

Project Evaluation Report

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Notes:

Some annexes listed in the contents page of this document have not been included because of challenges with capturing them as an A4 PDF document or because they are documents intended for programme purposes only. If you would like access to any of these annexes, please enquire about their availability by emailing uk_girls_education_challenge@pwc.com.

Transformational Empowerment of Adolescent Marginalised Girls in Malawi – Endline Evaluation Report

October 2023

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List of Acronyms

AoC	Agent of Change
CBE	Complementary Basic Education Centre
CERT	Centre for Educational Research and Training
CP	Child Protection
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
FCDO	United Kingdom's Foreign, Commonwealth & Development Office
FGD	Focus Group Discussion
GEC	Girls' Education Challenge
GRPICCT	Gender Responsive Pedagogy & Inclusive and Child-centred Teaching Methodologies
IO	Intermediate Outcome
KII	Key Informant Interview
Link	Link Education International
LNGB	Leave No Girl Behind
MEL	Monitoring, Evaluation and Learning
MoEST	Ministry of Education, Science and Technology
MoGCDSW	Ministry of Gender, Children, Disability and Social Welfare
O	Outcome
SRHR	Sexual and Reproductive Health and Rights
STS	School-to-School International
TALULAR	Teaching And Learning Using Locally Available Resources
TEAM Girl Malawi	Transformational Empowerment of Adolescent Marginalised Girls in Malawi
TfaC	Theatre for a Change
ToC	Theory of Change
USAID	United States Agency for International Development
VACS	Violence Against Children Survey
VfM	Value for Money
CWPM	Correct Words per Minute

1. Executive Summary

Background

The Transformational Empowerment for Adolescent Marginalised Girls in Malawi (TEAM Girl Malawi) project was a 5-year Girls' Education Challenge (GEC) initiative funded by the United Kingdom's Foreign, Commonwealth and Development Office (FCDO) through the Leave No Girl Behind (LNGB) funding window. TEAM Girl Malawi was implemented by Link Education International (Link) and Link Community Development Malawi (Link Malawi) in collaboration with consortium partners Theatre for a Change (TfaC), CGA Technologies, Supreme and CUMO Microfinance Limited.

Seeking to improve learning and life opportunities for girls aged 10–19 who had never been to school or who dropped out of school without gaining functional literacy and numeracy skills, the project implemented activities in 4 key intervention areas:

1. Community-based Complementary Basic Education centres (CBEs)
2. Girls' clubs located in the same space as CBEs
3. Support for transition into primary school, vocational training, and business training supported by micro-loans located in select communities
4. System-level support to families, community members, and government staff

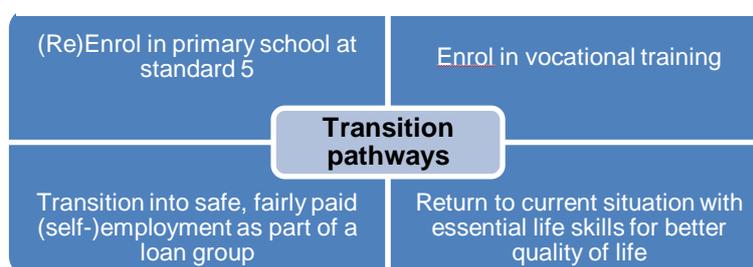
The project expected to reach 3 cohorts of girls who were to transition into one of 4 pathways (Figure 1).¹

TEAM Girl Malawi developed a theory of change (ToC) that articulated the specific barriers faced by marginalised girls in Malawi. The ToC also proposed activities, outputs, and outcomes that would achieve the project's desired impact.

The project's ToC considered the multiple and intersecting barriers preventing highly marginalised girls from accessing quality education in Malawi. These barriers were categorised under social marginalisation, economic marginalisation, and educational marginalisation. The project's ToC proposed a set of activities implemented by TEAM Girl Malawi's consortium partners to address these barriers directly. As a result of these activities, TEAM Girl Malawi anticipated 5 outputs:

1. The CBEs are high quality, inclusive, and gender-responsive
2. Girls are empowered with positive knowledge, attitudes and skills of their sexual & reproductive health and rights, and social and emotional learning
3. Leadership at the national, district, and local levels is improved to support the education of marginalised girls

Figure 1: TEAM Girl Malawi Transition Pathways



¹ This endline evaluation reports on the pathways selected by girls finishing their time in the project at this stage (Cohort 3). It tracks selection into three of the four transition pathways; it does not report on whether girls have opted to return to their current situation with essential life skills for better quality of life, although it does report on changes in life skills overall.

4. Marginalised girls are safe, supported, and protected
5. Girls and their carers have the skills necessary to earn money

Building on these outputs, TEAM Girl Malawi expected to observe 3 intermediate outcomes (IOs), including:²

1. Improved attendance at CBEs, Girls' Clubs, and vocational and business training programmes
2. Improved quality of education at CBEs, primary schools, and Girls' Clubs
3. Improvement in community members' understanding and use of support mechanisms for marginalised girls

All activities, outputs, and IOs were expected to lead to the 3 core outcomes of TEAM Girl Malawi:

1. Learning: (i) marginalised girls are supported by the project to improve their literacy and numeracy outcomes, (ii) marginalised girls are supported with improved life skills outcomes, including sexual and reproductive health, self-esteem, and self-confidence
2. Transition: highly marginalised girls transition into either (i) primary school, (ii) vocational training programmes or business training programmes/entrepreneurship or (iii) safe, fairly paid employment or self-employment, or (iv) have an improved quality of life, if they choose not to pursue vocational, business training, or primary school pathways
3. Sustainability: (i) the Ministry of Education adopts and runs an inclusive model of complementary basic education that reaches the most marginalised and (ii) communities and government district stakeholders recognise, report, and respond to cases of child abuse

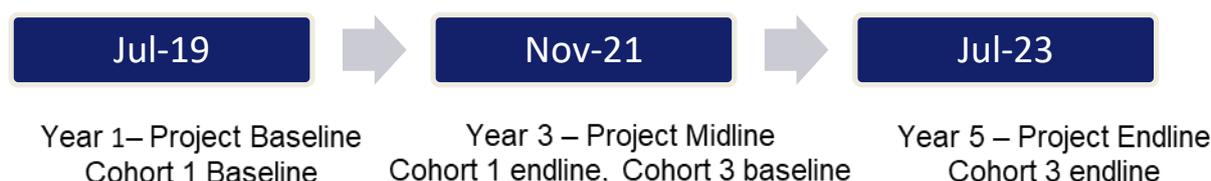
Approach

The endline evaluation of TEAM Girl Malawi employed a mixed-methods, longitudinal, quasi-experimental design. The evaluation utilised data from learning assessments, a package of quantitative and qualitative instruments, and ongoing project monitoring tools. The tools, respondents, and data collection methods allowed data to be triangulated and linked across evaluation questions and indicators. Evaluation data was collected at 3 time points (Figure 2).³

² Between baseline and endline, the project reviewed the statement of its intermediate outcomes and adapted them slightly based upon knowledge gained through project implementation. Between baseline and endline, the logframe was also slightly revised.

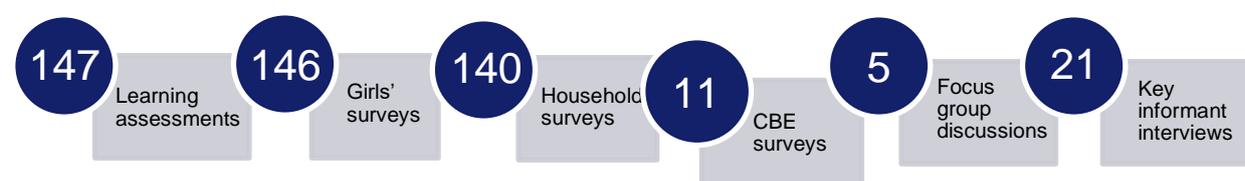
³ For the remainder of the report, unless noted otherwise, "baseline" will be used to refer to Cohort 3 baseline, which corresponds to the project midline.

Figure 2: Project Evaluation Points and Cohorts



This report summarises findings from quantitative and qualitative endline data collected in 11 CBEs in July 2023 (Figure 3).

Figure 3: Endline Sample Sizes



Conclusions

Summary endline conclusions and the appropriateness of project interventions are described below.

- Endline data analyses showed that Cohort 3 girls improved overall in literacy, as measured by the Early Grade Reading Assessment (EGRA). The percentage of girls who improved their aggregate EGRA score from baseline to endline was 76.9% (Indicator 1.1). The mean aggregate for EGRA scores improved from 31.6 at baseline (out of 100) to 52.7 at endline. The endline aggregate score of Cohort 3 was significantly higher than Cohort 1's aggregate endline EGRA score of 38.2.
- Endline data analyses showed that Cohort 3 girls also improved overall in numeracy, as measured by the Early Grade Mathematics Assessment (EGMA). Overall, 76.9% of girls improved their aggregate numeracy score from baseline to endline. At baseline, the mean aggregate score was 32.3 (out of 100), while it significantly improved to 63.2 at endline.
- Two key factors appeared to correlate with increased learning outcomes—district and age. First, girls in Mchinji district had significantly higher learning outcomes than girls in the other two districts, which was possibly due to the strong relationship and active engagement of local leaders in Mchinji. Secondly, it was observed that higher age bands were correlated with significantly higher learning outcomes.
- Overall, a majority of Cohort 3 girls indicated that they would pursue self-employment at endline (54.8%), which was a significant increase from baseline (33.3%). An almost equivalent decrease was seen in girls no longer stating they wanted to pursue skills or vocational training (from 49.2% to 23.2%)⁴.

⁴ A possible explanation for the change from baseline is the removal of the vocational training option from the project.

- Ministry officials were familiar with and enthusiastic about the inclusive CBE model, and believed the ministry had influenced a similar policy. However, they all expressed concern about having the financial resources necessary to implement a similar policy.
- The project seemed to have had a marked impact on facilitators' capacity to practise gender-responsive pedagogy and inclusive and child-centred teaching methodologies (GRPICCT), with all CBE facilitators at endline applying at least some of these methodologies.
- The Value for Money analysis showed that both girls and households placed a high level of value on their experience in the project. However, the sustainability of the project and projects of this nature was a concern of many. In addition, there appeared to be misaligned expectations on the level of support and resources that could be provided by the project to support the girls' entrepreneurial ambitions, including eligibility for the loans provided by CUMO and the opportunity for vocational training.
- The majority of Cohort 3 girls (74.1%) saw improved life skills scores in comparison to their baseline scores. Of those who were recontacted at endline, there was a significant boost in life skills score, increasing from an average index score of 1.8 to 2.3.
- Collectively, the project shows impressive levels of growth especially when considered with their focus on the most marginalized as reflected in the level of diversity across participants and the proportion of girls who face high levels of barriers or have a functional difficulty.

Recommendations

- The investment and engagement of local community leaders in the Mchinji district were the strongest explanations for the significantly higher learning outcomes. Two recommendations result from this finding. First, regarding monitoring, future projects should consider quantitatively measuring community leaders' beliefs, practices, and behaviours to provide a more illustrative look at these indicators across districts. Second, future projects should consider programming to engender the levels of engagement from local community leaders that were seen in Mchinji.
- Future projects should consider the limitations of a longitudinal study with a sample size this small. Marginalised girls are always likely to have very high attrition rates like those seen in this study. If future projects are interested in exploring the numerous disaggregates that were highlighted in this project's design, a much higher level of statistical power (and therefore a much larger sample) would be required to conduct a robust analysis.
- Additionally, both quantitative and qualitative data suggest that there was a high level of interest in vocational training, which was no longer an available option given that the project would close before Cohort 3 would transition.⁵ The project should aim to clarify the difference in levels of support across cohorts and districts, as many respondents in KIIs and FGDs reported that they did not receive the level of support they had expected. Project staff are advised to address these comments from beneficiaries and ensure clear communication on the availability and eligibility of certain pathways. In addition, future models should consider consistent transition options across cohorts, particularly in areas in which the program is repeated.

⁵ Entrepreneurial training was added as an adaptation to the project, knowing that vocational training would not be available for Cohort 3. Although this option was not made available to girls under 16 years of age, the question of transition pathways was asked of all respondents.

- The conceptualisation (definition) and operationalisation (measurement) of the sustainability indicators should be reconsidered in future projects. Given the limited engagement with the ministry in terms of measurement, it was difficult to obtain a sufficient picture to address the current definition of sustainability. It was also difficult to draw any broad conclusions from the limited amount of data collected from these stakeholders with regard to the endline indicator.

2. Background to Project

The Transformational Empowerment for Adolescent Marginalised Girls in Malawi (TEAM Girl Malawi) project was a 5-year Foreign, Commonwealth & Development Office (FCDO)-funded Girls' Education Challenge (GEC) initiative through the Leave No Girl Behind (LNGB) funding window. Link Education International (Link) implemented TEAM Girl Malawi in collaboration with consortium partners Theatre for a Change (TfaC), CGA Technologies, Supreme and CUMO Microfinance. School-to-School International (STS) served as the external evaluator for TEAM Girl Malawi.

2.1 Project Context, Target Beneficiary Groups and Theory of Change

Context for Programme Design

Politically, Malawi is stable. However, low GDP growth per capita, less productivity in the agriculture sector, and recurrent extreme weather events leave 70.0% of people living under the international poverty line and 51.0% of people experiencing caloric deficiency.⁶ The country ranked 169 out of 191 countries on the Human Development Index 2021/2022.⁷

The Malawian Minister of Education reported in a 2019 education sector analysis that resources were limited,⁸ and at the programme's onset the 2015–2016 Education Sector Performance Review, indicated the country would not reach its education targets.

Nearly 9.0% of the adult population is HIV positive, and prevalence has been found to double for those with no education compared to those with more than a secondary education.⁹ This HIV epidemic, combined with complications in pregnancy and childbirth, is the leading cause of death for girls aged 15-19.¹⁰

Traditional socio-cultural expectations place significant barriers on the ability of girls living in poverty to succeed educationally and economically. According to UNICEF, although a 2017 amendment to the constitution raised the age of marriage to 18, around 46.0% of girls marry¹¹ and about one-third give birth before the age of 18.¹² These rates increased during the Covid-19 pandemic while schools remained closed.

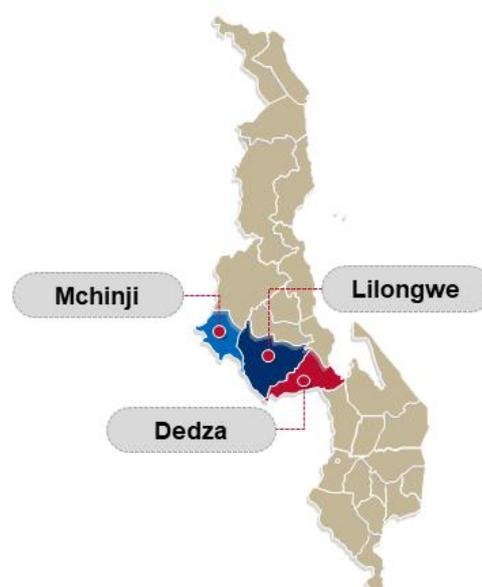


Figure 4: Map of TEAM Girl Malawi Intervention

⁶ https://databankfiles.worldbank.org/public/ddpext_download/poverty/987B9C90-CB9F-4D93-AE8C-750588BF00QA/current/Global_POVEQ_MWI.pdf

⁷ [hdr2021-22pdf_1.pdf \(undp.org\)](https://hdr2021-22pdf_1.pdf(undp.org))

⁸ <https://www.unicef.org/malawi/media/4581/file/Malawi%20Education%20Sector%20Analysis.pdf>

⁹ [241122_Mphia_Foreword.pdf \(columbia.edu\)](https://241122_Mphia_Foreword.pdf(columbia.edu))

¹⁰ <https://malawi.unfpa.org/en/topics/adolescent-pregnancy-2>

¹¹ [The situation of children and women in Malawi | UNICEF Malawi](https://www.unicef.org/malawi/stories/better-late-never)

¹² <https://www.unicef.org/malawi/stories/better-late-never>

Early marriage, gender-based violence, and teenage pregnancy also affect girls' chances at succeeding in school. UNICEF also reports that girls who are married before the age of 18 are more likely to experience domestic violence and drop out of school.¹³ Additionally, 65.0% of girls experience child abuse,¹⁴ and other sources report between 20% and 42% of girls experiencing physical, sexual, or emotional violence. While the primary school attendance rate is 87.0%, it drops to 35.0% in secondary school.¹⁵ In 2015, pregnancy was the cause of 44.0% of female student dropouts.¹⁶ Although the five-year National Child Protection Strategy (NCPS) adopted by the Government of Malawi in 2012 has had a positive impact, continued efforts need to focus on scalability and sustainability.¹⁷

In the Central Western Region of Malawi, as pictured in Figure 3, where TEAM Girl Malawi operates, there are above average rates of student dropout and orphans with single parents.¹⁸ This region also has the highest proportion of children with disabilities. Resources are also strained. The ratio of children to textbooks is 3:1, and this region is one of the two with the greatest need for toilets, with the pupil to toilet ratio at 22 for girls (recommended at 10) and 23 boys (recommended at 15).

The TEAM Girl Malawi project responds to the reality of this context. A gender and social inclusion analysis informed TEAM Girl Malawi's project design and theory of change (ToC). It also identified multiple intersecting barriers that prevent highly marginalised girls from accessing quality education. The project included considerations of social, economic, and educational marginalisation in its programming.

Social Marginalisation

- Early and forced marriage for girls is culturally accepted and provides income for poor families. It is rare for married girls to remain in school.¹⁹
- Deeply ingrained attitudes denigrate girls' education as low value with little positive return. There remains a prioritisation of boys' education, heightened by the fact that girls are expected to take on more household responsibilities and join their husband's family.²⁰
- Teenage pregnancy is common among both married and unmarried girls. While the Readmission Policy is implemented in the target districts, girls report childcare challenges, poverty, stigma, and feeling 'too old' for school as reasons for dropping out. School records show that young fathers are less likely to drop out.
- Gender-based violence and child abuse are normalised and common in school and community environments. CP systems are weak, and 65.0% of girls experience child abuse.²¹ Other sources report between 20.0% and 42.0% of girls experience physical, sexual, or emotional violence. Comparatively, boys are more likely to experience physical violence, and girls are more likely to experience sexual violence.²²
- Malawi is a conservative country, and adolescents who experience stigma from disability, HIV status, mental health, albinism, or sexual exploitation are particularly

¹³ [Fighting early marriages with education | UNICEF Malawi](#)

¹⁴ [The situation of children and women in Malawi | UNICEF Malawi](#)

¹⁵ [The situation of children and women in Malawi | UNICEF Malawi](#)

¹⁶ <http://csecmalawi.org/resources/EMIS-2015-REPORT-FINAL.pdf>

¹⁷ [Evaluation Malawi CP Leaflet A5_18092019.indd \(unicef.org\)](#)

¹⁸ <http://csecmalawi.org/resources/EMIS-2015-REPORT-FINAL.pdf>

¹⁹ <https://www.unicef.org/malawi/reports/child-protection-factsheets>

²⁰ <https://mpf.undp.org/sites/default/files/documents/20000/17032>

²¹ [The situation of children and women in Malawi | UNICEF Malawi](#)

²² [Malawi fact sheet School-Related Gender-Based Violence-2020-eng.pdf \(ungei.org\)](#)

marginalised. This is compounded by poor access to health services and few schools providing an inclusive, safe environment. Girls remain at high risk of HIV—3.7% of young women aged 15–17 live with HIV compared to 0.4% of boys.²³

Economic Marginalisation

- While primary school is free, families who suffer poverty have difficulty affording essential additional costs—books, uniforms, and exam fees. They may also rely on income from child labour. This is particularly true for child-headed households and among orphans. In 2018, four million children were classified as poor, and one in four children was involved in child labour.²⁴
- Adolescent girls are at risk of sexual exploitation for income generation and internal and external trafficking. It is challenging for a sexually exploited girl to return to school, particularly if contributing to the household income.
- In Lilongwe, there are additional challenges of dense urban living. The majority of the population lives in urban areas and informal settlements. The UN reported that the average population density in Lilongwe is 1,479 per square kilometre.²⁵

Educational Marginalisation

- Primary schools are under-resourced, and teachers are unable to provide marginalised children with individual attention and support. Gender norms mean that girls participate less than boys, which impacts their self-confidence as well as their ability to progress. In addition to this, girls' learning is restricted by pedagogy that is not gender responsive. Primary schools are rarely equipped with separate sanitation facilities for girls and do not meet their needs during menstruation.
- Adolescent girls are reluctant to re-join classes with younger children or where the pedagogy is inappropriate for their age.
- Despite a government policy to make available alternative forms of education for marginalised, vulnerable, or over-age children, Malawi's provision of complementary basic education centres (CBE) could benefit from additional support to achieve systematic implementation.
- Most primary school teachers (59.0%) are male (EMIS 2015). Girls lack role models in the education sector, which becomes particularly challenging as they negotiate puberty and socio-cultural expectations.
- Low parental literacy levels, particularly among women, and few educational resources prevent children from accessing educational support at home.

Direct beneficiaries of the TEAM Girl Malawi project are defined as 'individuals who are the intended, targeted beneficiaries of the interventions'. Beneficiary selection for direct beneficiaries used eligibility criteria that learners had to meet: (i) be out of school, (ii) be 10–19 years old and (iii) have no functional literacy or numeracy skills. TEAM Girl Malawi specifically designed interventions to meet the needs of direct beneficiaries, support their vulnerabilities, tackle the barriers they face in obtaining basic levels of literacy and numeracy, and equip them to access sexual and reproductive health and rights (SRHR), choice, and safety. At the conclusion of the CBE programme, direct beneficiaries were encouraged to

²³ Ministry of Health, 2014

²⁴ <https://www.unicef.org/malawi/reports/child-protection-factsheets>

²⁵ [Malawi - The World Factbook \(cia.gov\)](#); [Malawi Lilongwe Urban Profile.pdf \(unhabitat.org\)](#)

transition to primary school, vocational training, or business training, based on their age (Table 1).

Table 1: Proposed Intervention Pathways after Successful CBE Completion

Intervention pathway	Which girls are recommended to follow this pathway?	What literacy and numeracy levels are the girls starting at?	What does success look like for learning?	What does success look like for transition?
Enrol back into primary school (standard 5) (Transition group A)	Girls aged 10–15 at end of 2 years of CBE	Standard 0 – 1 for literacy and numeracy	Girls achieve standard 4 equivalent for literacy and numeracy	Girls enrol back into school (standard 5)
Embark on supported vocational training course (Transition group B)	Girls aged 16–21 at end of 2 years of CBE			Girls obtain skills to enter safe employment ²⁶
Enter entrepreneurship training (Transition group C) ²⁷	Girls aged 18–19+ at end of 2 years of CBE			Girls obtain entrepreneurial skills to make an income, join VSL group, and practice skills to earn an income

Indirect beneficiaries of the TEAM Girl Malawi project are defined as those ‘individuals who are unintended targets but likely to benefit from the intervention’. Indirect beneficiaries of TEAM Girl Malawi include boys, CBE facilitators, and others (Table 2).

Table 2: Indirect Beneficiary Groups

Group	Interventions received
Boys ²⁸	CBE curriculum, Nzotheke Clubs, safeguarding and transition

²⁶ Measure for “obtain skills” was determined jointly with programme implementers.

²⁷ Group C included girls who do entrepreneurship training, plus those who also joined a VSL group, plus those who received a microloan. Girls could do entrepreneurship training at age 16 but were only eligible for financial services once they were 18.

²⁸ Boys were not considered direct beneficiaries because the primary target of the TEAM Girl Malawi programme was girls.

Group	Interventions received
CBE facilitators, AoCs	Extensive training and job experience
Wider community members	Community sensitisation through listening clubs and trainings on numerous issues, such as child protection, inclusive education, stigmatisation and safeguarding
Family members of direct beneficiaries	Household economic benefit of vocational training, business training and loans
District officials, including PEAs and teachers	Inclusion training in schools and capacity building

Throughout the lifetime of the project, TEAM Girl Malawi has adapted to various environmental events. Periods of famine added pressure on learners to leave their CBE in order to engage in paid work. During the Covid-19 pandemic, Cohort 1 experienced a 6-month and subsequent 4-week school closure. The resulting extension of the school year to December, 2021 led to increased administrative costs. Cascading effects included the MoE shortening the subsequent school year, given that it began in January, 2022 rather than September, 2021. Cohort 2 therefore experienced a shortened academic year running from January, 2022 through September, 2022, as opposed to the usual schedule of September through July. Cohort 3 was also impacted by an environmental crisis—a 3-week closure due to a Cholera outbreak. TEAM Girl Malawi adapted to these circumstances through informal home learning, community facilitated learning, new learning materials, and the procurement of personal protective equipment and hygiene materials.

3. Endline Evaluation Approach and Methodology

The following section presents information on the endline evaluation approach, including details on the overall evaluation purpose and questions, quantitative and qualitative methodologies, data collection tools, enumerator training, and operational endline data collection. External evaluators conducted the TEAM Girl Malawi endline evaluation—School-to-School International (STS) and a local data collection firm, the Centre for Educational Research and Training (CERT) at the University of Malawi.

3.1 Evaluation Purposes and Evaluation Questions

The overall purpose of the endline evaluation of TEAM Girl Malawi was to answer the project's evaluation questions and build on baseline findings to measure primary and intermediate outcomes (IOs). In other words, the endline evaluation was designed to provide relevant, meaningful, and credible findings about the design of the project and its ability to meet its proposed outcomes in relation to the primary outcomes and IOs stated in the ToC.

TEAM Girl Malawi's primary and sub-evaluation questions and data sources are detailed in Table 3. Four project-level evaluation questions guide all LNGB projects; the project-specific sub-evaluation questions further specify these. The sub-evaluation questions align with TEAM Girl Malawi's ToC and measure the implementation assumptions the project was designed on. Results for the sub-evaluation questions have been aggregated across the sample to answer the primary evaluation question.

