

DFID PROPOSAL FORM

SECTION 1: SUMMARY PROJECT DATA

1.1	Project title	Improving Access to and Quality Delivery of Education and Sexual Reproductive Health via Social Accountability
1.2	Country	Malawi
1.3	Locality(ies)/Region(s) within country(ies)	Northern and Central Regions
1.4	Partner(s) in country	Forum for African Women Educationists in Malawi P.O. Box 30886, Lilongwe 3 The other partners will be indentified at a later stage
1.5	Project duration	36 months
1.6	Proposed start date	1/4/2011

SECTION 2: INFORMATION ABOUT THE UK ORGANISATION (APPLICANT): See Global Programme proposal

SECTION 3: CAPACITY OF ORGANISATION

3.1	<p>EXPERIENCE - Please outline your experience in relation to the issues targeted in the proposal and in this country:</p> <p>Plan Malawi has vast experience in implementing programmes that promote the rights of adolescent girls and boys to education. Through the School Improvement Program (SIP), Plan Malawi has been supporting the education sector by providing an atmosphere conducive for children to stay at school and learn effectively. Plan Malawi has been involved in the construction of classroom blocks and teachers' houses; installation of water and sanitation facilities; distribution of school supplies such as textbooks, teachers guides, writing materials to improve quality of education. The Learn Without Fear (LWF) project which Plan is implementing in some schools tackles barriers that impede children from learning in safe environments. The interventions under the LWF project include awareness campaign to stop bullying, corporal punishment and violence against children. As a result of this project, more children have actively participated as change agents through peer-to-peer outreaches to encourage out of school children return to school. Plan is also implementing health related programs in different schools in the country. The provision of water and sanitation facilities under these programs has contributed to improved girl attendance in schools. Plan Malawi is also implementing the school linking project, where adolescents in Malawi and UK-participating schools share and exchange information on general issues and also on issues relating to education.</p> <p>Plan Malawi has considerable experience in governance work and is currently implementing a Governance and Policy Programme which seeks to empower young citizens, including adolescent girls, to participate actively in local and national decision-making processes and structures. The Governance and Policy project has built the capacity of youth to demand their rights and services from duty bearers. It has also strengthened the capacity of duty bearers to take action to support and respond to issues raised by youth. As a result of this project, local governance structures have created spaces for youths to participate in decision-making processes and policy formulation. Youth are able to access services from the government e.g. funds from Youth Enterprise Development Funds. Plan Malawi is an active participant in the National INGO Forum and is working with other Civil Society Organisations (CSOs) to advocate for youth participation in decision making.</p> <p>The Community Based Monitoring (CBM) Project which Plan Malawi is implementing in partnership with Action Aid and Council for Non-Governmental Organisation in Malawi (CONGOMA) empowers citizens including the youth to demand services from duty bearers. Through the Community Score Card, citizens are able to assess and rate government services in their community and hold government departments to account for the delivery of those services. The CSC is a participatory tool for assessing, planning, monitoring, and</p>
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	<p>evaluating basic services. It empowers beneficiaries accessing the basic services; increases community participation; and improves transparency and accountability of service providers</p> <p>Plan Malawi supports food security and sustainable livelihoods interventions, including food crop production, livestock production, small scale irrigation, beekeeping, fish farming and fruit production. The purpose of these interventions is to ensure food security at household level so that children grow up healthy. These interventions also increase family income which is used to support children's and adolescent girls' education. Village Savings and Loans schemes which Plan Malawi promotes have empowered women and enabled them access small amounts of cash to support adolescent girls' education, among other things.</p> <p>Plan Malawi equally has gained experience in the area of Sexual and reproductive. Through the Health Start to Life and HIV & AIDS programmes, Plan Malawi is promoting sexual and reproductive health services among the adolescents by encouraging the establishment of youth friendly services, where youth can easily access these services.</p>
3.2	<p>FUNDING HISTORY Please provide a brief summary of your experience with projects of this size and scope</p> <p>Plan has been implementing projects that have been within the same size and scope of this project as follows:</p> <p>Governance & Policy project - UKNO: US\$ 400, 450 - 2008/2010</p> <p>Learn without Fear - NNO: US\$ 564,000 – 2008/2010</p> <p>Mother and Child Health program (includes SRH): US\$ 1,118,300 – 2008/2010</p> <p>Child Protection Project – SNO: US\$ 384,500 - 2010</p>
3.3	<p>FRAUD Are you aware of any fraudulent activity within your organisation within the last 5 years? How will you minimise the risk of fraudulent activity occurring in future?</p> <p>N/A</p>

