UN Joint Programme on Girls' Education II: Poverty Reduction through improved Quality Education and Basic life skills for in and Out of School Adolescent Girls in Malawi

UNICEF, WFP and UNFPA | Proposal to RNE

COVER PAGE

Project Title	Poverty reduction through improved quality education and basic life skills for in and out of school adolescent girls in Malawi.
Organization Name	UNICEF,UNFPA,WFP, RCO
Contact Persons	Ms. Won Young Hong (UNFPA Country Representative) Mr. Rudolf Schwenk (UNICEF Country Representative) Mr. Benoit Thiry (WFP Country Representative)
Project Goal	Poverty reduction through improved quality education for adolescent girls in Mangochi, Dedza and Salima districts
Location	Mangochi, Salima and Dedza districts, Malawi.
Project Duration	3 years (2018- 31 December 2020)
Implementing Partners	Government of Malawi in collaboration with UNICEF, WFP and UNFPA
Total budget: **Norway Contribution**	NOK 179.5 million (Original contribution: NOK 155 million; additional funding NOK 24.5 million).
UN Agencies Contribution	

ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
AGYW	Adolescent Girls and Young Women
ASRH	Adolescent Sexual and Reproductive Health
CBDA	Community Based Distribution Agents
CFS	Child Friendly Schools
CPD	Continuous Professional Development
CSE	Comprehensive Sexuality Education
CVSU	Community Victim Support Units
DaO	Delivering as One
DCC	District Coordinating Committee
DEC	District Executive Council
DEM	District Education Manager
EMIS	Education Management Information Systems
FO	Farmers Organizations
GBV	Gender Based Violence
GRR	Girls Resource Centre
HGSF	Home Grown School Feeding
HIV	Human Immuno Virus
HSAs	Health Surveillance Assistants
ICT	Information Communication Technology
IHS	Integrated Household Survey
JPAG	Joint Programme on Adolescent Girls
JPGE:	Joint Programme on Girls Education
KGIS	Keeping Girls in School
LOE	Level of Effort
LSE	Life Skills Education
MDG	Millennium Development Goals
MDHS	Malawi Demographic and Health Survey
MGDS	Malawi Growth and Development Strategy
MOEST	Ministry of Education, Science and Technology
MTR	Mid-Term Review
NER	Net Enrolment Ratio
NESP	National Education Sector Plan
NSSP	National Social Support Policy
OSC	Out of School Children
OVC	Orphaned and Vulnerable Children
P4P	Purchase for Progress
PCC	Parent Child Communication
PCU	Programme Coordinating Unit
PLWHIV	People Living with HIV AIDS
PTA	Parent Teachers Association
PSIP	Primary School Improvement Programme
SIP	School Improvement Plan
SMC	School Management Committee
SRHR	Sexual and Reproductive Health Rights
TDC	Teacher Development Centre
TFR	Total Fertility Rate
THR	Take Home Rations

TOT	Training of Trainers
TRC	Teacher Development Centre
TWG	Technical Working Group
UN	United Nations
UNDAF	United Nations Development Assistance Framework
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's' Fund
WASH	Water, Sanitation and Hygiene
WFP	World Food Programme
YFHS	Youth Friendly Health Services

TABLE OF CONTENTS

1   EXECUTIVE SUMMARY

Problem

Education of adolescent girls and boys but more so for girls, is one of the best investments one can make, to ensure positive impacts in multiple development areas in Malawi. It can help reduce poverty, slow down population growth and allow women to play a more active role in the political and economic spheres and in the development of their own society. Research has shown that for each additional year of schooling, a girl in a low-income country will increase her future income by 10−20 per cent (Hanushek, EA et al., 2011). Countries with greater gender equality and fewer gender differences in the primary and secondary schools are more likely to have higher economic growth.

The purpose of the JPGE phase two programme is to strengthen and consolidate the gains made in phase one through providing a holistic and human rights based programme using the 'whole school approach' which aims at poverty reduction through improved quality education for adolescent girls in Mangochi, Dedza and Salima districts in Malawi. The programme addresses education, nutrition and ASRH concerns of adolescents in a holistic manner; by also addressing other concerns such as social position, gender equality and gender based violence as well as assistance in developing life skills. The programme will focus on strengthening systems that support girls education and health while in and out of school in a holistic manner.

Solution

Overall Goal and Strategic Objectives

The overall goal of the programme is poverty reduction through improved quality of education for adolescent girls in Mangochi, Dedza and Salima districts. This will be achieved through three strategic objectives, which include:

1) Ensuring that adolescent girls remain and complete primary school education leading to transition to secondary schools.

2) Out of school adolescent girls acquire basic life skills to allow them to tackle adult life and;

3) Strengthening government structures at district and national levels to effectively design implement and monitor girls' education programs.

The current proposal is a scale up of the previous JPAG and JPGE programmes which were successfully implemented by UN organisations from 2011 – 2014 (Phase I JPAG); 2016 (JPAG Bridging programme) and 2014 – 2017 (JPGE Phase I). Phase 1 of the JPGE was implemented in a total of 81 schools in the three districts. In this programme, it is being proposed and recommended that the programme be scaled up to 88 new schools, in the same three districts, in addition to the 81 schools, which were in the JPGE phase one programme. The 88 new schools are currently on WFP centralised school feeding programme that provides corn soya blend+ super-cereal porridge to all learners. Using the WFP supported 88 schools will provide a systematised way of upscaling the whole package including school meals, safe schools, SRHR services, effective teaching and learning as well as an engaged and supportive community. The 81 existing schools will seek to improve on quality of delivery of interventions and systems strengthening while at the same time acting as learning points for the 88 new schools.

Additionally, the programme will embark on a 'whole-district approach' through a Training of Trainer model for the district stakeholders to upscale the programme to the remaining 492 schools in the district.

The approach will ensure quality and wider coverage of interventions in the three districts building on synergies with other existing programs with stronger coordination of development partners at national and district level.

Figure 1: JPGE Scale Up strategy
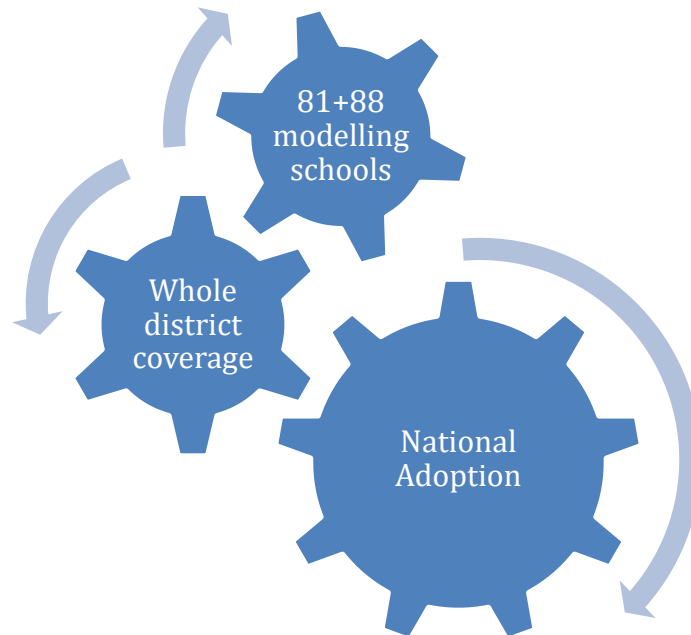
The national uptake of the JPGE model will include support to strengthened coordination by the MOEST through supporting a full time secretariat to anchor JPGE within the MoEST and other line ministries, ensure advocacy for JPGE to be anchored in a policy supported mechanism and for JPGE results and model to be reported as part of the sector wide results. The secretariat will also be supported to ensure JPGE is visible and gains high-level advocacy through the Inter-ministerial committee under the Adolescent Girls and Young Women (AGYW) strategy for national uptake by government and other development partners.

Programme Theory of Change

To achieve the overarching goal of the programme, it is envisaged that the new programme will focus on three key strategic objectives with nine complementary outcome/thematic service package areas. The first strategic objective is to *ensure that adolescent girls remain and complete primary school, achieve minimum competencies for life-long learning and transition to secondary education.* The five outcome package areas will include: i) adolescent girls and boys acquire foundation skills, life skills and are retained in an all-inclusive and gender sensitive environments, ii) providing diversified school meals, iii) provision of SRHR services while ensuring that; iv) schools are safe from violence, and that (v) communities are supportive and engaged in promoting girls' education.

The second strategic objective will focus on out of school youths, to ensure that they acquire basic life skills to allow them to tackle adult life through increased abilities to access SRHR information and services; make informed decisions for second chance education; and skills development. It comprises of three outcome packages that will include: i) providing basic

numeracy and literacy skills with a focus on functional skills, ii) life skills including SRH as well as iii) vocational skills. The third strategic objective will focus on strengthening government structures at national and district levels to effectively, design, implement and monitor girls' education programs in Malawi. This will entail strengthening of government coordination structures, high-level advocacy for girls' education for improved coordination; policy and legal framework for improved quality education. It is envisaged that implementation of interventions under the three strategic objectives will improve access and quality of education for girls evidenced through improved primary school completion rates and transition to secondary school in the targeted districts with a broader goal to reduce poverty. A schematic TOC is provided as Annex 1.

2   BACKGROUND AND RATIONALE

2.1   The national context

Over the last decade, Malawi's education sector has registered notable progress with its primary net enrolment rate (NER) almost at 100; however, the sector continues to be characterised with quality-related challenges. For instance, survival rate to grade 5 is at 60% for boys and 62% for girls, however, primary completion rate for boys is at 55%, and 47% for girls respectively. The SACMEQ IV results show Malawi continues to struggle with poor learning outcomes with majority of learners below basic numeracy and literacy level (SACMEQ, 2017). Despite major progress in increasing the number of girls who attend primary school, girls in Malawi continue to be disadvantaged, particularly in terms of their access to secondary school and in their educational outcomes. Both boys and girls have high levels of grade repetition and school dropout, and often commence school later than the official starting age of six years. Pupil-qualified teacher ratio remains at 80:1, which is higher than the recommended (60) in the National Education Sector Plan. In 2016, pupil-permanent classroom ratio did not experience any improvement; it remained very high at 116 indicating that many pupils are learning from open spaces or in congested classes, (EMIS 2016 Report).

Gender based violence also contributes to poor education indicators, especially for girls. For instance, in 20I4 it was established that more than 20% of girls experience sexual abuse before the age of 18, and half of them before they attain their thirteenth birthday (Malawi Government 2014). Particularly, a third of all 13-17 year olds who had experienced sexual abuse reported that the abuser was a classmate or schoolmate, with between 10-20% of all reported sexual abuse incidents occurring at school[1]. Earlier on, the NSO 2012 Gender Based Violence (GBV) baseline survey reported higher figures; 26% of rape and defilement cases, 23% of cases of unwanted sexual touching, and 17% of cases of unpleasant remarks and sexual harassment were reported to have taken place in schools (NSO 2012).

Limited access to age appropriate sexual and reproductive health information and services amongst adolescent girls and boys is another contributing factor to poor education indicators as it fuels school dropout rate especially for girls due to unwanted pregnancies and early marriages. Early sexual activity is high in Malawi with approximately 13% and 19% of girls and boys respectively experiencing sexual intercourse before the age of 15 (MDHS 2015-16). Not surprisingly, teenage pregnancy is on the rise with current estimates of about 3 in every 10

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[1] Malawi Government, Ministry of Gender, Children and Social Welfare, Violence Against Children survey, 2014.

girls aged 15 – 19 already starting child bearing. Unfortunately, in rural areas, most of the girls and boys within this age bracket (15 – 19) are still in primary school, these sexual related developments mostly lead to high school dropout, and absenteeism leading to vicious cycle of poverty fuelled by early marriages, early child bearing and limited employment opportunities.

Food insecurity also contributes to poor education indicators, especially for girls in the country. The third Integrated Household Survey (IHS 2010/11) reported that over half of the population remained poor and one quarter were living in extreme poverty, with total expenditure below the food poverty line (an income of MK 22,956 [US$ 58.4] or below per person per year). Micronutrient disorders of Iron, vitamin A, Iodine and Zinc are prevalent among school going children in Malawi[2]. Along the same vein, the 2015-16 MDHS indicates that chronic malnutrition among children under the age of 5 years is very high (37%) in the country. According to the micronutrient survey of 2015, 17 per cent of adolescent girls aged 10-14 years and 21 per cent of girls 15-19 are anaemic.

In addition, 15 per cent of girls 15-19 years of age are folate deficient. According to the 2015 Cost of Hunger (COHA) study in Malawi, 23 percent of all child mortality cases in Malawi are associated with under-nutrition and 18 percent of school repetitions are a result of under-nutrition. Adolescents generally have increased nutritional requirements, with rapid growth during this age period. In cases of teenage pregnancies, low birth weight and stunting among their children are commonly associated with poor nutrition. Complications related to pregnancy and childbirth are the leading cause of death among adolescent girls aged 15 to 19 years (MDHS 2015-16). Targeting adolescent nutrition, particularly focusing on girls has wider individual and societal benefits including improved health nutrition outcomes of the individual, delayed marriage and improved retention in school, helping curtail the intergenerational cycle of poverty.

The National Multi Sector Nutrition Policy 2017-2021 has described adolescent girls' nutrition as one of major strategic areas to address the overall malnutrition issues among different groups. Additionally, MDHS 2015/16 has reported unacceptably high prevalence of anaemia (35%) in adolescent girls aged 15-19 years, which results in high risk of maternal mortality as well as low birth weight, and early stunting of children. Iron deficiency adversely affects attentiveness, memory and school performance of adolescents, their school attendance and retention, physical growth and onset of menarche, immune status and morbidity from infections, physical capacity and work performance. The Nutrition Policy also mainstreams nutrition within the school curricula and supports implementation of nutrition-sensitive interventions that improve classroom education and keeping adolescent girls and young women in schools.

All these multi-dimensional factors impede the adolescent girls in Malawi from achieving her full potential.

Learning from the Joint UN Response:
In realising the multiple socio-economic, cultural, health, nutrition, and gender issues that negatively affect education especially that of the girl child in Malawi, UN agencies successfully worked together on two programmes that addressed these factors, namely the "Joint

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[2] National Statistical Office (NSO), Community Health Sciences Unit (CHSU) [Malawi], Centers for Disease Control and Prevention (CDC), and Emory University. 2016. *Malawi Micronutrient Survey 2015-16: Key Indicators Report*. Atlanta, GA, USA: NSO, CHSU, CDC and Emory University.

Programme on Adolescent Girls in Malawi (JPAG[3])" involving UNICEF, UNFPA and WHO and the "Joint Programme on Girls Education (JPGE[4])" with WFP, UNFPA and UNICEF. Lessons from the JPAG and JPGE programmes indicate that issues around girls' education and sexual reproductive health rights are complex, closely interlinked and are culturally deep-rooted hence the need to further invest in multi-sectoral responses. According to the results of the final evaluation of the JPAG[5], 23.9% of girls aged 10-14 years were reported to have ever had sex and the figure was much higher (58.8%) for girls aged 15-19 years. Furthermore, nearly 30% of girls experienced some sort of sexual violence such as forced touching of genitals, breasts and buttocks and forced sex including oral sex and forced exposure to sex/sex materials. Cultural factors such as early marriages (65.2%), initiation ceremonies (45.4%) and early age at sexual debut tend to precipitate violence against girls and young women. The JPAG results entail that sexual reproductive health (including HIV and AIDS), educational, employment, protection and participation challenges persist among adolescent girls.[6]

Results of the JPGE mid-term review (MTR)[7], which followed a comprehensive approach to addressing girl child threats and challenges, showed positive results in a number of impact indicators on education. Students' dropout declined in all the three districts with Mangochi moving from 12.1% to 7.5% whilst Salima dropped from 5.4% to 3.3%. Girls pass rates increased from 59.7% in 2014/15 which is the first year of JPGE implementation to 68.9% in the 2015/16 academic year.

It is significant to note that notwithstanding the foregoing positive JPAG and JPGE outcomes, there still exist gaps that require further holistic multi-sectoral interventions targeting both the girl and boy child. It is against this background that the interventions and the registered gains in JPGE phase one need to be sustained and scaled up to other schools. As in the previous JPAG and JPGE, it is greatly acknowledged that the multiple threats and challenges to improving access to and quality of education for girls can be addressed following a comprehensive approach focusing on improving food and nutrition, child safety, effective teaching and learning environment, sexual and reproductive health and community participation.

3   LESSONS LEARNT FROM JPGE I AND JPAG

A number of lessons were learnt from JPGE Phase I and JPAG and the pertinent ones are discussed in this section.

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[3] The Joint Programme on Adolescent Girls Programme (JPAG), implemented in Traditional Authorities (TAs) Katuli and Masache in Mangochi and Chikhwawa, respectively and supported by UNFPA, UNICEF, WHO and UNESCO since 2010. The JPAG aimed at addressing challenges experienced by adolescent girls by investing in education, vocational skills training, sexual and reproductive health (SRH) and protection from violence, abuse and exploitation for young girls aged 10-19.

[4] The Joint Programme on Girls Education (JPGE) is a three-year programme running from 2014 – 2017, with the overarching aim to improve the access; quality and relevance of education for girls, through a holistic and human rights-based approach. The Programme is implemented by the Government of Malawi, supported by UNICEF, UNFPA and WFP, with funding courtesy of the Norwegian Government through the Royal Norwegian Embassy (RNE) in Malawi. Key implementing partners (IPs) are the district sections of: the Ministry of Education, Science and Technology; the Ministry of Health; the Ministry of Youth, Labour and Man Power Development; the Ministry of Culture and Sports; the Ministry of Gender, Children, Disability and Social Welfare; the Ministry of Agriculture Irrigation and Water Development; and the Civil Society.

[5] UNFPA (2015), Final Evaluation of the Joint Programme on Adolescent Girls in Malawi.

[6] Susan Amoaten, Sian Long, Hughes Munthali and Mthombisi Sibandze. (2015), Adolescent and Youth Situational Analysis. Draft Report

[7] Final Report of the Mid-Term Review of the Joint Programme on Girls Education, 2017.

3.1   The UN Delivering as one

One of the key lessons learnt from the JPAG and JPGE is the technical ability of three different UN agencies to jointly plan and deliver a package of interventions at one entry point. Joint programming is one of the modalities for the UN to "deliver as one" (DaO) with the leadership and coordination of the Resident Coordinator's Office. It is the collective effort through which UN organizations within a country and national partners work together to prepare, implement, monitor, and evaluate activities in a more efficient, effective, coherent and coordinated manner. The key principles of DaO are: One Programme; One budgetary framework; One Leader; One Voice; and One House/Shared common services. The JPAG (with UNFPA, UNICEF and WHO) and JPGE (with WFP, UNICEF and UNFPA) allowed the UN agencies to build on each other's comparative advantages and reduced duplication of effort.

The One UN concept brought key UN Agencies that work on Girls' Education to converge all their efforts, and jointly tackle the deep-rooted challenges in girls' education. In many ways, therefore, this initiative provided the best opportunity to learn from within the UN operations, especially in tackling persistent challenges facing girls' participation in education. To improve on the delivering on the DAO approach, the Resident Coordinator Office (RCO) will take on a greater role in leading, management and linkage of the programme to the UNCT and the UNDAF. This will be done by closer linkage with the JPGE management team that will now be restructured as a multi-sectoral UN/Government unit with a greater autonomy within WFP.

3.2   Working with community members

Lessons from the JPAG and JPGE programmes indicate that working with community members in improving access to and quality of education for girls is very important. Community members, especially parents/guardians, local leaders, cultural and religious leaders are key in influencing behaviour change. Results of the JPAG and JPGE MTR suggest that the main triggers for early marriages were: pressure from parents and guardians who force their adolescent girls to get married; pressure to attend traditional initiation ceremonies to prevent out of wedlock pregnancies and for economic gain. From the MTR, it is evident that traditional leaders might have contributed to correcting the situation through setting and implementation of bye-laws to support girls' education. This was reflected in 87.8% of the school households visited where members testified that by-laws by chiefs are available and being implemented. Community members were involved in provision of labour to prepare and distribute school meals, supplying of firewood for cooking, management of the school meals programme at the school level and sourcing of food supplies.

Community commitment for girls' education could be attributed to their willingness to participate in the project activities. For example, community members, especially women, participate actively in school feeding through daily preparation of school meals. The farmer organizations also participated through provision of food items for school feeding, which though in part for their own monitory benefits, helped the girls to excel in school. The role of professionals in projects of similar nature should, therefore, focus on providing support to community members to understand and promote the realization of girls' rights including their sexual and reproductive health rights, to promote access to quality integrated youth friendly health services and to apply education policies and laws.

3.3   Strong government involvement in programme implementation and coordination

It was learnt from the JPGE 1 MTR results that government involvement in coordination, monitoring and supporting a programme is critical and increases programme acceptability, smooth implementation and program sustainability. Furthermore, strong government

involvement increases programme sustainability through adoption of a specific model for scale up once external support ceases. It is therefore imperative in Phase II to establish and consolidate multi-sectoral partnerships Collaboration amongst stakeholders will ensure sustainable and coordinated response to adolescent issues, strengthen strategic actions, maximise resources and prevent duplication of efforts. This is the basis of developing strategic objective 3 discussed later in the document.

Stronger government coordination and involvement is also envisaged given that the programme is well aligned with the Ministry of Education and other national priorities. The JPGE directly aligns with Malawi's ESSIP 2012-2017 objectives. The initiative also aligns and implements the National Girls Education Strategy (2014-2018) and Communication Strategy. Alongside to capture the wholesome nature of the intervention on adolescent girls, the JPGE is also aligned and implements the following cross sectoral strategies: The National Youth Friendly Services Strategy which aims at giving direction and guidance to the implementation of SRH services for all young people country wide so as to achieve the highest possible level of quality integrated services; the 2009 SRHR Policy under review which provides the framework for implementation of SRHR programmes in a comprehensive and integrated manner in response to expanding needs that among others include increased demand for family planning among adolescent and youth; and the School Health and Nutrition Policy which seeks to provide quality education while promoting health and nutrition in schools.

4   JUSTIFICATION

Research evidence proves that investing in girls' education is an effective way to not only improve gender equality but also to hasten development and break the intergenerational cycle of malnutrition, hunger and poverty. Girls' education is a fundamental tool in stemming population growth and increasing girls' access to their sexual and reproductive health rights. According to the World Bank (2007) *an extra year of primary school raises girls' future wages by up to 20%, and for every 1% increase in the proportion of girls with secondary education, a country's annual per capita income growth rate increases by 0.3% points.*

Similarly, educated girls marry later, delay age at first birth, experience lower mother-to-child HIV transmission rates, and have fewer children who, in turn, lead more productive and healthier lives and stem population growth (UNESCO 2011). Furthermore, as established by MDHS 2015-16, education delays child bearing in teenage girls. In addition, educated women are more empowered and therefore likely to resist domestic violence and harmful traditional practices that perpetuate gender inequalities, e.g. early marriage, and discrimination against girls and women at home, in society and in the workplace (Council on Foreign Relations, 2004).