Table 3: Evaluation Questions and Summary of Quantitative and Qualitative Data or Analysis

Evaluation Question	Relevant DAC Criteria ²⁹	Relevant Outcomes	Relevant Intermediate Outcomes
<p>1. What impact did the GEC funding have on marginalised girls' learning and their transition into primary school, vocational training, safe and fairly paid employment or other pathway of their choice?</p> <p>a. What is the impact of the TEAM Girl Malawi intervention on girls' learning outcomes?</p> <p>b. What is the impact of the TEAM Girl Malawi intervention on girls' reported transition into primary school, vocational training, safe and fairly paid employment or another pathway?</p>	<p>Impact Effectiveness Relevance</p>	<p>O1. Number of highly marginalised girls supported by GEC with improved learning outcomes.</p> <p>O2. Number of marginalised girls who have transitioned through key stages of education, training or employment (with sub-indicator for boys where reported)</p>	<p>IO 2. Improvement in quality of education at CBE, Primary Schools and Girls' Clubs</p>

²⁹ DAC Criteria is taken from OECD DAC (Development Assistance Committee). For more information, please visit <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

Evaluation Question	Relevant DAC Criteria ²⁹	Relevant Outcomes	Relevant Intermediate Outcomes
<p>2. What are the factors that contribute to or detract from marginalised girls' transition into education, training or employment?</p> <p>a. How does the quality of education influence girls' transition?</p> <p>b. How do gender perceptions and norms influence girls' transition?</p> <p>c. How does community support for girls' education influence girls' transition?</p>	<p>Coherence</p> <p>Impact</p>	<p>O2. Number of marginalised girls who have transitioned through key stages of education, training or employment (with sub-indicator for boys where reported)</p>	<p>IO1. Attendance</p> <p>IO2. Improvement in quality of education at CBE Centres, Primary Schools and Girls' Clubs</p>
<p>3. How sustainable were the activities funded by the GEC?</p> <p>a. To what extent are TEAM Girl Malawi activities embedded in CBE and MoEST and MoGCDSW processes, structure and staff capacities?</p> <p>b. To what extent do communities demonstrate ownership over improving education for girls in TEAM Girl Malawi target areas?</p>	<p>Sustainability</p> <p>Effectiveness</p> <p>Efficiency</p>	<p>O3. Sustainability</p>	
<p>4. How successfully did LNGB projects reduce barriers to participation in education (e.g., traditional, vocational), employment or other pathway of choice for marginalised girls?</p> <p>a. How have TEAM Girl Malawi interventions</p>	<p>Impact</p> <p>Effectiveness</p> <p>Relevance</p>	<p>O1. Number of highly marginalised girls supported by GEC with improved learning outcomes.</p>	<p>IO1. Attendance</p> <p>IO3. Improvement in community members' understanding and use of support mechanisms for marginalised girls</p>

Evaluation Question	Relevant DAC Criteria ²⁹	Relevant Outcomes	Relevant Intermediate Outcomes
<p>affected girls' attendance?</p> <p>b. How have TEAM Girl Malawi interventions affected the quality of education at the institutions where they take place (if located in an institution)?</p> <p>c. How have TEAM Girl Malawi interventions affected community support and attitudes?</p>		<p>O2. Number of marginalised girls who have transitioned through key stages of education, training or employment (with sub-indicator for boys where reported)</p> <p>O3. Communities, and government district stakeholders recognise and report and respond to cases of child abuse</p>	

3.2 Overall Evaluation Design

The evaluation of the TEAM Girl Malawi project employed a mixed-methods, longitudinal, quasi-experimental design. The evaluation utilised data from learning assessments and a package of quantitative and qualitative instruments used with different respondents to inform findings. The variety of tools, respondents, and data collection methods allowed data to be triangulated and linked across evaluation questions and indicators.

TEAM Girl Malawi rolled out activities in a cohort design.³⁰ Given this implementation structure, the evaluation capitalised upon the cohort structures to measure and compare findings against the results of Cohorts 1 and 3.³¹ The cohort design also helped avoid any potential ethical and logistical concerns in identifying a separate control group of girls for the evaluation. Evaluation data was collected from the cohorts at three separate time points:

- Year 1 (July 2019) – Project Baseline: Cohort 1 baseline

³⁰ In this cohort structure, TEAM Girl Malawi first provided services to one cohort of girls in the first year of the programme; then expanded to a second cohort of girls in the second year; a third cohort in the third year; and others. This structure allowed for iterative adaptation and improvement in programme implementation.

³¹ As detailed in the MEL framework, TEAM Girl Malawi determined that a comparison group was not appropriate in the project's context. No services would be offered to comparison group girls, which raised ethical concerns given levels of marginalisation. This could cause high levels of resistance from the community, MoEST and MOGCDSW. Further, these girls would be prohibitively difficult to track across evaluation points.

- Year 3 (November 2021) – Project Midline: Cohort 1 endline, Cohort 3 baseline³²
- Year 5 (July 2023) – Project Endline: Cohort 3 endline

A joint sampling approach was used for the TEAM Girl Malawi evaluation using two cohorts of programme participants. Specifically, STS and the project collected learning and transition data for girls randomly sampled from Cohorts 1 and 3. The team also collected IO data from respondents—parents, caregivers, CBE facilitators, teachers, head teachers, and community leaders—in the CBEs and communities where sampled girls live.

The endline evaluation design adhered to the project’s logframe and monitoring, evaluation, and learning (MEL) framework. To examine the ToC’s assumptions between IOs and outcomes, STS linked all data to girls’ unique identifiers, analysing the relationships between scores on IO indicators and outcomes. Additionally, the evaluation design was ‘gender equality and social inclusion transformative’, meaning that the evaluation design considered gender, disability, other social differences, and inequalities. These characteristics were explicitly accommodated in the selection of project beneficiaries, design of evaluation tools and protocols for administration, sampling of respondents, selection and training of enumerators, and reporting of evaluation results. Although the project was inclusive of adolescent marginalised boys as indirect beneficiaries, endline data was only collected from girls per the TEAM Girl Malawi MEL framework and STS’ endline research design report.

3.3 Evaluation Ethics

STS adhered to TEAM Girl Malawi ethics and child protection (CP) and safeguarding policies throughout the endline process. This included providing all CERT staff and enumerators with relevant policies and engaging TEAM Girl Malawi to present on the policies during enumerator training. Enumerators were provided with TEAM Girl Malawi persons of contact for each district to ensure that any ethical issues could be mitigated or reported.

3.4 Quantitative Evaluation Methodology

Quantitative Evaluation Tools

Three endline evaluation surveys and two learning assessments were developed and used for the evaluation's quantitative component, which are summarised in Table 4.

Table 4: Quantitative Endline Evaluation Tools

Tool name	Measuring relevant indicator(s)	Developed by?
Girls’ survey	<ul style="list-style-type: none"> ○ 1.3 ○ 2.1, 2.2, 2.3, 2.4 ○ 3 IO 3.2c IO 1.1 	STS, Link, TfaC

³² For the remainder of the report, unless noted otherwise, “baseline” will be used to refer to Cohort 3 baseline, which corresponds to the project midline.

Tool name	Measuring relevant indicator(s)	Developed by?
	IO 3.1, 3.2, 3.3, 3.4	
Household survey	O 1.3 IO 1.1 IO 3.1, 3.2, 3.3	STS, Link, TfaC
CBE facilitator survey	IO 1.1 IO 2.2, 2.3	STS, Link, TfaC
EGRA	O 1.1	STS (adapted from existing tools) ^{33, 34}
EGMA	O 1.2	STS (adapted from existing tools) ³⁵

Before enumerator training and data collection, STS and TEAM Girl Malawi collaboratively adapted the existing girls' survey, household survey, and CBE facilitator survey tools that had been used at project baseline and midline for Cohort 1 in 2019 and 2021. The surveys remained relatively stable across evaluation points, with minor revisions or additions. STS also adapted the Early Grade Reading Assessment (EGRA) and Early Grade Maths Assessment (EGMA) from previously existing tools, and these two learning assessments were unchanged from Cohort 3 baseline to endline. The EGRA and EGMA are discussed in more detail in the section below titled 'Learning Assessments.' STS also shared drafts of all qualitative tools with Link, who provided feedback for revision based on the project's indicators and specific implementation priorities.

Learning Assessments

At baseline, STS adapted learning assessments from existing EGRAs and EGMA previously administered in Malawi under the United States for International Development (USAID) Malawi Teacher Professional Development Support Programme, in collaboration with the MoEST.³⁶ Both the EGRA and EGMA were administered in Chichewa, with the EGRA testing reading skills in Chichewa. Chichewa was selected as the assessment language because it is the national language of Malawi and the primary language of instruction through Standard four.

Details of EGRA and EGMA subtasks are included in Table 5. Most subtasks included autostops—or early stop rules—that allowed enumerators to automatically stop one subtask and move on to the next if learners did not correctly answer a predetermined set of items. Autostops were established to allow respondents to move efficiently through the assessment and not spend a lengthy period trying to demonstrate skills they did not have. Autostops also allowed for respondents with low learning levels to be exempt from attempting all items on each subtask.

³³ Creative Associates International, RTI International and Seward Inc. *Malawi National Early Grade Reading Assessment Survey: Final Assessment – November 2012*. Washington, DC: USAID, 2012.

³⁴ USAID/Malawi and MoEST. *USAID Funded Malawi Teacher Professional Development Support (MTPDS) Activity 2010 Early Grade Reading Assessment (EGMA): National Baseline Report 2010*. Washington, DC: USAID, 2010.

³⁵ USAID/Malawi and MoEST. *USAID Funded Malawi Teacher Professional Development Support (MTPDS) Activity 2010 Early Grade Mathematics Assessment (EGMA): National Baseline Report 2010*. Washington, DC: USAID, 2010.

³⁶ The Malawi Teacher Professional Development Support activity was implemented by Creative Associates International, RTI International and Seward Inc. from 2010 to 2013.

Table 5: Learning Assessments

Tool name	Subtask	Purpose	Administration	Scoring
EGRA – local language	Initial sound identification	Phonemic awareness	Untimed; autostop after first 5 items	Correct initial sounds out of 10
	Letter name identification	Alphabet knowledge	Timed – 2 minutes; autostop after first 10 items	Correct letter names per minute; 100 items total
	Syllable identification	Alphabet knowledge and decoding	Timed – 2 minutes; autostop after first 10 items	Correct syllable sounds per minute; 100 items total
	Familiar word reading	Sight-word recognition and decoding	Timed – 2 minutes; autostop after first 5 items	Correct familiar words per minute; 50 items total
	Oral reading fluency	Decoding and reading fluency	Timed – 2 minutes; autostop after first 6 items	Correct words per minute; 54 items total
	Reading comprehension	Reading comprehension	Untimed; number of questions asked corresponds to how many words read in oral reading fluency passage	Correct out of 5
	Listening comprehension	Oral language comprehension and vocabulary	Untimed; all questions asked of all respondents	Correct out of 5
EGMA	Number recognition	Numerals and numericities identification	Timed – 2 minutes; no autostop	Correct per minute; 20 items total
	Quantity discrimination	Numerical magnitudes comparisons	Untimed; autostop after 4 consecutive incorrect items	Correct out of 10

Tool name	Subtask	Purpose	Administration	Scoring
	Missing numbers	Number patterns identification	Untimed; autostop after 4 consecutive incorrect items	Correct out of 10
	Addition (level 1)	Arithmetic skills	Timed – 2 minutes; no autostop ³⁷	Correct per minute; 20 items total
	Addition (level 2)	Arithmetic skills	Untimed; no autostop; only administered if respondent correctly answered at least one item correct on addition level 1 subtask	Correct out of 5
	Subtraction (level 1)	Arithmetic skills	Timed – 2 minutes; no autostop	Correct per minute; 20 items total
	Subtraction (level 2)	Arithmetic skills	Untimed; no autostop; only administered if respondent correctly answered at least one item correct on subtraction level 1 subtask	Correct out of 5
	Word problems	Conceptual and real-word mathematics understanding	Untimed; autostop after 4 consecutive incorrect items	Correct out of 6

Enumerators

STS and CERT worked collaboratively to recruit, hire, and train enumerators for the operational endline data collection activities. STS provided CERT with key qualifications to support its recruitment and selection process, indicating a preference for enumerators who had also collected data for the baseline evaluation. CERT then recruited 23 local female enumerators who met the required qualifications, including 21 who were trained in the quantitative component and two who were trained in the qualitative component. The group

³⁷ Learners who did not correctly answer any items on the addition level 1 or subtraction level 1 subtasks were not asked items from the corresponding level 2 subtask.

also included four principal researchers who facilitated the training and provided support during data collection.

Before training commenced, all selected enumerators signed contracts with CERT that stipulated their expected roles, including their expected ethical and professional conduct during training and data collection.

STS remotely facilitated a training of trainers (ToT) for the CERT principal researchers from 20–23 June 2023. The endline quantitative and qualitative enumerator training, co-facilitated by STS and CERT, and with support from Link, took place from 26–30 June 2023 in Lilongwe, with STS participating remotely. During the training, enumerators working on the quantitative tools were split into two groups—those responsible for administering surveys and those responsible for administering the learning assessments. Link based group assignments on the enumerators’ previous experience and expertise. Sessions were delivered in plenary and group formats and included the following topics:

- Endline study purpose and research ethics
- Introduction to TEAM Girl Malawi project
- Safeguarding
- EGRA/EGMA
- Surveys
- Using tablets for data collection
- CBE mobilisation and team roles and responsibilities
- Accommodations for girls with disabilities
- Data collection logistics
- Supervisor roles and responsibilities

Learning assessment enumerators took part in two assessor accuracy quizzes during the training. The quizzes measured enumerators’ ability to score consistently and accurately with a ‘gold standard’ script of responses. All enumerators scored over 90.0% on both quizzes, indicating high assessor accuracy. The training schedule also included one day of in-field practice, during which enumerators visited a TEAM Girl Malawi CBE community that was not part of the endline sample.

Data Collection

Data collection took place 3–10 July 2023. Enumerator teams completed and submitted daily CBE tracking forms so that data collection issues and progress could be managed and tracked. This information was shared with STS, which conducted daily data monitoring and quality assurance. The CBE tracking form, coupled with the electronic data submissions, enabled easier reference and summary counts to be calculated regarding the number and type of data collected. The tracking forms were cross-referenced against the number and type of cases in the uploaded data. Enumerators also conducted daily interrater-reliability assessments, which were then scored by STS to evaluate assessor drift during operational data collection.

Using the daily tracking forms, STS maintained detailed documentation of all issues encountered in a master tracker which was used as part of the data cleaning process. STS implemented three main criteria to guide data quality assessment—data needs to be complete, accurate, and internally consistent. Disposition codes were applied to categorise the various issues or problems that emerged during data collection as well as in the datasets. These disposition codes were used to determine cleaning rules, which were incorporated into the database using syntax to clean the data accordingly. Disposition codes were also used to flag any learning centre-level issues, such as sampling issues or if security problems were encountered. These coding and flagging procedures helped ensure that the various and nuanced contexts of data collection at the learning centre-level were sufficiently catalogued and considered during the data cleaning, analysis, and reporting process.

Quantitative Data Analysis

FCDO reporting templates guided STS's data analysis plan. Quantitative data was coded and analysed in Stata. STS used multi-stage data cleaning plans to ensure all data values were within the allowable range. STS also followed the standard best practices for cleaning and finalising data as outlined in EGRA and EGMA Toolkit guidance and LNGB guidance. These practices also included developing and providing a master codebook and merging or appending data files where possible for easier use and manipulation.

Data from different surveys were linked using unique learner IDs or a learning-centre ID assigned by TEAM Girl Malawi. STS produced a cleaned and merged dataset to analyse the different responses. All items or questions were analysed individually; means, standard deviations, and frequencies were produced for each variable. For the EGMA and EGRA, data was synthesised at the subtask level and the test level. In addition, a series of composites was created using variables in the household surveys to synthesise the data and increase the power of the analysis.

Quantitative Sample Selection

Endline tools were administered to respondents across the sampled CBE communities in Dedza, Lilongwe, and Mchinji. STS administered three quantitative surveys:

1. A girls' survey was administered to all the adolescent girls in the TEAM Girl Malawi project Cohort 3 who comprised the EGRA and EGMA sample.
2. A household survey was administered to one parent or caregiver of each of the girls who comprised the EGRA and EGMA sample. The household survey was also administered to a sample of community members who participated in TfaC-led activities.
3. A CBE facilitator survey was administered to the facilitator of each Cohort 3 CBE in the sample.³⁸

TEAM Girl Malawi used a two-stage stratified random sampling procedure to sample CBEs and girls within CBEs. Given the longitudinal nature of the study, the same 11 CBEs were selected at endline, and the project recontacted as many of the girls sampled from Cohort 3 as possible. Any girls who were no longer enrolled in the CBE or were unable to be located at

³⁸ CBE facilitators were those working in CBEs on informal primary education curriculum. This did not include Agents of Change, facilitators working separately with Girls' Clubs through TfaC.

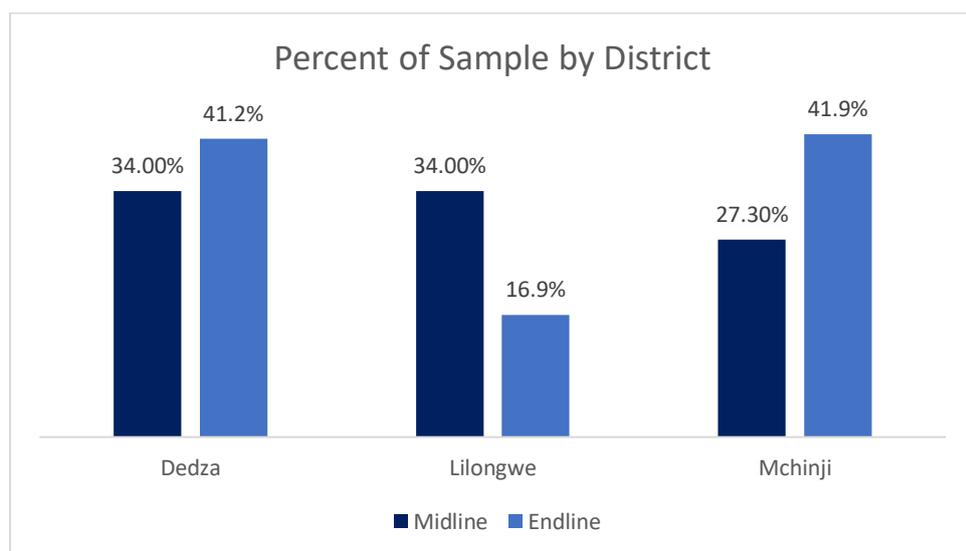
endline were not replaced, in keeping with the attrition assumptions described in this evaluation’s pre-baseline inception report.

Quantitative Sample Sizes

The sample size was chosen to generalise the results at project level. The representativeness of the baseline sample was assessed by comparing the characteristics of the surveyed girls with data provided by the project for each cohort. Annex 2 and Annex 3 provide details on the endline sample and population breakdown by district. The original Cohort 3 baseline sample for Dedza represented two-fifths of the TEAM Girl Malawi beneficiaries and just over one-third of sampled beneficiaries (sample: 34.0%, population: 39.9%). Mchinji similarly represented two-fifths of programme beneficiaries and one-third of the sample (sample: 34.0%, population: 40.1%). Finally, Lilongwe made up one-fifth of all programme beneficiaries and just over one quarter of the sample (sample: 27.3%, population:19.9%).³⁹

The endline sample for Cohort 3 was similar, as shown in Figure 5, with girls from Dedza representing two-fifths of the sample (sample: 41.2%), girls from Mchinji similarly representing two-fifths of the sample (sample: 41.8%), and girls from Lilongwe representing about 17.0% of the sample (sample: 16.8%).

Figure 5: Percentage of Sample by District



It is not possible to fully assess the representativeness of the sample on disability prevalence because we do not know the distribution of disability relevance across the entire population or marginalized girls in Malawi. Two sources were used to collect disability data. Source 1, beneficiary enrolment disability information, was internally collected using the Washington Group Short Set of Disability Questions. At baseline, Source 2 was collected using the Washington Group/UNICEF Module on Child Functioning. The proportion of Cohort 3 girls at baseline with at least one difficulty was 40.3% (Source 2), and enrolment data (Source 1) also indicated that 40.3% of Cohort 3 girls had at least one functional difficulty. At endline, 50.3% of girls reported at least one domain of functional difficulty when using the Washington Group Short Set of Disability Questions. Given that the question sets and methodologies differ

³⁹ At baseline, Lilongwe was slightly oversampled in Cohort 3 as a function of first selecting sufficient CBEs in the first stage of sampling stratification. Given the drop in the proportion of girls enrolled in the programme between baseline and endline for Cohort 1, this oversampling was intended to reduce the effects of attrition between baseline and baseline for Cohort 3 on the representativeness of girls in Lilongwe.

between the two sources, analysts could not compare the sample proportions to the baseline populations. Results on the Child Functioning questions were used for all endline reporting.

Differences in the anticipated and actual endline sample sizes, as well as remarks on differences, are detailed in Table 6. An additional breakdown of the sample, including by evaluation, by cohort and district, by age and by disability, is available in Annex 2 and Annex 3.

Table 6: Quantitative Endline Sample Sizes

Tool name	Anticipated sample size	Actual sample size	Remarks on why anticipated and actual sample sizes are different
EGRA/EGM A learning assessments	291	147	Attrition among Cohort 3 girls was much higher than expected (as was seen with Cohort 1). Any girls who were no longer enrolled in the CBE or not located at endline were not replaced, in keeping with the attrition assumptions described in the evaluation's pre-baseline inception report.
Girls' survey	291	146	As above, attrition among Cohort 3 girls was much higher than expected and girls could not be replaced due to the study's longitudinal design. Note: One girl who took the learner assessment did not take the Girls Survey.
Household survey	291	140	As above, attrition among Cohort 3 girls was much higher than expected and households of such girls could not be replaced.
CBE facilitator survey	11	11	All CBE facilitators for the 11 centres were surveyed.
Note: Actual sample size is representative of the number of records after data cleaning. Note that there are 148 total observations because one girl completed a girls' survey without doing an assessment and one completed a learning assessment without taking the girls' survey.			

Challenges in Endline Data Collection and Limitations of the Evaluation Design

Attrition among girls from baseline to endline was the primary challenge faced during data collection. Some girls were reported to be unavailable due to pregnancy or childbirth, or had dropped out of the programme because of relocation due to marriage, relocation due to other reasons, or other causes not reported to enumerators at the time of data collection. Some had also transitioned to primary schools. In addition, not all households could be surveyed because many individuals were involved in income-generating activities and thus were unavailable to

participate in interviews at CBEs. When enumerators tried to follow up with these households at home, the majority were not there.

Attrition analysis

At endline, the evaluation was able to follow up with 148 of the 287 Cohort 3 girls sampled for participation at baseline, resulting in a follow-up rate of 51.6%. Chi square tests indicated that the endline sample of Cohort 3 girls was statistically significantly different from baseline in terms of age group and functional difficulty prevalence. Differences in age group was to be expected, as girls would have aged one year between baseline and endline. However, a statistically significantly higher proportion of girls at endline had a functional difficulty (50.3%) compared to the baseline sample (40.3%).

Analysts conducted an analysis of determinates of attrition to understand characteristics of those in Cohort 3 who were not re-identified at endline. Characteristics found to affect differences between reidentified and non-reidentified girls included district, overall functional difficulty, difficulty in making friends and depression, and feeling safe traveling to and from school. There was no difference in age distribution between girls who were and were not reidentified at endline.

Girls not re-identified at endline showed statistically significant differences in their distribution by region compared with girls who were reidentified. Girls not re-identified were more evenly distributed across districts, with 30.2% coming from Dedza, 36.7% coming from Lilongwe, and 33.1% coming from Mchinji. In contrast, girls reidentified at endline came predominantly from Dedza (41.2% and Mchinji (41.9%), with only 16.9% coming from Lilongwe. This follows trends seen in follow-up with Cohort 1 girls, where fewer came from Lilongwe.

Girls not re-identified were statistically significantly less likely to have a functional difficulty compared to girls who were reidentified. At baseline, a higher proportion of girls not re-identified did not have a functional disability (71.1%). Among girls who were reidentified, 49.6% did not have a functional difficulty. Similarly, girls who were not reidentified were statistically significantly less likely to have a functional difficulty in making friends and in depression. Only 2.3% of girls who were not reidentified had a functional difficulty in making friends (compared to 7.6% of girls who were reidentified) and 3.9% of girls who were not reidentified had a functional difficulty in depression (compared to 12.4% of girls who were reidentified.)

Finally, girls who were not reidentified at endline were statistically significantly less likely to feel unsafe traveling to school at baseline. Among these girls, 14.1% reported feeling unsafe traveling to school compared to 24.0% of girls who were reidentified at endline.

No difference was found between re-identified and non-reidentified girls' learning outcomes at baseline. However, girls who were reidentified at endline were more likely to have higher life skills scores at baseline (66.6% of girls reidentified had high life skills scores compared to 53.5% of girls not reidentified).

The implications for endline findings include:

- Overall, the endline evaluation lost statistical power given the 51.6% attrition rate.
- The endline sample may have introduced some bias into the results as girls with functional difficulties were overrepresented, and girls from Lilongwe were

underrepresented. Results pertaining to these groups should be interpreted with caution.

3.5 Qualitative Evaluation Methodology

Qualitative Data Collection Tools

Five qualitative data collection tools were administered at endline (Table 7).

Table 7: Qualitative Tools and Revisions

Tool name	Purpose	Related outcomes	Tool developed by	Tool revised from baseline? If so, how?
FGD with adolescent girls	Capture the perspectives, experiences and aspirations of the project's main beneficiaries – marginalised adolescent girls	O 2 IO 3 IO 4	STS, Link, TfaC	Tools were streamlined, and questions were cut to reduce length. Select questions were made optional due to sensitivity for younger respondents. Participatory learning activity was cut as was appropriate at this stage of the project.
KII with community leaders	Capture the perspectives and attitudes of key stakeholders at the community level – especially those who may serve as gatekeepers or agents of change within communities. Also enables a monitoring of potential backlash, issues or concerns within communities.	O 2 O 3 IO 4	STS, Link, TfaC	Tool was revised at endline to include additional sustainability, reflection, and Value for Money questions.
KII with government officials (both	Draw on the knowledge and experience of the most relevant government officials at the district-level.	O 3 IO 4 IO 5	STS, Link, TfaC	Tool was revised at endline to include additional sustainability,

Tool name	Purpose	Related outcomes	Tool developed by	Tool revised from baseline? If so, how?
district and national)	Examine the degree of project's alignment with government policies and district-level buy-in to TEAM Girl approach to better understand barriers and opportunities to sustainability			reflection, and Value for Money questions. Additionally, the tool was modified to respond to changed indicators.
KII with CBE facilitators	Draw on the knowledge and experience of the most relevant project implementers and those with immediate experience working with beneficiaries	O 2 IO 3 IO 4	STS, Link, TfaC	Tool was revised at endline to include additional sustainability, reflection, and Value for Money questions.

A primary focus of the key informant interviews (KIIs) and focus group discussions (FGDs) were barriers to girls' education, both in terms of access to school or CBE centre, attendance at school, or CBE centre and transition.