SECTION 4: PROJECT BUDGET		
Note that this should be a summary extracted from the full budget submitted together with this application which must be presented in DFID financial years (1 st April - 31 st March).		
4.1	Total Project Budget	[please work within a budget of \$500,000 per year]
4.2	Total funding requested from DFID	US\$ 1,500,000
4.3	Funding requested from DFID in year 1	US\$ 500,000
4.4	If you have approached other donors for funding for this project, please give name of donors, reference number, and status of application. Please also list any contributions of your own.	
	N/A	

SECTION 5: CATEGORISATION		
5.1	Project Core Subject Areas	
	<input checked="" type="checkbox"/> Education <input checked="" type="checkbox"/> Gender	<input checked="" type="checkbox"/> Governance
5.2	Target Group (Please check the main target group(s) of your project)	
	<input checked="" type="checkbox"/> Children <input checked="" type="checkbox"/> Communities <input checked="" type="checkbox"/> Leaders <input checked="" type="checkbox"/> Men	<input checked="" type="checkbox"/> Women <input checked="" type="checkbox"/> Youth <input checked="" type="checkbox"/> Other: Teachers & Government officials

SECTION 6: BASIC INFORMATION ABOUT THE PROJECT	
6.1	<p>ACRONYMS Please list all acronyms used in your application and explain them in full. Please list acronyms in alphabetical order.</p> <p>ADC – Area Development Committees CBM – Community Based Monitoring CCCD – Child Centered Community Development CEYCA – Center for Youth and Children Affairs CDSS - Community Day Secondary Schools CSC – Community Score Card CSO – Civil Society Organisations DA – District Assembly FBOs – Faith based Organisations GBV – Gender Based Violence HRBAD – Human Rights based Approach to Development LWF – Learn Without Fear MDG – Millennium Development Goals MGDS – Malawi Growth and Development Strategy NGO – Non-government Organisation SIP – School Improvement Program SRH – Sexual Reproductive Health VDC – Village Development Committee VS&L – Village Savings and Loans</p>
6.2	<p>BRIEF DESCRIPTION: 1 sentence</p> <p>This project contributes to improved access and delivery of quality education to adolescent girls in Malawi through enhanced level of social accountability by relevant stakeholders.</p>
6.3	<p>PROJECT SUMMARY: maximum 10 lines - Outline the overall aim of the project, the expected outcomes, what change the project is intending to achieve and who will benefit.</p> <p><i>The overall aim of this project is to improve access to and quality delivery of education and Sexual Reproductive Health via Social Accountability.</i> The purpose is to increase the number of adolescent girls enrolling and completing education as well as girls involved in decision making processes in the community and school management. The project also intends to change the attitudes and behaviour of girls, parents, communities and officials in relation to adolescent girls’ right to education, gender and sexual reproductive health .</p> <p>The expected outcomes of this project include:</p> <ul style="list-style-type: none"> ▪ Increased # of adolescent girls enrolling in and completing upper primary and lower secondary education ▪ Increased # of adolescent girls with improved knowledge on their right to quality education and sexual reproductive health services ▪ Increased # of parents and community members with improved knowledge on the importance of girls education and agree that physical violence against girls is unacceptable ▪ Increased # of adolescent girls engaged and participating in decision making at local levels including school management committees ▪ Increased # of care givers who agree that girls’ right to education has to be fulfilled ▪ Increased # of duty bearers (teachers, government officials and members of school management committees) trained on universal child right to education ▪ Increased % of girls believing that their concerns are acted upon by school management ▪ Increased # of adolescent girls who feel confident/listened to/respected by community members ▪ Increased # of older girls accessing financial assistance for education from external actors such as local authorities and NGOs like Plan International ▪ Reduced % of parents citing financial barriers as a reason for adolescent girls not attending school ▪ Increased # of schools defined as “girl friendly” by adolescent girl pupils, adjusted from UNICEF standards. ▪ Increased # of national and local education policies made more gender-responsive ▪ Increased # of teachers trained with increased knowledge about gender-responsive treatment of boys and girls (i.e. challenging stereotypes, not enforcing gender roles) ▪ Increased # of girls and boys with improved knowledge on SRHR (i.e. prevention methods and condom use negotiation) ▪ Increased # of girls and boys who accessed SRHR services at least once in the last 6 months

