

Name of Organization
Touch of Hope

Year established
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Number of members
45

Number of projects implemented
2

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SECTION A: PROJECT RATIONALE AND APPROACH

1.1. Project Summary

Youth and Children are the wondrous stage in human development, but it is dramatic to see the challenges they encounter and opportunities they miss. Many of us have witnessed the beauty of children growing up into independent and responsible adults. But we have also witnessed the tragic shattering of youthful dreams due to poverty and early pregnancies in many parts of the African nations. Education has always been a foundation for success, and this is no different in Malawi. While education has not always been given a high priority, there is need now more than ever to reassess this viewpoint. Child enrollment figures from schools around the country have been growing at rapid paces. The State of Education in Africa Report 2015 states that enrollment in primary schools more than doubled between 1990 and 2012 and this number will only rise in the coming years. In order to succeed, we need to invest more time and energy into improving education.

In Malawi, there is very minimal state-funded provision of learning materials and support for students with learning difficulties. To combat this nationwide problem this project has been established to offer learning materials, school wear and support for students outside of the classroom. However, Touch of Hope seeks to work with, rather than, replace the existing school system we are to establish Learning Support Clubs within school grounds to work with the school staff and assist the students falling furthest behind. In order for students to care about learning, they need to enjoy their schooling experience.

Similarly the number of girls completing primary school education in Malawi stills falls behind as the country is still struggling with high child marriage rate. To deal with this problem this project will offer Sexual and Reproductive Health talks to primary school students as well as offer lessons on how to make reusable sanitary napkins (RSN) for girls to help them stay in school all the time. Therefore this project plans to solve the 3 particularly serious problems of poor student performance, lack of access to school wear learning materials and gender disparities in classrooms of chisiyo primary school in Lilongwe, Malawi.

1.2. Organizational Background and Capacity to implement the Project

A. Introduction

Touch of Hope TOH is a registered youth focused humanitarian organization that was founded in the year 2016 to facilitate the love of God by proactively addressing issues of poverty on vulnerable children and Youth of Malawi. It has a total of 40 youth volunteers and still growing, who are students and graduates of various fields from various universities within the country. Our strategies of providing services have throughout our existence enabled us to build relationships with schools, communities and orphanages that have ensured our growth and capabilities. Our mission is to work with communities to improve spiritual and moral knowledge, improve the quality of life for the vulnerable Children and youth and to create social change for

sustainable development. Our services are guaranteed to provide a long term value to the communities. We operate to very high standards and attention to innovation to maintain quality services

B. VISION

To be the primary support platform for spiritual and moral teachings, poverty alleviation, Quality education and psychosocial innovations for vulnerable children and youths in an Environment that is hope giving.

C. GOAL

To have an ethically, morally, and spiritually upright society for sustainable Community Development.

D. Summary of the Major Service Provided

- i. Touch of hope has throughout its existence taken the integrated approach to development of using quality education and entrepreneurship as key solutions to ending poverty in Malawi. The organization has contributed to the achievement of free quality and equitable education by offering 50+ primary and secondary school scholarship programs which offer full educational sponsorship. Through this program, the beneficiaries are helped with fees.
- ii. This initiative went further in ensuring free access to quality technical and vocational education by offering technical courses scholarships to youth.
- iii. The organization has also contributed to the achievement of sustainable economic growth and self employment by providing Entrepreneurship trainings and loans. The initiative is aimed at enhancing employment creation, improved national income, innovation and community development. It was created for all youth including those that missed age appropriate education.
- iv. The organization has also helped in reducing the proportion of vulnerable children and youth living in poverty by offering basic needs such as clothing and home accessories. We are justified in taking this action after noting that most families fail to provide basic needs to their children. These compromises the whole idea of bringing sustainable development as psychologically affected people cannot work or learn properly.
- v. Furthermore, the organization has organized community talks through village head men to bring awareness and address issues of climate and environmental related disasters. Using this approach the initiative helped in reducing the exposure and vulnerability of the poor to climate and environmental extreme events

The scholarships and entrepreneurship trainings provided has enabled the youth to develop life-long skills for white collar jobs and self-employment. With the loans, they are able to venture into businesses, providing for themselves basic needs and at the same time reducing the unemployment rate in the country. The aim is focused on empowering the community to become the solution by educating and working with them on all areas of sustainable development the benefit of themselves.