Qualitative Sample Selection and Sample Sizes

Qualitative data collection was concurrent with the quantitative data collection. At least one CBE facilitator KII was conducted at each CBE. In addition, three CBEs were selected as sites for additional qualitative data collection, at which one FGD with adolescent girls and several KIIs were conducted. In addition, KIIs were completed at the district and national levels. The qualitative sample breakdown by tool and district is detailed in Table 8.

Table 8: Qualitative Sample Size by Tool

Tool	Lilongwe	Dedza	Mchinji	Total
Adolescent Girls FGD	2	1	1	4
Community Leader KIIs ⁴⁰	2	1	1	4
District-level government representative KIIs	1		1	2
District-level government representatives FGDs		1		1
National-level government representative KIIs	2			2

⁴⁰ Community leaders included traditional authorities and chiefs.

Tool	Lilongw e	Dedza	Mchinji	Total
CBE facilitator KIIs	3	4	4	11
Link KIIs				2
Total	26			

Enumerators

During the remote ToT facilitated by STS from 20–23 June 2023, one of the four principal researchers was trained to specialise in the qualitative data collection. This principal researcher then facilitated the qualitative component of the subsequent enumerator training from 26–30 June 2023. Sessions were delivered in plenary and group formats and included the following topics:

- Endline study purpose and research ethics
- Introduction to TEAM Girl Malawi project
- Safeguarding
- Qualitative data collection overview: facilitation and notetaking
- Tools overview and practice
- CBE mobilisation and team roles and responsibilities
- Accommodations for girls with disabilities
- Data collection logistics
- Supervisor roles and responsibilities

Qualitative Data Collection

Experienced qualitative researchers from CERT conducted all in-person qualitative field research, and STS conducted three additional remote interviews. In-person qualitative data collection took place from 3–10 July 2023. Each KII and FGD included a facilitator and a note-taker. KIIs and FGDs were audio recorded when respondents provided permission. Each evening, the data collection teams met for debriefing and submitted summary field notes from the day's KIIs and FGDs for review and quality check by STS. Within one week of data collection, note-takers produced expanded field notes in English using audio recordings. Expanded field notes captured quotes, key points, and themes that emerged for each question; factors that aided analysis such as non-verbal activity or body language; and any major ideas, thoughts, or take-aways from the note-taker. Field notes were entered into Microsoft Word and imported into NVivo for analysis.

Qualitative Data Handling and Analysis

Qualitative data were transcribed, translated, and reviewed for accuracy and quality as fully as possible upon the completion of data collection.⁴¹ All FGD and KII audio recordings, field notes, transcriptions, and translations were shared and stored on STS' secured, password-protected server. Data were cleaned and anonymised, with participant information remaining confidential. Finalised field notes and translated transcriptions were imported into NVivo 12, a data analysis software package, to systematically code and analyse the data. The qualitative data analysis methodology incorporated an iterative approach and included content analysis and constant comparison of narrative data to identify and validate emerging themes. A preliminary codebook was developed based on the TEAM Girl Malawi endline study core research themes and key concepts, and additional codes that emerged during the data analysis were incorporated and added to the codebook. The qualitative data and emergent themes were examined within the broader context of the quantitative results and indicators, with relevant findings woven into the report as appropriate to help provide additional insights and understanding into the TEAM Girl Malawi evaluation results, analyses, and external evaluator recommendations.

⁴¹ FGDs and KIIs were audio-recorded to enable thorough transcriptions, translations and quality checks.

4. Outcome findings

Endline results for the following TEAM Girl Malawi outcomes are presented in this section:

- O 1: Number of highly marginalised girls supported by GEC with improved learning outcomes
- O 2: Number of marginalised girls who have transitioned through key stages of education, training, or employment
- O 3: Communities and government district stakeholders recognise and report and respond to cases of child abuse

4.1 Learning Outcomes

TEAM Girl Malawi's first outcome was improved learning outcomes, with the following indicators:

- 1.1 Percent and number of highly marginalised girls supported by GEC with improved literacy outcomes
- 1.2 Percent and number of highly marginalised girls supported by GEC with improved numeracy outcomes
- 1.3 Percent and number of highly marginalised girls supported by GEC with improved life skills outcomes (made up of a composite of sexual and reproductive health, self-esteem, and self-confidence)

“Improved literacy outcomes” were measured by matching aggregate EGRA and EGMA scores at baseline (2021) and endline (2023) for girls in Cohort 3 who participated in both data collections (longitudinal analysis). If there was any increase in the aggregate EGRA or EGMA score, the girl was counted as showing improvement.

Background Context on Literacy Outcomes in Malawi

National early grade reading performance in Chichewa has been assessed annually in Malawi since 2010.⁴² Understanding girls' outcomes on oral reading fluency (ORF) and reading comprehension was particularly useful for understanding the construct of literacy overall because there is a relationship between ORF and comprehension, and because these two skills together represent what is intuitively understood to mean that a child is able to read.⁴³

A group of 24 national and international experts proposed recommendations for national benchmarks for ORF and reading comprehension.⁴⁴ In November 2014, the Malawi MoEST, with technical assistance from USAID, created benchmarks for Standards 1–3 in syllable reading, familiar word reading, ORF, and reading comprehension.⁴⁵ The benchmarks were set

⁴² USAID. (2014). Proposing Benchmarks for Early Grade Reading in Malawi, <https://shared.rti.org/content/proposing-benchmarks-early-grade-reading-malawi#>

⁴³ The Simple View of Reading is a theory that attempts to define the skills that contribute to early reading comprehension. According to the original theory, an individual's reading comprehension is the product of her decoding skill and language comprehension. Source: Gough, P.B. & Tunmer, W.E. (1986). Decoding, reading, and reading disability. *Remedial and Special Education*, 7, 6–10.

⁴⁴ USAID. (2014).

⁴⁵ USAID. (2016). Assistance to Basic Education. All Children Reading. ERIT: The Malawi Early Grade Reading Improvement Activity Early Grade Reading Assessment, Chichewa National Baseline for Standards 1 and 2, June 2016. [MERIT - Quarterly Progress Report, Oct - Dec 2020 \(usaid.gov\)](#)

for children enrolled in formal basic education at Standard 3, a different population than was targeted by TEAM Girl Malawi. The expectations of those benchmarks were that a child, by the time they were in Standard 3, should have reached 50 correct words per minute (CWPM) in reading fluency and 80.0% (4 out of 5 questions) in reading comprehension. When those benchmarks were set, the expectation was that within 5 years, 50.0% of all Standard 3 students would have achieved those benchmarks. Results from other reading projects have found that indicators of reading such as CWPM have improved, on average, but primary school children still do not reach the established national benchmarks. For example, endline results of the USAID Malawi MERIT project showed that at endline, 81.0% of learners were still unable to read a single word correct per minute in Chichewa.⁴⁶

1.1 Percent and Number of Highly Marginalised Girls Supported by GEC with Improved Literacy Outcomes

Endline data analyses show that Cohort 3 girls demonstrated an overall improvement in literacy, as measured by the EGRA. The proportion of girls who improved their aggregate EGRA score from baseline to endline (Indicator 1.1) was 76.9% (Table 9).⁴⁷ This reflects a change longitudinally.

Table 9: Aggregated Early Grade Reading Assessment Scores, Cohort 3

Population	N	O Percentage of Improved literacy	1.1 Baseline ⁴⁸	Endline
All girls (Cohort 3)	147	76.9%	31.6	52.7***
Significance differences between baseline and endline scores are denoted *p<0.1, **p<0.05, ***p<0.01.				

The mean aggregate EGRA scores improved as well. At baseline, the mean score was 31.6 (out of 100), while at endline, it was 52.7. This is a notable and significant improvement.

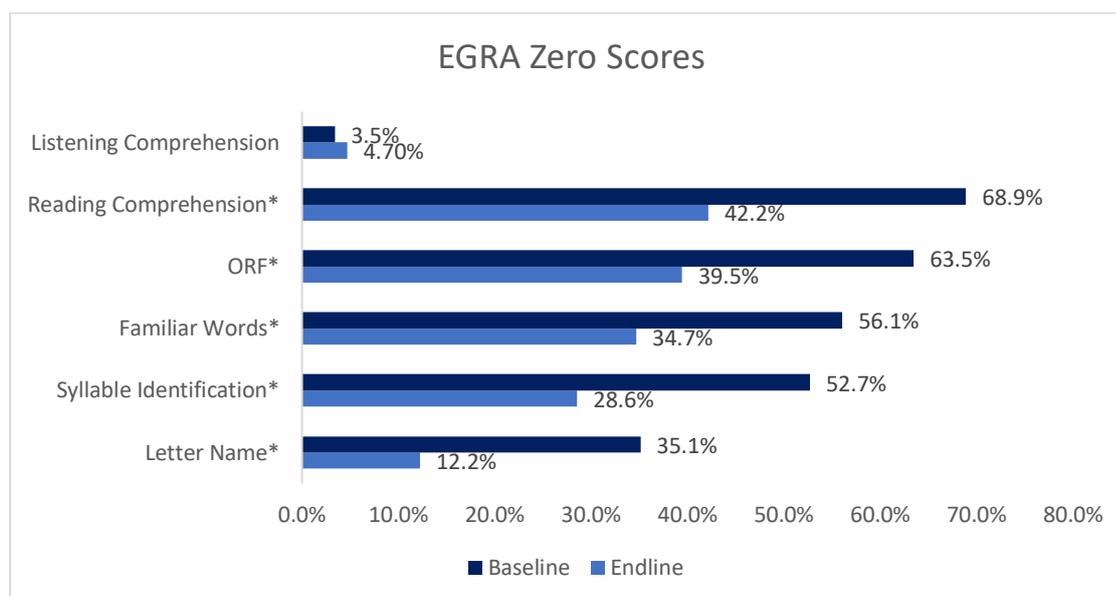
The proportion of zero scores—or the proportion of girls who did not answer a single question correctly on a subtask—also improved from baseline to endline, as shown in Figure 6. These are longitudinal analyses, directly comparing girls zero scores at baseline to endline. In 5 of the 6 subtasks, significantly lower proportions of girls received zero scores at endline than baseline. We observed no significant differences in listening comprehension; the marginal increase was statistically indistinguishable from the baseline level. It is important to note that with less than 5.0% of girls receiving a zero score on listening comprehension at baseline or endline, we are looking at a very small proportion in attempting to measure growth on this subtask. And as noted further in this section, there was significant movement in proficiency bands within this subtask.

⁴⁶ USAID. (2021). Assistance to Basic Education: All Children Reading (ABE ACR) MERIT: The Malawi Early Grade Reading Improvement Activity. Final Project Report, September 29, 2015–March 15, 2021 Source: [PA00XKFT.pdf \(usaid.gov\)](#)

⁴⁷ The aggregated EGRA score is composed of the scores on the seven EGRA subtasks. Each subtask is equally weighted. The possible range of scores on the aggregated EGRA is 0 to 100.

⁴⁸ The aggregate EGRA score among the girls sampled at endline was 29.1. The difference is still statistically significant.

Figure 6: EGRA Subtask Zero Scores⁴⁹



With the ultimate goal of literacy interventions being to improve reading comprehension, future projects should focus on the profile of girls who remain in the non-learner category (have zero scores) on this critical subtask. At endline, 62 girls received zero scores on reading comprehension. Their averages on key outcomes are reported in Table 10.

Table 10: Profile of Girls with Zero Scores on Reading Comprehension

Characteristic	Girls with Zero Score in Reading Comprehension
Age	16.2 years
Average Life Skills ⁵⁰	2.12
Percent of Girls with Functional Difficulty	49.2%
Improved Life Skills	78.4%
Transition: Primary	26.2%
Transition: Vocational and Entrepreneurship Training	18.0%
Transition: Paid work (fair pay)	1.6%
Transition: Self-employment	49.2%
Barrier: School Cost	76.7%
Barrier: Lack of Parental Support	23.3%
Barrier: Hunger	55.0%

⁴⁹ Significance differences between baseline and endline scores are denoted *.

⁵⁰ Average life skills composite is made up of a composite of sexual and reproductive health, self-esteem and self-confidence. It is on a 3-point scale.

Logistic regressions using a cross-sectional approach were run on each subtask proficiency band to understand the changes between the number of girls classified within each band. Significant differences ($p < 0.05$) are noted with a * next to each proficiency band in Table 11. For phonemic awareness, girls were significantly less likely at endline to be classified as non-learners or emergent learners due to the growth in the number of learners considered established and proficient. On the letter awareness, syllable identification, and familiar word reading subtasks at endline, girls were significantly less likely to be classified as non-learners and significantly more likely to be classified as proficient. For ORF, there were significantly fewer girls at endline in the non-learner category and significantly more in the established proficiency band. For listening comprehension, where less girls were classified as non-learners at baseline, girls were significantly less likely at endline to be classified at the emergent level and significantly more likely to be classified at the proficient level. Lastly, for reading comprehension, girls were significantly less likely at endline to fall under the non-learner classification and significantly more likely to be considered established or proficient.

Table 11: Literacy Proficiency Bands, Cohort 3

Subtask	Baseline	Endline
Phonemic awareness		
Non-learner* 0%	59.5% (88)	38.8% (57)
Emergent* 1-40%	31.8% (47)	44.9% (66)
Established 41-80%	8.8% (13)	12.9% (19)
Proficient 81-100%	0.0% (0)	3.4% (5)
Letter name identification		
Non-learner*	35.1% (52)	12.2% (18)
Emergent	33.8% (50)	25.9% (38)
Established	18.2% (27)	19.1% (28)
Proficient*	12.8% (19)	42.9% (63)
Syllable identification		
Non-learner*	52.7% (78)	28.6% (42)
Emergent	22.3% (33)	16.3% (24)
Established	10.1% (15)	15.0% (22)
Proficient*	14.9% (22)	40.1% (59)
Familiar word reading		
Non-learner*	56.1% (83)	34.7% (51)

Emergent	14.2% (21)	8.8% (13)
Established	12.8% (19)	6.1% (9)
Proficient*	16.9% (25)	50.3% (74)
Oral reading fluency		
Non-learner	64.9% (96)	40.8% (60)
Emergent	25.7% (38)	33.3% (49)
Established	8.1% (12)	23.8% (35)
Proficient	1.4% (2)	2.0% (3)
Reading comprehension		
Non-learner	68.9% (102)	42.2% (62)
Emergent	8.8% (13)	5.4% (8)
Established	12.8% (19)	22.5% (33)
Proficient	9.5% (14)	29.9% (44)
Listening comprehension		
Non-learner*	2.7% (4)	4.8% (7)
Emergent	25.7% (38)	5.4% (8)
Established*	46.6% (69)	42.2% (62)
Proficient*	25.0% (37)	47.6% (70)
Significance differences between baseline and endline scores are denoted *.		

Despite the overall increases seen in the longitudinal and cross-sectional analyses, girls' reading scores still fell below benchmarks set in November 2014. The average CWPM (correct words per minute) of Cohort 3 girls at endline ranged from 16.6 in Dedza to 36.4 in Mchinji (Figure 7), which all fell below the benchmark of 50 CWPM in ORF for Standard 3 students. Similar patterns were found in reading comprehension. The average number of correct answers ranged from 1.6 in Lilongwe to 3.2 in Mchinji (Figure 8), which all fell below the benchmark of 4.0 (out of 5 questions, or 80.0%) for Standard 3 students.

Figure 7: Oral Reading Fluency Score CWPM

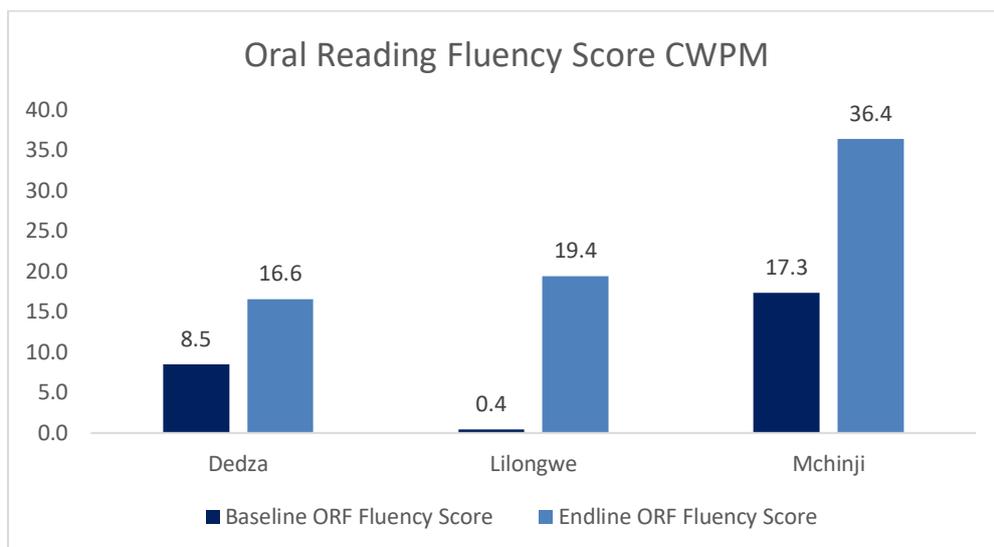
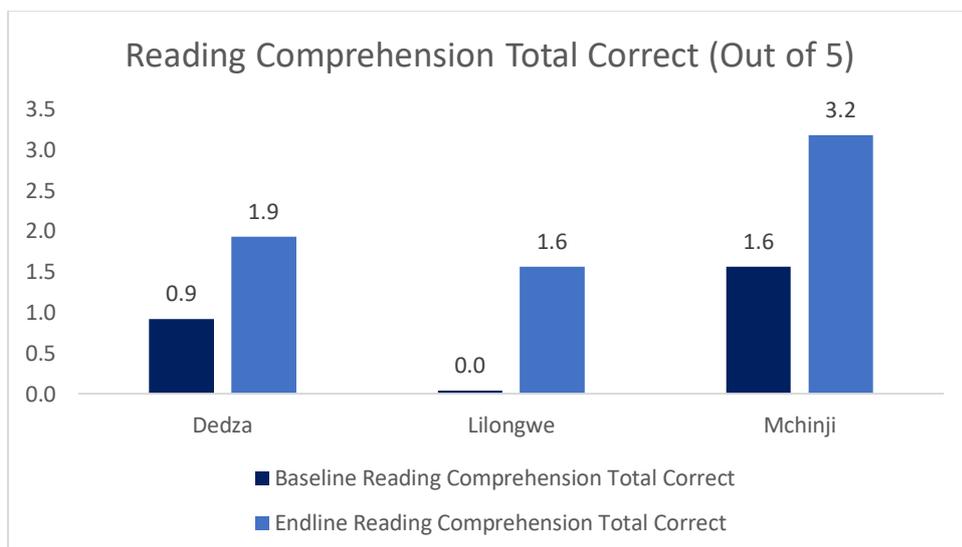


Figure 8: Reading Comprehension Total Correct (Out of 5) for Baseline and Endline



1.2 Percent and Number of Highly Marginalised Girls Supported by GEC with Improved Numeracy Outcomes

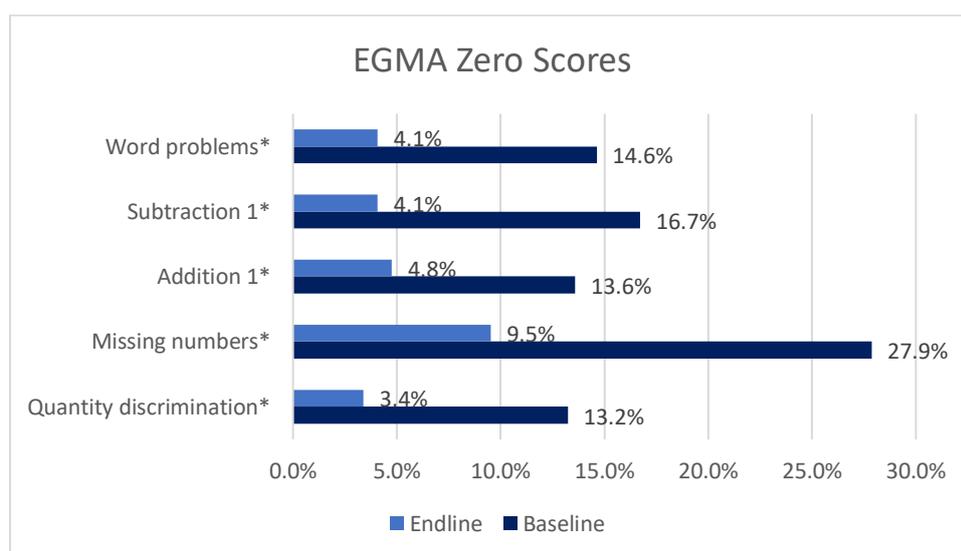
Endline data analyses showed that Cohort 3 girls improved overall in numeracy, as measured by the EGMA. From baseline to endline, 76.9% of girls improved their aggregate numeracy score when comparing scores longitudinally (Indicator 1.2). In addition, the average aggregate EGMA score improved from 32.3 (out of 100) at baseline to 63.2 at endline.

Table 12: Aggregated Early Grade Mathematical Assessment Scores, Cohort 3

Population	N	O 1.2 Percentage of improved numeracy	Mean Aggregate EMGA score	
			Baseline ⁵¹	Endline
All girls (Cohort 3)	147	76.9%	32.3	63.2***
Significance differences between baseline and endline scores are denoted *p<0.1, **p<0.05, ***p<0.01.				

The proportion of zero scores also decreased significantly from baseline to endline on all numeracy subtasks, as displayed in Figure 9. These are longitudinal analyses, directly comparing girls zero scores at baseline to endline.

Figure 9: EGMA Subtask Zero Scores⁵²



Logistic regressions following a cross-sectional approach were run on each subtask proficiency band to understand the changes between the number of girls classified within each band across different numeracy subtasks. Significant differences ($p < 0.05$) are noted with a * next to each proficiency in Table 13. For the number recognition, quantity discrimination, subtraction level 1, and word problems subtasks, girls at endline were significantly less likely to be classified as non-learners or emergent learners due to the growth in the number of learners in the highest band of proficient learners. On the missing number subtask, girls were significantly less likely at endline to be classified as non-learners and significantly more likely to be classified as established ones. Lastly, on the subtraction 2 subtask, significantly fewer girls at endline were classified as non-learners and emergent learners, with significant increases in the number of learners in the established and proficient bands.

⁵¹ The mean aggregate EGMA score at baseline among the girls who we were able to re-sample at endline was 43.0, higher than the whole sample of Cohort 3. The difference is still statistically significant.

⁵² Significance differences between baseline and endline scores are denoted *.

Table 13: Numeracy Proficiency Bands, Cohort 3

Subtask	Baseline	Endline
Number recognition		
Non-learner*	6.8% (10)	0.7% (1)
Emergent*	27.0% (40)	12.9% (19)
Established	29.7% (44)	20.4% (30)
Proficient*	36.5% (54)	66.0% (97)
Quantity discrimination		
Non-learner*	15.5% (23)	3.4% (5)
Emergent*	21.6% (32)	6.8% (10)
Established	35.8% (53)	34.7% (51)
Proficient*	27.0% (40)	55.1% (81)
Missing number		
Non-learner*	29.73% (44)	9.52% (14)
Emergent	47.30% (70)	46.94% (69)
Established*	20.95% (31)	38.78% (57)
Proficient	2.03% (3)	4.76v (7)
Addition level 1		
Non-learner *	17.6% (26)	4.8% (7)
Emergent	23.0% (34)	19.7% (29)
Established	39.9% (59)	29.3% (43)
Proficient*	19.6% (29)	46.3% (68)
Addition level 2		
Non-learner*	35.8% (53)	17.0% (25)
Emergent	32.4% (48)	29.3% (43)
Established	25.7% (38)	25.9% (38)
Proficient*	6.1% (9)	27.9% (41)

	(9)	(41)
Subtraction level 1		
Non-learner*	16.9% (25)	4.1% (6)
Emergent*	30.4% (45)	19.7% (29)
Established	33.1% (49)	44.2% (65)
Proficient*	19.6% (29)	32.0% (47)
Subtraction level 2		
Non-learner*	37.2% (55)	17.7% (26)
Emergent*	34.5% (51)	27.2% (40)
Established*	20.7% (30)	36.1% (53)
Proficient*	8.1% (12)	19.1% (28)
Word problems		
Non-learner*	17.6% (26)	4.1% (6)
Emergent*	24.3% (36)	16.3% (24)
Established	34.5% (51)	28.6% (42)
Proficient*	23.7% (35)	51.0% (75)

1.3 Percent and Number of Highly Marginalised Girls supported by GEC with Improved Life Skills Outcomes (made up of a composite of sexual and reproductive health, self-esteem and self-confidence)

Impacting girls' life skills was a main objective of TEAM Girl Malawi. As analysed at baseline, TEAM Girl Malawi indicator O 1.3—percentage of highly marginalised girls supported by GEC with improved life skills outcomes (sexual and reproductive health, self-esteem, and self-confidence)—was measured by creating a composite index comprised of domains specifically related to the TEAM Girl Malawi curriculum for Girls' Clubs.⁵³

Of the 145 Cohort 3 girls surveyed at endline, 74.1% showed improved life skills. Further analysis revealed that girls aged 14-15 had a significantly higher likelihood of improving in their life skills score than younger age bands. It is a hypothesised possibility that girls 14-15 have an increased life skills score because starting menstruation has increased their knowledge of sexual and reproductive health and thus increased their life skills scores. No

⁵³ Specifically, the life skills index contained items from the following domains: attitudes towards education, self-esteem, self-confidence, child protection knowledge and attitudes, attitudes towards gender-based violence, and SRHR knowledge, attitudes and practices. Several of these indices were already used for IOs; all were used for IOs at baseline. A total of 145 girls responded to the items on the survey at the endline. To calculate baseline levels of life skills, each girl's mean score on the life skills index was computed on a 3.00-point scale. Girls' endline scores were matched with baseline scores, and were categorised as improved, no change or negative change based on the difference between baseline and endline scores.

other significant differences were found in the analysis of the improvement on life skills score by disaggregates of interest.

A further point of interest was the improved quality of life for girls who chose not to pursue vocational, business training, or primary school pathways (indicator 2.4). At endline, 72.9% of the girls who chose not to pursue one of those pathways instead opting into employment had improved life skills from their baseline life skill scores.

Learning Outcomes by Subgroups

When running heterogeneous analyses for the changes in literacy and numeracy outcomes, two notable variables consistently stood out as significant: age bands and district. It is important to be cautious when interpreting heterogeneous effects in regression analyses for subgroups with as small of a sample as the one in this study. Regarding age at endline, girls in the higher age bands had significantly higher aggregate EGRA and EGMA scores and lower rates of zero scores in all subtasks except listening comprehension, likely due to the fact that, as older girls, they had more experience and exposure to schooling. For listening comprehension, the room for improvement was relatively small, with the majority of girls at baseline scoring above a zero. Therefore the girls who would have needed to be targeted to make measurable growth would likely be those who were on the lower distribution of performance. It is possible that the CBE centres focused primarily on reading comprehension skills such as decoding and fluency rather than listening comprehension. When comparing scores across districts at endline, girls in Mchinji had significantly higher aggregate EGRA and EGMA scores and a lower proportion of zero scores in comparison to their peers in Dedza.

