEAs), school management committee members in Dedza (5 females and 28 males) were trained on Home Grown School Feeding management. This will also be done in Salima and Mangochi.
- Construction is complete in 34 of the 81 schools. Construction in a further 46 schools has commenced in 2016.

WFP engaged three implementing partners, namely, We Effect, CADECOM and NASFAM to support building the capacity of Farmer Organizations. Through these IPs, a number of capacity building outputs have been achieved with smallholder farmers as a step towards achieving collective marketing. The knowledge imparted covers the following areas: dietary diversification, food preparation and storage; leadership and group dynamics training; business planning and management including collective marketing and aggregation of commodities; conservation farming and crop production; and post-harvest loss management and quality control training.

Achievements

- 16 farmer organizations have been strengthened and linked to the schools supported by the project. The 16 farmer organisations (FOs) were trained in market access and post-harvest handling skills.
- 30,305 smallholder farmers (17,547 male and 12,758 female) were supported in collective marketing. This involved aggregating and sale of commodities as a group.
- 112 community members including 26 females and 86 males were trained on food management and distribution.
- 112 community members were trained on food management and distribution. Of these, 26 were female and 86 male.
- Contracts have been signed between schools and farmer organizations (FOs) for supply of food in all the 3 districts; and food supplied under these contracts for an academic term. The 35 schools in phase one of the project have started implementing HGSF since January 2016.
- Funds for food procurement and administration have been transferred to all districts, and to schools for an academic term; and current accounts opened, which are a more reliable and effective means in terms of funds management. Preparations are underway for the next funds transfer.
- District councils were funded for coordination activities including capacity building of School Management Committee, PTA and Food committees, monitoring, and coordination among others. All the committees in all the schools representing 100% of target beneficiaries were trained in nutrition, hygiene and sanitation, besides the financial management training, with these funds.

Consequently, WFP has continued to see increased attendance rates of learners in classes, as compared to the baseline survey results; as reflected in the results framework. The attendance rate for girls in Standard 5-8 in Mangochi district was 90.5% while for boys it was 91.4%; in Salima the attendance rate was at 82% for girls and 84.3 for boys, in Term 1 of the 2014/2015 school year. The data shows that there

is an increase in the attendance rate for both districts. Attendance rate data for Dedza District was not collected during the program period; however, this will be collected beginning from Term 2 of the 2015/2016 school year (January 2016).

Take Home Ration (THR) is provided to all girls and all orphaned boys from standard 5 to 8 on 80% attendance of school classes. According to the design of the programme, in Dedza and Mangochi, THR is in the form of cash while for Salima, it is in the form of food. During the reporting period, all the target schools received THR. Conditional cash transfers were distributed to 3,139 learners (2,724 girls and 425 orphan boys) in Dedza and Mangochi districts whilst in Salima, 5,259 learners (4,653 girls and 606 orphan boys) received maize as take home rations. These entitlements act as an incentive for parents / guardians to regularly send children to school. One hundred percent of the planned food assistance was distributed to the target schools in phase one in all the districts.

2.1.2 OUTCOME 2

The Non Formal Education (NFE) programme registered 642 girls graduating into primary schools in the three districts. 3175 girls graduated from the functional literacy centers against a project target of 2250 girls in the three impact districts.

In the background is the fact that the programme has proven to be very strong and potent. There have been very few facilitators dropping out of the project, translating into consistent teaching and learning at the literacy centers. Further, there is strong partnership during implementation of activities from the District Youth Offices and the District Education Office structures, including the District Education Managers and the Primary Education Advisors. Community leaders have also been very helpful in the mobilization of other community leaders and oversight of learning centers in the education zones. Village Education Committees (VECs) and community members provided further support during the period under review by constructing learning centers and encouraging adolescent girls to attend classes.

2.1.3 OUTCOME 3

In partnership with Timveni, a total of 113 girls were targeted to participate in school and cluster level debates. 225 girls and 85 boys were directly involved and participated in the school debates in Salima, Mangochi, and Dedza. A total number of 6 schools and 12 teachers were involved in the debates. After the debates, and being informed about their roles in supporting girls' education, boy's attitudes towards girls evidently changed. Through the participation in the debates, the boys are effectively participating in making the school environment gender responsive. Before the debates, in all the three districts, boys were trying to deliberately frustrate the programme activities, amid concerns that they were being left out in most activities since most organizations are targeting girls.

Further, a total 552 girls were equipped with patrol leadership skills which enable them to facilitate sessions aimed at sharing the same knowledge and skills gained with their fellow girls and young women. The knowledge gained is designed to help enable girls make informed choices about their lives. The training also equipped the girls with leadership skills designed to help enable them teach others about sexual and reproductive health.