- Increased budget allocation to the education sector by the government
- Implementation of policies that discourage early marriages

SECTION 7: PROJECT RATIONALE

7.1

PROBLEM TO BE ADDRESSED

What problem will this project address? How was the problem identified? How will your project address the problem?

Malawi has a population of about 13.1 million with 51% females and 49% males; about 52% are below 18 years of age. Adolescents, defined as young citizens aged 10-19 years, comprise more than 23% of the total population. The results of the Situation Analysis carried out by Plan Malawi as part of its CSP development shows that there is a problem with regards to upper primary education completion and secondary education enrolment. The results indicate that only 35% adolescent girls and boys complete upper primary education while net enrolment ratio in secondary education is 13.4% for males and 12.9% for females. This project will therefore target adolescents who are aged 14-19 years who are mostly in the upper primary school and lower secondary school, where this problem is most prevalent.

Traditional gender norms around marriage and childbearing often constrain girls' opportunities for education. Many communities have negative attitudes towards the benefit of educating girls and as a result lower priority is given to girls' education. Girls are seen as relatively transitory assets not worth of long term investment, as they leave their parents' household upon marriage. Spending valuable resources such as money to pay for their education is therefore considered a waste because they are expected to be supported by their husbands once they get married. Often believed to be less worthy of education, girls tend to receive less and miss out on opportunities to socialise, acquire knowledge, gain skills and autonomy, so perpetuating the vicious circle in which they are trapped.

There are higher opportunity costs associated with girls' education in most cultures in Malawi. Girls are too often burdened with household chores at the cost of opportunities to build their lives. Compared to boys, girls carry a heavier workload and have less free time than boys. Girls, unlike boys, are expected to conduct most household chores while both boys and girls often help with farm work. For poor families, girls work inside the home to subsidise the household economy, through a range of household services such as fetching fuel and water to cooking, childcare, and dependent care. They face great physical demands, often having to travel long distances to collect and carry fuel and water home. The large burden of domestic responsibilities girls are expected to undertake distract girls in class and interrupt their school work, leaving them with little time to study and do their homework.

Poverty, hunger and lack of economic alternatives lead many adolescent girls to take significant risks. Sexual relationships between adolescent girls and older partners are a common source of money for food, school fees and other necessities for poor adolescent girls in many settings. While girls may have considerable negotiating power over whether to form or continue such alliances, they have little control over sexual practices within partnerships, including whether condoms are used.

Many adolescent girls lack access to the most basic sexual reproductive health information – even relating to the significance and management of their menstrual periods. Menstruation causes high levels of absenteeism among adolescent girls and some girls drop out of school after reaching puberty because of the difficulty of managing menstruation while in school. Health care services are difficult for young people to access, especially more vulnerable adolescents such as rural youth. Family and community members, and even health care staff, often prevent young people from obtaining these services or fail to protect their privacy and confidentiality, which in turn deters young people from using these services. Lack of information on SRH often causes many adolescent girls to fall pregnant and therefore drop out of school, where unwanted pregnancies and early marriages frequently put an end to their aspirations for education and an economic livelihood. Although the Education Policy in Malawi allows girls to return to school after giving birth, 38% of the girls do not go back to school. The process of re-admission often takes long, sometimes up to 2 years which is a setback for young women already battling community pressure to get married rather than return to school. Although the Government has been committed to developing a good legislative environment to ensure the welfare and interests of girls and boys, this endeavour has been marred by many challenges associated with resource availability, low budget allocation in education and gaps in the enforcement of laws.

