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Girls' Empowerment through Education and Health Activity (ASPIRE)

Quarterly Report
Quarter 1, Fiscal Year 2016
Period: October 1 – December 31, 2015

Submitted 31 January 2016

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

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Quarterly Report

**Period of Performance:
October 1 – December 31, 2015**

Quarter 1, Fiscal Year 2016

Submitted by:

Save the Children

Date Submitted: 31 January 2016

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ACRONYMS

3KHP	Three Key Hygiene Practices
ACCO	Assistant Centre Coordinators
ASRH	Adolescent Reproductive and Sexual Health
BCC	Behaviour Change Communication
CA	Continuous Assessment
CBE	Complementary Basic Education
CDA	Community Development Assistant
CDCS	Country Development Cooperation Strategy
CHANCO	Chancellor College
CPEA	Coordinating Primary Education Advisor
CPW	Child Protection Workers
COP	Chief of Party
CPD	Continuous Professional Development
CRECCOM	Creative Center for Community Mobilization
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
EMIS	Education Management Information System
FAWEMA	Forum for African Women Educationalists – Malawi Chapter
GEN	Girls' Education Network
GIS	Geographical Information System
GoM	Government of Malawi
GVH	Group Village Headman
HIV	Human Immunodeficiency Syndrome
HT	Head Teacher
IGAs	Income Generating Activities
KTs	Key Teachers
KGIS	Keeping Girls in School Project
LSC	Life Skills Curriculum
LSE	Life Skills Education
MANEB	Malawi National Examination Board
M&E	Monitoring and Evaluation
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
NPC	Malawi National Primary Curriculum
NORAD	Norwegian Aid for Development
PEA	Primary Education Advisor
PLHIV	People Living with HIV
PO	ASPIRE Project Officers

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
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
VSL	Village Savings and Loan
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 is delivering improved educational achievement for girls in upper primary and secondary schools in Balaka and Machinga districts through an approach that combines (a) evidence-based strategies for effective teaching of foundational academic skills in the context of gender-sensitive learning environments, and (b) 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 benefits girl learners in all primary and secondary schools in Balaka and Machinga districts. According to 2013 Education Management Information System (EMIS) data, there are 315 primary schools and 40 secondary schools across the two districts. The 355 project schools, and their catchment communities, are 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-December 2015

Output 1: Reading skills for girls in upper primary school improved

- In Q1, FY2015-16, ASPIRE continued with finalization and production of the continuous professional development (CPD) training manual; refining of the five CPD manual units which were reviewed and adjusted by 16 literacy specialists at an August 2015 workshop along with finalization of the first 4 units which were also improved in the aforementioned workshop and field tested.
- ASPIRE facilitated the printing of the CPD training manual. A total of 3000 copies were printed and will be delivered for distribution in Q2, FY2015-16.
- ASPIRE conducted a workshop with MoEST and Teachers Union of Malawi (TUM) to share with them ASPIRE's intention of providing teachers with lessons on English language skills. The workshop was held on 26th November, 2015 at Hippo View Lodge in Liwonde.
- ASPIRE provided support to targeted primary schools to plan and implement Reading Fairs. November monitoring data show that 8 of 24 clusters and 50 of 315 primary schools (4 clusters per district – 39 and 11 schools in Machinga and Balaka, respectively) implemented successful reading fairs.
- In the quarter under review, partner radio and television broadcasting stations (including Radio Maria, Zodiak, Chanco Radio, and Luntha Television) continued to air stories recorded in the previous quarter.
- ASPIRE finalized selection of Youth Learning Movement (YLM) members in all the targeted schools in Balaka and Machinga.
- ASPIRE continues to develop a roster of expert trainers. Between 1 October and 13 November 2015 six (6) more specialists were identified and the number has since increased to fourteen (14).

- ASPIRE conducted the Second Phase of Expert Training on the Literacy CPD. A total of 8 Expert Trainers from Malawi Institute of Education (MIE), Save the Children-ASPIRE and teacher training colleges (TTCs) met to prepare for the Training of Facilitators (ToF) from 30 November to 4 December, 2015.
- ASPIRE conducted ToF (7-11 December 2015) during which 4 project officers (POs), 2 district coordinators (DCs), 20 Primary Education Advisors (PEAs), 2 CPEAs, 2 Head Teachers (HTs) and 2 ACCOs were trained.
- From December 14-18, 2015, a total of 48 facilitators delivered a 5-day training session to S4-S5 teachers concurrently in Balaka and Machinga districts.
- ASPIRE drafted, edited and typeset a Literacy Coaching Manual for DCs, POs, PEAs, HT's. The edited manual was submitted to USAID for approval and clearance for mass production. The draft manual was approved and cleared by USAID.
- ASPIRE developed a strategy and formed a team for short and long term PPP for both Output 1 as well as the ASPIRE activity as a whole.

Output 2: Adoption of positive sexual and healthcare-seeking behaviors among youth 10-19 increased

- Procurement of LSC textbooks for secondary schools was done and the books were delivered at Save the Children Offices in Zomba, awaiting distribution. In Q1, ASPIRE worked on branding the books, and distribution has been planned for Q2 FY 2015-16.
- ASPIRE Community Mobilization Officers supported the change agents to implement community sensitization meetings in which they sensitized communities about LSE and the importance of equipping the youth with age appropriate life skills. Most activities under this sub-output are not yet due for implementation.
- In the period under review, ASPIRE worked on the graphic design of the life skills activity card sets and translating into Chichewa.
- Orientation of school clubs and teachers on life skills activity cards; and printing and distribution of card sets to schools will be conducted in Q2 of FY2015-16.
- ASPIRE organized a learning visit for staff to Dowa, Lilongwe and Dedza where mother groups (MGs) have the capacities of producing the reusable sanitary pads. The main objectives of the learning visit were to equip the ASPIRE team with skills on how to produce low cost reusable sanitary pads and to learn how the production is managed as part of income generating activities (IGA) in the respective MGs. The team also learned other best practices from the MGs visited.

Output 3: Key structural and cultural barriers for girls ages 10-19 decreased

- ASPIRE continued with dissemination of community sensitization messages developed in FY2015-16 including those targeting elimination of harmful cultural practices towards girls' education.
- ASPIRE continued to collaborate with Theatre for Development (TfD) troupes from Chancellor College, which continued to conduct theatre performances. The TfD troupes use action research to identify girls' education and healthy challenges which are then verified through performances leading to creation of action points.
- ASPIRE continued to work with district officials from Balaka and Machinga to make visits to schools to monitor implementation of ASPIRE interventions by key community stakeholders. The visits were ongoing efforts towards key stakeholders' involvement in activity implementation.

- Community Development Assistants (CDAs) had commenced provision of support to MGs including monitoring, supervision, data collection and reporting. The community agents, which were trained by CDAs, continued training of MGs on village savings & loan (VS&L) activities.
- ASPIRE intensified school and community awareness campaigns on the re-admission policy and encouraged communities to encourage teen-mothers to return to school.
- ASPIRE worked with District Education Network (DEN) members and child protection committees (CPCs) on tracking and follow up of dropouts. It was evident in the period under review that these stakeholders are working towards re-admission of learners in school.
- ASPIRE continued working with the DEN and the district education officials on ensuring that girls who returned to school at the beginning of the new academic year in September 2015, remain in school. In Q1 of FY2015-16, ASPIRE used these linkages and lobbied for girls that dropped out of school and have babies to be able to return to school, and be allowed to go to a school that is convenient to them because some girls may not be comfortable to return to the school they were in.
- MGs are working in the communities to support girls that have just returned to school for them to remain in school. ASPIRE will closely monitor the retention and class achievement of the re-admitted girls.

III. Overall Progress for the Quarter October 1 to December 31, 2015

This section describes the main activities conducted under each component during the quarter under review, covering ASPIRE's first quarter of implementation in the FY2015-16.

Output 1: Reading skills for girls in upper primary school improved

ASPIRE carried out a number of activities contributing to the improvement of reading skills for girls in upper primary. Some of the activities began in FY15 and continued into this first quarter of reporting in FY16. This section presents progress made against the planned activities for the quarter in output 1.

Sub-Output 1.1: Reading systems for students, particularly girls in S4-S8 improved

1.1.1. Build consensus on English and Chichewa literacy skill development for standards 4-8

All activities aiming at building consensus on English and Chichewa literacy skills development were implemented and completed in FY2014-15. This included assessing student literacy levels in Chichewa and English; developing scope and sequence of skills for Chichewa and English; conducting desk survey of best instructional skills, teaching routines, and available CPD materials to support established readers; and mapping of instructional skills to scope and sequence for Chichewa and English.

1.1.2 Develop CPD program materials to support literacy teaching in S4-S8

In order to address the skill needs of learners, ASPIRE developed a skills-based CPD manual for upper primary teachers in FY2014-15. In Q1, FY2015-16, ASPIRE continued with testing, refining and producing the CPD training manual. Two tasks for this quarter included work on the later 5 units and printing. With the first four units tested and reviewed, the next task was refining of the five units of the CPD manual, which were not trial tested but instead reviewed by a group of 16 literacy experts. The five units in question were:

Unit 5	Teaching English as a second language
Unit 6	The teaching of grammar
Unit 7	Creating a print rich literacy environment in the classroom
Unit 8	Developing a culture of reading through supplementary readers
Unit 9	Formative assessment and instructional adjustment

These five units were refined during expert training. The aforementioned experts made observations on the units. Many of the observations and changes related to editing and overall presentation of the activities in the units. The units have since been refined, polished, and finalized.

The other task was printing of the CPD training manual. ASPIRE, through a rigorous procurement process identified a firm to print the manual. Through this process, Kris Offset and Screen Printers Limited was contracted to print the CPD training manual. A total of 3000 copies were printed and are ready for distribution. ASPIRE looks forward to seeing these manuals in the hands of teachers in our target schools in Q2, FY2015-16.

1.1.3 Measure and support teachers' English skill abilities

Building on the preliminary meeting on plans to measure and support teachers' English proficiency skills in September 2015, ASPIRE conducted a workshop with MoEST and TUM to share with them ASPIRE's intention of providing teachers with lessons on English language skills. The workshop was held on 26th November, 2015 at Hippo View Lodge in Liwonde. Participants to the meeting included officials from TUM, MoEST, MIE and SCI.

During the meeting, an overview on ASPIRE was given covering the goals, objectives, outputs and partnerships. The concept of the need to support teachers with English language skills was shared and participants agreed that it is extremely important that teachers should be supported through lessons in English language skills. TUM also suggested that, as a body, it could do the following:

- **Provision of CPD:** TUM indicated that the union would be supporting through the provision of CPD using the much needed ASPIRE training manuals.
- **Teacher mobilization:** TUM would also be involved in mobilizing teachers to attend trainings.
- **Advocacy:** TUM would also be advocating for ASPIRE activities during mass rallies, mobilizing teachers to take advantage of the intervention to advance their professional skills and pass on their skills acquired during trainings to their learners through their teaching so that learners are able to read and write for their everyday life.

Interface with MoEST: TUM would be the link between teachers and MoEST. They made a commitment that should ASPIRE face any problems working with teachers (e.g. indiscipline affecting smooth implementation of ASPIRE) in the impact area and need the assistance of TUM to play that interface role, then they are ready to step in.

Sub-Output 1.2: Greater engagement, accountability and transparency by communities, the private sector and the public to support reading

In the quarter under review, ASPIRE made strides to solicit support for reading fairs from communities, promote reading activities, and expand the youth literacy movement to cater for upper primary students.

1.2.1 Boost support to Reading Fairs

By the end of FY2014-15 ASPIRE had held district-level meetings with EGRA counterparts to prepare for review of reading fair activity plans with the aim of integrating older learners. The implementation of previous EGRA plans (plans for last term of 2014/15 academic year) were reviewed and recommendations were made for joint planning, implementation, and monitoring of reading fair activities for the first term of 2015/16 academic year.

In the quarter under review, ASPIRE provided support to targeted primary schools to plan and implement Reading Fairs. November monitoring data show that 8 of 24 clusters and 50 of 315 primary schools (4 clusters per district – 39 and 11 schools in Machinga and Balaka, respectively) managed to implement successful reading fairs.

The reading fairs provided testimonies of learners' reading abilities and allowed teachers, parents and all other community stakeholders to appreciate learners' acquisition of literacy skills. In addition to reading activities, a demonstration class was also mostly included to showcase the EGRA/ASPIRE teaching approach: (I DO, WE DO, and YOU DO). Older learners (Standards 4-8) activities were a new event (these were the first EGRA/ASPIRE integrated fairs) during the reading fairs.

1.2.2 Promote and showcase learner, school, and community reading achievements

By the end of FY2014-15, ASPIRE had identified local television and radio stations for establishment of partnership agreements for broadcasting of ASPIRE community mobilization activities and successes. A memorandum of understanding (MOU), highlighting terms of reference between ASPIRE (through CRECCOM) and the local broadcasting stations, was shared with the local broadcasting stations for comment and review.

In the quarter under review, partner radio and television broadcasting stations (including Radio Maria, Zodiak, Chanco Radio, and Luntha Television) continued to air stories recorded in the previous quarter. Recording of new stories will commence in January 2016.

1.2.3 Introduce Youth Literacy Movement (YLM) to Balaka and Machinga

In the period under review, ASPIRE finalized selection of Youth Learning Movement (YLM) members in all the targeted schools in Balaka and Machinga. School community stakeholders oriented in the selection criteria for YLM committees vetted the list of potential candidates to generate a final group of 8 members per school. The selected YLM committees will be oriented next quarter on EGRA/ASPIRE literacy goals and supported to lobby for important reading initiatives. ASPIRE is looking forward to harnessing the enthusiasm of YLM members in the coming quarter.

1.2.4 Enhance private sector and media engagement and support to reading activities

By the end of FY2014-15, ASPIRE had held preliminary meetings with EGRA to have access to the O'Brien Associates International (OIA) report on possible Public Private Partnerships (PPP). In the period under review, ASPIRE reviewed the report during the Quarterly Partner Review meeting held on 26-27th October 2015. ASPIRE team brainstormed possible areas ASPIRE can benefit from PPPs, focusing on reading, WASH, and ASRH. ASPIRE is also collaborating with Save the Children US headquarters staff to identify other potential PPP opportunities. As part of this effort, SC/US and ASPIRE have established a small PPP team which has already approached 2 potential partners one for short-term partnerships and is developing a plan for collaborating with another one for longer-term PPP benefits.

Sub-Output 1.3: Reading instruction for teachers and students in Standards 4-8 in primary school with an emphasis on increasing access to gender sensitive TLMs, especially for girls improved

1.3.1 CPD of S4-S8 teachers in reading and writing instruction

As one way of ensuring that the best practices championed by ASPIRE are shared with a wider group of language and literacy practitioners, ASPIRE continues to develop a roster of expert trainers. Initially eight (8) expert trainers were identified from MIE, Department of Inspection and Advisory Services (DIAS), SC, Chancellor College and TTCs. Between 1 October and 13 November, 2015 six (6) more specialists were identified and the number was increased to fourteen. Three of the specialists were identified among the group of TTC lecturers who facilitated teacher training in the zones. The number has been increased, for a number of reasons. First, as already pointed out, it was a way of ensuring that the best practices are not restricted to just few specialists but that more specialists and therefore more people in their networks are exposed to the facilitation and advanced reading and writing skills that are to be acquired through the trainings. Secondly, by having a larger group, ASPIRE activities would minimize the risk of being interrupted or slowed in the event that some of the trainers become engaged in other literacy activities. This risk is significant since almost all reading activities funded by USAID are coordinated and conducted during the school holidays.

