

Case study

TEAM Girl Malawi

Link Education International
MALAWI

MAY 2021



Girls'
Education
Challenge



LINK
EDUCATION

Project summary (pre and during Covid-19)

Link Education International's TEAM Girl Malawi project provides community-based education (CBE) classes to 5,000 out-of-school girls and 1,200 boys in three cohorts, as well as girls clubs with a focus on sexual and reproductive health and other life skills. Before Covid-19, learners were taught in groups of 60 at Learning Centres; facilitators taught the CBE four days each week. During Covid-19, learners were split into groups of 15 (study circles) and then four as the situation changed. Teaching and learning and sanitation materials were provided to girls in study circles.

Domain 1: Local context and educational system

1: Local context	Link Education International's approach
Engages with parents, caregivers, and families	Each learning centre has a Management Committee and Mother Group made up of members of the community which support its effective implementation. The project runs community sensitisation activities to engage with parents, caregivers and families.
Mapping the local context, infrastructure and market	A rapid assessment was conducted with learners via phone in June 2020 (12% of learners were reached). Local communities were involved with the identification of suitable infrastructure/spaces for learning to take place. Lack of access to mobile phone and radio were identified in the rapid assessment and this was a key factor in designing the study circle approach.
Engages the Ministry of Education in the projects' overall goals to enhance girls' learning	The curriculum used was adapted from government materials and the content is in alignment with the government CBE Curriculum. The reduction in subjects from seven to four is an innovation that the Government of Malawi plans to adopt in their wider CBE programme. The provision/ use of home study materials may be continued post Covid-19, as a mixed methodology approach.

Domain 2: Distance teaching and learning modality

2: Modality	Link Education International's approach
Effective DTL delivery modalities to use (for example, mobile phones, radio, television, online learning or paper-based materials)	Based on a rapid assessment, the project chose a small group approach, along with the distribution of home learning materials. The rapid assessment identified lack of access to technology for distance learning (radio, TV, mobile phones) as well as girls' preferred methods of continuing to engage with learning.
Value for money of the modality	The project procured learning packs to aid home learning. There have been costs associated with redeveloping and printing facilitator guides to incorporate home learning activities, as well as the development and printing of the life skills subject textbook and guide, created as a result of the reduction from seven to four subjects in the community-based education curriculum. These adaptations were considered low cost and good value for money, particularly when compared to the cost of, for example, creating / broadcasting radio programmes and procuring radios.
Inclusion of sub-groups of learners	The small group approach takes place in locations close to where learners are based (in accessibility and risk-assessed sites) so that physical accessibility is improved for all. A home learning journal was undertaken by an inclusive education specialist and pictures were added alongside words to aid understanding by learners.

Domain 3: Content and curriculum

3: Content and curriculum Link Education International's approach

Differentiation of curriculum to meet the needs of high and low attaining learners

The CBE curriculum aims at achieving academic learning outcomes, but also addresses other needs – health, livelihoods, citizenship, agriculture and environment as themes within the subjects. This allows those that may not achieve academic learning outcomes to achieve other social economic outcomes.

Ensuring the curriculum is engaging

The curriculum contains themes on day-to-day community issues which makes learning practical, engaging and relevant to the lives of the learners. The project has added games, provision of sports equipment and use of participatory methodologies.

Incorporation of gender equity and social inclusion (GESI) into the curriculum

The girls' clubs curriculum is focused on GESI topics and was adapted to address those which are most pressing due to Covid-19. In revising the community based education curriculum, the project has worked with Ministry to highlight this as more materials are developed.

Domain 4: Pedagogy and assessment

4: Pedagogy and assessment Link Education International's approach

Use of various pedagogical approaches and relevance to learners needs and capacities

The CBE curriculum encourages use of TALULAR (locally available resources for teaching). The project adapted the approach and the materials further. Instead of having 60 learners in a class with four facilitators, the project had four learners coming once per week with one facilitator, then scaled up to 15 learners coming four times a week. Existing textbooks were used for term two revision and facilitator guides updated for term three to include home learning activities. Facilitators were supported with training to lead small groups and home learning activities.

Incorporation of gender equity and social inclusion (GESI) into pedagogy and assessment

In the classroom, the facilitators employ an inclusive education approach. Rather than taking a standardised approach to teaching learners with specific impairments, facilitators are asked to be problem solvers in the learning environment, making adaptations to pedagogy, timing of lessons, and modifications to learning spaces to take account of multiple barriers faced by their students.

Use of assessment to inform adaptations to pedagogy

ASER learning assessments were completed in January and analysed by sub-groups to understand whether the small group/home learning method has facilitated learning for all groups and make adaptations accordingly. Termly learning progress is analysed and discussed at termly Team Girl Malawi adaptive management meetings.

Domain 5: Monitoring, evaluation, learning and adaptation and impact

5: Monitoring, evaluation, learning and adaption

Link Education International's approach

A learning and adaptation system is in place that enables operational / delivery changes and feedback loops are being used

The project has an adaptive management system in place that enables operational and delivery changes from learning centre, district and national level, and a feedback system ensures decisions are fed back down through these levels to the community.

Human resourcing

No additional resources have been made available for the implementation of Covid-19 activities; the DTL approach has been delivered within existing human resources. However, strong digital data collection methods, tools, and staff skills have been important from an M&E perspective – additional development of these skills would be beneficial.



.....
Find out more: www.girlseducationchallenge.org | uk_girls_education_challenge@pwc.com
.....

The Girls' Education Challenge is a project funded by the UK's Foreign, Commonwealth and Development Office ("FCDO"), formerly the Department for International Development ("DFID"), and is led and administered by PricewaterhouseCoopers LLP and Mott MacDonald (trading as Cambridge Education), working with organisations including Nathan Associates London Ltd. and Social Development Direct Ltd. This publication has been prepared for general guidance on matters of interest only and does not constitute professional advice. You should not act upon the information contained in this publication without obtaining specific professional advice. No representation or warranty (express or implied) is given as to the accuracy or completeness of the information contained in this publication, and, to the extent permitted by law, PricewaterhouseCoopers LLP and the other entities managing the Girls' Education Challenge (as listed above) do not accept or assume any liability, responsibility or duty of care for any consequences of you or anyone else acting, or refraining to act, in reliance on the information contained in this publication or for any decision based on it.

Cover photo: © Link Education International