Physical and sexual violence is also one of the barriers to adolescent girls as they attempt to achieve their educational aspirations. Some girls are physically or emotionally coerced or tricked into having sex. Experiences of physical and sexual violence lead to severe consequences in girls' health and development such as depression, anxiety, risk of unintended pregnancy and sexually transmitted diseases including HIV.

The underlying causes of violence against girls are attributed to inadequate knowledge and understanding of the value of girls' right to participation and protection.

The problems associated with adolescent girls' education cited above were identified through the Final Program Evaluation and the Situation Analysis which Plan Malawi commissioned recently. Some relevant government documents such as the MGDS were also consulted to identify these problems.

To overcome the barriers to completing quality education, the following interventions are proposed:

- Support the training of 8,100 adolescents from 270 communities on their right to education, gender and sexual reproductive health services.
- Support the mentoring of 1,620 adolescents from 270 communities in advocacy and leadership skills to become advocates, leaders and change agents on girls' education and sexual reproductive health. These adolescents will become peer educators who will go on to train other youth on their right to education, gender and SRH services.
- Support cyber debate and the production radio & TV programmes that discuss issues affecting girls' education.
- Support the production of adolescent magazine to discuss issues affecting girls in general and education in particular. The magazine will be featuring stories written by adolescent girls from their own experiences.
- Support adolescent girls' visits to different offices for them to see and appreciate how female managers and others work, and to be inspired to work hard at school to achieve this.
- Support girls' conferences where girls will be brought together to share ideas and experiences. During these conferences, female role models will be invited to inspire the girls.
- Raising awareness among parents, teachers, community & traditional leaders and district government officials on girls participation and their role in addressing barriers to girls education in their communities.
- Support structured interface meetings/forums between adolescent girls on one hand and teachers, community leaders and district assemblies (government officials) on the other hand to lobby for the integration of girls into the governance structures including school management committees (SMCs) in their districts.
- Support the training of older girls on resource mobilisation and how they can access funding from different sources.
- Mobilize parents of school going adolescent girls to form groups that would be engaged in micro-finance interventions. The parent will use the money generate from these activities to support girls' education
- Engage a consultant to work with adolescents to track government budget and expenditures at district and national levels for capacity building for teachers, school management, infrastructure development i.e., sanitation facilities, school maintenance and supplies provided that will benefit the girls' education. Information gather from this exercise will be used to lobby for increased budget allocation towards education programmes in the national budget
- Support the training of 270 out of school girls to acquire entrepreneurial and vocational skills to expand their livelihood opportunities
- Support the training of adolescent boys and girls to acquire information and skills on sexual reproductive health and to take action to reduce risky behaviours. SRHR information will include adolescents' rights to bodily integrity, including being free from violence, to choose their own sexual partners, when they want to have children, what form on contraceptives to use, parenting and relationships.
- Facilitate the strengthening of Youth Friendly Spaces at community level for information dissemination and empowerment of adolescents - for them to challenge the norms and attitudes preventing girls from accessing their rights as young people, and how to prevent HIV & STI infection and early pregnancies.
- Facilitate linkages between the adolescents and health service providers to improve the availability and accessibility of quality, adolescent friendly reproductive and sexual health services.
- Collaborate with other NGOs to advocate for the implementation of national policies and services for the elimination of violence against girls, with special focus on early marriages. The advocacy will be in the form of lobbying members of parliament and other policy makers.
- Engage men and boys to prevent violence against girls and reduce risky sexual behaviours through awareness-raising and sensitization activities as change agents in their communities.

7.2 COUNTRY STRATEGY(IES) AND POLICIES

How does this project support the achievement of DFID's country strategy objectives? In what way would this project support national policies and plans related to poverty reduction or other key sectoral areas (e.g. Poverty Reduction Strategy Papers, etc.)?

