

# PCTFI Malawi: FY15 to FY17 Performance Monitoring and Evaluation Plan

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## List of Acronyms

<b>Acronym</b>	<b>Description</b>
CSC	Community Scorecard
CSEC	Civil Society Education Coalition
CO	Country Office
DEM	District Education Manager
DEN	District Education Network
DHO	District Health Office
GENET	Girls' Education Network
GoM	Government of Malawi
LSC	Life Skills Curriculum
MoEST	Ministry of Education, Science and Technology
MG	Mother Group
NGES	National Girls' Education Strategy
PCTFI	Patsy Collins Trust Funding Initiative
PEA	Primary Education Advisor
PET	Participatory Education Theatre
PMEP	Performance Monitoring and Evaluation Plan
PTA	Parent-Teacher Association
S2s	Sister to sister
SMC	School Management Committee
SRH	Sexual and reproductive health
TCF	Teen Club Facilitator
TCoC	Teacher Code of Conduct
WSM	Whole School Management
YFHS	Youth friendly health services

## 1. Project Description

The redesigned PCTFI Malawi project takes a holistic approach to adolescent girls' empowerment with interventions in education and SRH underpinned by cross-cutting activities in gender, participatory governance and capacity building and buoyed by a proactive learning agenda to influence policy at all levels through advocacy. Its goal is to empower adolescent girls in rural Kasungu to claim and exercise their rights to good quality education and sexual and reproductive information and services.

The project strategy leverages six years of PCTFI implementation in Malawi, best practices, lessons learned and proven approaches and tools for the CARE world; and opportunities for collaboration at all levels to map out the pathways to achieving the impact goal. The proposed interventions are organized under 3 thematic areas related to the adolescent girl's agency and relations and to the structures that influence her empowerment.

The PCTFI team in Malawi will be tracking towards the achievement of the following four outcomes over a period of 30 months from July 2014 to December 2016:

- **Outcome #1 (Agency):** Adolescent girls are inspired to pursue educational goals and opportunities, achieve better learning outcomes and are able to make informed, beneficial life decisions
- **Outcome #2 (Relations):** Adolescent girls are engaged in constructive relationships with their parents, teachers and peers that facilitate the achievement of their educational goals
- **Outcome #3 (Structure):** School environments are conducive for adolescent girls and are accountable for the quality of services delivered
- **Outcome X (Advocacy):** Transformational change in social and cultural norms and in the policy environment to promote and facilitate adolescent girl's empowerment is achieved

The achievement of these outcomes will contribute to the PCTFI impact goal to “*make a difference for marginalized girls by ensuring that their rights to appropriate education and development; supporting their positive participation in their communities and society; and empowering them to fulfill their greatest human potential.*” The project also aligns with CARE Malawi's vision “...to create and take advantage of opportunities to help Malawians [adolescent girls] to achieve their hopes and aspirations...”

## 2. Summary of the Project Interventions

The project strategy describes key interventions required for the successful attainment of each outcome and ultimately, the project goal.

### **Intervention 1.1: Assertiveness and leadership training and mentorship**

- 1.1.1 Review and align the *Assertiveness Training Manual* to the national Life Skills Curriculum (LSC) and supplement with age appropriate SRH content and relevant information about policies and strategies to promote girls' education

- 1.1.2 Produce/print supplementary materials for assertiveness training (804 puberty booklets, 34 SAA manuals, and 94 Auntie Stella toolkits)
- 1.1.3 Train 16 trainers to roll out assertive training to LSC teachers in 30 targeted schools
- 1.1.4 Train 45 LSC teachers (3 per school including the Head Teacher) to deliver assertive training in schools
- 1.1.5 Orient 15 Participatory Education Theatre (PET) groups to promote adolescent girls' leadership
- 1.1.6 Orient 30 MGs to provide coaching and mentoring support to CARE scholars
- 1.1.7 Monitor the delivery of assertiveness training in schools (once every 2 months per school)

### **Intervention 1.2: Age appropriate SRH information and education**

- 1.2.1 Train 12 project staff to promote rights-based youth SRH
- 1.2.2 Hold a meeting with SRH stakeholders in the district to facilitate referrals to youth-friendly health services (YFHS)
- 1.2.3 Facilitate the delivery of SRH information and education by LSC teachers to 100% of the learners in upper primary (standards 4 to 8) of the targeted schools
- 1.2.4 Monitor the delivery of SRH information and education in schools (once every 2 months per school) – combine with 1.1.7

### **Intervention 1.3: Role modeling, coaching and mentorship**

- 1.3.1 Identify and orient 20 role models and mentors on the project strategy and on their roles in promoting girls' leadership and education
- 1.3.2 Same as above
- 1.3.3 Facilitate the organization of mentoring and coaching sessions for CARE Scholars in targeted schools (2 to 3 sessions per school per term)
- 1.3.4 Monitor the effectiveness of mentoring and coaching sessions between mentors and learners (1 monitoring visit per school per term)

### **Intervention 1.4: Career guidance and learning visits**

- 1.4.1 Organize 2 career guidance seminars and learning visits for 72 adolescents (54 girls and 18 boys)
- 1.4.2 Continue to pay accrued bursaries for 83 PCFTI scholars in secondary schools

### **Intervention 2.1: Rights-based parenting education**

- 2.1.1 Identify and train 120 school and community-based facilitators (4 per school catchment area) to promote rights-based youth SRH and facilitate parent-child forums
- 2.1.2 Beginning in Year 2, support MGs and Teen Clubs to organize 15 parent-child forums to drive home positive messages about youth SRH and encourage parent-child communication

### **Intervention 2.2: Peer education and support**

- 2.2.1 Identify and train 60 Teen Club Facilitators (TCF) and 30 Sister to sister (S2s) group leaders (1 day per week over 5 weeks) to deliver youth SRH peer education
- 2.2.2 Hold 10 quarterly review and learning meetings with TCFs and S2s group leaders
- 2.2.3 Procure and distribute work kits to TCFs and S2s group leaders

