

Malawi

Basic Education and Gender Equality Sectoral and OR+ (Thematic) Report

January-December 2016



Participants in the Action for Adolescents Programme at a local school (© UNICEF Malawi, 2017)

**Prepared by UNICEF Malawi
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Abbreviations

A4A	Action for Adolescent
AGLIT	Adolescent Girls' Literacy Project
BEYD	Basic Education and Youth Development
C4D	Communication for Development
CBE	Complementary Basic Education
CCD	Care for Child Development
CFM	Common Funding Mechanisms
CPD	Continuous Professional Development
EFA	Education for All
ECD	Early Childhood Development
EMIS	Education Management Information System
ESIP	Education Sector Implementation Plan
GPE	Global Partnership for Education
GPI	Gender Parity Index
ILO	International Labour Organization
IPTE	Initial Primary Teacher Education
JPGGE	Joint Programme on Girls' Education
KGIS	Keeping Girls In School
MDG	Millennium Development Goal
MICS	Multiple Indicators Cluster Survey
MLA	Monitoring Learning Achievement
MoEST	Ministry of Education, Science and Technology
MoGCDSW	Ministry of Gender, Children, Disabilities and Social Welfare
NESP	National Education Sector Plan
NGO	Non-Governmental Organization
OCHA	Office for the Coordination of Humanitarian Affairs
PROGE	Promoting Girls' Education project

PTR	Pupil-Teacher Ratio
SDGs	Sustainable Development Goals
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNDAF	United Nations Development Assistance Framework
WFP	World Food Programme

Executive summary

Building on the UNICEF Strategic Plan 2014 – 2017 and the post-2015 agenda, this report provides an overview of strategies applied in 2016 to achieve the targets set for UNICEF and its work within the education sector in Malawi. It highlights key achievements during the year as well as significant bottlenecks and lessons learnt. Analysing the results towards meeting national and global¹ goals on education reveals the poor status of the education sector in Malawi with particular reference to the state of learning outcomes, equitable access, and girls' education.

Malawi has seen a steady rise in net enrolment to primary education with 88 per cent of children currently enrolled in the primary school system. While girls and boys enter the school system in equal numbers, girls are more likely to drop out of school resulting in a gender parity index of 0.88 at standard 8. Furthermore, they are less likely to complete their basic education and achieve academically². Adolescent girls are a particularly vulnerable group in Malawi whereas they are more likely than boys to be denied the right to education due to family responsibilities, marriages, and pregnancies. During times of emergencies, they are frequently made responsible for providing for the family; making them extremely vulnerable to child labour, violence and abuse. Thus, they are not being offered equal opportunities to access and completion of basic education. Data reveals that more than 6 per cent³ of children in Malawi are not attending primary school and 7 per cent⁴ of youth (15-24 years) have never attended school in their lives.

Despite the education sector being allocated a good portion of the overall national budget, approximately 17 per cent⁵ in 2015/16, it is still not able to meet the 20 per cent budget allocation as committed in the Global Partnership for Education (GPE) grant application. Also, the amount in practical value is not still sufficient to achieve its objectives to improve quality and internal efficiency as 80 per cent goes towards teacher payroll. Survival rates are critically low with only 29 per cent of girls and 36 per cent of boys respectively able to reach standard 8⁶. Girls and boys alike, are made to repeat classes numerous times with repetition rates as high as 29 per cent on average in standards 1⁷. While this points to children not being ready for school when they enter primary schools it also highlights the inability of the primary schools to cater for a large number of children entering the system without any early childhood development experience. Currently, net enrolment for early childhood learning centres has reached 44 per cent showing steady improvement between years. Early learning development services continue to be organized on a volunteer basis by the communities often resulting in a lack of adequate resources and quality. Children who manage to complete primary education are never the less not learning the basics. Compared to other countries in the region Malawi finds itself consecutively in the bottom two when it comes to literacy and numeracy outcomes⁸. Learning outcomes and equity have been made an integral part of education implementation plans and strategies including the Education Sector Implementation Plan (ESIP) II and the GPE funded programme. Currently, a new common funding mechanism is being established through a partnership between the Government of

¹ The Sustainable Development Goals (SDGs), Goal 4

² EMIS (2016)

³ MICS 2014

⁴ Youth Sector Report (2014)

⁵ Education Sector Report (2016)

⁶ EMIS (2016)

⁷ EMIS (2016)

⁸ SACMEQ (2008, 2011)

Malawi, UNICEF, The World Bank and the Royal Norwegian Embassy. This mechanism will enable the sector to embark on reforms and achieve desired results.

In 2016, the Education in Emergencies (EIE) work plan was operationalized effectively leading to a resumption of continuous learning of 60 per cent of learners in the following critical contexts: drought, floods preparedness, refugees from Mozambique and cluster support. UNICEF strengthened the education sector capacity to respond effectively to an emergency situation and to conduct the effective monitoring and evaluation of EIE through a real time monitoring system. Furthermore, an emergency preparedness plan was successfully developed with contingency plans, supply, and replenishment plans, procurement and preposition supplies plans for strategic locations in the country and coordinated the distribution and utilization of supplies in collaboration with the education cluster.

The Basic Education and Youth Development (BEYD) programme is designed to address bottlenecks and barriers impeding on children obtaining their right to access and complete basic education. It does so by reaching out to children and youth during their entire lifespan, from early childhood to adolescence. Aligning to the UNICEF Strategic Plan and the Sustainable Development Goals (SDGs) the BEYD programme utilized a range of strategies during the reporting period to ensure the more equitable provision of education in Malawi, improve learning outcomes and enhance the child friendliness of the overall school environment. The programme works across different domains of education addressing the enabling environment, demand, and supply. All interventions are expected to impact on the overall quality of the education resulting in the sector achieving its objectives.

Creating an Enabling environment

Continuous policy advocacy by UNICEF and other development partners led to a significant increase in budget allocation to the Early Childhood Development (ECD) sector and youth sector in 2016 and a protection of government budget to the Ministry of Education, Science and Technology (MoEST) which was maintained at a 17 per cent level despite the severe economic situation.

Policies and frameworks were strengthened through capacity building at both national and sub-national level during the reporting period. In the ECD sector, a policy review created platforms for other sectors, especially education and health/nutrition, to actively and effectively take part in the sector. Also, a roadmap for establishing an ECD legislation was developed. UNICEF supported the MoEST to successfully plan and prepare for a large scale Global Partnership for Education (GPE) programme. Furthermore, it has established important partnerships to re-establish common funding mechanisms; expediting reforms and leveraging sector-wide resources. In the youth sector, the Joint Sector Strategic Plan for the Youth Sector was revitalized, and a strategic partnership was widened with the framework of the Action for Adolescent (A4A) platform. Also, UNICEF led high-level platforms providing for adolescents to raise their voices on education, influencing policy and practice.

Supply through quality service delivery

UNICEF supported a validation of Early Learning and Development Standards (ELDS) that will inform the review of the national ECD curriculum, quality improvement is expected once these activities are finalised.

UNICEF worked on improving the quality of education through various tasks. For the quality of teachers, UNICEF worked on the commencement of a review of the Initial Primary Teacher Education (IPTE) curriculum and the development of a Continuous Professional Development (CPD) framework. For better availability of teaching and learning materials, UNICEF supported the Government's

decentralization process. Also, for realizing better learning environments, UNICEF assisted government to develop and implement a pilot programme of performance-based financing (PBF) of the school improvement programme. This has led to a significant improvement in learning environments with more than a half of participating schools now meeting six minimum school standards for improved educational outcomes.

There was also improved access of adolescents to functional literacy and other alternative education pathways, in which over 25,350 adolescents in 12 districts were reached. Also, the quality of school environment for secondary school girls was significantly improved through the Keeping Girls in School initiative.

Creating Demand

UNICEF tackled the issue of weak demand for ECD at all levels through the launch of an inter-sectoral parenting strategy, Care for Child Development (CCD). Also, a national indigenous study on traditional Child-caring practices was completed, and a comprehensive ECD sector analysis was initiated. These will improve the quality of child care in the household.

UNICEF continues to lead and coordinate the Joint UN Program on Girls' Education (JPGE) with the overall objective to improve access and quality of education for girls in 5 districts. At the core of the Joint Programme is a school campaign to keep girls in school through the mobilisation of partnerships with traditional leaders and through child participation forums and school councils. Community action led to the establishment of over 19 bylaws to keep girls in schools.

Strategic Context of 2016

Malawi continues to make efforts to overcome decades of underdevelopment and extreme poverty. Subsequently, numerous socio-economic and cultural factors affected programmatic plans and results in 2016. This section provides an overview of the country situation regarding key trends, norms, and bottlenecks as they influence the education sector in Malawi.

Malawi is currently ranked number 173 out of 188 countries in the 2015 UNDP Human Development Index Report with stagnated progress. One of the critical bottlenecks for resource mobilization for education is the economic situation that will be a resource basis for education investment. According to the report, GNI per capita (2011 PPP\$) of Malawi in 1980 was 705 USD and in 2014 was 747 USD, and as a result of this stagnated economic progress, 72 per cent of the population live below the poverty line. Exacerbating the situation, the share of repayment of debt and interest in national budget doubled within a short period - from 6 per cent in 2013/14 to 12 per cent in 2016/17. This put intense fiscal pressure on the government budget and accordingly restrained expansion of resources available for education. Furthermore, a high inflation rate that is above 20 per cent depreciates the education budget when it is actually utilized. This severe economic situation squeezes resource for the education sector.

Population pressure is another significant bottleneck for resource mobilization in Malawi. A rapidly increasing young population consumes resources not for improving the quality of education but for expanding access such as constructing school buildings and hiring more teachers. Also, a high percentage of the school-age population suggests that comparing resources made available by the working age population, resource consumed by the school age population is significantly large. According to the World Population Prospect 2015, approximately half (45 per cent) of the population in Malawi is age between 0-14, which is higher than an average of sub-Saharan African countries (43

per cent) and least developed countries (40 per cent). Also, total fertility rate of Malawi is 5.1 which is the 15th highest in the world (World Development Indicators 2014). This population pressure deters the progress in the education sector.

Given the low resource base, Overseas Development Assistance is particularly important for Malawi. Whereas this did not in fact decline due to cash gate⁹ but was fact diverted to discreet projects. The Government has struggled to ensure not only the return of ODA but that it is also on budget and plan. While there are signs that the partnership around education and other critical social services has improved in 2016 and that in fact there was efforts to ring-fence the budget, it remains largely unaligned and uncoordinated support to the government, which has in turn lowered efficiency and efficacy of aid. In addition, this has impacted on government ownership, capacity, and commitment to follow through with delivery of critical services. To address such handicaps and bottlenecks in the short term, government and development partners have negotiated the establishment of common funding arrangements with stronger oversight by development partners in both the health and education sectors. In the education sector, this resulted into the development by the end of 2016 of the final drafts of a Joint Declaration of Intent for Common Fiduciary Oversight Arrangement (CFOA) and Education Service Joint Fund (ESJF). This has paved the way for the establishment of a common funding mechanism (CFM) in 2017 which is expected to contribute to a revival of aligned and coordinated support to the education sector.

It is also critical to take note of the impact of chronic emergencies that have affected Malawi, especially over the last 2 years and will continue to have significant impact in the foreseeable future given the continuing degradation of the environment, poverty and low resilience and weak long term human capital development. The triple emergency of flooding, drought/famine, and refugees compounded by chronic poverty and incidences of cholera have impacted a accumulative total 6.8 million Malawian or nearly half the total population. Close to half are children with over 350, 000 children directly affected through a combination of displacement, destruction of infrastructure and loss of teaching and learning materials. Given the chronic and long term nature of these occurrences, the government and development partners are paying much attention to ensuring better preparedness planning and building resilience at all levels with education taking centre stage.