This project is aligned with the DFID's priority that recognises the role of women in development and the promotion of gender equality through the provision of quality of education, elimination of forms of violence against women and girls, and the promotion of economic empowerment for women and girls. In addition it

	<p>will also contribute to DFID's already existing support to Malawi towards the achievement of universal primary education (MDG2) - which looks at access, quality and completion rates; tackling poverty; promoting gender equality and good governance.</p> <p>In terms of the Millennium Development Goals (MDGs), it will contribute towards achieving five of the MDGs:(1) the eradication of extreme poverty and hunger; (2) achievement of universal primary education; (3) promotion of gender equality and empowerment of women; (5) improvement of maternal health (linked to SRH); and (6) combating of HIV/AIDS, malaria and other diseases. Core to this project will be the achievement of universal primary education and the promotion of gender equality and empowerment of women.</p> <p>On the local front, the project is well integrated with the Malawi Growth and Development Strategy (MGDS)'s 3rd thematic area on Social Development that encompasses education, health and gender and the 5th thematic area on Improved Governance.</p>
7.3	<p>TARGET GROUP (DIRECT BENEFICIARIES) Who are the direct beneficiaries? How many people are they and how have you determined this number? Please provide an absolute number (e.g. 300 children rather than children in 3 schools) plus a breakdown by age and gender. How were the target group identified? Why were they selected? What consultation has been undertaken with the target group in designing your project?</p> <p>The project is set to directly benefit 8,100 adolescents from 270 communities. Of these beneficiaries, 5,670 (70%) will be girls while the remainder (2,430) will be boys. The target beneficiaries will be adolescents from 10 – 19 years in the proposed project areas of the northern, central and southern regions. These direct beneficiaries will be trained and sensitised on their right to education, gender and sexual reproductive services. Furthermore, 1,620 (20% of the total beneficiaries) adolescents will be trained as peer educators who will go on to train and support other adolescents in their respective communities.</p> <p>Another set of direct beneficiaries will be 108 members of school management committees (SMC) and 108 head teachers and teachers from 27 schools that will be selected from the proposed project areas. These teachers and SMC members will have their capacity built and strengthened in school leadership and management. In addition to this, 30 district level government officials will directly benefit from this project in the form of capacity building for them to provide technical support to the schools.</p> <p>The direct beneficiaries of this project have been selected based on the findings arising from the Situation Analysis carried out by Plan Malawi as part of its CSP development. Through the situation analysis, the target group was involved in issue identification, which has formed the basis for the design of this project.</p>
7.4	<p>TARGET GROUP (INDIRECT BENEFICIARIES)</p> <p>Through second tier peer influencing - where one peer educator is envisaged to influence 20 other youth - the project will reach out to a further 32,400 adolescents (22,680 girls and 9,720 boys) in the project areas in both primary and secondary schools. Just like direct beneficiaries, these indirect beneficiaries have been identified based on the results of the situation analysis.</p> <p>Through awareness raising meetings and advocacy activities carried out by the project and the adolescents, 27,000 community members including parents will be indirectly reached by this project.</p>
7.5	<p>LESSONS LEARNED What lessons have you drawn on (from your own and others' past experience) in designing this project?</p> <p>Working through already established community structures enables communities to take action and own their projects, as seen in the child protection projects implemented with funding from SIDA and NORAD. Plan Malawi recently concluded its Country Program Evaluations (CPO) and results have shown that in projects where beneficiaries were actively involved in all stages of the project cycle, the achievement of intended outcomes has been clearly demonstrated. Furthermore, it created a sense of ownership in the communities' development projects. As we identified issues to be addressed by this project, we drew from experience and lessons of on-going projects relating to education, child protection, governance and health.</p> <p>From our community empowerment program, we have been implementing gender related activities to empower women to take part in development activities and also decision making positions. We have also promoted women's access to household income through VS&L schemes. Plan Malawi is currently also undertaking its gender assessment study that will see gender mainstreaming in all program intervention and operations.</p>

Experience on SRHR has been focused on safe motherhood targeting women and adolescent girls. This included safe sex practices, family planning and general sexual reproductive health messages integrated in the HIV/AIDS program.

