Malawi SDG Acceleration Fund
Project Document

This template facilitates the development of relevant and catalytic projects, to be considered by the United Nations Malawi SDG Acceleration Fund. Every proposal shall include effective actions that support SDG acceleration in the country, based on strategic, thematical and/or sectorial priorities of the Government of Malawi. It must be aligned with the results and sectors prioritized by the Fund.

Implementing Organization(s) general information

Name of participant organization(s)	*Name those who directly receive Fund resources* UNICEF UNESCO
Other implementing organization(s)	*Name those that don't receive resources but participate in the implementation* Ministry of Education (MOE)
Name of the legal representative of the organization(s)	UNICEF - Rudolf Schwenk, UNESCO - Professor Hubert Gijzen
Name/Title/Organization of the person responsible of the project	Simon Jan Molendijk, Chief of Education and Adolescent Development, UNICEF Patricia Machawira/Regional Advisor/Education for Health and Well-being, UNESCO
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PROJECT DOCUMENT

1. **Project Name:**   Learning Never Stops Malawi

2. **Overview**

2.1 General Information

Implementing Organizations: **UNICEF and UNESCO Malawi**

Government Counterparts: **Ministry of Education (MOE)**

Project duration

Starting date: 1/04/2021   Ending Date 31/03/2022.

Window of the Fund:
Indicate the window of the Fund that the project aligns with.

Humanitarian Window

Geographic Scope:
Indicate Districts and locations where the project will be implemented

The project will be implemented at national level and reach all six education divisions.

Direct and indirect beneficiaries:
Indicate total number of direct and indirect beneficiaries. Include disaggregation by men, women, boys and girls.

Direct beneficiaries:
- 2.4 million primary school age learners (1.2 m girls and 1.2 m boys) reached through radio programmes
- 1.7 million learners (850,000 boys and 850,000 girls) and 30,000 teachers (15,000 male and 15,000 female) benefit from support to education through chatbots
- 1,000 teachers (500 male and 500 female) and 5,000 students (2,500 boys and 2,500 girls) receive psychosocial support
- 1 million vulnerable girls reached through sensitization messages

2.2 Budget

Total Budget: **US$ 700,000** *(add Budget requested to the Fund plus other financing sources)*

Name other Budget sources:

UN MPTF: US$ 700,000 *(indicate Budget requested to the Fund)*

Matching funds: N/A
Indicate if the Project counts with matching funds, either from the Government and/or from the implementing organization(s).

Leverage:
Leverage is made up of resources that contribute to the sustainability of the initiative, but do not go into specific project activities, nor are they part of the operational budget.

US$ 10 million from GPE granted to the Government of Malawi for COVID-19 response for the period May 2020 to November 2021.

2.3 Executive summary

A comprehensive summary of the project, focused on its relevance, its contribution to the Theory of Change of the Fund, its contribution to the Government, the results expected, the geographic focus and the beneficiary population groups.

COVID-19 has had a devastating impact on education worldwide with 168 million children missing out on their education for over one year. In Malawi, schools remained closed from April to September 2020 causing enormous loss to the learning among children. In January and February 2021 schools closed again as the country experienced the second surge of the pandemic. The academic calendar was disrupted, and the learning was again hampered for five weeks across the country. An immediate (and continuing) need, in view of possible new outbreak waves, therefore is to provide additional support to children and teachers to recover for the learning losses through different means. An additional emerging need is to address the issues of increased teenage pregnancies and early marriages through comprehensive sexual education and other social cultural barriers affecting girls' education. The project will respond to the immediate need of the Ministry of Education to ensure continuity of learning in the context of the COVID-19 pandemic. The project seeks also to partially fill the gaps in ongoing interventions in distance learning. It will bring solutions that will enhance provision of flexible, inclusive education in future crisis and mitigate the impacts of the current one, with special focus on the right to education of marginalized and vulnerable girls and learners with special needs. Expected results include

improved support to distance education targeting primary and secondary school learners; strengthened capacity of teachers to provide support to learners with special education needs; availability of adapted learning materials for learners with special needs and of training modules supporting provision of psycho-social support for teachers and learners. Innovative solutions for online teacher and learner's training through SMS chatbot will be developed too and a vibrant back to school campaign will ensure the return to school of adolescent girls. Through the Joint Programme on Girls' Education (JPGE) and ongoing activities to address the issues of adolescent girls, particularly related to GBVs and SRH, UNICEF and UNESCO had been closely working at grassroot level with adolescent girls in and out of schools and their parents to understand and address their needs and challenges. The lessons learned from such projects and their engagements with CSOs will inform the project interventions.

The project will be life-saving as it will protect children, particularly girls, from harmful practices such as child marriage, teen-age pregnancy which are potentially life threatening.
(Max. 250 words)

2.4 Project General Objective

Briefly describe the objective of the project and to which window of the Fund contributes (See Terms of Reference of the Fund in Annex 1)

The main objective of the project is to improve the access to education for children and adolescent girls in Malawi in crisis like situations, especially for the most vulnerable children with special education needs, within a school environment able to ensure the well-being of learners.

The project contributes to the humanitarian window of the fund and to SDGs 4 and 5.

2.5 Names and signatures of participant organizations and counterparts

In case of approval, this document must be signed by the representatives of the recipient organizations, and by the incumbed national or district authorities. By signing this document, the parts assume full responsibility in the achievement of the results, the workplan and the budget established in this document.

