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# **Girls' Empowerment through Education and Health Activity (ASPIRE)**

## **Annual Report**

*Fiscal Year 2018*

**Period: October 1, 2017 – September 30, 2018**

**Revised 2 November 2018**

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# **The Girls' Empowerment through Education and Health Activity (ASPIRE)**

Cooperative Agreement No: AID-612-A-15-00001

## **Annual Report**

**Period of Performance:  
October 1, 2017 – September 30, 2018**

**Fiscal Year 2018**

Submitted by:

**Save the Children**

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## ACRONYMS

3KHP	Three Key Hygiene Practices
ACCO	Assistant Centre Coordinators
ADC	Area Development Committee
ASRH	Adolescent Reproductive and Sexual Health
BCC	Behavior Change Communication
BLM	Banja la Mtsogolo
CA	Continuous Assessment
CAWOC	Centre for Alternatives for Victimized Women and Children
CBE	Complementary Basic Education
CDA	Community Development Assistant
CDCS	Country Development Cooperation Strategy
CHANCO	Chancellor College
COP	Chief of Party
CPD	Continuous Professional Development
CPEA	Coordinating Primary Education Advisor
CPW	Child Protection Workers
CRECCOM	Creative Center for Community Mobilization
DC	ASPIRE District Coordinator
DCOP	Deputy Chief of Party
DEC	District Executive Committee
DEM	District Education Manager
DEN	District Education Network
DGEN	District Girls Education Network
DIAS	Department of Inspection and Advisory Services
DSWOs	District Social Welfare Officers
DTED	Department for Teacher Education and Development
EGRA	Early Grade Reading Activity
ELP	English Language Proficiency
EMIS	Education Management Information System
FAWEMA	Forum for African Women Educationalists – Malawi Chapter
GBV	Gender-based Violence
GEN	Girls' Education Network
GIS	Geographical Information System
GoM	Government of Malawi
GVH	Group Village Headman
HIV	Human Immunodeficiency Syndrome
HSA	Health Surveillance Assistant
HT	Head Teacher
HTC	HIV Testing and Counseling
IGAs	Income Generating Activities
KGIS	Keeping Girls in School Project
KTs	Key Teachers
LSC	Life Skills Curriculum
LSE	Life Skills Education
M&E	Monitoring and Evaluation
MANEB	Malawi National Examination Board
MG	Mothers' Groups
MHM	Menstrual Hygiene Management
MIE	Malawi Institute of Education
MoEST	Ministry of Education, Science and Technology
MOU	Memorandum of Understanding
NLS	National Library Service
NORAD	Norwegian Aid for Development

NPC	Malawi National Primary Curriculum
PEA	Primary Education Advisor
PLHIV	People Living with HIV
PO	ASPIRE Project Officers
PSI	Population Services International
PPP	Public Private Partnerships
PSLCE	Primary School Leaving Certificate Examination
PTA	Parent Teacher Association
RTP	Reducing Teen Pregnancy
SAPR	Semi-Annual Progress Report
SCUS	Save the Children US
SHD	School health days
SRH	Sexual and Reproductive Health
STI	Sexually Transmitted Infections
TA	Technical Advisor
TDC	Teacher Development Center
TfD	Theatre for Development
TLM	Teaching and Learning Materials
ToRs	Terms of Reference
ToT	Training of Trainers
TTC	Teacher Training College
USAID	United States Agency for International Development
VDC	Village Development Committee
VSL	Village Savings and Loan
VSU	Victim Support Unit
WASH	Water, Sanitation and Hygiene
WQAP	Water Quality Assessment Plan
YFHC	Youth Friendly Health Coordinators
YLM	Youth Literacy Movement

## I. Activity Summary

The ASPIRE Activity continued to deliver improved educational achievement for girls in upper primary and secondary schools in Balaka, Machinga and Zomba districts through the end of the 2017-2018 academic year, with an approach that combined evidence-based strategies for effective teaching of foundational academic skills in the context of gender-sensitive learning environments, and proven, socially-driven approaches to positively change social norms and behaviors influencing girls' retention. The ASPIRE theory of change posits three essential elements for sustainable impact: (i) if evidence-based approaches to develop girls' foundational literacy skills and a gender-sensitive learning environment – inclusive of adequate water, sanitation and hygiene (WASH) – lead to improved learning outcomes; and (ii) if collective community dialogue and action positively change attitudes and behaviors directly affecting the causes of girls' dropout to increase retention; and (iii) if girls are empowered with the knowledge, motivation and skills to be effective agents in their personal development; then girls in upper primary and secondary school will demonstrate improved academic achievement. ASPIRE benefitted girl learners in all primary and secondary schools in Balaka, Machinga and Zomba districts. According to 2016 Education Management Information System (EMIS) data, collected from DEM's offices, there are 537 primary schools and 80 secondary schools across the three districts. The 617 schools supported by the Activity, and their catchment communities, were the focus for interventions to meet the three ASPIRE objectives:

- Output 1: Reading skills for girls in upper primary school improved
- Output 2: Adoption of positive sexual and health-care seeking behaviors among youth ages 10-19 increased
- Output 3: Key structural and cultural barriers for girls ages 10-19 decreased

## II. Highlights of Progress October 1, 2017 – September 30, 2018

### A. BASIC EDUCATION FUNDING: Reading skills in upper primary school improved

- In Q4, FY18, ASPIRE conducted a student assessment in Balaka, Machinga and Zomba districts on literacy levels in Chichewa and English (S5-S8), to measure learners' literacy gains. This exercise was carried out from 12<sup>th</sup> to 26<sup>th</sup> September, 2018. The exercise engaged data collectors who are originally primary school language teachers from the ASPIRE impact area.
- During FY18, ASPIRE conducted and completed implementation of the English Language Proficiency (ELP) training in 30 clusters in Balaka, Machinga and Zomba districts, targeting a total of 450 teachers (281 male, 169 female), drawn from S4-S8, one per class (standard 4 was still targeted to complete the training they had already started in the preceding years). The training aimed at improving teachers' own English language abilities. The ELP training started in FY18 with two-day trainings at cluster level, followed by two weeks of peer and individual work. Each training session covered two units of the ELP training materials. A total of 446 teachers (281 male and 165 female) attended the trainings. Four teachers dropped out because of further studies.
- ASPIRE conducted joint monitoring and support visits to ELP participating teachers in 30 targeted school clusters in Balaka, Machinga and Zomba districts. The support visits aimed at re-enforcing teachers' efforts and action towards effective delivery of language lessons, as well as gauging their own improvement in English language abilities. Out of 446 teachers who attended ELP trainings, 106 teachers (72 males and 34 females) were monitored and supported during the visits. The joint visits had the participation of ASPIRE POs, TTC Lecturers, SEMAs, and Curriculum Specialists.
- In Q4, FY18, ASPIRE developed, pretested and administered an end line study to determine the impact of the ELP training course on teachers' grammar, vocabulary, composition writing and fluency levels after undergoing the course for a year. The study was implemented in three phases and involved a team of technical and research experts drawn from Malawi Institute of Education (MIE) and Save the Children (SC), and included 18 members in total (10 males and 8 females).

- Throughout FY18, ASPIRE continued to provide regular coaching and mentoring support to S5-S8 literacy teachers in Zomba, Machinga and Balaka districts. These regular coaching and mentoring support visits helped to strengthen teachers' efforts to effectively support upper-grade learners' acquisition of improved reading abilities. The exercise reached out to 226 teachers (154 Males and 72 Females).
- ASPIRE complemented teacher support with provision of support to primary schools in Balaka, Machinga and Zomba districts in planning and implementing reading clubs, reading fairs and competitions at school, cluster and zonal levels. Observations from the support visits indicated improved coordination and participation in the implementation of these activities by community members and school leadership, as evidenced by increased number of communities attending these reading fairs coupled with gifts given to star-performers during the activities. Learners taking part in these activities demonstrated improved reading abilities. Such cooperation and efforts ensure sustainability of the reading fairs, competitions and reading clubs beyond ASPIRE.
- ASPIRE completed implementation of advocacy campaigns in advancing girls' education issues through engaging radio stations to record and air programs aimed at profiling ASPIRE achievements, as well as raising community and national awareness to support girls' education and health activities.
- In the year under review, ASPIRE completed trainings of Youth Literacy Movement (YLM) members and school staff in hard to reach schools that were left out during the earlier trainings in Balaka and Zomba districts. This training was followed up with a review meeting on YLM work plans to ensure sustainability of YLM interventions beyond ASPIRE. The review meetings were held at cluster level in Balaka, Machinga and Zomba districts. These review meetings were carried out to gauge YLMs' performance in supporting community-based reading activities, share successes, challenges, lessons learned, as well as propose action plans for sustainability of the YLMs' intervention. The meetings reached a total of 3,237 participants (1,900 males and 1,337 females).
- ASPIRE finalized distribution of supplementary readers to remaining schools in Zomba district. Cumulatively, ASPIRE distributed 90,040 books in Zomba district in FY18.

**B. PEPFAR FUNDING: Adoption of positive sexual and healthcare-seeking behaviors among youth 10-19 increased; key structural and cultural barriers for girls ages 10-19 decreased; Core HIV and violence prevention package for adolescent girls (10-19) provided to increase their knowledge, self-efficacy, and risk reduction strategies**

- Following training for school communities on supporting provision to HIV+ students in FY17, ASPIRE intensified supervision visits to targeted schools in Machinga and Zomba districts during the first and second quarters of FY18.
- In Q1, FY18, ASPIRE finalized development of LSE coaching, monitoring and supervision tools. In Q2, FY18, ASPIRE utilized the tools to monitor teachers in targeted primary and secondary schools on delivery of LSE lessons to learners.
- During the routine supervision visits in Q1, FY18, ASPIRE continued to provide support to the school and community female role models (FRMs) through motivational talks on how they are supposed to provide support to adolescent girls in the targeted schools.
- In Q2, FY18, ASPIRE began implementation of 2017-2018 academic year school health days (SHDs) in both Machinga and Zomba. In Q3, FY18, ASPIRE continued and completed the SHDs, reaching 100% of all schools in both Zomba and Machinga districts, including the hard to reach areas.
- In Q2, FY18, ASPIRE initiated implementation of close-out meetings in Balaka and Machinga districts. These meetings had been planned in Q1, FY18. The meetings aimed at identifying ASPIRE's key areas of achievement, best practices, and lessons learned, including challenges and recommendations, considering that this is the final year of implementation. Specifically, ASPIRE engaged all relevant school and community stakeholders such as mothers groups (MGs) and FRMs.
- In FY18, ASPIRE continued to conduct routine monitoring visits to schools that implemented block grants in FY17.

- In Q2 and Q3, FY18 ASPIRE trained all the remaining primary schools (252; 160 in Zomba and 92 in Machinga) in production of reusable sanitary pads. These are the schools that did not benefit from school block grant.
- In FY18, ASPIRE continued to strengthen PTAs, MGs, CPCs, auntie/agogo clubs and local HIV networks and CBOs to support HIV+ adolescents. Review meetings strengthened linkages for GBV, HIV and AIDS provisions.
- In Q2, FY18, schools in Machinga and Zomba identified learners as peer leaders that were later oriented on club guidelines to enable them to facilitate after school health club activities with the support of patrons and matrons. Ten students from each school (2 from each class from standards 4 to 8) were identified.
- In FY18, ASPIRE intensified monitoring visits to targeted schools in all the three impact districts. The visits aimed at following-up on the support that the MGs were providing to adolescent girls so that they stay and achieve in school.
- In Q1, FY18, ASPIRE held review and planning meetings with male champions to strengthen the community engagement processes led by male champions, to share successes as well as draw lessons for reinforcing community behavioural change against gender-based violence (GBV). ASPIRE also met with the male champions for making plans for continued community engagement after ASPIRE phases out.
- In the year under review, ASPIRE conducted its routine monitoring visits to 73 schools in Machinga and Zomba districts. Among other general objectives, the monitoring visits aimed at ensuring continued support to re-admitted girls in the targeted schools.

**C. WASH FUNDING: Access to adequate water, sanitation and hygiene (including MHM commodities) improved**

- ASPIRE worked on identifying schools that have improved in terms of WASH facilities maintenance and practices. A baseline assessment was done in Q2, FY18 in all schools. Another assessment was completed again in Q3, FY18, to determine progress and identify the winning schools for the WASH competitions. In Q4, FY18, schools that had won the school WASH competitions, were awarded with various items.
- In Q3, FY18, ASPIRE resumed and completed orientations of school health clubs on three Key Hygiene Practices in Zomba and Balaka districts. School Health Clubs from Machinga were oriented in Q2, FY18.
- In Q2, FY18, ASPIRE disseminated WASH messages to learners and school communities through School Health Days in Machinga and Zomba districts.
- In Q3, FY18, ASPIRE together with contractors, inspected pit latrine blocks that were completed in Q1, FY18. They were checked for any defects that have since been fixed.



### **III. ASPIRE Detailed Progress, October 1, 2017-September 30, 2018**

This section describes the main ASPIRE activities conducted under each funding stream during the quarter under review. Following the FY18 annual work plan, this report has three main sections: Basic Education, PEPFAR, and WASH.<sup>1</sup>

#### **A. BASIC EDUCATION FUNDING: Reading skills for girls in upper primary school improved**

##### **IN-SCHOOL ACTIVITIES**

In FY18, ASPIRE carried out a number of activities contributing to the improvement of reading skills for girls in upper primary school. ASPIRE conducted student assessment on literacy levels in Chichewa and English (S5-S8), to measure learners' literacy gains; ASPIRE developed, pretested and administered an end line study to determine the impact of the course on English proficiency levels of teachers; ASPIRE conducted and completed implementation, monitoring and support visits of English Language Proficiency (ELP) training in 30 clusters in Balaka, Machinga and Zomba; and held regular coaching and support visits to S5-S8 literacy teachers.

#### **Sub-Output 1.1: Reading Systems for students, particularly for girls, in Standards 4-8 improved**

##### **1.1 Assess student literacy levels in Chichewa and English (S5-S8) in target districts**

In Q4, FY18, ASPIRE conducted a student assessment on literacy levels in Chichewa and English (S5-S8), to measure learners' literacy gains. The exercise engaged data collectors who are primary school language teachers from Balaka, Machinga and Zomba districts. The activity started with the initial training of data collectors on the instruments and electronic data collection methods. The data collectors carried out the assessment in Balaka, Machinga and Zomba with technical guidance and support from the ASPIRE team. Data analysis is underway, and results will be shared in the final report.

##### **1.2 Support teachers' English skill abilities**

In FY18, ASPIRE conducted and completed implementation of the ELP training in 30 clusters in Balaka, Machinga and Zomba districts, targeting a total of 450 teachers (281 male and 169 female), drawn from S4-S8, one per class (standard 4 was targeted to complete the set of trainings they had already started in the first year of the implementation). The training aimed at improving teachers' own English language abilities. The ELP training started in FY17 with two-day trainings at cluster level, followed by two weeks of peer and individual work. Each training session covered two units and in total five units were covered. A total of 446 teachers (281 male and 165 female) attended the trainings. Four teachers left their schools for further studies and therefore did not participate in the last two trainings, hence the differences.

In Q3, FY18, ASPIRE conducted monitoring and support exercise to 40 sampled schools participating in the ELP program (10 in Machinga, 21 in Zomba and 9 in Balaka). The support visits aimed at reinforcing teachers' efforts and actions towards effective delivery of language lessons, as well as gauging teachers' improvement in English language abilities. These support visits helped to gauge teachers' performance, identify existing gaps, and provide support to teachers so as to improve their delivery of English language lessons. The activity was carried out by ASPIRE Project Officers, Curriculum Specialists from MIE, SEMAs and secondary school language teachers. A total of 106 teachers (72 male and 34 female) were monitored and supported. Out of the 106 teachers supported, 29 teachers (19 Males and 10 Females) were from Machinga; 58 teachers (39 males and 19 females) from Zomba; and 20 teachers (15 Males and 5 females) from Balaka.