SECTION 8: PROJECT DESIGN

<p>8.1</p>	<p>APPROACH AND EFFECTIVENESS Please provide details on the project approach (or methodology) to address the problem you have defined. You should also justify why you consider this approach to be the most effective way in which to reach the project's purpose. Please justify the timeframe and scope of your project.</p> <p>To address the problem identified above, Plan Malawi will employ a human rights-based approach to development, where adolescent girls and boys, the community members, government officials and teachers will be empowered to take action to support girls' education. Empowering the project's stakeholders with knowledge, information and skills will ensure that behavioural change starts from stakeholders themselves.</p> <p>The project will also involve partnerships with local NGOs to implement interventions. Local partners live and work with local people and have a thorough understanding of the local context, including local people's beliefs and attitudes. By partnering with local NGOs, the proposed interventions are most likely to bring about the outcomes proposed above.</p> <p>The project will also employ a participatory monitoring and evaluation approach, where project stakeholders/beneficiaries are involved in all stages of the project cycle starting from project design, implementation, monitoring and evaluation. This will ensure that the beneficiaries own the interventions as they will take part in all project activities. Plan's own experience and that of others implementing similar projects in Malawi have demonstrated how the participatory approach of working with communities, government and NGOs in program design, implementation, monitoring and evaluation produces positive verifiable outcomes and ensures sustainability.</p> <p>The project timeframe is set for 3 years. Project activities will be implemented throughout the three years of the project's life. Some project outcomes are expected to start being realised from the first year of project implementation. Project monitoring, documentation of case studies and dissemination of best practices will be a continuous and consistent process occurring throughout the project's life span, with a final evaluation conducted at the end of the project.</p>
<p>8.2</p>	<p>VALUE FOR MONEY It is important that CSCF projects provide good value for money (e.g. costs per beneficiary, % of costs on activities compared to running costs). Please explain in what way your project will offer the maximum benefit for the resources requested. What alternative approaches could have been applied and why have they been ruled out?</p> <p>Value for money will be achieved through the integration of this project into already existing ones, especially for education and health. This project will emphasise addressing gaps identified from the existing projects in the areas of advocacy, participation and community empowerment. Partnerships at local and national levels with government and local NGOs already engaged in adolescent girls' programmes will be encouraged, to reach an optimal level of technical support to create synergies and impact. Provision of quality education includes infrastructure development, capacity building and material supply, yet this project will not include any infrastructure due to the high cost associated with this approach.</p>
<p>8.3</p>	<p>BENEFICIARY INVOLVEMENT Please specify how the project beneficiaries will be involved in the implementation, management and monitoring of the project.</p> <p>Adolescent girls, as the main beneficiaries of this project, will be involved throughout the project's life. Girls will be involved in conducting the baseline survey as respondents as well as research assistants completing data collection and analysis. Girls will also be involved in the design phase of the project where they will participate in coming up with project implementation strategies, monitoring and evaluation tools. Some girls will be involved in training and mentoring other girls, while others will act as role models to the younger girls. Through regular project review meetings, girls will be involved in shaping and re-shaping the project by coming up with new approaches to project implementation. They will also actively participate in monitoring and evaluation of the project of the project.</p>
<p>8.4</p>	<p>OTHER AGENCIES (WIDER CONTEXT) What other agencies, including Government are involved in the areas where this initiative will take place and how will you work with them? How will the project address gaps, complement other initiatives and avoid duplication?</p>