The significance of investing in girls' education cannot be understated, hence, Malawi needs a programme that can holistically address the multiple barriers that prevent girls from attaining good quality education. *Bottlenecks ("push" factors) around girls accessing and completing school can only be overcome by providing an integrated approach ("the "pull" factors) that tackle multiple factors that inhibit girl education.* Thus, the proposed programme will build on the lessons learnt from the JPAG and JPGE programmes for scaling up, and systematise the best practice intervention for national replication through the Ministry of Education Science and Technology. In all this, the role of the three UN agencies (UNFPA, UNICEF and WFP) and respective Government counterparts will be to harness their core competencies and

respective comparative advantages to provide and facilitate delivery of a comprehensive package of services for increasing girls' access to and quality of education whilst the Resident Coordinator's Office will play the central role of administrative interface and steer the coordinated approach to collaboration by the implementing UN agencies.

5 SUSTAINABILITY

The Malawi Government realizes the importance of education as evidenced through the fact that education features as one of the key priority areas in the nearly ended 2011 – 2016 Malawi Growth and Development Strategy (MGDS) II. The MGDS II specifically commits to ensure that all boys and girls in and out-of-school are enrolled and retained to complete basic education. Focusing specifically on girls' education is further backed by strong political will for gender equality and women's empowerment that has taken form in policies and legislation, such as the Gender Equality Bill, the National Gender Policy (2011) and the Girls Education Strategy (2014). Furthermore, the Malawi Government has clearly prioritized issues on quality education, sexual reproductive health, good physical and mental health, food, nutrition and livelihood security in its various policies and plans (MGDS II, National Sexual and Reproductive Health and Rights policy, National Support Policy, National Nutrition Policy and Strategic Plan, National Education Strategic Plan).

In the proposed programme, government involvement and participation will be highly visible by ensuring that key government sectors such as Education, Health, Agriculture, Youth and Community Development are at the core of coordinating and implementing the programme from district to national level. Government will take on coordination roles by partnering with the UN programme coordinators at both national and district level thereby mainstreaming programme activities in current and future work plans. Community participation on issues of girls' education and sexual reproductive health rights will be promoted from the start of the programme to ensure programme sustainability. Early community involvement and participation will foster commitment and programme continuation in the absence of external funding.

In order to sustain the School Meals programme, communities will be empowered to establish community gardens while farmer organizations and all parents will be encouraged to contribute food commodities in the first and second year of the new phase as a step forward to the handover process. All target communities implementing School Meals will be linked to the Ministry of Agriculture and NGO partners for technical support for adequate production. Additionally, communities will be linked to resilience building activities as part of community capacity building for SMP continuity. *However, it is important to note that SMP handover in a poor country like Malawi which is also experiencing other social problems may take longer than expected. Handover within a short period of implementation may have a negative impact on education gains.* It is therefore recommended that community capacity building interventions and strong linkages with other WFP interventions be prioritized during the second phase of the JPGE.

 The WFP Purchase for Progress (P4P) experience and lessons learnt across a number of countries have demonstrated that through systematic capacity building, smallholder farmers are able to respond to market demands in terms of volume and quality. In Ghana and Kenya for example, P4P activities have contributed to increased community engagement in the home-grown school meals programme by strengthening the capacity of smallholder farmers and

traders to produce and supply the right food commodities. In Malawi, P4P will strengthen the existing partnerships such as USAID's Feed the Future (FtF) Agriculture Development Activity to improve access to agricultural inputs, commodity diversification and alternative markets for communities participating in the programme. It is envisaged that as the communities' incomes improve due to their participation in the school meals programme and access to alternative markets, they would eventually start contributing money to the schools as part of the school feeding arrangement. Advocacy with government on investment in School Meals Programs will continue to be important in preparation for future conversion of schools under centralized model to HGSM model by government as part of its commitment to the AU recommendation Support to development and implementation of the National School Meals Programme Strategy will also help the Malawi government to set milestones for the takeover of SMP from WFP to government ownership.

The programme will roll out a Trainer of trainer model from the national technical team and will involve the use of programme manuals to ensure replication of the programme at district level through district councils. High level advocacy of the programme through the AGYW sub-committee and the Girls' Education Secretariat in the Ministry of Education will ensure adoption of the JPGE model at national level through the Secretariat which ensure that the JPGE will be integrated into mainstream education sector advocacy and programming will be able to coordinate all girls' education programmes and actively participate in designing, implementation as well as monitoring of programmes.

It is worth noting, however, that the sustainability of the JPGE II programme will rely on continued investment from the Malawi Government, and its development partners. UNICEF, WFP and UNFPA are committed to this intensive collaboration and continued support specifically because it is viewed as a more sustainable and impactful method of integrating efforts to tackle key barriers to girls' education in Malawi.

6 APPROACH

The proposed programme will use the school as the entry point for interventions that can address various challenges and issues impacting on girls' access to quality education and their ability to complete education. In this way, the primary intervention will be to improve education outcomes for girls (and boys) layered with additional strategic interventions that influence the education outcome. This is consistent with the Child Friendly Schools model:
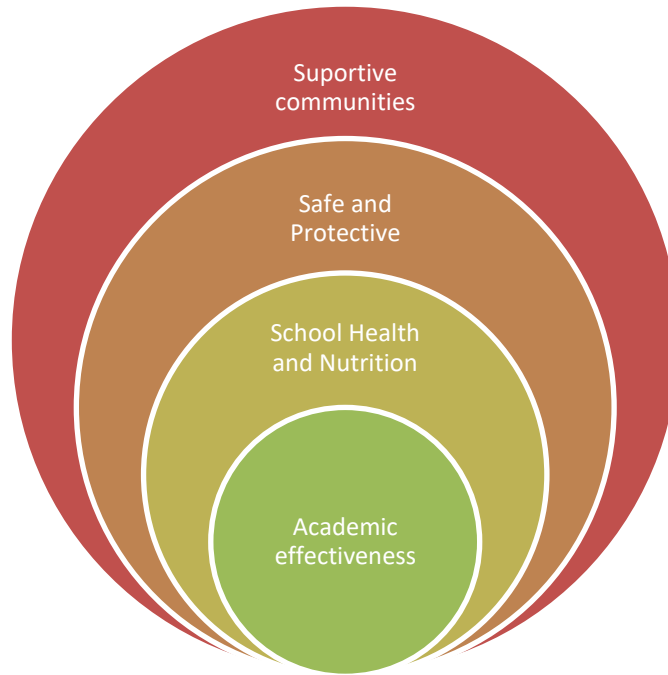
Though the programme specifically targets girls, a number of the interventions purposively include boys as significant beneficiaries towards efforts to improving quality and access to education. The decision to use the school is based on lessons learnt from the positive outcomes of the JPAG and JPGE. The proposed programme will be implemented in Mangochi, Salima and Dedza and will take advantage of the positive relationships built during implementation of JPGE Phase I. Unlike the JPGE Phase I programme which considered the UN organisations as programme implementers (JPGE MTR 2017), the current proposed programme will be fully implemented by the relevant Government of Malawi sectors at district level. Non-governmental organisations (NGOs) working in relevant areas such as child protection, education, adolescents/youth and reproductive health will be brought on board to support and complement district capacities. Since the intervention focuses on a school as an entry point, the District Education Managers will be core in leading the project at district level. Following the decentralisation policy, district councils will be empowered and strengthened to oversee accountability of project activities and resources.

The role of the community and parents on girls' education and sexual reproductive issues and rights cannot be overemphasised. The proposed programme will engage families, parents, boys and the immediate community who have potential to shape the life and future of the girl child. UNFPA, UNICEF and WFP will collectively support the districts by bringing in their technical expertise in sexual and reproductive health, school feeding, child protection, and education programming.

It is important to note that though phase I entailed a comprehensive package for in-school youths with safe schools, SRHR, effective teaching and learning and provision of diversified school meals through HGSM, phase II proposes to offer the same package however, for the additional 88 schools, school feeding will be in the form of corn-soy blend plus provided through WFP centralised school feeding model. The MTR rightly recommended expansion of the HGSM model mainly for its importance in providing school meals as well as stimulating the local economy and enhancing farmers' capacity to produce. This recommendation is in line with the African Union (AU) declaration on the importance of scaling up HGSM in Africa. To

17

this effect the AU has provided invaluable evidence through studies on Sustainable School Feeding in Africa based on local production (HGSF) as well as the WFP study on Nutrition-sensitive School Meals Programmes in Latin America and other relevant studies.

It is therefore imperative that Malawi as a member state should continue implementing HGSM to promote diet diversity in an effort to address issues of malnutrition for school going children particularly adolescent girls. However, currently the available funding for HGSM is not adequate and may not allow WFP to scale up to the new 88 schools. Nonetheless, it is proven that the centralized model in Malawi which started in 1999 and is currently being supported by WFP in 659 primary schools has been able to provide the same educational incentives of increased enrolment, attendance, and concentration in class and reduced dropout. Scaling up in the 88 schools with centralized school feeding will provide a systematized way of expanding the wholesome 'package' for in-school adolescents. Nonetheless, trainings for farmer organizations and families in good agricultural practices (GAP) and facilitating market access opportunities through WFP's Purchase for Progress (P4P) initiative for surrounding communities will continue to enhance their production and productivity capacity thereby enhancing opportunities for increasing incomes and reinvestment within the same communities.

7   INNOVATIONS

The proposed JPGE II programme will have the following specific key innovations which create an opportunity for learning and knowledge management:

- **Real-Time Monitoring:** To enhance availability of beneficiary data and key output indicators, WFP will use an electronic registration, attendance tracking and data management system called System for Cash Operations (SCOpe) as a part of the THR Cash Transfer activity. SCOpe offers both on-line and off-line registration and attendance tracking platforms, allowing WFP to use the system in remote areas with little or no internet connectivity.
- **Use of Digital Education Technology for effective teaching and Learning:** UNICEF will promote use of ICT for interactive learning and integrated literacy and numeracy ICT based learning centres in the programme schools. Digital technology offers an interactive teaching and learning platform for abstract concepts and address large class challenges and shortage of textbooks. Teachers will be trained on how to develop teaching materials aligned with PCAR using solarised digital technology.
- **Operational research (OR):** UNICEF will conduct operational research in community and communication support in overcoming the systemic social cultural barriers affecting teaching and learning. This will be critical for programme learning and application of lessons to wider community. The program will build on experiences drawn from the on-going OR in Communication for Development (C4D) with the aim to (a) assess early indicators of change and (b) identify areas of strength in C4D programming on girls' education. It is also needed to respond to the questions to define the preliminary and intermediate results against the objectives and outcomes of girls' education programme, in particular to examine barriers and motivators for selected key behaviours and social practices among stakeholder groups across levels in the C4D socio-ecological model.

- **Mobile SRH information and services**: UNFPA will use the school health programmes to innovatively enhance access to SRHR information to boys and girls in Standard 5 to 8 using refurbished vehicles.
- **Model villages**: UNFPA will undertake its operational research through use of model villages to demonstrate feasible strategies of promoting uptake of YFHS which will act as innovative learning centers for other targeted communities to replicate good practices on scaling up on use of SRH information and services amongst out of school adolescent girls

The program impact will be enhanced through convergence between JPGE program and other UNICEF led programs on adolescent nutrition related to adolescent girls in and out of school, which will include preventive services through promotion of adolescent girls' nutrition, deworming and weekly Iron and Folic Acid supplementation program. These activities will build on the existing program under the JPGE Program and UNICEF will complement JPGE resources.

8 PURPOSE OF THE PROJECT

The purpose of the JPGE Phase II programme is to strengthen and consolidate the gains made in phase one of the JPGE and the JPAG. This will be achieved through providing a holistic and human rights based programme using the 'whole school approach' which has an overall goal of poverty reduction through improving quality and relevance of education for adolescent girls in the districts of Salima, Mangochi and Dedza in Malawi. The programme will focus on strengthening systems that support girls' education, nutrition and health while the girls are in and out of school. Furthermore, the programme will seek to increase Government and community involvement and participation in the programme to ensure sustainability, ownership and wider adoption. Apart from girls themselves, the programme will purposively involve in and out of school boys who have the potential to impact girls' education.

9 OBJECTIVES, STRATEGIES AND RATIONALE

The overall goal of the current proposed programme is poverty reduction through improved quality education for adolescent girls in Mangochi, Dedza and Salima districts. The proposal is a scale up of the previous JPAG and JPGE programmes which were successfully implemented by UN organisations[8] in the three districts. Despite positive outcomes registered by the JPAG and JPGE programmes, selected district level indicators on education, sexual reproductive health and nutrition (Table 1) show that challenges still persist.

Table 1: District status of some selected indicators

District	Indicator	F	M
Mangochi	Primary School Attendance Ratio	85.5	83.6
	Dropout rate	7.5	6.8
	Pupil teacher ratio (district level)	102	
	Primary completion rates (district level)	26.3	

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[8] JPAG was implemented by WHO, UNFPA and UNICEF from 2011 to 2015 for Phase I and then a bridging programme in 2017 while JPGE was implemented by UNFPA, WFP and UNICEF from 2014 - 2017.

Salima	Married by 15 years of age	15.4	4.1
	Married by 18 years of age	57.7	13.3
	Teenage pregnancy	36.7%	
	Anaemia prevalence in adolescent girls	35%	
	Primary School Attendance Ratio	88	88.2
	Dropout rate	4.8	4.3
	Pupil teacher ratio (district level)	103	
	Primary completion rates (district level)	43.0	
Dedza	Married by 15 years of age	10.4	0.7
	Married by 18 years of age	47.4	8.0
	Teenage pregnancy	26.4%	
	Anaemia prevalence in adolescent girls	35%	
	Primary School Attendance Ratio	93.4	88.3
	Dropout rate	6.0	5.8
	Pupil teacher ratio (district level)	93	
	Primary completion rates (district level)	37.2	
	Girls married by 15 years of age	9.3	1.1
	Girls Married by 18 years of age	50.3	6.4
	Teenage pregnancy	24.9%	
	Anaemia prevalence in adolescent girls	35%	

From Table 1, it is clear that the number of girls dropping out of school is larger than that of boys, and that primary completion rates are generally low across the three districts.

Phase one of the JPGE was implemented in 81[9] schools across the three districts. JPGE Phase II proposes a 'whole district approach' by scaling up to 88 new schools in the same districts, which are currently on WFP centralised school feeding programme which provides corn soy blend plus porridge to all learners. In addition, Phase two will incorporate a national systems strengthening component aimed at mainstreaming best practices developed under phase one to ensure project sustainability. The 81 existing schools will seek to improve on quality of delivery of interventions and systems strengthening while acting as learning points for the 88 new schools. As part of efforts towards reducing poverty through improving the quality of girls' education, the programme will continue to address issues of child marriage, early pregnancy, STIs including HIV, gender based violence, quality of teaching and learning and sexual reproductive health issues for both in and out of school youths. The approach will arguably ensure quality and wider coverage of interventions in the three districts.

Based on the JPGE lessons, stakeholder feedback, and the need to scale up the programme sustainably, it is proposed that the programme scales up twofold:

    i)   Build upon the model 81 schools and replicate the model in additional 88 new schools in the same districts that have been reached by the school feeding programme. This approach will not only deepen the quality of the interventions but it will also be cost effective and will utilize the current local goodwill and existing programme infrastructure. However, the HGSM component will be restricted only to the 79 Phase 1 schools whilst the new 88 schools will be on the WFP centralized

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[9] The programme targets 81 schools, however, WFP is providing meals to 79 schools as the other 2 schools were already under other NGO's school feeding programmes.

feeding model given the current resource intensity of the HGSM and the budgetary limitations.

ii) Systematize the JPGE best practice intervention[10] for national replication through the Ministry of Education Science and Technology (MOEST). It is proposed that the JPGE intervention schools become centers of modelling for other schools. Currently the three districts have a total of 661 schools (Mangochi 267; Salima 149 and Dedza 245). The programme will directly target 169 schools (81 from JPGE 1 and 88 in JPGE II). For the remaining 492 schools, it is proposed that programme intervention areas district councils, PEAs, head teachers, local leaders, police, and youth friendly service providers undergo training under a TOT model. The TOT model will provide guidance on how to implement the JPGE model/thematic packages and schools will take these up on needs basis. This will also entail strengthening of the national and district coordination capacity of various development players who can contribute to the various thematic packages. This will ensure a whole-district approach and up-take of the model at district level under the district council.

The national up-take of the JPGE model will include support for increased coordination by a proposed full time secretariat at MOEST; anchoring of JPGE in a policy supported mechanism; and JPGE results and model reported as part of the sector wide results. JPGE will also seek to utilize lessons gained in high level advocacy and expansion of the JPGE model through other education development partners.

The programme goal will be reached by focusing on a set of 3 key strategic objectives as follows:

1. Adolescent girls remain and complete primary school education leading to transition to secondary school
2. Out of school adolescent girls acquire basic life skills to allow them to tackle adult life
3. Government structures at District and national levels effectively design, implement and monitor girls' education programs in Malawi.

Each strategic objective will have a package of outcomes as follows:

Strategic Objective 1: Adolescent girls remain and complete primary school education leading to transition to secondary school:
1) Adolescent girls and boys acquire foundation skills, and life skills in an all-inclusive and gender sensitive environment
2) Girls and boys in targeted schools are provided with diversified school meals.
3) Girls and boys in the targeted schools have access to SRHR information and services
4) Reduced violence against girls in primary schools
5) Parents and community engaged in education

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[10] This will be low cost and number of learning schools will be determined on an annual basis JPGE Intervention training should reach 300 other schools drawn from WFP focus schools. The model will include: production of training manuals, training of trainer of trainers, district based and school based trainings. Monitoring and quality assurance will be done by MOEST.

Strategic Objective 2: Out of school adolescent girls acquire basic life skills to allow them to tackle adult life:
1) Adolescent girls out of school acquire basic numeracy and literacy skills.
2) Out of school adolescent girls acquire SRH and life skills.
3) Adolescent girls out of school acquire basic livelihood skills

Strategic Objective 3: Government structures at district and National levels effectively design, implement and monitor girls' education programs in Malawi

The third strategic objective focuses on government structures at district and national levels being able to effectively design, implement and monitor girls' education programs in Malawi. Its main outcome area notes that:
1) Government district and national level staff acquire coordination, networking, design and programme implementation skills

10   DESCRIPTION OF OUTCOME AREAS

This section provides an overview of each outcome and how it is linked to the overall objective of the programme. As aforementioned, the first five outcomes relate to strategic objective one which focuses on in school adolescent girls (and boys) with the aim that they remain and complete primary school education leading to transition to secondary school. The five outcomes provide a package of interventions including strengthening education outcomes by promoting conducive learning environment, provision of school meals and take home rations proven to improve enrolment, attendance and concentration; access to youth friendly sexual and reproductive health information and services which help in reducing dropouts, improving attendance and completion rates; reducing violence against girls by promoting safe environments for learners in school, at home and on their way to school as well as encouraging parents and local community to engage in education which ultimately promotes enrolment, performance, attendance, completion as well as transition to secondary schools. The programme envisages that this package works together towards achieving the programmes impact indicators including reduced dropouts, improved pass rates, improved promotion rates between Standard 5 to 8, decrease in repetition rates between standard 5 to 8 and improved transition rates to secondary schools.

Outcomes 6 to 8 focuses on out of school adolescents under strategic objective 2 which aims at ensuring that they acquire basic life skills to allow them to tackle adult life. The package includes basic literacy and numeracy skills, SRH and life skills as well as livelihood skills. This package will complement strategic objective 1 as it is expected that some of the out of school adolescents will be able to re-join formal schooling. On the other hand, out of school adolescents also entail school going adolescents during periods when they are not within the school premises i.e. during weekends or school holiday breaks.

The third and final strategic objective focuses on strengthening government structures and national and district levels for effective implementation and monitoring of girls' education programmes through one outcome that aims ensuring government acquires networking and coordination skills to effectively implement ad sustain girls' education programmes. This outcome will provide the institutional frameworks/strategies, policy and training manuals to ensure government effectively systematize, coordinates and sustains various components of the Joint Programme on Girls Education for continuity and government ownership of the

objectives and goals of the programme which centre around improvement of key education outcomes and broadly, reducing poverty.

10.1 Adolescent girls and boys acquire foundational learning, and life skills in an all-inclusive and gender sensitive environment

This outcome aims to promote both learning outcomes and safe environments conducive for learning for both boys and girls with emphasis on adolescent girls in three districts while nationally promoting an enabling environment for attainment and sustainability in both policy and institutional legal frameworks. The strategies for achieving these results range from mainstreaming best practices from the first phase, policy advocacy, technical support towards institutional capacity building and social mobilization that majorly address three focus areas: First, the chosen strategic actions with focus on improvement and enhancement of both teachers' attitudes and skills, so that they are able to effectively deliver/teach using life skills based, gender responsive and participatory methodologies for improved learning outcomes. Secondly, strategic action will address the need to provide gender responsive and inclusive school/learning environments strongly rooted in safe/protective girl/child friendly school quality standards that minimise gender based violence and promote healthy sexual reproductive health while addressing needs of children with disabilities. Finally, the chosen strategic actions will aim to enhance institutional frameworks at all levels for delivery of quality basic education for in and out of school adolescent especially girls with a focus on implementing selected aspects of the revised teacher curriculum framework, national school improvement programmes and school standards as well as district and community level actions.

The outcome builds on achievements from the first phase and also introduces new strategic interventions aimed at scale up, institutionalisation and sustainability. The phase one JPGE programme promoted quality education through the introduction of resource rooms for both girls and teachers and piloted limited digital student learning all aimed at providing resources for improving teacher capacity to deliver quality education and to specifically promote learning in the classroom with emphasis on literacy and numeracy. It also addressed aspects of safe schooling environments aimed at keeping girls in schools working with mother groups, and school/communities on readmission and other bi-laws. In terms of impact, teachers increasingly developed and utilised local resources in teaching which improved learning. Introduction of tablets for education (unlocking talent programme) demonstrated improved attainment of numeracy for standards 1 and 2 and ensured equity in attainment for both girls and boys as well as children with special needs[11]. The PCAR is sequenced in a way that foundational literacy is attained in lower primary and hence the intervention at lower primary. However, going forward, phase two of the JPGE programme will: i) expand teacher preparation beyond resource rooms to selected modelling of the new IPTE curriculum and the CPD framework and expand innovations (including extended use of tablets from Phase I) to a more comprehensive integrated approach for digital based teaching and learning for upper primary with focus on interactive, participatory, large classroom methodologies. ii) integrate isolated school safety programme aimed at keeping girls in school into national school improvement programmes based on child friendly school standards; and finally, iii) phase two will emphasise mainstreaming best practices, building national ownerships and institutional capacity strengthening.