Participating Organizations	Government Counterparts
UNICEF Rudolf Schwenk **Rudolf Schwenk** Digitally signed by Rudolf Schwenk Date: 2021.04.15 13:21:35 +02'00' *Signature:* *Date and stamp*	**Name of the counterpart** _____ *Signature:*_____ *Date and stamp*
UNESCO Professor Hubert Gijzen Digitally signed by HGijzen Date: 2021.04.12 15:31:19 +02'00' *Signature:* *Date and stamp*	**Ministry of Education (MOE)** Raphael Agabu *Signature:*_____ *Date and stamp*

3.   Situation analysis (problem)

Provide a quantitative and qualitative analysis taking into account the following elements:

- *Description of the problem with data and evidence, including reference to the identified baselines and recent and relevant reports, and/or recommendations from relevant sources (international, national and/or regional).*
- *Include affected population, disaggregated by gender and including differential effects of the problematic on women. This ensures that the project will respond efficiently to the particular needs of men and women and mitigate the risk of generating actions with harm.*
- *Georeferencing of the problem.*
- *Characteristics of the economic, social, political, environmental and institutional context that cause or contribute to the maintenance of the problem.*
- *Description of those specific points related to the problem in which the State can be supported in caring for the affected population.*

The education sector in Malawi has been significantly impacted by the COVID-19 pandemic. In 2020, the government closed schools as part of public health measures to contain the spread of the virus. As of March 2020, all schools and educational institutions were closed for a period of five months, and, following a second wave of the pandemic, in January 2021 schools were closed again for five weeks. The long closures of schools disrupted learning for 7.7 million school-aged learners in Malawi, including 2,014,820 preschool learners, 5,303,188 primary school-age learners, 387, 569 secondary school-age learners and 8, 404 learners with special needs.

The impact of the closure of schools was larger on children from rural and remote areas, as well as on girls, refugee children, children with disabilities and children from poor socioeconomic backgrounds. Such vulnerable groups of children and their families are not adequately equipped to access distance learning due to lack of infrastructure and equipment at home. In Malawi, only 33.6 per cent of households have a radio, 11.8 per cent have a television and 16.4 per cent have access to internet[1]. A needs assessment on Comprehensive Sexuality Education (CSE) for learners with disabilities conducted in 2020 by UNESCO in Malawi, corroborates the challenges faced by students with disabilities and findings of the study highlight that learners with disability do not have adequate resource to pursue distance education, including lack of electronic devices and materials. Teachers are also not equipped and do not have appropriate training to support them in their learning.

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[1] 2018 Population and Housing Census

In Malawi, schools also function as a key platform for delivering social services and ensuring safety for both in and out of school children, as well as providing support to communities. School meals, take home rations and iron and folic acid (IFA) supplementation in schools were interrupted during school closure which negatively affected the nutrition and health of children and girls (in relation to combating anaemia for adolescent girls) as well as the food security of their families.

Girls' vulnerabilities were especially exacerbated in multiple ways during the school closure. A rise in gender based violence (GBV) and domestic violence among primary and secondary school learners, and an increase of child marriages and early and unintended pregnancies was reported as well.[2] A rapid assessment by the Ministry of Gender revealed that approximately 44,874 teenagers fell pregnant between March to August 2020, and 12,995 child marriages were arranged, a considerable spike in comparison to the same period in 2019. These girls are less likely to return to school after reopening, and they (and their children) will be marginalized for the rest of their lives.

Furthermore, due to the school closures and the uncertainties learners had to face during the lockdown, they were likely to feel distress, impatient, annoyed and show varied neuropsychiatric manifestations. Teachers are in the forefront position for providing psychosocial support (PSS), specifically to learners who are mentally affected by COVID-19. However, the teachers' motivation and options to provide support to learners have also been hampered, as conventional teaching and learning practices have been interrupted for a long time and teachers lack capacity to provide PSS. The Project will therefore ensure that more learners are reached through radio programmes and the necessary psychosocial support is provided to all learners affected by the various consequences of COVID 19. Additionally, the support for learners with special needs including disabilities is catalytic as the current response didn't cater adequately for them. Through the SDG AF project, the immediate needs of the learners with disabilities are identified, and response packages initiated while supporting the system to fully address them in the long term.

Max. 500 words

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[2] UNESCO Rapid Impact Assessment of COVID-19 on Persons with disabilities in Malawi, 2020
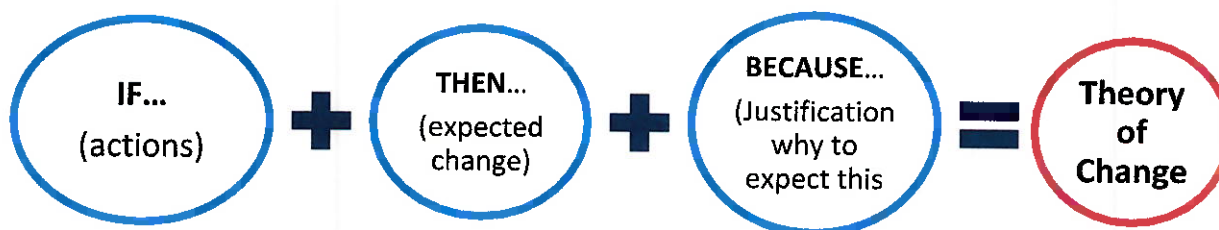
4.   Theory of Change

The theory of change is a tool that allows to demonstrate the change that is sought to be achieved with the initiative, through the formulation of hypotheses that explain how and why the expected result will be achieved.

The proposed project is based on a sequence of changes that the project seeks leading to the achievement of the outcome envisaged.

The theory must be developed in connection with the problem in the previous section. It shows the impact seeked by the project through specific, catalytic and innovative actions. The ToC looks the problem at different levels and times: the individual, the collective, and the institutional; the short, mid and long term impacts. Al lof these must contribute to generating positive structural changes. A good Theory of Change should:

- *Analyze the different levels at which the intervention will generate some change / result.*
- *Define the temporality of the changes / results that may be generated.*
- *Align with the scope of work of the Fund in which the theme of the project is located*
- *Specify how it will address the dimensions of gender inequality described in the situation analysis.*

The theory of change must be based on the following sequential logic:

The project, therefore, will be based on following theory of change:

If

- Continuity of learning is ensured for children, especially the most deprived ones including adolescent girls and those with special needs;
- Children are provided with an alternative pathways of learning other than attending school in-person, through distance and self-learning materials;
- Children are provided with psychosocial support in schools and community level;
- Teachers have a sense of security and wellbeing while in school and community and have been provided with relevant information and skills;
- Special efforts are made to bring children with special needs and other marginalized children to schools and make the learning environment conducive for them;
- The issues preventing girls from coming to school, such as early marriages and teenage pregnancies, poverty related issues and negative social and gender norms are addressed

in their communities and girls are provided life skills including sexual reproductive health information relevant to deal with their situation

Then

Impact on children
- Access to quality education will be ensured for most disadvantaged girls and boys including for children with special needs;
- Children's mental health and anxiety will be addressed contributing to their improved mental health and wellbeing;
- Pregnant teenage girls, those from early unions and poor households will have a second chance to complete education and thus acquire skills contributing to their further strengthened achievements in life.

