A MULTI-SECTORAL APPROACH TO IMPROVE THE QUALITY OF EDUCATION FOR BOYS AND GIRLS IN PRIMARY SCHOOLS IN RURAL MALAWI

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AICC, Arusha - Tanzania
MALAWI: AT WHAT SCALE ARE WE WORKING?

MOGCDSW & MOH (with PEPFAR partners and World Bank)

- 7 out of 28 districts (OVC)
- 19 districts (8 PEPFAR & 11 World Bank-supported)
- 2 Districts (Malaria)

- 24 QI teams (OVC) - 7 districts
- 27 QI teams (VMMC) - 19 districts

- 286 villages (OVC)

- 19,979 Vulnerable Children
- 28,000 Vulnerable Beneficiaries
- 17 Million Population
### MALAWI: WHAT ARE WE TRYING TO ACCOMPLISH?

**Activity:**

Improve quality of services for vulnerable children and their families

Improve the percentage of vulnerable children aged 6-17 years with improved school performance in 20 primary schools by strengthening family, community support and involvement in 7 districts in Malawi.
Model for Improvement

What are we trying to accomplish?

How will we know that a change is an improvement?

What change can we make that will result in improvement?

Act

Plan

Study

Do

Adapted from:
T. Nolan et. al.
The Quality Improvement Guide
WHO IS INVOLVED IN COMMUNITY IMPROVEMENT?

- Health Surveillance Assistant
- PLHIV support Groups
- Village Savings and Loans Groups Chairperson
- Area Development Committee & Village Development Committee
- Parents Teachers Associations, School Management Committee & Volunteer mother Groups
- Community Home based Care volunteers, CEFs, CRPs
- Early Childhood Development Caregivers
- Child protection Workers, Community Victim Support Units, Child protection Committees
- Agriculture Extension Development Officers & Lead Farmers
- Community Based Organization & Executive members
KADYALUNDA COMMUNITY QI TEAM IN BALAKA DISTRICT
**HOW THE QI TEAM DECIDE WHAT TO WORK ON**

Child Status Index tally sheet, Chingwenya QI team

<table>
<thead>
<tr>
<th>CSI Scores</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>1. Nutrition and growth</td>
<td>21</td>
<td>59</td>
<td>38</td>
<td>1</td>
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<td>2. Care</td>
<td>83</td>
<td>61</td>
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<td>2</td>
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<tr>
<td>3. Abuse and exploitation</td>
<td>103</td>
<td>27</td>
<td>02</td>
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<td>4. Legal protection</td>
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<td>17</td>
<td>03</td>
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<td>5. Health care services</td>
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<td>06</td>
<td>16</td>
<td>03</td>
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<tr>
<td>6. Emotional health</td>
<td>104</td>
<td>36</td>
<td>04</td>
<td>01</td>
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<tr>
<td>7. Social behavior</td>
<td>104</td>
<td>36</td>
<td>04</td>
<td>01</td>
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<tr>
<td>8. Education performance</td>
<td>10</td>
<td>29</td>
<td>72</td>
<td>01</td>
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<td>9. Education and work</td>
<td>92</td>
<td>44</td>
<td>17</td>
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**Percentage score**

- **F & N Shelter CP Health PSS Edu**
- **Percentage score**
  - 35% 28% 19% 14% 11% 14% 3%

**% of Lowest CSI scores (2’s and 1’s) in 16 Villages in Mangochi District**
- **N= 132** (76 boys & 56 girls)

**Priority Problems**

1. Education performance
2. Food security
3. Shelter
4. Care
5. Education and work
6. Legal protection
7. Emotional health
8. Health care services
9. Nutrition and growth
10. Wellness
11. Social behavior
12. Abuse & exploitation

**Graph**

- **70%**
- **35%**
- **28%**
- **19%**
- **14%**
- **11%**
- **14%**
- **3%**

**Bar Chart**

- **F & N Shelter CP Health PSS Edu**
- **Edu**
- **Social behavior**
- **Employment**
- **Education perf**
- **Wellness**
- **Abuse & exploitation**
- **Shelter**
- **Food security**

**Legend**

- **F & N**
- **Shelter**
- **CP**
- **Health**
- **PSS**
- **Edu**

**REPOSSI @ 15**

Celebrate Love, Care & Protection
ANALYZING ROOT CAUSES OF POOR EDUCATION PERFORMANCE IN PRIMARY SCHOOLS

[Diagram showing a fishbone diagram with categories such as Staff, Teaching and Learning Materials, Poverty, etc.]

[Diagram text includes categories like inadequate, long distance, lack of job opportunity, etc.]

[Diagram illustrates the root causes affecting the performance of learners in classes.]
QUALITY IMPROVEMENT ACTIVITIES

QI Training of volunteers & extension workers, Quarterly peer to peer Learning sessions & Community Field Coaching visits

CBOs learning in Bi-annual Field exchange visits to old CBOs how they started and what they have learned
MOGCDWS and DSWO field coaching visits to CBOs/teams interventions in Mangochi District, September 2016
PERCENT OF BOYS & GIRLS WHO PASS TERMLY EXAMS IN 20 PS IN 2 DISTRICTS, SEPT 2013 - JULY 2017

Percent of pupils who pass termly exams in QI supported schools across 12 terms in Mangochi District, Sept 2013 - July 2017

Total sat for exams

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<td>Term 6</td>
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Percent of Boys and Girls that passed termly exams in 20 PS in comparison with Chingwenya CBOs Four schools

Chingwenya
Masongola
Nsanga
Chilore
All Schools

Total number sat for exams

Chingwenya Schools
All Schools

Changes tested at Chilore Primary School to improve education performance of children:
- Oriented SMC, guardians & local leaders on proposed changes
- Intensified community meetings where parents were counselled on the importance of supporting girl children to regularly attend school
- Monitored daily attendance
- Intensified bi-weekly continuous assessments
- Head teacher encouraged innovations and openness among teachers to improve performance
Chilore Primary School Headmaster and teachers from right and the school blocks on the right, Chingwenya Qi team in Mangochi District. Picture by Linley Hauya, February 2017
SUMMARY OF TESTED CHANGES IN EDUCATION

Community sensitization
- Community meetings with influential leaders
- Community meetings with Parents Teachers Associations, School management Committees & mother groups

Implementing general evidence based changes
- Using mother group volunteers
- Establishing children’s corner centres
- Using local role models

Testing child focused changes
- Continuous assessments-biweekly, weekly & monthly
- Adding extra classes for slow learners
- Peer mentoring
- Encourage competition among children
WHAT HAVE WE LEARNT?

- Assessments and root cause analysis processes helped communities identify real challenges vulnerable children face
  - Motivated teams to address identified problems in resource constrained communities
- Involvement of local leaders and existing government structures in improvement work strengthens the commitment of various local stakeholders
- Limiting the number of improvement objectives communities work on helps them to collect and manage data
- To achieve improvements in academic performance, community teams need to intensify discussions with vulnerable families
- Multi-sectoral team work critical to address complex problems in social services for vulnerable populations
THANK YOU FOR LISTENING,

The END