Mid Term Review of the
Joint Programme on Girls’ Education

FINAL REPORT

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All mistakes presented in this report remain the responsibility of the consultants.
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<tr>
<td>AGLIT</td>
<td>Adolescent Girls Literacy</td>
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<td>CBE</td>
<td>Complementary Basic Education</td>
</tr>
<tr>
<td>CSE</td>
<td>Comprehensive Sexuality Education</td>
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<tr>
<td>DaO</td>
<td>Delivering as One</td>
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<td>DAPP</td>
<td>Development Aid from People to People</td>
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<td>DEMIS</td>
<td>District Education Management Information System</td>
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<td>EMIS</td>
<td>Education Management Information System</td>
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<td>FGD</td>
<td>Focus Group Discussion</td>
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<td>GBV</td>
<td>Gender Based Violence</td>
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<td>HGSF</td>
<td>Home Grown School Feeding</td>
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<tr>
<td>HIV/AIDS</td>
<td>Human Immuno Virus / Acquired Immunovirus Disease Syndrome</td>
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<td>IP</td>
<td>Implementing Partner</td>
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<td>JPAG</td>
<td>Joint Programme on Adolescent Girls</td>
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<td>JPGE</td>
<td>Joint Programme on Girls’ Education</td>
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<tr>
<td>M&amp;E</td>
<td>Monitoring and Evaluation</td>
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<tr>
<td>MoAIWD</td>
<td>Ministry of Agriculture, Irrigation &amp; Water Development</td>
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<td>MoEST</td>
<td>Ministry of Education, Science &amp; Technology</td>
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<td>MoGCDSW</td>
<td>Ministry of Gender, Children, Disability &amp; Social Welfare</td>
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<td>MoH</td>
<td>Ministry of Health</td>
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<tr>
<td>MoLYSMD</td>
<td>Ministry of Labour, Youth, Sports &amp; Manpower Development</td>
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<td>MTR</td>
<td>Mid Term Review</td>
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<tr>
<td>NASFAM</td>
<td>National Smallholder Farmers’ Association of Malawi</td>
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<tr>
<td>NGO</td>
<td>Non-Governmental Organisation</td>
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<td>PTA</td>
<td>Parent-Teacher Association</td>
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<td>RCO</td>
<td>Resident Coordinator’s Office</td>
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<td>SGBV</td>
<td>Sexual &amp; Gender Based Violence</td>
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<td>SHN</td>
<td>School Health and Nutrition</td>
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<td>SMC</td>
<td>School Management Committee</td>
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<td>SRHR</td>
<td>Sexual &amp; Reproductive Health Rights</td>
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<td>TA</td>
<td>Traditional Authority</td>
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<tr>
<td>Acronym</td>
<td>Full Form</td>
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<tr>
<td>THR</td>
<td>Take Home Ration</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organisation</td>
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<td>UNFPA</td>
<td>United Nations Population Fund</td>
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<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
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<td>VACS</td>
<td>Violence Against Children Survey</td>
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<td>WFP</td>
<td>World Food Programme</td>
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EXECUTIVE SUMMARY

INTRODUCTION

Three UN agencies - UNICEF, UNFPA and WFP Malawi - are implementing the Joint Programme on Girls’ Education (JPGE) whose overall objective is to improve access and quality of education for girls from 79 schools in Salima, Mangochi and Dedza districts. The JPGE intends to achieve its objective through seven primary and related outcomes with a phased implementation, harnessing a “whole school approach”, focusing specifically on girls from Standard 5 to 8 due to the increased risk of dropouts and reduced school retention during this period.

Objectives of the Mid Term Review (MTR)

The specific objectives of the MTR were to (a) outline progress made to date as a result of the programme – compared to baseline data; (b) determine if implemented activities and inputs have contributed towards desired outputs and outcomes; (c) review the theory of change to determine if activities are well suited to contribute to the desired results; (d) assess effectiveness and efficiency of inputs and processes, and (e) identify lessons learned and provide recommendations for cross-sectoral inter-agency girls’ education programmes.

Methodology

The review used a ‘convergent parallel mixed methods research design’, which combines both quantitative and qualitative methods. The MTR involved three phases: Desk Study, Primary Data Collection and Data Analysis and Report writing. Phase 1 Desk Study involved a review of key programme documents to provide background to the survey, enhance understanding of the programme and enable a bottleneck analysis. In Phase 2, primary data was collected using both quantitative and qualitative methodologies whilst Phase 3 included data analysis and report writing.

The sampling strategy used in the baseline was maintained in the MTR with some adjustment, i.e. the sample size was increased by 20% to reflect changes in school population, to accommodate non-responses and any possible statistical under-estimation during the sampling. Maintaining the sampling strategy used at baseline ensured that any changes in the achievement of project indicators were attributed to the intervention and not to measurement differences. A total of 41 randomly selected
programme schools (at baseline) were involved in the MTR study, with a total of 470 Standards 7-8 girls from the schools, drawn from the 5 educational zones across the programme districts. Household data were collected from the communities surrounding the primary schools; in order to determine the number of households per primary school catchment area to be surveyed, the number of households per zone was divided by the number of primary schools in that zone. Therefore, 200 households, purposively sampled, with Standards 5-8 girls attending the nearest school, were involved in the study.

The statistics for all quantitative indicators were captured using five quantitative data collection tools: individual girls’ questionnaire, school-level questionnaire, household-level questionnaire, primary education advisors’ (PEA) questionnaire, and youth friendly health facilities’ (YFHS) questionnaire. Primary qualitative data helped in explaining the reasons behind observed levels of various quantitative indicators. Qualitative data was collected through Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs). In all, 30 FGDs were conducted across the five education zones (10 for girls; 5 for Complementary Basic Education (CBE) girls; 5 for boys; 5 for parents/guardians; and 5 for school-related committees).

Primary data were collected over a period of 1.5 weeks. Due to the timing of the review, near to the end of the first school term, moving towards the Christmas and New Year festivities, it was a big challenge to collect certain types of data from both Government and Implementing Partner (IP) offices at both district and national levels. The evaluation team had prioritized collection of school level data and Government offices closed before we could finish collecting national level data.

This report comes after a series of validation meetings that took place with the UN Technical Working Group, the Government staff from the three districts, some implementing partners, and the UN Resident Coordinator and Resident Representatives for UNFPA, UNICEF and WFP.

**FINDINGS OF THE MID TERM REVIEW**

*Social demographic characteristics of the girls participating in the MTR*

Most of the girls in the programme are early adolescents. The average age of the girls interviewed was 14.67, slightly higher than the mean age of the girls interviewed during the baseline (14.0 years). The minimum age was 10 and the maximum age was 20; the standard deviation was 1.57. In terms of survival status, slightly over 12% of the girls indicated their father was not alive, 5.9% said their mother was not alive, and 2.5% of the total respondents reported both their father and mother had died.
MTR findings are divided here into three sections:

a. Findings related to specific programme outcomes
b. Findings on impact indicators
c. Programmatic issues

a. Outcome-specific findings

Overall, the JPGE is on track and has achieved a lot in each of the seven key outcomes in the past two years of project implementation. Coordination and partnerships remain a key area of challenge, and these issues should be clearly addressed in the remaining project implementation period and the next three-year phase of the project.

A summary of findings against outcomes follows:

Outcome 1: Girls and boys in targeted schools are well nourished and able to stay in school

Overall, there is good progress on all the six indicators assessed in the MTR for outcome number 1 as compared to results at baseline. The results suggest that the JPGE programme is on track to provide adequate nutrition to in-school girls. On consumption of diverse meals at school, the MTR results show that pupils from all programme districts were having diversified diets for close to 80% of their time in school. In addition, the programme has constructed 78 out of 79 school meals infrastructure (kitchens and storerooms) showing a 99% success rate of the activity.

Results on participation of smallholder farmers in provision of food to schools show that Salima district has surpassed the other two districts in quantities of food procured from the aggregation system (Dedza at 52%; Mangochi at 64% and Salima at 99%). This implies that smallholder farmers in Salima are transacting/participating more in the market than their counterparts in Mangochi and Dedza, where, nonetheless, farmer participation is still satisfactory and can be improved in the remaining project period. It is important to establish the bottlenecks leading to low farmer participation in the food procurement systems.

In terms of establishment of school feeding, both Take Home Ration (THR) and Home Grown School Feeding (HGSF), the findings indicate that the programme has made tremendous achievements and has reached 1,498 girls and 179 boys in Mangochi; 6,383 girls and 383 boys in Salima; and 2,141 girls and
260 boys in Dedza from a baseline of zero. Overall, nearly all the food planned was distributed, although Salima distributed more than planned while Mangochi distributed less than planned. These findings could indicate a number of problematic issues, such as food unavailability due to late procurement of food supplies, or distribution and food plans that are not representative of the needs on ground. The findings further show that all relevant school level committees have been trained on hygiene, nutrition and sanitation suggesting that the school meals programme has set up and capacitated necessary structures for effective implementation.

**Outcome 2: Increase access to second chance education for girls who are in, or have left, school**

The JPGE Programme is on track to provide second chance education to girls out of school, through functional literacy programmes. During the first two years of the programme, 168 new functional literacy centres were established, complete with teaching and learning materials, trained facilitators, supervisors and Village Education Committees; and bicycles to support facilitator movements. With regard to access, 9,278 girls have had access to functional literacy programmes in the two years, exceeding the JPGE programme target of 8,000 by 1,278 girls. In the first year of implementation of the functional literacy centres, 3,175 learners out of the 3,740 who enrolled graduated from the nine-month programme, representing 85%. Out of the girls that graduated, 642 (representing 20% of graduates) re-entered formal schooling in Standards 1 to 5, which further demonstrates the success of the programme.

Demand for functional literacy continues to increase and this explains why it has been extended to zones other than those targeted by the JPGE programme in the impact districts. Furthermore, Ministry of Labour, Youth, Sports & Manpower Development (MoLYSMD) has adopted the functional literacy programme for implementation in a new district, Chikhwawa, with technical support from AGLIT+.

**Outcome 3: Quality integrated youth friendly services, resources and structures, addressing Comprehensive Sexuality Education (CSE), Sexual & Reproductive Health Rights (SRHR), HIV/AIDS and Gender Based Violence (GBV) in place for girls who are in, or have left, school**

The JPGE programme is on track to achieve set targets on girls’ access to Youth Friendly Health Services (YFHS). Overall, girls’ access to YFHS has increased since baseline (baseline 53%, MTR 62%): Salima has already surpassed the target, however Dedza and Mangochi have experienced a small reduction. Some girls in Dedza are unaware that the reproductive health services at the Mtendere clinic are free. Reporting of incidence of violence increased from 59.5% at baseline to 62.5% at MTR, while incidence of
corporal punishment declined tremendously since baseline although findings on this are unclear. Comprehensive sexuality education is provided in all sampled schools.

**Outcome 4: Reduction of violence against girls in targeted schools and communities, and effective referral pathways in place**

The JPGE programme is on track to curb physical violence and corporal punishment in the impact districts and schools. Reports of incidences of violence increased from 59.5% at baseline to 62.5% at MTR, however, most of the reporting is to fellow learners – either a class monitor (28.8%) or any other fellow learner (23.7%) - who may not take effective action. An enabling environment has also been created through development of participatory and gender responsive School Improvement Plans (SIP) and responsive Codes of Conduct in nearly all schools.

Not much progress has been achieved on sexual violence in Mangochi and Salima, although the Ujamaa programme evaluation and John Hopkins University research shows that there is potential to achieve reduction on this indicator.

**Outcome 5: Teacher attitudes and skills are improved/enhanced to effectively deliver life skills based and gender responsive methodologies**

The JPGE programme is on track to improve and enhance both teachers’ attitudes and skills in effectively delivering life skills based and gender responsive methodologies. All teachers alluded to the fact that they are aware of learner centred and gender responsive teaching techniques. Head teachers in all the 40 schools visited perceive the teachers’ lessons to be learner centred.

Both girls and head teachers ascertained that teacher attitudes have changed with more teachers being committed to promote girls’ education. 90.2% of the girls said that teachers are either committed or very committed as opposed to 85.4% during baseline, while 94% of the head teachers said that teachers are committed or very committed.

**Outcome 6: Adolescent girls are informed and empowered to demand SRHR services, participate and take on leadership positions within the school and community**

The JPGE programme is on track on increasing the number of girls participating in school clubs and in health, social and asset-building programmes. The number of schools with these programmes is outstandingly on track. The proportion of girls in clubs is at 66.2% (compared to 46.1% at baseline) while
the target is 75%. Dedza and Salima (86.7 and 67.9% respectively) have surpassed their targets, however Mangochi is lagging behind, with only 53.9% of the girls in clubs.

Although good progress has been registered on increasing the number of girls holding leadership positions to 30.9% at MTR, the programme seems unlikely to meet its target of having 100% of girls in leadership positions. It seems that the 100% target is too ambitious.

**Outcome 7: Empowered and committed communities value quality education for all children, especially girls**

The JPGE programme is on track to achieve empowered and committed communities that will value quality education for all children, especially girls. A high percentage of girls (73.9%) perceived that they are given an equal opportunity with boys to pursue their education, showing agreement with the community perception. In the absence of baseline data, it is difficult to make a judgment on whether this represents an improvement, but certainly the majority of the community appear to have a positive attitude towards girls’ education.

This has been achieved through trainings and sensitization meetings conducted for various stakeholders. For example, teachers were reported to implement learner centred and gender sensitive lessons, and all school related committees are available and functional. Moreover, most households (87.8%) testified that traditional leaders have set and implement bye-laws in favour of girls’ education.

Despite the positive commitment of the community towards girls’ education expressed in the MTR, there are still areas where improvement is required. When girls’ and head teachers’ perceptions of barriers to girls’ education are interrogated, cultural factors, traditional beliefs and household chores still come up.

### b. Status of impact indicators

**Students’ enrolment** has increased in the past two years. This is true for both boys and girls.

**Students’ attendance** The results of the MTR are not conclusive on this indicator due to methodological challenges, such as the prevailing conditions at the time of data collection. There are indications that school attendance for both boys and girls has increased in Dedza (from 75.6% to 77.2%) and in Mangochi (from 71.2% to 76.1%), while in Salima it has declined (from 78.3% to 59.2%). Programme
monitoring data from Salima show that attendance rates rose, however this data may have its own challenges, so further research is needed.

On average, over half the girls reported to either not being absent at all or being absent once in a month. Only about 10% reported being absent for 4 to 10 days in a month. The girls attributed absenteeism largely to household chores and lack of materials for school, though illnesses and lack of interest were also reported. It might be that parents require more sensitization so that the girls are not forced to be absent due to household chores. In addition, provision of cash THR, if timely, could help alleviate the lack of materials.

The increase in attendance could be attributed to the interventions in the JPGE programme, such as school feeding. Menstrual hygiene management training for girls and training in making re-usable sanitary pads may also have contributed, although the review revealed that lack of sanitary pads was the least mentioned reason for absenteeism. School sanitation was on the lower end as a contributing factor for absenteeism.

*Students’ repetition* Results show that overall, the proportion of repeaters has increased from 43.1% during baseline to 47.8% during MTR. However, Mangochi is the only district where this trend is true, while in Salima and Dedza there has been a slight decline. The findings show a significant increase in the contribution of ‘lack of commitment by learner’ to repetition, in all three districts, but especially in Mangochi. This is in contrast with the incidence of ‘frequent illnesses’ given as a reason for repetition, which declined from baseline to MTR.

*Students’ dropout* shows a decline in all three districts; dropout rates were low at baseline in Salima, and they declined further by MTR. Mangochi has improved most, but the dropout rate in this district is still very high. This may be attributable to the high repetition rates that could result in over-age girls that are at risk of dropping out due to marriage or pregnancy. Early marriages and pregnancies continue to be the most common reasons given for dropout. Efforts on CSE and Life skills education need to be intensified in future to address early pregnancies and early marriages.

*Girls’ pass rates* in the three districts increased from 59.7% in 2014/15 (the first year of JPGE implementation) to 68.9% in 2015/2016. There is however a decline in boys’ pass rates from 67% to 37.6% from 2014/15 to 2015/16. Across the districts Salima showed the highest pass rates and Dedza was the least performing; this is in line with the status of repetition and dropout which did not change.
much in the course of the JPGE programme for Dedza. Increased attendance and the gender responsive teaching methodologies are possible contributing factors to increased pass rates for girls.

**Overall assessment of outcomes and impact indicators**

Overall, school feeding is a pull factor that has helped achieve increased enrolment of girls in the target schools. Once the students are in school, however, the internal environment of the school plays a greater role than the external environment in ensuring that the girls stay in school. An enabling environment can be created through a reduction in incidences of gender based violence and corporal punishment. Motivation factors to improve attendance, such as Take Home Rations and girls’ empowerment programmes, are crucial in programming for the future. At the same time, consideration should be given to expanding school related infrastructure, such as classrooms and sanitation facilities, to keep pace with the increased enrolment.

c. **Programmatic issues**

Programmatic aspects evaluated are summarized here under the following headings: (i) Design and relevance; (ii) Partnerships and coordination; (iii) Efficiency and effectiveness; (iv) Monitoring and evaluation.

i) **Design and relevance of the JPGE programme to national priorities**

Overall and based on the qualitative findings of the study, which was mainly through Key informant interviews, the design of the JPGE “whole school approach” is considered to be relevant and progressive in tackling barriers to girls’ education in Malawi. In addition, the programme’s basic theory of change, that “improved access and quality of education for girls can only be achieved through a mitigation of multiple factors”, was well conceptualized to anchor the overall approach and design of the JPGE. Participants mainly argued that the challenges of girls’ education have been in existence for quite a long time despite so many interventions, and this obviously demonstrates the deep-rootedness of the problems, which call for a multi-sectoral approach. Key informants further explained that the JPGE is aligned with existing Government policies including the National Girls Education Strategy (2013-2018), the National Education Sector Plan and the National Gender Policy. More specifically, the findings indicated that the JPGE’s Monitoring and Evaluation framework is directly aligned with the key
education goals as proposed in the United Nations Development Assistance Framework (UNDAF) and the Ministry of Education’s strategic objectives.

**The UN Delivering as One**

As well as being in line with national development goals and policies, the programme is consistent with the UN approach of Delivering as One (DaO). Joint programming is one of the modalities for DaO, whereby the UN organizations within a country work together with national partners 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. Furthermore, Delivering as One is in line with the approach taken in the Sustainable Development Goals (SDGs).

Key informants from both government and the UN were generally positive about the DaO concept. In the JPGE, the evaluation has noted that the UN agencies have a common goal as well as common outcomes and outputs, with a single annual work plan. The current programme has allowed the UN agencies (WFP, UNICEF and UNFPA) to build on each other’s comparative advantages and reduce duplication of effort. This is commended as a very important initiative and model/approach for tackling challenges on girls’ education participation. Some respondents pointed out that implementation of One UN was the most difficult part, bearing in mind that the different UN agencies have for many years been used to working alone within their sectoral obligations, as sanctioned by the UN.

**ii) Partnerships and Coordination**

The JPGE is implemented through Implementing Partners (IPs) who are the key line Ministries at national and district levels, namely, the Ministry of Education, Science & Technology (MoEST), the Ministry of Health, the Ministry of Labour, Youth, Sports & Manpower Development (MoLYSMD), the Ministry of Gender, Children, Disability & Social Welfare (MoGCDSW) and the Ministry of Agriculture, Irrigation & Water Development (MoAIWD). Participating organizations included: National Smallholder Farmers’ Association of Malawi (NASFAM), Action AID Malawi, Plan Malawi, AGLIT Plus, Malawi Girl Guides Association (MAGGA), Catholic Development Commission (CADECOM), We Effect and Timveni youth media organization. In order to achieve the objectives of the JPGE with a vast range of partners, strong partnership and coordination were necessary.
**National level coordination**

At the national level, the project is managed by a **National Steering Committee** comprising heads of the UN agencies, Ministry of Education (MoEST) as the Coordinating Line Ministry, the School Health & Nutrition (SHN) Coordinator at the MoEST, Ministry of Health, Ministry of Labour (MoLYSMD), Ministry of Gender (MoGCDSW) and Ministry of Agriculture (MoAIWD), with the **JPGE National Coordinator** as Secretary. The District Commissioners of the three districts were also drafted into the Steering Committee, indicating an all-inclusive approach to joint planning and management.

A **Government Technical Working Group** chaired by the Ministry of Education was formed to ensure national ownership of this programme. However, it was viewed as top-down in its approach by many stakeholders in Government, especially because it was seen as being implemented by the UN on behalf of the Malawi Government. While this committee was indeed formed, there is no evidence obtained by the consultant to indicate that it was functional. It would therefore be concluded that national level coordination from the Government side has not worked well and this should be reviewed in the remaining period.

At another level, there is also a **UN Technical Working Group (TWG)** comprising technical and programme staff from the various UN agencies (Programme, M&E and Finance) and including the District Coordinators. This TWG is responsible for actual implementation of the programme activities including monitoring. Reviews of various documents show that the TWG was functional and was at the hub of the programme. It is referred to here as the **Technical Team**. The consultants were able to see various reports (including field monitoring reports, work plans and adjusted monitoring framework), indicating that the TWG was active.