System level impacts
- The education system will have a viable model of flexible approaches to education (in and out of classroom) that can be scaled up and address equity and gender specific bottlenecks/barriers, including in a humanitarian context;
- Teachers will be empowered and equipped to provide quality education that meets the various learning needs of girls and boys in school, including to learners with special needs.

Because

- Investments will be made in critical gap areas in support of urgent Education system needs in an unprecedented COVID-19 situation;
- Actionable models addressing equity and gender issues will be developed allowing further national scale up based on concrete cost effectiveness analysis of the model that will further contribute to the Education Sector reform;
- Adolescent girls will be empowered to make informed decision over their SRH related issues

Max. 500 words

5.   Participating and implementing organizations

List the entities that will participate in the project and describe the role of each one (include parties to be subcontracted, involved government entities, etc.). If the project considers work with women victims of GBV, children and youth, ethnic population, LGBTI population, or other vulnerable population, it must specify the capacity(s) and experience of the organization(s) to work with these populations.

Organization	Role	Added Value	Capacities and experience
	Description of the role in the Project	*Describe the contribution of the organization to the project*	*Organizations must have the capacity to carry out the activities proposed. Describe that capacity and the experience in the field of action.*
UNICEF	Lead agency coordinating the formulation and implementation of the project.	UNICEF will be the lead agency for the project coordinating project implementation jointly with UNESCO and MOE. It will also be directly implementing a major part of the project.	UNICEF has a long-term presence in the country advocating and promoting the rights of children including the right to quality education. UNICEF is a lead partner of Ministry of Education (MOE) supporting the Education Sector reform and partners closely with government and non-government organization at national and subnational levels in implementation of various education projects. UNICEF is also championing gender responsive pedagogy with the MoE UNICEF has a team of qualified technical staff that will support the implementation of project activities. The team works closely with technical departments of MOE in implementation of different education projects. UNICEF is a member of the Education Development Partners Group (EDPG) and maintains close collaboration relation with development partners supporting

			Education Sector reform. UNICEF is an implementing partner for another MDTF project on girls' education (JPGE) since 2016. UNICEF is the grant agent managing the current Global Partnership for Education Covid-19 response plan response and is providing financial and technical support to the MOE.
UNESCO	Participating UN Agency Implementing specific project activities	Participating UN Agency Implementing specific project activities	UNESCO is currently implementing the Our Rights, Our Lives, Our Future (O3) Programme in the ESA region including Malawi. In Malawi, UNESCO is implementing the O3 Programme with funding from SIDA and the Norwegian Government. UNESCO O3 staff reports to the UNESCO Regional Advisor based at the UNESCO's Regional Office for Southern Africa in Harare. UNESCO O3 works closely with MOE on all aspects of Life Skills/sexuality education, from capacity building of teachers to developing materials, incl. for learners with special needs. Furthermore, UNESCO O3 is running a national campaign on early and unintended pregnancies which is partly being implemented by HeR Liberty, a women- and youth-led organization. UNESCO is also part of the Joint Programme for Girls Education (JPGE) and will implement activities in Kasungu

6.   Coordination and Management

Explain project planning, coordination and management responsibilities from partners and participating organizations. The project management and coordination organization governance must be detailed, along with the responsibilities flows from all the aforementioned organizations (United Nations, Civil Society Organizations and public entities). Provide one coordination contact and one M&E contact.

The overall proposed project activities are aligned with Malawi's Education Cluster COVID-19 response plan. The project will be implemented by UNICEF and UNESCO in close collaboration with the MOE. A Steering Committee at Deputy Representative level will meet quarterly to track progress of the implementation of the project. UNICEF will be the technical lead agency and will have the responsibility of coordinating the project activities of participating UN agencies (PUNOs) and the MOE will appoint a coordinator from the government side to coordinate different directorates involved in the work. UNICEF, as lead technical agency, will ensure adequate collaboration and synergies in implementation across Outputs and between PUNOs.

A project implementation plan will be developed jointly between the three partners (UNICEF, UNESCO and MOE). UNICEF, as coordinating agency, will ensure the implementation, reporting and compliance by all PUNOs in line with SDG AF guidelines. Additional technical support will be provided by the extended UNICEF Education team (consisting of 17 international and national professional staff) and UNICEF's Partnership Management unit ensuring compliance with the Harmonized Approach for Cash Transfers (HACT) and transparent and competitive procurement and financial management processes.

The UNESCO Malawi office currently has an international project officer and a UNV who is the Associate National Programme Officer who are responsible for the implementation of the technical work and a Programme Assistant who is responsible for the administration of the office. UNESCO Malawi reports to and is supported by the UNESCO Regional Advisor based at the UNESCO Regional Office for Southern Africa in Harare. Further, UNICEF has strong child protection section which works with communities to influence protection issues including ending child marriages and violence against children and GBV. Further UNICEF implements Safe school programmes to prevent and respond to GBV and girls are empowered with defensive skills while boys are empowered with positive masculinity aspects. UNESCO on the other hand works with MOE in the development of Life Skills Education curricula and SGBV. These will also be included in the radio lessons. Further both UNESCO and UNICEF are also implementing Spotlight Initiative addressing violence against women and girls and UN JPGE which aims at addressing girls rights to education and SRHR. UNESCO has contracted HeR Liberty, a women- and youth-led organisation focusing on youth SRHR, on EUP and readmission-related work in 2021. UNICEF will work with the forums of adolescent girls in schools and in community to implement the interventions.