In the quarter, ASPIRE updated the list of HTs, TTC lectures and S4-S5 teachers as a way of tracking those who have undergone the CPD training in advanced reading and writing skills for upper primary. By the end of the First Quarter of the FY 2015-2016, ASPIRE had targeted a total of 313 head teachers, 18 TTC lecturers, 1 Chancellor College lecturer and 876 S4-S5 teachers. The list includes new names of S4 and S5, HTs and TTC lecturers who did not participate in the first training. The first training did not exhaust the number of S4 and S5 teachers, and head teachers were not trained because they were also engaged in EGRA training.

According to the design of the activity, ASPIRE is supposed to conduct three trainings annually per target group. The first set of training was conducted in August, 2015 (Quarter 4). The training started with Expert Trainers followed by Training of Facilitators (PEAs, POs and TTC lecturers). However due to competing schedules with other USAID-funded literacy activities, PEAs were not trained. As such it was difficult for them to monitor implementation of ASPIRE in their zones. Therefore, ASPIRE conducted a gap filling training with the PEAs from 2 to 6 November, 2015. PEAs were therefore oriented to ASPIRE's Output 1 and trained in the content that was covered in the August training. The PEAs are now equipped to build onto subsequent trainings and monitor the ASPIRE activities.

ASPIRE conducted the Second phase of expert training on the Literacy CPD from 16 to 20 November 2015. A total of 8 expert trainers from MIE, SC and TTCs met to prepare for the Training of Facilitators (ToF) which took place from 30 November to 4 December, 2015. During the meeting, the experts discussed the approach for the ToF. The team agreed the following:

- (i) That the second phase of trainings for both facilitators and teachers should start with a refresher on the first four units that were covered in the first phase namely: vocabulary instruction; reading fluency instruction; comprehension instruction and composition writing. The rationale for the refresher was twofold. First, it aimed at assessing how the teachers were teaching the four language and literacy subsets after

the training. Secondly, it was to provide both the facilitators and teachers with the opportunity to practice using the acquired skills so that gaps are identified and suggestions for improvement are made.

- (ii) That the participants should not be given training manuals until the trainings are over. Instead, an activity sheet should be extracted from the manual and given to the participants during trainings. During the first phase of the trainings, the training manuals were given to participants on the first day of the trainings. It was observed then, that the participants tended to simply repeat what was in the manual when responding to questions instead of drawing answers from their experience of classroom practice. This made it difficult for trainers to determine the participants' needs and help them accordingly because the responses they gave, gave the impression that they understood the content. Monitoring results, however, showed the contrary.
- (iii) That trainers should be giving genuine comments on participants' responses and not just accept any response for fear of causing embarrassment to the participants. It was generally agreed that the purpose of the training was to have both PEAs and teachers improve in their practice and therefore, necessary that they should be given proper guidance and correct information. The group agreed to address all misconceptions.

After the expert training, ASPIRE conducted ToF (7-11 December 2015) during which 4 POs, 2 DCs, 20 PEAs, 2 CPEAs, 2 HTs and 2 ACCOs were trained. The HTs and ACCOs replaced their PEAs who were engaged in other assignments. The team of facilitators went through the refresher described above before introducing the new content. The new content included the following:

Unit 5	Teaching English as a second language
Unit 6	The teaching of grammar
Unit 7	A print-rich literacy environment
Unit 9	Formative assessment and instructional adjustment

From December 14-18, 2015, a total of 48 facilitators delivered a 5-day training session to S4-S5 teachers concurrently in Balaka and Machinga districts. A total of 1183 S4 and S5 teachers, including head teachers were trained. As a way of ensuring that the quality of training is maintained down to the zones, some of the expert trainers also joined the team of facilitators to monitor and support the facilitators. On the first two days, the teachers went through a refresher on the content and skills they covered in the first phase of training. During the training, the teachers reflected on how they implemented the teaching of vocabulary, reading fluency, comprehension and composition writing. More time was dedicated to practice during which the teachers demonstrated how they used the different techniques for teaching advanced reading and writing skills.

1.3.2 Continuous teacher support and mentoring, linked with EGRA

By the end of FY15, ASPIRE had developed a literacy coaching manual for DCs, POs, PEAs, HTs and Key Teachers (KTs) to ensure fidelity of implementation and continuous support and mentoring in instructional skills and routines.

In the quarter under review, ASPIRE edited and typeset a literacy coaching manual for DCs, POs, PEAs, HT's which was drafted and refined in Quarter 4 of FY15. The edited manual was submitted to USAID for approval and clearance for mass production. The draft manual was approved and cleared by USAID. Using the draft copy of the manual, ASPIRE commenced training of PEAs and POs on coaching. Comprehensive reporting on the activity will be done

in the next quarter. Meanwhile, procurement processes for mass production and distribution of the coaching manual in schools are underway.

In order to ensure successful and effective implementation of the intervention, ASPIRE followed the teachers who underwent the CPD training in their schools. Four teams of four officers comprising MIE, MoEST, SCI and TTC Literacy specialists and ASPIRE District Coordinators visited a sample of schools in Machinga and Balaka districts. This was the first visit to the schools after initial orientation to ASPIRE. The purpose of the visit was to establish the status of implementation and provide support to the teachers in the teaching of advanced reading and writing skills in upper primary. Data was collected through lesson observations, which were followed by post-lesson observation discussions with the teacher. During the discussions, the monitors made suggestions for improvement to the teacher as a way of providing support to the teacher on the challenges observed in the lessons. The teams visited more schools per day than had been planned. Initially, each team had to visit one school. Following that schedule, the team visited a total of 40 schools. However, the teams broke further into pairs making it possible to visit two schools per day. The visits were made to two schools in the same zone or in two neighboring zones. This provided room for the teams to reach out to many schools and make generalizations resulting from the wider sample size. A total number of 69 schools were visited. (See *appendix D1 for names of schools and zones visited*). Observations made during the monitoring exercise fed into the second phase of the training held in December 2015.

1.3.3 Facilitate extension of instructional and practice time for upper primary reading

As at the end of FY15, ASPIRE conducted a preliminary review of EGRA MOU and adjustments were proposed to allow integration of upper primary learners' reading activities at school, zonal and community levels. In the period under review, ASPIRE began supporting schools to implement reading fairs however, it is yet to implement zonal level literacy competitions targeting school reading clubs. Plans are in place to implement the activity in the second quarter of FY16 after consulting school stakeholders on how the competitions will be run. Similarly, ASPIRE plans to implement orientation meetings for other community groups including faith leaders in the second quarter of FY16.

1.3.4 Increase volume and variety of gender-sensitive supplementary TLMs for S4-S8

In the YRI Annual Report, ASPIRE reported that it had reviewed, levelled and selected supplementary readers from a pool of existing readers for use in ASPIRE. After the review and selection, ASPIRE sought permission to rebrand selected supplementary readers from MIE and Complementary Basic Education (CBE). USAID requires that the supplementary readers be rebranded to include the USAID logo. So far, permission has been granted by MIE to rebrand Read Malawi supplementary readers. However, no response has been given by the Complementary Basic Education on supplementary readers that were developed for Complementary Basic Education; feedback is expected in Q2 of FY2015-16. Therefore, ASPIRE could not go ahead with the procurement process until a response is given.

Although permission was granted to rebrand the Read Malawi supplementary readers and that the rebranding was done in Quarter 4 of FY15, the readers have not been purchased yet because being a government sub vented institution, MIE is subject to the Public Procurement regulations. ASPIRE is duly complying with the public procurement regulations and once the

books are procured, they will be distributed in schools. It is envisaged that this process will be finalized in Q3 FY2015-16.

Output 2: Adoption of positive sexual and healthcare-seeking behaviors among youth 10-19 increased

Sub-Output 2.1: Capacity of teachers and district trainers to provide comprehensive sexual and reproductive health education to youth ages 10-19 increased

2.1.1 Support MoEST to successfully roll-out new secondary LSC in target districts

By the end of FY15, the processes to procure LSC textbooks for secondary schools was initiated, procurement completed, and the books were delivered to Save the Children Offices in Zomba, awaiting distribution. In Q1, ASPIRE worked to brand the books, and distribution is planned for Q2 FY16.

2.1.2 Mentoring and support for quality LSE instruction

At the end of FY15, ASPIRE developed monitoring and support instruments for life skills education along with various other data management tools to be used in ASPIRE. All other activities under 2.1.2 are not yet due for implementation, and most of them will be implemented from Q2, FY2015-16.

2.1.3: Support continued system learning and improvement in Life Skills Education

All activities under 2.1.3 are due for implementation in FY16 and most of them will be implemented from Q2, FY2015-16.

2.1.4: Community sensitization on LSE objectives and content

By the end of FY15, ASPIRE included LSE topics in the Training Resource Pack for key school community stakeholders to orient community leaders, PTAs, SMCs, and MGs about age appropriate LSE, and to guide dissemination of the LSE messages during community dialogue sessions and sensitization meetings. In the period under review, ASPIRE built a contingent of community change agents who were oriented on LSE through inclusion of the LSE topics in the training pack for the key school community stakeholders. In the quarter, ASPIRE Community Mobilization Officers supported the change agents to implement community sensitization meetings in which they sensitized communities about LSE and the importance of equipping the youth with age appropriate life skills. Most activities under this sub-output are not yet due for implementation.

Sub-Output 2.2: Risk mitigation and pregnancy prevention behaviors adopted

2.2.1 Introduce Life Skills activity cards for use by school clubs and teachers

In FY15, ASPIRE conducted a series of activities to develop, pre-test and refine the life skills activity cards. In the period under review, ASPIRE worked on designing the card sets and translating into Chichewa. Orientation of school clubs and teachers on activity cards; and printing and distribution of card sets to schools will be conducted in Q2 of FY16.

2.2.2 Strengthen capacity of MGs to provide guidance, counseling and support to girls.

Many girls do not attend school during menstrual period. This is due to menstrual issues and poor WASH and menstrual hygiene facilities at the schools. To reduce absenteeism among girls due to issues associated with menstruation, the ASPIRE Activity through the mother groups will provide girls with the reusable sanitary pads. However, the mother groups in the intervention districts do not have the skills to produce the pads. The ASPIRE team organized a learning visit to Dowa, Lilongwe and Dedza where mother groups have the capacity to produce the reusable sanitary pads. The main objectives of the learning visit were to equip ASPIRE team with skills on how to produce low cost reusable sanitary pads and to learn how the production is managed as part of IGA in the respective MGs. The team also learned some best practices, described below, from the MGs visited. The team visited Dzaleka primary school in Dowa, Mwatibu primary school in Nathenje in Lilongwe and Thete primary school in Dedza. The team learnt that the pads produced from Dzaleka were sold to other organizations and to the girls at an affordable price of MK 200.00 per set of 3 reusable pads. The proceeds were used to purchase cloth for further pad production and make school uniforms for needy students at Dzaleka camp who are given the uniforms for free, assisting with retention of girls in school.

At Dzaleka and Mwatibu schools, apart from the MGs venturing into pad production, members have also been engaged in assisting girls who once dropped out of school to get readmitted. It was reported that both Dzaleka and Mwatibu schools had two girls each readmitted. The girls have gone through counseling sessions by the mothers, and had their parents sensitized. The babies are in the custody of the parents as the teen mothers are in school. Some of the notable challenges faced by the visited mother groups were, lack of business management skills by the members and only a few members know how to operate the sewing machines, e.g. at Dzaleka school, only one person knows how to operate the machine. The team learnt that when ASPIRE is training the MGs on IGA and the production of low cost reusable pads, it needs to include the business management skills and training three or more members on the production of sanitary pads.

2.2.3 Develop adult female role models in schools and communities

The two sub-activities under activity 2.2.3 are not yet due for implementation. Reporting on these activities will be done in subsequent reporting periods.

2.2.4 Develop village based auntie/agogo clubs to guide and counsel girls

Both activities under sub-sub output 2.2.4 are rescheduled to be implemented in Q2 of the FY16. This is because mother groups who will facilitate identification of aunties and grandmothers had not been fully oriented on the identification criteria.

Sub-Output 2.3: Provisions for HIV positive students delivered

2.3.1 Improve understanding of support needs for HIV+ primary and secondary students

In FY15, ASPIRE conducted a rapid assessment on schools' support activities and services for HIV+ students as part of a combined school assessment on WASH and MGs in all target schools. ASPIRE has now developed a plan to disseminate results of the ASPIRE Rapid Assessment survey to schools and community stakeholders in Q2 FY16.

2.3.2: Sensitize students, parents and community about HIV and support services

ASPIRE continued to support PEAs to facilitate implementation of ASPIRE-HIV and AIDS school assembly talk sessions. Following the zonal meetings conducted in September 2015, PTAs followed up with Primary School HTs to ensure that the developed action plans for implementation and monitoring of the schools' assembly sessions are being implemented.

2.3.3: Engage HIV+ role models in student awareness raising and support strategies

Activities under 2.3.3 are due to begin implementation in Q2, FY16.

2.3.4: Strengthen schools' capacity to support needs of HIV+ students

All activities under 2.3.4 are scheduled to begin implementation in Q2, FY16.

Output 3: Key structural and cultural barriers for girls ages 10-19 decreased

Sub-Output 3.1: Engagement and accountability by communities to support improved educational outcomes for girls and boys increased

3.1.1 Sensitization of communities on importance of girls' education and barriers to girls' education

In the period under review, ASPIRE continued with dissemination of community sensitization messages developed in FY15 including those targeting elimination of harmful cultural practices towards girls' education. As community change agents were oriented on ASPIRE, they continued conducting village sensitization meetings to promote engagement of girls in literacy, life skills and healthy and sanitation.

3.1.2 Theatre for development performances and community action planning

In the quarter under review, ASPIRE continued to partner with TfD troupes from Chancellor College which continued to conduct theatre performances. The TfD troupes use action research to identify girls' education and health challenges which were verified through performances leading to creation of action points. ASPIRE facilitated training of five local drama groups from each of the districts. The trained drama groups developed action plans to engage with communities and later developed plans to help with tackling issues identified during the performances. Some of the issues identified were; girls getting married to boys working in South Africa. Most of the parents are happy to have their daughter married to these boys because they will be providing for the girl's family.

3.1.3 Mass communication intervention

This activity has been shifted to Q2 of FY16 due to time constraint.

Sub-Output 3.2 Capacity of community groups to support and advocate for girls' empowerment to stay in and complete school increased

3.2.1 Improve networking opportunities for GOM field workers and community groups

In the period under review ASPIRE continued to work with district officials from Balaka and Machinga to make visits to schools to monitor implementation of ASPIRE interventions by key community stakeholders. The visits were ongoing efforts towards key stakeholders' involvement in activity implementation.

