

**TRANSFORMATIONAL EMPOWERMENT FOR ADOLESCENT MARGINALISED GIRLS IN MALAWI (TEAM GIRL MALAWI)**

**Impact:** Improved life chances for marginalised girls in Malawi

Marginalised girls have significantly improved learning outcomes and have transitioned to education, training, or employment.

**Learning**

High quality teachers improve learning. Increased teacher / pupil ratio and attendance leads to better grades. A relevant, responsive curriculum improves participation and leads to learning. Reduced household poverty correlates to increased learning, and reduced early marriage and pregnancy. Increased confidence positively impacts girls' attendance and learning. Girls & boys learn differently in single / mixed sex environments, particularly regarding sexual and reproductive health and rights (SRHR). Awareness and support of menstruating girls helps them attend and learn. Girls who feel safe are able to attend and learn. Girls whose education is supported by their community / caregivers are more likely to succeed.

**Transition**

Highly marginalised girls who have never attended or dropped out early from school, do not want / struggle to re-enrol into lower grade Primary School (PS) with younger learners. Complementary Basic Education (CBE) is an accelerated path to further learning/ training. CBE is an endorsed and evidenced tool for learning for the most marginalised students in Malawi by the Ministry of Education (MoEST). Girls with good SRHR are more likely to transition to education, training or employment. Disabled children do not always have adequate support in the mainstream school system. CP issues and concerns are currently under-reported in Malawi. Girls who feel safe are able to attend / transition. Girls whose education is supported by their community / caregivers are more likely to transition into or between educational / training strands. There are few safe and legal employment / apprenticeship opportunities for adolescent girls and boys in rural Malawi.

**Sustainability**

Inter-generational poverty prevents children from attending school / training. Project staff recruited from the community will support and identify girls effectively and are more likely to continue the project. Training opportunities need to be based on a robust and specific market analysis. School Education Standards / School Review support schools and teachers to provide a higher quality of education for marginalised children. Child safeguarding and protection (CP) needs a multi-sectoral, coordinated response to be effective. MoEST & relevant Gov't departments, and key stakeholders, need to be invested in the project from the onset. The project plan aligns and supports longer term, funded Gov't and district level strategies.

Improvement in marginalised girls' attendance in schools, classes, ABEs, community centres or other appropriate sites of learning  
Improvement in marginalised girls' comprehensive knowledge and understanding of sexual and reproductive health and rights  
Improvement in community members' understanding and use of support mechanisms for marginalised girls  
Strengthened district and national leadership and engagement in marginalised adolescent girls' education

Complementary Basic Education (CBEs) and linked Primary Schools (PSs) are high quality, inclusive and gender responsive

Girls are empowered with SRHR knowledge, attitudes and skills

Improved leadership at national, district and local level to support the education of marginalised girls

Marginalised girls are safe, supported and protected

Girls and their carers have skills to earn

Girls supported with bursaries to afford PS. CBE facilitators monitored. CBE reactivated for girls & boys. CBE facilitators, PS heads & teachers trained in learner-centred, inclusive literacy, numeracy, lifeskills and livelihoods pedagogy. Curriculum revision (gender responsive pedagogy, special educational needs, livelihoods). CBE facilitators recruited.

Identification and signposting to youth friendly health services for girls and boys. Buddying GEC1 girls and new TEAM girls. Girls' Clubs (GC) led by trained Agents of Change (AoCs) facilitators. AoC identified and trained. Comprehensive SRHR curriculum developed.

Leadership training in PS and District Education Offices to support girls' education. National advocacy led by and with participants. PS supported to be inclusive and girl-friendly using National Education Standards and gender focused School Review. Community school performance appraisal meetings. Interactive Radio Broadcasts advocate girls' rights. Mothers' Groups establish and manage Community Listening Clubs. Community Selection Committee identifies and selects project girls (and boys). National, District and Community sensitisation meetings. Steering Committee established and active.

CBE, GC facilitators, PSs and community stakeholders trained in CP and CP reporting mechanisms (including school related gender based violence). AoCs trained in basic psychosocial counselling. Mapping & capacity building of statutory agencies in CP, reporting and follow up. CBE, GC facilitators, and PSs trained in child rights, positive discipline and supporting children with disabilities.

CBE facilitators trained as loan agents and CBEs supported by community loan group. Girls who complete programme become role models for peers. Girls join established women's saving group and access loans. Micro-business / financial literacy / vocational training for girls / boys. Review of micro-business / financial literacy curriculum for marginalised girls. Livelihoods training for girls and boys in CBEs. Identification and training of parents / carers in micro-business. Market feasibility micro-business assessment.

Assessment of girls, using criteria agreed with MoEST, and guidance into most appropriate pathway(s) with most suitable support  
Continuous (and real-time) monitoring of activities with feedback from and results disseminated to stakeholders, enabling Adaptive Management  
Integration and alignment of activities and M&E systems with government agencies

**Social marginalisation:** Early/forced marriage; early pregnancy; gender based violence; initiation rites; care responsibilities; lack of community support; absent/ single parents; child headed households; HIV; lack of access to health services; poor mental health; disability; albinism; stigma; lack of role models.

**Economic marginalisation:** Entrenched, severe poverty leading to pressure to work, hunger, lack of basic needs, poor health and an inability to afford school fees, transport, medication.

**Educational marginalisation:** Lack of teachers; poor teacher quality; large class sizes; lack of inclusive learning facilities; inappropriate curriculum; poor literacy / numeracy; grade repetition; poor implementation of Readmission Policy; poor parental literacy/ numeracy; lack of SRHR education; lack of confidence.