Apart from the two UNICEF and UNESCO working together on this project, the two agencies are already working with other UN agencies on various joint programmes like UNJPGE (UNICEF,

UNFPA and WFP) UNESCO works with UNFPOA on sexual reproductive health on the same. UNICEF is working with UNFPA UN Women UNDP on EU Spotlight Initiative, and UNESCO also works with UNFPA on SRHR component.

(Max. 300 words)

7.   Project logic of intervention

This section should narratively include: The project interventions aims to contribute to

- *Programmatic areas of intervention according to the results mentioned in the theory of change.*
- *Challenges and opportunities presented by working on this problematic.*
- *Elements of the initiative that take into account the realization of human rights and satisfaction of differential needs of both women and men.*
- *Planned and developing of activities*
- *The added value of the proposal*

The COVID-19 situation in Malawi is concerning. During the first pandemic-related lockdown which started on March 23rd, more than 7.7 million school-age children attending pre-primary, primary and secondary education were sent home. In 2021 because of a second wave of infections, the government closed schools again. Whilst schools have re-opened after five weeks, the uncertain future that comes with the possibility of a third wave of COVID-19 and another possible closure of schools calls for the need for a response plan to ensure limited disruption to learning.

Yet, children and especially adolescent girls who were out of school for extended periods of time, are much less likely to return when classrooms reopen. The closure of schools also eliminated access to school-based nutrition programmes which will likely drive malnutrition rates upwards. An entire generation of students could suffer damage to their learning and potential. Further, this may also increase social and gender inequalities as prolonged closure of schools may lead to more adolescent girls and other disadvantaged children not coming back to school. The costs of the pandemic for children are immediate and, if unaddressed, may persist throughout their lives.

The need to support MoE to ensure the resilience and sustainability of the system is clear. The on-going re-opening of schools has been done in a staggered approach, meaning all primary and secondary school classes have not been able to all open at once. A mixture of approaches have been implemented including hybrid or blended learning approach, which requires schools and teachers to deliver a mix of face-to-face classes as well as distance or online learning. Of particular concern is the need for Life Skills Education (LSE) which incorporates comprehensive sexuality education (CSE) to mitigate the levels of teenage pregnancy and child marriages which increased during school closures. A rapid assessment carried out by the Ministry of Gender, Community
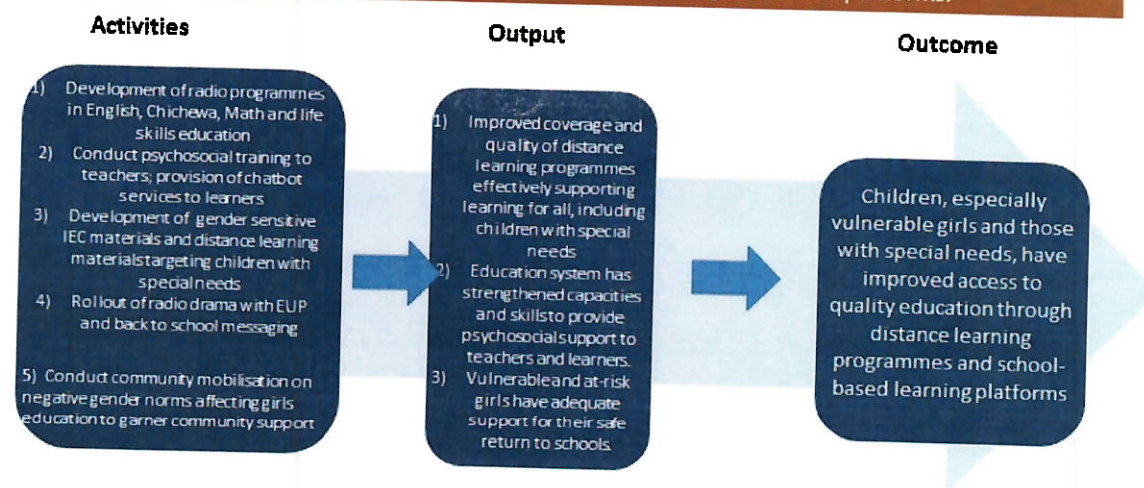
Development and Social Welfare found that teenage pregnancies increased to almost 45,000 while child marriages reached 13,000. Providing LSE lessons via radio will enable the project to reach a large number of girls with prevention messages. The project will deliberately include some messages to transform certain negative gender norms pertaining to division of labour and the value of girls at household levels. It is clear that COVID 19 increased the caring burden on women who are traditionally care givers, and this also affects adolescent girls depriving them of high quality learning time. Further the project will also include some messages on sexual reproductive health rights in the back to school campaigns to empower the girls. Further these interventions will also b linked to the other programmes such as UNJPGE, Spotlight Initiative which focus on empowerment of girls and women to prevent SGBV. Further UNICEF Child Protection is also implementing MHPSS interventions through capacity building of social workers and has also supported establishment of Community Victim Support Units which provide a coordinated approach to protection services.

At outcome level, the project aims to ensure that children, especially vulnerable adolescent girls and those with special needs, have improved access to quality education through distance learning programmes and school-based learning platforms.

The project has following three outputs -

1) Improved coverage and quality of distance learning programmes effectively supporting learning for all, including children with special needs and adolescent girls

2) The education system has strengthened capacities and skills to provide psychosocial support to teachers and learners.

3) Vulnerable and at-risk adolescent girls have adequate support for their safe return to schools.

Problem Statement

Children, especially vulnerable girls and those with special needs, do not have adequate access to quality education programmes, from both distance learning and school platforms.

Activities

1) Development of radio programmes in English, Chichewa, Math and life skills education
2) Conduct psychosocial training to teachers; provision of chatbot services to learners
3) Development of gender sensitive IEC materials and distance learning material targeting children with special needs
4) Rollout of radio drama with EUP and back to school messaging

5) Conduct community mobilisation on negative gender norms affecting girls education to garner community support

Output

1) Improved coverage and quality of distance learning programmes effectively supporting learning for all, including children with special needs
2) Education system has strengthened capacities and skills to provide psychosocial support to teachers and learners.
3) Vulnerable and at-risk girls have adequate support for their safe return to schools.

