Improving Secondary Education in Malawi

ANNEX A.2 – Full application form

[Budget line(s):]
[11th European Development Fund²]

Reference:
EuropeAid/151567/DD/ACT/MW

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Dossier No
(for official use only)

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¹ To obtain information about the deadline for submission, please see section 2.2 of the guidelines.
² Any reference to European Union financing also refers to European Development Fund grants where applicable.
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FULL APPLICATION FORM

1  General information

<table>
<thead>
<tr>
<th>Reference of the call for proposals</th>
<th>EuropeAid/151567/DD/ACT/MW</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Lot number you are applying to:]</td>
<td>n.a.</td>
</tr>
<tr>
<td>Number of the proposal</td>
<td>FED/2016/151567/10</td>
</tr>
<tr>
<td>Name of the lead applicant</td>
<td>Edukans Foundation</td>
</tr>
<tr>
<td>Title of the action</td>
<td>Empowered girls complete CDSS in Malawi</td>
</tr>
<tr>
<td>Location of the action</td>
<td>[Do not fill in here if you are applying via PROSPECT] specify country(ies) region(s) that will benefit from the action</td>
</tr>
<tr>
<td>Duration of the action</td>
<td>[Do not fill in here if you are applying via PROSPECT]</td>
</tr>
</tbody>
</table>

2  The action

2.1 Description of the Action

2.1.1. Description (max 13 pages)

The proposed action is a concerted effort by Edukans (Netherlands), together with the Malawian partners Education Expertise Development Foundation (EEDF), Centre for Youth Empowerment and Civic Education (CYECE), Girls Empowerment Network (GENET) and Teachers Union Malawi (TUM), targeting at increasing enrolment, retention and completion rates for vulnerable girls in 10 Community Day Secondary Schools (CDSS) in Malawi. The specific objectives of the proposed intervention have been defined as follows:

- Improved access and participation of vulnerable girls in secondary education in Malawi
- Community leaders and parents value and support quality secondary education, especially for girls
- Resilient and empowered girls claim their rights to education, demand sexual reproductive health and rights (SRHR) services, challenge violence, and take up leadership positions within school and community

In order to achieve these specific objectives, the project builds on a strategy that addresses the different root causes that influence girls’ education. 87% of the school aged girls in Malawi start primary school, but only 18% continue their education in secondary school, and out of these half of them drop out (WB 2010). Compared to other SADC countries this is the second lowest figure, with an average in SADC countries of 55% and an overall African average of 47%. In the 2014/15 academic year, more boys were enrolled (53%) compared to girls (47%) (EMIS). Drop out during secondary school in this academic year was much higher among girls (8898 total) than boys (6042 total). When asked about the reasons for not going to school or dropping out, girls provide several reasons, summarised in table 1.

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3 When the Contracting Authority has evaluated the concept note it informs the lead applicant of the outcome and allocates a proposal number.

4 The evaluation committee will refer to information provided in the concept note as regards objectives and the relevance of the action.
Table 1: Drop out by reasons and sex (EMIS 2015)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unavailability of teacher</td>
<td>121</td>
<td>105</td>
</tr>
<tr>
<td>Employment</td>
<td>165</td>
<td>103</td>
</tr>
<tr>
<td>Family responsibilities</td>
<td>409</td>
<td>546</td>
</tr>
<tr>
<td>Fees</td>
<td>2756</td>
<td>2466</td>
</tr>
<tr>
<td>Long Distances</td>
<td>438</td>
<td>614</td>
</tr>
<tr>
<td>Marriage</td>
<td>539</td>
<td>1474</td>
</tr>
<tr>
<td>Other Reasons</td>
<td>864</td>
<td>721</td>
</tr>
<tr>
<td>Poor Facilities</td>
<td>229</td>
<td>214</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>175</td>
<td>2456</td>
</tr>
<tr>
<td>Sickness</td>
<td>110</td>
<td>154</td>
</tr>
<tr>
<td>Violence</td>
<td>236</td>
<td>45</td>
</tr>
</tbody>
</table>

School fees cannot be paid

The major reason that makes it difficult for many girls and boys to access secondary school is the fact that their families cannot pay for the school fees. The direct costs (school uniform, books, school fees) and opportunity costs (time one could have spent working or helping family) impact boys differently than girls. Boys are more likely to be involved in leisure activities than girls, and girls are often responsible for a lot of household chores. The sum of direct and opportunity costs for girls therefore is higher than for boys, making parents choose to send mostly their sons to school, reducing the total enrolment rate of girls. Once in school, the number of boys indicating fees as reason for drop out is also very high, especially compared to girls’ reasons for dropping out based on early marriage and pregnancies.

The project addresses this through a combined strategy of providing tailor-made bursary packages to girls whose family cannot afford the school fees, but also changing the mind-set of the families and communities regarding the position of girls and the importance of education for girls. (output 1.2 & 2.1)

Large distance to school

Another problem affecting access to education is the distance to school. Countrywide 7% of drop outs indicate this as their main reason (EMIS). Girls are selected for CDSS by the government, and are appointed to go to a specific school. Generally secondary schools are far-spread in many regions of Malawi, but when appointed to a specific CDSS, distance to school can be as far as 35km, with an average of 16km for our targeted schools. This means children have to walk up to 2.5 hours twice every day, and are away from home all of the hours with daylight. Apart from the physical strain on the children, they also do not have any day-time or energy left to do homework. Again, girls are affected even more by this than boys: during their menstrual period walking long distances becomes impossible, because they cannot afford menstrual pads and therefore cannot keep themselves clean. Also, during these long walking distances girls are more vulnerable to harassment along the way. When distance becomes too long to walk, some girls choose to stay in nearby communities to avoid the daily travel. Renting living space nearby CDSS puts them in a vulnerable position leading to reported cases of rape and unwanted pregnancies.

The project addresses these constraints through providing bicycles to vulnerable girls who have to walk long distances, reducing their travel time and their vulnerability. For girls in self-boarding facilities near the CDSS, the project will work together with the communities to ensure that safe living spaces are provided to these girls. (output 1.1 & 2.1)

Teenage pregnancies and early marriage

An important cause for girls dropping out of secondary school is teenage pregnancies and early marriage (44% EMIS). Child marriage imposes heavy costs for girls socially, physically, and emotionally and undermines efforts to improve girls’ education. Between 2010 and 2013 in Malawi, 4,035 girls in secondary schools dropped out due to marriage and another 5,597 girls dropped out because of pregnancy (EMIS 2014). Girls and boys both need to have knowledge and skills to avoid risky sexual behaviour, and most
importantly have to change their attitude towards gender, sexuality and traditional practices. Girls in self-boarding facilities have no parental guidance and often act very freely in their hosting communities. The project’s strategy focuses on empowerment of girls to make informed choices regarding Sexual and Reproductive Health Rights (SRHR), to take up a leadership position, but also directly addresses boys on avoiding risky sexual behaviour, and parents and religious- and traditional leaders to support girls’ education and their position in the communities. (output 2.1, 3.1 & 3.4)

**School related gender based violence**

School-related gender based violence negatively affects girls’ educational attainment and progress since it often leads to unwanted pregnancy, exposure to HIV/AIDS and other sexually transmitted infections, and psychological ill-health (Global AIDS Alliance). The National Statistical Office (NSO) 2012 Gender Based Violence baseline survey reported that 26% of rape and defilement cases were reported to have taken place in schools, as were 23% of cases of unwanted sexual touching and 17% of cases of sexual harassment. Girls in schools are vulnerable to fellow (male) learners, teachers and others who can quite often easily access school grounds.

The proposed action addresses this situation by training teachers in gender responsive pedagogy, and targeting girls and boys both in a comprehensive sexuality programme. Empowerment of girls is also directly achieved through girls clubs (output 3.1, 3.2, 3.3 & 3.4)

**Socio cultural norms ignore the importance of girls education**

To be able to address the above mentioned root causes, the norms and values of parents/guardians and communities of these girls also need attention. Cultural norms in the communities promote early marriage, and a lack of access to comprehensive sexuality education and contraception means girls drop out due to early pregnancies. Also, communities where the self-boarding girls live as they attend school currently do not show concern about the well-being of these girls, and even see them as a threat in terms of stealing away potential husbands.

The project aims at creating a supportive environment by targeting the communities and families around the CDSS to make them aware of the importance of education and the position of girls. Parent Teacher Associations (PTA), School Management Committees (SMC) and Village Development Committees (VDC) are targeted through awareness raising and training and have an important role in implementing the project, ensuring local ownership. Mother groups play an important role to stimulate drop out girls to return to school. The Project also directly targets traditional and religious leaders, to take up responsibility to ensure a protective environment for girls enrolled in the CDSS and living in self-boarding facilities, and enact upon legislation on for instance age of marriage. (output 2.1)

The strategies described above, addressing each of the root causes, together will lead to achieving the specific objectives of this action.

Providing bursary packages, bicycles and safe living spaces to a selection of vulnerable girls, will lead to “improved access and participation of vulnerable girls in secondary education” (outcome 1). This will be further strengthened through action plans developed and implemented by members of SMC, PTA, Mother Groups and VDC, and through more gender responsive teaching by teachers.

These action plans, together with intensive sensitisation activities focusing on parents, communities and traditional- and religious leaders, will ensure that “community leaders and parents value and support girls secondary education” (outcome 2).

Comprehensive sexuality education and gender responsive teaching will provide girls as well as boys with better understanding of gender relations and sexuality. Combined with leadership skills for vulnerable girls, acquired in training of girls clubs, this will ensure that “resilient and empowered girls claim their rights to education, demand SRHR services, challenge violence, and take-up leadership positions within the school and community” (outcome 3).

A selection of girls from CDSS, trained on role modelling and leadership in the girls’ clubs, will take place in an advisory board for implementation and monitoring of the programme. Structures, systems and procedures will be set-up and developed that will ensure the continuation of benefits to the target group beyond the scope of this action. All this will be done through a multi-stakeholder approach involving the active participation of crucial stakeholders and government representatives in an advisory board.

In diagram 1 on the next page, the relationships between objectives, outcomes, outputs, and root causes is summarized.
Diagram 1: the relationships between objectives, outcomes, outputs, and root causes
Secondary school system and selection of schools

At the end of their primary education in Malawi, students take the Primary School Leaving Certificate Examination (PSLE). The score in the PSLE determines the candidates’ eligibility for entry into secondary school. If selected, students are allowed to enter the higher quality Conventional Secondary School (CSS) or the Community Day Secondary Schools (CDSS). Secondary education includes four forms. At the end of two years secondary education, pupils take the national Junior Certificate of Secondary Education (JCE), which is followed two years later by the Malawi School Certificate Examination (MSCE).

Our project covers 10 CDSS in 9 districts (Chisugulu CDSS in Phalombe, Nkhande CDSS in Chiradzulu, Mikombe CDSS in Thyolo, Mfera CDSS in Chikwawa, Namiwawa CDSS in Blantyre, Mayaka CDSS in Zomba, Makanjira CDSS in Mangochi, Ngowe CDSS in Lilongwe, Mkomachi CDSS in Lilongwe, Mnjiri CDSS in Mzimba), covering a large part of Malawi. Our consortium is already active at primary school level in these selected districts. The project at CDSS level in these districts is complementary to the ongoing programmes in primary schools. The involved CDSS are selected based upon the list of schools where the EC is providing infrastructure support. The absence of proper toilet and water facilities in school is known to be a serious impediment for girls to go to school, especially during their menstruation. Also the availability of teachers’ houses has a direct effect on availability of quality teachers in a gender-balanced team. By working in the same CDSS where the EC is addressing these infrastructural issues, both programmes can enhance each other’s impact. The map shows where the 10 CDSS in our project are located, and table 2 shows relevant figures per CDSS.