An important dimension of effective delivery of social services including provision of education in Malawi has been the extent of intersectoral collaboration. Several occurrences have highlighted the urgency of ensuring intersectoral collaboration as well as programme convergence and integrated services if an effective approach to human development and education in particular is to be attained. First, many children are struggling to meet the recommended daily food intake requirements, and almost half of all Malawian children suffer from chronic malnutrition and related health issues which have a considerable effect on children's educational attainment. For example, anaemia among adolescent girls is 33% per cent (DHS 2016). Secondly, the education sector further suffers from the incidence of disease including HIV/AIDS and cholera. The impact of HIV/AIDS has had a devastating impact on both teachers and students. HIV/AIDS prevalence stands at 3.6 per cent among 15-24-year-old. Cholera alone was responsible for 48 death in 2016 due to poor sanitation, water and hygiene. The Malawi Vulnerability Assessment Committee (MVAC) study of 2014 highlighted the key factor of gender based violence and other exploitations which impact on girls' education in particular. At least 35 per cent of pregnancies are of children below 18 years of age while the incidence of early marriages stands at 50% per cent. UNICEF has therefore been at the centre stage as defined in the UNICEF Strategic Plan 2014-

⁹ Cash gate refers to a corruption scandal in 2014 in which government officials misused resources leading development partners to suspend aid.

2017, to ensure integrated programme convergence and intersectoral collaboration, especially at decentralised levels. The education programme in particular responds with several initiatives aimed at programme convergence and integration including the Joint UN programme on Girls' Education and the Care for Child Development Programme.

The Education Sector Strategic Plan (2013/14-2018), the Youth Strategic Plan and the Gender Sector Plan provides an insight and overall context in government strategy and plans to address the various issues affecting the country and the provision of education as well as adolescent development. First, the Education Sector Strategic Plan has three pillars: i) increased equitable access; ii) improved quality with focus on learning outcomes and relevant education as well as life skills; and iii) improved governance. The overall objective of the Youth and Adolescent Sector is increased equitable access to quality youth-friendly basic social services, particularly for girls. Finally, the Ministry of Gender Sector Plan has the priority objective of ensuring equitable access to quality early learning, care and development opportunities improved for 0-8 year olds. The government sector plans under which the Malawi Country Programme (MCO) and BEYD in particular are defined within the revised Malawi Growth and Development Strategy (MGDS) while there is also effort to ensure this comprehensive approach is also consistent with several relevant SDG4 targets that aim to cover entire education section, particularly for following targets:

- Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.
- Target 4.2: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.
- Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.
- Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.
- Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men, and women, achieve literacy and numeracy.

Following on and cumulatively from the above combined strategies, the year 2016 still observed stagnated improvement in education outcomes for children. While access to primary education increased by about 100,000 enrolments in the last year, that of secondary dropped by more than 5,000 students. The Gross Enrolment Rate for Secondary dropped from 24 per cent to 23 per cent highlighting the need for increased effort in this sector. While more children accessing formal education was a generally positive development, the growing number of students due to rapid population growth has put a lot of pressure on the system itself, including the available resources and the quality of education. Although mixed progress was observed in access overall, there was traction in attainment of gender related goals. While GPI at primary education remained at 1.0 at standard 5 and 0.8 at standard 8, the GPI at secondary education improved from 0.88 to 0.90 thanks to higher transition rate among girls. Further analysis however reveals underlying inequalities. As the figure below shows, while gender parity was achieved in urban areas for the entire basic education, it significantly dropped in favour of boys in rural areas. Likewise, it is observed that there are more secondary school aged children out of school highlighting the need for additional support for adolescent girls' education especially in rural areas.

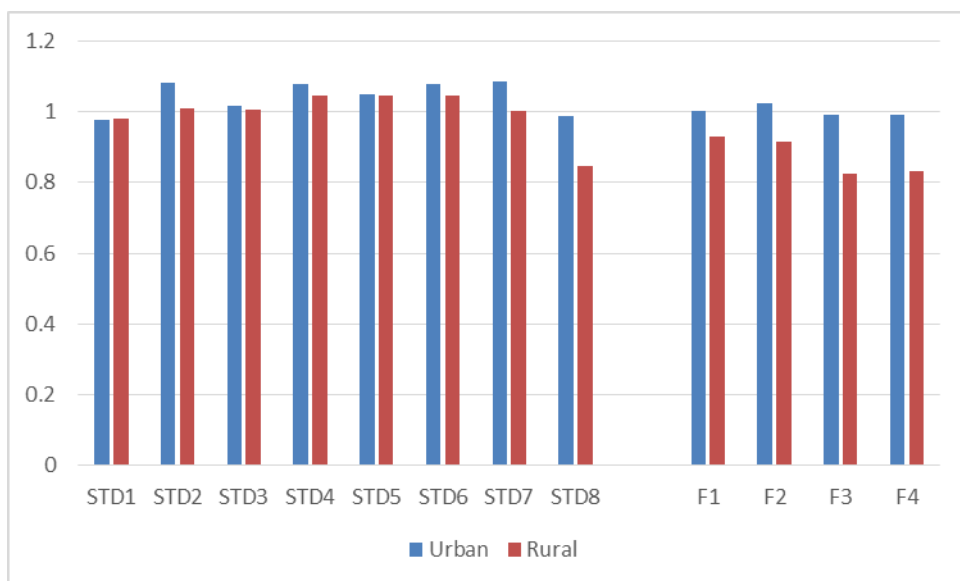


Figure 1: Gender Parity Index by school location and grade. EMIS 2016

Access to adequate supplies such as safe learning spaces and trained teachers continues to be a challenge. The average pupil to permanent classroom ratio deteriorated from 1:109 to 1:116 and pupils to qualified teacher ratio (PQTR) worsened from 1:75 to 1:80. The situation at lower grades tend to be generally worse than upper grades, and this is especially so in a rural areas due to overage and underage students enrolling into standard 1 and two every year as the figure below indicates.



Figure 2: Pupils to permanent classroom ratio by location and grade taking into account of double shift schools

Looking more specifically at educational outcomes from early learning to adolescent development in 2016, it is notable that while the net enrolment in early learning improved from 41 per cent to 44 per cent, only 38 per cent of the children enrolled in primary at standard one had ECD experience. This means still a significant number of children are not ready for school. The range of poor educational outcomes in primary including high repetition rates standing at 23 per cent (or 29 per cent in standard one), high drop out and poor completion at only 36 per cent are attributed to among other factors the

lack of school readiness, the lack of supplies, adequately trained teachers, teaching and learning materials and learning facilities. Overall, the learning environment in Malawi is regarded to be highly unconducive and in many cases unsafe, while corporal punishment continue to be used as a disciplinary method¹⁰with gender based violence among peers a major contributor.

On the specific issue of learning outcomes, Malawi continues to find itself at the bottom compared to other countries in the region¹¹. Recent national surveys and monitoring reports on learning performance indicate that the majority of children in the lower classes do fairly well in understanding spoken Chichewa but are far below minimum standards for other language-related tasks such as word reading, reading comprehension, and sound identification¹². Similarly, the Monitoring of Learning Achievement (MLA) survey from 2012 indicated that only 22 per cent of children in standard 2 and 18 per cent of children in standard four could reach the minimum requirements of proficiency in English¹³. In addition to the obvious need for curriculum reforms, Teachers make frequent use of rote learning and other ineffective teaching practices. More positively, the issue of learning outcomes has now been included as a priority area in national education sector plans and strategies¹⁴. The government also launched the national reading strategy in 2016 which has been rolled out nationally.

While government resources are low in actual terms, the Government of Malawi allocated a comparatively good portion of the total national budget to the education sector (17 per cent of which basic education received 56 per cent) in 2016/17¹⁵. It is acknowledged however that challenges lie in poor utilisation of resources and low internal efficiency which consequently impact learning outcomes and equitable access. Acknowledgement has led to a paradigm shift in which national policies and key programmes have strived to align with the post-2015 agenda the sustainable development goals that ensure a more comprehensive approach: i) a first, stronger focus on, completion of education and learning outcomes as opposed to access alone; and ii) secondly with a broader understanding of access lifelong learning that is inclusive and equitable. These efforts are now reflected in the GPE for example, which is currently operating a new funding model designed to support transformative changes in the education sector through a results-based model of financing where a variable part of the funding is tied to results on equity, efficiency and learning outcomes.

The BEYD Programme Theory of Change

The UNICEF Basic Education and Youth Development Programme takes into consideration the prevailing social economic and political context and uses the ecological model of development. At the core of the programme is the consideration of education being a lifelong process as proposed in the UNICEF Strategic plan starting from ‘survive from arrival to thrive into adulthood’ indicating the higher returns on investment in early years. Additionally, during the mid-term review in 2014, strategic shifts were made in consideration of the post 2015 agenda and SDGs. Considering national and global objectives, the programme focused its attention on equitable access to education in particular for adolescent girls and learning outcomes to education. The figure below captures the programme theory

¹⁰ Malawi Violence Against Children Report (2014)

¹¹ SACMEQ (2011)

¹² EGRA final report (2013)

¹³ Monitoring of Learning Achievement (2012)

¹⁴ Education Sector Implementation Plan II

¹⁵ EMIS 2016/17

of change through the three outcome areas of early childhood development, quality basic education, and adolescent and youth development.

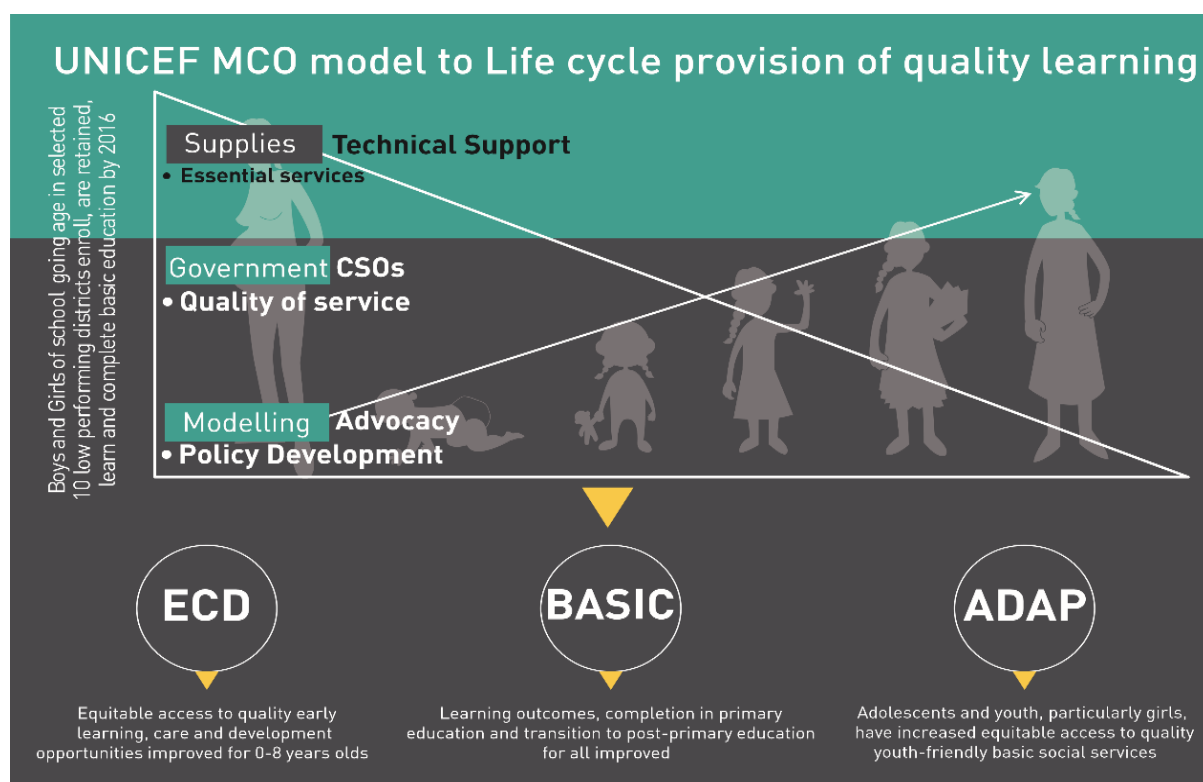


Figure 3: UNICEF MCO model to life cycle provision of quality education

The life cycle approach is based on the premises that: i) first, strong cognitive stimulation and care in the early years will lay the foundations including school readiness and initial socialisation which shall sustained interest in learning through primary to young adulthood. This is also cheaper and more equitable since marginalised/poorer communities are able to have access through parenting and community based strategies and; ii) second, access to foundational learning outcomes including literacy and numeracy is dependent on provision of quality basic education that will ensure capacity for “life-long learning”. It is also notable that quality of schooling at this stage ensures more equitable access for the most disadvantaged and ensures protection of girls at their most vulnerable; and iii) third, access to optimal adolescent development including employable skills, and capacity to cope with life challenges is dependent on provision of post primary education opportunities and alternative pathways. Expanded post primary opportunities are also motivators for primary schools completion. Effective and efficient attainment of the above results is dependent on the provision of an effective enabling legal and policy environment, the strengthening quality service delivery and the creation of demand.