Outcome

Children, especially vulnerable girls and those with special needs, have improved access to quality education through distance learning programmes and school-based learning platforms

Output 1: Improved coverage and quality of distance learning programmes effectively supporting learning for all, including children with special needs and adolescent girls

Building on the emergency radio programme established in 2020, this proposed project will provide further support to MoE to **improve coverage and quality of distance learning** through development of curriculum materials for an entire school year for primary standards 1-8 and secondary forms 1-4. This will contribute to making the continuity of learning a reality. For LSE, UNESCO is currently developing lessons for primary standards 6 to 8. This project will enable the development of LSE lessons for primary standards 2 - 5 (as Life Skills only starts in standard 2) and secondary forms 1 and 2. Through radio lessons on LSE, the project will ensure that girls will be empowered to make their own sexual and reproductive health choices.

The COVID-19 pandemic has provided challenges especially to adolescents' girls from poor households, those in early unions, adolescent mothers and children and youth with disabilities. This project will also provide support to the teachers and learners through strengthening both the school system and distance learning programmes to improve learning for all children, including those with special needs. In addition, with the integration of learners with special needs in mainstream schools, teachers need additional support to acquire the knowledge, tools, skills and assistive devices to effectively teach children with special needs.

The proposed activities under output 1 are:

- Develop materials, print, record, edit, broadcast and advocate radio lessons for different subjects at primary and secondary level, with adequate teacher support and community engagement
- Adapt the developed Information Education and Communication (IEC) materials with messaging on COVID-19 prevention and management, make them accessible to children with disabilities.
- Adapt and provide materials for continuity of learning for learners with disabilities in primary and secondary school responding to their learning needs.

Output 2: The education system has strengthened capacities and skills to provide psychosocial support to teachers and learners.

The project will **improve the psychosocial wellbeing of students and teachers**. Due to school closures, students have had limited social interaction with their peers and limited teacher support. Schools provide protection for vulnerable learners as they are a space where children receive teacher support. The COVID-19 pandemic highlighted the important role of teachers and the need to help learners to adapt to new dynamics.

Teachers themselves need psychosocial support as they struggle with the challenges that they have been facing during the pandemic resulting from either their own illness, death of loved ones, and the interruption of routines and work. They also need to learn psychosocial skills to provide support to learners and ensure that learners are empowered with basic skills to manage their own psychosocial stress during the pandemic and beyond.

Proposed activities under output 2 are:

- Adapt or develop teacher training materials as well as materials for information dissemination for teachers and students.
- Training of teachers on psychosocial support.

Output 3: Vulnerable and at-risk adolescent girls have adequate support for their safe return to schools.

The third output aims **to ensure that vulnerable and at-risk adolescent girls have adequate support for their safe return to schools**. The COVID-19 pandemic posed many challenges for adolescent girls who face a double jeopardy in terms of not accessing learning, but also being vulnerable to sexual gender-based violence, including teenage pregnancies and early marriages.

Propose activities under out 3 are -

- Support back to school campaigns by rolling out radio/multimedia campaigns targeting adolescent girls of schools age and their communities to transform negative attitudes norms and perceptions on girls education especially those from teen mothers.

- Adapt IEC materials from the global Back to School campaign aimed at engaging girls, women, community members and the school community to promote girls' return to school after the school closures.

- Provide information related to protection, sexual and reproductive health and life skills, reporting and referral on gender-based violence and sexual exploitation and abuse to schools and communities.

- Conduct community mobilisation on negative gender norms affecting girls education to garner community support

Output 1 is essential to girls education in that it will enable adolescent girls as a special group of learners especially those back to school to have a continued learning without interruptions which easily makes them lose interest in learning and go back to early unions or get discouraged. keeping adolescent girls engaged with learning is important to ensure their interest in learning is maintained. Output 2 is also important because building the capacity of teachers in psychosocial skills will enable back to schoolgirls to access timely and readily available psychosocial services within the school. This is important because these girls experience community pressures having made decisions contrary to community expectations. further most of these girls lack community and parental support which affect their mental health and wellbeing. Output 3 specifically aims at changing negative attitudes and perceptions and negative gender norms will not be an exception to transform community /individual perceptions including girls own perception to be motivated to go back to school/continue with their education. If the campaign are aimed at transforming gender norms attitudes and practices through output 3 bullet one, this is a gender transformative approach.

On information dissemination sexual reproductive health (SRH) information have been added to be part of the dissemination of protection and referral systems information. The following specific activities activities are aimed at empowering girls to make their own sexual and reproductive health choices –
- Peer support mechanisms and ensuring SRH information is provided to girls (simplified information adapted to own languages/culture for girls use.
- Through life skills education lessons, girls will receive messages and be empowered to make their own SRH choices
- The project will also include messages on sexual reproductive health rights in the back to school campaigns to empower the girls.

- These interventions will be linked to the other programmes such as UNJPGE, Spotlight Initiative which focus on empowerment of girls and women to prevent SGBV.
- UNICEF, under MHPSS interventions, will undertake capacity building of social workers and will support establishment of Community Victim Support Units which provide a coordinated approach to protection services.