On youth friendly health facilities and services, renovation of 3 youth friendly health services corners has been completed. These have since been handed over to government. Out of the five corners that were identified for renovation in year 1, two renovation works were carried out at Senga-Bay and Mchoka youth friendly health services corners in Salima. The third one is at Nancholi health centre in Mangochi district.

Two new sites were identified and assessed for renovation works in Dedza. All the youth friendly centers will be accredited for provision of YFH services as per the standards of the Ministry of Health.

A total of seven youth corners have been identified and engaged for the provision of YFHS services in Salima; from the following health facilities: Lifuwu, Maganga, Senga-Bay Baptist, Mchoka, Salima District Hospital, Chagunda and MAFCO. In Mangochi, the following five health facilities: Katuli, Mkumba, Nangalamu, Nancholi and Sinyala have been mapped for provision and access to YFH services. In Dedza, there are no youth corners within the zone, the two nearest health facilities mapped for YFH services are Kamphuka and Dedza hospital.

A total of 60 youth Community Based Distribution Agents (CBDAs) from primary schools and youth clubs (35 from Katerela and Ngolowindo zone in Salima and 25 from Chimbiya zone in Dedza) were trained in family planning. Their primary supervisors were also trained on the same. The CBDAs are assigned catchment areas around the health centres and surrounding schools. Their services include providing information on family planning, and distributing oral contraceptives and condoms.

2.1.4 OUTCOME 4

Girls in the targeted schools have been reached and trained in IMpower and self-defence whilst boys in Boys Transformation Programme. The data available so far includes 1380 girls in Dedza in Standard 5-8 and Forms 1-4. Refresher trainings have so far been conducted in Dedza. According to the teachers, the girls programme has managed to improve girls attendance and the performance of girls. Positive changes seen in girls attending IMpower Defence classes are that they are opening up about the challenges they have gone through and becoming more assertive hence reducing incidences of violence against children. 1380 boys in Standards 5-8 in Dedza have been reached with transformation skills (*sources of strength and your moment of truth*). In Salima, all 34 target schools went through the training, reaching a total number of 2040 girls. Similarly, in Mangochi, all 32 schools have been reached with both the girls' and the boys' programmes.

As regards establishing and facilitating Sexual Assault Survivors Anonymous (SASA) groups, the programme is still in the process of identifying the beneficiaries. About 86 survivors in Dedza and 105 survivors in Salima have been identified. These have already been oriented on the program for the SASA groups.

Student councils have been established and strengthened in all the targeted schools in Dedza. Members of the student councils in all the schools have been equipped with knowledge and skills in scorecard and in reflection Action. Through the student council leadership, students are being involved in the management of their respective schools. One example is developing safe school action plans and monitoring the school improvement grants/plans. Victims of sexual abuse have been identified and are currently being supported with psycho-social support. Student councils have been established and strengthened in 31 of the 32 in Mangochi. Efforts are underway to establish a council at the remaining school in Mangochi. Victims of sexual abuse have been identified, and some cases undergoing the necessary referral and case handling processes. The victims will be supported with psycho-social support.

Communities have also been involved in the fight against violence in schools and in communities by introducing reflection action circles that have been established in the communities around the schools. These circles have been established by community facilitators who are also working closely with the student councils in fighting violence against children in their respective schools and communities. Evidence of this REFLECT process includes the institutionalization of by-laws designed to harbor children

in school, and reprimand child abuse perpetrators, formulation of village and school committees designed to monitor the welfare of children in the target communities in various aspects. The programme concept has been institutionalized in the target areas by raising awareness and empowering the community members to be pro-active in issues to do with child protection both in schools and homes. In Salima, (TA Pemba and Kuulunda for instance), boys have been removed from different jobs particularly cattle rearing, fishing, and also bike transportation across water bodies. Still in Salima, TA Kuulunda alone, 8 boys have been re-admitted at Katete primary school. In Mangochi, 20 child marriages have been abolished in T/A Katuli and Bwananyambi respectively. In Dedza, 22 girls and 26 boys and 24 teachers (student council members together with their patrons/matrons) were trained as facilitators for the RA Circles.

Teachers' training and community sensitization on alternative forms of discipline has covered quite some ground. The training has been introduced in Salima and Mangochi. 49 people (16 females, 33 males) including primary education advisors, teachers and head teachers attended the trainings in both Salima and Mangochi districts. These were trained as pioneers of change in their schools and zone. They produced and have since rolled out implementation of consolidated action plans and maps of routes to the goal of ending corporal punishment in schools and their communities.