EQ1a. What is the impact of the TEAM Girl Malawi intervention on girls' learning outcomes?

It is important to highlight the foundational literacy and numeracy skills that girls in Cohort 3 acquired during the project when juxtaposing their learning gains with the fact many girls fell short of national benchmarks. For example, a learner in Dedza said, 'in the past, I didn't know anything, but when I started coming to TEAM Girl Malawi, I have a step⁵⁴, I know how to count.' This sentiment of taking one of the first steps in literacy and numeracy skills was commonly seen across the girls' qualitative FGDs.

Although girls' instruction focused on both literacy and numeracy, Cohort 3 girls commented more on the impact that their literacy skills—rather than numeracy ones—would have on their future opportunities. Learners highlighted that their reading and writing skills would be essential in securing future employment. One learner stated that 'the most valuable part of my experience in CBE is reading and writing'. This focus on literacy skills mirrors what was observed among Cohort 1 girls at baseline.

Learners, however, often highlighted numeracy as an essential skill when discussing their future employment, especially those who planned to be self-employed. For example, one learner from Lilongwe responded that maths was the most important thing she had learned because 'before the day starts, I start with the mathematics to plan for the day'. She said she decides with the amount of money she finds at home how many tomatoes and how many litres of cooking oil she will buy.

Why are learners struggling to reach literacy benchmarks?

⁵⁴ Learner likely meaning they took a step.

Marginalised girls still face numerous barriers when it comes to mastering literacy and numeracy skills. For one, the project only consisted of 2.5 – 3 hours of instruction per day, which many facilitators pointed out was inadequate. Further, girls noted many reasons that they may be absent from lessons, including sick children, lack of available childcare, no soap to clean clothes, and lack of sanitary pads during menstruation. In addition, when porridge was no longer provided, girls said that they would sometimes not attend because they needed to find work to get food.⁵⁵ One girl from Mchinji said, ‘we were very much troubled with lack of food, such that most of the people were going out to look for piece work⁵⁶ to earn a living to help the families. Food was scarce such that to make yourself available to the centre was very hard because we were very busy with the piece work’. Therefore, with the limited time for classroom instruction and the numerous possibilities for absences, girls seemed to face many difficulties in making the type of gains required to surpass Standard 3 benchmarks.

Furthermore, girls still face persistent negativity from their communities about returning to school. Across all the FGDs, Cohort 3 discussed how they were often met with negativity or teasing when engaging with others about their participation in the project and their interest in going back to school. When asked what made it difficult to attend, one learner from Mchinji said, ‘others giving us negative sentiments that there is nothing you will gain there. This has also made a lot of people to quit’. She added, ‘the learners, our friends which were enrolled with us at the beginning of the programme some of them quitted, claiming that there is nothing to gain there’.

What is driving stronger learning outcomes in Mchinji?

Based on both the longitudinal and cross-sectional analyses, Mchinji had significantly higher learning outcomes than the two other districts. Qualitative data provide possible explanations for this finding, most notably that the relationship between the Team Girl Malawi project and community leaders was strong in Mchinji. Community leaders in Mchinji were active in the encouragement of girls’ participation by ‘call[ing] the parents of marginalised children and informing them the benefit of education and that their children must be involved in CBEs’, according to a community leader in Mchinji. The community leader discussed how stakeholders actively discouraged child marriages and removed girls from those situations. In addition, the community leader in Mchinji discussed how leaders in the district would continue assisting the girls after the project ended. ‘Chiefs will continue helping these children, for example what they have learnt must continue helping that in future,’ the community leader said. While direct causality cannot be determined between the engagement and support of local leadership and the higher learning outcomes in Mchinji, it is a strong explanation for the significantly higher learning outcomes and highlights the important of receiving enthusiastic and long-term buy-in from local leadership in projects that hope to work with marginalised girls in the future.

4.2 Transition Outcome

TEAM Girl Malawi’s second outcome is a transition through key education, training, or employment stages. This section presents endline findings relating to the following indicators:

- 2.1 Percentage of highly marginalised girls who have transitioned into primary school

⁵⁵ Note that food rations were not part of the project design and were not supplied by the project, but rather were a complimentary time-bound donation from a brokered partnership with a local supplier that had over-productions.

⁵⁶ Learner referring to small jobs.

- 2.2 Percentage and number of highly marginalised girls who have transitioned into vocational training relevant to the pursuit of their career
- 2.3 Percentage and number of highly marginalised girls who have transitioned into safe, fairly paid employment or self-employment
- 2.4 Improved quality of life for girls who choose not to pursue vocational, business training or primary school pathways, in percentage and number

Table 14: Cohort 3 Transition Pathways

Category	Transition Pathways							
	Transition A		Transition B		Transition C			
	Primary School		Skills / Vocational Training		Safe employment with adequate salary		Self-employment	
	Baseline	Endline	Baseline	Endline	Baseline	Endline	Baseline	Endline
All girls (Cohort 3)⁵⁷	25.0%	17.2*	49.2%	23.9*	30.6%	1.4%*	33.3%	54.8%*
Lilongwe	26.2%	25.0	41.0%	16.7	26.2%	0.0%	32.8%	54.2%
Dedza	38.1%	19.7	48.5%	14.8	27.8%	3.3%	30.9%	62.3%
Mchinji	10.6%	11.5	55.3%	34.4	36.2%	0.0%	36.2%	47.5%
Significance differences between baseline and endline (all Cohort 3) scores are denoted *.								

Overall, at endline, most Cohort 3 girls indicated that they would pursue self-employment (54.8%), which is a significant increase from baseline (33.3%) based off cross-sectional analyses.⁵⁸ An almost equivalent decrease was seen in the proportion of girls who said they no longer wanted to pursue skills/vocational training (from 49.2% at baseline to 23.9% at endline). As a reminder, 72.9% of these girls (who chose not to pursue one of those pathways, instead opting into employment) had improved life skills from their baseline life skill scores.

A possible explanation for the some of the changes seen across proportion of girls pursuing certain pathways was different opportunities available to different cohorts. The varying timelines of the program for each cohort resulted in different experiences, especially in relation to the interruption due to Covid-19 (affecting Cohort 1 and 2 primarily) and with the conclusion of the project (affecting Cohort 3). In the development of the project, Cohort 3 vocational training was not incorporated due to it not being monitored following completion. Therefore, through adaptive management meetings, an entrepreneurial training option was offered to girls over 16 years of age in Cohort 3. With the large-scale nature of this project and the difficulty of managing multiple cohorts (which allowed for more marginalized girls to participate in the program), it is likely unavoidable to have varying opportunities presented. However, it is

⁵⁷ Five (3.42) girls indicated other, with one being from Lilongwe and four from Mchinji.

⁵⁸ The nature of the question changed to reflect girls' transition ambition at baseline and their transition decision at endline, therefore a cross-sectional approach was more appropriate.

important to highlight that this may be a factor in the changing proportions of transition outcomes.

When looking at girls' self-reported transition rates by disaggregates of interest, a clear relationship emerged between transition pathways and age bands. The younger the learner was, the more likely they were to express interest in returning to primary school; while as girls' age increased, this likelihood decreased.

This finding intuitively makes sense. Younger girls are less likely to face community or peer-based negativity when re-enrolling in school, and they are also likely to have fewer barriers such as dependents or financial needs to prevent them from re-enrolling. If the goal of future projects is to increase the number of girls returning to school across age bands, they will likely need to conceptualise alternative pathways other than formal primary school.

Table 15: Transition Pathways by Age Bands

Age Bands ⁵⁹	N	Transition Pathways			
		Transition A	Transition B	Transition C	
		Primary School	Skills or Vocational Training	Safe Employment with Adequate Salary	Self-employment
Aged 6-8	0	NA	NA	NA	NA
Aged 9-11	4	50.0%	25.0%	0.0%	0.0%
Aged 12-13 ⁶⁰	11	54.6%	9.1%	0.0%	27.3%
Aged 14-15	19	42.1%	26.3%	0.0%	31.6%
Aged 16-17	38	13.2%	18.4%	16.2%	63.2%
Aged 18-19	52	5.8%	21.2%	19.4%	69.2%
Aged 20+	21	5.8%	42.9%	0.0%	47.6%

Transition pathways by a girl's functional difficulty status is depicted below in Table 16. There are no significant differences in proportion of girls selected different transition pathways by status of functional difficult.

⁵⁹ Rows will not add up to 100% because 5 girls selected other and 2 girls did not respond. Percentage totals reflect the total from the whole sample.

⁶⁰ The legal working age in Malawi is 14. This data reflects girls self-reporting of transition pathways. It is important to note that the project did not support girls under working age to pursue work.

Table 16: Transition Pathways by Functional Difficulty

Disability Status ⁶¹	N	Transition Pathways			
		Transition A	Transition B	Transition C	
		Primary School	Skills or Vocational Training	Safe Employment with Adequate Salary	Self-employment
No functional difficulty	72	20.0%	17.1%	2.9%	55.7%
With functional difficulty	73	15.1%	30.1%	0.0%	52.1%
Significance differences between baseline and endline proportions are denoted *.					

4.3 Sustainability Outcome

Endline evidence on Outcome 3: Sustainability is presented in the following section for system, community, and learning space indicators and primarily draws upon qualitative data. The indicators include:

- 3.1a The Ministry of Education (MoE) adopts and runs an inclusive model of Complementary Basic Education (CBE) which reaches the most marginalised
- 3.1b Key MoE officials have the enthusiasm to implement an inclusive model of CBE
- 3.1c Key MoE officials have the influence to implement an inclusive model of CBE
- 3.2a Percentage of child protection cases/concerns reported by community members (inc. boys, girls, AOC, and facilitators, excluding TEAM project staff members)
- 3.2c Percentage of girls who believe they would be supported if they report abuse
- 3.2d Percentage of child protection reports for which the DSWO holds case conferences

3.1a-c: The Ministry of Education (MoE) adopts and runs an inclusive model of Complementary Basic Education (CBE) which reaches the most marginalised.⁶²

Key to the potential adoption of an inclusive model of is its alignment with national government policy. As reported in the TEAM Girl Malawi's Sustainability Plan, there is a high level of synergy between the inclusive model and government policy. The National Education Sector Investment Plan (NESIP) 2020 includes CBEs, with funding decentralized

⁶¹ Disability status was not recorded for 3 of the girls across the assessments at endline. Further, 3 of the girls with no functional difficulty and 2 of the girls with a recorded functional difficulty responded other.

⁶² It is important to note that the project did encounter difficulty in recruiting ministry officials to participate in KIIs, and with any qualitative data sampling, recruitment introduces the possibility of bias.

to district councils and assemblies. The MoE intends to scale up across the country. As of April 2023, the project reports that the MoE is currently considering adopting some features of the TEAM Girl approach, including the use of secondary school graduates as facilitators, reduced number of subjects in the curriculum, and take-home work.

The project has engaged actively with the ministry to support this adoption. They delivered a paper detailing the inclusive model of CBE, including its costs, benefits, and value for money in March 2023 at the National CBE Conference. They arranged field visits by key MoE staff to Learning Centres to see the inclusive model in practice. TEAM Girl Malawi has provided technical support to the MoE to finalise the standardised inclusive model of CBE, address data management of the inclusive model, and hand over the learner tracking database. In September 2023, they held a conference which included a handover of adapted curriculum, inclusive education training for facilitators, assets (learning materials), and documents for the inclusive CBE model (framework).

To measure the effects of these efforts, KIIs were conducted with district- and national-level MoE officials. All ministry officials who participated in KIIs were very familiar with the CBE model and expressed enthusiasm for implementing it, with many of them expressing strong support of the fundamental importance of educating marginalised girls. Although three-quarters of ministry officials said they believed the ministry could implement a policy like the CBE model, most of them expressed a high degree of scepticism about having the financial resources necessary to implement an inclusive CBE model more broadly in Malawi.

3.2a: % of child protection cases/concerns reported by community members (inc. boys, girls, AOC and facilitators, excluding TEAM project staff members)

There were 195 total cases and concerns that the internal project data reported receiving from community members from August 2022 to date, across all the cohorts. Out of this, 83.0% were reported by community members and 33 representing 17.0% of cases were reported by STS the time they were conducting baseline.

3.2c: Percentage of girls who believe they would be supported if they report abuse

At endline, the percentage of girls who believed that they would be supported if they reported abuse was 96.0%, which was a significant increase from baseline (86.5%) looking cross-sectionally. No significant variations were found by district (Table 17), and no significant differences were found across any of the key disaggregates.

Table 17: Percentage of Girls who Believe they would be Supported if they Report Abuse

Percentage of girls who believe they would be supported if they reported abuse			Indicator: 96.0%
	Dedza	Lilongwe	Mchinji
Disagree a lot	3.3%	0.0%	0.0%
Agree a little	1.6%	0.0%	1.6%
Agree a lot	95.1%	100.0%	98.36

Significance differences between baseline and endline (all Cohort 3) scores are denoted *.

5. Key Intermediate Outcome Findings

Endline results related to the following TEAM Girl Malawi intermediate outcomes are presented in this section:

- IO 1.1 Percentage of beneficiaries, teachers, educators, and caregivers who reported that barriers to regular attendance had been reduced as a result of support received
- IO 1.2 Average attendance rate of girls and boys with identified marginalisation characteristics at CBEs/Girls' Clubs
- IO 1.3 Average attendance rate of girls and boys with identified marginalisation characteristics at vocational and business training programmes
- IO 2.1 Percentage of CBE Facilitators practising gender-responsive pedagogy and inclusive and child-centred teaching methodologies
- IO 2.2 Percentage of Agents of Change practising gender-responsive pedagogy and inclusive and child-centred teaching methodologies
- IO 2.3 Percentage of CBE Facilitators who demonstrated change in gender perceptions and gender sensitive teaching)
- IO 3.1 Percentage of girls who show an increase in reporting feeling safe at CBEs
- IO 3.2 Average level of community support for child protection on a scale of 1 (lowest) to 3 (highest)
- IO 3.3 Average level of household support for girls' education through on a scale of 1 (lowest) to 15 (highest)
- IO 3.4 Percentage of girls who report an increase in 'agreeing they would report abuse if they experienced it'

IO 1.1 Percentage of Beneficiaries, Teachers, Educators and Caregivers who report that Barriers to Regular Attendance have been Reduced as a Result of Support Received

Among all Cohort 3 girls surveyed at endline, 92.6% reported that the identified barriers had been removed. There was no difference in the proportion of girls by district reporting that a barrier had been removed. Although girls at baseline who reported that barriers had been removed tended to perform better in learning outcomes in both proficiency and growth than their peers who reported barriers had not been removed, this trend was not found at endline between the two groups of girls.

Cohort 3 girls reported a reduction of 1.8 barriers to regular attendance, caregivers reported a reduction of 1.8, and CBE facilitators reported a reduction of 7.2 barriers (out of 26). The most frequently cited reduced barriers to attendance by each respondent group included:

- **Girls:** not having money for school (46.58%);⁶³ needing to work (20.55%); and having a child/being pregnant (15.75%).

⁶³ The survey question on reduction of barriers for not having money for school was specifically asked about formal school and not CBE, as CBE cost is free.

- **Caregivers:** not having money for school (57.86%); needing to work (22.86%); and needing assistive devices (12.14%)
- **CBE facilitators:** not having money for school (63.64%); married or about to be married (63.64%); and needing to work and not have adequate transportation service (45.45%)

As they did at the baseline, CBE facilitators reported a higher number of barriers reduced than girls or caregivers. This notable difference may be explained by the fact that CBE facilitators were exposed to many girls and had a broader perspective on the barriers they were facing. In contrast, girls and caregivers may have reported the reduction of perceived barriers from a narrow perspective, focusing mainly on their individual or familial experience.

Of all 291 stakeholders (146 girls, 140 households, and 11 CBE facilitators), 95.8% (137 girls, 11 CBE facilitators and 131 households) reported that at least one of the barriers to regular attendance had been removed.⁶⁴

IO 1.2 Average Attendance Rate of Girls and Boys with Identified Marginalisation Characteristics at CBEs or Girls' Clubs

Average attendance rates of boys and girls with identified marginalisation characteristics as reported by CBE facilitators are reported in Table 18. Facilitators were asked “for the following categories, please indicate (to the best of your knowledge) what percentage of girls/boys in each category attend CBE regularly, meaning at least once per week. Think back to the last week to use as an example.” Across all the categories of marginalization, the average percentage of girls in each category attend CBE regularly is 39.8% and for boys is 23.6%. It is important to note that this is self-reported data based on the estimation from 11 CBE facilitators.

Table 18: Average Attendance Rate of Girls and Boys with Identified Marginalisation Characteristics

Category	Lilongwe		Dedza		Mchinji	
	Boys	Girls	Boys	Girls	Boys	Girls
Is, was, or is about to be married	33.1%	12.8%	27.6%	60.6%	10.0%	70.0%
Is the primary caregiver for children / is pregnant or breastfeeding	18.4%	4.3%	29.8%	56.9%	20.0%	20.0%
Lost one of both parents	23.3%	30.0%	52.5%	52.2%	60.0%	35.0%
Is head of household	8.5%	4.3%	45.5%	53.2%	30.0%	0.0%
Family does not have enough income	81.2%	90.2%	75.2%	76.0%	90.0%	90.0%

⁶⁴ Only those community members who were not directly involved in the project reported that barriers had not been removed. The sense of barriers to attendance being removed was calculated based on data from one question on Cohort 3 girls survey, the household survey and the CBE facilitators survey, which asks if barriers to attendance had been removed. STS merged these responses to get overall response rate, as well as rates by stakeholder type—girls, caregivers, CBE facilitators and community members not engaged in the project.

Category	Lilongwe		Dedza		Mchinji	
	Boys	Girls	Boys	Girls	Boys	Girls
High number of chore hours (6 or more a day)	45.6%	42.6%	52.2%	64.3%	30.0%	15.0%
Has a functional difficulty	13.7%	14.1%	52.5%	31.2%	0.0%	20.0%

IO 1.3 Average Attendance Rate of Girls and Boys with Identified Marginalisation Characteristics at Vocational and Business Training Programmes

Internal TEAM Girl Malawi data revealed the average attendance rates at vocation and business training programs by marginalisation category.⁶⁵ Link reported 517 children in their attendance data, the majority of which were girls (83.6%) with some boys (16.4%). Of all the girls recorded who were considered marginalized, 31.0% attended and 33.8% of marginalized boys attended. Attendance rates by marginalisation category are shown in Table 19. There was a statistically significant difference between the attendance rates of married girls and married boys as reported by the project. This data was internally collected; therefore, it is not appropriate for this evaluation to comment on drivers or explanations for deviation in this data. While the attendance rate for married girls was 36.0%, it was 100.0% for married boys. It is important to note that the project indicated that the vocational training was not offered to Cohort 3 due to the timing of endline and the ending of monitoring.

Table 19: Average Attendance Rates Cumo by Marginalisation Categories

Category	Girls	Boys
Married*	36.0%	100%
Orphan	36.8%	29.3%
Functional difficulty	10.31	25.0%

IO 2.1 Percentage of CBE Facilitators Practising Gender-responsive Pedagogy and Inclusive and Child-centred Teaching Methodologies (GRPICCT)

A cornerstone of the TEAM Girl Malawi approach was that girls would benefit from gender-responsive pedagogy and inclusive and child-centred teaching methodologies. For this measure, seven different indicators of gender-responsive pedagogy and inclusive and child-centred teaching methodologies were collected: (i) participatory teaching methods; (ii) activities for different learning styles; (iii) differentiated teaching; (iv) building learners' confidence; (v) young peoples' learning; (vi) Teaching and Learning Using Locally Available Resources (TALULAR); and (vii) teaching learners with special needs. If facilitators demonstrated any of these seven indicators, they were counted towards the constructs of

⁶⁵ Of the marginalisation categories of interest in this report, only married, orphan, and functional difficulty were reported in the data provided by Team Girl Malawi.

gender-responsive pedagogy and inclusive and child-centred teaching methodologies (GRPICCT).

Overall, at endline, all 11 CBE facilitators reported using at least one element of GRPICCT, while facilitators on average practiced nearly 5 out of 7 (4.9). At baseline, 16 of the 20 sampled CBE facilitators reported using at least one element GRPICCT, while facilitators on average practiced 4.7. The differences between these two measures at baseline and endline were not statistically significant, perhaps due to the small sample size that was reducing statistical power.

Table 20: Mean Estimated Percentage of CBE Facilitators Practising GRPICCT

Category	N	% Practicing at least one element of GRPICCT methods	Mean number of GRPICCT methods practiced (of 7) ⁶⁶
Overall	11	100.0%	4.93
Mchinji	4	100.0%	5.75
Dedza	4	100.0%	5.5
Lilongwe	3	100.0%	5

IO 2.2 Percentage of Agents of Change Practising Gender-responsive Pedagogy and Inclusive and Child-centred Teaching Methodologies

As mentioned earlier, internal project data showed that of 26 of the 31 AoCs observed by TfaC staff (83.9%) demonstrated gender responsive and child centred teaching methodologies through the girls' clubs. Observational data was collected on 19 different indicators in three domains: general information, knowledge, and participant assessment. The internal data from the project found that 84.0% of those observed were demonstrating child centred teaching pedagogy.

IO 2.3 Percentage of Stakeholders who Demonstrate Change in Gender Perceptions and Gender-sensitive Teaching Reported by Trained Stakeholders (head teachers, CBE facilitators, NRP teachers)

All 11 CBE facilitators surveyed at endline reported that their perceptions of gender had changed, which was a significant increase from baseline. Seven of the 11 CBE facilitators surveyed at endline (63.0%) were grouped in the high score category on the gender perceptions index. There were no significant differences by district.

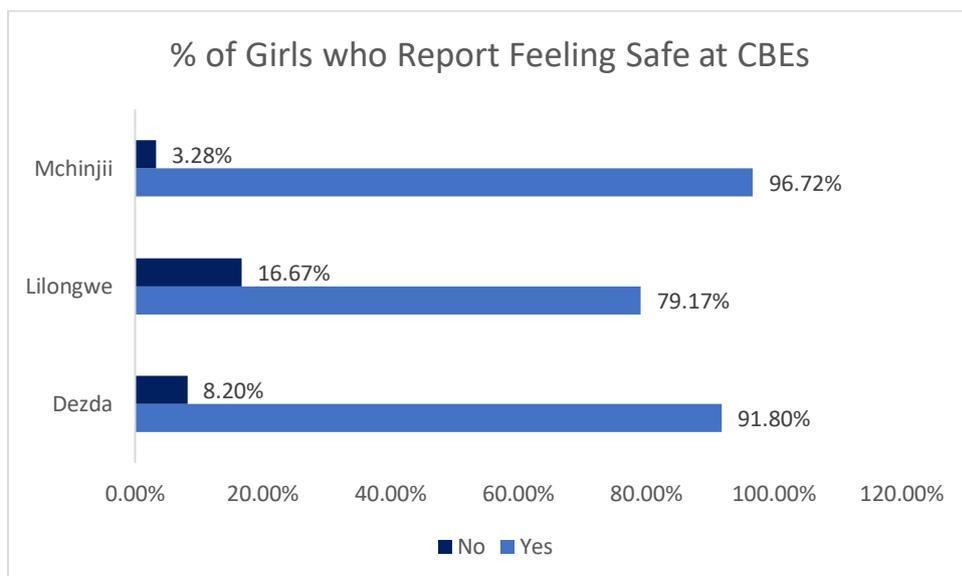
IO 3.1 Percentage of Girls who show an Increase in Reporting Feeling Safe at CBEs

At endline, 92.7% of girls reported feeling safe at their CBE, with statistically significant differences by district. As shown in Figure 10: Percentage of Girls who Reported Feeling Safe at CBEs at Endline, significantly higher proportions of girls in Dedza (91.8%) and Mchinji (96.7%) reported feeling safe at their CBEs than their peers in Lilongwe (79.1%),⁶⁷ possibly because Lilongwe is more urban than the other two districts.

⁶⁶ The CBE survey asked facilitators to indicate if they practiced any of the following: Participatory teaching methods; Activities for different learning styles (auditory, visual, kinaesthetic); Differentiated teaching; Building learners' confidence; Young people's learning; TALULAR; Teaching students with special needs.

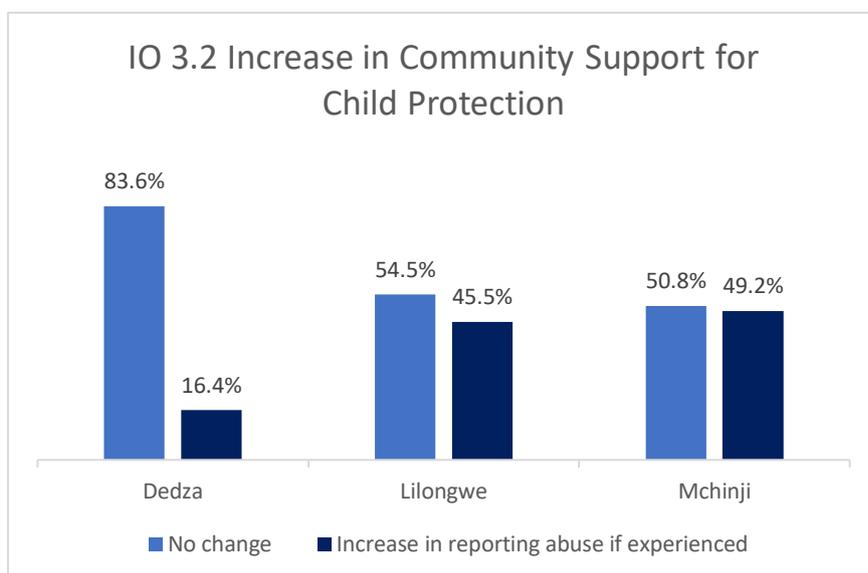
⁶⁷ Fisher's exact test $p = 0.038$

Figure 10: Percentage of Girls who Reported Feeling Safe at CBEs at Endline



IO 3.2 Average Level of Community Support for Child Protection on a Scale of 1 (lowest) to 3 (highest)

At endline, data on community members and child protection was collected from the household survey. The data shows that 34.7% of households showed improvement in support for child protection.⁶⁸ Notably, at endline the mean had reached 2.95 out of 3. At baseline the average was 2.8, leaving little room for marked improvement because the baseline numbers were already so high.