### **Intervention 2.3: Enforcement of Teacher Code of Conduct**

- 2.3.1 Support Primary Education Advisors (PEAs) to orient teachers, SMCs and PTAs on the TCoC and supervise its enforcement in target schools

### **Intervention 3.1: Capacity building for school governance structures**

- 3.1.1 Retrain 900 SMC, PTA and MG members on gender sensitive Whole School Management (WSM) including TCoC enforcement
- 3.1.2 Train 24 Community Scorecard (CSC) facilitators
- 3.1.3 Support the organization of 100 CSC meetings (issue generation, interface and follow-up) in targeted school catchment areas

### **Intervention 3.2: Promotion of appropriate SRH education for adolescents**

- 3.2.1 Sensitize community leaders and gatekeepers of tradition (e.g., initiation counselors) on the health and other benefits of adolescents' access to appropriate SRH information and education

### **Intervention X.1: Community-led advocacy**

- 4.1.1 Organize 8 Open Days to promote girls' education in targeted communities
- 4.1.2 Orient and support 15 PET groups to deliver key advocacy messages

### **Intervention X.2: Linkages with networks**

- 4.2.1 Facilitate the organization of MGs into clusters and support the holding of 4 cluster meetings
- 4.2.2 Host 4 semi-annual networking meetings between MGs and the District Education Network (DEN) to articulate joint initiatives in advocating for girls' education in Kasungu

### **Intervention X.3: Contribute to the CO advocacy strategy for adolescent girls' empowerment**

- 4.3.1 Organize 3 semi-annual district stakeholder meetings on girls' education
- 4.3.2 Support the organization of 2 annual national advocacy events on girls' education by the CO

## **3. Results Framework: Goals and Results**

The overall goal of the PCTFI Malawi project is to empower adolescent girls in rural Kasungu to claim and exercise their rights to good quality education and sexual and reproductive health information and services.

The objectives of the projects are to:

1. Inspire adolescent girls to pursue educational goals and opportunities, achieve better learning outcomes and are able to make informed, beneficial life decisions
2. Enable adolescent girls to engage in constructive relationships with their parents, teachers and peers that facilitate the achievement of their educational goals
3. Support changes to make school environments more conducive for adolescent girls and accountable for the quality of services delivered

4. Support transformational change in social and cultural norms and in the policy environment to promote and facilitate adolescent girl's empowerment

Cutting across all areas of the project design are efforts to build project staff capacity especially in monitoring and evaluation; and improve overall M&E, quality assurance and performance monitoring systems.

The Results Framework reflects the planning and implementation of activities to achieve the project goal and objectives with the intermediate (IO) and immediate outcomes (Sub-IO) described as follows:

*IO1: Improved self-esteem and self-confidence among adolescent girls as a result of assertiveness and leadership training and support*

- Sub-IO 1.1 Enhanced teachers' capacity to deliver assertiveness training in schools and support adolescent girls' leadership and voice
- Sub-IO 1.2 Increased voice of adolescent girls in school decision making

*IO2: Increased adoption of positive SRH behaviors by adolescent girls as a result of improved access to age appropriate SRH education and information including referrals to YFHS*

- Sub-IO 2.1 Improved capacity and level of comfort of LSC teachers to deliver SRH education and information to learners in upper primary
- Sub-IO 2.2 Improved knowledge and awareness among adolescent girls (and boys) about SRH and related services in the school catchment areas
- Sub-IO 2.3 Increased use of YFHS and other SRH services by adolescent girls (and boys) in school catchment areas

*IO3: Better learning outcomes for adolescent girls resulting from mentoring and coaching*

- Sub-IO 3.1 Increased retention of adolescent girls in upper primary in the target schools
- Sub-IO 3.2 Increased selection of adolescent girls from the target schools to secondary school

*IO4: Positive change in perception and attitudes about adolescent SRH education among community members (parents, teachers, service providers, etc.)*

- Sub-IO 4.1 Increased community awareness and support for adolescent girls' (and boys') access to adolescent SRH education and information

*IO5: Increased adherence to the TCoC as a result of improved oversight and enforcement by school governance structures and communities*

- Sub-IO 5.1 Enhanced community engagement in monitoring for and dealing with teacher misconduct

*IO6: Improved conditions for adolescent girls in targeted schools due to better WSM*

- Sub-IO 6.1 Decreased incidence of absenteeism due to menstruation among adolescent girls
- Sub-IO 6.2 School governance structures held accountable for improvements to school conditions



*IO7: Positive change in community perceptions and attitudes and in national policy environment in favor of girls' education*

- Sub-IO 7.1 Strengthened capacity of school governance and community structures, district civil society education advocacy groups to network, support and advocate for empowering policies in favor of adolescent girls
- Sub-IO 7.2: Increased CO influence in national policy forums using evidence base generated by PCTFI

Appendix A below is a visual representation of the results framework.

## **4. The M&E Plan**

Since completion of the redesign process, the PCTFI Malawi team has been engaged in implementation planning and capacity building in M&E with support from the CO and has taken a participatory approach to developing this Performance Monitoring and Evaluation Plan (PEMP) in collaboration with colleagues from the Join My Village (JMV) project. A draft of the present PMP will be reviewed and refined conjointly with CARE USA to ensure that the chosen performance indicators are pertinent, realistic and relevant to the overall PCTFI program, the CO and the impact populations as well as to the local context.

### **4.1 Selection of Indicators**

At present, the PCTFI Malawi team is proposing a list of indicators to align with the Common Indicator Framework and the priorities of the NGES. Consultations are planned with the DEM, other projects and stakeholders in order to harmonize as much as possible data collection tools and strategies. Each of the selected indicators contributes to one of the twelve Sub IOs described above, and ultimately, to the PCTFI global objective. Additionally, indicators are selected with a particular eye toward measuring the outcomes of program activities, while also linking as directly as possible to GoM indicators for girls' education.

Attachment D provides a crosswalk of PCTFI Malawi indicators with the Common Indicator Framework and describes linkages between PCTFI and NGES priorities.