Children have been an instrumental tool in spreading the message on ending violence. Through the child-rights clubs, children have been openly able to discuss various forms of abuse that they may encounter, and they are able to spread the messages to their fellow students. 15 schools in Mangochi have in-school child rights clubs, headed by a matron and a patron in each and every school.

Implementing partners (Plan Malawi, Action Aid and Ujamaah) and representatives from the district education offices and selected schools attended a learners' council workshop. At the workshop, a delegation from the Kenya Secondary Schools Heads Association (KSSHA) shared on the Kenyan experience with learners' councils in Kenya. There were also guided discussions as to how Malawi can replicate the lessons shared. These will be adapted accordingly in JPGE impact areas.

Last but not least, the Malawi Police Service has rolled out the Safe Schools Program. All programme schools have been reached on a sensitization campaign. Preparations are underway for the follow-on activities.

2.1.5 OUTCOME 5

In partnership with Machinga Teacher's Training College, through VSO International, the programme has registered:

- 20 tutors, 600 student teachers at Machinga Teacher Training College and 356 in-service teachers in primary schools trained in life skills and gender responsive methodology and practice.
- 20 tutors, 600 student teachers at Machinga Teacher Training College and 356 in-service teachers in primary schools in the targeted districts trained in designing and making of a range of high quality teaching resources from locally available low cost/no cost materials.
- The establishment and operationalization of a teacher resource centre at Machinga Teacher Training College and teacher resource centres in cluster lead schools in the targeted districts.
- 504 school management committee, parent-teacher association and mother group members in targeted cluster lead schools trained in community support for teacher resource centre establishment and sustainable contribution of locally available materials for the TALULAR banks.

In addition, the partnership with Timveni has delivered 444 PTA, SMC and mother group members oriented on life skills and gender responsive methodologies in the three districts; against a target of 305 members. Subsequently, we have seen mother groups engage in income generating activities and use the proceeds to support needy girl children. Communities have also introduced community policing initiatives, with fines for parents who keep school-age children away from school.

Furthermore, against a target of 12 schools, 16 schools in the three programme districts were painted with girls' education messages. This involved a very participatory process by which the communities, learners and school staff came up with contextualized messages that identified existing education challenges and provided solutions.

2.1.6 OUTCOME 6

As part of an approach to enhance girls' leadership roles, 14 Girl Guide clubs have been established in Dedza, 33 clubs in Salima and 32 in Mangochi.

Trainings were conducted in all the three focus districts of Dedza, Salima and Mangochi; on adolescent growth, development and associated body changes, menstrual hygiene and the production of sanitary pads. The trainings are also meant to inform girls on the importance of education, and to know their rights. The knowledge imparted also covered the management of peer influence. A total of 824 girls and 338 leaders (73 M, 265 F) were trained. The leaders included mother group members and guide leaders (teachers). 14 girls and 4 leaders (2 mother group, 2 guide leaders) were trained per school.

4,000 reusable sanitary pads were distributed to 400 female adolescents from five primary schools in Ngolowindo Zone, in Salima District.

Further, teen mothers who have enrolled back into school were encouraged to remain in school, advised to access reproductive health services, and also equipped with knowledge on how they can manage their school while raising children.

2.1.7 OUTCOME 7

Further to elements mentioned above, community sensitization efforts included film screening '*Mwayi Wotsiriza*', a film on girls' education and girls' sexual abuse. The film screening, organized in collaboration with Timveni and Theatre International Malawi, directly reached 198 community members (67 men, 43 women, 55 boys and 33 girls).

The programme organized community dialogue sessions, from which a number of programming issues have arisen. This has the effect of encouraging the sharing of experiences and the identification/suggestion of solutions amongst community members. For example, it emerged that the school club system needs further strengthening to encourage active participation by more learners.

The programme also supported commemoration of the International Day of the Girl Child. Against a target of 1,500 children, 2,100 communities (800 girls, 700 boys, 300 women and 400 men) were mobilized and participated in the day's activities. The programme also participated at a youth community concert held in Mangochi as part of the Lake of Stars festivity where different programme elements were showcased.

A radio talk show discussing the structure, objectives, implementation experiences, challenges and lessons from the programme implementation in Dedza was recorded and aired on radio stations with

national coverage. Further sensitization meetings were held, covering specific subject areas such as the existence and importance of the Non Formal Education program.

2.2 CHALLENGES/LESSONS LEARNED

District coordination

Due to the difficulties experienced in district coordination throughout 2014 and over the first quarter of 2015, three Programme District Coordinators (NOA level) were recruited between August and September 2015, oriented, and then deployed to the districts in September 2015. The district coordinators have catalyzed and helped fast-track a number of programme coordination, implementation, and monitoring and evaluation activities. This has resulted in the establishment of clear coordination mechanisms at district level including managing the relationships with NGOs during planning, implementation and reporting. The District Coordinators have been an extension of the Directorate for Planning and Development (DPD) and the District Education Office (DEM), which coordinate the programme in the districts.