The model is also supported by the theory of rates of return on human capital investment especially the early years as the figures below describes. The efficiency in the model is ensured by interventions through/by ECD yields a high rate of return since it creates the basis for lifelong learning through healthy brain development that starts from conception and advancement of non-cognitive skills. Thus, investment in ECD also improves efficiency of interventions in later stages in life. In this model, even basic basic education produces a lower rate of return compared to ECD, although a focus on the quality rather than just access ensures efficiency and better returns. This is particularly relevant for Malawi where enrolment rate are quite high but achievement still has a room for improvement. Although the

focus on adolescent and youth development looks out of scope, in the case of Malawi, this is linked to support for adolescent girls and young mothers since half of girls get married before the age of 18¹⁶.

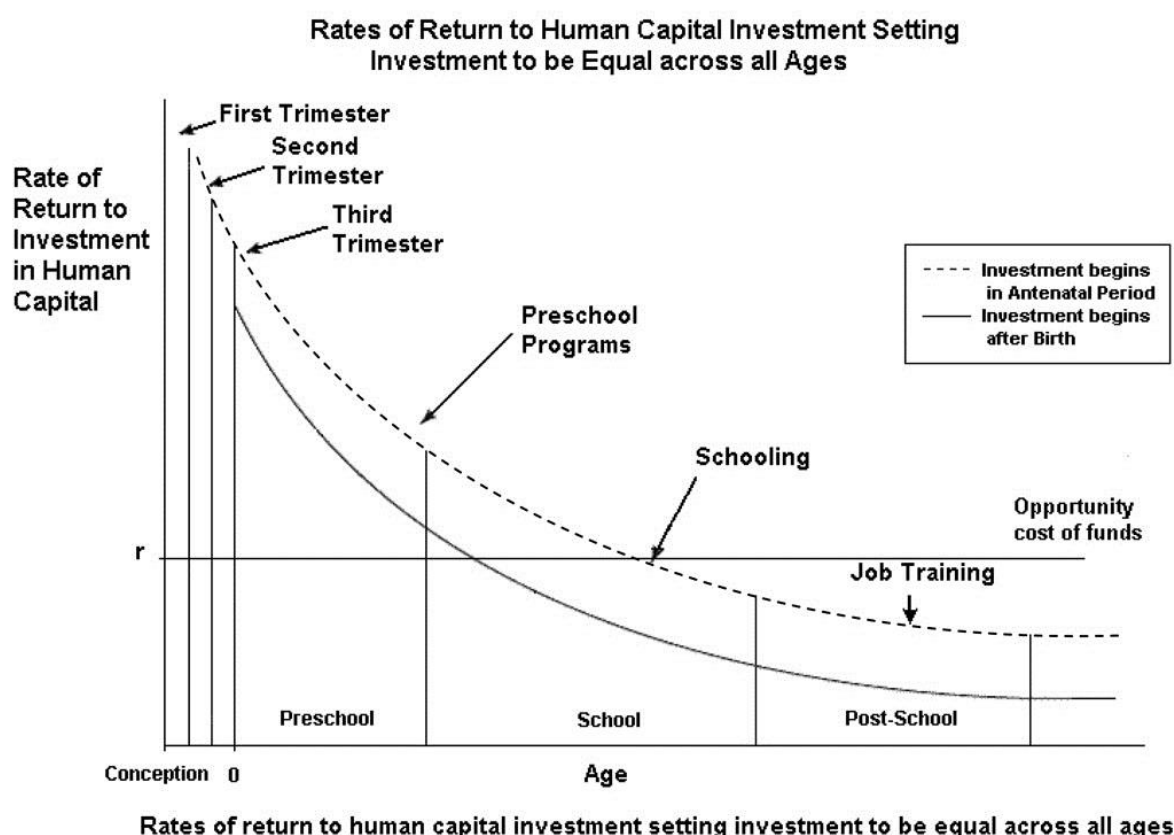


Figure 3: Rates of return on human capital investment. (Carneiro and Heckman, 2003)

Aligned with the National Education Sector Strategic Plan (NESP) and the priority areas of Education Sector Implementation Plan 2013-2017 (ESIP II), the education programme outcomes are expected to deliver the stated results impacting on the overall access and quality of education provision in Malawi. To achieve the results, specific outputs have been set out to address the various determinants affecting both access and quality of education.

- i) Under the outcome area of ECD, the outputs are: 1) Institutional framework for scale-up of ECD strengthened; and 2) Quality standards for early learning, care, and development in place.
- ii) Under the outcome area of Basic Education the outputs are two focusing on both upstream and downstream work: 1) Improved institutional mechanisms for planning, management, coordination and monitoring for quality primary education; and 2) Learner centred and inclusive learning environments, teaching methodologies, and relevant curricula piloted, in 10 districts, evaluated and documented for replication by national government.
- iii) Finally for the Adolescent and Youth Development outcome the outputs are three in total: 1) Gender sensitive institutional framework for scaling-up services for adolescent friendly learning and transition to post-primary education in place and operationalised; 2)

¹⁶ UNFPA 2012

Alternative learning pathways that provide functional literacy, life skills, and participation scaled-up or established; and 3) Mechanisms for providing information on adolescent friendly services and for promoting adolescents involvement in decision-making and networking built.

In implementing the programme, UNICEF makes use of a range of strategies such as the capacity building at national and sub-national levels, partnerships strengthening for resource mobilization and improved planning, knowledge generation, and policy advocacy. It also promotes the use of innovative ways improve and track learning outcome and as well as highlighting the importance of cross-sectoral linkages.

The BEYD strategies specifically make use of the ecological model of human development¹⁷ to portray the importance of influencing the various and interrelated systems at work at different levels as they affect education and child development in Malawi. The figure below outlines four critical systems at play to which the BEYD programme is constantly working along and within to realise the right to quality education for all children.



Figure 5: Ecological model of human development (Bronfenbrenner, 1994)

The macro system entails the socio-economic situation in Malawi as well as the legal framework, including political will and capacity to institutionalize education reforms. The BEYD programme is constructively working towards strengthening the enabling environment for the education system through higher level partnerships, sector-wide approach, policy advocacy, and support. The exo and the meso systems reflect the expanded local environment of the child including parents' educational and economic situation, local politics and the school environment. In countries like Malawi, where children live in extreme poverty, are exposed to the highly uncondusive learning environment and grow up in a culture that might not value education for its worth, these systems become extremely influential. The

¹⁷ Bronfenbrenner, U. (1994). Ecological models of human development. In International Encyclopaedia of Education. NY: Freeman.

BEYD programme is designed to work at the district level influencing demand and supply factors such as improved school management and the teaching and learning processes. By making use of communication for development attitudes at the local level are transformed, and demand for education is increased. The microsystem comprises the child or the young person which in the context of Malawi is of particular importance where, historically, children have not been given the right to participate in decision-making concerning their development actively. Through the BEYD programme young people have been encouraged to take an active part in their personal and social development.

Additionally, the UNICEF Country Programme works to achieve its outcomes within the context of the United Nations Development Framework (UNDAF 2012 – 17). The Basic Education and Youth Development Programme is implemented under UNDAF Outcome 2.4 with the overall objective: Boys and Girls of school-going age in 10 selected low performing districts enrol, are retained, learn, and complete basic education by 2017. The UN agencies which contributed to the outcome in 2016 were: ILO, UNHCR, UNFPA, WFP and FAO with UNICEF acting as outcome lead. In 2016, the BEYD section facilitated improved convergence under the UNDAF group resulting in leveraging of resources, reducing operational costs and strengthening joint monitoring. An essential programmatic activity conducted jointly under the UNDAF outcome group is the Joint Project on Girls' Education (JPGE) which combines cross-sectoral efforts from three UN agencies (UNICEF, UNFPA, and WFP) aiming for improved access and quality of education for adolescent girls. The UNDAF outputs are securely linked to the three outcome areas of the BEYD programme. The table below outlines the connections between the results areas of UNDAF and UNICEF.

Table 1: Alignment of UNDAF and UNICEF

	UNDAF output	BEYD outcome
1	All primary schools in 10 low performing districts meet five components of the Child Friendly School standards.	Learning outcomes, completion in primary education and transition to post-primary education for all improved.
2	The most vulnerable out-of-school non-literate adolescents and young people have basic literacy and numeracy skills in 10 districts.	Adolescents and youth, particularly girls, have increased equitable access to quality youth-friendly basic social services.
3	Children 0-8 years of age especially the most vulnerable in rural areas receive quality early childhood development services in 10 districts.	Equitable access to quality early learning, care, and development opportunities improved for 0-8 year olds.
4	National and local institutions scale up school meals to primary school children in 13 districts.	Not Applicable.

Within the above results framework and strategic focus of the BEYD programme, this report presents the broad achievements as well as the challenges and constraints observed in 2016. The report also highlights the bottlenecks and programmatic risks evident in the reporting period and how UNICEF has responded within the framework of the specific determinants influencing the programme with the support of thematic contributions. Thematic resources are especially important for areas that need

longer-term and flexible support to be achieved. These include activities that underpin sector-wide results such as knowledge generation for policy advocacy, policy and curriculum revisions and development of standards and norms. While these are areas many donors are not willing to support due to the possibility of subtle and prolonged results, the fact of the matter is that no education sector can develop or succeed in providing quality education if the proper foundations are not in place. **Results outlined by program area**

The BEYD programme made use of thematic resources, together with other donor contributions, to implement a range of activities at two levels; the upstream level with a focus on sector policy advocacy and downstream at the level of implementation of basic education services. Interventions applied in 2016 contributed towards achieving both national and global goals for the education sector in Malawi. They were greatly influenced by the emerging post-2015 agenda, with a clear emphasis on reaching out to the most vulnerable children and communities, reducing inequalities and engaging children and youth in decision making. The outcome areas as laid out in the UNICEF 2014 – 2017 Strategic Plan guide the analysis of results.