	<p>Several local NGOs, Faith-Based Organisations (FBOs) and Government are implementing child protection, education and SRH programs within the impact areas. Through the Ministry of Education, classroom blocks and teachers' houses are being constructed, including latrines. The government also has a training program for teachers. As part of its decentralisation policy, the Ministry of Local Government is supporting local governance structures such as VDCs, ADCs and DAs to lead development programs in their respective areas, although there still remains a gap on community participation and quality service delivery in schools. This project will avoid duplication by working with already existing structures and complementing what the other NGOs including government are working on.</p>
8.5	<p>SUSTAINABILITY What are the prospects for the benefits of the project being sustained after the funding stops?</p> <p>The sustainability of the project is guaranteed as the project will use already existing structures in the communities. The project will build the capacity of the community to sustain the services provided by this project. The project beneficiaries will own the project as they will be involved in all stages of the project and this sense of ownership will ensure that the project is sustained beyond the life of the project.</p>
8.6	<p>CROSS CUTTING ISSUES</p>
8.6.1	<p>GENDER EQUALITY It is a requirement that all DFID projects promote gender equality. Please explain how your project will do this.</p> <p>The gender power imbalances, socio-cultural attitudes among men and women about sexuality and relationships, poverty and survival issues making women and girls vulnerable, have increased the vulnerability of girls to sexual abuse and contraction of HIV/AIDS.</p> <p>Gender based violence is mostly perpetrated by boys and men. Raising awareness of gender-based violence among this group of people will make them more aware of these practices and encourage attitude changing behaviours. Men and boys who are more knowledgeable on issues of gender based violence will be identified and be enlisted as champions of change. These champions of change/change agents will be involved in training other boys and men on issues of violence against girls as well as issues of sexual reproductive health. As part of their commitment, full attention will be given to the promotion of mutually respectful and equitable gender relations and particularly to meeting rights to reproductive health for adolescents.</p>
8.6.2	<p>AGE What impact will your project have on different age groups (e.g. children, youth and the elderly)? If the project involves work with children, how are child protection issues to be addressed?</p> <p>The impact of the project on children, especially adolescent girls will be that they will be able to access quality education and complete upper primary education and enrol in lower secondary education</p> <p>As for parents and community members, the impact of the project will be that there will be behavioural change among this group of people towards the girls' right to education. As a result of this behavioural change, parents and communities will take action to support girls' education.</p> <p>Child protection will be integrated in all the program activities within the schools and communities. Plan Malawi will ensure that children and adults are trained on child protection.</p>
8.6.3	<p>EXCLUDED GROUPS How have you ensured that the needs of excluded and vulnerable groups, including people with disabilities and people living with HIV/AIDS are addressed within the project?</p> <p>The project will make a deliberate move to reach out the excluded and vulnerable groups, including people with disabilities and people living with HIV & AIDS.</p>
8.6.4	<p>ENVIRONMENT Please specify what impact (positive, neutral or negative) your project is likely to have on the environment. Please note the severity of the impacts and if negative, what steps you will take to mitigate these.</p> <p>The project will have no negative impact on the environment.</p>
<p>SECTION 9: PROJECT MANAGEMENT AND IMPLEMENTATION</p>	

<p>9.1</p>	<p>PROJECT MANAGEMENT Please outline what are the project implementation and management arrangements for this project.</p> <p><i>Note: This should include:</i></p> <ul style="list-style-type: none"> • A clear description of the roles and responsibilities of each of the partners. You may wish to include as an appendix an organogram of the project staff showing which staff are part of which partner organisation and how the partners relate to each other. • A clear description of the added value of the each organisation within the project. • An explanation of the human resources (number (in full- time equivalents), type, skills, background, gender, nationality) required. You should specify whether these are new resources or are already in place. • An outline and justification of the material inputs (equipment) required for the project.
	<p>The project will be integrated in the already existing Plan structure and will work closely with identified partners that will be responsible for the implementation of the project. Details in terms of the roles and responsibilities of partners will come clearer as the project is designed further and implemented in the early stages.</p>

SECTION 11: MONITORING, EVALUATION, LESSON LEARNING AND BUILDING SUPPORT FOR DEVELOPMENT IN THE UK

<p>11.1</p>	<p>How will the performance of the project be monitored? What baseline information will you collect initially against which to show progress, how will you demonstrate progress (identifying interim indicators or milestones) and how will you assess impact? How will the logframe be used? Are the indicators sufficiently SMART?</p> <p>The performance of the project will be monitored through participatory monitoring and evaluation, using the monitoring tools developed based on the information to be collected through the baseline survey. While this proposal has been informed by the baseline information obtained, a project specific baseline survey will be commissioned to collect specific information relevant to this project, but which has not been captured by the original situation analysis. The logframe and its indicators will be used to track the progress of the project. There will also be review meeting to assess the performance of the project and an evaluation conducted at the end of the project. Adolescent girls will be involved in all these activities not only as beneficiaries but also as active participants</p> <p>Best practices on the project will be documented and shared within and outside Plan Malawi. Based on the lessons learnt, the project will be scaled up to other areas</p>
<p>11.2</p>	<p>How will you involve beneficiaries and other stakeholders in monitoring and evaluation?</p> <p>Adolescent girls will be involved in all stages of the project cycle including project design, implementation, monitoring and evaluation. They will also actively participate in project review meetings.</p>
<p>11.3</p>	<p>Please explain how the learning from this project will be disseminated. This section should include how useful information and lessons will be shared during and at the end of the project, and to whom this information will be targeted (e.g. project stakeholders and others outside of the project).</p> <p>During the life of the project, the learning from this project will be shared with stakeholders during review meetings and through the media, including a Plan-supported Youth Media radio station (Timveni) that disseminates information on youth and children. Best practices, lessons learnt and publications produced from this project will be shared at various forums that include various stakeholders, partners and government officials.</p>