### **4.2 Data Collection Plan**

Please refer to the PMP Matrix (Attachment B). In addition to the formal data collection implemented by CARE PCTFI personnel, community structures and schools will be supported and expected to manage data that will also contribute to assessment reporting. Capacity building will be provided for MG members, teachers, TCFs and other community based facilitators to enable them to collect reliable data using designed instruments and methodologies. A secondary benefit is that the capacity of these community actors to collect data will be strengthened.

#### **4.2.1 Data Collection Tools**

Some data collection tools are being adapted from the previous PCTFI phases and other CARE initiatives globally while others are being developed to meet the specific data needs of the redesigned project. The CO M&E and Learning Advisor will support the project team to organize the tools in a manual for easy reference and use. The table below summarizes the main data collection and reporting tools.

<b>Table 1: Description of main data collection and reporting tools</b>					
<b>Data collection and reporting tools</b>	<b>Type of data collected<sup>1</sup></b>	<b>Primary users</b>	<b>Frequency</b>	<b>Quality Control and /or Consolidation</b>	<b>Analysis and/or Validation</b>
Assertiveness training activity reports	Number of learners reached Topics discussed and emerging issues Type and quantity of IEC materials distributed, if any	LSC teachers	One report per training	PCTFI Field Advisor in collaboration with the Head Teacher	M&E Coordinator and Assistant Project Manager
Teen Club / S2s activity reports	Number of participants with signed attendance lists attached Topics discussed per established activity plan and emerging issues Type and quantity of IEC materials distributed, if any	TCFs, S2s group leaders	Per session	PCTFI Field Advisor in collaboration with the LSC teacher for Teen Clubs PCTFI Field Advisor for S2s	M&E Coordinator and Assistant Project Manager
CSC / PET activity reports	Number of participants Topics discussed and emerging issues Type and quantity of IEC materials distributed, if any	CSC facilitators, PET group leaders	Per CSC meeting or PET performance	PCTFI Field Advisor	M&E Coordinator and Assistant Project Manager
Parent-Child Forum activity report	Number of participants Topics addressed per established activity plan Type and quantity of IEC materials distributed, if any	Community-based facilitators	Per forum	PCTFI Field Advisor	M&E Coordinator and Assistant Project Manager
Mentoring and coaching reports	Date and location of the session Summary description of learner's wellbeing Summary of issues discussed during session and actions taken, if any Recommendations by mentor to project / issues that require immediate attention	Mentor	Per session / visit	Assistant Project Manager	Project Manager and Assistant Project Manager

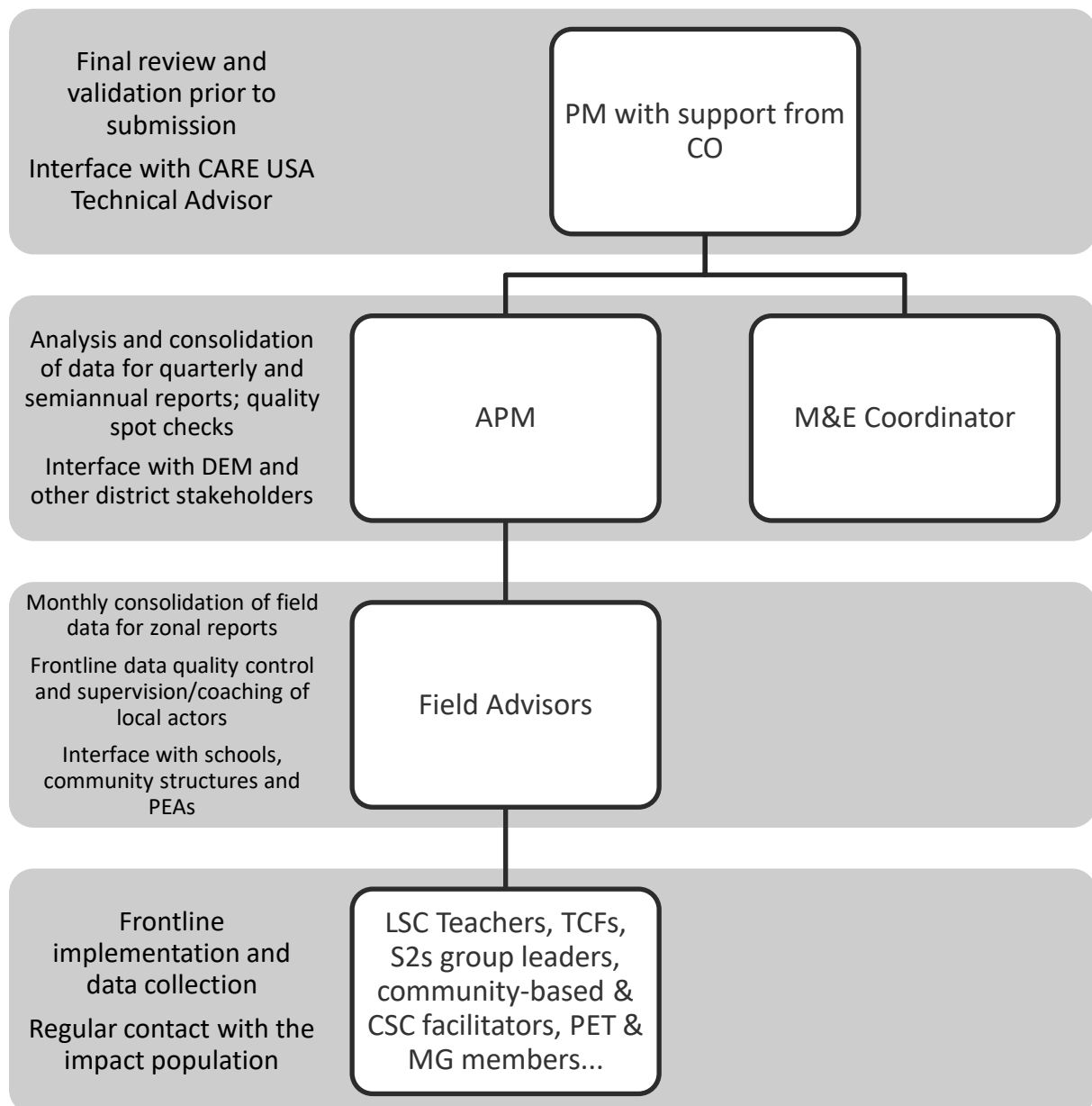
<sup>1</sup> Whenever possible, beneficiary data will be segregated by age, sex and type (e.g., parent, learner, community leader, teacher, etc.)