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<sup>1</sup> Work plans and reports prepared in FY18 and onward will present all PEPFAR activities under a single section.

In FY17, ASPIRE developed a baseline tool and conducted a baseline assessment to determine benchmarks for teachers' English language proficiency levels. In Q4, FY18, ASPIRE developed, pretested and administered an endline study to determine the impact of the course on English proficiency levels of teachers in grammar, vocabulary, composition writing and fluency after undergoing the course for a year. The study targeted Standards 4-8 teachers drawn from 20 clusters (10; treatment and 10; control). Among these, there were 8 clusters in Zomba, 6 clusters in Balaka and 6 clusters in Machinga district. One teacher per class from standards 4 to 8 was purposely sampled at each school, making a total of 5 teachers per school. The activity was implemented in 3 phases and involved a team of technical and research experts drawn from MIE and SC, with 18 members in total (10 males and 8 females).

In general terms there was an increase on average of teachers English language proficiency, and this was also the case for the lowest and the highest performing teachers. At the same time, there was variation with regard to sub-skills and although some sub-skills improved, others did not. Importantly, those that improved are the ones that ASPIRE emphasized and targeted as the most important to improve with regard to English Language Proficiency. The main finding of the study was that the ELP intervention had a positive effect on the level of English language proficiency among teachers in the treatment group. For instance, the minimum score for the treatment group increased by 10% after the intervention and the maximum score went up by 6%. Again the mode of the treatment group went up from 53% during the pre-test to 59% during the post-test. The endline study report is attached as **Appendix C** to this report.

### ***1.3 Teacher coaching support and mentoring***

In Q3, FY18 ASPIRE, provided regular coaching and mentoring support to S5-S8 literacy teachers in Balaka, Machinga and Zomba districts. These regular coaching and mentoring support visits aimed at strengthening teachers' efforts to effectively support upper-grade learners' acquisition of improved reading abilities.

These on-going coaching activities have greatly helped teachers who are struggling to deliver their literacy lessons to support learners' acquisition of advanced literacy skills. Apart from observing literacy lessons, monitors also carried out some informal learner assessments just to establish how well the learners were performing in their daily classroom literacy tasks. Monitors also held discussions with the teachers to provide feedback and immediate support on the lesson. Lastly, the schools' head-teachers were also briefed on how they should ensure that the implementation of the literacy intervention is effectively carried out and supported at the school level. Observations from these monitoring and support visits showed that a considerable number of teachers are now developing the confidence to be observed teaching English lessons, as compared to the past. Through the monitoring and support visits, teachers had the opportunity to reflect on their instructional practices and identify ways to enhance the teaching and learning process through one-to-one discussions with monitors. Cumulatively, the exercise reached out to 226 teachers (154 males and 72 females).

## ***OUT-OF-SCHOOL ACTIVITIES***

In FY18, ASPIRE carried out a number of out-of-school activities contributing to the improvement of reading skills for girls in upper primary school. ASPIRE supported primary schools on reading club and reading fair planning and sustaining implementation; supported local community radio station (Malawi Broadcasting Corporation - MBC) to record and air ASPIRE programs; carried out trainings and review meetings for YLM work plans; and finalized distribution of supplementary readers to remaining schools in Zomba district

### ***1.4 Increase volume and variety of gender-sensitive supplementary Teaching and Learning Materials (TLMs) for S4-S8***

ASPIRE did not carry out the promotion of NLS mobile library outreach in all three districts due to an agreement with the Mission.

### 1.5 School-based reading clubs and reading fairs

In Q2, FY18, ASPIRE recognized that limited networking among key school community stakeholders was causing a failure to implement zonal reading fairs in all impact districts. As a way forward, school communities were engaged in action planning towards improving stakeholders’ participation in the implementation of reading fairs. In FY18, ASPIRE Officers conducted monitoring and backstopping support visits at zonal level to support Primary Education Advisors (PEAs) and Primary Head-Teachers to organize and implement their zonal reading fairs; refer to appendix B1 for the implementation of zonal reading fairs. The zones were encouraged to implement preparatory meetings, confirm and announce dates for conducting zonal reading fairs, as well as decide on activities to be showcased by individual schools.



*A learner reading to the crowd at Mulima School, in Chimwalira Zone in Zomba*

As shown in the table below, 44 zones reported having implemented their planned reading fairs, reading clubs and competitions for first, second and third term of academic year 2017/18 by the end of July 2018, representing a 100% implementation rate.

**Table 1: Reading Fair Implementation**

District	No Zones	Proportion of Schools	
		Implemented Fairs	Planning
Balaka	12	100	0
Machinga	12	100	0
Zomba	20	100	0
<b>Overall</b>	<b>44</b>	<b>100</b>	<b>0</b>

Key successes observed during monitoring of the zonal reading fairs included involvement of other community change agents trained by ASPIRE, especially YLMs, who were engaged in both organizing and implementing the reading fairs. Broadly, the reading fairs were inclusive of all learners, as evidenced by the schools’ deliberate efforts in engaging learners with special needs. Parents also supported the reading fairs by contributing to the incentives packages (like notebooks, pens, pencils, rulers and instrument boxes) for star-readers and by attending the fairs.

### 1.6 Community outreach and partnerships to support and promote reading

Through MoUs with local radio and television stations, ASPIRE has promoted the showcasing of promising best practices for improving reading among learners, as well as sustaining school community literacy initiatives. In FY18, ASPIRE engaged MBC and Radio Maria to record and air programs from

all targeted districts. Aired programs included those that highlighted stories of teen mothers who were readmitted into school, girls prevented from teenage marriages, parental involvement and support in advancing girls' education issues, as well as girls' good performances in school despite their vulnerable conditions, to mention just a few. In Zomba, MBC and Radio Maria went to Ntungulutsi Primary School in Ntungulutsi Zone and Chimwalira Primary School in Chimwalira Zone. In Balaka, MBC and Radio Maria went to Kankao Primary School in Kankao Zone and Chisongwe Primary School in Ulongwe Zone. In Machinga they went to Mwaiwathu School in Ntaja Zone and Daimani School in Mpombe Zone.



*A recording session of Namkungwi Drama Club at Kankao Primary School in Kankao zone - Balaka*

### ***1.7 Support Youth Literacy Movement in Balaka, Machinga, and Zomba***

In FY17, ASPIRE trained YLM members in Zomba, Machinga and Balaka. At the end of the trainings the YLM members developed action plans to revamp village reading camps and even construct reading camp shelters in communities where there are none. In FY18, ASPIRE conducted monitoring visits to YLM members' activities at school level. Through these visits, ASPIRE observed that YLM members are conducting sensitization meetings and working with communities to set-up village reading camps where they were not in existence. In Ntaja zone, Mlirankhandwe and Mwayiwathu schools, and Mchima and Mcheza schools in Kankao zone, communities were mobilized to construct shelters to attract learners in senior classes to attend reading sessions at the camps. The YLM members also participated in reading fair competitions. For example, during a reading fair at Namakanga School, Ntaja Zone, the YLM displayed the activities that were conducted at the reading camps such as reading, spellings and quizzes. In Phalula zone, YLM members facilitated the readmission of more girls into school.

In Q3, FY18, ASPIRE planned and implemented community based YLM review meetings at cluster level. The cluster review meetings drew six participants from each school (comprising of four YLM members, Head Teacher and YLM patron/matron). These review meetings were carried out to gauge YLMs' performance in supporting community-based reading activities, share successes, challenges, lessons learned, as well as propose action plans for sustainability of the YLMs' interventions beyond the ASPIRE period. These meetings reached a total of 3,237 participants in Balaka, Machinga and Zomba (as presented in the Table 2 below). At the end of the meetings, participants developed sustainability action plans of the YLM village interventions.

**Table 2: YLM Review meeting outreach**

District	YLM Review Meeting Outreach		
	Male	Female	Total
Balaka	491	451	942
Machinga	667	318	985
Zomba	742	568	1,310
<b>Overall</b>	<b>1,900</b>	<b>1,337</b>	<b>3,237</b>

The review meetings revealed many successes such as establishment and resumption of village reading centers, supporting reading center facilitators in guiding children at the centers, sourcing supplementary reading materials for the centers, lobbying key village center stakeholder to support the activities at the reading center, establishment of different reading center incentives like football games to entice learners into the centers and construction of shelter and pit latrines for the reading camp, as happened around Mlambe and Malundani primary schools in Machinga. In some communities, however, reading centers were not vibrant due to inadequate facilitators as well as a lack of training of newly selected facilitators.

**B. PEPFAR FUNDING: Adoption of positive sexual and healthcare-seeking behaviors among youth 10-19 increased; key structural and cultural barriers for girls ages 10-19 decreased; Core HIV and violence prevention package for AG (10-19) provided to increase their knowledge, self-efficacy, and risk reduction strategies**

ASPIRE aims at disseminating right messages on sexual reproductive health (SRH), HIV and AIDS and dealing with gender based violence (GBV) issues among adolescents. ASPIRE also promotes access to health and social services to promote healthy lives, thereby improving school attendance. All PEPFAR funded activities in Balaka were directed by USAID to conclude by the end of FY17. The following is the summary of activity implementation in Machinga and Zomba in FY18.

## **IN-SCHOOL ACTIVITIES**

### **2.1 Strengthen school communities' capacity to support needs of HIV+ students**

Following training for school communities on support provision to HIV+ students in FY17, ASPIRE intensified supervision visits to targeted schools in Machinga and Zomba districts during implementation in Q1 and Q2, FY18. The supervision visits to the targeted districts showed that the school and community structures were active in support provision to HIV+ students. The school and community structures encouraged parents and guardians in the provision of consent for their children to undergo HIV testing. This was in an effort to ensure that school-going children are tested and know their HIV status. The school and community structures also ensured that those children that tested HIV+ were referred for ART and adhered to treatment. During guidance and counselling sessions with adolescent girls, MG members in the targeted schools have encouraged girls to utilize the referral system, as it eases access to both social and health services. The MGs, SMCs and PTAs have taken an initiative on following up with referral agents, service providers and the learners themselves. The MGs continue to provide scholastic and other material support to the HIV+ learners such as pens, notebooks, school uniforms and sanitary pads.

### **2.2 Provide CPD in LSE for secondary and primary LSE teachers**

ASPIRE completed delivery of the LSE CDP manuals for primary and secondary schools in September 2018 when schools opened.

### **2.3 Coaching and system support for quality LSE instruction**

In Q1, FY18, ASPIRE finalized development of LSE coaching, monitoring and supervision tools. In Q2, FY18, ASPIRE utilized the tools to monitor teachers in targeted primary and secondary schools on delivery of LSE lessons to learners. The monitoring visits have indicated that teachers are practicing



the new LSE teaching methods that they had acquired during CPD trainings. A total of 109 (77M 32) primary school teachers from Machinga and Zomba were monitored while a total of 83 (51M 32F) secondary school teachers were monitored in the targeted schools.

#### **2.4 Teacher training on the national Code of Conduct**

In FY17, ASPIRE trained a total of 4,301 teachers (2,945 males and 1,356 females) in 100% of the project schools in Zomba and Machinga. Completed in FY17, no further activity occurred in FY18.

#### **2.5 Develop female role models in schools and communities**

During the routine supervision visits in Q1, FY18, ASPIRE continued to provide support to the female role models through motivational talks on how they are supposed to provide support to adolescent girls in the targeted schools. The supervision visits found that the female role models are able to conduct guidance and counselling sessions with the girls, including imparting the girls with HIV and other SRH messages. The female role models have also taken an initiative of promoting change rooms in the targeted schools to reduce absenteeism among girls due to menstrual issues. The supervision visits also indicated that the female role models are complementing MGs by ensuring that adolescents return to school. In FY18, 523 female role models conducted guidance and counselling sessions with 6,221 adolescent girls in Machinga and Zomba districts. This represents 42% of all the targeted adolescent girls in Machinga and Zomba districts.

#### **2.6 Students in target schools benefit from School Health Days**

In FY17, ASPIRE worked on strengthening the link between health and education. ASPIRE also worked at bringing health services closer to the school by working with partners that provide health services. One of the ways of achieving this was the school health days (SHDs) that were conducted in partnership with other DREAMS partners and USAID funded projects, as well as government partners. These included PSI (Machinga), BLM (Zomba), Dignitas International, Village Reach, police, child protection workers, teachers and health surveillance assistants (HSAs). During these SHDs, ASPIRE provided health talks on HIV, SRH and gender-based violence.

In Q1, FY18, ASPIRE did not start with SHD sessions at the start of the academic year because of reports of blood suckers, which disrupted travel in the communities. Instead, ASPIRE just met with the relevant partners and stakeholders to plan. ASPIRE also participated in a meeting convened by USAID, with BLM and PSI, to strategize on implementation of this activity. The partners agreed to continue with the division of responsibility according to which ASPIRE gives health talks, while BLM and PSI provide health services outside the school premises.

ASPIRE also met with health surveillance assistants (HSAs), child protection workers and HIV counsellors as a way of getting support in the implementation of SHDs and to encourage them to take part and provide services. ASPIRE also lobbied support from local leaders to assist with mobilizing communities to ensure that learners under 16 years are accessing HIV testing, as they require consent from parents or guardians.

In Q2, FY18, ASPIRE started with the SHD implementation in both Machinga and Zomba and were completed in Q3. All the schools in Machinga and Zomba (including the schools across Lake Chilwa) were reached with the SHDs. ASPIRE reached 100% of primary schools in Machinga and Zomba with SHDs.

#### **Machinga**

In Q2, FY18, 7,147 (3,453M; 3,694F) learners were reached during SHDs in Machinga.

- Among them, 205 (98 boys and 107 girls) were tested and none were found to be HIV+. This does not mean that there are no learners that are HIV+, only that there were no HIV+ among those that were tested in that quarter.

- 151 (33 male and 121 female) teachers had HIV tests. Three teachers (2M and 1F) were found HIV+ and referred for further management.
- 419 (353M; 66F) condoms were distributed to learners, and 259 female learners were referred for other SRH services.

In Q3, FY18, 64,129 learners (31,435 females and 32,694 males) were reached with SHDs. The following services were provided:

- A total of 2,679 (1,318 boys and 1,361 girls) learners got tested for HIV, of which 13 (5 boys and 8 girls) were found HIV+. All the learners that were found HIV+ were referred for further management.
- A total of 200 teachers (107 males and 93 females) received HIV tests and 5 (1 male and 4 females) were found HIV+. All those that were found HIV+ were referred for ART.
- A total of 1,662 condoms were accessed (1,550 male and 112 female).
- 1,079 female learners were referred to SRH services like contraceptives.
- Other services provided included nutritional assessment, STI screening testing, and counselling.

A total of 48 SHD sessions were held in all the 12 zones in FY18 reaching 100% of primary and secondary schools.

### **Zomba**

In Q2, FY18, 136,132 (78,216 males and 57,916 females) students were reached.

- 5,638 students (3,118M, 2,520F) underwent HIV testing and 51 (16M; 35F) learners were found HIV+. All those students found HIV+ during SHDs were referred for further treatment and were commenced on ART.
- 289 (150M; 139F) teachers were also tested for HIV of which 2 (1M; 1F) were found HIV+.
- 2,891 (2,088 males and 803 females) condoms were distributed.
- 169 (82 males and 87 females) learners were referred for other SRH issues.