By design, the programme has a **National Coordinator** within the UN system. Before recruitment of an international level coordinator, the programme was coordinated on a rotational basis between the UN agencies. The agencies should be commended for taking up the coordination role in the absence of a full-time National Coordinator. The programme took off successfully in the first year; coordination meetings were conducted, progress reports were produced and monitoring was done. However, the JPGE programme is heavy in financing and activities and therefore there was a lot of pressure on the agency staff. District level coordinators were recruited to beef up coordination at district level. While the programme has made strides in various outcomes, the position of a National Coordinator should be
given some attention to avoid the previous situation (Technical Team member acting as National Coordinator).

During interviews, it was reported that the National Coordinator is supposed to be housed in one of the three agencies. World Food Programme (WFP) is being used as the administrative institution, as budget holder of the administrative component of the JPGE, and WFP therefore now houses the National Coordinator. It was further reported that WFP was selected because its recruitment processes/systems were especially quick and efficient. The KIIIs revealed that the implication of this arrangement is that the National Coordinator has to work within the administrative system of the UN agency that houses him/her, although the three UN agencies have slightly different administrative arrangements. This may have some implications for programme efficiency and effectiveness.

**District level coordination**

At the District level, the District Education Manager is a key implementer through the District Councils. The District Councils are given budgetary allocation for a multi-sectoral technical committee supported by JPGE Coordinator in each district.

Unlike at national level, it is clear that the district level capacity to take on the leadership for future programme implementation is being built up through provision of funding and capacity building initiatives such as Book-keeping for the District Councils. The **District JPGE Coordinators** have fast-tracked programme activities and established clear coordination mechanisms at district level. They are facilitating joint annual planning for all IPs at the district level, as well as drawing a calendar of events together with them. It was noted that the JPGE District Coordinators do not have much control on how IPs are doing their work; this includes issues on reporting. In some cases, the District JPGE Coordinator is just given copies of progress reports which IPs have sent to their respective donors. This is a much larger problem emanating from the nature of sectoral roles and the obligations that individual UN agencies have within the UN structure. It is important that District JPGE Coordinators play a stronger role in bringing about One UN at district level. One way would be to reconsider their terms of reference to give them more power in this area.

Many non-governmental IPs were observed to be working on the same issues, thereby creating confusion and work overload in schools. For instance, Plan Malawi, MAGGA, Malawi Police and Ujamaa were generally perceived to be covering similar issues on Child Rights in the same schools.
iii) Efficiency and effectiveness of the JPGE programme

Overall, at mid-term, the programme has been implemented efficiently; progress on programme specific outcomes indicates that the programme has generally been effective. This is partly due to the fact that despite the high turnover of National Coordinators, the Technical Team, comprising national (local) level staff working full-time on the JPGE within the three UN agencies, has not changed over the years. It is commendable that in cases where National Coordinators have left, temporary internal arrangements were made to use the Technical Team to coordinate implementation of the project. Each UN agency contributed to the timely completion and submission of progress reports; two progress reports have so far been submitted to the donor. Minutes of various district level and national level meetings and monitoring reports were drafted on time and shared. Preparatory activities such as training, setting up of committees, identification of IPs for programme implementation and project sensitization were carried out within a reasonable time.

Coordination mechanisms so far appear to be efficient, as observed at national and district levels. The recruitment of District JPGE Coordinators improved district coordination mechanisms and made implementation of the programme more effective. The JPGE coordinators have anchored linkages between national and district level implementing partner NGOs and the Directorate for Planning and Development (DPD) and the District Education Office (DEM). Disbursement of programme funds from the donor to the UN agencies has always been done on time, but some delays have been experienced in the disbursement of funds from the UN agencies to the district IPs. Late disbursement of funds has created pressure on IPs, since these are required to implement their activities according to specified timelines and to report on time.

At the onset of the programme, Government participation was very low because the project was designed with the UN as the designated implementer; mostly, the UN agencies took the lead to ensure that the multi-partner proposal went through. Government was later brought on board through a negotiation process; this has increased programme ownership on the side of Government and hence improved implementation of activities. Despite the delays in disbursement of funds from UN agencies to IPs, the IPs worked well with local government to ensure implementation of the planned activities and outputs.
iv) Monitoring and Evaluation of the JPGE

The JPGE programme originally intended to implement a joint monitoring and evaluation framework to track project results and meet accountability requirements. Efforts were made to align the framework to the key education goals as proposed in the UNDAF and the Ministry of Education’s strategic objectives, thus making the programme more relevant to national targets.

Monitoring activities for the JPGE have been taking place through joint monitoring visits by key line Ministries, donors and UN agencies, baseline study in 2015, routine data collection periodically, Implementing Partners’ reports and Real-time monitoring. It was reported that Real Time Monitoring (RTM) was initiated in October 2015 as part of reform and digitalization of the education Management system in Malawi and to track integrated multi-sectoral indicators for the seven JPGE outcomes. Various stakeholders were trained and these included JPGE Coordinators, head teachers and teachers in all the programmes schools of the three districts. It was noted nevertheless during interviews that the RTM could not be sustained mainly due lack of ownership from Government.

The fact that the M&E Plan was developed based on each agency’s priority areas and indicators, weakened the joint implementation of the framework, since the Plan was agency-focused rather than One UN-focused as the JPGE requires. It was observed that individual agency M&E focal persons focused on monitoring selected outcomes even though some data collection tools were merged. Secondly, there is need for the M&E technical team to review the existing government system and align the JPGE framework for sustainability. Timely information flow and data quality remain a challenge.

Conclusions on programmatic findings

Overall the JPGE programme is on track in achieving each of the seven key outcomes in the past two years of project implementation. The One UN concept has worked very well, with a few areas needing attention. Programme coordination at national and district level has generally been good although there are some areas that require attention at both national (especially on the Government side) and district levels. The coordination issue should clearly be addressed in the remaining project implementation period and the next three-year phase of the project.
SUMMARY OF RECOMMENDATIONS

a. **Recommendations related to JPGE outcomes**

In the remaining period and the next phase of the JPGE programme, the following areas should be considered under the programme outcomes:

**Outcome 1**
- The programme in Dedza and Mangochi should follow up on bottlenecks leading to low farmer participation in the food procurement systems. For the remaining period, the programme should focus more on this aspect of sustained and quality delivery of service to the learners, for instance, ensuring there are no breaks in food supply to the learners.
- Where resources permit, it is recommended that the HGSF model be expanded to other districts for it has the potential to bring more children to school and help build local economies.

**Outcome 2**
- Improve data capture of the number of girls going back to school.

**Outcome 3**
- YFHS should reach out to all who need them. Efforts should be made to raise awareness and instil knowledge of YFHS, and increase access to YFHS by, for example, improving confidentiality and privacy so that girls are not shy in accessing the services.
- In the next phase of the project efforts should continue to raise girls’ awareness of SRHR, train in menstrual hygiene management, and intensify CSE and Life Skills education to address pregnancy and early marriages.
- For the target to be fully reached in Dedza, there is a need to sensitize girls about the availability of free reproductive health services at the Mtendere clinic.

**Outcome 4**
- Since there is evidence that incidence of sexual abuse can be reduced through girls’ empowerment, this intervention should be expanded to all girls in Standards 5-8 in the target schools.
• There is a need for further study the situation on sexual violence, especially in Salima, and overall to harmonize understanding of the concept of sexual violence.

**Outcome 5**

• The perception by teachers, head teachers and girls themselves is that teachers use gender sensitive and learner centred methods. However, this needs to be triangulated with classroom observations in future research.

**Outcome 6**

• It has been noted that the target of 100% of girls holding leadership positions is not realistic for school clubs that have both boys and girls as this defeats the whole purpose of gender equality. The unimpressive achievement on this indicator is likely because the indicator is over-ambitious; the alternative could be to increase the proportion of clubs or groups with girls in leadership positions.

**Outcome 7**

• Although there is evidence that the community attitudes towards girls' education are changing, sensitization campaigns should continue to strengthen these changed attitudes.

• The evaluation team observed that the School Management Committee (SMC), Parent-Teacher Association (PTA) and Mother Group committees might require training on their roles so that they can fully complement the activities of the Food Committee.

### b. Recommendations on programmatic issues

Recommendations on programmatic issues are presented here in three sections:

i. Programme management

ii. Monitoring and Evaluation

iii. Programme design

#### i. Programme management

• There is need to strengthen the government coordinating structure for JPGE based at the Ministry of Education, so as to build capacity in Government to take the lead in a sustainable programme. This will involve, for instance, giving budgetary support to the development of JPGE annual plans.
• The UN JPGE Coordinator should be located in a neutral office in the next phase of the JPGE.
• The Technical Working Group should continue to do the good job, but this time around work more closely with the **District JPGE Coordinators**.
• The decision to have a permanent National Coordinator for the programme was good and therefore this office should be maintained. There is need to ensure continuity in the UN JPGE Coordination Unit by also creating the position of a **Deputy JPGE Coordinator**. The deputy coordinator should be a national or local staff for sustainability.
• For government ownership and sustainability, there is need to strengthen the district level structures especially the District Coordinating Committee (DCC) or Community Development Committee (CDC). Since the DEM heads the CDC/DCC, it is recommended that the DEM’s office could take over coordination of the JPGE once the UN-appointed Coordinator leaves. In the next phase of the project, it is necessary for the **District JPGE Coordinators** to dialogue with CDC/DCC on key areas of the CDC/DCC that may need strengthening, such as integrating implementation of programme activities to avoid duplication.
• It is recommended that the office of the DEM should assign a Desk Officer as a **District Deputy JPGE Coordinator**. This will ensure that the councils prepare themselves to deal with girls’ education issues in the districts.

**ii. Monitoring and Evaluation**

• The M&E technical team needs to review the existing government M&E system and align the JPGE framework to it for sustainability.
• There is need to strengthen joint implementation of the existing JPGE Monitoring and Evaluation Plan by putting in place separate staff to manage this joint plan. The proposed UN JPGE Deputy National Coordinator should among other things be the focal point for M&E, effectively coordinating individual agency M&E focal points.
• To sustain the DaO concept, Implementing Partners should report to District JPGE Coordinators, who should then report to the agencies. The coordinators should be empowered to achieve this. Their job description will need to be reviewed, and most importantly the agencies will need to make this reporting line clear to their IPs in their contractual agreements.
• The M&E team with support from the UN JPGE National Coordinator’s office should continue promoting various ways of collecting data for monitoring purposes and these could be in form of small scale studies to follow up some of the emerging issues.

• Indicators that are difficult to measure within the joint M&E framework should be reviewed, e.g. knowledge of girls’ behaviour change, access to SRH services.

• There is need to address the issue of school infrastructure, especially learning space, which has been constrained as a result of project intervention gains (increased enrolments, reduced dropout and re-admission of girls).

• There is need to further build capacity of head teachers on data management at school level, which at the moment needs strengthening.

• There is need to conduct a robust Cost Benefit Analysis of the JPGE; the total benefit of the JPGE; and the cost-benefit ratio or net benefit of the JPGE.

iii. Programme design

• Bearing in mind the deep-rooted and persistent nature of some of the barriers to girls’ education, there is need to anchor the programme design and theory of change with continued community sensitization to ensure that community perceptions and practices around girls’ participation in education are effectively dealt with.

• Considering the progress that has been achieved as a result of putting the all the seven outcomes together into a single JPGE package, this model should be scaled up to all schools in Malawi, in order to ensure real change.

• In designing the next phase of the programme, there is need to focus on outcomes and interventions that have most impact on increasing girls’ access to and retention in school. These are:
  - School feeding to enhance access and attention in class.
  - Curbing physical and sexual violence in the school environment, including corporal punishment.
  - Equipping the girls with Life skills for protection.
  - Sensitization on sexual reproduction, especially on menstrual hygiene management.
  - Regular teacher trainings and sensitisation on gender issues.

• Inclusion of infrastructure development to accommodate the increased enrolment.
1.0 INTRODUCTION

The Joint Programme on Girls Education (JPGE) is a three-year programme running from 2014 to 2017, with the overarching aim to improve access to, and the 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 in Malawi. Key implementing partners (IPs) are the district councils of: the Ministry of Education, Science & Technology (the main coordinating Ministry), the Ministry of Health, the Ministry of Labour (MoLYSMD), the Ministry of Gender (MoGCDSW) and the Ministry of Agriculture (MoAIWD); and also the Civil Society.

The JPGE builds on a sister UN project, the Joint Programme on Adolescent Girls (JPAG), implemented since 2010 in Traditional Authorities (TAs) Katuli and Masache in Mangochi and Chikhwawa respectively, and supported by UNFPA, UNICEF, WHO and UNESCO. 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 among young girls aged 10-19 years. In many ways, therefore, the JPGE is an extension of the JPAG in terms of the United Nation’s long term agenda to increase girls’ participation in education in Malawi.

The JPGE recognizes that the numerous negative educational outcomes for girls are a result of complex contextual factors, such as: poverty; cultural practices and gender inequalities; attitudes and behaviours of boys and men, parents, teachers and other community members; as well as negative attitudes and behaviours among the girls themselves. The JPGE’s theory of change therefore posits that:

There are multiple threats to girls’ education and without a comprehensive approach which simultaneously addresses key known threats such as poor food and nutrition, inadequate protection, poor quality schooling, violations of girls sexual and reproductive rights, girls may avoid one threat only to succumb to another.

Through a phased implementation, the JPGE harnesses a “whole school approach”, focusing specifically on girls from Standard 5 to 8 due to the increased risk of dropout and reduced school retention during this period. A total of 79 primary schools are targeted for the JPGE, in 5 zones, across the districts of
Salima (33), Mangochi (32) and Dedza (14). The intervention focuses on schools as the entry point for the relevant UN agencies to apply their technical expertise and leverage change, focusing on community engagement and capacity building for sustainability. Addressing key known threats such as poor food and nutrition, inadequate protection, poor quality schooling, and violations of girls’ sexual and reproductive rights, the JPGE intends to achieve its objectives through seven primary and related outcomes:

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

This review was undertaken in the third year of JPGE project implementation to pave way for improved delivery in the remainder of this programme period and to inform future programming. Originally, An MTR was planned to consider the amendments required in programme design, implementation arrangements and/or institutional linkages. In the end, since the MTR was conducted late in the programme phase, eight months before the programme end in June 2017, this limits the possibilities to effect changes in programme delivery in the current phase. However, given that the review is rather late, this poses a limitation of the extent to which findings can be used to effect changes that might be needed in the current phase hence the MTR recommendations can be used in the design of the next phase of the programme.
1.2 Purpose of the Mid Term Evaluation (MTR)

The MTR aimed to assess if the objectives of the JPGE were being met. It also aimed to examine which factors were proving critical in making change happen (or hindering change). Overall, the MTR reviewed progress under programme outcomes; assessed achievements from 2014 to December 2016; and made suggestions for future programme planning.

Specifically, the MTR intended to:

a. Outline progress made to date as a result of the programme, compared to baseline data.

b. Determine if implemented activities and inputs have contributed towards desired outputs and outcomes.

c. Review the theory of change to determine if activities are well suited to contribute to the desired results.

d. Assess effectiveness and efficiency of inputs and processes.

e. Identify lessons and provide recommendations for cross-sectoral inter-agency girls’ education programmes.
2.0 BOTTLENECK ANALYSIS OF GIRLS EDUCATION IN MALAWI: BRIEF LITERATURE REVIEW

Education is seen as a fundamental right for all children and a fundamental social good. Although girls’ education has received priority on global and national agendas, inequalities in girls’ access to education, and their achievements in education remain low. According to Tembon & Fort (2008), between 1991 and 2006 primary completion rate in low-income countries increased from 57% to 73% with growth in all of the poorer regions. In sub-Saharan Africa (SSA) a growth of 51% to 60% was achieved. Despite such growth, gender inequalities in education in SSA continue to persist. In 2003 it was reported that 47% of out-of-school children worldwide are in SSA, and 54% of them are girls (EFA Global Monitoring Report, 2003).

The school system in Malawi has an 8-4-4 structure - 8 years of primary, 4 years of secondary and up to 4 years of tertiary education. In 1994 primary school enrolments in Malawi increased rapidly following the introduction of free primary education. An additional one million children enrolled in school, an overall increase of 51% with a nearly 60% increase in enrolments in the first grade (Kadzamira, 2003).

Over the past few decades Malawi has made great strides to reduce gender disparities in educational attainment in the education system particularly at primary level. Prior to this period, wide and persistent gender gaps were evident across all levels. However, in 2012, there was still a significant number of children (605,000) still out of school (DFID, 2012). Although there seems to be gender parity at lower primary level, the situation changes as the child moves higher up the primary grades, with the ratio of girls beginning to decline in Standard 5 and worsening by Standard 8 and at secondary school level.

There is evidence that girls’ academic performance both at primary and secondary levels has not improved in Malawi since 2009, except in 2013 at Malawi School Certificate of Education (MSCE) where girls out-performed boys. However, taking average pass rates for the years where data were available, girls still lag behind boys at all three education levels (Table 1), possibly indicating a need for female role models to encourage and empower girls in education.
Table 1: Boys and Girls Pass Rates: Primary and Secondary School Levels

<table>
<thead>
<tr>
<th>Year</th>
<th>% Pass PSLCE Boys</th>
<th>% Pass PSLCE Girls</th>
<th>% Pass JCE Boys</th>
<th>% Pass JCE Girls</th>
<th>% Pass MSCE Boys</th>
<th>% Pass MSCE Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>74.93</td>
<td>62.68</td>
<td>53.05</td>
<td>36.85</td>
<td>36.96</td>
<td>26.67</td>
</tr>
<tr>
<td>2009</td>
<td>73.97</td>
<td>61.84</td>
<td>69.84</td>
<td>54.44</td>
<td>43.63</td>
<td>30.93</td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td>65.55</td>
<td>54.80</td>
<td>57.77</td>
<td>46.48</td>
</tr>
<tr>
<td>2011</td>
<td>74.85</td>
<td>61.74</td>
<td>73.29</td>
<td>58.31</td>
<td>59.43</td>
<td>48.55</td>
</tr>
<tr>
<td>2012</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>2013</td>
<td>*</td>
<td>*</td>
<td>77.06</td>
<td>66.41</td>
<td>45.47</td>
<td>57.70</td>
</tr>
<tr>
<td>Average Pass Rate</td>
<td>74.41</td>
<td>61.79</td>
<td>71.44</td>
<td>58.49</td>
<td>51.58</td>
<td>45.92</td>
</tr>
</tbody>
</table>

Source: Education Statistics – EMIS 2013

*Statistics not available.

Key barriers to girls’ participation in education

The participation of girls in education in Malawi across primary, secondary and tertiary levels is reported to be constrained by a range of factors, from individual to home, community and school factors and the wider socio-economic and political environments. A number of specific barriers to the participation of girls in education in Malawi are clearly evidenced by research and we outline some of them here.

(a) Barriers and interventions before and after 1994

In the late 1980s and early 1990s, the main reasons identified by research for girls’ non-enrolment and lack of persistence in school were school expenses, poor school quality and socio-cultural attitudes, which often were not in favour of girls’ education. Before the abolition of school fees in late 1994, most research studies attributed non-enrolment and dropout of girls from school to lack of school fees. The situation was worse for girls, as financial constraints included the cost of school uniform, which was found to be more expensive for girls than boys (Kadzamira, 2003). Furthermore, due to heavy reliance on girls’ labour, the opportunity costs of sending girls to school were greater, and studies consistently showed that girls spent more time on domestic chores than boys, leaving them very few opportunities for studying (Davison and Kanyuka, 1990). Lower expectations of the girl child’s performance and educational attainment were a key barrier for many years, as parental preference for educating their
sons over daughters was quite pronounced. Consequently, late entry into school was very common, especially among rural children and for the girl child. Most girls dropped out while still in lower primary, one factor being the onset of puberty. Finally, schools were generally not girl friendly in terms of addressing their sanitary needs.

Responding to the various barriers, the Government put in place a number of key interventions in the 1990s to improve girls’ education outcomes, including the Girls Attainment in Basic Literacy and Education (GABLE) programme in 1991, funded by USAID. The main objective of GABLE was to increase girls’ attainment (access, persistence and completion) in basic education. The overall strategies adopted at that time aimed at reducing the cost of educating girls, helping girls complete more schooling before they take on adult roles, creating a gender sensitive environment, social mobilization campaigns, piloting strategies to reduce the distance to school, and providing female role models, all of which were intended to inform national policy in due course (Kadzamira, 2003).

The GABLE approach was multi-faceted, with a variety of well synchronized strategies, and a mix of policy reforms and project activities to address the complex and multiple constraints faced by girls in maximally participating in education, in the context of the wider goal to improve education outcomes in Malawi. While some of these interventions worked, the challenges of girls’ participation still exist today, and this explains why currently there are complex interventions such as the JPGE, which is being jointly championed by UN agencies. Despite the abolition of school fees in 1994, over 10% of school-aged children do not attend primary school. In the first two grades, net enrolment rates for both boys and girls are high but only 26% of children complete the entire primary school cycle; of these, a meagre 16% are girls (http://www.unicef.org/malawi/children.html). Only 28.8% of Malawi’s secondary age girls were enrolled in secondary school in 2008-2012, and the net attendance rate for girls was 10.4% in the same period. (https://www.unicef.org/infobycountry/malawi_statistics.html).