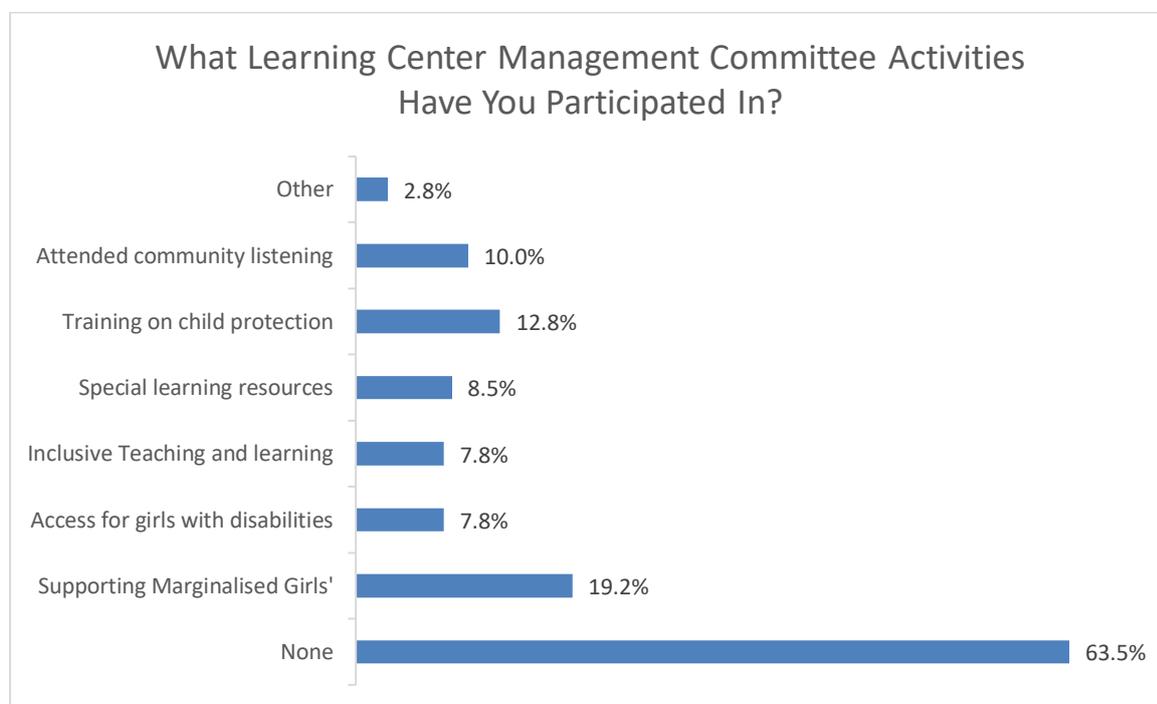
⁶⁸ This indicator was calculated as follows: STS used values from the household survey to create a child protection (CP) index. As at baseline, the CP index was created from two items on the household surveys that were combined into a single score ranging from 0 to 3. Caregivers were asked their level of agreement with two items: 1) If I saw or learned about abuse against a child, I would report it; and 2) If I saw or learned about abuse against a child, I would know to whom or where to report it.

IO 3.3 Average Level of Household Support for Girls' Education on a Scale of 1 (lowest) to 15 (highest)

Overall, at endline, nearly half of sampled households (48.6%) showed improvement from baseline in their support for girls' education. There was no significant increase measured between baseline and endline levels of household support for girls' education. Further, there was no significant difference in improvement across districts.

A potential area in which household involvement could be further encouraged is with the Learning Centre Management Committees and Activities. At endline, it was found that 63.5% of households had not participated in any Learning Centre Management Committee Activities, as shown in Figure 11. The project suggests that the low attendance to Learning Centre Management Committees was linked to mass public attendance. Additionally, project staff highlight that only selected household members are elected/ serve on the LCMCs.

Figure 11: Household Participation in Learning Centre Management Committee Activities



IO 3.4 Percentage of Girls who Reported an Increase in 'agreeing they would report abuse if they experienced it'

Additional measures of reporting abuse are displayed in Table 21. At endline, nearly all girls agreed that they would report abuse if they saw it (98.7%) or if they experienced it (98.6%). Lastly, 98.6% of girls agreed that they knew who to report abuse to. Overall, 32.4% of girls had an increase in one of these three measures from baseline to endline, but many girls had little room for improvement due to the high rates of agreement with these items.

Table 21: Girls' Agreement in Reporting Abuse

Category	Percentage
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Percentage of girls at endline increased in their agreement in one of these measures.	32.4%
Percentage of girls who agree that if they saw abuse, they would report it	98.7%
Percentage of girls who agree that if they experienced abuse, they would report it	98.6%
Percentage of girls who agree that they know who to report abuse to	98.6%

6. Value for Money

In addition to the data presented in earlier sections, the endline analysis included a light touch Value for Money (VfM) analysis with both qualitative and quantitative measures. The results of this analysis are presented below.

Economy

Respondents universally appreciated TEAM Girl Malawi activities and felt the project had achieved valuable impacts. However, the sustainability of costs after the completion of TEAM Girl Malawi was a concern for respondents. Girls estimated how much they felt the CBE programme would cost, with estimates ranging from 1,000 to 100,000 kwacha per month. A preponderance of replies estimated 20,000 kwacha per term. All agreed, however, that families of marginalised girls would not be able to afford the cost, even at the lower estimates. This consensus reflects the reality of poverty in Malawi, in which almost three quarters of the population lives below the international poverty line. This proportion is even greater in rural communities, in which the projection was largely implemented.

Effectiveness

Respondents reported that TEAM Girl Malawi was effective at improving key outcomes. Both girls and MoE officials found the most valuable portions of the project to be the reading and writing instruction at the CBEs. Improved numeracy, vocational training, and life skills were also cited as valuable, in decreasing frequency. Multiple MoE officials felt that TEAM Girl Malawi was a model worth following. One district official suggested that their own budget would be better spent 'otherwise, to emulate on Link,' but 'we don't have the financial muscle'. Another official reported that learning about effective resource allocation 'is a continuous process we can learn from TEAM Girl Malawi'.

Respondents consistently reported that providing food for CBE participants would have improved the project's effectiveness. For example, when asked about any factors that made it difficult to participate in programme activities, one girl replied, 'Hunger. We were very much troubled with lack of food'. The girl went on to explain how girls would seek work to feed themselves rather than attend CBE, with the agreement of other girls in the same FGD. Girls in other FGDs reported similar views. The provision of food was not universally supported, however. Some government respondents were wary of NGO provision of food or refreshments at events crowding out government support.

There was a clear misinterpretation among participants about the resources and support that the project could and could not provide. In qualitative interviews, a repeated concern among respondents was that they felt TEAM Girl Malawi had promised CBE participants or their parents some form of financial capital—either grants or loans, according to respondents—and that this promise had not been honoured. This concern was also detected at baseline. An MoE official described it as a 'shortfall' in communication from the beginning of the project, saying, 'at the beginning of the project, they had challenges in explaining to people to understand what TEAM Girl Malawi is and the purpose of the project of TEAM Girl Malawi. Other beneficiaries were thinking; after vocational training they will get money from TEAM Girl Malawi or after attending classes they will be given money. They did not understand that they will benefit from vocational skills and others. However, for the beneficiaries who understood better, they have really benefited'.

Girls who completed the programme felt similarly, with one saying, 'Link should fulfil their expectations. They should provide what they promised, for those that wanted business they should provide the start-up capital, those that wanted technical resources they should provide the equipment. Because when we joined, we had our vision that in future we will reap something good from this engagement'.

It is important to highlight this misunderstanding. The resources and the support referenced by these respondents were offered by other partner organizations, not TEAM Girl Malawi. In addition, there are a set of requirements that girls must meet in order to be eligible for these funds.

Efficiency

MoE respondents found that project demonstrated efficiency, both for TEAM Girl Malawi achieving its outcomes and for the MoE achieving its own priorities. Multiple MoE respondents described TEAM Girl Malawi as a force multiplier for the MoE, allowing Ministry of Education to reach girls and areas it would not have been able to reach without the project due to lack of government resources. For example, TEAM Girl Malawi targeted supports where they were needed and avoided redundancies or overlap with other donor or government activities. 'LINK Malawi was working hand in hand with officials from the ministry, which shows that there is that relationship,' one MoE official said. 'In addition to that, we have CBE centres at another site and LINK was doing this at its catchment areas on the other side. LINK was not going where we have Government CBEs'.

More than one respondent described TEAM Girl Malawi and the government as 'working hand-in-hand'. Such close collaboration led to synergies with other activities and projects. According to an MoE official, Link worked together with 'all private and public stakeholders', including the Ministry of Education, MACOHA (a parastatal organisation under the Department of Disability in the Ministry of Gender) Ministry of Gender, Community Development, Social Welfare, and CSOs.

Another MoE respondent felt that the project would have been more efficient with more local, community-embedded NGO partners in place of larger international consortium members. The MoE respondent said, 'sorry to say this, some of the partners' role was not shown in the project. They played a very minor role, I mean a very minimal role, they were not really showing what they were doing. If even those ones are not available in the project, the project can suffer, yet they have been given a lot of money in this project'. The MoE respondent suggested that the project should have worked with local stakeholders in a community. This partnership would have built the capacity of local stakeholders, according to the respondent, and motivated them to the point where 'they would have also owned the interventions'. In addition, the prospects for sustainability would have been improved.

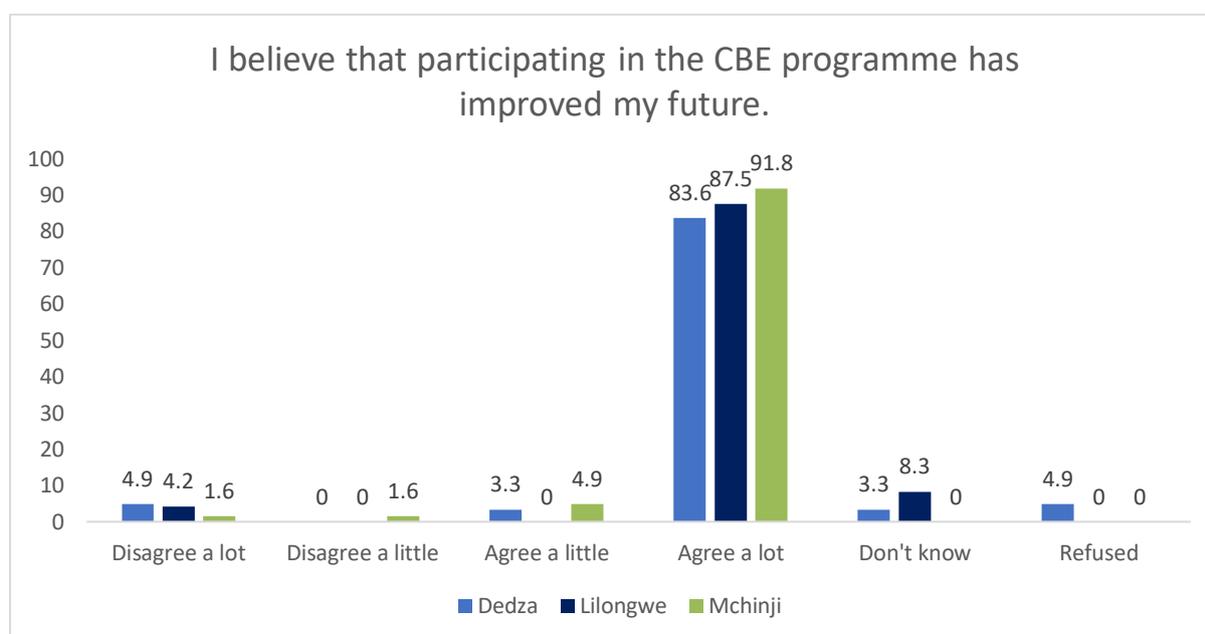
Equity

Equity stood out as an area where a variety of qualitative respondents felt TEAM Girl Malawi had demonstrated good VfM, especially concerning children with disabilities. TEAM Girl Malawi's support for screening, providing resources to children, and changing behaviours, norms, and attitudes were praised across respondents. One government respondent said that the project had performed highly if measured by its performance with children with disabilities. Additionally, both MoE and district staff reported as supporting inclusive education for children with disabilities and expecting to continue that support after the conclusion of Link. The

government was reported to be 'very much involved' in screening children for disabilities, identifying their needs and providing help.

To gauge the beliefs of girls themselves, a new question was introduced at endline asking them if they believed participating in the CBE programme had improved their future. The overwhelming majority in all three districts (over 80.0%) agreed a lot that their participation had improved their future (Figure 12) and in turn was valuable to them.

Figure 12: Girls' Belief in the Benefit of the Programme



Households were also asked additional questions at endline to gauge their perception of the programme's value. Over 90.0% of households stated that they agreed that participation in the CBE programme had improved their child's future. There were no significant differences by district.

Table 22: Proportion of Households Believing Children's Future Improved by CBE Programme Participation

I believe that participating in the CBE programme has improved [their child's] future			
	Dedza	Lilongwe	Mchinji
Agree a lot	91.8%	100.0%	90.3%

Agree a little	4.9%	0.0%	6.5%
Disagree a little	0.0%	0.0%	3.2%
Disagree a lot	1.6%	0.0%	0.0%
Refused	1.6%	0.0%	0.0%
Don't know	0.0	0.0%	0.0%

Over 80.0% of households also agreed that the Team Girl Malawi CBE programme would have lasting positive effects on the community even after it ended. There were no significant differences by district.

Table 23: Proportion of Household Believing CBE Programme will have Lasting Effects

The CBE programme will have lasting positive effects on the community even after it ends			
	Dedza	Lilongwe	Mchinji
Agree a lot	85.25%	88.24%	83.9%
Agree a little	6.6%	5.9%	9.7%
Disagree a little	1.6%	5.9%	1.6%
Disagree a lot	3.3%	0.0%	4.8%
Refused	3.3%	0.0%	0.0%
Don't know	0.0%	0.0%	0.0%

In another finding related to the project's equity-based value, over 88.0% of households agreed that the Team Girl Malawi CBE programme helped girls who were often overlooked in society. There were no significant differences by district.

Table 24: Proportion of Households Believing the Programme Helped Girls Overlooked in Society

The CBE programme helped girls who are often overlooked in society			
	Dedza	Lilongwe	Mchinji
Agree a lot	88.5%	94.1%	93.6%
Agree a little	4.9%	0.0%	6.5%
Disagree a little	1.6%	0.0%	0.0%
Disagree a lot	1.6%	0.0%	0.0%
Refused	3.3%	0.0%	0.0%

Don't know	0.0%	5.8%	0.0%
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Finally, over two-thirds of households agreed that the CBE had enough resources allocated to support the girls who participated in the programme. There were no significant differences by district.

Table 25: Proportion of Household Believing CBEs Had Enough Resources Allocated

CBE had enough resources allocated to support the girls who participated in the programme			
	Dedza	Lilongwe	Mchinji
Agree a lot	77.1%	70.6%	67.7%
Agree a little	11.5%	5.9%	22.6%
Disagree a little	6.6%	5.9%	4.8%
Disagree a lot	0.0%	5.9%	3.2%
Refused	1.6%	5.9%	1.6%
Don't know	3.3%	5.9%	1.6%

7. Conclusions

This endline report presents comprehensive, mixed-method evidence on the status of outcomes and IOs for TEAM Girl Malawi Cohort 3 beneficiaries. A summary of the findings and implications for the planned interventions are included.

Learning outcomes

Endline data analyses showed that Cohort 3 girls improved overall in literacy, as measured by EGRA results. The percentage of girls who improved their aggregate EGRA score from baseline to endline was 76.9% (Indicator 1.1). The mean aggregate EGRA score for Cohort 3 improved from 31.6 at baseline (out of 100) to 52.7 at endline. This improvement is statistically significant.

Endline data analyses showed that Cohort 3 girls also improved overall in numeracy, as measured by EGMA results. More than three-quarters of girls (76.9%) improved their aggregate numeracy score from baseline to endline. The mean aggregate EGMA score increased from 32.3 (out of 100) at baseline to 63.2 at endline. This improvement is statistically significant.

Two key factors were correlated with increased learning outcomes: district and age. First, girls in Mchinji had significantly higher learning outcomes than girls in the other two districts, which may be related to the strong partnership with the project and active engagement of local

leaders in Mchinji. Secondly, higher age bands were correlated with significantly higher learning outcomes.

Transition outcomes

The percentage of highly marginalised girls who indicated they were transitioning into primary school at endline was 17.2% (this difference is not significant). Transition into primary school was more likely among younger girls. The percentage of girls who indicated they were transitioning into vocational training relevant to the pursuit of their career was 23.9% at endline, which is a significant decrease from baseline. Looking at the percentage of girls who indicated they were transitioning into employment, 1.4% (significant decrease) of girls indicate they were going into safe, fairly paid employment and 54.8% (significant increase) into self-employment. At endline, 72.9% of the girls who chose not to pursue one of those pathways, instead opting into employment, had improved life skills from their baseline life skill scores. Overall, a majority of Cohort 3 girls indicated that they would pursue self-employment at endline (54.8%), which was a significant increase from baseline (33.3%) At endline, it was also observed that the proportion of girls who stated they no longer wanted to pursue skills/vocational training decreased (49.2% at baseline to 23.2% at endline).

Sustainability

Ministry officials were familiar with and enthusiastic about the project, and they believed the ministry had the influence to implement a similar policy within the ministry. However, they all expressed concern about having the resources necessary to implement it. Additionally, the project seemed to have had a marked impact on facilitators' capacity to practise GRPICCT, with all 11 facilitators at endline applying at least some of these methodologies.

The VfM analysis showed that both girls and households placed a high level of value on their experience in the programme. There were illustrative examples across the qualitative accounts of marginalized girls gaining foundational literacy and numeracy skills that will position them to access further opportunities. Team Girl Malawi demonstrated effective efficiency and established robust working relationships with local officials. Further, they demonstrated value through a focus on equity and serving the most in need.

However, the project could have made clearer its capabilities and managed expectations of participants to prevent potential confusion and misalignments in expectations.

Collectively, the project shows impressive levels of growth across learning, transition, and sustainability, particularly when considered with their focus on the most marginalized as reflected in the level of diversity across participants and the proportion of girls who face high levels of barriers or have a functional difficulty.

8. Recommendations

This section provides recommendations to TEAM Girl Malawi and reflections for evaluating the project resulting from endline findings.

1. First, regarding monitoring, future projects should quantitatively measure community leaders' beliefs, practices, and behaviours to provide a more illustrative look at these indicators across districts. There were notable successes, especially in Mchinjii district, and being able to understand the drivers of those individuals who demonstrated high levels of engagement and commitment to the project would be insightful. Second, future projects should look to replicate the engagement of local community leaders seen in Mchinjii.
2. Future projects of this nature should consider the limitations of a longitudinal study with a sample size this small. Marginalised girls are always likely to have very high attrition rates like those seen in this study. If future projects are interested in the thorough exploration of the numerous disaggregates that were highlighted in this project's design, a much higher level of statistical power (and therefore a much larger sample) would be required to conduct a robust analysis.
3. Additionally, both quantitative and qualitative data suggest that there was a high level of interest in vocational training, which was no longer an available option given that the project would close before Cohort 3 would be able to transition to this pathway.⁶⁹ The project should clarify the difference in levels of support across cohorts and districts, as many respondents in KIIs and FGDs reported that they did not receive the level of support they had expected. Project staff are advised to address these comments from beneficiaries and ensure clear communication on the availability and eligibility of certain pathways. In addition, future models should consider consistent transition options across cohorts, particularly in areas in which the program is repeated.
4. The conceptualisation and operationalisation of the sustainability indicator should be rethought in future projects. With the limited engagement with the ministry in this evaluation, it was difficult to obtain a sufficient picture with the current definition of the sustainability indicator as a main outcome of the project. It was difficult to draw any broad conclusions from the limited amount of data collected from these stakeholders.
5. The project saw significant improvements among girls in both numeracy and literacy, and the endline scores on both aggregates were observed at their highest levels at endline. This suggests that project interventions on these learning outcomes were successful and that either by extending the duration of the intervention (time at the CBE) or increasing the quantity of the treatment (time spend in lessons) would see further increases. Either an increase in the quantity or the intensity would be required to reach the benchmarks.
6. However, regarding benchmarks, it is possible better benchmarks could be utilized (but would require development) to measure the success in terms of literacy and numeracy. Often, national benchmarks are applied without taking into consideration local levels of proficiency and what it means in this context to be successful. Future projects should

⁶⁹ Entrepreneurial training was added as an adaptation to the project, knowing that vocational training would not be available for Cohort 3. Although this option was not made available to girls under 16 years of age, the question of transition pathways was asked of all respondents.

earnestly consider the development of project level benchmarks during the project's onset to more appropriately measure success.

7. Future projects may want to focus even further attention to the effects of community perception and the negative consequences of discouragement from peers and community members on marginalized girls. Across the qualitative accounts, girls mentioned having to persevere through moments of discouragement and even harassment in order to continue with their participation in the program. It might be possible to work against this by further incorporating the project into the community. Potentially, earlier cohorts could be recruited to support following cohorts, providing an opportunity to the prior and support to the later cohorts. Households could be further engendered into the program to broaden support as well.
8. The findings among the CBE facilitators were very positive and suggest that future project may want to “raise the bar” when it comes to gender responsive pedagogy and inclusive and child-centred teaching methodologies. It demonstrates that current interventions are sufficient to meet the current targets but also suggests room to push further in what CBE facilitators can learn and do in the classroom.
9. Overall, the report suggests that barrier to attendance were lowered. However, food remained a concern. Girls in qualitative accounts noted this was one of the most likely factors to prevent them from attending. The provision of food should likely be prioritized in future projects.
10. Similar to the findings among CBE facilitators, girls' levels of perceived safety, community levels of support for child protection, and rates of reporting were all high. This suggest that project interventions were very successful and should look to extend what they have done.
11. The data suggest that the engagement of households is one component of the intervention that could use the most support. Future projects should look at altering their strategies on household engagement and education to reach the targets set in this project. A potentially successful strategy for this would be the further incorporation of households into the project alongside the girls to increase their level of buy-in and exposure.

9. Annexes

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Annex 1: Project Design and Interventions

The project Theory of Change – is attached as a separate document.

Annex 2: Endline Evaluation Approach and Methodology

Evaluation Methodology

The evaluation of TEAM Girl Malawi project employed a mixed-methods, longitudinal, quasi-experimental design. The evaluation utilises data from learning assessments and a package of quantitative and qualitative instruments used with different respondents to inform findings. The variety of tools, respondents and data collection methods allow data to be triangulated and linked across evaluation questions and indicators.

TEAM Girl Malawi rolled out activities in a cohort design.⁷⁰ Given this implementation structure, the evaluation capitalises upon the cohort structures to measure and compare findings against the results of Cohorts 1 and 3.⁷¹ The cohort design also helps avoid any potential ethical and logistical concerns in identifying a separate control group of girls for the evaluation. Evaluation data was collected from both cohorts at three separate time points:

- Year 1 (July 2019): Cohort 1 baseline
- Year 3 (November 2021): Cohort 1 endline, Cohort 3 baseline⁷²
- Year 5 (July 2023): Cohort 3 endline

A joint sampling approach was used for the TEAM Girl Malawi evaluation using two cohorts of programme participants. Specifically, STS and the project collected learning and transition data for girls randomly sampled from Cohorts 1 and 3. The team also collected IO data from respondents—parents, caregivers, CBE facilitators, teachers, head teachers and community leaders—in the CBEs and communities where sampled girls live.

The endline evaluation design adheres to the current logframe and monitoring, evaluation and learning (MEL) framework. To examine the ToC's assumptions between IOs and outcomes, STS linked all data to girls' unique identifiers, analysing the relationships between scores on IO indicators and outcomes. Additionally, the evaluation design is 'gender equality and social inclusion transformative', meaning that the evaluation design considers gender, disability, other social differences and inequalities. These characteristics are explicitly accommodated in the selection of project beneficiaries, design of evaluation tools and protocols for administration, sampling of respondents, selection and training of enumerators and reporting of evaluation results. Although the project was inclusive of adolescent marginalised boys as indirect beneficiaries, endline data was only collected from girls per the TEAM Girl Malawi MEL framework and STS' endline research design report.

Pre Data Collection

Quantitative Tools

⁷⁰ In this cohort structure, TEAM Girl Malawi first provided services to one cohort of girls in the first year of the programme; then expanded to a second cohort of girls in the second year; a third cohort in the third year; and others. This structure allows for iterative adaptation and improvement in programme implementation.

⁷¹ As detailed in the MEL framework, TEAM Girl Malawi has determined that a comparison group is not appropriate in the project's context. No services would be offered to comparison group girls, which raises ethical concerns given levels of marginalisation. This could cause high levels of resistance from the community, MoEST and MOGCDSW. Further, these girls would be prohibitively difficult to track across evaluation points.

⁷² While this study was conducted at the baseline of the project, it represents the baseline measure of Cohort 3.

Before enumerator training and data collection, STS and TEAM Girl Malawi collaboratively adapted the existing girls’ survey, household survey and CBE facilitator survey tools that had been used at baseline and baseline. The surveys remain relatively stable across evaluation points, with minor revisions or additions.⁷³ STS utilised the same EGRA and EGMA learning assessments as at the baseline evaluation, which were adapted from previously existing tools. This is discussed in more detail in the section titled ‘Learning Assessments’ (below). STS also shared drafts of all qualitative tools with Link, who provided feedback for revision based on the project’s indicators and specific implementation priorities.

At baseline, STS had adapted learning assessments from existing EGRAs and EGMAs that had been previously administered in Malawi under the United States for International Development (USAID) Malawi Teacher Professional Development Support Programme, in collaboration with the MoEST.⁷⁴ Both the EGRA and EGMA were administered in Chichewa, with the EGRA testing reading skills in Chichewa. Chichewa was selected as the assessment language because it is the national language of Malawi and the primary language of instruction through standard 4.

Most EGRA and EGMA subtasks included autostops — or early stop rules. This allowed enumerators to automatically stop one subtask and move on to the next if learners did not correctly answer a predetermined set of items. Autostops were established to allow respondents to move efficiently through the assessment and not spend a lengthy period trying to demonstrate skills they did not have. Autostops also allowed for respondents with low learning levels to be exempt from attempting all items on each subtask.

Qualitative Tools

Five qualitative data collection tools were administered at endline (see Table 26).

Table 26: Qualitative Tools and Revisions

Tool name	Purpose	Related outcomes	Tool developed by	Tool revised from baseline? If so, how?
FGD with adolescent girls	Capture the perspectives, experiences and aspirations of the project’s main beneficiaries – marginalised adolescent girls	O 2 IO 3 IO 4	STS, Link, TfaC	Yes - Tools were streamlined and questions cut to reduce length. Select questions were made optional due to sensitivity for younger respondents. Participatory learning activity was cut as was

⁷³ This assumes that the project’s ToC also remains stable across evaluation points. Revisions or additions will be based on learnings from the baseline and implementation.