In Q3, FY 18 a total of 83,257 learners (38,680 male and 44,577 female) attended the SHD sessions. Below is the data for services provided:

- 3,903 learners (2053 male and 1850 female) were tested for HIV. Out of those tested, 34 (20 male and 14 female) learners were found HIV+.
- 755 teachers (325 male and 430 female) also got tested for HIV, and 1 male teacher was found HIV+. All those that tested HIV+ were referred for ART.
- 1,821 condoms (1,775 male and 46 female) were accessed during the reporting period in Zomba during SHD.
- 976 (393 males and 583 females) learners were referred for SRH services during the school health days.
- In addition to the services provided, the SHD events included traditional dances, poems, quizzes, drama, and choirs—all as a medium of providing correct information to the learners.

In total 67 SHD sessions were conducted in Zomba in FY18, these included schools that are across the Lake Chilwa.

The provision of services at a school provided an opportunity to reach out to as many people in remote areas as possible. For example, one GVH mentioned this in his speech with much appreciation and excitement. In order to show his gratitude, he himself went for testing as an example to his subjects and then urged others to follow suit. This encouraged many parents who witnessed this to go for HIV testing as well as taking their children for HIV testing.

The SHDs were also an opportunity for referral. Learners were referred by referral agents from their schools to access services such as HIV testing, contraceptives and GBV screening. In addition to the services provided, the SHDs provided edutainment and promoted students' participation as they

performed traditional dances, poems, quizzes, drama, and choirs—all as a medium of providing correct information to the learners.

During the implementation of SHDs, collaboration was important and it was very strong. ASPIRE collaborated with BLM in Zomba and PSI in Machinga. The DHO was also key in the provision of health services. CPWs, Police and Victim Support Units also provided social services during the SHDs.

Other organizations that participated and provided services:

- YONECO gave talks on GBV and encouraged use of their toll free hot lines to report cases on GBV.
- Village Reach gave SRH support services on Chipatala cha pa phone which is free.
- Girl Effect with Zathu pa wailesi aired programs around SRH, HIV and GBV.
- Dignitas International offered HTS in areas that PSI was not present.
- HSAs conducted nutrition assessments of the learners from standards 1-3, while those from Standard 4 – 8 participated in the actual SHDs where SRH issues and HIV testing was done.



*A police officer giving GBV talk to learners*



*A CPW talking on case management*

In both districts, structures such as MGs and other school committee members were also available to help identify issues and showcase the support they have provided to needy students, such as back to school campaigns, and provision of scholastic materials such as uniforms and writing materials.

The SHDs helped to link health services and the schools. Working with senior HSAs promoted follow up of cases, as they assign HSAs to visit schools in their catchment areas. An example is Namakwena School in Zomba, where a learner tested HIV+ during a SHD and the senior HSA tasked the HSA responsible to follow up with the parents of the child. The learner is now reported to have started ART. The SHD also provided an opportunity for parents to disclose status of those children that were on ART, but were not aware as to why they take medications every day. Parents took advantage of the health providers to disclose and counsel the adolescents, as they did not know how to tell the children that they were HIV+.

Involvement of CPW and police also helped community members to realize the importance of reporting GBV issues. It helped to bring awareness on the services that are available in their communities. For example, a learner from Namatapa School (a standard 6 boy) reported that his



mother does not provide him with school necessities and he is asked to provide for the family through piecework. The student failed to sit for end of term one exams in the last academic year, because he did not pay the school development fund. He even mentioned that the money he raised was used by his mother for maize milling. After the talk that was made by the police officer, the child realized that what he was going through was negligent and he needed assistance. The deputy head teacher made efforts to call the mother of the victim to help resolve the matter and the school promised to assist the boy whenever necessary.



*Namisunju and Umodzi school learners who benefited soap tablets and notebooks (others school uniforms) from the Mother group*

### **2.7 Strengthen referral systems from school to YFHS and social protection services**

In Q4, FY18, ASPIRE intensified zonal-based review meetings on referral systems. During these meetings, it was established that learners are now fully aware of the functionality of the referral system. The learners indicated that the referral system eases their access to health services, as they are no longer required to queue at service provision points.

In order to strengthen the link between referral agents and service providers, ASPIRE conducted review meetings with referral agents and service providers. The service providers indicated that they were aware of the referral tickets, including how they are supposed to be completed. On sustainability of the referral system, it was agreed that referral agents will utilize papers from notebooks as referral tickets for use by learners when accessing both social and health services in the absence of referral tickets.

In FY18, monitoring visits to targeted schools in Machinga and Zomba districts indicated that 22,103 learners were referred for health and social services as follows:

**Table 3: ASPIRE Referrals total in FY18**

	Referrals (health & social services)
Male	9,939
Female	12,164
<b>Total</b>	<b>22,103</b>

To increase child case management skills amongst its staff and CPWs, a total of 12 (6 males and 6 females) ASPIRE staff were trained on child case management by the Ministry of Gender, Children, Disability and Social Welfare. The training's main aim was to help staff to understand the principles of child case management. ASPIRE then engaged the CPWs, who are used as case managers in their respective communities, to strengthen the link between CPWs and schools. All CPWs in Machinga and Zomba were involved in this activity.

### **2.8 Implement Block Grants to support primary and secondary school education for girls**

In FY18, ASPIRE continued to conduct routine monitoring visits to schools that implemented block grants in FY17. During the monitoring visits, it was found that school and community structures continued to provide support to adolescent girls that benefitted from the block grants initiative in an effort to ensure that the vulnerable girls stay and achieve in school. Specifically, MGs in the targeted schools are continuing to provide both material and psychosocial support to the vulnerable adolescent girls. Materially, MGs are providing the girls with scholastic materials such as pens, notebooks, and uniforms. Following their training on sewing of re-usable sanitary pads in FY17, MGs in the targeted districts are continuing to provide vulnerable girls with re-usable sanitary pads. In the year under review, a total of 321 adolescent girls have been provided with re-usable sanitary pads made by MGs in the targeted schools in Machinga and Zomba districts. Furthermore, the supervision visits to the targeted schools indicated that MGs were using the bicycles that they had acquired through the block grants initiative in FY17. Specifically, the MGs are using the bicycles to conduct door-to-door campaigns on support provision to adolescent girls, including encouraging teen-mothers to go back to school.



*A sample sanitary pad that MG members at Chinduza Primary school (Machinga) are producing*

## **OUT OF SCHOOL ACTIVITIES**

### **2.9 Provide MHM commodities and information to female students in Machinga and Zomba**

ASPIRE continued working on ensuring the availability of Menstrual Hygiene Management (MHM) commodities. In FY17, ASPIRE trained MG representatives in 43 secondary schools (98%) in Zomba since one school is boys' only and was left out. In total, 129 MG members from 43 secondary schools in Zomba were trained on production of reusable sanitary pads. Upon completion of the training, each MG was given a startup kit, which included a sewing machine, cotton cloth, flannel, waterproof material, a pair of scissors and sewing threads.

Following successful trainings and capacity gained in sanitary pads making for secondary schools, ASPIRE replicated the initiative to primary schools in Machinga and Zomba Districts. The first phase involved training of primary schools that benefitted from ASPIRE Block Grants. Schools identified MG representatives to be trained at zonal level. A total of 250 MG members (2 from each school), from 125 (70 in Machinga and 55 in Zomba) primary schools were trained. The trainings were conducted for 5 days on a residential basis.

In Q2 and Q3, FY18 ASPIRE trained all the remaining primary schools (252; 160 in Zomba and 92 in Machinga) in production of reusable sanitary pads. These are the schools that did not benefit from school block grant. Upon completion, they were also provided with startup capital (sewing machine, cloth, flannel, water proof material, among other accessories) for production of pads. A total of 504 MG representatives (320 Zomba and 184 Machinga) were trained on making of reusable sanitary pads. Each school had two representatives. These trainings were conducted at zonal level on a non-residential basis. During the training, the MG members were encouraged to make the pads as an income generating activity (IGA). They were also encouraged to use the sewing machines for making other materials such as school uniforms to generate income. The generated funds are being used to support OVCs with scholastic materials, school fees, and school uniforms.



*Mother Groups showcasing the produced reusable sanitary pads from Nsondole School*

With completion of these trainings, ASPIRE has 100% reach of primary and secondary schools in Machinga and Zomba trained on making of reusable sanitary pads. A total number of 421 schools were reached with these trainings.

These trainings will improve provision of MHM commodities, thereby reducing absenteeism among adolescent girls in the targeted schools. The initiative is also improving resource mobilization, for it is an IGA for the MGs, as the returns will be used to support the OVCs with school materials like exercise books, pens and even uniforms.

### **2.10 Sensitize students, parents and community about HIV and support services and GBV**

In FY18, ASPIRE continued to strengthen PTAs, MGs, child protection committees (CPCs), auntie/agogo clubs and local HIV networks and community based organizations (CBOs) to support HIV+ adolescents. Review meetings conducted strengthened linkages for GBV, HIV and AIDS provisions.

Many communities still force young girls into marriage. ASPIRE worked with traditional leaders who have now developed by-laws. This is one of the measures of protecting adolescent girls and young women to keep them in school. ASPIRE also oriented key community and school structures which included: chiefs, initiation counsellors, religious leaders, YLMs and youth drama clubs, among others to support implementation of local initiatives towards improving girls' wellbeing. ASPIRE engaged Traditional Authorities in Machinga and Zomba in district-level review meetings to reflect on how they influenced networking among different community stakeholders. Specific focus was on how they engaged the youth groups, such as YLM and drama clubs, in sensitizing communities on girls' reading and HIV and AIDS issues. ASPIRE also continued to strengthen links between schools and their community structures in an effort to ensure increased support provision to adolescent girls including those that are HIV+ in the schools.

In FY17, ASPIRE developed maps of health and social services available to bring awareness among adolescents and promote access to the services. In FY18, ASPIRE distributed the printed maps to all the schools in Machinga and Zomba. The services included health facilities, police units, VSUs, CPCs, and CBOs. This is a way of promoting access to services available at community level.

### **2.11 Support after school health clubs in Machinga and Zomba**

As a way of promoting correct information on SRH, HIV and AIDS and GBV among students, ASPIRE continued with the promotion of after school health clubs in all the schools in Machinga and Zomba. Each school was encouraged to have a health club as a way of increasing interaction among students thereby promoting SRH, HIV and GBV knowledge.

In FY17, ASPIRE trained patrons and matrons in after school club guidelines. A total of 498 Patrons and 396 Matrons in schools from Machinga and Zomba districts were oriented to enable them lead after school health clubs. Each school was provided with the guidelines both for older and younger adolescents. The after school clubs combine both boys and girls who joined voluntarily as extracurricular activity. The materials that were provided for use in these clubs were: DREAMS toolkit, activity cards and puberty books for both boys and girls.

In Q2, FY18, schools identified peer leaders that were oriented to enable them to facilitate club activities with support of patrons and matrons. Ten students (two from each class from standards 5 to 8) were identified. Peer leaders in target schools in Machinga and Zomba were oriented on the club guidelines for afterschool health club implementation. The content of the training included roles and responsibilities of peer leaders, characteristics of a good peer leader, facilitation skills and scheme of work. All schools in Machinga and six education zones in Zomba were reached. The six education zones in Zomba were Chilipa, Chingale, Ntungulutsi, Namadidi, St. Anthony and Chikala. A total of 2,078 learners were reached; (Zomba – 437: 252 girls and 185 boys, Machinga – 1,641: 844 boys and 797 girls).



*Orientation of peer leaders at Chinkhwangwa Cluster- St Paul's Zone*

ASPIRE also monitored after school health club activities, ensuring participation of students. Schools visited were found to have functional clubs and were conducting their activities following the after school club guide. Below are some of the findings from visits made to monitor club activities:

- Machinga LEA had an operational club with 60 members (30 boys and 30 girls). The club meets once every week. The students said they feel comfortable to discuss issues concerning their lives.
- At Bisa Primary School, in Machinga, the club was functional after being trained on after school health club guidelines. There are 60 members (30 boys and 30 girls) with 12 members from each class. The peer leaders were very active; they even shared what they had discussed in their clubs to the whole school during school assembly.
- At Chikamveka primary school, in Zomba, they had a club, which was meeting once every week on Wednesdays.

In Q3, FY18, ASPIRE completed the after school club peer leaders orientations in the remaining 14 education zones in Zomba. A total of 179 primary schools in these 14 education zones in Zomba were reached. In these zones, a total number of 2,120 peer leaders (1085 girls, 1035 boys) and 213 teachers (112 patrons and 101 matrons) were reached. These orientations were aimed at capacitating students to facilitate after school club activities, equipping them with leadership skills, and promoting and strengthening the implementation of the after school club activities. The orientations were held at cluster-level on a nonresidential basis, and were conducted over weekends to ensure that the students are not being disturbed with their schoolwork.



## **2.12 Strengthen capacity of MGs to provide guidance, counselling and support to girls**

In FY18, ASPIRE intensified monitoring visits to targeted schools in all the three impact districts. The visits aimed at following-up on the support that the MGs were providing to adolescent girls so that they stay and achieve in school. The MGs in the targeted schools are implementing all the key roles and responsibilities that they had been oriented on by ASPIRE. MGs have been empowered to support promotion of literacy activities in the schools by providing resources and awarding best performing students during literacy competitions. The monitoring visits revealed that MG members in the targeted schools are continuously supporting best performing learners during literacy activities such as reading fairs and reading competitions. As a way of motivating them, the MGs are providing the best students with notebooks, pencils and pens.

The monitoring visits have further revealed that the MGs and SMC members in the targeted schools are constructing girls' change rooms so that the girls' learning environment is conducive for their hygiene even when they are menstruating.



*MGs and SMC members showing the change room which they have constructed at Umodzi Primary School in St. Michaels Zone*



*A two-block classroom structure that has been constructed by communities at Chisongwe Primary School in Balaka district.*

Following orientation on their roles and responsibilities towards support to girls' education, community leaders across the three impact districts have taken an initiative in ensuring availability of classroom blocks for learning. For instance, eight Village Heads in Balaka (Chakwiya, Chozemba, Chitseko, Jali, Kumchenga, Mmalisyemu, Mulilima and Mtelela) influenced construction of eight girls' latrines each at Chisongwe Primary school in Ulongwe Zone. This was an effort to support the school's health and sanitation. Initially, the school had only two latrines. The school's communities then went further to mobilize resources that led to construction of a two classroom block.

In Q2, FY18, ASPIRE initiated implementation of closeout meetings in the target districts. The meetings aimed at identifying ASPIRE Activity's key areas of achievement, best practices, lessons learned including challenges and recommendations, as this is the final year of implementation. ASPIRE engaged all relevant school and community stakeholders such as MGs and FRMs. The meetings were conducted at cluster level, and aimed to develop sustainability strategies together with the school and community structures. A total of 112 MG representatives and a total of 63 FRMs in Machinga district participated during these closeout meetings. During the closeout meetings, MG representatives indicated that ASPIRE had empowered them in various skills that aimed at promoting girls' education in their respective schools. The closeout meetings revealed that the FRMs continued to conduct guidance and counselling sessions with adolescent girls, including teen mothers. MG representatives indicated that through their Village Savings and Loans initiatives and returns from sanitary pad sales, they are able to provide material support to needy students in their schools. In Q3, FY18, ASPIRE finalized implementation of closeout meetings in Zomba district, where a total of 129 MG representatives and 93 FRMs participated during these meetings.

### **2.13 Empower male champions to champion girls' rights**

In Q1, FY18, ASPIRE held review and planning meetings with male champions to strengthen the community engagement process by male champions that allowed the champions to share successes as well as draw lessons for reinforcing community behavioral change against GBV. ASPIRE also met with the male champions for making plans for implementation after ASPIRE closes.