(b) Barriers, interventions and bottlenecks in the past decade

While it is clear that a high degree of effort has been put into the education of girls in recent years, we continue to see the persistence of challenges linked to the same factors as existed many decades ago, signifying certain deeply rooted causes for this. These factors are: access; socio-cultural; policy-related, system/school related, and economic. Since these challenges have evolved over the years there is need to use more complex, broad-based strategies to tackle them.
Barriers to access to primary school

It has been observed that factors related to the girl herself affect her entry into school, such as low self-esteem and low aspirations for career and life. These originate from the fact that girls are socialized to be subservient, complementary to males and therefore docile. Such low self-esteem results in negative attitudes towards certain school subjects that resonate more with males than females, such as Mathematics and Science. Girls’ perceptions of the usefulness of schooling or of their chances of success in school may hinder them from even enrolling. Additionally, since studies show that girls from small and wealthy families are more likely to enter school than those from large families with high poverty levels, it is clear that in large, poor families’ choices have to be made as to who will benefit from scarce resources. In such cases, boys are preferred and girls may not be allowed to attend school, as their labour is highly demanded. Orphaned girls may be in an even worse situation as they may be required to earn their upkeep in the households that take them in when their parents die. Similarly, girls with disability may not easily access school as the cost of and opportunities for education are much higher (Tembon & Fort, World Bank, 2008).

Socio-cultural factors, especially traditional beliefs, have been found to influence girls’ enrolment and survival in school. Such beliefs relate to women’s role in society – girls will grow to be identified as someone’s mother and a wife, with housekeeping as the major responsibility. Rural girls are the most negatively affected by this kind of belief since they are forced into early marriages as a form of protection from unwanted pregnancies, and to provide them with the social and emotional security that a husband can give. Also, socio-cultural practices such as initiation ceremonies and sexual traditional dances are considered to result in teenage pregnancies, taking a toll on girls.

Policy related factors are also a big challenge to girls’ participation in education. As we have discussed earlier, the Government of Malawi has now recognised the many bottlenecks relating to girls’ education and put in place engendered policies focused on girls. However, for many years there was no such policy or plan and consequently coordination has been a very weak area.

System/school related factors at many levels affect girls’ education, from access to participation to completion. The quality of the education system, the school and the classroom greatly impact on girls’ participation and survival in school. Such factors include: Long distance to school especially in rural areas (Kadzamira & Chibwana, 2000); Poor and insufficient school infrastructure and furniture, which create a very uncomfortable environment for girls, especially during menstrual periods, leading to girls’ absenteeism, poor performance and eventual drop-out from school; and Inadequate staffing and lack of qualified female teachers, especially in rural areas (MoEST, 2014).
**Economic factors** Poverty at the household level is a major barrier to the education of girls. Poor families have to choose which children will bring higher returns on the investment of scarce resources by being sent to school. In most cases, male children are preferred due to the social cultural factors described above, that determine rate the economic return on boys’ education compared with that for girls. Additionally, as discussed earlier on, girls may drop out of school for early marriage to mitigate the poverty of the family (Kadzamira & Chibwana, 2000).

**(c) Current Interventions to increase participation of girls in education in Malawi**

The complexities around improving girls’ participation in education mean that multifaceted and broad based approaches should be used to address the existing and persisting challenges. The MoEST’s National Girls Education Strategy (NGES) (2013-2018) provides a framework for improving girls’ educational outcomes, taking gender and human rights perspectives. As a consolidated strategy, it was envisaged that the NGES would facilitate the pace at which Malawi would achieve MDGs 2 and 3 (now Goal 5 under the SDGs). With priorities based on gaps identified by relevant sub-sectors, NGES recommends various strategies to address barriers to girls’ education at primary, secondary and tertiary levels. The priority areas are: (i) Quality improvement for girls’ education; (ii) Traditional beliefs and social cultural factors affecting girls’ education; (iii) Policy, systems and school factors; (iv) Economic factors, and (v) Effects of HIV and AIDS (MoEST, 2014).

The various interventions under the JPGE are set in the context of the NGES. It is clear that individual interventions to increase girls’ participation may not be effective as the challenges that girls meet are multifaceted. The recognition of the complexity and persistence of the girls’ education challenge is central to the JPGE’s comprehensive approach, which simultaneously addresses various key known threats, namely poor food and nutrition, inadequate protection, poor quality schooling, violations of girls sexual and reproductive rights. The JPGE programme takes into account that girls may avoid one threat only to succumb to another.
3.0 METHODOLOGY

The review used a ‘convergent parallel mixed research design’, which involved collecting and analysing two independent strands of quantitative and qualitative data at the same time in a single phase. This approach combines both quantitative and qualitative methods, which essentially provided opportunities for deductive and inductive approaches to data analysis in order to gain insights into the context of JPGE as implemented and experienced by individual participants in the three programme districts.

Overall, the MTR was conducted in three phases: Desk Study, Primary Data Collection, and Data analysis and report-writing. Phase 1 Desk Study involved a review of key programme documents to provide background to the survey, enhance understanding of the programme and enable a bottleneck analysis of literature, outlining relationships between school infrastructure and such factors as access, demand, enabling environment and overall quality of education. In Phase 2, primary data was collected using both quantitative and qualitative methodologies and in the final phase, data was analysed and this report was produced.

3.1 Quantitative data collection

The strategy for collecting primary data was stratified sampling; the first level of stratification was the district, followed by the education zones in each of the three districts. Selection of primary schools was purposive; all the primary schools which were visited during baseline were sampled in this study. At primary school level, girls to be interviewed were randomly selected from the list of the girls in Standards 7 and 8 (these girls were in Standards 5 and 6 when the project started). Selection of health facilities from where data was collected was purposive and convenient, thus only those health facilities in the zone where the primary schools are situated were selected. Priority was given to those which were visited during the baseline study.

3.1.2 Sampling process

(a) Sample size for survey of in-school girls (Stds 5-8)

In generating sample size for the survey of primary school girls, the strategy used in the baseline was maintained with some level of adjustment, in that the sample size was increased by 20% to reflect changes in school population, to accommodate non-responses and any possible statistical under-estimation during the sampling. Maintaining the sampling strategy used at baseline ensured that any
changes in project indicators were attributed to the intervention and not to measurement differences. Distribution of sample size across the zones used Probability Proportion to Size (PPS), where the size of the sample was determined by the number of girl pupils enrolled per zone, meaning that more weight was given to bigger zones and less weight to smaller ones. Table 2 shows the samples per district per zone.

Table 2: Sample Size for Primary School Data

<table>
<thead>
<tr>
<th>Districts</th>
<th>Educational Zone</th>
<th>No. of Programme Schools</th>
<th>Proportion</th>
<th>No. of sampled girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salima</td>
<td>Katelera</td>
<td>10</td>
<td>0.24</td>
<td>115</td>
</tr>
<tr>
<td></td>
<td>Ngolowindo</td>
<td>7</td>
<td>0.17</td>
<td>80</td>
</tr>
<tr>
<td>Mangochi</td>
<td>Mdinde</td>
<td>8</td>
<td>0.2</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Mkumba</td>
<td>9</td>
<td>0.22</td>
<td>103</td>
</tr>
<tr>
<td>Dedza</td>
<td>Chimbiya</td>
<td>7</td>
<td>0.17</td>
<td>80</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>41</strong></td>
<td><strong>1.000</strong></td>
<td><strong>470</strong></td>
</tr>
</tbody>
</table>

(b) Sample distribution per primary school

The PPS approach was also used to determine the number of sampled girls per primary school. Purposively, the primary schools sampled were the ones visited during the baseline study (Table 3).

Table 3: Sampled Primary Schools per Zone

<table>
<thead>
<tr>
<th>District</th>
<th>Zone</th>
<th>Number of Schools</th>
<th>Programme Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salima</td>
<td>Katelera</td>
<td>10</td>
<td>Chapita; Chikadwe; Katelera; Lungumadzi; Mchoka; Mkombe; Mtemeyiti; Mtunthama; Lifidzi</td>
</tr>
<tr>
<td></td>
<td>Ngolowindo</td>
<td>7</td>
<td>Kapira, Lifuwu; Ngolowindo</td>
</tr>
<tr>
<td>Mangochi</td>
<td>Mdinde</td>
<td>8</td>
<td>Kachere; Luchimwa; Luwalika; Mdinde; Mpwataka; Nambalale; Mgwirizano</td>
</tr>
</tbody>
</table>
(c) **Sampling size for Household Survey**

The sampling strategy that was used in the baseline was maintained, and adjusted upwards. The distribution of the sampled households per zone took into account the size of the zones in terms of number of primary schools. Household data were collected from the communities surrounding the primary schools. Hence, to determine the number of households per primary school catchment area, the number of households per zone was divided by the number of primary schools in that zone. Purposive sampling was used to identify target households which had a girl-child in Standards 5-8 attending the nearest school. Table 4 shows the samples per district and per zone.

**Table 4: Sample sizes per District and per Zone**

<table>
<thead>
<tr>
<th>District</th>
<th>Zone</th>
<th>No. of Programme Schools</th>
<th>Proportion</th>
<th>No. of sampled Households</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salima</td>
<td>Katelera</td>
<td>10</td>
<td>0.244</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>Ngolowindo</td>
<td>7</td>
<td>0.171</td>
<td>34</td>
</tr>
<tr>
<td>Mangochi</td>
<td>Mdinde</td>
<td>8</td>
<td>0.195</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>Mkumba</td>
<td>9</td>
<td>0.22</td>
<td>44</td>
</tr>
<tr>
<td>Dedza</td>
<td>Chimbiya</td>
<td>7</td>
<td>0.171</td>
<td>34</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>41</strong></td>
<td><strong>1</strong></td>
<td><strong>200</strong></td>
</tr>
</tbody>
</table>

(d) **Quantitative data collection tools**

Questionnaires were administered to school heads, teachers, parents, community representatives, boys and girls, and out-of-school youth. Questionnaires were aligned with the programme outcomes to ensure their relevance and to allow measurement of progress in achieving programme outcomes. The questionnaires for school children were considerably simplified, and did not contain questions about the
sustainability of JPGE. The statistics for all quantitative indicators were captured, using five quantitative data collection tools - individual girls’ questionnaire, school-level questionnaire, household-level questionnaire, primary education advisors’ (PEA) questionnaire, and questionnaire to facilities offering YFHS.

3.2 Qualitative Data Collection

Primary qualitative data helped in explaining the reasons behind observed levels of quantitative indicators. Key Informant Interviews (KIIIs) and Focus Group Discussions (FGDs) were the key techniques used in collecting qualitative data.

Key informants (KIIIs) included national level stakeholders (key staff of UN agencies, Ministry of Education Headquarters, Steering Committee, and Donor partners), district and local level stakeholders from key ministries: MoEST, MoGCDSW, MoLYSMD and MoAIWD. The list of specific key informants contacted is in Annex 1.

Focus Group Discussions (FGDs) were held with selected parents, learners (Standard 5-8 girls and boys, and girls accessing CBE), School Management Committees (SMCs), School Feeding Committees, Village Education Committees, Village Civil Protection Committees and Mother Groups. Table 5 summarizes the number of FGDs that were conducted.

Table 5: Number of FGDs conducted

<table>
<thead>
<tr>
<th>No.</th>
<th>FGD Type</th>
<th>Number per zone</th>
<th>Total for the 5 zones</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Female learners/girls</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>Male learners/boys</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>Parents/Guardians (mixed)</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>School related committees</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>Girls in CBE</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>5</td>
<td>30</td>
</tr>
</tbody>
</table>
3.3 Study Limitations

Primary data was collected over a period of 1.5 weeks. Due to the timing of the evaluation near the end of the first school term (September to December, 2016), moving towards Christmas and New Year festivities, it was a big challenge to collect certain types of data from Government and Implementing Partner (IP) offices at both district and national levels. The team had prioritized collection of school level data, and Government offices closed before we could finish collecting national level data. Additionally, since the Consultancy team did not conduct classroom observations for Outcome 5 to assess teacher interaction with the learners, girls’ own assessment of the lessons was used as a proxy for the use of learner centred and gender responsive teaching methods.

For Outcome 1, the consultancy team did not collect attendance data from school registers, which would have been the most reliable source. Instead, school attendance data was collected on the day of the visit by physically counting the number of pupils that had come to school. The results on this indicator should therefore be interpreted cautiously since there are various factors (e.g. market days) that can affect pupil attendance on a particular day.

Finally, due to time and resource constraints, the consultants were not able to perform a robust Cost Benefit Analysis during the study.
4.0 FINDINGS ON THE SEVEN JPGE OUTCOMES

This section presents outcome-specific findings of the Mid-Term Review (MTR) of the JPGE programme, emphasizing progress made in the achievement of the various set indicators. First, it is important to understand the social and demographic characteristics of the study participants.

4.1 Social demographic characteristics of the study participants

The survey targeted girls who were in Standards 7 and 8 and their households. Within the households, the responsible adult was identified and interviewed. Table 6 shows numbers of girls and households interviewed and the proportions by district.

Table 6: Number of Interviewed Girls and Households

| District | Girls | | | Households | |
|----------|-------|| | | |
| N | % | N | % |
| Salima  | 200   | 45 | 63 | 33.7 |
| Mangochi | 165   | 18 | 36 | 47 |
| Dedza   | 83    | 37 | 88 | 19.3 |
| Total   | 448   | 100 | 187 | 100 |

4.1.1 Characteristics of the girls surveyed

The average age of the girls interviewed was 14.67 years, slightly higher than the mean age of the girls interviewed during the baseline (14.0 years). The minimum age was 10 years and the maximum age was 20; the standard deviation was 1.57. Table 7 presents the average ages for the sampled girls and reveals that most girls in the programme are early adolescents.
Table 7: The Mean Ages of the Girls by District

<table>
<thead>
<tr>
<th>District</th>
<th>N</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salima</td>
<td>200</td>
<td>14.54</td>
</tr>
<tr>
<td>Mangochi</td>
<td>165</td>
<td>14.95</td>
</tr>
<tr>
<td>Dedza</td>
<td>83</td>
<td>14.42</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>448</strong></td>
<td><strong>14.64</strong></td>
</tr>
</tbody>
</table>

The survival status of the girls plays a pivotal role in their wellbeing. How they are cared for and who cares for them will affect girls’ health, and their academic, social and economic lives. Therefore, the study sought to understand the status of the girls with regard to parenthood, i.e. whether their biological parents were alive or not, as noted in the baseline survey. Overall, 78% of the girls had their parents alive at the time of the study, and many of these may be cared for by others who are not their biological parents. Slightly over 12% reported their father was not alive, while 5.9% said their mother was not alive. Double orphanhood is the most challenging situation for a child, and 2.5% of the total respondents reported both their father and mother had died (see Table 8).

Table 8: Survival Status of the Girls surveyed

<table>
<thead>
<tr>
<th>Status of a girl</th>
<th>Mangochi</th>
<th>Salima</th>
<th>Dedza</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>N</strong></td>
<td><strong>%</strong></td>
<td><strong>N</strong></td>
<td><strong>%</strong></td>
</tr>
<tr>
<td>Both parents alive</td>
<td>124</td>
<td>75.6</td>
<td>154</td>
<td>78.6</td>
</tr>
<tr>
<td>Mother dead</td>
<td>13</td>
<td>7.9</td>
<td>9</td>
<td>4.6</td>
</tr>
<tr>
<td>Father dead</td>
<td>20</td>
<td>12.2</td>
<td>26</td>
<td>13.3</td>
</tr>
<tr>
<td>Both parents dead</td>
<td>4</td>
<td>2.4</td>
<td>7</td>
<td>3.6</td>
</tr>
<tr>
<td>Other specify</td>
<td>3</td>
<td>1.8</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>196</strong></td>
<td><strong>100</strong></td>
<td><strong>164</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Regarding occupation of the primary caregivers for the girls, the majority (43.8%) of the girls are living with a caregiver who earns a living through farming. A considerable proportion of caregivers (16.5%)
earn a living through casual labour, and others (16%) survive on business or non-farm income generating activities (Table 9).

**Table 9: Primary Occupation of Caregivers for the Interviewed Girls**

<table>
<thead>
<tr>
<th>Primary occupation of the caregiver</th>
<th>Salima</th>
<th>Mangochi</th>
<th>Dedza</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Farming (Crop + Livestock)</td>
<td>77</td>
<td>39.3</td>
<td>81</td>
<td>49.4</td>
</tr>
<tr>
<td>Salaried Employment</td>
<td>21</td>
<td>10.7</td>
<td>21</td>
<td>12.8</td>
</tr>
<tr>
<td>Self Employed (off farm)</td>
<td>18</td>
<td>9.2</td>
<td>12</td>
<td>7.3</td>
</tr>
<tr>
<td>Casual Labourer (on/off farm)</td>
<td>37</td>
<td>18.9</td>
<td>32</td>
<td>19.5</td>
</tr>
<tr>
<td>Business / Non-farm income generating enterprise</td>
<td>41</td>
<td>20.9</td>
<td>14</td>
<td>8.5</td>
</tr>
<tr>
<td>Total</td>
<td>196</td>
<td>100</td>
<td>160</td>
<td>100</td>
</tr>
</tbody>
</table>

4.1.2 Characteristics of the survey households

As earlier indicated in the section on Methodology, apart from girls in schools, the survey targeted households with at least one girl child enrolled in school within the programme area at the time of the survey. The social demographic characteristics of these households are presented in this section. Table 10 shows that most (67.9%) of the respondents were married monogamously. There was also a reasonable proportion of those who were divorced (10.7%) and widowed (11.2%).

**Table 10: Marital Status of the Respondent**

<table>
<thead>
<tr>
<th>Marital status of respondent</th>
<th>Salima</th>
<th>Mangochi</th>
<th>Dedza</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>%</td>
<td>N</td>
<td>%</td>
<td>N</td>
</tr>
<tr>
<td>Single</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2.3</td>
</tr>
<tr>
<td>Married Monogamous</td>
<td>45</td>
<td>71.4</td>
<td>55</td>
<td>62.5</td>
</tr>
<tr>
<td>Married Polygamous</td>
<td>2</td>
<td>3.2</td>
<td>12</td>
<td>13.6</td>
</tr>
</tbody>
</table>
Other social demographic characteristics of the respondents were also researched and the results are summarized in Table 11.

**Table 11: Other Social Demographic Characteristics of the Respondents**

<table>
<thead>
<tr>
<th>Other characteristics of respondent</th>
<th>Salima</th>
<th>Mangochi</th>
<th>Dedza</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Average</td>
<td>SD</td>
<td>Average</td>
</tr>
<tr>
<td>Number of years of schooling for the respondent</td>
<td>4.46</td>
<td>3.291</td>
<td>4.25</td>
</tr>
<tr>
<td>Number of years of schooling for the spouse</td>
<td>5.35</td>
<td>4.289</td>
<td>5</td>
</tr>
<tr>
<td>Total household size (male respondents)</td>
<td>2.81</td>
<td>1.544</td>
<td>2.78</td>
</tr>
<tr>
<td>Total household size (female respondents)</td>
<td>4.02</td>
<td>1.442</td>
<td>4.26</td>
</tr>
<tr>
<td>Total household size</td>
<td>6.7</td>
<td>2.46</td>
<td>7.06</td>
</tr>
<tr>
<td>Number of children studying in primary</td>
<td>3.03</td>
<td>1.177</td>
<td>3.59</td>
</tr>
</tbody>
</table>

The average number of years of schooling among the respondents at household level was 4.46 years, with a minimum of zero years and a maximum of 16 years. This shows that majority of household respondents had low levels of education. The average household size was 6.7, which is high compared to the national average which stood at 4.5 in the national census of 2008 (NSO, 2008).

4.2 Outcome 1 - Girls and boys in targeted schools are well nourished and able to stay in school

In the JPGE, WFP provides meals to the targeted schools in order to improve the nutrition of both boys and girls. Chronic hunger and perpetual household food insecurity in Malawi cause pupils to fail to go to
school, or if they do go, the majority do so on an empty stomach. Apart from alleviating short term hunger, school meals may lead to good nutrition among school children and hence enable them attend and complete school. School meals were therefore provided to school children to improve the various education outcomes. Also, school meals were being provided with Take Home Rations (THR).

4.2.1 Consumption of diverse meals at school

Unlike the standard CSB (Corn Soya Blend) porridge provided to a larger population of school pupils in Malawi, WFP has now started providing selected schools in Mangochi, Salima and Dedza on a daily basis with actual school meals that are diversified and nutritious, containing food from at least four of the six Malawian food groups. According to nutritional guidelines, an individual can live a healthy and well-nourished life if they regularly consume food from at least 4 of the 6 food groups. Healthy and well-nourished pupils will therefore be able to participate in school and complete their education. In this survey, head teachers were asked about the number of days in a month a school was providing meals from at least four of the six food groups. The results on this indicator are summarized in Figure 1.