Early Childhood Development

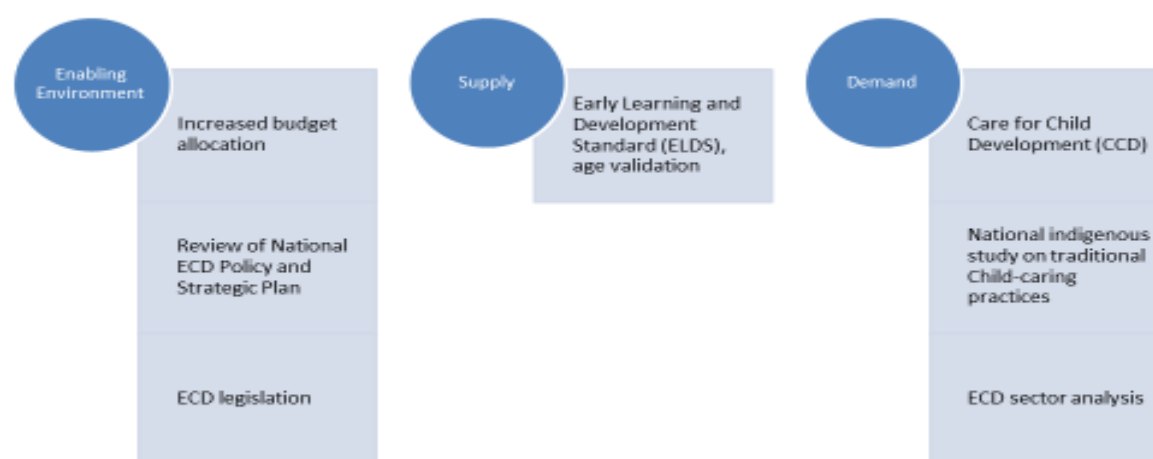


Figure 6: ECD enabling environment, supply and demand

In 2016, UNICEF continued to advocate for the importance of ECD for the cognitive, non-cognitive, and socioemotional development of children. In collaboration with the civil society in Malawi and relevant ministries, UNICEF led a high-level dialogue influencing the Government to increase support to the ECD sector.

Creation of an enabling environment

The sector policy development and planning environment for ECD supported through the Ministry of Gender, Children, Disability and Social Welfare (MoGCDSW) improved significantly in 2016. More specifically, three key milestones were attained including increased budgetary allocation; a review of the ECD policy; and a roadmap for development of legislation. Through advocacy with Members of

Parliament involving committees responsible for Budget and Finance, Social Welfare, Women, Decentralisation, and Education increased awareness and support for ECD was created. This resulted in government allocation of USD 1.4 million to the ECD sector, an increase of 95 percent from the 2015 funding.

The second milestone was the review of national ECD policy (2003) and Strategic Plan (2009 - 2014). UNICEF's support in partnership with the ECD thematic working group members namely; Save the Children, World Vision, Action Aid, Association of ECD in Malawi and key government ministries of health and education updated the ECD policy in 2016. Initially, the policy environment was constrained by weak inter-sectoral coordination with limited participation from other sectors while there was over-emphasis on a provision of centre based ECD services for children (3-5 years). The major reform in the new policy therefore, is the creation of platforms for other sectors, especially education and health/nutrition, to actively and effectively take part in the sector. While it is pending cabinet approval and subsequent endorsement by the State President, the revised policy has already promoted inter-sectoral integration and expanded stakeholder participation.

The third milestone was the development of a road map with legislators for creating an ECD legislation. It will guide the development of an ECD act through the Malawi Law Commission. Members of Parliament who were engaged during advocacy sessions made a commitment to pass the bill once presented in Parliament. Currently, the sub-sector draws its mandate from the policy. This limits progress in the sector hence the need to support the development of the act in 2017.

Improved service delivery

Efforts to enhance the quality of early care and stimulation in 2016 focused on strengthening school readiness and transition to primary. A major issue for the subsector has been the quality of current service delivery in ECD Centres or Community Based Childcare Centres (CBCCs) and consequently, the limited numbers accessing primary education as well as effectiveness and relevancy of the teaching and learning taking place during the first year of primary schooling. Notably, 50 per cent of care giver are volunteers. Dropout rates continue to be highest in lower primary due to among other factors the lack of school preparedness. In fact, one of the reforms in the new ECD policy is the mainstreaming of ECD in the teacher training curriculum. This is expected to equip primary school teachers especially for lower grades with ECD skills. This coupled with the review of pre-school and primary school curricula for lower grades will improve transition and quality of ECD services.

A major effort to address quality in 2016 was the identification of 15 ECD Resource Centres to support continuous professional development and training of ECD Caregivers. ECD Resource Centres will support a cluster of CBCCs by providing demonstration of best practice as well as training. More sustainably however, UNICEF continued with the validation process of the Early Learning and Development Standards (ELDS) which is approaching completion. Content validation has been completed, and age validation is underway to move to the next stage of curriculum review planned for second half of 2017. However, age validation was constrained due to delays in finding a competent institution to lead the process. As such, the ELDS will be finalised in 2017. The standards will inform the review of the national ECD curriculum. ELDS are statements of expectations that specify what young children should learn, know and do at a given age. Implementation of ELDS will improve the quality of ECD by providing a framework for quality assurance and measurement of progress based on concrete results. The standards will serve as a basis for instructional improvement and caregiver training, programme evaluation, parenting education and transition program from ECD centres to primary schools.

Creation of demand for ECD

Expanding the demand for ECD was twofold in 2016: i) expanding coverage from institutional community based care to include a parenting strategy; and ii) addressing the challenge of inadequate knowledge and information in the subsector to inform policy, planning and programme reviews. Thus, in 2016, UNICEF worked on the following three areas to tackle this issue.

The first activity was the launch of an inter-sectoral parenting strategy, the Care for Child Development (CCD) initiative, which focuses on the 0-3 year age group and now fills a gap in early learning and development which is critical for brain development. It has created demand for ECD services, especially at a household level. This was essential because parents/caregivers are providing early stimulation and learning services to children using simple play and communication recommendations outlined in CCD strategy. It also strengthened coordination among ECD adolescent girls, nutrition, and health programs. This has helped break sectoral barriers which limited provision of ECD services in the country. A national task force was established to coordinate implementation of CCD. Key sectors included: maternal and child health, nutrition, HIV and AIDS, education, and social welfare. The strategy has opened a new window for providing early child care, stimulation and learning services through health facilities and community nutrition, maternal and child health structures. This is a shift from the traditional practice of providing ECD services through community-based ECD centres (3–5 years). ECD service provision is thus extending to the first three years of life where brain development is rapid. In 2016, an early care model including home-based parenting for best practice development was established for capacity building and scale up. Also, the trainers are at the centre of inter-sectoral integration and holistic development of children in which 5,000 adolescent girls/teen mothers in complementary education programmes, CBCCs, and adolescent friendly centres are undergoing parenting education through functional literacy. The mothers, who are themselves children, lack parenting skills thereby putting their children at risk of not attaining their potential developmental milestones. It is projected that through this initiative/approach a minimum of 15,000 children (0-3 years) will receive early care and stimulation services at home by 2017. This is vital especially for younger children who are at the peak of their brain development. It has been observed, that home-based care is cost effective, compared to institutional care, and is anticipated to rapidly expand the coverage of early child care in the coming years. In 2017, in addition to rolling out the parenting programme, the quality focus will be on the revision of the curriculum and setting up training resource centres to address school preparedness.

Secondly, in order to address the challenge of inadequate information and awareness, two studies were initiated in 2016. The national indigenous study on traditional Child-caring practices was completed. The study has generated traditional knowledge to inform the review of the national parenting program which is currently based on studies and parenting practices especially from the west. Secondly, a comprehensive ECD sector analysis was initiated. In addition to in-depth analysis of the quality of ECD services, the sector analysis will provide data on the cost of investing in early learning and stimulation and the corresponding returns essential for advocacy.

Table 2: BEYD results assessment framework for ECD

Indicator	Baseline (2012)	Target (2016/17)	Status (2016)	Source
Net enrolment into ECD centers	30 per cent	47 per cent	44 per cent	Sector review report

per cent of children, having accessed some form on ECD before enrolling into std. 1	30 per cent	40 per cent	34 per cent	Multiple Indicators Cluster Survey
Proportion of national basic service budget allocated to ECD	0.25 per cent	1 per cent	0.5 per cent	Sector review report
ECD legislation and ECD policy developed and in place	Neither developed nor in place	ECD legislation developed and passed, and ECD policy developed and in place	A road map for ECD legislation developed, and ECD policy developed and in place	Sector review report

Strengthening Equity in Education with a focus on adolescent girls

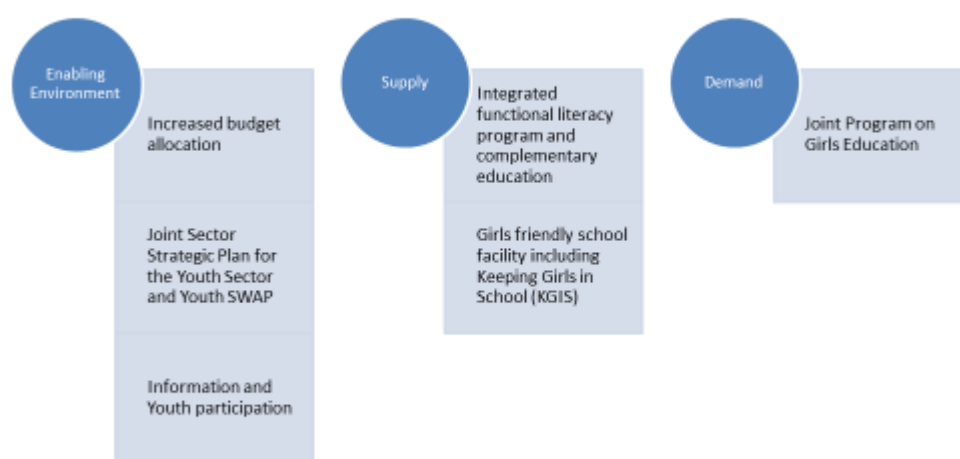


Figure 7: Strengthening equity in education enabling environment, supply and demand

The BEYD programme has a strong equity focus in as far as it intervenes in ten of the most vulnerable districts with the lowest education outcomes; it implements community based early care to reach the most marginalised communities to ensure school readiness; and it promotes school improvement programmes with a view to adapt schools to keep the most vulnerable especially girls in school. More specifically however, following the 2014 mid-term review and based on situation analysis, the programme made a strategic shift to increase the focus on girls' education – reaching out to out of school adolescents and adolescent girls in particular. This shift resulted in a focus on the provision of post-primary education opportunities that include: promotion of transition to secondary education, establishment of alternative pathways and education for out of school children as well as the expansion

of adolescent friendly services. Within these services, the programme aims to provide second chance education, increased literacy rates, and increased access to adolescent friendly services. Intervention efforts in 2016, resulted in considerable expansion and increase in the quality of youth and adolescent friendly services. The youth literacy rate specifically improved from 75 per cent to 80 per cent. Lower secondary education net enrolment rate increased from 15 per cent to 20 per cent, and the per cent of out-of-school children from 6.4 per cent to 5 per cent. This was attributed to increased advocacy within a youth sector wide approach to programming (SWAP) which secured increased budget allocation to the subsector, and the launch of literacy and complementary programmes.

Creation of an enabling environment

The challenge of the adolescent and youth bulge comprised mainly of out of school groups with limited opportunities for education and development are not only vulnerable but pose a serious challenge. Despite this however, this sector continues to receive limited attention, also due to limited information necessary for better planning. UNICEF support to the Government of Malawi has as a result been to ensure the subsector capacity and related policies and strategies are in place. There were consequently visible improvements in the policy environment in 2016 with particular reference to three areas: i) development of policy and strategy frameworks for adolescents; ii) improvements in sector financing; and ii) development of partnership platforms for improved services for development and education of adolescents and youth.

With UNICEF support, the government and partners in 2016, prioritized the development of institutions and systems and capacity enhancement in the youth sector with a focus on policies and the development of strategic partnership. As a result, the Joint Sector Strategic Plan for the Youth Sector which comprehensively and holistically addresses adolescent and youth issues for the first time was revitalized. This has led the provision of new inter-ministerial guidelines on comprehensive and holistic services to young people which were informed by a review of the MDGs, medium sector strategic plan and completion of an intensive national adolescents and youth study.