List of activities and implementing partners

Output and target	Activities	Partners
Output 1: Improved coverage and quality of distance learning programmes effectively supporting learning for all, including those with special needs **Target:** 2.4 million (1.7 millions girls, 0.7 millions boys) have access to distance education.	• Develop materials, print, record, edit, broadcast and advocate radio lessons for different subjects at primary and secondary level, with adequate teacher support and community engagement 19 • Adapt and provide materials for continuity of learning for learners with disabilities in primary and secondary school responding to their learning needs.	MoE, DTED, SHN MCDE, MIE MBC
Output 2: Education system has strengthened capacities and skills to provide psychosocial support to teachers and learners **Target:** 1,000 (500 male, 500 female) teachers accessed psychosocial support, and 5,000 (2500 male, 2500 female) learners.	• Adapt or develop teacher training materials as well as materials for information dissemination for teachers and students. • Training of teachers on psychosocial support.	MoE, Ministry of Youth and Sports, National Youth Council-NYCOM, UNFPA, National Girls Education Trust Fund, Malawi Policy, Pachi, Malawi Law Commission

| Output 3: Vulnerable and at-risk girls have adequate support for their safe return to schools

Target: 1,000,000 girls reached by back-to-school messages. | • Support back to school campaigns by rolling out radio/multimedia campaigns targeting adolescent girls of schools age to transform negative attitudes norms and perceptions on girls education especially those from child marriages and teen mothers.
• Adapt and disseminate messages on back-to-school including mobilisation of communities. Through the dissemination of these messages, the project will engage boys, men and community leaders on their role in supporting the return of girls back to school.
• Provide information related to protection, sexual and reproductive health reporting and referral on gender-based violence and sexual exploitation and abuse to schools and communities.
• Conduct community mobilisation on negative gender norms affecting girls education to garner community support | **MoE**
Community radios
JPGE
UNFPA
UN Women (Spotlight Initiative) |

Max. 800 words

8. Results Sustainability

8.1 Project entry strategy

This section should narratively include:
- *Timeline for entry.*
- *Structure of the strategy.*
- *Regulatory frameworks with which the strategy is aligned.*
- *Engagement with local and national authorities that will enhance the impact of the project*

Max. 300 words

The project is expected to start from 1st April 2021 to 31 March 2022. Prior to the start of the project, UNICEF, UNESCO and the MOE will have an inception meeting to go through the project document to create common understanding of the expected results, project time limes and reporting requirements. A second planning meeting will be held to develop a detailed implementation plan with milestones. This will be the basis for disbursement of funds for both UNESCO and UNICEF for the first tranche of activities.

The overall proposed project implementation is aligned to Malawi's Education Cluster COVID-19 Response plan and contributes to the implementation of the Education Sector Plan 2020-2030. The focus of this project is aligned to the four objectives of the Education Cluster COVID 19 Response plan which are as follows:
1. Awareness raising, social and behavior change and capacity building:
2. Continuity of learning (when schools are closed):
3. Coordination and communication:
4. Safety and decongestion (when schools re-open):

As Co-Chair of the Education Cluster, UNICEF will ensure that the cluster is kept updated on the implementation of the project. UNESCO is an active member of the cluster.

8.2 Project exit strategy

This section should narratively include:
- *Timeline of the strategy.*
- *Structure of the strategy.*
- *Description of closing activities.*
- *Engagement with institutional framework that will give continuity to the project activities/results.*
- *Accountability mechanisms for communities involved.*

The project has a duration of 12 months and will work closely with other programmes being implemented in similar areas. The Education Sector COVID 19 response plan to which this proposed project is responding to is for 12 months and continuity of learning is a critical humanitarian need. This positions the support of the project in addressing the critical needs of the sector. The following activities are envisaged as a part of the closure of the project:

- Develop a matrix of sustainability which will identify the ongoing programmes sustaining the activity, if needed, for the duration required.
- Organize end-of-project meetings with stakeholders to take stock of the project's achievement and lessons learned.
- Documentation of the project's achievements and lessons learned and its dissemination.

Max. 300 words

9. Geographic Scope

Indicate the locations (districts/cities/towns) where the project will be implemented, and explain the needs of such project in these areas.

The project will be implemented at national level and reach all six education divisions under MoE. Therefore, support of UNICEF and UNESCO needs to be nationwide. While it may not be possible to cover all schools in each of the divisions, UNICEF and UNESCO will be able to work with the national and division level to identify which schools to prioritise.

10. Beneficiaries

Indicate the number of direct and indirect beneficiaries, disaggregated by sex and age range. Specify if the initiative will benefit vulnerable populations and to what extent.

The project aims to reach 45 per cent, 2.4 million (at least 1.7 million girls), of total primary school learners through radio programmes, and ensure 98 per cent of previously enrolled learners (99% girls) safely return to school. In addition, the project aims to benefit one third, 1.7 million of primary and secondary school going age children (50% girls) and one third of primary and secondary school teachers, 30,000 teachers (50% female), with chatbot. Moreover, the project aims to reach 1,000 teachers (50% female) and 5,000 students (50% girls) through psychosocial support. Acknowledged the less presentation of female teachers in the teaching force comparing with male counterparts, the project aims to improve the gender equality in teachers through reaching equal number of female and male teachers through teaching and psychosocial support. Furthermore, 1 million vulnerable girls through sensitization messages, reaching over one fifth of total primary and secondary school going age girls. A detailed table has been added below to

showcase the scale of beneficiaries that the project aims to reach, as a representation of the total respective population.

Planned Intervention	Target beneficiaries	Proportion of population targeted
Distance learning programme	2.4 million (1.7 million girls and 0.7 million boys)	45% of total primary learners targeted
Safe return to school	5.7 million (2.9 million girls and 2.8 million boys)	98% (99% girls and 97% boys) of all primary and secondary learners targeted
Chatbot services	1.7 million learners (85,000 girls and 85,000 boys) 30,000 teachers (15,000 female and 15,000 male)	30% of primary and secondary school going age children targeted; one third of total primary and secondary teachers targeted
Sensitization messages	1 million vulnerable girls	22% of primary and secondary school going age girls targeted

11. Results Framework and Budget

The Results Framework must contain a hierarchy of the effects of the fund, indicators, baselines and goals. The indicators must be SMART (specific, measurable, achievable, relevant, in a time frame and with a deadline). This hierarchy must be reflected in the following table.

Indicate to which indicator(s) of the UNSDCF the initiative aims. Likewise, propose the indicators and goals that allow their measurement according to the project activities. Secondary indicators should be outcome or impact. As much as possible the indicators demonstrate the change that the project is seeking to address. Choose indicators that you can measure and from which you can report AGGREGATED progress quarterly. Note that at least one gender indicator should be included.