3.2.2 Improve knowledge, skills, and motivation of key community leaders in advocacy

ASPIRE could not implement the three sub-activities under 3.2.2 due to time limitation. Reporting will therefore be done in subsequent reporting periods.

3.2.3 Empower male champions to champion girls' rights

All activities under this activity are due for implementation beginning Q216.

3.2.4 Enhance coordination of girls' education stakeholders at district level

All activities under this sub-sub output were implemented in FY15.

Sub-Output 3.3: Utilization of successful and sustainable performance-based financing mechanisms to support girls in the completion of secondary school increased

3.3.1 Strengthen community awareness and utilization of existing bursary schemes

ASPIRE's primary focus is helping to build sustainable approaches for generating local funds to support girls' education. It is known, however, that often existing bursary sources are underutilized because eligible girls' and parents are not fully aware of these programs. Thus, while not the primary focus of the Activity, ASPIRE is taking steps to help ensure girls and parents are aware of any existing bursary schemes and thus is in the process of developing an inventory of all existing bursary schemes for students both in Machinga and Balaka. Dissemination of available school bursaries to target communities and giving support to Ward Councilors to identify vulnerable families requiring assistance has been rescheduled to Q2, FY16.

3.3.2 Train MGs on VS&L to develop CDSS fund to support girls

By the end of FY15, ASPIRE conducted a training on VSL for Community Development Assistants (CDAs). In the period under review, the CDAs had commenced provision of support to MGs including monitoring, supervision, data collection and reporting. The community agents which were trained by CDAs continued training of MGs on VS&L activities, 20 MGs have started saving and getting loans.

3.3.3 Provide seed funds to MGs for IGAs to develop a CDSS fund to support girls

By the end of the FY15, 70 MGs had been oriented on income generating activities. However, provision of initial equipment has been rescheduled to Q2 of FY16.

Sub-Output 3.4 Access to adequate water, sanitation and hygiene (including MHM commodities) improved

3.4.1 Increase first time & improved access to sustainable water supply in schools

By the end of FY15, ASPIRE had conducted a rapid assessment on WASH in all target schools. This was conducted to understand the WASH situation in all schools, including water supplies and hand washing facilities. In the period under review, the findings from the assessment were used to inform the design of WASH activities with the support of the WASH consultant. TOTs for WASH will be trained in Q2 and these will train school WASH committees on the WASH package which is being developed with the help of the consultant.

3.4.2 Increase first time & improved sustainable access to sanitation services in schools

As reported under 3.4.1, the WASH rapid assessment also included assessment on availability and quality of latrine, urinals and menstrual hygiene management (MHM) facilities in all schools. ASPIRE is using this data/information in provision of appropriate services to schools depending on need.

3.4.3 Increase prevalence of key hygiene behaviors in teachers and students

This will be part of the WASH package and will be delivered together with 3.4.2.

3.4.4 Provide MHM commodities and information to female students

Five sub-activities under 3.4.4 are due for implementation in Q2 FY16 and two sub-activities have been rescheduled to the same period, hence reporting will be done then.

Sub-Output 3.5: School-based strategies, guidelines and/or policies to safeguard the girl child adopted or operationalized

3.5.1 Increase awareness and availability of readmission policy in schools

By the end of FY15, ASPIRE had intensified school and community awareness campaigns on the re-admission policy and encouraged communities to encourage teen mothers to return to school. A total of 380 copies of the English version of the readmission policy were distributed in all the 355 schools and 24 Teacher Development Centers in both Machinga and Balaka districts.

In the period under review, ASPIRE through mother groups and other stakeholders, facilitated readmission of more than 300 learners. Reasons for dropping out of school varied from pregnancy, marriages, lack of funds to support school work and laziness of the students and their guardians.

3.5.2 Facilitate stakeholder collaboration on readmission of girls

In the period under review, ASPIRE worked with DEN members and child protection committees (CPCs) on tracking and follow up of dropouts. It was evident in the period under review that these stakeholders are working towards re-admission of learners in school.

3.5.3 Improved support to readmitted students

ASPIRE continued working with the DEN and the district education officials on ensuring that girls who returned to school at the beginning of the new academic year in September 2015, remain in school. In Q1 of FY16, ASPIRE used these linkages and lobbied for girls that dropped out of school and have babies to be able to return to school, and be allowed to go to a school that is convenient to them because some girls may not be comfortable to return to the school they were in. MGs are working in the communities to support girls that have just returned to school for them to remain in school. MGs are encouraging mothers of the teen mothers to take care of the babies whilst the mother in school. The MGs are supporting the girls that have do not funds to get school requirement by providing for them. ASPIRE will closely monitor the retention and achievement in class of the re-admitted girls.

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. This will allow the Mission to understand what combination of investments has the most profound impact. This hinges on the understanding that development will be integrated through co-location; coordination and collaboration to improve results, and sustainability. The following activities are contributing to this approach.

Common use of reading centers established by EGRA

ERGA and ASPIRE jointly planned school and Zonal level Reading Fairs and managed to implement 50 of the 315 proposed Reading Fairs. Officers from the two Activities jointly supervised preparations and attended Reading Fair events, which comprised of literacy activities including learners from all classes Standards 1 – 8).

Sharing funding for PEAs coaching fuel expenses

ASPIRE had a meeting with EGRA to agree on how to integrate on fuel subsidies to be given to PEAs who will be providing coaching services to the schools where both ASPIRE and EGRA are working. The idea behind was to maximize use of resources such as funds and time so that no parallel trips are conducted. At the end of the meeting EGRA and ASPIRE agreed to develop a monthly schedule showing how many coaching visits PEAs can make in a month for both ASPIRE and EGRA. This will be shared with all PEAs at meeting planned on a date to be agreed so that both sides (PEAs on one side and EGRA and ASPIRE on another) have the same standing on how new arrangement of fuel subsidies for coaching will be managed. EGRA also expressed willingness to support ASPIRE (if need be) on how to feed their coaching instruments into Tangerines that PEAs are using to record their coaching observations.

Collaboration with RTP and Co-location with RTP

ASPIRE continued to co-locate with another Save the Children NORAD-funded RTP Project that is also being implemented in Balaka and Machinga, among other districts. ASPIRE and RTP therefore continue to cost-share on some office running costs. It has been proved that information sharing is enhanced between the two projects especially on working with MGs.

V. Summary of Progress of the Activity during the Quarter (Table Format)

Table I: Progress against Planned Activities—Sub-output I.1

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
Sub-output I.1 Reading systems for students, particularly girls in S4-S8 improved				
I.1.1. Build consensus on English and Chichewa literacy skill development for standards 4-8	I.1.1.1 Assess student literacy levels in Chichewa and English (S4-S8) in target districts	May-June 2015	Completed	Completed
	I.1.1.2 Develop scope and sequence of skills for English and Chichewa in Standards 4-8	April-June 2015	Completed	Completed
	I.1.1.3 Desk survey of best instructional skills, teaching routines, and available CPD materials to support established readers	April-May 2015	Completed	Completed
	I.1.1.4 Map instructional skills to scope and sequence for English and Chichewa	May-June 2015	Completed	Completed
I.1.2 Develop CPD program materials to support literacy teaching in S4-S8	I.1.2.1 Review existing materials on reading (EGRA materials, CPD materials for upper primary reading from previous projects, Literacy Boost and National Reading Strategy)	May-June 2015	Completed	Completed
	I.1.2.2 Adapt FAWEMA/MIE gender-responsive pedagogy materials for inclusion in CPD manuals	June-July 2015	Completed	Completed
	I.1.2.3 Develop continuous assessment chapter based on DIAS guidelines for CPD manuals	June-July 2015	Completed	Completed
	I.1.2.4 Develop teaching guide with scripts for reading and writing skill instruction	June-July 2015	Completed	Completed
	I.1.2.5 Prepare, test, refine and produce CPD training manuals and teachers' guide	August-September 2015	In progress; to be finalized in Q1 of FY2015-16	Completed
I.1.3 Measure and support teachers' English	I.1.3.1 Meetings with Teachers Union of Malawi and MoEST to discuss opportunities to improve	September 2015	Talks initiated with MoEST and TUM.	Done and ongoing

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
Sub-output 1.1 Reading systems for students, particularly girls in S4-S8 improved				
skill abilities	teachers' English skills		The meeting will be conducted in Q1 of FY2015-16	
	1.1.3.2 Hold workshop to present the concept and win national consensus of MoEST, TUM	FY 2015-16	Planned; FY 2015-16 Activity	Completed
	1.1.3.3 Adapt/adopt/develop English proficiency test with MoEST for use with teachers	FY 2015-16	Planned; FY 2015-16 Activity	Planned for Q2 FY 2015-16
	1.1.3.4 Measure teacher's English proficiency skills in the target districts	FY 2015-16	Planned; FY 2015-16 Activity	Planned for Q3 FY 2015-16
	1.1.3.5 Adapt available English instruction materials (including RESP and MTTA materials) for Malawi context and make available at TDCs	FY 2015-16	Planned; FY 2015-16 Activity	Planned for Q3 FY 2015-16
	1.1.3.6 Identify and recruit master mentors and zone based mentors	FY 2015-16	Planned; FY 2015-16 Activity	Planned for Q3 FY 2015-16
	1.1.3.7 Cluster based mentors hold English support sessions with teachers	FY 2015-16	Planned; FY 2015-16 Activity	Planned for Q3 FY 2015-16

Table 2: Progress against Planned Activities—Sub-output 1.2

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
Sub-output 1.2: Greater engagement, accountability and transparency by communities, the private sector and the public to support reading				
1.2.1 Boost support to Reading Fairs	1.2.1.1 District level meetings with EGRA counterparts to review Reading Fair activities and integration strategies for older learners	March-April 2015	Completed	Completed
	1.2.1.2 ASPIRE POs provide support to primary schools on Reading Fair planning and	April 2015-June 2016	In progress	Ongoing

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
	implementation			
	1.2.1.3 Outreach to literacy groups like Malawi Writers' Union, CLAIM, and book publishers	July 2015-September 2016	In progress	In progress
1.2.2 Promote and showcase learner, school, and community reading achievements	1.2.2.1 Establish broadcasting partnerships with local community radio stations	June-July 2015	In progress	Done and ongoing
	1.2.2.2 Stations record stories and air on regular segments	August 2015-September 2016	Initiated and Ongoing	Ongoing
1.2.3 Introduce Youth Literacy Movement to Balaka and Machinga	1.2.3.1 Identify school leavers as YLM members in school catchment areas	June-July 2015	In progress	Completed
	1.2.3.2 Orient YLM members on reading and literacy goals of EGRA and ASPIRE	August 2015	Rescheduled to Q1, FY2015-16	In-progress
	1.2.3.3 Support and engage YLM members to lobby for important reading improvements and initiatives	September 2015-September 2016	Rescheduled to commence Q1, FY2015-16	In-progress
1.2.4 Enhance private sector and media engagement and support to reading activities	1.2.4.1 Meeting with EGRA/OAI to review outcomes of assessment of PPP opportunities for reading	August 2015	Completed	Completed
	1.2.4.2 Identify strategic leads that can be followed up by ASPIRE, with focus on adolescent girls	October 2015 – March 2016	In progress; FY2015-16 activity	Ongoing Q2 FY 2015-16
	1.2.4.3 Define strategic areas of PPP support to guide efforts of SCUS Resource Development team	October 2015 – March 2016	Planned; FY2015-16 activity	Planned Q2 FY 2015-16
	1.2.4.4 Develop partnership concepts and negotiate roles/responsibilities for PPPs	April-September 2016	Planned; FY2015-16 activity	Beginning Q2 FY 2015-16
	1.2.4.5 Include PPP contributions and activities in AMEP	April-September 2016	Planned; FY2015-16 activity	Beginning Q2 FY 2015-16

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
	1.2.4.6 Draft success stories and promote PPP effects through ASPIRE communications plan	April-September 2016	Planned; FY2015-16 activity	Beginning Q3 FY 2015-16

Table 3: Progress against Planned Activities—Sub-output 1.3

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
Sub-output 1.3 Reading instruction for teachers and students in Standards 4-8 in primary school with an emphasis on increasing access to gender sensitive TLMs, especially for girls, improved				
1.3.1 CPD of S4-S8 teachers in reading and writing instruction	1.3.1.1 Develop roster of expert trainers, collaborating with EGRA team	May 2015	Completed	Completed
	1.3.1.2 Develop and regularly update district rosters of targeted S4-S8 teachers, HT, and TTC lecturers	June 2015-September 2016	Done and ongoing	Done and ongoing
	1.3.1.3 Train expert trainers to deliver CPD modules	July 2015 and FY2015-16	Completed	Completed
	1.3.1.4 PEAs, PCs & project officers deliver 5-day training sessions for S4-S8 teachers, HTs	August 2015 and FY2015-16	Done and ongoing	Done and ongoing
	1.3.1.5 PEAs, PCs & project officers deliver 2-day refresher training sessions for S4-S8 teachers, HTs	October 2016-September 2017	Planned; FY2016-17 activity	Planned; FY2016-17 activity
1.3.2 Continuous teacher support and mentoring, linked with EGRA	1.3.2.1 Develop upper primary literacy coaching manual for PCs, Facilitators and PEAs	June-July 2015	Completed	Completed
	1.3.2.2 Regular coaching and follow up of S4-S8 teachers by ASPIRE POs in collaboration with PEAs	August 2015-June 2016	Rescheduled to Q1 for FY2015-16	Done and ongoing
	1.3.2.3 Cost share then continue EGRA fuel subsidies for PEA coaching visits after EGRA ends	September 2015-June 2016	In progress	In progress
	1.3.2.4 Relevant content for S4-S8 teachers fed into EGRA SMS Gateway system	September 2015-June 2016	Rescheduled to FY2015-16	Rescheduled Q2, FY 2015-16

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
I.3.3 Facilitate extension of instructional and practice time for upper primary reading	I.3.3.1 Meetings with EGRA and MoEST to review implementation guidelines relevance to S4-S8	April-May 2015	In progress	Done and ongoing
	I.3.3.2 Meetings to review and amend existing MOUs with EGRA DCs, DEMs and PEAs in Balaka and Machinga	May 2015	Done and Ongoing	Done and Ongoing
	I.3.3.3 Boost support to primary school reading clubs as a literacy resource for the community	May 2015-September 2016	Rescheduled to FY2015-16; schools were mostly on holiday in Q4	Rescheduled Q2, FY 2015-16
	I.3.3.4 Meetings with faith groups and other social groups to encourage student reading and writing in congregation activities	October 2015-September 2016	Planned; FY 2015-16 activity	Rescheduled Q2, FY 2015-16
I.3.4 Increase volume and variety of gender-sensitive supplementary TLMs for S4-S8	I.3.4.1 Review and level available NLS and READ Malawi titles relevant for upper primary	April-May 2015	Completed	Completed
	I.3.4.2 Apply Guide for Promoting Gender Equality and Inclusiveness in TLMs for reviewing and selection	April-May 2015	Completed	Completed
	I.3.4.3 Fund procurement and/or printing of selected supplementary titles	June-August 2015	Rebranding of readers with USAID marking done; Procurement process of printing services still in progress	In progress
	I.3.4.4 Distribute titles to schools/reading camps and community libraries	August-September 2015	Rescheduled to Q1 FY2015-16	Procurement process in progress
	I.3.4.5 Promote NLS mobile library outreach in Balaka and Machinga	September 2015-June 2016	Rescheduled to Q1 FY2015-16	Rescheduled to Q2 FY2015-16
	I.3.4.6 Develop partnerships with print media houses and private libraries and book sellers to make subsidized copies available to schools	September 2015-June 2016	Rescheduled to Q1 FY2015-16	Rescheduled to Q2 FY2015-16