![Figure 1: Average number of schooldays per month when at least four food groups were provided](image)

Based on the results, pupils from the three programme districts were consuming foods from at least four of the six food groups about 17-18 times in a month. Taking an average of 22 school days in a month, the results indicate that pupils had diversified diets for close to 80% of their time in school. This result is commendable, especially since the survey team had been informed that farmer organizations in some schools (e.g. in Dedza) were not able to supply food to the schools because of pricing issues, thus affecting the success of the Home Grown School Feeding (HGSF) approach. Some farmers were opting to
sell their food commodities at a higher price on the open market. From a nutrition perspective, the results under this indicator are encouraging and it is recommended that, where possible, the HGSF approach should be promoted in most schools in the country, upon a careful understanding of its operation and cost effectiveness.

4.2.2 Participation of smallholder farmers in the provision of food to schools

In the WFP’s HGSF model, local farmers within the school catchment area are the main suppliers of foodstuffs to the programme schools. Food is procured through farmer organizations or direct from the local market. This model creates a market for local farmers, giving them an opportunity to sell their produce at fair prices. Thus, apart from benefiting the pupils, the community is further benefitting economically. For the purposes of the survey, the quantity of food purchased from the aggregation/combination system that programme farmers were participating in was used as an indicator to measure the extent to which farmers were involved in the provision of meals to their local schools. Figure 2 summarizes the findings on this indicator.

![Figure 2: Quantity of food purchased from aggregation systems in which smallholders are participating as % of project purchases](image)

The results show that Salima district has surpassed the other two districts in quantities of food procured from the aggregation system, implying that smallholder farmers in Salima are transacting more in the open market than their counterparts in Mangochi and Dedza. While the evidence shows slightly lower farmer participation in Mangochi and Dedza, it is nonetheless satisfactory and can therefore be improved upon in the remaining project period. Therefore, it is important to establish the bottlenecks leading to low farmer participation in the food procurement systems in those two districts. The survey
identified the issue of pricing as a bottleneck, and also that schools were late in paying the suppliers, possibly due to late funding and processing of funds at district level.

4.2.3 Establishment of school feeding (THR and HGSF) in programme areas

Apart from the key outcome indicators, progress of some selected programme outputs was also assessed; these are presented in Tables 12 and 13, and Figure 3. Table 12 shows the number of pupils (girls and boys) reached by the feeding programme, and the number of THR s distributed, by district.

Table 12: Number of pupils reached with HGSF and THR, disaggregated by sex

<table>
<thead>
<tr>
<th></th>
<th>Mangochi</th>
<th>Salima</th>
<th>Dedza</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>HGSF</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>8,242</td>
<td>15,066</td>
<td>8,050</td>
<td>31,358</td>
</tr>
<tr>
<td>Boys</td>
<td>7,780</td>
<td>16,040</td>
<td>7,535</td>
<td>31,355</td>
</tr>
<tr>
<td>Total</td>
<td>16,022</td>
<td>31,106</td>
<td>15,585</td>
<td>62,713</td>
</tr>
<tr>
<td>THR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>1,498</td>
<td>6,383</td>
<td>2,141</td>
<td>10,022</td>
</tr>
</tbody>
</table>

The results indicate that indeed the target groups are being reached, a finding that is commendable. The number of girls being reached by THR is encouraging since literature does suggest that THR for girls in upper primary classes increases girls’ retention in schooling (Adelman, et al., 2008). While Dedza distributed the same amount of food as planned, Salima distributed much more food than planned and Mangochi distributed much less than planned (Figure 3).

Figure 3: Percentage of food distributed compared with what was planned
These findings could indicate a number of problematic issues, such as food unavailability due to late procurement of food supplies, or distribution and food plans that do not correspond with the needs on the ground. The finding on Salima could possibly be related to the issue of pupil attendance as explained under Outcome 2, on re-entry to school. It would be expected that lower pupil attendance and/or dropout will lead to less food being utilized than planned.

Empowerment of school level committees with knowledge on food handling, hygiene and sanitation, and nutrition is a critical component in ensuring that the school meals programme is being implemented as expected and within standard operating procedures. Table 13 presents the progress made on capacity building activities in the programme districts.

*Table 13: Capacity building of Food Committees, School Management Committees and Parent-Teacher Associations*

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Salima</th>
<th>Mangochi</th>
<th>Dedza</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of PTAs trained on hygiene, nutrition and sanitation</td>
<td>Baseline 14.3.00</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>MTR 100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Proportion of SMC trained on hygiene, nutrition and sanitation</td>
<td>Baseline 14.3%</td>
<td>0.0%</td>
<td>16.7%</td>
</tr>
<tr>
<td></td>
<td>MTR 100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Proportion of Food Committees trained on hygiene, nutrition and sanitation</td>
<td>Baseline 14.3%</td>
<td>5.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>MTR 100%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

The results show that all relevant school level committees have been trained on hygiene, nutrition and sanitation. The findings therefore suggest that the school meals programme has set up and capacitated necessary structures for effective implementation. In the remaining period, more efforts should be spent on quality of service delivery rather than trainings.

Apart from reporting progress on the quantitative indicators under Outcome 1, programme reports indicate that there is considerable progress on capacity building for schools to ably prepare and provide meals in a safe, secure and healthy environment. Also, the project has constructed school meals
infrastructure such as kitchens and storerooms in 78 schools. There is evidence that all schools received cooking and eating utensils, since they were found in the sampled schools.

### 4.2.4 Outcome 1: Summary

Overall, there is good progress on all the six indicators assessed in the MTR for Outcome 1 compared to the baseline. The quantity of food from aggregated systems was at 71% on average while over 6,000 girls were reached with HGSF and over 10,000 with THR. Nearly all the food planned was purchased and distributed although Salima distributed more than planned while Mangochi distributed less than planned; and all school committees were trained on food handling and hygiene.

*There is need however for the programme in Dedza and Mangochi to follow up on bottlenecks leading to low farmer participation in the food procurement systems. For the remaining period, therefore, the programme should focus more on sustained and quality delivery of service to the learners. Where resources permit, it is recommended that the HGSF model be expanded to other districts, for it has the potential to bring more children to school and to help build the local economy.*

### 4.3 Outcome 2 - Increased access to second chance education for girls who are in, or have left, school

High dropout rate is one of the signs of low internal efficiency in formal primary education in Malawi, resulting in a 52% completion rate in 2014 (Government of Malawi, EMIS, 2014). Girls’ completion rate is lower (47%) than that of boys (56%), showing that girls drop out more. As part of the JPGE programme, UNICEF supported the process of providing opportunities for second chance education for learners, especially girls, who had left school for one reason or another or had never been to school. This was to be achieved through provision of non-formal education, provided in two forms – through the already established three-year Government Complementary Basic Education (CBE) programme, and through nine-month courses at functional literacy centres specially set up under JPGE. The progress made on this indicator at MTR is discussed in subsequent sections.
4.3.1 Number of girls receiving non-formal education

In conjunction with the NGO AGLIT+ and the Ministry of Youth at district level as Implementing Partners, the JPGE programme, with support from UNICEF, established functional literacy centres - initially in 2015 in two zones in each of the target districts, and by 2016 this was expanded to four zones in each district giving a total of 12 zones. The 12 zones and the number of literacy centres/learning centres established are summarized in Table 14.

The establishment of these centres is a positive outcome of the JPGE project in the provision of second chance education to out of school girls. The JPGE programme has not only provided the literacy centres but it has also trained facilitators and supervisors to ensure that quality education is provided. In addition, it has provided basic teaching and learning materials in all the centres, and bicycles to support facilitator movement. Furthermore, communities have been oriented and Village Education Committees established and trained to help support the centres.

Table 14: Number of Functional Literacy Centres by district and zone

<table>
<thead>
<tr>
<th>District</th>
<th>Education Zone</th>
<th>Number of Learning Centres</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedza</td>
<td>Chimbiya</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Katewe</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Maonde</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Thete</td>
<td>15</td>
</tr>
<tr>
<td>Mangochi</td>
<td>Malombe</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Mdinge</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Masongola</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Mkumba</td>
<td>15</td>
</tr>
<tr>
<td>Salima</td>
<td>Chipoka</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Kaphatenga</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Katerera</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Ngolowindo</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td></td>
<td></td>
<td>168</td>
</tr>
</tbody>
</table>

Source: AGLIT+ JPGE First quarter report March-June 2016
The indicator on this outcome is the number of girls receiving non-formal education, which is determined by number of girls enrolled in the literacy centres. The target for the JPGE programme was 8,000 girls by 2017. In order to achieve this, the JPGE programme set progressive targets - 2,250 for year 1 and 5,000 for year 2. The findings of the MTR show that since inception the literacy centres have registered enrolment beyond the programme targets. The actual figure enrolled in year 1 was 3,740 learners, 1,490 learners above target. In year 2, even the target of 5,000 has been surpassed, due to the addition of two new zones in each of the impact districts. Table 15 shows the enrolment rise by 498 learners above target in June 2016. With regard to the overall JPGE programme target of 8,000 girls receiving non-formal education in the three years, the current enrolment (9,278 girls for the two years) already surpasses this target by 1,278 girls.

**Table 15: Number of learners enrolled in functional literacy centres against target by district for 2016**

<table>
<thead>
<tr>
<th>District</th>
<th>No. of Learning Centers</th>
<th>Average No. of Learners/ Learning Center</th>
<th>Target No. of Learners</th>
<th>Actual Enrolment (July 2016)</th>
<th>Additional No. of Learners Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dedza</td>
<td>56</td>
<td>30</td>
<td>1680</td>
<td>1817</td>
<td>137</td>
</tr>
<tr>
<td>Mangochi</td>
<td>56</td>
<td>30</td>
<td>1680</td>
<td>1874</td>
<td>194</td>
</tr>
<tr>
<td>Salima</td>
<td>56</td>
<td>30</td>
<td>1680</td>
<td>1847</td>
<td>167</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>168</strong></td>
<td><strong>30</strong></td>
<td><strong>5,040</strong></td>
<td><strong>5,538</strong></td>
<td><strong>498</strong></td>
</tr>
</tbody>
</table>

*Source: AGLIT+ JPGE First quarter report March-June, 2016*

CBE centres are run by Government, and receive some support under JPGE. Data on enrolment in the CBE centres is scanty for the target zones. It may be that some of these zones do not have CBE centres, but only the functional literacy centres instituted under the JPGE. However, for the zones where data on CBE centres are available, enrolment into CBE of girls who dropped out of school contributes to the success of the JPGE programme in providing second chance education. For Ngolowindo zone in Salima (where data was available) for example, a total of 504 learners, 51% of whom are girls, were given second chance education through the CBE learning centres. It might be useful for districts to collect and keep data on CBE enrolment and graduation in order to allow for a more conclusive picture on CBE contribution to the outcome.
4.3.2 Number of girls graduating from functional literacy programmes

The functional literacy centres are supposed to serve two purposes, the first being to instil functional literacy skills in the girls so that they will live more productively in their communities, while the second is that some will go back to school after graduating. The target number of girls graduating from the functional literacy programmes was far higher than the expected enrolment (8,000), standing at 11,160 in 2016. It is possible that this high figure includes other non-formal education programmes that may exist in the districts. Reports from AGLIT+, which works hand in hand with UNICEF on this outcome, show that at the end of the first nine months of the programme, out of the 3,740 girls enrolled, 3,175 graduated. This is a 85% graduation rate, surpassing the target of 70% for the programme. This is outstanding performance, and is a sign that relatively fewer girls drop out of such centres compared to formal primary school. Unfortunately, graduation data for the second JPGE year was not available. This will have to be followed up in the end line evaluation and districts should be encouraged to keep data to this effect.

Despite this, it is possible to confirm that the graduation level for the first programme year was a good start. If followed through to the end of the three years, achievement of the set target on number of girls graduating from the functional literacy programmes seems very probable.

4.3.4 Number of girls that re-entered primary school

Although re-entry into formal primary school is not a primary indicator of success for the JPGE programme, it is useful to know the number of girls that re-entered as a percentage of graduates from functional literacy programmes. AGLIT+ data shows that 642 girls out of those that graduated (representing 20% of graduates) re-entered formal school in Standards 1-4. The zonal distribution of the girls who re-entered compared to those enrolled is found in Figure 4, which gives data on two zones from each district.
Figure 4: The number of girl learners going back to school against enrolment in functional literacy centres in each zone (2015)

The figure only gives an overview of the situation since the actual number of learners graduating from each of these zones was not available for 2015, but only data for enrolment in functional literacy centres and for re-entry into school. Despite shortcomings in availability of data, it is clear that Mkumba and Mdinde zones in Mangochi registered higher numbers of girls re-entering school than Ngolowindo in Salima, which registered the lowest number. There is no data on re-entry in 2016 to allow for discussion of progress in each district to be made. It may be useful to devise standard data capture techniques for the JPGE coordinators so that they capture the same information per district.

4.3.5 Outcome 2: Summary

In summary, a lot of progress has been made on the provision of second chance education to girls out of school, through the establishment of 168 functional literacy centres in all five programme zones in the three impact districts, and the JPGE programme is on track. From a baseline of almost zero, the progress made is tremendous, surpassing set targets (9,278 girls enrolled against a target of 8,000, and high numbers of graduates). In 2015, 20% of graduates re-entered school. There is anecdotal evidence that the functional literacy programme is in great demand and this explains why it has been extended to zones other than those targeted by the JPGE programme in the impact districts. Furthermore, MoLYSMD
has adopted the functional literacy programme for implementation in a new district, Chikhwawa, with technical support from AGLIT+.

In Salima, 504 learners, half of them girls, had access to second chance education through the CBE learning centres in Ngolowindo zone. Benefitting from the gains in the functional literacy programme, UNICEF has provided technical support to the Ministry of Education to roll out a more cost efficient national model of CBE that is now being piloted in Salima district with the support of JPGE programme.

4.4 Outcome 3 - Quality integrated youth friendly services, resources and structures, addressing CSE, SRHR, HIV/AIDS and GBV are in place for girls who are in, or have left, school

Key aspects of the JPGE programme revolve around ensuring that young people, particularly adolescent girls, access health services which are youth friendly, that they are aware of their reproductive health rights and their sexuality, and are protected from gender based violence in school and in their communities. This stems from the realisation that most of the health needs and problems facing young people, especially girls, are related to sexual and reproductive health, and yet the majority of young people are not sufficiently aware of these issues, nor are they aware of the existence of reproductive health services. Moreover, the few that are aware of these services have problems in accessing them, a situation that prompted the National Youth Friendly Health Services Strategy (2015-2020). To mitigate against these factors, the JPGE programme, with support from UNFPA, supports school-linked health centres where girls in and out of school can access Youth Friendly Health Services (YFHS). Also under JPGE, youth peer educators and providers of YFHS have been trained. Lastly, video shows related to sexual and reproductive health and life skills are provided, and quiz competitions for girls are conducted.

4.4.1 Percentage of girls accessing YFHS

On access to youth friendly health services, the girls were asked first whether they had needed YFHS in the past 12 months. The findings in Figure 5 show that the service was needed by girls ranging from 11 to 19 years old who are in Standards 5-8 of primary school; 17 to 19 year olds displayed greater need, as would be expected. Taking all age groups, during the MTR 37% of the girls said they had needed YFHS MTR compared to 60% of the girls expressing that need during the baseline.
Figure 5: Proportion (%) of girls who needed and accessed YFHS by age

Figure 5 shows that the proportion that accessed the YFHS increased with age, indicating that the early adolescents who say they need YFHS may not access them as easily as their elder counterparts. There is a noticeable gap between the number of those who need the YFHS and the lower number of those accessing them. This should inform the programme to increase access to YFHS overall, and to ensure adequate coverage, particularly among early adolescents.

Amongst those who stated that they needed YFHS, a cross tabulation was done between access to the YFHS and the proximity of their place of residence to the health facility (See Table 16).

Table 16: A cross tabulation of proximity to the health facility against access to YFHS

<table>
<thead>
<tr>
<th>Is there an institution that provides youth friendly health services nearby?</th>
<th>Have you ever accessed the youth friendly health services?</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>59.4%</td>
<td>40.6%</td>
</tr>
<tr>
<td>Yes</td>
<td>30.8%</td>
<td>69.2%</td>
</tr>
</tbody>
</table>
Table 16 above shows that those living near the health facility had higher chances of accessing the YFHS. The picture for girls’ access to YFHS was compared with baseline data, as shown in Figure 6. The results show that among those who needed the YFHS, taking all districts together, the proportion of girls who accessed the YFHS had increased (62%) in the MTR as compared to the baseline figure (53.5%).

![Figure 6: Proportion of girls accessing YFHS by District](image)

**Figure 6: Proportion of girls accessing YFHS by District**

Salima was found to be the district with the highest proportion (78%) of girls accessing YFHS compared to other districts, surpassing its target of 70%, while Dedza and Mangochi both experienced a slight decline from baseline. Taking the results for the three districts together, the programme is likely to meet its target of 75% on this indicator.

The study explored the reasons why girls who needed the services were deterred from accessing them. This data was collected from two groups who indicated that they needed YFHS. One group needed but did not access the YFHS, while the other group needed and accessed the YFHS. Table 17 indicates that both groups recognize distance to the health facility and shyness of the girls to access the YFHS as the major reasons which would prevent girls from accessing the services. Distance to health facility mattered more to those who failed to access (35.4%) compared to those who accessed (29%). On the other hand, shyness of the girls to access YFHS mattered more (37.1%) to those who accessed compared to those who did not access (31.7%). It is important to note that for Dedza, the fact that there is no government health facility in the zone affected the findings. The presence of a CHAM health centre, Mtendere, which demands payment for other treatments, was a deterrent despite the fact that the YFHS services there were free.


<table>
<thead>
<tr>
<th>Reasons</th>
<th>Did not access(N=82)</th>
<th>Accessed(N=124)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The services are far from here</td>
<td>35.4</td>
<td>29</td>
</tr>
<tr>
<td>The services are expensive</td>
<td>8.5</td>
<td>4.8</td>
</tr>
<tr>
<td>Girls are shy to use the services</td>
<td>31.7</td>
<td>37.1</td>
</tr>
<tr>
<td>Parents disapprove of the use of the services</td>
<td>6.1</td>
<td>10.5</td>
</tr>
<tr>
<td>Community members often disapprove of the use of</td>
<td>1.2</td>
<td>4</td>
</tr>
<tr>
<td>the services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fellow adolescent girls look down upon girls that</td>
<td>7.3</td>
<td>12.9</td>
</tr>
<tr>
<td>use the services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Religious leaders disapprove of the use of the</td>
<td>2.4</td>
<td>0</td>
</tr>
<tr>
<td>use</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other specify</td>
<td>7.3</td>
<td>2.4</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

4.4.2 Awareness of reproductive health rights and sexuality

There were no specific indicators on the promotion of girls’ awareness of their reproductive health rights and sexuality in the JPGE results matrix. However, according to the JPGE progress reports, the programme provided sexual and reproductive health and life skills video shows and competitions to targeted girls in all the impact districts. The results of such efforts could be seen in the girls’ realization of the need for reproductive health services, as discussed above.

Comprehensive sexuality education (CSE), which enables young people to protect their health, well-being and dignity, was also provided in schools and in functional literacy centres, in order to make girls aware of their sexuality and sexual rights. In general, participation in CSE among the girls was high at 81.7%.

4.4.3 Reporting of experiences of violence

Among its objectives, CSE is intended to help girls to protect themselves from any forms of violence. The high participation of girls in CSE is likely to have contributed to the increased proportion of girls reporting experience of violence. The approach was to help girls understand the different forms of violence and report these if they encounter them.
**Reporting of any form of violence in the past 1 year**

The MTR collected data on the percentage of girls who reported any form of violence in the past 1 year. Figure 7 presents the changes between baseline observations and MTR observations.

![Bar chart showing the proportion of girls who reported any form of violence in school over the past one year.](Image)

**Figure 7: Proportion of girls who reported any form of violence in school over the past one year**

The findings in Figure 7 show that the proportion of girls who reported cases of violence through the reporting mechanism slightly increased from 59.5% in the baseline to 62.6% in the MTR. Across the districts, Mangochi registered the highest proportion (66.15%). However, in Dedza the proportion of those reporting violence declined to 56.8% as compared to the baseline (70.3%). In the absence of a target for this indicator, it is not possible to judge whether or not the programme is on track. However the overall increase in the reported cases is a sign of success of the programme.

Those who said they had reported cases of violence were asked who they had reported to, and the results are summarised in Figure 8.
As can be seen in Figure 8, many girls (28%) said they reported the incident of violence to their class monitor, while 23.7% stated that they had reported to their fellow male learner. Least (3.4%) proportion reported to fellow female learner and other avenues of reporting (1.7%). The head teacher was not a favoured person to report to either. While reporting to fellow learners might be the easiest way of reporting the incidences of violence, this may not be effective way. The programme should ensure that the girls are able to report to authorities who can take effective action.

**Reporting of corporal punishment in the past 1 year**

Corporal punishment is commonly defined as “any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light”. Most of it involves hitting (smacking, slapping, spanking) children with the hand or with an implement whip, stick, belt, shoe, wooden spoon, etc. It can also involve, for example, kicking, shaking or throwing children, scratching, pinching, burning, scalding, or forced ingestion (for example, washing children’s mouths out with soap or forcing them to swallow hot spices).  