In Q2, FY18, ASPIRE engaged male champions in the aforementioned closeout meetings in Machinga and Zomba districts. Discussions during the closeout meetings indicated that male champions were still sensitizing communities, including the girls themselves on their rights. The male champions promoted girls' rights to education and health services. On girls' right to education, the male champions emphasized the readmission policy and availability of quality education in their respective targeted schools. On health rights, the male champions promoted girls' access to youth-friendly health services, which includes utilization of the school-based referral system. A total of 124 (53 Machinga and 71 Zomba) male champions were engaged during the closeout meetings.

### **2.14 Sensitization of communities in Machinga and Zomba on importance of girls' education and barriers to girls' education**

In a bid to facilitate attainment of improved education outcomes among girls in upper primary and secondary schools, ASPIRE activity lined up a number of strategies aimed at dealing with key structural and cultural barriers for girls of ages 10 to 19. ASPIRE organized participatory drama performances through which communities were engaged in deep discussions on girls' education including developing action points and sharing responsibilities to empower girls in their communities. In Q3, FY18, a total of eight theater for development (TFD) performances were staged in Machinga and Zomba to allow community members to commit on continuing the work they have been doing with ASPIRE. Communities were able to engage and come up with actions that will support girls' education. For example, during a performance that was conducted at one of the schools in Machinga, the village head for that area committed to surrender any fines to the school as part of support to girls' education.

### **2.15 Improve capacities of community leaders and GOM field workers to support girls' education**

Since its inception in December 2014, ASPIRE has worked with GOM field workers to support girls' education. Among other key roles, the field workers have facilitated implementation of interface meetings at community level. Specifically, HSAs have ensured improved WASH in all the targeted schools while CDAs have motivated communities to take lead in school development initiatives, such as construction of girls' change rooms and school blocks. During implementation of closeout meetings in Q3, FY18, ASPIRE engaged HSAs and CDAs in an effort to ensure sustainability of key activities that support girls' education. Twenty-one (13M 8F) HSAs participated during the zonal closeout meetings in Machinga and Zomba districts as well as 12 (8M 4F) CDAs. The GOM field workers vowed to continue with their efforts towards girls' education even beyond ASPIRE Activity's funded period.

### **2.16 Improved support to re-admitted girls**

In FY18, ASPIRE conducted its routine monitoring visits to 73 schools in Machinga and Zomba districts. Among other general objectives, the monitoring visits aimed at ensuring continued support to readmitted girls in the targeted schools. During interviews with head teachers and MG representatives, it was established that the schools provided both material and psychosocial support to the readmitted adolescent girls in the targeted schools. One hundred thirteen readmitted girls in the schools that were monitored have benefitted from school uniforms, pens, notebooks and sanitary pads. The MG members, including FRMs, conducted guidance and counselling sessions with the readmitted adolescent girls in the targeted schools. The MGs and FRM still motivate the girls to stay focused and never be coaxed to drop out again. The guidance and counselling sessions are being utilized by readmitted girls as a platform to present all their education and health challenges.

## **C. WASH FUNDING: Access to adequate water, sanitation and hygiene (including MHM commodities) improved**

### **IN-SCHOOL ACTIVITIES**

In FY18, ASPIRE continued with implementation of Water Sanitation and Hygiene (WASH) interventions in the three impact districts as discussed below.

#### **3.1 WASH construction in ZOMBA based on needs assessment.**

In FY17, ASPIRE started the construction of 84 pit latrines and 98 urinal cubicles in 14 schools in Zomba. Each school benefitted with six latrine rooms that also included a Menstrual Hygiene Management facility for adolescent girls' use and each block included a room for the physically challenged learners. By Q1, FY18, all construction works were completed and handed over to schools for learners' use.

In Q2 and Q3, FY18, ASPIRE continued with routine monitoring and inspection visits to all the schools that benefited from these latrines in Balaka, Machinga and Zomba. The table below shows the schools that were visited in the three districts. In particular, 14 schools that benefited with latrine blocks in Zomba were visited, together with the contractors that were responsible for the construction works. The latrines were inspected at the expiry of the six months of defects liability period. The latrine blocks were in particular inspected for any defects. Defects identified included minor cracks on walls and storm water drainage, as well as the pavements. These were worked on and the structures are fit, safe and functional.



*A latrine block at Likangala Primary School, in Zomba that had no defects after six months.*

In Q4, FY18, all contractors were issued with completion certificates for their references.

**Table 4: Schools with latrine blocks inspected in Q3, FY18**

District	Zone	School
Balaka	Ulongwe	Ulongwe II
		St Andrews
		Njese
		Kafulafula
	Nkhonde	Nkhonde
Machinga	Mlomba	Mlomba
	Namandanje	Ntangaye
Zomba	St Michaels	Likangala
		Mikundu
	St Pauls	Mulawa
	Ntonda	Matandwe
		Pirimiti
	Chimwalira	St Pius
		Nachiswe
	Mchengawedi	Mchilingano
	Songani	Songani
		Matawale
	Namadidi	Nankhuna
	Chingale	Namitembo
Chilipa	Matipa	
	Chikungwa	

During the visits to the schools, the team met members of school WASH committees, MGs, head teachers and WASH teachers.

During a visit to Ulongwe 2 School, with the WASH Specialist from USAID present, it was found that boys had broken the grill door as they were pushing to use the latrines. They were complaining that they have not been considered for such a facility so they are forced to use the same latrines as girls. ASPIRE followed up and found that the school has since repaired the damage. Sensitization was conducted and boys are no longer forced to use the girls' latrine. At a meeting with USAID, this was discussed as an advocate issue where there is need to include boys in future programming.



*USAID's WASH Specialist inspecting a latrine block at Kafulafula in Balaka*

**3.2 Provide MHM commodities and information to female students.**

In FY15, MGs in secondary schools were trained on making of reusable sanitary pads, which have been supplied free to needy girls, and some are being sold at a subsidized price to other students and community members. This is serving as an IGA and some profits are contributed to the special fund for girls' education.

In FY16, secondary school girls in Balaka received the English version of UNICEF MHM booklet. These booklets provide correct information on menstruation and hygienic measures around menstruation.



In FY17, ASPIRE engaged MGs to produce reusable sanitary pads for emergencies in schools. Fifteen MGs were contracted to produce 3000 pads; 200 pads each. Three thousand reusable pads were distributed in FY17, to schools in Machinga and Zomba for emergency use by the adolescent girls.

In FY17, ASPIRE received 2,000 reusable sanitary kits as Gift in Kind (GIK) from Heart to Heart International (HHI), USA. These kits were distributed to 2,000 OVC girl learners in Balaka. Balaka is the only district of the ASPIRE's three impact districts, where primary MGs were not oriented on reusable sanitary pad production, hence ASPIRE chose to support the adolescent girls from the district with these kits.

In Q3, FY18, ASPIRE received six hundred more GIK sanitary kits from HHI. These kits have been distributed to 600 adolescent girls in Balaka, targeting different schools that were not reached in FY17. These kits will help adolescent girls to manage menses and enable them stay in school.



*Learners show off their sanitary kits at Maria Woyera Primary School in Balaka*

### **3.3 Increase prevalence of key hygiene behaviors in teachers and students.**

Following the WASH rapid assessment conducted in FY15 & FY16 in all targeted primary schools in Balaka, Machinga and Zomba, schools needing various WASH interventions were identified. School staff and communities who are all members of WASH committees were trained in FY16 & FY17 on 3KHPs using ASPIRE's WASH Manual to ensure that they support their schools and that necessary WASH services and facilities are available.

ASPIRE took advantage of SHDs in Machinga and Zomba to disseminate handwashing, consistent use of latrines and safe water use messages to the learners and school communities through performances that include drama, songs, poems and dances. In Q2, FY18, ASPIRE reached 136,132 (78,216M 57,916F) people with these WASH messages during 35 SHD sessions in Zomba district. In Machinga, ASPIRE reached 7,147 (3,453M 3,694F) learners and community members with similar messages during seven SHD sessions. In Q3, FY18, ASPIRE reached 83,257 (38,680M, 44,577F) people in 10

zones in Zomba with WASH messages. In Machinga, ASPIRE reached 17,447 males and 16,123 females in four zones.

In Q1, FY18, ASPIRE started implementing the School WASH Competition in all the target primary schools in the three districts. The competition is aimed at promoting sanitation and hygiene as the schools strive to maintain the standards and practices as they bid to win and in the end adopt such practices as a norm. A consultative meeting with government stakeholders was followed up by an initial assessment in Q2, FY18. The assessment was a baseline for comparison with the second assessment conducted in Q3, FY18 to determine the winning schools in each zone. The second assessment showed the progress the schools made. Three winning schools in each zone were identified and were awarded with various prize items that will enhance sanitation and hygiene. District level winners were also awarded with different sets of items.

In FY15, ASPIRE initiated formation of school WASH committees in all the schools in Balaka, Machinga and Zomba. These committees are made up of the head teacher, sanitation teacher, SMC and PTA representative, community members (2 men and 2 women) and 2 students (1 boy and 1 girl). In FY16 and FY17, ASPIRE trained the WASH committees on water point chlorination and maintenance, as a way of ensuring that students access clean and safe water. The committees were also trained on latrine management and maintenance to ensure that the available latrines are in shape for use by the learners. In Q3, FY18, ASPIRE reached the schools across Lake Chilwa with trainings for WASH committees. Thirty-two (20M, 12F) members including four head teachers were trained.

ASPIRE promoted the formation of after school health clubs as reported under 2.11. These clubs were also used to give information on WASH. Therefore, in Q2, FY18, ASPIRE commenced trainings of these learners in Machinga, in all the 12 zones in the district, reaching all the primary and secondary schools. 1,641 learners (844 boys and 797 girls) were trained. The school health clubs were trained on the 3 Key Hygiene practices: proper and consistent use of latrines, consistent hand washing practices, as well as use of safe water. Training also covered their roles and responsibilities including advocating for WASH services and facilities' availability at school, peer education, and management of WASH facilities.

In the same quarter, 434 learners (252 girls, 182 boys) from Chingale, Chilipa, Namadidi, Mtungulutsi, Chikala and St Anthony zones were trained as champions of WASH in their schools in Zomba. In Q3, FY18, 1,686 more learners in the remaining 14 zones in Zomba were reached (833 girls and 853 boys), including those on the Lake Chilwa islands. This brings a total of all learners trained in Zomba to 2,120 (1,085 girls; 1,035boys).

In Q3, FY18, the school health clubs WASH orientations were commenced in Balaka district. These trainings were facilitated by the trained HSAs and supported by PEAs and district WASH trainers. In Balaka, 157 schools from the district's 12 zones received orientations, reaching 1,884 learners (962 girls, 922 boys). Out of these, 314 are members of the WASH committees representing their schools.



*A facilitator emphasizes a point as learners listen attentively at Chembera cluster centre in Balaka.*

### **3.4 Continued support for improved sustainable access to water and sanitation services in schools**

ASPIRE promotes access to safe drinking water and sanitation facilities. School WASH committees were trained to ensure that students are provided with safe water and ably manage and maintain WASH facilities in schools.

In Q1, FY18, ASPIRE monitored activities of 29 WASH committees in 29 schools. It was observed that the WASH committees were participating in WASH activities and some of the schools are providing soap for handwashing from their own resources.

In Q3, FY18, ASPIRE worked with government stakeholders from the Health, Education, and Community Development departments to monitor the implementation of school WASH action plans, checking the fitness of WASH facilities, as well as providing technical support to ensure WASH standards are met and practiced. The monitoring teams comprised of HSA, PEA and a CDA made visits to 541 primary schools in 44 zones, in the 3 impact districts.

In Q4, FY18, ASPIRE monitored and supported 44 schools that had won the school WASH competitions at the zone level in the three impact districts. Among other findings, ASPIRE found that school WASH committees are effectively supporting schools in managing WASH facilities; school staff are working hand in hand with school health clubs to bring WASH awareness amongst the learners, MGs are collaborating to ensure that schools have MHM facilities for adolescents' management of menstruation.

## **IV. Integration**

USAID, through its country development cooperation strategy (CDCS), advocates for an integrated approach to programming that concentrates resources geographically where and when feasible. ASPIRE has worked together with DREAMS partners, other USAID projects, other NGOs and government departments. In FY18, ASPIRE continued working in partnership with the various other relevant organizations.

### **AI.1 Collaboration with National Reading Program**

In Q2, FY18, ASPIRE held a meeting with MERIT to agree on the plan for ASPIRE to withdraw from Standard 4 on literacy activities.

### **AI.2 Collaboration with One Community**

ASPIRE continued to collaborate with One C in ensuring that girls return to school and strengthening case management. In Q1, FY18, ASPIRE held a meeting with One C, and agreed on the dates to conduct joint awareness to local structures on case management, as well as the approach to use in the implementation of case management. One C also engages with the MGs to collaborate on promoting girls to return to school, especially girls that are in the girls clubs established by One C. ASPIRE has also shared with One C the Life Skills Education (LSE) materials that were used to effectively deliver LSE. The after school club materials have also been shared with One C.

### **AI.3 Collaboration with SIFPO2 partners on implementation of school health days**

In Q1, FY18, ASPIRE held collaboration meetings with SIFPO2 (BLM for Zomba and PSI for Machinga) to strategize on the implementation of SHDs. SIFPO2 partners were important partners for ASPIRE as they provided services during implementation of SHDs. In Q2, FY18, ASPIRE implemented SHDs in collaboration with SIFPO2 (BLM for Zomba and PSI for Machinga). ASPIRE continued creating demand by bringing together schools at cluster level and providing health talks to create a platform for the partners to provide services to students. This enabled students' access to services, as they were closer to them. SHDs also provided an opportunity for referral and linkages, since teachers were able to refer students that require services from the providers.

### **AI.4 Collaboration with Dignitas International (DI)**

In FY18, ASPIRE worked with DI during SHDs. DI provided testing services and referred students found HIV+ to their teen clubs.

### **AI.5 Collaboration with YONECO, Village Reach and Girl Effect**

During the implementation of SHDs, ASPIRE also worked with YONECO, which gave talks on GBV and talked about the hotline (116) so that students can call that number when they have been abused. Village Reach also had an opportunity to talk about *Chipatala Chapafoni* so that students can also call to get correct information. Girl Effect also participated, and talked about the radio programs they air to encourage students to listen and learn.

### **AI.6 Collaboration with FHI 360**

ASPIRE shared the list of students that were supported with block grants. FHI 360 continued with paying school fees for the girls that were being paid for by ASPIRE.

### **AI.7 Collaboration meeting between DREAMS core (ASPIRE and One C) and DREAMS IC partners (FHI360, CAMFED and BADILIKA)**

Partners implementing DREAMS activities in school had a meeting to align the work. The meeting focused on:

- Strengthening the collaboration to ensure cost effectiveness of the projects that are being funded by USAID, and are co-locating in the impact areas.
- Avoiding duplication of similar benefits to beneficiaries from the different partners.



ASPIRE also shared the DREAMS referral tools with FHI360, CAMFED and BADILIKA. During the meetings, the partners also discussed on finding ways of procuring reusable sanitary pads from MGs. Since ASPIRE trained MGs on making of reusable sanitary pads, other partners procuring pads can buy from the MGs as a way a for the groups to support OVCs.

### **AI.8 Collaboration with Government Departments**

ASPIRE worked with various government departments during implementation of activities.

- MoEST has been the key partner. ASPIRE worked with the EDM, DEMs, PEAs, head teachers, and teachers as well as students. This collaboration enabled the implementation of literacy, Life Skills, WASH and SHDs activities.
- MoH – ASPIRE worked with HSAs that were involved during the SHDs doing nutritional assessments, as well as assisting with HIV testing and providing support to WASH activities.
- Police – they were involved in SHDs, mainly talking about GBV to prevent GBV and manage victims of GBV. In reported cases of GBV, Victim Support Unit officials were involved to handle those cases.
- Child Protection Workers (CPW) – they were involved in SHD activities and referral agents have been referring to them students that had GBV issues.
- District Community Development through the Community Development Assistants (CDA) provided ongoing support to MGs in management of village savings and loans.