Map of Malawi, showing our targeted CDSS

<table>
<thead>
<tr>
<th>CDSS</th>
<th>District</th>
<th>Total Girls enrolment</th>
<th>Total Boys enrolment</th>
<th>Attendance rates</th>
<th>Retention rates</th>
<th>Completion rates Boys</th>
<th>Completion rates Girls</th>
<th>Amount of selfboarding girls</th>
<th>Furthest Feeder School (km)</th>
<th>% of vulnerable girls</th>
<th>Total no. of teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mfera</td>
<td>Chikwawa</td>
<td>185</td>
<td>250</td>
<td>88%</td>
<td>85%</td>
<td>81%</td>
<td>71%</td>
<td>74</td>
<td>20</td>
<td>40</td>
<td>12</td>
</tr>
<tr>
<td>Namiwawa</td>
<td>Blantyre</td>
<td>194</td>
<td>190</td>
<td>85%</td>
<td>89%</td>
<td>65%</td>
<td>55%</td>
<td>0</td>
<td>10</td>
<td>30</td>
<td>18</td>
</tr>
<tr>
<td>Makanjira</td>
<td>Mangochi</td>
<td>79</td>
<td>100</td>
<td>95%</td>
<td>90%</td>
<td>63%</td>
<td>25%</td>
<td>67</td>
<td>35</td>
<td>65</td>
<td>8</td>
</tr>
<tr>
<td>Mnjiri</td>
<td>Mangochi</td>
<td>284</td>
<td>347</td>
<td>98%</td>
<td>99%</td>
<td>93%</td>
<td>78%</td>
<td>0</td>
<td>12</td>
<td>40</td>
<td>24</td>
</tr>
<tr>
<td>Ngowe</td>
<td>Lilongwe</td>
<td>168</td>
<td>220</td>
<td>96%</td>
<td>93%</td>
<td>41%</td>
<td>24%</td>
<td>20</td>
<td>15</td>
<td>45</td>
<td>22</td>
</tr>
<tr>
<td>Mkomachi</td>
<td>Lilongwe</td>
<td>173</td>
<td>196</td>
<td>78%</td>
<td>90%</td>
<td>0</td>
<td>5</td>
<td>45</td>
<td>15</td>
<td>40</td>
<td>12</td>
</tr>
<tr>
<td>Chisugulu</td>
<td>Phalombe</td>
<td>98</td>
<td>112</td>
<td>75%</td>
<td>94%</td>
<td>63%</td>
<td>50%</td>
<td>43</td>
<td>25</td>
<td>70</td>
<td>8</td>
</tr>
<tr>
<td>Nkhande</td>
<td>Chiradzulu</td>
<td>84</td>
<td>88</td>
<td>82%</td>
<td>67%</td>
<td>38%</td>
<td>13%</td>
<td>23</td>
<td>15</td>
<td>45</td>
<td>10</td>
</tr>
<tr>
<td>Mikombe</td>
<td>Thyolo</td>
<td>112</td>
<td>145</td>
<td>60%</td>
<td>61%</td>
<td>52%</td>
<td>26%</td>
<td>40</td>
<td>10</td>
<td>40</td>
<td>12</td>
</tr>
<tr>
<td>Mayaka</td>
<td>Zomba</td>
<td>204</td>
<td>222</td>
<td>71%</td>
<td>72%</td>
<td>34%</td>
<td>96%</td>
<td>15</td>
<td>40</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>total</td>
<td></td>
<td>1581</td>
<td>1860</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>363</td>
<td>av. 16km</td>
<td>av. 46%</td>
<td>157</td>
</tr>
</tbody>
</table>

Table 2: CDSS data (collected directly from the individual schools, July 2016)
Activities and effect on target groups and beneficiaries per output

A total of six different result areas have been defined to achieve the intended outcome. The involved activities and effect on target groups are described below.

Bicycle system (output 1.1)

Description of activities

A selection committee composed of members of PTA, SMC and Mother Groups will be responsible for objective selection of girls to be provided with a bicycle. Selection criteria will be based on distance to school and vulnerability of the girls. The selection procedure will be combined with the selection of girls for bursary packages, making the same selection committee responsible for both. This aligns activities and ensures efficient use of resources and knowledge regarding the needs of the communities. We target the 45% most vulnerable girls in each CDSS, based on the average of most vulnerable girls in each CDSS (see table 2 above), out of which an average of 40 girls live too far from school to walk, and still close enough to be able to use a bicycle and not choose for self-boarding. This will differ per CDSS, in some schools this group will be small, in other schools a larger number of girls live far away from school. These figures are based on discussions with the head teachers of each CDSS. Based on this average of 40 bicycles per school we will provide a total number of 400 bicycles, spread over form 1-4. After finalisation of form 4, bicycles will be used by the new form 1 in the next year.

Based on experience of co-applicant EEDF, good quality bicycles will be selected to ensure that their life-span will continue during the full project and beyond. Ownership and maintenance of the bicycles will be ensured two-fold: The programme will sign a Memorandum of Understanding with each CDSS, ensuring that - during and after the project - they take full ownership of the bicycles, that they are used for the selected girls, and they ensure safe parking spaces. Secondly, a maintenance fund will be provided to the schools for major maintenance issues, under close monitoring of the selection committee. Responsible usage will be ensured through an MoU between the school and the users and their parents. Girls will be trained in minor maintenance skills, to ensure they keep the bicycles in good condition. PTA members at the schools will have an active role in monitoring on a daily basis that the bicycles are indeed used for the purpose intended. Regular monitoring of the bicycle system will be done during monitoring visits for other activities, ensuring regular visits to the school to assess the usage and maintenance of the bicycles. To ensure safety on the road to school, girls are encouraged to ride together in groups, when coming from the same direction.

Effect on target group and final beneficiaries

The vulnerable girls living a long distance from school will benefit since the use of a bicycle will reduce the time and energy spent on travelling to and from school. Using a bicycle, especially when riding in groups, will reduce their vulnerability on the road, compared to walking. The community members involved in the selection committee will enhance their organizational capacities by becoming involved in this programme.

<table>
<thead>
<tr>
<th>Output(s)</th>
<th>OP1.1. 400 vulnerable girls make use of school-bicycles to access CDSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target #</td>
<td>400 vulnerable girls in 10 CDSS</td>
</tr>
<tr>
<td>Activities:</td>
<td>A.1.1.1. To establish a selection committee per CDSS composed by headmaster, teachers, and community representatives.</td>
</tr>
<tr>
<td></td>
<td>A.1.1.2. To select the vulnerable girls living in remote areas who walk long distances to school.</td>
</tr>
<tr>
<td></td>
<td>A.1.1.3. To purchase the bicycles</td>
</tr>
<tr>
<td></td>
<td>A.1.1.4. To distribution of bicycles to the schools and the selected girls.</td>
</tr>
<tr>
<td></td>
<td>A.1.1.5. To monitor the implementation of the bicycle scheme according to the pre-set conditions</td>
</tr>
<tr>
<td></td>
<td>A 1.1.6 To train the users of the bicycles in minor maintenance</td>
</tr>
<tr>
<td></td>
<td>A 1.1.7 To provide and monitor a maintenance fund to CDSS for major maintenance</td>
</tr>
<tr>
<td>Indicators</td>
<td>90% of the bicycles issued are used by girls to access the CDSS.</td>
</tr>
</tbody>
</table>
Bursary system (Output 1.2)

Description of activities

The Malawi government already provides some bursaries through the use of selection committees. Wherever possible these existing committees will be responsible for the selection of girls for bursary packages, ensuring involvement of members of SMC’s, PTA’s and Mother Groups. This way we will enhance the quality of these existing committees, and ensure we do not duplicate. Together with the target communities we will define the exact selection criteria for the bursary packages, which will definitely include the most vulnerable.

The selection committee will select 20 girls per form in 10 CDSS, starting with the first 2 forms at the start of the programme. This means per CDSS we will start in year 1 with 20 girls in form 1, and 20 girls in form 2 (year 1: 40 total per CDSS). In year 2, 20 new girls in form 1 are selected, and the same 40 girls will continue to receive the bursaries (year 2: 60 in total per CDSS). In year 3, again a new group of 20 girls in form 1 will be selected, in addition to the 60 already receiving bursaries (year 3: 80 in total per CDSS). The total annual bursaries provided will be 180 per CDSS over a three year period, targeting a total of 80 girls per CDSS. The organisation and selection for the bursary packages will be done based on the experiences of co-applicant GENET. To ensure a fair and objective selection, the selection committee will use several information sources. The schools will be asked to provide a list with girls they feel are in need. Furthermore, a sample of the girls themselves will be personally interviewed, visiting them within their homes to visualise their living conditions. Their parents will be asked about their economic situation and income perspectives. This information will furthermore be verified with the traditional community leaders. During the home visits the living conditions will be photographed, using the pictures to discuss the candidate within the selection committee. Bursary packages will be provided tailor-made, depending on the need of the families. The full package will consist of school fees, school uniforms, books and other school materials and re-usable menstrual pads. Based on experience, an average of 20% is in need of the full package, while approximately 80% only receives school fees.

The bursaries will be provided conditionally: girls who receive a bursary are required to attend school regularly, stay unmarried and not become pregnant, and their performance will be monitored. If these conditions are not met, the bursary can be cancelled. The girls and their parents sign for this in a memorandum of understanding. Regular monitoring visits will be made by the selection committee and our monitoring team, to check the attendance and school results of the girls.

Effect on target group and final beneficiaries

The girls that receive a bursary are also capacitated through a one day training, to empower them and make them aware of their own risks and how to manage them, as well as to support peers to minimise such risks. Experience has shown that without this, the girls in their new uniform and with their enhanced status become more attractive to boys and men. To ensure these most vulnerable girls targeted benefit even more from the programme, the same group of girls which receive a bursary package are targeted for the girls clubs, described below. In this way we also build upon the one day training already provided. Capacities of existing selection committees will be enhanced, since the programme will work closely with them and support them to define good selection criteria and organise the selection process effectively.

<table>
<thead>
<tr>
<th>Output(s)</th>
<th>OP1.2 800 vulnerable but academically promising girls received a tailor-made bursary package to access CDSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target #</td>
<td>800 vulnerable girls in 10 CDSS</td>
</tr>
<tr>
<td>Activities:</td>
<td>A.1.2.1. To establish a bursary committee per CDSS composed by headmaster, teachers, and community representatives.</td>
</tr>
<tr>
<td></td>
<td>A.1.2.2. To select the vulnerable girls for the bursary scheme by the bursary committee, through individual interviews with girls, and visiting their communities.</td>
</tr>
<tr>
<td></td>
<td>A.1.2.3. To monitor the implementation of the bursary scheme according to the preset conditions.</td>
</tr>
<tr>
<td></td>
<td>A.1.2.4. training on leadership development and mentoring for girl beneficiaries</td>
</tr>
<tr>
<td>Indicators</td>
<td>80% of the girls who received a bursary for CDSS successfully complete their secondary education.</td>
</tr>
</tbody>
</table>
Community responsibility for action plans and safe living spaces (output 2.1)

Description of activities

Community commitment and sensitisation to the issues of girls’ education is essential for the success of our project. Based on extensive experience of co-applicant CYECE, it will be ensured that parents, community members and traditional- and religious leaders are actively involved from the start of the project. Through sensitisation meetings traditional norms and values hampering girls’ education opportunities will be addressed. By involving community members and leaders in activities, and developing and implementing action plans together, they will internalise the concepts and a spirit of understanding, therefore ensuring that they will advocate in favour of girls’ education during, but also after the project implementation. The successful approach of CYECE creates awareness amongst the communities to do things in different ways. The traditional and religious leaders have a significant influence on how communities behave and act. Reaching these leaders and changing their mind set will result in the change of attitude and behaviour of the entire community.

The project will start with community awareness meetings where the objectives of the project and the concept of safe living standards will be explained. The next activity is conducting training on girls’ rights. In each community, a 60 member core team will be trained to work as champions in the project. They will be well informed about girls rights and can advocate for education for all girls in the CDSS community, both in and outside school. These members are selected from VDC (30 members) and SMC, PTA and community leaders (together 30 members). These 60 members will help facilitate the dialogue sessions in the communities. Since they have been trained in human rights, they will be able to direct the discussions in the focus groups and lead the group to a fruitful discussion. During the community dialogue sessions, a total number of 150 participants per community will be sensitized on safe living spaces and their responsibility towards ensuring these safe spaces are provided within their communities. The communities should feel responsible for the well-being of the self-boarding girls, although they are not their own daughters. They will also at this point select a 30 member team that will develop action plans and standards for safe living spaces for the self-boarding girls. Experience has shown that if few landlords follow stricter rules regarding living conditions, girls tend to go live somewhere else where restrictions are more flexible. Therefore by-laws need to be developed and enforced, to ensure that all landlords offering self-boarding facilities follow the same procedures. Also, the responsibility of the girls themselves to act according to these rules should be underlined. The communities will include in their action plans to inform the parents of these girls about their behaviour, reducing the feeling that these self-boarding girls have, that they are free to do whatever they want.

Effect on target group and final beneficiaries

The activities strongly focus on capacity building and concept understanding, leading to an attitude change amongst the community members. These members are part of SMC, PTA’s and VDCs, bringing their new skills and ideas into these community structures. This ensures stronger community structures, ensuring a sustainable outreach of support to girls’ education, also beyond the project period. Girls in these communities will benefit from a broad community support, not only from their parents, but also from traditional- and religious leaders and other community structures. Other co-applicants, who also work a lot with community involvement, can benefit from the experiences from CYECE, to enhance their approach to community awareness raising.