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[11] Reference is made to assessment of the "unlocking talent programme".

Emphasis for this outcome will be on learning outcomes for in and out of school children implemented through improved teacher practice.

Expected Outputs

10.1.1 OUTPUT 1: ENHANCED LITERACY, NUMERACY, LIFE SKILLS IN A GENDER/INCLUSIVE LEARNING ENVIRONMENT.

Phase two compared to phase one of the JPGE programme, provides a clear focus on the attainment of a set of student learning outcomes including basic literacy, numeracy and life skills as well as the promotion of gender and inclusive teacher practices. The first output under the learning outcome, is based on the premises that improvements in the acquisition of literacy, numeracy and essential life skills for adolescent girls will be based on; first, improvements in current teacher practices that emphasise gender responsiveness and inclusion; secondly, the provision of ongoing teacher support including enhanced cluster peer networking and; thirdly, the integration of ICT and other efficiency enhancing teacher resources. Operating within the framework of a new/revised national CPD framework, child friendly teacher methodologies that emphasise life-skills based education will be consolidated and scaled up within an institutional framework; teacher training structures including school[12] and zonal[13] based structures will be strengthened to promote peer networking and ongoing mentoring of teachers within a cluster system; and finally, current tablet learning[14] will be integrated within an expanded digital (e-learning) education technology programme/strategy (DET) which encompasses online teacher resources, as well as use of locally available resources(TALULAR). Primary children in standards 5-8 and will in particular benefit from a continuation of reading circles (including box library centres), uploaded digital library resources

Key deliverables:
At least 50 % of learners majorly adolescent girls, in the targeted schools have access to the key learning outcomes and methodologies including digital learning approaches:
- 50,000 learners supported in DET learning

100% of the teachers in 3 focus districts have access to and practice of a minimum package of the CPD programme including online digital e-learning materials;
- 2335 teachers trained in CPD portfolio development
- 1710 teachers oriented to CFS methodologies
- 900 in-service teachers trained in digital material development

100 % of CPD structures including Zonal (TDC) clusters and school (TRCs and GRRs) operational in providing teachers mentorship and learning of adolescent girls at school level:
- 169 TRC established and operational in schools
- 169 Learning centers/GRR furnished with resources
- 164 box library centers established

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[12] School based teacher resource centers and girls education resource centers promoted in phase one will be mainstreamed to provide avenues for teacher networking;

[13] Teacher Development Centers (TDCs) already exist at zonal levels to provide in-service teacher support.

[14] Tablet learning has been promoted in phase one under the project unlocking talent but focusing on literacy and numeracy for standards 1-2 leaners.

All district level education managers in 3 focus districts provided with the tools and demonstrate capacity for CPD quality assurance and management:
- 28 DEMs, PEAs, inspectors trained in CPD quality assurance

10.1.2 OUTPUT 2: ENHANCED OPTIMAL LEARNING ENVIRONMENT PROVIDED FOR BOYS AND GIRLS

Output 2 aims to reduce drop outs, improve completion and transition rates by addressing school/community based barriers including unsafe/unfriendly schools, high incidences of gender based violence, high costs of schooling, etc. The attainment of this result is based on the premises that use of three strategic approaches ranging from advocacy, technical support capacity building and social mobilisation to:

i)   implement the integrated Primary School Improvement Programme (PSIP) underlined by National Education Standards (NES) mainstreamed by child friendly school quality framework will ensure the service delivery at the school levels meets the acceptable minimum standards for equitable access to quality education;

ii)   addressing economic cost of schooling including modelling of subsidies will keep the most disadvantaged girls in school; and

iii)   addressing school based gender violence and entrenched unsafe practices and norms through development of safe school spaces, codes of conduct, mentorship, child/community and school management participation/engagements structures will ensure girls are supported in safe spaces, thrive and effectively participate for school completion and transition;

iv)   The completion and implementation of the ongoing IPTE curriculum review will ensure that best practices, innovations and reforms aimed at improving learning outcomes are mainstreamed and systematically piloted.

v)   National monitoring and evaluation systems including education information management systems will be strengthened to ensure the tracking, documentation and evidence base for policy formulation for inclusion in education.

Key Deliverables

It is expected that all schools (100%) in the 3 focus districts will meet minimum National Education Standards which minimize school based barriers to participation of adolescent girls;
- 100% schools meeting minimum National Education Standards.
- 28 PEA and Inspectors trained on integrated school improvement approaches

20% of the most vulnerable adolescent girls in 169 schools in 3 districts will benefit from the modelling of subsidized schooling arrangements including scholarships and bursaries
- 460 girls supported with education scholarship
- 169 schools with established school funds

All (100%) of the Head Teachers in 169 schools in 3 districts form associations and commit to establishment of codes of conduct and actions supportive of girls' continuation in schools;
- 169 Head teachers oriented
- 169 Head teachers mentored
- 20 zonal head teacher associations formed

All learners/adolescent girls in 169 schools in 3 districts access and benefit from school based safe spaces including mentorship, counselling and peer support from mother groups, peer support learning camps,

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- 100 learning camps held
- 200 mentoring sessions conducted

National institutions, policies and legal frameworks strengthened to ensure adolescent girls complete, transit and develop to their full potential;
- IPTE curriculum in place and implemented
- Mainstreamed Inclusive indicators into EMIS tools and methodologies
- 28 Number of district level data collectors trained for inclusion in education

10.2 Outcome 2: Enhanced access to diversified nutritious meals by boys and girls in targeted schools.

The key focus area of this outcome is to ensure that all boys and girls that attend school are provided with diversified nutritious meals using both the HGSM model and centralised feeding model -through the technical support of WFP. The HGSM model is one of the strategies aimed at increasing resilience of households to withstand, recover and avoid economic and natural shocks and reduce their exposure to seasonal variations. This is done through interventions particularly aimed at building households' human, physical, financial, natural and social capital. The model consists of a decentralized school feeding intervention in which schools receive funds to procure food commodities locally from farmer organizations (FOs). Hence, the programme shall continue to empower schools to be autonomous in managing their own funds for successful implementation of the decentralization process, and shall promote timely sourcing of locally produced food of right quality and quantities. However, it is imperative to highlight that the programme has been linking schools to specific farmer organisations through annual contracts and will now open up the market to introduce competitive bidding processes amongst the farmer organisations, a cost containment measure that can help save current budgeted resources per school to be used towards conversion of some of the 88 schools into the HGSM model. Through WFP's Purchase for Progress supply side partnerships are established to train farmers within the catchment areas on good agronomic practices (GAP), contracting, pricing, modern post-harvest handling technologies and linked to alternative markets for improved productivity and incomes. An assessment will be conducted in both the 79 HGSM schools and 88 under centralized modality to determine their capacity and readiness for:

a. Transition / graduation to community / Government ownership for schools under HGSM (some of 88 schools).
b. Conversion to HGSM for schools under centralized modality (some of the 88 schools).

Two approaches will be used:

a. Government ownership:

One of key elements of school meals programme sustainability is government ownership and investment. Currently, government allocates a minimal budget for school meals and advocacy for increased allocations are ongoing, including across different sectors such as agriculture and social support. WFP has also been working with Government to strengthen the policy framework for school meals and will further support in developing a school meals strategy that will stipulate the required capacity, scale, speed and key milestones for handover of the

programme to the Government. The Malawi government has committed to scale up HGSM and is accountable to the AU on this achievement.

b. **Community ownership**:

The programme will use community based participatory approaches to identify the gaps, available local resources and priority activities that can support the communities (and farmers) to produce, contribute and progressively take over the programme. Such an approach will (a) define available resources and commitments, including defining roles and responsibility, (b) determine capacity of the communities to manage the programme (c) external support required (including scale of reducing the support) (d) develop criteria for graduation of schools and (e) develop a model suitable for the community based on identified resources and capacity.

The programme will also employ additional cost containment and community empowerment measures such as working with academic institutions to review and develop simple and cost effective school menus that can use locally available resources as well as integration of irrigation systems in school / community gardens to enhance production.
These developments are expected to bring in a cost sharing measure in the programme, increase household and community level knowledge about dietary diversity and use of locally available food and also builds sustainability, elements which show the programme's potential to create behaviour change at household and community levels.

Standard 5-8 girls and orphaned boys in the Phase I and II schools will continue to receive conditional take home rations (cash or food) as an additional incentive for parents/guardians to keep them in school. A study of the outcomes of take home rations for orphans and vulnerable children showed impact on household food security, strengthening family caring capacity, enhancing participation and progression, helping girls stay in school longer (delaying marriages). Take-home rations will only be distributed to designated students after attending at least 80 percent of school days in a month as verified by teachers and using automated attendance tracking tools such as SCOPE. However, the programme will analyse the vulnerability of communities in phase I schools to food insecurity and explore possibility of distributing Take Home Rations only during the lean period which spans from October to March. This will be carefully done to minimize negative coping mechanisms on vulnerable girls and orphan boys. Girls and orphaned boys in the scale up 88 schools will receive Take Home Rations only during the lean period[15]. Depending on capacity, scale up schools (88) will be supported with rehabilitation of infrastructure such as storerooms, kitchens, feeding shelters, and equipment necessary for safe and hygienic food preparation, storage and distribution.

Additionally, communities will be linked to resilience building activities as part of community capacity building for SMP continuity. However, it is important to note that SMP handover to government in a poor country like Malawi which is also experiencing other social problems may take longer than expected. Handover within a short period of implementation may have a negative impact on education gains. It is therefore recommended that community capacity building interventions and strong linkages with other WFP interventions be prioritized during the second phase of the JPGE

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[15] *School feeding, seasonality and schooling outcomes: a case study from Malawi.* A case study from a case study from Malawi shows positive effect of school feeding during lean season on attendance particularly those in higher grades.

Iron and Folate Supplementation for Adolescent Girls

Furthermore, the adolescent girls in three targeted districts will be provided with 52 doses of iron folic acid (IFA) through weekly doses in a year[16] given that adolescent girls are at increased risk of anemia because of chronic iron depletion during the menstrual cycle. In Malawi currently, there is mass fortification with iron of centrally processed maize and wheat flour but consumption is very low. In a malaria-endemic setting such as Malawi, malaria predisposes critical groups, such as women of reproductive age, to anemia. Prevention and treatment of malaria is one of the interventions for preventing anemia and young children. Nonetheless, Malawi has a robust National Malaria Control Program. However, to treat iron and folic acid deficiencies supplementation of Iron and Folate is recommended as the best strategy by the World Health Organization. The dose prescribed in the proposal is in accordance with the WHO recommendations and levels are safe, thus there is no need for any testing.

The adolescent girls will be reached through schools as well as village clinics or any other available community platforms for anemia prevention. Deworming will also be implemented as a complementary intervention for the control of parasites that would lead to anemia. Awareness raising on the importance of micronutrient supplementation/IFA for adolescent girls will be undertaken using interactive community radio programs and theatre for development. The capacities of school systems/ village clinics/community platforms will be strengthened for effective service delivery.

Expected outputs
- Output 1: Girls and boys in primary schools are timely provided with nutritious school meals and THR
- Output 2: Increased capacity of district government staff, communities and smallholder farmers around the targeted schools in management of school meals programme
- Output 3: At least 120,000 Adolescent girls receive 52 weekly doses of Iron Folic Acid and two doses of Deworming for one year[17].

Key deliverables
- School Meals activities in targeted schools are functional in terms of timely provision of funds for food and take home rations, food commodities, cooking utensils and other NFIs for learners to receive school meals.
- District government staff, community representatives and small holder farmers trained in management of school meals programme
- Capacity of farmers and community members strengthened in production and market access.
- Awareness about anemia and its implications on adolescent girls raised through school health and nutrition counselling sessions.

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[16] Convergence between program component within UNICEF Education and Nutrition sections, without cost involvement from JPGE Program.

[17] No cost involvement from JPGE program

10.3 Outcome 3: Adolescent Girls and boys in the targeted schools and out of school have access to SRH information

This outcome ensures that girls and boys in the targeted schools have access to youth friendly sexual reproductive health rights information and services and that they are empowered to take action on their sexual reproductive health issues within and outside the school, through the technical support of UNFPA. The approach will be based on the ecological model which puts the adolescent girl as the point of entry who has a right to access SRH information and services for informed decision making and positive health outcomes. The approach further takes into consideration the role that families, communities and health workers play in ensuring that the adolescent girl has access to right information and appropriate services. The legal and policy frameworks will be looked at to ensure that they provide conducive environment for the adolescents and young people to realize their potential. This is in realization that SRH Rights go beyond basic human rights to directly relate to the right to education.
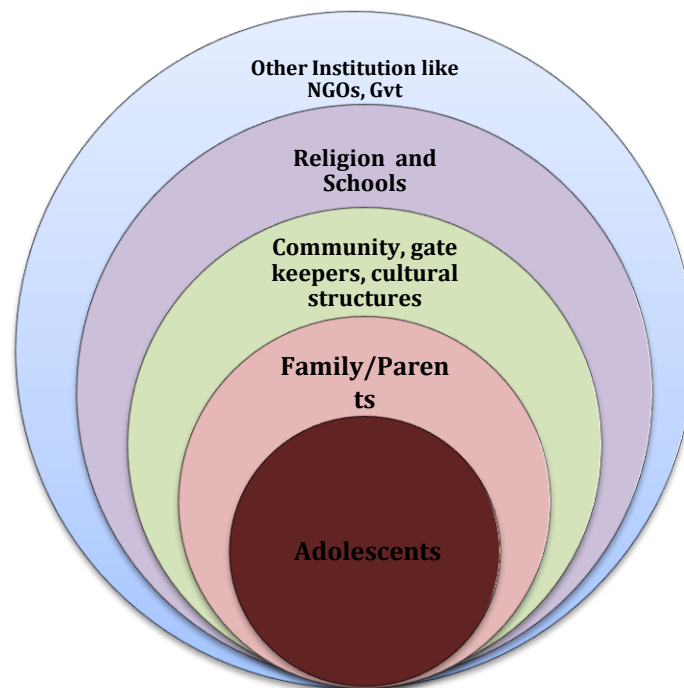
According to the Ministry of Education Policy, SRH services are not allowed to be provided within the school premises. However, this policy should not be looked at in isolation but should be linked to other policies such as the SRH Policy, Youth Friendly Health Services Strategy, National HIV Policy, Readmission Policy and School Health and Nutrition Policy which are all meant to support positive health and education outcomes for young people. This outcome will strive to empower in-school girls and boys with the right information on SRHR from teachers and health workers through radio programs, school based health talks, CSE sessions and life skills subjects. The ultimate aim will be to spur behaviour change in young people leading to their ability to access age appropriate SRH services offered outside the school premises such as YFHS facilities and community based family planning distribution agents as detailed under outcome 7.

This outcome will focus on building the capacity of health workers and community based service providers such as youth friendly Community Based Distribution Agents (CBDAs), mother groups to provide quality comprehensive SRHR information, education and services to

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in school and out of school[18] adolescent boys and girls. The standardized content of SRH information to be delivered to adolescents will include family planning (adolescent fertility); sexual and reproductive health matters; psycho-social support; menstrual health management; human sexuality, growth and development (communication, decision making, problem solving, negotiations and relationships); pregnancy; dangers of unsafe abortion; HPV information and screening; STIs including HIV prevention, testing and information, gender concerns including SGBV, and early sexual debut. In Phase II, Teachers and health service providers will be trained as Trainer of Trainers (ToTs) as one way of reaching out to more Teachers and health workers within the district on issues of CSE and youth friendly health information.

Contributing to the ESA commitment targets set for 2020 and following the revision of the school curriculum to include Comprehensive Sexuality Education, the revised curriculum will be printed and made available to teachers through on line as well as face to face training. School based health talks facilitated by health workers as well as school radio programs will be supported by the programme to ensure more adolescent girls and boys are reached with correct SRHR information. Teachers will be supported with teaching aids including scripted life skills/CSE lessons plans to ensure standardized delivery of SRH information by Teachers in the targeted schools. At policy level, the project will focus on printing and dissemination of the revised re-admission policy targeting adolescents, Teachers and community members as one way of eliminating administrative and social barriers for re-entry of adolescent girls after pregnancy or child birth. Young people in schools will be offered accessible opportunities to take part in sports to develop their self-confidence while the same will be used a conduit to deliver ASRH information.

The mid-term review for Phase I revealed that shyness of girls themselves and long distances to health facilities providing YFHS were the key barriers to access of SRH services amongst adolescent girls. Though not explicitly investigated during the MTR, shyness of girls could be influenced by limited interaction and openness between adolescents and parents on issues of sex and sexuality as well as traditional customs and beliefs. Educating the parents and community gate keepers will be sustained in Phase II to consolidate gains made in Phase I as a sustainable way of making sure parents, communities and gate keepers support ASRH information access by young people. In this proposal, these issues have been addressed in outcome 5 where various community based strategies such as parent child sexuality communication; traditional and faith leaders engagement and Social Behaviour Change Communication (SBCC) will be promoted to reduce community barriers to SRHR information and services amongst adolescents. Various IEC materials will be designed for use to reach the adolescents themselves both in and out of school settings. These will be designed to motivate and counsel young people on ASRH. In Phase II, UNFPA will also use the school health programmes to innovatively enhance access to SRHR information to boys and girls in Standard 5 to 8 using refurbished vehicles where privacy and confidentiality will be guaranteed.

To address issues of long distances; targeted schools will be linked to fully functional AYFHS sites and community based SRH providers where sexually active adolescents will be referred to access different types of SRHR information and services as described in outcome 7. Additionally, specially designed mobile vans will be utilized to provide SRH information and services in communities surrounding targeted schools.

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[18] Out of school in this outcome is defined as adolescents that have knocked off from school, are on holidays or weekends

For the in school youth, whilst in keeping the school policy; emphasis will be on preventing unplanned and unwanted pregnancies, STIs including HIV and AIDS; unsafe abortions. Information shared will aim at fostering individual strengths, self-esteem and skills needed to resist peer pressure and reduce high risk behaviour while preparing the adolescents to make informed decisions for future life stages. Resultantly, this will lead to improvements in education outcomes in the targeted districts by, among other things, reducing school dropout rates caused by unwanted pregnancies, early marriages, Gender based violence and most importantly, facilitating easy re-entry of girls to schools after falling pregnant or giving birth.

Expected Outputs
Output 1: Enhanced capacity of health workers to provide comprehensive SRH services, information and education.

Key Deliverables:

- 50 health workers trained as ToTs in youth friendly health services and CSE
- 200 Adolescents and Youth Friendly Health Services providers in the targeted health facilities trained through in-service trainings
- 1000 community based YFHS distribution agents trained to conduct outreach activities to adolescents in schools
- 300 CBDAs and family planning motivators trained on provision of SRHR services for adolescents and youth
- 600 school health sessions from health facilities to schools conducted

Output 2: Enhanced capacities of targeted schools to facilitate access to SRH information and services for in school adolescents.
Key Deliverables
- 30 Teachers trained as ToTs in Comprehensive Sexuality Education
- 700 Teachers trained in CSE
- 9 computer labs for online CSE training for Teachers established
- Referral systems to functional AYFHS facilities established in 169 schools
- 169 schools linked to functional YFHS facilities
- 600 school health sessions/talks conducted
- 20 school radio programs on SRHR issues involving adolescents in the targeted schools produced and aired.
- Scripted lesson plans for CSE developed, printed and distributed in 169 schools
- 5000 posters and leaflets on age appropriate SRHR messaged printed and distributed in 169 schools.
- 500 copies of the revised re-admission policy printed and distributed in 169 schools.

10.4 Outcome 4: Reduced violence against girls in primary schools

Keeping children/learners safe from violence, especially sexual and physical violence, is key to reducing the high rates of girls dropping out of school. Girls experiencing violence are vulnerable to early pregnancy, child marriage, short- and long-term health issues including psychological distress that can prevent them from staying in school and achieving desirable

education results. This outcome will focus on ensuring that schools provide a safe environment for the learning of all children, with particular focus on the girl child. The outcome will be guided by the technical expertise of UNICEF and UNFPA. A safe school – which includes the school itself, the community, and the environment to and from school – strongly contributes to keeping girls in school. Participatory approaches will be used to identify key protection issues, such as violence in schools, and develop community-led solutions seeking to harness the potential of children as change agents.

An essential component of JPGE I included the reduction of violence and provision of specialised aftercare services namely general psychosocial support, Sexual Assault Survivors Anonymous and trauma counselling, life skills and self-defence skills training for girls through the six-week 'Impower' programme, and boys' transformation, among others. Results from the JPGE MTR 2016 showed that interventions under this outcome resulted in the reduction of violence against children/learners. These interventions included the creation of platforms for children/learners as 'rights holders' to meaningfully participate in school governance. It also included the up-skilling and empowerment of children to participate in their own protection through 'Impower', boys' transformation, 'learners' councils' and 'reflection action circles'. Critically, teachers were trained on alternative and non-violent forms of disciplining learners focusing on those that benefit the learner academically. Communities were also engaged and sensitized on their role to contribute to reduction of violence and ensure girls and boys remain in school.

The major shift from JPGE I to II under this outcome will be institutionalizing all elements of the program in the day to day work of government stakeholders for ownership and sustainability. This will be implemented in a staged approach with all relevant sectors (Education, Police, Social Welfare and Judiciary) equipped with relevant knowledge, skills and resources to deliver interventions.

To ensure the school, on the way to school and the home are safe from violence against children and girls in particular, five interrelated strategies will be rolled out that target the three key areas where violence and abuse that deters children from being in school and achieve education results occur. These include:

- Girls' and boys' participation in their own protection, and that of their peers, through skills training and practice, 'learners' councils' and 'reflection action circles';
- Linking of safe schools programme with community based protection structures (CVSUs, child protection committees, community policing) and local government structures;
- Enhanced police role in violence prevention and response including through prioritizing referrals and community policing (including 'One School, One Police Officer' programme)
- Response mechanisms put in place to rehabilitate and reintegrate survivors back into school;
- Research partnerships used to evaluate each element of the programme;

The strategies form the key parts of the Safe Schools framework and are linked to three National Education Standards (NES).

Expected outputs
- Output 1: Girls and boys in targeted schools are empowered to participate in their own protection. (Identify, prevent and report on violence).
- Output 2: Survivors of violence in schools have access to effective referral pathways.

- Output 3: Key protection stakeholders have relevant capacity to prevent and respond to violence against boys and girls.