E. Safeguarding Policy

Touch of Hope acknowledges the duty of care to safeguard and promote the welfare of vulnerable children and youth and is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice and The Malawi Ministry of Gender, children, disability and social welfare requirements. This safeguarding policy enables organization to demonstrate its commitment to keeping safe the beneficiaries of whom it works alongside. The policy applies to all members, including, trustees, volunteers, students and anyone working on behalf of Touch of Hope.

F. Major clients and partners

Touch of Hope offers its services to vulnerable children and youth in communities, orphanages, primary and secondary schools. The organization is currently working with chisiyo and chiwenga primary school, Minga community day secondary school, Lup Tech Malawi, SOS children's village orphanage and chisiyo village in Lilongwe district, Malawi.

The organization also believes in the use of ideas from other organizations other than itself to bring more innovative approaches into the projects. We partnered up with Future life and Umunthu and Associates in coming up with solutions towards youth Entrepreneurship in Malawi.

1.3. Project Objectives and Expected Results

A. Problem statement

Poverty in Malawi continues to be chronic and widespread, the country rank 171 out of 182 countries on the Human Development Index 2018. Malawi has a population of approximately 18.6 million out of which 53% are living below the international poverty line (UNDP Human Development Reports 2018). Over half of the total population (51%) are children (UNICEF Malawi Multiple Indicator Cluster Survey). 63% of these children are multidimensional poor while 16.7% are orphans and vulnerable (Child Poverty in Malawi.). vulnerable children and youth are at a very high risk of having their rights to education, survival, protection and many others heavily compromised. As a result, most of them have been found to experience, school dropouts, early pregnancies and early marriages. Provision of inclusive and good quality basic

education is a sound first step for comprehensive address of the challenges for the children and the youth. It is sad however to note that in Malawi, 21.6% of persons aged 6-29 have never attended school [Welfare and Monitoring Survey; 2011].

Malawi has the 8th highest child marriage rate in the world. This is the most common cause of gender imbalances in classrooms as girls of the school going age get early pregnancies. Sexual and reproductive health issues are not taught as they are considered as inappropriate topics by the society. Furthermore, due to the high poverty rates in the country most girls do not afford to purchase sanitary napkins to help them during menstrual periods this results in girls missing important classes.

Primary school education in Malawi was made free in the year 1994. However, the education quality has decreased due to, low learning materials and low teaching quality such that only 35% of the children complete primary school and only 8% complete secondary school. Many children enroll and drop out frequently. In first grade, the teacher to student ratio is 1:130 and this ratio decreases as the grade level increases. The overcrowding of classrooms is found to be another catalyst of high drop-out rates because students are unable to receive one-on-one feedback and lack learning resources. 83% of the first-grade students are unable to read a single syllable, and 92% of these students fail to read a single word.

Malawi is ranked the weakest for its performance in English reading and second weakest for mathematics against other southern African countries. Such statistics are the result of children being denied the chance to learn under normal conditions. With the massive influx of students in recent years, education has incurred a national shortage of classrooms, qualified teachers and basic teaching materials such as textbooks. Without a proper learning environment, children are missing the opportunities that create a strong foundation for their future studies. Therefore, in order to change the quality of education in Malawi, reduce drop-out rates and gender disparities, Touch of Hope is to focus on improving the teaching and learning strategies. This initiative will provide support by focusing on increasing educational opportunities for the vulnerable children and youth as well as boosting the capacity and quality of education in the country. Touch of Hope believes that education is the driving force to alleviating poverty in Malawi and that it can help the country move toward development. With greater involvement, the education in Malawi has the potential to improve in coming years

B. Rationale

Education is essential for the success of all development. It can accelerate progress towards the achievement of all developments and therefore it should be part of the strategies to achieve them all. By improving the education quality and opportunities for girls, vulnerable and low performing students, this project will give people the skills they need to help themselves out of poverty thereby transforming the lives of individuals, communities and societies, leaving no one behind.