As such, programme coordination has been significantly strengthened at all levels with increased responsibility and ownership shifting to the government. A government TWG is now in place and operational. A quarterly technical joint TWG chaired by the Chief Director MOEST was recently held to ensure project oversight by government is maintained. The discussions to replicate the project beyond the modelling schools have also been initiated among stakeholders.

HACT Training

In order to ensure the programme remains as transparent as possible, the programme organized a Harmonized Approach to Cash Transfer (HACT) training to ensure that government partners are up-to-date with the required financial management and reporting standards; for smoother and accountable programme delivery and administration. The training was conducted from 21st to 24th November 2016 in Mangochi by UNICEF and WFP financial experts.

Visibility and advocacy

With the visibility aspect of the programme not reaching its potential since inception, the project has increased its visibility thanks to the publication of advocacy materials and the participation of the National Coordinator in a number of initiatives related to Girls' Education, including the Technical Forum on Girls' Education organized by MOEST in Lilongwe in November 2015.

2.3 QUALITATIVE ASSESSMENT

Steering Committee (SC) field monitoring visit and national meeting

The programme held a successful SC meeting at National level in Lilongwe at Golden Peacock Hotel on November 27th 2015. This meeting was anticipated by a field monitoring visit by members of the SC, to each of the three districts.

The visits took place between the 21st October and 6th November 2016, with 6 Government officials from 4 different ministries (Education, Youth, Environment and Local Government) and over 20 District Officials

from the three Districts. The missions have produced reports and recommendations which were endorsed by the Steering Committee of November 27th. Key resolutions from the Steering Committee meeting of the 27th November include:

1. The Steering Committee approved the request that the three District Commissioners of target districts are included as members of JPGE Steering Committee.
2. The Steering committee endorsed the proposed recommendations of the Government of Malawi, which are within the area of the JPGE mandate and objectives.
3. The Steering Committee proposes the participation of the three District Coordinators for JPGE to the next Steering Committee Meeting.
4. The Steering Committee agreed to endorse via correspondence the 2016 work plan developed by the UN TWG at the Blantyre meeting in September 2015. The workplan should be linked to the Theory of Change for JPGE. The revised workplan will be shared by 31st January 2016 by the interim Project Coordinator.
5. The Steering Committee recommended that the project considers issues of environmental degradation when planning for year 3 (tree seedlings plantations, etc.).

Real-Time Monitoring

Early implementation of the programme's real time monitoring (RTM) has been effected. This follows the successful stakeholder consultation meetings at national and district level. These meetings verified the need for the monitoring system, evaluated needs and gave proposed solutions for designing the programme. Training of trainers from the district education office structure was conducted in November 2016 on the RTM system. The JPGE district coordinators have also been successfully trained. The training resulted in all 81 JPGE schools in the three target districts to have representatives trained on how the RTM system works, with 315 teachers (including head teachers) trained, and the system pre-tested. Many of the teachers were already registered onto the system during the training, while the rest have since been added subsequently, ahead of and in readiness of actual polling starting which began in February 2016, during the second term of the 2015/16 academic year.

Visibility and advocacy

Due to the visibility component of the programme not reaching its desired potential, the project has increased its efforts through the publication of advocacy materials and the participation of the National Coordinator in a number of initiatives related to Girls' Education, including the Technical Forum on Girls' Education organized by MOEST in Lilongwe in November 2015.

3. PROGRAMMATIC REVISIONS

Taking into consideration the initial challenges and the current status of the joint programme, the work plan was adjusted and the following activities are envisaged to take place over the coming year:

Implementation

The programme intends to continue fostering the same partnerships, strengthening them to reinforce achievements to-date, and to push the agenda further forwards in the planning of year 3 in May 2016. Many of the agreements with partners had come to an end by December 2015, and extensions have since

been finalized for most. These should be ready and will be shared by the end of January 2016. In addition, District Councils will be given a coordination allocation to help strengthen the district coordination system.

Coordination

- ❖ Follow-up on mid-term review study (TORs drafting and recruitment of consultant)
- ❖ Follow-up on RTM system pilot since January 2016.
- ❖ Annual and financial uncertified report covering expenditures and commitments up to March 31st due by end of April 2016.
- ❖ Follow-up on recruitment of Coordination team (Salima and National)
- ❖ Organization of Steering Committee and Annual Review meeting with Royal Norwegian Embassy between May and June 2016 (approval of year 3 budget and work plans)