## **V. Challenges, Solutions and Actions Taken**

The following are major challenges encountered in FY18 and how they have been addressed.

**Table 4: Challenges, Solutions and Actions Taken**

<b>Challenges</b>	<b>Solutions</b>	<b>Actions Taken</b>
Inadequate support by the MGs to the needy girls, due to increased number of needy girls brought back to school	MGs to intensify IGAs and VS&L to support provision to the needy girls in the schools	Monitor and support IGAs and VSLs by MGs including identifying other organizations that are capable of providing support to the needy girls
Transfers of key community mobilization agents, including head teachers and male champions, are affecting implementation of interventions such as assembly talks on HIV/AIDS	Training of several change agents at school level such as not just the head teacher but also other teachers. Additionally, ASPIRE also facilitated trickling down of the knowledge and skills gained by community change agents to others who were not trained.	ASPIRE requested education officials to minimize transfer of the teachers that had been trained by ASPIRE
Low collaboration among the community structures in some schools, which is weakening their efforts	ASPIRE encouraged the community structures to collaborate effectively	Empowered HTs to monitor plans of the change agents including encouraging them to conduct joint planning
Chiefs mostly demand allowances for being engaged in activities even when visited in their residences	Continue to lobby for change in attitude among chiefs	POs sensitized chiefs about the nature of meetings and application of allowances
Chieftaincy wrangles in all districts compromised ASPIRE successes as there were no Traditional Authorities, GVHs, VHs in some areas	Engagement of government extension and trained community agents	POs worked with village heads where there were wrangles for TA or GHV while used government extension to cover VH with wrangles

## VI. Lessons, Best Practices and Recommendations

The following are some of the lessons, best practices and recommendations that have been noted during FY18:

- The trainings of MGs has positively affected most schools, evidenced mainly by the significant increase of readmitted girls as compared to the past.
- Regular and continued support through monitoring is key to ensure improved work of MGs. Project Officers continuously cleared the misunderstanding on roles and responsibilities of auntie/agogo clubs in schools.
- The training of MGs in production of reusable sanitary pads has led to other positive effects, as some MGs have extended the skills to production of school uniforms to support the needy girls.
- Early involvement and active participation of both traditional-local leaders and the community in all project related activities is vital for community buy-in and sustainability of the program.
- Communities where change agents such as village heads, initiation counsellors, teachers, MGs, SMC, PTA, YLM and faith leaders are working together report more success in initiating and supporting local interventions to improve girls' reading.
- School assembly talks on HIV/AIDS messages have contributed to increasing behavioral change among learners through improving teacher and learner interaction on sexual reproductive health issues. There are reports of learners who have the courage to disclose their HIV/AIDS status after awareness through the assembly talks.
- Coordinated community leadership is key to supporting girls' education. The Traditional Authorities were motivated leaders who inspired subjects to invest in their community, adopting a "nothing for us, without us" approach that stands in direct contrast to the handouts-driven syndrome that has rocked the country.
- There is need for continued sensitization guidance among community leaders through their Traditional Authorities and government agencies to curb dependency and allowance syndromes in community development activities. Chiefs must be empowered to own and sustain developments in their constituencies beyond projects.
- Community volunteers need to be motivated so that they are dedicated to the implementation of the program. Small things like provision of enablers such as push bikes, T-shirts and frequent review meetings could encourage community volunteers to be motivated towards implementing the ASPIRE program.
- Readmission of girls requires more time to change attitudes. Readmission of girls cannot claim to deal with high dropout and low transition rates without empowering the girls with economic and life skills as they tend to dropout again due to pressure.
- Good working relationship between consortium Implementing Partners and District Councils was vital for successful implementation of this program. ASPIRE consortium partners, as well as government stakeholders, were planning, monitoring and implementing activities together.
- Community involvement and utilization of participatory rural appraisal tools like problem tree helped the communities in identifying the root causes and barriers to girls' education and finding solutions to the problems identified which is key to development.
- Improving governance of initiation activities yields positive results. Linkage of initiation counsellors to Traditional Authorities and harmonization of activities (such as camp opening and closing times) improved adherence to recommendations for change. Formation of a district association for initiation counsellors would promote further coordination.
- There is need to intensify community awareness on readmission policy as some girls (especially teen mothers) continue to feel the pain and pangs of neglect from their relatives and parents, especially when they register their willingness to go back to school as some parents feel they will just bring another baby.
- The SHDs gave an opportunity for disclosure of the HIV status for the learners who were born in the times where there was no PMCT.

## **VII. Management Issues**

The following section provides details of progress made and issues noted on management of the ASPIRE Activity.

### **A. Coordination**

ASPIRE continued to conduct staff meetings on a monthly basis. These meetings were aimed at discussing pertinent issues concerning the Activity, including planning key activities for the subsequent months.

### **B. Human Resources**

In FY18, ASPIRE had several staff changes. In Q1, FY18, the Chief of Party – Kamal Hossain, left and was replaced by the Deputy Chief of Party (DCOP) – Dr. Stella Kachiwanda while the DCOP position was replaced by the Adolescent Development Specialist – Emily Maosa. Dr. Kachiwanda continued managing the activities under basic education while Ms. Maosa also managed PEPFAR and WASH activities. The finance and grants officer – Saulos Ngwira, was moved from ASPIRE and was replaced by Precious Mkandawire, who was the block grants officer. The contract for the block grant specialist, Rochester Nyirenda, expired at the end of that quarter. In Q2, FY18, the contract for the construction supervisor ended.

In Q3, FY18, contracts for FAWEMA POs ended. The ASPIRE Chief of Party (COP) resigned and left the organization. This led to removal of the position of Chief of Party. The project is being led by the Deputy Chief of Party, Emily Maosa.

In Q4, FY18, contracts for 4 HIV officers ended. ASPIRE also closed its work with all the 3 partners (CRECCOM, FAWEMA and MIE). In the same quarter, contracts for all the POs from CRECCOM and MIE ended.

### **C. Finance and Procurement**

During the period under review, all the 3 partners FAWEMA, CRECCOM and MIE had their budgets revised and this was followed by amendments to their obligated amounts. Contracts were also amended to adjust the final month of their implementation to August, in place of the initial September 30, 2018.

The A133 Audit for all partners was conducted in the period. Two reports (FAWEMA for 2016 and CRECCOM for 2016) were submitted to USAID, while other reports are in progress as at close of the year.

Quarterly report for all the three quarters and accrual reports were submitted to the donor as required.

The disposition plan for household items belonging to the former COP was approved by USAID and distribution to various schools and health facilities was concluded within the year. The disposition plan for the rest of the assets was submitted to the donor and is pending approval.

### **VIII. Update of the Performance Monitoring Plan**

The following Monitoring and Evaluation activities were implemented in FY18.

#### **ME-1 Partner Refresher Training in M&E**

This activity was completed in Q1, FY18 and was no longer implemented in the subsequent quarters.

#### **ME-2 Quarterly supervision**

In the year under review, ASPIRE conducted monitoring and supervision visits to a total of 73 schools in Machinga and Zomba districts. The visits aimed at strengthening the capacity of school and community structures in the targeted schools.

#### **ME-3 Annual and Quarterly reviews**

In Q2, FY18, ASPIRE conducted the final review meeting and all ASPIRE staff participated in this undertaking. This activity aimed at checking progress made and the plans for the closeout of the project.

#### **ME-4 Implementation review & reflection workshop**

In Q2, FY18, ASPIRE conducted the implementation review and reflection workshop with key partners. Specifically, the workshop concentrated on the analysis of progress made towards the goals of the ASPIRE Activity.

#### **ME-5 Quarterly report preparation and submission**

ASPIRE compiled and submitted the quarterly report for the periods October to December 2017, January to March 2018 and April to June 2018. The period between July and September 2018 is embedded in the annual report for FY18, which will be submitted on 31<sup>st</sup> October 2018.

#### **ME-6 Semi-annual PEPFAR report**

This report covered the period October 2017 to March 2018 and was submitted by April 30 2018. The other report for April to September 2018 will be submitted by 9th November 2018. This report also had data on PEPFAR indicators for the Semi Annual Performance Reports (SAPR) for PEPFAR/DREAMS funding that was submitted through DATIM.

#### **ME-7 Annual report**

This report is due by the 31 of October, 2018.

#### **ME-8 Final report preparation**

The final report of the ASPIRE Activity will be developed between October and December 2018. The report will be one of the key deliverables at the end of the project. It will provide a comprehensive analysis of the progress made in the whole period of the Activity, the key successes realized, key challenges encountered and key recommendations.

#### **ME-9 Conduct Data Quality Assessments**

In Q1, FY18, ASPIRE M&E staff conducted a data quality assessment (DQA) to verify the completeness, timelines, validity, reliability and accuracy of key performance indicator data. This was mainly on two PEPFAR indicators (OVC\_SERV and OVC\_HIVSTAT). This was conducted following the DQA that was conducted by USAID, for which the main action point was for ASPIRE to collect quality data on all OVCs in ASPIRE. The results of the assessment showed that it was possible to document a comprehensive list of all (close to 16,000 OVCs) in the program. Data collection and the finalization of the whole process to document the detailed data OVCs was conducted in January 2018.

In Q2, FY18, ASPIRE hosted a USAID WASH DQA exercise at Ngwangwa Primary school in Balaka district. The DQA exercise aimed at assessing one of ASPIRE Activity's WASH indicators, namely the number of basic sanitation facilities provided in institutional settings as a result of USG assistance. Additionally, the exercise aimed at assessing the five dimensions of quality data i.e. validity, reliability,



timeliness, precision and integrity. The assessment revealed that ASPIRE had scored 100% in all the five (5) data quality dimensions.



*DQA exercise in progress at Ngwangwa Primary school, Balaka*

In Q3, FY18, ASPIRE conducted a Data Quality Assessment exercise aimed at measuring the timeliness, accuracy and completeness of the data reported to ASPIRE, including availability of the data sources. In the period under review, ASPIRE conducted DQA on OVC data. The main objective of the DQA exercise was to measure the quality of the data that had been recorded in the ASPIRE OVC registers in the schools.

**ME-10 Data Management workshop (district) on all ASPIRE data requirements - new indicators (DEMs staff)**

This activity was conducted and completed in Q1, FY18.

**ME-11 Final indicator data collection for the final report (September 2018)**

This activity was conducted and completed in September 2018.

**ME-12 Assess student literacy levels in Chichewa and English (S4-S8) in target districts (Under 1.1 of this work plan)**

ASPIRE conducted the final learner assessment for FY18 in September 2018.

**ME-13 Conduct ASPIRE best practices dissemination workshop**

After discussion with USAID it was decided ASPIRE will not conduct a national level dissemination workshop. Instead, ASPIRE will implement a similar activity in all the three ASPIRE impact districts

**ME-14 Data file handover and archiving**

This activity is planned for November and December 2018. However, ASPIRE initiated data consolidation in Q2, FY18.

**ME-15 Conduct Comprehensive data entry for all reports**

This activity was completed in September 2018.

**ME-Additional Activity: Conduct preliminary close-out DEC meetings**

In Q3, FY18, ASPIRE conducted preliminary close-out DEC meetings in the four ASPIRE Education districts of Balaka, Machinga, Zomba Urban and Zomba Rural. The main objective of the meetings was to present and discuss remaining key ASPIRE activities with DEC members considering that this is the final year of implementation. Specifically, the meetings aimed at presenting the following; key interventions and achievements, progress on some key indicators, lessons learned and exit plans. A general recommendation from all the four preliminary close-out DEC meetings was that ASPIRE should consider executing disposition of its assets according to the needs in each of the targeted districts.

## A. Progress toward Targets

In the period under review, progress was made on a number of indicators. The matrix below shows progress on these indicators.

No	Performance Indicator	District/sex	Baseline	Targets	Achievement	Comment
				FY2018	FY18	
<b>Activity Objective: Improved achievement of girls in upper primary and secondary school</b>						
1.	Percent of learners who demonstrate reading fluency and comprehension of grade level text at the end of primary school (or grade 6, whichever comes sooner) with USG assistance. <b>(ES.1-2)</b>	All districts <sup>2</sup>	The disaggregation decided after the baseline	95%	93.9%	The achievement values are based on the 2018 PSLCE exam results.
	a. % of male learners			95%	95.4%	
	b. % of female learners			95%	92.5%	
	c. Numerator (female)			22,560	20904	
	d. Numerator (male)			21452	23737	
	e. Denominator (female)			23747	22606	
	f. Denominator (male)			22581	24888	
2.	Transition rate of girls and boys (Std 8 to form I)	Total	38.50%	55%	59.88%	The value is based on the AY2017-18 PSLCE examination results.

<sup>2</sup> Percentages based on data from Machinga, Balaka and Zomba Rural. Zomba Urban data still not available from DEM at time of reporting. The figure will be updated when presented in final report, to reflect inclusion of Zomba Urban data.

No	Performance Indicator	District/sex	Baseline	Targets	Achievement	Comment
				FY2018	FY18	
3.	Dropout rate of girls in standard 4-8 (also a DREAMS metric)	All districts	2.80%	1%	3.3%	The value is based on the AY2017-18. This year's rate is higher than FY17. It is worth noting that the challenge with the bloodsuckers fear affected schools, students, and teachers in term I. Many children avoided school and didn't return. This also affected the level of monitoring and support that ASPIRE was able to provide schools.
4.	Pass rate in National Examinations (PSLCE) disaggregated by girls and boys	Total	60.30%	76.30%	82.23%	The achievement value is based on the AY2017-18
		Male		76.30%	86.98%	
		Female		76.30%	77.48%	
5.	Repetition rate of girls and boys in S4-S8 (disaggregated by girls and boys)	Total	17.80%	10%	15.98%	The value is based on the AY2017-18. This year's repetition rates are much higher than FY17. It is worth noting that the challenge with the bloodsuckers affected schools, students, and teachers performance. Many children avoided school. This also affected the level of monitoring and support that ASPIRE was able to provide schools.
		Male	21.30%	10%	15.88%	
		Female	23.40%	10%	16.08%	
<b>Output I – Reading skills for girls in upper primary school improved</b>						
6.	Number of primary or secondary educators who complete professional development activities with USG assistance. <b>(ES.1-6)a.</b>	Total	0	2,774	1,337	In the period under review, ASPIRE completed and conducted implementation of
		Male	0	1,664	968	

No	Performance Indicator	District/sex	Baseline	Targets	Achievement	Comment
				FY2018	FY18	
	<b>Number of males b. Number of females</b>					English Language proficiency training in 30 clusters in Balaka, Machinga and Zomba districts, targeting a total of 450 teachers (281 Male 169 Female). In addition, 450 teachers participated in the ELP training. Original targets for FY18 were not updated according to FY18 work plan.
		Female	0	1,110	369	
7.	Number of learners reached in reading programs at the primary level <b>(ES.1-5)</b>	Total	0	340,000	361,870	The achievement value is based on the AY2018-19 enrollment data for upper primary school
	a. Number of males	Male	0	166,600	175,941	
	b. Number of females	Female	0	173,400	185,929	
8.	Number of primary or secondary textbooks and other teaching and learning materials (TLM) provided with USG assistance – including in school Macheza cards <b>(ES.1-10)</b>	All districts	4,017	0	157,388	In the period under review, ASPIRE completed distribution of supplementary readers to all schools in Zomba. Cumulatively, a total of 90,040 supplementary readers were distributed in the targeted schools in Zomba. In addition, 67,438 materials distributed in Machinga.
9.	% gain in literacy among students for Standards 4-8 (disaggregated by girls and boys)	Total	0	6%	6.45%	The achievement value is based on the AY2017-18
		Male	0	6%	7.1%	
		Female	0	6%	5.8%	

No	Performance Indicator	District/sex	Baseline	Targets	Achievement	Comment
				FY2018	FY18	
10.	Total number of person hours of teachers/educators/teaching assistants who successfully completed in service training or received intensive coaching or mentoring with USG support	All districts	0	110,960	51,440	In the period under review, a total of 1,286 teachers underwent CPD trainings (5*1286*8) <sup>3</sup> Original targets for FY18 were not updated according to FY18 work plan.
11.	Number of education administrators and officials who complete professional development activities with USG assistance <b>(ES.1-12)</b>	Total	0	120	20	In the year under review, a total of 20 administrators in Zomba underwent literacy coaching training. Targets originally set to be cumulative over life of project, however achievement measured and presented annually.
	a. Females	Female	0	45	7	
	b. Males	Male	0	75	13	
12.	Total number of person hours of administrators and officials successfully trained with USG support	Total	0	4,800	1,920	In the period under review, a total of 48 administrators underwent literacy coaching training (5*48*8). Targets originally set to be cumulative over life of project, however achievement measured and presented annually.
13.	Number of learners in primary schools or equivalent non-school based settings reached with USG assistance <b>(ES.1-3)</b>	All districts	Indicator was introduced after the baseline study	340,000	361,870	The achievement values are based on the AY2018-19 enrollment data for primary schools in Balaka, Machinga and Zomba
	a. Males			166,600	175,941	
	b. Females			173,400	185,929	
	c. Males 10-14			116,620	123,159	
	d. Females 10-14			121,380	52,982	
	e. Males 15-19			49,980	130,151	

<sup>3</sup> The number of hours are calculated based on maximum number of days for the training (5) multiplied by the total number of persons trained (1286) multiplied by the total number of training hours per day (8).