Key Deliverables:
- Learners' councils, Reflect Action Circles in targeted schools established.
- Boys, girls, teachers, school, community and district structures trained in prevention of violence against children.
- An effective referral pathway for violence in schools established
- Engaged communities, courts and schools to prevent and respond to violence against children.
- Training of key protection stakeholders on prevention of violence against children delivered
- Coordination structures for protection of violence against children strengthened

10.5 Outcome 5: Parents and local community engage in education.

Adults and gate keepers have a crucial role to play in providing an environment that is safe and supportive for full adolescent's development. However, knowledge about adolescents and skills in dealing with adolescents are often lacking. As such, parents, teachers and the community should be informed about the need and value for education and its linkages to sexual and reproductive health. The key focus area under this outcome will be facilitated by Communication for Development strategy aimed at community engagement and participation in addressing environmental and socio-cultural factors that either cause girls to drop out of school or result in low attendance, retention and transition.

Interventions will aim at bringing out the distinct and complex gender differences and expectations for male and female adolescents. Communities will be made to understand the different gender perspectives and constraints male and female adolescents face when exercising informed choices and the fact that power imbalances often make female adolescents vulnerable. Using results of the harmful cultural practices study undertaken by UNFPA under the Safe Guard Young People programme, community specific examples of traditional discriminatory and harmful cultural practices including sexual abuse and exploitation will be highlighted.
To achieve such a result all implementing agencies will contribute their technical expertise with various activities that can change community mind-set, attitudes and practices towards deep- rooted cultural practices, gender misconceptions and beliefs regarding the importance of education and educating the girl child at individual, family and community level. Key community players include community girls themselves, traditional and religious leaders, teachers and school principals, parents/guardians, boys and school and community management authorities and the media. The aim will be to build the capacity of the gate keepers to be positive role models to help change double standards and other behaviour norms that make adolescents vulnerable in different ways to prevent exploitation.

Youth clubs will also be supported to ensure adolescent participation in adolescents and youth programmes and deliberate efforts will be made to create an enabling environment for participation of marginalized and young people. The programme will ensure engagement and mobilization of school ambassadors and role models, guardians, mentors and supportive/protective leaders, thus providing a conducive environment for communities to make informed decisions in addressing current social cultural barriers and school-based constraints affecting the girls' education at individual, family and community levels

(community and school based education structures). Implementation will focus on community led social change by utilizing community engagement and mobilisation to make informed decisions, community dialogues to find out solutions, engagement of traditional leaders and custodians of culture to adopt positive practices and norms, traditional and non-traditional media engagement to promote positive norms and practices, strengthening of community-based mentoring, preventive and protection structures and mechanisms to reinforce and encourage communities to take action on enhancing girls' education at household and community level.

Expected outputs

Output 1: Strengthened community and school based education supporting structures and institutions to support girls' education, especially those vulnerable and marginalized.

Key Deliverables:

- 169 community based parent children communication (PCC) sessions conducted
- 3000 parents reached with PCC messages
- 75 community based PCC sessions for adolescents conducted to address issues affecting their education
- 60 Social Communication and Behavior Change communication campaigns conducted
- 169 Mother Groups supported to promote girls education in communities surrounding the 169 schools.
- 504 village education committees functional in the targeted communities
- Community and school based education support systems engaged to support education
- 300 Traditional and Religious leaders engaged to take action in addressing socio-cultural barriers to girl's education.
- Communities surrounding the targeted 169 schools implementing standard community by-laws for promotion of girls' education.
- 30 boys only clubs established to promote gender and SRHR issues of young people
- 900 boys only club members trained in community mobilization, gender, CSE and SRHR
- 60 girls only clubs established to promote gender and SRHR issues of young people
- 1800 girls only club members trained in community mobilization, gender, CSE and SRHR
- 15 integrated teen clubs established for provision of phycho-social support to young people affected by HIV
- 30 district facilitators trained on PCC
- 300 community lead facilitators trained on PCC

10.6 Outcome 6: Adolescent girls out of school acquire basic literacy and numeracy skills

The program will roll out a gender responsive program to girls that have dropped out of school or have never joined school through two programmes: a nine-month functional literacy program and a Complementary Basic Education (CBE) program. Adolescent girls dropping out of school at standard 5 grade will be identified through clubs and be enrolled into Complementary Basic Education (CBE). Upon successful completion, the girls will be mainstreamed into formal primary school in standard 6 or any other grade deemed appropriate by the assessors both from CBE and formal primary school. A standard education package and

related learning and teaching materials and other necessitating equipment will be distributed to the identified needy adolescent girls and schools. Priority will be given to vulnerable/marginalized adolescent girls including the physically challenged. The program will however, encourage parental and/or community contribution to girls' education in an effort to reduce dependency syndrome.

Expected Outputs
Output 1: Out of school adolescent girls provided with 9 months functional literacy course.
Key Deliverables:
- Functional and numeracy skills of 10,00 adolescent girls enhanced
- At least 3000 adolescent girls complete Complimentary basic education

10.7 Outcome 7: Out of school adolescent girls acquire SRH and life skills.

This outcome is complementary to the services and education strategies proposed under outcome 3 and will strive to ensure that out of school adolescents (adolescents not enrolled in school; and those enrolled in school but either on holiday or after school hours) have access to integrated youth friendly health services, information and knowledge from designated health facilities and community based structures. The evaluation of JPGE Phase I revealed that the number of girls who use SRH services was rather low due to limited access (distance) and shyness. A further analysis of this situation in Phase I revealed that young people especially adolescent girls out of school, adolescent mothers and early married (compared to boys and older youth girls) do not access SRH services due to their limited appreciation and understanding of the magnitude of risk that non-use of SRH services and information pose to their education and health wellbeing. As such, alternative methods are required for intensified outreach services through mobile clinics and safe spaces where girls gather and by creating a more adolescent girls friendly health facility environment.

In Phase II, additional Youth Friendly Health Services facilities will be established and will be supported with reproductive health supplies to increase uptake of SRHR services and ensure consistent availability of commodities. Various recreation materials will be provided to Youth friendly health services facilities to attract more young people to patronize the facilities hence making it easier for those in need of services to access them. For a more meaningful utilization of young people's time at the designated YFHS facilities, vocational skills training will be integrated into YFHS so that young people are better equipped to tackle adult life from an economic point of view. The youth will be trained in various sustainable skills based on locally identified acceptable opportunities. To ensure that all young people are equally served regardless of the distance from the accredited YFHS sites, the project will intensify outreach YFHS through use of specially designed mobile vans to provide YFHS services in hard to reach areas. Health Surveillance Assistants will also be trained using the adopted revised out of school CSE manual to mobilize out of school adolescents to access SRH services from designated facilities and where necessary, HSAs will be equipped with basic SRHR materials and supplies to serve the young population.

As part of innovation to demonstrate feasible strategies of promoting uptake of YFHS, the project will in Phase II establish model villages which will act as learning centers for other targeted communities to replicate good practices on scaling up on use of SRH information and services amongst out of school adolescent girls. The team that will undertake the mobile van clinics will be sensitized on provision of youth friendly information and health services including counselling and community sensitization including parent child communication.

These will include health workers, community mother groups, Teachers (especially those already trained in CSE), HSAs and van drivers.

Another lesson learnt in Phase I was that communities have an active role to play towards the realization of young people's sexual and reproductive health rights. Communities normally perceive SRHR issues as a taboo and there is always a misconception that open discussions on SRH issues in the communities encourages sexual behaviors amongst young people. The project will therefore strive to educate, engage and empower various community structures including parents and Religious leaders to eliminate the barriers that they have placed towards realization of young people's SRH Rights as outlined under outcome 5.

A key innovation worth highlighting in Phase II under outcome 5 with huge bearing on the successes of this outcome will be the use of Parent-Child Communication initiatives where parents and adolescents in the targeted communities will be recruited and trained on proper communication for addressing critical SRHR issues between parents and children. In addition, community based structures such as young mother groups, boys only clubs, girls only clubs and others will be trained to promote access of young people to SRH services by eliminating peer to peer barriers. Under the leadership of the District Youth Office and the district Youth Friendly Health Services Coordinator, open days on sexual and reproductive health rights will be conducted which will among others include sporting activities running concurrently with provision of SRH information and services.

Expected Outputs

Output 1: Increased access to integrated youth friendly services for out of school adolescent girls.

Key Deliverables
- Integrated YFHS delivered by health institutions and community based structures
- 15 new YFHS facilities renovated
- 15 new YFHS facilities accredited
- 3 mobile vans for provision of outreach SRH services procured
- 25 targeted YFHS facilities supported with reproductive health supplies
- 9 model demonstration villages on provision of integrated SRH services and information established
- 500 Health Surveillance Assistants supported with materials and supplies to mobilize young people to access YFHS
- 2000 outreach sessions on provision of YFHS conducted
- 6 clubs for first time mothers established
- An effective follow up and monitoring mechanism for adolescent girls that are referred to services from their communities established
- 300 adolescents trained on vocational skills in YFHS facilities

Output 2: Increased knowledge amongst out of school adolescents in Sexual and Reproductive Health issues.

Key Deliverables:
- 5000 booklets for the revised life skills curriculum printed and distributed in all schools in the targeted districts
- 300 lead facilitators trained on CSE;
- 3000 out of school adolescents trained on CSE
- 5000 CSE manuals and work books printed and distributed

- 169 mother groups trained in Comprehensive Sexuality Education
- 6 groups of first time young mothers trained in Comprehensive Sexuality Education
- 3 annual girl camps on SRHR, empowerment and leadership skills conducted
- 150 open days on Sexual and Reproductive Health Rights conducted
- 5000 booklets for the revised life skills curriculum printed

10.8 Outcome 8: Adolescent girls out of school acquire basic livelihood skills.

Girls attending the functional literacy classes will be equipped with basic livelihood and vocational skills to enable them earn a livelihood and live a decent life thereafter, thereby reduced poverty through improved education. In addition to this they will be supplied with weekly IFA tablets in a year and intensive nutrition education. Other key strategies will include: (i) Liaising with providers of technical, vocational and entrepreneurial education and training on harmonizing and updating the current curricula to realistically incorporate the prevailing needs in some trades; (ii) Equip older out of school adolescent girls with livelihood and vocational skills; (ii) Link qualified and highly performing adolescent girls to various formal technical and vocational training colleges to upgrade their skills; (iv) Establish an internship program that will link adolescent girls in established government, private and non-governmental organizations; (vi) Facilitate hands-on adolescent technical and vocational training with materials for each trainee provided at programme inception and (vii) Lobby for the involvement of vulnerable adolescent girls who have acquired skills in community level development activities such as those in brick laying and other relevant trades in implementation of Constituency and other Development Fund projects. The group of non-school going adolescent girls will also be provided with weekly iron and folic acid tablets, biannual deworming tablets and provision of nutrition education and behavior change communication of age appropriate nutrition practices.

Expected Outputs
Output 1: Functional literacy graduates linked to vocational training community colleges.
Output 2: Vocational trainees provided with startup kits.
Output 3: 12,000 Non-school going adolescent girls are receive 52 IFA in a year along with nutrition education
Key Deliverables:
- Vocational training to functional literacy graduates effectively delivered
- Startup materials effectively provided to trained functional literacy trainees.
- Market entry and self-employment ensured for Vocational trainees.

10.9 Outcome 9: Government district and national level staff acquire coordination, networking, programme design and implementation skills

This outcome forms the core sustainability and exit plan for the programme anchored in strengthening government coordination, networking, programme design and implementation skills. The government will be supported with Training of Trainers and thematic modules that form the JPGE model to train in implementation districts as well as for national uptake of the model. In addition, the programme will also support the government's Girls Education Secretariat activities around coordination, networking to ensure that the secretariat ably coordinates all girls' education initiatives as well as networking various partners for joint

efforts towards the JPGE model. Key implementing partners (IPs) are the district offices of: the Ministry of Education, Science and Technology (also a main coordinating Ministry); the Ministry of Health; the Ministry of Youth, Labour and Man Power Development; the Ministry of Culture and Sports; the Ministry of Gender, Children, Disability and Social Welfare; the Ministry of Agriculture Irrigation and Water Development; and the Civil Society. JPGE Phase 2 will focus on developing training modules and conducting ToTs for district councils and stakeholders (Head teachers, PEAs, Youth Friendly Coordinators, DEMs, DYOs, DHOs) to be focal persons/trainers for district (and national) expansion of the programme.

District Councils will lead in organising these trainings to ensure programme ownership and will expand to schools within the district that will not be covered by the programme. Strengthening of a national MoEST secretariat on girls' education will ensure improved government coordination on girls' education programmes. This will entail a body/secretariat that is able to design, implement and monitor all education interventions in Malawi and advocate for the use of the JPGE model by other development partners. Discussions are underway to have the programme as part of the Adolescents Girls and Young Women (AGYW) sub-committee (comprising of Gender, Youth, Health and Education Principal Secretaries) that has been established under the existing Inter-Ministerial Committee on Youth (and Adolescents). The draft Malawi AGYW strategy has included the JPGE programme in the 5-year implementation phase. A member from the MoEST Girls' Education Secretariat will sit in the JPGE Government TWG that has members from all programme participating ministries. These will be able to brief their heads who sit in the AGYW on all JPGE related issues, including policy issues as well as adoption of the JPGE model in other education interventions.

Expected Outputs
Output 1: Strengthen government programme coordination for replication of programme.
Key Deliverables
- Development of manuals and guidelines on JPGE thematic areas
- Strengthen government programme management and implementation skills

11 PROGRAMME THEORY OF CHANGE

The overall goal of the current proposed programme is poverty reduction through improved quality education for adolescent girls in Mangochi, Dedza and Salima districts. To achieve the overarching goal of the programme, it is envisaged that the new programme will focus on three key strategic objectives with nine key complementary outcome/thematic service package areas. The first strategic objective aims at ensuring that adolescent girls remain and complete primary school education leading to transition to secondary schools. The subsequent five outcome package areas will include providing diversified nutritious school meals and adolescent nutrition, making schools healthy and safe from violence, provision of SRHR services while ensuring that adolescent girls and boys are effectively taught and remain in an all-inclusive and gender sensitive environments and communities are supportive and engaged in promoting girls' education.

The second strategic objective with three key outcome areas will focus on out of school youths, ensuring that they acquire basic life skills to allow them to tackle adult life. The outcome package will include providing basic numeracy and literacy skills, SRH and life skills as well as vocational skills. The final strategic objective will focus on strengthening government structures at national and district levels to effectively, design, implement and monitor girls' education programs in Malawi. This will entail strengthening of government coordination

structures, high level advocacy for girls' education for improved coordination. It is expected that implementation of interventions around the nine outcomes feeding into the three strategic objectives will work towards improving the access and quality of girls education through increasing opportunities for completion of primary school and transition to secondary schools for girls in the target districts with a broader goal of reduction in poverty as presented in the Programme Theory of Change, Annex 1.

12   MONITORING AND EVALUATION

Similar to JPGE Phase 1, the programme will employ a joint monitoring and evaluation framework to track progress on project results and to meet accountability requirements, Annex 3. The framework, which aligns with the key education goals as proposed in the United Nations Development Assistance Framework (UNDAF) and the Ministry of Education's strategic objectives, will track indicators at output and outcome levels created to ensure key results are achieved. Monitoring will further be guided by the programme's theory of change. Ministry of Education Headquarters, other line Ministries, UN agencies and the Programme Coordinating Unit (PCU) will provide oversight and monitoring roles to the project. Relevant government ministries/sectors will be supported to coordinate and conduct quarterly/monthly visits jointly with the three UN agencies. The monitoring visits will be aimed at providing technical support to the implementing partners and resolving any emerging operational project challenges. Quarterly/biannual review meetings will be jointly conducted by the UN agencies and the district teams. The JPGE and JPAG reporting formats and monitoring tools will be reviewed to facilitate capturing of relevant operational data on key performance indicators for the project at all levels. The Education Management and Information System (EMIS), the Ministry of Education's main data system for tracking education results, will be used and supported extensively at both the central and district levels to provide quasi-real time monitoring.

12.1   Baseline study

The UN will seek services of an external consultant to carry out a baseline survey to establish the status of key outcome indicators at the start of the project and the baseline will also be used to measure progress at midterm and final evaluation of the programme. Since JPGE I is coming to an end in June 2017, it is being proposed that the end of project evaluation for JPGE I be used as baseline for the 81 schools which were in JPGE I. The baseline will therefore target the 88 new schools. New indicators in the 88 schools will have to be integrated with the final evaluation of the JPGE 1 for uniformity within the programme.

12.2   Midterm review

A midterm review (MTR) of the programme will be conducted by a team of external consultants to assess progress made in various indicators and also assess if there are any programmatic issues that require adjustment or improvement. The MTR will further provide any opportunity for the review performance of inputs and outputs.

12.3 End of programme evaluation and report

The UN will commission an end of project evaluation which will be conducted by a team of external consultants. The primary purpose of the evaluation will be to determine the extent to which the programme has achieved its proposed outcomes and contributed to its proposed strategic objectives. The evaluation will review not only the extent to which the project itself has delivered the outputs and outcomes detailed in the project's M&E matrix, but will also serve as an opportunity to assess progress made in the Ministry of Education's overall management and leadership of the national response on girls education. The UN will further prepare an end of programme report for submission to the Norwegian Government covering the entire agreement period. The final report will detail achievement of project outputs and outcomes, progress against overall strategic objectives, and review successes, issues, and challenges during the life of the project. The report will also provide key recommendations for successes that need additional follow-up and key areas that still need addressing.

12.4   Programme Reporting

The UN will submit progress (biannual and annual) and financial reports according to the reporting schedule to be agreed between the Norwegian Government and the UN. This will be in accordance with the grant requirements and agreements.

13 PROGRAMME MANAGEMENT

13.1 National Coordinating Unit
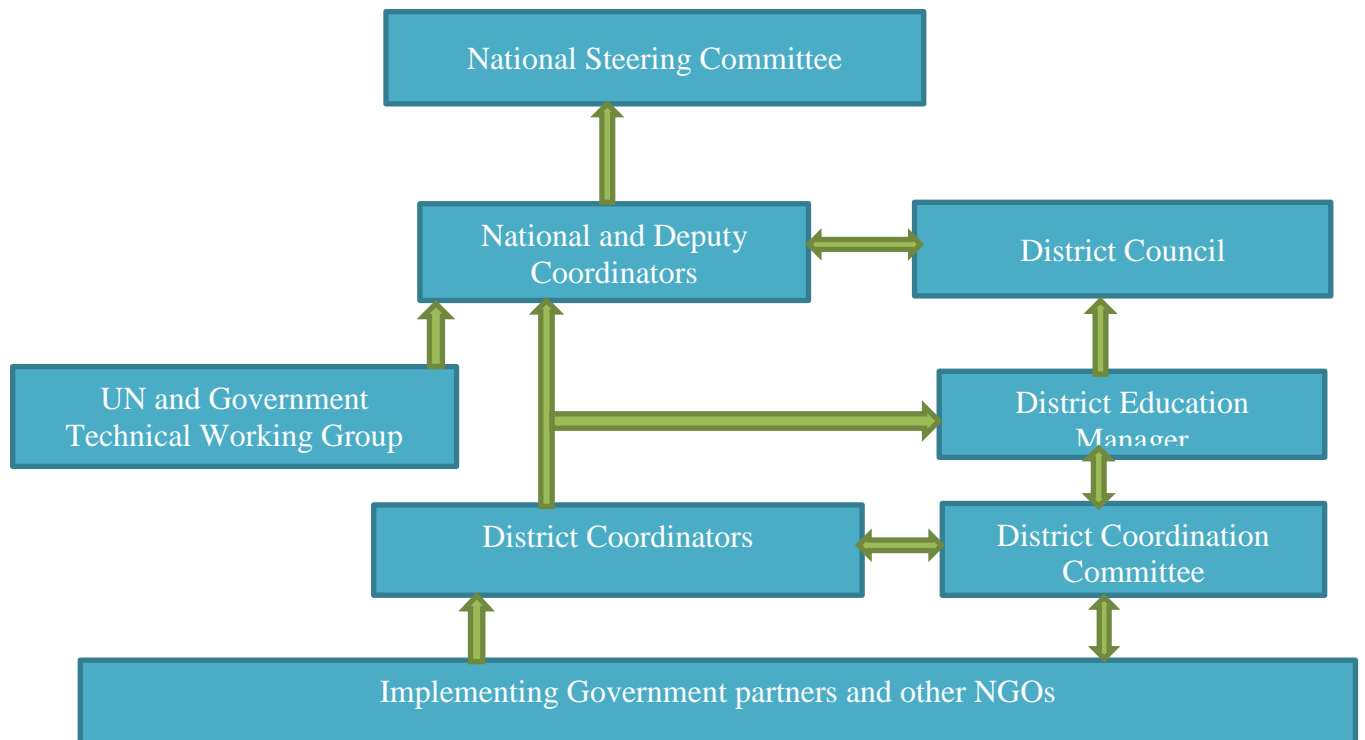
Figure 2: Programme Management Structure

Similar to JPGE Phase 1, the project will be managed by the already established National Steering Committee co-chaired by the UN Resident Coordinator and Principal Secretary for Ministry of Education Science and Technology. The Steering Committee shall comprise all UN Heads of Agency (UNICEF, WFP and UNFPA), a senior representative from the Norwegian Embassy, Principal Secretaries for Health, Youth and Sports, Local Government, and District Commissioners for Salima, Mangochi and Dedza.

At national level, the programme will have a programme coordinating unit (PCU) which will have an overall international full time UN Programme Coordinator at senior management level and a local Deputy Coordinator. The PCU will be responsible for overseeing programme implementation, coordinating project activities, monitoring and evaluation, and assuring timely achievement of programme outcomes. The Programme Coordinator is proposed to be housed in WFP to ensure continuity and also given that WFP is an implementing agency with direct links with district councils, an important factor for effecting of MoUs with districts. The programme coordinator will be directly accountable to the Steering Committee of this programme and shall, in addition, serve as secretary to the Steering Committee. The PCU will

41

be as independent as possible and will have its own budget to cater for all programme coordination activities at national and district levels. The PCU will have a Deputy Coordinator who shall be an already employed government official from and sitting at the Ministry of Education headquarters and providing 50% of their time to the programme.

The existing two technical working groups, i.e. UN and Malawi Government will continue to provide technical expertise, with more synergies this time than during JPGE Phase1. The UN technical working group (TWG) shall comprise the UN Project Coordinator and relevant programme staff from WFP, UNFPA and UNICEF. The Government TWG shall consist of Director of Basic Education and Directors of relevant directorates from Health, Agriculture, Gender, Local Government, and Youth and Sports. The Director of Education shall Chair this TWG and the Deputy Project Coordinator shall serve as Secretary. This group will be responsible for monitoring project progress, overseeing programme implementation, coordinating project activities, and assuring achievement of project outcomes. Decisions made by this group will be taken to the Steering Committee. Activities of the Government TWG will be budgeted under the PCU.