C. Main Goal	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	
D. Specific Goals	E. Objectives	F. Outputs
10% increase in the number of chisiyo primary school students continuing to secondary school within 12 months	Improve classroom performance of std8 students of chisiyo primary school by 10%	50 low performing students attend learning support program
5% decrease in early pregnancies and marriages at chisiyo primary school within 12months	Increase Sexual and Reproductive Health (SRH) awareness by 20%	Students attend SRH Talks 100 Girls taught how to make RSN
50% decrease in the number of chisiyo students attending school without school wear and adequate learning materials within 12 months	Increase the availability of free school wear and learning materials by 50%	120 poor and vulnerable students receive school wear and learning materials

1.4. Description of project Activities

A. Learning Support Program

i. Crossover Learning

Crossover learning is one of the techniques that will be used to improve the performance of struggling students. The activity will offer learning in informal settings by making use of the learning support club. This will link educational content with issues that matter to learners in their lives. Experiences outside the classrooms provoke interesting questions in students minds, therefore this activity will create an environment in which those kinds of questions will be welcomed and ultimately included in the framework for future lessons. Giving the students the freedom to explore, make mistakes and fully understand will allow them to build not only competence, but also confidence in themselves.

Learners will explore the lessons learnt in their classrooms by going on trips, collecting photos or notes as evidence, then share their findings back in the class. These crossover learning experiences will exploit the strengths of both environments and provide learners with authentic and engaging opportunities for learning. In this way Students will be equipped to see all the ways in which education shapes experience as well as the ways in which experiences shape education. Since learning occurs over a lifetime, drawing on experiences across multiple settings, the clubs will support the learners in recording, linking, recalling and sharing these diverse learning

events. In this way, Learning in school will be enriched by experiences from everyday life; the classroom knowledge will be deepened by the informal learning experiences. These connected experiences will therefore spark further interest and motivation to learn and reduce the school dropout rates.

This learning support club will be facilitated by trained touch of hope volunteer teachers in conjunction with the student's teachers. Every single secession will be one hour long and to be conducted twice a week.

ii. Peer-to-Peer Interactive Learning

Most traditional school curricula fail to recognize that learning doesn't stop in the classroom, Learning is a continuous process. Using the same learning support club, the crossover learning technique is going to be incorporated with the peer to peer interactive learning. Peer Learning is a strategy that will involve groups of students working together to solve problems, complete tasks, or create products. Each member of a team will be responsible not only for learning but also for helping team-mates learn, thus creating an atmosphere of achievement. Students will work through assignments until all group members successfully understand. This learning process will involve individuals in exchanging knowledge and experiences with each other, and diffusing this learning back to their classrooms. Through this way, peer learning will help in eliminating the risk of focusing on process rather than outcome.

Peer learning point to students building confidence and communication abilities. Students generally identify more easily with peer helpers than with adult authority figures.” This initiative will create an environment in which students will be more comfortable to ask questions and work through challenging problems in an environment free from class ridicule. Furthermore, peer learning will promote student learning and academic achievement, will increase retention, enhance satisfaction with their learning experience, develop social skills and promote self-esteem. During these secessions, a range of peer teaching exercises based on different subjects and objectives including topics for sustainable development are going to be discussed. Lots of ideas will lead to lots of fun for students. This will eventually help improve the performance of struggling students and at the same time bring motivation to learning thereby reducing the school dropout rates.

B. Sexual and Reproductive Health Talks

SRH talks are going to be conducted to help in reducing early pregnancies and girl's dropout rates. During these talks the health experts of the organization will teach the students of ways of preventing sexually transmitted infections and pregnancies among others. The girls will also be

given lessons on how they can make reusable sanitary napkins to help them stay in school. These talks will help in reducing girl's dropout rates as well as the gender disparities that occur as a result. These SRH talks will be facilitated by trained touch of hope health practitioners in conjunction with the student's teachers. Every single secession will be one hour long and to be conducted once a week.

C. School wear and Learning Materials

School wear promotes uniformity and helps the poor and vulnerable students to hide away their poverty. It also promotes students' loyalty and reduces student's tendency to be violent. With school uniform, students will have a sense of oneness and it will likewise enhance school loyalty. Wearing of school uniform is really important for it gives students the feeling that they all belong in one community. On the other hand adequate learning materials will improve the student's performance and lead to an increase in the number of students continuing to secondary school.