No	Performance Indicator	District/sex	Baseline	Targets	Achievement	Comment
				FY2018	FY18	
	f. Females 15-19			52,020	55,779	
	g. Learners with disabilities			12,920	13,299	
	h. Learners affected by conflict or crisis			0	0	
14.	Number of learners in secondary schools or equivalent non based school settings reached with USG assistance ( <b>ES.I-4</b> )	All districts	Indicator was introduced after the baseline study	35,820	38,242	The achievement values are based on the AY2017-18 enrollment data for secondary schools in Balaka, Machinga and Zomba
	a. Males			19,109	20,568	
	b. Females			16,711	17,674	
	c. Males 10-14			3,954	6,171	
	d. Females 10-14			3,197	5,303	
	e. Males 15-19			16,245	14,397	
	f. Females 15-19			14,912	12,371	
	g. Learners with disabilities			70	39	
	h. Learners affected by conflict or crisis			100	0	
<b>Output 2 – Adoption of positive sexual and healthcare-seeking behaviors among youth 10-19 increased</b>						
15.	Number of active OVC beneficiaries as defined by PEPFAR guidelines served by PEPFAR OVC programs for children and families affected by HIV/AIDS (USAID req). ( <b>OVC_SERV</b> ) - including Students served by block grants	Balaka	0	0	0	The achievement is based on a comprehensive OVC data that was collected by ASPIRE in July 2018. Among others, this captured the services provided to OVCs and their HIV status.
		Machinga 1-9	0	0	583	
		Machinga 10-14	0	9,068	4,003	
		Machinga 15-17	0	2,193	2,329	
		Machinga 18-24	0	0	539	
		Zomba 1-9	0	0	693	
		Zomba 10-14	0	11,619	4970	
		Zomba 15-17	0	3,568	2757	
		Zomba 18-24	0	0	677	
		Total	0	28,448	16,551	

No	Performance Indicator	District/sex	Baseline	Targets	Achievement	Comment
				FY2018	FY18	
16.	Number of SRH materials distributed to target communities	Balaka	0	0	0	No distribution of SRH materials was planned in FY18 and indeed no achievement has been registered on this indicator so far
		Machinga	0	0	0	
		Zomba	0	0	0	
		Total	0	0	0	
17.	Number of individuals completing an intervention pertaining to gender norms within the context of HIV/AIDS, that meets minimum criteria ( <b>GEND_NORM</b> – Custom in FY16 and thereafter)	Balaka	0	0	0	The indicator counts trainings provided to various structures such as mother groups, traditional leaders, faith leaders, male champions and female role models and YLM members. As much as there was no target for the period under review, a total of 504 (184 from Machinga & 320 from Zomba) MG members were trained on production of re-usable sanitary pads. Additionally, ASPIRE trained a total of 3,393 YLM members (1,458 from Machinga & 1,935 from Zomba)
		Machinga	0	0	1,642	
		Zomba	0	0	2,255	
		Total	0	0 <sup>4</sup>	3,897	
18.	Number of individuals from priority populations who completed a standardized HIV prevention intervention, including the specified minimum components, during the reporting period ( <b>PP_PREV</b> ) - School-Based HIV education, Violence programming, gender programming, and SRH programming, including condom programming	Machinga 10-14	0	31,551	18,283	This indicator measures the number of learners undergoing through LSE lessons with the use of specified number of macheza cards (in school); and the participation in afterschool clubs using macheza cards, and other tools. There was no target for this FY as it was earlier on envisaged that DREAMS initiative
		Machinga 15-24	0	6,644	6,865	
		Machinga 24+	0	1,889	0	
		Zomba 10-14	0	40,974	23,045	
		Zomba 15-24	0	9,730	6,630	

<sup>4</sup> Since this is a custom indicator, there were no annual targets set by PEPFAR.



No	Performance Indicator	District/sex	Baseline	Targets	Achievement	Comment
				FY2018	FY18	
		Zomba 24+	0	3,098	5	would not proceed to FY18. However, under the target column we have provided the denominator as per the expected reach in the year. Achievement is cumulative for the year.
		Total	0	93,886	54,828	
19.	Number of health worker full-time equivalents who are working on any HIV-related activities i.e. prevention, treatment and other HIV support and are receiving any type of support from PEPFAR at facility and community sites ( <b>HRH_CURR</b> )	Balaka	0	0	0	In the period under review ASPIRE with the support of the health workers from partner organizations and HSAs supported the implementation of SHDs. ASPIRE mainly works with HSAs and other health workers during implementation of SHDs. No further SHDs were implemented in Q4, as such the number provided are as at the end of Q3, FY18.
		Machinga	0	20	70.5	
		Zomba	0	20	101.53	
		Total	0	60	172.03	
20.	Number of learners referred to access SRH/HIV (HTC, VMMC, condom access, FP, GBV screening and treatment) and social services ( <b>LINK_HC</b> and <b>LINK_SOC</b> with disags)	Total	0	8,187	22,103	The achievement is based on cumulative referrals for FY18. Referral review meetings in FY18 helped referral agents and service providers better understand the process and procedures, boosting referrals.
		Male	0	4,176	9,939	
		Female	0	4,011	12,164	
21.	Number of teachers trained on code of conduct	Total	0	0	0	The code of conduct trainings were completed in FY17.
		Male	0	0	0	
		Female	0	0	0	
22.	Number of schools implementing school health days twice per year	Machinga	0	182	163	In the period under review, ASPIRE implemented SHDs in a total of 380 Primary schools in
		Zomba	0	259	217	

No	Performance Indicator	District/sex	Baseline	Targets	Achievement	Comment
				FY2018	FY18	
		Total	0	441	380	Machinga and Zomba districts. Some secondary schools participated in these events. The target included all secondary schools
23.	Number of orphans and vulnerable children (<18 years old) with HIV status reported to implementing partner (including status not reported), ( <b>OVC_HIVSTAT</b> )	Balaka	0	0	0	Out of the 16,551 registered OVCs, 323 are positive and on ART, 4 are positive and not on ART while 2,769 are known to be HIV negative. A total of 13,455 OVCs do not know their status or status is not disclosed
		Machinga	231	325	1353	
		Zomba	0	500	1743	
		Total	364	825	3096	
24.	Number of individuals who received HIV Testing Services (HTS) and received their test results ( <b>HTS_TST</b> )	Machinga	0	0	2833	Testing within ASPIRE is mainly done during school health days. In the period under review ASPIRE registered a total of 6787 learners (3420male and 3367 females) accessing HTS. There was no target for FY18 as initially it was known that some DREAMS activities would not proceed to FY18.
		Zomba	0	0	3954	
25.	The number of people attending community mobilization or demand creation events on a large scale where issues pertaining to AGW are discussed (young marriages, staying in school, safe spaces, access to services, etc) ( <b>COMM_MOB</b> )	Machinga	0	4500	6,923	These were mainly people present at the drama performances in Balaka, Machinga and Zomba districts. The indicator was introduced as a custom indicator under DREAMS. No target was set at that point. The targets shown are as per the implementation experience and they are cumulative.
		Zomba	0	7000	8,501	

No	Performance Indicator	District/sex	Baseline	Targets	Achievement	Comment
				FY2018	FY18	
26.	The number of students who are actively participating in an after school (health club utilizing evidence based, participatory curriculum (Macheza Cards, DREAMS Toolkit) (PP_PREV_SA)	Machinga	0	9000	8,027	Participation in after school clubs is improving learners' understanding of SRH services, including access and also prevention of GBV. Achievement is cumulative for the year. More learners are participating in these clubs as depicted by the improvement in the period under review.
		Zomba	0	12000	10,623	
<b>Output 3 – Key structural and cultural barriers for girls ages 10-19 decreased</b>						
27.	Percent of community groups mobilized and taking action to keep girls in school.	Balaka	0	80%	99%	This according to findings during close-out meetings and final indicator data collection
		Machinga	0	80%	99%	
		Zomba	0	80%	99%	
		Total	0	80%	99%	
28.	# of schools operationalizing school based strategies, guidelines and/or policies to safeguard the girl child.	Balaka	0	176	176	ASPIRE distributed the school readmission policy in all public primary and secondary schools in Balaka, Machinga and Zomba and schools are implementing the provisions in the policy
		Machinga	0	182	182	
		Zomba	0	259	259	
		Total	0	617	617	
29.	% of community members who are knowledgeable about the adolescent SRH rights	<i>Not collected at mid-term, therefore decision made to not include in final data collection.</i>				
30.		Balaka	0	400	345	This is a cumulative achievement. As at end of Q4, FY18, ASPIRE

No	Performance Indicator	District/sex	Baseline	Targets	Achievement	Comment
				FY2018	FY18	
	Number of girls in targeted schools who were re-admitted and retained. (Disaggregated by reason for dropping out)	Machinga	0	400	526	had facilitated readmission of 1,844 learners.
Zomba		0	500	973		
Total		0	1300	1,844		
31.	Number of basic sanitation facilities provided in institutional settings (schools) as a result of USG assistance. (disaggregated by facilities for special needs and for MHM) – (HL.8.2-4)	Balaka	0	0	0	No new latrines have been provided in the period under review.
		Machinga	0	0	0	
		Zomba	0	0	0	
		Total	0	0	0	
32.	Number of learners with access to improved sanitation facilities as a result of USG assistance. (disaggregated by male and female)	Balaka	0	13,000	11,321	The number is based on enrollment of girls in the schools that benefited construction of latrines
		Machinga	0	13,000	13,019	
		Zomba	0	14,000	13,961	
		Total	0	40,000	38,301	
33.	Number of people educated on tools, approaches, and/or methods for water security, integrated water resource management, and/or water source protection. (disaggregated by male and female) HL.8.3-1	Balaka	0	1,384	1,884	In the period under review, ASPIRE conducted training of the learners on WASH related issues
		Machinga	0	1,464	1,641	
		Zomba	0	2,104	2,120	
		Total	0	4,952	5,645	
34.	# of parent teacher associations (PTAs) or community governance structures engaged	Balaka	0	176	176	ASPIRE is working in 617 schools and each of them has one PTA

No	Performance Indicator	District/sex	Baseline	Targets	Achievement	Comment
				FY2018	FY18	
	in primary or secondary education supported with USG assistance. (ES.1-13)	Machinga	0	182	182	
		Zomba	0	259	259	
		Total	0	617	617	
<b>Cross-cutting Issues</b>						
<b>Integration</b>						
35	# of joint partner advocacy events organized/held in support of girls' empowerment to stay in and complete school	Balaka	0	1	0	No advocacy event was conducted in the period under review
		Machinga	0	1	0	
		Zomba	0	1	0	
		Total	0	3	0	
<b>Private Sector Engagement</b>						
36	# of initiatives supported by private sector stakeholders	Balaka	0	1	1	The PPP was only the provision of sanitary kits in Balaka by provided as GIK by Heart to heart
		Machinga	0	1	0	
		Zomba	0	1	0	
		Total	0	3	1	
37.	Amount of income and number of other resources generated from the private sector in support of ASPIRE activity (MWK)	Balaka	0	7,000,000	4,410,000	Included two pants, two towels, 1 small basin, 1 cup, 1 whistle, 4 tablets of bath soap, 4 powdered wash soap sachets, 1 puberty book, 1 torch. This was provided as GIK by Heart to Heart Foundation
		Machinga	0	7,000,000	0	
		Zomba	0	8,500,000	0	
		Total	0	22,500,000	4,410,000	
38.	Number of joint policy advocacy events with Government staff on ASPIRE implementation at all levels	Balaka	0	1	0	No advocacy event was conducted in the period under review
		Machinga	0	1	0	
		Zomba	0	1	0	
		Total	0	3	0	

## **IX. Environmental Compliance (EMMP) and Construction Update**

In Q1, FY18, ASPIRE completed all construction works that had started in FY17. Eighty-four latrines in Zomba were completed and handed over for girls' use.

To ensure safety and protect the environment, ASPIRE confirmed that all contractors were enforcing all necessary safety measures, including the use of personal protective equipment by the workers on sites. Safety red tapes were also mounted around the sites. No incidents were reported during the construction.

In Q3, ASPIRE continued with monitoring and inspection of construction works in the target schools. ASPIRE, together with the contractors, inspected latrine blocks that were completed in Q4, FY18 in Zomba; at the expiry of defects liability period for rectification to ensure safety and functionality of these latrines. In Q4, ASPIRE, together with USAID WASH specialist, inspected 24 pit latrines in Ulongwe zone, Balaka district.

Throughout the lifespan of the project ASPIRE has continued with these safety precautionary measures, which also included constant monitoring and inspection.