Secondly, in 2016, the programme engaged in advocacy for increased budgetary allocation and resource mobilisation given the limited share of the government budget allocation to youth. There was consequently an improvement in resource allocation for the youth sector from 0.3 per cent in 2012 of the national budget to 0.6 per cent in 2015/16. This represents more than a doubling of budgetary allocation which has enabled important sector wide initiatives. In other related sectors such as education, the proportion of the education budget allocated to secondary education also increased from 16 per cent to 18 per cent in 2016/17. Overall, this was also achieved through advocacy efforts including a sector budget analysis. Furthermore, a major resource mobilization strategy was undertaken to leverage resources on a larger scale and to ensure sustainable institutional framework. The “Girls Education Trust Fund” was launched to manage scholarships for impoverished children but more especially girls in secondary education. This fund is also designed to address those children that need special protection measures. The Trust leverages support for 24,000 beneficiaries but targets to reach 60,000 once fully operationalized. Also, at least USD 4 million was leveraged from other UN agencies in 2016. This represents a doubling of budgetary allocation.

Finally, the government also extensively widened strategic partnership development with the framework of the A4A platform. This now includes strategic implementing NGOs modelling youth interventions, private sector, a Joint UN Girls Education Project and UN Technical Working Group, and the platform led: 1) A joint work plan with the Inter-Agency UN Group on Youth in 2016; 2)

National Forum for modelling effective adolescent and youth interventions that include functional literacy, nutrition and care and protection; and 3) A secretariat to coordinate diverse girls' education efforts guided by the national girls' education conference recommendations (2015) and the Joint Programme on Girls Education. Also, the Youth-SWAP was established under UNICEF's leadership as co-chair with UNFPA and in partnership with other UN agencies and the Government. It supported the establishment of some sector-wide initiatives and programs: the National Action 4 Adolescents platform, the Girls' Education Forum, and the National Youth Council. This overall sub-sector reorganization and prioritization were accelerated by the first-ever national youth conference chaired by His Excellency, the President of the Republic of Malawi, Peter Mutharika, and provided a policy framework to address issues from the Malawi Youth Status Report 2016.

Additionally, it is significant to note that as part of the South-South cooperation, key policy makers in the Ministries of Education and Youth were facilitated to share both policy and programme experience in the region. For example, a study tour to Rwanda was aimed at providing policy experiences for enhancement of both complementary education (the catch up programme) as well as secondary education. It was noted that Rwanda had introduced a nine-year basic education policy that decided to include lower secondary education into basic education. The experience is supporting ongoing policy dialogue aimed at both the expansion and financing of secondary education in Malawi. Likewise, the ongoing redrawing of the Complementary Basic Education Programme strategy has benefited from the tour.

Improving service delivery and supply-side intervention

Access to secondary education (Net Enrollment Rate for secondary is 15 per cent) and quality youth/adolescent-friendly services are still limited. In a mapping and mobilisation of 9,000 of youth organizations, it is projected that a total of 4,300 youth and adolescent friendly spaces will be required over the coming few years if all youth and adolescents are to be reached. On the quality dimension, the main issues lies in learning solutions that address the multiple challenge faced by youth and adolescents ranging from health to employment opportunities. It is notable that in last five years, the literacy rate improved from 75 to 80 per cent. In addition, according to the Youth Sector Report, the number of adolescents reached by services was 6 per cent.

Towards those results, access to a combination of adolescent friendly services and alternative education programs was expanded in 2016. Over 61,000 adolescents in 12 districts were reached with adolescent services including integrated functional literacy programmes and complementary education. First, UNICEF supported district councils within a framework of district capacity enhancement and institutional building. Secondly, UNICEF provided technical assistance to model a nine-month functional literacy program in 4 districts with an enrollment of 6500 out of school adolescent girls. Thirdly UNICEF-supported MoEST to implement a cost-effective CBE program model that has reached to 18,850 learners (10,850 females and 8,000 males) in 540 learning centres.

Addressing the quality of learning and skills acquisition for adolescents is also an important dimension of the basic education programme. It is notable that while the literacy rate improved from 78 per cent in boys and 72 per cent in girls in 2012¹⁸ to 82 per cent for boys and 81 per cent for girls by 2015¹⁹, challenges remain. It is clear, for example, that a more integrated approach to knowledge and lifelong

¹⁸ National Census 2012

¹⁹ MICS 2015

skills is necessary for holistic development in the case of youth and adolescents. This is because adolescents face multiple challenges which are also multi-sectoral ranging from poor health and HIV/AIDS, Sexual Reproductive Health, economic, employability, and lack of post-primary/secondary education. Pregnancy and early marriage are common causes for upper primary and secondary level drop outs. Additionally, the drought emergency which impacted over 6 million people in Malawi in 2016 did not only accentuated the vulnerability for adolescent, many of whom are teen-mothers, but also raised the need to enhance coping and disaster management skills. To meet these multiple skill needs among adolescents many of whom are outside school in non-formal centers, UNICEF has supported both the Ministries of Education and Youth to develop a functional literacy program implemented across a cross section of partner programs.

The year 2016 also observed significant improvement in girls' friendly learning environments. Under the Keeping Girls in School (KGIS) program, which aims to increase access to education through the provision of safe spaces for girl learners during their menstruation cycle. The project achieved this through increasing access to safe water supplies and sanitation facilities through the drilling of boreholes and the construction of latrines. Under the second component of the programme, a girl's advocacy and awareness campaign continued to be rolled out in all 200 Community Day Secondary Schools (CDSSs). This included some activities such as the distribution hygiene materials that facilitate the education of girls through reinforcing messages that promote positive hygiene habits (in the three key areas of menstruation, personal hygiene, and proper sanitation practices). Under the second phase of the programme, sensitization briefings were also held with district level officers in 7 districts, and school-based training for Girl Guide Patrons (Guide Leaders) were carried out in 53 schools. These aimed to advocate for safe spaces for girls and School-based Comprehensive Sexuality Education, Feminine Hygiene Management and Patrol Leadership training.

In addition to these school environments improving activities, a construction of girl's hostels to reduce the distance to school and gender-based violence was initiated.

Creation of demand for adolescent friendly services

UNICEF led and coordinated the Joint Program on Girls Education (JPGE) with an overall objective to improve access and quality of education for girls in 33 schools in Salima, 32 schools in Mangochi and 14 schools in Dedza. UNICEF partnered with TIMVENI (a local NGO) to promote girls' education in 81 schools of Salima, Mangochi, and Dedza. The program modeled a 7 point integrated approach to quality education to increase enrollments and reduce dropouts. Stakeholders (Parent Teacher Associations, School Management Committee members, teachers, and mother groups) were equipped with knowledge and skills in community participation and mobilization. Also, head teachers were mobilized to adopted action plans for the sake of mobilizing the teachers, parents, pupils, and the community surrounding the schools to support and make commitments towards improving girl's education. Each and every school produced an action plan with its target to reach and measures to be implemented immediately. The action plans mainly targeted meeting the parents, chiefs and traditional counselors with the aim of sensitizing them on the importance of girls' education. As a result, within the Joint Program modeling, 80 per cent of community members were reached with advocacy messages on girls' education, and they became aware of the value of education and took active participation in girls' education issues. Also, 60 per cent of Chiefs took effective action towards improving access and quality of education for girls. As a result of this, 19 bi-laws have been established, and 13 of them have already been implemented to address issues of girls' education, including utilizing the re-admission policy to send girls back to school.

The provision of information and participation opportunities is critical for the empowerment of young people faced with diverse challenges. The lack of voice and participation has in many ways led to ineffective and irrelevant programming for youth and adolescents. The facilitation of young people's participation has mainly been limited to inviting small groups of adolescents to take part in one-off meetings or events, promoting the youth parliament and establishing children's committees or clubs within communities. Further, youth parliament organisations are rarely managed by adolescents²⁰. In 2016 three significant steps were taken both by government and partners to redress this issue. First, a participatory assessment facilitated by UNICEF and UNFPA was completed in early 2016 and launched in a high-level national youth conference that provided a better analysis of youth and adolescents issues in Malawi. Secondly, young people participation forums were established which increased the voice of adolescents and youth. In addition to strengthening the National Youth Council, UNICEF supported the MoEST to create a Girls' Education Forum. Finally, a girl's education campaign was launched in conjunction with the Communication for Development (C4D) unit to support increased access to services and to change both individual and social behaviors that impact negatively on girls' education. Also, The National Youth Council and the districts mobilised 100 youth organizations and a network of about 2000 youth leaders in 32 districts ensuring close to 9000 youth participation.

Table 3: BEYD results framework for equity in education

Indicator	Baseline (2012)	Target (2016/17)	Status (2016)	Source
Gender Parity Index in standard 8	0.83	0.9	0.88	Education Management Information System
Survival rates to standard 8	38 %	Girls 32 % Boys 39 %	Girls 29 % Boys 36 %	Education Management Information System
% of government expenditure on education	17 %	20 %	17 %	Education sector report
% of out of school children (primary school)	No data	5 %	6.40 %	Multiple Indicators Cluster Survey
% of youth (15-24 years) never attending school	28 % Female 14 % Male 21 %	10 per cent	28 % Female 14 % Male 21 %	NSO (2008)
% of adolescents reached by non-formal education	No data	10 %	6 %	Youth sector report

²⁰ Youth SITAN Report 2016

Learning Outcomes and Child-Friendly Schools

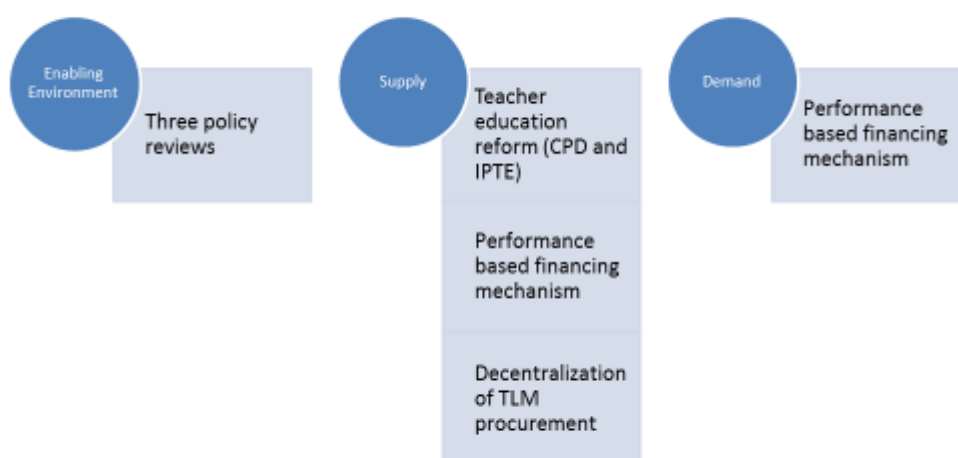


Figure 8: *Learning Outcomes and Child-Friendly Schools* enabling environment, supply and demand

Whereas all evidence points to children in Malawi not meeting the minimum standards of education or being able to learn the basics, UNICEF placed an increased emphasis on making use of the child-friendly education framework to support improved learning outcomes. The challenge is complex, affected by both in and out-of-school factors. In-school factors include inadequately trained and demotivated teachers who are not able to support students to learn. The fact that the sector has not been using standardized tests or measurements to track learning outcomes has made it tough to set realistic targets and work towards improvement. Out-of-school factors include socio-cultural norms and practices pushing and pulling girls and other vulnerable groups of children out of schools. Addressing these issues, UNICEF technical and financial contribution to education outcomes focused on: i) strengthening an enabling sector policy environment and specifically, ensuring predictable funding and implementation of the major policy reforms; the national reading policy was launched to improve key learning outcomes. The draft inclusive strategy was validated by the government. The policy review for post-primary education was also undertaken to address equity concerns. Exchange visits to Rwanda and Uganda benefitted the government to develop strategies for secondary and complementary education; ii) strengthening of the quality of education through school improvement and teacher curriculum reforms; and iii) mobilisation of community demand for education for especially the most vulnerable groups and girls in particular.