⁷⁴ The Malawi Teacher Professional Development Support activity was implemented by Creative Associates International, RTI International and Seward Inc. from 2010 to 2013.

Tool name	Purpose	Related outcomes	Tool developed by	Tool revised from baseline? If so, how?
				appropriate at this stage of the project.
KII with community leaders	Capture the perspectives and attitudes of key stakeholders at the community level – especially those who may serve as gatekeepers or agents of change within communities. Also enables a monitoring of potential backlash, issues or concerns within communities.	O 2 O 3 IO 4	STS, Link, TfaC	Tool revised at endline to include additional sustainability, reflection, and Value for Money questions.
KII with government officials (both district and national)	Draw on the knowledge and experience of the most relevant government officials at the district-level. Examine the degree of project's alignment with government policies and district-level buy-in to TEAM Girl approach to better understand barriers and opportunities to sustainability	O 3 IO 4 IO 5	STS, Link, TfaC	Tool revised at endline to include additional sustainability, reflection, and Value for Money questions. Additionally, the tool was modified to respond to changed indicators.
KII with CBE facilitators	Draw on the knowledge and experience of the most relevant project implementers and those with immediate experience working with beneficiaries	O 2 IO 3 IO 4	STS, Link, TfaC	Tool revised at endline to include additional sustainability, reflection, and Value for Money questions.

Sampling Frameworks

Endline tools were administered to respondents across the sampled CBE communities in Dedza, Lilongwe and Mchinji.

TEAM Girl Malawi used a two-stage stratified random sampling procedure to sample CBEs and girls within CBEs. Given the longitudinal nature of the study, the same 11 CBEs were selected at endline and the project recontacted the girls sampled from Cohort 3 as possible. Any girls who were no longer enrolled in the CBE or were unable to be located at endline were

not replaced, in keeping with the attrition assumptions described in this evaluation's pre-baseline inception report.

Furthermore, the evaluation design also necessitates conducting girls' surveys and household surveys. The same girls selected to comprise the EGRA and EGMA sample comprised the girls' survey sample, and one parent or caregiver per sampled girl was interviewed using the household survey.

Enumerator Training

STS and CERT worked collaboratively to recruit, hire and train enumerators for the operational endline data collection activities. STS provided CERT with key qualifications to support its recruitment and selection process, indicating a preference for enumerators who had also collected data in the baseline evaluation. CERT then recruited local female enumerators who met the required qualifications. 23 all-female enumerators were involved in the training, including 21 who were trained in the quantitative component and two who were trained in the qualitative component. The group also included four principal researchers who facilitated the training and provided support during data collection.

Before training commenced, all selected enumerators signed contracts with CERT that stipulated their expected roles, including their expected ethical and professional conduct during training and data collection.

A Training of Trainers (ToT) was remotely facilitated by STS for the four CERT principal researchers from 20-23 June, 2023. Three principal researchers were trained in the quantitative tools, and one in the qualitative tools. The expected outcomes of this ToT included: trainers understand the content and purpose of the learning assessments and surveys; trainers can navigate through Tangerine and SurveyCTO on the tablet with basic fluency; trainers agree on acceptable responses to Early Grade Reading Assessment (EGRA) subtasks; trainers can fluidly conduct all learning assessment subtasks, managing tablet and paper stimuli simultaneously; trainers can fluidly administer observation forms and questionnaires; trainers can fluidly train in and administer FGD and KII guides; and trainers can facilitate the enumerator training sessions effectively to equip enumerators with the necessary information and skills to conduct data collection.

The endline quantitative and qualitative enumerator training, co-facilitated by STS and the CERT principal researchers, and with support from Link, took place from 26-30 June, 2023 face-to-face in Lilongwe, with STS participating remotely. During the training, enumerators trained on the quantitative tools were split into two groups— those responsible for administering surveys and those responsible for administering the learning assessments. Link based group assignments on the enumerators' previous experience and expertise. Sessions were delivered in plenary and group formats and included the following topics:

- Endline study purpose and research ethics
- Introduction to TEAM Girl Malawi project
- Safeguarding
- EGRA/EGMA
- Surveys
- Qualitative data collection overview: facilitation and notetaking

- Using tablets for data collection
- CBE mobilisation and team roles and responsibilities
- Accommodations for girls with disabilities
- Data collection logistics
- Supervisor roles and responsibilities

Learning assessment enumerators took part in two assessor accuracy quizzes during the training. The quizzes measured enumerators' ability to score consistently and accurately with a 'gold standard' script of responses. All enumerators scored over 90% on both quizzes, indicating high assessor accuracy. The training schedule also included one day of in-field practice, during which enumerators visited a TEAM Girl Malawi CBE community that was not part of the endline sample.

During Data Collection

Quantitative and qualitative data collection took place from 3-10 July, 2023.

The group of enumerators trained in qualitative tools was divided into three teams with each team allocated to a particular district – Mchinji, Lilongwe or Dedza. In each district, the team was further subdivided into two small teams of 4 people, where one team was led by 1 principal researcher and 3 enumerators and the other team was led by 1 supervisor and 3 enumerators

To manage and track data collection issues and progress during operational data collection, the enumerator teams in the field completed and submitted daily CBE tracking forms. This information was shared with the STS team, who conducted daily data monitoring and quality assurance. The paper CBE tracking forms alongside the electronic data submissions enabled easier reference and summary counts to be calculated regarding the number and type of data collected. The tracking forms were cross-referenced against the number and type of cases present in the uploaded data. CERT enumerators also conducted daily interrater-reliability assessments, which were then scored by STS to evaluate assessor drift during operational data collection.

Using the daily tracking forms, STS maintained detailed documentation of all issues encountered in a master tracker which was used as part of the data cleaning process. STS implemented three main criteria to guide data quality assessment—data needs to be complete, accurate and internally consistent. Disposition codes were applied to categorise the various issues or problems that emerged in the data collection process as well as in the datasets. These disposition codes were used to determine cleaning rules, which were incorporated into the database using the syntax to clean the data accordingly. Disposition codes were also used to flag any learning centre-level issues, such as sampling issues, noting when paper tools were used or if security issues were encountered. These coding and flagging procedures helped ensure the various and nuanced context of data collection at the learning centre-level were sufficiently catalogued and considered during the data cleaning, analysis and reporting process.

For the qualitative component, each interview or focus group included a facilitator and a note-taker to take written notes during the FGDs or KIIs. Where respondents provided permission, data collection was audio recorded. Each evening, the data collection teams met for debriefing

and submitted summary field notes from the day’s interviews and focus groups for review and quality check by STS. Within one week of data collection, note-takers produced expanded field notes in English using audio recordings. Expanded field notes captured quotes, key points and themes that emerged for each question, factors that aided analysis such as non-verbal activity or body language, and any big ideas, thoughts or take-aways from the note-taker. Field notes were entered into Word documents and imported into NVivo for analysis.

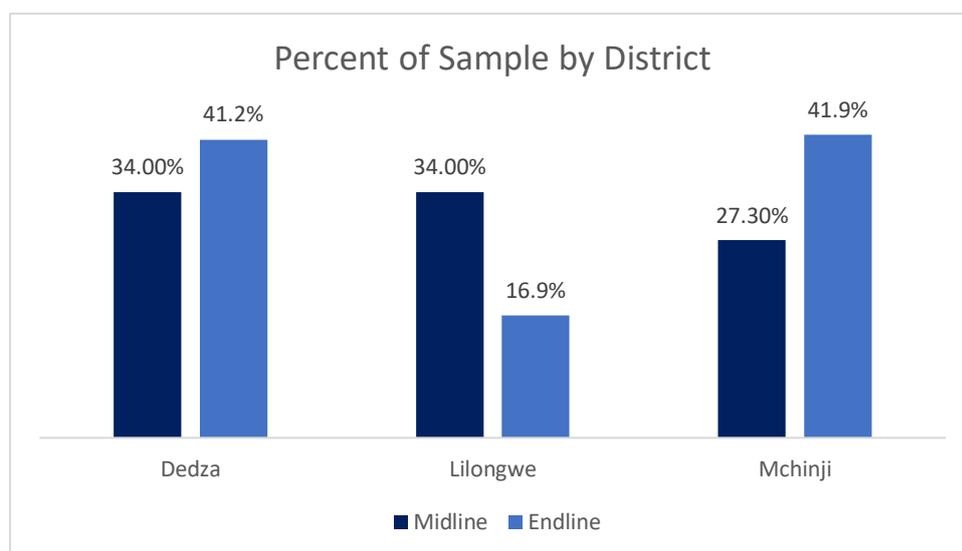
STS adhered to TEAM Girl Malawi ethics, child protection (CP) and safeguarding policies throughout the endline process. This included providing all CERT staff and enumerators with relevant policies and engaging TEAM Girl Malawi to present on the policies during enumerator training. Enumerators were provided with TEAM Girl Malawi persons of contact for each district to ensure that any ethical issues could be mitigated or reported.

Quantitative Sample Sizes

The sample size was chosen to generalise the results at project level. The representativeness of the endline sample has been assessed by comparing data provided by the Team Girl project for each cohort. The original sample for Cohort 3 measured at baseline saw that Dedza represents two-fifths of the TEAM Girl Malawi beneficiaries and just over one-third of sampled beneficiaries (sample: 34.0%, population: 39.9%). Mchinji similarly represents two-fifths of the programme beneficiaries and one-third of the sample (sample: 34.0%, population: 40.1%). Finally, Lilongwe make up one-fifth of all programme beneficiaries and just over one quarter of the sample (sample: 27.3%, population:19.9%).⁷⁵

The endline sample for Cohort 3 looks similar, with girls from Dedza representing two-fifths of the endline sample (sample: 41.22%), girls from Mchinji similarly represents two-fifths of the endline sample (sample: 41.89%), and girls Lilongwe represents about 17% of the endline sample (sample: 16.89%). This is represented in Figure 13: Percentage of Sample by District.

Figure 13: Percentage of Sample by District



Qualitative Sample Selection and Sample Sizes

⁷⁵ At baseline, Lilongwe was slightly oversampled in Cohort 3 as a function of first selecting sufficient CBEs in the first stage of sampling stratification. Given the drop in the proportion of girls enrolled in the programme between baseline and endline for Cohort 1 this oversampling was intended to reduce effects of attrition between baseline and baseline for Cohort 3 on the representativeness of girls in Lilongwe.

Qualitative data collection was concurrent with the quantitative data collection. At least one CBE facilitator KII was conducted at each CBE. In addition, three CBEs were selected as sites for additional qualitative data collection, at which one FGD with adolescent girls and several KIIs were conducted. In addition, KIIs were completed at the district and national levels. The qualitative sample breakdown by tool and district is detailed in Table 27.

Table 27: Qualitative Sample Size by Tool

Tool	Lilongwe	Dedza	Mchinji	Total
Adolescent Girls FGD	2	1	1	4
Community Leader KIIs ⁷⁶	2	1	1	4
District-level government representatives KIIs	1		1	2
District-level government representatives FGDs		1		1
National-level government representatives KIIs	2			2
CBE facilitators KIIs	3	4	4	11
Link KIIs				2
Total	26			

Post Data Collection

FCDO reporting templates guided STS's data analysis plan. Quantitative data was coded and analysed in Stata. STS used multi-stage data cleaning plans ensuring all data values were within the allowable range. STS also followed the standard best practices for cleaning and finalising data as outlined in EGRA and EGMA Toolkit guidance and LNGB guidance. This also included developing and providing a master codebook and merging or appending data files where possible for easier use and manipulation.

Data from different surveys were linked using unique learner IDs or a learning-centre ID assigned by TEAM Girl Malawi, depending on the survey. STS produced a cleaned and merged dataset to analyse the different responses. All items or questions were analysed individually; means, standard deviations and frequencies were produced for each variable. In the case of the EGMA and EGRA, data was synthesised at the subtask level and the test level. In addition, a series of composites was created using variables in the household surveys to synthesise the data and increase the power of the analysis.

Qualitative data were transcribed, translated, and reviewed for accuracy and quality as fully as possible upon the completion of data collection.⁷⁷ All FGD and KII audio recordings, field notes, transcriptions and translations were shared and stored on STS's secured, password-

⁷⁶ Community leaders included traditional authorities and chiefs.

⁷⁷ FGDs and KIIs were audio-recorded to enable thorough transcriptions, translations and quality checks.

protected server. Data were cleaned and anonymised, with participant information remaining confidential. Finalised field notes and translated transcriptions were imported into NVivo 12, a data analysis software package, to systematically code and analyse the data. The qualitative data analysis methodology incorporated an iterative approach and included content analysis and constant comparison of narrative data to identify and validate emerging themes. A preliminary codebook was developed based on the TEAM Girl Malawi endline study core research themes and key concepts, and additional codes that emerged during the data analysis were incorporated and added to the codebook. The qualitative data and emergent themes were examined within the broader context of the quantitative results and indicators, with relevant findings woven into the report as appropriate to help provide additional insights and understanding into the TEAM Girl Malawi evaluation results, analyses and external evaluator recommendations.

Challenges in Endline Data Collection and Limitations of the Evaluation Design

The primary challenge faced during data collection was attrition among girls from baseline to endline. Some girls were unavailable due to pregnancy or childbirth or had dropped out of the programme because of relocation due to marriage, relocation due to other reasons, and unknown causes. Some had also transitioned to primary schools. In addition, not all households could be surveyed because individuals were involved in income-generating activities, which made it difficult for them to present themselves for the interviews at the CBE. Follow-up at home also did not yield positive results as the majority were not home.

Representativeness of the Learning Samples, Attrition and Matching of Intervention and Comparison Groups (where learning test data has been collected):

It is not possible to fully assess the representativeness of the sample on disability prevalence. Two sources were used to collect disability data. Source 1 beneficiary enrolment disability information was internally collected using the Washington Group Short Set of Disability Questions. At baseline, Source 2 was collected using the Washington Group/UNICEF Module on Child Functioning. The proportion of Cohort 3 girls at baseline with at least one difficulty was 40.3% (Source 1), and enrolment data (Source 2) also indicates that 40.3% of Cohort 3 girls had at least one functional difficulty. At endline, 50.3% of girls reported at least one domain of functional difficulty. Given that the question sets and methodologies differ between the two sources, analysts cannot compare the sample proportions to the baseline populations. Results on the Child Functioning questions are used for all endline reporting.

Difference in the anticipated and actual sample sizes, as well as remarks on differences, are detailed in Table 28. An attrition analysis was conducted and explained below.

Table 28: Quantitative Sample Sizes

Tool name	Anticipated sample size	Actual sample size	Remarks on why anticipated and actual sample sizes are different
EGRA/EGM A learning assessments	291	147	Attrition among Cohort 3 girls was much higher than expected (as was seen with Cohort 1). Any girls who were no longer enrolled in the CBE or not located at endline were not replaced, in keeping with the attrition assumptions described

Tool name	Anticipated sample size	Actual sample size	Remarks on why anticipated and actual sample sizes are different
			in this evaluation's pre-baseline inception report.
Girl's survey	291	146	As above, attrition among Cohort 3 girls was much higher than expected and girls could not be replaced due to the study's longitudinal design. Note: One girl who took the learner assessment did not sit the Girls Survey
Household survey	291	140	As above, attrition among Cohort 3 girls was much higher than expected and households of such girls could not be replaced.
CBE facilitator survey	11	11	All CBE facilitators for the 11 centres were surveyed.
Note: Actual sample size is representative of the number of records after data cleaning. Note that when all combined, there are 148 observations as one girl took a girl's survey without doing an assessment and one took an assessment without taking the girls survey.			

Table 29: Baseline and Endline Evaluation Sample Breakdown (by region)

	Baseline	Endline
Sample breakdown (Girls)		
Lilongwe % sample in Lilongwe (n)	17% (25)	17% (25)
Dedza% sample in Dedza (n)	40.82% (60)	40.82% (60)
Mchinji C % sample in Mchinji (n)	42.18% (62)	42.18% (62)
Girls sample size	147	147

Table 30: Baseline and Endline Evaluation Sample Breakdown (by age)

	Baseline	Endline
Sample breakdown (Girls)		
Aged 6-8 (% aged 6-8)	0 (0%)	0 (0%)
Aged 9-11 (% aged 9-11)	11 (7.48%)	4 (2.72%)
Aged 12-13 (% aged 12-13)	14 (9.52%)	12 (8.16%)

Aged 14-15 (% aged 14-15)	46 (31.30%)	20 (13.60%)
Aged 16-17 (%aged 16-17)	42 (28.58%)	38 (25.85%)
Aged 18-19 (%aged 18-19)	29 (19.73%)	52 (35.37%)
Aged 20+ (% aged 20 and over)	5 (3.40%)	21 (14.28%)
Girls (sample size)	147	147

Table 31: Baseline and Endline Evaluation Sample Breakdown (by disability)

Sample breakdown (Girls)		Baseline	Endline	Variable name
Girls with disability (% overall)				
WG Child functioning questions	Domain of functioning			
Difficulty seeing	Seeing	11 (7.64%)	2 (1.36%)	Seeing_use
Difficulty hearing	Hearing	4 (2.92%)	1 (0.68%)	Hearing_use
Difficulty walking or climbing steps	Walking	7 (4.86%)	3 (2.04%)	Walking_use
Difficulty learning	Learning	21 (14.58%)	0 (0%)	Learning_use

Note: The approach adopted by the GEC is that a child identified as having a disability is one who is recorded as having a lot of difficulty or cannot do at all in one or more domain. This applies to both the Washington Group Short Set of Questions and the Child Functioning Set of questions.

Annex 3: Learning Outcome Data Tables

Table 32: Ages of Tracked Cohort 3

Beneficiary Ages		
Age Group	Baseline	Endline
	Aged 6-8	Aged 6-8
	Aged 9-11	Aged 9-11
	Aged 12-13	Aged 12-13
	Aged 14-15	Aged 14-15
	Aged 16-17	Aged 16-17
	Aged 18-19	Aged 18-19
	Aged 20+	Aged 20+

Table 33: Baseline and Endline Literacy Score Aggregate Percent Correct out of Total Items

Age group	Baseline (re-contacted girls)	Endline
Aged 6-8	N/A	N/A
Aged 9-11	11.5% (11)	26.39% (4)
Aged 12-13	23.6% (14)	24.3% (12)
Aged 14-15	16.9% (47)	42.9% (20)
Aged 16-17	39.4% (42)	56.7% (38)
Aged 18-19	41.6% (29)	61.9% (52)
Aged 20+	38.5% (5)	53.4% (21)
Overall	29.2% (148)	52.7% (147)

Table 34: Baseline and Endline Literacy Score Subtask Percent Correct out of Total Items

Subtask	Baseline	Endline
Phonemic awareness	11.2% (148)	19.9% (147)

Letter name identification	27.9% (148)	57.7% (147)
Syllable identification	23.4% (148)	50.2% (147)
Familiar word reading	25.7% (148)	53.8% (147)
Oral reading fluency	28.7% (148)	59.9% (147)
Reading comprehension	28.9% (148)	47.9% (147)
Listening comprehension	66.1% (148)	79.7% (147)

Table 35: Baseline and Endline Literacy Percent Correct out of Total Items by Age Group

Subtask	Baseline	Endline
Phonemic awareness		
<i>Aged 6-8</i>	NA	NA
<i>Aged 9-11</i>	18.2% (11)	15.0% (4)
<i>Aged 12-13</i>	18.6% (14)	15.8% (12)
<i>Aged 14-15</i>	7.4% (47)	19.0% (20)
<i>Aged 16-17</i>	11.4% (42)	21.6% (38)
<i>Aged 18-19</i>	11.4% (29)	20.6% (52)
<i>Aged 20+</i>	6.0% (5)	19.1% (21)
Letter name identification		
<i>Aged 6-8</i>	NA	NA
<i>Aged 9-11</i>	2.0% (11)	7.8% (4)
<i>Aged 12-13</i>	21.8% (14)	24.8% (12)
<i>Aged 14-15</i>	14.5% (47)	45.7% (20)
<i>Aged 16-17</i>	40.3% (42)	66.1% (38)
<i>Aged 18-19</i>	42.3% (29)	67.2% (52)
<i>Aged 20+</i>	37.8% (5)	58.7% (21)
Syllable identification		
<i>Aged 6-8</i>	NA	NA
<i>Aged 9-11</i>	0.0% (11)	25.0% (4)

<i>Aged 12-13</i>	15.8% (14)	18.8% (12)
<i>Aged 14-15</i>	8.4% (47)	38.8% (20)
<i>Aged 16-17</i>	38.0% (42)	53.2% (38)
<i>Aged 18-19</i>	37.3% (29)	62.3% (52)
<i>Aged 20+</i>	29.8% (5)	48.6% (21)
Familiar word reading		
<i>Aged 6-8</i>	NA	NA
<i>Aged 9-11</i>	0.0% (11)	22.5% (4)
<i>Aged 12-13</i>	17.7% (14)	17.5% (12)
<i>Aged 14-15</i>	8.4% (47)	39.5% (20)
<i>Aged 16-17</i>	42.0% (42)	57.3% (38)
<i>Aged 18-19</i>	39.1% (29)	66.1% (52)
<i>Aged 20+</i>	48.0% (5)	57.2% (21)
Oral reading fluency		
<i>Aged 6-8</i>	NA	NA
<i>Aged 9-11</i>	0.0% (11)	24.5% (4)
<i>Aged 12-13</i>	15.6% (14)	19.8% (12)
<i>Aged 14-15</i>	9.3% (47)	44.2% (20)
<i>Aged 16-17</i>	46.5% (42)	63.8% (38)
<i>Aged 18-19</i>	49.1% (29)	72.9% (52)
<i>Aged 20+</i>	43.8% (5)	65.4% (21)
Reading comprehension		
<i>Aged 6-8</i>	NA	NA
<i>Aged 9-11</i>	0.0% (11)	10.0% (4)
<i>Aged 12-13</i>	11.4% (14)	15.0% (12)
<i>Aged 14-15</i>	7.2% (47)	35.0% (20)
<i>Aged 16-17</i>	31.9% (42)	51.1% (38)
<i>Aged 18-19</i>	37.2%	60.0%

	(29)	(52)
Aged 20+	32.0% (5)	50.5% (21)
Listening comprehension		
Aged 6-8	NA	NA
Aged 9-11	60.0% (11)	80.0% (4)
Aged 12-13	64.3% (14)	58.3% (12)
Aged 14-15	63.0% (47)	78.0% (20)
Aged 16-17	65.7% (42)	84.2% (38)
Aged 18-19	74.5% (29)	84.2% (52)
Aged 20+	72.0% (5)	74.3% (21)

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Table 36: Baseline and Endline Literacy Subtask Percent Zero Scores

Subtask	Baseline	Endline
Phonemic awareness	59.5%	38.8%
Letter name identification	35.1%	12.2%
Syllable identification	52.7%	28.6%
Familiar word reading	56.1%	34.7%
Oral reading fluency	63.5%	39.5%
Reading comprehension	68.9%	42.2%
Listening comprehension	2.7%	4.8%

Table 37: EGRA Scores from Baseline to Endline

Result	Details ⁷⁸	Comments
Phonemic awareness	Beta = 6.90 p-value = 0.004 Target = Performance against target = %	
Letter name identification	Beta = 26.52 p-value = 0.000	

⁷⁸ There were no project-specific targets established for this project. The report refers to national-level benchmarks that have been used in other projects in Malawi, but these are not set at the subtasks level. Therefore, target and performance against the target are blank.