1.5.Implementation Plan and Time Frame

A. Priority Area: Low Performing Students at Chisiyo Primary School			
Goal 1: 10% increase in the number of Chisiyo std 8 students continuing to secondary school within 12 months			
Performance Measures			
Indicators			Frequency
1. Increase of the Percentage of Chisiyo primary school students continuing to secondary school			Annual
2. Improved classroom performance for the struggling students			Per term (3 months)
3. Number of students attending learning support club			Weekly
Objective 1: Improve classroom performance among std8 students by 10% within 12 months.			
Action Plan			
Activity	Resources Required	Lead Person/ Organization	Anticipated Result
Meeting school leadership	Travel, staff time	Project manager	Awareness of project goals and joint efforts towards goal achievement
Identifying struggling students	Travel, teacher's time	Teachers	Students well fit for the program
Meeting struggling	Travel, volunteer time, staff	Education director	Project awareness

students parents	time	and volunteers	
Setting learning shelters	Volunteer time, labor, materials	External labor	All weather facility for learners
Training program facilitators	volunteer time, staff time, travel, laptops, projector, boards	Program manager and Education director	Qualified project facilitators
Commencement of after school clubs	Teaching and materials, laptops, HD cameras, travel, volunteer time	Education department	Improved performance
Data collection , club register, enrollment records	Laptops, volunteer time, travel	M&E officer and Education department	Monitoring and evaluation and data for reports
Assessment	Teachers time	MANEB and teachers	Project impact on students

B. Priority Area: Gender In balances In Classrooms of Chisiyo Primary School

GOAL 2: 5% decrease in early pregnancies and child marriage rate within 12 months

Performance Measures

Indicators	Frequency
4. Percentage of Chisiyo primary school girls completing primary school	Annual
5. Increase in SRH awareness at chisiyo primary school	Annual
6. Number of students attending SRH talks	Weekly
7. Frequency of the SRH talks	Per term (3 months)
8. Number of girls given RSN lessons	Per term (3 months)

Objective 2: Improve sexual and reproductive health awareness by 20% within 12 months

Action Plan

Activity	Resources Required	Lead person/ Organization	Anticipated Result
Training program facilitators	Travel, staff time, laptops, volunteer time, projector , board	EH director	Qualified project facilitators
Commencement of talks	Teaching materials,	EH department	students apply what they

	volunteer time, students time, HD cameras, travel		learn in their day to day lives
Data collection , register records etc	Laptops, volunteer time, student time, travel	M&E officer and EH department	Monitoring and evaluation and data for reports
lessons on how to make reusable sanitary napkins to girls	Volunteer time, travel, teaching and learning materials, students time, HD camera	EH department	No girls abscentism

C. Priority Area: Learning Materials and School Wear

Goal 3: 50% decrease in the number of students attending school without school wear and without adequate learning materials

Performance Measures

Indicators	Frequency
9. Percentage of chisiyo primary students with school wear and adequate learning materials	Per term (3 months)
10. Quantity of school wear and learning materials distributed	Per term (3 months)

Objective 3: Increase the availability of free school wear and learning materials by 50% within 12 months

Action Plan

Activity	Resources Required	Lead person/ Organization	Anticipated Result
Identifying poor and vulnerable students	Teachers time, volunteer time	Teachers	Students well fit for the program
Meeting the students parents	Volunteer time, travel, parents time	Project manager	Awareness of project goals and joint efforts towards goal achievements
Taking school wear measurements from students	Tailors, school wear material, volunteer time, travel, student time	Tailors	Exact quantity of school wear material needed
Distributing school wear and learning materials	Volunteer time, teachers time, learning materials, HDcamera	Education department	Students will learn better

D. Alignment with National Priorities

Objective	United Nations Sustainable Development Goal No. 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
1	Ensure that all girls and boys complete quality primary education leading to relevant and effective learning outcomes
2	Eliminate gender disparities in education and ensure equal access to education for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
3	Ensure that all girls and boys complete free, equitable and quality primary education

TIME FRAME (separately attached)

1.4. Knowledge Management

A. Designing with the User and Understanding the Existing Ecosystem

The users of this initiative (students) will be the drivers of content. They will be involved in identifying the actual problems they face in classrooms. This information will be gathered through research which will be aimed at uncovering the unmet needs and the opportunities for improvements of these problems. This will enable us to know how students make up their own solutions to the limitations of the existing systems, which in turn will reveal the opportunities for improvement. This kind of direct observation will enable us to understand what learners actually do, as well as uncover the reasons why they do what they do. Designing with the targeted users will also help us to understand cultures, networks and political factors that influence the education system and their impacts. Once these are known, integration of our activities with the already existing systems will be easy and duplications of efforts will be eliminated.