<b>Table 1: Description of main data collection and reporting tools</b>					
<b>Data collection and reporting tools</b>	<b>Type of data collected<sup>1</sup></b>	<b>Primary users</b>	<b>Frequency</b>	<b>Quality Control and /or Consolidation</b>	<b>Analysis and/or Validation</b>
Consolidated zonal activity reports	Number and type of activities carried out Number of persons reached Summary of results achieved against established targets in monthly work plan	PCTFI Field Advisors	Monthly	M&E Coordinator	Assistant Project Manager
	Summary of obstacles and opportunities encountered and measures taken Summary of priorities for the following month				
Quarterly Progress Report to CO	Summary of main results against annual and life of project targets including variance analysis Emerging issues, obstacles and opportunities, measures taken and technical assistance needs Rolling profiles, case studies and lessons learned	Project Manager and Assistant Project Manager	Quarterly except when semi-annual progress report is due	CO M&E and Learning Advisor	ACD-Program
Semi- annual Progress Report to CARE USA	Content similar to quarterly progress report	Project Manager and Assistant Project Manager	Semiannually	CO M&E and Learning Advisor	ACD-Program
Event-specific reports	Date and location of the event Type of event (open day, review meetings, career guidance seminars, training workshops etc.) Number of participants (including attendance lists whenever possible) If training, objective, methodology, modules and results of workshop	Event organizer	One report per event	Assistant Project Manager	Project Manager

### 4.2.2 Roles and Responsibilities in Data Collection, Analysis and Reporting

The roles and responsibilities of each project team member including community volunteers are clearly defined to ensure a coherent flow of good quality data from the community and school to the project management team and country office. The functional flowchart on the next page (Figure 1) describes the reporting circuit. Feedback and information exchange mechanisms are in-built at each level of reporting and will be described in detail in the terms of reference of each function.

**Figure 1: Functional flowchart for data collection and reporting within PCTFI Malawi**



### 4.3 Data Quality Assurance

The PEMP is designed to ensure the collection and reporting of good quality data and has put in place a number of mechanisms for quality assurance. Data generated will be used to guide project management and decision making.

### **4.3.1 Routine Activities**

Data on routine project activities will be collected using tools developed and adopted by the PCTFI Malawi team. The CO will ensure that project personnel are trained on the use of data collection tools and reporting procedures. The training is scheduled for the second quarter of FY15.

Table 1 and section 4.4.2 provide diagrammed details of the various levels of quality control built into the data collection and reporting plan. As part of the local capacity building strategy, the PCTFI Field Advisors will organize monthly working sessions with the community structures in their respective zones, verify the use of data collection tools, and ensure the proper documentation of all project interventions. The Assistant Project Manager will conduct monthly spot checks as part of the validation process of field advisor activity reports. Data quality will be an integral point of discussion on the agenda of monthly and quarterly project planning and review meetings. The M&E Coordinator with support from the CO M&E Coordinator is responsible for the overall quarterly data quality assessment as part of the preparation of progress reports for submission to the CO and to CARE USA.

In addition to these monitoring measures, supervision missions by mixed teams (PCTFI personnel, the TSU and CO management, DEM and other external partners) will conduct spot checks of the quality of data collection, analysis and reporting at all levels.

The risk of double counting is elevated in projects such as PCTFI that are implemented partly in community settings. Nonetheless, in designing the data collection tools, the PCTFI Malawi team will introduce a number of mitigation measures to ensure that this practice has insignificant impact on the outputs of the program. These include segregating return participants from new participants in attendance lists and activity reports for activities such as S2s group meetings, etc. Community actors will be trained to verify this information in the execution of their mandates.

### **4.3.2 Document Reviews and Data Triangulation**

Project management supported by the CO M&E and Learning Advisor will carry out routine reviews of activity and other reports generated by field staff to assess for coherence and consistency from one period to the next. Qualitative methodologies such as key informant interviews (KII) and focus group discussions with learners and other target groups coupled with data quality assessments (DQA) will be used to triangulate data from various sources to verify for accuracy and reliability.

## **4.4. Evaluation Plan**

The PCTFI (CARE USA, please provide guidance)

## **4.5 M&E and Reporting Timelines**

The PCTFI Malawi team has reviewed the overall project work plan and will implement the following M&E and reporting timeline for the life of the project:

### Quarterly Reports to CO

Per the CARE Malawi strategic priority to improve CO knowledge management and learning and reinforce internal accountability for quality program delivery, the project

will report each quarter to the ACD-P and TSU. These reports will serve to provide a basis for CO-level performance monitoring, strategic orientation and technical assistance. The following table provides guidance for the first three quarterly reports which will contain critical information for the future performance of the entire project. Subsequent reports will be due thirty (30) after the end of each quarter and will focus mostly on output and performance data for key activities as well as any changes to the project strategy resulting from lessons learned during implementation.

<b>Report deadline</b>		<b>Main points to be highlighted in report</b>
1	<b>April 30 2015</b>	Description of start-up activities and results and re-launch of field operations based on redesign; any emerging issues and recommended changes to the project strategy
2	<b>July 31 2015</b> (production of this report will coincide with the	Baseline assessment results for newly introduced interventions Updated baseline assessment results for preexisting interventions from data collected in the previous phase
3	<b>October 31 2015</b>	Analysis of Year 1 performance based on quarterly reviews and other monitoring mechanisms

### Semiannual Reports to CARE USA

Per the annual budget and agreement memorandum (BAM) between CARE USA and CARE Malawi, semiannual reports are due to CARE USA according to the schedule stipulated in Attachment 3 of the BAM. Semiannual reports will comply with the reporting requirements and guidelines outlined in the same Attachment.