Table 4: Progress against Planned Activities—Sub-output 2.1

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
Sub-output 2.1 Capacity of teachers and district trainers to provide comprehensive sexual and reproductive health education to youth ages 10-19 increased				
2.1.1 Support MoEST to successfully roll-out new secondary LSC in target districts	2.1.1.1 Develop CPD refresher modules to reinforce new secondary curriculum roll-out	October 2015 -March 2016	In progress	In progress
	2.1.1.2 Deliver refresher LSC CPD to secondary teachers in target districts	January-June 2016	Planned; FY2015-16 activity	Planned, Q2, FY2015-16
	2.1.1.3 Procure and distribute to secondary schools textbooks for new LSC	August-September 2015	Procurement and branding done; distribution to commence in FY2015-16	Distribution scheduled for Q2, FY 2015-16
	2.1.1.4 Explore PPPs to support secondary LSC textbook procurement with co-branding	May-July 2015	In progress	In progress
2.1.2 Mentoring and support for quality LSE instruction	2.1.2.1 Train DEMs, PEAs, SEMAs, and ASPIRE POs on coaching and mentorship on youth-centered interactive teaching based on the manual developed	April-June 2016	Planned; FY2015-16 activity	Planned, Q3, FY2015-16
	2.1.2.2 Develop and adapt primary-level LSE monitoring and reference tool for Tangerine use by PCs, POs & PEAs	October 2015-March 2016	Planned; FY2015-16 activity	Planned
	2.1.2.3 Provide transport subsidies to SEMAs for providing coaching and support for new LSC	April-September 2016	Planned; FY2015-16 activity	Planned, Q3, FY2015-16
	2.1.2.4 ASPIRE POs provide follow up support to primary and secondary teachers on LSE	April-September 2016	Planned; FY2015-16 activity	Planned, Q3, FY2015-16
	2.1.2.5 Develop monitoring and support instruments	July-August 2015	Completed	Completed

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
	2.1.2.6 Train monitors on the use of the monitoring and support instruments	January-March 2016	Planned; FY2015-16 activity	Planned, Q2 FY2015-16
	2.1.2.7 Monitor and support teachers on LSC implementation	April-September 2016	Planned; FY2015-16 activity	Planned
2.1.3 Support continued system learning and improvement in Life Skills Education	2.1.3.1 Development of fact sheets and summaries of key global resources	August-December 2015	Rescheduled to FY2015-16	Rescheduled to Q2 FY2015-16
	2.1.3.2 Disseminate fact sheets and summaries of key global resources to MoEST and MIE	April-September 2016	Planned; FY2015-16 activity	Planned
	2.1.3.3 Process evaluation of LSC rollout	March 2017	Planned; FY2016-17 activity	Planned
2.1.4 Community sensitization on LSE objectives and content	2.1.4.1 LSE topics included in community sensitization and dialogue sessions (sub-output 3.1)	May 2015 – June 2016	Done and Ongoing	Done and Ongoing
	2.1.4.2 MGs sensitized on importance and value of LSE (sub-output 2.2)	June-December 2015	Rescheduled to FY2015-16	Rescheduled to Q2 FY2015-16

Table 5: Progress against Planned Activities—Sub-output 2.2

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
Sub-output 2.2: Risk mitigation and pregnancy prevention behaviors adopted				
2.2.1 Introduce Life Skills activity cards for use by school clubs and teachers	2.2.1.1 Content development of cards through review of LSC	May-July 2015	Completed	Completed
	2.2.1.2 Card sets designed and pilot tested	July-December 2015	Completed	Completed
	2.2.1.3 Production and distribution of card sets to schools	January-June 2016	Planned; FY2015-16 activity	Planned
	2.2.1.4 Orientation of school clubs and teachers on activity cards	April-September 2015	Rescheduled to FY2015-16	Rescheduled to Q2 FY2015-16

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
	2.2.1.5 Provide puberty books to support LSE learning in primary schools	September 2015-March 2016	Not done	Branding done; Distribution awaiting teacher training and branding of the books
2.2.2 Strengthen capacity of MGs to provide guidance, counseling and support to girls	2.2.2.1 Baseline assessment of status of MGs in the target districts	April-May 2015	Completed	Completed
	2.2.2.2 Identify and develop roster of MG ToTs in target districts	March 2015	Completed	Completed
	2.2.2.3 Train MG on roles, responsibilities, guidance and support, IGA, and community linkages	June-December 2015	Initial trainings complete; follow up trainings in FY16 started	Done and ongoing
	2.2.2.4 Translate MG training manual into Chichewa and equip MGs with IEC on ASRH, MHM, HIV	May-July 2015	Not done	In progress
	2.2.2.5 Strengthen linkages between MGs & CPCs for ASRH service referrals	September 2015-September 2016	Rescheduled to FY2015-16	Rescheduled to Q2 FY2015-16
2.2.3 Develop adult female role models in schools and communities	2.2.3.1 Identify locally based female role models from either the school or the community	January-March 2016	Planned; FY2015-16 activity	Planned
	2.2.3.2 Train the locally based female role models in counselling, guidance and mentorship based on the manual developed	April-September 2016	Planned; FY2015-16 activity	Planned
2.2.4 Develop village based antie/agogo clubs to guide and counsel girls	2.2.4.1 Identify and enroll aunties and grandmothers of girls in school clubs	July-December 2015	Rescheduled to FY2015-16	Rescheduled to Q2, FY2015-16
	2.2.4.2 Regular school and village-based meetings of aunties/agogo clubs facilitated by MGs	August 2015-September 2016	Rescheduled to FY2015-16	Rescheduled to Q2, FY2015-16

Table 6: Progress against Planned Activities—Sub-output 2.3

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
Sub-output 2.3: Provision for HIV positive students delivered				
2.3.1 Improve understanding of support needs for HIV+ primary and secondary students	2.3.1.1 Rapid assessment of schools' support activities and services for HIV+ students	April-May 2015	Completed	Completed
	2.3.1.2 Share and distribute results of assessment report to schools and community stakeholders	June-July 2015	Rescheduled to Q2, FY2015-16	In-progress
2.3.2 Sensitize students, parents and community about HIV and support services	2.3.2.1 Use report findings in awareness-raising with schools and communities	June 2015-September 2015	Rescheduled to Q2, FY2015-16	In-progress
	2.3.2.2 Support HTs to conduct assembly session talks on HIV and AIDS issues with students	September 2015-June 2016	In progress	Done and ongoing
	2.3.2.3 Mainstream HIV messages in activity cards	May-July 2015	Completed	Completed
	2.3.2.4 Provide orientation to MGs, CSOs, and CPCs on support for HIV+ learners	May-December 2015	Rescheduled to Q2, FY2015-16	Rescheduled to Q2, FY2015-16
2.3.3 Engage HIV+ role models in student awareness raising and support strategies	2.3.3.1 Promote integration of HIV+ learners in T'LIPO programs for greater psycho-social support	October 2015-September 2016	Planned; FY2015-16 activity	Rescheduled to Q2, FY2015-16
	2.3.3.2 Identify and use guest speakers from relevant organizations for PLHIV to visit target schools	January 2016-September 2016	Planned; FY2015-16 activity	Planned, Q2 FY16
2.3.4 Strengthen schools' capacity to support needs of HIV+ students	2.3.4.1 Ensure LSE training and support of teachers includes strategies for incorporating message on stigma and support to HIV+ students	January-September 2016	Planned; FY2015-16 activity	Planned Q2 FY16
	2.3.4.2 Strengthen links between schools, SMCs, PTAs, MGs, CPCs, antie/agogo clubs and local HIV networks and CBOs	January-September 2016	Planned; FY2015-16 activity	Planned Q2 FY16
	2.3.4.3 Capacity building for HTs on support strategies for HIV+ learners	April-June 2016	Planned; FY2015-16 activity	Planned, Q3 FY16

Table 1: Progress against Planned Activities—Sub-output 3.1

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
Sub-output 3.1: Engagement and accountability by communities to support improved educational outcomes for girls and boys increased				
3.1.1 Sensitization of communities on importance of girls education and barriers to girls education	3.1.1.1 Conduct orientation workshops for key school and cultural groups (SMC, PTA, MG and traditional leaders, initiation counselors)	May-July 2015	Completed	Completed
	3.1.1.2 Conduct village awareness meetings on harmful cultural practices to education and health	June-July 2015	Rescheduled to FY2015-16. Commenced in Q1	Done and ongoing
3.1.2 Theatre for development performances and community action planning	3.1.2.1 Local drama groups identified and trained	June-September 2015, January-June 2016	Completed	Completed
	3.1.2.2 Action research and performances on special days	January-June 2016	Completed	Completed
	3.1.2.3 Community action planning towards addressing harmful cultural practices	July-September 2015, January-June 2016	Rescheduled to FY2015-16	On-going
3.1.3 Mass communication intervention	3.1.3.1 Support community radios to record and air programs towards improving education & health, with a special focus on girls	July 2015-September 2016	Rescheduled to FY2015-16	Rescheduled to Q2 FY2015-16
	3.1.3.2 Audio recording and airing of selected TFD performances	April-September 2015	Rescheduled to Q1, FY2015-16	Rescheduled to Q2 FY2015-16
	3.1.3.3 Develop video clips for community dialogue and group trainings	September-December 2015, April-June 2016	Rescheduled to Q1, FY2015-16	Rescheduled to Q2 FY2015-16

Table 2: Progress against Planned Activities—Sub-output 3.2

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
Sub-output 3.2: Capacity of community groups to support and advocate for girls' empowerment to stay in and complete school increased				
3.2.1 Improve networking opportunities for GOM field workers and community groups	3.2.1.1 Conduct MoEST district field worker orientation workshops to promote networking	April-May 2015	Completed	Completed
	3.2.1.2 Facilitate consultation workshops with key school and community groups to influence district education and health plans in support of girls' education	August-September 2015, July-September 2016	In progress	In progress
	3.2.1.3 Support district field workers to monitor implementation of plans for schools and community groups	July 2015-September 2016	Done and ongoing	Ongoing
3.2.2 Improve knowledge, skills, and motivation of key community leaders in advocacy	3.2.2.1 Train village headmen, Ward Counsellors, faith based leaders and initiation counselors on advocacy issues	July-August 2015, July-September 2016	Rescheduled to FY2015-16 due to time limitations	Rescheduled to Q2, FY2015-16
	3.2.2.2 Develop action plans for improving girls' access and retention in school	July 2015-September 2016	Rescheduled to FY2015-16 due to time limitations	Rescheduled to Q2, FY2015-16
	3.2.2.3 Follow up and support action plan implementation by ASPIRE POs	September 2015-September 2016	Rescheduled to FY2015-16 due to time limitations	Rescheduled to Q2, FY2015-16
3.2.3 Empower male champions to champion girls' rights	3.2.3.1 Develop selection criteria with zonal level stakeholders in consultation with KGIS teams	September 2015	Rescheduled to Q1, FY2015-16	Rescheduled to Q2, FY2015-16
	3.2.3.2 Identify male champions from communities	October 2015-March 2016	Planned; FY2015-16 activity	Planned for Q4
	Review and print 'Cool Parent' guide	October-December 2015	Planned; FY2015-16 activity	Rescheduled to Q2, FY2015-16
	3.2.3.3 Train male champions on communication and advocacy skills	January-June 2016	Planned; FY2015-16 activity	Planned, Q2 FY16
	3.2.3.4 Equip male champions with "Cool Parent" guide	January-June 2016	Planned; FY2015-16 activity	Planned, Q2 FY16

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
	3.2.3.5 Create spaces for male champions to engage with community, share stories, and encourage others	January-June 2016	Planned; FY2015-16 activity	Planned, Q2 FY16
3.2.4 Enhance coordination of girls education stakeholders at district level	3.2.4.1 Identify and list key GEN stakeholders in each district and other stakeholders working for girls' education for promoting ASPIRE information, and resources	April 2015	Completed	Completed
	3.2.4.2 Develop list serve for GEN stakeholders at district levels for promoting project information, data and resources	April 2015	Completed	Completed
	3.2.4.3 Convene annual district-level GEN networking and agenda-setting meeting	June 2015	Completed	Completed

Table 3: Progress against Planned Activities—Sub-output 3.3

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
Sub-output 3.3: Utilization of successful and sustainable performance-based financing mechanisms to support girls in the completion of secondary school increased				
3.3.1 Strengthen community awareness and utilization of existing bursary schemes	3.3.1.1 Inventory all existing bursary schemes available to both primary and secondary students in target districts	May-June 2015	Completed	Completed
	3.3.1.2 Develop simple IEC materials on the schedule and procedures of existing schemes	July-September 2015	Rescheduled to FY2015-16	Rescheduled to Q2 FY2015-16
	3.3.1.3 Discuss schemes in community orientation meetings	July 2015, April-June 2015	Rescheduled to FY2015-16 due to time limitations	Rescheduled to Q2 FY2015-16
	3.3.1.4 Provide support to ward councilors in processes of identifying vulnerable students and families	July 2015-September 2016	Rescheduled to FY2015-16 due to time limitations	Rescheduled to Q2 FY2015-16
3.3.2 Train MGs on VS&L	3.3.2.1 Orientation on VS&L for MGs	May-July 2015	Completed	Completed

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
to develop CDSS fund to support girls	3.3.2.2 Formation and training of VS&L groups	July-September 2015	Rescheduled to Q1 2015-16	Rescheduled to Q2 FY2015-16
	3.3.2.3 Members meet and save regularly	August 2015-September 2015	Rescheduled to Q1 2015-16; Dependent on 3.3.2.2	Rescheduled to Q2 FY2015-16
	3.3.2.4 Profits contributed to CDSS girls education fund	April-September 2015	Rescheduled to Q1 2015-16; Dependent on 3.3.2.2	Rescheduled to Q3 FY2015-16
3.3.3 Provide seed funds to MGs for IGAs to develop a CDSS fund to support girls	3.3.3.1 Select MGs for intervention	June-July 2015	Rescheduled to Q1 2015-16	Rescheduled to Q2 FY2015-16
	3.3.3.2 Orientation for MGs on IGAs	August 2015-March 2016	Done and ongoing	Done and ongoing
	3.3.3.3 Procurement of and provision of initial equipment and seed funds	August 2015-Sep 2016	Rescheduled for Q1, FY2015-16	Rescheduled to Q2 FY2015-16
	3.3.3.4 Provide technical support to MGs	August 2015-Sep 2016	Done and ongoing	Done and ongoing
	3.3.3.5 Contribute profits to CDSS girls education fund	August 2015-September 2016	Rescheduled for Q1, FY2015-16	Rescheduled to Q2 FY2015-16