Creation of an enabling environment

Engaging in policy and advocacy towards ensuring the quality of education services and particularly improvement in learning outcomes, the UNICEF/Government of Malawi programme contributes to two key sector goals: i) that of ensuring 50 per cent of children attain literacy and numeracy by 2017; and ii) improved school efficiency focussed on capping repetition at not more than 10 per cent. In 2016, considerable progress was made in efforts to reverse poor learning outcomes and the pass rate of

Primary School Leaving Certificate of Education (PSLCE) which went up from 68 per cent to 77 per cent. Regarding improving school effectiveness aimed at reducing wastage and cap repetition and drop out, there was a slight improvement in the survival rate from 32 per cent to 33 per cent in 2017, but indicators remained off target.

Three key policies reforms areas were initiated and or completed including the national reading programme (NRP), the repetition policy and the inclusive education policy. UNICEF supported the MoEST to finalize the National Strategy for Inclusive Education. The strategy was validated and will be approved and launched in 2017.

Supply and Improved Service delivery

UNICEF contribution to the above results in 2016 was provided within the context of systems and institutional strengthening and specifically involved technical support to two critical processes.

The first process was the commencement of a review of the Initial Primary Teacher Education (IPTE) curriculum to address significant reform in teacher practice. The new curriculum will prepare the teacher for lifelong learning, increase the pedagogical capacity of teachers and also aligned to the PCAR reforms. UNICEF has supported the ongoing development of the Continuous Professional Development Framework; through the Teacher Qualification framework; the Teacher Competency Framework; and the indicative module for in-service teacher development, which are linked to the curriculum which is currently under review.

The second process was the development of a continuous professional development (CPD) framework to address the current critical gap in teacher mentorship and professional career growth pathways. The framework will underpin significant reforms in the area of teachers' education including their prospective career pathways as well as important curriculum revisions to be addressed in 2017 in collaboration with other development partners.

Additionally, UNICEF also contributed to efforts in reducing the pupil-textbook ratio by assisting with the decentralized procurement of teaching and learning materials (TLM) procurement process.

Towards improving school effectiveness aimed at reversing dropout and survival rates, a pilot performance-based financing (PBF) system for school improvement initiated in 2015 demonstrated encouraging results in 2016. Preliminary assessments indicate that at least 55 per cent of the 256 schools participating in the programme have met at least 6 of the national education standards. This in effect means these schools improved protection, child participation in class, student attainment across the school, teacher effectiveness and retention rates in selected schools. Strategically, the PBF initiative will provide lessons for improving the current national school improvement financing mechanism, and PBF under MESIP took some lessons learned from this activity including training materials for evaluators.

Table 4: BEYD results framework for learning achievement and child-friendly school

Indicator	Baseline (2012)	Target (2016/17)	Status (2016)	Source
Learning achievement in core subjects (standard 4)	English 10 % Chichewa 34% Math 77 %	English 50 % Chichewa 50 % Math 80 %	No data	Monitoring of Learning Assessment Report (2012)

Qualified teacher pupil ratio	1:95	1:60	1:80	Education Management Information System
Transition rates to secondary school	30 %	50 %	Girls 36 % Boys 34 %	Education Management Information System
# or per cent of schools meeting the minimum national standards (CFS)	No data	75 % of targeted schools	55 % of targeted schools	PBF monitoring results
per cent of literate out-of-school youth	57 % Female 72 % Male	80 %	57 % Female 72 % Male	NSO (2008)

Education in Emergency

In 2016, the Education in Emergencies work plan was operationalized effectively leading to a resumption of continuous learning of 60 per cent of learners in the following critical contexts: drought, floods preparedness ,refugees from Mozambique and cluster support.

UNICEF strengthened the education sector capacity to respond effectively to an emergency situation by establishing a coordination mechanism at the cluster level through the provision of standby partner cluster coordinator, setting up a working full-time situation assessment team at the Ministry of Education, Science and Technology headquarters. Through this support, the Ministry continuously provided leadership, with UNICEF and Save the Children as co-leads, and coordination with the other partners. A cluster implementation plan was effectively implemented, and coordination at the district levels activated for the most affected districts. At the national level, Cluster meetings were held and key partners came together periodically to discuss the progress of the emergency response, assess and identify gaps and develop documents such as response plans for various emergencies. In Mwanza and Neno, coordination meetings of the Education Sector group were held fortnightly to discuss issues affecting refugee education, and some have resulted in joint implementation of activities including back to school campaigns, hygiene promotion and training in child protection and psychosocial support.

Furthermore, an emergency preparedness plan was successfully developed with contingency plans, supply plans, replenishment plans, procurement plans and preposition of supplies in strategic locations in the country. UNICEF coordinated the distribution and utilization of supplies in collaboration with the education cluster.

Overall, 100,939 (51,670 boys and 49,269 girls out of a target of 50,000 learners) learners from the drought-affected areas and 1,819 learners from the two refugee camp schools including, 671 (343 boys and 328 girls) from Luwani Primary school benefitted from the distribution of supplies.

During the reporting period, the four districts of Dedza, Salima, Mangochi, and Chikwawa were provided drought mitigation support through school feeding, provision of learning materials, teaching support and out of school livelihood programs. As a result, 100,939 learners (51,670 boys and 49,269 girls) accessed quality basic education, psychosocial support/care in 100 schools within the Joint Program on Girls Education (JPGE) implemented in collaboration with WFP, UNFPA and the Government of Malawi.

In building the resilience of the out of school adolescent girls and boys, 18,244 out of school adolescents/youths were equipped with livelihood and life skills and had access to livelihood activities, literacy programmes and social services including goat rearing, vegetable growing, and sports for development in the same four districts. This program was integrated into the on-going Action 4 Adolescents Program (A4A) implemented in collaboration with the Ministry of Labour, Youth, Sports, and Manpower Development. The program utilises youth groups around schools and functional literacy centers-targeting school drop-outs and out of school adolescents. Psychosocial support to in and out school children was provided through zonal sports festivals that were coordinated by the District Sports Offices in the four districts in collaboration with the JPGE schools.

In the emerging refugee emergency, UNICEF supported a situation assessment, mobilised partners, including UNHCR, to respond to the emergency. As a result, in the refugee schools in Mwanza and Neno districts, 1,203 learners (623 boys and 580 girls) accessed basic education through the setting up of a temporary school (10 school tents of which five are furnished with 300 sets of school furniture) and psychosocial support.

UNICEF supported the effective monitoring and evaluation of the EIE through a real-time monitoring (RTM) system that utilised mobile phone to collect data and to use that for analyses as a basis of the response. This has led to the development and live deployment of a fully functioning real-time monitoring and management information system. A custom web dashboard was built that consists of a national-level map, with all 178 volunteer schools mapped. Schools can be located on the map by zooming to the district level and clicking on the location pins, or through a search bar via school name or numeric ID. This way, data submitted by a teacher over SMS is instantly visualized for analysis on the dashboard, and data received from the Focal Points either by SMS. Surveys sent to the 178 volunteer teachers have gotten a 58 per cent response rate, thus completing the initial deployment of the fully-functioning ERTM system.

The cluster is now able to track weekly attendance rates in the intervention schools as shown in the weekly report below:

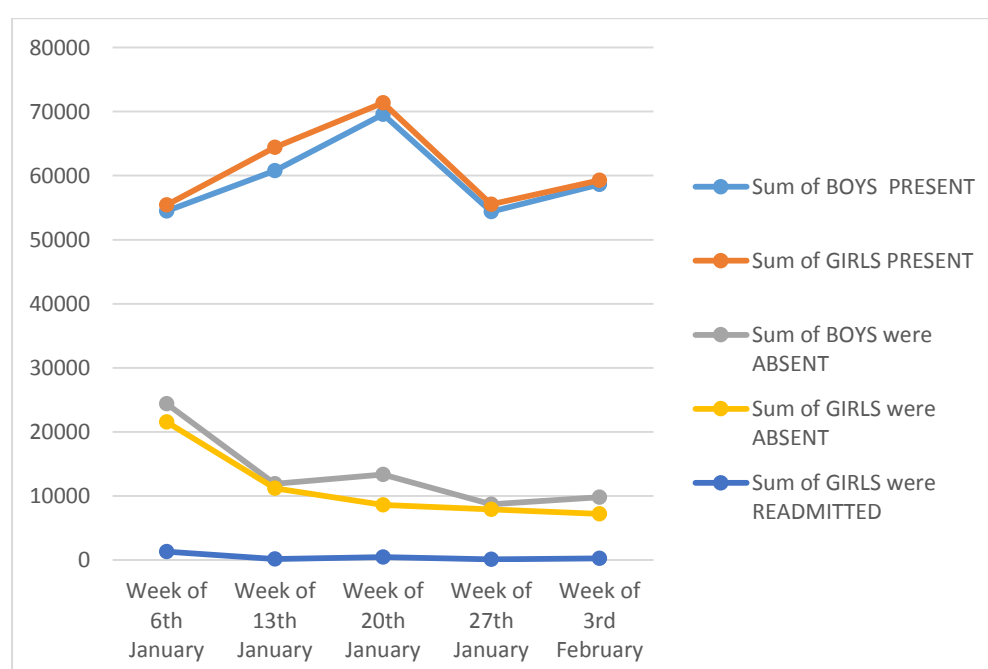


Figure 9: Weekly attendance tracking

Based on key lessons drawn from 2015, the education cluster has commissioned an assessment and documentation of its program in 2016 to ensure lessons are built in the response in 2017.

Global Partnerships and System Strengthening

UNICEF is an active member of the local education group in Malawi regularly interacting with the principal development partners on education as well as civil society. Towards the provision of an enabling policy environment, UNICEF worked on resource mobilisation that resulted in significant progress towards more predictable sector financing and therefore progresses on critical policy reforms in ESIP II.

A key annual target/commitment of government noted in the application to the GPE is 20 per cent national budget allocation to education. However, the government only managed to maintain the 17 per cent of its allocation to education due to severe economic constraints. With advocacy, UNICEF will continue to urge the government to stay the course of 20 per cent allocation and to work with donors for increased ODA. More practically, however, there were two significant achievements towards securing more predictable sector funding in 2016. First, the government acquired a GPE allocation of USD 45 million, in which UNICEF facilitated the application process. Secondly, government and partners commenced the establishment of a common funding mechanism (CFM) to ensure funding is on budget and coordinated around key sector reforms. The main partners in the CFM are DFID, Norway, Germany and the World Bank, while UNICEF is leading the development of this initiative. The contracting of a fiduciary Agent has commenced ensuring coordination, financial management, and procurement services on behalf of Development Partners. The CFM aims to doubling sector funding and ensure more predictable funding estimated at an additional USD 40 million to the sector for the coming three years.

The reliability of data and a monitoring system of learning outcomes have been a concern for the education sector. However, in 2016, milestones were achieved in strengthening sector information management systems and tracking of results for children. First, an EMIS validation survey and the introduction of web-based EMIS designed to identify bottlenecks and to enable better data utilization for education planning at all levels. Second, the introduction of an RTM system in 154 pilot schools. UNICEF provided technical assistance in the application and utilisation of the globally designed Rapidpro and Edutrac system and its integration into the EMIS process. Third, the government initiated the second study to Monitor Learning Achievement (MLA) in 4 learning areas as well as commenced national discussions/dialogue on having one national assessment framework. In a contribution to a national assessment framework, UNICEF supported a collaboration of multiple government institutions to analyse and publish the results. These included the University of Malawi, the Malawi National Examination Board, the inspectorate, and EMIS.

Financial Analysis

In 2016 the BEYD programme received a total of 13,416,315 USD through both regular resources and other resources. The table below shows planned budget per outcome area including education in emergencies.