<table>
<thead>
<tr>
<th>Output(s)</th>
<th>OP2.1. 30 SMC, PTA, Mother Groups, and community leaders developed and implemented action plans to keep girls in the CDSS and ensure safe living spaces for self-boarding girls.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target #</td>
<td>600 members of PTA, SMC and VDC in 10 CDSS communities, and the broader communities</td>
</tr>
</tbody>
</table>
| Activities:                        | A.2.1.1. To organize community awareness and sensitization meetings with 60 members of SMC, PTA, Mother Groups and VDC and community leaders in 10 communities (total 600 members) on the importance of quality secondary education, and the provision of safe living spaces, especially for girls.  
A.2.1.2. Training on girls rights and SRHR for 60 members of SMC, PTA, Mother Groups and VDC and community leaders in 10 communities (total 600 members)  
A.2.1.3. To organise community dialogue sessions for 150 community members per community on the importance of quality secondary education, and the provision of safe living spaces, especially for girls.                                                                 |

10
CDSS, to ask for input to develop standards and by-laws for safe living spaces for self-boarding girls
A.2.1.4 To develop girls education action plans and by-laws, including addressing safe living spaces, by a selection of 30 members of SMC, PTA, Mother Groups and VDC in 10 communities
A.2.1.5. To monitor the implementation of the action plans in 10 CDSS.

| Indicators | Number of girls living safely in self-boarding facilities. 90% of schools have stakeholder action plans and by-laws for safe living spaces implemented to keep girls in school. |

**Comprehensive Sexuality Education (WSWM) (output 3.1 & 3.2)**

**Description of activities**

Comprehensive sexuality education (CSE) will be organised within each CDSS based on the proven CSE programme “The World Starts With Me (WSWM)”, developed for Malawi by Edukans together with Rutgers. In 2010, UNESCO’s International Technical Guidance on Sexuality Education (http://www.unesco.org/new/en/hiv-and-aids/our-priorities-in-hiv/sexuality-education/international-technical-guidance-on-sexuality-education/) recommended The World Starts With Me curriculum as one of 18 programmes worldwide that is truly comprehensive. Based on available capacity, project partner TUM will organise WSWM clubs in each school, including 50 students, girls and boys, per year per school. This way 1,500 girls and boys are capacitated, providing them with improved knowledge, attitude and skills towards SRHR. Selection of students for the WSWM clubs will be done based on voluntary registration and motivational interviews. Experience shows that these clubs receive a lot of interest, sometimes even reducing attendance of other existing clubs.

These clubs will be mentored by 3 teachers per school, who will receive an extensive six day training on CSE. In each school the head teacher will be involved in this training, to ensure commitment and sustainability. Head teachers do not rotate school as often as teachers, ensuring that the available capacity and the support for CSE will stay within the targeted schools. Other selection criteria for teachers will be motivation, skills to really interact with learners, and age. Edukans’ experience of the WSWM programme in other countries, as well as in Malawi, shows that it is not a problem to find enough teachers motivated to join the training and spend their time on extra-curricular activities. During proposal development, discussions with the girls from a selection of CDSS informed us that they feel most comfortable with young teachers, who seem to better understand their problems, and teachers who show a good ability to interact with the students. Gender of the teachers is not perceived to be an issue.

Based on experience the project partners know that it is necessary to organise sensitisation meetings amongst communities, to explain the purpose of the WSWM clubs and ensure parents are supportive. These meetings will be aligned with the community awareness meetings described above. Edukans, EEDF and TUM already have experience with the WSWM programme in Malawi, so we can build on existing contextualised materials for the WSWM curriculum. Edukans, together with partners TUM and EEDF, has developed tools for monitoring a qualitative delivery of the curriculum and for measuring the effect of the programme. This information will provide useful input for continuation of WSWM clubs in the future. The performance of teachers using the curriculum will be closely monitored by our own EEDF and TUM experts, providing them ongoing support in how to improve the lessons. Also, a refresher training of 3 days is provided in year 2 and 3 of the project. Experience has shown that intensive guidance and refresher trainings are necessary to build on experiences and internalize the concepts of CSE, making the WSWM lessons even more effective. This will also ensure that the teachers are qualified and comfortable enough to continue the WSWM clubs after the project period.

**Effect on target group and final beneficiaries**

Bringing boys and girls together in the WSWM clubs ensures that not only girls, but also boys enhance their knowledge, skills and attitude to make informed choices regarding SRHR, and that they learn how to discuss issues of sexuality together, in an equal gender balanced way. The youth in the WSWM clubs, but also the other youth in the CDSS therefore benefit. Teachers who have had an extensive training will use their enhanced skills within the project period, but also after. Even if teachers are transferred to other schools, their pupils will be able to benefit from their understanding of CSE. Co-applicants GENET and CYECE will be able to build on the experience of the other partners to implement CSE programmes, and enhance their other programmes on girls’ education.
Output(s) | OP3.1. 1,500 boys and girls participated in the World Starts with Me Club, providing them comprehensive sexuality education. OP3.2. 30 teachers trained in CSE/SRHR
---|---
Target # | 1,500 boys and girls in WSWM clubs in 10 CDSS; 30 teachers in 10 CDSS
Activities: | A.3.1.1. To organise sensitisation meetings in 10 CDSS  
A.3.1.2. To establish WSWM clubs in 10 CDSS with 50 students per school, per year.  
A.3.1.3. To produce and distribute WSWM manuals and student books to 10 CDSS.  
A.3.1.4. To monitor the performance of teachers and learners in the WSWM clubs.  
A.3.2.1. To train 30 teachers in 10 CDSS in CSE, using WSWM curriculum.  
A.3.2.2 To provide refresher training to the 30 teachers in 10 CDSS in CSE, using WSWM curriculum.  
A.3.2.3. To monitor the effect of the CSE programme.
Indicators | Number of boys and girls received comprehensive sexuality education (CSE) to increase their knowledge, attitude and skills regarding their SRHR.  
Number of teachers with the correct knowledge, attitude, and skills to teach in CSE.

Gender responsive pedagogy (output 3.3)

Description of activities

Experience has shown that teachers unconsciously use gender insensitive language and pedagogical strategies that disadvantage girls, thereby promoting poor performance and subsequent drop out of girls. Project partner EEDF will target a large sample of teachers in the CDSS with a four day training on gender responsive pedagogy (GRP), and subsequent refresher trainings. In each school an average of 12 teachers will be selected based on motivation. The amount per school can differ based on the total amount of teachers per school. The teachers will be trained in 6 different training groups, bringing together teachers who are regionally close to each other. We will build on available materials on GRP, from co-applicant EEDF, as well as from the Ministry of Education and UNICEF. The gender responsive teaching by these trained teachers will be monitored closely during school visits.

Effect on target group and final beneficiaries

Teachers will enhance their capacities to teach in a gender responsive way, benefitting all children in the CDSS, and will especially benefit the participation of most vulnerable girls. Teachers will continue to apply this capacity during and after project implementation. The large sample of teachers ensures that also after teacher rotation enough skills within the current teaching staff will remain available in the selected CDSS, and can be spread to new staff.

Output(s) | OP3.3. 120 teachers trained in gender-responsive pedagogy.
---|---
Target # | 120 teachers in 10 CDSS; 4,000 students (boys and girls) in 10 CDSS benefitting from gender responsive lessons
Activities: | A.3.3.1. To train 120 teachers in 10 CDSS in gender-sensitive pedagogy.  
A.3.3.2. To provide refresher training to teachers trained in GRP  
A.3.3.3. To monitor the performance of trained teachers in class
Indicators | 90 % of teachers trained teach in gender-sensitive way.

Girls clubs (output 3.4)

Description of activities

Capacity building of secondary school girls is at the heart of our project. The girls who receive a bursary are selected based on criteria of vulnerability. To add to the 1 day training they receive as part of the bursary package, they will become part of girls clubs, focusing on leadership skills and mentorship. These clubs will meet weekly. Additionally, during the project period, 4 events will be
organised for the clubs to address specific issues during a 1 day meeting, to build their leadership and mentoring skills. In this way these girls are expected to become a role model to their peers, within school and within their communities. Their influence on out-of-school youth in the communities is also important, since these youth can have a large impact on the motivation of girls to stay in school. A total number of 80 girls per CDSS will participate in the girls club during the 3 year period, with a maximum of 40 at one time.

The project will also facilitate capacity building of girls through their direct involvement in project design, implementation and monitoring. Through such youth participation, the project is made more effective and relevant to the target group’s needs, and the girls involved will benefit from the exposure to the project involvement. During proposal development, a selection of girls from 2 CDSS have been involved in discussing the issues they encounter and how the proposed action can best address these. From each CDSS girl club, 2 girls with acquired leadership skills will be selected to be part of a girls’ advisory board. The girls advisory board will meet together face to face once a year to discuss ongoing project progress and reports and provide input collected within the girls clubs.

**Effect on target group and final beneficiaries**

The girls clubs will provide the girls with enhanced skills in leadership and role modelling, which they can use to support their peers in the CDSS, as well as back in the communities where they live. Not all girls' characters will make a good role model. We expect 60% of these girls to act as role model, in their class but also for out of school youth. Role models can be influential especially to those girls selected for CDSS, but who did not show up for class. The girls clubs will also create extra commitment to their own school performance, to achieve good school results with the chances offered them through the bursaries provided.

The girls in the advisory board, apart from being a valuable resource to the project, will benefit from their involvement at project level. To spread this to more girls, we plan to rotate the membership of the advisory board during the project period. Ownership and sustainability will be ensured by keeping part of the board members in place.

<table>
<thead>
<tr>
<th>Output(s)</th>
<th>OP3.4 800 girls participated in girls clubs, providing them with role modelling and leadership skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target #</td>
<td>800 girls in girls clubs; 20 girls in girls advisory board</td>
</tr>
</tbody>
</table>
| Activities: | A.3.4.1. To establish girls clubs and select participants  
A.3.4.2. To organise 4 events for 800 girls to develop leadership and mentoring skills  
A.3.4.3. To select girls to join the Girls advisory board  
A.3.4.4. To organise annual girls advisory board meeting to monitor project progress |
| Indicators | 60% of girls that participated in girls clubs act as role models                                   |
2.1.2 Methodology (max 5 pages)

Methods of implementation

Conditional bursaries: The bursary schemes will be conditional to the behaviour of the girls, making sure they attend school regularly, do not get married or pregnant, and pass their school examinations. Evidence shows that conditional cash transfers have increased school attendance in Malawi (Sarah Baird et al., 2007). The bursaries will also be combined with training of the girls and involvement in girls clubs. Evidence of other projects in Malawi implemented by organisations outside of our consortium, show that although full bursary packages were provided, including fees, uniforms and materials, the dropout rate of this group was still rather high, as they become more attractive and vulnerable to being approached by boys and men. The additional leadership training and empowerment is expected to drastically reduce this drop out number, learning from the expertise of project partner GENET.

Gender Responsive Pedagogy: The teaching and learning process plays an important role in determining how well girls and boys participate in education and whether they stay in school and are successful. A teacher’s understanding and awareness of gender responsiveness is key to the effective participation of the girls and boys in the learning processes. Gender responsive teachers understand and respond to the specific needs of girls and boys, they are aware of the special needs of girls and boys, and they encourage equal participation and involvement of boys and girls in class activities, as well as equal access to learning materials. The major obstacle today is an apparent lack of gender skills for instruction, yet the ability of the teacher to use gender responsive pedagogy effectively can be strengthened if the teacher is well grounded in gender responsive teaching skills.

Comprehensive sexuality Education: The method we apply for CSE is the World Starts With Me programme (WSWM). Edukans adapted the curriculum for the Malawi context, in cooperation with TUM and EEDF, teachers and young people. WSWM Malawi addresses youth aged 12-19, and has shown great success in defining their own sexual limits, and decreasing gender-based violence, early marriage and unwanted pregnancies. (Effect measurement by TUM, Malawi, 2015) Students gained skills in withstanding peer pressure, making their own informed choices, and taking up leadership positions. Currently, 20 WSWM master trainers in Malawi assist in creating solid ground for acceptance of CSE, and provide training for CDSS teachers in delivery of WSWM in CDSS schools.

Meaningful youth participation: During proposal development and project design the project partners have discussed their proposed intervention in detail with a group of teachers and students from a sample of CDSS. The input from these girls has been very valuable for the design of our project. The discussion with girls served as start of our initiative to establish a girls’ advisory board. A selection of girls, trained on role modelling and leadership in the girls’ clubs, will take place in this advisory board for implementation and monitoring of the project. Such shared decisions making has a positive influence on relevance, ownership and effectiveness of our intervention and is as such part of our way to create a sustainable effect of our intervention beyond the project period.

Participatory multi-stakeholder approach: The target groups will be actively involved from the start of the project, including a large role for girls, teachers and communities to reach our goals. The participatory multi-stakeholder approach aims to ensure participatory equity, accountability and transparency, and to develop partnerships amongst different stakeholders. The participatory nature of the process promotes a greater sense of ownership and therefore strengthens the sustainability. Our action creates an attitude change among the stakeholders, to value and support girls secondary education. Communities really need to internalize this change and feel responsible for it. Such a process is only possible with the necessary knowledge and skills. Therefore we focus strongly on community awareness raising and sensitzation, combined with training on issues of SRHR and girls rights. We will achieve this attitude change through the principles of AIDA (Awareness-Interest-Desire-Action). To start with, Awareness is raised through communication and sensitisation. The Interest of the communities and leaders is raised by sharing positive examples and training them on principles of girls rights and SRHR. Their interest needs to be translated into the Desire to act and contribute to a change in the position of girls, this is their change in mind set. Action to stimulate and facilitate girls to go to school is only possible is the first three steps are achieved.