Table 10: Progress against Planned Activities—Sub-output 3.4

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
Sub-output 3.4: Access to adequate water, sanitation and hygiene (including MHM commodities) improved				
3.4.1 Increase first time & improved access to sustainable water supply in schools	3.4.1.1 Rapid assessment of WASH facilities in all target schools	April-May 2015	Completed	Completed
	3.4.1.2 District level meetings to present findings of assessment and WASH in schools standards	June-August 2015	Rescheduled to Q1, FY2015-16	In progress
	3.4.1.3 School/community mobilization and action planning on WASH issues	June-September 2015, April-June 2016	Rescheduled to Q1, FY2015-16	Rescheduled to Q2, FY2015-16

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
	3.4.1.4 Train WASH committees on water point chlorination and maintenance	June 2015-September 2016	Rescheduled to Q1, FY2015-16	Rescheduled to Q2, FY2015-16
	3.4.1.5 Train for schools staff on collection, storage and treatment of drinking water	October 2015-September 2016	Planned; FY2015-16 activity	Rescheduled to Q2, FY2015-16
	3.4.1.6 Monitor water quantity and quality in school	June 2015-September 2016	Rescheduled to Q1, FY2015-16	Rescheduled to Q2, FY2015-16
3.4.2 Increase first time & improved sustainable access to sanitation services in schools	3.4.2.1 Conduct rapid assessment on availability and quality of latrine, urinal and MHM (as part of 3.4.1.1)	April-May 2015	Completed	Completed
	3.4.2.2 Include sanitation issues in district level meetings (3.4.1.2)	July-August 2015, July-September 2016	Ongoing	Done and ongoing
	3.4.2.3 Include voices of girls, and children with special needs in planning (3.4.1.3)	July-August 2015, July-September 2016	Rescheduled to Q1, FY2015-16	Rescheduled to Q2, FY2015-16
	3.4.2.4 Train school staff and WASH committee on latrine management, maintenance and monitoring (3.4.1.5)	July 2015-September 2016	Rescheduled to FY2015-16	Rescheduled to Q2, FY2015-16
	3.4.2.5 Construct new latrines and urinals to meet 1:60 latrine/child ratio and 1 urinal block per school	April-September 2016	Planned; FY2015-16 activity	Planned for Q3
	3.4.2.6 Pilot alternative latrine modalities in selected schools	April-June2016	Planned; FY2015-16 activity	Planned for Q3
	3.4.2.7 Include provisions for special needs students in all latrine and urinal construction plans	April-June2016	Planned; FY2015-16 activity	Planned
	3.4.2.8 Establish long term monitoring system for latrines quality/quantity	April-June2016	Planned; FY2015-16 activity	Planned
3.4.3 Increase prevalence of key hygiene behaviors in teachers and students	3.4.3.1 Assess availability of 3KHP materials and training needs in primary schools during assessment (3.4.1.1)	April-May 2015	Completed	Completed
	3.4.3.2 Train school staff and WASH committees on hand washing and 3KHP materials as needed (3.4.1.5)	July-September 2016	Planned; FY2015-16 activity	Planned

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
	3.4.3.3 Improve hand washing facilities in target schools based on needs assessment	July-September 2016	Planned; FY2015-16 activity	Planned
	3.4.3.4 Include provisions for special needs students in all hand washing improvement plans	July-September 2016	Planned; FY2015-16 activity	Planned
3.4.4 Provide MHM commodities and information to female students	3.4.4.1 Train primary and secondary MGs on how to develop low-cost reusable sanitary pads	August-December 2015	Rescheduled to FY2015-16	Rescheduled to Q2, FY2015-16
	3.4.4.2 Reproduce and distribute UNICEF's Menstrual Hygiene Booklet to MGs and secondary students	September 2015-June 2016	Rescheduled to FY2015-16	Rescheduled to Q2, FY2015-16
	3.4.4.3 Distribute emergency pads and painkillers in secondary schools	January-March 2016	Planned; FY2015-16 activity	Planned
	3.4.4.4 Provide seed funding to select secondary MGs for IGAs for pad production	April-September 2016	Planned; FY2015-16 activity	Planned
	3.4.4.5 Introduce alternative MHM commodities at selected secondary schools	January-September 2016	Planned; FY2015-16 activity	Planned
	3.4.4.6 Conduct MHM feasibility study	January-September 2016	Planned; FY2015-16 activity	Planned
	3.4.4.7 Expansion of alternative MHM commodities and approaches		Planned; FY2015-16 activity	Planned

Table 11: Progress against Planned Activities—Sub-output 3.5

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
Sub-output 3.5: School-based strategies, guidelines and/or policies to safeguard the girl child adopted or operationalized				
3.5.1 Increase awareness and availability of readmission policy in schools	3.5.1.1 Print out, distribute readmission policy and ensure it is prominently displayed in all schools and communities	June-July 2015	Completed	Completed
	3.5.1.2 Reproduce copies of readmission policy translated by RTP and provide to MGs, PTAs, SMCs, Auntie/Agogo clubs and Ward Councilors	July-September 2015	Rescheduled to FY2015-16	Rescheduled to Q2 FY2015-16

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
	3.5.1.3 Include readmission policy issues in TFD performance and community dialogues	June-July 2015, April-September 2016	Done and ongoing	Done and ongoing
3.5.2 Facilitate stakeholder collaboration on readmission of girls	3.5.2.1 Build capacity of DENs to focus on addressing girls' dropout and readmission	July-August 2015	Completed	Completed
	3.5.2.2 Support HTs, SMCs, MG, Ward Counsellors and CPCs to improve tracking and follow up of girls who drop-out	June 2015-September 2016	Rescheduled to FY2015-16	Done and ongoing
	3.5.2.3 Provide orientation to CPCs on tracking and follow up of dropouts	August-December 2015	Completed	Completed
3.5.3 Improved support to readmitted students	3.5.3.1 Work with DENs and DEMs to identify opportunities for transfers for readmitted secondary school students	July 2015-September 2016	Rescheduled to Q1, FY2015-16	Rescheduled to Q2, FY2015-16
	3.5.3.2 Mobilize MG to support needs of returning students	July 2015-September 2016	In progress and ongoing	Done and ongoing
	3.5.3.3 Explore linkages with CBCCs to support children of girls returning to school	July 2015-September 2016	Rescheduled to FY2015-16	Rescheduled to Q2, FY2015-16
	3.5.3.4 Facilitate exchange visits of MG to share best practices and approaches	July-September 2016	Planned; FY2015-16 activity	Planned

Table 4: Progress against Planned Activities—M&E

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
Monitoring and Evaluation				
Monitoring and Evaluation	ME-1 Baseline Assessment	March-May 2015	Completed	Completed
	ME-2 Partner Training in M&E	June 2015, February 2016	Completed	Completed, one for 2016; planned
	ME-3 GIS (Geo-coding)	April-June 2015	Completed	Completed

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
	ME-4 Operational Research	July-September 2015	Rescheduled to FY2015-16	Rescheduled to Q3 FY2015-16
	ME-5 Environmental Assessments	July 2015, April-June 2016	Rescheduled to FY2015-16	Rescheduled to Q3 FY2015-16
	ME-6 Quarterly supervision	March, June, September, December 2015 and March, June, September 2016	Done and Ongoing	Done and Ongoing
	ME-7 Quarterly reviews	March, June, September, December 2015 and March, June, September 2016	Done and ongoing	Done and ongoing
	ME-8 Annual reviews	September, 2015 and September 2016	Planned; Q1, FY2015-16	Done in October 2015
	ME-9 Quarterly report	April, July, October, 2015 and January, April, July, October 2016	Completed	Completed
	ME-10 Semi-annual report	April 2015, April 2016	Completed	Completed
	ME-11 Annual report	October 2015, October 2016	Completed	Completed
	ME-12 Water Quality Assurance Plan development	September 2015-March 2016	Completed	Completed
	ME-13 Initial WQAP testing	July-Sep 2016	Planned; FY2015-16 activity	Rescheduled to Q3 FY2015-16
	ME-14 Documentation of Best Practices	July-September 2016	Planned; FY2015-16 activity	Planned
	ME-15 Database Development	June 2015	In progress; to be completed in Q1, FY2015-16	In progress
	ME-16 Quarterly WQAP testing	Once per quarter after July 2016	Planned; FY2015-16 activity	Planned

Table 5: Progress against Planned Activities—Integration

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
Integration				
Integration	AI1. Collaborate on referral of adolescents (especially girls) for sexual reproductive health, HIV services, and will also collaborate on data sharing between facilities and places of referral in Balaka and Machinga.	Ongoing	Not done	Implementation will commence in Q2 of FY2015-16
	AI2. Collaborate in provision of technical content in the development of brochures and informational leaflets targeting sexual reproductive health needs of adolescent girls in schools.	Jan-June 2016	Not done	Implementation will commence in Q2 of FY2015-16
	AI3. Common use of reading centers established by EGRA	Ongoing	In progress	Done and ongoing
	AI4. Common use of reading centers by training of reading centre facilitators	Jan-June 2016	Planned	Planned
	AI5. Sharing funding for PEAs coaching fuel expenses	Ongoing	Not done	Processes initiated and implementation to commence in Q2 FY 2015-16
	AI6. Coordination and collaboration in training of PEAs	Dec 2015, April 2016, July 2016	Done	Done

Table 6: Progress against Planned Activities— Administration

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
Administration				

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
AM1. Administration	AM.1.4 Office spaces identified, secured, and outfitted	January 2015	Completed	Completed
	AM.1.5 Sub-agreements executed with local partners	February 2015	Completed	Completed
	AM.1.6 Non-key positions recruited	March 2015	Completed	Completed
	AM.1.7 Orientation of project staff to project goals, objectives, and approaches	March 2015	Completed	Completed
	AM.1.8 ASPIRE introduction to MoEST leadership	March 2015	Completed	Completed
	AM.1.9 ASPIRE meetings with relevant MoEST departments to define roles and expectations	March 2015	Completed	Completed
	AM.1.10 ASPIRE introduction meetings in districts	April 2015	Completed	Completed
	AM.1.11 Planning with Social Impact on evaluation design and implementation schedules	March-April 2015	Completed	Completed
	AM.1.12 ASPIRE introduction and joint planning with EGRA team	March-April 2015	Done and ongoing	Done and ongoing
	AM.1.13 Procurement of vehicles and motorbikes	March-May 2015	Completed	Completed
	AM 1.14 Visit by ARSH Technical Advisor (STTA)- Nattalie Roschnik	April 2015	Completed	Completed
	AM 1.15 Visit by Literacy Technical Advisor (STTA)- Cecilia Ochoa	May 2015	Completed	Completed
AM-2: Management Plan and Communications	AM.2.1 Establish and convene ASPIRE Advisory/technical Committee (stakeholders with expertise in Education/health and Gender issues) twice a year	April-July 2015, Jan-Mar 2016, July-Sep 2016	Rescheduled to FY2015-16	Rescheduled to Q2 FY2015-16
	AM.2.2 Establish and convene District Advisory/Technical Committee (comprising stakeholders with expertise in education, health and gender issues) quarterly	April-July 2015, Jan-Mar 2016, Sep 2015-Sep 2016	Done and Ongoing (targeting DEC)	Done and Ongoing
	AM.2.3 Monthly Senior Management Team (SMT) meetings	Every Month	Completed	Completed
	AM.2.4 COP represents project at USAID partner meetings	May, June, September 2015	Completed	Completed

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
	AM.2.5 Quarterly work plan alignment meetings with EGRA	April, July, October, 2015	Completed	Completed
	AM.2.6 Monthly work plan alignment meetings with RTP	March 2015-September 2016	Completed	Completed
	AM.2.7 Participate at national and district level GEN meetings to identify opportunities for collaboration and areas of potential overlap	March 2015-September 2016	In progress	In progress
	AM.2.8 Attend coordination meetings held by RTP and other projects/donors working in target districts on same issues	March 2015-September 2016	Completed	Completed
	AM.2.9 ASPIRE staff (DCs and Specialists) to attend national Technical Working Groups on WASH and HIV and Gender, Basic Education, Standards and Teacher Education & Development	March 2015-September 2016	Not done; Rescheduled for FY2015-16	Done and ongoing
	AM.2.10 Design and develop ASPIRE web page on Save the Children website	July-August 2015	Rescheduled to FY2015-16	Rescheduled to Q2 FY2015-16
	AM.2.11 Ongoing content and design updates of the ASPIRE webpage on Save the Children's website	July 2015-September 2016	Rescheduled for FY2015-16	Rescheduled to Q3 FY2015-16
	AM.2.12 Hold ASPIRE Launch (the week before the International Day of the Girl Child)	October 2015	Rescheduled for FY2015-16	Rescheduled to Q2 FY2015-16
	AM.2.13 Prepare quarterly ASPIRE newsletter	July, October 2015	Rescheduled for FY2015-16	Rescheduled to Q2 FY2015-16
	AM.2.14 Develop success stories quarterly	First Month of every quarter from July 2015	Completed	Completed
AM-3: Deliverables	AM.3.1 First annual work plan submission	February 2015	Completed	Completed
	AM.3.2 Subsequent annual work plan submissions	August 2015	Completed	Completed
	AM.3.3 Branding and Marking Plan submission (submitted with the proposal)		Completed	Completed
	AM.3.4 Annual communication and outreach strategy preparation	May, September 2015	Rescheduled for FY2015-	Rescheduled to Q2

Sub-outputs	Activities	Planned Timeframe	Status at End of FY 2015	Status at End of Q1 FY 2016
			16	FY2015-16
	AM.3.5 Semi-annual communication and outreach strategy updates	April 2015, October-December 2015	Rescheduled for FY2015-16	Rescheduled to Q2 FY2015-16
	AM.3.6 Activity Monitoring and Evaluation Plan (AMEP)	February 2015	Completed	Completed
	AM.3.7 Annual AMEP report submission	October 2015, October 2016	Completed	Completed
	AM.3.8 Quarterly progress and financial reports	April, July	Completed	Completed
	AM.3.9 Technical Progress (quarterly, SAPR and APR) and financial reports	January, April, July, October every year	Completed	Completed
	AM.3.10 Final project report	January 2019	Planned	Planned
	AM.3.11 Quarterly TraiNET submissions	April, July 2015	Completed	Completed

VI. Challenges, Solutions and Actions Taken

The following are the major two challenges met during the quarter under review and how they have been addressed.

Limited collaboration with other stakeholders

In the period under review, ASPIRE noted that there was minimal collaboration between the schools and other stakeholders in their respective catchment areas. For ASPIRE to be successful, the schools need to fully collaborate with structures such mother groups, community leaders, Ward Councilors, among others. Head teachers were therefore encouraged to follow up on implementation of key school community stakeholders' action plans for support and updates. These action plans were developed when ASPIRE oriented these key stakeholders on their expected contribution for the success of ASPIRE.

Mobility issues during the rainy season

In the period under review, some schools in Balaka and Machinga could not be easily visited due to bad roads. The situation was worsened by the rains that commenced in the period under review. For example some schools that were supposed to be visited during the ASPIRE joint monitoring visits to schools could not be visited; Kachere school was unreachable due to bad roads as a result of heavy rains. ASPIRE has therefore resorted to visit such schools when rains give a break.