B. Data Driven

After obtaining this knowledge, our project activities will then be implemented and data on individual student assessment of performance will be collected throughout the project. This data will help us to know if the learners are achieving more than before, if they have learnt anything new and if their learning skills have improved. Furthermore this data will help us to put in more innovative ways of how we can further improve or modify the available strategies to gain more favorable outcomes. To ensure that every student with the same problem receive the same response and to increase that students gain levels are increased, subject matter experts will be appointed to represent different areas and an overall monitoring and evaluation officer will handle the monitoring and reporting on the knowledge management issues.

C. Management and sharing

The obtained Knowledge within this initiative will be managed and shared through knowledge articles and chats on the organization’s website, social media and the use of smart sheet for internal staff knowledge base.

i. Knowledge articles

Knowledge articles within the project activities will be written to ensure self-service knowledge search and to help new team members to speed up there on boarding time so they can put more focus on the project delivery. To come up with these articles, Trends in students questions and complains will be used as the basis. From time to time by setting review dates, these articles will be reviewed by making use of feedback to see where a lot of students are asking questions and teachers together with project facilities will be allowed to propose answers.

ii. Using Open Data and Open Source

Ideas from the general public on the initiative will be welcomed through the use of comment boxes and chats on our social media pages (facebook and instagram). This will allow the organization to integrate what the public suggests with the existing ideas. This will also create a platform of freely available data of the current activities to everyone for further modifications and improvements.

iii. Videos and pictures

Videos and pictures of the project activities will also be taken to capture and share various information to both students and the general public.

iv. Smart sheet

For the organization members, the knowledge will be managed through the use of smart sheet. This will help in organizing the program information in a central location for easy reference by the use of on boarding checklists. Consistency across project will be driven by publishing templates and methodologies and the deliverables and learning from the projects will be preserved. This will also enable us to do after action review which is a simple process to capture the lessons learned from the project with the goal of improving future performance. It will be an opportunity for the team to reflect on the project, activities, events and tasks so that we may do better next time.

1.5. Gender Mainstreaming

This program will help in reducing early pregnancies and early marriages which is the most common cause of gender imbalances in the country (Malawi has the 8th highest child marriage rate in the world). This will be done by teaching sexual and reproductive health and also keeping the girls in school. Our initiative will recognize the need to empower gender equality to end

poverty and promote sustainable development. The nature of the program will give girls more opportunities and encourages them to take part in all of the development efforts.

1.6. Communication and Replication of Project Results

Through the initiative period, the organization will gain experience on how several aspects of the initiative will work and also the interactions that will happen between the members and the students they work with. We will have well outlined linkages of the short, intermediate and long term outcomes mapped in a logical relationship. This data will be well documented and kept for easy replication across the country or anywhere else across the globe. Furthermore, the organization will make efforts in creating processes that will enable the initiative to be passed on through the use of trainings and coaching's to be given to teachers and the stakeholders that would be in charge of the project implementation. Videos will also be taken during the programs to enable the replication process. With the increased number of children and youth missing quality and age appropriate education and extreme poverty levels across Africa, our programs will help solve these problems anywhere else across the globe. We will be justified by the positive and measurable outcomes we are to acquire in improving the class performances and reducing the school dropout rates in our local communities.

SECTION B: PROJECT RISKS, MONITORING & EVALUATION

2.0. Risks to Successful Implementation

The initiative takes into consideration that development itself is a key driver of risk and these risks are mainstreamed into the plans at all administrative levels. The feasibility of this project was measured upon the assumptions that the Ministry of Education policies and the school calendar remain stable throughout the project.