Building on previous actions
The action will build on lessons learned from several previous actions from all consortium members. GENET has extensive experience with approaches to include parents and communities in
programmes to address traditional norms and values on the position of girls. Mainly in the southern regions they have realized the importance to not only focus on the parents of the girls. Generally in the southern societies the brother of the mother has a bigger say in the girls future than her own father. These uncles are known as “mwini mbumba’s” meaning “the owner of the children”. These uncles will also be included in our sensitization activities, to ensure they also value and support girls’ education. To address traditional practices the involvement of traditional leaders is essential, as was shown in Edukans’ programme on reducing child marriage. At the end of the sensitization training, the community leaders drew action plans for the implementation of activities in line with the prevention of early pregnancies and marriages. In some cases this even led to a declaration that if chiefs endorse child marriages, they stand a chance of losing their leadership.

The WSWM has been implemented in Ghana, Kenya, Uganda, Ethiopia, and Malawi. The CSE programme proved to be successful in reducing some of the barriers faced by girls to access and complete their education. Evaluations and action research on CSE in several countries show results in decrease of gender-based violence, early marriages and unwanted pregnancies. Also, female students whom have gained the skill of withstanding peer pressure, can make their own choices with regards to SRHR, expand a vision for their future and stand for it, and take up leadership activities. Piloting the WSWM in teacher training colleges in Malawi, the consortium partners have experienced that the WSWM programme has encouraged student teachers to openly and explicitly discuss issues around sexuality among themselves as well as with their tutors. On the side of facilitators, it was learnt that the programme has helped them in effective delivery of classroom lessons by use of variety participatory method as well as being open to students’ teachers in delivering sexuality education.

Lessons from previous programmes implemented by the consortium partners have shown the importance of also addressing out-of-school youth. Empowered girls are also faced with reactions of their (male) peers outside of school. This group of youth also needs to become sensitized in order to have the full community value and support girls education. All our community activities, will therefore explicitly include a focus on out-of-school youth. Also, the leadership role of the girls from the girls clubs will focus specifically on addressing and including their out-of-school peers.

Potential synergies and coordination with other programmes

Our proposed action builds upon Edukans’ existing programmes in Chikwawa, Mangochi, Lilongwe, and Mzimba districts to improve access and quality of primary education, with specific attention for girls. This action answers our ambition to strengthen our current interventions by targeting the CDSS in the same districts. The Edukans STARschool model has 5 pillars (learning environment, learning, teaching, school management, and community involvement) which form the bases of our current interventions at primary school, as well as for this proposed action. The model helps us to identify the synergy with other educational improvement programmes. Our proposed project focuses on the four pillars community involvement, teaching, school management and learning; which corresponds with the commitment of the EC to improve the learning infrastructure in the same CDSS. In our proposed action we have selected 10 out of the EC focus CDSS, in order to ensure synergies with- and add value to these infrastructure investments. When consulting the head teachers of these 10 CDSS, only 3 (Mkomachi, Makanjira, Namiwawa) indicated that they were expecting EC activities to start with regard to infrastructure. The project will keep track of these plans and ensure linkages between the programmes during implementation.

At National level, the Government of Malawi has put in place strategies to address the challenges in the National Education Sector Plan and the Second Malawi Growth and Development Strategy 2011-2016. The government is assisted by the British Council and World Bank, but with still inadequate resources these strategies have not yet been successful. The Norwegian Government, UNESCO, UNICEF, WFP, and UNFPA have joined forces to address the challenges in girls’ education in Malawi. Built on the lessons learnt from the 3-years Joint UN Programme on Adolescent Girls (JPAG), a new programme is started focusing on improving access and quality of education for girls. Project partner TUM, in partnership with UNICEF, is part of the JPAG programme, taking a role in sensitising communities on the importance of girls education, teacher training and gender responsiveness. We
will seek cooperation with these initiatives to ensure the different programmes will strengthen and learn from each other.

**Evaluation**

In order to assess costs and benefits, to make informed decisions on on-going project activities and on the best way to allocate resources, the project needs to be continuously monitored, financially as well as on progress. The monitoring system will be standardised so that data can be easily aggregated and reported. For the quantitative data the ICT based AKVO Flow system will be applied, which Edukans and EEDF have experience with. This enables the use of mobile phones to collect quantitative data, whereby the directly uploading of the data to a dashboard making them easily accessible. This will be complemented with extensive qualitative data, based on interviews, focus group discussions, and observations of lessons and clubs.

We will use existing M&E tools developed in prior programmes. These will be adjusted where necessary and all partners will be trained on the use and need. For this we will build on each partner's individual expertise. The project coordinator will be responsible for facilitating learning and sharing of best practices between consortium members and key stakeholders at the different levels and locations. Regular communication between consortium members regarding the progress of the project is ensured through regular contact with the project coordinator and regular consortium meetings. Monitoring visits to schools are organised in clusters and monitoring of different activities by different consortium partners will be aligned and coordinated by the project coordinator. We will organize annual meetings with consortium partners and the Girls Advisory Boards to discuss the progress, the results, and the lessons learnt so far.

Specific attention will be paid to the monitoring of the conditional bursaries. Bursaries will be provided based on the conditions of school results, passing rates and not getting married or pregnant. At the end of each term there will be a meeting for the bursary committee at school level to assess the progress of pupils on the scheme. PTA members in the selection committee will hold verification meetings at household level. At the start of each academic year, the selection committee members, together with our M&E team, will conduct an assessment of all the girls in a bursary scheme through interviews, focus group discussions and by checking school registers and records, determining the progress of the girls. To monitor the usage and maintenance of the bicycles, active daily monitoring by the PTA will ensure monitoring is not depending on infrequent monitoring visits.

The quality of teaching on GRP and CSE will be monitored by our expert pedagogical and SRHR staff, to ensure monitoring is directly linked to feedback, support and ongoing learning. A baseline and endline survey will be conducted with all WSWM students once a year, and once a year all 10 CDSS schools will be visited mid-way during the WSWM lessons. This shall involve conducting Lesson observation, Face to Face interviews with facilitators and other school authorities, and Focus group discussion with selected student from WSWM clubs using the adapted M&E tools already available.

The implementation of the community action plans will be monitored in direct consultation with the communities, going through the action plans together and discussing the progress. The verification of safe living spaces will be done by going to these facilities physically, and discussing directly with the girls living there and with the surrounding community members.

**Roles of actors and stakeholders**

The consortium combines the necessary expert knowledge and on the ground experience to cover all elements of our proposed action. Based on their track record, each consortium partner will be responsible for specific outputs, to ensure a focused project implementation:

- **EEDF** will be responsible for the bicycle scheme, and for the teacher training in GRP (OP 1.1 & 3.3)
- **GENET** will organise the bursary schemes and the activities in girls clubs (OP 1.2 & 3.4)
- **CYECE** will ensure that communities develop action plans, including responsibility for safe living spaces (OP 2.1)
- **TUM** will be responsible for CSE training of teachers and organising the WSWM clubs (OP 3.1 & 3.2)

This division of responsibilities is based on the expertise each project partner is bringing in. At the same time, all partners are actively involved in and informed about each other’s activities. The project coordinator will organise operational alignment of all partners to ensure maximum efficiency of resources and efficient use of time of school staff. School and community activities will be clustered geographically, bringing together target groups of different CDSS in close proximity to each other.
Edukans will support the co-applicants with technical expertise on the different methodologies and approaches and project management, ensuring strict (financial) management procedures, coherence of the activities and M&E, and timely reporting.

The Government of Malawi will be involved in our programme from the start. Through the co-applicant TUM we have strong ties with the different levels of the government. During the proposal development the partners have already established the support of the Malawi Ministry of Education (MoE), director of Secondary Education, Mrs. Chikondano Musa. She has indicated to be very happy with our proposed action, and has shown her commitment by offering to chair our Strategic Advisory Board. Local representatives (MoE, UNESCO) will be involved in the Strategic Advisory Board to ensure commitment and support, and at national level we will actively share and promote our experiences and results, working towards inclusion of CSE in the formal curriculum. We will also ensure good relationship with the Social Welfare Department under the Ministry of Gender, Children, Disabilities and Social Welfare, to align our bursaries with ongoing bursary selection committees.

An active role of the target groups is important in the implementation of our action. A selection of secondary school girls will be asked to join the advisory board, in order to provide critical input to the project implementation. This role will be assigned to them in order to keep testing our approach with the target group needs, and to build in capacity building. At school level, teachers are asked to play an active role in reaching outcome 3, resilient and empowered girls. Their role in teaching in a gender responsive way is crucial in this process. Also, PTA’s, SMC’s, Mother Groups and VDC’s will be asked to join in the project activities, as part of the selection committees and in a day to day monitoring role. These structures are very effective for this, since they are well informed about the schools and communities. Lastly, the religious and traditional leaders have an important role to play. They are in the position to influence the communities, and monitor adherence with by-laws.

**Organisational structure**

Edukans as lead applicant will manage the consortium and is end responsible for sound (financial) project management and communication with and reporting to the donor, complying with EU rules, regulations and procedures. This will be done by an experienced project manager in the Edukans head office in the Netherlands, supported by a finance officer to make sure that financial reports are prepared in accordance with the rules and regulations set forth by the EU.

The project manager will have a direct counterpart project coordinator in Malawi, managing the day to day project implementation, aligning all activities, ensuring M&E, and monitoring the progress of partners. The project coordinator will be placed within the EEDF office, who has been Edukans’ local coordinating partner for more than 10 years. The project manager in the Netherlands, and the project coordinator in Malawi will be in regular direct contact on a day to day basis. Each co-applicant implementing the activities will assign a project officer responsible for their respective outputs. The co-applicants report on activities and M&E to the programme coordinator in Malawi, who accumulates the reports and communicates with Edukans programme manager. This is done through direct telephone, email and face to face contact on a needs-basis, combined with a minimum personal monthly contact and a consortium meeting three times a year. The financial reporting lines will be directly from Edukans project manager to the co-applicants project officers. This structure will be supported on strategic level by a strategic advisory board, consisting of representatives of the consortium, the Malawi Ministry of Education, UNESCO, and possibly UNFPA, and on implementation level by a girls’ advisory board, as described earlier.

The team will consist of experienced project officers and finance staff, in addition to technical experts on education and SRHR, and a pool of CSE master trainers, already available.
Main means for implementation

The main means for our action are the bicycles and bursary packages. The bursary packages will be tailor-made to the needs and can contain school uniforms, shoes, textbooks and other school materials and reusable sanitary pads. These items will be procured through tenders, where pre-qualified suppliers will be identified, sourcing at least 3 quotations. Uniforms will be procured locally within the communities. For the bicycles the price differences of bicycles have been compared to their quality and life-span. It has been decided to buy good quality bicycles, that are expected to have a life-span lasting the project period and beyond. These will be procured according to procurement rules, taking into account that only a limited number of suppliers produce such bicycles in Malawi.

For training materials existing materials are used as much as possible. Therefore costs include mainly the duplication of materials, and development costs are low. Good printing quality will ensure that the materials are usable during the full project period. In order to register the living situation of the girls considered for a bursary, digital photographs will be made and shared within the selection committee. Therefore each CDSS will be equipped with 1 digital camera, to be maintained by the selection committees. For training and meeting venues we will use available community and school facilities when possible. For training where we bring together participants outside of their own communities, we will need to hire training venues. We will equip each implementing organization with a Smart Phone for online monitoring and evaluation with AKVO Flow.

Attitudes of stakeholders

During the proposal development all project partners have developed the approach together in a 3 day face to face workshop. The target group was actively involved through focus group discussions with a selection of teachers and girls, and through speaking to (deputy) head teacher of all 10 CDSS. All the (deputy) head teachers were very positive about the proposed intervention, because they are aware of many challenges the girls face, that can partly be addressed by this proposed action. Their commitment was shown by the fact that those who did not have electricity went an extra mile to be able to charge their phones and discuss the project plans extensively on the phone. Specific issues addressed by the target group discussions have influenced our approach. The teachers and girls both emphasised the risk of self-boarding for girls, and the difficulties to ensure safe living spaces. Therefore we have strengthened our approach of engaging the communities to develop standards together, but also develop by-laws and ensure these are enforced. Responsibility for the safety of self-boarding girls cannot be laid down individually with the landlords, but needs to be a community responsibility. The teachers mentioned the need to inform the parents of the girls about their behaviour, to take away the feeling that they are not being supervised at all. The teachers also emphasized the importance of role models for girls. This is made possible through the establishment of girls clubs, providing them with leadership and mentoring skills. The girls have explained what kind of teacher they feel most comfortable with in a CSE programme, which has influenced the selection criteria we will use to select teachers for the CSE training. All discussions underlined the effect of bicycles and the need for bursary packages, as the current government bursaries are not enough to cover all needs. Our approach has been discussed with the Ministry of Education, and the director of Secondary Education has agreed to be part of our strategic advisory board to show commitment and support.