When asked to mention the common forms of punishment at their respective schools, punishments which constitute corporal punishment such as hitting and beating turned out to be mentioned by very few girls, 2.1% and 5.1% respectively (Table 18), which is extremely low compared to baseline figures which were 59.9%. The understanding of what constitutes corporal punishment will be discussed under Outcome 4 below.

---

Table 18: Proportion of girls mentioning particular type of punishment as common at their school

<table>
<thead>
<tr>
<th>Form of violence</th>
<th>N</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hitting</td>
<td>12</td>
<td>2.1%</td>
</tr>
<tr>
<td>Beating</td>
<td>30</td>
<td>5.1%</td>
</tr>
<tr>
<td>Digging rubbish pits</td>
<td>156</td>
<td>26.7%</td>
</tr>
<tr>
<td>Digging pit latrines</td>
<td>23</td>
<td>3.9%</td>
</tr>
<tr>
<td>Removing tree stumps</td>
<td>21</td>
<td>3.6%</td>
</tr>
<tr>
<td>Cleaning the class rooms</td>
<td>224</td>
<td>38.4%</td>
</tr>
<tr>
<td>Doing household chores at teachers house</td>
<td>4</td>
<td>0.7%</td>
</tr>
<tr>
<td>Other specify</td>
<td>114</td>
<td>19.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>584</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

The findings suggest that there are few cases of corporal punishment being exercised in schools although some other forms of punishments exist which may influence girls’ participation in school depending on their severity and how the girls and the community perceive such punishments.

### 4.4.4 Outcome 3: Summary

The results on this outcome show that the JPGE programme is on track to achieve its set targets. Girls’ access to youth friendly health services has increased since baseline and Salima has already surpassed the target, putting the JPGE programme on track. There is a need, however, to sensitise girls in Dedza about the availability of free reproductive health services at the Mtendere clinic, for the target in that district to be reached.

Reporting of incidences of violence increased slightly while reporting of corporal punishment declined tremendously since baseline (possibly showing differences in the understanding of what constitutes corporal punishment).
4.5 Outcome 4 - Reduction of violence against girls in targeted schools and communities, and effective referral pathways in place

At baseline of the JPGE programme, there was evidence that girls are not safe from various forms of abuse, including sexual abuse, at school. Among the evidence was a nationally representative quantitative survey on Violence Against Children Survey (VACS 2013) which showed that more than one in five girls in Malawi experience sexual abuse before the age of 18, and half of these had experienced it before the age of 13. The VACS revealed that 40% of girls and 67% boys had experienced physical violence, which includes corporal punishment, in school. For these children, their peers, usually class or school mates, topped the list of perpetrators. In such a hostile environment, it becomes difficult for girls to stay in school and complete their education.

The JPGE programme sought to reduce incidences of physical abuse and sexual abuse by implementing a number of interventions including: violence awareness campaigns led by the C4D section of UNICEF; revamping of child protection structures; firming up established referral pathways and systems; continuous learning from the communities to inform future programming, and child participation in school governance. Finally, programmes for girls’ empowerment and boys’ transformation were implemented by the NGO Ujamaa, whose classes involved violence avoidance and self-defense strategies. Progress on this outcome at Mid Term is measured by three key indicators: the proportion of girls who suffered physical abuse; the proportion of girls who suffered sexual violence, and service provision for survivors of sexual violence.

4.5.1 Girls’ experience of physical abuse (physical violence and/or corporal punishment) in school in the past 1 year

The incidence of physical abuse in the form of physical violence and corporal punishment to the girls in the target schools was assessed and is summarized in Figures 9 and 10. Results under this indicator show that incidences of corporal punishment in the programme schools have remained relatively high, although the reduction from around 61% at baseline to 23.6% at Mid Term seems significant. However, interpretation of results on corporal punishment should be treated with caution. In focus group discussions conducted with girls, the girls considered other forms of punishment such as cleaning of classrooms and removing tree stumps as corporal. Inclusion of such forms of punishment inflates the reported percentages on corporal punishment.
Similarly, results on physical violence show that there is a great improvement from baseline (23.5%) to midterm (5%). The greater improvements on physical violence and corporal punishment may reflect interventions being implemented on ground which include increasing awareness of how to deal with violence as well as of reporting mechanisms.

![Incidence of physical abuse among girls](image)

*Figure 9: Proportion of girls who suffered physical abuse*

![Incidence of corporal punishment among girls](image)

*Figure 10: Proportion of girls who suffered corporal punishment*
4.5.2 Percentage of girls who suffered sexual violence in the past 1 year

The findings show that there was not much overall change on the proportion of girls suffering sexual violence (See Figure 12). While Dedza recorded a decrease in sexual violence, Mangochi and Salima showed increases from baseline (7% and 3.4% at baseline to 10.8% and 16.9% at MTR respectively). A possible explanation to the result could be that there is now more awareness of what sexual violence is, and hence learners are now better able to report it.

It is also possible that the boys are reacting negatively to the’ empowerment messages, which in itself is a sign that the messages are being taken up. Also, during focus group discussions with boys, it was apparent that boys are not happy that girls are given so much attention and support when there are equally needy boys who need the kind of help girls are getting, namely cash Take Home Rations.

However, these findings are contrary to the randomized trial findings by John Hopkins University conducted in Dedza, Salima and Lilongwe, working hand in hand with Ujamaa, on the same outcome which showed a reduction in forced sex from 15.2% to 9.2% in the intervention schools, while there was a slight increase from 13.8% to 14.5% in the control schools. The results from these control schools are not very different from the findings of this MTR study. All these findings show that there is potential to reduce sexual abuse among girls if all are reached in the empowerment intervention (Ujamaa only targeted up to 100 girls in Standards 7 and 8).

![Figure 11: Percentage of girls who suffered sexual violence in the past one year](image-url)

Figure 11: Percentage of girls who suffered sexual violence in the past one year
What the mixed results from the Mid Term Review and randomized trial findings by John Hopkins show is that: a) there is potential to reduce sexual violence if all girls in Standards 5-8 could be reached in the empowerment programme; and b) that there is a need for the programme to follow up and take necessary action where possible, especially in terms of continued sensitization of communities on the rights of the girl child to education. It is interesting to note that the JPAG final evaluation (Munthali et al, 2015) found that nearly half of the respondents (47.5%) reported that they knew cultural practices which predisposed violence against girls in the two districts, such as early marriages, early sexual initiation, initiation ceremonies and polygamy. Although JPAG played a critical role in terms of reducing the incidence of such cases, the issue of cultural practices was found to be one of the major contributing factors to limited participation of girls in education, and may therefore need more attention in the next phase of the JPGE.

Furthermore, it was observed that a considerable proportion of the girls were aware of at least one girl who had suffered from sexual violence. Slightly over 11% indicated that they knew a colleague who had been impregnated by the teacher (see Table 19). Although these questions may not be a direct measure of sexual violence/harassment, the more girls mention the acts of violence/harassment perpetrated on a colleague, the more likely it is that violence/harassment is happening.

**Table 19: Questions related to sexual harassment/violence**

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has there been a case of sexual violence against a girl perpetrated by teachers in your school in the past academic year (2013/2014)?</td>
<td>22.5</td>
<td>77.3</td>
</tr>
<tr>
<td>Has there been a case of a school girl being raped at this school in the past 1 year?</td>
<td>10.6</td>
<td>88.3</td>
</tr>
<tr>
<td>Has there been a case of a girl being sexually assaulted by a teacher in this school in the past 1 year?</td>
<td>20.9</td>
<td>76.6</td>
</tr>
<tr>
<td>Have you ever suffered sexual harassment?</td>
<td>23.7</td>
<td>76.1</td>
</tr>
<tr>
<td>Has there been a case of a girl being impregnated by a teacher at this school in the past 1 year?</td>
<td>11.2</td>
<td>85</td>
</tr>
</tbody>
</table>

Although the programme is helping to keep the incidence of sexual harassment low, as illustrated in Table 19 by the high proportion of girls who never heard or experienced sexual harassment, nevertheless the proportions who had heard of or encountered sexual violence are still high and the
programme needs to strengthen its efforts to reduce sexual harassment and violence further. These findings agree with the final evaluation findings of the sister project Joint UN Programme on Adolescent Girls (JPAG), which was implemented in Chikhwawa and Mangochi. Findings for JPAG noted that despite the many efforts to reduce Gender Based Violence (GBV), proportions of girls experiencing sexual violence were still high in the two programme districts, and most of such cases went unreported (Munthali et al, 2015). Therefore, there is still great need for more awareness campaigns to be done in the three JPGE programme districts in order to create awareness about GBV, and there is a pressing need for more girls to report such cases using effective reporting pathways. Furthermore, the reporting mechanisms for sexual violence need to be further studied to establish their efficiency and effectiveness.

The study went further to establish who the perpetrators of sexual violence are, as shown in Figure 13.

![Figure 12: Proportion of girls by the perpetrator they mentioned](image)

**Figure 12: Proportion of girls by the perpetrator they mentioned**

Regarding perpetrators of sexual violence, most (57.3%) girls who suffered from this mentioned that the perpetrators were community men, followed by those who indicated that a school boy was the perpetrator (27.2%). The school teachers were the least to be mentioned. This may indicate that most sexual violence is happening in their community environment and not in school. The final evaluation report on JPAG also noted that perpetrators of sexual violence were mostly community men. It is possible that the protective Code of Conduct is contributing in some way to the low participation of teachers as perpetrators of sexual violence.
4.5.3 Structures in place and measures taken to respond to gender inequalities and protection issues

School Improvement Plans

In order to ensure that violence against girls is reduced in the schools, the JPGE programme facilitated government-led School Improvement Plans that included activities to respond to gender inequality and protection issues. This was achieved by involving girls in the development of the plans. At Mid Term, nearly all programme schools in the three districts (Mangochi 94%, Dedza 100%, Salima 100%) reported having a School Improvement Plan, compared to the baseline average of about 90% (Figure 11). However, it is recommended that further research be conducted that entails a detailed analysis of the contents of the plans, in order to ascertain complete coverage of gender and protection issues.

School-based Code of Conduct

![Bar chart showing percentage of schools which developed a responsive Code of Conduct](image)

Figure 13: Percentage of schools which developed a responsive Code of Conduct

The JPGE programme supported sensitization meetings to help schools develop a school-based Code of Conduct addressing issues of protection and gender inequalities, especially with regard to teacher behaviour. In the MTR, the results show that nearly all schools in the programme districts had developed a responsive Code of Conduct, demonstrating the intention to create an enabling and safe environment for the girl child in school.
4.5.4 **Outcome 4: Summary**

Overall, results for Outcome 4 show that three of the four key indicators have shown notable achievements since baseline (physical abuse has reduced from 23.5% at baseline to 4.6% at Mid Term; corporal punishment has reduced from around 61% at baseline to 26% at Mid Term); nearly all schools have SiPs and responsive Codes of Conduct; however, not much progress has been achieved on sexual violence although the John Hopkins University research shows that there is potential to achieve greater reduction on this indicator.

*The next phase should focus on further sensitization of both boys and girls, and perhaps wider coverage of the IMpower programme by Ujamaa to include all girls in Standards 5 to 8.*

4.6 **Outcome 5 - Improve and enhance both teacher’s attitudes and skills, effectively delivering life skills based and gender responsive methodologies**

Empirical evidence has shown that a quality teaching force is key to provision of quality education services in every country world over. Michael Fullan, a Canadian educational researcher, once said, “No education system worldwide is better than the quality of its teachers”. This understanding is true not only for general education but also as far as girls’ education is concerned. The quality of teachers in terms of their attitudes towards girls’ education, and the knowledge and skills for delivering learner centred and gender responsive methodologies are important for promoting girls’ education. This explains why teacher capacity in these issues was one of the focus areas for the JPGE programme. The results of the capacity building on the teacher attitudes and practices are discussed in the following sections.

4.6.1 **Teachers in the targeted schools are trained on life skills based and gender responsive methodologies**

Data on training of teachers on life skills based and gender responsive education were sought from the head teachers. The findings showed that teachers in all the sampled schools were offered training on the use of these methodologies, although not all teachers actually attended the training courses. In addition, some teachers who had been sensitized had been transferred out of the schools. Despite this,
all teachers in the visited schools appeared to be aware of the techniques and the importance of using learner centred and gender responsive teaching methodologies, as judged by the head teacher. The girls’ perspectives will be discussed in subsequent sections.

4.6.2 Evidence of use of learner-centred and gender responsive teaching methods in schools

Evidence of the use of learner centred and gender responsive teaching methods can best be assessed in a classroom situation, entailing observation to assess teacher interaction with the learners. However, this was not possible in the MTR of the JPGE programme due to the short duration of the research. In the absence of classroom observation, data from experienced researchers, and girls’ assessment of the lessons were used as proxies of the situation. Of course, the girls would not have clear insight and understanding to be able to judge a lesson as being learner centred or not, let alone its being gender sensitive. Nonetheless, they could be in a position to give an impression of a lesson that interests them. For example, during focus group discussions, the girls indicated that the lessons they like have the following features:

We like lesson where the teacher gives us work to discuss in groups and when the teacher allows them to ask questions until they have no more questions to ask. (FGD with girls in Mangochi)

Such features, which were typical during girls’ FGDs, signify learner centred lessons. The girls said that on average they get three days with lessons containing such features in a week which indicates that teachers use learner centred lessons regularly. The girls’ assessment of the occurrence of learner centred and gender responsive lessons was corroborated by head teachers. The head teachers in all the schools visited were asked for their perception of how learner centred and gender responsive their teachers’ lessons were, as judged from their usual monitoring of teacher performance. The findings show that head teachers in all the 40 schools visited perceived the practices of their teachers to be learner centred. However, in two of the 40 schools visited (5%) head teachers perceived the teachers’ practice not to be gender sensitive. These exceptional schools were in Mangochi, where some head teachers said that sometimes teachers are influenced by the cultural and religious factors prevailing in the district and want to treat girls differently, often separating them from boys, which does not fit well with gender sensitive approaches where girls are supposed to be mixed with boys, including in the seating plan, and to work together. Further sensitization of teachers in Mangochi is desirable since it takes time to change attitudes.
4.6.3 Assessment of teachers’ commitment and actions to promote girls’ education

During baseline, girls’ perception of teachers’ commitment and actions to promote girls’ education were assessed. The findings showed that the majority of sampled girls and community members were of the opinion that teachers are committed and are already doing enough to promote girls’ education in the three districts. During the MTR, girls and head teachers were questioned; three quarters of the girls reported that teachers are very committed as opposed to about half during the baseline. (Table 20).

Table 20: Girls’ and Head Teacher’ Assessment of Teachers’ Commitment and Actions to Promote Girls’ Education

<table>
<thead>
<tr>
<th>Variable</th>
<th>Girls’ assessment</th>
<th>Head teachers’ assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Baseline</td>
<td>MTR</td>
</tr>
<tr>
<td>Teachers’ are committed to the promotion of girls’ education</td>
<td>Not committed at all</td>
<td>14.6</td>
</tr>
<tr>
<td></td>
<td>Committed</td>
<td>32.9</td>
</tr>
<tr>
<td></td>
<td>Very committed</td>
<td>52.5</td>
</tr>
<tr>
<td>Teachers are doing enough to promote girls’ education</td>
<td>93.6</td>
<td>97.6</td>
</tr>
</tbody>
</table>

Similarly, nearly all girls at MTR indicated the teachers were doing enough to promote girls’ education. Interestingly, the girls’ assessment is in tandem with the head teachers’, which make the findings more justifiable. Teachers in the two exceptional schools in Mangochi district, mentioned above in relation to teaching methodologies, might need further sensitization.
4.6.4 Outcome 5: Summary

This study shows that a lot has been achieved by the JPGE programme in the improvement of teachers’ commitment to girls’ education and their capability to deliver learner centred and gender responsive teaching methodologies. All teachers are aware of these techniques, some having participated in training courses, others from school based sensitization sessions. In all except two schools, head teachers reported that teachers use gender sensitive teaching methods. Both girls and head teachers stated that teacher attitudes have changed, with more teachers being committed to promote girls’ education. There is a need to continue capacity building and sensitization in order to reach 100% commitment.

Data should be strengthened with classroom observation data in any research to be undertaken during the programme or for the endline assessment.

4.7 Outcome 6 - Adolescent girls are informed and empowered to participate and take on leadership positions within the school and the community

To achieve Outcome 6, the programme intends to increase the number of girls participating in clubs and other extra-curricular activities in their schools.

4.7.1 Percentage of girls (Std 5-8) participating in clubs in school

Both school-based clubs, including Malawi Girl Guides Association, and community-based Youth Clubs were used as avenues to reach girls for a second chance education. On top of that, club participation is effective in empowering the girls, as club members often discuss various issues affecting their lives and how they can solve some of the challenges they encounter. The review assessed the participation of girls in the school Youth Clubs. Figure 14 summarizes the results on this outcome.
Overall, the programme is likely to meet its target of having 75% of girls in clubs by the end of the programme, since the proportion of girls in clubs is now at 66.2%. Across the districts, Dedza and Salima (86.7% and 67.9% respectively) have already surpassed their targets. However, Mangochi seems to be lagging behind; with only 53.9% of the girls in clubs, it is failing to meet the target.

4.7.2 Proportion of girls who hold positions of leadership in school clubs

On increasing the number of girls in leadership positions, the programme has increased the number of girl members of school clubs taking leadership positions, but it is not likely to meet its target of having 100% of girls in leadership positions (See Figure 15).
As can be seen in Figure 15, there is progress compared to baseline in all the districts. However, the programme’s overall achievement (30.9%) is much lower than the target of 100%. The unimpressive achievement on this indicator is likely to be down to the indicator itself, which we feel was wrongly designed. The alternative target should have been to increase the proportion of clubs or groups with girls in leadership positions.

4.7.3 Proportion of schools with health, social and economic asset-building programmes

An indicator on the proportion of schools that have health, social and economic asset-building programmes that reach out to adolescent girls at risk of child marriage and other SRHR problems, is outstandingly on track with 91.3% of all schools having those programmes, against 33.3% during the baseline. On this indicator, all the districts have surpassed their targets.

4.7.4 Outcome 6: Summary

The JPGE programme has helped set up a number of clubs in the target schools where girls can participate, and the target in Dedza and Salima has already been exceeded, while it is on track in Mangochi. The number of clubs where girls are in leadership positions has also increased since baseline but is far from reaching the target. The number of schools with health, social economic and asset building programmes is outstandingly on track.

4.8 Outcome 7 - Empowered and committed communities will value quality education for all children, especially girls.

This outcome flows from the One UN concept of the JPGE programme, where the work of the various UN agencies is harnessed to one unified goal. Empowered communities, achieved through sensitization sessions and training of various kinds, were expected to lead to committed community stakeholders that value girl’s education. The community is perceived to consist of all stakeholders in the project: teachers, school related community based committees, farmer organizations, and the whole community in the catchment area of the target schools. An assessment of the gains for the project is thus an aggregation of the performance of these stakeholders under the various outcome indicators already discussed. In this section, key findings will be summarized.
4.8.1 Teachers’ attitudes to the promotion of girls’ education

Teachers’ attitudes towards girls’ education as manifested through their perceived use of gender responsive methods and other strategies have been covered in the foregoing discussion, under Outcome 5. The general picture given by head teachers and girls is that the teachers are committed and doing everything possible to help the girls acquire quality education. This finding indicates the success of the project. However, as already discussed, teachers’ commitment as evidenced in classroom practice needs to be triangulated with classroom observation data in future research.

4.8.2 Commitment of community based school committees

Community based school committees serve the governance of the school, so if the JPGE programme is to be a success, such committees need to be empowered to be active and support the common cause. The existence and functionality of such committees are dependent on a supportive community. The MTR therefore assessed whether School Management Committees, Parent-Teacher Associations and Food Committees (not Mother Groups) were available, and if so, whether they were functioning. The findings are shown in Figure 16.

![Graph showing availability and training of school-related committees](image)

Figure 16: Availability and training and school-related committees

The findings show that all community based school committees (SMC, PTA and Food Committee) were available and functional at the time of the MTR. Training in hygiene, nutrition and sanitation was provided to the Food Committee rather than to other committees. Other committees that were
reported to have received training are procurement committees and financial management committees, all centering on issues connected with school meals management (i.e. financial management, procurement and record keeping).

SMCs and PTAs need training in other areas apart from those related to school feeding. These areas might not have been the target in the JPGE project, but training in them may be provided by other organizations. There are some problems related to training provision. First, not all members participate, and second, as the committees are reconstituted every two years, some who are trained might soon leave the committee. It may be that such committees need annual training courses; this way sitting members would receive refresher training while new ones learn new knowledge on their roles.

4.8.3 Commitment of other community members

The communities in the project impact areas were sensitized on the importance of girls’ education. During the MTR, it was not possible to identify through empirical data the actual proportion of the community that was sensitized. However, community commitment for girls’ education could be judged according to their willingness to participate in the project activities. For example, members of the community, especially the women, participated actively in school feeding through preparing food every day. The farmer organizations also participated through provision of food items for school feeding, which though in part for their own monetary benefit, helped the girls to do well in school. In order to get a clearer impression of the commitment of the community members to girls’ education, their perception and that of girls was sought (through household interviews and the girls’ questionnaire) on whether they gave equal opportunity for girls to pursue education compared to boys, and whether or not they prioritised girls’ education. The findings are summarized in Table 21.