At district level, the project will be housed in the DEM's office. For accountability purposes, the overall overseer of the project will be the District Council. The DEC is chaired by the District Commissioner and includes as representatives from Health, Education, Social Welfare, Community Development, WFP field officers, Sports and Youth. The DEM's office, which is also part of the District Executive Committee (DEC) will be responsible for coordinating project activities. To ensure efficient and effective coordination, each district will have a District Programme Coordinator employed by the UN at an upgraded field level but based in the DEM's office to which they shall also be reporting. In turn, each District Coordinator shall have a deputy, namely a civil servant from the DEM's office. The position of Deputy District Programme Coordinator shall be necessary to ensure government leadership and participation at both national and district levels and sustainability of the programme beyond JPGE II.

The programme shall have a District Coordinating Committee (DCC) responsible for mobilising all implementing sectors and partners involved in the programme such as Health, Education, Social Welfare, Community Development, WFP field officers, Sports and Youth and relevant district-based civil society organisations. Every District Coordinator shall be a member of this committee and shall be responsible for providing secretarial services to the DCC. According to the findings of the JPGE MTR (2017), the DCCs already exist in the districts and are chaired by the DEM. For the sake of programme sustainability, the present proposed programme shall use the DCCs with some modifications of their TORs to allow for inclusiveness. Being the coordinating unit, the DEMs office shall be responsible for convening DCC meetings to discuss both technical and operational issues regarding the programme. Furthermore, the office shall be responsible for reporting progress of the programme to the DEC, chaired by the DC, who shall be reporting to the District Council. Thus, the importance of the DEM's office in the proposed programme cannot be overemphasised.

Apart from reporting to the DEM's office, the district coordinating team representing the DEMs office shall be responsible for reporting progress on project activities and any challenges to the national coordinating office. Similarly, the team shall be reporting directly to agency project focal persons at national level for agency specific issues. The national coordinating office shall follow the same structure when providing feedback to the districts.

13.2 Implementing partners

Unlike in JPGE Phase I, the proposed JPGE II will be implemented by relevant government sectors in a risk informed partnership addressing issues of education, sexual and reproductive health and rights, child protection, and school meals. Such sectors include but are not limited to Education, Health, Social Welfare, Youth and Sports, Agriculture, Home affairs (Police) and Community Development.

Identification of implementing partners in the JPGE Phase 1 was based on the following principles and elements:

1. National Government partners with mandate in the thematic areas of education, agriculture, health and youth;
2. District Council partners in Dedza, Salima and Mangochi;
3. NGO partners with comparative technical advantage and expertise in each of the original 7 intervention areas to complement government efforts[19]

Table: JPGE 1 Partner Mapping

Outcome	1	2	3	4	5	6	7
Implementing Partners		AGLIT+, Ministry of Youth, MOEST-CBE	Ministry of Health	Action Aid, Plan Malawi, Ujamaa	VSO, Machinga TTC; Ministry of Gender	MAGGA; Ministry of Gender; Ministry of Youth; Ministry of Education	District Councils, TIMVENI
UN Lead Agency	WFP	UNICEF	UNFPA	UNICEF	UNICEF	UNFPA	UNICEF

The UN will work more directly with the lead National Government Ministries (Education, Health, Agriculture, Gender and Youth) and the 3 districts in a risk informed partnership in the next phase. In the situation where the districts are not HACT compliant or require specialized support, the UN agencies will based on need; enter into a Partnership Agreement or an Institutional contract with CSOs to support national and district capacity enhancement. The CSOs, in this phase will be fewer and in most cases provide national and district strengthening support:

CSO Selection process:
1. As per international standards of procurement, selection of CSO partners will be undertaken through a EOI that is open and competitive for the UN agencies
2. For institutional contracts – UN procurement procedure will be done. CSOs will be required to submit a technical proposal and financial bid which will be reviewed along

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[19] At the time of the development of JPGE 1, Malawi was just emerging from the "Cash gate" crisis that had reduced donor confidence in funding government programmes directly.

procurement lines (technical and financial review) and the CSO selected will be provided with a contract by the respective agencies

3. In the case that UN decides to enter into a partnership agreement, the CSO will have to demonstrate a) financial contribution to the programme results b) proven technical and organizational capacity c) demonstrated good track record in required area of expertise and d) are fully HACT compliant. Based on the required expertise, the UN agencies will use the following options 1) Request for proposal from a number of CSOs or 2) Single source if required expertise is specialized and limited in availability.

Draft Mapping of JPGE II IPs

Outcome	1	2	3	4	5	6	7	8	9
IP	Ministry of Education – Directorate of Basic Education	Ministry of Education-SHN Directorate	Ministry of Health	Ministry of Gender	Ministry of Information and Communication	Ministry of LYSMD-Youth Directorate	Ministry of LYSMD-Youth Directorate	Ministry of LYSMD-Youth Directorate	MOEST-Basic Education
Support IP	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	
UN Agency	UNICEF	WFP	UNFPA			UNICEF	UNFPA	UNICEF	
District IP	District Council MG, DZ,SA	District Council MG, DZ,SA	District Council MG, DZ,SA	District Council MG, DZ,SA	District Council MG, DZ,SA	District Council MG, DZ,SA	District Council MG, DZ,SA	District Council MG, DZ,SA	District Council MG, DZ,SA

14 ASSUMPTIONS AND RISK MANAGEMENT

14.1 Assumptions and Risks

While there are several underlying assumptions which will influence the degree to which implementation of the programme is successful, the greatest assumption being made by this programme proposal is that the Government of Malawi, through its various ministries, will commit itself to the programme and it will, therefore, take the programme's implementation, management and coordination responsibilities. The said commitment, as stipulated in various policy documents, will further be seen through commitment to provide staff and financial

resources necessary to pursue the girls' education agenda. Another critical assumption is that the partnership and collaboration that exists between the UN organisations (UNICEF, WFP and UNFPA) will continue, and that the UN will commit staff and financial resources for successful implementation of the programme. It is imperative to note that the government has committed to take over the HGSM model (at a rate of 15 schools per year) and this will entail converting the schools on the WFP centralised model. Hence, it is assumed that each year 15 schools from the 88 Phase II schools on WFP centralised model will be converted to HGSM model through the government scheme. Also, the 88 schools on centralised school feeding have funding committed up to end of 2018 and plans are underway to source for further donor commitment for the whole JPGE II phase. It is also assumed that with the current bumper harvests, there will be reduction in the cost of commodities for the HGSM which will entail a cost- containment element which will spill over into the current unbudgeted third year for the phase 1 schools or can be used to convert some of the 88 schools on centralised model in to the Home Grown School Meals model.

14.2 Risk Management

Project funds will be controlled through the One UN Fund, then to the respective UN agencies and will finally be disbursed to the Ministries of Education, Gender, Local Government and Agriculture at national and sub-national levels in periodic instalments based on a six monthly work plan to be developed with the Ministries and based on accountability for funds already disbursed in earlier tranches. The UN Harmonized Cash Transfer system will be utilised for this purpose. This is a systematic and simplified process of working with national partners based on capacity development and risk management system. For instance, the UN will also make direct payments to service providers and suppliers for procurements such as computers and other equipment. Similarly, preliminary micro-assessments, regular spot checks and audits will be made on the implementing partners to ensure that implementation is going on as planned and that funds are being utilized for planned purposes. In addition, as need may arise and based on prior agreement with the Ministries, the UN will sign project cooperation agreements with other partners to support the relevant Ministries in some of the programme activities. To strengthen risk management and oversight, UNICEF accountants have been placed in the three districts and these will work on the JPGE programme accounts.

14.2.1 MANAGING CROSS SECTORAL PROJECT ENVIRONMENT RISKS

a) Good governance and human rights

JPGE will continue to implement the principles of good governance and ensure that the programme is participatory and inclusive, accountable, transparent, responsive, effective and efficient, and follows the rule of law. Implicit in this is a zero tolerance towards corruption, that the views of minorities are taken into account, and that the voices of the most vulnerable in society are heard in decision-making. To ensure principles of good governance and human rights are applied during implementation of Phase II, the following approaches will be considered:-

- Participation and inclusiveness – participation of all relevant stakeholders, which includes both boys and girls (through school councils), community members, districts councils and other key stakeholders;
- Accountability – in general, JPGE will ensure all agencies, organizations and institutions should be accountable to programme beneficiaries at all levels.
- Transparency – decisions and enforcement will be done in a manner that follows rules and regulations; and ensure that information is freely available and directly accessible.

- Effectiveness and efficiency – IPs and process produce results that meet the needs of programme beneficiaries while making the best use of resources at their disposal.
- Rule of law – a fair legal framework that is enforced impartially, including respect of human rights, and without corruption.

b) Corruption

The programme recognizes the risk afforded by the reported corruption environment in the utilisation of financial resources and supplies at the national, district, community and school level. This is exhibited through reported instances of bribery, solicitation, nepotism and clientelism. High risk areas in the JPGE are where school grants will be provided, procurement of services and goods including health supplies and commodities; and where relevant – infrastructure development.

In Phase II, health facilities in the impact areas that have YFHS facilities will be supported with reproductive health supplies and commodities to ensure that they do not experience stock out of any essential family planning and STI commodities. However, this development might be seen as an attractive economic opportunity by evil minded and corrupt health workers who might connive to sell some of the reproductive health commodities and supplies procured by the project to other private service providers.

JPGE will seek to mitigate these risks through undertaking corruption assessments in partnership with local stakeholders to identify potential corruption risks and to develop project specific strategies to reduce these. Securing buy-in from the public at the start of the process could also help to reduce corruption risks. Undertaking regular and wide stakeholder consultation throughout the JPGE II stakeholder consultation process will be critical to reduce corruption risks. At the school level using the school councils, Teachers Association and local leaders will help curb potential corruption. As regards to reproductive health supplies and commodities, quarterly supportive supervision to supported health facilities have been planned and adequately budgeted for to track family planning commodities distribution and access by intended beneficiaries (adolescents and young people).

c) Gender

The JPGE TOC is heavily premised on accelerated rights for both girls and boys. This is drawing from the lessons of JPGE 1 that was relatively blind to an overt inclusion of boys into the programme. Boys and girls have equal rights that must be met if the program is to have an impact on girl's education indicators. Specifically, lessons learnt from Phase I and its successor programme (JPAG) revealed some feelings of neglect amongst adolescent boys as they felt the programme was over-targeting girls and sidelining them without considering that boys too have a role to play to ensure that girls remain in school. In some instances, boys openly demonstrated their anger by challenging authorities that they will deliberately frustrate the efforts of the programme by coaxing girls into unprotected sexual relationships hence forcing them to drop out of school due to pregnancy. JPGE II will integrate continuous gender analysis in planning and implementation of interventions. Most notably, boys in particular have been taken on board in planning of Phase II and will be active participants in ensuring that girls remain in school by among others preventing girls from violence both in school and communities; supporting girls to avoid early sexual debut and promoting access to SRH information and services.

In implementing JPGE Phase II, key stakeholders will be encouraged and supported to consider and address key questions related to: -

46

- Representation and participation: Is there a different share of girls and boys in the programme-their characteristics?
- Access to resources: How are resources divided between girls and boys in the programme?
- Rights, norms and values: Are there assumptions about what men/boys and women/girls do in the project area? How do these influence gender roles and the gendered division of labour at home and performance in school?

JPGE will also implement a gender informed programming and management from its national level, implementing partners to the community and school level. Issue of representation, equity and at times affirmative action to ensure equity will be enforced.

d) *Climate and Environment*

The JPGE program recognizes the recent recurrent climate hazards in Malawi-flooding and drought that are associated with changes in maintaining sustainable environments. Negative impact may be associated with infrastructure development if not well done that could pose risks to children and inappropriate disposal of computer products which may have a potential environmental hazard. Another notable negative impact on climate and environment is associated with the school feeding component of the programme due to the amount of fuelwood that is used for cooking of school meals. Nevertheless, other JPGE practices are already exerting positive impact on the environment particularly with the establishment of school gardens by in school learners, development of school gardens by the community and the production of home grown school crops by the communities.

JPGE will mitigate these risks through integrated hazard address plans into each of the interventions and this will also form part of the annual participatory reviews. The planning phase is crucial when it comes to environmental considerations, as key decisions relating to the project design might be difficult to adjust in later phases. At the on-set of year 1 of Phase II, preliminary consultations will be held with relevant stakeholders at the national and district level to systematically assess the potential climate hazards that may affect the project particularly on the environmental impact of the project. Efforts will be undertaken to quantify the magnitude of environmental impact it and to integrate measures to limit any negative environmental impacts resulting from the project. By undertaking environmental considerations during the planning phase, it is possible to identify and avoid any harmful direct and indirect environmental impacts and to enhance environmental conditions.

A thorough risk assessment has been carried by the implementing agencies to assess the various types and levels of risks and mitigations proffered (see Annex 2)

15 PROJECT STAFF

The following staff will be actively engaged in programme management, implementation, and support. Programme resources will be used to fully support (100%) the full-time international project coordinator and three UN district-based project coordinators. The three UN agencies will make varying contributions to the programme. **Table 2** presents details of staff to be involved and agency and programme contributions.

Table 2: Project staff and their time contribution to the project

SN	Position	Level	Level Of Effort (LOE)	Billed to Project
JPGE II PROGRAMME STAFF				
1	Programme Coordinator	P3	100%	YES
2	Deputy Programme Coordinator	MoEST	50%	NO
3	M&E Coordinator	SC9	100%	YES
4	District Coordinator	SC8	100%	YES
5	District Coordinator	SC8	100%	YES
6	District Coordinator	SC8	100%	YES
7	Driver		100%	NO
8	Driver		100%	NO
9	Driver		100%	NO
UNICEF STAFF				
1	Chief, Basic Education and Youth Development	P4	5%	NO
2	Education Specialist - IMIS	P3	10%	NO
3	Education Officer – M&E	JPO/UNV	10%	NO
4	Education Specialist-QBE-N	NOC	100%	YES
5	Education Specialist-QBE-IP	P3	20%	NO
6	Education Specialist -ADAP	P3	100%	YES
7	Education Officer-GE	NOB	50%	Yes
8	Education Officer-Youth	NOB	40%	NO
9	Chief Child Protection	P4	5%	NO
10	Child Protection Officer	NOC	100%	Yes
11	Child Protection Officer	NOB	20%	NO
12	Child Protection Specialist	P3	5%	NO
13	Chief, Nutrition	P4	5%	NO
14	Nutrition Specialist – Micronutrients/Surveillance	P2	5%	NO
15	Nutrition Officer – Micronutrients	NOB	10%	NO
16	C4D Manager	P3	10%	NO
17	C4D Officer	NOB	20%	NO

SN	Position	Level	Level Of Effort (LOE)	Billed to Project
WFP STAFF				
1	Deputy Country Director	P5	10%	NO
2	Head of Programme	P4	10%	NO
3	Programme officer – Schools Meals	NOC	40%	Yes
4	Programme officer- Education	NOA	40%	Yes
5	Programme Assistant- HGSM	SC 6	90%	Yes
6	M&E officer	NOB	20%	NO
7	Program Assistant P4P	SC	30%	Yes
8	Monitoring Assistant	SC5	40%	NO
9	Monitoring Assistant	SC5	40%	NO
10	Monitoring Assistant	SC5	40%	NO
11	Finance Officer	NOB	10%	NO
12	RMA	NOB	10%	NO
UNFPA STAFF				
1	Programme Specialist	SB5	100%	70%
2	Administrative Assistant	G7	85%	50%
3	M&E	SB4	85%	70%
4	Finance Officer	SB4	85%	70%
5	Programme Analyst/Youth	G7	40%	20%
6	SHRHR Specialist	NOC	40%	30%
7	Gender Specialist	NOC	40%	30%
8	Assistant Representative	NOD	70%	10%

16   PROGRAMME BUDGET

The consolidated available JPGE II three-year budget was estimated at NOK 155 million equivalent to US$19,528,789.22 based on an exchange rate of NOK7.94 to 1 USD. See Annex 3 for an aggregated summarized outcome-based budget.

In December 2018, an additional budget of NOK 24.5 million (equivalent to US$ 2,917,709[20]) was agreed to scale up existing programme components and maximize impact under specific outcomes as described below, this was reflected into Amendment n.1 to the Standard Administrative Arrangement. See Annex 3b.

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[20] Based on an exchange rate of NOK 8.397 to 1 USD

16.0 LIST OF APPENDICES

a.   **Annex 1: Programme Theory of Change**

Goal Hierarchy for Phase II of the Joint Programme for Girls Education in Malawi

Goal: Poverty Reduction through improved quality education for adolescent girls in Mangochi, Dedza and Salima districts

Strategic Objective 1: Adolescent girls remain and complete primary school education leading to transition to secondary school

Strategic Objective 2: Out of school adolescent girls acquire basic life skills to allow them to tackle adult life

Strategic Objective 3: Government structures at District and national levels effectively design, implement and monitor girls' education programs in Malawi

Outcome 1: Adolescent girls and boys acquire foundation skills, and life skills in an all-inclusive and gender sensitive

Outcome 2: Girls and boys in primary schools are provided with diversified school meals

Outcome 3: Girls and boys in targeted schools have access to SRH information and services

Outcome 4: Reduced violence against girls in primary schools

Outcome 5: Parents and local community engaged in education

Outcome 6: Adolescent girls out of school acquire basic numeracy and literacy skills

Outcome 7: Adolescent girls out of school acquire SRH and life skills.

Outcome 8: Adolescent girls out of school acquire vocational skills.

Outcome 9: Government district and national level staff acquire coordination, networking, design and programme implementation skills

Output 1: Enhanced literacy, numeracy, life skills in a gender/inclusive learning environment.

Output 2: Enhanced optimal learning environment provided for boys and girls

Output 1: Girls and boys in primary schools are timely provided with nutritious school meals and THR

Output 2: Increased capacity of district government staff, communities and smallholder farmers around the targeted schools in management of school meals programme

Output 1: Enhanced capacity of health workers to provide comprehensive SRH services, information and education.

Output 2: Enhanced capacities of targeted schools to facilitate access to SRH information and services for in school adolescents.

Output 1: Girls and boys in targeted schools are empowered to participate in their own protection. (identify, prevent and report on violence).

Output 2: Survivors of violence in schools have access to effective referral pathways.

Output 3: Key protection stakeholders have relevant capacity to prevent and respond to violence against boys and girls. .

Output 1: Strengthened community and school based education supporting institutions

Output 2: Enhanced capacity of local leaders to address social cultural barriers to girls education

Output 1: Out of schools adolescent girls provided with 9 months functional literacy course.

Output 1: Increased access to integrated youth friendly services for out of school adolescent girls.

Output 2: Increased knowledge amongst out of school adolescents in SRH issues.

Output 1: Functional literacy graduates linked to vocational training community colleges.

Output 2: Vocational trainees provided with startup kits.

Output 3: Vocational trainees provided with market entry self-employment opportunities

Output 1: Enhanced capacity of government structures at district and national level to effectively coordinate and implement girls education programs

52

b.   Annex 2: Risk Analysis by Outcome

Outcome 1

Description of Risk	Risk Rating (High, medium or low)[21]	Proposed Mitigation Strategies
Negative attitude of teachers, head teachers, key stakeholders in the implementation of the new model of the CPD, DET monitoring and Improved methodologies.	High (high likelihood and high impact)	• Head teachers, the DA officers and training coordinators in all the targeted districts will be oriented to the new model and interviews with in-service teachers on the quality of trainings provided • District coordination meetings involving District Education Managers, district Assemblies will be conducted on quarterly basis where issues of quality will be discussed among others ✓ Risk likely to be low with continuous mitigation.
Teachers' prejudice and misconceptions that provision of school based CPD to teachers should always translate to grade promotion might affect implementation of CPD activities championed by schools.	High (high likelihood and high impact)	• The project will work hand in hand with the District Assemblies and DEM office to conduct various orientation at school level to clear the misconceptions associated CPD. ✓ Risk likely to be low with continuous mitigation
Teacher might perceive teaching using digital Education technology as extra work outside normal curricular materials; despite aligning the digital materials to the PCAR	High (high likelihood and high impact)	• All teachers will be trained on aligning their digital materials to the order and sequence of the PCAR. • Orientation on how to use the DET for heads of section, Head teachers and PEAs. ✓ Risk likely to be low with continuous mitigation
Head teachers attitudes towards the associations might be perceived as additional work and take them away from their primary duty station	Medium (low likelihood and high impact)	• Demonstration of head teachers association as body for their professional development.
Some parents may not allow their girls to attend learning camps, remedial and preparations classes for girls.	Medium (low likelihood and high impact)	• The project will work hand in hand with the mother groups, SMC to raise awareness and assure safety of the girls during sessions.