Visibility

Visibility of ongoing activities and results is very important to underline the commitment of the communities, parents and schools, but also to reach a broader audience and influence the society in general on the importance of girls education. The consortium partners will use their own social media to actively share project lessons and results with other organisations. Also radio exposure (ZODIAC) will be used, sharing success stories with the target group. To get coverage in printed newspapers, two media tours will be organised, to invite the writing press to visit our project and explain our approach and results. Lastly, campaigns will be linked to existing events like the Day of the African Child, the Day of the Girl Child and the International day of Education creating attention for our project.

In all communication and at the project sites we will ensure visibility for the EU funding included in the project. Each CDSS will place a signpost showing the project purpose and funding, and community and training activities will be enriched with project banners. In accordance with EU visibility guidelines, all produced publicity materials, publications, and training materials will clearly bear the EU logo and acknowledgement of the EU's contribution to the realization of the action. Trainings will similarly include verbal acknowledgement of EU funding. All project staff will receive instruction on the marking and branding requirements as part of the inception workshop.

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2.1.3 Indicative action plan for implementing the action (max 4 pages))

The action will be implemented during 36 months. Activities which are planned within the school and communities will be aligned as much as possible, ensuring efficient use of resources and efficient time investment by the communities and school. This especially applies to monitoring activities.

Some activities depend on the school year planning, and should be either planned specifically in a holiday period (training of teachers) or specifically within school terms. Therefore some of the planned actions may shift, depending on the starting month of the programme.

Indicative action plan:

<table>
<thead>
<tr>
<th>#</th>
<th>Output</th>
<th>Activity</th>
<th>Phase</th>
<th>Months in first year</th>
<th>Half year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Programme startup</td>
<td>Preparatory phase</td>
<td>Preparation</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>End evaluation</td>
<td>Implementation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.1.1</td>
<td>Overall</td>
<td>Compose strategic advisory board (SAB)</td>
<td>Preparation</td>
<td>Implementation</td>
<td></td>
</tr>
<tr>
<td>0.1.2</td>
<td>Bi-annual SAB meetings</td>
<td>Preparation</td>
<td>Implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.1.3</td>
<td>Lobby &amp; Advocacy through SAB</td>
<td>Preparation</td>
<td>Implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.3</td>
<td>Bicycles for access CDSS</td>
<td>Procurement of bicycles</td>
<td>Preparation</td>
<td>Implementation</td>
<td></td>
</tr>
<tr>
<td>1.1.1</td>
<td>Establishing selection committee</td>
<td>Preparation</td>
<td>Implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.2</td>
<td>(Includes selection of girls)</td>
<td>Preparation</td>
<td>Implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.4</td>
<td>Distribution of bicycles</td>
<td>Preparation</td>
<td>Implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.6</td>
<td>Training minor maintenance</td>
<td>Preparation</td>
<td>Implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.5</td>
<td>Monitoring</td>
<td>Preparation</td>
<td>Implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.1</td>
<td>Bursaries for girls in CDSS</td>
<td>Establishing selection committee</td>
<td>Preparation</td>
<td>Implementation</td>
<td></td>
</tr>
<tr>
<td>1.2.2</td>
<td>(Includes NA for bursary package)</td>
<td>Implementation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.3</td>
<td>Leadership/mentoring training</td>
<td>Preparation</td>
<td>Implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.4</td>
<td>Distribution of bursary packages</td>
<td>Preparation</td>
<td>Implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.5</td>
<td>Monitoring</td>
<td>Preparation</td>
<td>Implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.1 Community mobilisation</td>
<td>Community awareness meetings</td>
<td>Preparation</td>
<td>Implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------</td>
<td>-------------</td>
<td>---------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.2</td>
<td>Training on SRGBV, Girls’ rights, SRHR</td>
<td>Preparation</td>
<td>Implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.3</td>
<td>Community dialogue sessions for girls education</td>
<td>Preparation</td>
<td>Implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.4</td>
<td>Developing action plan and impl. bylaws for safe living spaces</td>
<td>Preparation</td>
<td>Implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1.5</td>
<td>Monitoring the implementation of the action plans</td>
<td>Preparation</td>
<td>Implementation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.1.1 World Starts With Me</th>
<th>Sensitization meetings w. stakeholders &amp; establish WSWM clubs</th>
<th>Preparation</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1</td>
<td>CSE teacher’ training (during holiday)</td>
<td>Preparation</td>
<td>Implementation</td>
</tr>
<tr>
<td>3.2.2</td>
<td>Refresher training CSE (during holiday)</td>
<td>Preparation</td>
<td>Implementation</td>
</tr>
<tr>
<td>3.2.3</td>
<td>Production/distr. of WSWM materials</td>
<td>Preparation</td>
<td>Implementation</td>
</tr>
<tr>
<td>3.3.1</td>
<td>Gender responsive pedagogy Training of teachers in GRP</td>
<td>Preparation</td>
<td>Implementation</td>
</tr>
<tr>
<td>3.3.2</td>
<td>Refresher training GRP</td>
<td>Preparation</td>
<td>Implementation</td>
</tr>
<tr>
<td>3.3.3</td>
<td>Monitoring Gender Resp. Pedagogy</td>
<td>Preparation</td>
<td>Implementation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.4.1 Girls’clubs</th>
<th>Girls’ clubs, role modelling sessions</th>
<th>Preparation</th>
<th>Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4.2</td>
<td>Select girls to join girls’ advisory board meetings</td>
<td>Preparation</td>
<td>Implementation</td>
</tr>
<tr>
<td>3.4.3</td>
<td>Organise annual girls advisory board meetings</td>
<td>Preparation</td>
<td>Implementation</td>
</tr>
</tbody>
</table>
2.1.4 Sustainability of the action (max 3 pages)

Impact

Technical impact:

- 120 teachers are trained in GRP, teaching classes in 10 CDSS to 4,000 students annually. During the project period 6,000 students will benefit from their improved teaching skills during the project period, and many more after.
- 30 teachers gain skills in WSWM, contributing to enhanced knowledge, attitude and skills of 1,500 boys and girls in the WSWM clubs. These clubs can continue to function after the project period without additional financial investment, empowering another 500 students annually.

Economic impact:

- Girls graduating from secondary education contribute to their household income because of their improved earning capacity.

Social impact:

- Through the action girls will become empowered and have goals in their life and learn to build a better future for themselves, their families and the community, instead of getting pregnant early and having no future to offer their own children.
- Traditional norms and values and perceptions concerning position of girls will be challenged. Community, parents and boys will value the position of girls more positively, and girls will become empowered to claim their rights and say no to boys. Traditional and religious leaders in 10 communities will speak out for girls education, enforcing by-laws. This integrated approach will ensure girls' position in community will be strongly improved.

Policy impact:

- The successful WSWM clubs and the improved retention and passing rates of girls, will show the positive effect of our project intervention. This is able to influence government policy on increasing the availability of bursary and bicycle schemes, and changing curricula to include CSE.

Dissemination, replication and extension

All project progress and learned lessons will be documented by the project coordinator for later dissemination. Dissemination will take place through the online publication of project results and evaluation as well as through regular meetings held with project stakeholders. The applied approach and integrated learning can be expanded to other secondary schools in Malawi or other countries, as Edukans has a broad network in sub-Saharan Africa.

Multiplier effects after the project period has ended are mostly a result of the strong focus on capacity building and attitude change. The knowledge, skills and attitudes attained by the girls, teachers and communities have a long term effect, also after the project has ended. WSWM and girls clubs can be executed without additional costs, and can continue to run after the project period, because they are an add-on to the ongoing practice in Malawi to organise club activities in school. Also, trained teachers will continue to apply what they have learned. The communities, being responsible for their own action plans and internalizing the attitude change, will continue to act on these changes. Together this multiplies the effect of the project towards the new generation of girls after the project has ended. The WSWM materials are applicable in other schools or other contexts, making it easy to replicate. We plan to disseminate lessons learned and experiences to other organisations in our networks, to government representatives, and to other partners implementing within the larger EU programme. In this way the potential to upscale the programme to more schools can be discussed. The presence of UNESCO and the Malawi MoE on our advisory board create commitment to discuss future funding of ongoing activities.
Risk analysis and contingency plan

<table>
<thead>
<tr>
<th>Action</th>
<th>Risk</th>
<th>Risk level</th>
<th>Mitigating measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSE and GRP teacher training</td>
<td>transfer of trained teachers to other schools (economic)</td>
<td>medium</td>
<td>we will include the head teachers of each school in training, as they are less likely to be transferred. If teachers are transferred at an early stage in the project, we can include new teachers in the refresher training.</td>
</tr>
<tr>
<td>Bursary scheme</td>
<td>school fees raised by MoE, increasing the cost of bursaries and the group of vulnerable girls in need of bursaries (political)</td>
<td>medium</td>
<td>because the Ministry already tried to raise the fees last year, we assume this will be done during the project period. We have budgetted to include a raise in fees up to a certain level, to still be able to accommodate for the planned number of bursary packages. In case the fees are raised further, we have to reduce the number of bursary packages</td>
</tr>
<tr>
<td>Community involvement</td>
<td>programme activities are politicised during campaign periods, when local political leaders claim the project activities as &quot;their own&quot;. This can lead to target groups not wanting to be associated with the programme any longer (social)</td>
<td>medium</td>
<td>We will be careful to act a-political. When communicating about the project, we will explicitly underline that the activities are not in any way linked to political activities.</td>
</tr>
<tr>
<td>overall</td>
<td>environmental disasters increase levels of poverty and therefore the amount of vulnerable girls to target (environmental)</td>
<td>high</td>
<td>we are targeting the 45% &quot;most vulnerable&quot;. We will continue to do so when the total group increases, shifting our focus to the most vulnerable, not being able to increase the total number of targeted girls.</td>
</tr>
</tbody>
</table>

Preconditions and assumptions

During the implementation the main assumptions are the following:

- The Ministry of Education will not reduce their investments in education.
  Continued education support and bursary schemes from the government are necessary as a framework for our project to function in.

- Teachers and learners can afford to spend time on extra-curricular activities

WSWM and girls clubs are organised outside of the normal curricula. For teachers as well as for learners, this means they have to spend time outside of normal class hours. Experience has shown that the clubs always gather great interest among students, and a selection of highly motivated students is possible. Teachers in the WSWM clubs are trained in CSE. In the selection of teachers their motivation and willingness to spend their time will be a critical selection criteria. Willingness therefore is not an issue. However, some teachers or learners have to spend their out-of-school time on other activities, such as agriculture, household chores or other income generating activities. In some cases this may mean they cannot be available for the club activities.

Other assumptions are all addressed within the intervention logic, ensuring that factors that may negatively influence our activities are dealt with within the activity setup, as described in section 1.1.1.

After the project period it is assumed that the attitude change and internalisation of the value of girls education within the communities will have a positive effect on the next generation of girls finalising primary education. Furthermore, it is assumed that the empowered girls will keep on being a role model within their communities, positively influencing this next generation. Good maintenance of the bicycles will keep 40% of the bicycles usable for the most vulnerable girls in the first 2 years after project finalisation.
**Sustainability after completion**

**Financial sustainability:**

The expected on-going attitude change of communities and enhanced capacity of teachers forms the basis for a zero-cost continuation of the project results and a zero-cost extension of WSUM in already existing clubs. As the CDSS communities are all in areas where the consortium partners already have a longstanding working relation, they will continue to visit these regions and are able to visit the communities for follow up visits after the project period with a very small investment. The co-applicants have a healthy financial position and track record, ensuring they will have the necessary resources to do so.

The existing government bursary selection committees will be responsible for bursary and bicycle selection, ensuring these committees are involved and further capacitated by the project. Also, we will advocate with the government about the need to enhance the availability of these bursary schemes, in order to sustain the bursary availability for the most vulnerable after the project period. Through the project partners government network and through the presence of the MoE in our advisory board, we will have access to involve the Ministry of Gender, Children, Disabilities and Social Welfare, who are responsible to administer the bursaries.

**Institutional sustainability:**

The main institutional sustainability of our project is built in through the emphasis on capacity building and stakeholder involvement. A girls advisory board will be established during the programme, advocating for girls rights and acting as role model. Teachers capacity is enhanced, and their improved teaching methods will continue to positively influence gender equity in class after the project has ended.

Local ownership is created by involving the community and existing bursary selection committees right from the start of the project, and handing over the project to community representatives as part of an exit strategy. Involvement of the community at various levels (broader community and SMC/PTA/MG/VDC) will enhance sustainability. The project specifically addresses these structures to enhance support for girls’ education, which will have a sustainable effect after project implementation. In general, community and traditional leaders value the importance of girls’ secondary education, for access and quality.