### Baseline Assessments

- Baseline data collection for newly introduced interventions will take place in March 2015
- Analysis of the third and final data set from the previous phase will take place in March 2015 and provide updated baseline for preexisting interventions (**CARE USA to clarify if this is their intention and how the analysis will be done**)

PCTFI and JMV staff will be trained to collect the data for the baseline in order to ensure that they fully own the process and understand how the indicators will be subsequently tracked through their actions in the field. A baseline report will be prepared as a discrete report. Data collection will occur at both the institutional and community level as outlined in Annex B. Data collectors' work will be reviewed and spot checked by the M&E Coordinator and the CO M&E and Learning Advisor. The CO impact measurement team comprised of M&E coordinators and specialists for all projects will be called upon to assist in the exercise.

### Annual Assessment

The Annual Assessment is an internal instrument designed to facilitate the preparation of program annual reports and work plans based on the results and outcomes of the preceding year. It pulls data from various sources such as programmatic and financial, personnel activity, meeting and workshop reports to analyze the trends in programmatic

and financial performance. It enables the project managers as well as senior management to track the program over time, thus facilitating the preparation of the final report. The Annual Assessment is preceded by a CO-led monitoring and supervision of key interventions, the findings of which are used to orient future planning and technical assistance prioritization. The assessments will integrate the annual data collection needs of the global PCTFI program (CARE USA to clarify further as it is our understanding that we will not be carrying out the same kinds of data collection as we did under the quasi experimental design) and build on experiences from the previous phase. The schedule of these assessments is the following

- Year 1 (7/2014 to 6/2015)      12 months      No data collection; review only
- Year 2 (7/2015 to 6/2016)      12 months      Data collection in April/May 2016
- Year 3 (7/2016 to 12/2016)      6 months      Data collection in October 2016

Annex B outlines the division of labor for data collection as well as expected timeline for data collection and reporting. Some adjustments may be made following baseline data collection, or following consultation with other funded projects.

#### **4.6 Managing M&E Performance Challenges**

The PCTFI project managers will be supported in planning and capacity building by the CO Technical Support Unit and the Assistant Country Director, Programs (ACD-P). This will include regular attendance of quarterly planning and review meetings, ensuring access to appropriate technical assistance and resources, and periodic monitoring and supervision of project activities in the field. The ACD-P will also support project management to leverage expertise and resources in other CARE Malawi projects to improve overall program quality.

The project team will meet each month to plan and review its progress. Line managers are encouraged to hold weekly meetings with their direct reports to address any pressing problems related to project implementation. Quarterly review meetings with district stakeholders will not only assess progress in terms outputs and targets, but will also seek to address planning and implementation bottlenecks as well as issues of quality assurance that may arise. Emphasis will be placed equally on the quality of project implementation as well as on its achievements.

Field Advisors will conduct scheduled monthly or bimonthly monitoring visits to the intervention schools and communities to assist with activity planning, quality assurance and data collection and reporting. They and project management will also respond to the needs of the community actors for capacity building, coaching and technical support as they are identified during implementation.

### **5. Collaboration with Stakeholders**

PCTFI Malawi has framed its collaboration with national stakeholders at all levels by 1) aligning its objectives and strategies to priorities identified in the *National Girls' Education Strategy (NGES) 2014 – 2018*; 2) creating spaces for stakeholder consultation and involvement at various levels from planning through implementation to monitoring and evaluation; and 3) aligning project indicators and data collection tools to the national and district education management information systems

At the national level, the CO will ensure that strategic linkages between the project and the Ministry of Education, Science and Technology (MoEST) as well as with civil society education networks and platforms such as the Civil Society Education Coalition (CSEC) and the Girls' Education Network (GENET) will continue and are reinforced.

At the district level, the project will continue to work in close collaboration with the District Education Manager (DEM) to plan, implement, monitor and evaluate field operations. Regular coordination and review meetings are planned as well as joint monitoring and supervision visits to the targeted schools. CARE will also solicit technical assistance from the District Health Office (DHO) and other SRH service providers (e.g., Youth Network and Counseling) to strengthening its interventions in youth SRH.

In the schools and communities, the project will work closely with the Head Teachers, the SMC, PTAs and MGs which have a critical role in project implementation. The PEAs and community development assistants (CDAs) will support project staff to monitor and supervise implementation and provide guidance and support to the various groups involved in the project.



## Attachment A: PCTFI Malawi Results Framework

NGES Vision: All girls in Malawi access, participate in, complete and excel at all levels of education that empowers them to effectively contribute to the country's sustainable social, economic development by 2018

PCTFI Impact Goal: To make a difference for marginalized girls by ensuring that their rights to appropriate education and development; supporting their positive participation in their communities and society; and empowering them to fulfill their greatest human potential

PCTFI Malawi Goal: To empower adolescent girls in rural Kasungu to claim and exercise their rights to good quality education and sexual and reproductive health information and services

**Outcome #1 (Agency):** Adolescent girls are inspired to pursue educational goals and opportunities, achieve better learning outcomes and are able to make informed, beneficial life decisions

**Outcome #2 (Relations):** Adolescent girls are engaged in constructive relationships with their parents, teachers and peers that facilitate the achievement of their educational goals

**Outcome #3 (Structure):** School environments are conducive for adolescent girls and are accountable for the quality of services delivered

**Outcome X (Advocacy):** Transformational change in social and cultural norms and in the policy environment to promote and facilitate adolescent girl's empowerment is achieved

IO1: Improved self-esteem & self-confidence among adolescent girls as a result of assertive and leadership training and support

IO2: Increased adoption of positive SRH behaviors by adolescent girls as a result of improved access to age appropriate SRH education

IO4: Positive change in perception and attitudes about adolescent SRH education among community members

IO6: Improved conditions for adolescent girls in targeted schools due to better WSM

IO7: Positive change in community perceptions and attitudes and in national policy environment in favor of girls' education

IO3: Better learning outcomes for adolescent girls resulting from mentoring and coaching

IO5: Increased adherence to the TCoC as a result of improved oversight and enforcement

## Attachment B: PCTFI Malawi PMEP Matrix

**NGES Vision:** All girls in Malawi access, participate in, complete and excel at all levels of education that empowers them to effectively contribute to the country's sustainable social, economic development by 2018