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[21] High = High likelihood and high Impact; Medium = High likelihood and low impact; or low likelihood and high impact; Low = Low likelihood and low impact

Outcome 2: Girls and boys in primary schools are provided with diversified nutritious school meals

Description of Risk	Risk Rating (High, medium or low)[22]	Proposed Mitigation Strategies
Funding for centralized model of the school meals programme (potential expansion area for phase II) is not secured for year 3 posing a challenge for continuity of the JPGE package	High (high likelihood and high impact)	• Resource mobilization efforts (targeting all potential donors) to be implemented starting from year 1 of the JPGE phase II implementation • The prioritization and utilization of current resources will be used in a way that will allow possible extension to the 3rd year of potential deficit with close monitoring of outcome progress e.g. reduce rations during the harvest period
Funding for HGSM model for year 3 is not secured affecting transition and continuity of the JPGE package	High (high likelihood and high impact)	✓ Cost effective menus will be developed based on local food availability as a cost containment measure. This will result in possible revision of unit cost of feeding and extension of the available JPGE budget to cover year 3 and hence reducing impact to medium
Unfavorable weather conditions affecting production of crops in community / school owned gardens thus slow transition / conversion to local ownership	Low = Low likelihood and low impact	• Assessment of FOs/clubs will be carried out to determine available capacity • Assessment of other medium scale traders will be done as potential suppliers to complement FO capacity • Based on capacity of FOs / traders, a competitive procurement model will be re-designed for phase II (to ensure enough capacity)
High commodity prices resulting from unfavorable weather conditions affecting production by farmers belonging to FOs / clubs participating in the programme	Low = Low likelihood and low impact	

Poor Compliance rates of IFA among adolescent girls in and out of school may hamper expected program results	Medium	• Strong BCC strategy before the start of the program and during the program focussing on positive impact of IFA consumption in adolescents • Capacity building of service providers at all level will be done with special focus on management of side effects of IFA consumption
Inadequate resources by the Government on school meals in the national budget	Medium = medium likelihood and high impact	• Government will be supported to develop a school meals programme strategy that will stipulate scale, speed of handover to national ownership and financing mechanisms within year one of JPGE phase II • Advocacy efforts will be carried out with Government key Ministries of finance and education for increased allocation of resources towards National School Meals Programme in the National budget. • Advocacy efforts will be carried out with Government key Ministries of finance, education, agriculture for mainstreaming HGSM in sectoral programs • Engagement of central level Government at all levels of project cycle for sustainability and ownership
Failure to fully mainstream HGSM programme in district planning processes and budgets for sustainability	Medium = medium likelihood and high impact	• Advocacy efforts will be carried out with district councils for incorporation of HGSM in district planning processes • Advocacy efforts with central Government for streamlining HGSM at policy and strategy level • Allocation of clear roles and responsibilities of district council at all levels of project cycle for sustainability and ownership
Misappropriation of resources by all and at all levels of project cycle (fraud)	Medium (low likelihood and high impact)	• Provision of standard operating procedures and tools • Provision of trainings on accountability and resource management at district and school level • Conduct spot check / audit on resource management and programme implementation bi-annually • Conduct awareness and sensitizations meetings at community level on their roles in resource management and accountability (whistle-blower)

| Learners , especially girls receiving take home rations in form of cash likely to face safety / protection issues | Low = Low likelihood and high impact | • Conduct community sensitizations for awareness prior to each transfer
• Involvement of parents representatives during cash outs |
| Contribution to environmental degradation through use of firewood | Medium (low likelihood and high impact) | • Promotion of school and community woodlots
• Promote use of fuel efficient stoves and other alternatives
• Revise the standard menus that use less fuel for cooking |

Outcomes 3& 7: Adolescent girls and boys in the targeted schools and out of school have access to SRH information and services

Description of Risk	Risk Rating (High, medium or low)[23]	Proposed Mitigation Strategies
Attitudes of Service providers in the designated Youth Friendly Health Services facilities might discourage adolescents to access SRHR information and services in such facilities for fear of being ridiculed and exposed (privacy and confidentiality).	High (high likelihood and high impact)	• Service providers including support staff in all the targeted health facilities will be trained in YFHS and exit interviews with clients will be done regularly to assess quality of services • YFHS coordination meetings involving District Health Officers and District Education Officers will be conducted on quarterly basis where issues of quality will be discussed among others ✓ Low risk with continuous mitigation measures throughout the programme cycle.
Adolescents might opt to talk to their peer's about issues of SRHR despite the fact that the information may sometimes be misleading or inadequate.	High (high likelihood and high impact)	• All peer educators will be trained on SRHR and given necessary materials for reference according to age • IEC materials for specific age groups will be developed and certified by the ministries and distributed to targeted groups
Health workers in the targeted facilities might be corrupt and decide to sell some of the reproductive health commodities and supplies procured by the project for the Youth Friendly Health Services facilities.	High (high likelihood and high impact)	• Quarterly supportive supervision visits will be conducted to targeted health facilities to track family planning commodities distribution and access by adolescents and young people • Health workers in the targeted facilities will be prioritized by regular capacity building programmes on HMIS and LMIS supported by other UNFPA programmes

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[23] High = High likelihood and high Impact; Medium = High likelihood and low impact; or low likelihood and high impact; Low = Low likelihood and low impact

		✓ Risk mitigated to medium/low with continuous mitigation measures throughout the programme cycle.
Most of the health workers and Teachers trained by the project (i.e. in provision of YFHS; CSE) might be transferred by Government to other health facilities and schools outside the project area.	Medium (low likelihood and high impact)	• The project will continuously engage Ministry of Health and Ministry of Education through the quarterly safe motherhood and YFHS coordination meetings (both at national and district) on the importance of maintaining staff trained by the project. • A mapping exercise on availability and capacity of service providers on YFHS will be conducted during the beginning of Phase II and the list will be updated on regular basis. • The project has set aside resources for training of health workers and Teachers in CSE on annual basis to cover cases of staff redeployments.
Long distances from other targeted schools to health facilities where the project has established Youth Friendly Health Services centers might discourage young people to access services	High (high likelihood and high impact)	• The project will strive to establish YFHS facilities in most of the health facilities surrounding the targeted schools. In Phase II, 15 additional YFHS will be established. • Mobile health vans will be used to provide mobile YFHS services to adolescents and priority will be given to areas not surrounded by any YFHS facility within a radius of 5 kilometres. ✓ Risk mitigated to low with provision of mobile YFHS vans.
Religious beliefs coupled with custom beliefs of some of the teachers and health service providers might affect the quality of SRHR information and services that they will be given to adolescents especially to school going adolescents.	Medium (low likelihood and high impact)	• The project will continuously engage local leaders, Religious leaders, parents and teachers in various forums to openly discuss issues of SRH in the context of young people.
Stereotypes, prejudices and misconceptions that communities have on SRHR issues for young people especially for school-going adolescents might discourage young people to access information and some parents might not allow their children to access SRHR information or services	High (high likelihood and high impact)	• The project will work hand in hand with the Ministries of Information and Civic Education as well as Ministry of Gender, Children, Disability and Social Welfare to conduct various campaigns at community level to unravel the misconceptions and stereotypes that are associated with SRHR especially for young people. • The project will continuously engage local leaders, Religious leaders, parents and other opinion leaders in various forums to openly discuss issues of SRH in the context of young people.

		• The project will engage both parents and children using Parent Child Communication model to break the silence on SRHR issues. ✓ Risk mitigated to low with continuous awareness campaigns
The District Health Offices might decide to use the mobile health vans for other uses and not necessarily for provision of mobile YFHS in the targeted communities.	High (high likelihood and high impact)	• The project will continuously monitor provision of SRH services through mobile services through structured monitoring tools. • The project will make use of the quarterly YFHS district coordination meetings to empower key stakeholders to assess utilization of mobile vans in provision of YFHS to adolescents in the targeted communities ✓ Risk mitigated to low with continuous monitoring
Some adolescents may be shy to access the SRHR services through YFHC and Community Based Distribution Agents	High (high likelihood and high impact)	• The project will continue engaging adolescents especially girls through different forums for empowerment and models to break the silence hence mitigate the shyness.

Outcome 4: Reduced violence against girls in primary schools

Description of Risk	Risk Rating (High, medium or low)[24]	Proposed Mitigation Strategies
Government fail to acquire necessary capacities to adopt the program elements and mainstream them in their day today functions.	High (high likelihood and high impact)	• The program will develop manuals and guides in the first year of implementation with participation of the Government counterparts. • Relevant Government sectors and identified community members will be trained as ToTs in various elements of the program and implement with Civil Society Supporting on quality control.

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[24] High = High likelihood and high Impact; Medium = High likelihood and low impact; or low likelihood and high impact; Low = Low likelihood and low impact

Relevant Government sectors (Police, Social Welfare, Judiciary and Education) fail to coordinate with each other and lead to fragmentation and low quality services provided.	High (high likelihood and high impact)	• Supervisory visits on monthly and quarterly basis will be conducted by National and district level supervisors. • Review meetings will be carried out at National, district and community level to foster coordination.
Lower formation Police Officers not adhering to transparency principles and take bribes on criminal case (defilement and child abduction) that need to be prosecuted.	High (high likelihood and high impact)	▪ Police from parent station (district) will monitor and mentor lower formation police officers on One School One Police Officer (OSOPO) initiative. ▪ Opening of complaints will be participatory (all key stakeholders) and will include learners themselves. The anonymous tips discussions will be done on non-criminal cases only.
High School level identified empowerment instructors turnover due to posting to schools not in the program.	Medium	▪ The program will identify both school and community based empowerment instructors to ensure there are always instructors available to train learners. ▪ The community based instructors will ensure sustainability.
Failure by teachers to adopt new ways of doing things and knowledge deficit may lead to failure by teachers to adopt positive disciplining of learners and other child led accountability mechanisms.	Medium	▪ Teachers will be trained in positive disciplining of children that will provide alternatives to corporal punishment (positive forms of disciplining learners). ▪ Codes of conduct that guide teacher and pupil behavior will be developed with participation of all school key stakeholders and this will reinforce compliance to use of positive discipline.
Negative social norms and other harmful practices held by teachers and community members may affect school and community response to violence against children.	Medium	▪ The program will engage gate keepers (through dialogue) and challenge them to break the culture of silence. ▪ The program will create various child friendly platforms for reporting. ▪ Build capacity of learners themselves that they are empowered to report violence through platforms created independent of adults. ▪ Program will provide legal literacy to teachers and communities on legal obligation regarding reporting and support law enforcement Government agencies to respond where need be.

Outcome 5: Parents and local communities engage in education

Description of Risk	Risk Rating (High, medium or low)[25]	Proposed Mitigation Strategies
Custodian of culture and traditional leaders, including chiefs may demonstrate resistance to change on community perceptions on girls' education	High (high likelihood and high impact)	• Project will work to mobilize custodians of culture and traditional leaders, including chiefs to modify or eradicate harmful cultural practices that negatively affect girl's participation to quality education. • Project will work with chiefs and custodians of culture to develop and implement road map towards developing positive coping strategies and mechanisms affecting girls' education.
Parents and caregivers may not in position to make informed decision due to strong stereotypes, misconceptions and cultural believes on girls' education.	High (high likelihood and high impact)	• Community dialogues and consultations will be conducted to enable parents and caretakers, and other community members to define the negative and positive norms and practices and then, to make informed decisions on community response and solutions at individual, family and community levels.
Mother's groups, girls' clubs and other community based structures will have challenges to empower communities, especially parents and caretakers to take actions to stop child marriages, adolescents' pregnancy, drop out of school.	Medium (low likelihood and high impact)	• Project will work to strengthen capacity and capability of community based structures to empower communities to take decisive actions to stop child marriages, etc.
Children and young people, and those marginalized may not able to go to back to school due to peer pressure and other factors	Medium (low likelihood and high impact)	• Project will use per to peer communication model. • Project will engage private sector and other stakeholders to provide bursaries. • Project will conduct social advocacy events to promote re-admission policy, child friendly bylaws, etc.
Not all communities, especially chiefs will demonstrate support to girls' education.		• Project will engage champion chiefs, custodians of culture, head teachers to conduct joint monitoring of implementation of bylaws, adoption of new social norms on girls' education in communities.

Outcome 6: Adolescent girls out of school acquire basic literacy and livelihood skills

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[25] High = High likelihood and high Impact; Medium = High likelihood and low impact; or low likelihood and high impact; Low = Low likelihood and low impact

Description of Risk	Risk Rating (High, medium or low)[26]	Proposed Mitigation Strategies
Registration of under-aged and overaged girls in the literacy classes	High (high likelihood and high impact)	• Continuous sensitization through the village education committee to encourage only adolescent girls in the appropriate age bracket • Screening of registered adolescent girls to ensure that only those in the appropriate age bracket are registered
Adolescents girls might dropout and not complete the 9 months functional literacy course and 2 year CBE program due to loss of interest	Medium (medium likelihood and medium impact)	• Continued sensitization in the communities using village education committees
Negative community attitude and discouragement from husbands (for married adolescents) towards second chance education for adolescent girls, some of whom may be young mothers	High (high likelihood and high impact)	• The project will continuously engage local leaders, Religious leaders, parents and other opinion leaders in various forums to encourage enrolment into functional literacy classes.
Adolescents especially girls may be shy to attend function literacy and CBE classes due to fear of being labelled as illiterate.	Low (low likelihood and medium impact)	• The project will continue engaging communities and adolescents especially girls through different forums

Outcome 9: Government district and national level staff acquire coordination, networking, design and programme implementation skills

Description of Risk	Risk Rating (High, medium or low)	Proposed Mitigation Strategies
Government fails to sustain the coordination of the programme.	High (medium likelihood and high impact)	• Continued high level advocacy on girls education and advocacy with relevant offices to sustain the secretariat
Lack of government budget to support and sustain the programme activities	High ((medium likelihood and high impact)	• High level advocacy for the government to have a budget on various components for supporting education

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[26] High = High likelihood and high Impact; Medium = High likelihood and low impact; or low likelihood and high impact; Low = Low likelihood and low impact

c.   **Annex 3: JPGE Phase II Summary budget**

6)	USD			NOK		
	WFP	**UNICEF**	**UNFPA**	**WFP**	**UNICEF**	**UNFPA**
Outcome 1		1,702,998.00		-	13,516,695	-
Outcome 2	5,031,540			39,935,333	-	-
Outcome 3			1,288,500	-	-	10,226,825
Outcome 4		1,245,063	250,400	-	9,882,065	1,987,425
Outcome 5		449,100	922,216	-	3,564,507	7,319,628
Outcome 6		479,656		-	3,807,030	-
Outcome 7			3,507,600	-	-	27,839,821
Outcome 8		305,000		-	2,420,785	-
Outcome 9	79,000	200,194	408,597	627,023	1,588,940	3,243,036
Subtotal outcomes	**5,110,540.00**	**4,382,011.00**	**6,377,313.26**	**40,562,356**	**34,780,021**	**50,616,735**
Administration & coordination						
Communication	25,000	25,000	25,000	198,425	198,425	198,425
National coordination	261,813		-	2,078,007	-	-
District coordination	100,000			793,700	-	-
Government coordination (National & district)	100,000			793,700	-	-

Programme staff	400,000	500,000	450,000	3,174,800	3,968,500	3,571,650
Technical assistance	100,000	45,435		793,700	360,618	-
M&E (evaluation and studies)	180,100	-	-	1,429,454	-	-
Subtotal admin & coordination	**1,166,912.69**	**570,435.00**	**475,000.00**	**9,261,786**	**4,527,543**	**3,770,075**
Subtotal interventions + admin	**6,277,453**	**4,952,446**	**6,852,313**	**49,824,142**	**39,307,564**	**54,386,810**
1% One UN Fund	62,775	49,524	68,523	498,241	393,076	543,868
Indirect support costs (7%)	439,422	346,671	479,662	3,487,690	2,751,529	3,807,077
Total by Agency	**6,779,649**	**5,348,642**	**7,400,498.32**	**53,810,073**	**42,452,169**	**58,737,755**
GRAND TOTAL	**19,528,788.91**			**154,999,998**		
% allocation of the budget	**34.72%**	**27.39%**	**37.90%**			

Available budget

NOK	155,000,000.00
USD equiv	19,528,789.22
Exchange rate	7.943
Budget deficit/overage	0.31

Annex 3b Additional Budget – December 2018 (as per Amendment n.1 to the Standard Administrative Arrangement)

Activities to be implemented in 2019							
Item Description	Unit	Quantity	Unit Price (US$)	Frequency	UN Agency	Total Amount Additional Request (US$)	Total Amount Additional Request (NOK)
Outcome 1: Adolescent girls and boys acquire foundation skills, and life skills in an all-inclusive and gender sensitive environment							
Output 1: Enhanced literacy, numeracy , life skills in a gender/inclusive learning environment							
Key deliverable 1: At least 50 % of learners majorly adolescent girls, in the targeted schools have access to the key learning outcomes and methodologies including digital learning approaches							
Expanding access to Digital Education Technology (DET) for literacy and numeracy - Procure equipment and software installation for additional 20 schools	Schools	20	300	18	UNICEF	$108,000	906,876
Expanding access to Digital Education Technology (DET) for literacy and numeracy - Training of teachers	Teachers	20	250	4	UNICEF	$20,000	167,940
Reinforced security (window and doors) for 20 schools (learning centres)		20	50	1	UNICEF	$1,000	8,397
Maintain and strengthen of digital learning - Technical support					UNICEF	$150,000	1,259,550
Sub total Outcome 1						**$279,000**	**2,342,763**
Outcome 2: Enhanced access to nutritious meals by boys and girls in targeted schools for improved learners school attendance							
Output 1: Girls and boys in primary schools are timely provided with nutritious school meals and Take Home Rations							
Key deliverable 1: School Meals activities in targeted schools are functional in terms of timely provision of funds, food commodities, cooking utensils and other NFIs for learners to receive school meals.							
Provide diversified HGSM to learners in 88 schools in Mangochi, Dedza and Salima (Jan-Mid-Oct 2019)	learners	98,000	0.06	147 days	WFP	$889,654	7,470,425
Sensitizations and consultation meetings	Meetings	15	533	1	WFP	$8,000	67,176
Build capacity of PTAs, SMCs and Feeding committees on School Meals management, hygiene and sanitation, nutrition, dietary diversification, storage and food safety and financial management	Training	620	27	1	WFP	$16,464	138,246
Provide cooking and eating utensils including fuel efficient stoves	Pieces	tbc		1	WFP	$18,000	151,146
Output 2: Increased capacity of district government staff, communities and smallholder farmers around the targeted schools in management of school meals programme							
Key deliverable 2: Smallholder farmers and community members are trained in production and market access							
Grants to supply side partners to enhance farmers production capacity	Lumpsum	2	12,500	1	WFP	$25,000	209,925
Sub total Outcome 2						**$957,118**	**8,036,917**

Outcome 3: Adolescent Girls and boys in the targeted schools and out of school have access to SRH information and services							
Output 2: Enhanced capacities of targeted schools to facilitate access to SRH information and services for in school adolescents.							
Key deliverable 2: Comprehensive SRH information and education delivered in targeted schools							
Equip computer laboratories for on-line teacher training of comprehensive sexuality education (eg. Internet connectivity, furniture).	Computer labs	9	5189	1	UNFPA	$46,700	392,140
Strengthen security features of computer laboratories	Computer labs	7	1000	1	UNFPA	$7,000	58,779
Develop an interactive software application for digital learning of comprehensive sexuality education in target schools, including production of video material	Interactive learning material	1	150000	1	UNFPA	$150,000	1,259,550
Train Teachers and facilitators in 46 target schools on the interactive digital application for CSE	Schools	46	500	1	UNFPA	$23,000	193,131
Procure machines for making of sanitary pads in the target schools	Machines	1	101400	1	UNFPA	$101,400	851,456
Fabric and materials for sanitary pads making	Lumpsum	1	21343	1	UNFPA	$21,343	179,220
Train mother groups, Teachers and adolescent girls in making of sanitary pads using the machines.	Schools	169	100	1	UNFPA	$16,900	141,909
Sub total Outcome 3						**$366,343**	**3,076,184**
Outcome 7: Out of school adolescent girls acquire SRH and life skills.							
Output 2: Increased knowledge amongst out of school adolescents in Sexual and Reproductive Health issues.							
Key deliverable 2: Awareness of SRH issues amongst adolescent girls raised							
Development of mentorship manual and curriculum	Consultant	1	20000	1	UNFPA	$20,000	167,940
Support printing of context specific mentorship manual and training	manuals	60	30	1	UNFPA	$1,800	15,115
Training Implementing partners as trainers in the Mentorship manual	Training	1	7500	1	UNFPA	$7,500	62,978
Support recruitment and training of young female mentors in one district	Mentors	50	200	1	UNFPA	$10,000	83,970
Procurement of bicycles for mentor focal points	Bicycles	10	100	1	UNFPA	$1,000	8,397
Provision of mentors operational kit	Lumpsum	1	10300	1	UNFPA	$10,300	86,489
Support Monthly mentors' meeting	Meetings	9	600	1	UNFPA	$5,400	45,344
Sub total Outcome 7						**$56,000**	**470,232**
Sub Total Outcome Costs						**$1,658,461**	**13,926,097**
Indirect Programme Costs							
Overhead costs (1%) - ONE UN FUND						$16,585	139,261
Indirect programme costs (7% for UNICEF, UNFPA and WFP)						$111,307	934,642
Sub-Total						**$1,786,352**	**NOK 15,000,000**

Item Description	Unit	Quantity	Unit Price (US$)	Frequency	Respons ible UN Agency	Total Amount Additional Request (US$)	Total Amount Additional Request (NOK)
Activities to be implemented in 2020							
Outcome 2: Enhanced access to nutritious meals by boys and girls in targeted schools for improved learners school attendance							
Output 1: Girls and boys in primary schools are timely provided with nutritious school meals and Take Home Rations							
Key deliverable 1: School Meals activities in targeted schools are functional in terms of timely provision of funds, food commodities, cooking utensils and other NFIs for learners to receive school meals.							
Provide diversified HGSM to learners in 88 schools in Mangochi, Dedza and Salima (Mid Oct 2019 - June 2020)	learners	98,000	0.06	165 days	WFP	$996,425	8,366,977
Build capacity of PTAs, SMCs and Feeding committees on School Meals management, hygiene and sanitation, nutrition, dietary diversification, storage and food safety and financial management	Training	352	34	1	WFP	$12,000	100,764
REPLENISHMENT: Provide cooking and eating utensils including fuel efficient stoves	Pieces	tbc		1	WFP	$12,000	100,764
Output 2: Increased capacity of district government staff, communities and smallholder farmers around the targeted schools in management of school meals programme							
Key deliverable 2: Smallholder farmers and community members are trained in production and market access							
Grants to supply side partners to enhance farmers production capacity	Lumpsum	2	16,000	1	WFP	$32,000	268,704
Sub total Outcome 2						**$1,052,425**	
Indirect Programme Costs							
Overhead costs (1%) - ONE UN FUND						$10,524.25	88,372
Indirect programme costs (7%)						$68,408	574,419
Sub-Total						**$1,131,356**	**NOK 9,500,000**
GRAND TOTAL						**$2,917,709**	**NOK 24,500,000**

Annex 4: Higher level Results Framework

Results Framework and M&E Plan for Phase II of the Joint Programme on Girls Education in Malawi							
Result level	**Key Performance Indicators**	**Baseline (Source and Year)**	**Target**	**Data Source**	**Frequency of data collection and reporting**	**Responsible UN Agency (contributing to the indicator)**	**Key assumptions and Risks**
Overall Goal	Poverty Reduction through improved quality education for adolescent girls in Mangochi, Dedza and Salima districts						
Strategic Objective 1: Adolescent girls remain and complete primary school education leading to transition to secondary school	Examination Pass rates for boys and girls in Standard 8 disaggregated by sex	68.9% (2016, MTR)	80%	EMIS/School records	Annually	All agencies	Risk: Examinations and school calendar will not be affected by other system factors such as industrial strikes by Teachers and examination leakages among others
	Repetition rate for Standard 5 - 8 disaggregated by sex	47.8% (2016, MTR)	10% for both boys and girls	EMIS/School records	Annually	All agencies	Risk: Household poverty and cultural factors may influence repetition
	Transition rates to Secondary school in the targeted schools disaggregated by sex	TBD – Data to be available by December 2017 through JPGE final evaluation	TBD – Target to be set by January 2017 after JPGE final evaluation	MANEB Records, enrolment registers in secondary schools	Annually	All agencies	Risk: Availability of secondary schools surrounding the JPGE targeted primary schools will limit transition to primary schools due to long distances learners have to endure to access secondary school Household poverty might affect transition to secondary school
	Dropout rates and numbers for girls and boys (standard 5 - 8)	5.5% (2016, MTR)	2%	EMIS/School records	Annually	All	Other external factors may influence dropout rates