Table 5: Outcome Area 5: Education - Malawi Planned and Funded for the country programme 2016 (in US Dollar)

Intermediate Results	Funding Type	Planned budget ²¹
05-01 Early learning	ORR ²²	1,102,000
	RR ²³	244,665
05-02 Equity focus on girls and inclusive education	ORR	380,000
	RR	50,000
Other area	ORR	10,955,000
	RR	684,650
Total expenditure		13,416,315

In total, 10 country committees and funds supported the BEYD programme through thematic funds. Table 6 shows the country-level thematic contribution to the BEYD programme in 2016.

Table 6: Outcome Area 5: Education - Malawi Thematic contribution received for outcome area 5 by UNICEF Malawi in 2016 (in US Dollars)

Donors	Contribution Amount
Italian National Committee	12,146
Japan National Committee	114,663
Lithuanian National Committee	8,448
Netherlands National Committee	150,466
Norwegian National Committee	188,500
Polish National Committee	410,407
Portuguese National Committee	160,989
Slovak National Committee	59,905
Spanish National Committee	257,323
Swedish National Committee	249,274

The BEYD programme has five key results areas including education in emergencies. The table below outlines the expenditure during 2016 per results area, regular resources, and other resources. While the largest amount was spent on child-friendly schools, which included construction of school infrastructure, a considerable amount was spent on general education whose primary purpose is to strengthen the enabling environment through policy advocacy and capacity building of the MoEST. Early learning and areas of equity (i.e. girls and inclusive education) are in much need for increased funding in the coming years for BEYD to be able to work towards its strategic goals supporting the education sector in Malawi to achieve its objectives.

Table 7: Outcome Area 5: Education - Malawi 2016 Expenditures by Key-Results Areas (in US Dollars)

Organizational Targets	Other Resources – emergency	Other resources – Regular	Regular Resources	All Programme Accounts
05-01 Early Learning	-	279,134	195,247	474,381

²¹ Planned budget for ORR does not include estimated recovery cost.

²² ORR funded amount exclude cost recovery (only programmable amounts).

²³ RR: Regular Resources, ORR: Other Resources - Regular

05-02 Equity focus on girls and inclusive education	-	517,267	108,362	625,629
05-03 Learning and child friendly schools	12,716	6,528,059	1,804,352	8,345,126
05-04 Education in emergencies	273,647	68,648	-	342,295
05-05 Education general	-	1,152,182	334,467	1,486,648
				11,274,079

Thematic expenses per programme area are outlined in Table 8 below. Of particular notice is that thematic resources funded nearly a half of the total budget for the area of early learning and education general (support for realizing enabling environment). Although the situation is improving thanks to UNICEF advocacy, the early child development sector in Malawi remains underfunded regarding national budget allocation as well as from external support. Hence, the thematic contribution has been critical sources of funds to provide early learning services and improve the overall quality. Also, for realizing enabling environment, capacity building of the Ministry with predictable funding is indispensable since it demands to have long-term vision and plan. Thus, continuous thematic contribution to this area ensures that there is a strong foundation for the education sector to build on and develop further, and it is highly appreciated by education stakeholders in Malawi.

Table 8: Outcome area 5: Education - Malawi Thematic expenses by programme area in 2016

Programme area		
05-01 Early Learning	ORR	225,718
05-03 Learning and child-friendly schools	ORR	1,136,526
	ORE	12,716
05-05 Education general	ORR	623,666
Total		1,998,625

The programme area of equity focus on girls and inclusive education was not funded by thematic resources this year. However, it is a critical programme area in light of the Malawi context where girls are in need of support, in particular in a circumstance where they drop out of school, become pregnant and married. This programme area includes the provision of life skills and functional literacy programmes as well as an effort to reach out to adolescent and youth who are out-of-school through alternative educational opportunities.

The programme area of learning and child-friendly schools along with the general education area received the largest part of the thematic funding in 2016. The two are at the core of the BEYD programme supporting national and global targets and reaching out to the most vulnerable children at the school level.

For an in-depth understanding of the expenses, it is helpful to look at Table 9 which outlines the spending by intervention areas.

Table 9: Outcome Area 5: Education Malawi Expenses by Specific Intervention Codes

05-01-01 National policies on early learning and school readiness	111,502
05-01-02 Development and use of standards and measurements for early learning and school readiness	243,130
05-01-03 Institutional pre-schools	17,074
05-01-04 Community-based child development and early learning	544
05-02-01 Out of School Children Initiative (OOSCI)	1,426
05-02-02 Non-formal education (including adult literacy)	523,264
05-02-03 Girls# primary and pre-primary education (excluding UNGEI)	49,929
05-03-01 Education materials for learning and teaching including classroom technology	3,081,814
05-03-02 Child Friendly Schools # Education	4,245,214
05-03-03 Multilingual education and mother tongue language	187,652
05-03-04 Learning assessment systems	89
05-03-05 Curriculum reform or development	31,570
05-04-01 Risk assessments and risk-informed programming (DRR and CCA)	-123,058 ²⁴
05-04-06 Education - Emergency response	467,952
05-05-01 Education -Systems	668,693
05-05-02 Teacher development and deployment	5,509
05-05-03 School health, nutrition, food and other non-education interventions	68,956
05-05-05 Education sector plans (incl. coordinating role)	252,979
05-05-06 Education Management Information System	291,209
05-05-07 Adolescent development # building assets and skills	64,716
05-05-08 Education -technical assistance to regional and country offices	-42 ²⁵
08-01-01 Country programme process	118,479
08-01-06 Planning # General	6,768
08-02-05 Other multi-sectoral household surveys and data collection activities	76,139
08-02-08 Monitoring # General	13,328
08-03-01 Cross-sectoral Communication for Development	29,835
08-04-02 Community-based child care	9,323
08-09-06 Other # non-classifiable cross-sectoral activities	856,421
08-09-07 Public Advocacy	8,601
08-09-08 Engagement through media and campaigns	3,160
08-09-10 Brand building and visibility	13,318
08-09-11 Emergency preparedness and response (General)	11,338
10-07-12 Management and Operations support at CO	245,894
10-07-13 ICT capacity in CO	56,431
2061 Support to PRS/MTEF and Education sector plans	-60,540
2062 Teacher training and support for basic education	4
4903 Support to C4D interventions for multiple OTs within FA4	1

²⁴ A negative number indicates a refund was received under this intervention.

²⁵ A negative number indicates a refund was received under this intervention.

6901 Staff costs (includes specialists, managers, TAs and consultancies) for Multiple Focus Areas of the MTSP	31,736
7921 Operations # financial and administration	-336,282 ²⁶
7971 Communication (DOC)	2
Grand Total	11,274,079

The planned budget for 2016 is broken down into planned and funded from RR and ORR funds in Table 10 below.

Table 10: Outcome Area 5: Education Malawi Planned Budget and Available Resources for 2016

Intermediate Results/Output	Funding Type	Planned Budget	Funded Budget	Budget Shortfall
Institutional framework for scale-up of ECD strengthened (05-01 early learning)	RR	110,000	105,000	5,000
	ORR	226,750	134,000	92,750
Quality standards for early learning, care, and development in place (05-01 early learning)	RR	300,000	295,000	5,000
	ORR	269,750	194,000	75,750
Improved institutional mechanisms for planning, management, coordination and monitoring of quality primary education (05-05 education general)	RR	900,000	870,000	30,000
	ORR	1,126,440	1,096,440	30,000
Learner centred and inclusive learning environments, teaching methodologies, and relevant curricula piloted, in 10 districts, evaluated and documented for replication by national government (05-03 learning and child-friendly schools; 05-02 equity focus inclusive and girls education)	RR	55,000	30,000	25,000
	ORR	3,015,000	2,415,000	600,000
Gender sensitive institutional framework for scaling-up services for adolescent friendly learning and transition to post-primary education in place and operationalised (05-02 equity focus and girls education)	RR	175,000	150,000	25,000
	ORR	2,002,000	1,302,000	700,000
Alternative learning pathways that provide functional literacy, life skills, and participation scaled-up or established (05-02 equity focus, inclusive and girls education)	RR	33,500	0	33,500
	ORR	460,000	408,000	52,000
Mechanisms for providing information on adolescent friendly services and for promoting adolescents participation in decision-making and networking established (05- 02 equity focus, inclusive and girls education)	RR	195,000	150,000	45,000
	ORR	230,000	132,000	98,000

²⁶ A negative number indicates a refund was received under this intervention.

Future work plan

The BEYD programme has set out key priority areas in 2017 as per the two-year rolling work plan agreed by the Government of Malawi addressing both national and global objectives. The Early Learning Development component of the BEYD programme will continue to provide overall support to the sub-sector of early learning through upstream and downstream work. Specifically, it will support at least the following priority actions:

1. Provide technical and financial support to the Ministry of Gender to implement the ECD strategic plan including finalization of early learning and development sector analysis. This will result in a country status report for Malawi which findings will be critical for policy advocacy, development and leveraging of resources.
2. Continued support to implement the Care for Child Development services as a cross-sectoral effort. A particular emphasis will be placed on strengthening partnerships and linkages with the youth development sector to include parenting education as a part of functional literacy courses.
3. Support the development of early learning development standards (ELDS) and operationalization of ECD curriculum. The work will be linked to other curriculum reforms taking place in 2017 (i.e. teachers' education and primary school curriculum).

The quality basic education component of the BEYD programme has also identified key priority actions based on the successes in 2016 and emerging possibilities for cross-sectoral and sector-wide support to national priority reforms and developing a partnership at the global level (i.e. GPE).

1. Continue to support the linkages between policy and practice through expanding performance-based financing programmes. The programme builds on the national education standards and makes use of the primary school improvement programme implementation framework. Schools are expected to improve on quality, access, and governance reaching the minimum standards for education as outlined in the national education standards.
2. Strengthening the overall planning and management of education at the district level supporting the decentralized approach to education. This includes technical and financial support to enhance the capacity of district EMIS and zonal EMIS officers so that education is adequately planned and budgeted for focusing on equitable access and inclusive education. It also includes support for innovative tracking of learning outcomes and key education indicators at the district level through real-time monitoring.
3. Financial and technical support to the setup and operationalization of common funding mechanisms (CFM) for the education sector. Common funding arrangement will enable the sector to leverage resources, focus on priorities as per the national education sector implementation plan and achieve its goals with collective donor effort as opposed to donors embarking on discrete projects in the absence of a shared pool to support the ministry through. Aligning the CFM with the GPE programme, the variable part, in particular, will be a major priority for this support.

Finally, the youth development component of the BEYD programme has set targets for 2016 to meet the challenges of the sector strategically. The priorities include a particular focus on girls' education in light of the Malawi context.

1. Continued support will be provided to sector strengthening regarding overall planning for youth and adolescent, including setting up a girls' education secretariat in charge of all girls' education-related initiatives.

2. An increased effort will be placed on expanding even further access to literacy programmes by ensuring that they become part and partial of national plans and programmes as opposed to being project based and donor driven. The functional part of the programmes will be strengthened further through a cross-sectoral partnership with relevant stakeholders and subsectors (i.e. ECD).

3. To raise the profile of girls' education and ensure girls accessing secondary education a national trust fund will be operationalized with a collaborative effort from various stakeholders and organizations. The trust fund will play a fundamental role in ensuring innovative ways to scale up access for girls to secondary education.

4. The BEYD programme will support a girls' education sector review analysis to map out girls' education initiatives in the country and evaluate key programmes in the area of girls' education. The sector analysis should inform policy development and advocacy and provide an evidence base for future planning and programming both within UNICEF and its counterparts.

Thematic funding will be essential for the above activities, in particular for upstream and cross-sectional work. The flexibility of the thematic funding enables UNICEF to provide support to key sector reforms and move the development of the education sector, including its sub-sectors (i.e. early learning, girls' education and adolescent) to reach both national and global goals as outlined in national education policies and the post-2015 agenda.