SECTION 12: PROJECT RISKS AND MITIGATION

<p>12.1</p>	<p>Please outline the main risks to the success of project indicating if the risks are high, medium or low. How will these risks be monitored and mitigated? If the risks are outside your direct control, is there anything you can do to manage their effects? If relevant, this should include and assessment of the risk it poses to local partners to participate in the project.</p> <p><i>Note that risk is not necessarily a reason to penalise a project. Projects might be good <u>because</u> they are taking risks and breaking new ground.</i></p>
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	<p>Risks</p> <ul style="list-style-type: none"> ▪ Traditional leaders' resistance to change due to enshrined cultural beliefs; elders may be reluctant to include adolescent in decision making because of culture. ▪ Insufficient resources allocated to promote the girls education. ▪ Parents using financial support on activities other than supporting girls education. ▪ Policies guaranteeing girl's rights not implemented. ▪ Opportunities not available for girls advancing further to higher education. ▪ Partners not delivering projects according due to limited capacity. <p>Mitigations</p> <ul style="list-style-type: none"> ▪ Working with traditional leaders and other community leaders to raise awareness on the importance of involving children in decision making and as agents of change. ▪ Involve key stakeholders and government officials as champions of programs. ▪ NGOs and Government conduct joint national planning, monitoring and review activities. ▪ Educating parents on child rights. ▪ Increased awareness on girl rights and the laws that protect and promote the rights of the adolescent girls. <p>Screening of potential partners.</p>
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SECTION 13: CAPACITY OF PARTNER ORGANISATIONS (Max 2 pages each)		
Please copy and fill in this section for each partner organisation		
13.1	Name of Organisation	Forum for African Women Educationists in Malawi (FAWEMA)
13.2	Address	P.O. Box 30886, Capital City, Lilongwe 3
13.3	Web Site	www.fawema.com
13.4	Partner organisation category	<input checked="" type="checkbox"/> Non-Governmental Organisation (NGO)
13.5	Partner organisation status	<input checked="" type="checkbox"/> Lead partner
13.6	SUMMARY OF EXPECTED ROLES AND RESPONSIBILITIES	
	Please also include the approximate project funding to be administered by this organisation.	
	The partner will be responsible for implementing project activities including facilitating trainings for capacity building, facilitating interface meetings, organising awareness-raising meeting with communities and organising advocacy activities. The partner is expected to administer more than half of the total project funds.	
13.7	EXPERIENCE	
	Please outline the experience of your partner in relation to their role and responsibility in this project (including technical issues and relevant geographical coverage)	
	FAWEMA has vast experience in promoting girls education in Malawi. It has presence in the areas where this project is proposed to be implemented.	
13.8	CHILD PROTECTION (projects working with children and youth (0-18 years only))	
	What is your partner(s)' capacity in relation to child protection? How will you work with your partner(s) to ensure children are kept safe?	
	All partners working with Plan Malawi sign Plan's child protection policy. FAWEMA will be no exception. In addition to this, FAWEMA staff will be trained on Plan's child protection policy	
13.9	FRAUD	
	Are you aware of any fraudulent activity in your partner organisation within the last 5 years? How will you minimise the risk of fraudulent activity occurring?	
	I am not aware of any fraudulent activity in the partner organisation. Before FAWEMA is engaged, due diligence will be done to ensure that FEWEMA systems are in conformity with the requirements of Plan. Periodic auditing of the partner will also be completed to minimise the risk of fraudulent activity.	