Results Framework and M&E Plan for Phase II of the Joint Programme on Girls Education in Malawi
Result level	Key Performance Indicators	Baseline (Source and Year)	Target	Data Source	Frequency of data collection and reporting	Responsible UN Agency (contributing to the indicator)	Key assumptions and Risks
	Promotion rates for girls and boys (standard 5-8)	TBD – Data to be available by December 2017 through JPGE final evaluation	TBD – Target to be set by January 2017 after JPGE final evaluation	EMIS/School records	Annually	All	Other external factors may influence promotion rates
Strategic Objective 2: Out of school adolescent girls acquire basic life skills to allow them to tackle adult life	% and number of vocational skills beneficiaries who completed/passed vocational skills training programme	0	3000	Vocational school records; Programme reports	Annually	UNICEF	Assumption: Beneficiaries of the vocational skills training programme will receive maximum support and encouragement from their parents particularly those that are married or already have young children
	% and number of vocational skills graduates generating own income (self-employment or paid employment)	0	3000	Market labour survey	Annually	UNICEF	Risk: Lack of self-confidence coupled with negative community attitudes and discouragement from husbands (for married adolescents) towards women entrepreneurship might affect some of the adolescent girls, some of whom may be young mothers
Outcome 1: Adolescent girls and boys are effectively taught and learn in an all-							

Results Framework and M&E Plan for Phase II of the Joint Programme on Girls Education in Malawi							
Result level	Key Performance Indicators	Baseline (Source and Year)	Target	Data Source	Frequency of data collection and reporting	Responsible UN Agency (contributing to the indicator)	Key assumptions and Risks
inclusive and gender sensitive environments							
Output 1: Enhanced gender responsive, life skills based and CFS teaching methodologies	Number of teachers oriented to Child Friendly School methodologies	810	1710	Programme Reports; Training Reports	Quarterly	UNICEF	
	Number of targeted schools with at least 50% of the Teachers oriented on CFS methodologies	TBD	TBD	Programme Reports	Annually	UNICEF	Risk: Project has no control over staff movements within the civil service which might result is most of the Teachers trained in CFS methodologies transferred to other non-project schools
Output 2: Enhanced optimal learning environment provided for boys and girls	Number of targeted schools with operational Teacher Resource Centres	81	169	Project reports	Annually	UNICEF	
	Number of targeted schools with functional box library centres	5	164	Project reports	Annually	UNICEF	
	A Girls Education Scholarship fund to support vulnerable girls for post primary education	0	1	Programme reports	Annually	UNICEF	National Girls Trust Fund may take long before being fully operational legally

Results Framework and M&E Plan for Phase II of the Joint Programme on Girls Education in Malawi							
Result level	Key Performance Indicators	Baseline (Source and Year)	Target	Data Source	Frequency of data collection and reporting	Responsible UN Agency (contributing to the indicator)	Key assumptions and Risks
	established and functional in all the 3 districts						
	Number of vulnerable girls provided with education scholarships for secondary education	TBD	TBD	Programme reports	Annually	UNICEF	Risk: District officials and local level structures might be corrupt and hence not select needy and vulnerable girls to benefit from the scholarship fund. Funds may be limited and not meet the needs of the needy students
Outcome 2: Enhanced access to nutritious meals by boys and girls in targeted schools for improved learners school attendance	Average number of school days per month when at least four food groups were provided	17	20	School feeding records	Annually	WFP	Risk: Funding for HGSM model for year 3 is not secured affecting transition and continuity of the JPGE package Delayed funds disbursements.
	Attendance rate for boys and girls in Standard 5 - 8	73%	80%	EMIS/School records	Annually	WFP	Other external factors may influence attendance rates
	Attendance rate for orphans and vulnerable children (OVC) in Standard 5 - 8	70%	80%	EMIS/School records	Annually	WFP	Other external factors may influence attendance rate for OVCs

Results Framework and M&E Plan for Phase II of the Joint Programme on Girls Education in Malawi							
Result level	**Key Performance Indicators**	**Baseline (Source and Year)**	**Target**	**Data Source**	**Frequency of data collection and reporting**	**Responsible UN Agency (contributing to the indicator)**	**Key assumptions and Risks**
Output 1: Girls and boys in primary schools are timely provided with nutritious school meals and Take Home Ration	Number of learners (boys and girls) receiving diversified meals	86,116	94,000	School feeding records	Quarterly	WFP	Risk: Financial mismanagement by local level committees and District councils might affect the number of learners receiving diversified meals.
	Number of girls and orphan boys receiving Take home rations (food and cash)	12,790	14,000	Programme reports	Quarterly	WFP	Learners especially girls receiving take home rations in form of cash are likely to face safety / protection issues
Output 2: Increased capacity of district government staff, communities and smallholder farmers around the targeted schools in management of school meals programme	Number of farmers registered under the Farmer Organisations contributing to the aggregation system towards food supplies to the schools.	TBD	TBD	Programme Reports; School feeding records	Quarterly	WFP	Risk: Unfavourable weather conditions may affect production hence affecting supply by local farmers
	Number of the registered farmer organisations in the targeted communities supplying diversified food commodities for school feeding programme.	TBD	TBD	Programme Reports;	Quarterly	WFP	Differences in commodity prices especially low prices might influence the decision of farmer organizations on the quantities to be supplied to schools for school feeding programme.

Results Framework and M&E Plan for Phase II of the Joint Programme on Girls Education in Malawi							
Result level	**Key Performance Indicators**	**Baseline (Source and Year)**	**Target**	**Data Source**	**Frequency of data collection and reporting**	**Responsible UN Agency (contributing to the indicator)**	**Key assumptions and Risks**
Outcome 3: Adolescent girls and boys in the targeted schools and out of school have access to SRH information and services	Proportion of girls that need SRH services accessing youth friendly health services	62% (MTR 2016)	80%	Evaluation reports; YFHS facility records	Mid-term	UNFPA	Assumption: Fully functional YFHS delivery sites will be established within a reasonable distance in all communities for adolescents to easily access them. Assumption: Girls will be empowered not to be shy to access SRH services in designated YFHS sites
	Number of pregnancies reported in the targeted schools	24 (2016 Programme Reports)	0	School records; Programme Reports	Quarterly	UNFPA	Assumption: Adolescents in the targeted schools will be empowered to resist early sexual debut and those that are sexually active will be empowered to access family planning services in targeted health facilities
	Number of STI cases of young people recorded in the targeted facilities	TBD	0	HMIS; Facility records	Quarterly	UNFPA	Assumption: Adolescents in the targeted schools will be empowered to resist early sexual debut and those that are sexually active will be empowered to access family planning services in targeted health facilities.

Results Framework and M&E Plan for Phase II of the Joint Programme on Girls Education in Malawi							
Result level	**Key Performance Indicators**	**Baseline (Source and Year)**	**Target**	**Data Source**	**Frequency of data collection and reporting**	**Responsible UN Agency (contributing to the indicator)**	**Key assumptions and Risks**
Output 1: Enhanced capacity of health workers to provide comprehensive SRH services, information and education.	Number of health facilities in the targeted zones that have at least 2 trained health workers providing Youth Friendly Health services according to national guidelines and standards	TBD	27	Monitoring reports; Training reports; programme	Quarterly	UNFPA	Risk: Most of the health workers trained by the project might be transferred by Government to other health facilities outside the project area or even outside the district.
	Number of health facilities conducting outreach activities on SRH in the targeted schools at least once every quarter	0	21	Health facility records; Health facility outreach reports	Quarterly	UNFPA	Assumption: The District Health Office will ensure that mobile vans are always available to targeted health facilities to undertake outreach sessions in the targeted schools.
Output 2: Enhanced capacities of targeted schools to facilitate access to SRH information and services for in school adolescents.	Number of schools with over 50% of Teachers trained in Comprehensive Sexuality Education	TBD (Data to be available by December 2017)	169	Monitoring Reports; Programme Reports	Annually	UNFPA	Risk: Project has no control over staff movements within the civil service which might result is most of the Teachers trained in CSE by the project transferred to other non-project schools
	% of Teachers trained in CSE teaching life skill subject in the targeted schools	TBD (Data to be available by December 2017)	100%	Monitoring Reports; Programme Reports	Annually	UNFPA	

Results Framework and M&E Plan for Phase II of the Joint Programme on Girls Education in Malawi							
Result level	**Key Performance Indicators**	**Baseline (Source and Year)**	**Target**	**Data Source**	**Frequency of data collection and reporting**	**Responsible UN Agency (contributing to the indicator)**	**Key assumptions and Risks**
	Number of targeted schools linked to accredited YFHS sites	81	169	Programme reports	Annually	UNFPA	Long distances from targeted schools to linked health facilities with accredited YFHS sites might discourage young people to access services hence making them white elephants
Outcome 4: Reduced violence against girls in primary schools	% of boys and girls that reported to experience physical violence in school within the past 12 months	62.6%	30%	Evaluation reports-MTR Report	Mid-term	UNICEF	Assumption: Adolescent girls and boys in the targeted schools will be empowered to report cases of violence to appropriate authorities
	% of girls that reported to experience sexual violence in school within the past 12 months	10.8%	4%	Evaluation reports - MTR Report	Mid-term	UNICEF	Assumption: Adolescent girls and boys in the targeted schools will be empowered to report cases of violence to appropriate authorities
	% of girls and boys that are aware of any formal violence protection structures within their school or communities.	TBD – Data to be available by December 2017 through JPGE final evaluation	TBD – Target to be set by January 2017 after JPGE final evaluation	Evaluation reports-MTR Report	Mid-term	UNICEF	
	% of girls and boys that ever experienced any form of violence at school or home who reported to formal structures	TBD – Data to be available by December 2017 through JPGE final evaluation	TBD – Target to be set by January 2017 after	Evaluation reports-MTR Report	Mid-term	UNICEF	

Results Framework and M&E Plan for Phase II of the Joint Programme on Girls Education in Malawi							
Result level	**Key Performance Indicators**	**Baseline (Source and Year)**	**Target**	**Data Source**	**Frequency of data collection and reporting**	**Responsible UN Agency (contributing to the indicator)**	**Key assumptions and Risks**
			JPGE final evaluation				
Output 1: Girls and boys in targeted schools are empowered to participate in their own protection	Number of targeted schools that have formal structures for reporting of violence cases	65	169	Programme reports	Annually	UNICEF	
Output 2: Survivors of violence in schools have access to effective referral pathways.	Number of targeted schools that are linked to at least one community based violence protection structures (i.e. CVSUs, One Stop Centres for GBV, child protection committees, etc.)	65	169	Programme reports; monitoring reports	Annually	UNICEF	Risk: Long distances from targeted schools to linked violence protection structures such as CVSU, OSCS; etc. might affect full functionality of the referral pathway
Output 3: Key protection stakeholders have relevant capacity to prevent and respond to violence against boys and girls.	% of reported violence cases in schools referred to formal community based violence protection structures for redress	TBD (Data to be available by December 2017)	100%	School records; monitoring reports	Annually	UNICEF	
	% of reported violence cases against pupils in the targeted schools that are followed up by relevant authorities and concluded	TBD (Data to be available by December 2017)	100%	School records; Service provider records	Annually	UNICEF	
Outcome 5: Parents and local community engage in education	Number and % of targeted communities implementing community by-laws in support of girls education	TBD (Data to be available by December 2017)	TBD (Data to be available by	Programme reports; evaluation reports;	Annually	UNICEF	Risk: Lack of commitment and dedication from local leaders to implement and enforce penalties

Results Framework and M&E Plan for Phase II of the Joint Programme on Girls Education in Malawi							
Result level	**Key Performance Indicators**	**Baseline (Source and Year)**	**Target**	**Data Source**	**Frequency of data collection and reporting**	**Responsible UN Agency (contributing to the indicator)**	**Key assumptions and Risks**
			December 2017)				Not all communities, especially chiefs will demonstrate support to girls' education.
Output 1: strengthened community and school based education supporting structures and institutions to support girls' education	Number of out of school girls in the targeted communities mobilized and supported by mother groups to enrol/return to school	TBD (Data to be available by December 2017)	TBD (Target to be available by December 2017)	Programme reports; Mother group records	Quarterly	UNICEF	Risk: Some girls might be willing to go back to school but fail to do so due to other factors such as poverty hence not be able to afford school basic necessities such as uniforms. Assumption: Communities will set up community based school fund to support vulnerable girls that have returned to school through the work of mother groups.
	Number of targeted schools that have functional trained mother groups	79	169	Programme reports	Annually	UNICEF	
	Number of targeted schools that have functional PTAs	79	169	Programme Reports	Annually	UNICEF	

Results Framework and M&E Plan for Phase II of the Joint Programme on Girls Education in Malawi							
Result level	Key Performance Indicators	Baseline (Source and Year)	Target	Data Source	Frequency of data collection and reporting	Responsible UN Agency (contributing to the indicator)	Key assumptions and Risks
Outcome 6: Adolescent girls out of school acquire basic literacy and livelihood skills	Number of adolescent girls that complete a 9 months literacy programme	TBD (Data to be available by December 2017)	10000	AGLIT Records; Programme Reports	Annually	UNICEF	Risk: Adolescents girls might dropout and not complete the 9 months' functional literacy course and 2 year CBE program due to loss of interest. Negative community attitudes and discouragement from husbands (for married adolescents) towards second chance education for adolescent girls might force others to drop out
	Number of adolescent girls that complete complementary basic education	TBD (Data to be available by December 2017)	3000	Programme Reports	Annually	UNICEF	
Output 1: Out of schools adolescent girls provided with 9 months functional literacy course.	Number of out of school girls enrolled in functional literacy programme	12,000	15000	Programme reports; CBE enrolment records	Semi-annually	UNICEF	Risk: Adolescents especially girls may be shy to attend function literacy and CBE classes due to fear of being labelled as illiterate.
	Number of functional literacy centres operational	TBD (Data to be available by December 2017)	504	Programme reports; Monitoring Reports	Semi-annually	UNICEF	Risk: Some of the Functional literacy instructors trained might re-allocate to other places or join other professionals hence affecting the operational of the centres.

Results Framework and M&E Plan for Phase II of the Joint Programme on Girls Education in Malawi							
Result level	Key Performance Indicators	Baseline (Source and Year)	Target	Data Source	Frequency of data collection and reporting	Responsible UN Agency (contributing to the indicator)	Key assumptions and Risks
Output 2: Out of school adolescent girls completing Complementary Basic Education linked to formal basic education	Number of out of school girls enrolled in complementary basic education	12,000	15000	Programme reports; CBE enrolment records	Semi-annually	UNICEF	Risk: Adolescents especially girls may be shy to attend function literacy and CBE classes due to fear of being labelled as illiterate.
	Number of complementary basic education centres established	TBD (Data to be available by December 2017)	75	Programme reports;	Semi-annually	UNICEF	Delayed funding will hamper new recruitment
	% of out of school girls graduating from complementary basic education integrated into formal education	20%	40%	Programme reports; CBE enrolment records	Annually	UNICEF	Assumption: Girls will be willing to join formal education on the agreed entry point without being shy of their age.
Outcome 7: Out of school adolescent girls acquire SRH and life skills.	Proportion of girls that need SRH services accessing youth friendly health services	62% (MTR 2016)	80%	Evaluation reports; YFHS facility records	Mid-term	UNFPA	Assumption: Fully functional YFHS delivery sites will be established within a reasonable distance in all communities for adolescents to easily access them. Assumption: Girls will be empowered not to be shy to access SRH services in designated YFHS sites

Results Framework and M&E Plan for Phase II of the Joint Programme on Girls Education in Malawi							
Result level	**Key Performance Indicators**	**Baseline (Source and Year)**	**Target**	**Data Source**	**Frequency of data collection and reporting**	**Responsible UN Agency (contributing to the indicator)**	**Key assumptions and Risks**
	Proportion of sexually active adolescent girls reporting to use a condom during last sexual encounter	TBD - Data to be available by December 2017 through JPGE final evaluation	TBD – Target to be set by January 2017 after JPGE final evaluation	Programme evaluation reports	Mid-term	UNFPA	Assumption: Girls will be empowered not to be shy to access SRH services in designated YFHS sites
Output 1: Increased access to integrated youth friendly services for out of school adolescent girls.	Number of Youth Friendly Health Services facilities that are functional	10	21	Programme Reports; Monitoring Reports	Quarterly	UNFPA	
	Number of young people accessing YFHS in the targeted facilities	TBD (Data to be available by December 2017)	TBD (Target to be available by December 2017)	HMIS; Programme Reports	Quarterly	UNFPA	
	Number of young people accessing integrated YFHS through outreach services	TBD (Data to be available by December 2017)	TBD (Target to be available by December 2017)	Facility delivery records; Programme Reports	Quarterly	UNFPA	
	Number of targeted communities with at least one functional YFHS community based distribution agent	TBD (Data to be available by December 2017)	TBD (Target to be available by	Programme Reports	Semi-annually	UNFPA	

Results Framework and M&E Plan for Phase II of the Joint Programme on Girls Education in Malawi							
Result level	Key Performance Indicators	Baseline (Source and Year)	Target	Data Source	Frequency of data collection and reporting	Responsible UN Agency (contributing to the indicator)	Key assumptions and Risks
			December 2017)				
Output 2: Increased knowledge amongst out of school adolescents in Sexual and Reproductive Health issues.	Number of out of school adolescents trained in comprehensive sexuality education	480	3000	Programme Reports; Training Reports	Semi-annually	UNFPA	
Outcome 8 : Adolescent girls out of school acquire basic livelihood skills	Number of vocational skills graduates engaged in self employment	0	3000	Market Labour Survey Reports; Programme Reports; Monitoring Reports	Annually	UNICEF	
Output 1: Functional literacy graduates linked to vocational training community colleges.	Number of functional literacy graduates trained in vocational skills at vocational training community colleges	0	3000	Programme Reports; Training Reports	Semi-annually	UNICEF	
	Number of functional literacy graduates completing vocational skills training course	0	3000	Programme Reports	Semi-annually	UNICEF	
	Number of livelihood skills graduates receiving start-up equipment	0	3000	Programme Reports	Semi-annually	UNICEF	

Results Framework and M&E Plan for Phase II of the Joint Programme on Girls Education in Malawi							
Result level	Key Performance Indicators	Baseline (Source and Year)	Target	Data Source	Frequency of data collection and reporting	Responsible UN Agency (contributing to the indicator)	Key assumptions and Risks
	Number of vocational skills graduates trained in entrepreneurship skills	0	3000	Programme Reports; Training Reports	Semi-annually	UNICEF	
Outcome 9: Government district and national level staff acquire coordination, networking, design and programme implementation skills	Number of non-targeted schools adopting a comprehensive model of HGSF, safe school and SRH	0	TBD	Programme Reports	Annually	All agencies	
Output 1: Strengthen government programme coordination for replication of programme	HGSF management manual and guidelines developed and distributed	No	Yes	Programme Reports; copies of the manual	Annually	WFP	
	Safe schools manual developed and distributed	No	Yes	Programme Reports; copies of the manual	Annually	UNICEF	
	Adolescent sexual and reproductive health manual developed and distributed	No	Yes	Programme Reports; copies of the manual	Annually	UNFPA	

81

a. Annex 5: Consolidated key deliverables matrix by outcome

Strategic Objective	Outcome	Expected Output	Key deliverables and indicators	Baseline	Target	Key activities
Strategic Objective 1: Adolescent girls remain and complete primary school leading to transition to secondary school	Outcome 1: Adolescent girls and boys acquire foundation skills, and life skills in an all-inclusive and gender sensitive environment	Output 1: Enhanced literacy, numeracy , life skills in a gender/inclusive learning environment	**Key deliverable 1: Teachers in the targeted schools acquire skills to effectively teach using life skills and gender responsive methodologies for improved learning outcomes.**			
			Number of teachers trained in CPD portfolio development	0	2,535	Training of in-service teachers of school level, cluster and zonal level CPD as identified by the districts.
			Number of PEAs, inspectors trained in CPD quality assurance	0	28	Training of Inspectors for review of teacher practices linked with the CPD of teachers
			Number of teachers oriented to CFS methodologies	810	1710	Training service teachers and assessment on the implementation in Child friendly teaching methods
			Number of CPD sessions provided at the TDC	0	108	Training of teachers, key stakeholders on district priority CPD sessions linked with teacher Training Institutions
			Number of Box library centers established	5	164	Provide books for standards 5-8 for Box libraries; establishment of reading circles and interschool competitions
			Reviewed curriculum in place and implemented	0	1	Finalization, Monitoring and Evaluation of the IPTE curriculum review

			Number of TRC established and operational in schools	81	169	Support establishment for Teacher Resource centers for mentoring teachers on gender responsive methodologies and development of local materials as well as peer networking on best practice
			Number of learners supported in DET learning	4200	10500	Supporting learners accessing Digital Education Technology (DET) for literacy and numeracy
			Number of teachers trained in CPD portfolio development	0	810	Training of teachers on tracking performance of learners using DET for literacy and numeracy
			Number of in-service teachers trained in digital material development	0	900	Training of in-service teachers on development of digital teaching materials for ipads and computers
			Number of monitoring visits conducted		8	Monitoring and supervision support.
		Output 2: Enhanced optimal learning environment provided for boys and girls	**Key deliverable 1: Improved school environment through supportive learning environment for girls and boys in target schools.**			
			Number operational GRRs for improved learning	0	169	Establish girls/boys extracurricular and study/learning circles for GRR centers
			Number of Learning centers/GRR furnished with resources	0	169	Procurement of digital and paper based resources for GRR
			Percent of schools meeting the minimum national education Standards	20	100	provide support to schools to develop SIP through integrated approach of school assessment charts and Inspection reports
			Number of PEAs, inspectors conducting supervision and inspection for improve quality education delivery	0	28	District strengthening and training of PEAs and Inspectors for integrated approaches

			Number of school in a box kits provided for improved quality learning outcomes	0	2028	provision of TLM for targeted schools for improved learning outcomes
			Number of head teachers oriented	81	169	Orientation of head teachers on head teacher associations
			Number of head teachers mentored	0	169	Peer to peer Mentoring and establishment of Head teacher Associations per zone
			Number of zonal head teacher associations formed	0	20	
Key deliverable 2: Support girls' schooling by providing a bursary scheme to transiting post PSLE through linkage to the Girls Education Scholarship Fund (in formation) , Standard Bank women mentorship program and , thereby increasing transitional rate in identified schools						
			Number of girls supported with education scholarship	203	460	Contribution to the Girls education Scholarship Fund (GESF) and disbursement to PSLE graduates in 2018, 2019
			Number of learning camps held	0	100	Girls learning camps, remedial and preparations classes for girls
			Number of mentoring sessions conducted	90	200	Advocacy for role modelling, mentorship, girls education, etc.
			Number of schools with school funds	0	169	Establishing school funds
Key deliverable 3: Expand EMIS monitoring, evaluation system to better collect, and analysis of inclusion indicators in education.						
			Inclusive education indicators mainstreamed in EMIS tools	0	1	Technical support to build on existing tools and methodologies for inclusion in education
			Number of district officers trained in data collection	0	28	training of data collectors at the district level