**PCTFI Impact Goal:** To make a difference for marginalized girls by ensuring that their rights to appropriate education and development; supporting their positive participation in their communities and society; and empowering them to fulfill their greatest human potential

**PCTFI Malawi Goal:** To empower adolescent girls in rural Kasungu to claim and exercise their rights to good quality education and sexual and reproductive health information and services

Performance indicators	Indicator type, description and potential measurement limitations	Partners/parties responsible, data source/method of collection, data collection and reporting frequency	Baseline and targets
<b>Outcome #1 (Agency):</b> Adolescent girls are inspired to pursue educational goals and opportunities, achieve better learning outcomes and are able to make informed, beneficial life decisions			
<b>IO1:</b> Improved self-esteem & self-confidence among adolescent girls as a result of assertive and leadership training and support			
<b>Sub-IO 1.1:</b> Enhanced teachers' capacity to deliver assertiveness training in schools and support adolescent girls' leadership and voice			
<b>Indicator 1.1.1</b> % of teachers who are routinely (at least once per week per school term) delivering assertiveness and leadership training as part of the LSC rollout (#1)	<b>Indicator Type:</b> Project Outcome  <b>Numerator:</b> Number of LSC teachers delivering assertiveness and leadership modules provided by the project as part of their lesson plans <b>Denominator:</b> Total number of LSC teachers in target schools  <b>Description:</b> The project will train 2 LSC teachers and the Head Teacher in each school but there are more and it is expected that the teachers trained by the project will relay the training to their peers. Measurement of the indicator will include all LSC teachers in the targeted schools.  <b>Limitations/mitigation measures:</b> Data collection will depend on Head Teachers who are mandated to supervise the development of teachers' schemes of work and lessons. Their buy-in from the onset will be critical to the successful rollout of this intervention. The project has planned to include Head Teachers as participants in the training of LSC teachers to deliver assertiveness and leadership training. Involvement of the DEM and Teacher Training College tutors as trainers will also help with uptake by the Head Teachers.	<b>Responsible party:</b> Head Teacher with support from PCTFI Field Advisors  <b>Data source/method of collection:</b> Review of teachers' schemes of work and lesson plans coupled with onsite visits observe delivery of lessons. The project will develop a checklist for the Head Teacher to verify and monitor implementation of the assertiveness training  <b>Data collection / reporting frequency:</b> Data will be routinely collected by Head Teachers as part of their normal monitoring and supervision activities and consolidated and reported to the project at the end of each term. Field Advisors will monitor and assist the Head Teachers on this task during monthly monitoring visits	Baseline: 0% Target: 80%
<b>Sub-IO 1.2:</b> Increased voice of adolescent girls in school decision-making			
<b>Indicator 1.2.1</b> % increase in the number of	<b>Indicator Type:</b> Project Outcome	<b>Responsible party:</b> PCTFI Field Advisors	Baseline: TBD Endline: XX% increase from

Performance indicators	Indicator type, description and potential measurement limitations	Partners/parties responsible, data source/method of collection, data collection and reporting frequency	Baseline and targets
adolescent girls participating in and taking up leadership roles in key school-based activities (#2)	<p><b>Numerator:</b> Number of adolescent girl participants who take up leadership roles in activities such as Teen Clubs and school governance following assertiveness and leadership training</p> <p><b>Denominator:</b> Number of adolescent girls participating in school-based activities</p> <p><b>Description:</b> Participation in leadership roles can be punctual (e.g., chairing of a school committee meeting) or longer term (e.g., taking up the role of Teen Club Facilitator or representing learners in school governance structures)</p> <p><b>Limitations/mitigation measures:</b> The risk of girls' increased voice being perceived as aggressive (or disrespectful) rather than assertive is high if this activity is not carefully coordinated with community awareness and mobilization interventions in and out of school. Careful and participatory planning will help to minimize the potential of this risk</p>	<p><b>Data source/method of collection:</b> Rolling profiles<sup>2</sup>, focus group discussions, key informant interviews, project activity reports</p> <p><b>Data collection / reporting frequency:</b> Rolling profiles of a random selection of adolescent girls will be updated each term by the Field Advisors and mined for examples of leadership and participation in leadership. Questions to focus group discussions with learners and key informants will also be used to gather data to measure progress on this indicator. Project staff will also review reports from mentors and role models for evidence of leadership</p>	baseline
<b>IO2: Increased adoption of positive SRH behaviors by adolescent girls as a result of improved access to age appropriate SRH education</b>			
<b>Sub-IO 2.1 Improved capacity and level of comfort of LSC teachers to deliver SRH education and information to learners in upper primary</b>			
<p><b>Indicator 2.1.1</b> % of trained teachers who are routinely (at least once per week per school term) delivering age appropriate SRH lessons as part of the LSC rollout (#3)</p>	<p><b>Indicator Type:</b> Project Outcome</p> <p><b>Numerator:</b> Number of trained LSC teachers delivering SRH modules in the LSC supplement by IEC materials provided by the project as part of their lesson plans</p> <p><b>Denominator:</b> Total number of LSC teachers in target schools</p> <p><b>Description:</b> The project will train 2 LSC teachers and the Head Teacher in each school but there are more and it is expected that the teachers trained by the project will relay the training to their peers. Measurement of the indicator will include all LSC teachers in the targeted schools.</p> <p><b>Limitations/mitigation measures:</b> Data collection will depend on Head Teachers who are mandated to supervise the development of teachers' schemes of work and lessons. Their buy-in from the onset will be critical to the successful rollout of this intervention.</p>	<p><b>Responsible party:</b> Head Teacher with support from PCTFI Field Advisors</p> <p><b>Data source/method of collection:</b> Review of teachers' schemes of work and lesson plans coupled with onsite visits observe delivery of lessons. The project will develop a checklist for the Head Teacher to verify and monitor implementation of SRH education delivery</p> <p><b>Data collection / reporting frequency:</b> Data will be routinely collected by Head Teachers as part of their normal monitoring and supervision activities and consolidated and reported to the project at the end of each term. Field Advisors will monitor and assist the Head Teachers on this task during monthly monitoring visits</p>	Baseline: TBD Target: 80%