Table 21: Community vs Girls perception on community prioritization of girls’ education

<table>
<thead>
<tr>
<th>Variable</th>
<th>Girls’ perceptions</th>
<th>Community member perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community members prioritise girls’ education</td>
<td>68.3%</td>
<td>77.5%</td>
</tr>
<tr>
<td>Girls given equal opportunity to pursue their education compared to boys</td>
<td>73.9%</td>
<td>78.6%</td>
</tr>
</tbody>
</table>
The results show that over three quarters of the community perceive themselves to value girls’ education. Interestingly, an equally high percentage of girls perceived their community to prioritise girls’ education (68.3%) and give equal opportunity to girls’ education (73.9%), which shows good agreement with the community perception. In the absence of baseline data on the same, it is difficult to judge whether this represents an improvement in perception, but certainly the majority of the community appears to have a positive attitude towards girls’ education at the time of the MTR of the project.

4.8.4 Implementation of bye-laws to enhance community commitment

The general positive attitude of communities towards girls’ education may not only be as a result of the sensitization meetings they attended. Rather, traditional leaders might have contributed to the situation through the setting and implementation of bye-laws against early marriages to support girls’ education. This was attested in 87.8% of the school households visited, where members testified that such bye-laws, brought in by chiefs, existed and were being implemented. However, this leaves 12.2% of the communities that may need further help to institute and implement bye-laws in favour of girls’ education.

Although the foregoing discussion alludes to some positive commitment on the part of the community towards girls’ education, there are still areas where improvement is required. This emerges when girls’ and head teachers’ perceptions of barriers to girls’ education are interrogated. Still, cultural factors, traditional beliefs and household chores come up, although the percentages are relatively small compared to other factors (see Figure 17).
4.8.5 Outcome 7: Summary

The findings on this outcome give a picture of some positive impact of the JPGE programme on communities which now (according to community members themselves and also the girls) place a high value on girls’ education and show commitment to it. However, 11.9% of girls cited household chores and 5.7% of girls cited cultural factors as barriers to their education. All school related committees are available and functional, although SMCs, PTAs and Mother Groups might require further training on their roles, so that they can better complement the activities of the Food Committee.

*Overall, it is recommended that sensitization of the communities should be an on-going process. In particular, the hindrances to girls’ education represented by household chores and certain cultural factors should be reduced.*

4.9 Discussion on the Outcome results

The MTR findings have shown great progress in the achievement of the set indicators on all seven outcomes. Overall, there is good progress on all the six indicators assessed in the MTR for Outcome 1, which aims to ensure that the children in school are well nourished, as compared to results at baseline.
Salima performed consistently well on all indicators, including the procurement of food from the aggregation system under HGSF. School feeding is associated with factors that pull girls to school, and so the expectation is that enrolment in all impact schools will increase.

The majority of the indicators on Outcomes 2 and 3 concerned girls out of school and therefore their contribution is primarily to encourage access (re-entry) rather than retention. On Outcome 2, the number of out of school girls reached in non-formal education programmes had exceeded the target at MTR and the same is true for number of girls graduating from these learning centres. The success of this indicator has led to unprecedented expansion of the programme through uptake by Ministry of Labour, Youth, Sports & Manpower Development (MoLYSMD) and the Ministry of Education, Science and Technology. Girls’ access to Youth Friendly Health Services has also increased since baseline, and Salima had already surpassed the target at MTR, putting the JPGE programme on track on Outcome 3. Reporting of incidence of violence, which was the only indicator that concerned in-school girls, increased from 59.5% to 62.5% signifying greater awareness, while the incidence of corporal punishment declined tremendously since baseline. The latter indicator may be helping to create an enabling environment for the girls to stay in school.

Outcome 4 was at the centre of the quest to establish an enabling environment for girls, and is critical for ensuring girls stay in school. This outcome aimed at reducing violence against girls through both sensitization and training of the girls and the setting up of gender sensitive School Improvement Plans and Codes of Conduct, with full participation of the girls. Overall, results for this outcome at MTR show that notable achievements have been made since baseline, namely in the incidence of physical abuse, including corporal punishment, and the development of gender responsive SIPs and responsive Codes of Conduct. However, not much progress has been achieved on sexual violence, although Dedza showed a reduction from baseline. The work by Ujamaa and John Hopkins University research showed that there is potential to achieve reduction on this indicator, so there is need to expand the programme to reach out to all girls in Standards 5-8 in the target districts.

Outcome 5 concerned responsive teacher attitudes and practices which, as supply factors at school level, could contribute to girls’ increased achievement. Very good progress in all districts was registered at MTR with all teachers saying that they are aware of learner centred and gender responsive teaching techniques; and both girls and head teachers stated that teacher attitudes have changed, with more teachers being committed to promote girls’ education. Similarly, under Outcome 6, which also relates
to the supply side, the JPGE programme has helped set up a number of clubs where girls can participate in various ways in the target schools. The percentage of girls participating in school clubs has already exceeded the target in Dedza and Salima and it is on track in Mangochi. The number of clubs where girls are in leadership positions has also increased since baseline but is far from reaching the target. Leadership roles increase girls’ confidence and self-esteem, and fosters optimum participation both in and out of class in the school setting. Finally, MTR findings on Outcome 7 give a picture of the positive impact of the JPGE programme on committed community members that value girls’ education. (The community was interpreted to mean those in and out of school - teachers and school-related committees and parents, and traditional leaders.) This progress helps to create an enabling environment both at home and at school, which supports girls to attend and stay in school.

The foregoing discussion points to Outcomes 1, 4, 5, 6, and 7 being critical for girls to have access to and stay in school. Considering the great progress achieved on these outcomes at Mid Term, the expectation is that the impact indicators of enrolment, attendance, dropout, repetition and achievement will be favourable. This is the subject of discussion in the next section.
5.0 STATUS OF IMPACT INDICATORS AT MID TERM OF THE JPGE PROGRAMME

The foregoing discussion has demonstrated that the JPGE programme is on track to achieve most of the project outcomes. Of course, achievement of these outcomes is not an end in itself. Rather, it is supposed to lead to the achievement of the overall objective of the JPGE programme, which is to improve access and quality of education for girls and boys in the three impact districts of Salima, Mangochi and Dedza. The impact indicators are therefore girls’ and boys’ enrolment and attendance; reduction in drop out and repetition rates; and improvement in achievement rates. The JPGE MTR therefore assessed the progress made on the attainment of these impact indicators.

5.1 Girls’ and boys’ enrolment

The trend in girls’ and boys’ enrolment in the impact districts in the past three years is shown in Figure 18.

![Figure 18: Enrolment by year and gender](image)

The results in Figure 18 show that enrolment has steadily increased since 2013. Although boys’ enrolment rose above that of girls in the 2015/16 and 2016/17 academic years, the gender differences are minor. The increase in enrolment is true in all the three impact districts. Key informants attributed
the increase to the school feeding programme. However, community sensitization might also have given rise to increased awareness of the importance of girls’ education. Implementation of bye-laws, as discussed under Outcome 7, might have contributed as well.

5.2 School attendance rate for both boys and girls

There are several methods of collecting pupil attendance data. The most reliable method is school registers where daily attendance of pupils is recorded. Unfortunately, most schools do not collect attendance data on a daily basis, making it difficult to reliably report on this indicator. Even when one examines the EMIS and DEMIS databases, it is hard to find pupil attendance data. The review team realized this problem, and so, beside secondary data, they used primary data on school attendance, by physically counting the number of pupils that came to school on the day they visited the school.

Secondary data from JPGE programme monitoring reports show an overall attendance rate of 84.6% for Salima. This is a high rate, and perhaps results from the success in the provision of school feeding as discussed under Outcome 1, and the creation of an enabling environment in the schools (Outcomes 4, 5 and 6). However, this data should be interpreted with caution, as sometime teachers inflate figures when asked for them, especially in relation to a project such as the JPGE, because they think there may be implications for resource provision.

Primary data obtained by physically counting the girls and boys in class on the day of the visit gave the picture shown in Figures 19 and 20. Except for Salima district, the results show that there is a steady increase in attendance rates across the programme districts for both boys and girls.

![Bar chart showing attendance rates for girls in standards 5 - 8](image)

*Figure 19: Attendance rate for girls in standards 5 - 8*
The challenge with collecting attendance data on day of visit is that there could be a number of social activities taking place within the communities which may have an effect on pupil school attendance. For instance, data from a particular school may have been collected on a market day where many pupils may have gone to the market with their parents or guardians. In addition, data collection took place very close to the end of the school term, when some schools had already administered end of term examinations/tests. When exams have already been administered, some pupils may not find a good reason for attending school. It is therefore recommended that a further systematic, longitudinal study be conducted in order to track attendance and give a conclusive picture.

Attendance rates could be improved further if factors that contribute to absenteeism are addressed. Reduction of absenteeism is one of the objectives of the JPGE programme. During the MTR, data was sought on the number of days that girls are absent from school in a month and the reasons for those absences. The findings are shown in Table 22 and Figure 21 respectively.

**Table 22: Percentage of girls absent from school and number of days**

<table>
<thead>
<tr>
<th>Number of days absent</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>% number of girls</td>
<td>36.2</td>
<td>25.2</td>
<td>20</td>
<td>11</td>
<td>2.9</td>
<td>1.8</td>
<td>1.1</td>
<td>0.4</td>
<td>0.2</td>
<td>0.2</td>
<td>0.4</td>
</tr>
</tbody>
</table>

On average, over half the girls reported either not being absent at all or absent once in a month. Only about 10% reported being absent for 4 to 10 days in a month. When asked the reasons for absence, the
girls attributed it largely to household chores and lack of materials (e.g. uniform/clothes). To a lesser degree, illnesses and lack of interest were also reported. Sanitation was on the lower end as a contributing factor, with about 14% of the girls mentioning this. In Mangochi girls complained that the toilets do not have washing facilities as is required in the Muslim tradition, and so the girls opt to be absent from school on the days when they are menstruating. The high percentage of girls being absent due to household chores is worrisome (Figure 21). It might be that parents require more sensitization so that the girls are not forced to be absent due to household chores. The lack of materials for attending school was mentioned by almost as many girls, and provision of cash THR, if timely, could help alleviate this factor.

![Reasons for girls absenteeism](image)

*Figure 21: Reasons for girls' absenteeism*

### 5.3 Repetition rates

One of the manifestations of the challenges that girls face in primary education in Malawi is high repetition rates. In the MTR, girls were therefore asked whether they had repeated any class in the past 1 year and the reasons for repetition. Figure 22 summarizes the findings on repetition rates and makes comparisons with baseline data.
MTR results show that overall, the proportion of repeaters has increased from 43.1% during baseline to 47.8% during MTR. However, Mangochi is the only district where this trend is true, while in Salima and Dedza there has been a slight decline. Data from the qualitative interviews show that the small improvement in repetition rates can be attributed to reduced learning time due to school feeding. In Dedza for example, key informants indicated that school feeding takes so long that there was a question of whether learners come to school in order to eat or learn. The reduced teaching time results in low achievement and therefore repetition. For Dedza this has necessitated a review of the feeding time to 6 o’clock in the morning, which has the potential to increase learning time.

Reasons for repetition as sought from the girls themselves revealed other issues that result in absenteeism and therefore missing of classes, including lack of uniforms, lack of commitment and frequent illnesses (see Table 23).

Table 23: Reasons for repeating a class (%)

<table>
<thead>
<tr>
<th>Why did you repeat a class?</th>
<th>Baseline</th>
<th></th>
<th>MTR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Salima</td>
<td>Mangochi</td>
<td>Dedza</td>
</tr>
<tr>
<td>Lack of material support (school fund,</td>
<td>30.3</td>
<td>18.4</td>
<td>17.8</td>
</tr>
</tbody>
</table>
The findings in this table show an increase in the overall contribution of lack of commitment by learner from baseline to MTR with 27.6% and 56.5% girls’ responses respectively. This is true in all the three districts. This is in contrast to the incidence of frequent illnesses which declined from 25% during baseline to 13.5% during MTR. It is possible that adequate nutrition provided through school feeding has contributed to this reduction. Mangochi experienced the most significant drop in citing frequent illnesses, from baseline (22.5%) to 6.1% at MTR. In Dedza, however, there was no change. Lack of material support is still a major contributing factor to girls’ repetition despite the cash THR provided through the JPGE project. During KIIs in the districts, it was observed that the THRs were often disbursed late, sometimes more than three months or even at the end of the year. This could contribute to the limited change in the impact of material support to the girls.

It might be useful to consider frequent sensitization of girls themselves on the importance of girls’ education, in order to enhance commitment, and also to improve timely disbursement of THR in order to reduce repetition. In particular, Mangochi schools might need more strengthened sensitization sessions as the repetition rate in this district has increased since baseline and the major reason is lack of student commitment.

### 5.4 Dropout Rates

Dropout is one of the manifestations of poor internal efficiency of school systems as well as community support to girls’ education, issues the JPGE programme set out to address. An analysis of school dropout figures for the JPGE impact schools sampled in the MTR show a decline in the dropout rates in the 2015/16 academic year, the second year of JPGE implementation (see Figure 23). While there are no significant differences in dropout rates between boys and girls, it is notable that girls drop out less than boys, which is contrary to general experience in primary schools in Malawi.
The district data given in Table 24 uses the 2013/4 academic year as the baseline, and shows that the dropout rate is highest in Mangochi, and lowest in Salima. However, the rate of improvement is higher in Mangochi; even in 2013/4 Salima had a lower dropout rate than the other two districts, and it has improved a little.

Table 24: Girls and boys Dropout rates by district (%)

<table>
<thead>
<tr>
<th>Rate</th>
<th>Salima</th>
<th>Mangochi</th>
<th>Dedza</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>4.5</td>
<td>4.5</td>
<td>3.3</td>
</tr>
<tr>
<td>Girls</td>
<td>5.5</td>
<td>4.9</td>
<td>3.6</td>
</tr>
<tr>
<td>Boys</td>
<td>3.4</td>
<td>4.2</td>
<td>3.0</td>
</tr>
</tbody>
</table>

When asked the reasons for dropout, three reasons top the list: early marriages, teenage pregnancies and poverty, which were mentioned by over half of the girls (see Figure 24). These findings are in line with national level findings where the main causes for dropout for Standard 5 to 8 girls are pregnancy and early marriage (Government of Malawi, 2014).
Figure 24: Reasons for dropping out of school

5.5 Learner achievement

The Primary School Leaving Certificate (PSLCE) Examination pass rate for the sampled schools is shown in Figure 25. The Figure shows an increase in girls pass rates from 59.7% in 2014/15 which is the first year of JPGE implementation to 68.9% in 2015/16. There is however a decline in boys pass rates from 69% to 37.6% in 2014/15 and 2015/16 academic years respectively. The improved performance for girls could be as a result of better and girl friendly teacher methodologies and girls increased attendance.
Across the sampled schools in the programme districts (Figure 26) Salima showed the highest pass rates for 2015/16, and Dedza was the least performing.

5.6 General discussion and conclusions

The broad picture for the education related impact indicators is that the JPGE project is on track to achieve its overall objective of ensuring learners, especially girls, enrol and stay in school. Enrolments
have increased and the same is true to some extent on attendance rates. Dropout and repetition have generally declined. Aside from the decline in its attendance rate (where the data may not be reliable), Salima shows greatest gains among the three districts, which is commensurate with performance on the outcomes. For Mangochi, dropout is still high, perhaps in line with the high repetition rates being experienced in the district. Repetition may have resulted in over-age girls that easily succumb to early marriage and pregnancy pressures. This district might need special attention in the remaining part of the programme.

In conclusion, the JPGE programme has had a positive impact on most indicators for girls’ staying in school and therefore is on track to achieve the overall objective. For this reason, it is recommended that it should be scaled up. The improvements in terms of impact indicators at MTR are as follows:

a) Enrolment
The results show that enrolment of both boys and girls has increased in the life of the JPGE programme in all districts.

b) Attendance
Although the results of the MTR are not conclusive due to methodological challenges, there are indications that school attendance for both boys and girls has increased in two of the three districts (Dedza and Mangochi). Household chores and lack of materials such as uniforms appear to take the toll on girls, leading to absenteeism.

c) Repetition
Since baseline, girls’ repetition has increased, taking all three districts together, from 43.1% to 47.8%, however Mangochi is the only district where this trend is visible. Lack of commitment by the learner is the major contributing factor. In Dedza and Salima, repetition has fallen.

d) Dropout
Dropout rates declined in all the three districts, with greater improvement in Mangochi and Dedza than in Salima, which has had very low dropout rates since before the start of the JPGE.
e) Achievement

There has been an increase in pass rates from 2014/15 to 2015/16 academic year for girls, but a decline in pass rates for boys, which is surprising. It is possible that boys could have reacted negatively to the increased visibility of girls in the school and the teaching strategies teachers used.
6.0 FINDINGS ON PROGRAMMATIC ISSUES

This section addresses the programmatic aspects of the JPGE in terms of design and relevance, partnership and coordination, and efficiency and effectiveness.

6.1 Design and relevance of the JPGE to national priorities

Overall and based on the qualitative findings of the study, which mainly came from Key Informant Interviews, the design of the JPGE “whole school approach” is considered to be relevant and progressive in tackling barriers to girls’ education in Malawi. In addition, the programme’s basic theory of change, i.e. that “improved access and quality of education for girls can only be achieved through a mitigation of multiple factors”), reflected in its outcomes, was well conceptualized.

KII participants argued that the challenges of girls’ education have been in existence for a long time despite many interventions, and that this obviously demonstrates the deep-rootedness of the problems, which calls for a multi-sectoral approach. Key informants explained that the JPGE is aligned with existing Government policies, including the National Girls Education Strategy (2013-2018), the National Education Sector Plan and the National Gender Policy. The MTR confirmed that the JPGE’s Monitoring and Evaluation framework is directly aligned with the key education goals as proposed in the United Nations Development Assistance Framework (UNDAF) and the Ministry of Education’s strategic objectives.

In interviews, Ministry officials remarked that the reason the JPGE is adding a lot of value to the realization of girls’ participation in education is that it converges all the key intervention areas, unlike other, similar girls’ education projects where a single intervention on a specific gender aspect is addressed in a target district. The harnessing of resources from three UN agencies means those resources can be used efficiently to achieve the much needed outcomes for girls’ education. It was also highlighted that the inter-sectoral nature of the JPGE intervention, appreciating the myriad issues that impact girls’ access to and ability to complete education, means that Malawi now has the opportunity to address girls’ education issues more comprehensively, using the JPGE as a model that is working well.
6.1.1 The UN Delivering as One

As well as being in line with national development goals and policies, the programme is consistent with the UN approach of Delivering as One (DaO). Joint programming is one of the modalities for DaO, whereby the UN organizations within a country work together with national partners 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. Key informants from both government and the UN were generally positive about the DaO concept. In the JPGE, the evaluation has noted that the UN agencies have a common goal as well as common outcomes and outputs, with a single annual work plan. It was reported that normally UN agencies work in isolation from each other, while the current programme has allowed WFP, UNICEF and UNFPA to build on each other’s comparative advantages and reduce duplication of effort. This is commended as a very important initiative and model/approach for tackling challenges on girls’ education participation. Joint monitoring together with government, and a Joint National Steering Committee enhance the effectiveness of government engagement and coordination. In many ways, therefore, this initiative provides the best opportunity there has ever been to apply UN expertise to the persistent challenges facing girls’ participation in education.

While the UN DaO concept was generally well received, some respondents were quick to point out that implementation was the most difficult part of it, bearing in mind that the different UN agencies have for many years been used to working alone within their sectoral obligations, as sanctioned by the UN.

**Key issues and lessons**

The UN Delivering as One approach is a unique initiative for promoting girls’ education due to its ability to converge efforts towards common challenges. Further, the design has great potential for future One UN operations, adding value to aid work across UN agencies.

6.2 Partnerships and Coordination

The JPGE is implemented through Implementing Partners (IPs) who are, firstly, the key line Ministries at national and district levels, namely, Ministry of Education (MoEST), Ministry of Health, Ministry of
Labour (MoLYSMD), Ministry of Gender (MoGCDSW) and Ministry of Agriculture (MoAIWD). The organizations participating as IPs included: National Smallholder Farmers’ Association of Malawi (NASFAM), ActionAID Malawi, Plan Malawi, AGLIT Plus, Malawi Girl Guides Association, Catholic Development Commission (CADECOM), We Effect and Timveni youth media organization. In order to achieve the objectives of the JPGE, strong partnership and coordination was necessary.

6.2.1 National level coordination

At national level, the project is managed by a National Steering Committee comprising heads of the UN agencies, Ministry of Education (MoEST) as Coordinating line ministry, SHN Coordinator at the MoEST, Ministry of Health, Ministry of Labour (MoLYSMD), Ministry of Gender (MoGCDSW) and Ministry of Agriculture (MoAIWD), with the JPGE National Coordinator as Secretary. The chair of the National Steering Committee is the UN Resident Coordinator or the Principal Secretary for Education. Upon realizing the role District Commissioners (DC) play in the project, it was decided in a steering committee meeting of 27th November 2015 that the DCs of Mangochi, Dedza and Salima should be part of the Steering Committee in its role to provide guidance and oversight in the JPGE programme. The MTR reviewed minutes of this committee which showed that Government was represented, indicating an all-inclusive approach to joint planning and management.