## X. Summary of Progress against Plan of Work for FY 2018 (Table Format)

Table 5: Progress against Planned Activities—Sub-output 1.1 – 1.4

Sub-Outputs	Activity	Planned Time Frame	Status at End of FY 2017	Status at End of Q1, FY18	Status at End of Q2, FY18	Status at End of Q3, FY18	Status at End of FY18
<b>I. BASIC EDUCATION FUNDING: Reading skills in upper primary school improved - IN-SCHOOL</b>							
1.1 Assess student literacy levels in Chichewa and English (S4-S8) in target districts	1.1.1 Assess student literacy levels in Chichewa and English (S4-S8) in target districts	October 2016 - June 2018	Done as planned	Next administration planned for June 2018	Next administration planned for June 2018	Next administration planned for June 2018	Completed
	1.2.1 ELP materials preparation and printing	October 2017	In progress	In progress	In progress	In progress (preparation done, some materials delivered)	Completed
	1.2.2 ELP expert and facilitator trainings	October 2017	Completed	--	--	--	--
1.2 Support teachers' English skill abilities	1.2.3 ELP cluster-based trainings (every other month) followed by peer work and individual work in 30 clusters	October 2017 - June 2018	In progress	In progress	Completed	--	--
	1.2.4 Monitoring and support of ELP implementation	January – July 2018	Planned	On going	On going	Completed	--
	1.2.5 Endline study of 30 clusters (data collection, coding, and reporting)	June – July 2018	Planned	Planned Q3	Planned Q3	In Progress	Completed
	1.3.1 Literacy Coaching training for Zomba POs and PEAs	October 2017	In progress	Completed	Completed	--	--
1.3 Teacher coaching support and mentoring	1.3.2 Literacy Coaching training for HTs in the target districts (note: will be combined with LSE coaching training)	October – November 2017	Planned	Completed	--	--	--
	1.3.3 Regular coaching and follow up of S4-S8 teachers by HTs and ASPIRE POs in collaboration with PEAs	October 2017 – July 2018	Ongoing	Ongoing	Ongoing	Completed	--
1.4 Teacher coaching support and mentoring	1.4.1 Promote NLS mobile library outreach in all three districts	--	The activity will not be conducted due to time constraints				

**Table 6: Progress against Planned Activities—Sub-output 1.5 – 1.7**

Sub-Outputs	Activity	Planned Time Frame	Status as at end FY2017	Status as at end of Q1, FY2018	Status as at end of Q2, FY2018	Status at End of Q3, FY18	Status as at end of FY2018
<b>I. BASIC EDUCATION FUNDING: Reading skills in upper primary school improved - OUT OF SCHOOL</b>							
1.5 School-based reading clubs and reading fairs	1.5.1 Support to primary schools on reading club and reading fair planning and sustaining implementation	October 2017 - January 2018	Ongoing	Ongoing	Ongoing	Completed (ASPIRE has empowered schools and communities for sustainability)	–
1.6 Community outreach and partnerships to support and promote reading	1.6.1 Support and expand broadcasting partnerships with local community radio stations	October 2017 - June 2018	Ongoing	Ongoing	Ongoing	Completed	–
1.7 Support Youth Literacy Movement in Balaka, Machinga, and Zomba	1.7.1 Continuous monitoring and support of YLMs	October 2017 - June 2018	Ongoing	Ongoing	Ongoing	Completed	–
	1.7.2 Conduct Review of YLM work Plans to ensure sustainability of YLM interventions beyond ASPIRE	January - February 2018	Planned	Planned Q2	On going	Completed	–

**Table 7: Progress against Planned Activities—Sub-output 2.1 – 2.9**

Sub-Outputs	Activity	Planned Time Frame	Status as at end FY2017	Status as at end of Q1, FY2018	Status as at end of Q2, FY2018	Status at End of Q3, FY18	Status as at end of FY2018
<b>2. PEPFAR FUNDING: Adoption of positive sexual and healthcare-seeking behaviors among youth 10-19 increased; key structural and cultural barriers for girls ages 10-19 decreased; core HIV and violence prevention package for AG (10-19) provided to increase their knowledge, self-efficacy, and risk reduction strategies</b>							
<b>IN-SCHOOL</b>							
2.1 Strengthen school communities' capacity to support needs of HIV+ students	2.1.1 Monitoring and supervising MGs, SMCs, PTAs, Chiefs, HTs, PEAs and CPCs on support for HIV+ learners	October 2017 - June 2018	On-going	Ongoing	Ongoing	Completed	–
2.2 Provide CPD in LSE for secondary and primary LSE teachers	2.2.1 Printing and distribution of LSE CPD secondary and primary manuals to schools	October - November 2017	Planned FY18	In progress	In progress	In progress	Completed

Sub-Outputs	Activity	Planned Time Frame	Status as at end FY2017	Status as at end of Q1, FY2018	Status as at end of Q2, FY2018	Status at End of Q3, FY18	Status as at end of FY2018
	2.2.2 Primary LSE training	October - November 2017	In progress	Completed	Completed	–	–
<b>2.3 Coaching and system support for quality LSE instruction</b>	2.3.1 Train master trainers for LSE coaching	October 2017	Planned FY18	Planned Q2	Rescheduled to Q3	Completed	–
	2.3.2 Train PEAs, SEMAs and mentor teachers as LSE coaches	October - November 2017	Planned FY18	Planned Q2	Rescheduled to Q3	Completed	–
	2.3.3 ASPIRE POs provide follow up support to primary and secondary teachers on LSE	October 2017 - July 2018	On-going	On-going	On-going	Completed	–
<b>2.4 Teacher training on the national Code of Conduct</b>	<b>2.4.1 Teacher training on the national Code of Conduct in Machinga and Zomba - Completed in FY17, no further activity in FY18</b>						
<b>2.5 Develop adult female role models in schools and communities</b>	2.5.1 Continued support to adult female role models	October 2017 - June 2018	On-going	On-going	On-going	Completed	–
<b>2.6 Students in target schools benefit from School Health Days</b>	2.6.1 Conduct school health days at cluster level	December 2017 - June 2018	Conducted for FY17	FY18 Planning processes in progress	Done and ongoing	Completed	–
<b>2.7 Strengthen referral systems from school to YFHS and social protection services</b>	2.7.1 Hold review meeting of the referral system to assess strengths and weaknesses for redress	February and May 2018	Planned FY18	Planned Q2	Done and ongoing	On-going (final meeting planned for Q4, FY18)	Completed
	2.7.2 Monitor that school-based referral agents are making health-related referrals	October 2017 - September 2018	On-going	On-going	On-going	Completed	–
	2.7.3 HSAs conduct school visits to describe the services available at the health facility, what to do when you arrive, to improve learners comfort to seek services	October 2017 - September 2018	On-going	On-going	On-going	Completed (HSAs empowered to sustain this)	–
	2.7.4 Conduct joint orientation session with OneC	Nov-17	Planned	Rescheduled to Q3	Rescheduled to Q3	Completed (worked with MoGCDDSW)	–

Sub-Outputs	Activity	Planned Time Frame	Status as at end FY2017	Status as at end of Q1, FY2018	Status as at end of Q2, FY2018	Status at End of Q3, FY18	Status as at end of FY2018
<b>2.8 Implement Block Grants to support primary and secondary school education for girls</b>	2.8.1 Follow up with schools that received grants in FY17	October 2017 - May 2018	Planned	On-going	On-going	Completed	–
<b>2.9 Provide MHM commodities and information to female students in Machinga and Zomba</b>	2.9.1 Train and provide seed funds to MGs for production of sanitary pads for girls in primary schools in Zomba and Machinga District	December 2017	Planned FY18	Re-scheduled to February 2018	Re-scheduled to Q3	Completed	–

**Table 8: Progress against Planned Activities—Sub-output 2.10 – 2.16**

Sub-Outputs	Activity	Planned Time Frame	Status as at end FY2017	Status as at end of Q1, FY2018	Status as at end of Q2, FY2018	Status at End of Q3, FY18	Status as at end of FY2018
<b>OUT-OF-SCHOOL</b>							
<b>2.10 Sensitize students, parents and community about HIV and support services and GBV</b>	2.10.1 Distribute the printed service provider posters to all schools for learners accessibility	October - November 2017	Planned FY18	Commenced in December 2017	Rescheduled to Q3	Completed	–
	2.10.2 Continue strengthening links between schools, SMCs, PTAs, MGs, CPCs, auntie/agogo clubs and local HIV networks and CBOs	October 2017 - September 2018	On-going	On-going	On-going	Completed (structures strengthened for sustainability)	–
	2.10.3 Print and distribute Chichewa copies of Marriage Act on Marriage age to Schools, Mothers Groups, PTA's and Village Heads	November - December 2017	Planned FY18	Completed	–	–	–
<b>2.11 Support after school health clubs in Machinga and Zomba</b>	2.11.1 Training of peer leaders on school health club guidelines	October - November 2017	Planned FY18	Planned Q2	In progress	Completed	–
	2.11.2 ASPIRE staff support after school health clubs in Machinga and Zomba	October 2017 - June 2018	On-going	Ongoing	Ongoing	Completed	–
<b>2.12 Strengthen capacity of MGs to provide guidance, counseling and support to girls</b>	2.12.1 Conduct close out meetings with MGs, FRM (part of school stakeholder closeout meetings)	June - August 2018	Planned FY18	Planned Q3	Planned Q3	Ongoing	Completed

Sub-Outputs	Activity	Planned Time Frame	Status as at end FY2017	Status as at end of Q1, FY2018	Status as at end of Q2, FY2018	Status at End of Q3, FY18	Status as at end of FY2018
<b>2.13 Empower male champions to champion girls' rights</b>	2.13.1 Close out meetings with male champions (part of school stakeholder closeout meetings)	June - August 2018	Planned FY18	Planned Q3	Planned Q3	On-going	Completed
<b>2.14 Sensitization of communities in Machinga and Zomba on importance of girls education and barriers to girls education</b>	2.14.1 Monitoring and support to local drama groups	March - May 2018	Conducted for FY17	Planned Q3	On-going	Completed	–
	2.14.2 Drama group performances on special days	November 2017 - May 2018	On-going	On-going	On-going	Completed (drama groups empowered for sustainability)	–
	2.14.3 Conduct review and close out workshops for key cultural groups (faith based leaders, traditional Leaders, initiation counselors)	February and May 2018	Planned FY18	Planned Q2	Planned Q3	Completed (structures empowered for sustainability)	–
<b>2.15 Improve capacities of community leaders and GOM field workers to support girls' education</b>	2.15.1 Phase out meetings with GOM field workers	May - August 2018	Planned FY18	Planned Q3	Completed	Completed	–
<b>2.16 Improved support to readmitted students</b>	2.16.1 Continued support by trained school stakeholders	October 2017 - December 2018	On-going	On-going	On-going	Completed (MGs and other structures empowered for sustainability)	–

**Table 9: Progress against Planned Activities—Sub-output 3.1 – 3.4**

Sub-Outputs	Activity	Planned Time Frame	Status as at end FY2017	Status as at end of Q1, FY2018	Status as at end of Q2, FY2018	Status at End of Q3, FY18	Status as at end of FY2018
<b>3. WASH FUNDING: Access to adequate water, sanitation and hygiene (including MHM commodities) improved</b>							
<b>IN-SCHOOL</b>							
<b>WASH construction in ZOMBA based on needs assessment - Completed in FY17, no further activity in FY18</b>							
<b>BALAKA ONLY: Provide MHM commodities and information to female students - Completed in FY17, no further activity in FY18</b>							
<b>3.3 Increase prevalence of key hygiene behaviors in teachers and students</b>	3.3.1 Conduct school WASH campaigns (competitions on WASH)	November 2017 - June 2018	Planned FY18	Commenced and On-going	In progress	Completed	–
	3.3.2 Train School Health Clubs on safe water collection, storage and treatment of drinking water	October - December 2017	Planned FY18	Rescheduled to February 2018	In progress	Completed (clubs empowered for sustainability)	–
<b>3.4 Continued support for improved sustainable access to water and sanitation services in schools</b>	3.4.1 Conduct inspections, mentoring and support supervision to trained school staff and WASH committees	November 2017 - June 2018	Planned FY18	Ongoing	Ongoing	Completed (WASH Committees empowered for sustainability)	–

**Table 10: Progress against Planned Activities—M&E**

Sub-Outputs	Activity	Planned Time Frame	Status as at end FY2017	Status as at end of Q1, FY2018	Status as at end of Q2, FY2018	Status at End of Q3, FY18	Status as at end of FY2018
<b>Monitoring and Evaluation</b>							
<b>Monitoring and Evaluation</b>	ME-1 Partner refresher training in M&E	October 2017	One for FY17 was conducted	Completed	–	–	–
	ME-2 Quarterly supervision	October 2017, January and April 2018	Completed	Completed for the quarter	Completed for the quarter	Completed	–



Sub-Outputs	Activity	Planned Time Frame	Status as at end FY2017	Status as at end of Q1, FY2018	Status as at end of Q2, FY2018	Status at End of Q3, FY18	Status as at end of FY2018
	ME-3 Quarterly reviews	October 2017, January and April 2018	Completed	Completed for the quarter	Completed for the quarter	Completed for the quarter	Completed for the quarter
	ME-4 Implementation review & reflection workshop	August 2018	Planned FY18	Planned Q4	Done	Completed	–
	ME-5 Quarterly report preparation and submission	October 2017, January, April and July 2018	Completed	Completed for the quarter	Completed for the quarter	Completed	–
	ME-6 Semi-Annual PEPFAR report	April 2018	Planned FY18	Planned Q2	Done	Planned FY19, Q1	Planned FY19, Q1
	ME-7 Annual report	October 2018	Planned FY18	Planned FY19, Q1	Planned FY19, Q1	Planned FY19, Q1	Planned FY19, Q1
	ME-8 Final report preparation	October - December 2018	Planned FY18	Planned FY19, Q1	Planned FY19, Q1	Planned FY19, Q1	Planned FY19, Q1
	ME-9 Conduct Data Quality Assessments (DQA)	January, February, July and August 2018	2 internal and 2 external DQAs conducted	Planned Q2, Q4	Done for the quarter, planned for Q4	Completed	–
	ME-10 Data management workshop (district level) on all new ASPIRE data requirements and indicators	October - November 2017	Conducted for FY17	Completed	Completed		Completed
	ME-11 Final indicator data collection for the final report (Sept 2018)	September 2018	Planned FY18	Planned Q4	Planned Q4	Planned Q4	Completed
	ME-12 Assess student literacy levels in Chichewa and English (S4-S8) in target districts (Under 1.1 of this work plan)	September 2018	One for FY17 conducted in October 2017	Planned Q4	Planned Q4	Planned Q4	Completed
	ME-13 Conduct ASPIRE best practices dissemination workshop	April 2018	Planned FY18	Planned Q2	Rescheduled to Q4	Planned Q4	Rescheduled to Q1, FY19. However, it will be conducted at district level
	ME-14 Data file handover and archiving	October - November 2018	Planned FY18	Planned FY19 Q1	Planned FY19 Q1	Planned FY19 Q1	Planned Q1, FY19
	ME-15 Conduct Comprehensive data entry for all reports	September 2018	Planned FY18	Planned Q4	Planned Q4	Planned Q4	–

**Table 11: Progress against Planned Activities—Integration**

Sub-Outputs	Activity	Planned Time Frame	Status as at end FY2017	Status as at end of Q1, FY2018	Status as at end of Q2, FY2018	Status at End of Q3, FY18	Status as at end of FY2018
<b>Activity Integration</b>							
	A1.1 Collaboration with One Community on referrals, linking with MGs	October 2017 - June 2018	In progress	In progress	On going	On going	One C continuing to work with MGs
	A1.2 Collaboration with District Councils (to demonstrate relevance and support to local systems via the District Implementation Plans	October 2017 - August 2018	In progress	In progress	On going	On going	Complete
<b>Activity Integration</b>	A1.3 Collaboration with SEGREM on Teacher English proficiency	October 2017 - June 2018	In progress	Completed	–	–	–
	A1.4 Collaboration on implementation of school health days	October 2017 - June 2018	In progress	In progress	On going	Completed	–
	A1.5 Collaboration with FHI360	October 2017 - June 2018	In progress	In progress	On going	On going	Completed
	A1.6 Collaboration with Government Departments	October 2017 - June 2018	In progress	In progress	On going	On going	Completed
	A1.7 Support USAID quarterly PEPFAR OVC partners meeting	October 2018	In progress	In progress	On going	Completed	Completed

**Table 12: Progress against Planned Activities — ASPIRE close out and exit strategies**

Sub-Outputs	Activity	Planned Time Frame	Status as at end FY2017	Status as at end of Q1, FY2018	Status as at end of Q2, FY2018	Status at End of Q3, FY18	Status as at end of FY2018
<b>ASPIRE close out and exit strategies</b>							
<b>ASPIRE close out and exit strategies</b>	BI.1 Preparation of close out plan, including disposition plan	March - May 2018	Planned FY18	Planned Q3	Planned Q3	In progress	Completed
	BI.2 Conduct zonal close out meetings involving all school and community based groups supporting the school (MG, PTA, SMC and Traditional Leaders)	May - August 2018	Planned FY18	Planned Q3, Q4	Planned Q3, Q4	Completed	–
	BI.3 Conduct close out meetings at DEC level for Machinga, Zomba and Balaka	July - August 2018	Planned FY18	Planned Q4	Planned Q3, Q4	Completed	–
	BI.4 Close district offices	July 2018	Planned FY18	Planned Q4	Planned Q4	Planned Q4	Completed
	BI.5 Execute approved disposition plan	October - November 2018	Planned FY18	Planned FY19, Q1	Planned FY19, Q1	Planned FY19, Q1	Planned Q1, FY19
	BI.6 Close head office	December 2018	Planned FY18	Planned FY19, Q1	Planned FY19, Q1	Planned Q1, FY19	Planned Q1, FY19

### XI. Planned Activities for Next Quarter (October – December 2018)

In the next reporting period (October to December 16, 2018), some of the key activities will include:

- Semi-Annual PEPFAR report
- Annual report
- Final report preparation
- Data file handover and archiving
- Conduct Comprehensive data entry for all reports
- Execute approved disposition plan
- Close head office

No.	Intervention/ Activity	FY2019			Partner
		O	N	D	
ME-6	Semi-Annual PEPFAR report				SC
ME-7	Annual report				SC
ME-8	Final report preparation				SC
ME-14	Data file handover and archiving				SC
ME-15	Conduct Comprehensive data entry for all reports				SC
<b>ASPIRE close out and exit strategies</b>					
BI.5	Execute approved disposition plan				SC
BI.6	Close head office				SC

## Appendix A: Success Stories

### Appendix A1: Aisha Restores Her Ambition through Mother Group Support

Aisha Mussah is a 20-year old Form 4 girl, from Nyalugwe Village, Sub Traditional Authority Kachenga, Balaka District. Aisha is now back on the right education path, thanks to efforts by the mothers group at Chembera Community Day Secondary School. Married young, this girl had been attending classes while married, which did not please the head teacher and the mothers. Through determination, vigor and confidence in contact and dialogue, the mothers group supported Aisha to leave her marriage. The husband wrote a letter to the school and the mothers group confirming the end of the marriage.