<sup>2</sup> Description of rolling profiles in Attachment E

Performance indicators	Indicator type, description and potential measurement limitations	Partners/parties responsible, data source/method of collection, data collection and reporting frequency	Baseline and targets
	The project has planned to include Head Teachers as participants in the training of LSC teachers to deliver assertiveness and leadership training. Involvement of the DEM and Teacher Training College tutors as trainers will also help with uptake by the Head Teachers.		
<b>Sub IO 2.2</b> Improved knowledge and awareness among adolescent girls (and boys) about SRH and related services in the school catchment areas			
<b>Indicator 2.2.1</b> Percentage of early adolescent (10 to 14 years) boys and girls in target schools who have correct knowledge about puberty and pregnancy risk (#4)	<b>Indicator Type:</b> Project Outcome  <b>Numerator:</b> Number of early adolescent respondents who gave the correct answers to three of four questions <sup>3</sup> in each category <b>Denominator:</b> Number of early adolescent respondents who gave answers including “don’t know” to all four questions in each category  Responses to the following 8 questions will enable the project to assess SRH knowledge gain among early adolescents in target schools: <b>Puberty</b> 1. List 3 changes that happen to the body of a girl during puberty 2. Boys have their first ejaculation between the ages of 10 and 14 3. Is it normal for girls to have periods come earlier or later than expected each month? 4. True or false, is it normal for boys and girls to experience changes in their bodies at different times? <b>Pregnancy risk</b> 5. Can Mary get pregnant the first time she has sex? 6. If John had sexual relations with a girl, could he get her pregnant? 7. If Mary had sexual relations, could she become pregnant on any day of her cycle? 8. Can a boy get a girl pregnant on any day of her	<b>Responsible party:</b> Project team assisted by the CO impact measurement team under the supervision of the CO M&E and Learning Advisor  <b>Data source/method of collection:</b> Questionnaires and/or focus group discussions implemented at baseline and at the end of each school year  <b>Data collection / reporting frequency:</b> Per academic year	Baseline: TBD Endline: 100%

<sup>3</sup> Questions culled from the Georgetown University Institute for Reproductive Health [study report](#) entitled “Development Assets and Sexual and Reproductive Health among 10 to 14 year olds in Uganda” and will be adapted to the local context in the final questionnaire

Performance indicators	Indicator type, description and potential measurement limitations	Partners/parties responsible, data source/method of collection, data collection and reporting frequency	Baseline and targets
	<p>menstrual cycle?</p> <p><b>Limitations / mitigation measures:</b> Risk of interviewer bias influencing responses will be addressed during training preceding data collection</p>		
<p><b>Indicator 2.2.2</b> Percentage of late adolescent (15 to 19 years) boys and girls in target schools who have correct knowledge about SRH (#5)</p>	<p><b>Indicator Type:</b> Project Outcome</p> <p><b>Numerator:</b> Number of late adolescent respondents who gave the correct answers to three of four questions in each category</p> <p><b>Denominator:</b> Number of late adolescent respondents who gave answers including “don’t know” to all four questions in each category</p> <p><b>Description:</b> Responses to the following 12 questions will enable the project to assess SRH knowledge gain among late adolescents in target schools:</p> <p><b>Female menstrual cycle and conception</b></p> <ol style="list-style-type: none"> <li>1. xx</li> <li>2. xx</li> <li>3. xx</li> <li>4. xx</li> </ol> <p><b>Ways to avoid pregnancy</b></p> <ol style="list-style-type: none"> <li>5. xx</li> <li>6. xx</li> <li>7. xx</li> <li>8. xx</li> </ol> <p><b>Menstrual hygiene</b></p> <ol style="list-style-type: none"> <li>9. xx</li> <li>10. xx</li> <li>11. xx</li> <li>12. xx</li> </ol> <p><b>Limitations/mitigation measures:</b> Same as in 2.2.1</p>	<p><b>Responsible party:</b> Project team assisted by the CO impact measurement team under the supervision of the CO M&amp;E and Learning Advisor</p> <p><b>Data source/method of collection:</b> Questionnaires and/or focus group discussions implemented at baseline and at the end of each school year</p> <p><b>Data collection / reporting frequency:</b> Per academic year</p>	<p>Baseline: TBD Endline: 100%</p>
<b>Sub-IO 2.3</b> Increased use of YFHS and other SRH services by adolescent girls (and boys) in school catchment areas			
<b>Indicator 2.3.1</b>	<b>Indicator Type:</b> Project Output	<b>Responsible Party:</b> YFHS data collectors	Baseline: TBD

Performance indicators	Indicator type, description and potential measurement limitations	Partners/parties responsible, data source/method of collection, data collection and reporting frequency	Baseline and targets
% of youth attending YFHS in school catchment areas (#6)	<p><b>Numerator:</b> Number of youth aged 15 to 24 years who access a YFHS in the catchment area</p> <p><b>Denominator:</b> Estimated number of youth aged 15 to 24 years in the catchment area (NSO projections)</p> <p><b>Description:</b> All individuals aged between 15 and 24 years who have accessed YFHS disaggregated by sex and type of service accessed.</p> <p><b>Limitations:</b> Data quality will depend on the capacity of health facility data managers (trained by SSDI) to feed accurate and complete sex and age disaggregated data into the DHIS</p>	<p><b>Data source/method of collection:</b> Extracted from the District Health Information System (DHIS)</p> <p><b>Data collection/reporting frequency:</b> Data collected daily in health facilities and fed into the DHIS; consolidated monthly by the project M&amp;E Coordinator</p>	Target: X% increase over baseline
<b>IO3: Better learning outcomes for adolescent girls resulting from mentoring and coaching</b>			
<b>Sub-IO 3.1 Increased retention of adolescent girls in upper primary (standards 4 to 8) in target schools</b>			
<p><b>Indicator 3.1.1</b> Decrease in the number of dropouts among adolescent girls in upper primary (standards 4 to 8) in target schools (#7)</p>	<p><b>Indicator Type:</b> Project Outcome</p> <p><b>Numerator:</b> Number of dropouts among adolescent girls upper primary reported during the academic year under assessment</p> <p><b>Denominator:</b> Number of reported dropouts among adolescent girls during the academic year immediately preceding the period under assessment</p> <p><b>Description:</b> All girls aged 10-19 years in upper primary standards 4 to 8 who are officially reported to have dropped out from school during the academic year. Does not include prolonged absences due to suspension or other reasons and does not include dismissals</p> <p><b>Limitations/mitigation measures:</b> This indicator does not capture reasons for dropout among adolescent girls so the project will have to use other means such as FGDs and KIIs to collect data about the reasons <b>why the girls who did not drop out stayed in school</b> in order to assess for a correlation with mentoring and coaching interventions</p>	<p><b>Responsible Party:</b> Project M&amp;E Coordinator working with DEM and Head Teachers</p> <p><b>Data source/method of Collection:</b> Extracted from the District Education Management Information System (DEMIS) and triangulated with records from individual schools</p> <p><b>Data collection/reporting frequency:</b> Data fed at the end of each academic year into the DEMIS by schools</p>	<p>Baseline: TBD</p> <p>Target: X% decrease from baseline</p>
<b>Sub-IO 3.2 Increased selection of adolescent girls from target schools to secondary school</b>			
<b>Indicator 3.2.1</b>	<b>Indicator Type:</b> Project Outcome	<b>Responsible Party:</b> Project M&E Coordinator working with	Baseline: TBD