VII. Lessons, Best Practices and Recommendations

Facilitated re-admission of girls

ASPIRE facilitated re-admission of 320 girls in school. This is a success that was brought about by the various interventions implemented by ASPIRE. For instance, ASPIRE sensitized more than 250 traditional authorities, religious leaders, Ward Counsellors, and initiation counselors on girls' education challenges. After such sessions, action plans were developed aiming at putting measures in place to ensure that the girl child is retained and achieves in school. Other structures that contributed to the success are mother groups and school management committees.

Strengthened the capacity of teachers and other structures supporting girls' education

ASPIRE conducted various capacity strengthening activities for structures that support girls' education. After the development of the continuous professional development manual, ASPIRE commenced training of teachers in reading instruction. Most Standard 4 and 5 teachers have been trained in Balaka and Machinga and the trainings will continue in the subsequent periods for teachers in other classes. ASPIRE also trained 70 mother groups on their roles and responsibilities by the end of December 2015. Other groups trained are the traditional leaders and religious leaders. These capacity-strengthening initiatives are very crucial as they empower these structures with the necessary knowledge and skills essential for girls' retention and achievement in school.

Theatre for Development unearthing issues in communities related to girls' education

ASPIRE has seen the contribution of theatre for development to re-admission of girls in school. Following the TFDs that were conducted in a number of schools, issues and obstacles to girls' education are unearthed. This evokes development of action plans that lead to girl re-admission, and establishment of structures that favour the girl learner. In the period under

review, 20 zonal-level theatre for development performances were conducted. This shows that there is value in theatre for development, if well managed.

VIII. Management Issues

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

Coordination

ASPIRE continued to conduct Senior Management Staff meeting at least once a month. These meetings are aimed at discussing pertinent issues concerning the Activity, including planning key activities for the subsequent months. Coordination meetings have also been conducted with other projects such as EGRA and RTP to ensure collaboration on various activities. The ASPIRE CoP, DCoP, and Specialists also participated in implementing partners' meetings convened by USAID in Lilongwe. These meetings were key as they provided further guidance on linkages and collaboration/integration for ASPIRE implementation.

Communication

In October 2015, the ASPIRE Activity provided an update to Balaka and Machinga district councils on the progress made by ASPIRE after one year. This was conducted through DEC meetings that were convened by the district councils themselves with support from ASPIRE.

Human Resources

All ASPIRE positions are filled. In the period under review, the Accountants recruited by CRECCOM and FAWEMA, and a Liaison Officer recruited by FAWEMA were inducted on their duties. Motor bike riding trainings were conducted for all Project Officers in the period under review, it is therefore expected that the POs will now have good transport as they implement various ASPIRE interventions.

Finance and Procurement

In the period under review, SCI transferred more funds to partners for implementation of activities. ASPIRE conducted processes to procure supplementary readers for distribution in ASPIRE target schools.

IX. Update of the Performance Monitoring Plan

The following activities were implemented in the period under review.

Reporting

In October 2015, ASPIRE compiled and submitted the annual report for the period December 2014 to September 2015.

Review Meetings

ASPIRE held a review meeting on 26th and 27th October 2015 with its partners, and then proceeded with review meetings with stakeholders in Balaka and Machinga on 28th and 29th October 2015, respectively.

Database development

In Q4 of FY15 ASPIRE initiated processes to develop a database that will help track ASPIRE progress on key indicators. Recruitment of the consultant to construct the database was

initiated in September 2015 and finalized in November 2015. Database development commenced the final week of December 2015 and the first version of the database is expected to be ready by end of February 2016.

Monitoring Visits

ASPIRE conducted a joint monitoring visits from 23rd to 28th November, 2015, which involved all the implementing partners. Overall objective of the monitoring visits was to track the implementation of various activities. A total of 39 schools from Phalula, and Ulongwe zones in Balaka and Nampeya, Chikweo and Ntaja zones in Machinga were visited (refer to Appendix D2). During the monitoring visit, the team had the following checklist:

- Cross checking with schools whether documents of readmission policies were indeed received and pasted on the notice boards.
- Capture number of students that have been readmitted and retained in schools.
- Find out whether mother groups have explored some other income generating activities mainly through Village Savings and Loans (VSLs)
- Collect data for support that is provided to HIV+ Students
- Check with Community Child Protection Committees (CCPC) on readmission policy and tracking of dropouts, child protection, any links with the schools
- Track general performance of readmitted girls.
- Check whether counselling sessions were being offered to the readmitted girls.
- Check the school environment in regards to WASH facilities

The following were some of the findings from the monitoring visit:

- i. Application of the skills learnt: It was evident that teachers are applying most of the techniques for teaching advanced reading and writing skills in their lessons as a result of the training that they participated in.
- ii. Total of 320 girls have been readmitted to schools in both Balaka and Machinga.
- iii. Almost in all schools visited, MGs have gardens where they want to plant groundnuts, pigeon peas, rice and maize when the rains come. The purpose of these gardens is for the mother groups to support school feeding programs and also to sell so that they can generate some money to support needy girls.
- iv. Twenty eight of the 39 visited schools pasted the readmission policy on notice boards. The remaining 11 and were advised to do so, so that students, teachers, and community members can access the information.
- v. It was observed that although the MGs are doing a good job in bringing back girls to school and other activities of helping the girls in school, no reports were shared with the head teachers as per requirement.

Progress toward Targets

In the quarter under review progress was made on a number of indicators. The matrix below shows the results on each of the Annual Monitoring and Evaluation Plan (AMEP) indicators.

No	Performance Indicator	Baseline	Target FY16	Result as at Dec 2015
Activity Objective: Improved achievement of girls in upper primary and secondary school				
I.	Proportion of student who, by the end of the primary cycle, are able to demonstrate understanding as defined by	TBD	93%	92.3%

No	Performance Indicator	Baseline	Target FY16	Result as at Dec 2015
	the country curriculum and standards of performance as agreed upon by national experts (USAID req)			
2.	Transition rate of girls in standard 4-8	77.60%	79%	77.6%
3.	Dropout rate of girls in standard 4-8	2.10%	1.5%	2.1%
4.	Girls pass rate in National Examinations (PSLCE, JCE, MSCE)	52.1% (MSCE); 45.9% (JCE); 55.6% (PSLCE)	54%; 48%; 58%	52.1% (MSCE); 45.9% (JCE); 55.6% (PSLCE)
5.	Repetition rate of girls in S4-S8	19.20%	17%	19.2%
Output 1 – Reading skills for girls in upper primary school improved				
6.	Total number of S4-S8 teachers who successfully complete a total of 15 days of in-service training in an academic year in reading instruction with USG support (USAID req)	328	1,890	985 (274F, 711M)
7.	Number of people trained on gender sensitive pedagogy	0	1,948	985 (274F, 711M)
8.	Number of supplementary readers and other teaching and learning materials provided with USG assistance (USAID req)	4,017	226,800	3000
9.	Income/ equivalent resources generated from private firms in support of ASPIRE activity	0	TBD	0
10.	% gain in literacy among students for Standards 4-8	0	2%	0%
Output 2 – Adoption of positive sexual and healthcare-seeking behaviors among youth 10-19 increased				
11.	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). (OVC_SERV)	0	1,400	0
12.	Percent of children regularly attending school (OVC_SCHATT)	76.40%	79%	76.40%
13.	Percent of children who progressed in school during the last year (OVC_PRGS)	64.20%	67%	64.20%
14.	% of children who are too sick to participate in daily activities (OVC_SICK)	0%	0%	0%
15.	Number of SRH materials printed and disseminated to target communities	0	7,100	3,574
16.	Number of joint policy advocacy events with Government staff on ASPIRE implementation at all levels	0	2	0

No	Performance Indicator	Baseline	Target FY16	Result as at Dec 2015
17.	% of young women and men aged 10–19 who both correctly identify ways of preventing the sexual transmission of HIV and who reject major misconceptions about HIV transmission	42.20%	45%	42%
18.	Percent of girls accessing SRH services	28.50%	30%	28.50%
19.	Number of active beneficiaries receiving support from PEPFAR OVC programs to access HIV services (OVC_ACC)	0	1,400	0
20.	% of young never married people (aged 15-19) who used a condom at last sex, of all young single sexually active people surveyed	2.10%	5%	2.10%
21.	% of trained teachers who are providing SRH information in schools	83.20%	85%	83.20%
Output 3 – Key structural and cultural barriers for girls ages 10-19 decreased				
22.	Percent of community groups mobilized and taking action to keep girls in school.	0	50%	25.7%
23.	# of schools operationalizing school based strategies, guidelines and/or policies to safeguard the girl child.	0	315	315
24.	% of community members who are knowledgeable about the adolescent SRH rights	90.10%	92%	92%
25.	% of girls in targeted schools who were re-admitted and retained	1.50%	3%	1.50%
26.	Number of MG trained to create Village Savings and Loan groups	0	245	70
27.	Number of vulnerable girls benefiting from mother group education fund to complete secondary school.	0	20	0
28.	% of target schools with adequate WASH facilities.	67.90%	72%	67.90%
		65.20%	67%	65.20%
29.	% of target schools with menstrual hygiene management facilities.	Balaka: 20.7%	Balaka: 30%	Balaka: 20.7%
		Machinga: 7.4%	Machinga: 20%	Machinga: 7.4%
30.	% of schools using chlorinated water for drinking	1.90%	5%	1.9%
		1.20%	5%	1.2%
31.	% of improved toilets provided in institutional setting	58.90%	63%	58.9%
32.	% of functional hand washing facilities with soap established	32.10%	50%	32.10%
Cross-cutting Issues				
33.	# of joint partner advocacy events organized/held in support of girls' empowerment to stay in and complete school	0	2	0

No	Performance Indicator	Baseline	Target FY16	Result as at Dec 2015
34.	# of initiatives supported by private sector stakeholders	0	2	0

X. Environmental Compliance (EMMP) and Construction Update

ASPIRE contracted the WASH expert to support implementation of the WASH component. With this expert, ASPIRE has conducted focus group discussions with SMCs in both primary and secondary schools to gather information of how WASH issues are being managed in schools and also help with identification of members of WASH committees and support to be provided to these committees. The training package for WASH committees is being developed by the WASH expert.

Mother groups have been trained to help girls with MHM. The MGs have sessions with the girls in school to teach them on how to take care of themselves, promoting hygienic measures to prevent transmission of infection as well as proper care and disposal of sanitary pads.

XI. Planned Activities for Next Quarter

In the next reporting period (January to March 2016), ASPIRE will implement activities highlighted in this section. A priority will also be given to activities that could not be implemented in the previous reporting periods. Some of the key activities are indicated in bullet form below while the details of key activities for Q2, FY16 are shown in the matrices that follow:

- Training of YLM
- Audio recording of TFD performances
- Training of village headmen, ward councillors and religious leaders on advocacy
- Strengthening linkages between MGs & CPCs for ASRH service referrals
- Working with Ward Councillors in identification of vulnerable learners and families requiring assistance
- Identifying and orienting 50 faith and special groups leaders in ASPIRE goals and activities. The groups will develop plans to integrate literacy in congregation activities to promote reading and writing
- Training of 70 Mother Groups in Balaka and Machinga
- Translation of the mother group manual
- Training the locally based female role models on coaching and mentorship
- Training DEMs, PEAs, SEMAs and Facilitators on coaching and mentorship on youth centred interactive teaching

Output I: Reading skills for girls in upper primary school improved

No.	Intervention/Activity	Jan – Mar 2016			Partner Responsible
		J	F	M	
Output I: Reading skills for girls in upper primary school improved					
I.1.3	Measure and support teachers' English skill abilities				
I.1.3.3	Adapt/adopt/develop English proficiency test with MoEST for use with teachers				MIE
I.1.3.4	Measure teacher's English proficiency skills in the target districts				MIE

No.	Intervention/Activity	Jan – Mar 2016			Partner Responsible
		J	F	M	
I.1.3.5	Adapt the REPS and MTTA materials for Malawi context and make available at TDCs				MIE
I.1.4	Augment English and Chichewa textbook / supplementary readers provision to schools				
I.1.4.1	Identify student : textbook ratio for Chichewa and English textbooks at baseline and midline				MIE
Sub-Output 1.2: Greater engagement, accountability and transparency by communities, the private sector and the public to support reading					
I.2.1	Boost support to Reading Fairs				
I.2.1.2	ASPIRE POs provide support to primary schools on Reading Fair planning and implementation				CRECCOM
I.2.1.3	Outreach to literacy groups like Malawi Writers' Union, CLAIM, and book publishers				SC
I.2.2	Promote and showcase learner, school, and community reading achievements				
I.2.2.2	Stations record stories and air on regular segments				CRECCOM
I.2.3	Introduce Youth Literacy Movement to Balaka and Machinga				
I.2.3.3	Support and engage YLM members to lobby for important reading improvements and initiatives				CRECCOM
I.2.4	Enhance private sector and media engagement and support to reading activities				
I.2.4.2	Identify strategic leads that can be followed up by ASPIRE, with focus on adolescent girls				SC
I.2.4.3	Define strategic areas of PPP support to guide efforts of SCUS Resource Development team				SC
I.2.4.4	Develop partnership concepts and negotiate roles/responsibilities for PPPs				SC
Sub-Output 1.3: Reading instruction for teachers and students in Standards 4-8 in primary school with an emphasis on increasing access to gender sensitive TLMs, especially for girls, improved					
I.3.1	CPD of S4-S8 teachers in reading and writing instruction				
I.3.1.4	Train facilitators to deliver CPD modules				MIE
I.3.1.5	PEAs, DCs & project officers deliver 5-day training sessions for S4-S8 teachers, HTs				MIE
I.3.2	Continuous teacher support and mentoring, linked with EGRA				
I.3.2.2	Regular coaching and follow up of S4-S8 teachers by ASPIRE POs in collaboration with PEAs				MIE (SC)
I.3.2.3	Cost share then continue EGRA fuel subsidies for PEA coaching visits after EGRA ends				SC
I.3.2.4	Relevant content for S4-S8 teachers fed into EGRA SMS Gateway system				SC
I.3.3	Facilitate extension of instructional and practice time for upper primary reading				
I.3.3.2	Meetings to review and amend existing MOUs with EGRA DCs, DEMs and PEAs in Balaka and Machinga				CRECCOM
I.3.3.3	Boost support to primary school reading clubs as a literacy resource for the community				CRECCOM

No.	Intervention/Activity	Jan – Mar 2016			Partner Responsible
		J	F	M	
1.3.3.4	Meetings with faith groups and other social groups to encourage student reading and writing in congregation activities				CRECCOM
1.3.4	Increase volume and variety of gender-sensitive supplementary TLMs for S4-S8				
1.3.4.4	Distribute titles to schools/reading camps and community libraries				SC
1.3.4.5	Promote NLS mobile library outreach in Balaka and Machinga				SC
1.3.4.6	Develop partnerships with print media houses and private libraries and book sellers to make subsidized copies available to schools				SC

Output 2: Adoption of positive sexual and healthcare-seeking behaviors among youth 10-19 increased