This Form 4 girl attributes her decision of quitting marriage to the tireless efforts and commitment of mother support group members who have provided her with strong advice and support. “I salute these mothers for their persistence in breaking my marriage, I am doing well in class because I am now fully focused towards my goal of becoming a nurse one day,” proudly explains Aisha. Cecilia Mthumba, the chairperson of the group proudly comments, “We have instituted a 24/7 surveillance on the man and Aisha, if we get reports that he is continuing the relationship with the girl then it will be a police case.”



*One of the meetings between Aisha (second from right) and MGs at Chembera CDSS*

The head teacher of the school, Mr. Mpangira, is also pleased with the development, and is providing all the necessary support to the girl and to the committee. “These are really the fruits of ASPIRE,” he explains, “because at the beginning I had no any clue on how to handle these kind of cases. This is really a shot in the arm.” The school received orientations by ASPIRE that re-energized it to establish a mothers group committee consisting of thirteen members (school head, PTA Chairperson, Village Head and ten mothers). “I personally liked the

mother support group concept and after that orientation, I vowed to establish one at Chembera Community Day Secondary School. I am now enjoying the fruits of the initiative,” proudly states Mr. Mpangira. The committee reports to be meeting once in a fortnight so that they are always abreast with current affairs and that they do not miss any new development happening to the school age children.

## Appendix A2: Mother Group Initiates Construction of Change Room

Satema Primary School is situated in Likangala Zone of Zomba Urban District. Year after year, PSLCE results for learners at the school have been below average: only 40% are selected to district secondary schools, while only 1% of learners are selected to National secondary schools. At the school, girls perform very poorly, with an average pass rate of 20%. The school community (teachers, parents, learners) was generally not satisfied with the performance.

One of the contributing factors for girls' poor performance was absenteeism due to lack of menstrual management facilities at the school. Following ASPIRE's orientation of school and community



*The newly constructed girls' changing room at Satema Primary school in Zomba district*

structures on ensuring improved WASH services in schools, the mothers group members lobbied the school management to consider constructing a changing room for the girls. The school management decided to set aside funds from the School Improvement Grant for construction of a changing room. This initiative began in early 2018, and the mothers group worked tirelessly with the PTA and school management committee to construct the changing room. Thanks to all the concerted efforts, the changing room is now complete. It has two rooms, one for bathing and the other one for cleaning clothes and sanitary pads during menstruation. The bathroom is equipped with two buckets, soap and lotion.

Outside the changing room is an incinerator, where all disposable sanitary wear are burnt by the teacher responsible for sanitation. Girls at the school expressed their gratitude to the mothers group members who have their best interest at heart, and are determined to work hard and be present for lessons all the time.



### Appendix A3: ASPIRE reading skills steer learning competition at Mgolowoka School



*A Standard 5 girl (to the left, standing) modeling fluent reading abilities to her fellows*

ASPIRE trained teachers on how to more effectively teach reading and writing and to promote advanced literacy skills in upper primary school learners. ASPIRE built in teachers the understanding that language lessons need not be just content based, activity-based lessons can raise learners' curiosity and maintain their total attention and participation, when using activities that are learner centred. Teachers were also trained to follow every learner in the teaching and learning process, through efficient and effective blending of formative and summative assessments.

This is exactly what is being practiced by Joyce Mnjale, a standard 5 teacher at Mgoloka Primary School in Mmanga zone, Balaka district. She credits ASPIRE for her effective teaching of reading and writing skills that are helping her

students gain advanced reading and writing abilities. "At the present time learners are eager to participate in reading activities happening in the class. This is because I am able to vary teaching methods so that they appear fascinating and participatory to the learners' advantage. This was not the case before ASPIRE's introduction at our school," explains Joyce.

Upon her assignment to teach standard 5, Joyce noted that her new learners were reading better than her expectations. She attributed the learners' good performance to their former teacher in standard 4, Martha Pahuwa, who was also trained by ASPIRE in advanced reading skills instruction. Joyce then vowed to get the learners to even higher performance levels by using the strategies and teaching techniques from the ASPIRE training, including encouraging a spirit of competition, and making sure all learners are eager to participate in every lesson activity and respond to questions posed in the classroom.

In her first days with her students, she identified eight girls as fluent readers. She has been teaching the learners for two months. Now she boasts of having increased the number by four, bringing the total to 12 girls that she considers as fluent readers. She is optimistic that many more will become fluent readers by the end of the academic year, as the already fluent readers are serving as role models and encouraging other students to put in more effort.



*Standard 5 learners at Mgolowoka school showing responsiveness to Joyce's teaching instructions*



## Appendix A4: Provision of VIP latrines in Schools: The Case of Chimbumbu Primary School in Balaka, Malawi

Like a normal student, Agnes arrived at school in high spirits, eager to learn. All of a sudden, she had stomach cramps. She noticed blood stains on her skirt. She is just thirteen and didn't know what was



*Old latrine at Chimbumbu, shared by girls and boys*

happening. Older classmates realized she was menstruating and they decided to take her out to assist her manage the menstruation. They thought of taking her into some private room at the school. Unfortunately, there were none at the school. They struggled to look for some place and eventually opted for some nearby bushes. After an hour, they decided to go back into the class, but Agnes couldn't and decided to go home. She was ashamed and didn't come to school again for the rest of the week.

Agnes, a standard 8 student at Chimbumbu Primary School, recalled this story and explained this was the situation that she faced whenever she would start menstruating. "The thought of a boy walking on me when inside the toilet was shameful. I did not even think of

going to school during menses. We did not have change rooms and sharing the toilet with boys made it difficult to change pads. I used to stay at home until I finished my menses. I used to miss a lot of lessons and I did badly during weekly test or end of term tests. Many of my friends shunned school because of poor toilet facilities," she lamented.

Girls at the school did not have any private room to help them change and wash when they were menstruating. Many would stay back from school to avoid the shame. It is a known fact that the absence of reliable and secure sanitary facilities in schools negatively affects the teaching-learning process. Research has also proven that the absence of latrines in schools is one of the leading factors for high drop out and absenteeism among female students, and also contributes to poor academic performance.



*Agnes coming out of the new latrine as a friend looks on.*

USAID's ASPIRE Activity embarked on pit latrines construction in primary schools in Balaka, Machinga and Zomba to minimize challenges faced by female students. Chimbumbu is one of the 14 beneficiary schools in Balaka district.

Things have changed now for girls at Chimbumbu. The menstrual hygiene management room is secure, fitted with a mirror glass and girls can now dispose of used sanitary pads and clean themselves whenever the need arises. The urinal blocks minimize congestion in the toilets. Girls can now easily take part in outdoor activities as they feel much more comfortable during their menstrual period.

"Now that we have modern latrines and handwashing facilities, we are practicing good hygiene all the time", explained Agnes.

## **Appendix A5: Chisongwe Primary School Communities build eight pit latrines for their school**

WASH trainings provided by the ASPIRE Activity targeting school WASH committees have influenced Chisongwe Primary School communities' perception on sanitation and hygiene issues at the school. The school, located in Ulongwe zone, Traditional Authority Kalembo, Balaka District, had an acute shortage of pit latrines, with only three temporary latrines serving a huge enrollment of 580 learners. A considerable number of learners used the bush, which also posed a huge health risk to both the school and surrounding communities during rainy season. Adolescent girls were the most severely affected by this sanitation problem, as they regularly were absent from school due to lack of privacy and safety in accessing these sanitation facilities. Consequently, the school was registering low learner attendance and subsequent dropout, particularly for girls.



*Jali community member putting finishes to one of the newly constructed pit latrines*

This appalling sanitation condition, coupled with new skills and knowledge gained from ASPIRE, prompted the Chisongwe WASH Committee to lobby for community support and action from surrounding feeder villages to construct pit latrines at the school. The school WASH committee approached the community leaders, together with school committees, and then sensitized them on the importance of having a healthy, safe, and sensitive school environment with good sanitation facilities, and how this improves learning outcome for their children, particularly girls. This orientation stimulated a positive community mindset and later it was unanimously resolved that each village would construct one pit latrine for its children at the school, and this resulted in the school

gaining eight (8) new pit latrines, one each from Jali, Mtelela, Chakwiya, Chozemba, Mmalisyem Chitseko Kumchenga and Mulilima villages.



*Hellen Mwandama enjoying life skills lesson delivery with her learners at Machinga Boma Primary School*

“All along, we didn't know that poor WASH conditions are one of the greatest structural barriers to girls' access and retention in school, until ASPIRE came to orient us on this and changed our mindset that on our own we can initiate and construct good sanitation facilities in our schools without donor support. This unprecedented effort has really improved the school's face with regard to sanitation issues,” notes the School's WASH Committee Chairperson, Mr. Yusufu.

Provision of these new toilets has greatly reduced congestion and time spent by learners when queuing to access these facilities. “These new eight latrines will significantly improve learner attendance, access and retention in school, thereby improving their learning

outcomes. Previously, some children took advantage of toilets unavailability as scapegoat for missing classes, but now with the provision of these toilets, learners will be full time at the school and learning,” concluded, Jailosi Chimenya, WASH teacher for the school.



## Appendix A6: ASPIRE inspires Mangombo School-community structures to build school and latrine blocks



*GVH Kwitanda (far right), Head-teacher for Mangombo School (standing next to the GVH) and other committee members pose at a girls' urinal constructed through their initiative*

Chiendausiku Zone in Balaka, is one of the schools in which ASPIRE trained school-community members, including leaders, to take a leading role in championing development activities happening at their school. This investment has brought results.

Among other initiatives, the structures led by Group Village Head (GVH) Kwitanda have constructed urinals for boys and girls, constructed toilets, and plan to construct more of these together with a school block. Through this plan, the community has molded 278,000 bricks and it is in the process of soliciting more support from the council to complete the construction work of the school block and other structures at the school. GVH Kwitanda has also mobilized alumni of the school to help with the renovation of the old school blocks.

Apart from addressing the challenge of limited classroom blocks, the community has also embarked on support to impoverished learners who poorly perform at school due to lack of scholastic materials and other basic school necessities. The school-committees mobilized its members to contribute MWK100 each per month to go towards helping these needy learners. Through this special needs fund, so far, the committee managed to buy uniforms for eight learners and supported others with writing materials. GVH Kwitanda who is also development-oriented, had this to say “ASPIRE has contributed to the community understanding of the importance of education and this has empowered community leaders in leading several initiatives towards promoting education and health development activities at this school.”



*From the left to right, Mr Amin and Mr Ngwira captured while supervising the construction work at the site (Balaka Boma LEA School)*

A school is not a standalone institution. It relies much on the community for continued support and supervision. Therefore, poor school infrastructure development and learning conditions reflect badly on the community's commitment to support and supervise its structure or operations. This is why it is imperative to have a school community that is fully equipped with skills for the development of the school in order to create a suitable environment for learning. With the aim of promoting education and health activities, ASPIRE trained different school stakeholders on their roles and responsibilities on how they can provide their support and services to schools. Mangombo Primary School, in

“We are able to mobilize ourselves towards development of the school because we now know in the end it will be our community which will develop and our children will live a better life with or without donor support. We have known this through different trainings we have been taken through by ASPIRE. On community mobilization and support for our children. This is not the end, we vow to do more in future for our community,” concludes a visibly confident GVH Kwitanda, who was supported by other school community structures trained by ASPIRE, including the School Management Committee, Parents Teachers Association, Mothers Group, WASH and Youth Literacy Movement members.

## Appendix B. Implementation of Reading Fairs

### Appendix B1: Implementation of zonal reading fairs - Balaka

No	ZONE	DATE	Progress
1	Balaka Boma	28-06-18	Done
2	Chembera	18-07-18	Not done
3	Chiendausiku	29-06-18	Done
4	Maduwani	08-06-18	Done
5	M'manga	25-06-18	Done
6	Mpilisi	13-07-18	Not Done
7	Mponda	03-07-18	Done
8	Kankao	05-06-18	Done
9	Nkhonde	20-06-18	Done
10	Phalula	17-07-18	Not done
11	Ulongwe	18-07-18	Not done
12	Utale	06-06-18	Done

### Appendix B2: Implementation of zonal reading fairs - Machinga

No	Zone	Dates	Progress
1	Chikweo	15-07-18	Not done
2	Machinga Boma	15-06-18	Done
3	Mlomba	13-06-18	Done
4	Nsanama	13-06-18	Done
5	Mpombe	19-06-18	Done
6	Namandanje	09-07-18	Not done
7	Nampeya	28-06-18	Done
8	Namasika	19-06-18	Done
9	Ngokwe	09-06-18	Done
10	Ntaja	12-07-18	Not done
11	Puteya	20-06-18	Done
12	St, Theresa	04-07-18	Done

**Appendix B3: Implementation of zonal reading fairs - Zomba**

<b>No</b>	<b>Zone</b>	<b>Date</b>	<b>Progress</b>
1	Chikowi	15-06-18	Done
2	Chikala	06-06-18	Done
3	Chikomwe	15-06-18	Done
4	Chingale	12-06-18	Done
5	Chilipa	13-06-18	Done
6	Chimwalira	15-06-18	Done
7	Likangala	04-07-18	Done
8	Mchengawedi	20-06-18	Done
9	Ntonda	13-06-18	Done
10	Ntungulutsi	08-06-18	Done
11	Mponda	15-06-18	Done
12	Namadidi	13-06-18	Done
13	Namatapa	01-06-18	Done
14	Namiwawa	08-06-18	Done
15	Nsondole	14-06-18	Done
16	St. Anthony	08-06-18	Done
17	St. Martins	15-06-18	Done
18	St. Michaels	30-06-18	Done
19	St. Pauls	13-06-18	Done
20	Songani	14-06-18	Done

## **Appendix C: English Language Proficiency Endline Study Report**