	Target = Performance against target = %	
Familiar word reading	Beta = 24.29 p-value = 0.000 Target = Performance against target = %	
Oral reading fluency	Beta = 26.53 p-value = 0.000 Target = Performance against target = %	
Reading comprehension	Beta = 22.87 p-value = 0.000 Target = Performance against target = %	
Listening comprehension	Beta = 14.29 p-value = 0.000 Target = Performance against target = %	

Table 38: EGRA Zero Scores from Baseline to Endline

Result	Details	Comments
Phonemic awareness	Beta = -.19 p-value = 0.000 Target = Performance against target = %	
Letter name identification	Beta = -.20 p-value = 0.000 Target = Performance against target = %	
Familiar word reading	Beta = -.19 p-value = 0.000 Target = Performance against target = %	
Syllable identification	Beta = -.22 p-value = 0.000 Target = Performance against target = %	
Oral reading fluency	Beta = -.20	

	p-value = 0.000 Target = Performance against target = %	
Reading comprehension	Beta = -.23 p-value = 0.000 Target = Performance against target = %	
Listening comprehension	Beta = .01 p-value = 0.537 Target = Performance against target = %	

Table 39: Baseline and Endline Numeracy Score Aggregate Percent Correct out of Total Items

Age group	Baseline	Endline
Aged 6-8	NA	NA
Aged 9-11	22.9% (11)	28.0% (4)
Aged 12-13	37.1% (14)	39.1% (12)
Aged 14-15	35.8% (47)	53.7% (20)
Aged 16-17	48.1% (42)	69.2% (38)
Aged 18-19	56.0% (29)	70.2% (52)
Aged 20+	52.4% (5)	64.6% (21)
Overall	43.0% (149)	63.2% (147)

Table 40: Baseline and Endline Numeracy Score Aggregate Percent Correct out of Total Items

Subtask	Baseline	Endline
Number recognition	60.4%	80.7%
Quantity discrimination	53.9%	78.8%
Missing numbers	25.1%	40.5%
Addition level 1	48.1%	68.1%

Addition level 2	31.9%	55.8%
Subtraction level 1	45.3%	62.3%
Subtraction level 2	32.2%	52.5%
Word problems	47.1%	67.1%
N	147	149

Table 41: Baseline and Endline Numeracy Score Subtask Percent Correct out of Total Items Across Age Groups

Age group	Baseline	Endline
Number recognition		
<i>Aged 6-8</i>	NA	NA
<i>Aged 9-11</i>	23.2% (11)	41.3% (4)
<i>Aged 12-13</i>	52.5% (14)	57.1% (12)
<i>Aged 14-15</i>	52.5% (47)	67.8% (20)
<i>Aged 16-17</i>	68.2% (42)	88.0% (38)
<i>Aged 18-19</i>	75.9% (29)	86.8% (52)
<i>Aged 20+</i>	83.0% (5)	85.5% (21)
Quantity discrimination		
<i>Aged 6-8</i>	NA	NA
<i>Aged 9-11</i>	40.0% (11)	60.0% (4)
<i>Aged 12-13</i>	52.1% (14)	61.7% (12)
<i>Aged 14-15</i>	45.7% (47)	71.0% (20)
<i>Aged 16-17</i>	57.6% (42)	81.1% (38)
<i>Aged 18-19</i>	65.2% (29)	86.0% (52)
<i>Aged 20+</i>	70.0% (5)	77.6% (21)
Missing numbers		
<i>Aged 6-8</i>	NA	NA
<i>Aged 9-11</i>	4.6% (11)	10.0% (4)
<i>Aged 12-13</i>	20.0%	21.7%

	(14)	(12)
<i>Aged 14-15</i>	17.0% (47)	34.5% (20)
<i>Aged 16-17</i>	33.3% (42)	44.5% (38)
<i>Aged 18-19</i>	35.2% (29)	46.2% (52)
<i>Aged 20+</i>	34.0% (5)	41.4% (21)
Addition level 1		
<i>Aged 6-8</i>	NA	NA
<i>Aged 9-11</i>	32.7% (11)	23.8% (4)
<i>Aged 12-13</i>	40.4% (14)	51.5% (12)
<i>Aged 14-15</i>	46.4% (47)	59.0% (20)
<i>Aged 16-17</i>	47.0% (42)	75.3% (38)
<i>Aged 18-19</i>	59.5% (29)	72.8% (52)
<i>Aged 20+</i>	63.0% (5)	70.2% (21)
Addition level 2		
<i>Aged 6-8</i>	NA	NA
<i>Aged 9-11</i>	9.1% (11)	15.0% (4)
<i>Aged 12-13</i>	31.4% (14)	21.7% (12)
<i>Aged 14-15</i>	23.4% (42)	40.0% (20)
<i>Aged 16-17</i>	35.2% (47)	63.2% (38)
<i>Aged 18-19</i>	47.6% (29)	65.8% (52)
<i>Aged 20+</i>	44.0% (5)	60.0% (21)
Subtraction level 1		
<i>Aged 6-8</i>	NA	NA
<i>Aged 9-11</i>	31.8% (11)	16.3% (4)
<i>Aged 12-13</i>	34.3% (14)	36.3% (12)
<i>Aged 14-15</i>	39.2% (47)	54.5% (20)
<i>Aged 16-17</i>	51.3% (42)	68.7% (38)
<i>Aged 18-19</i>	57.2% (29)	70.1% (52)

<i>Aged 20+</i>	45.0% (5)	62.4% (21)
Subtraction level 2		
<i>Aged 6-8</i>	NA	NA
<i>Aged 9-11</i>	7.3% (11)	20.0% (4)
<i>Aged 12-13</i>	24.3% (14)	21.7% (12)
<i>Aged 14-15</i>	21.3% (47)	42.0% (20)
<i>Aged 16-17</i>	40.0% (42)	61.1% (38)
<i>Aged 18-19</i>	50.3% (29)	60.0% (52)
<i>Aged 20+</i>	40.0% (5)	52.4% (21)
Word problems		
<i>Aged 6-8</i>	NA	NA
<i>Aged 9-11</i>	34.9% (11)	37.5% (4)
<i>Aged 12-13</i>	41.7% (14)	41.7% (12)
<i>Aged 14-15</i>	41.1% (47)	60.8% (20)
<i>Aged 16-17</i>	52.4% (42)	71.5% (38)
<i>Aged 18-19</i>	57.5% (29)	74.4% (52)
<i>Aged 20+</i>	40.0% (5)	67.5% (21)

Table 42: Baseline and Endline Subtask Percent Zero Scores by Age Group

Age group	Baseline	Endline
Number recognition		
<i>Aged 6-8</i>	NA	NA
<i>Aged 9-11</i>	9.1% (11)	0.0% (4)
<i>Aged 12-13</i>	7.1% (14)	0.0% (12)
<i>Aged 14-15</i>	8.5% (47)	0.0% (20)
<i>Aged 16-17</i>	7.1% (42)	0.0% (38)
<i>Aged 18-19</i>	3.5% (29)	1.9% (52)
<i>Aged 20+</i>	0.0%	0.0%

	(5)	(21)
Missing number		
<i>Aged 6-8</i>	NA	NA
<i>Aged 9-11</i>	54.6% (11)	25.0% (4)
<i>Aged 12-13</i>	28.6% (14)	25.0% (12)
<i>Aged 14-15</i>	38.3% (47)	20.0% (20)
<i>Aged 16-17</i>	28.6% (42)	2.6% (38)
<i>Aged 18-19</i>	13.8% (29)	5.8% (52)
<i>Aged 20+</i>	0.0% (5)	9.5% (21)
Quantity discrimination		
<i>Aged 6-8</i>	NA	NA
<i>Aged 9-11</i>	18.2% (11)	0.0% (4)
<i>Aged 12-13</i>	7.1% (14)	16.7% (12)
<i>Aged 14-15</i>	14.9% (47)	5.0% (20)
<i>Aged 16-17</i>	23.8% (42)	0.0% (38)
<i>Aged 18-19</i>	10.3% (29)	3.9% (52)
<i>Aged 20+</i>	0.0% (5)	0.0% (21)
Addition level 1		
<i>Aged 6-8</i>	NA	NA
<i>Aged 9-11</i>	27.3% (11)	25.0% (4)
<i>Aged 12-13</i>	21.4% (14)	8.3% (12)
<i>Aged 14-15</i>	12.8% (47)	5.0% (20)
<i>Aged 16-17</i>	19.1% (42)	5.3% (38)
<i>Aged 18-19</i>	20.7% (29)	3.9% (52)
<i>Aged 20+</i>	0.0% (5)	0.0% (21)
Addition level 2		
<i>Aged 6-8</i>	NA	NA
<i>Aged 9-11</i>	63.6% (11)	50.0% (4)
<i>Aged 12-13</i>	42.9% (14)	50.0% (12)

<i>Aged 14-15</i>	42.6% (47)	35.0% (20)
<i>Aged 16-17</i>	33.3% (42)	7.9% (38)
<i>Aged 18-19</i>	20.7% (29)	7.7% (52)
<i>Aged 20+</i>	0.0% (5)	14.3% (21)
Subtraction level 1		
<i>Aged 6-8</i>	NA	NA
<i>Aged 9-11</i>	9.1% (11)	25.0% (4)
<i>Aged 12-13</i>	35.7% (14)	8.3% (12)
<i>Aged 14-15</i>	17.0% (47)	5.0% (20)
<i>Aged 16-17</i>	14.3% (42)	0.0% (38)
<i>Aged 18-19</i>	17.2% (29)	3.9% (52)
<i>Aged 20+</i>	0.0% (5)	4.8% (21)
Subtraction level 2		
<i>Aged 6-8</i>	NA	NA
<i>Aged 9-11</i>	72.7% (11)	50.0% (4)
<i>Aged 12-13</i>	57.2% (14)	41.7% (12)
<i>Aged 14-15</i>	40.4% (47)	25.0% (20)
<i>Aged 16-17</i>	23.8% (42)	7.9% (38)
<i>Aged 18-19</i>	24.1% (29)	13.5% (52)
<i>Aged 20+</i>	60.0% (5)	19.1% (21)
Word problems		
<i>Aged 6-8</i>	NA	NA
<i>Aged 9-11</i>	9.1% (11)	0.0% (4)
<i>Aged 12-13</i>	21.4% (14)	16.7% (12)
<i>Aged 14-15</i>	19.2% (47)	5.0% (20)
<i>Aged 16-17</i>	19.1% (42)	0.0% (38)
<i>Aged 18-19</i>	17.2% (29)	1.9% (52)
<i>Aged 20+</i>	0.0%	9.5%

	(5)	(21)
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Table 43: EGRA Scores Baseline to Endline

Result	Details ⁷⁹	Comments
Number recognition	Beta = 18.08 p-value = 0.000 Target = Performance against target = %	
Quantity discrimination	Beta = 22.43 p-value = 0.000 Target = Performance against target = %	
Missing number	Beta = 14.24 p-value = 0.000 Target = Performance against target = %	
Addition level 1	Beta = 17.29 p-value = 0.000 Target = Performance against target = %	
Addition level 2	Beta = 20.80 p-value = 0.000 Target = Performance against target = %	
Subtraction level 1	Beta = 16.46 p-value = 0.000 Target = Performance against target = %	
Subtraction level 2	Beta = 19.56 p-value = 0.000 Target = Performance against target = %	
Word problems	Beta = 19.50 p-value = 0.000 Target = Performance against target = %	

⁷⁹ There were no project-specific targets established for this project. The report refers to national-level benchmarks that have been used in other projects in Malawi, but these are not set at the subtasks level. Therefore, target and performance against the target are blank.

Table 44: Aggregate EGRA and EGMA Percent Zero Scores Baseline to Endline

	Baseline	Endline	Total
EGRA aggregate score	31.6%	52.7%	38.8%
EGMA aggregate score	44.7%	63.2%	51.0%
N	149	147	296

Table 45: EGRA Zero Scores Baseline to Endline

Subtask	Baseline	Endline	Total
Phonemic awareness	57.8%	38.8%	51.4%
Letter name identification	32.1%	12.2%	25.4%
Syllable identification	50.9%	28.6%	43.3%
Familiar word reading	54.0%	34.7%	47.5%
Oral reading fluency	59.2%	39.5%	52.4%
Reading comprehension	65.2%	42.2%	57.4%
Listening comprehension	3.5%	4.8%	3.9%
N	149	147	296

Table 46: EGMA Percent Zero Scores Baseline to Endline

Subtask	Baseline	Endline	Total
Number recognition	5.9%	0.7%	4.2%
Quantity discrimination	13.2%	3.4%	9.9%
Missing number	27.9%	9.5%	21.7%
Addition level 1	13.6%	4.8%	10.6%

Addition level 2	34.5%	17.0%	28.6%
Subtraction level 1	16.7%	4.1%	12.4%
Subtraction level 2	35.5%	17.7%	29.5%
Word problems	14.6%	4.1%	11.1%
N	149	147	296

Table 47: EGMA Zero Scores Baseline to Endline

Result	Details ⁸⁰	Comments
Number recognition	Beta = -.05 p-value = 0.001 Target = Performance against target = %	
Quantity discrimination	Beta = -.10 p-value = 0.000 Target = Performance against target = %	
Missing number	Beta = -.18 p-value = 0.000 Target = Performance against target = %	
Addition level 1	Beta = -.09 p-value = 0.001 Target = Performance against target = %	
Addition level 2	Beta = -.17 p-value = 0.000 Target = Performance against target = %	
Subtraction level 1	Beta = -.13 p-value = 0.000 Target = Performance against target = %	
Subtraction level 2	Beta = -.18	

⁸⁰ There were no project-specific targets established for this project. The report refers to national-level benchmarks that have been used in other projects in Malawi, but these are not set at the subtasks level. Therefore, target and performance against the target are blank.

	p-value = 0.000 Target = Performance against target = %	
Word problems	Beta = -.11 p-value = 0.000 Target = Performance against target = %	

Table 48: Mean Barriers at Baseline and Endline

Barrier	n	Baseline	Endline
		Mean	Mean
Difficulty seeing	11	5.5%	6.2%
Difficulty hearing	4	2.3%	2.5%
Difficulty walking	7	3.7%	4.1%
Difficulty with self-care	1	0.4%	0.5%
Difficulty communicating	3	1.8%	1.9%
Difficulty learning	21	12.1%	12.9%
Difficulty remembering	27	15.4%	16.5%
Difficulty concentrating	13	6.6%	7.4%
Difficulty accepting change	9	7.7%	7.2%
Difficulty controlling behaviour	8	5.1%	5.3%
Difficulty making friends	11	5.1%	6.0%
Difficulty with anxiety	17	9.1%	10.1%
Difficulty with depression	18	8.4%	9.8%
Bullying	20	4.4%	4.8%

School cost	329	78.8%	78.3%
Parent support	99	22.6%	23.6%
Menstruation	179	57.3%	57.4%
Food insecurity or hunger	205	49.3%	48.8%
School safety	88	19.3%	21.0%

Table 49: Aggregate EGRA and EGMA Percent Correct out of Total Items by Barrier

Barrier	n	Baseline		Endline	
		Aggregate EGRA score	Aggregate EGMA score	Aggregate EGRA score	Aggregate EGMA score
Difficulty seeing	11	14.8%	28.8%	41.4%	49.7%
Difficulty hearing	4	22.3%	44.4%	28.0%	46.7%
Difficulty walking	7	21.0%	32.6%	58.4%	58.1%
Difficulty with self-care	1	20.6%	36.9%	85.2%	77.6%
Difficulty communicating	3	9.0%	9.11%	23.9%	32.6%
Difficulty learning	21	33.1%	41.8%	30.2%	42.1%
Difficulty remembering	27	32.8%	48.4%	32.0%	42.5%
Difficulty concentrating	13	28.6%	36.8%	32.8%	43.3%
Difficulty accepting change	9	34.2%	46.1%	29.0%	43.6%
Difficulty controlling behaviour	8	33.0%	45.0%	51.8%	56.0%
Difficulty making friends	11	34.3%	45.5%	44.5%	47.5%
Difficulty with anxiety	17	42.2%	52.8%	42.9%	53.0%
Difficulty with depression	18	41.9%	49.5%	44.1%	52.8%
Bullying	20	18.4%	34.0%	42.6%	57.5%

School cost	329	39.6%	57.9%	38.1%	50.1%
Parent support	99	36.0%	53.6%	40.2%	51.6%
Menstruation	179	39.2%	58.1%	38.8%	50.8%
Food insecurity or hunger	205	38.2%	54.9%	35.3%	47.7%
School safety	88	36.9%	57.5%	38.5%	49.9%

Table 50: EGRA Subtask Percent Correct out of Total Items by Barrier

Subtask	Baseline	Endline
Phonemic awareness		
Difficulty seeing	13.2%	14.2%
Difficulty hearing	7.9%	11.0%
Difficulty walking	11.6%	25.9%
Difficulty with self-care	15.0%	20.0%
Difficulty communicating	5.0%	13.8%
Difficulty learning	5.5%	9.8%
Difficulty remembering	4.7%	8.8%
Difficulty accepting change	5.9%	19.7%
Difficulty concentrating	15.4%	5.5%
Difficulty controlling behaviour	11.0%	18.6%
Difficulty making friends	8.3%	17.2%
Difficulty with anxiety	12.3%	14.3%
Difficulty with depression	11.2%	13.9%
Bullying	3.9%	10.5%
School cost	13.4%	15.4%
Lack of parental support	10.3%	14.2%
Menstruation	13.3%	15.1%
Food insecurity or hunger	12.1%	12.8%
School safety	9.5%	10.9%
Letter name identification		
Difficulty seeing	30.7%	48.9%
Difficulty hearing	17.4%	36.7%
Difficulty walking	32.5%	59.4%
Difficulty with self-care	40.3%	83.0%
Difficulty communicating	10.1%	27.9%
Difficulty learning	20.7%	30.2%
Difficulty remembering	27.6%	32.7%
Difficulty concentrating	27.4%	36.5%

Difficulty accepting change	24.8%	31.0%
Difficulty controlling behaviour	31.2%	52.2%
Difficulty making friends	30.1%	45.4%
Difficulty with anxiety	39.2%	45.8%
Difficulty with depression	37.2%	48.2%
Bullying	19.3%	40.6%
School cost	33.8%	38.7%
Lack of parental support	32.0%	41.5%
Menstruation	34.1%	39.1%
Food insecurity or hunger	32.2%	35.5%
School safety	33.0%	40.9%
Syllable identification		
Difficulty seeing	18.1%	39.7%
Difficulty hearing	10.1%	21.5%
Difficulty walking	27.3%	58.1%
Difficulty with self-care	28.5%	95.0%
Difficulty communicating	3.9%	15.4%
Difficulty learning	16.8%	25.3%
Difficulty remembering	22.9%	27.5%
Difficulty concentrating	21.9%	29.7%
Difficulty accepting change	18.1%	22.2%
Difficulty controlling behaviour	32.0%	53.6%
Difficulty making friends	27.5%	42.6%
Difficulty with anxiety	35.3%	44.3%
Difficulty with depression	32.3%	45.4%
Bullying	20.2%	40.0%
School cost	29.0%	33.5%
Lack of parental support	28.3%	34.6%
Menstruation	29.4%	33.7%
Food insecurity or hunger	27.8%	30.1%
School safety	29.2%	34.7%
Familiar word reading		
Difficulty seeing	21.2%	42.6%
Difficulty hearing	12.0%	23.0%
Difficulty walking	30.5%	62.9%
Difficulty with self-care	27.5%	100.0%
Difficulty communicating	4.4%	9.3%
Difficulty learning	19.4%	29.1%
Difficulty remembering	25.5%	30.3%
Difficulty concentrating	23.1%	30.3%

Difficulty accepting change	19.5%	22.1%
Difficulty controlling behaviour	35.4%	54.3%
Difficulty making friends	29.6%	44.8%
Difficulty with anxiety	38.2%	45.4%
Difficulty with depression	37.1%	46.9%
Bullying	23.5%	42.6%
School cost	33.2%	37.2%
Lack of parental support	31.7%	39.7%
Menstruation	33.8%	37.4%
Food insecurity or hunger	32.2%	33.7%
School safety	34.1%	37.6%
Oral reading fluency		
Difficulty seeing	17.8%	42.8%
Difficulty hearing	12.2%	25.4%
Difficulty walking	32.5%	66.3%
Difficulty with self-care	33.9%	100.0%
Difficulty communicating	4.8%	11.2%
Difficulty learning	24.3%	34.2%
Difficulty remembering	30.2%	35.3%
Difficulty concentrating	29.2%	36.2%
Difficulty accepting change	23.6%	26.0%
Difficulty controlling behaviour	43.3%	63.3%
Difficulty making friends	34.4%	51.8%
Difficulty with anxiety	45.0%	53.1%
Difficulty with depression	41.0%	51.2%
Bullying	27.4%	50.3%
School cost	36.8%	41.6%
Lack of parental support	35.8%	45.8%
Menstruation	37.5%	41.9%
Food insecurity or hunger	35.2%	37.6%
School safety	38.7%	43.6%
Reading comprehension		
Difficulty seeing	13.7%	35.4%
Difficulty hearing	8.6%	20.0%
Difficulty walking	27.4%	54.1%
Difficulty with self-care	25.0%	90.0%
Difficulty communicating	2.0%	10.0%
Difficulty learning	16.7%	25.2%
Difficulty remembering	21.2%	27.3%
Difficulty concentrating	17.6%	23.9%

Difficulty accepting change	14.9%	20.0%
Difficulty controlling behaviour	28.0%	45.5%
Difficulty making friends	26.0%	41.6%
Difficulty with anxiety	33.0%	37.6%
Difficulty with depression	30.6%	38.1%
Bullying	17.4%	39.0%
School cost	27.4%	32.3%
Lack of parental support	27.4%	35.6%
Menstruation	28.3%	32.3%
Food insecurity or hunger	25.6%	28.1%
School safety	28.3%	32.0%
Listening comprehension		
Difficulty seeing	62.1%	66.2%
Difficulty hearing	48.6%	58.0%
Difficulty walking	76.8%	82.4%
Difficulty with self-care	90.0%	100.0%
Difficulty communicating	52.0%	80.0%
Difficulty learning	55.9%	57.8%
Difficulty remembering	63.0%	62.3%
Difficulty concentrating	65.9%	67.7%
Difficulty accepting change	65.7%	62.0%
Difficulty controlling behaviour	73.3%	75.5%
Difficulty making friends	64.0%	68.0%
Difficulty with anxiety	64.2%	59.5%
Difficulty with depression	69.4%	64.9%
Bullying	65.1%	75.0%
School cost	71.6%	70.4%
Lack of parental support	64.8%	69.9%
Menstruation	74.0%	72.9%
Food insecurity or hunger	70.5%	69.1%
School safety	69.6%	69.6%

Table 51: EGMA Subtask Percent Correct out of Total Items by Barrier

Subtask	Baseline	Endline
Number recognition		
Difficulty seeing	55.3%	67.7%
Difficulty hearing	59.3%	66.0%
Difficulty walking	60.5%	77.1%
Difficulty with self-care	70.0%	87.5%

Difficulty communicating	23.5%	41.3%
Difficulty learning	45.9%	56.6%
Difficulty remembering	52.0%	54.1%
Difficulty concentrating	52.8%	57.3%
Difficulty accepting change	51.9%	59.0%
Difficulty controlling behaviour	60.3%	65.5%
Difficulty making friends	54.5%	58.8%
Difficulty with anxiety	64.9%	69.2%
Difficulty with depression	60.7%	71.3%
Bullying	52.7%	75.0%
School cost	67.1%	67.8%
Lack of parental support	62.6%	67.9%
Menstruation	66.9%	68.3%
Food insecurity or hunger	63.1%	62.5%
School safety	68.7%	68.5%
Quantity discrimination		
Difficulty seeing	49.5%	62.7%
Difficulty hearing	45.7%	53.0%
Difficulty walking	57.4%	71.8%
Difficulty with self-care	75.0%	90.0%
Difficulty communicating	27.0%	33.8%
Difficulty learning	39.8%	50.9%
Difficulty remembering	43.9%	47.3%
Difficulty concentrating	52.6%	62.9%
Difficulty accepting change	48.0%	55.3%
Difficulty controlling behaviour	59.3%	65.9%
Difficulty making friends	48.7%	59.6%
Difficulty with anxiety	57.2%	65.7%
Difficulty with depression	56.3%	64.4%
Bullying	50.3%	68.5%
School cost	60.6%	62.7%
Lack of parental support	54.8%	61.8%
Menstruation	62.2%	64.7%
Food insecurity or hunger	57.9%	59.3%
School safety	61.0%	63.0%
Missing number		
Difficulty seeing	19.5%	30.8%
Difficulty hearing	15.0%	20.0%
Difficulty walking	22.6%	35.3%
Difficulty with self-care	35.0%	65.0%
Difficulty communicating	4.0%	11.3%
Difficulty learning	19.8%	25.9%
Difficulty remembering	25.2%	25.8%
Difficulty concentrating	20.3%	25.5%
Difficulty accepting change	23.1%	26.3%

Difficulty controlling behaviour	27.3%	36.8%
Difficulty making friends	26.7%	32.0%
Difficulty with anxiety	34.6%	37.1%
Difficulty with depression	30.8%	35.4%
Bullying	22.6%	35.5%
School cost	29.9%	30.0%
Lack of parental support	27.7%	32.1%
Menstruation	30.4%	29.6%
Food insecurity or hunger	28.3%	27.2%
School safety	31.3%	30.7%
Addition level 1		
Difficulty seeing	43.4210	53.1%
Difficulty hearing	41.7857	57.5%
Difficulty walking	42.6315	57.7%
Difficulty with self-care	53.75	82.5%
Difficulty communicating	18.0%	41.9%
Difficulty learning	38.469	46.9%
Difficulty remembering	46.66667	49.1%
Difficulty concentrating	43.82353	45.0%
Difficulty accepting change	48.0	51.0%
Difficulty controlling behaviour	50.0	61.6%
Difficulty making friends	44.5	48.8%
Difficulty with anxiety	55.175	54.4%
Difficulty with depression	53.06122	55.7%
Bullying	47.7419	64.5%
School cost	56.7326	55.9%
Lack of parental support	52.35	58.5%
Menstruation	57.7035	58.1%
Food insecurity or hunger	54.040	54.0%
School safety	58.3043	57.1%
Addition level 2		
Difficulty seeing	22.1%	38.5%
Difficulty hearing	27.1%	36.0%
Difficulty walking	31.6%	52.9%
Difficulty with self-care	30.0%	60.0%
Difficulty communicating	8.0%	27.5%
Difficulty learning	24.1%	33.7%
Difficulty remembering	30.3%	35.9%
Difficulty concentrating	26.5%	32.3%
Difficulty accepting change	33.1%	36.0%
Difficulty controlling behaviour	38.0%	53.6%
Difficulty making friends	33.3%	44.0%
Difficulty with anxiety	39.3%	44.8%
Difficulty with depression	37.1%	46.8%
Bullying	34.8%	51.0%

School cost	40.8%	41.8%
Lack of parental support	36.2%	42.6%
Menstruation	41.3%	41.4%
Food insecurity or hunger	39.7%	39.8%
School safety	45.4%	44.1%
Subtraction level 1		
Difficulty seeing	36.6%	52.7%
Difficulty hearing	40.4%	50.0%
Difficulty walking	41.6%	61.5%
Difficulty with self-care	50.0%	92.5%
Difficulty communicating	11.1%	32.5%
Difficulty learning	31.4%	42.5%
Difficulty remembering	39.3%	43.3%
Difficulty concentrating	34.7%	42.7%
Difficulty accepting change	38.1%	44.0%
Difficulty controlling behaviour	38.8%	54.1%
Difficulty making friends	39.0%	46.2%
Difficulty with anxiety	49.4%	49.4%
Difficulty with depression	45.2%	50.6%
Bullying	39.0%	53.8%
School cost	50.9%	50.4%
Lack of parental support	44.4%	48.9%
Menstruation	51.4%	50.7%
Food insecurity or hunger	49.0%	49.4%
School safety	51.9%	49.5%
Subtraction level 2		
Difficulty seeing	21.1%	35.4%
Difficulty hearing	20.0%	38.0%
Difficulty walking	32.6%	44.7%
Difficulty with self-care	35.0%	60.0%
Difficulty communicating	4.0%	22.5%
Difficulty learning	25.7%	33.3%
Difficulty remembering	28.2%	33.0%
Difficulty concentrating	23.5%	27.7%
Difficulty accepting change	25.7%	30.0%
Difficulty controlling behaviour	37.3%	50.9%
Difficulty making friends	29.3%	37.6%
Difficulty with anxiety	40.7%	47.6%
Difficulty with depression	38.0%	44.9%
Bullying	33.5%	51.0%
School cost	38.3%	38.5%
Lack of parental support	34.4%	41.4%
Menstruation	38.5%	39.3%
Food insecurity or hunger	37.7%	37.8%
School safety	40.2%	37.1%
Word problems		

Difficulty seeing	42.1%	56.4%
Difficulty hearing	36.9%	53.3%
Difficulty walking	46.5%	63.7%
Difficulty with self-care	50.0%	83.3%
Difficulty communicating	18.3%	50.0%
Difficulty learning	35.7%	46.9%
Difficulty remembering	44.9%	51.2%
Difficulty concentrating	45.6%	52.7%
Difficulty accepting change	41.4%	47.2%
Difficulty controlling behaviour	41.4%	59.9%
Difficulty making friends	40.6%	52.7%
Difficulty with anxiety	49.1%	55.6%
Difficulty with depression	44.2%	52.9%
Bullying	39.2%	60.8%
School cost	53.5%	53.4%
Lack of parental support	53.8%	59.1%
Menstruation	55.2%	54.2%
Food insecurity or hunger	52.6%	51.5%
School safety	49.4%	49.2%