No.	Intervention/Activity	Jan – Mar 2016			Partner Responsible
		J	F	M	
Output 2: Adoption of positive sexual and healthcare-seeking behaviors among youth 10-19 increased					
Sub-Output 2.1: Capacity of teachers and district trainers to provide comprehensive sexual and reproductive health education to youth ages 10-19 increased					
2.1.1	Support MoEST to successfully roll-out new secondary LSC in target districts				
2.1.1.3	Distribute subsidies to secondary schools to purchase textbooks for new LSC			-	SC
2.1.2	Mentoring and support for quality LSE instruction				
2.1.2.6	Train monitors on the use of the monitoring and support instruments				MIE, FAWEMA
2.1.2.7	Monitor and support teachers on LSC implementation				MIE, FAWEMA
2.1.3	Support continued system learning and improvement in Life Skills Education				
2.1.3.2	Disseminate LSE global resources to MoEST and MIE				FAWEMA
2.1.4	Community sensitization on LSE objectives and content				
2.1.4.1	LSE topics included in community sensitization and dialogue sessions (sub-output 3.1)				CRECCOM
Sub-Output 2.2: Risk mitigation and pregnancy prevention behaviors adopted					
2.2.1	Introduce Life Skills activity cards for use by school clubs and teachers				
2.2.1.1	Content development of cards through review of LSC				SC
2.2.1.3	Production and distribution of card sets to schools				SC
2.2.1.4	Orientation of school clubs and teachers on activity cards				FAWEMA*
2.2.1.5	Provide puberty books to support LSE learning in primary schools				SC
2.2.2	Strengthen capacity of MGs to provide guidance, counseling and support to girls				
2.2.2.3	Train MG on roles, responsibilities, guidance and support, IGA, community linkages and on how to develop low-cost reusable sanitary pads				FAWEMA
2.2.2.5	Strengthen linkages between MGs & CPCs for ARSH service referrals				SC / CRECCOM
2.2.3	Develop adult female role models in schools and communities				

No.	Intervention/Activity	Jan – Mar 2016			Partner Responsible
		J	F	M	
2.2.3.1	Identify locally based female role models from either the school or the community				FAWEMA & CRECCOM
Sub-Output 2.3: Provision for HIV positive students delivered					
2.3.2	Sensitize students, parents and community about HIV and support services				
2.3.2.1	Use report findings in awareness-raising with schools and communities				CRECCOM
2.3.2.2	Support HTs to conduct assembly session talks on HIV and AIDS issues with students				CRECCOM
2.3.2.4	Provide orientation to MGs, CSOs, and CPCs on support for HIV+ learners				SC
2.3.4	Strengthen schools' capacity to support needs of HIV+ students				
2.3.4.2	Strengthen links between schools, SMCs, PTAs, MGs, CPCs, antie/agogo clubs and local HIV networks and CBOs				CRECCOM
2.3.4.3	Capacity building for HTs on support strategies for HIV+ learners				SC

Output 3: Key structural and cultural barriers for girls ages 10-19 decreased

No.	Intervention/Activity	Jan – Mar 2016			Partner Responsible
		J	F	M	
Sub-Output 3.2: Capacity of community groups to support and advocate for girls' empowerment to stay in and complete school increased					
3.2.1	Improve networking opportunities for GOM field workers and community groups				
3.2.1.3	Support district field workers to monitor implementation of plans for schools and community groups				CRECCOM
3.2.3	Empower male champions to champion girls' rights				
	Review and print 'Cool Parent' guide				SC & FAWEMA
3.2.4	Enhance coordination of girls education stakeholders at district level				
3.2.4.1	Identify and list key GEN stakeholders in each district and other stakeholders working for girls' education for promoting ASPIRE information, and resources				FAWEMA
3.2.4.2	Develop list serve for GEN stakeholders at district levels for promoting project information, data and resources				FAWEMA
Sub-Output 3.3: Utilization of successful and sustainable performance-based financing mechanisms to support girls in the completion of secondary school increased					
3.3.1	Strengthen community awareness and utilization of existing bursary schemes				
3.3.1.1	Inventory all existing bursary schemes available to both primary and secondary students in target districts				SC
3.3.1.3	Discuss schemes in community orientation meetings				CRECCOM
3.3.1.4	Provide support to ward councilors in processes of identifying vulnerable students and families				CRECCOM

No.	Intervention/Activity	Jan – Mar 2016			Partner Responsible
		J	F	M	
3.3.2	Train MGs on VS&L to develop CDSS fund to support girls				
3.3.2.1	Orientation on VS&L for MGs				SC
Sub-Output 3.4: Access to adequate water, sanitation and hygiene (including MHM commodities) improved					
3.4.4	Provide MHM commodities and information to female students				
3.4.4.1	Train primary and secondary MGs on how to develop low-cost reusable sanitary pads				FAWEMA
Sub-Output 3.5: School-based strategies, guidelines and/or policies to safeguard the girl child adopted or operationalized					
3.5.1	Increase awareness and availability of readmission policy in schools				
3.5.1.1	Print out, distribute readmission policy and ensure it is prominently displayed in all schools and communities				FAWEMA
3.5.1.2	Reproduce copies of readmission policy translated by RTP and provide to MGs, PTAs, SMCs, Auntie/Agogo clubs and Ward Councilors				FAWEMA
3.5.3	Improved support to readmitted students				
3.5.3.1	Work with DENs and DEMs to identify opportunities for transfers for readmitted secondary school students				FAWEMA
3.5.3.2	Mobilize MG to support needs of returning students				FAWEMA
3.5.3.3	Explore linkages with CBCCs to support children of girls returning to school				FAWEMA

Appendix A: Success Stories

The following are success stories documented in the year under review.

Appendix A1: Chief's Fortitude Keeps Learners in School

Children in Group Village Headman Kawumbwa in Traditional Authority Chiwalo have now no space of time to play at home during the school day but be in school as the chiefs in the



Group village Headman Kawumbwa at school with learners

area are ensuring that the children are attending all lessons at school and reading centres. This was not the case before. The chiefs and their subjects indirectly contributed to the poor performance of the children for they did not know that they also had a role to play in supporting the teachers. Matope Primary School has a catchment area that covers two traditional Authorities, Kawinga and Kapoloma. In July 2015, the chiefs around the school were engaged in an orientation workshop on the ASPIRE Activity. During the workshop, the chiefs were also oriented on their roles and responsibilities during and after implementation of the ASPIRE

Activity. Prompted by the orientation workshop, the chiefs in collaboration with government extension workers in the area conducted community sensitization meetings on the significance of literacy and knowledge acquisition amongst learners. Community members were inspired to support ASPIRE Activity interventions after appreciating that some upper class learners failed to read or that those who managed to read could not comprehend what they read.

Senior group village headman Kuwumbwa together with his subjects formulated by-laws to guard against absenteeism and dropping out of learners from school. Already some parents have paid K3, 000.00 as a fine for not complying with the by-laws. *“Every time I come across a school going child walking around the village while others are at school, I punish the parents. Sometimes I even visit the school to track down learners’ performance and attendance and act accordingly,”* narrated Senior Group Village Headman Kawumbwa.

The chief's determination has encouraged the community members to take special interest in the children's literacy performance. Parents are now committed to checking their children's school work and liaising with teachers where necessary. With the enforcement of the by-laws parents have minimized household chores for children, more especially for girls, creating more study time. ASPIRE Activity interventions have brought hope of increased literacy skills amongst learners at Matope Primary school.

Appendix A2: Older Learners Benefitting from Joint EGRA and ASPIRE Reading Fairs

Older learners in Machinga district are now singing a new song. They are now participating in reading fairs, thanks to district level meetings with EGRA counterparts that aimed at reviewing Reading Fair activities and integrating strategies for older learners. As an outcome of the meetings, head teachers and their deputies were oriented on joint EGRA and ASPIRE reading fairs that are now involving learners from Standards 1 to 8.



Mercy, a STD 5 learner at Mchele Primary school demonstrating her literacy skills during the zonal reading fair

During the orientation workshops, participants developed action plans for school, cluster and zonal reading fairs. Implementation of fairs are now in full implementation. This was evidenced during December, 2015 monitoring visits. For instance, schools in Ntaja implemented a zonal reading fair at Nanyumbu Primary school.

Mrs Zainabu Ndenge, a teacher at Nanyumbu Primary School had this to say *“I have liked the instructional materials and the methodologies by EGRA. They are simple and effective. ASPIRE interventions that have influenced involvement of older learners in literacy skills acquisition will see many learners reading and comprehending what they have read.”*

The reading fairs have brought competition in school and encouragement among learners to improve their reading skills; all this due to effective integration of USAID funded EGRA and ASPIRE literacy activities.

Appendix A3: Dalabani Primary School Community Strives to Enhance Reading Centres

Communities around Dalabani Primary School have now established their own reading centers which are promoting a reading culture amongst the children including those in upper Primary. Previously after classes learners would just go out to play until sunset. Books and other supplementary reading materials were only accessed during school hours. Parents took



Group Village Headman Chulu speaking during the reading fair at Dalabani Primary school

no initiative to support their children's reading. Acquisition of literacy skills was a great challenge amongst the learners. Reading centres were not effective during their inception phase as reading centre facilitators were demanding incentives for their upkeep.

As a way of addressing the challenge Group Village Headmen Chulu, Mawecha, Minama, Maluchira, together with school teachers took advantage of the reading fair which was held on 2nd December, 2015 to raise funds for effective running of their three reading centres. The Head Teacher, Mr. C. Chaferamthengo said: *"We have decided to raise funds on this day to be used for payment of honoraria to our three community volunteer reading facilitators. We noticed that these volunteers spend their productive time with the children when they are supposed to sustain their livelihood"*. He further explained that they raised K4, 530.00 at the reading fair.

Group Village Headman Chulu said, *"Each village is currently working hard to find the modality to assist these volunteers with financial or any materials to motivate them."* At the reading fairs, learners are engaged in literacy skills which are led by the Reading centre facilitators. ASPIRE interventions have facilitated participation of older learners in these reading centres; a practice which was not there before.

Appendix A4: Group Village Headman Mizinga Aims at an Educated Community

”ASPIRE ACTIVITY has greatly improved Mauwa School within a short time. It has contributed to the increase in the school’s enrolment and reduced absenteeism of learners especially the girls from this community,” says Mr. Gravel, Deputy Head teacher for the school. Senior Group Village Headman Mizinga concurred with the Deputy Head teacher and further boasted about the increase in enrolment at the school. Mauwa School is in Mpombe Zone, Machinga District. It is to the east, ten Kilometers from Nsanama Trading Center, along Nsanama - Nayuchi Road.

Before ASPIRE Activity interventions in the district, the school experienced a number of challenges exacerbated by the attitude of surrounding communities who thought they had no any responsibility over learners at the school. Many of the learners had all the freedom to be absent from school and also attended to what their parents had asked them to do while classes were on. The girls were the main victims. Girls would be given responsibilities such as cooking, going to maize mills and during girls’ initiation camps they would be engaged in one way or another with the camps’ activities. Once the community members appreciated how active a girl was in all these community activities, they would force her into early marriage. Through ASPIRE’s community mobilization, Group Village Headman Mizinga was touched to learn why many girls are not educated in the area and why many girls have poor literacy skills despite being at school. This prompted him to organize another meeting with his village headmen on girls’ education. They immediately established a committee to conduct a door to door campaign to encourage the teen mothers to go back to school. They even organized sensitization meetings in the twenty two (22) villages under GVH Mizinga and these were successfully done.

Today the school enrolment has increased. The enrolment during the last school calendar was seven hundred and thirty (730) while GVH Mizinga’s efforts have seen the enrolment increasing to one thousand and sixty (1060) in this academic year. Interestingly, many parents are now eager to ensure their children are not absent from school. This has turned Group Village Headman Mizinga into an advocate for an educated community.

Appendix A5: Michongwe School Mother Group Excels in the Management of VS&L

It was a memorable day for 12 students (11 girls and 1 boy) from Michongwe full primary school where mother group members for the school were distributing school uniforms to the needy students that have been readmitted and they are learning at the school. In the past Michongwe mother group was struggling to raise funds to carry out initiatives meant to support needy students. In the previous years they were doing some casual labour and cultivating a field where they were planting maize and selling the harvest in order to raise money to fund their initiatives. *“This year has been so hard for us to raise enough money to support needy students because the maize we planted got washed away following the floods that hit Malawi heavily and Machinga district was not spared,”* said 38 year old Loveness, chair lady of the mother group. The Michongwe mother group has a garden where they grow maize and the proceeds realized after selling of maize are used to support needy children but this year floods left them with nothing.



Re-admitted girls and a boy in the just received uniforms plus those whose uniforms were still at the tailoring shop

The Michongwe mother group was therefore excited when ASPIRE Activity with funding from USAID came to orient them on their roles, responsibilities, and on Village Savings and Loans (VS&L) etc. The mother group bought the concept of VS&L and immediately started making savings in the month of September 2015 and by November 2015 the group had proceeds amounting to MK50,000.00. Apart from the VS & L initiative,

the Mother group also managed to bring back 48 drop out students (18 boys and 30 girls) to Michongwe Primary school. Among these, 12 were very needy students who could not afford buying school uniforms hence the mother group felt compelled to rescue the needy students with uniforms bought with proceeds from their Village Savings and Loans funds. The Uniforms costed them MK40,000. ASPIRE Activity has deliberately incorporated the VS&L component into mother group training as an additional topic in order to equip them with business skills to cultivate a saving culture so that the needy girl child is adequately supported.



The MG chairperson presenting school uniform to Mphatso, a Std 8 boy who has abandoned marriage, while his ex-wife is in form 1 at Mbenjere Secondary School. The breakaway child marriage was facilitated by Michongwe MG

The uniforms presentation ceremony was very colorful, and an ASPIRE representative presided over the ceremony.

The head teacher of Michongwe primary school, Mrs. Kalitera had this to say **“Michongwe Mother Group has done it again, now they are excelling in managing VS&L”**

Appendix A6: Elizabeth Liston restores hope for a bright future among girls at Chiyendausiku Primary School girls

Indeed, passion for others yields joy forever as is the case of Elizabeth Liston, a child protection worker in Chiyendausiku zone in Balaka District. The face of this passionate woman who always fights for the rights of children specifically their right to education, glows with happiness. “I always feel good seeing girls prospering in their education in a protective environment,” says Elizabeth, proudly. The woman attributes her success to the cordial collaboration she has with ASPIRE. As a source of hope for many in TA Nsamala, Elizabeth has always been the first in seeing to it that the perpetrators of Gender Based Violence are



Elizabeth Liston – Child Protection Worker

dealt with accordingly. As skillful as she is, the woman feels happy to see broken homes where a girl child has been victimized, being reconciled. One peculiar example, that makes Elizabeth proud, is where a girl child, Annie who was abandoned by her parents upon realizing that he was in love with a man while in standard 7 successfully got accepted again by her parents to go back to school. Annie Bisani, aged 16, a standard 8 girl from Kampondekezeni village, GVH Akambadi, TA Nsamala in Balaka District, and learning at Chiyendausiku Primary School, is once again happy to be reconciled with her peers.