At another level, there is also a Technical Committee (Technical Working Group/TWG) comprising technical and programme staff from the various UN agencies (Programme, M&E and Finance) and including the District Coordinators. The TWG is responsible for implementation of the programme activities including monitoring. A review of various documents such as field monitoring reports, work plans and an adjusted monitoring framework showed that the TWG was functional and was at the hub of the programme.

At the end of year 1 of the programme, it was agreed that there should be a Government Technical Working Group at national level to be chaired by the Ministry of Education. This would ensure complete ownership of the programme, especially since it was conceptualized at a high level (presidential and ministerial), and also since many stakeholders in Government viewed the approach taken by the UN as ‘top down’ because the UN was implementing the programme on behalf of the Malawi Government. Although this TWG was indeed formed, there is no evidence obtained by the reviewers to indicate that it was functional. It was argued in KIIs with Government that the committee had never been funded by the JPGE to carry out its planned activities. This assertion was corroborated by UN KIIs, who added that
since Government was still viewing the programme as being driven by UN there was little interest at that level. It must therefore be concluded that national level coordination from the Government side has not worked well and this should be reviewed in the remaining period. As will be discussed later in this section, the Government view of the programme at district level was rather different.

By design, the programme has a National Coordinator within the UN system. Before recruitment of an international level coordinator, the programme was coordinated on a rotational basis between the UN agencies. At first, coordination was done by WFP and later by UNICEF. Both these coordinators were existing staff in the concerned agencies. Later, the programme recruited an international coordinator who resigned after working for less than 6 months and a new coordinator was recruited. The agencies should be commended for taking up the coordination role in the absence of a full-time national coordinator. The programme was launched successfully despite intense pressure of work; coordination meetings were conducted, progress reports produced and monitoring carried out. However, the JPF programme is heavy in financing and activities and therefore absence of a full-time coordinator created a lot of pressure on the agency staff who had other equally important and challenging tasks to attend to. At the end of year one of the programme, it was therefore decided to beef up coordination at district level which could in a way feed into or ease problems with national level coordination. While the programme has made strides in various outcomes, the position of a National Coordinator should be given some attention to avoid the previous difficulties recurring.

During interviews, it was reported that the National Coordinator is supposed to be housed in one of the three agencies. World Food Programme (WFP) is being used as the administrative institution (budget holder of the administrative component of the JPF) and therefore houses the National Coordinator. It was further reported that WFP was initially selected based on fact that its recruitment processes/systems were quick but efficient, leading to the successful recruitment of the first National Coordinator. The implication of this arrangement is that the National Coordinator has to work within the administrative system of the UN agency that houses him/her, although the three UN agencies have slightly different administrative arrangements. There may be implications for efficiency and effectiveness of the programme. Indeed, the KIIIs indicated that there may be advantages and disadvantages to programme coordination, depending on whether the National Coordinator finds the administrative procedures for the housing agency conducive.
Key issues and lessons

- While the UN TWG and the National Steering Committee were meeting their obligations and carrying out their operations, it is clear that the Government led TWG was not functional, and this had an effect on national level coordination.

- In terms of where the National Coordinator’s office should be housed, there was a general feeling that a more neutral office was necessary to avoid ‘clashes’ (due to different operational practices) in dealing with three UN agencies. The neutral office could be decided by the UN agencies but a possibility could be the RCO’s office or Ministry of Education headquarters.

- The JPGE Unit should have a Deputy/Assistant Coordinator who will follow through the system and be part of the programme exit strategy, for sustainability. It is further suggested that the Deputy Coordinator should always be locally recruited, someone who is conversant with the operational context of the project and able to complement the work and strengths of the National Coordinator. This arrangement will ensure that there is a smooth transition between National Coordinators, and furthermore it would contribute to the capacity building of local staff involved in the implementation of the programme.

6.2.2 District level coordination

At the district level, the District Education Manager (DEM) is a key implementer through the District Councils. The District Councils are given budgetary allocation for strengthening the capacity to coordinate a multi-sectoral technical committee supported by the District JPGE Coordinator. It was reported that JPGE Coordinators were recruited and deployed to the three districts between August and September 2015 to help strengthen district level coordination.

Unlike at national level, it is clear that the district level capacity to take on the leadership for future programme implementation is being built up through provision of funding and capacity building initiatives such as Book-keeping for the District Councils. Participants reported that the District JPGE Coordinators have fast-tracked programme activities and established clear coordination mechanisms at district level. For instance, coordinators are facilitating relationships between NGOs and the Directorate for Planning and Development (DPD) and the DEM, as one key informant explained:
Initially there was a problem of coordination amongst implementing partners. Activities were not coordinated well. Every implementing partner would just go to the schools with interventions without really alerting others. This led to so much being done especially in the schools almost forgetting that pupils need to learn. This has been addressed with the coming in of the District coordinator. We now all sit together to plan and coordinate our activities well (KII – Mangochi)

Based on the qualitative findings, District Coordinators are facilitating joint annual planning for all IPs at district level, and jointly drawing up a calendar of events, thus helping to fast-track implementation and coordination. However, the Coordinators still have little control on how IPs are doing their work. This includes issues on reporting; it emerged during the study that some IPs do not submit reports to the JPGE Coordinators at district level, instead they directly report to their agencies, and the JPGE Coordinator is just given copies of these progress reports. In other words, IPs may feel more obliged to their individual funding agencies than to the JPGE, despite the UN Delivering as One concept. This is a much larger problem, emanating from the nature of the original and sectoral roles and obligations individual UN agencies have within the UN structure.

While coordination at district level was generally perceived to be good, there were some issues that came from district level KIIIs that deserve attention. The KIIIs informed the reviewers that there were many non-governmental IPs who were working on the same issue, thereby creating confusion and work overload in schools. For instance, Plan Malawi, MAGGA, Malawi Police and Ujamaa were generally perceived to be covering similar issues of Child Rights in the same schools.

Key issues and lessons

- District level coordination for the JPGE has great potential for sustainability, as Government through the DEM’s office is taking the lead. This must be promoted in the next phase. However, coordination still remains a challenge among the line Ministries and other implementing partners (NGOs) at district level. In the next phase, all key IPs from Government and the civil society should be harnessed to maximize achievement of outcomes for girls’ education. The District Coordinators should be empowered (perhaps by a revision of their Terms of Reference) to play this role, facilitating joint implementation of the JPGE, at the same time bringing all three UN agencies as
One UN at District level, so that the One UN concept is visible.

- For sustainability purposes, it will be necessary to strengthen the district level coordination structures including the District Coordinating Committee (DCC) or Community Development Committee (CDC). Since girls’ education issues are within the education domain, and the DEM heads the CDC/DCC, it is recommended that the DEM’s office could take over coordination of the JPGE once UN Coordinator leaves. In the next phase of the project, it is necessary for the JPGE coordinators to dialogue with CDC/DCC on key areas of the CDC/DCC that may specifically need strengthening.

- The efforts of IPs working on the same issues should be streamlined so that there is no overlap or duplication in schools.

6.3 Efficiency and effectiveness of the JPGE programme

6.3.1. Efficiency

Overall, at Mid Term, the programme has been efficiently implemented. Despite the high turnover of National Coordinators, effective implementation is being achieved because the Technical Team, comprising both national (local) and international UN staff, has not changed. It is commendable that at times when there was no National Coordinator, temporary arrangements were made to use the Technical Team to coordinate implementation of the project. Within the first year of the project and at the request of the Royal Norwegian Embassy, the UN agencies were able to develop a project proposal and within a short time the programme was set up and started running. Each UN agency contributed to the timely completion and submission of progress reports. Two progress reports have so far been submitted to the donor. Minutes of various district level and national level meetings, and monitoring reports were drafted on time and shared. Preparatory activities such as training, setting up of committees, identification of IPs for programme implementation and project sensitization activities were carried out within a reasonable time. Coordination mechanisms so far appear to be efficient, as observed at national and district levels. The recruitment of District JPGE Coordinators has improved

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2 It was reported during KII that the DCC is found in all districts while the CDC is found in Districts where an NGO called Campaign for Girls Education (CAMFED) is found such as Mangochi. However, the function of the two committees is the same – to look at all education issues and ensure education is as inclusive as possible at the district level, using any available resource locally, from Government and donors. The core issues that the two committees deal with include: special educational needs, girls’ education, children that come from ultra-poor families. The District Education Manager heads the CDC.
district coordination and made implementation of the programme more effective. The JPGE Coordinators have anchored linkages between national and district level implementing partner NGOs and the Directorate for Planning and Development (DPD) and the District Education Office (DEM). However, the DEMs, SHN Coordinators, District Youth Officers and related government officers have many other duties apart from JPGE-related tasks. This situation raises important questions on the extent to which they can be fully committed to the JPGE (i.e. amount of effort and time they spend on JPGE).

Disbursement of programme funds from the donor to the UN agencies has always been done on time but some delays have been experienced in the disbursement of funds from the UN agencies to the district IPs. Late disbursement of funds has created pressure on IPs, since these are required to implement their activities according to their specified timelines and to report on time. This pressure is passed on to the learners, who may be asked to carry out some JPGE activities during class time in an effort to catch up. This situation was experienced more in Mangochi than the other two districts.

At the onset of the programme, Government’s participation was very low because the project was designed with the UN was the designated implementer; mostly, the UN agencies took the lead to ensure that the multi-partner proposal went through. Government was later brought on board through a negotiation process; this has increased programme ownership on the side of Government and hence improved implementation of activities.

District level KIIIs were concerned that PEAs had problems moving from one school to another because of lack of transport (motor bikes were either not working or some didn’t even have them). They did indicate that some schools (especially in Mangochi) were far from each other and transport problems hindered PEAs’ ability to collect necessary project information in an efficient manner.

### 6.3.2 Effectiveness

Progress on programme specific outcomes does generally indicate that the programme has been effective. Aside from delays caused by late disbursement of funds from UN agencies to IPs, the IPs worked well with local government to ensure implementation of the planned activities and outputs as indicated in Section 4 of this report.
**Key issues and lessons**

- There is need to address the issue of school infrastructure, especially learning space. Due to programme interventions, it was reported that a lot of pupils have remained in school, dropout has tremendously reduced and readmission has increased. While this is good news for the JPGE, classroom space and other school infrastructure remains a big challenge. Therefore, as the numbers increase there is need to address this issue.

### 6.4 Monitoring and Evaluation

The JPGE programme intended to implement a joint monitoring and evaluation framework to track project results and meet accountability requirements. It was reported that efforts were made to align the framework to the key education goals as proposed in the United Nations Development Assistance Framework (UNDAF) and the Ministry of Education’s strategic objectives, thus making the programme more relevant to national policy and targets. The framework was developed in such a way that each UN Agency has a direct deliverable based on the agency mandate. During KIIIs, it was reported that in most cases agencies just adjusted already existing M&E tools and fitted them into the joint monitoring and evaluation framework for the JPGE.

According to KIIIs, monitoring activities for the JPGE have been taking place through joint monitoring visits by key line Ministries, donors and UN agencies, baseline study in 2015, routine data collection periodically, IPs’ reports and Real-Time Monitoring (RTM). It was reported that RTM was initiated in October 2015 as part of reform and digitalization of the Education Management Information System (EMIS) in Malawi and to track integrated multi-sectoral indicators for the seven JPGE outcomes. The RTM system implemented within the JPGE is called EduTrac, a tool that supports and strengthens education systems by generating real time information. EduTrac can be used to send and receive information, track indicators, facilitate sharing and community building, support monitoring and evaluation processes, and backstop supply-chain tracking (JPGE Year 2 Report, 2016). Various stakeholders were trained, including JPGE Coordinators, head teachers and teachers in all the programmes schools of the three districts. It was noted nevertheless during interviews that the RTM could not be sustained mainly due lack of ownership from Government.
The fact that the M&E Plan was developed based on each agency’s priority areas and indicators, weakened the joint implementation of the framework, since the Plan was more agency-focused rather than One UN-focused as the JPGE requires. It was observed that individual agency M&E focal persons focused on monitoring selected outcomes even though some data collection tools were merged. Secondly, there is need for the M&E Technical Team to review the existing government system and align the JPGE framework for sustainability. Timely information flow and data quality remain a challenge; the JPGE team needs to take into account the present government capacity and explore the practical ways of utilizing and strengthening the system for sustainability. Thus M&E as an important building block of the joint concept that underpins the JPGE was naturally compromised, hence the need to focus more attention on modalities of joint implementation of the M&E framework as originally intended. District level KII's confirmed this; staff felt strongly that this component of the JPGE is missing and needs urgent attention:

.....the lack of an M&E system is shortfall that needs urgent attention. Up until now, we do not have an intensive M&E system that can trace the progress made so far, this of course is being addressed but it has been a big problem. Secondly, Data Management especially at school level is quite bad, there is need to provide further capacity building to headmasters for success of the programme (KIID 2- Dedza)

**Key issues and lessons**

- Development of one M&E framework with convergence of tools across agencies, and alignment of the results framework to the key education goals in the UNDAF and the Ministry of Education’s strategic objectives would be positive moves to ensure that the JPGE remains relevant to the national context of girls’ participation in education.
- Tendency by agencies to focus on sectoral priorities in the context of the JPGE is tantamount to weakening the UN’s DaO agenda and actually creates information gaps in the National Coordinator’s office. In the next phase of the programme there will be need to put emphasis on joint implementation of the M&E plan.
- Reporting procedures are different for the various agencies who have IPs on the ground and this leads to disjointed reporting between the JPGE coordinator offices, IPs and their respective agencies. To sustain the One UN model, it was suggested that IPs should report to District JPGE
Coordinators, who should then report to the agencies. This can only work if the JPGE Coordinators have been well empowered to do so; for this a review of their ToRs is necessary.

- It is crucial to continue promoting various ways of collecting data for monitoring purposes, and these could be in form of small-scale studies to follow up some of the emerging issues.
- It was reported that some indicators are difficult to measure, e.g. girls’ behaviour change, access to SRH services.
- There is need to build capacity of head teachers on data management at school level.
7.0 CONCLUSIONS ON GENERAL FINDINGS AND REVIEW RECOMMENDATIONS

7.1 Conclusions on General Findings

Overall the JPGE programme is on track and has achieved a lot in each of the seven key outcomes in the past two years of project implementation. The UN Delivering as One concept has worked very well where three UN agencies have for the first time come together for a common national development agenda. Programme coordination at national and district level has generally been good although there are certain areas that require attention at both national (especially on the Government side) and district level. The hanging coordination issue should clearly be addressed in the remaining project implementation period and the next three-year phase of the project.

7.2 General Recommendations

The following recommendations are made to inform delivery of the JPGE for the duration of the programme and the next three-year phase. The MTR set out to consider the amendments that may be required in project design, implementation arrangements and/or institutional linkages. Additionally, it is envisaged that the findings of the MTR will contribute to the effective and sustainable improvement of quality, and access to education for all girls in three target districts and across Malawi. The recommendations are broadly categorized into two key areas: JPGE Outcomes, and Programmatic issues.

7.2.1 Recommendations on JPGE Outcomes

In the remaining period and the next phase of the JPGE programme, the following areas should be considered under the programme outcomes:

**Outcome 1: Girls and boys in targeted schools are well nourished and able to stay in school**

- Taking into account that the HGSF model emphasizes community participation and collaboration with farmers, there is need for the programme to follow up on bottlenecks leading to low farmer participation in the food procurement systems. A qualitative study could be commissioned to understand the dynamics around this issue.
• There is need to conduct a cost-benefit analysis of the HGSF model, especially where procurement is based on local suppliers.

• Based on the findings on dietary diversity, it is recommended that the HGSF model be given due consideration for scale-up to other schools. The concept of providing meals that meet at least four of the six food groups is highly beneficial to children.

**Outcome 2: Increased access to second chance education for girls who are in, or have left, school**

• There is need for a systematic database for recording data from functional literacy programmes including CBE centres. Data for the functional literacy centres was only available in AGLIT+ reports. It might be useful to have the District Education Offices involved in overseeing and therefore collecting data for such centres, to enhance sustainability.

**Outcome 3: Quality integrated youth friendly services, resources and structures, addressing Comprehensive Sexuality Education (CSE), Sexual & Reproductive Health Rights (SRHR), HIV/AIDS and Gender Based Violence (GBV) in place for girls who are in, or have left, school**

• The programme should ensure that the YFHS reach out to all who need them. Specifically, the program should work on closing geographical gaps in access to YFHS.

• There must be greater effort on awareness of SRHR and improved privacy in accessing YFHS so that girls are not shy in accessing the services.

• There is need to strengthen the bye-laws to address cultural and sensitive issues such as access to YFHS apart from just focusing on keeping girls in school.

• Efforts should be intensified on CSE and life skills education to address pregnancy and early marriage issues which continue to force many girls to drop out of school.

• There is need to establish formal structures for handling GBV in schools and strengthen referral pathways to GBV prevention services.

• Just as the JPAG evaluation recommended, there is need for the JPGE programme to continue campaigning among chiefs and other community level structures to ensure that communities appreciate and take positive steps to protect the rights of the girl child.
Outcome 4: Reduction of violence against girls in targeted schools and communities, and effective referral pathways in place

- Since the programme has managed to set up the structures needed to curb violence against children, the next phase should focus on implementing activities that can meaningfully translate into actions that can address the persistent issues of violence against children in schools. For instance, there is need to research the existing reporting structures to establish their current limitations and find out how to increase their efficiency and effectiveness.
- As has been recommended in Outcome 3 above, targeted awareness campaigns among and engagement with chiefs and other community level structures on the rights of the girl child should be emphasized, in order to focus on dealing with the deeply entrenched social and cultural factors contributing to violence against girls.

Outcome 5: Teacher attitudes and skills are improved/enhanced to effectively deliver life skills based and gender responsive methodologies

- There is a need to continue the capacity development and sensitization of teachers, in order to reach 100% teacher commitment to girls' education. In addition, there is need to strengthen available data with classroom observation data in future research. Specifically, there is need to conduct research on teacher attitudes and professional skills for the purposes of understanding the extent to which teacher attitudes have improved in the context of the JPGE.

Outcome 6: Adolescent girls are informed and empowered to demand SRHR services, participate and take on leadership positions within the school and community

- The indicator to have all girls in leadership positions need to be redesigned to read ‘to increase the proportion of clubs or groups with girls in leadership positions’.
- In the immediate future, there is need to revise downwards the target of 100% for girls in leadership positions in school clubs as this defeats the whole purpose of gender equality (boys, too, need to be represented in these leadership positions).
Outcome 7: Empowered and committed communities value quality education for all children, especially girls.

- While this outcome is key and a consolidation of all the other six outcomes in the JPGE, it is too broad and should therefore be recast to make it easier to measure in the context of the joint M&E Framework.
- It is further recommended that sensitization of the communities should be an on-going process in the remaining part of the programme and in future programmes.

7.2.2 Recommendations on Programmatic Issues

In the remaining period and in the next phase of the JPGE programme, the following areas should be considered under programmatic issues:

Programme Design

a) Bearing in mind the deep-rooted and persistent nature of some of the barriers to girls’ education there is need to anchor the programme design and theory of change with continued community sensitization to ensure that community perceptions and practices around girls’ participation in education are effectively dealt with.

b) Considering progress that has been achieved as a result of putting the all the seven outcomes together as JPGE package, there is need to scale up the JPGE model in all schools, in order to ensure real change in girls’ staying in school.

Implementation arrangements: Programme management

a) There is need to strengthen the Government coordinating structure for JPGE based at the Ministry of Education, as part of building the capacity of Government to take the lead for sustainability purposes. In practice this will mean, among other things, making budgetary support for such coordination in JPGE annual plans.

b) For government ownership and sustainability, there is need to strengthen the district level structures especially the District Coordinating Committee (DCC) or Community Development
Committee (CDC)\(^3\). Since the DEM heads the CDC/DCC, it is recommended that the DEM’s office take over coordination of the JPGE once the UN-appointed District Coordinator leaves. In the next phase of the project, it is necessary for the JPGE Coordinators to dialogue with CDC/DCC on key specific areas of the CDC/DCC that may need strengthening.

c) The Technical Working Group should continue to do a good job, but in future it should work more closely with the proposed UN Coordinating Unit.

**Implementation arrangements: Programme coordination**

a) The programme should streamline operations of IPs in the districts to avoid duplication of effort and activities.

b) The decision to have a permanent National Coordinator for the programme was good and therefore this office should be maintained. There is need to ensure continuity in the UN JPGE Coordination Unit by creating the position of Deputy Coordinator, who should be a national or locally appointed, for sustainability.

c) Furthermore, there is need for the programme to locate the UN JPGE Coordinator in a neutral office in the next phase of the JPGE.

d) District level coordination of the JPGE has great potential for sustainability, as Government through the DEM’s office is taking the lead. In the next phase, all key implementing partners from Government and the civil society should be harnessed to maximize achievement of outcomes for girls’ education. The District Coordinators should be empowered to play this role.

e) It is recommended that the office of the DEM should assign a desk officer to work as Deputy JPGE Coordinator. This is being proposed to ensure that the councils prepare themselves to sustain efforts to address girls’ education. Further, there is need to strengthen the district level coordination structures (DCC or CDC).