A. Internal Risks

i. Community Acceptance

One anticipated issue is the acceptance of the beneficiary's parents and guardians towards the project. The project being implemented in the rural area, most parents and guardians fail to understand the whole concept and assume that organization wants to use their children for some other ritual or satanic purposes. Other parents may also expect the organization to provide their children with all basic necessities like food, clothing, soap and other items. Once they learn that there will be no any material benefits for them they get demotivated.

Mitigation Measures

The organization plans to deal with these problems by the use of parent meetings at the very beginning of the project through school head teachers and village headmen.

This will be used as a platform to bring awareness and explain the project goals and activities.

ii. Teachers Commitment

Teachers in Malawi are often paid late by the government which usually led to strikes. During these strikes the teachers do not teach the students. This can compromise the project timing and duration since most of the activities will depend on teacher's cooperation with the activity implementers.

Mitigation Measures

The organization plans to deal with this issue by bringing in some weekly allowances to the teachers we are planning to directly deal with. This will act as a motivation towards the project that despite the strikes our project activities should not be affected

B. External

i. Natural Disasters and other environmental issues

Malawi is a natural disaster prone area. Risks such as climatic disasters causing destruction of learning facilities and materials, closure of schools leading to prolonged disruption of education are likely to happen during the project implementation.

Mitigation Measures

The organization will emphasize on promoting local ownership of the risks and their respective management incentives. Learners and the communities will be taught of the risks that they are likely to face during the program and the ways in which they can manage them.

ii. Currency Fluctuations on Resources

Malawi's economy is never stable and the currency keeps on fluctuating every time and then. This can be a risk in terms of the purchase of project resources.

Mitigation Measures

The organization plans to buy the resources that can be kept in advance to prevent any unnecessary effects on the project delivery.

iii. Theft

Theft of project resources during the project implementation.

Mitigation Measures

The organization plans to employ security guards which will help in looking after the resources.

2.1. Monitoring and Evaluation Plan and Indicators

A. Project Monitoring Schedule

	Project Summary	Indicators	Means of Verification	Assumptions
Goal 1	10% increase in the number of students (std 8) continuing to secondary school within 12 months	1. Percentage of Chisiyo primary school students continuing to secondary school	Comparison of primary and secondary school enrollment records	
Objective 1	Improve classroom performance among std8 students by 20% within 12 months.	2. Improved classroom performance for the struggling students	Classroom performance assessment using the national assessment tool at the end of each academic term	Learning in informal settings and experiences outside classrooms create environments that give students freedom to explore and fully understand concepts and allows them to build competence and confidence in themselves thus making them to stay in school
Outputs	50 struggling std 8 students attend learning support club	3. Number of students attending the club	Club attendance records	Students apply what they learn in the after school clubs
Activities	Run a learning support club with 50 struggling students		Club meeting records	- Parents of struggling students are interested in them attending the clubs
Goal 2	5% decrease in early pregnancies and child marriage rate within 12 months	4. Percentage of Chisiyo primary school girls completing primary school	Comparison of primary and secondary enrollment records for girls	

Objective 2	Improve SRH awareness by 20% within 12 months	5.Increase in SRH awareness at chisiyo primary school	Comparison of previous and to date school dropout rates due to early marriages and pregnancies	Knowledge in SRH issues will help the students especially girls to prevent early pregnancies and other STIs thus keeping them in school and reducing the gender in balances in classrooms
Outputs	Chisiyo primary school students attend SRH talks	6.Number of students attending SRH talks	SRH talk attendance records	The students will apply what they learn in their day to ay lives
Activities	i. offer talks on SRH to Chisiyo primary school students per fortnight ii. offer lessons on how to make RSN to Chisiyo primary school girls	7.Frequency of the SRH talks 8.Number of girls given RSN lessons	- SRH seminar occurrences records - RSN lessons and distribution records	- Students are interested in getting more knowledge of SRH - The sanitary napkins will eliminate girls abscentism
Goal 3	50% decrease in the number of students attending school without school wear and without adequate learning materials	9.Percentage of chisiyo primary students with school wear and adequate learning materials	Comparison of previous and to date records of students without school wear and learning materials	
Objective 3	Increase the availability of free school wear and learning materials by 50% within 12 months	10.Quantity of school wear and learning materials distributed	Previous and to date comparison of students with school wear and learning materials	School wear promotes uniform and helps in preventing discrimination towards the poor and vulnerable students Learning materials will enable students to learn better and improve their performances