Expression of thanks

UNICEF expresses its sincere gratitude to all the donors who have supported UNICEF Malawi in its efforts to contribute to quality education for all children. We believe we have made significant progress in recent years in providing children in this country with improved access to quality education and want to thank all partners for their passionate support in these important areas of UNICEF work. National Committees, in particular, continue to be very critical partners in driving the education agenda in Malawi, and we look forward to furthering collaborations in the future.

Annex 1 Case study

Improving learning environment through innovative system

Performance-Based Financing Mechanism

Background

The Primary School Improvement Program (PSIP) was initiated to support the quality of decentralized education services, following the introduction of free primary education in Malawi. However, effectiveness of the school improvement grants (SIG) have been questioned since, despite net enrolment at 94 per cent, Malawi continues to face challenges in realizing children's rights to education in terms of equitable access, completion (repetition rate is 23 per cent and survival rate to grade 8 is 33 per cent) and learning outcomes (according to assessments available, 10 per cent of children reach at least minimum proficiency by the end of primary school in English, 34 per cent in Chichewa (the national language) and 77 per cent in Math). The Performance Based Financing (PBF) of the PSIP, linked to the National Education Standards (NES), was piloted in 256 primary schools in five districts to improve the utilization of the SIG to enhance education services. UNICEF supported the review of practices, trainings on the NES and PBF, and provided financial resources for implementation and monitoring.

The project involves monitoring of six national education standards, thus assessing access, equity and inclusion; quality, relevance and protection; and school level management. Consideration of equity, in terms of gender, special education needs and risk (students with HIV/AIDS, orphans, etc.), together with contextualized approaches (large class size, multi grade teaching, and so forth) are embedded. The project interacts with EMIS, the Joint program on girls' education as well as emergency programming; it also optimizes investment from other projects and programs through consolidated focus on selected target schools.

Progress

Schools receive the amount of reward based on an equation below. n are points obtained based on schools evaluation attainment and 5217 is Malawi Kwacha.:

$$\text{Reward} = 5217\{(n/5) - 1\}$$

Schools were assessed on 6 standards, NES 1: Learning in lessons; NES 3: Attainment across the school; NES 11: Teaching for effective learning; NES 16: School self-evaluation and improvement; NES 22: Care and welfare of the students, and NES 23: Access, equity and inclusion.

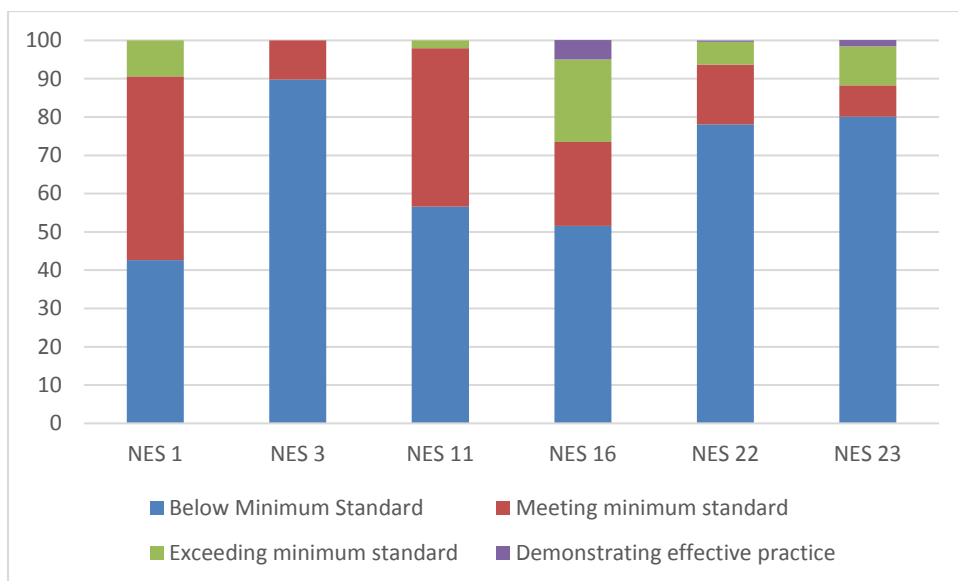


Figure 12: School rating on selected National Education Standards

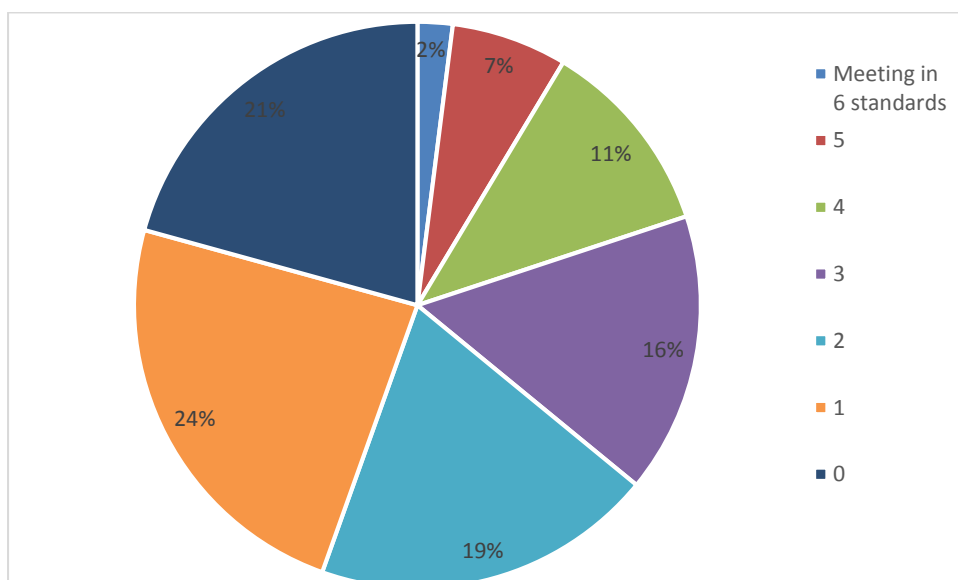


Figure 13: Percentage of schools according to type of performance, baseline

The figure 12 above indicates a distribution of school rating on each NES and 8 displays a distribution of schools by their performance. As these figures suggest, in all standards, more than 40 per cent of schools do not meet the criteria, and only less than 2 per cent of schools meet all standards.

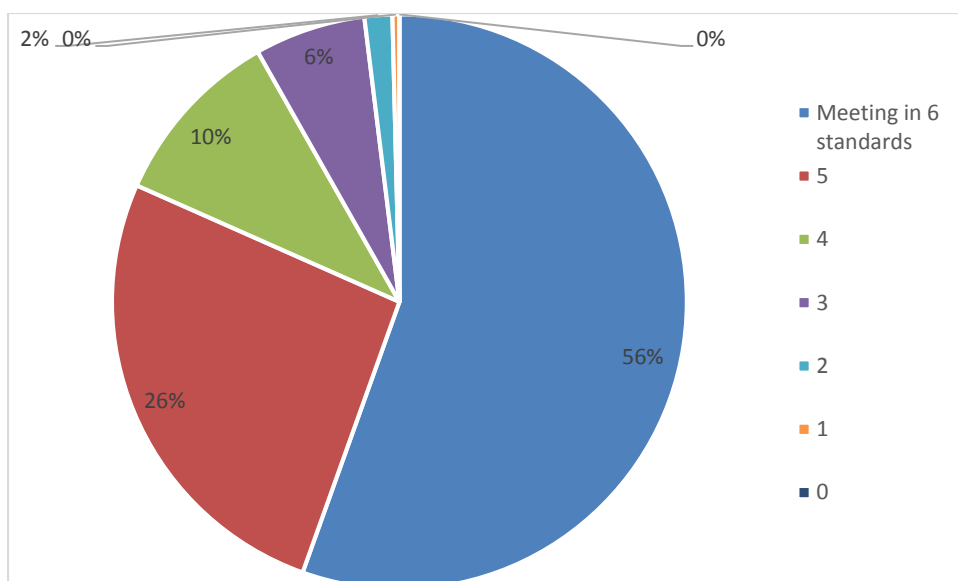


Figure 14: Percentage of schools according to type of performance, Q3 evaluation

Quarterly assessment of the schools on the National Education Standards indicate gradual improvement in quality of education provision. The Quarter 3 assessment indicated 55.5 per cent of schools meeting all six of the minimum quality education standards. The schools registered improved learning outcomes of students, class participation, protection, welfare, teacher practices and motivation, and attendance. Children were reportedly participating in class more, teaching and learning materials improved, and lesson plans were updated.

The key challenges in implementation were the structure of the advisory and inspectorate bodies, together with limited human and material resources, which at district level resulted in disrupted supervision of the schools. The performance based financing system is relatively new in the districts, which affected the implementation of strategizing in order to gain more rewards. Poor implementation guidelines of the PSIP and unreliable receipt of the SIG by the schools affected the implementation of the pilot.

Three levels of monitoring were put into place: secretariat (headquarters), district and zonal, with the last conducting monthly monitoring of the schools. With the exception of one term, quarterly assessments were conducted. In some cases, receipt of rewards by the schools were delayed, due to inaccuracies of bank details provided, which disrupted motivation of the schools

Table 11: Challenges and solutions/recommendations

What worked	What did not work and solutions
The performance based financing system for PSIP and NES: Schools were able to improve by prioritizing the strategies responding to performance on the NES.	There is space for project monitoring and guidance to be better integrated into national and decentralized supervision structures. Encouragement of experience exchange between districts will spread good practices.
Using the PEAs to assist the schools to develop and implement their improvement plans, in line with the national education standards.	Dependency of the schools to develop improvement plans responding to performance on the NES.
Monitoring at three levels resulted in the schools following and implementing their SIPs.	The period of monitoring may not have been long enough to observe substantial change.

Supervision of the schools assisted them to review the SIPs regularly.	
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The lessons can be used in other programming, as most rely on utilization of the government machinery to secure sustainability. The strengthening of the government structure at district and zonal levels leads to increased ownership of the program and results.

The programme utilized government structures such that there were high levels of accountability and ownership. The practice that does not only produce the intended results, it creates an awareness, ownership and attitude of sustainability.

Way forward

In Phase II of the project, plans are to expand to additional schools, increasing the total number to 500. The lessons learnt in Phase I will be implemented in Phase II. These include: i) improved reliability and timeliness of the school assessment procedure; and ii) reinforcement of cooperation at national, regional, district, zonal and school levels. Based on the experience of the project, a variable component of the school grant is expected to be introduced. Lessons are already feeding into the upcoming national GPE program.

Report Feedback Form

UNICEF is working to improve the quality of our reports and would highly appreciate your feedback. Kindly answer the questions below for the above-mentioned report. Thank you!

Please return the completed form back to UNICEF by email to:

Name: Roisin De Burca

Email: rdeburca@unicef.org

Title of Report/Project: Basic Education and Youth Development Thematic Report

UNICEF Office: Malawi

Donor Partner:

Date:

**SCORING: 5 indicates “highest level of satisfaction” while
0 indicates “complete dissatisfaction”**

1.To what extent did the narrative content of the report conform to your reporting expectations? (For example, the overall analysis and identification of challenges and solutions)

5	4	3	2	1	0
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

2. To what extent did the fund utilization part of the report meet your reporting expectations?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

To what extent does the report meet your expectations in regard to the analysis provided, including identification of difficulties and shortcomings as well as remedies to these?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we could do better next time?

3. To what extent does the report meet your expectations with regard to reporting on results?

5	4	3	2	1	0

If you have not been fully satisfied, could you please tell us what we missed or what we could do better next time?

4. Please provide us with your suggestions on how this report could be improved to meet your expectations.

5. Are there any other comments that you would like to share with us?

Thank you for filling this form!