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\(^3\) It was reported during KIIs that the DCC is found in all districts while the CDC is found in Districts where an NGO called Campaign for Girls Education (CAMFED) is found such as Mangochi. However, the function of the two committees is the same – to look at all education issues and ensure education is as inclusive as possible at the district level, using any available resource locally, from Government and donors. The core issues that the two committees look into are: special education needs, girls’ education, children that come from ultra-poor families, among others. The District Education Manager heads the CDC.
**Monitoring and Evaluation**

a) There is need to strengthen joint implementation of the existing JPGE Monitoring and Evaluation plan by putting in place separate staff to manage the plan. The proposed UN JPGE Deputy National Coordinator should be the focal point for implementation of the M&E system, effectively harnessing individual agency M&E focal points to ensure efficiency and effectiveness.

b) To sustain the UN Delivering as One concept, IPs should report to district coordinators, who should then report to the agencies. The JPGE Coordinators should be empowered to achieve this. Their job description will need to be reviewed and, most importantly, the agencies will need to make this reporting line clear to their IPs in their contractual agreements.

c) The M&E team with support from the UN JPGE National Coordinator’s office should continue promoting various ways of collecting data for monitoring purposes and these could be in the form of small scale studies to follow up some of the emerging issues.

d) Indicators that are difficult to measure within the joint M&E framework should be reviewed, e.g. knowledge of girls’ behaviour change, access to SRH services.

e) There is need to address the issue of school infrastructure, especially learning space, which has been constrained as a result of project intervention gains (increased enrolments, and reduced dropout and re-admission of girls).

f) There is need to build the capacity of head teachers on data management at school level.

**7.2.3 Future programme design**

In designing the next phase of the programme and in addition to the recommendations made, the following are proposed for consideration:

a) **There is need to focus on outcomes and interventions that have most impact on increasing girls’ access to and retention in school.** These include:
   - School feeding to enhance access to school and attention in class.
   - Curbing physical (including corporal punishment) and sexual violence in the school environment.
   - Equipping the girls with life skills for protection.
   - Raising awareness of girls on YFHS; creating demand for YFHS; opening up more facilities providing YFHS services; extending CSE and life skills education to address pregnancy and early marriage issues.
• Strengthening community bye-laws to address cultural and sensitive issues such as access to YFHS.
• Continued training and sensitisation on sexual and reproductive health, especially on menstrual hygiene management (including making pads from locally available materials).
• Regular teacher trainings and sensitisation on gender issues.

b) There is need for continued sensitization of the community to value girls’ education.

c) Include infrastructure development to accommodate the increased enrolment and attendance.
8.0 REFERENCES


9.0 ANNEXES

ANNEX 1: KEY INFORMANTS

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Organization</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mia Seppo</td>
<td>UN Resident Coordinator</td>
<td>RCO</td>
<td></td>
</tr>
<tr>
<td>Johannes Wedenig</td>
<td>UNICEF Representative</td>
<td>UNICEF</td>
<td></td>
</tr>
<tr>
<td>Don Odallo</td>
<td>UNFPA Representative</td>
<td>UNFPA</td>
<td></td>
</tr>
<tr>
<td>Coco Ushiyama</td>
<td>WFP Representative</td>
<td>WFP</td>
<td></td>
</tr>
<tr>
<td>Dorothy Niasulu</td>
<td>UNFPA Assistant Representative</td>
<td>UNFPA</td>
<td></td>
</tr>
<tr>
<td>Mildred Mushinga</td>
<td>National JPGE Coordinator</td>
<td>WFP</td>
<td>0998972472</td>
</tr>
<tr>
<td>Kimanzi Muthengi</td>
<td>Education Specialist</td>
<td>UNICEF</td>
<td></td>
</tr>
<tr>
<td>Vigdis Aaslund Cristofoli</td>
<td>Counsellor to Education</td>
<td>Royal Norwegian Embassy</td>
<td>0999975731</td>
</tr>
<tr>
<td>Grace Makhalira</td>
<td>M&amp;E Officer</td>
<td>WFP</td>
<td>0999972411</td>
</tr>
<tr>
<td>Chalizamudzi Matola</td>
<td>Programme Officer – Focal person for School Meals and Girls Education</td>
<td>WFP</td>
<td>0999932794</td>
</tr>
<tr>
<td>Bernard Mijoni</td>
<td>M&amp;E Officer – SRHR</td>
<td>UNFPA</td>
<td>0999716318</td>
</tr>
<tr>
<td>Cecelia Chinula</td>
<td>Programme Officer</td>
<td>UNFPA</td>
<td></td>
</tr>
<tr>
<td>Ellen Simango</td>
<td>Deputy Director – Basic Education</td>
<td>Ministry of Education, Science and Technology</td>
<td>0999511495</td>
</tr>
<tr>
<td>Grace Nhlema</td>
<td>Human Resource Officer</td>
<td>WFP</td>
<td>0992972213</td>
</tr>
<tr>
<td>Patrick Chakholoma</td>
<td>Programme Officer – Youth</td>
<td>UNICEF</td>
<td></td>
</tr>
<tr>
<td>Joe Magombo</td>
<td>District Education Manager – Mangochi</td>
<td>MoEST</td>
<td>0888652964</td>
</tr>
<tr>
<td>Alexander Mwale</td>
<td>CPO</td>
<td>UNICEF</td>
<td></td>
</tr>
<tr>
<td>Clara Chindime</td>
<td>Education Officer</td>
<td>UNICEF</td>
<td></td>
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<tr>
<td>David Ruscrlili</td>
<td>Education Officer</td>
<td>UNICEF</td>
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</tr>
<tr>
<td>Name</td>
<td>Position</td>
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<tr>
<td>Dumisani Moyo</td>
<td>JPGE Coordinator</td>
<td>JPGE – UN</td>
<td></td>
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<tr>
<td>Dars Lipenga</td>
<td>PYO</td>
<td>Ministry of Youth</td>
<td></td>
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<tr>
<td>Mac Oswald Jumali</td>
<td>JPGE Coordinator-Dedza</td>
<td>WFP</td>
<td>0999977006</td>
</tr>
<tr>
<td>Dumisani Moyo</td>
<td>JPGE Coordinator-Mangochi</td>
<td>WFP</td>
<td>0999977016</td>
</tr>
<tr>
<td>John Moyo</td>
<td>JPGE Coordinator-Salima</td>
<td>WFP</td>
<td>0999251928</td>
</tr>
<tr>
<td>Moffat Makuluni</td>
<td>District School Nutrition and Health Coordinator – Salima</td>
<td>MoEST</td>
<td></td>
</tr>
<tr>
<td>Jane Mwalabu</td>
<td>District Nursing Officer – Salima</td>
<td>Ministry of Health</td>
<td></td>
</tr>
<tr>
<td>Aubrey Banda</td>
<td>District Youth Officer – Salima</td>
<td>Ministry of Sports</td>
<td></td>
</tr>
<tr>
<td>Solley Mwale</td>
<td>Desk Officer (for the DEM) – Dedza</td>
<td>MoEST</td>
<td>0999746985</td>
</tr>
<tr>
<td>Mac Devex Kadya</td>
<td>District School Nutrition and Health Coordinator-Dedza</td>
<td>MoEST</td>
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</tr>
<tr>
<td>Joseph Chikadzuka</td>
<td>Youth Friendly Health Services Coordinator</td>
<td>Ministry of Health</td>
<td></td>
</tr>
<tr>
<td>Moffat Makuluni</td>
<td>SHNC</td>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>Ruth Kafa</td>
<td>DEMISO</td>
<td>Education</td>
<td></td>
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<tr>
<td>Bonface Njewa</td>
<td>DEMISO</td>
<td>Education</td>
<td></td>
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<tr>
<td>Andrew Matenda</td>
<td>DEMISO</td>
<td>Education</td>
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</tr>
<tr>
<td>Godfrey Maleza</td>
<td>PEA</td>
<td>Education</td>
<td>0993033137</td>
</tr>
<tr>
<td>Blessed Mahangula</td>
<td>PEA</td>
<td>Education</td>
<td>0999320806</td>
</tr>
<tr>
<td>Christopher Kumikundi</td>
<td>DEM</td>
<td>Salima</td>
<td></td>
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<tr>
<td>Mirriam Sambo</td>
<td>PEA</td>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>Noel Mzunga</td>
<td>SHNC</td>
<td>Education</td>
<td>0999231809</td>
</tr>
<tr>
<td>David Chikwanje</td>
<td>DYO</td>
<td>District Council-Dedza</td>
<td>0999231809</td>
</tr>
<tr>
<td>Febbie Sankhani</td>
<td>PEA</td>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>Jayne Mwalabu</td>
<td>YFHSC</td>
<td>Health</td>
<td>0999173108</td>
</tr>
<tr>
<td>Joseph Chikadzuma</td>
<td>YFHSC</td>
<td>Health</td>
<td>0999163116</td>
</tr>
<tr>
<td>E.G. Mkutumula</td>
<td>PEA</td>
<td>Education</td>
<td>0884025323</td>
</tr>
<tr>
<td>Martin Mdiranyu</td>
<td>ED</td>
<td>Ujamaa</td>
<td>0993130111</td>
</tr>
</tbody>
</table>
ANNEX 2: DOCUMENTS REVIEWED

1. 2015 JPGE Annual Report
3. Dedza JPGE conference report
4. Final Evaluation of the Joint Programme on Adolescent Girls in Malawi, April 2015
5. JPAG Final Evaluation Report
6. JPGE baseline report, April 2015
7. JPGE Baseline survey Report
8. JPGE coordination documents
9. JPGE Results framework Matrix
10. JPGE UN Retreat report 22-24 February 2016
11. May 2016 JPGE Year 2 Report
12. Minutes of a District meeting with DPDs/DEM 21st – 22nd July, 2015
13. Minutes of Steering committee meeting – 27 November 2015
14. Norwegian Embassy UN TWG Dedza field report
15. Norwegian Girls Education Proposal
17. District Joint work plans
18. Joint Programme M and E report
19. Ujamaa reports

ANNEX 3: TERMS OF REFERENCE: MID-TERM REVIEW OF JOINT PROGRAMME ON GIRLS’ EDUCATION

1. Background and Context

The Joint Programme on Improving Access and Quality of Education for Girls in Malawi is a three-year programme running from 2014 - 2017. The overarching aim is to improve the access; quality and relevance of education for girls, through a holistic and human rights-based approach. Simultaneously, the programme addresses key known threats such as poor food and nutrition, inadequate protection, poor quality schooling, and violations of girls’
sexual and reproductive rights. The underlying objective will be achieved through the seven primary and related outcomes:

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

Through a phased implementation, the programme harnesses a “whole school approach”, focusing specifically on girls from standard 5 to 8 due to the increased risk of dropouts and reduced school retention during this period. 81 primary schools are targeted, in 5 zones, across the districts of Salima (34), Mangochi (32) and Dedza (14). Depending on the level of success and evaluation outcomes, a significant scale-up may be developed.

The Joint Programme on Girls’ Education (JPGE) 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, Labor and Man Power Development; the Ministry of Culture and Sports; the Ministry of Gender, Children, Disability and Social Welfare; the Ministry of Agriculture; and Civil Society Organizations. This inter-sectoral intervention recognizes the myriad of issues that impact girls’ access, and ability to complete, their education. The intervention focuses on schools as the entry point where the relevant UN agencies are able to apply their technical expertise and leverage change to the greatest extent focusing on community engagement and capacity building for sustainability.

The Government of Malawi in collaboration with its implementing agencies, is now seeking for a qualified company to undertake a Mid Term Review (MTR) of the JPGE programme to:

- Evaluate progress made to date
- Outline appropriate revisions and adjustments
- Document best practices and point out critical bottlenecks including adequate responses
2. Purpose of the Evaluation

The MTR aims to assess if the objectives of the JPGE are being met. It also aims to examine which factors are proving critical in making change happen (or hindering change). To this end, the MTR can be framed around two questions:

1. What difference has the programme made from the initiation to the start of the review?
2. How is the programme making that difference?
   2.1 What are the key observable changes?
   2.2 What are the contributing factors?

As such, the goal of the mid-term review is to: Review the progress under programme outcomes; assess achievements from 2014 to date; and evaluate medium term plans.

3. Scope of Work

3.1 Purpose and Objectives

The review is being undertaken at the midpoint of project implementation and will pave the way for improved delivery for the duration of the programme. The review should consider required amendments in project design, implementation arrangements and/or institutional linkages. Additionally, the review will contribute to the effective and sustainable improvement of quality, and access to, education for girls in three target districts and across Malawi.

Specific objectives include:

1) Outlining progress made to date as a result of the programme – compared to baseline data.
2) Determining if implemented activities and inputs have contributed towards desired outputs and outcomes.
3) Reviewing the theory of change to determine if activities are well suited to contribute to the desired results.
4) Assessing effectiveness and efficiency of inputs and processes.
5) Identifying lessons and provide recommendations for cross sectoral inter-agency girls’ education programmes.

3.2. Expected Tasks

(a) Relevance
   - Assess the contribution of the JPGE towards the achievement of stated goals and results.
   - Analyse whether the JPGE community based approach addresses the needs and demands of the beneficiaries
   - Examine the extent to which the design and implementation of the intervention is gender-sensitive
   - Assess the relevance of the tools/instruments/inputs applied in the programme
   - Evaluate if the JPGE is aligned with national government’s policies and strategies
   - Assess the relevance and effect of technical assistance and capacity building provided to all stakeholders
(b) Effectiveness
- Review progress towards stated outcomes and outputs, specifically:
  a. Outcomes selection criteria and its implementation
  b. Any emerging effect of the project on beneficiaries including girls and boys alike.
- Assess performance of the programme with particular reference to qualitative and quantitative achievements
- Analyse the major factors influencing the achievement or non-achievement of the outcomes

(c) Efficiency
- Assess whether the programme has utilized funding as per the agreed work plan
- Analyse the role of the Steering Committee (SC) and whether this forum is used to its optimum
- Assess the timeline and quality of the reporting followed by the programme.
- Analyse the performance of the Monitoring and Evaluation (M&E) mechanisms of the JPGE
- Assess the qualitative and quantitative aspects of management and other inputs provided by the programme
- Identify factors and constraints which have affected implementation including technical, managerial, organizational, institutional and socio-economic policy issues in addition to other unforeseen external factors.

(d) Sustainability and impact
- Assess preliminary indications of the degree to which the programme results are likely to be sustainable beyond its lifetime (both at the community and government level), and provide recommendations for strengthening sustainability and envisage scale up of the programme.
- Assess the environmental sustainability and risks in programme interventions
- Analyse the impact of food security, income and asset enhancement on communities
- Based on the findings as well as taking into account new initiatives emerging within the area of girls’ education recommend whether extension, scale up and continuation of this project is warranted.

(e) Network/linkages/Coordination
- Evaluate the level, degree and representation of beneficiaries and stakeholders in implementation.
- Examine the synergies and potential overlap between the different UN agencies initiative as well as propose a strategy to enhance complementarities and minimize duplication.
- Analyse the extent the project has contributed to existing coordination mechanisms of interventions
- Assess the alignment of the programme with the One UN program, identifying linkages and opportunities for achievement of objectives/targets;
- Evaluate the knowledge management strategy, outreach and communication to stakeholders.
- Outline if the project has successfully facilitated the mainstreaming of provisions to advance gender-equality in the education sector and the interventions funded during the project period.

(e) Lessons learned/Challenges
- Identify significant lessons or conclusions which can be drawn from the project in terms of effectiveness, efficiency, sustainability and networking.

(f) Conclusions
- Analyse areas for improved programme planning, particularly in relation to setting targets, relevance and capacity of institutions for decision making and delivery. Specifically, examine how the UN has added value in girls’ education in the context of the One UN program.

4. Methodology
The MTR will adopt a consultative and participatory approach, working closely with technical staff and the programme coordinators. The MTR will include desk reviews, secondary and primary data collection and a number of research methods applied. The consultants are expected to present, in detail, their approach, methodology and tools, with an action plan and time frame that addresses the expected outputs, with reference to the overall and specific objectives as well as budget. The following are to be taken into consideration:
- Field visits to an agreed sample of schools and service points.
- Information gathering from a statistically valid sample of schools from all three districts.
- Meetings with all key stakeholders and beneficiaries of the programme

5. Deliverables and Timeline
The general schedule in line with the expected deliverables of the assignment is as follows:

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<tr>
<th>Deliverable</th>
<th>Description</th>
<th>Time-frame</th>
<th>Payment (%)</th>
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</thead>
<tbody>
<tr>
<td>i. Inception Report</td>
<td>Prepare an inception report summarising how the consultancy has understood the tasks and deliverables and how they propose to deliver on the consultancy, i.e. highlighting the methodology including the sampling technique, the data collection tools, an</td>
<td>7 days</td>
<td>30%</td>
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<td></td>
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<td>21 Nov- 2 December</td>
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<tr>
<td>Activity</td>
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<tr>
<td><strong>Evaluation</strong></td>
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<td>Evaluation matrix to inform the analysis process and analysis process and the presentation of results. The Inception Report should also include a detailed schedule for consultations.</td>
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<tr>
<td>The desk review should provide a bottleneck analysis that outlines the relationship between school infrastructure and education in the form of access, demand, enabling environment and overall quality. The analysis will provide a background and support the findings of the evaluation.</td>
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<tr>
<td>ii. <strong>Data collection and draft report</strong></td>
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<tr>
<td>The consultancy is expected to produce a draft report after data collecting documenting process, stakeholders met and key challenges. A PowerPoint presentation will be done to a stakeholders group comprising at least implementing UN agencies and relevant ministries. The consultancy is also expected to share the final dataset and syntax used in the analysis.</td>
<td>10 days – data collection</td>
<td>35%</td>
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<td>5-16 December</td>
<td>10 days data cleaning, analysis and 1st draft report</td>
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<td>2 days debrief and draft report</td>
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<td>19-30 December</td>
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<tr>
<td>iii. <strong>Final report and dissemination of findings</strong></td>
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<tr>
<td>1. Present draft findings in the form of a report and a presentation to the Government of Malawi and implementing UN agencies.</td>
<td>10 days final report</td>
<td>35%</td>
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<tr>
<td></td>
<td>(3 days for presentations/validations; 7 days final report)</td>
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<tr>
<td>2. Present final electronic copies and make presentation of the findings.</td>
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<td></td>
<td>9-20 January</td>
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</tbody>
</table>
6. Profile of the Consultancy Firm

A qualified firm/institution with at least 10 years relevant institutional capacity, background and experience in programme research, review and evaluation, extensive work with the education sector and knowledge of girls’ education gender equality/equity. It is expected that a proposal submission will include a team of the following minimum expertise, and background:

Team leader:
- PhD in Education or Social Science (or other related fields)
- 8-10 years’ experience in programme review and evaluation in Eastern & Southern Africa
- Proven capacity to conduct research at a national scale, including capacity to work with national level partners
- Strong evaluation and leadership skills
- Ability to manage, analyse, and interpret large sets of data with excellent analytical and writing skills.
- Excellent communication and negotiation skills and fluency in both written and verbal English

Education economist and/or M&E specialist:
- Advanced or Master’s degree in education economics or statistics
- 8 years of knowledge and experience in cost-benefit analysis, educational programme reviews and evaluations
- Proven capacity to conduct research, statistical and cost-benefit analysis and interpretation of large sets of data, at a national scale, including capacity to work with national level partners;
- Excellent analytical, writing and communication skills with fluency in both written and verbal English is essential.

Girls’ education specialist:
- Advanced or Master’s degree within the field of education, gender or social science (or other related fields).
- 8 years of knowledge and experience in programme implementation, evaluation and assessment focusing on girls’ education, gender equality and/or issues of equity.
- Proven capacity to conduct research, the management, statistical analysis and interpretation of large sets of data, at a national scale, including capacity to work with national level partners;
- Excellent analytical, writing and communication skills with fluency in both written and verbal English is essential.
7. Dissemination Plans

The final report will be shared with the UN agencies for sharing with relevant stakeholders and Government partners through the relevant Ministries. The following activities will be implemented in this regard:


II. An Aide Memoire (including key findings and recommendations) and its presentation: The aide memoire will be presented to various stakeholders.

III. The MTR Final Report: The report should be logically structured, contain evidence-based findings, conclusions, lessons learned and recommendations, and should be free of information that is not relevant to the overall analysis. The report should respond in detail to the key focus areas described above. It should include a set of specific recommendations formulated for the programme and identify the necessary actions required to be undertaken, who should undertake those and possible time-lines. Relevant stakeholders will comment on the Draft Report, and the consultant will finalize the report, incorporating these comments.

   a. Scale up programme to be annexed to the final report. The consultant should design a concept note including a (revised) theory of change for the scale up programme of JPGE. This should be based on all evidence gathered in the mid-term review, lessons learnt and bottlenecks within the programme under review. It should address the aspect of cross-sectoral outreach, a dimension of delivering as One UN and sustainability looking at both national and sub-national scope.

IV. Presentation and follow-up: The consultants will facilitate a one-day concluding workshop, including presentations, for project stakeholders outlining activities in implementing specific recommendations.