As a woman who believes in openness to parents and girls, Elizabeth feels good to recall that the girl approached her with trust, confirming that she is a good counsellor. “My parents have taken away from me my uniforms, exercise books and other school materials blocking me to go to school” recalls Elizabeth the way Annie lamented. Elizabeth has managed to create an atmosphere where girls have a confidant in her to ensure that issues affecting their education and other general issues are addressed satisfactorily. Elizabeth dreams of making strong and independent women in her community. Annie Bisani commends Elizabeth for her hard working spirit and says: “Had it not been for Elizabeth’s effort to restore my hope, my future would have been doomed, I saw a mother, a friend, a confidant and a counsellor in her.” Elizabeth attributes her success to her passion and commitment to her job that has aspired a number of girls in the area. She also hails the support rendered by chiefs in the area who formulated by-laws through ASPIRE Activity and are reinforcing them. The child protection coordinator from Balaka Police is strengthening her efforts by taking to book perpetrators.

Not only did she share what she has so far accomplished but also shared the skills she used to end misunderstanding which were there between her and the local leaders. It was noted that most of the cases victims were bringing to her were the same cases that would ordinarily be handled by the local leaders. This did not go well with the local leaders and squabbles arose. However, with ASPIRE sensitization on the roles of local leaders (chiefs) in dealing with gender based violence the chiefs have understood the role of child protection workers and are working hand in hand with her and are recommending her.

Appendix B: Status of Implementation of Reading Fairs

Appendix B I: Status of Reading Fair Implementation in Balaka

No	Zone	Cluster	Status	School	Status
1	Boma Zone	Balaka LEA	Done	Balaka LEA	Done
				Liwonde	Not done
				Liwawadzi	Done
				Ngwagwa	Done
		Bazale	Not done	Bazale	Not done
				Mchenga	Done
				Mwanje	Not done
				ST. Augustine	Done
2	Chembera Zone	Chembela	Done	Bvumo	Not done
				Chembera	Done
				Misu	Done
		Sawale	Done	Sawale	Done
				Damu	Done
				Mthumba	Not done
		Mwaye	Not done	Mwaye	Not done
				Kaphirikwete	Done
				Mbawa	Not done
				Ndandanda	Done
		Ntalikachawo	Not done	Ntalikachawo	Done
				Maria Woyera	Not done
				Makuta	Done
3	Nkhonde zone	Nkhonde	Done	Nkhonde	Done
				Ngwengwe	Done
				Chingali	Done
				Naperi	Done
		Chilanga	Done	Ntaya	Done
				Chilanga	Done
				Musakapende	Done
		Namphanda	Done	Namphinda	Done
				Mlambe 2	Done
				Nankhono	Done
				Chikoleka	Done
		Mzimundilinde	Done	Mzimundilinde	Done
				Ngwindimba	Done
4	Mmanga zone	Dziwe	Not done	Dziwe	Not done
				Chimera	Done
				Mlanga	Done
		Mitengwe	Not done	Mawira	Not done
				Mitengwe	Not done
				St Catherine	Not done

No	Zone	Cluster	Status	School	Status
		Namanolo	Not done	Namanolo	Not done
				Nangulukutiche	Not done
				Mgoloka	Done
				Chimbumbu	Not done
		Naliswe	Not done	Naliswe	Not done
				Mbingwa	Not done
				Mbedera	Not done
				Mangalala	Not done
5	Phalula zone	Buke	Done	Buke	Not done
				Mfula	Done
				Monekera	Not done
		Chikola	Done	Chikola	Done
				Namingazi	Done
				Chitimbe	Done
		Kambewe	Done	Thawale	Done
				Kangankundi	Not done
				Kambewe	Done
		Makande	Done	Makande	Done
				Chitsa	Done
				Mtsimuke	Done
		Nziza	Done	Nziza	Done
				Maliphango	Done
				Mlambe	Done
6	Mpilisi	Mpilisi	Done	Mpilisi	Done
				Dalabani	Not done
				Chikowa	Done
		Yiwula	Done	Yiwula	Done
				Nkhwikwi	Not done
				Kasupe	Not done
				Binoni	Done
		Nambira	Not done	Nambira	Not done
				Magomero	Done
				Nkhongoyazizira	Done
				Nkasi	Not done
7	Maduwani	Utale 2	Done	Utale 2	Done
				Chilusa	Not done
				Muthe	Done
		Maduwani	Done	Maduwani	Done
				Ngolonyombe	Not done
		Mbaza		Kalambo	Not done
				Mafiso	Done
				Mbaza	Done
8	Mponda Zone	Toleza		Toleza	Done

No	Zone	Cluster	Status	School	Status
				Kabango	Not done
				Mcheza	Done
		Zammimba		Khwisa	Done
				St Marys	Not done
				Ostia	Not done
				Matola	Done
		Sosola		Mponda	Done
				Zammimba	Done
				Kapalamula	Done
				Sosola	Done
9	Utale zone	Utale	Not done	Utale	Not done
				Malangwiyo	Done
				Chikubwa	Not done
				Ntondo	Not done
		Thundu	Not done	Thundu	Not done
				Ludwe	Done
				Njerenje	Not done
		Nsunuzi	Not done	Nsunuzi	Done
				Kanyimbo	Done
				Nzepa	Not done
		Nkalizi	Not done	Nkalizi	Not done
				Mgoza	Not done
				Mgomwa	Not done
				Mlunguzi	Not done
10	Chiyendausiku Zone	Chendausiku	Done	Chendausiku	Done
				Tchesa	Done
				Chawanda	Done
		Ng'onga	Done	Ng'onga	Done
				Chinkwakwa	Not done
				Masenjere	Not done
		Makanjira	Done	Makanjira	Done
				Nacholi	Done
				Mpalapata	Done
		Mangombo	Done	Mangombo	Not done
				Chinkhumbe	Not done
				Harare	Done
11	Ulongwe zone	Njese	Not done	Mbavi	Done
				Njese	Not done
				St Andrews	Done
		Namalemba	Not done	Nathonba	Done
				Namalomba	Done
				Kafulafula	Not done
				Kabvunguti	Not done
		Chisongwe	Not done	Mpiniumodzi	Done

No	Zone	Cluster	Status	School	Status
				Chilumba	Not done
				Kachere	Not done
				Chisongwe	Done
		Ulongwe 1	Not done	Namungelala	Not done
				Ulongwe 1	Done
				Mvimbangoma	Not done
		Ulongwe 2	Not done	Msinjiri	Done
				Kaweya	Not done
				Ulongwe 2	Done
12	Kankao zone	Kankao	Not done	Kankao	Done
				Malopa	Done
		Rivirivi	Not done	Rivirivi	Not done
				Wanje	Not done
				Stephen	Done
		Mseche	Not done	Mseche	Done
				Mchima	Done
				Namikombe	Not done
				Chidalala	Not done
		Mfulanjovu	Not done	Mfulanjovu	Done
				Liwinza	Done
				Nsaluzawana	Not done

Appendix B2: Status of Reading Fair Implementation in Machinga

No	ZONE	CLUSTER	STATUS	SCHOOL	STATUS
1	Machinga Boma	Gawanani	Not done	Gawanani	Not done
				Nsanjala	Not done
				Chimwangwazi	Not done
				Chikwezule	Not done
		Chinduzi	Not done	Chinduzi	Not Done
				Mwacheya	Not done
		Machinga	Not done	Machinga	Not Done
				Bisa	Not done
		Likwenu	Not done	Likwenu	Not Done
				Milala	Not done
Nsalabani	Not done				
2	ST.Theresa	Ntubwi	Not done	Nthubwi	Not Done
				Naungu	Not done
				Mombe	Not done
				Chabwera	Not done
		ST. Theresa	Not done	ST.Theresa	Not Done
				Namisundu	Done

No	ZONE	CLUSTER	STATUS	SCHOOL	STATUS		
		Liwonde	Not done	Liwonde	Not Done		
				Chinguni	Not done		
		Nathendo	Not done	Nathendo	Done		
				Madziabango	Not Done		
				Kabango	Not Done		
				ST.Augustine	Not Done		
		Nkasaulo	Not done	Nthulira	Not Done		
				Nkasaulo	Not done		
				Namalasa	Not done		
				Nkapalira	Not done		
		3	Ntaja	Michongwe	Done	Kaombe	Not Done
						Kanjeza	Not Done
						Maiwa	Done
Napere	Done						
Michongwe	Done						
Mgwiriza	Done			Namakanga	Done		
				Mwaiwathu	Not Done		
				Nanyumbu	Done		
				Mgwiriza	Done		
				Mlirankhandwe	Not done	Mikachu	Not Done
		Msewe	Not Done				
		Namwiri	Not Done				
		Mlirankhandwe	Not Done				
		Matope	Not done	Chilingoma	Done		
				Majiga	Not Done		
				Makengere	Not Done		
				ST.Jones	Not Done		
				Matope	Done		
4	Nsanama	Nsanama	Not done	Kalambo I	Not done		
				Joho	Not done		
				Nsanama	Not done		
		Mchema	Not done	Chisuse	Not Done		
				Namitoso	Not done		
				Mchema	Not done		
		Thombola	Not done	Mka	Not Done		
				Maweha	Not done		
				Thombola	Not done		
		Mwalasi	Not done	Chitsangalalo	Not Done		
				Matsidi	Not done		
				Mwalasi	Not done		
5	Namandanje	Namandanje	Not done	Namisangu	Not done		

No	ZONE	CLUSTER	STATUS	SCHOOL	STATUS
				Ntapwa	Not done
				Kambewe	Not done
				Katambasule	Not done
				Namandanje	Not done
		Masanje	Not done	Tangali	Not done
				Nangondo	Not done
				Nakhunda	Not done
				Masanje	Not done
				Kachere	Not done
				Masanje	Not done
6	Puteya	Puteya	Not done	Lingamasa	Not done
				Madziamera	Not done
				Puteya	Not done
		Chamba	Not done	Lingoni	Not done
				Shukurani	Not done
				Chikala	Not done
				Chamba	Not done
		Chisani	Not done	Kachere	Not done
				Matanda	Not Done
				Chisani	Not done
		Mchilima	Not done	Nambukhwi	Done
				Chilimba	Done
				Namazengeza	Done
				Mchilima	Done
7	Mlomba	Mlomba	Not done	Katundu	Not Done
				Naminga	Not Done
		Chilala	Not done	Chilala	Not done
				Pulika	Done
				Saidi Mataka	Not done
		Mgodi	Not done	Mgodi	Not Done
				Chirwa	Not Done
				Nampemba	Not Done
		Wataka	Not done	Nambiranje	Not done
				Zumulu	Done
				Mkotamo	Done
8	Chikweo	Chikweo	Not done	Chikweo	Done
				Tambalale	Done
		Nsanga	Not done	Nsanga	Done
				Makwale	Not Done
				Chisese	Done
		Lisale	Not done	Lisale	Done
				Nlingula	Done

No	ZONE	CLUSTER	STATUS	SCHOOL	STATUS
				Nasuwi	Done
				Chitute	Done
				Njiwalero	Done
9	Namasika	Namasika	Not done	Namasika	Not Done
				Sonje	Not Done
				Naiunje	Not Done
		Mpiri	Done	Mpiri	Done
				Chigombe	Done
				Chilima	Done
				Mwazangati	Done
		Malundani	Done	Malundani	Done
				Chiunda	Done
				Mchiji	Done
		Mpalangwazi	Not done	Mpalangwazi	Not Done
				Nandembo	Not Done
				Unangu	Not Done
10	Pombe	Pombe	No done	Mulambe	Not done
				Kawerama	Not done
				Mauwa	Not done
		Daimani	Not done	Daimani	Not done
				Chinyasa	Not done
				Naminqazi	Not done
		Mpiranjala	Not done	Mpiranjala	Not Done
				Ntalala	Not done
		Nankuyu	Not done	Nankuyu	Not Done
				Ekhama	Not done
				Nansato	Not done
11	Ngokwe	Ngokwe	Not done	Chitundu	Not Done
				Ngokwe	Done
				Nangongo	Not Done
		Nakusupa	Not done	Nakusupa	Done
				Matamanda	Not Done
		Kayuni	Not done	Nyenyenzi	Not Done
				Namiyala	Done
		Nkapalira	Not done	ST.Peters	Done
				Nthundu	Done
				Chiuta	Not Done
12	Nampeya	Nampeya	Not done	Nampeya	Not Done
				Kanjuli	Not done

No	ZONE	CLUSTER	STATUS	SCHOOL	STATUS
				Ndimela	Not done
				Mchiramwini	Not done
				Luwatala	Not done
		Namasimba	Not done	Namasimba	Not Done
				Nafisi	Not Done
				Nanjoka	Not done
				Vethiwa	Not done

Appendix C: Schools/sites visited during various supportive initiatives

Appendix CI: Schools visited during school coaching and mentoring sessions

DISTRICT I	ZONE	SCHOOL
BALAKA		
	Nkhonde	Namphinda
		Nkhonde
		Ngwengwe
	Mpilisi	Nkhwikwi
		Yiwula
	Boma	Mchenga
		Mwanje
		Balaka LEA
		Liwawadzi
		Ngwangwa
	Phalula	Kangankundi
		Kambewe
	Kankao	Nsaluzawana
		Mfulanjovu
		Rivirivi
	Chendausiku	Makanjira
		Chendausiku
		Nancholi
		Chugumula
	Mmanga	Nangulukutiche
		Mbendera
		Naliswe
		Dziwe
		Ngoloka
		Mitengwe

	Utale	Utale I
		Njerenje
	Chembera	Sawali
		Mthumba
		Chembera
	Maduwani	Msambazi
		Ngolonyombe
		Muthe
	Ulongwe	Nanthomba
		Ulongwe I Catholic
		Ulongwe 2
	Mponda	Matola
		Kabango
		Matola
		Ostia
District 2	Zone	School
MACHINGA	Mpombe	Chinyasa
		Daimani
	Namasika	Mwazaangati
		Kawiriwita
	St Theresa	St Augustine
		Liwonde LEA
	Ngokwe	Matamanda
		Mitawa
		Mayera
	Mpombe	Daiman
		Ntalala
		Ekhama
		Chinyasa
	Ntaja	Michongwe
		Napere
		Mgwiriza
		Namakanga
	Nsanama	Thobola
		Kalambo

		Nsasa
	Chikweo	Makwera
		Tambalale
	Puteya	Chikala I
		Chamba
	Boma	Bisa
		Milala
	Mlomba	Katundu
		Likhubula
	Namandanje	Nangondo

Appendix C2: Schools visited during joint monitoring visits

DISTRICT	ZONE	SCHOOL
Balaka	Phalula	Mziza, Mlambe I, Makande, Chitimbe, Mtsimuke, Thawale, Chikola
Balaka	Ulongwe	Ulongwe I & 2, Mpiniomodzi, Ulongwe CDSS, Kavunguti, Namingalala, Chisongwe, Chilimba, Namalomba CDSS & primary
Machinga	Nampeya	Nampeya, Vethiwa, Limeru, Mchilamwini, Nafisi, Kandimana,
Machinga	Chikweo	Tambalae, Lisale, Nlingula, Nasuwi, Chituche, Msanga, Chisese, Makwera, Njiwalero, Michongwe, Chikweo CDSS and Primary school
Machinga	Ntaja/ Puteya	Lingamasa, Madziamera, Chilima

Appendix D: Quarterly Financial Report

The financial report has been submitted separately.