Outputs	120 poor and vulnerable Chisiyo Primary School Students receive school wear and learning materials	Quantity of school wear and learning materials distributed	Students with school wear and learning materials records	Students will learn better
Activities	Distribute school wear and learning materials to 120 poor and vulnerable students	Quantity of school wear and learning materials distributed	School wear and learning materials distribution records	School wear and learning materials will keep the students motivated and stay in school

B. Indicators

Indicator 1	Percentage of primary school students continuing to secondary school
Definition	number of std8 students enrolled that academic year subtracted by number of students that has passed PSLC Exams in each hundred
Purpose	To assess whether the learning support club has improved the PSLC pass rate of the students at the school. This would also provide evidence on whether the program is effective.
Target	10%
Data Collection	Std8 students will seat for the PSLC national exams. students will be assessed individually if fit to proceed to secondary school
Tool	PSLC national exams
Frequency	Once
Responsible	Malawi Examination Board
Reporting	The PSLC pass rate for the school will be reported in annual progress reports prepared by the project manager. The number of students who sat for the exam will be subtracted by the number of the students that have passed. Then the data for previous and to date pass rates will be used to calculate the difference using the definition above
Quality Control	The Exams are prepared by the Malawi Examination Board, a body responsible for national examination assessment.
Indicator 2	Improved classroom performance of struggling students (std8)
Definition	Sum of all subjects test scores for each student in the club divided by the total number of students in the club.
Purpose	To assess whether the classroom performance of the students participating in the program is improving over time. This would provide evidence on whether the program is effective.
Baseline	Average score: 50% (grade 2)

Target	Average score: 60% (grade3)
Data Collection	The class teachers will give end of term exams to all students. Each student will be assessed individually
Tool	End of term assessment
Frequency	Every academic term (3 months)
Responsible	Teachers
Reporting	The individual score for each student will be reported in the end of term progress reports submitted by each teacher to the Program Manager. The Program Manager will then combine the data from each class to create full list of students and their scores. This will be used to calculate the average score for all students the club using the definition above. The average score will be included in the report for the project.
Quality Control	The Program Manager will randomly audit every term. This audit will involve re-testing all the students in the club and comparing the results to the results submitted by the teacher.
Indicator 3	Number of students attending the learning support club
Definition	Students available on the club's daily register
Purpose	To determine whether students are actually attending the club. This would provide evidence that the targeted number of students is reached
Baseline	30
Target	50
Data Collection	The program facilitators will register all the students that attend the club each time
Tool	Attendance Register
Frequency	Daily
Responsible	Program facilitators (Education Department)
Reporting	The individual attendance records will be reported each term (3 months), submitted by the program facilitators to the project manager. This will be used to determine

	whether the program is reaching the targeted number of students. This will then be included in the report for the project
Quality Control	The Program Manager will randomly visit the club to monitor the students turn up.
Indicator 4	Percentage of girls completing primary school
Definition	number of students (girls) enrolled each class that academic year subtracted by number of students that has complete to another level in each hundred
Purpose	To assess whether the SRH talks are decreasing the dropout rates of the girl students at the school. This would also provide evidence on whether the program is effective.
Target	5% increase in 12 months
Data Collection	Program facilitators will take records of the above definition
Tool	Student enrolment records
Frequency	Once
Responsible	Program facilitators (EH Department)
Reporting	The enrolment records will be submitted by the program facilitators then the girl's dropout rate for the school will be reported in annual progress reports prepared by the project manager. The rate will be calculated using the above definition
Quality Control	The Program Manager will go through enrolment records to monitor the student's dropout rates.
Indicator 5	Increased SRH Awareness
Definition	number of girls enrolled in each class subtracted by those dropped out due to pregnancies and early marriages that academic year in each hundred
Purpose	To determine whether the SRH talks are indeed serving the purpose of reducing gender in balances in classrooms which result from girls dropping out due to pregnancies
Target	20%
Data Collection	Program facilitators will get girls enrolment records at the beginning and records of