Performance indicators	Indicator type, description and potential measurement limitations	Partners/parties responsible, data source/method of collection, data collection and reporting frequency	Baseline and targets
Increase in the number of adolescent girls in target schools selected to secondary school (#8)	<p><b>Numerator:</b> Number of adolescent girls in Standard 8 in target schools who sit the MSCE and are selected by MANEB for placement in secondary school</p> <p><b>Denominator:</b> Number of adolescent girls from the target schools selected to secondary school during academic year immediately preceding the period under assessment</p> <p><b>Description:</b> All girls aged 10-19 years who have successfully completed Standard 8, passed the MSCE and selected to secondary school by MANEB irrespective of whether they enroll in secondary school or not.</p> <p><b>Limitations/mitigation measures:</b> The indicator will not measure the effectiveness of transition to secondary school among adolescent girls due to resource constraints. Whenever possible and through the JMV project, follow up of graduates will be conducted to ascertain whether or not the transition was effective.</p>	<p>DEM and Head Teachers</p> <p><b>Data source/method of Collection:</b> Extracted from the District Education Management Information System (DEMIS) and triangulated with records from individual schools</p> <p><b>Data collection/reporting frequency:</b> Data fed at the end of each academic year into DEMIS</p>	Target: X% increase from baseline
<b>Outcome #2 (Relations): Adolescent girls are engaged in constructive relationships with their parents, teachers and peers that facilitate the achievement of their educational goals</b>			
<b>IO4: Positive change in perception and attitudes about adolescent SRH education among community members</b>			
<b>Sub-IO 4.1 Increased community awareness and support for adolescent girls' (and boys') access to adolescent SRH education and information</b>			
<p><b>Indicator 4.1.1</b> Number of community advocates supporting SRH education and services for adolescents (#9)</p>	<p><b>Indicator Type:</b> Project Output</p> <p><b>Description:</b> The indicator takes into account unique individuals who have led at least one community-based activity in support of adolescent SRH education and services. Data will be disaggregated by age, sex and category (parent, teacher, leader, other)</p> <p><b>Limitations/mitigation measures:</b> Community advocates are not designated by the project. They spontaneously emerge as a result of community sensitization and mobilization efforts and it will not be possible for the project to control the quality of their messages except in instances where they are involved in specific project activities such as parent-child forums.</p>	<p><b>Responsible party:</b> PCTFI Field Advisors</p> <p><b>Data source/method of collection:</b> Review of monitoring and other activity reports, case studies and rolling profiles of advocates</p> <p><b>Data collection/reporting frequency:</b> Collected monthly during monitoring visits and review meetings</p>	<p>Baseline: Not applicable</p> <p>Target: At least 5 advocates per school catchment area per year</p>
<b>IO5: Increased adherence to the TCoC as a result of improved oversight and enforcement</b>			
<b>Sub-IO 5.1 Enhanced community engagement in monitoring for and dealing with teacher misconduct</b>			

Performance indicators	Indicator type, description and potential measurement limitations	Partners/parties responsible, data source/method of collection, data collection and reporting frequency	Baseline and targets
<p><b>Indicator 5.1.1</b> % of reported cases of teacher misconduct that are dealt with through community mechanisms (#10)</p>	<p><b>Indicator Type:</b> Project Output</p> <p><b>Numerator:</b> Number of reported cases of teacher misconduct handled by school governance and/or community structures</p> <p><b>Denominator:</b> Number of reported cases of teacher misconduct</p> <p><b>Description:</b> The indicator measures reported or known cases of teacher misconduct that are addressed by school governance and/or community structures according to established procedures. It excludes cases of criminal misconduct reported to law enforcement. Effective handling of a case means a documented outcome was reached.</p> <p><b>Limitations/mitigation measures:</b> The project can only promote TCoC adherence and encourage communities to take appropriate action to address misconduct.</p>	<p><b>Responsible party:</b> PCTFI Field Advisors working with the PEAs</p> <p><b>Data source/method of collection:</b> Review of monitoring and other activity reports, SMC meeting records as well as school incident/occurrence registers complemented by KIIs</p> <p><b>Data collection/reporting frequency:</b> Collected monthly during monitoring visits and review meetings</p>	<p>Baseline: TBD</p> <p>Target: Not applicable</p>



### Attachment C: Indicators, Targets and Target Justifications

Indicator	Type	Baseline	Year 1 Target	Year 2 Target	Year 3 Target	Endline	Justification

## Attachment D: CIF and PCTFI Malawi Indicators Cross-walked

CIF INDICATOR	PCTFI MALAWI INDICATOR	NOTES ON CONNECTION TO PROJECT ACTIVITIES, THE CFI AND NGES
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]