			Number of monitoring visits conducted	TBD	TBD	Monitoring, assessment, documentation and end-programme evaluation
Strategic Objective 1: Adolescent girls remain and complete primary school education and transition to secondary school	Outcome 2: Enhanced access to nutritious meals by boys and girls in targeted schools for improved learners school attendance	Output 1: Girls and boys in primary schools are timely provided with nutritious school meals and THR	**Key deliverable 1: School Meals activities in targeted schools are functional in terms of timely provision of funds, food commodities, cooking utensils and other NFIs for learners to receive school meals.**			
			Number of learners (boys and girls) receiving diversified meals	86,116	94,000	Provide diversified HGSM to learners in 79 schools in Mangochi, Dedza and Salima
			Number of schooldays per month when a meal is provided for learners	17	20	
			Attendance rate for boys and girls in Standard 5 - 8	73%	80%	
			Number of monitoring visits	8	8	Conduct monitoring of food procurement and feeding activities
			Amount of funds used to procure food commodities as a percentage of planned	0	100%	Build capacity of PTAs, SMCs and Feeding committees on School Meals management, hygiene and sanitation, nutrition, dietary diversification, storage and food safety and financial management
			Number of schools receiving cooking and eating utensils	0	79	Provide cooking and eating utensils including fuel efficient stoves
			Number of girls and orphan boys receiving Take home rations (food and cash)	12,790	14,000	Provide Take Home Ration in cash or food to Girls and orphan boys in Dedza and Mangochi
			Amount cash provided to learners for THR	0	274,344.00	Provide Take Home Ration in cash to Girls and orphan boys in Dedza and Mangochi

			Amount of food provided to learners for THR	0	751 MT	Provide Take Home Ration (maize) to learners in Salima district
		Output 2: Increased capacity of district government staff, communities and smallholder farmers around the targeted schools in management of school meals programme	**Key deliverable 1: District government staff, community representatives and small holder farmers trained in management of school meals programme**			
			Number of community representatives (school committees) trained in good health, nutrition practices and school meals and financial management	TBD	395	Conduct refresher training on financial management and record keeping for schools (government staff) and key committee members
			Number of government staff trained on school meals management	TBD	257	
			Number of school/community gardens and woodlots established	TBD	40	Facilitate establishment of school / community gardens / woodlots
			Number of open days on hygiene, hand washing, Nutrition and cooking demonstrations conducted	TBD	8	Conduct open days on hygiene, hand washing, nutrition & cooking demonstrations
			Number of Joint Monitoring visits conducted	TBD	8	Conduct joint monitoring visits to implementing districts and communities
			Key deliverable 2: Smallholder farmers and community members are trained in production and market access			

			Number of farmer organizations trained in record keeping, post-harvest handling, quality control and diversification	TBD	15	Train local farmer organizations on record keeping, post-harvest handling, quality control, diversification
			Number of people trained in food procurement by group type (community representatives, government staff etc.)	TBD	924	Food procurement training for teachers, committee members and FOs
			Number of market awareness campaigns conducted	TBD	8	Conduct collective marketing awareness campaigns
			Number of partners supported with grants for farmer production capacity strengthening	TBD	3	Grants to supply side partners to enhance farmers production capacity
Strategic objective 1: Adolescent girls remain and complete primary school leading to transition to secondary school	Outcome 3: Adolescent Girls and boys in the targeted schools and out of school have access to SRH information and services	Output 1: Enhanced capacity of health workers to provide comprehensive SRH services, information and education.	**Key deliverable 1: Training to health workers and community based service providers delivered**			
			Number of health workers trained as TOTs in youth friendly health services and CSE	0	50	Train 50 health workers as ToTs in youth friendly health services and CSE
			Number of Adolescents and Youth Friendly Health Services providers in the targeted health facilities trained:	220	200	Train 1000 community based YFHS distribution agents, 100 YFHS providers and 2000 peer educators to empower in and out of school youth to demand and access SRH services.

			Number of Youth Friendly Health Services providers in the targeted health facilities trained:	220	200	
			Number of community based YFHS distribution agents trained:	100	1000	
			Number of CBDAs and family planning motivators trained on provision of SRHR services:	70	300	Train 169 mother groups, 60 girls clubs, 30 boys clubs and 300 CBDAs family planning motivators in Comprehensive Sexuality Education and SRHR.
			Key deliverable 2: Comprehensive SRH information and education delivered in targeted schools			
			Number of Teachers trained as ToTs in CSE	0	30	Train 30 teachers as TOT for CSE
			Number of Teachers trained in CSE:	146	700	Train 700 Teachers in CSE
			Number of schools where printed copies of scripted lesson plans for CSE have been distributed	0	169	
			Number of computer labs for online CSE training for Teachers established;	0	9	Set up 9 computer laboratories for cascading online CSE training for Teachers in the targeted zones.
			Number of schools linked to functional YFHS facilities:	81	169	Establish a formal referral system from schools to accredited YFHS sites.
			Number of school health sessions/talks conducted:	0	600	Conduct quarterly school health sessions/talks to support school health adolescent programmes on SRHR and substance abuse issues in all 169 schools in the targeted zones targeting in school and out of school youth.

			Number of school radio programs on SRHR issues involving adolescents in the targeted schools produced and aired;	0	20	Produce and broadcast school radio programs on SRHR issues with adolescents in the targeted schools
			Number of schools provided with radios for listening sessions on SRHR radio programs	0	169	Procure radios for 169 schools for radio listening sessions
			Number of posters and leaflets on age appropriate SRHR messages printed and distributed in targeted schools	0	5000	Develop and print 5000 copies of age appropriate IEC materials on SRHR targeting in and out of school adolescents.
			500 copies of the revised re-admission policy printed and distributed in 169 schools	0	500	Print 500 copies of the revised re-admission policy for distribution in the targeted schools
Strategic Objective One: Adolescent girls remain and complete primary school education and transition to secondary school	Outcome 4: Reduced violence against girls in primary schools	Output 1: Girls and boys in targeted schools are empowered to participate in their own protection. (Identify, prevent and report on violence).	**Key deliverable 1: Learners councils, Reflect Action Circles in targeted schools established**			
			# of learners councils trained	**0**	**81**	Establish, train and conduct refreshers for learners councils.
			# of reflect action circles trained	**0**	**81**	Establish, train and conduct refreshers for reflect Action Circles.
			# of schools with codes of conduct developed with participation of children.	**0**	**81**	Develop participatory school codes of conduct.

			# of scorecards process conducted.	**0**	**81**	Conducts child led scorecard process to evaluate functionality of codes of conduct and functionality of SIG.
			Number of Stop Early Marriage campaigns conducted in the targeted schools; Target: TBD		TBD	Support stop early marriages campaigns in targeted schools and surrounding communities.
			Key deliverable 2: Boys, girls, teachers, schools, communites and district structures trained in prevention of violence against children.			
			# of boys and girls enrolled in empowerment programs.	**0**	**11000**	Identify and enroll girls and boys in empowerment programs.
			# of instructors trained in empowerment program facilitation.	**0**	**90**	Identify and train instructors in empowerment program facilitation.
			# of refreshers conducted.	**0**	**81**	Trained instructors undergo a refresher
			# of certification sessions conducted	0	5	ToTs certification
		Output 2: Survivors of violence in schools have access to effective referral pathways.	**Key deliverable 1: An effective referral pathway for violence in schools established**			
			# of schools with complaints boxes.	**TBD**	**88**	Place 81 complaints boxes in schools.
			# of schools with referral pathways painted.	**TBD**	**88**	Referral pathways painted in schools.
			# of complaints received from boxes.	**TBD**	**88**	Police, teachers and social welfare officers retrieve complaints from boxes
			# of trainings conducted	**o**	**40**	Link and train school and community based protection structures
			# of schools in targeted zones linked to fully functional One Stop Centers	**0**	**169**	Establish formal linkages from targeted schools to community victim support units and OSC that offer integrated services to adolescent girls that have experienced GBV

			Key deliverable 2: Engaged communities, courts and schools to prevent and respond to violence against children.			
			# of VAC campaign meetings conducted.	TBD	TBD	Conduct Violence Against Children (VAC) campaign meetings in 3 districts.
			# of key stakeholders oriented in child related laws	o	TBD	Oriented key stakeholders in child related laws
			# of mobile justice courts conducted	0	36	Conduct mobile courts
			# of open days conducted	TBD	TBD	Conduct Safe schools open days.
			# of girls and boys with knowledge of at least 3 key child protection services.	o	TBD	Disseminate key CP Brands to girls and boys to ensure they have knowledge of at least 3 key child protection services.
		Output 3: Key protection stakeholders have relevant capacity to prevent and respond to violence against boys and girls.	**Key deliverable 1: Training of key protection stakeholders on prevention of violence against children delivered**			
			Number of community based legal literacy sessions on key gender related laws conducted;	0	75	Provide financial and technical support for community based legal literacy sessions with particular focus on girls, boys and parents to sensitize communities on gender related laws including GBV as well as appropriate redress mechanisms.
			Number of girls only clubs trained on prevention and management of GBV;	TBD	60	Train 260 GBV management structures at community levels (girls only clubs, boys only clubs, mother groups, men groups, women groups) on management of GBV and taking effective action.
			Number of boys only clubs trained on prevention and management of GBV;	TBD	30	
			# of ToTs trained.	**0**	**40**	Train ToTs using Safe schools manuals.

			# of police lower formations oriented in Safe Schools concept.	**10**	**20**	Train police lower formations in Safe Schools concept.
			# of teachers trained in child protection (identification and reporting) .	**0**	**810**	Train teachers in child protection (identification and reporting)
			# of teachers, PEAs and SW trained in positive discipline	**162**	**405**	Train teachers and PEAs in positive discipline
			Key deliverable 2: Coordination structures for protection of violence against children strengthened			
			# of national level review meetings.	**0**	**3**	Conduct national level review meetings.
			# of district level review meetings	**0**	**9**	Conduct district level review meetings
			# of community based review meetings.	**0**	**9**	Conduct community based review meetings.
Strategic Objective 1: Adolescent girls remain and complete primary school education leading to transition to secondary school	Outcome 5 : Parents and local community engage in education	Output 1: strengthened community and school based education supporting structures and institutions to support girls' education, especially those vulnerable and marginalized.	**Key deliverable 1: Community and school based education support systems engaged to support education**			
			Number of district facilitators trained on PCC;	0	30	Train 30 district level facilitators on PCC
			Number of lead facilitators trained on PCC;	0	300	Train 300 lead facilitators on PCC
			Number of community sensitization meetings conducted	TBD	24	Community awareness on the importance of education, nutrition and school meals sustainability

			Number of community and school based structures mobilized and engaged and taking action to promote education	TBD	1,500	Orient and provision of technical support to Mother groups and girls clubs
			Number of social advocacy meetings to set up accountability mechanism	TBD	1,500	conduct social advocacy meetings with communities and their local leaders to set u accountability mechanism
			Number of community participatory monitoring and mentoring sessions with chiefs, head teachers, etc. conducted	TBD	3,000	conduct quarterly monitoring and mentoring and role modelling sessions
			Number of community awareness on the importance of education, nutrition and school meals sustainability	TBD	30,000	conduct community awareness on the importance of education
			Number of community based PCC sessions conducted;	0	169	Conduct 169 community based PCC sessions in the targeted communities
			Number of parents reached with PCC messages;	0	3000	
			Number of SBCC campaigns conducted;	0	60	Conduct 60 Behaviour Change Communication campaigns in the targeted communities in collaboration with Ministry of Civic Education, Culture and Community Development for behaviour change on SRH issues
			Number of mother groups trained on prevention and management of GBV;	TBD	169	

			Number of mother groups trained in community mobilization, gender, Comprehensive Sexuality Education and SRHR	105	169	Conduct training of 169 mother groups, 30 boys only clubs and 30 girls only clubs in community mobilization, gender, Comprehensive Sexuality Education and SRHR
			Number of boys only clubs established to promote gender and SRHR issues of young people	38	68	
			Number of boys only club members trained in community mobilization, gender, CSE and SRHR	TBD	900	
			Number of girls only clubs established to promote gender and SRHR issues of young people	47	107	
			Number of girls only club members trained in community mobilization, gender, CSE and SRHR	TBD	1800	
			Number of community based CSE forums conducted;	0	75	Conduct community based CSE forums in the targeted communities
			Number of integrated teen clubs established for provision of phycho-social support to young people affected by HIV;	0	15	Establish and train 15 community based integrated teen clubs that are capable of providing psycho-social support on issues of disclosure to young people on HIV treatment and peer-to-peer HIV testing among others.
			Number of Village Education committees functional	TBD	504	Community sensitizations in Mangochi, Dedza and Salima districts
						Conducting Quarterly Meetings with Village Literacy Committees (VLC)

			Key deliverable 2: Local leaders mobilized and engaged to address social cultural barriers to girls education			
			Number of local leaders engaged and taking action to address social cultural barriers to girls education in their areas	TBD	300	conduct lobby meetings to modify and eradicate harmful practices
			Number of standard by-laws developed and enforced	TBD	TBD	Facilitate development and implementation of standard community by-laws
Strategic Objective 2: Out of school adolescent girls acquire basic life skills to allow them to tackle adult life	Outcome 6: Adolescent girls out of school acquire basic literacy and livelihood skills	Output 1: Out of schools adolescent girls provided with 9 months functional literacy course.	**Key deliverable 1: Functional and numeracy skills of 10,00 adolescent girls enhanced**			
			Number of literacy centers established and verified	TBD	504	Establishment and verification of learning centres
						Monthly Monitoring and Supervision of Literacy Centers by District Literacy Coordinators and Zonal Literacy Supervisors
				TBD	504	Recruitment of Supervisors and Instructors
			Number of literacy instructors recruited and trained	TBD	504	Training of Literacy Instructors, Zonal Literacy Supervisors and District Literacy Coordinators
						Conduct pre and Post training assessment
			Number of refresher courses for literacy instructors conducted	TBD	36	Refresher Training of Literacy Instructors, Zonal literacy Supervisors and District Literacy Coordinators

			Number of adolescent girls trained and complete 9 months literacy programme	TBD	10000	Procurement of teaching and learning materials for learners
						Conducting Initial and End of Year Assessment of learners
			Procurement of training materials done			Procurement of Training materials of nutrition, Health Education and Malaria Prevention lessons
						Procurement of bicycles
						Salaries for Project staff and instructors
						Distribution of Materials
						Publicity
						In-Country Management and Support Staff Salaries Prorated to their Programme Contribution
						Administration Costs
						Operational Costs Prorated to their Contribution to the Programme
		Key deliverable 2: At least 3000 adolescent girls complete Complimentary basic education				
			No of CBE learning centres established	TBD	75	Establish Learning centres
			Number of core trainers and PEAs trained	TBD	16	Train core trainers PEAS and facilitators
			Number of facilitators trained	TBD	75	Monitor implementation of CBE
			Number of LCMC members trained	TBD	50	Procure teaching and learning materials
			Number of learners completing CBE	TBD	3000	Support facilitators honoraria

Strategic Objective 2: Out of school adolescent girls acquire basic life skills to allow them to tackle adult life	Outcome 7: Out of school adolescent girls acquire SRH and life skills.	Output 1: Increased access to integrated youth friendly services for out of school adolescent girls.	Key deliverable 1: Integrated YFHS delivered by health institutions.		
			Number of new YFHS facilities renovated:	10	15	Renovate 15 new Youth Friendly Health Services for provision of YFHS in all health facilities surrounding the targeted schools
			Number of YFHS facilities accredited:	10	15	Conduct quarterly supervision and accreditation of Youth Friendly Health Services facilities in the targeted districts.
			Number of young people in YFHS facilities trained in vocational skills as part of recreation services	0	300	Procure vocational skills equipment for training of young people in YFHS facilities
			Number of mobile vans for provision of SRH services procured:	0	3	Procure 3 specially designed vans (mobile hospitals) for awareness and provision of YFHS in hard-to-reach areas targeting in and out of school youth in coordination with other partners.
			Number of targeted YFHS facilities supported with reproductive health supplies:	0	25	Support procurement of reproductive health supplies, equipment and commodities for accredited youth friendly health facilities and out of school girls only clubs
			Number of branded condoms for young people procured;	0	TBD	Procure and distribute branded and flavoured condoms for young people to targeted health facilities in the 3 districts
			Number of Health Surveillance Assistants supported with materials and supplies to mobilize young people to access YFHS;	0	500	Train and provide logistical support to 500 Health Surveillance Assistants in the targeted communities to mobilize young people to access YFHS.
			Number of quarterly supervision visits for tracking of family planning commodities distribution conducted:	0	36	Conduct quarterly supportive supervision visits to track family planning commodities distribution and access by adolescents and young people

			A mapping exercise for availability of health facilities and capacity of Service Providers to provide YFHS conducted:	No	Yes	Conduct a mapping of health facilities and trained service providers (both at facility and community level) in communities around the 88 schools
			Number of outreach sessions on provision of YFHS conducted;	NA	2000	Conduct 200 outreach YFHS services to communities around the 169 targeted schools.
			Number of quarterly data quality management meetings conducted on delivery of YFHS	0	36	Conduct quarterly data quality management audits of service delivery data in the accredited YFHS facilities.
			Key deliverable 2: Integrated YFHS delivered by community based structures			
			Number of model demonstration villages on provision of integrated SRH services and information established;	0	9	Establish 9 model villages to demonstrate integrated practical solutions for provision and uptake of YFHS in the targeted districts.
			Number of first time mothers clubs established	0	6	Establish 6 clubs of first time teen mothers to facilitate access to integrated SRH services.
		Output 2: Increased knowledge amongst out of school adolescents in Sexual and Reproductive Health issues.	**Key deliverable 1: Training for out of school adolescents on Comprehensive Sexuality Education delivered**			
			Number of lead facilitators trained on CSE;	0	300	Conduct training of 300 lead facilitators on CSE
			Number of out of school adolescents trained on CSE;	480	3000	Conduct training of out of school adolescents in the targeted communities on CSE

			Number of CSE manuals and work books printed and distributed	0	5000	Print and distribute 5000 copies of CSE manuals and workbooks
			Key deliverable 2: Awareness of SRH issues amongst adolescent girls raised			
			Number of annual girl camps on SRHR, empowerment and leadership skills conducted;	0	3	Conduct high level annual girl camps on SRHR, empowerment and leadership issues targeting adolescents in the targeted districts
			Number of open days on Sexual and Reproductive Health Rights conducted;	10	150	Conduct 150 campaigns and open days to raise demand for YFHS in targeted areas
			Number of booklets for the revised life skills curriculum printed;	0	5000	Print 5000 copies of the revised life skills curriculum
Strategic Objective 2: Out of school adolescent girls acquire basic life skills to allow them to tackle adult life	Outcome 8 : Adolescent girls out of school acquire basic livelihood skills	Output 1: Functional literacy graduates linked to vocational training community colleges.	**Key deliverable 1: Vocational training to functional literacy graduates effectively delivered**			
			Number of functional literacy graduates trained in livelihood skillset:		3,000	Train 3,000 functional literacy graduates in livelihood skills.
		Output 2: Vocational trainees provided with start-up kits.	**Key deliverable 1: Start up materials effectively provided to trained functional literacy graduates.**			
			Number of livelihood skills graduates receiving start up materials		3,000	Provide start up kits to graduates of vocational skills training
			Key deliverable 2: Market entry and self-employment ensured for Vocational trainees			
			Number of graduates engaged in self-employment	0	3,000	Conduct market and labor survey to determine appropriate vocational skills to provide to functional literacy graduates

						Provide entrepreneurship training to 3000 vocational skills graduates
						Support internship for graduates of vocation skills
Strategic Objective 3: Government structures at District and national levels effectively design, implement and monitor girls' education programs in Malawi	Outcome 9:Government district and national level staff acquire coordination, networking, design and programme implementation skills	Output 1: Strengthen government programme coordination for replication of programme	**Key deliverable 1: Development of manuals and guidelines**			
			Number of HGSM management manual and guidelines developed and distributed	0	250	Develop, distribute and disseminate advocacy and IEC materials on nutrition, hygiene
			Number of HGSM menu booklets revised and distributed	79	158	
			Number of copies for the school meals manual printed	0	250	Printing and distribution of manuals and guidelines
			A localized Parent-Child Communication (PCC) manual developed;	No	Yes	Recruit a consultant to adapt and localize the PCC training manual to suit the Malawi context
			A standardized NGO training manual for Adolescent Sexual and Reproductive Health developed;	No	Yes	Develop a standardized Adolescent Sexual and Reproductive Health Rights (ASRHR) training manual and guidelines for NGOs for standard delivery of SRH services to adolescents boys and girls
			# of Safe Schools manuals distributed	0	648	Develop, print and distribute Safe Schools manuals
			Number of copies of the standardized training manual for Adolescent Sexual and Reproductive Health printed;	0	5000	Print 5000 copies of the standardized training manual for Adolescent Sexual and Reproductive Health.

			Key deliverable 2: Strengthen government programme management and implementation skills			
			Number of quarterly Safe motherhood and YFHS coordination meetings at national and district levels with Ministry of Education conducted;	0	48	Provide financial support for quarterly Safe motherhood and YFHS coordination meetings at national and district levels with Ministry of Education as a member
			# of workshops conducted	0	3	Development and inclusion of JPGE in district education plans as basis of replication (workshops)
			# of technical meetings held	0	6	Technical support and strengthening of the capacity for better planning and implementation of girls education programs-national and district
			# of visits conducted	0	8	Monitoring and supervision support
			Number of learning visits conducted by TWG members.	0	1	Conduct learning visit for school meals programme (SMP) TWG members
			Number of Review meetings for the review of school meals manual held	TBD	3	Facilitate SMP TWG meetings to review and develop school meals manuals and guidelines
						Advocacy, lobbying and buy in from national and district councils to gain sustainability and grants-workshops and training
						Support Girls' Education Secretariat to develop a work plan and activities

The undersigned, duly authorized representatives of the respective participating UN organizations, have approved this updated project document for the Joint Programme on Girls Education II.

For Participating UN Organization

UNFPA

Signature: _____ *Won Young Hong*

Name: Won Young Hong

Title: Representative_____

Place:_____

Date:_____23-Jun-2020_____

For Participating UN Organization

UNICEF

Signature: _____

Name: Rudolf Schwenk

Title: Representative_____

Place:___Lilongwe_____

Date:____22 June 2020_____

For Participating UN Organization

WFP

Signature: _____

Name: Benoit Thiry

Title: Representative_____

Place:_____

Date:___19/06/2020_____

102