**Policy level sustainability:**

The establishment of a strategic advisory board with important stakeholders will support our focus on policy advocacy. A positive reaction to join the strategic advisory board was already received from UNESCO Country Representative for Malawi, and the Malawi MoE, director of Secondary Education. The advisory board has the role to mainstream our approach. Lobby activities will work towards inclusion of CSE programmes in the standard curriculum. The MoE has already shown interest in a CSE programme implemented by EEDF and Edukans in primary schools in Malawi. The content of this curriculum will be used as reference for CSE in Malawi primary schools. We will also advocate for increased availability of bursaries, a better ration of male and female teachers and for improved conditions for girls education in CDSS. TUM has strong relationships within the MoE, providing the necessary network to address these issues. This advisory board will enhance institutional sustainability for the project and for advocacy for education for girls in CDSS. In a recent speech (July 2016) Dr. Joseph Chimombo, Director of Basic Education in the Ministry of Education Science and Technology (MoEST), stated “The Ministry of Education Science and Technology is a learning ministry. We are going to take on board those approaches that have worked for scaling up. Give us the challenge”. We plan to show the positive effect of our approach on girls enrolment, retention and completion in secondary schools, providing him with the challenge to adopt the approach within their policy.

**Environmental sustainability:**

The environment is not negatively influenced by the project activities. The study materials will be duplicated on sustainable paper, monitoring visits will be organised and aligned as efficiently as possible, to ensure efficient use of funds, and not use more fuel than necessary.
2.1.5 Logical Framework

Please fill in Annex C to the guidelines for applicants.

2.1.6 Budget, amount requested from the Contracting Authority and other expected sources of funding

Please fill in Annex B to the guidelines for applicants

2.2 Experience

The below information will be used to assess whether you have sufficient and stable experience of managing actions in the same sector and of a comparable scale to the one for which a grant is being requested.
(i) **Experience in similar actions in the past 3 years** (Maximum 1 page per action)

<table>
<thead>
<tr>
<th>Name of the organisation: Edukans</th>
<th>Lead applicant</th>
<th>Co-applicant</th>
<th>Affiliated entity</th>
</tr>
</thead>
</table>

**Project title:** Unite Against Child Marriages (UACM)

**Sector (ref. list of sectors in Sectorial experience in PADOR):**
110 Education; 112 Basic Education; 11220 Primary Education

<table>
<thead>
<tr>
<th>Location</th>
<th>Cost of the action (EUR)</th>
<th>Role: Coordinator, co-beneficiary, affiliated entity</th>
<th>Donors to the action (name)</th>
<th>Amount contributed (by donor)</th>
<th>Dates (from..to) dd/mm/yyyy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malawi, India</td>
<td>€ 1,370,210</td>
<td>Coordinator for activities in Malawi, co-implementer for the activities in India. EEDF: co-implementer</td>
<td>Dutch Ministry of Foreign Affairs</td>
<td>€ 1,370,210</td>
<td>15/07/2014 - 15/10/2015</td>
</tr>
</tbody>
</table>

**Objectives and results of the action**

**Overall Goal:** To reduce child marriages in India and Malawi by addressing the harmful cultural practices that normalise child marriage.

**Main objective:** To ensure that young people were enabled to access SRHR knowledge and services in order to exercise autonomy over their lives and make informed health decisions.

**Specific objectives:** (a) young people, women and men are able to make informed decisions on SRHR-issues; (b) improved access to formal education; and (c) girls and young women are able to exercise their SRHR-rights and not forced into child/early/forced marriage by their environment; (d) There is a favourable (policy and legal) environment to prevent child marriage; and (f) Improved quality and use of SRHR-services by young people.

**Results related to the activities of Edukans:**
- 162,615 boys and girls have more knowledge, changed attitudes and relevant skills that enable them to make informed decisions on SRHR-issues.
- 357 schools have an improved girl-friendly learning environment, including 2,036 teachers who are trained in gender-sensitive pedagogy.

204,586 members of local communities have been directly involved in awareness-raising and sensitization activities to combat early and forced marriages.

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5 If the donor is the European Union or an EU Member State, please specify the EU budget line, EDF or EU Member State
Name of the organisation: Centre for Youth Empowerment and Civic Education (CYECE)

<table>
<thead>
<tr>
<th>Location</th>
<th>Cost of the action (EUR)</th>
<th>Role: Coordinator, co-beneficiary, affiliated entity</th>
<th>Donors to the action (name)⁶</th>
<th>Amount contributed (by donor)</th>
<th>Dates (from..to) dd/mm/yyyy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mangochi and Dedza districts - Malawi</td>
<td>€600,000</td>
<td>Implementing Agency</td>
<td>Finnish Ministry of Foreign Affairs</td>
<td>€600,000</td>
<td>01/1/2013-31/03/2016</td>
</tr>
</tbody>
</table>

Objectives and results of the action

**Purpose:** The purpose of the project was to promote girls access to quality education and SRHR services.

**Impact:** The project managed to withdraw over 65 girls from child marriages and provided them with life skills education. Furthermore, girls who were withdrawn from child marriages were also mainstreamed back into school.

**Target group:** Girls / # of girls reached: 3000

**Achievements:** The programme managed to achieve the following:
- Supported over 1065 girls with scholastic materials to ensure they remain in school i.e. text books, school uniforms, fees for the most needy students
- Supported parents and guardians of targeted beneficiaries with IGAs to ensure girls remain in school
- Managed to raise awareness among communities on the importance of girls education
- Managed to establish and sustained community structures to support girls education in Mangochi and Dedza districts
- Managed to establish 8 Safe Spaces for girls in the target schools
- Managed to establish and strengthen a vibrant community referral mechanism to support girls education at community level

Brought back more than 80 learners to formal primary education system within the program running period.

⁶ If the donor is the European Union or an EU Member State, please specify the EU budget line, EDF or EU Member State
Name of the organisation: Education Expertise Development Foundation (EEDF)

<table>
<thead>
<tr>
<th>Location</th>
<th>Cost of the action (EUR)</th>
<th>Role: Coordinator, co-beneficiary, affiliated entity</th>
<th>Donors to the action (name)</th>
<th>Amount contributed (by donor)</th>
<th>Dates (from..to)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malawi (Lilongwe &amp; Mzimba)</td>
<td>€ 300,000</td>
<td>Co-applicant</td>
<td>Investment Fund, Stop AIDS Now, Cordaid, ICCO</td>
<td>€ 300,000</td>
<td>01/04/2015-30/06/2016</td>
</tr>
</tbody>
</table>

Objectives and results of the action

**Overall objective:**
To contribute to young people in Central and Northern Malawi living a healthy life, through linking CSE to youth friendly SRH services, ultimately leading to reduced new STI & HIV infections and teenage pregnancies

**Specific objectives:**
1) Create effective linkages between the 6 schools that run a CSE programme and 6-10 SRH services in the project areas by December 2015.
2) Improve access to SRH services to 2500 young people (10-18 years) in the 6 selected areas in Central and Northern Malawi by December 2015.
3) Providing bicycles to learners in school to enable them access SRH services in health service centres.

**Impact:** Provision of CSE enabled young people to access accurate SRH information from reliable sources which helped them to make informed SRH related decisions. There was increased uptake of SRH services in the target health service centres as a result of referrals from schools.

**Target clients:**
In school young people (aged 10-18)

**# of clients reached:** over 2500 youths reached

---

7 If the donor is the European Union or an EU Member State, please specify the EU budget line, EDF or EU Member State
Name of the organisation: Teachers Union of Malawi (TUM)

Lead applicant ☐ Co-applicant ☑ Affiliated entity ☐

Project title: Joint programme on Girls’ education (jpeg)

<table>
<thead>
<tr>
<th>Location</th>
<th>Cost of the action (EUR)</th>
<th>Role: Coordinator, co-beneficiary, affiliated entity</th>
<th>Donors to the action (name)</th>
<th>Amount contributed (by donor)</th>
<th>Dates (from.to) dd/mm/yyyy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malawi</td>
<td>€ 112,465</td>
<td>Implementing Partner</td>
<td>UNICEF-Malawi</td>
<td>€ 67,479</td>
<td>01/02/2014 - 31/12/2017</td>
</tr>
</tbody>
</table>

Objectives and results of the action

**Short term Impact:**
- Increased attendance and reduced drop outs for girls in the targeted schools;

**Long-term Impact:**
- Increased enrolment and pass rates of girls in basic education in the targeted schools;
- Improved survival rates of girls completing grade eight without repeating or dropping out;
- Resilient and empowered communities who sustain girls in school

**Results:**
- Girls and boys in targeted schools are well nourished and able to stay in school
- Increased access to second chance education for both in and out of school girls
- Quality integrated youth friendly services, resources and structures, addressing CSE, SRHR, HIV/AIDS and GBV in place for both in and out of school girls
- Reduction of violence against girls in targeted schools and communities and effective referral pathways
- Teacher attitudes and skills improved to deliver life skills based and gender responsive methodologies
- Adolescent girls are informed and empowered to demand SRHR services, participate and take on leadership positions within the school and the community
- Empowered and committed communities who value quality education for all children, especially girls

**Target group:** School Management Committees, Mother Groups, Parents Teacher association, Teachers, Head Teachers, Community Leaders, Adolescent Girls, and Community Youth.

**Clients reached:** 18,618 Adolescent Girls and 15,000 out of school youths in 81 Primary Schools in Mangochi, Dedza, & Salima districts.

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8 If the donor is the European Union or an EU Member State, please specify the EU budget line, EDF or EU Member State
Name of the organisation: **GENET**  
Lead applicant ☐ Co-applicant ☒ Affiliated entity ☐

**Project title:** Innovations in Community Day Secondary School  
**Sector (ref. list of sectors in Sectorial experience in PADOR):**

<table>
<thead>
<tr>
<th>Location</th>
<th>Cost of the action (EUR)</th>
<th>Role: Coordinator, co-beneficiary, affiliated entity</th>
<th>Donors to the action (name)⁹</th>
<th>Amount contributed (by donor)</th>
<th>Dates (from..to) dd/mm/yyyy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blantyre</td>
<td>€ 150,000</td>
<td>Co-beneficiary with Firelight foundation.</td>
<td>Mastercard Foundation, Dubai Cares</td>
<td>€ 150,000</td>
<td>July 2015-June 2018</td>
</tr>
</tbody>
</table>

**Objectives and results of the action**

The overall **objective** is to increase by 30%, the number of vulnerable adolescent girls who are retained and complete their secondary education in 4 community day secondary school in Blantyre rural by 2018. The **results** include:

- 60 vulnerable girls in community day secondary schools provided with bursaries.
- 4 social fund committees supported to initiate income generation activities to support disadvantaged girls.
- 800 girls in 4 CDSS equipped with leadership skills and develop their self-confidence to complete secondary education.
- 20 local role models and mentors trained to mentor girls in community day secondary schools.
- 4000 parents and communities sensitize on the importance of girl’s education and change their negative attitudes and perceptions against girls.

Local leaders, SMCs, PTAs and mother groups in the 4 target schools mobilized and built their capacities to support girl’s rights and facilitate development and enforcing the implementation of the local by-laws that address harmful traditional practices and other sociocultural barriers to girl’s education.

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⁹ If the donor is the European Union or an EU Member State, please specify the EU budget line, EDF or EU Member State
(ii) Experience in other actions in the past 3 years (Max. 1 page per action and max. 10 actions)

<table>
<thead>
<tr>
<th>Name of the organisation: Edukans</th>
<th>Sector (ref. list of sectors in Sectorial experience in PADOR):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead applicant: X</td>
<td>112,11130,113</td>
</tr>
<tr>
<td>Co-applicant</td>
<td></td>
</tr>
<tr>
<td>Affiliated entity</td>
<td></td>
</tr>
<tr>
<td>Project title: Basic Education Program</td>
<td></td>
</tr>
<tr>
<td>Location</td>
<td>Cost of the action (EUR)</td>
</tr>
<tr>
<td>Malawi, Ghana, Kenya, Uganda, India, Peru, Mali, Senegal, Suriname, DRCongo, Sudan</td>
<td>€ 30,340,000</td>
</tr>
</tbody>
</table>

**Objectives and results of the action**

**Overall Objectives:**
- IA partners ensure achievement of enhanced quality and relevance of education in 14 countries – pupils, particularly girls, have higher completion rates and show better learning outcomes.
- IA partners ensure increased and equitable access to education in 14 countries – children, youth and adults that are excluded from learning opportunities enrol in primary education, vocational and skills training and functional literacy courses.

**Outputs:**
- 91 partners have improved performance on quality and access of their educational services

**Outcomes for Malawi:**
- In 2015 18,984 girls enrolled in schools in the intervention areas in Malawi (in 2012 this was 12,984).
- The total number of children finishing school with a diploma increased from 15,288 in 2011 to 80,694 in 2015.