Table 52: Aggregate EGRA and EGMA Percent Correct out of Total Items by District

	Dedza	Lilongwe	Mchinji
Aggregate EGRA score	44.7%	40.4%	65.4%
Aggregate EGMA score	55.5%	54.6%	74.2%
N	60	25	62

Table 53: EGRA Subtasks Percent Correct out of Total Items by District

	Dedza	Lilongwe	Mchinji
Phonemic awareness	16.33%	12.80%	26.13%
Letter name identification	48.02%	46.56%	71.56%
Syllable identification	40.97%	37.00%	64.45%
Familiar word reading	44.73%	36.96%	69.29%
Oral reading fluency	49.44%	41.17%	77.59%
Reading comprehension	38.67%	31.20%	63.55%
Listening comprehension	75.00%	76.80%	85.48%

N	60	25	62
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Table 54: EGMA Subtasks Percent Correct out of Total Items by District

	Dedza	Lilongwe	Mchinji
Number recognition	76.8%	70.8%	88.4%
Quantity discrimination	73.8%	72.8%	86.0%
Missing number	32.3%	32.4%	51.6%
Addition level 1	60.3%	57.4%	79.9%
Addition level 2	47.3%	44.8%	68.4%
Subtraction level 1	54.7%	53.6%	73.2%
Subtraction level 2	41.7%	41.6%	67.4%
Word problems	56.7%	63.3%	78.8%
N	60	25	62

Table 55: Proficiency Bands by EGRA Subtask

Subtask	Baseline	Endline
Phonemic awareness		
Non-learner	59.5% (88)	38.8% (57)
Emergent	31.8% (47)	44.9% (66)
Established	8.8% (13)	12.9% (19)
Proficient	0.0% (0)	3.4% (5)
Letter name identification		
Non-learner	35.1% (52)	12.2% (18)
Emergent	33.8% (50)	25.9% (38)
Established	18.2% (27)	19.1% (28)
Proficient	12.8% (19)	42.9% (63)
Syllable identification		
Non-learner	52.7% (78)	28.6% (42)
Emergent	22.3% (33)	16.3% (24)
Established	10.1% (15)	15.0% (22)
Proficient	14.9%	40.1%

	(22)	(59)
Familiar word reading		
Non-learner	56.1% (83)	34.7% (51)
Emergent	14.2% (21)	8.8% (13)
Established	12.8% (19)	6.1% (9)
Proficient	16.9% (25)	50.3% (74)
Oral reading fluency		
Non-learner	64.9% (96)	40.8% (60)
Emergent	25.7% (38)	33.3% (49)
Established	8.1% (12)	23.8% (35)
Proficient	1.4% (2)	2.0% (3)
Reading comprehension		
Non-learner	68.9% (102)	42.2% (62)
Emergent	8.8% (13)	5.4% (8)
Established	12.8% (19)	22.5% (33)
Proficient	9.5% (14)	29.9% (44)
Listening comprehension		
Non-learner	2.7% (4)	4.8% (7)
Emergent	25.7% (38)	5.4% (8)
Established	46.6% (69)	42.2% (62)
Proficient	25.0% (37)	47.6% (70)

Table 56: Proficiency Bands by EGMA Subtask

Subtask	Baseline	Endline
Number recognition		
Non-learner	6.8% (10)	0.7% (1)
Emergent	27.0% (40)	12.9% (19)
Established	29.7% (44)	20.4% (30)

Proficient	36.5% (54)	66.0% (97)
Quantity discrimination		
Non-learner	15.5% (23)	3.4% (5)
Emergent	21.6% (32)	6.8% (10)
Established	35.8% (53)	34.7% (51)
Proficient	27.0% (40)	55.1% (81)
Missing number		
Non-learner	29.73% (44)	9.52% (14)
Emergent	47.30% (70)	46.94% (69)
Established	20.95% (31)	38.78% (57)
Proficient	2.03% (3)	4.76v (7)
Addition level 1		
Non-learner	17.6% (26)	4.8% (7)
Emergent	23.0% (34)	19.7% (29)
Established	39.9% (59)	29.3% (43)
Proficient	19.6% (29)	46.3% (68)
Addition level 2		
Non-learner	35.8% (53)	17.0% (25)
Emergent	32.4% (48)	29.3% (43)
Established	25.7% (38)	25.9% (38)
Proficient	6.1% (9)	27.9% (41)
Subtraction level 1		
Non-learner	16.9% (25)	4.1% (6)
Emergent	30.4% (45)	19.7% (29)
Established	33.1% (49)	44.2% (65)
Proficient	19.6% (29)	32.0% (47)
Subtraction level 2		
Non-learner	37.2%	17.7%

	(55)	(26)
Emergent	34.5% (51)	27.2% (40)
Established	20.7% (30)	36.1% (53)
Proficient	8.1% (12)	19.1% (28)
Word problems		
Non-learner	17.6% (26)	4.1% (6)
Emergent	24.3% (36)	16.3% (24)
Established	34.5% (51)	28.6% (42)
Proficient	23.7% (35)	51.0% (75)

Table 57: Transition Pathways by District, Age Bands, and Barriers

Category	N	Transition Pathways			
		Transition A	Transition B	Transition C	
		Primary School	Skills or Vocational Training	Safe Employment with Adequate Salary	Self-employment
Total	146	25	34	3	80
Lilongwe	24	25.0%	16.7%	0.0%	54.2%
Dedza	61	19.7%	14.8%	3.3%	62.3%
Mchinji	61	11.5%	34.4%	1.6%	47.5%
Age bands					
Aged 6-8	0	NA	NA	NA	NA
Aged 9-11	4	50.0%	25.0%	0.0%	0.0%
Aged 12-13	11	54.6%	9.1%	0.0%	27.3%
Aged 14-15	19	42.1%	26.3%	0.0%	31.6%
Aged 16-17	38	13.2%	18.4%	16.2%	63.2%
Aged 18-19	52	5.8%	21.2%	19.4%	69.2%
Aged 20+	21	5.8%	42.9%	0.0%	47.6%

Category	N	Transition Pathways			
		Transition A	Transition B	Transition C	
		Primary School	Skills or Vocational Training	Safe Employment with Adequate Salary	Self-employment
Barrier					
Bullying	8	50.0%	12.5%	0.0%	37.5%
Cost	112	18.8%	23.2%	1.8%	5.6%
Parent support	37	27.0%	32.4%	2.7%	3.8%
Menstruation	61	6.6%	29.5%	0.0%	5.9%
Food insecurity or hunger	69	20.3%	23.2%	2.9%	49.3%
School safety	34	20.6%	26.5%	5.9%	47.1%

Table 58: Average Attendance Rate of Girls and Boys with Identified Marginalisation Characteristics at CBEs/Girls' Clubs

Category	Boys	Girls
Is, was, or is about to be married	20.4%	52.6%
Is the primary caregiver for children / is pregnant or breastfeeding	20.0%	39.4%
Lost one of both parents	45.9%	40.3%
Is head of household	29.7%	31.5%
Family does not have enough income	82.1%	79.5%
High number of chore hours (6 or more a day)	46.2%	51.8%
Has a functional difficulty	33.0%	24.0%

Table 59: Average Attendance Rate of Girls and Boys with Identified Marginalisation Characteristics at CBEs/Girls' Clubs by District

Category	Lilongwe		Dedza		Mchinji	
	Boys	Girls	Boys	Girls	Boys	Girls
Is, was, or is about to be married	33.1%	12.8%	27.6%	60.6%	10.0%	70.0%

Category	Lilongwe		Dedza		Mchinji	
	Boys	Girls	Boys	Girls	Boys	Girls
Is the primary caregiver for children / is pregnant or breastfeeding	18.4%	4.3%	29.8%	56.9%	20.0%	20.0%
Lost one of both parents	23.3%	30.0%	52.5%	52.2%	60.0%	35.0%
Is head of household	8.5%	4.3%	45.5%	53.2%	30.0%	0.0%
Family does not have enough income	81.2%	90.2%	75.2%	76.0%	90.0%	90.0%
High number of chore hours (6 or more a day)	45.6%	42.6%	52.2%	64.3%	30.0%	15.0%
Has a functional difficulty	13.7%	14.1%	52.5%	31.2%	0.0%	20.0%

Annex 4: Logframe

Annex 4 is provided as a separate document.

Annex 5: Characteristics and Barriers

Table 60: Evaluation sample breakdown by barrier

	Baseline		Endline (total)		Variable name and source
	% of total	n	% of total	n	
Cohort 3					
Bullying	4.40%	12	5.48%	8	bar_bully
School cost	78.80%	216	77.40%	113	bar_schoolcost
Lack of parental support	22.60%	62	25.34%	37	bar_lackparentsupp
Menstruation	42.70%	117	42.47%	62	bar_highmi
Poverty	49.30%	135	47.95%	70	bar_hunger
School safety	19.30%	53	23.97%	35	bar_schoolsafety
Functional Difficulty	37.33%	162	50.34%	73	FunctionalDifficulty_use

Annex 6: Beneficiaries Tables

This annex was completed by the project.

Table 61: Direct Beneficiaries

Beneficiary type	Total project number	Total number of girls targeted between endline and endline	Comment
Direct learning beneficiaries (girls) – girls in the intervention group who are specifically expected to achieve learning outcomes in line with targets. If relevant, please disaggregate girls with disabilities in this overall number.	Total number of direct beneficiaries worked with over the lifetime of the project. 5008 (C1, 2, 3 Girls and boys)	This may equal the total project number or may be less if girls ‘graduated out’ after a certain grade. 5250 (girls targeted C1, 2, 3 – not actual girls that completed)	If the total project number has changed since baseline or endline provide an explanation of why (e.g. didn’t reach all girls planned, larger class sizes then previously accounted for etc)

Table 62: Other Beneficiaries (Total Over Lifetime of the Project)

Beneficiary type	Number	Comments
Learning beneficiaries (boys) – as above, but specifically counting boys who will get the same exposure and therefore be expected to also achieve learning gains, if applicable.	808	
Broader student beneficiaries (boys) – boys who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	1050	
Broader student beneficiaries (girls) – girls who will benefit from the interventions in a less direct way, and therefore may benefit from aspects such as attitudinal change, etc. but not necessarily achieve improvements in learning outcomes.	5250	
Teacher beneficiaries – number of teachers who benefit from training or related interventions. If possible	7642 (4772 F, 2870 M)	

/applicable, please disaggregate by gender and type of training, with the comments box used to describe the type of training provided.		
Broader community beneficiaries (adults) – adults who benefit from broader interventions, such as community messaging /dialogues, community advocacy, economic empowerment interventions, etc.		

Table 63: Target Groups - By School

	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at endline
School Age			
Lower primary	Y	6300	
Upper primary			
Lower secondary			
Upper secondary			
Total:			

Table 64: Target Groups - By Age

	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at endline
Age Groups			
Aged 6-8 (% aged 6-8)			
Aged 9-11 (% aged 9-11)		662	
Aged 12-13 (% aged 12-13)		886	
Aged 14-15 (% aged 14-15)		1599	
Aged 16-17 (%aged 16-17)		2132	
Aged 18-19 (%aged 18-19)		1021	
Aged 20+ (% aged 20 and over)			
Total:			

Table 65: Target Groups - By Subgroup

Social Groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at endline
Disabled girls (please disaggregate by domain of difficulty)		244 (using WGQ level 3&4))	
Orphaned girls		3256	
Pastoralist girls			
Child labourers			
Poor girls		5250	
Other (please describe)		1015	
Total:		9521	

Table 66: Target Groups - By School Status

Educational sub-groups	Project definition of target group (Tick where appropriate)	Number targeted through project interventions	Sample size of target group at endline
Out-of-school girls: have never attended school		772	
Out-of-school girls: have attended school, but dropped out		4478	
Girls in-school			
Total:		5250	

Annex 7: External Evaluator's Inception Report

Annex 7 may be provided upon request as a separate document.

Annex 8: Data Collection Tools Used for Endline

Data collection tools with their consent statement may be provided upon request as a separate document.

Qualitative Tools

- **EGRA**
answers
“If you choose to take part, we will not share your answers with other people such your teachers, but only use them to help us with our research. We will record your answers to use them in our research but we will not mention you by name or share your personal details with anyone outside of our team.”
- **EGMA**
answers
“If you choose to take part, we will not share your answers with other people such your teachers, but only use them to help us with our research. We will record your answers to use them in our research but we will not mention you by name or share your personal details with anyone outside of our team.”
- **Girls’ Survey**
answers
“If you choose to take part, we will not share your answers with other people such your teachers, but only use them to help us with our research. We will record your answers to use them in our research but we will not mention you by name or share your personal details with anyone outside of our team.”
- **Household Survey**
“We will record your answers to use them in our research but we will not mention you by name or share your personal details with anybody outside of our team. When we publish the data and results from this study, we will ensure that it is not possible to identify you as the person who has provided these answers.”
- **CBE Facilitator Survey**
“If you chose to take part, we will not share your answers with other people, but only use them to help us with our research. We will record your answers to use them in our research but we will not mention you by name or share your personal details with anyone outside of our team.”

Quantitative Tools

- **Girls’ FGD**
“Your answers will be private. We will not share your answers with anyone, except those people working directly with Link on this project. But in order to better keep track of all of the information provided today, and to help me focus on facilitating this discussion, we will

be recording this discussion. Please be assured that your identity will remain confidential at all times. No one will be able to link your responses to your name. Your name will never be used in connection with any of the information you tell.”

- **CBE Facilitator KII**

“Your answers will be private. We will not share your answers with anyone, except those people working directly with Link on this project. To better keep track of all the information provided today, and to help me focus on facilitating this discussion, my colleague and I will be recording this discussion and taking notes. No one will be able to directly link your responses to your name. Your name will never be used in connection with any of the information you tell.”

- **MoE KII**

“Your answers will be private. We will not share your answers with anyone, except those people working directly with Link on this project. To better keep track of all the information provided today, and to help me focus on facilitating this discussion, my colleague and I will be recording this discussion and taking notes. Please be assured that your identity will remain confidential. No one will be able to directly link your responses to your name. Your name will never be used in connection with any of the information you tell.”

- **Community Leader KII**

“Your answers will be private. We will not share your answers with anyone, except those people working directly with Link on this project. To better keep track of all the information provided today, and to help me focus on facilitating this discussion, my colleague and I will be recording this discussion and taking notes. No one will be able to directly link your responses to your name. Your name will never be used in connection with any of the information you tell.”

- **Link KII**

“Your answers will be private. We will not share your answers with anyone, except those individuals working directly with Link on this project. To better keep track of all the information provided today, and to help me focus on facilitating this discussion, my colleague and I would like to record this discussion and take notes. No one will be able to directly link your responses to your name. Your name will never be used in connection with any of the information you tell.”

Annex 9: Qualitative Transcripts

Annex 9 may be provided upon request as a separate document.

Annex 10: Quantitative Datasets, Codebooks and Programs

Annex 10 may be provided upon request as a separate document.

Annex 11: External Evaluator Declaration

Name of Project: Transformational Empowerment of Adolescent Marginalised Girls in Malawi

Name of External Evaluator: School-to-School International

Contact Information for External Evaluator: info@sts-international.org

Names of all members of the evaluation team: Dr. Melanie Philips, Fiona Eichinger, Matthew Murray, Laura Oleson

School-to-School International certifies that the independent evaluation has been conducted in line with the Terms of Reference and other requirements received.

The following conditions apply to the data collection and analysis presented in the endline report:

- Qualitative and quantitative data was collected independently by the EE and cohort-specific data was provided by the project for analysis:
- Was data analysis conducted independently by the EE and does it provide a fair and consistent representation of progress? Yes
- Data quality assurance and verification mechanisms agreed in the terms of reference with the project have been soundly followed (Initials: _STS_)
- The recipient has not fundamentally altered or misrepresented the nature of the analysis originally provided by _Link Education International_ (Company) (Initials: _STS_)
- All child protection protocols and guidance have been followed ((initials: _STS_)
- Data has been anonymised, treated confidentially and stored safely, in line with the GEC data protection and ethics protocols (Initials: _STS_)

__School-to-School International__

(Name)

__ School-to-School International __

(Company)

__August 31, 2023____

(Date)

Annex 12: Project Management Response

This annex gives the project the chance to prepare a short and concise management response to the evaluation report before the report is published.

1. What is the project's response to the key findings in the report?

Learning

Improvements in learning: There is a marked improvement from baseline which the project is happy with. Considering the context and the challenges, being the first project of this kind in Malawi, and the adaptive management approach that has been taken, alongside partnering with the consortium partners for the first time - the improvement, alongside zeros scores is expected. The degree of marginalisation (i.e. poverty factor and nearly ½ the cohort with at least 1 functional difficulty) adds context to this, alongside the difficulties of COVID or Cholera outbreak. The work the project has done to introduce IEPs for GWD has really supported these results.

Zero scores: Given the marginalised characteristics and the national context, this is expected. Nationally 87% of learners between standard 1-4 cannot read comprehensively which gives some context to the higher percentage in reading comprehension 42.2% (table 11). We feel that the benefits of this type of programme outweigh these scores and that these findings can support the MoE in thinking around scale up. For future literacy programmes it would be good to know if girls were struggling on repeated areas, for e.g., there is a persistent issue in Malawi re. certain letters – i.e., R, L, and some vowels. Having further information on this will enable us to see where the issues are and communicate with the MoE for their scale up.

EGRA /EGMA suitability: The project observe that learners have not been exposed to the type of testing of EGRA and EGMA. It would be useful to shed focus on the potential interference of stress during the process of the test. The project feel that this type of test better serves homogenous populations, rather than smaller cohorts with high marginalisation, specifically such a high number of learners with at least one functional disability. For similar programmes in the future, including an external control variable as part of the measurement from a government CBE programme, would be useful.

Benchmark not met: Regarding the overall level of attainment being below the benchmark set in 2014. The project observes that there is an increase in learners with disabilities at endline (10%). While this is testament to our inclusive programming, the project has also needed to make adaptations to address this.

MoE scale up of CBE: We feel that our adaptive management approach has been one of the key components to the success of TEAM and hope this will give direction to the MoE on their scale up. This, alongside community engagement and our approach to inclusion of SRH, through consortium partnering is equally as important for the MoE to consider as part of the package of a learning programme as one approach, i.e., a stand-alone learning programme with no other interventions, would not have been sufficient especially as the ministry develops its CBE strategy (as the target is NESIP 2030). The layered approach used to include safeguarding, SEL, emotional wellbeing support, SRSH, learning, support with disability, and so on has been key in equipping our learners to manage their own learning success and deal with the reality of poverty, and eventualities such as climate change.

Transition

Age and transition: It is logical that younger girls have selected primary school, and older learners selecting other options. It is good to read that the girls who selected outcome 2.4 pathway have been found to have higher life skills.

Removal of vocational training: The reason for vocational training being removed for Cohort 3 was due to the programme ending soon after. By the time they were transitioning TGM would not have been operating so would not have been able offer such provision. At initial project design stage it was decided to remove this from the options. For future programmes we recommend passing learners over to Supreme alongside supporting them with a new round of funding.

It is worth noting that Entrepreneurial training was an adaptation to the project, knowing that Vocational training would not be available for Cohort 3.

One of the recommendations that the MoE has mentioned is to continue to provide Complementary Basic education (CBE) to out of school children aged between 9 and 14. Where there is more demand from older children of up to 17 years, they should be recruited to VT and ET. For future programmes it will be worthwhile knowing what the barriers are. As the programme was drawing to a close it was recognised that CBE had originally been set up for younger learners who are more likely to want to return to formal education, however, what has been seen on the ground is a large interest from slightly older youth who face large barriers to education, including early marriage and having children. This population of learners are interested in other types of options such as skills or business. A gap in the current system to support this youth bracket has been observed.

Sustainability

“MoE officials being very familiar with the model and expressed enthusiasm in it. Scepticism on having necessary resources to implement it.”

The limitations in the sample leaves it difficult to have a broader findings in this area. Since the inception of the project TEAM have been working alongside government structures in the area of lesson observations, safeguarding, logistics, curriculum review and training where the MoE have been developing their capacity along the way.

Value for money

“A repeated concern among respondents was that they felt TEAM Girl Malawi had promised CBE participants or their parents some form of financial capital—either grants or loans, according to respondents—and that this promise had not been honoured”

The quote above details that there had been a promise of financial capital at the beginning of the programme which was not the case. The project are well aware of how incentives can be misconstrued in the context of poverty so have been careful upon inception to give clarity to the mission of the project. The Transition Task Team took into considerations risks around expectations and came up with mitigation strategies that mainly focused on a multiple level communication strategy- from community sensitisations to direct learner communication. VT also took extra efforts to deal with learner expectations for assets or money through repeated communication on the same throughout the program. VT worked with Link to present a machine handover and exit strategy plan to the FM which was approved - and so as a result all graduate groups now have access to machines, they received any remaining fabric from

their centre to use in their business, and they were encouraged in the program to sell their items and create a small pot of savings for capital start up- all tied together with a group MOU.

For microfinance, CUMO is still present in the communities, where there are girls who will be turning 18, after project closure, they are still able to pursue this pathway. More learners now are reaching the age of 18 and will be ready to join these groups and take part in the savings with the help of the project, giving them a chance to access a loan and be self-reliant even after the project.

Efficiency:

“This concern was also detected at baseline. A MoE official described it as a ‘shortfall’ in communication from the beginning of the project, saying, ‘At the beginning of the project, they had challenges in explaining to people to understand what TEAM Girl Malawi is and the purpose of the project of TEAM Girl Malawi.’”

The project pose the question - At what level was this identified, and which part of the consortium does this relate to? i.e. TfaC – agents of change work, CUMO – microfinance, Supreme – VT, ET. All of these organisations are also local NGOs and also INGOs (for e.g. TfaC). At inception, there was negotiation with other partners where we carefully chose these partners where these NGO consortium partners were carefully selected due to their locality.

Each district has a steering committee that prioritises alignment on government policies, procedures and priorities which TEAM have had to consider when planning and implementing the project. The design has had to adapt and align to this. We also see the ‘83.6% – 91.8% agree a lot that participating in the TGM programme has improved my future’ as a contradiction to the comments made. VT also has similar highly positive results in learner feedback surveys from previous cohorts, but maybe is not relevant to Cohort 3. The current statement as an overall conclusion of the project would mirror the project more if other cohorts had been included.

Regarding loans, only those who meet certain criteria are eligible. These include having a National ID, being above 18 years old, being a member of a VSLA, and having the ability to save. Where there are learners who are just turning 18, with no National IDs and not ready for savings there may be links to ‘promises of finance’.

2. Have findings shed new light on relationships between outputs, intermediate outcomes, and outcomes and the significance of barriers for certain groups of children – and how these can be overcome?

Include critical analysis and reflection on the project theory of change and the assumptions that underpin it.

The project cannot see any deviation away from the original theory of change.

3. What is the project’s response to the conclusions and recommendations in the report?

The management response should respond to each of the External Evaluator’s recommendations that are relevant to the grantee organisation. Make clear what changes and adaptations to implementation will be proposed because of the recommendations and which ones are not considered appropriate, providing a clear explanation of why.

1. *'First, regarding monitoring, future projects should quantitatively measure community leaders' beliefs, practices, and behaviours to provide a more illustrative look at these indicators across districts. There were notable successes, especially in Mchinji district, and being able to understand the drivers of those individuals who demonstrated high levels of engagement and commitment to the project would be insightful. Second, future projects should look to replicate the engagement of local community leaders seen in Mchinji.'*

The project observe there are additional factors that make Mchinji outstanding from other districts, not just local leadership albeit an important ingredient. For example, the Yao tribe in Dedza differs to Mchinji – there are complexities attached to each district that make each unique.

The project's approach to community engagement and adaptive management is observed by the project which goes beyond both Dedza and Lilongwe lacking community engagement. Each district responds differently to their approach on community engagement and how communities receive adaptations — i.e. the use and response to bi-laws, can mark the difference. Successes are not solely limited to leadership.

2. *'Future projects of this nature should consider the limitations of a longitudinal study with a sample size this small. Marginalised girls are always likely to have very high attrition rates like those seen in this study. If future projects are interested in the thorough exploration of the numerous disaggregates that were highlighted in this project's design, a much higher level of statistical power (and therefore a much larger sample) would be required in order to conduct a robust analysis.'*

Our response

We agree with this observation. It is not surprising given the marginalisation criteria - there was 72% of girls available in LEM's dashboard at the time of sampling.

3. *Additionally, both quantitative and qualitative data suggest that there was a high level of interest in vocational training, which was no longer an available option given that the project would close before Cohort 3 would be able to transition to this pathway. The project should clarify the difference in levels of support across cohorts and districts, as many respondents in KIIs and FGDs reported that they did not receive the level of support they had expected. Project staff are advised to address these comments from beneficiaries and ensure clear communication on the availability and eligibility of certain pathways. In addition, future models should consider consistent transition options across cohorts, particularly in areas in which the program is repeated.*

Our response

Entrepreneurial training was an adaptation to the project, knowing that Vocational training would not be available for Cohort 3. Ongoing support has been offered to transitioning cohort 3 learners, particularly to older girls under the legal age to start vocational training and entrepreneurship. We observe that future models should consider consistent transition options across cohorts, particularly in areas where the programme is repeated.

3. *'The conceptualisation and operationalisation of the sustainability indicator should be rethought in future projects. With the limited engagement with the ministry. It was difficult to get a sufficient picture with the current definition of the sustainability indicator*

as a main outcome of the project. It was difficult to draw any broad conclusions from the limited amount of data collected from these stakeholders.'

Our response

Although meaningful, the project observe that the size of sample (3 interviews) does not fully reflect our consistency to attain buy in from the MoE, which has been factored in over the time of the project. From the start of the project the ministry have advised us and have been involved over the course of the programme in the areas of training, curriculum review, support with transportation and logistics and monitoring (lesson observations as an example). The CBE conference had a range of actors from the MoE who were involved in planning and recommendations.

Their change in mindset along the way goes deep into the conceptualisation of changes to social norms on Girls Education, mother groups, community structures, SRSB and safeguarding. We recommend revisiting the sustainability plan and comments from the CBE conference to give a fuller picture of this. As the sample was limited to 3 people we do not feel this is an adequate representation of the work done over the years. Triangulating with other data sources, such as a quantitative survey covering a larger sample, would give a more accurate picture of the reality of putting sustainability into practice.

4. Does the external evaluator's analysis of the projects' approach to gender, social inclusion and disability correspond to the projects' ambitions and objectives?

Yes, this is in line with our expectations.

5. What changes to the logframe will be proposed to FCDO and the Fund Manager? (If applicable)

Outline any changes that the project is proposing to do following any emergent findings from the evaluation. This exercise is not limited to outcomes and intermediate outcomes but extends also to outputs.

No changes to the logframe planned.