Results Framework

Window XX: Proposal Outcome				Outcome Total Budget USD
1.1 Children, especially vulnerable girls and those with special needs, have improved access to quality education through distance learning programmes and school-based learning platforms.				USD 700,000
	Baseline	Target	Means of verification	Responsible Org
Outcome Indicator				
1.1a Percentage of children benefited from distance learning programmes	36% (49% girls, 23% boys)	45% (60% girls, 30% boys)	U-report or other phone-based survey	UNICEF and UNESCO
1.1b Percentage of children safely returned to school after schools reopened	96% (97% girls, 95% boys)	98% (99% girls, 97% boys)	Back to school survey	UNICEF and UNESCO
Proposal Outputs				
1. Improved coverage and quality of distance learning programmes effectively supporting learning for all, including those with special needs				
2. Education system has strengthened capacities and skills to provide psychosocial support to teachers and learners				
3. Vulnerable and at-risk girls have adequate support for their safe return to schools				
Proposal Output Indicators				
1.1.1.a Number of children have access to distance learning programme, including children with special needs	1.9 million (1.3 million girls,0.6 million)	2.4 million (1.7 million girls, 0.7 million boys)	Phone-based survey	UNICEF and UNESCO

1.1.1.b Number of teachers and learners (primary and secondary) who assessed chatbot for teaching and learning materials	0	30,000 teachers (15,000 male and 15,000 female) and 1.7 million learners (850.000 girls, 850.000 boys)	Chatbot report	UNESCO
1.2.1.a Number of teachers benefited from psychosocial support	0	1,000 (500 males, 500 female)	Field monitoring report	UNICEF and UNESCO
1.2.1.b Number of learners benefited from psychosocial support	0	5,000 (2500 male, 2500 female)		
1.3.1 Number of vulnerable girls, boys and community representatives (SMC, PTAs) reached through sensitization through back to school campaigns and radio drama	0	1,000,000	Report from radio stations	UNESCO

SDG Targets and Indicators

Sustainable Development Goals (SDGs) [select max 3 goals]

☐	SDG 1 (No poverty)	☐	SDG 9 (Industry, Innovation and Infrastructure)
☐	SDG 2 (Zero hunger)	☐	SDG 10 (Reduced Inequalities)
☐	SDG 3 (Good health & well-being)	☐	SDG 11 (Sustainable Cities & Communities)
☐	**SDG 4 (Quality education)**	☐	SDG 12 (Responsible Consumption & Production)
☐	**SDG 5 (Gender equality)**	☐	SDG 13 (Climate action)
☐	SDG 6 (Clean water and sanitation)	☐	SDG 14 (Life below water)
☐	SDG 7 (Sustainable energy)	☐	SDG 15 (Life on land)
☐	SDG 8 (Decent work & Economic Growth)	☐	SDG 16 (Peace, justice & strong institutions)
☐	SDG 17 (Partnerships for the Goals)		

Relevant SDG Targets and Indicators
[Depending on the selected SDG please indicate the relevant target and indicators.]

Target	Indicator # and Description	Estimated % Budget allocated
4.1 by 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary	4.1.1 Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	70%

education leading to relevant and effective learning outcomes		
5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation	**5.3.1 Proportion of women aged 20–24 years who were married or in a union before age 15 and before age 18**	30%
	The proposal also contributes to SDG 5 as it would target disadvantaged female learners, especially adolescent girls who are negatively impacted by early and forced marriages. The incident has of early and forced marriages have increased after the schools closed due to COVID 19. Addressing specific learning needs of adolescent girls and other disadvantaged children will ensure the *principle of leaving no one behind* and effectively decrease gender based violence and other social inequalities in education	

OVERALL BUDGET

BUDGET SUMMARY *[3]

CATEGORIES	[name of participant organization] UNICEF	[name of participant organization] UNESCO	TOTAL
	A	B	A+B
1. Staff and other personnel	27,414		27,414
2. Supplies, commodities, materials	22,440	4,000	4,000
3. Equipment, vehicles, and furniture, incl. depreciation		2,603	2,603
4. Contractual Services	20,000	153,000	173,000
5. Travel	9,249	9,500	19,500
6. Transfers and grants to counterparts	234,000	135,000	391,000
7. General operating costs and other direct costs	14,000	23,000	37,000
Sub-total Programme costs	327,203	327,103	654,206
8. Indirect Support costs *7%	22,897	22,897	45,794.21
TOTAL	350,000	350,000	700,000

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[3] This table is part of the Project document. It can't be presented as an annex.

15 Crosscutting approaches

Describe briefly how the programme Will incorpórate relevant crosscutting approaches, such as:
- *Human Rights*
- *Gender equality*
- *Environmental sustainability*
- *Leave No One Behind*
- *Do no harm*

The project will be guided by gender responsive and human rights based approach. It will support all children (boys and girls, including those with disabilities) to gain equitable access to quality education, which is their **basic human right**. Considering that COVID-19 pandemic has increased inequalities, this project particularly puts children with special needs and vulnerable girls in the focus of its interventions to ensure that **no child is left behind** and that girls are given an opportunity to remain in school and complete their education. The project will also build on existing programmes on gender responsive pedagogy to ensure that teaching and learning methodologies deconstruct negative gender norms and instil gender equality values in both girls and boys. The project will have a special focus on adolescent girls from poor households, victims of sexual gender-based violence to access education or have a second chance to complete education. Further communities will be mobilised to change their negative attuites and behaviours to promote girl's education, Learners with special needs are receiving increased support through the development and provision of IEC and distance education materials, while vulnerable girls (and their communities) are targeted through the back-to-school campaign and sensitization messages. The COVID-19 pandemic has exacerbated an ongoing crisis of early and unintended pregnancies and child, early and forced marriages as these are main factors for girls to drop out or not return back to school.