**Comprehensive Sexuality Education (CSE) Outcomes:**
- An increased number of schools (from 6 to 50) include Comprehensive Sexuality Education in their curriculum. (Malawi)
- There is an increased number (from 48 to 4528) of students and teachers that have acquired the necessary and relevant knowledge, attitude, and skills towards their own sexual and reproductive health and rights. (Malawi)

---

10 If the donor is the European Union or an EU Member State, please specify the EU budget line, EDF or EU Member State
Name of the organisation: Edukans

<table>
<thead>
<tr>
<th>Lead applicant</th>
<th>Co-applicant</th>
<th>Affiliated entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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</tbody>
</table>

**Project title:** STAR-school Programme

**Sector (ref. list of sectors in Sectorial experience in PADOR):**
110 Education; 112 Basic Education; 11220 Primary Education

<table>
<thead>
<tr>
<th>Location</th>
<th>Cost of the action (EUR)</th>
<th>Role: Coordinator, co-beneficiary, affiliated entity</th>
<th>Donors to the action (name)</th>
<th>Amount contributed (by donor)</th>
<th>Dates (from..to) dd/mm/yyyy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malawi</td>
<td>€ 435,138</td>
<td>Coordinator</td>
<td>Dutch Ministry of Foreign Affairs</td>
<td>€ 326,353</td>
<td>1/01/2013 - 31/07/2015</td>
</tr>
</tbody>
</table>

**Objectives and results of the action**

**Objectives:**
- To provide adequate school infrastructure to promote access to quality education.
- To promote learner centred methodology in aimed at improving the performance of pupils.
- To inculcate the use of participatory teaching and learning methodologies.
- To promote effective and participatory school based management.
- To increase the involvement parents and community in the schools management and governance.

**Outcome Results:**
- 15,929 children have improved access to quality education in a safe and inspiring learning environment.
- 700 learners have improved their knowledge, attitude, and skills towards SRHR.
- 14 school managers are competent to lead the school.
- 45 community entities involved to take responsibility in ensuring quality education for their children.

**Approach:**
This programme has been implemented by a selection of local organisations with expertise complementary to each other. The implementing organisations are a mix of NGOs, teacher training colleges, and the teachers union. This holistic approach has proven to be successful not only in the effective implementation, but also in the cooperation between the partner organisations. They have been able to learn from each other’s expertise, to contribute to the gaps of each other, and to join forces in lobby and advocacy.

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11 If the donor is the European Union or an EU Member State, please specify the EU budget line, EDF or EU Member State

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EuropeAid/151567/DD/ACT/MW
15 January 2016 Annex A.2 - Full application_FINAL_Edukans
Name of the organisation: Centre for Youth Empowerment and Civic Education (CYECE)

<table>
<thead>
<tr>
<th>Lead applicant</th>
<th>Co-applicant</th>
<th>Affiliated entity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>X</td>
</tr>
</tbody>
</table>

Project title: Complimentary Basic Education (CBE) for Urban settings

Sector (ref. list of sectors in Sectorial experience in PADOR): 11220

<table>
<thead>
<tr>
<th>Location</th>
<th>Cost of the action (EUR)</th>
<th>Role: Coordinator, co-beneficiary, affiliated entity</th>
<th>Donors to the action (name)</th>
<th>Amount contributed (by donor)</th>
<th>Dates (from..to) dd/mm/yyyy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lilongwe - Malawi</td>
<td>€167,000</td>
<td>Implementing Agency</td>
<td>GIZ Malawi</td>
<td>€167,000</td>
<td>Phase 2 01/08/2010 to 31/08/2013</td>
</tr>
</tbody>
</table>

Objectives and results of the action

Purpose: The purpose of the CBE was to offer second chance of attaining basic education to children who failed to complete basic education at primary school level

Impact: The programme managed to achieve the following impact:

- Identified 350 out of school children and enrolled them into formal primary schools in the semi urban areas of Lilongwe
- Empowered communities to support basic education in their communities
- ¾ of the learners attending classes regularly are able to read and write Chichewa and English
- Provided teaching and learning materials in all the learning centers

Target children: 911

# of children reached: 388

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12 If the donor is the European Union or an EU Member State, please specify the EU budget line, EDF or EU Member State
Name of the organisation: TEACHERS UNION OF MALAWI (TUM) / EEDF

Lead applicant [x] Co-applicant [ ] Affiliated entity [ ]

Project title: The world starts with me programme

<table>
<thead>
<tr>
<th>Location</th>
<th>Cost of the action (EUR)</th>
<th>Role: Coordinator, co-beneficiary, affiliated entity</th>
<th>Donors to the action (name)</th>
<th>Amount contributed (by donor)</th>
<th>Dates (from..to)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Malawi</td>
<td>€ 136,848</td>
<td>TUM: Coordinator, EEDF: Co-implementer</td>
<td>Edukans Foundation</td>
<td>€ 136,848</td>
<td>01/01/2013 – 31/08/2016</td>
</tr>
</tbody>
</table>

Objectives and results of the action

**Purpose:** Increase Student Teachers' Knowledge in Comprehensive Sexuality Education and Improve their attitude and Skills to effectively deliver Comprehensive Sexuality Education (CSE) to Young people.

**Impact:** Student Teachers with increased CSE Knowledge and Skills to deliver Comprehensive Sexuality Education to learners in Primary schools

**Target clients:** Student teachers and Tutors in 10 Teacher Training Colleges in Malawi

**# of clients reached:** 2895 Students Teachers and 64 Tutors In 10 Teacher Training Colleges in Malawi

**Instrument:** FDG forms, Lesson Observation Forms, Baseline & End-line Questionnaires

**Impact:** 76% reduction in Un-wanted Pregnancies in TTCs, 80% Reduced Spread of STI's in TTCs, & Improved CSE facilitation Skills among 69% of Student Teachers.

**Activities:**

1. Conducted a needs assessment and training of technical staff
2. Formulation of the advisory board
3. Sensitisation/Orientation meetings with all key stakeholders both at district and institutional level
4. Conducted 5 Day CSE/SRHR training for Tutors in TTCs to facilitate WSWM Lessons in their colleges as an extra curricula activity.
5. Organised adaptation & experience sharing workshops with trained CSE facilitators
6. Conducted Training of CSE Trainers
7. Conducted 3 days SRHR/CSE refresher trainings for life-skills' tutors in 5 pilot Teachers Colleges
8. Rolling-out WSWM lessons in all the 10 Teacher Training Colleges-2895 student teachers completed WSWM curriculum in 3 years.
9. Conducted school monitoring & lesson progress evaluation visits in all colleges

---

13If the donor is the European Union or an EU Member State, please specify the EU budget line, EDF or EU Member State
<table>
<thead>
<tr>
<th>Location</th>
<th>Cost of the action (EUR)</th>
<th>Role: Coordinator, co-beneficiary, affiliated entity</th>
<th>Donors to the action (name)</th>
<th>Amount contributed (by donor)</th>
<th>Dates (from..to) dd/mm/yyyy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mzimba</td>
<td>€ 200,000</td>
<td>Coordinator</td>
<td>CORDAID</td>
<td>€ 200,000</td>
<td>May 2013-April 2015</td>
</tr>
</tbody>
</table>

**Objectives and results of the action**

The **overall objective** is to prevent early pregnancy, early marriages among rural adolescents in Mzimba district. The following are results of the action:

- 2000 adolescents equipped with skills and knowledge to prevent early pregnancies and resist forced and early marriages.
- 60 Teachers equipped with skills to deliver Comprehensive Sexual Education and life skills for adolescents in rural schools.
- 20 mother groups supported and built their capacities to track girls and provide counselling.
- Facilitated the re-enrolment of over 500 girls who had dropped out of school through mother groups.
- 100 religious and traditional leaders formulate bylaws to abolish harmful traditional leaders that promote early sexual debut and early marriages.
- 20,000 community members sensitized on the harmful effects of early pregnancy and early marriages on lives of girls.
- Target schools setting up violence reporting mechanisms and system to address school based violence.

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14 If the donor is the European Union or an EU Member State, please specify the EU budget line, EDF or EU Member State
<table>
<thead>
<tr>
<th>Location</th>
<th>Cost of the action (EUR)</th>
<th>Role: Coordinator, co-beneficiary, affiliated entity</th>
<th>Donors to the action (name)¹⁵</th>
<th>Amount contributed (by donor)</th>
<th>Dates (from..to) dd/mm/yyyy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lilongwe - Malawi</td>
<td>€ 347,014</td>
<td>Implementing Agency</td>
<td>ILO Malawi</td>
<td>€ 347,014</td>
<td>01/01/2013-31/03/2017</td>
</tr>
</tbody>
</table>

**Objectives and results of the action**

- **Overall objective:** To increase children access to education
- **Specific objectives:** Creating awareness on child labour and supporting children with education materials
  - Providing complimentary basic education to children

- **Target clients:** Children aged 14-17
- **# of clients reached:** 1800 children

- **Results:**
  - Community awareness on child labour raised especially among children, parents, local leaders and employers
  - Over 1200 children mainstreamed back into school
  - Increased community commitment and support towards primary education

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¹⁵ If the donor is the European Union or an EU Member State, please specify the EU budget line, EDF or EU Member State
**Name of the organisation:** Edukans

<table>
<thead>
<tr>
<th>Lead applicant</th>
<th>Co-applicant</th>
<th>Affiliated entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
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</tbody>
</table>

**Project title:** Empowering talented rural girls for continuity of higher education.

**Sector (ref. list of sectors in Sectorial experience in PADOR):**
11320-13030-13040

<table>
<thead>
<tr>
<th>Location</th>
<th>Cost of the action (EUR)</th>
<th>Role: Coordinator, co-beneficiary, affiliated entity</th>
<th>Donors to the action (name)</th>
<th>Amount contributed (by donor)</th>
<th>Dates (from..to) dd/mm/yyyy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethiopia</td>
<td>€ 26,838</td>
<td>Coordinator</td>
<td>Equal Education</td>
<td>€ 26,838</td>
<td>01/08/2014 –31/07/2015</td>
</tr>
</tbody>
</table>

**Objectives and results of the action**

The overall objective of the project is to ensure improved educational opportunities for marginalized talented rural girls in secondary school in Ethiopia.


**Output 2014/2015:**
- 79 poor rural girls were supported by the project and had access to quality secondary education; they received educational materials and monthly support for housing and food. They received basic computer skills training and engaged on school co-curricular activities.
- Out of the first group of 27 students who took the national exam 20 girls scored high enough to join higher education. And the other 7 can join TVET’s or other levels of education.
- All girls have passed their exams; 37% of them scored excellent results.
- 180 girls were trained in basic life skills and SRH (The World Starts with Me program).
- 79 girls had access to tutorial classes.

**Outcome 2014/2015:**
- All the girls were able to participate actively in school affairs.
- 180 poor girls developed their knowledge and skills on SRH and showed more self-confidence and assertiveness.
- Parents, community and government bodies were sensitized by the project and show more support for girls education.
- At least a 5% of increase in retention rate of poor girls.

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16 If the donor is the European Union or an EU Member State, please specify the EU budget line, EDF or EU Member State

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EuropeAid/151567/DD/ACT/MW  
15 January 2016 Annex A.2 - Full application_FINAL_Edukans  
Page 36 of 45
**Name of the organisation:** TEACHERS UNION OF MALAWI (TUM)

**Lead applicant** □ **Co-applicant** ☑ **Affiliated entity** □

**Project title:** SCREAM PROJECT
Mobilising 60 Tutors from TTCs, Primary School Teachers, PTAs, SMCs, Young people to combat child labour.

<table>
<thead>
<tr>
<th>Location</th>
<th>Cost of the action (EUR)</th>
<th>Role: Coordinator, co-beneficiary, affiliated entity</th>
<th>Donors to the action (name)</th>
<th>Amount contributed (by donor 60%)</th>
<th>Dates (from..to)</th>
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</thead>
<tbody>
<tr>
<td>Malawi</td>
<td>€ 80,558</td>
<td>Coordinator</td>
<td>International Labour Organisation (ILO)</td>
<td>€ 80,558</td>
<td>01/01/2015 - 31/12/2018</td>
</tr>
</tbody>
</table>

**Objectives and results of the action**

**Objective:** Mobilizing Teachers, Educator and their Associations to combat Child Labour

**Impact:**
- Increased number of children withdrawn from child labour environments and referred back into formal and non formal education systems.
- Increased attendance for both boys and girls in the targeted schools;
- Increased number of school children prevented from child labour through provision of basic necessities to keep them in school
- Reduced dropout rates for girls in the targeted schools
- Increased awareness on child labour issues among parents, community youth clubs, teachers, etc.

**Target group:**
180 Primary School Teachers / 180 PTA and SMC members / 450 working children in Afternoon schools / 60 TTC Tutors

**Activities implemented:**
1. Conducted District Entry Meetings with All key stakeholders to orient them on the programme
2. Conducted 3 days teachers training workshops on SCREAM-Stop Child Labour Packages and facilitation
3. Trained 18 SCREAM Master Trainers
4. Supported 150 primary schools in implementing SCREAM Package through Child Labour Clubs
5. Advocacy campaigns in mainstreaming child labour issues in the curriculum
6. Organised a National Event: 2015 commemoration on World day Against Child Labour in Malawi to Create national awareness on evils of child labour

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17 If the donor is the European Union or an EU Member State, please specify the EU budget line, EDF or EU Member State
### Name of the organisation: GENET

<table>
<thead>
<tr>
<th>Lead applicant</th>
<th>Co-applicant</th>
<th>Affiliated entity</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
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</tbody>
</table>

### Project title: Learn without Fear

<table>
<thead>
<tr>
<th>Location</th>
<th>Cost of the action (EUR)</th>
<th>Role: Coordinator, co-beneficiary, affiliated entity</th>
<th>Donors to the action (name)</th>
<th>Amount contributed (by donor)</th>
<th>Dates (from..to) dd/mm/yyyy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blantyre</td>
<td>€ 150,000</td>
<td>Coordinator</td>
<td>Plan International</td>
<td>€ 150,000</td>
<td>August 2013-June 2015</td>
</tr>
</tbody>
</table>

### Objectives and results of the action

The goal of the project was improve the participation of school children education to achieve their academic outcome and attainment of their rights.