	those that have completed each academic year from class teachers. Survey enumerators will do surveys on the dropped out students.
Tool	Enrolment records, survey questionnaires
Frequency	Annually
Responsible	Program facilitators , survey enumerators (EH Department)
Reporting	The girl's enrolment and completion records will be submitted to survey enumerators which will be used for follow ups on those dropped out. The data from the survey will then be submitted to the Project manager. This will be used to determine whether the dropouts were due to pregnancies and early marriages. This data will be included in the project report.
Quality Control	The Program Manager will go through answered survey questionnaires to monitor the student's awareness.
Indicator 6	Number of students attending the SRH Talks
Definition	Students available on the SRH Talk register
Purpose	To determine whether students are actually attending the talks. This would provide evidence that the targeted number of students is reached
Baseline	150
Target	300
Data Collection	The program facilitators will register all the students that attend the talks
Tool	Attendance Register
Frequency	Once a week
Responsible	Program facilitators (EH Department)
Reporting	The individual attendance records will be reported each term (4 months), submitted by the program facilitators to the project manager. This will be used to determine whether the program is reaching the targeted number of students. This will then be included in the report for the project

Quality Control	The Program Manager will randomly attend the talks to monitor the students turn up.
Indicator 7	Frequency of the SRH talks
Definition	Occurrence of the SRH talks per term
Purpose	To determine whether the SRH talks are actually taking place as planned. This will provide evidence that SRH lessons were delivered.
Baseline	10 per term
Target	12 per term
Data Collection	The program facilitators will record every SRH talk that has been delivered and the subject of focus.
Tool	SRH talk record
Frequency	Once a week
Responsible	Program facilitators (EH Department)
Reporting	SRH talk records will be reported to the Project Manager submitted by the EH program facilitators at the end of each term. This will then be included in the report for the project
Quality Control	The Program Manager will randomly attend the talks to monitor if they are actually happening
Indicator 8	Number of students (girls) taught to make reusable sanitary napkins
Definition	Students available during each lesson
Purpose	To determine the number of girls that will no longer miss classes due to the lack of sanitary napkins
Baseline	30 per group
Target	50 per group

Data Collection	The program facilitators will register all the students that attend the lessons
Tool	Attendance Register
Frequency	6 lessons per term
Responsible	Program facilitators (EH Department)
Reporting	The attendance records will be reported each term (4 months), submitted by the program facilitators to the project manager. This will be used to determine whether the program is reaching the targeted students. This will then be included in the report for the project
Quality Control	The Program Manager will randomly attend the lessons to monitor the students turn up.
Indicator 9	Percentage of students with school wear and access to learning materials
Definition	number of students with school wear and access to adequate learning materials in each class subtracted from the total number of students in the class in each hundred
Purpose	To determine the number of students that has an access to school wear and learning materials. This would provide evidence that learning materials and school wear are been given to students.
Target	50% access
Data Collection	Program facilitators will record every student with and without LM&SW in each class
Tool	Student records
Frequency	Once a term
Responsible	Program facilitators (Education Department)
Reporting	The student records will be reported to the project manager submitted by the program facilitators. The project manager will include the data in the project report.
Quality Control	

Indicator 10	Number of Learning Materials & School Wear distributed
Definition	Total number of Learning Materials & School Wear ready to be given to students
Purpose	To determine whether the targeted number of students are given the Learning Materials & School Wear. This would provide evidence that the activity is actually taking place
Target	120 Learning Materials & School Wear
Data Collection	The project facilitators will record every student and every Learning Materials & School Wear given
Tool	Learning Materials & School Wear Records
Frequency	Once a term
Responsible	Project facilitators (Education Department)
Reporting	The Learning Materials & School Wear records will be reported to the Project Manager. This will be used to calculate the above definition and be included in the project report.
Quality Control	The Program Manager will see the students given Learning Materials & School Wear.

C. Responsibilities

Responsibility	Project Manager	Education Department	EH Department	M&E Officer	MANEB	Teachers
Resource mobilization						
Training						
Teaching						
Supervision						
Assessment						
Data collection						
Data analysis and interpretation						
Reporting, review and evaluations						

Decision Making						
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SECTION C: PROJECT BUDGET (separately attached)