With the large scale of PPEs and expansion of hand washing facilities, schools face an additional challenge of safe disposal of increased quantity of wastewater and the PPE kits, especially the disposal masks within the school campus. The wastewater, without planned drainage, may accumulate within school campus posing potential risk for children and teachers from water-borne diseases. Similarly, littering of the masks and unplanned disposal of other PPEs may have harmful effect for the environment as well health of children. The project proposes to include the WHO approve messages related to safe disposal of water and the PPE kits as an essential part of the messaging. UNICEF will coordinate with its health Section to get the guidelines and convert them into effective message for children, teachers and community members.

Max. 500 words

15.1 Gender Equality

Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world. Therefore, all projects supported by the Fund must include actions that favor the closing of gender gaps and inequalities. For this purpose, any project must meet a Gender Marker of 2a or 2b. Mark with an X if it meets the following premises:

X The situation analysis includes a differential approach, identifying the different ways in which the problem affects women and girls differentially.

X The theory of change includes and promotes gender equality.

X The logic of intervention addresses gender inequalities in its results and expected impact.

X The indicators measure the differential impact between women, men, girls and boys.

X The Budget includes specific provisions for gender equality activities (at least 30% of the budget).

X The strategic objective of the programme is to advance towards gender equality.

Auto-evaluate the programme gender marker, as:

0 ☐   1 ☐   2a X   2b ☐

Indication:
- If you ticked between 0 and 1 to the previous premises, the gender marker will be 0: The gender dimension is insufficiently reflected in the project.
- If you ticked between 2 and 4 premises, the marker is 1: The Project contributes in a limited way to gender equality.
- If you ticked 5 premises the marker is 2a: The Project contributes significantly to gender equality.
- If you answered positively to all the premises and if the general strategic objective is to advance towards gender equality, the gender marker will be 2b.

The project must dedicate a total of 30% of its resources to activities that promote gender equality. Describe them below indicating specific amounts per activity:

Total USD $ 210,000

Activity and its relation to the results framework (to	Effect in gender equality	Budget Line	Amount In US$

which product/result it corresponds)			
Development and production of print and online learning materials for primary and secondary level. (Relates to output 3)	This will ensure that adolescent girls with multiple roles access education materials and continue with their education using print or online learning materials thereby increasing girls' access to learning	Transfer of Grants to Counterparts	30,000
Support back to school campaigns by rolling out radio/multimedia campaigns targeting adolescent girls of schools age to transform negative attitudes norms and perceptions on girls education especially those from child marriages and teen mothers. (Relates to output 3)	The campaign will contribute to gender equality as it will empower adolescent girls especially those that drop out to school to come back to school. The activities will also contribute to changing negative norms among the communities to effectively support girls' education thereby contributing to the Readmission Policy.	Transfer of Grants to Counterparts	45,000
Adapt and disseminate messages on back to school including mobilisation of communities. (Relates to output 3)	The activity will create a conducive environment for girl to be back to school and complete their education, thereby narrowing the gender gap in access and completion rates.	Transfer of Grants to Counterparts	30,000
Adaptation of Dzidzo PaDen Chatbot (related to output 3) (Relates to output 3)	The activity provides innovative opportunity for teacher and learner training, including on issues related to SRH and GBV	Transfer of Grants to Counterparts	30,000
Adaptation of Radio Drama series on EUP (Gender activities) (Relates to output 3)	The activity will target specifically girls with sensitisation messages	Transfer of Grants to Counterparts	45,000

Adaptation of Global IEC Materials on the Back to school campaign (Gender Activities) (Relates to output 3)	With focus on advocacy for girls returning to schools	Transfer of Grants to Counterparts	30,000
TOTAL			**US$ 210,000**

16 Monitoring and Evaluation

16.2 Monitoring

By signing this project document, the recipient organizations have the following reporting obligations with the Fund Secretariat:

1. *Submit qurterly reports, demonstrating the progressive advance of the implementation and focused on results.*
2. *Submit an annual performance report at the end of each calendar year. This report will be input for the annual report of the Fund.*
3. *Submit a final report detailing the level of achievement of results.*
4. *Send a monthly schedule indicating relevant activities where the RC, the Secretariat and/or donors could participate.*
5. *Make all the necessary arrangements to support monitoring visits carried out by the Secretariat, including scheduling of meetings and preparation of inputs.*

The project will be jointly monitored by UNESCO and UNICEF. Quarterly monitoring will be carried out by the joint M&E team through field monitoring visits to obtain data on teachers and learners benefiting from psychosocial support, back to school status etc. Regarding beneficiaries reached through digital platforms including distance learning programme, chatbot system and sensitization messages, phone-based survey or built-in system analytics in the system, and report from radio stations will be used as the main data collection mechanism.

Quarterly review meeting will be held to examine the implementation progress, discuss the bottlenecks, challenges and come up with solutions and strategies for improvement. Quarterly report, annual performance report and final report will be drafted jointly by UNICEF and UNESCO team.
Max. 300 words

16.3   Evaluation

Indicate if any evaluation(s) is considered during the execution of the project. An initial outline of the type of evaluation and the methodology to be used should be mentioned.

No formal evaluation of the project is envisaged. Lessons learned will be compiled.

Max. 300 words

17 Risks Matrix

In this section use the contextual analysis carried out in the description of the problem to list the risks that, if materialized, will affect the implementation of the project.

Risk	Associated to the Result #	Classification			How will the risk be mitigated?
		Impact	Likelihood	Risk degree	
1. Another wave of pandemic and lockdown.	1-3	🟥	🟨	🟥	Coordinate with MOE and MOH to devise a protocol for undertaking activities in the field.
2. School closure	1-3	🟥	🟨	🟥	Strengthen distance learning and house based support with emphasis on equity. Special measures for girls and CSN.
3. Teachers 'stay away'.	1 and 2	🟥	🟨		Advocate with MOE to resolve outstanding issues and early resumption of normalcy.
4. Reduced capacity of MOE	1-3	🟨	🟨	🟨	Build capacity of the existing staff and look for support from CSOs and district administration.
5. Parental and community negative attitudes to girls education	3	🟥	🟨	🟨	Targeted community sensitisations on the importance of girls education and Readmission Policy

Use los colores de la siguiente tabla para clasificar los riesgos.

Risk analysis: please use the following traffic-light convention