The following are the results of the action:
- 1000 school children aware of their rights and responsibilities.
- 5000 children participate in various empowering activities including public debates, advocacy activities, talent displays.
- SMCs, PTAs and mother groups actively participate in addressing issues affecting learners through child protection committee.
- Sadness and happiness reporting boxes placed in all participating schools encouraging school learners particularly girls to freely report violence.

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18 If the donor is the European Union or an EU Member State, please specify the EU budget line, EDF or EU Member State.
3 Associates participating in the action

<table>
<thead>
<tr>
<th><strong>Associate</strong>&lt;…&gt;</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Full legal name</strong></td>
<td>N.A.</td>
</tr>
<tr>
<td><strong>EuropeAid ID number</strong>&lt;sup&gt;19&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td><strong>Country of Registration</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Legal status</strong>&lt;sup&gt;20&lt;/sup&gt;</td>
<td></td>
</tr>
<tr>
<td><strong>Official address</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Contact person</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Tel:</strong> country code + city code + number</td>
<td></td>
</tr>
<tr>
<td><strong>Fax:</strong> country code + city code + number</td>
<td></td>
</tr>
<tr>
<td><strong>E-mail address</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Number of employees</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Experience of similar actions</strong>, in relation to role in implementing the proposed action</td>
<td></td>
</tr>
<tr>
<td><strong>History of cooperation</strong> with the applicants</td>
<td></td>
</tr>
<tr>
<td><strong>Role and involvement in preparing</strong> the proposed action</td>
<td></td>
</tr>
<tr>
<td><strong>Role and involvement in implementing</strong> the proposed action</td>
<td></td>
</tr>
</tbody>
</table>

<sup>19</sup> This number is available to an organisation which registers its data in PADOR. For more information and to register, please visit [http://ec.europa.eu/europeaid/pador_en](http://ec.europa.eu/europeaid/pador_en)

<sup>20</sup> E.g. non-profit, governmental body or international organisation.
4 Declarations

4.1 Declaration by the lead applicant (full application)

The lead applicant, represented by the undersigned, being the authorised signatory of the applicant, in the context of the present call for proposals, representing any co-applicant(s), affiliated entity(ies) in the proposed action, hereby declares that

1. the lead applicant has the sources of financing specified in section 2 of the Guidelines for Applicants;
2. the lead applicant has sufficient financial capacity to carry out the proposed action or work programme;
3. the lead applicant certifies the legal statutes of the lead applicant, of the co-applicant(s) and of the affiliated entity(ies) as reported in part 3 and 4 of this application;
4. the lead applicant, the co-applicant(s) and the affiliated entity(ies) have the professional competences and qualifications specified in section 2 of the Guidelines for Applicants;
5. the lead applicant undertakes to comply with the obligations foreseen in the affiliated entity(ies)'s statement of the grant application form and with the principles of good partnership practice;
6. the lead applicant is directly responsible for the preparation, management and implementation of the action with the co-applicant(s) and affiliated entity(ies), if any, and is not acting as an intermediary;
7. if the requested amount is above EUR 60,000 the lead applicant, the co-applicant(s) and the affiliated entity(ies) are not in any of the situations excluding them from participating in contracts which are listed in section 2.3.3 of the Practical Guide (available from the following Internet address: http://ec.europa.eu/europeaid/prag/document.do?locale=en. Furthermore, it is recognised and accepted that if the lead applicant, co-applicant(s) and affiliated entity(ies) (if any) participate in spite of being in any of these situations, they may be excluded from other procedures in accordance with section 2.3.4 of the Practical Guide;
8. the lead applicant and each co-applicant and affiliated entity (if any) is in a position to deliver immediately, upon request, the supporting documents stipulated under section 2.4 of the guidelines for applicants.
9. the lead applicant and each co-applicant and affiliated entity (if any) are eligible in accordance with the criteria set out under sections 2.1.1 and 2.1.2 of the guidelines for applicants;
10. if recommended to be awarded a grant, the lead applicant, the co-applicant(s) and the affiliated entity(ies) accept the contractual conditions as laid down in the standard grant contract annexed to the guidelines for applicants (annex G) (or the PA Grant Agreement, where applicable);

These are the sources and amounts of Union funding received or applied for the action or part of the action or for its functioning during the same financial year as well as any other funding received or applied for the same action

<list source and amount and indicate status (i.e. applied for or awarded)>

We acknowledge that if we participate in spite of being in any of the situations listed in Section 2.3.3.1 of the Practical Guide or if the declarations or information provided prove to be false we may be subject to rejection from this procedure and to administrative sanctions in the form of exclusion and financial penalties representing 2 % to 10 % of the total estimated value of the grant being awarded and that this information may be published on the Commission website in accordance with the conditions set in Section 2.3.4 of the Practical Guide. We are aware that, for the purposes of safeguarding the EU’s financial interests, our personal data may be transferred to internal
audit services, to the Early Detection and Exclusion System, to the European Court of Auditors, to the Financial Irregularities Panel or to the European Anti-Fraud Office.

Signed on behalf of the lead applicant

<table>
<thead>
<tr>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position:</td>
</tr>
<tr>
<td>Signature:</td>
</tr>
<tr>
<td>Date and place:</td>
</tr>
</tbody>
</table>
4.2 Mandate (for co-applicant(s))

Important: This application form must be accompanied by a signed and dated mandate from each co-applicant, in accordance with the template provided below.

The co-applicant authorises the lead applicant <indicate the name of the organisation> to submit on its behalf the present application form and to sign on its behalf the standard grant contract (Annex G of the guidelines for applicants) (or a PA Grant Agreement, where applicable) with the European Commission ("Contracting Authority"), as well as, to be represented by the lead applicant in all matters concerning this grant contract.

I have read and approved the contents of the proposal submitted to the Contracting Authority. I undertake to comply with the principles of good partnership practice.

______________________________
Name:

______________________________
Organisation:

______________________________
Position:

______________________________
Signature:

______________________________
Date and place:
4.3 Affiliated entity(ies)

Important: This application form must be accompanied by a signed and dated affiliated entities' statement from each affiliated entity, in accordance with the template provided below.

Affiliated entity(ies)'s statement

To ensure that the action runs smoothly, the European Commission (Contracting Authority) requires all affiliated entity(ies) to acknowledge the principles of set out below:

1. All affiliated entity(ies) must have read the guidelines for applicants and application form and understood their role in the action before the application is submitted to the Contracting Authority.

2. All affiliated entity(ies) must have read the standard grant contract (or PA Grant Agreement, where applicable) and understood what their respective obligations under the contract will be if the grant is awarded. They authorise the organisation to which they are affiliated to sign the contract on their behalf with the Contracting Authority and represent them in all dealings with the Contracting Authority in the context of the action’s implementation.

3. The affiliated entity(ies) must consult regularly with the organisation to which they are affiliated whom, in turn, should keep them fully informed of the progress of the action.

4. All affiliated entity(ies) must receive copies of the reports — narrative and financial — made to the Contracting Authority.

5. Proposals for substantial changes to the action (e.g. activities, affiliated entity(ies), etc.) should be agreed by the affiliated entity(ies) before being submitted to the Contracting Authority.

I have read and approved the contents of the proposal submitted to the Contracting Authority. I undertake to comply with the principles of good partnership practice.

Name: 
Organisation: 
Position: 
Signature: 
Date and place: 

Page 43 of
3 Checklist for self-guidance

Full application checklist

EUROPEAID/151567/DD/ACT/MW

(To be filled in by the lead applicant for self-guidance purposes only)

<table>
<thead>
<tr>
<th>Title of the Proposal:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Before sending your full application check that each of the criteria below have been met in full:</strong></td>
<td>Yes</td>
</tr>
<tr>
<td>1. The correct grant application form has been used.</td>
<td>x</td>
</tr>
<tr>
<td>2. The Declaration by the applicant has been filled in and has been signed.</td>
<td>x</td>
</tr>
<tr>
<td>3. The proposal is typed and is written in an eligible language for this call. (Where more than one language is allowed, the proposal is drafted in the language most commonly used by the target population in the country in which the action takes place.)</td>
<td>x</td>
</tr>
<tr>
<td>4. One original and the number of copy(ies) foreseen in section 2.2 of the guidelines are included (Please write ‘Not applicable’ (N/A) if you are applying via PROSPECT)</td>
<td></td>
</tr>
<tr>
<td>5. An electronic version of the concept note (CD-ROM) is enclosed (Please write ‘Not applicable’ (N/A) if you are applying via PROSPECT).</td>
<td></td>
</tr>
<tr>
<td>6. Each co-applicant has completed, signed and submitted the mandate. (If co-applicant(s) are not mandatory for this call (or lot): Please write ‘Not applicable’ (N/A) if you have no co-applicant(s))</td>
<td></td>
</tr>
<tr>
<td>7. Each affiliated entity has completed, signed and submitted an affiliated entity's statement (If affiliated entity(ies) is not mandatory for this call (or lot): Please write ‘Not applicable’ (N/A) if you have no affiliated entity(ies).)</td>
<td></td>
</tr>
<tr>
<td>8. The budget is enclosed, in balance, presented in the format requested, and stated in EUR.</td>
<td></td>
</tr>
<tr>
<td>9. The logical framework has been completed and is enclosed.</td>
<td></td>
</tr>
<tr>
<td>10. The duration of the action is equal to or higher than the minimum allowed in section 2.1.4 of the guidelines.</td>
<td></td>
</tr>
<tr>
<td>11. The duration of the action is equal to or lower than the maximum allowed in section 2.1.4 of the guidelines.</td>
<td></td>
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<tr>
<td>12. The requested EU contribution (amount) is equal to or higher than the minimum allowed in section 1.3 of the guidelines.</td>
<td></td>
</tr>
<tr>
<td>13. The requested EU contribution (amount) is equal to or lower than the maximum allowed in section 1.3 of the guidelines.</td>
<td></td>
</tr>
<tr>
<td>14. The requested EU contribution as a percentage of the total eligible costs is equal to or higher than the minimum percentage allowed in section 1.3 of the guidelines.</td>
<td></td>
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<tr>
<td>15. The requested EU contribution as a percentage of the total eligible costs is equal to or lower than the maximum percentage allowed in section 1.3 of the guidelines.</td>
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<tr>
<td>16. The requested EU contribution has not been changed by more than the percentage allowed compared to the amount requested at the concept note stage.</td>
<td>x</td>
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<tr>
<td>17. The total amount of financing requested on the basis of simplified cost options does not exceed (EUR 60 000 /threshold in 2.1.4 of guidelines) per each applicant.</td>
<td>x</td>
</tr>
<tr>
<td>1. The lead applicant satisfies the eligibility criteria in section 2.1.1. of the guidelines.</td>
<td>x</td>
</tr>
<tr>
<td>2. The co-applicant(s), if any, satisfy the eligibility criteria in section 2.1.1. of the guidelines.</td>
<td>x</td>
</tr>
<tr>
<td>3. The affiliated entity(ies), if any, satisfy the eligibility criteria in section 2.1.2. of the guidelines.</td>
<td></td>
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<tr>
<td>4. The supporting documents were submitted in accordance with the guidelines (section 2.4).</td>
<td>x</td>
</tr>
<tr>
<td>5. The statutes or articles of association of the lead applicant organisation have been uploaded in accordance with the guidelines (section 2.4).</td>
<td>x</td>
</tr>
<tr>
<td>6. The statutes or articles of association of the co-applicant(s) and the affiliated entity(ies) have been uploaded in accordance with the guidelines (section 2.4).</td>
<td>x</td>
</tr>
<tr>
<td>7. Copy of the lead applicant’s latest accounts has been provided in accordance with the guidelines (section 2.4).</td>
<td>x</td>
</tr>
<tr>
<td>8. The lead applicant’s external audit report (if applicable) has been provided in accordance with the guidelines (section 2.4).</td>
<td>x</td>
</tr>
<tr>
<td>9. The Legal Entity File (see annex D to the guidelines for applicants) has been duly completed and signed by the applicants and the supporting documents requested have been enclosed in accordance with the guidelines (section 2.4).</td>
<td>x</td>
</tr>
<tr>
<td>10. A Financial Identification Form (see Annex E of the guidelines for applicants) has been provided by lead applicant in accordance with the guidelines (section 2.4).</td>
<td>x</td>
</tr>
</tbody>
</table>